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ICT AND PRESERVICE TEACHERS. SHORT CASE STUDY ABOUT CONDITIONS OF TEACHER PREPARATION IN: DOMINICAN REPUBLIC, ECUADOR, URUGUAY AND POLAND

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Abstract: The paper aims at presenting the most important indicators teacher preparation in the context of the developing information society. The text was written as part of the SELI project. It is the international study which seeks to answer the question about the factors determining the efficient use of ICT among the pedagogy students. This theoretical study joins the debate on the curricula and local, national and global conditions related to the education of teachers of the future. The text presents data from three countries from Latin America and the Caribbean region and one from Europe.

The development of Information and Communication Technologies (ICTs) is key for any society that wishes to develop and face the local and global challenges that arise every day. However, teachers play a fundamental role in ensuring that these technologies are taught and reach the entire population adequately. During this process, an important number of challenges and problems must be faced, as a result of the current context in which the Dominican Republic, as a developing country, finds itself. In the present work we make a brief description of the main challenges and defies faced by ICT teachers.

In the section referring to Ecuador, a general outline of the academic education for preservice teachers is presented. The numeric data are presented about the education system and the preparation of future teachers. The legal grounds have also been described. While discussing the conditions in Ecuador, the authors focus on the technical aspects of education, like the use of e-learning technologies. They also refer briefly to the need for lifelong learning.

The purpose of this paper is to provide an overview of the way the challenges of ICT are approached in preservice teacher education in Uruguay. Initially, some background information is provided about how preservice teacher education is organized for at the different levels. Secondly, the focus is on the way Information and Communication Technologies (ICT) have been included in the preservice teacher education and training curricula and the changes that this inclusion is undergoing. The overview shows a transitioning process, from a rather disperse and fragmented approach with a variety of courses, projects and programs, to a more consistent and centralized one. The article finishes with a few conclusions and ponders some Uruguay perspectives, joining an ongoing debate around unanswered questions and identified challenges.

The Polish section presents several important changes associated with the reform of the education system, which affects the professional teacher preparation. The authors also present the examples of the academic curricula for Information Technologies and Media in Education courses carried out in the Pedagogical University of Cracow.

Based on the short analyses, we have noticed that despite the geographical, language and cultural differences, teacher preparation in the area of ICT use shows many common features which are the global challenges. These shared elements include: legal systems preparing teachers to perform their profession, the development of digital literacy, modernisation of the academic curricula and technical infrastructure, and motivation to use ICT solutions among the preservice teachers.

Keywords: teachers ICT, new media, Internet, preservice teachers, attitudes, Dominicana, Ecuador, Uruguay, Poland

INTRODUCTION

According to the UNESCO representatives, implementation of ICT in education serves primarily the development of the teaching staff who can use ICT to process information in a fluent and creative way. ICT should be used to solve problems and facilitate generating new knowledge, help the citizens to acquire up-to-date knowledge and develop resourcefulness and support effective life management as well as full and satisfactory social participation. The use of ICT should also involve encouraging all the citizens to active participation in the society and positively influence their decisions which, in turn, would lead to the improved quality of life. Other important aspect of using ICT in the globalisation era, is facilitation of the intercultural understanding and peaceful conflict resolution (UNESCO, 2011). UNESCO postulates result directly from the present civilisational and technological transformations. Rapid scientific and technological development imposes numerous changes in all areas of private and professional life. These permanent processes transform habits and the quality of life of both, individuals and whole social groups. In these circumstances, computer and Internet have infiltrated all areas of life: economics, education, leisure, family, health. As children and youth in the today's society acquire information mainly through the digital media, the question is how can we prepare them to live in the present world? The answer requires positioning school and teachers as one of the key predictors (Arsić, & Milovanović, 2016).

The results show that teachers are interested in the implementation of information and communication technologies into learning and teaching process. Using computers and the Internet can surely help them to cover the content of their curricula. However, the truth is that many teachers declare they are still insufficiently trained to be able to use ICT effectively. This is not only the matter of their motivation but the result of the academic education and informal support they receive. Teachers often emphasise that they do not have adequate pedagogical and methodological competencies as well as sufficient digital literacy. They are also afraid to experiment. They also mention numerous limitations caused by the poor quality of the didactic equipment in their schools (Veličković, & Stošić, 2016). Despite all these barriers, many teachers use ICT successfully. However, according to UNESCO analyses, for example "THE UNESCO ICT COMPETENCY FRAMEWORK FOR TEACHERS", ICT implementation is a complex issue. The authors of the framework emphasise that the primary goal of the ability to use ICT in education is effective learning. In the next stage, ICT should be used to deepen the knowledge, thus allowing the students to obtain solid information about the school subjects and solve the complex, real-world problems. The third and final stage is the development of the new knowledge which helps students, citizens and the workforce to improve the quality of their life, making it more harmonious and fulfilling. This is also connected with creating more prosperous societies (UNESCO, 2011).

The above mentioned report and its postulates have inspired us to present the assumptions regarding the conditions of preparing the preservice teachers in Europe and Latin America. It is the lifelong learning of the existing teachers and the preparation of the next generations of educators in the age of constantly transforming information society, that determines the ways and the quality of ICT use in education. In this paper, the following research problem has been formulated: What factors determine the use of ICT by the preservice teachers in Dominican Republic, Ecuador, Uruguay and Poland? To provide the synthetic answer to this question, we used the technique of document analysis and expert pedagogical hermeneutics.

1. DOMINICAN REPUBLIC

At present, digital gap between ICT teachers and the advances that are taking place in the world in this field is still quite wide. Similarly, teachers face other challenges such as: low salaries, poor conditions of precarious classrooms, lack of adequate laboratories, among others. Despite this reality, important steps are being taken to improve this situation, through different programs and initiatives. One of the initiatives with the greatest impulse and scope is the Digital Republic Program (República Digital, 2019), which has within its components the subject of education, both for students and teachers.

Innovation must be understood as a transforming and integral process. Hence, very important steps have been taken to update study plans by competencies, as is the current worldwide trend in education. This process includes both undergraduate and graduate programs. Teachers play a key role in ensuring that this process culminates successfully and allows the Dominican Republic to make an important qualitative leap in this vital issue for its development.

Challenges for Teachers

One of the global challenges today is for university teachers to provide a quality educational service (Acento, 2015). Similarly, another important point is the training in Master's and Doctorate courses (National and International Scholarships, 2019). Although national and international scholarships are available for teachers to increase their educational levels, there are economic situations and the way in which teachers work in universities in the Dominican Republic (ICT in Education: The situation of Dominican Republic, 2019). Professors are not exclusive

to one university and work from one university to another day after day. This situation is a serious problem because they do not have time to dedicate to improve their knowledge, as a result of the low salary they receive. The latter is one of the reasons why there is evidence of poor performance in science and mathematics in our country (Diario Libre, 2019), and as is well known, science and mathematics are the basis for understanding how ICT functions.

Challenges of ICT in education

The scheme of study programs and teaching practice on the part of teachers must take into account their recipients. In the same way that is pointed out in the Iberoamerican project for Educational Goals for 2021: the training we pursue for the new generations, the investigation of youth cultures, is necessary to face the challenges of an education that reaches all students and in which they experiment in order to actively integrate into society. This does not necessarily mean that the objectives and the teaching compendiums should be conditioned to the students' benefits, but rather that it is necessary to take them into account in order to develop the students' motivation (Rivas & Martín, 2018) and to ensure that a greater number of young people at high risk of abandonment are kept in the classrooms for the required time. For the achievement of the objectives, the incorporation of ICT in the instruction of each young person is a strategy that must be strengthened.

The primary task is to enable students to improve their education through the use of ICTs. This presumes to shape a different context in the interactions between teachers, students and the contents of teaching, as well as in the assessment of the teaching-learning process. It is difficult to make changes in the way of educating, for this reason, the training of educators so that they achieve the necessary competencies that allow them to incorporate ICTs naturally into their teaching practices is vital.

Study Programs

With regards to Study Programs, in a general sense, they have been improved steadily and public policies (OEI, 2017) have been created for these improvements and the different study programs have been brought to teaching by competencies. The Dominican Republic, at the request of the Ministry of Higher Education, Science and Technology, has begun a vertiginous and integral process so that all study programs are redesigned taking into account the competency-based model. Careers in education, engineering, and health sciences have begun, but the goal is to cover all programs in no more than five years.

National Program for Digital Literacy

The Dominican Republic is a country that is still in the final phase of overcoming illiteracy, hence there are still multiple challenges to overcome, including the digital gap. Hence the importance of the Digital Republic program, cited above. This has changed and we have found new niches for the teaching of ICT in the Dominican Republic (Digital Republic, 2019), which implies a challenge for teachers to use more inclusive methodologies in their classroom programs.

Challenges and Recommendations

As can be seen, the challenges for the Dominican Republic are many, but we are working resolutely to overcome them in the short and medium term. Both the Ministry of Higher Education, Science and Technology (MESCyT), as well as the Digital Republic program, are taking concrete steps to complete what is missing.

Within the framework of education reform and the 4% allocation (Diario Libre, 2013), the sectors that signed the Education Pact (EDUCA, 2014) advocated for quality education for all ages. This collective will is reflected in the text of the Pact, declaring that "Education is the most suitable means for the social cohesion of the Dominican Nation [...] we are willing to put the supreme collective interest above individual and sectoral interests, in order to guarantee the fundamental right of all children, young people and adults to receive quality education" (Observatory of Social Policies and Development, 2019). The problems of education in the country are systemic and range from the basic level to the higher level. Work is being done on all fronts to change the current reality.

We recommend accelerating the process of accreditation and evaluation of Higher Education Institutions (Regulations, 2015) carried out by the MESCyT, so that the entire Higher Education system has teachers equipped with the necessary skills to teach in a general sense and in the case of ICTs that can assume the competencies established by UNESCO (UNESCO, 2019) for the teaching of ICTs. In the same way, it is necessary to look not only at teachers and the study plan they teach, but also at the quality of the teaching processes, the evaluations of the required competencies and the learning obtained, in such a way that they respond to the demands of these times and of the educational model by competencies.

2. ECUADOR

Teacher preparation Programs

In Ecuador, 37 universities and colleges offer around 286 majors in education. Among these institutions, the university that was specifically created for training teachers is UNAE (as per its Spanish acronym), National

University for Educators, which offers training in Basic education. That is, a degree in teaching students aged between 6 to 12. Early education, which aims at teaching how to teach children aged 0 to 5 years of age. Other majors include Intercultural Bilingual education, Special education, Experimental Sciences education (12-17), Arts and Humanities Pedagogy and Languages Pedagogy. In-service teachers are offered Teacher Professionalization and Postgraduate education in this university.

Pre-service teacher education

Pre-service teacher training used to take 9 semesters (4.5 years approximately). However the new policy, which was approved this past march allows majors in the field of education to vary their programs in amount of hours, being 5760 the minimum number of hours required and 7200 the maximum to reach the degree (Consejo de Educación Superior, 2013). The total number of subjects to be taught is 54 subjects.

There are three modalities offered for teaching majors. They are: face-to-face classes, distance classes, and the European dual modality. The main fields in which pedagogy is offered are: Mathematics, Language and Literature, and Basic General Education.

All programs, offered by any university, must attach to the following lay out: face-to-face classes, which are classes students attend with the assistance of a professor; group work, which is the work done by students under the supervision of the professor, whether they are single or grouped activities; students autonomous work, which corresponds to the workload students carry out at home by themselves without the help of the professor; and finally the practicum. In the past the practicum was left to the final years of the major. However, the new changes in the policy demand this practicum to start as soon as possible.

By analyzing the layout demanded by law, we can conclude that even if it is not stated in the official curriculum, professors need to make use of ICTs to help their students work on their autonomous work. Thus, we can talk about a hidden curriculum here. It is not stated, but it is implied. Thus, professors tend to make use of tools such as moodle platforms, whatsapp, google classroom, google hangouts, and many other technologies or applications at hand to contact their students for any support they might need. For example, from a list of 43 universities, 38 have a moodle server deployed and other two have their own Learning Management System (LMS) installed. However, less information exists about the use of platforms already deployed.

This hidden curriculum brings up the term digital literacy to the everyday speaking of professors in Ecuador. Since the first semester, student teachers are trained to analyze, identify, and address challenges from the digital era in the Ecuadorian context. This is, student teachers learn to analyze the influence of factors such as society, family, community and educational policies on ICTs for education. In the same way, student teachers analyze multiple dimensions and educational systems within the country's context and diagnose potential issues.

This also happens because if a university wants to approve a career, not only in teaching, but in any field, the curriculum of the major must clearly detail how ICTs are included in the curricula students have to take. This requirement is evident in section 11 of the Reglamento de Régimen Académico (Consejo de Educación Superior, 2013), which states that the teaching process has to be organized through activities that include the time students work by himself on creating academic products or doing educational activities.

Further in their training, student teachers are instructed about current digital pedagogies and the use of ICTs in education. The purpose is for student teachers to first, interpret ICT technologies from critical, cognitive, holistic, and pedagogical comprehension. Second, use technologies to access valid and relevant sources for processing and generating new proposals for educational goods and services. Finally, design virtual teaching and learning environments to face digital era challenges, for example, flipped classroom. By using current technological alternatives and modalities from a projective perspective, student teachers are expected to boost the development of learning.

ICTs are presented as an instrument that articulates learning, information, and knowledge. In the same way, different types of technologies, communication platforms, and digital learning environments are introduced as interactive, collaborative, and knowledge transmission didactic strategies.

By browsing the majors offered in pedagogy (which is listed in every university web page), all universities offer at least one course related to the use of ICTs in class.

This training obeys to the principles of the "Good Living" (known in the past as Suma Kawsay) policy, which is the constitutional policy that states as its main goals the principles of inclusion to every single being to all the rights stated by the government, among these, education. Thus, no students can be left behind or denied from education if the student shows learning disabilities.

Studies carried out by Adam & Tatnall (2008); Obradović, Bjekić & Zlatić (2015) state that ICT helps in building a bridge to decrease differences in socially, cultural and economical matters.

Through this process, student teachers not only learn how to use technology as a teaching tool but also they learn to recognize the respective characteristics and contributions of teaching and learning in person and virtual spaces. In other words, student teachers learn the benefits and challenges of autonomous study and teaching applications through the use of digital, multimedia, and virtual resources. Finally, they learn to interact in collaborative works to improve learning in digital environments. In addition to the ICT and technological training provided for the Basic education program, early education student teachers are instructed on how to use learning environments for integral development and inclusive education.

In-service Teachers Education and Teacher professionalization

UNAE offers 5 semester programs (2.5 years) to in-service teachers. These distance education programs aim to strengthen teachers' training structure to develop skills that allow generating pedagogical praxis creating bridges between theory and practice. Similarly, continuing teacher education programs provide ongoing education for teachers and administrative staff, as well as training and updating programs for professionals and the general public. Its main objective is to support the development of specific skills needed to strengthen the community in the framework of the democratization of knowledge, training, and updating teachers as a contribution to the transformation of Ecuadorian education.

The national education system currently has 159,833 teachers, of which 15% have a fourth-level degree (specialization, master's degree and PhD.), 66% have a third-level degree, 13% have a technical, technological or pedagogical degree; and 6% are high school graduates, according to data from the Ministry of Education. The beneficiary population of these programs is public school teachers under 55 years of age, which results in a total of 21,191 teachers, distributed in the nine zones across the country.

3. URUGUAY

Background information

Preservice teacher education in Uruguay is under the direction of the Education Training Council (Consejo de Formación en Educación, CFE) which is part of the National Public Education Administration (Administración Nacional de Educación Pública, ANEP). The CFE is in charge of teacher education and training of school teachers, highschool teachers, teachers at technical schools and social educators. The training programs provided follow the traditional teaching model, with the exception of some semipresence or blended learning programs that combine the use of digital platforms and classroom classes.

All these careers are organized in a variety of institutions, none of which has a university status. This means that all of the institutions created at different historical and political times, have focused on educating in teaching, leaving aside extension and research activities. As a consequence of this, teacher education and research on education take place at separate institutions and they do not necessarily feed each other's processes. The University of the Republic, the largest university in the country with 77% of university students of the country (MEC, 2017), does not offer graduate programs and degrees which enable teachers to find a position as school or highschool teachers.

It is important to highlight that while teacher education and training keeps on being fragmented in a variety of institutions separate from a universitarian context, a nationwide debate is taking place about the creation of a University of Education. This has been a profoundly political debate which has also generated a perspective for new paths in a variety of educational areas.

ICT in preservice education

Plan Ceibal ("Conectividad Educativa de Informática Básica para el Aprendizaje en Línea", Educational Connectivity/Basic Computing for Online Learning) is a connectivity plan, implemented in 2007 following the "one laptop per child" model. Every child and teenager who enters the Uruguayan education system (school and highschool), receives a computer for personal use with free access to the Internet. This Plan was created with the objective of introducing ICT in public education. Moreover, it provides connectivity to preservice teacher education centers throughout the country. It has also installed video-conferencing devices deploying a nationwide network. The Plan provides a digital mobile device to all students in their third year of preservice education and training programs. Also teacher educators in charge of the course subjects Informatics and Didactics have a mobile device provided by **Plan Ceibal**

As for the teacher education curriculum, the school teacher career offers a two year program in the area of ICT. The first year course is "Informatics". It focuses on more technical contents and it is geared towards the use of tools and devices. The second year course is "Education and ICT integration". It has been more recently created (2010) and it aims at teacher orientation. This subject allows for an opportunity to innovate on teacher education and ICT, which poses a great challenge to teachers in charge.

Plan Ceibal, on the other hand, whose objective has been primarily to introduce ICT in public education in order to support public educational policies with technology, has taken a leading role in promoting teacher education and ICT throughout the country, with a varied set of programs and projects to be implemented at schools and highschools. But Plan Ceibal is not particularly oriented to preservice teacher education. Nonetheless, preservice students have benefitted from some of Plan Ceibal's initiatives.

A national survey carried out by the National Institute of Educational Evaluation (Instituto nacional de evaluación educativa, INEED) asks teachers about how they evaluate the preservice education and training they have received. More specifically, they are required to answer in terms of strengths and weaknesses they find in the preservice program. Clearly, school teachers consider that the strongest and greatest emphasis of their education has been placed on the subject matter contents (Math, Geography, History, etc.) and on the didactic contents. On the other hand, the majority consider that the weakest aspects of their education are in the area of educational management of the center, on teaching disadvantaged children or children with learning disabilities, and on teaching with ICT. The figures for those teachers who claim that these are the weakest areas are: 77% for public school teachers and 74% for private school teachers. The same holds true for highschool teachers: 71 in public and 73 in private highschools, consider that their education and training on teaching skills with ICT has been deficient. (INEED, 2015, p.18)

In the article Digital technologies: Analysis of initial teacher training programs in Uruguay, (Cabrera C., Cabrera A., Carámbula S., Pérez A and Pérez, M, 2018) the authors present a comparative analysis of syllabi in Initial Teacher Training (ITT) in the years 2005 and 2008. The study shows a setback between current programs and previous ones in reference to the place assigned to digital technologies (DT). It also points out the lack of common criteria in reference to the way DT are approached in different syllabi. Also, no clear connection is found between the subject Information and Communication Technologies and the other subjects of the ITT program.

A situation analysis carried out by CFE authorities, revealed that up to 2016, the state of affairs of ICT integration to preservice teacher education could be described as follows: there were a variety of courses and programs -courses that were part of the teacher training curricula, programs created by Plan Ceibal and other initiatives. All of them provided education and training opportunities. However, these courses and initiatives were not unified or systematized into a single approach or standard about which digital competencies they aimed at, or at the way ICT should be integrated to teaching. This left teachers in charge of preservice education with the crucial role of developing their own approaches and methods within the framework of the syllabi. A variety of programs and projects addressed different aspects of digital technology inclusion in a rather disperse and fragmented, uncoordinated manner. Hence, a new perspective emerged with a focus on convergence of programs and projects in such a way that there could be an integration of technologies into teaching practices. This would allow for generating new outlook into the curricula unifying criteria and aiming at the development of a competency-based approach.

As a result of this process, in 2016 the Department of Digital Technologies and Teacher Education was created with the objective of activating and coordinating the integration of digital technologies in teacher education and training programs, under the direction of the Education Training Council (CFE). In order to meet the stated objective, the task entrusted to this Department was the organization and management of technological media and human resources. Since 2016, this department has supported and developed research, extension and teaching initiatives throughout the country, with territorial anchoring strategies. Many lines of work have been developed within the framework of digital competencies of the National Institute of Educational Technologies and Teacher Training (Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado, INTEF) of Spain. The lines of work created to address students, offer workshops on a variety of topics, depending on the needs assessment of each center.

Between the years 2016 and 2019, two teacher profiles were created in order to develop the work lines of the above named Department: one at the national level and the other at the center level. The first profile, the digital technologies articulating teachers (docentes articulador de tecnologías digitales, DAT) conformed a multidisciplinary team promoting actions at a national level. The second profile, the digital technologies orientation teachers (docente orientador en tecnologías digitales, DOT) would work at the different training centers with both teachers and students, developing the work lines agreed upon by the Department, on the basis of a territorial anchoring.

It is expected that by the year 2020 a project be implemented with a new curriculum, with competency based graduate profiles, both for school and highschool teachers. In these careers there should be room for digital competency development for teaching.

Perspectives

This state of affairs of ICT education up to the year 2016, in the case of preservice teachers, was consistent with the highly fragmented character of institutions, organizations and programs in charge of preservice teacher education. This situation has been recently addressed by the creation of the Department of Digital Technologies and Teacher Education.

A consensual national approach to ICT in education has not been attained yet. We can conclude that this is related to the historical development of teacher education in Uruguay, the current political debate around education, together with the prospect and the ongoing debate around the future existence of a university of education, would be important variables to explain why.

Today, it can be asserted that there is a process that intends to create an integrated approach, to the development of digital competencies in the teacher preservice programs offered in Uruguay. That is the objective of the Department of Digital Technologies and Teacher Education.

Some of the new challenges are related to 1)guaranteeing the cross-disciplinary character of digital technologies, 2)counting on qualified teachers for the new teaching curricula of the new plan, 3)fostering multidisciplinary teamwork with orienting teachers and 4)connecting theoretical knowledge imparted in class to practical implementation and teaching in the actual classes in the territory.

A cross-disciplinary approach requires two components: on the one hand it should begin by making the why and how of technology explicit in the curriculum; on the other hand, it means counting on teacher educators using the technology in their own teaching, beyond the disciplinary content.

It is essential that teacher educators of CFE be qualified to work on digital competencies in the different curricula, that they be able to transcend historically defined roles assigned to technologies (such as computer labs) and start working with other teachers, on the basis of multidisciplinary approaches focusing on shared and collaborative teaching practices.

The role of the orienting teacher is very important for the development of digital competency of the center; thus, the challenge is to create opportunities (team planning, team teaching, etc.) for subject teachers to develop digital competencies in their practices.

Last, but not least, connecting student practice to theoretical knowledge, both at a discourse and at an implementation level is key to the consistency of the teacher education and training program.

4. POLAND

Reforms and the quality of teacher professional preparation

At present, the Polish system of teacher education has been thoroughly reformed. The reform is connected with the transformations of the higher education system. There are two types of academic units in Poland, preparing students to become teachers, that is, state universities and higher schools with the academic or practical profile. The first ones focus on the research (mainly universities) but they also educate students (including pedagogical studies). Units of the other type are mainly focused on the development of specialists-practitioners. Unfortunately, despite formal differences, both profiles are often combined and complementary. The attempts to systematise, order or clearly divide them have been made during the recent years, mainly in 2018-2019, through the reform of the higher education system introduced by the Minister of Science and Higher Education, Jarosław Gowin. One of the postulates within the new solutions is to increase the emphasis on the research quality (selecting the top universities), also in the field of social sciences (including pedagogy), and to increase the prestige of teaching as a profession. The last postulate is fulfilled by limiting the rights to train teachers (mainly among the universities which do not carry out research in the area of pedagogy and which do not employ adequate scientific and didactic staff). In addition, certain specialisations, like kindergarten and pre-school education (first stage of education) have been considered as the key ones and, consequently, requiring a uniform, 5-year long programme (no division into the first and second education cycle: bachelor's and master's degree). As the reforms are being implemented, there is an ongoing debate over the future of the teaching profession and the pro-quality solutions that need to be introduced in the universities and state higher vocational schools, as well as the top selected private universities.

Examples of academic courses: Information Technologies and Media in Education.

Universities in Poland enjoy the high autonomy in developing their academic programmes aimed at educating the preservice teachers. Save for several subjects which are obligatory in every university programme, academic staff members responsible for developing and supervising certain specialisations control the quality of the course, the number of hours and content distribution. All courses have curricula which specify the course objectives, content, evaluation methods, literature and references to the National Qualifications Framework. The last element presents the unified learning outcomes described using the following categories: knowledge, skills and social competences.

Universities usually carry out two courses for the prospective teachers, which may have different names but in most cases have similar content (as they follow the guidelines set in the above mentioned National Qualifications Framework). In the Pedagogical University of Cracow, which is the biggest public university focused on teacher education, these courses are: Information Technology and Media in Education.

The first subject (Tomczyk, 2019a) is usually taught in the first year of the bachelor's studies. According to the curricula and based on the learning outcomes, the purpose of the course taught in small, exercise groups is to provide knowledge about studying, professional work and personal intellectual development in the world of global information and communication, that is, to prepare the students to active functioning in the information society. The course also prepares the students to use IT tools during their studies and in their professional work to transform information (information search, selection, analysis and management) into useful knowledge – promote information literacy. The course also teaches how to use the IT and Internet tools in the professional work in a methodologically correct way, in particular to organise own workplace and cooperate with families and students, local and national government administration units and an interdisciplinary or a working team. Students also learn how to use IT tools, especially Internet, in self-learning (self-education). Other important aspect is raising students' awareness about the threats posed by digital media and Internet, and how to avoid them. The students who have completed the Information Technology course: know the terminology used in pedagogy and understand its origin and its application within the related disciplines such as media pedagogy; have advanced knowledge about the types of social relations and communication processes using traditional and modern means of communication; use the knowledge about the social relations to initiate and maintain interpersonal relations using the traditional and modern communication tools; are able to communicate in the traditional way as well as using modern technologies. They are ready to deepen their digital literacy. The course is implemented according to the European Computer Driving Licence (ECDL) standard and addresses the following topics: health and safety while working with ICT, text editors, spreadsheets, multimedia presentations and digital safety.

The Media Education or Media in Education (names used interchangeably) course prepares students to understand the mechanisms of media influence in educational settings and facilitates implementation of the selected applications in the teaching processes. The goal of the course is to: develop knowledge about the basic issues addressed by media pedagogy and related to the functioning of teachers and students in the computerised society; develop the ability to diagnose the threats posed by new media and the ability to implement software and websites in the didactic process. The learning outcome is also the knowledge of media as the means of a dual nature (positive and negative) and technical skills (operating dedicated software and e-learning portals (Tomczyk, 2019b).

Both courses are complement each other. Information Technology course focuses more on the technical aspects of ICT use whereas Media in Education has comprises of a very advanced skill component which allows to realise the opportunities paradigm in media pedagogy, that is ability to introduce hardware and software (including websites) into the learning and teaching processes. We should also point out that the curricula are constantly updated when new technological solutions or ICT-related social phenomena (i.e. e-threats) appear.

CONSLUSION

Regardless of geographical location or cultural conditions, education of the preservice teachers in the transforming information society has some ICT-related elements (Potyrała, 2017). It is important to analyse the role of digital media in learning and teaching processes, as proved by the numerous research, conference publications, methodological meetings, re-organisation of the university programmes or educational strategies on the regional, national and global level. In many countries, media pedagogy has been also identified as a pedagogy sub discipline which analyses the issues mentioned in this paper (Kędzierska & Wnęk-Gozdek, 2015).

Using digital media in education is a complex process which involves the level of digital literacy of the preservice teachers, regional and national strategies to support implementation of ICT in schools and outside of schools, supplying schools and universities with hardware and flexibility of the academic staff in integrating IT innovations into their academic curricula (Eger et al., 2018). As shown in the analyses of the existing data from Dominican Republic, Ecuador, Uruguay and Poland, many areas still need some improvements. It is modernisation that drives the effective use of ICT by the prospective teachers. The ability to employ media in education depends on the users' habits, available applications and websites and economic challenges (education sector treated as priority) (Wyżga, Mróz, 2018). The data collected in the SELI project show that many countries, regardless of their geographical location, face similar challenges to the ones presented herein. In a relatively short time, due to the inevitability of ICT implementation in the education system, media pedagogy has become the sub discipline with a wide scope of theoretical assets and the growing number of research focused on the effectiveness of using ICT in schools. However, as we analyse these aspects, we should consider two opposing paradigms: risk (ICT-related threats) and

opportunities (greater teaching and learning effectiveness), which set the new areas of research and directions of modernisations within the education system (including the intentional training of the preservice teachers) (Pyżalski et al., 2019).

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APPLYING THE CONSTRUCTIVE APPROACH IN RESOLVING ORGANIZATIONAL CONFLICTS IN HEALTH INSTITUTIONS

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Abstract: Healthcare institutions as social entities are segmented hierarchically into sectors and departments and various organizational structures that are characterized by often present conflicts, that are manifested within this hierarchy. In all organizations, including healthcare institutions, the planning and fulfillment of organizational goals is achieved through synergy and integration into organizational activities between organizational units in the entire organizational hierarchy, relationship structure, vertical, horizontal and diagonal level. In the health institution, the organizational structure is complex, and as such brings conflicts that have value for the institution, only if they possess elements and characteristics of constructiveness. In all organizations, not all conflicts are harmful, so some can bring positive results that relate to the growth and development of the organization. The goal of management in healthcare institutions is to achieve optimal level of conflicts, without their complete elimination, but minimizing to a certain level, which is manageable and brings positive effects for the organization. It has been established that the significance in terms of positivity / negativity of the results from the resolution of conflict situations has had mostly the approach (constructive or destructive).

Keywords: conflicts, constructive approach, conflict resolution, organizational conflict, health institutions.

УПОТРЕБА НА КОНСТРУКТИВНИОТ ПРИСТАП ВО РАЗРЕШУВАЊЕ НА ОРГАНИЗАЦИСКИТЕ КОНФЛИКТИ ВО ЗДРАВСТВЕНИТЕ ИНСТИТУЦИИ

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Резиме: Здравствените институции како општествени субјекти се сегментираат хиерархиски во одделенија и разновидни организациски структури кои се карактеризираат со често присутни конфликти кои се манифестираат во рамките на оваа хиерархија. Во сите организации, вклучувајќи ги и здравствените институции, планирањето и исполнувањето на организациските цели се постигнува преку синергија и интеграција во организациските активности помеѓу организациските единици во целата организациска хиерархија, однос структура, на вертикално, хоризонтално и дијагонално ниво. Во здравната институција, организациската структура е комплексна и како таква носи конфликти, кои има вредност за институцијата, само доколку поседуваат елементи и карактеристики на конструктивност. Во сите организации, не сите конфликти се штетни, па така некои можат да донесат позитивни резултати кои се однесуваат на растот и развојот на институцијата. Целта на менаџментот во здравствените институции претставува оптимално ниво на конфликти, без нивна целосна елиминација, туку минимизирање на одредено ниво, кое е управливо и носи позитивни ефекти за институцијата. Утврдено е дека големо значење во однос на позитивност/ негативност на резултатите од разрешувањето на конфликтните ситуации има пристапот (конструктивен или деструктивен).

Клучни зборови: конфликти, конструктивен пристап, решавање на конфликти, организациски конфликт, здравствени институции.

1. ВОВЕД

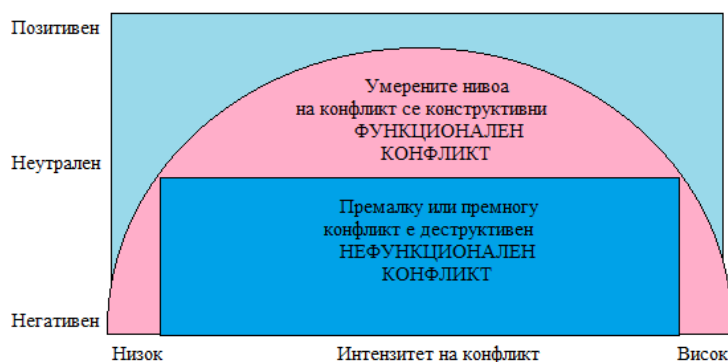
Организациските конфликти претставуваат длабока област на интерес за менаџментот, како и за истражувачите.[1] Па во литературата, опширно се проучувани различните начини преку кои конфликтите се решаваат во организацијата [2], што води до широк спектар на истражувања кои покажуваат како конфликтот влијае врз квалитетно менаџирање на организацијата, како на индивидуално, групно и организациско ниво. [3] Кога луѓето работат во група, конфликтот е еден од најверојатните резултати. Повеќето менаџери трошат многу од нивното работно време за менаџирање со конфликти поврзани со вработените. Неуспехот во менаџирањето со конфликтите доведува до разновидна дистрибуција на негативна енергија кон и во работната сила, погрешни насоки во остварувањето на организациските цели и комуникациски грешки кои мора да се корегираат, што во крајна линија може да доведе до пропуштени можности.

Конфликтот е комплексен, бидејќи вклучува интеракција на когнитивна, психолошка, физиолошка и контекстуална динамика. Квалитетното менаџирање со конфликтите води кон воспоставување на фер и ефикасни односи, меѓусебно разбирање и прифаќање помеѓу менаџерите и подредените, колегите и другите засегнати страни во и надвор од организацијата.

2. КОНСТРУКТИВНИ И ДЕСТРУКТИВНИ КОНФЛИКТИ

Конфликтите според својата динамика можат да бидат конструктивни кога придонесуваат за развој на претпријатието, но и деструктивни кога му нанесуваат штета. Истотака, тие се рационални, но честопати и ирационални односно несвесни. Овој интеракциски поглед покажува дека конфликтите можат да бидат позитивни и негативни, така што некои конфликти ги поддржуваат целите на групата и ги подобруваат перформансите на индивидуално и организациско ниво, па тие се конструктивни форми на конфликти. Аргументот е дека ако конфликтот води до нормална конкуренција помеѓу групите и во нивната внатрешност, тие работат понапорно и произведуваат подобри резултати, а сето тоа е поволно за групата и организацијата како целина. Тоа се гледа како конфронтација помеѓу две идеи и цели кои ги подобруваат вработените и организациските перформанси.[4] Една од главните придобивки од конструктивниот конфликт е тоа што им дава на своите членови шанса да ги идентификуваат проблемите и да ги видат можностите кои произлегуваат од истите. Истотака, конструктивниот конфликт може да инспирира нови идеи, учење и раст меѓу поединците. [5]

Спротивно на сето ова, постојат конфликти кои ги попречуваат перформансите на индивидуално и организациско ниво, т.е. деструктивни форми на конфликти. Понекогаш ваквите конфликти се неизбежни во организациите, па често, можат да ги раскинат меѓучовечките односи, размената на идеи, информации и ресурси во групите и помеѓу одделенијата. Воедно, деструктивниот конфликт спречува да се постигнат организациските цели, претставува пречка за развој на организациските перформанси и води до намалена продуктивност.



Слика 1. Односот помеѓу конфликтот и изведбата [6]

Според кривата се констатира дека доколку конфликтот има умерен интензитет тогаш тој може да биде позитивен, што претставува функционален или конструктивен конфликт. Овие конфликти вршат стимулација на поединците за вложување на повисоко ниво на труд при извршувањето на работните задачи, но и соработката и креативноста. Во однос на тимската работа, сразмерно ја зголемува ефикасноста во постигнувањето на организациските цели, но и пречките кои се јавуваат во групното размислување.

Доколку станува збор за низок или висок интензитет, се јавува дисфункционален или деструктивен конфликт. Овие конфликти го одвлекуваат вниманието на вработените, кое може да го насочат кон остварување на организациските цели и извршувањето на секојдневните работни активности, што предизвикува загуба за организацијата.

3.ЕФЕКТИТЕ ОД ВЛИЈАНИЕТО НА КОНСТРУКТИВНИТЕ И ДЕСТРУКТИВНИТЕ КОНФЛИКТИ

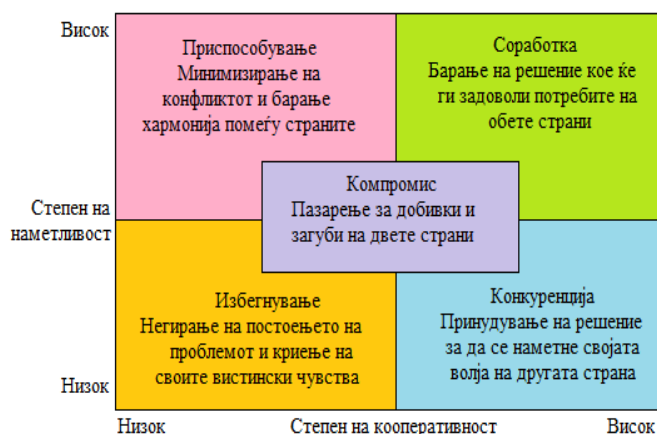
Ефектите од деструктивните конфликти е едноставно да се препознаат. Во текот на нивниот животен циклус во здравствената институција тие се препознаваат по нивните дисфункционални карактеристики како во интерперсоналните односи, така и во компетитивните интра и интерорганизациски односи, со што се нарушува кооперативност и неопходната хармонија, а сето тоа води кон дезинтеграциски и дезорганизациски тенденции кои можат да бидат негативни во однос на егзистенцијата и развојот на организацијата и квалитетот на дадената здравствена услуга .

Спротивно на ова, конструктивните конфликти имаат позитивни резултати од нивното разрешување, постои појава на нови позитивни вредности, но и нови потенцијални можности кои се однесуваат на:

- Поттикнување на индивидуалниот развој на личноста;
- Разјаснување и подобрување на интерперсоналните и интергрупните односи;
- Откривање на алтернативните патишта во мислењето и однесувањето;
- Користење на разликите за заеднички развој и заемен напредок.

Кај здравствените работници, конфликтите помеѓу организациските единици, најчесто настануваат поради: [7]

- Лошата организација за која не се одговорни;
- Несоодветниот однос со раководителот (главна сестра, лекар, шеф, директор);
- Лошо утврдување на потребата за одреден кадар (систематизација на работните места);
- Разни привилегии на повластените членови на тимот;
- Непризнавање на стручноста;
- Генерациски судири;
- Борба за раководно место;
- Непризнавање на компетентноста и автономијата;
- Примена на различни системи на вредноста;
- Издавање на налог кој се носи со етичките принципи;
- Заработка и наградување; и
- Распоред на работата.



Слика 2.Начини на решавање на конфликтите [8]

4.СТРАТЕГИИ КОИ ВОДАТ ДО ФУНКЦИОНАЛНО РЕШАВАЊЕ НА КОНФЛИКТОТ ВО ОРГАНИЗАЦИСКОТО ОДНЕСУВАЊЕ

Кога ќе се појават конфликтите, тие можат да бидат решени, во смисла на елиминација на нивните извори или причини, или можат да бидат потиснати, кога нивните извори и причини остануваат, но сепак конфликтното однесување се контролира. Негативен аспект даваат потиснатите, веќе латентни конфликти кои можат да се продлабочат и да се појават повторно со повисоко ниво на ескалација. Начините на вистинското решавање на конфликтите ја намалува веројатноста од нивна повторна појава во иднина. [8]

Како најдобри начини за функционално решавање на конфликтите се компромисот и соработката, додека постапувањето со конфликтите преку приспособување, избегнување или конкуренција е неефективен начин за решавање на конфликтите, бидејќи не постои соработка и не постои заедничко прифатливо решение.

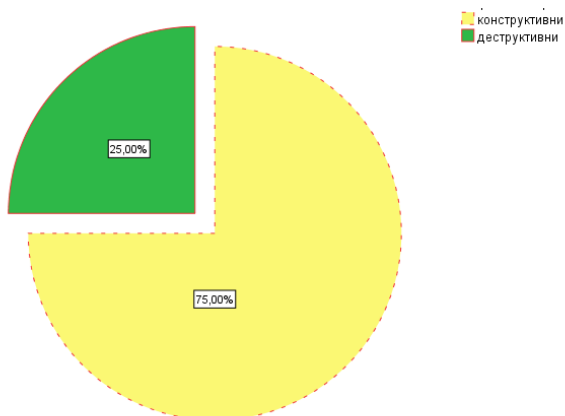
5. РЕЗУЛТАТИ ОД ИСТРАЖУВАЊЕТО НА ЗДРАВСТВЕНИТЕ ИНСТИТУЦИИ НА РЕПУБЛИКА СЕВЕРНА МАКЕДОНИЈА

Целите на нашето истражување се фокусирани на добивање на емпириски сознанија колку се применува и како влијае конструктивниот пристап како еден од посебно значајните пристапи за разрешување на организациските конфликти во здравствените организации во државата, и како тоа се одразува на квалитетот на менаџирањето во тие институции. Методот како начин на организирање на истражувањето е во групата на квантитативни методи на истражување. Применет е методот на набљудување со инструментот чек листа, техника на анкетирање и интервјуирање со репрезентативен примерок на испитаници (108 вработени лица во неколку здравствени организации низ државата). После фазата на собирањето и обработка на прибраните податоците, беа добиени следните резултати:

Табела 1. Какви се конфликтите во здравствената организација

		Фреквенција	Процент	Валиден процент	Кумулативен процент
Одговор	Конструктивни	81	75,0	75,0	75,0
	Деструктивни	27	25,0	25,0	100,0
	Вкупно:	108	100,0	100,0	

Графикон 1. Какви се конфликтите во здравствената организација

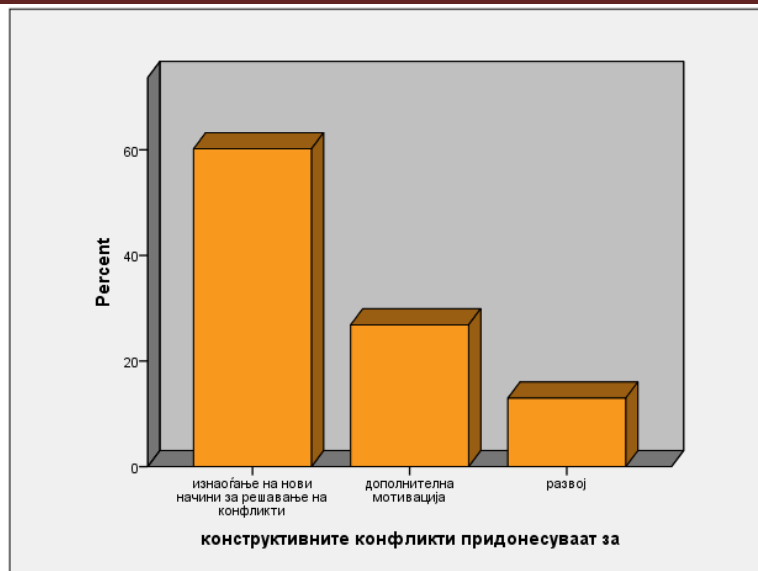


Прикажаните податоци кои се однесуваат на варијаблата какви конфликти се присутни во здравствените организации, според мислењето на испитаниците кои се вработени во здравствените организации во државата, покажуваат дека најголем дел од испитаниците 81 или 75.0% сметаат дека се појавуваат конструктивни конфликти.

Табела 2. Придонеси од конструктивните конфликти

		Фреквенција	Процент	Валиден процент	Кумулативен процент
Одговор	Изнаоѓање на нови начини за решавање на конфликти	65	60,2	60,2	60,2
	Дополнителна мотивација	29	26,9	26,9	87,0
	Развој	14	13,0	13,0	100,0
	Вкупно:	108	100,0	100,0	

Графикон 2. Придонеси од конструктивните конфликти



Во однос на прашањето кое се однесува за варијаблата на што придонесуваат конструктивните конфликти во здравствените организации, според мислењето на испитаниците вработени во здравствените организации во државата, податоците покажуваат дека најголем дел од испитаниците 65 или 60.2% сметаат дека придонесуваат за изнаоѓање на нови начини за решавање на конфликти, дел од 29 или 26.9% сметаат дека придонесуваат за дополнителна мотивација, а 14 или 13.0% сметаат дека допринесуваат за развој на организацијата.

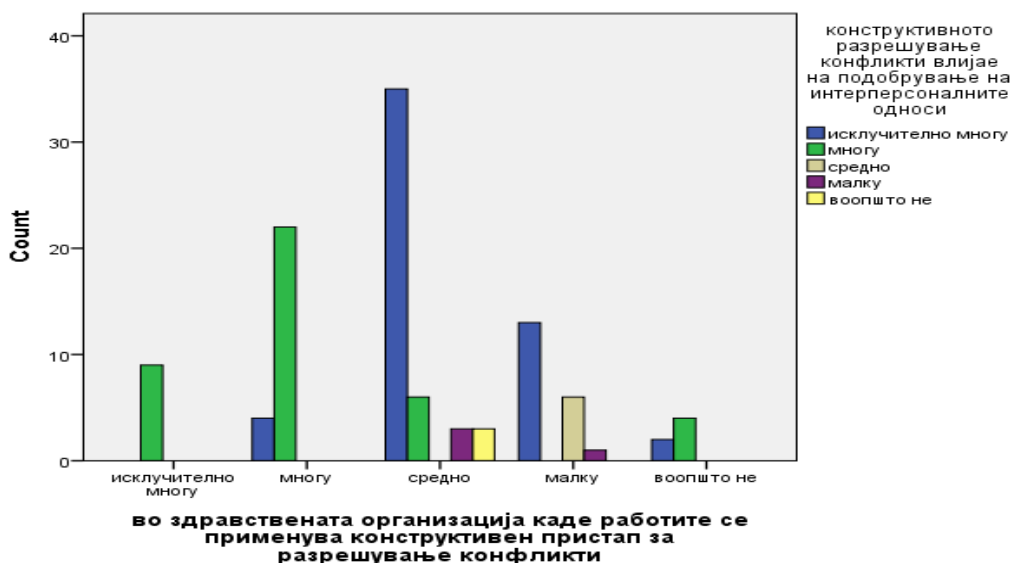
Во однос утврдување на влијанието на примената на конструктивен пристап за разрешување конфликти во здравствените организации врз подобрувањето на интерперсоналните односи на вработените, се добиени следните резултати:

Табела 3. Хи квадрат тест

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	91,191 ^a	16	,000
Likelihood Ratio	96,877	16	,000
Linear-by-Linear Association	,775	1	,379
N of Одговор Cases	108		

A. 19 cells (76,0%) have expected count less than 5. The minimum expected count is ,17.

Графикон 3. Графичка вредност на хи квадрат



Прикажаните вредности на варијаблите и вредноста на $\chi^2=91.191$ со степени на слобода $df=16$ со $Sig. p<0.05$ укажува дека постои влијание на примената на конструктивниот пристап на решавање на конфликти во здравствените организации врз подобрувањето на интерперсоналните односи на вработените.

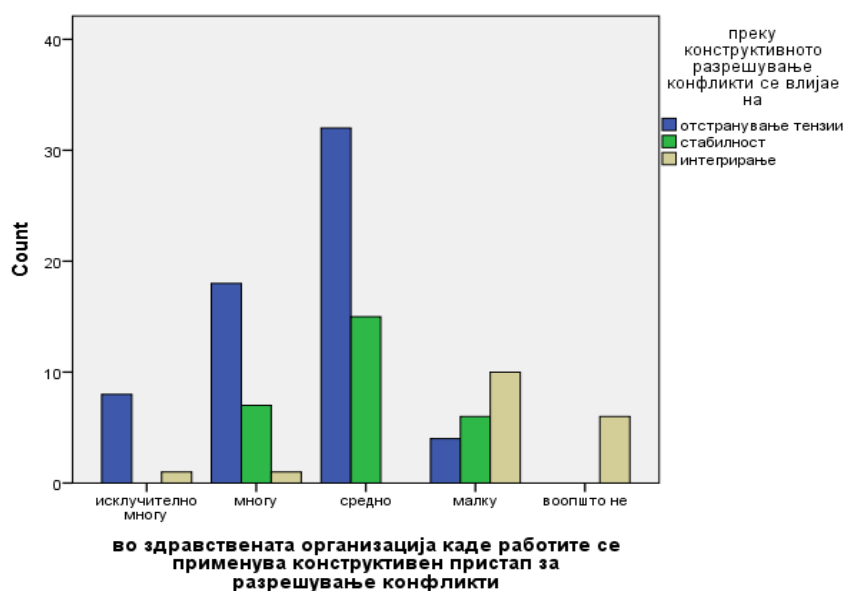
Во однос утврдување на влијанието на примената на конструктивен пристап за разрешување конфликтно здравствените организации врз отстранувањето на тензии, стабилност и интегрирање на вработените се добиени следните вредности.

Табела 4. Хи квадрат тест

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	65,014 ^a	8	,000
Likelihood Ratio	64,464	8	,000
Linear-by-Linear Association	32,045	1	,000
N of Одговор Cases	108		

A. 7 cells (46,7%) have expected count less than 5. The minimum expected count is 1,00.

Графикон 4. Графичка вредност на хи квадрат



Прикажаните вредности на варијаблите и вредноста на $\chi^2=65.014$ со степени на слобода $df=8$ со $\text{Sig. } p<0.05$ укажува дека постои влијание на примената на конструктивниот пристап на решавање на конфликти во здравствените организации врз отстранувањето на тензии, стабилност и интегрирање на вработените.

6.ЗАКЛУЧОК

Конструктивните конфликти даваат алтернативи за конструктивен напредок, чии димензии, не е секогаш лесно да бидат согледани,

иако имаат заеднички именител. Оваа причинско-последнична врска ја поттикнува активноста на организациските единки во здравствените институции во квантитативна и квалитативна смисла. Сето тоа означува „почеток на крајот“ на претходната институционализација и функционална насоченост кон стратегијата и оперативниот менаџмент на целите и задачите и активностите за нивното остварување. Ова врши придонес во реформи, односно промени во потенцијалите на вработените и трансформација на формата и содржината на комуникациските канали во здравствената институција. Па така при престанувањето на конфликтната тензија, не постои нарушување во работните услови и конфликтните страни се враќаат на своите редовни активности и одговорности.

Преку конструктивниот пристап на разрешување на конфликтите, конфликтните страни се здобиваат со едукативно искуство, се појавува акцентот на организациската матрица, нејзината хиерархија и неопходната доверба на односите помеѓу вработените која доаѓа до израз во идните конфронтации и организациски турбуленции. Па така, од ова произлетува дека доколку здравствената институција сака да работи според својата мисија, да ја реализира својата визија и да ги оствари своите зацртани цели, потребно е да управува со конфликтите на функционален начин, преку конструктивниот пристап.

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FACTORS OF EMIGRATION: ANALYSIS OF COUNTRIES FROM THE EUROPEAN UNION

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Abstract: The past decade was a period that was characterized by massive migration flows in European Union countries, a situation like none other before. Different migration flows contributed to inflow of working force from conflict areas of the Middle East, countries from the Western Balkans, and also migration within the European Union. While immigration is dominant, emigration also has large impact in the migration flow in the EU. The purpose of this paper is to determine the main factors that contribute to emigration in the 28 EU countries. The panel regression model with random effects is used where seven factors were examined in order to determine their influence on the emigration. Macroeconomic determinants include GDP per capita and unemployment rate, demographic factors include total population, young male population and young female population and other factors include level of corruption and enrollment in tertiary education. Analysis includes 28 EU countries, while the analyzed period is 1999-2017 (19 periods), and the total number is 560 observations. The results confirm that emigration is driven by unemployment rate, total population, young male and young female population. When the unemployment rate increases, the emigration also increases, which is logical. If the national labor market cannot provide vacancies for the increasing supply of work force, the next option would be emigration in another country due to eligible working positions. Population, as demographic factor, also influences emigration. The bigger the population, the larger emigration is expected. Also, young female and male population have statistically significant effect on the emigration, yet the direction of the relationship is different. Increase in young male population can contribute to increase in emigration. On the other side, increase in young female population reduces the number of emigrants. From the results it would seem that demographic factors dominate over macroeconomic and other factors. Policy makers in the countries with accentuated emigration component should be concerned that young male population is leaving, and this labor force is or soon will become deficitary. Also, unemployment is another issue that should be addressed. National governments should create policies that contribute to increased economic growth that produces vacancies. Otherwise, the high unemployment rate would soon drain the country out of its working source. Other factors such as level of corruption, GDP per capita and enrollment in tertiary education seem not to have statistically significant impact on emigration in the countries of the European Union.

Keywords: Emigration, panel regression model, European Union, unemployment

1. INTRODUCTION

Migration has always been part of human civilization. From political, economic, to personal reasons, humans tend to leave the home country in search for a better life. And today, more than ever, migration movements have intensify so nations are constantly changing regarding their population size and structure. These processes are especially prominent in the EU countries.

Figure 1. Number of emigrants in the EU countries (2013-2017)

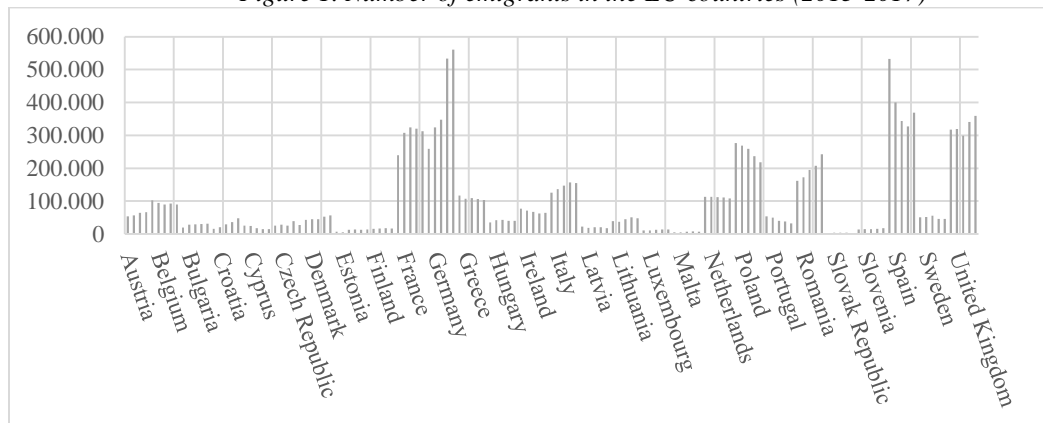
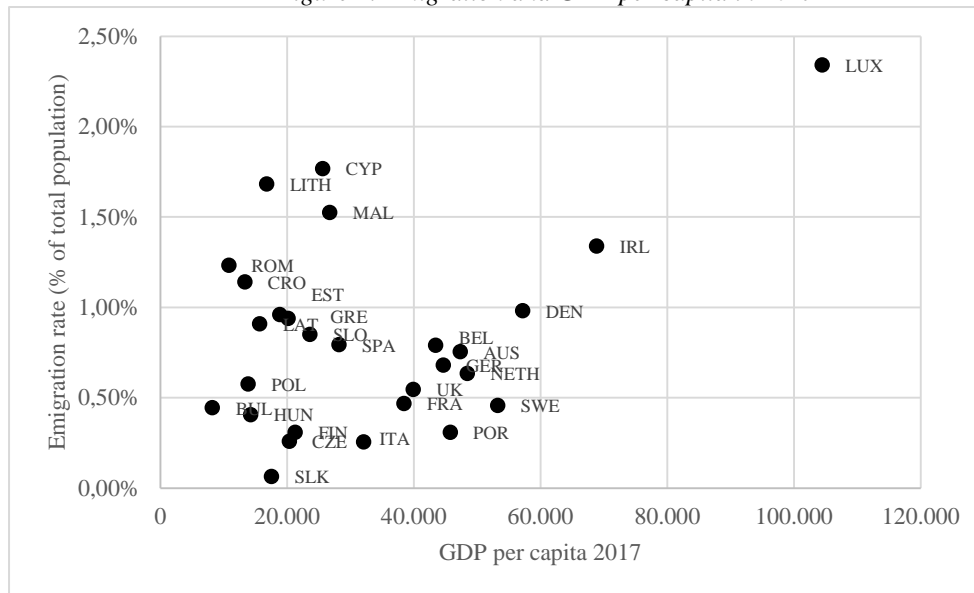


Figure 1 represents the 28 EU countries and their number of emigrants in the past five years. The emigration component is present in every country with different intensity. Countries like Germany, France, Spain and United Kingdom have very high number of emigrants (from 300.000 to more than 500.000 emigrants per year). Poland, Romania, Italy, Greece and Netherlands also have significant number of emigrants, nearly 100.000 emigrants on annual base. Remaining countries have lower number of emigrants, less than 100.000 emigrants per year. Emigration is important because it changes one country's population in its size and structure. Emigration also changes the natality and mortality (Risteski and Trpkova-Nestorovska, 2014). If the lost population is not substituted with immigration or increased birth rate, the consequences from reduced population due to emigration are vast and have impact on the economy, society and further development,

Traditionally, main reasons for emigration were primarily economic, when people left their country in search for financial stability and improved standard of living. Today, economic determinants still have significant effect on emigration, and yet other factors like corruption, political instability and cultural determinants contribute to the intensive processes of emigration. Figure 2 represents the data for emigration and GDP per capita for 2017 for 28 countries from the EU. Most of the countries with high emigration rate come from countries with lower GDP per capita. Cyprus, Lithuania and Malta have the highest emigration rate, but also other countries with lower emigration rate such as Romania, Croatia, Estonia, Greece, Latvia, Slovenia and Spain. It is interesting to mention that Luxembourg has the highest emigration rate and highest GDP per capita from all of the countries included in this group. The position of the countries in this chart can be explained if another dimension is taken into account – time. The presented data are only for 2017, while the emigration process lasts for decades before, so the momentary position may defer from the previous dynamics of the series.

Figure 2. Emigration and GDP per capita in 2017



2. LITERATURE REVIEW

Migration movements are part of many research and analysis for different countries and countries groups from all around the world. Different methods apply in order to estimate the causes and effects of these movements. Draženović et al. (2018) are analyzing emigration in Croatia and new EU member states using the gravity model of migration. Their conclusion is that economic factors such as GDP and labor market, noneconomic factors as capturing the EU accession and corruption in the economy and demographic characteristics are important determinants of the emigration.

A research from Sprenger (2013) explores the determinants of the international migration between 21 developed countries which are member of the EU and the OECD. The paper examines the impact of traditional economic variables, geographical, demographic factor and cultural differences on the mobility patterns. Economic factors are significant for migration flows, as is also culture and related languages or knowledge of language of the country of destination. Presence of networks of migrants, physical distance and free movement of workers have positive effects on migration.

Forte and Portes (2017) examine the determinants of the long-term international migration to the United Kingdom where the most important factors are GDP per capita, unemployment rate (as macroeconomic variables) and existence of “free movement” rights for European Economic Area (EEA) nationals (as law and policy variables). Significant drivers of migration flows are UK DOP growth and GDP at origin and also there is very large impact from free movement within EEA. They expect Brexit and the end of free movement to result with decrease in immigration from EEA countries.

Research from Mayda (2007) uses panel data analysis to investigate the determinants of international bilateral migration flows. Pull factors such as increase in the mean income in the destination country increases the emigration rates. Push factors like declining levels of GDP per worker in the origin country prove to be insignificant. Push factors suggest that migration quotas are more binding than pull effects do, so the possible explanation for the asymmetry between push and pull factors are destination countries’ migration policies.

Zoubanov (2004) explores determinants of net migration rate in thirteen EU countries during 1984-1999 using panel structure of the dataset. The impact of per capita income in receiving country, lagged net migration rate and stock of foreign population are described as significant determinants. Contrary to the theoretical model the importance of employment rate was not supported by the data.

Extensive research with 77.658 observations was provided by Kim and Cohen (2010) where determinants of international migration inflows were quantified for 17 Western countries and outflow from 13 of these countries between 1950 and 2007 using panel data analysis. Most influential variables on inflows were demographic (population of origin and destination and infant mortality rate of origin and destination) and geographic (distance between capitals and land area of the destination). Social and historic factors did not provide influence with such intensity. Determinants of the outflows were population of origin and destination, infant mortality rates of destination and distance between capitals. Young age structure in destination was associated with lower inflows, while young age structure in the origin was associated with higher inflows. Urbanization both in destination in origin has positive effect on migration. Another determinants included being landlocked, having common border, having the same language, sharing a minority language and colonial links.

3. RESEARCH METHODOLOGY

This analysis requires panel regression model, since data are constructed of both time series and cross-sectional elements. Panel data includes information about both space and time. Panel regression model can be described in the following equation:

$$y_{it} = \alpha + \beta x_{it} + u_{it}$$

where y_{it} is the dependent variable, α is the intercept term, β is a $k \times 1$ vector of parameters to be estimated on the explanatory variables, and x_{it} is a $1 \times k$ vector of observations on the explanatory variables, $t = 1, \dots; i = 1, \dots, N^2$ (Brooks, 2014). Before the model was estimated, panel unit roots tests for nonstationarity were performed. Also, Hausman test was performed in order to differentiate between fixed effects or random effects model. Definitions of null and alternative hypothesis are: H_0 : The appropriate model is random effects. There is no correlation between the error term and the independent variables in the panel data model ($Cov(u_{it}, x_{it}) = 0$) and H_1 : The appropriate model is fixed effects. The correlation between the error term and the independent variables in the panel data model is statistically significant ($Cov(u_{it}, x_{it}) \neq 0$), (Sheytanova, 2015).

4. DATA, ANALYSIS AND EMPIRICAL RESULTS

In order to analyze the main determinants of the emigration, total of 28 countries from the EU were included in the data sample for period 1999 to 2017. With 28 countries and 19 period total number is 560 observations included in the analysis. Included countries are: Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovak Republic, Slovenia, Spain, Sweden and United Kingdom.

In the literature there are different push factors (factors that make people leave their country) and pull factors (factor that make people immigrate the destination country). Vansak et al (2015) divide the push factors in two groups, economic (poverty/low wages, high taxes, high unemployment, overpopulation) and non-economic (discrimination, poor health care, war or oppression, corruption, crime, compulsory military service, natural disaster, famine). On the other side, the pull factors are also divided in the same groups, economic (demand for labor, high wages, generous welfare benefits, good healthcare and education systems, strong economic growth, technology, low cost of living) and non-economic (family and friends/networks, rights and freedoms, property rights, law and order and amenities). Variables used in the analysis come from the group of push factors. Those are following: CORR (Corruption perception index), GDPpc (GDP per capita in current US dollars), logPOP (logarithmic transformation

of number of citizens), TER (school enrollment in the tertiary education in percentage), UNEMP (unemployment rate in percentage), YOUNGf (Population ages 20-34, female, as percentage of female population), YOUNGm (Population ages 20-34, male, as percentage of male population) and logEMI (logarithmic transformation of number of emigrants). Data sources used for this analysis are: Eurostat Database, World Economic Outlook Database April 2019, and Corruption Perceptions Index 2018.

Table 1. Panel unit root tests (probabilities are presented in the table)

Variable	LEVEL				FIRST DIFFERENCE			
	Method*	Method**			Method*	Method**		
	Levin, Lin&Chu	Im, Pesaran and Shin W-stat	ADF Fisher χ^2	PP Fisher χ^2	Levin, Lin&Chu	Im, Pesaran and Shin W-stat	ADF Fisher χ^2	PP Fisher χ^2
CORR	0.0022	0.1640	0.0817	0.5280	0.0000	0.0000	0.0000	0.0000
GDPpc	0.0000	0.7343	0.9880	0.9998	0.0000	0.0000	0.0000	0.0000
logPOP	0.2403	1.0000	0.6287	0.9973	0.0000	0.0000	0.0000	0.0000
TER	0.0001	0.3100	0.0764	0.0000	0.9995	0.0002	0.0002	0.0000
UNEMP	0.0021	0.0008	0.0005	0.5065	0.0000	0.0000	0.0000	0.0000
YOUNGf	0.0000	0.0000	0.0000	0.0000	0.0055	0.8426	0.6453	0.3347
YOUNGm	0.0000	0.0000	0.0000	0.0000	0.0006	0.4333	0.0704	0.0000
logEMI	0.0193	0.8935	0.6908	0.9891	0.0000	0.0000	0.0000	0.0000

* Null: Unit root (assumes common unit root process); ** Null: Unit root (assumes individual unit root process).

Analysis begins with panel unit root tests where stationarity of the data is being tested. Unit root tests in panel series are very similar to the tests used in one equation estimation (Brooks, 2014). Despite the similarities, in panel series several specially designed tests are used for this purpose. As presented in Table 1, variables CORR, GDPpc, logPOP, TER, UNEMP and logEMI are stationary in their first differences. Variables YOUNGf and YOUNGm are level stationary.

After considering the unit root test results panel regression model is estimated with the following specification:

$$d(\log EMI_{it}) = -0,0399 + 0.0002d(CORR_{it}) + 0.0000d(GDPpc_{it}) + 2.4916d(\log POP_{it}) + 0.0001d(TER_{it}) + 0.0094d(UNEMP_{it}) - 0.0218(YOUNGf_{it}) + 0.0226(YOUNGm_{it}) + u_{it}$$

(0.0027*)
(0.8996)
(0.9505)
(0.0004*)

(0.9030)
(0.0024*)
(0.0027*)
(0.0003*)

where $t = 19$ periods and $i = 28$ countries. P -values for estimated coefficients are in brackets. Significant coefficients are marked with *. In order to determine whether random or fixed effects model is more appropriate, the Hausman test was used. The results of the test showed χ^2 statistics=7.7461 with p -value=0.3555, meaning the null hypothesis is accepted, stating that random effects model is more appropriate.

Results from the regression confirm that population, unemployment rate, young male and young female population have statistically significant effect on emigration. Population has positive impact on the emigration, meaning the greater the population, greater the number of emigrants, which is quite logical. Similar results can be found in Kim and Cohen (2010). Draženović et al. (2018) state that the positive coefficient associated with the relative difference between population of destination and origin country suggests that countries with bigger populations have more intensive migration flows.

Unemployment also increases migration. The positive and the statistically significant sign of the estimated coefficient means that as the unemployment rate increases in the country of origin, the emigration from that same country also marks increase. This is understandable since the deficit of working positions for different type of qualifications forces the active working force to search for open job positions outside the country. Also, many countries from the Western Europe offer more attractive salaries and working conditions which makes the decision for emigrations easier. Other research confirms this finding: an increase in employment opportunities in origin country by 1% will decrease emigration flows by 5% (Draženović et al. (2018)).

Young population is another factor that influences the emigration. Male and female population were analyzed separately, and they provided different, yet statistically significant results. In truth, when data analyzed in detail, they reveal that in the past years the young population (both male and female) is decreasing (with exception to countries such as Denmark and Netherlands), while the emigration is constantly increasing. This supports the theory of demographic ageing of the EU countries, where young population is decreasing due to emigration and reduced

nality. Factors like corruption, GDP per capita and enrollment in tertiary education are not supported as significant by the analyzed data.

5. CONCLUSION

Migration flows are changing population structures on all continents. Despite the fact that migration processes have always been part of human history, today, with the help of modern technology and fast exchange of information, the intensity of migration is higher than ever before. As process that has effect both on country of origin and country of destination, the economic, social and cultural effects are imminent. For some countries migration is good, especially if provides with the educated labor force that is deficitary in the destination countries. Incoming labor force also means increase in young population, number of marriages and natality rate. On the other side, for some countries of origin, emigration means loss of skilled and educated labor, loss of young population, decrease in natality rate and acceleration of the process of demographic ageing. Since the implications of the emigration are severe for countries of origin, governments and policymakers must take into account the determinants of these processes. It would be difficult to set effective policy without first understanding both the push and pull factors. For example, if the goal is to reduce the number of migrants entering a country in cases when network effects are most relevant, then policy should be changed to be less centered on family preferences. Conversely, if income differentials are driving flows, perhaps migrants could be more heavily taxed (via entry or visa fees) to reduce flows (Simpson, 2017).

This paper analyzes the economic and non-economic determinants of emigration in the 28 countries from the European Union. Main determinants identified for all countries as a group are: population, unemployment rate, young male and young female population. Normally, countries with larger population have more emigrants than countries with smaller population. Unemployment rate influences the emigration in a very logical and expected rate. As the unemployment rate increases, the emigration also increase. Both of these factors are part of the previously identified group of economic push factors. Another important determinant is the young male and female population. As this population cohort decreases in European countries, the immigration increases. It is clear that it is the young active population from 20 to 34 years that leaves the native countries and emigrates in the more perspective countries of destination. According to these results, governments should work on increasing the employment by higher economic growth and development, providing perspective carrier and stable income, and also providing other opportunities attractive for young population, as affordable housing, solid health care, quality day care for young children and good education programs and facilities. Also, stable government, political and economic security, clean environment, fight against corruption can also provide in keeping the young population from emigration, especially from countries that are in the late stage of demographic transition where the population is ageing and young and qualified working force is the only hope for future economic, social and cultural development.

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SOCIO-ECONOMIC CONTENT OF DEFINITION “DEVELOPMENT OF RURAL TERRITORIES” AND ITS RELATIONSHIP WITH THE DEVELOPMENT OF RURAL ECONOMY

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Abstract: The current stage of development of the rural economy of Ukraine is characterized by processes of globalization and European integration, which is explained by the increased competition in the global and domestic markets for agricultural and food products, the liberalization of foreign economic activity, and the creation of transnational corporations. Global trends are objectively logical and require finding adequate tools for adaptation in the country's internal economic environment. Such conditions require a rethinking of the nature and objectives of the rural development policy, since the functioning of the rural economy in the context of globalization and European integration is characterized by significant systemic features and structural changes. The rural economy is often identified with the agrarian economy and, accordingly, is considered synonymous with the definition of "rural economy" and "agrarian economy." This identification leads to the adoption of erroneous management decisions that have negative consequences for both rural areas and the country as a whole. The main reason for the identification of the concept of "rural economy" with the concept of "agrarian economy" is the identification of the village with agriculture. The interpretation of the rural economy as an agrarian economy can be explained by the long predominance of agriculture in the structure of activities in rural areas. The development of agriculture ensured rural development.

The rural economy characteristic is the interrelation of the conditions of production and its results and is formed as a single economic mechanism with interdependent internal processes and phenomena. Historical and cultural traditions, the geographical location of the countryside, the remoteness of the rural area from the border, and its role in the international division of labor have a significant impact on the characteristics of the rural economy. The border status of rural areas can be considered as a favorable condition for the development of rural areas. At the same time, economic and production, socio-cultural ties also create a number of threats, in the long-term perspective, in the absence of a regulated influence from the state, can lead to negative consequences.

In modern conditions, the rural economy is an open dynamic socio-economic system that undergoes constant changes under the influence of exogenous and endogenous factors, the result of which is the achieved level of development of rural territories, the functioning of which aims at not only ensuring the development of rural territories, but also fair distribution of results among all the subjects of rural areas and is aimed at ensuring favorable living conditions and livelihoods rural population.

Keywords: rural economy, rural areas, development.

**СОЦИАЛЬНО-ЭКОНОМИЧЕСКОЕ СОДЕРЖАНИЕ ДЕФИНИЦИИ
«РАЗВИТИЕ СЕЛЬСКИХ ТЕРРИТОРИЙ» И ЕЕ ВЗАИМОСВЯЗЬ С РАЗВИТИЕМ
СЕЛЬСКОЙ ЭКОНОМИКИ****Светлана Белей**

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Аннотация. Современный этап развития сельской экономики Украины характеризуется процессами глобализации и евроинтеграции, что объясняется обострением конкуренции на мировом и внутреннем рынках сельскохозяйственной и продовольственной продукции, либерализацией внешнеэкономической деятельности, созданием транснациональных корпораций. Глобальные тенденции объективно закономерны и требуют нахождения адекватного инструментария для адаптации во внутренней экономической среде страны. Такие условия требуют переосмысления сущности и задач политики развития сельских территорий, поскольку функционирование сельской экономики в условиях глобализации и евроинтеграции характеризуется существенными системными особенностями и структурными изменениями. Сельскую экономику достаточно часто отождествляют с аграрной экономикой и соответственно считают синонимами дефиниции «сельская экономика» и «аграрная экономика». Такое отождествление приводит к принятию

ошибочных управленческих решений, имеющих негативные последствия, как для сельских территорий, так и страны в целом. Основной причиной идентификации понятия «сельская экономика» с понятием «аграрная экономика» является отождествление села с сельским хозяйством. Трактовка сельской экономики как аграрной можно объяснить длительным преобладанием сельского хозяйства в структуре видов деятельности на сельских территориях. Развитие сельского хозяйства обеспечивало развитие села.

Сельская экономика характерным есть взаимосвязь условий производства и его результатов и формируется как единый хозяйственный механизм с взаимообусловленными внутренними процессами и явлениями. Значительное влияние на особенности сельской экономики оказывают исторические и культурные традиции, географическое расположение сельской местности, удаленность сельской территории от границы, и ее роль в международном разделении труда. Пограничный статус сельских территорий может рассматриваться как благоприятное условие для развития сельских территорий. В то же время хозяйственно-производственные, социально-культурные связи создают и ряд угроз, в долгосрочной перспективе при отсутствии регулируемого воздействия со стороны государства могут привести к негативным последствиям. В современных условиях сельская экономика - это открытая динамическая социально-экономическая система, которая подвергается постоянным изменениям под влиянием экзо- и эндогенных факторов, следствием действия которых становится достигнутый уровень развития сельских территорий, функционирование которой имеет целью не только обеспечение развития сельских территорий, но и справедливое распределение результатов среди всех субъектов сельских территорий и направлено на обеспечение благоприятных условий жизнедеятельности и жизнеобеспечения сельского населения.

Ключевые слова: сельская экономика, сельские территории, развитие.

Следует отметить, что с экономической точки зрения, понятие "сельский" не означает только специфическое использование земельных ресурсов и сельскохозяйственное производство. Экономические взаимосвязи определяют соотношение факторов производства, особенности их распределения, специфику производительных сил и др. Поэтому в зависимости от уровня развития сельской экономики, могут быть сельские территории с диверсифицированной экономикой, интенсивным использованием природных ресурсов. Современные условия развития сельских территорий объективно указывают на диверсификацию и деаграризацию сельской экономики, позволяет выделить дефиницию «сельская экономика».

Киселев А.С. характеризует сельскую экономику как систему отраслей и видов деятельности, включающая в себя, кроме сельского и лесного хозяйства, добывающие и перерабатывающие отрасли промышленности, сферу услуг и объекты инфраструктуры, которые функционируют в сельской местности¹

Зинчук Т.А. рассматривает дефиницию «сельская экономика» с двух позиций:

в широком смысле - как комплексная система отраслей и различных видов деятельности (сельское, лесное и водное хозяйство, добывающая, обрабатывающая и перерабатывающая промышленности, строительство, сфера услуг, инфраструктура и т.д.) и социально-экономических отношений на сельских территориях;

в узком - как многоотраслевая совокупность хозяйствующих субъектов - участников экономической деятельности, расположенных и функционирующих на сельских территориях, что находятся между собой в экономических отношениях по поводу производства и обмена продукции и услуг²

Сюсюра Д. А. считает, что сельская экономика сочетает виды хозяйственной деятельности по использованию природных и приобретенных ресурсов и возможностей сельских территорий и является искусством их целенаправленного и гармоничного использования³.

В справочнике, для сельского головы, указано, что сельская экономика - это система отраслей и видов деятельности, функционирующих в сельской местности. Она включает в себя, кроме сельского и лесного хозяйств и рыбоводства, добывающие, перерабатывающие и другие отрасли промышленности, строительство, сферу услуг и инфраструктуру. В организационном плане - это совокупность предприятий, учреждений организаций (или их подразделений), физических лиц - предпринимателей, а также домохозяйств, расположенных на территории административно-территориальной единицы или на хозяйственной территории отдельного поселения в сельской местности⁴.

Куцмус Н.М. отмечает, что сельскую экономику следует рассматривать как многофункциональную социально-экономическую систему открытого типа, развитие которой направлено на обеспечение

¹ Киселев А.С., 2008, с. 9-10.

² Зинчук Т.А., 2010, с. 7.

³ Сюсюра Д. А. 2010 с. 420

⁴ Терещенко В.К., Бородина О. М., Васильев В.П. & Вдович В.Г., 2014, с. 10-11

благополучия сельского населения⁵.

Авторская позиция сводится к тому, что необходимо уточнение дефиниции «сельская экономика». Прежде всего, целесообразно отметить, что сельские территории следует рассматривать базовой основой сельской экономики. Для уточнения сущности сельской экономики определяем особенности экономических отношений на сельских территориях:

- во-первых, исходной точкой развития экономических отношений на сельских территориях следует считать создание комфортных условий для жизнедеятельности и жизнеобеспечения сельского населения, соответствующих стандартам развитой европейской страны;

- во-вторых, направленность субъектов на использование ограниченного потенциала и ограниченных возможностей конкретной сельской территории;

- в-третьих, экономическая активность, основана на использовании земли и природных ресурсов (сельское и лесное хозяйство, охота, добывающая промышленность);

- в-четвертых, развитие сферы услуг (туризм, обслуживание, отдых и другие), которая связана с природной средой; преобладание малых и средних форм предпринимательской деятельности;

- в-пятых, большая частота самозанятости населения, значительная часть индивидуальной работы и результатов труда конкретного человека, высокая роль в экономике реализации индивидуальных возможностей и ресурсов для удовлетворения потребностей конкретного человека;

- в-шестых, значительная ориентация на удовлетворение внутренних потребностей (самообеспечение) территории, тесная связь производителей, продавцов и потребителей внутри территории;

- в-седьмых, тесная связь производственного и социального аспектов жизнедеятельности населения.

Однако следует отметить, что при сохранении особенностей экономических отношений на сельских территориях, наблюдаются тенденции к сближению (конвергенции) сельской и городской экономики. Социально-экономическое пространство сельской территории не является статичным по отношению к внутренним и внешним элементам своего функционирования. Оно постоянно меняется и эволюционирует под действием различных факторов, которые определяют характер конвергенции. Основными факторами, которые обуславливают стимулирование конвергенции, является: совершенствование технологий, развитие транспортной инфраструктуры, телекоммуникации и связи, диверсификация сельской экономики, развитие различных отраслей промышленности на сельских территориях, а также сферы услуг и тому подобное.

Итак, сельская экономика - это открытая динамическая социально-экономическая система, которая подвергается постоянным изменениям под влиянием экзо- и эндогенных факторов, следствием действия которых становится достигнутый уровень сельского развития, функционирование которой имеет целью не только обеспечение развития сельских территорий, но и справедливое распределение результатов среди всех субъектов сельского развития и направлено на обеспечение благоприятных условий жизнедеятельности и жизнеобеспечения сельского населения.

У истоков научного осмысления проблемы развития сельской экономики стояли древнеримские мыслители Катон Старший (Катон Марк Порций), Варрон, Колумелла, братья Гракхи, представители классической школы У. Петти, Ф. Кенэ, А. Смит, Д. Рикардо, К. Маркс и другие, которые обосновывали необходимость реформ, уделяя внимания проблемам развития сельской экономики. В сельской экономике видели основу экономического роста и богатства государства. По словам основателя школы физиократов Ф. Кенэ, сельская экономика является основой для всей экономики государства, а постоянно воспроизводимое ее богатство способствует развитию торговли, благополучия населения, приводит в движение промышленность и поддерживает процветание нации⁶.

Должного внимания заслуживают научные разработки исторической школы, представителями которой являются Ф. Лист, В. Рошер, Г. Шмоллер, А. Вагнер, К. Бюхер. В частности Ф. Лист отмечал, что экономическое развитие, прогресс национального производства и приумножения национального богатства возможны при условии политического единства и государственного управления⁷.

Экономисты исторической школы отмечали, что условия развития в различных странах неодинаковы, а это в свою очередь предполагает необходимость проведения анализа экономических процессов в тесной взаимосвязи с правилами государственного управления и правовым порядком.

Считаем, что базисом для развития сельских территорий является динамическая и диверсифицированная сельская экономика, которая формирует прочные связи с другими секторами хозяйственной деятельности и

⁵ Куцмус Н.М., 2015, с. 217

⁶ Кенэ Ф, 1960, с. 125

⁷ Юхименко П.И., Леоненко П.М., 2005, с. 140

их синергетическую эффективность.

Предпосылками для развития сельской экономики является развитие экономики Украины, поскольку частичное не может развиваться обособленно от целого. Поэтому процесс развития сельской экономики следует рассматривать как составляющую развития экономики страны. Такой же точки зрения придерживался В. Тимошенко, труды которого посвящены цикличности сельскохозяйственного производства с учетом эндогенно-экзогенных экономических связей. В. Тимошенко сделал ценные для науки и практики обобщения, раскрыв роль цен, рост промышленного производства, управленческого потенциала, других стимулирующих факторов развития сельского хозяйства, его связи с промышленностью, участие в международных экономических отношениях в условиях депрессии.

При рассмотрении экономического развития как предпосылки сельского развития, необходимо учитывать результативный фактор, то есть, характер и глубину влияния первого на второе: способствует или, наоборот, ограничивает реализацию поставленной цели. Однако это не значит, что экономическая, социальная результативность развития сельских территорий обусловлены только внешними факторами, ведь в сельской экономике заложено много внутренних экономических, социальных и организационных возможностей, умелое использование которых будет способствовать ускорению возрождения. Иными словами скорость развития сельских территорий зависит от решения проблемы оптимизации производства и размеров предприятия. В частности А. Маршалл отмечаем, что большой масштаб производства в конкурентной экономике обеспечивает снижение цены на продукцию и преимущество над конкурентами, поскольку с укрупнением производства удельные затраты либо снижаются, либо развиваются параллельно, но не опережают темпы роста объема продукции⁸.

По нашему мнению результативным фактором развития сельских территорий следует рассматривать материализацию системных государственных, региональных и местных мероприятий, а также практических действий, подчиненных интересам и потребностям сельского населения. Он предусматривает улучшение социально-экономических условий в сельской местности. То есть развитие сельских территорий - это обоснованный процесс последовательных экономических, социальных, политических, культурных и природоохранных изменений, направленных на улучшение качества жизни, который должен удовлетворять потребности сельского населения и не создавать угроз. Базисом для развития сельских территорий является развитие сельской экономики.

Считаем что целесообразно, понятие «сельская экономика» рассматривать как в узком, так и в широком смысле. В узком смысле сельская экономика является совокупностью экономических субъектов и связей между ними, которая имеет пространственно определенную и специфически сложенную организационную структуру, характеризуется хозяйственной целостностью и направлена на удовлетворение потребностей сельского населения в материальных и социальных благах. В широком смысле - это структурированная в отраслевом и территориальном пространстве экономическая деятельность в масштабах сельской местности, регулируется институциональной системой. Сельская экономика характеризуется взаимосвязью условий производства и его результатов, формируется как единый механизм с взаимообусловленными внутренними процессами и явлениями. Значительное влияние на особенности сельской экономики оказывают исторические и культурные традиции, географическое расположение сельской местности, удаленность сельской территории от границы, и ее роль в международном разделении труда. Пограничный статус сельских территорий может рассматриваться как благоприятное условие для их развития. В то же время хозяйственно-производственные, социально-культурные связи создают и ряд угроз, в долгосрочной перспективе при отсутствии регулируемого воздействия со стороны государства могут привести к негативным последствиям.

Сельская экономика сочетает сельскохозяйственную и несельскохозяйственную деятельность, экономический рост, размер и пространственное размещение субъектов сельского бизнеса, межрегиональную и внешнюю торговлю, землепользования, инфраструктуру и обеспечивает развитие сельских территорий. Сельская экономика должна обеспечивать как эффективность хозяйственной деятельности, так и экологическое равновесие, поскольку тесно связана с природными, биологическими и климатическими ресурсами.

Базисными компонентами сельской экономики являются: достигнутый уровень развития производительных сил; состояние техники и технологий, тенденции их совершенствования; сбалансированность и равновесие рынка; организация производства и системы управления; принципы распределения, перераспределения и потребления благ; ресурсный потенциал сельских территорий. Основу сельской экономики формируют

⁸ Маршалл А., 1993, с. 128

субъекты экономической деятельности, которые выполняют четко определенные функции и объединены в единую систему экономических взаимоотношений.

Сельская экономика как система включает организационную, структурную, функционально-целевую, ресурсную и институциональную подсистемы. Она характеризуется экономическими связями и отношениями, функционирует в определенной среде в взаимосвязи с природно-экологическими, экономическими, научно-техническими, информационными, политическими, социальными, внешнеэкономическими, духовными элементами (рис. 1).

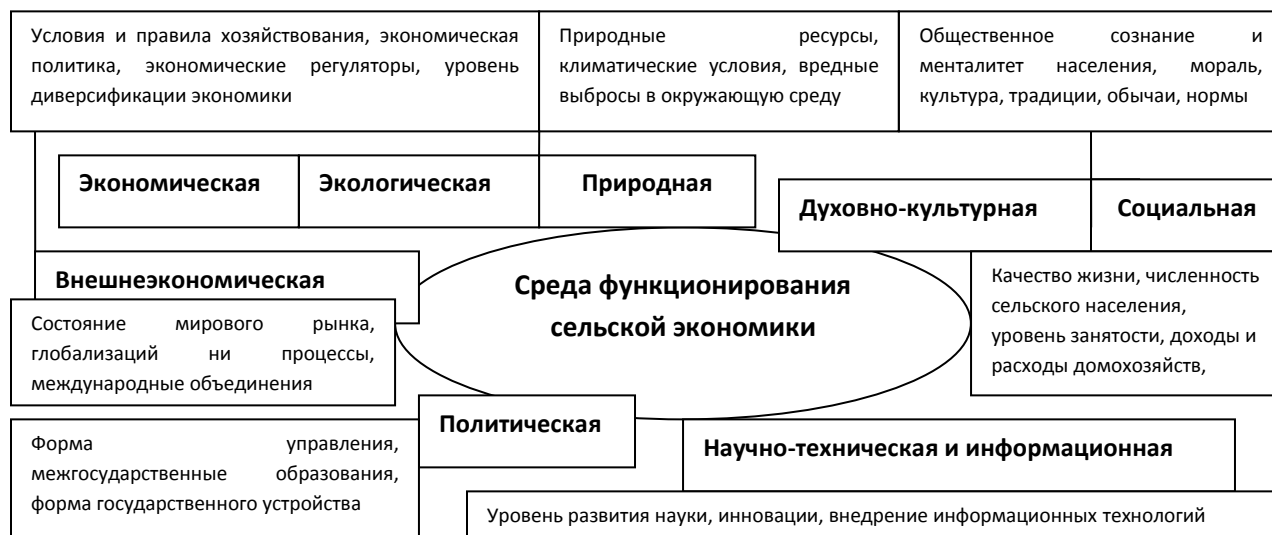


Рис. 1. Среда функционирования сельской экономики

Источник: собственные исследования.

В сельской экономике неразрывно сочетаются производство, распределение, обмен и потребление материальных благ, характеризующие воспроизводственные аспекты ее функционирования. В практике хозяйствования все воспроизводственные процессы развиваются в единстве и взаимосвязи с объективными экономическими законами, подвержены влиянию факторов среды, которые необходимо учитывать при принятии управленческих и хозяйственных решений и требуют комплексного и профессионального подхода, скоординированных действий. Динамика развития сельской экономики измеряется по трем основным параметрам: объему производства (обмена, потребления); темпами развития (рост, падение) пропорциями в системе воспроизводства, характеризующих сбалансированность ее элементов, равномерность и устойчивость развития сельских территорий. Нарушение пропорций (наличие диспропорций) приводит к падению эффективности и разрушению сельской экономики.

Общим и конечным результатом функционирования сельской экономики является прирост богатства, необходимых объемов обществу товаров и услуг, наиболее эффективное использование ограниченных ресурсов, социальная стабильность, то есть развитие сельских территорий. Позиционирование сельской экономики в развитии сельских территорий представлено на рис. 2.



Рис. 2. Позиціонування сільської економіки в розвитку сільських територій

Источник: собственные исследования.

Развитие сельских территорий - это способ хозяйствования на сельских территориях, который удовлетворяет социальные, экономические и экологические потребности сельского населения. Суть его заключается в такой обязательной согласованности экономического, экологического и человеческого развития, чтобы от поколения к поколению не снижался уровень качества и безопасности жизни людей, не ухудшалось состояние окружающей среды, и происходил социальный прогресс, который удовлетворяет потребности каждого человека.

Поскольку развитие сельских территорий, в отличие от стихийного развития природных систем, может управляться и корректироваться людьми, целесообразно использовать механизмы управления, которые отражают способ взаимодействия элементов управления на функционирование сельских территорий.

Развитие сельских территорий как системы в соответствии с принципами системного подхода и традиционной экономики следует рассматривать как последовательный процесс, состоящий из четырех стадий развития: возникновения, становление, зрелости и преобразования. Стадия преобразования характеризует переход системы из одной стадии развития к другой, способны произвести системный эффект на развитие различных секторов экономики на конкретных территориях и уменьшить диспропорции в экономическом развитии сельских территорий, происходит под влиянием внутренних и внешних факторов. В рамках этого процесса формируется новая концепция взаимосвязи сельских территорий и сельской экономики. Именно сельские территории в условиях роста сельской экономики, диверсификации производственно-экономической деятельности, улучшение социальных условий на селе выступают основным объектом развития. Они являются сложными пространственными природно-ресурсными, производственно-экономическими, социальными образованиями, основной функцией которых является обеспечение гармоничного развития в системе «окружающая среда - население - развитие».

ВЫВОДЫ

На основе проведенных исследований можем сделать следующие выводы:

Во-первых, сельские территории следует рассматривать в совокупности территориальных и природных составляющих, социальных характеристик, хозяйственных организаций и тому подобное.

Во-вторых, сельские территории целесообразно рассматривать как социально-территориальную подсистему общества, которая выполняет важные общенациональные функции: производственную, демографическую,

экономическую, социальную, культурную, природоохранную, оздоровительно-рекреационную, жилищно-коммунальную, пространственно-коммуникационную и социального контроля. В современном понимании сельская территория представляет собой сложную и многофункциональную систему, способную к самоорганизации, которая объединяет природно-географические и производственно-хозяйственные зоны административно-территориальных образований в сельской местности.

В-третьих, главной отличительной чертой современной сельской территории должна выступать способность адекватно реагировать на изменения внутренних и внешних условий, угрозы, возникающие из различных источников, разрабатывать и обосновывать эффективные управленческие решения, способствовать не только сохранению, но и улучшению позиций во всех сферах жизни на сельской территории.

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**SOCIO-ECONOMIC DEVELOPMENT IN MACEDONIA FROM ASPECTS OF
EMPLOYMENT AND MIGRATION MOVEMENTS OF THE POPULATION**

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Abstract: Sustainable development, with emphasis on the employment rate of the population and their migration movement is a global concept that faces every country in the world in general, in order to ensure continuous improvement of the quality of life by ensuring sustainable development for both current and future generations. The realization of this goal means creating a stable economy with full and highly qualified employment, quality health care, stable social security, environmental protection, reduced migration movement, in order to provide a peaceful and safe world.

Based on that, Europe's determination to participate actively in the global process of sustainable development, highlighted at the 1992 Rio de Janeiro Conference, resulted in the adoption of the EU's first strategy for sustainable development (GOR) in Gothenburg, 2001 and revised in 2006 by the European Commission.

The main goal of the strategy for socioeconomic sustainable development is to establish a set of measures and activities that will enable continuous improvement of the life of the present and future generations by creating sustainable communities capable of managing and effectively using natural resources.

So the key objectives of the European strategy for sustainable socio-economic development relating to environmental protection, social equity and economic prosperity, based on this the main challenges in terms of socio-economic development in terms of the employment rate and the migration movements that are imposed are: Social inclusion, demography and migration - improvement of living conditions as a precondition for lasting individual well-being as well as Global poverty and facing the challenges of sustainable development - poverty reduction, active promotion of sustainable development and ensuring consistency of internal and external policies with global sustainable development and undertaken international obligations.

In fact, the aim of this paper is to give a brief conceptual overview of the impact of statistical indicators on the employment rate and migration movements of the population on the socio-economic development of the country.

Keywords: sustainable development, socio-economic development, strategy.

**СОЦИОЕКОНОМСКИОТ РАЗВОЈ ВО МАКЕДОНИЈА ОД АСПЕКТ НА ВРАБОТНОСТА
И МИГРАЦИСКИТЕ ДВИЖЕЊА НА НАСЕЛЕНИЕТО**

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Абстракт: Одржливиот развој, со осврт на стапката на вработеност на населението и нивното миграциско движење е глобален концепт кој се соочува секоја земја во светот воопшто, со цел да се обезбеди континуиран напредок на квалитетот на животот со обезбедување на одржлив развој како за сегашните, така и за идните генерации.

Остварувањето на оваа цел значи создавање на стабилна економија со целосна и висококвалификувана вработеност, квалитетна здравствена заштита, стабилна социјална сигурност, заштита на животната средина, намалено миграциско движење, се со цел да се обезбеди мирен и безбеден свет.

Врз основа на тоа определбата на Европа за активно учество во глобалниот процес на одржливиот развој, истакната на конференцијата во Рио де Жанеиро) во 1992 година, резултира со усвојување на првата стратегија за одржлив развој (COP) на ЕУ, во Гетеборг, 2001 година и ревидирана во 2006 година од Европската комисија.

Основна цел на стратегијата за социоекономски одржлив развој е воспоставување збир мерки и активности со кои ќе се овозможи континуирано подобрување на животот на сегашните и на идните генерации со создавање одржливи заедници способни да управуваат и ефикасно да ги користат природните ресурси.

Така да клучните цели на европската стратегија за одржлив социоекономски развој се однесуваат на заштитата на животната средина, социјалната еднаквост и економскиот просперитет, врз основа на тоа главни предизвици во однос на социоекономскиот развој од аспект на стапката на вработеност и миграциските движења кои се наметнуваат се: Социјалната вклученост, демографијата и миграциите - подобрување на условите за живот како предуслов за трајна индивидуална благосостојба како и Глобалната сиромаштија и соочувањето

со предизвиците на одржливиот развој - намалување на сиромаштијата, активна промоција на одржливиот развој и обезбедување конзистентност на внатрешните и надворешните политики со глобалниот одржлив развој и преземените меѓународни обврски.

Всушност целта на овој труд е да се даде краток концептуален осврт на влијанието на статистичките индикатори на стапката на вработеност и миграциските движења на населението врз социо-економскиот развој на државата.

Клучни зборови: одржлив развој, социо-економски развој, стратегија.

1. ВОВЕД

Социо-економскиот развој ги отсликува економската и социјалната димензија на одржливиот развој. Оваа тема, главно, е посветена на активностите кои се неопходни за постигнување просперитетна, иновативна, конкуретна и развојна економија со одржлив економски раст што ќе овозможи целосна вработеност и поголема социјална кохезија. Од друга страна пак инвестициите во образованието, доживотното учење во истражувањето и развојот, претставуваат инвестиции во човечкиот капитал од кои се очекува да ја зголемат продуктивноста на трудот.

Социјалната димензија на економскиот раст се препознава во обезбедувањето економски ресурси што ќе овозможат намалување на сиромаштијата, инвестирање во квалитетно образование и здравствена заштита, односно што придонесуваат за одржливост на јавниот финансиски систем. Врз основа на тоа промените во големината и возрасната структура на населението претставуваат голем предизвик за одржливиот на социоекономскиот развој во текот на следните години. А тоа доведува да демографските фактори, се условени од економските фактори и од состојбата на пазарот на трудот.

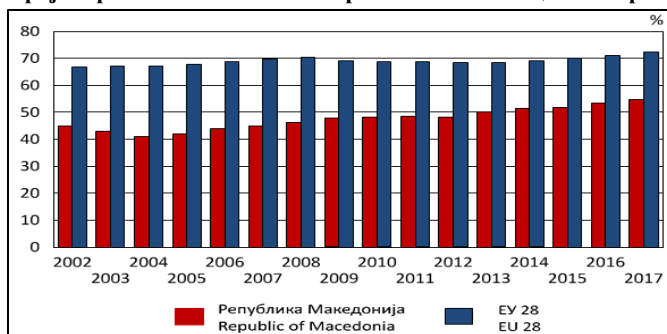
Имено транзицијата си го направи совето при што доведе до исклучување на повозрасните вработени од пазарот на трудот и нивна замена со помлада работна сила. Всушност, миграциските движења на населението во услови на слободно движење на работната сила доведуваат до намалување на понудата на квалификувана работна сила, со што се ограничуваат можностите за развој. Од друга страна, пак миграциите може да стимулираат и позитивни промени во социоекономскиот развој и тоа со трансфер на пари, идеи и инвестиции во државата.

Така да суштината на овој труд е да се даде еден концептуален статистички преглед на влијанието на работната сила и миграциското движење на населението во Македонија во насока на одржлив социоекономски развој.

2. СОЦИОЕКОНОМСКИОТ РАЗВОЈ ОД АСПЕКТ НА ВРАБОТНОСТА И НЕВРАБОТНОСТА НА НАСЕЛЕНИЕТО

Социоекономскиот развој на една држава зависи од стапката на вработеност на населението, имено самиот концепт на стапка на вработеност по дефиниција претставува учество на бројот на вработените во работоспособното население на возраст од 20 до 64 години.⁹ Така да, вработеното население се состои од оние лица што во референтната недела работеле за плата или профит најмалку еден час или не работеле, а имале работа од која привремено биле отсутни. Вкупната вработеност по пол е дефинирана како учество на вработените мажи, односно жени, на возраст од 20 до 64 години, во вкупното работоспособно население од истата возрасна група и пол. Така да на графикот бр 1 ни е прикажана стапката на вработеност на лица на возраст од 20 до 64 годишна возраст.

График број 1 приказ на стапката на вработеност на лица на возраст од 20 до 64 години

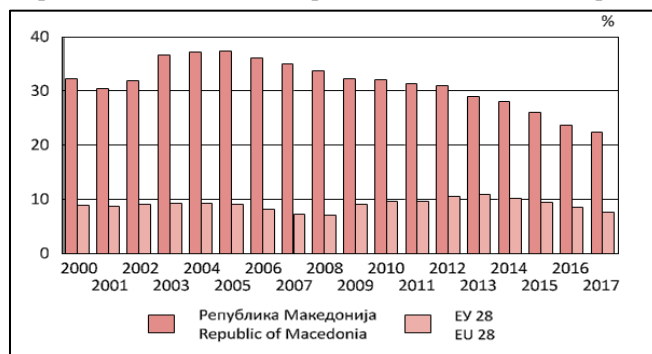


Извор: ДЗС, Анкета за работна сила, Евростат

⁹ <http://www.stat.gov.mk/>, Одржлив развој 2018 стр.34

Од графикот број 1 се гледа дека во текот на 2017 година, стапката на вработеност на лицата на возраст од 20 до 64 години достигнува 54.8 %, што претставува зголемување од 1.5 % во однос на претходната година,¹⁰Што се однесува до влијанието на невработеноста врз социо-економски развој таа претставува учество на невработените лица на возраст од 15 до 74 години во вкупната работна сила. Работната сила ја составуваат вкупниот број вработени и невработени лица, така да на графикот број 2 ни е претставена стапка на невработеност на лица на возраст од 15 до 74 години

График број 2 приказ на стапката на невработеност на лица на возраст од 15 до 74 години



Извор: ДЗС, Анкета за работна сила, Евростат

Од графикот број 2 се гледа дека стапката на невработеност на лицата на возраст од 15 до 24 години, во 2017 година, се намали за 1.5 % во однос на претходната година, додека кај оние од 25 до 74 години е забележано намалување од 1.4 %, со тоа што анализите покажале дека главно, младите и постарите работници, жените и нискоквалификуваните лица се оние што страдаат од невработеност а со тоа и нивното влијание врз социо-економски одржлив развој на земјата.

2. ВЛИЈАНИЕТО НА МИГРАЦИСКИТЕ ДВИЖЕЊА НА НАСЕЛЕНИЕТО ВРЗ СОЦИОЕКОНОМСКИОТ РАЗВОЈ

Миграциите во услови на слободно движење на работната сила може да ја намалат понудата на квалификувана работна сила, со што ќе се ограничат можностите за одржлив социо-економски развој. Од друга страна, миграциите може пак и да стимулираат и позитивни промени врз одржливиот развој преку трансфер на пари, идеи и инвестиции во државата. Во овој случај битно е да се прикаже раздвиженоста на внатрешната миграција во државата како индикатор кој влијае на социо-економскиот развој.

Имено,¹¹ внатрешната миграција од рурална во урбана област се прикажува како нето-баланс помеѓу доселените во урбаните области и отселените од руралните области во Македонија, изразено во број на лица што мигрирале во годината. На графичот број 3 и 4 е прикажан бројот на лица што се доселиле од руралните средини во урбаните средини и тоа по возрастни групи и број на лица што се доселиле од помали урбани средини во поголеми урбани средини

График број 3 број на лица што се доселиле од рурална во урбана средина, по возрастни групи

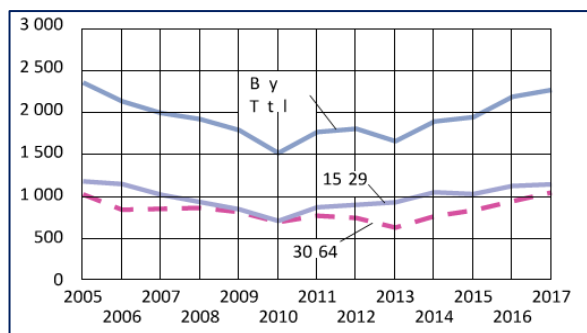
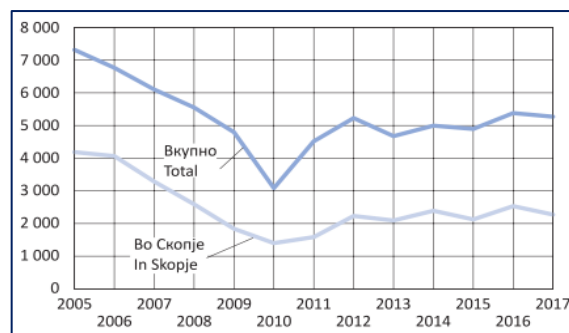


График број 4 број на лица што се доселиле од помали во поголеми урбани средини



¹⁰ <http://www.stat.gov.mk/>, Одржлив развој 2018, стр 38

¹¹ <http://www.stat.gov.mk/>, Одржлив развој 2018, стр 100

Извор: Државен завод за статистика

Извор: Државен завод за статистика

Всушност од прикажаните графици се гледа дека внатрешните миграции покажуваат зголемување на миграцијата од село во град односно вкупниот број на лица што мигрирале од рурална во урбана средина се зголемил за 3.7 %, додека бројот на мигрирани лица на возраст 15-29 е зголемен за 1.7 %, а на лицата што се на работоспособна возраст 30-64 години е зголемен за 11.0 %.

4.ЗАКЛУЧОК

Одржливиот социо-економски развој претставува развој што овозможува задоволување на потребите на сегашните без да се загрози можноста за задоволување на потребите на идните генерации, врз основа на тоа остварувањето на оваа цел како заклучно согледување значи создавање на развојана економија која ќе ја детерминира високо квалификуваната вработеност и кој ќе придонесе за целокупен одржлив развој на општеството во целина. Всушност одржлив социо-економски развој претставува збир на развојни методи чија што цел е да ја отстрани сиромаштијата, да создаде еднакви стандарди за живеење и да воспостави развојни политички практики со цел следење на миграционите процеси на населението пред се предизвикани пред се од индикаторот на вработеност или невработеност на населението.

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CRITERIAS AS ELEMENTS OF THE MULTI CRITERIA ANALYSIS IN SELECTION OF PERSONNEL IN THE TOURISM INDUSTRY

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Abstract: The focus of this paper is on the criteria in the multi-criteria analysis in the selection of personnel in the tourism industry. In the introductory part, the context of multi-criteria analysis as the decision-making segment is given, and subsequently, basic human resource management concepts with the emphasis on personnel selection are presented using the methods of multi-criteria analysis. The concepts of criteria and preferences are also defined and illustrated through the literature; and personality tests, whose results can be an integral part of the criteria, are briefly overviewed.

Keywords: multi-criteria analysis, HRM, criteria, preference, weight factors

KRITERIJUMI KAO ELEMENTI VIŠEKRITERIJUMSKE ANALIZE ZA IZBOR KADROVA U TURISTIČKOJ PRIVREDI**Anđelka Štilić**

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Sažetak: Fokus ovog rada je na kriterijumima u višekriterijumskoj analizi prilikom izbora kadrova u turističkoj privredi. U uvodnom delu dat je kontekst višekriterijumske analize kao segmenta teorije odlučivanja. Zatim su predstavljeni osnovni pojmovi upravljanja ljudskim resursima sa akcentom na izboru kadrova korišćenjem metoda višekriterijumske analize. Definisani su i kroz literaturu ilustrovani pojmovi kriterijuma i preferencija. Dat je i kratak osvrt na testove ličnosti čiji rezultati mogu biti sastavni deo kriterijuma.

Ključne reči: višekriterijumska analiza, HRM, kriterijum, preferencija, težinski faktori

UVOD

Višekriterijumska analiza pripada interdisciplinarnoj teoriji odlučivanja kojom se bave filozofi, sociolozi, psiholozi, politikolozi, ekonomisti, matematičari, inženjeri, statističari i informatičari. Višekriterijumska analiza kao jedna od mlađih disciplina teorije odlučivanja istorijski gledano pripada aksiomatskoj fazi, a istovremeno participira kroz sva tri ugla posmatranja – ona pre svega ima normativni pristup, ali su prisutni i deskriptivni i preskriptivni elementi, čime rezultati njenog delovanja obogaćuju sva tri aspekta teorije odlučivanja, (Štilić, A. and Njeguš A.2019).

VIŠEKRITERIJUMSKA ANALIZA KAO INSTRUMENT UPRAVLJANJA LJUDSKIM RESURSIMA

Pojam *ljudski resursi* je relativno nov. Naime, ušao je u upotrebu uz brojne kritike. Dok kritičari izraza smatraju da je on ponižavajući za ljude jer ih izjednačava s objektom upravljanja, pristalice izraza ističu da time prestaje praksa prema kojoj su svi drugi resursi važniji od ljudi. Pojam ljudski resursi dobija i novo značenje – ne označava samo zaposlene nego i njihove sveukupne potencijale.

U upravljanje ljudskim resursima HRM (*human resource management*) ubrajaju se međusobno povezane aktivnosti od kojih su najvažnije: planiranje poslova i definisanje ljudskih resursa za te poslove, regrutovanje potencijalnih kandidata za zapošljavanje, selekcija prijavljenih kandidata, socijalizacija novih zaposlenih, obuka i razvoj zaposlenih, upravljanje učinkom i ponašanjem, motivisanje, poštovanje zakonskih propisa, te otpuštanje, – (Safari, et al. 2014). Zapravo, kritična faza HRM je kadrovska selekcija kojom se uglavnom vrši planiranje / izbor ljudskih resursa koje će odrediti input / kvalitet osoblja (Chien and Chen, 2008).

Kako navode mnogi istraživači, proces selekcije kadrova je usmeren na izbor radnika (kandidata) sa najvećim potencijalom, a na osnovu predefinisanih kriterijuma za popunjavanje slobodnih radnih mesta – (Kabak et al. 2012), (Zhang and Liu, 2011), (Baležentis et al. 2012). Usled složenosti, važnu ulogu u rešavanju problema izbora osoblja imaju analitički višekriterijumski metodi odlučivanja MCDM (*MultiCriteria Decision Making*).

Informacioni sistemi u oblasti tržišta rada pružaju obilje podataka o potencijalnim kandidatima za posao čime nije rešen proces donošenja odluka – kako napraviti najbolji izbor između više alternativa. Značajnu podršku upravljanju ljudskim resursima HRM pružaju MCDM metode.

Ustanovljeno je postojanje pozitivne povezanosti između upravljanja ljudskim resursima i uspešnosti poslovanja (Saridakis et al. 2017). U svojoj studiji koristi tehnike meta-analize za procenu efekta odnosa između visokih performansi radne prakse (*high performance work practices*, HPVP) i mere učinka zasnovane na dostupnim longitudinalnim studijama. Takođe se ispituje da li je povećan efekat kada je u pitanju kombinacija različitih HPVPs ili kod konkretne pojedinačne HPVP, a prati se dejstvo i na operativne performanse, a ne samo finansijske.

Rezultati pokazuju da set integrisanih HPVP-a koji se međusobno osnažuju ima jači uticaj na performanse preduzeća nego što je to slučaj kod pojedinačnih HRM praksi i da je ovaj efekat statistički invarijantan u odnosu na operativne i finansijske performanse firme.

Nasuprot tome, (Angrave et al. 2016) dovodi u pitanje HR analitiku kao „*must have*“ sredstvo koje će osigurati budućnost ljudskih resursa unutar strateškog menadžmenta i transformaciju organizacionog učinka na bolje, tvrdeći da ukoliko se stručnjaci za ljudske resurse ne pozabave razvojem potencijala, ali i rešavanjem nedostataka ove nove oblasti i ako se operativno i strateški ne angažuje u razvoju boljih metoda i pristupa – malo je verovatno da će postojeće prakse za analizu ljudskih resursa doneti povećanje performansi i doprineti transformaciji. Potreban je drugačiji pristup analizi HR koji bi trebalo da započne pitanjem – kako se podaci o ljudskim resursima mogu koristiti za kreiranje, korišćenje i zaštitu vrednosti, a zatim da se nastavi pokušajem da se razviju odgovori na ova pitanja putem naprednijih oblika longitudinalnog multikriterijskog modelovanja.

KRITERIJUMI

Odlučivanje predstavlja spregnut sistem koji čine: donosilac (donosioci) odluke, kriterijumi na osnovu kojih se donosi odluka, preferencijali tih kriterijuma i, na kraju, skup alternativa koji su zapravo informacije do kojih se došlo različitim vrstama obrade i analize izvornih podataka. Već na početku može se uočiti da odluku može donositi jedan ili više ljudi, da broj kriterijuma varira od jednog do prebrojivo mnogo, da se preferencijali razlikuju kada je u pitanju grupa donosilaca odluke kao i da se razlikuje broj alternativa koje se uzimaju u razmatranje. Da bi se uopšte govorilo o odlučivanju, neophodno je imati bar dve alternative i mogućnost (mehanizam) da se napravi izbor između njih.

Personalni kriterijum je mentalni merni instrument i pripada zoni racionalnog, na osnovu kojeg procenjujemo neke karakteristike samog sebe, drugog bića, predmeta ili pojave u najširem smislu reči. On je baziran na sistemu vrednosti, ali sam po sebi to nije. Takođe se može razmatrati kao potreban i dovoljan skup svojstava koje ono što se procenjuje (treba da) poseduje kako bi se kvalifikovalo u dva osnovna stanja: zadovoljava ili ne zadovoljava ili skalu stanja između ta dva. Na kriterijum se mogu primeniti atributi kao što su: strog, površan, nedovršen, ispravan... ali je to onda rezultat novog mentalnog merenja – ovog puta samog kriterijuma, tačnije, to bi bili kriterijumi o kriterijumu. Jedna ista osoba ne poseduje uvek iste kriterijume za procenu (istog) posmatranog, niti posmatrano može u vremenskom intervalu biti istovetno. Posmatrano (procenjavano) i kriterijum (procene) utiču jedno na drugo. Svako novo uviđeno svojstvo posmatranog, može umnogome da redizajnira sam kriterijum procene, ali na redizajn utiču pre svega ukupni mentalni procesi procenitelja, kao što su nova znanja, društveni kontekst, uticaj marketinga... ali i psihički procesi, kao što su stanje motivacije, usredsređenosti... (Štilić, A. and Njeguš A.2019).

Za razliku od personalnog kriterijuma, postoje i tzv. objektivni kriterijumi. Objektivni kriterijum je norma, a norme su definisale ekspertske grupe kao naučna pravila izražena kroz postulate, tabele, skale..., kako bi proces izbora ili ocenjivanja bio lišen subjektivne komponente sem ako donosilac odluke zaobilazi propisane norme. A da li je ovde subjektivnost ukinuta? Nije nužno, samo je smanjena jer se novim naučnim saznanjima stvaraju nove norme, ali ne postoji obaveza da se stare izbrišu i zanemare, te će se kod donosioca odluke pojaviti izbor – koju od normi da primeni, dakle subjektivnim odlučivanjem će izabrati određeni objektivni kriterijum ili skup kriterijuma, što proces vraća na nivo subjektivnosti. Ovome treba pridodati da su i eksperti zapravo subjekti i sve dok veštačka inteligencija ne preuzme ekspertske zaključke, preostaje nam elemenat subjektivnosti. Vreme pred nama možda pokaže da je to najbolje što može da nam se desi, (Štilić, A. and Njeguš A.2019).

Proces posmatran unazad, od odluke do kriterijuma, može ilustrovati generisanje i razvoj kriterijuma. Ako pođemo od krajnje subjektivne bihevoristički donete odluke ili niza takvih odluka, analizom elemenata odlučivanja može se pratiti proces formiranja kriterijuma kao iskustvene implikacije donetih odluka, (Štilić, A. and Njeguš A.2019).

Što se tiče kriterijuma za izbor zaposlenih u turističkom menadžmentu, u svojim istraživanjima Tesone i Ricci (2012) u evaluaciji koriste 107 kriterijuma koji se mogu svrstati u sledeće kategorije: 1) komunikacija, 2) upravljanje efikasnošću, 3) samostalno donošenje odluka, 4) liderstvo, 5) interpersonalno upravljanje, 6) međunarodna komunikacija i 7) upravljanje konfliktima. Kada je, međutim, reč o menadžerima koji rade u prodaji, kriterijumi su nešto drugačiji: 1) komunikacione veštine, 2) liderske veštine, 3) fleksibilnost, 4) odlučnost, 5) veštine pregovaranja, 6) analitičke veštine i 7) doslednost. Pomoću VASPAS metode, a na osnovu mišljenja tri eksperta, određeni su težinski faktori za svaku kategoriju: 1) komunikacione veštine – 0,23; 2) liderske veštine – 0,19; 3)

fleksibilnost – 0,17; 4) odlučnost – 0,13; 5) veštine pregovaranja – 0,13; 6) analitičke veštine – 0,08 i 7) doslednost – 0,06 (Karabasevic et al, 2016).

Za izbor menadžera u oblasti turizma važni su sledeći kriterijumi: energija, pokretljivost, samopouzdanje, originalnost i kreativnost, komunikacijske veštine i sposobnost postavljanja i praćenja ciljeva. Skorašnje zanimljivo istraživanje pokazalo je karakteristike menadžera koji ne uspevaju u svom poslu ili funkcijama: nepristojnost, odsustvo empatije, arogantno ponašanje, neiskrenost, prevelika ambicioznost, pogrešno tumačenje problema, nemogućnost delegiranja odgovornosti, nesposobnost timskog rada, nesposobnost strateškog mišljenja, sebičnost. S druge strane, dobro znanje i informisanost pružaju sigurnost u radu, ali i čine menadžera privlačnim. Sveukupan izgled, ponašanje, dobri maniri, način govora, elokventnost... sve to doprinosi uspešnosti menadžera u javnosti. Istinski lideri su visoko motivisane osobe sa težnjom za postizanjem uspeha, ambiciozni, snažni i originalni. Oni veruju u svoje lične vrednosti, imaju sposobnost da prihvate, obrade i interpretiraju ogromne količine podataka. Oni su sposobni da se prilagode različitim ličnostima i situacijama, ali takođe žele da uspeju kao lideri, (Petkovski, 2012).

Turizam je jedan od vodećih ekonomskih sektora koji, stoga, predstavlja veliki izvor zapošljavanja. Ovo tim pre što su razvoji novih oblika turističkih ponuda, od seoskog turizma, preko istorijskih ruta, puteva vina, survivor tura, medicinskog turizma, holističkih, meditativnih, veganskih... koncepata – doveli do toga da gotovo ne postoji područje koje se ne može prodati kao turistička destinacija. Turizam je višeslojna privredna grana koja objedinjuje najrazličitije segmente, što dovodi do toga da je pitanje kadrovske selekcije za poslove u turističkoj privredi sa veoma raznolikim kriterijumima.

Ukupno gledano, analiza zaposlenih u ovoj privrednoj grani pokazuje da postoji visok nivo zaposlenosti žena, visok starosni nivo zaposlenih, visok udeo nekvalifikovanog osoblja kao i zahtevi za sezonskim radnim potencijalom, (Karabasevic et al. 2016). Zapravo, pobrojane strukture čine najveći broj zaposlenih u turističkoj privredi i to je komparativna prednost ove grane jer može da apsorbuje manjinske i socijalno slabije grupe nižeg nivoa obrazovanja koji uz kraću obuku mogu kvalitetno da doprinesu turističkoj ili ugostiteljskoj organizaciji kao i svojoj egzistenciji. Kada je u pitanju menadžment zaposlen u turističkoj privredi, kriterijumi za uspešnost veoma su visoki. Oni moraju da imaju neophodna znanja, veštine i kompetencije koji će im pomoći da brzo reaguju na promene i da pravovremeno donose odluke o izvršavanju zadataka. Stoga je upotreba adekvatnih i kvalitetnih modela višekriterijumskog izbora kadrova od velikog značaja za dobijanje kvalitetne strukture zaposlenih u turizmu, pre svega na menadžerskim pozicijama.

Hibridni pristup zasnovan na korišćenju SVARA i VASPAS metoda predlaže se kao pristup izboru kadrova za poziciju menadžera prodaje u sektoru turizma (Karabasević et al. 2016). Pomoću VASPAS metode, a na osnovu mišljenja tri eksperta, određeni su težinski faktori za svaku kategoriju: 1) komunikacione veštine – 0,23, 2) leaderske veštine – 0,19, 3) fleksibilnost – 0,17, 4) odlučnost – 0,13, 5) veštine pregovaranja – 0,13, 6) analitičke veštine – 0,08 i 7) doslednost – 0,06. Predloženi pristup se pokazao izuzetno lakim za primenu i upotrebu, a može da se koristiti i za rešavanje problema i u drugim oblastima.

Uspešan menadžer u turizmu i ugostiteljstvu kao lider, treba da bude dobro obrazovana osoba sa visokim nivoom kulture i informisanosti u različitim oblastima života. Uspešan pojedinac treba da poseduje odgovarajući temperament, karakter, volju, interese, stavove i fizičke osobine. Postoji različiti modeli ličnosti na osnovu kojih se može izvršiti testiranje a zatim i selekcija, jedan od njih uključuje sledećih pet dimenzija: uticajnost, upornost, prijatnost, prilagodljivost i senzibilitet, (Daft, 1999). Na osnovu autora (Cherniss and Goleman, 2001) svaka pojedinačna ličnost potvrđuje se kroz tri bitna elementa: karakter, kognitivnu inteligenciju i emocionalnu inteligenciju i te elemente treba razmatrati prilikom izbora kadrova. Po svojim performansama, a na osnovu istraživanja, veoma je zanimljiv Big five inventory (BFI) koji tretira: spremnost na izazove, savesnost, prijatnost, ekstrovertnost i emotivnu stabilnost, (John O. et al. 1999), (John O. et al. 2008). On je široko primenjivan i na univerzitetu Berkli (*University of California, Berkeley*) kako bi se izvršila predikcija rezultata i posebno obratila pažnja na potencijalno najtalentovanije, nezavisno od rezultata testova znanja.

ZAKLJUČAK

Kada je reč o karakteristikama/atributima koje preporučuju nekog kandidata za mesto u radnoj organizaciji, pominju se: upravljanje efikasnošću, samostalno donošenje odluka, interpersonalno upravljanje, međunarodna komunikacija, upravljanje konfliktima, komunikacione veštine, leaderske veštine, fleksibilnost, odlučnost, veštine pregovaranja, analitičke veštine, doslednost, samosvest, samokontrola, društvena svest, timski rad... Jasno je da određene grupe naučnika na osnovu svog znanja i metoda preferiraju različite karakteristike za različite profile kadrova, (Petkovski, 2012), (Tesone and Ricci, 2012), (Bartram, 2004), (Cherniss and Goleman 2001), (Daft 1999)...

Sam proces pripreme podataka nad kojima će se vršiti neka MCDM metoda izbora kadrova ili bilo koji drugi hibridni model u kom se kombinuju MCDM tehnike sa neutralnim mrežama (*Neutral Networks*, NN) i/ili ekspertnim sistemima – složen je proces i potrebno je detaljno osmisлити svaki korak prikupljanja, obrade i klasifikacije podataka. U svakom slučaju, proces je daleko od standardizacije što otežava njegovu masovnu primenu, ali, s druge strane, istraživaču (kreatoru ili medijatoru konkretnog procesa donošenja odluke) ostavlja dovoljan prostor slobode za dalja istraživanja.

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PROTECTION OF VULNERABLE POPULATIONS IN BULGARIA

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Abstract: Social policy as a set of principles, legal norms, activities and institutions, aimed at creating conditions that ensure the quality of life of the citizens of a country, is an expression of the social relations between the state and its citizens. Social policy determines safety (social, health, economic) and security of the individuals in society.

Social policy should be seen as an activity that guarantees the security of those affected by the risks of labour, family and life. In a broader sense, social policy regulates a very broad range of social relationships that relate to employment, income, education, and others. Social security can therefore be seen as the main objective of social policy. In modern concepts, social security is perceived as a system of public rules, institutions and social payments that enable the dignified existence of every person, who in an unusual state of vitality. Social security can therefore be seen as a set of measures to protect people in an unusual situation. Forms of social security: social security coverage; social assistance; social provision.

Apart from their nature, purpose and funding, social security and social assistance differ according to the principles of organization and management. Social assistance is a decentralized system, and social security can be centralized or decentralized depending on the principles adopted. Through these forms of social security, people receive material security for their existence on the basis of common and unified rules. In any case, however, not always will the indigent be covered by these forms of social security, regardless of their social protection needs. It is possible that even socially protected persons may be in need because of the low income received by this system. In such cases the intervention of social assistance is needed as a means of “plugging the holes”. For the sake of clarity, social security can be defined as the first defense net, and social assistance as the second defense net, i.e. social assistance must take on the part of the population which, for one or other reason, does not fall from or land either from the upper levels of the social protection system or when the level of this protection has been insufficient or it provides social protection from the last instance.

Keywords: social assistance, social protection, social policy.

1. INTRODUCTION

Social policy should be seen as an activity that guarantees the security of those affected by the risks of labour, family and life. In a broader sense, social policy regulates a very broad range of social relationships that relate to employment, income, education, and others. Social security can therefore be seen as the main objective of social policy. In modern concepts, social security is perceived as a system of public rules, institutions and social payments that enable the dignified existence of every person, who in an unusual state of vitality. Social security can therefore be seen as a set of measures to protect people in an unusual situation. Forms of social security: social security coverage; social assistance; social provision.

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The reform of social assistance in Bulgaria aims to bring the system to the new realities, to strengthen public control, to improve the effectiveness of the measures, to better protect the poorest and most vulnerable members of society (Terziev, Simeonov, 2019-a).

2. SOCIAL PROTECTION OF VULNERABLE POPULATION GROUPS IN BULGARIA

The National strategy to reduce poverty and promote social inclusion 2020 aims to improve the quality of life of vulnerable groups in Bulgarian society and to create conditions for their full realization by reducing poverty and promoting social inclusion. The national target is to reduce the number of people living in poverty by 260,000 by 2020., defined by the National Reform Program: Bulgaria 2020.

Data from the National Statistical Institute (NSI) from the Survey on Incomes and Living Conditions (EU-SILC) show that the social protection system is essential for reducing poverty in the country. According to the 2011 data, the relative share of the poor before social transfers is 41.8 per cent, the relative share of the poor before social transfers (including pensions) is 25.9 per cent, while the relative share of the poor after social transfers is 21.2 per cent (a decrease of 4.7 pp).

The strategic objective of social assistance policy is to ensure social protection for vulnerable groups of the population. The policy is aimed at individuals and families who are unable, by their own labour, by their own property or by the persons, obliged under the law to provide them with subsistence, to satisfy their basic living needs. For policy purposes, the following measures are envisaged: monthly, one-off and targeted social and family benefits, integration benefits and financial support for children and the family (2019b) , as follows:

Monthly social benefits that supplement the income of individuals to a specified differentiated minimum income and are granted after checking their income and wealth status, age, marital status and health state, education and employment status. The basis for determining the amount of monthly benefits is the guaranteed minimum income (GMI), which as of January 1, 2009 amounts to BGN 65;

Monthly family allowances for raising a child up to the age of 1 year (for a child with permanent disabilities - up to 2 years) and for a child until finishing secondary education, but not more than 20 years of age. Monthly allowance for a child with permanent disability up to 18 years and up until finishing secondary education, but not later than 20 years of age. The amount is determined by the Law on the State Budget of the Republic of Bulgaria (LSBRB) for the respective year;

Monthly allowances for support of the child and the family for the purpose of raising it in a family environment in cases where the child is placed for raising with relatives and foster families under the order of the Child Protection Act. The basis for determining the amount of financial assistance is GMI;

Monthly supplements for social integration of people with disabilities - according to their individual needs and according to the type and degree of the disability and the degree of permanently reduced working capacity;

One-off social allowances to meet accidentally incurred health, education, household and other vital needs of individuals and families and granted once a year, up to five times the amount of GMI;

One-time allowances for the prevention of child abandonment and reintegration in a family environment for raising in families of relatives and close persons and foster families. The one-off allowance is granted to meet a particular need arising extraordinarily and unrelated to child support. It may be granted up to four times a year, with a total amount not exceeding five times the amount of GMI;

One-off family benefits during pregnancy; child birth (including additional one-time allowance for a child with permanent disability); for rearing twins up to 1 year old; for raising a child up to the age of 1 from a mother student, full-time education;

Targeted social benefits for renting municipal dwellings by single parents, lonely elderly people over 70 and orphans up to 25 years of age; for traveling by rail in the country of people with permanent disabilities, children under 16 with permanent disabilities and the disabled military personnel;

Target funds for the payment of the value of the provided hospital medical aid for diagnosis and treatment in the medical establishments of Bulgarian citizens, who do not have income and/or personal property, which will ensure their personal participation in the health insurance process;

Target funds and aids for the provision of medicinal products and dental assistance to war veterans and for medicinal products of disabled soldiers and war victims.

Targeted aids for the purchase and repair of aids, devices, equipment and medical devices for people with disabilities and for the purchase and / or conversion of a personal motor vehicle;

One-off targeted assistance for home redevelopment;

One-off targeted assistance for students enrolled in the first grade of a state or municipal school to cover part of the costs at the beginning of the school year and targeted assistance for free rail and bus travel in the country for mothers with multiple children;

Targeted assistance for heating is envisaged for the persons and families whose average monthly income for the 6 months prior to the month of submission of the application is lower than an individually determined differentiated

minimum income for heating and meet certain conditions. The basis for determining the differentiated minimum income for heating is GMI. The differentiated minimum income is determined by multiplying the individual coefficient of the person or family by GMI. Individual coefficients are determined by age and social status.

The organizational structures involved in the implementation of social and family benefits, integration benefits and financial support for children and families are the Ministry of Labour and Social Policy and the Agency for Social Assistance and its territorial units.

The main issue on the agenda is the following: does providing social and family benefits, integration benefits and financial support to children and families, guarantee social protection for the vulnerable groups of the population?

In order to answer this question, we have to answer the specific questions:

- Has the appropriate organization for the implementation of social and family benefits, integration benefits and financial support for children and families been established?
- ✓ Is the established organizational structure adequate towards the requirements for the implementation of the activities of social and family benefits, integration benefits and financial support for children and families been established?
- ✓ Is the administrative capacity appropriate for the implementation of the activities for social and family benefits, integration benefits and financial support for children and families been established?
- ✓ Does the existing information system provide sufficient data to make adequate management decisions?
- ✓ Do internal acts sufficiently ensure the application of equal practice in providing social and family benefits, integration benefits and financial support to children and the family?
- ✓ Are the activities to provide social and family benefits, integration supplements and financial support for children and families properly planned?
- ✓ Are the needs for social and family benefits, integration benefits and financial support for children and families adequately assessed?

Is there enough financing for the implementation of the activities for social and family benefits, integration benefits and financial support for children and families?

- Are the activities for providing social and family benefits, integration benefits and financial support for children and families performed effectively?
- ✓ What is the degree of implementation of the activities for social and family benefits, integration benefits and financial support for children and families?
- ✓ What is the impact of social payments on the number of people living below the poverty line?
- Do the unemployed decrease as passive users of social and family benefits, integration benefits and financial support for children and family?
- Is the monitoring and control mechanism for the implementation of the activities for social and family benefits, integration benefits and financial support for children and families effective?
- ✓ Is there effective, periodic and post control at all levels of activity management of social protection for vulnerable groups?
- ✓ What are the actions taken by the management of the Ministry of Labour and Social Policy (MLSP) to improve the effectiveness of social protection measures for vulnerable groups?

It is necessary to perform an analysis and evaluation of:

The organization for the implementation of social and family benefits, integration benefits and financial support for children and families been established;

The planning of the activity for the implementation of social and family benefits, integration benefits and financial support for children and families;

Effective performance of the activity for the implementation of social and family benefits, integration benefits and financial support for children and families, including its conformity with the law;

What is the monitoring and control mechanism for the implementation of the activities for social and family benefits, integration benefits and financial support for children and families.

The analysis and evaluation of the provision of social services, which primarily affect the quality of life of vulnerable groups of the population, remain outside the scope of the survey but do not affect the values of poverty indicators (Terziev, Nichev, Simeonov, 2018-b).

3. CONCLUSION

Ensuring the social protection of the population is linked to better targeting of social and family benefits, benefits for people with disabilities and financial support for children and families. There is a tendency of increase of the number of assisted unemployed persons with social benefits. Financial resources have been used to help people who

could meet their basic life needs by themselves. The reason for the increase in the number of assisted unemployed is the reduction of employment in times of economic crisis.

In conclusion, it can be summarized that the established organizational structure creates the conditions for the proper allocation of functions between the structural units and the employees, for distinguishing the levels of subordination and the reporting lines, and the execution of control.

There are lapses in the organization of the activity for payment of social and family benefits, integration benefits and financial support for children and families in regard to the assignment of control and methodological functions of the activities of the Social Assistance Directorate to the units in the structure of the Agency for Social Assistance and outside it - State Agency for Child Protection, the lack of sufficient training to increase the capacity of the employees, the non-compliance of the approved number of employees with their workload, the availability of contradictory guidelines on the implementation of laws and regulations that pose a risk for the effective implementation of the activities for social and family benefits, integration benefits and financial support for children and families.

The created information environment ensures the adequate management of the risk of incorrect determination and disbursement of social and family allowances or benefits, but does not sufficiently ensure, at national level, the management of national policies and programs in the field of social and family support.

The strategic and annual planning of social protection measures for vulnerable population groups is carried out in different ways and under different restrictive conditions. Statistics on the demographic situation in the country and information on monitored national indicators used to measure the extent to which targets are being met are mainly used in strategic planning.

In medium-term and annual planning, the focus is shifted from the analysis and assessment of the real needs of financial resources to guarantee the social protection of vulnerable population groups to the available financial resources available for this purpose. This restrictive condition, coupled with the dynamic environment in which estimates of the number of persons to be supported are made, is a prerequisite for a discrepancy between the originally determined and the actually needed financial resources.

Sufficient financial resources are available in order to provide social and family benefits, integration benefits and financial support to individuals and families, and deprivation of aid and benefits for users due to lack of funds is not allowed.

The Inspectorate of the Ministry of Labour and Social Policy, the internal control bodies of the Agency for social assistance and the Regional Directorate of Social Assistance perform effective post control of the activities of the respective central and territorial administrative structures responsible for the implementation of the activity for providing social and family benefits, integration benefits and support for children and the family.

Effective protection of vulnerable groups of the population is ensured within the framework of the current legislation, through the identification and payment of social and family benefits and allowances, social integration benefits and other financial support for children and families, excluding social benefits provided by the Social Protection Fund (Terziev, Simeonov, 2019-a).

Measures to ensure the social protection of vulnerable groups of the country's population are implemented legally and effectively as:

There is the necessary financial resources for providing social and family benefits, integration benefits and financial support for children and families;

Funds for the payment of social and family benefits, integration benefits and financial support for children and families are determined in accordance with statutory requirements.

It is possible to achieve the goals set in the Strategy Papers to maintain the rate of decrease in the number of people living below the poverty line regardless of the failure to fulfil part of the planned and monitored results indicators in the approved policies and programs.

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ABOUT CAPITAL TURNOVER AND THE METHODOLOGY OF ITS ANALYSIS

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Abstract: Capital turnover is constantly repeating process of capital transformation from one to another form and turning it in its initial form. This process comprises capital advance for acquisition of production means and manpower, the use of the resources in the production of finished goods, sale of finished goods, and the return of capital in its original form.

We will study the capital turnover with view of the stages of its movement. During the first stage, the capital is transformed from monetary into product form, as production means (long-term tangible assets and material resources) and manpower that are required for the enterprise's business. The second stage – the stage of the production process, capital is transformed from one commodity form (production resources) in another commodity form (finished goods). During the third stage, the capital is transformed from commodity to monetary form, i.e. it recovers its original form.

The issue of capital turnover is topical at all phases and stages of enterprise's development. The acceleration of capital turnover results in release of capital embodied in different resources that can be advanced in appropriate activities, thus to increase the enterprise's gains, and therefore – the capital return. The deceleration of capital turnover results in shortage of means required for the normal course of the enterprise's business, and in its turn the enterprise is thus forced to raise additional funds in order to operate. This increases the share of borrowings and the level of financial risk the enterprise is exposed to.

The interest to capital turnover is due to the insufficient understanding of the importance of this issue both for the successful and efficient development of enterprises' business, as well as for the prosperity of economy as a whole. This is one of the most important issues – driver of business and economy, which is topical, irrespective of the type of ownership of the production means, the organization of the economy and the specific public and political environment. As a result of the insufficient understanding of the importance and significance of capital turnover, some thoughts exist that these are obsolete, archaic and all but unnecessary methodologies for analysis of capital turnover in the conditions of market competition.

Capital turnover may be analyzed and assessed from different points of view. For example: according to the sources of its formation (equity and borrowings); according to the duration of capital involvement in the enterprise's turnover (fixed capital and short-term borrowings); according to the resources in which the equity is embodied (share equity and working equity), etc.

The object studied in this publication is the capital turnover of enterprises with industrial principal business, and the subject matter of the study covers the methodology for analysis of equity turnover with view of the resources it is embodied in.

The aim of this publication is to reach a methodology for analysis and assessment of equity turnover, which is feasible for the economic practice and useful for the industrial enterprises' management to make proper and reasonable decisions for the business development in operational and strategic aspect.

Keywords: analysis, capital, turnover, development, management

1. INTRODUCTION

A fundamental question of the economy at all phases and stages of its development and regardless of the form of ownership of the manufacturing facilities is the question of the capital circulation and turnover.

The online glossary defines that circulation is essentially a „process of one rotation and a return to the initial position.”¹² Based on this, at first glance, broad definition of circulation in general, we would deepen our considerations on the circulation and turnover of the capital. The aim is to present the essence of the capital circulation, to outline the phases through which this circulation is passing and to understand in detail the forms of capital transformations during the circulation and turnover.

¹² Dictionary, <http://talkoven.onlinerechnik.com>

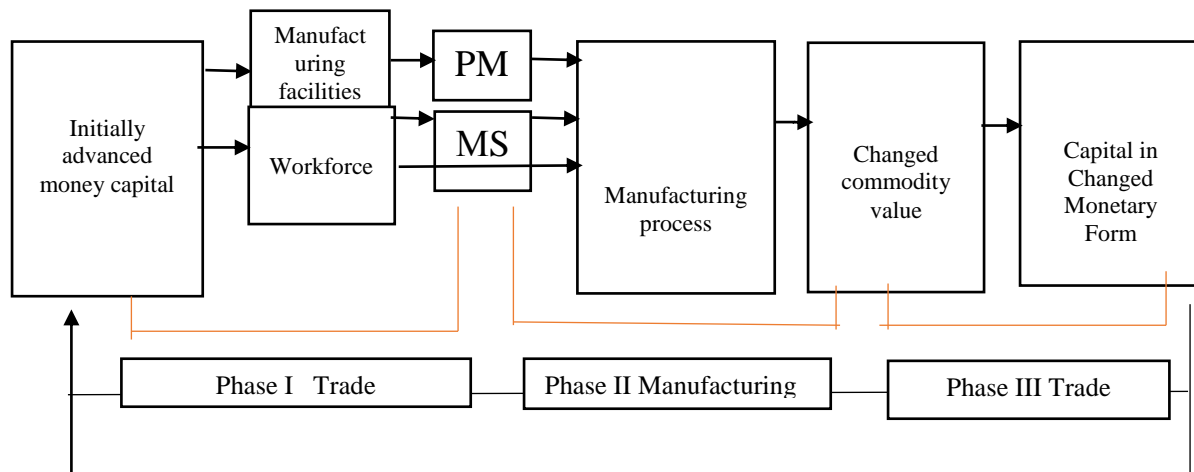
Such an approach makes it possible to highlight the importance of the capital turnover concept both in general and individually of the elements of its composition. In addition, the parameters needed for analysis can be derived and the methodology for capital turnover analysis can be justified.

2. CAPITAL CIRCULATION AND TURNOVER

The turnover and turnover of the capital „describe the stages in the movement of capital (purchase, production, sale) and the functional forms accepted by it (monetary, productive and commodity capital).”¹³ It is one of the „peculiarities of capital that it is in constant motion, passing through the different phases of reproduction – production and reversal, and the different stages – purchase, production and sale, i.e. the capital (added by R. I.) particular circular rotation.”¹⁴

Kristalina Georgieva notes that the horizon of capital is „the process of capital movements from its emergence in a functional form to its return to it.”¹⁵ Economists are of the opinion that the turnover of the capital is the „succession of capital from one form to another (monetary, industrial, commodity and monetary increased) and its return to the original form.”¹⁶ Here we would say only that in the transformation of capital from one form to another it returns to its original monetary form, but in a changed value.

The turnover of the capital can be presented in the following way (see Scheme 1).



Scheme 1. Capital circulation

where:

PM – plant and machinery;

MS – materials and supplies.

During its circulation, the capital passes through three phases. The first is the phase of the trade, where the initially advanced monetary capital is converted from cash into a commodity form. Through the purchase of means of production (plant and machinery and materials and supplies) and hiring of the workforce, capital is reflected in the resources needed by each enterprise to run their business. Either the plant and machinery (fixed tangible assets), materials and supplies (material resources) and manpower are the production factors necessary for the business to be carried out. In our opinion, increasing the efficiency of the use of long-term tangible assets, material resources and workforce are the important and driving factors for the acceleration of capital turnover.

The second phase of the capital circulation is the implementation of the production process, where the capital in a commodity form is being converted into productive capital. It is exactly the production where the actual linking of the workforce and the plant and machinery is carried out, resulting in the final product – the finished products manufactured. It essentially is the transformed productive capital in a commodity form.

The third phase of the capital circulation is again in the area of sale. Here, during the sale of the finished goods the transformation of capital from a commodity into monetary form takes place. Or alternatively, the capital returns

¹³ Georgieva, K., (1991). Microeconomics - part one. ed. EF Invest Kinov. S. p.142

¹⁴ Popov, G., & Marinova, Y. (2006). Economics and Organization of the Company. GorexPres. S. p.57

¹⁵ Georgieva, K., (1991). Microeconomics - part one. ed. EF Invest Kinov. S. p.142

¹⁶ Popov, G., & Marinova, Y. (2006). Economics and Organization of the Company. GorexPres. S. p.58

back in its initial monetary form, but with a changed value. In other words, „the three stages of capital movement — purchasing, producing and selling, bring it back with a changed amount in its original monetary form.“¹⁷ This movement of capital in manufacturing enterprises and its conversion from one form into another is an ongoing process, and „constant movement and continuous repetition of the circulation gives an idea of the capital turnover.“¹⁸ Or „the turnover of capital is a continuous resumption of its circulation.“¹⁹ We share the opinion that, from economic point of view, capital turnover has „some boundaries within which the initially advanced monetary (added by R. I.) capital gets fully returned to its owner.“²⁰

Here, at least in our opinion, two issues are important.

The first is the value of the capital, which is returned to its owner. It is the owners (investors) who are interested in the rate of return on the capital initially invested by them. But we should not easily ignore the second circumstance. This is the time of circulation of the capital both in general and of its constituent parts individually. Unfortunately, some economists share the idea that the only important thing for investors is the rate of return on the invested capital, i.e. the money capital initially advanced by them. From the comparison between the profitability of the invested capital and its weighted average price, investors get important information about whether their investments are profitable or not, or alternatively the investment they are about to make.

We do not ignore the importance and the significance of this issue. We even believe that this is extremely important and useful in the conditions of market economy. We maintain that, in addition to the rate of return on the invested capital, investors need information also about the time of capital circulation. This refers to the time within which the initially advanced monetary capital carries and returns its value to its owner. Given that the capital carries its value to the value of the finished product and restores its original monetary form within a shorter period of time, the owners of the capital would have free capital, which could be advanced in the business and get returned even with a higher value.

We believe that the issue of return on capital should be considered as a complex, analyzing and evaluating both the rate of return and the time of circulation of the invested capital.

The capital invested in the activity of the enterprise can be analyzed and evaluated against different criteria. For instance:

- 1) According to the sources of generation, the capital can be distinguished as equity capital and borrowed capital.
- (2) According to the time of carrying and return of capital in its original form, it can be a capital stock and working capital.
- 3) According to the time of operation in the undertaking operations, the capital is distinguished as fixed capital and variable capital.

It should be noted that, to a certain extent, these criteria for distinguishing the capital complement each other. For example, equity can be distinguished by company own capital stock and company own fixed capital. Also, the fixed capital can be formed by both equity and borrowed resources (long-term liabilities). Or the working capital of the enterprise can be both equity and borrowed capital.

It is necessary to clarify that the concept of „fixed capital“ viewed from different perspectives, is different in nature and content. For example, as a source of funds for the business, the fixed capital is the one generated upon the establishment of the enterprise and is an element of its equity. However, from the point of view of the time of carrying and recovery of its value, the fixed capital transfers its value into the value of the finished product by „performing a full cycle of movement from advancing to recovery within several (n) circulations.“²¹

3. FIXED AND WORKING CAPITAL

According to the capital specifics in the process of production and interaction with labor, it is distinguished by plants and machinery and materials and supplies. Capital is therefore regarded as a „production factor which is a set of plants and machinery and materials and supplies used in the production of goods and services.“²² The capital, advanced in the different resources – production factors, has different behavior over time. Some of the elements of capital are manifested in one way over time, and other elements – in other ways. Or different elements of capital in different times transfer and recover their value. The capital embodied in plants and machinery (long-term tangible

¹⁷ Georgieva, K., (1991). Microeconomics - part one. ed. EF Invest Kinov. S. p.142

¹⁸ Popov, G., & Marinova, Y. (2006). Economics and Organization of the Company. GorexPres. S. p.57

¹⁹ Georgieva, K., (1991). Microeconomics - part one. ed. EF Invest Kinov. S. p.143

²⁰ Popov, G., & Marinova, Y. (2006). Economics and Organization of the Company. GorexPres. S. p.57

²¹ Georgieva, K., (1991). Microeconomics - part one. ed. EF Invest Kinov. S. p.143

²² Spasov, T. & college. (2011). Microeconomics. IM Economy. S. p.66

assets and material resources in their capacity as production factors) show different behavior over time. For example, the capital embodied in fixed tangible assets transfers its value in parts in the value of the finished product - over several accounting periods. However, the behavior over the time of the capital invested in the purchase of material resources (raw materials and supplies needed for the business of the enterprise), as well as in the workforce (salaries of staff) is quite different. This capital recovers entirely its value after each sale of the finished product. From an economic point of view, the capital circulation time is of a particular interest. This is about the time within which the initially advanced monetary capital transfers its value into the value of the finished product and returns to its original monetary form with its owner. It is from this point of view that the capital is distinguished by fixed and working capital. It is stated that in „dependence on capital involvement in the production process and the way in which its value is to be translated into the value of the finished products, the productive capital is divided into fixed and working.“²³

The fixed capital is used in many „production and technological cycles, while retains its original form, but is worn out morally and physically.“²⁴ Substantially, it is part of the physical property, which is embodied in long-term tangible assets – buildings, plant and equipment, facilities, transport vehicles, computer equipment, office equipment, etc. The fixed capital transfers its value in parts into the value of the finished product over several accounting periods. As K. Georgieva suggests, „the fixed capital transfers its value in parts and gets its value recovered in parts, and also loses its consumer value in parts.“²⁵ In the modern world, the capital, embodied in long-term intangible assets, is becoming more important – intangible assets, so much needed for the successful development of the business.

The working capital is used within the „limits of one production and technological cycle, it loses its original form and provides the material basis of the manufactured product.“²⁶ K. Georgieva suggests that the working capital „fully transfers and fully recovers its value within the limits of one circulation cycle. It also fully realizes its user value within the one-off act of its productive consumption in a single circulation cycle.“²⁷ The working capital includes part of the physical property (raw materials, supplies, finished products, goods, work in progress), as well as the cost of labor (salaries and wages of personnel).

Why is it necessary to repeat once again well-known concepts, having been studied widely in the microeconomics and these issues are discussed by many authors. We would like to remind all this being entirely aware that they are known to the esteemed readers. The classification of capital as fixed and working is made by us in order to facilitate the presentation of our views on the turnover of the capital in general and of its individual elements, on the applicability and the importance of this issue in any socio-economic unit. Last but not least, this issue is also important in terms of the formation of an appropriate capital structure, the achievement and maintenance of financial stability of the enterprise, and the development of a modern methodology for the analysis of capital turnover in the context of financial equilibrium of the enterprise.

We believe it is necessary to emphasize that the concept of K. Marx, as K. Georgieva notes „of the capital circulation and turnover is (added by R.I.) one of the least ideological concepts in Marxism.“²⁸

4. COMPANY FIXED AND WORKING CAPITAL

In terms of the duration of participation in the business turnover, the equity of the enterprise is differentiated by company fixed capital and company working capital. An important task of the business analysis is to ascertain how much of the enterprise's own resources are used to form its fixed assets. Essentially, this means determining the company fixed capital. The amount of company fixed capital is determined as the difference between the fixed assets and the undertaking's long-term liabilities.

The calculation of the amounts of company fixed and company working capital makes it possible to determine the structure of the equity in terms of the duration of the involvement of assets in the company business in which it is used. The financial flexibility index can also be determined by the data of company working capital. Its amount is

²³ Popov, G., & Marinova, Y. (2006). *Economics and Organization of the Company*. GorexPres. S.

²⁴ Spasov, T. & college. (2011). *Microeconomics*. IM Economy. S. p.66

²⁵ Georgieva, K., (1991). *Microeconomics - part one*. ed. EF Invest Kinov. S. p.143

²⁶ Spasov, T. & college. (2011). *Microeconomics*. IM Economy. S. p.66

²⁷ Georgieva, K., (1991). *Microeconomics - part one*. ed. EF Invest Kinov. S. p.143

²⁸ Georgieva, K., (1991). *Microeconomics - part one*. ed. EF Invest Kinov. S. p.143; second edition (1993). p.143; third edition. ed. Thrace – M. (1999). p.101

calculated as the relationship between the company working capital and the entire equity of the enterprise. It shows how many levs of the current assets correspond to one lev of company equity.²⁹

An important task of the analysis is also to establish the amount of the current assets formed from company working capital and possibly from long-term sources. Essentially, this means establishing the net working capital available to the enterprise.

The amount of the net working capital can be defined as the difference between the enterprise's current assets and the short-term liabilities. The net working capital can also be defined as the difference between the fixed capital and the fixed assets of the enterprise. Where the fixed capital – these are the permanent means used in the business of the enterprise. Its amount is defined as the sum of the equity and the long-term liabilities (debts).

Given that all long-term liabilities are used as a source for the formation of fixed assets (golden rule in business financing³⁰), the net working capital essentially expresses the company current assets (company working capital) of the enterprise.

5. METHODOLOGY FOR ANALYSIS

The methodology for the analysis of the equity turnover is presented based on data about the business of PRIMA company. Table 1 shows the input data of the company business and some additional parameters. Table 2 shows the calculated parameters for capital turnover - separately for company fixed capital and for company working capital.

Table 1

Indicators	Previous year	Current year	Deviation
I. Source data, BGN'000			
1. Capital, including:	27483	26922	-561
1.1. Equity	6856	6456	-400
1.2. Attracted capital (liabilities), of which:	20627	20466	-161
a) long-term liabilities	19073	18847	-226
б) short-term liabilities	1554	1619	65
2. Assets, including:	27483	26922	-561
2.1. Fixed assets, of which:	24678	24531	-147
a) tangible assets	24637	24491	-146
2.2. Short-term assets	2805	2391	-414
3. Net sales revenue	7327	7115	-212
4. Depreciation costs	670	674	4
II. Additional calculated indicators			
5. Own equity (п.2.1 - п.1.2.a)	5605	5684	79
6. Own working capital (п.1.1 - п.5)	1251	772	-479
7. Coefficient of maneuverability equity (п.6 : п.1.1)	0,1825	0,1196	-0,0629
8. Permanent capital (п.1.1 + 1.2.a)	25929	25303	-626
9. Net working capital:			
a) model 1 (п.2.2 - п.1.2.б)	1251	772	-479
б) model 2 (п.8 - п.2.1)	1251	772	-479
10. Turnover time of tangible fixed assets (core capital), years (п.2.1.a : п.4)	36,7716	36,3368	-0,4348

²⁹ Chukov, K., P., Ivanova, P., (2017). Financial and Economic Analysis. S. IC – UNWE. p.330

³⁰ Chukov, K., P., (2011). Financial and Economic Analysis. S. Economics. p. 167. Cit. Danailov D., (1994). Company Financial Management. S. ed. Lyren. p. 110

11. Turnover rate of tangible fixed assets, turnover (п.4 : 2.1.a)	0,0272	0,0275	0,0003
12. Turnover time of short-term assets (working capital), days (п.2.2 : п.3)	137,8190	120,9782	-16,8408
13. Turnover of short-term assets, turnover (п.3 : п.2.2)	2,6121	2,9757	0,3636
14. Employment rate of short-term assets, BGN (п.2.2 : п.3)	0,3828	0,3361	-0,0468

The turnover of the fixed capital has accelerated (-0.4348 years), due to the acceleration of the turnover of the borrowed fixed capital (-0.5043 years) and the deceleration of the turnover of company fixed capital (0.0676 years). The turnover rate of the fixed tangible assets shows the proportion of the turnover of these assets in the corresponding reporting period in the total turnover of the capital embodied in the fixed tangible assets throughout the entire depreciation period. The parameters of the rate of turnover of fixed capital and its sources of formation confirm the results obtained above.

The turnover of working capital has accelerated (-16.8408 days) due to the acceleration of the turnover of the company working capital (-22.4047 days) and deceleration of the turnover of the borrowed working capital (5.5639 days). „Analysis processes, will contribute to the comparability, the precise and correct presentation of accounting information in the organization’s financial statement, to its asset and liability and to the establishment of precise risk management systems.“³¹

6. CONCLUSIONS

The analysis of capital turnover, both as a whole and by individual types of capital, classified according to different criteria, provides important and useful information to the financial management for making sound and informed decisions about capital management and the capital structure of the undertaking. Provision of relevant information for the analysis is particularly important. „It is important to note that the reliability of the analysis indicators is determined by the reliability of the information used for their calculation.“³²

Table 2

Indicators	Previous year	Current year	Deviation
I. Source data, BGN'000			
1. Equity (fixed assets), including:	24678	24531	-147
1.1. Own equity	5605	5684	79
1.2. Attracted fixed capital (long-term liabilities)	19073	18847	-226
2. Turnover (short-term assets), including:	2805	2391	-414
2.1. Own working capital	1251	772	-479
2.2. Attracted working capital (short-term liabilities)	1554	1619	65
3. Net sales revenue	7327	7115	-212
4. Depreciation costs	670	674	4
II. Additional calculated indicators			
5. Turnover time:			
a) own capital, years (п.1.1 : п.4)	8,3657	8,4332	0,0676
б) attracted fixed capital, years (п.1.2 : п.4)	28,4672	27,9629	-0,5043
в) own working capital, days (п.2.1 : п.3) x 360	61,4658	39,0611	-22,4047

³¹ Natchkova, M., Y., (2019). Specific issues of the accounting and the financial audit in the pension funds. Knowledge – International Journal. Vol.31.1. IKM – Skopje. Macedonia. p.41

³² Petrova, D., D., (2017). Accounting in the Context of Global Corporate Management – Contemporary Requirements and Problems. Knowledge – International Journal. Vol.23.1. IKM – Skopje. Macedonia. p.298

г) attracted working capital, days (п.2.2 : п.3) x 360	76,3532	81,9171	5,5639
6. Turnover speed, turnover:			
а) own capital, years (п.4 : п.1.1)	0,1195	0,1186	-0,0010
б) attracted fixed capital, years (п.4 : п.1.2)	0,0351	0,0358	0,0006
в) own working capital, days (п.3 : п.2.1) x 360	5,8569	9,2163	3,3594
г) attracted working capital, days (п.3 : п.2.2) x 360	4,7149	4,3947	-0,3202

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KOSOVO ECONOMY AND MANAGEMENT OF CHANGES

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Abstract: Every day we are faced with changes, we love them or we do not want them. We are aware of the reasons for the changes, but we often can not understand it, and after it is over, we try to justify it. In some changes we can influence, some of us are causing them, while in those that we can not influence, we leave. One of us in the changes looks like excitement and opportunity from that situation to emerge victorious while others are frightened of everything that would change your habits. Similarly to organizations. By managing them people and how the managers find themselves in the changes will depend on the organization's report on the changes. Some will ignore the changes, some will cause them, and some will try to exist in the conditions of permanent change. But only what can we be confident is that the changes all happen and will not cease to happen unless we ignore it, and we have to conclude that only the changes are important.

In the broadest sense of change, we mean transitioning from a state (existing) to a new state (if it is worked for an individual, organization or society as a whole). Any organizational change is a change of organizational status between two time intervals while the process of organizational change is where that change is caused. Changes are core events that consist of many factors (hinterland, management, knowledge, desire for change, diversity, motivation, danger, etc.). This process is neither easy nor quick but so simple that it would be necessary to make the decisions, the timing, the initiative for the changes to take place, that the new choices begin to function, be maintained and brought in new quality. The operation of the new solution is only a phase of transition to further changes.

There are also so-called kalimith changes that are also called innovations. Innovations (in this regard) are smaller volumes. Although it is difficult to define the boundaries that when innovation goes beyond the line of importance which determines that it is possible to talk about changes, with all that in the midst of these phenomena there are certain changes. Peter Drucker thinks that joining innovations in traditional organizations does not succeed. Unspecified organizations need to create a variety of organizers, which requires organizational avoidance of issues that have been shown to be overcome, as well as continual advancement of all products, services and processes within the organization. This requires the use of success, especially novel, unplanned and systematic innovations. The goal of organizing the organization as a whole on the sales agenda is to change the mind-set mental community. Rather than seeing changes as a threat to employees, they should begin to experience it as a desirable opportunity. Organizational changes are complex and very demoralizing phenomena. Every organizational change contains in its own different processes actions and events. After that, organizational changes can be viewed from many angles and perspectives. They can be classified in many different ways and according to many criteria. Different theoretical perspectives of organizational changes differ between each other depending on the type of organizational changes that are in their own focus.

Keywords: Managing change, organizational development, organizational change theories, financial perceptions, innovation perspectives and lessons, measures and goals.

EKONOMIA E KOSOVËS DHE MENAXHIMI I NDRYSHIME**Baki Koleci**Universiteti “Haxhi Zeka” Pejë Kosovë, baki.koleci@hotmail.com**Redon Koleci**National Military University, Veliko Tarnovo, Bulgaria, redon_koleci@hotmail.com

Abstrakt: Të gjithë ne çdo ditë ballafaqohemi me ndryshime, i duam apo nuk i duam ato. Ne jemi të vetëdijshëm për arsyet e ndryshimeve, por shpeshherë nuk mund ti kuptojmë, dhe pasi të ketë përfunduar mundohemi ti arsyetojmë. Në disa ndryshime mundemi të ndikojmë, ne disa vetë i shkaktojmë, ndërsa në ato të cilat nuk mundemi të ndikojmë ju largohemi. Dikush prej nesh në ndryshime shiqon si ngacmim dhe mundësi që nga ajo situatë të dalim si fitimtar ndërsa të tjerët frigohen nga gjithçka që do t’ju ndryshonte shprehinë. Ngajshëm është

edhe me organizatat. Me to menaxhojnë njerëzit dhe nga ajo se si menaxherët gjenden ndaj ndryshimeve do të mvaret edhe raporti i organizatës ndaj ndryshimeve. Disa do të injorojnë ndryshimet, disa vetë do ti shkaktojnë, e disa do tentojnë të egzistojnë në kushtet e ndryshimeve permanente. Por, vetëm në çka mundemi të jemi të sigurt është se ndryshimet gjithomë ndodhin dhe nuk do të ndërpriten që të ndodhin vetëm se i injorojmë dhe për atë na detyrohet përfundimi se vetëm ndryshimet janë të rëndësishme.

Në kuptimin më të gjërë me ndryshime nënkuptojmë kalimin nga një gjendje (egzistuese) në një gjendje të re (në qoftëse punohet për individ, organizata ose për shoqërinë në tërësi). Çdo ndryhim organizacional është ndryhim i gjendjes organizative në mes të dy intervaleve kohore ndërsa procesi i ndryshimeve organizative është ai ku ai ndryhim shkaktohet. Ndryshimet janë ndodhi thelbsore që përbëhen nga shumë faktorë (rrethina, menaxhimi, dituria, dëshira për ndryshime, rezistenca ndaj ndryshimeve, motivimi, rreziku etj). Ky process nuk është as i lehtë edhe as i shpejtë por edhe aq i thjeshtë që do të ishte i nevojshëm për marrje të vendimeve, të kohës, iniciativës që ndryshimet të realizohen, që zgjidhjet e reja të fillojnë të funksionojnë, të mirëmbahet dhe të sjellë në cilësi të re. Funksionimi i zgjidhjes së re është vetëm fazë kalimtare kah ndryshimet e më tutjeshme.

Egzistojnë edhe ndryshime të ashtuquajtura kalimithi që ndryshe quhen edhe inovacione. Inovacionet (në këtë aspekt) janë ndryshime më të vogla për nga vëllimi. Edhe pse është vështirë të përcaktohen kufijtë se kur inovacioni kalon vijën e rëndësisë i cili përcakton se mundet të folet për ndryshime, me gjithë atë në mes të ketyre dukurive egzistojnë ndryshime të caktuara. Peter Drucker mendon se bashkangjitja e inovacioneve në organizat tradicionale nuk ka sukses. Organizata patjetë duhet të krijoj gjernerator të ndryshëm çka kërkon shmangje organizative të çështjeve të cilat janë treguar si të tejkaluara, si dhe avansim kontinual te të gjithë produktet, shërbimet dhe proceseve brenda organizatës. Kjo kërkon shfrytëzimin e suksesit veçanarisht risitë e parpitshme, të paplanifikuara dhe sistematike. Caku i shëndrimit të organizatës në tërësi në agjend të shitjes është ndryshimi i bashkësisë mentale vetanake. Në vend që ndryshimet të shiqohen si kërcënim të punësuarit duhet të fillojnë ta përjetojnë si rast të dëshirushëm.

Ndryshimet organizative janë dukuri e ndërlikuar dhe shumë deminsionale. Çdo ndryhim organizativ përmban në vetë procese të ndryshme veprime dhe ndodhi. Pas kësaj ndryshimet organizative munden të vështrohen nga shumë kënde dhe prespektiva. Ato munden të klasifikohen në shumë mënyra të ndryshme dhe sipas shumë kriterëve. Perspektivat e ndryshme teorike të ndryshimeve organizative në mes veti ndryshojnë sipas llojit të ndryshimeve organizative të cilat janë në fokusim vetanak.

Fjalë Kyçe: Menaxhimi i ndryshimeve, zhvillimi organizativ, teoritë e ndryshimeve organizative, perspektiva financiare, perspektiva e inovacioneve dhe mësimi, masat dhe caqet.

HYRJE

Me ndryshime dhe përsheptimin e ndryshimeve në shoqëri i pari ka tregu Alvin Tofler. Shkrimtar i cili ka shkruar për ardhëminë ai qysh nga fillimet e viteve 70-ta të shekullit të kaluar ka treguar në ndryshime madhore në shoqërinë njerzore dhe nevojën e përgaditjes së organizimit për ndryshime ashtu që ti iket stresit të ardhmërisë i cili paraqet injorimin e ndryshimeve dhe ngecjen në zhvillim.

Në kuptimin më të gjërë me ndryshime nënkuptojmë kalimin nga një gjendje (egzistuese) në një gjendje të re (në qoftëse punohet për individ, organizata ose për shoqërinë në tërësi). Çdo ndryhim organizacional është ndryhim i gjendjes organizative në mes të dy intervaleve kohore ndërsa procesi i ndryshimeve organizative është ai ku ai ndryhim shkaktohet. Ndryshimet janë ndodhi thelbsore që përbëhen nga shumë faktorë (rrethina, menaxhimi, dituria, dëshira për ndryshime, rezistenca ndaj ndryshimeve, motivimi, rreziku etj). Ky process nuk është as i lehtë edhe as i shpejtë por edhe aq i thjeshtë që do të ishte i nevojshëm për marrje të vendimeve, të kohës, iniciativës që ndryshimet të realizohen, që zgjidhjet e reja të fillojnë të funksionojnë, të mirëmbahet dhe të sjellë në cilësi të re. Funksionimi i zgjidhjes së re është vetëm fazë kalimtare kah ndryshimet e më tutjeshme.

Egzistojnë edhe ndryshime të ashtuquajtura kalimithi që ndryshe quhen edhe inovacione. Inovacionet (në këtë aspekt) janë ndryshime më të vogla për nga vëllimi. Edhe pse është vështirë të përcaktohen kufijtë se kur inovacioni kalon vijën e rëndësisë i cili përcakton se mundet të folet për ndryshime, me gjithë atë në mes të ketyre dukurive egzistojnë ndryshime të caktuara. Peter Drucker mendon se bashkangjitja e inovacioneve në organizat tradicionale nuk ka sukses. Organizata patjetë duhet të krijoj gjernerator të ndryshëm çka kërkon shmangje organizative të çështjeve të cilat janë treguar si të tejkaluara, si dhe avansim kontinual te të gjithë produktet, shërbimet dhe proceseve brenda organizatës. Kjo kërkon shfrytëzimin e suksesit veçanarisht risitë e parpitshme, të paplanifikuara dhe sistematike. Caku i shëndrimit të organizatës në tërësi në agjend të shitjes është ndryshimi i bashkësisë mentale vetanake. Në vend që ndryshimet të shiqohen si kërcënim të punësuarit duhet të fillojnë ta përjetojnë si rast të dëshirushëm.

Procesi i zhvillimit të ndryshimeve është i vetëm për çdo organizatë për arsye se kushtet në të cilat ato zhvillohen janë të vetme. Nga kjo del se nuk ka rregull të përgjithshëm për kryerjen e ndryshimeve por ato mundën të realizohen vetëm në përputhje me kërkesat e organizatës dhe në kushte specifike në të cilat ata krijohen.

1. TEORIA E KLASIFIKIMIT TË NDRYSHIMVE ORGANIZATIVE

Në klasifikimi e teorive e ndryshimeve organizative do të nisemi nga vetë ndryshimet organizative si objekt bazik i hulumtimit. Që moti një autor ka thënë se teoria organizative është teori e ndryshimeve të aksioneve organizative. Teoria e ndryshimeve organizative mundet të ndahen në grupe të caktuara se cilat llojë të ndryshimeve organizative vendosen në fokus të vetë interesimit. Që ajo ta arrihet duhet që së pari të klasifikohen ndryshimet organizative.

Ndryshimet organizative janë dukuri e ndërlikuar dhe shumë deminsionale. Çdo ndryshim organizativ përmban në vetë procese të ndryshme veprime dhe ndodhi. Pas kësaj ndryshimet organizative mundën të vështrohen nga shumë kënde dhe prespektiva. Ato mundën të klasifikohen në shumë mënyra të ndryshme dhe sipas shumë kriterëve. Prespektivat e ndryshme teorike të ndryshimeve organizative në mes veti ndryshojnë sipas llojit të ndryshimeve organizative të cilat janë në fokusim vetanak.

Caku i ndryshimeve zbulon edhe shkaktarin e tyre ashtu që të dy kriteret përputhen. Ky kriter i klasifikimit të ndryshimeve nis nga pyetja: Pse organizata ndryshon? Sipas këtij kriteti dallohen dy lloje bazike të ndryshimeve organizative që janë: Përshtatja organizative dhe zhvillimi organizativ. Caku i ndryshimeve për përshtatje është përputhje e ndryshimeve organizative me rrethinën, ndërsa caku i ndryshimeve zhvillimore është inicimi i brendshëm i kompetencave për zhvillimin e organizatës. Shkaktari kryesor i ndryshimeve të përshtatshme është i natyrës së jashtme, ndërsa shkaktari i ndryshimeve zhvillimore i natyrës së brendshme .

Përshtatja organizative paraqet çfardo ndryshimi organizativ i cili ndodh nga nevoja e organizatës që ti përshtatet rrethinës në të cilën ajo funksionon. Nxitja kryesore e tyre është e natyrës së jashtme që disa ndryshime veprojnë në rrethinën e organizatës. Në ndryshimet e përshtatshme nuk ka shumë hapsirë që i joshen organizatës pasi nuk ka zgjidhje tjera. Kompetenca e menaxhentit të organizatës shiqohet në atë se, me vonesë minimale, duke parë nevojën për ndryshime, reagojnë në ndryshime ndaj rrethinës dhe i kryejnë ndryshimet e nevojshme organizative.

Zhvillimi organizativ paraqet atë llojë të ndryshimeve që krijohet si pasojë e proceseve të brendshme dhe ndryshimeve në organizatë. Nxitë si i tyre kryesor nuk janë ndryshimet në rrethinë por janë idetë, dituria, motivimi dhe iniciativa e njerëzve brenda për brenda vetë organizatës. Kur ndryshimet organizative shiqohen nga këndi i zhvillimit organizativ, fokusi qëndron në proceset natyrore të ngritjes dhe zhvillimit të njerëzve në organizatë. Sipas kësaj prespektive, ndryshimet në organizatë ndodhin jo vetë m atëherë kur organizata është e detyruar në përshtatjen me rrethinën, por numri i të punësuarve të ditur, idetë ose raportet ndërnjerzore të njerëzve për brenda organizatës kanë ndryshime në ngritje që kërkon edhe ndryshime edhe në vetë organizatë. Nxitë si kryesor i ndryshimeve nuk janë detyret e jashtme por janë nevojat e brendshme: Kreativiteti dhe nevoja për arritshmërinë e njerëzve në organizatë. Caku i ndryshimeve nuk është realizimi i performancave direkte por është krijimi i nivelit më të lartë të kompetencave në organizatë. Në këtë llojë të ndryshimeve të menaxhmentit dhe planeve organizative kanë rol dukshëm më të lartë dhe shkalla e diskrecionit se sa ndaj ndryshimeve të përshtatshme.

2. TRANSFORMIMI DHE MOSSUKSESI

Ndryshimet që kanë përfshirë shoqërinë njerzore janë të mëdha dhe të pandalshme, siç thotë Kotleri. Këtu janë në vepër forca të fuqishme makroekonomike dhe ato forca janë më intensive në disa decenje të fundit. Si pasojë do të jetë shumë e më shumë organizimi i cili do të jetë i detyruar të zvoglon shpenzimet, përmirëson cilësinë e prodhimit dhe shërbimit, të gjen mundësi të reja për rritjen e produktivitetit.

Ndryshimet në organizatë janë të shpeshta të shpejta dhe madhore, ndërsa kërkesat e kohës me të cilë jetojmë janë të tilla, ashtu që të jenë të përherëshme. Në masë të madhe çdo ndryshim ka pashmangshmëri edhe anë të këqija. Kur ndërmarrjet janë të detyruara të ju përshtaten kushteve të ndryshimeve që janë prezente. Ndërsa pjesa ma e madhe e shpenzimeve të padëshirura dhe pengesave të cilat janë paraqitur gjatë decenjve të kaluara mundën të shmangen. Gabimet mund të shmangen nëse hulumtohen përvojat e tjerëve dhe nëse përvetsohen disa rregulla dhe principe.

Kotleri me bashkëpunorët e vetë ka hulumtuar se si zhvillohen ndryshimet në disa kompani Amerikane dhe ka ardhur në përfundim se gabimet e shumta me rastin e zhvillimit të ndryshimeve. Ai në librin e vet “Udhëheqja me ndryshimet” ka theksuar tetë gabime të cilat më së shpeshti udhëheqja i bën me rastin e vendosjes së ndryshimeve në organizatë.

1. Lëshimi ndaj vetëkënaqësisë së tepruar - gabimi më i madh të cilin e bëjnë udhëheqësit gjatë vendosjes së ndryshimeve në organizatë është procesi i shpejtë dhe i papritur i përvetësimit të ndryshimeve ku para asaj nuk janë vërtetuar me bashkëpunorët dhe të punsuarit se është kuptimi i shpejtësisë i nevojshëm për ndryshime. Ky gabim shpesh herë është fatal pasi me ndryshimin asnjëherë nuk do të arrihet caku i dëshiruar nëse është niveli i

vetëknaqësisë së udhëheqësve shumë i madh. Udhëheqësit nuk kanë sukses të krijojnë vetëdije për shpejtësin e ndryshimeve për disa arsye të ndërlidhura. Së pari, udhëheqësit mbivlersojnë mundësitë e organizatës që të konsumon ndryshime të mëdha. Ata nuk zbatojnë dhe me qëllim mundet të krijojnë një baraspeshë (statusqua) dhe janë të padurushëm. Pa ngritjen e vetëdijes të punuarit mbi nevojën e ndryshimeve rrezultatet do të mungojnë pasi të punuarit nuk do të angazhohen, vetsakrifikohen për sukseset e organizatës së tyre.

2. Lëshimet në formimin e kualicionit të mjaftushëm për udhëheqje të fuqishme – shpeshherë thuhet se ndryshimet e mëdha nuk mundin të realizohen nëse nuk ka përkrahje nga ai i cili është në krye të organizatës. Ndërsa te organizatat e sukseshme në vendosjen e ndryshimeve kanë marrë pjesë niveli më i lartë siç janë menaxherët dhe udhëheqësat e njësive pasi janë kualicion i fuqishëm në kuptimin e arsimimit, profesionalizimit kontakteve, reputacionit dhe kapacitetit për udhëheqje. Individët, sa do që janë karizmatik dhe të jenë të aftë, nuk disponojnë aftësi që të tejkalojnë inercionin dhe traditën në organizata, veçanarisht nëse ato janë shumë të vogla. Ekipet e dobta në të shumtën e rasteve janë edhe më shumë joefikas.

3. Nënçmimi i fuqisë së vizionit – është vetëdija e nevojave për ndryshime dhe një ekip të fuqishëm e cila do të udhëheqi ndryshimet që janë të rëndësishme dhe jo aq të mjaftueshme për ndryshime të mëdha. Vizioni luan një rol në krijimin e ndryshimeve ashtu që paraqet ndihmë në drejtim, harmonizim me inspirimin e veprimeve me shumicën e njerëzve. Pa vizion përkatës tendencat e transformimit mund të realizohen në shumë hamendje mospërputhje të projekteve në të cilat haraxhohet shumë kohë, të cilët drejtojnë në kahje të gabuar edhe më së fundi nuk e arrin cakun e dëshiruar. Pa vizion solid asnjë ndryshim i llojit radikal nuk mundet të realizohet në formë të drejtë.

Nëse vizioni nuk është i hartuar dhe nëse nuk ka numër të mjaftushëm të përkrahësve që të përvetësojnë atë vizion në përgjithësi, çdo përzgjedhje dhe çdo vendim në kahje të ndryshimeve do të shkaktojë rezistenca. Ajo rezistencë në fillim duket në formë e diskutimeve të pafundme, konflikteve të interesit pakuptuesmëri që thithin energji të cilën të punuarit do të mundeshin ta drejtojnë për qëllime të dobishme në organizatë. Një ndër gabimet më të shpeshta gjatë vendosjes së ndryshimeve është që të krijohet projekti i cili do të na shërben në vend të vizionit. Kur nuk jeni në gjendje të përshkruani vizionin i cili do të udhëheq ndryshimet për kohë më të shkurtër dhe do të hasni në mirëkuptim dhe interesim, dini se jeni shumë në rrezik.

4. Dështim në komunikimin e vizionit – vendosja në ndryshimet e mëdha është gati e pamundshme nëse shumica e të punësuarve nuk janë të gatshëm të ndihmojnë, por edhe të sakrifikojnë në suksesin e ndryshimeve. Të punësuarit nuk do të sakrifikojnë nëse nuk shohin dobi nga ndryshimet ose nuk besojnë se ndryshimi është i mundur. E vetmja mënyrë që të tërhiqet vërejtja të punuarit është komunikimi bindës. Tre janë format më të shpeshta të komunikimit të krijuara në kushtet e qeta dhe stabile të biznesit. Rasti i parë ndodhë kur vizioni krijohet, ku komunikimi kryhet me anë të disa mbledhjeve ose me disa udhëzime interne. Forma e dytë përfshin situatën kur udhëheqësit e organizatës i përkushtojnë mjaft kohë përgaditjes së debateve me të punuarit ku shumica e menaxherëve mbeten anash. Forma e tretë nënkupton se shumë kohë i kushtohet qarkoreve dhe mbledhjeve ku disa menaxherë udhëheqës sillen në formë indifirente me çka shkakton rritjen e cinizmit ndërsa te të punuarit motivimi bjen.

5. Lejimi i pengesave që të bllokojnë vizionin e ri – me pruarjen e ndryshimeve të mëdha kërkohet pjesmarrje aktive i numrit më të madh të punuarve. Vendosja e risive shpeshherë është e pa sukseshme, edhe atëherë kur të punuarit e kanë përqafuar vizionin, pasi ato ndihen të paafte nga pengesat e mëdha. Shpeshherë pengesat egzistojnë vetëm në mendimet e të punësuarve dhe është çështje madhore që të bindin ato se pengesat reale nuk egzistojnë. Duhet të kemi parasysh se ndonjëherë vetë një person mundet të bllokojë vendosjen e ndryshme.

6. Lëshimet në realizimin e sukseseve aftashkurtër – për realizimin e ndryshimeve të mëdha është e nevojshme koha, veprimet komplekse, siç është ndryshimi i strategjisë që kërkojnë shumë kohë, mund të vijë deri te humbja e impulsit të ndryshimeve nëse nuk ka caqe afatëshkurtra që do të realizojnë. Pa caqe afatëshkurtra shumica e të punësuarve humb motivimin nga se përhapet rezistenca në ndryshime.

7. Lajmrimi i fitores së parakohshme – të punuarit që punojnë në realizimin e ndryshimeve vin në sprovë që të shpallin ndryshime të sukseshme në shenja të para të suksesit. Gjithënjë kur ndryshimet nuk thellohen në kulturën e organizatës, për çka është e nevojshme tre deri në dhjetë vite, qajset e reja janë të ndijëshme dhe të nënshtruara në regresion.

8. Ndryshime të cilat nuk janë të mbjellura fuqishëm në kulturën e organizatës – ndryshimet mundin të mbahen atëherë ku mundin të krijojnë nga puna e përditshme. Derisa mënyra e re e punës nuk përputhet me normat e organizatës në vlerat e përbashkëta dhe mënyrën e mendimit, doemos i nënshtrohet degradimit. Që të thellohet mënyra e re e punës në organizatë duhet të ju tregohet të punësuarve sjellja dhe qëndrimet e tyre specifike i kanë kontribuar suksesit, si dhe koha e nevojshme që gjeneratat e reja të menaxherëve të përvetësojnë qasje të reja.

Pas paraqitjes së tetë gabimeve paraqiten këto pasoja:

1. Strategjitë e reja nuk implementohen mirë
2. Aktivitetet nuk realizohen në sinergjinë e duhur
3. Riinxhinjeringu zgjat shumë kohë dhe e ngrit çmimin e kushtimit
4. Nuk kemi qasje në kontrollin e harxhimeve minimale
5. Programet e përvetësuar mbi ngritjen e cilësisë nuk sjellin rezultate të dëshiruruara.

Të gjitha gabimet e cekura paraprake mundën të evitohen. Nëse jemi të vetëdijshëm ndaj këtyre gabimeve disponojnë me shkathtësi përkatëse mundemi të ju shmangemi ose ti zvoglojmë këto gabime. Qëllimi qëndron në të se të kuptohet përse organizata paraqet rezistencë të dukshme ndaj ndryshimeve të nevojshme dhe të gjendet qasje që të mundet të tejkalohet inercioni destruktiv dhe çka është me rëndësi që të egziston udhëheqje e cila do të realizon ndryshimet në mënyrë përkatëse shoqërore.

3. UDHËHEQJA ME ZHVILLIMIN

Udhëheqja me zhvillimin është proces i bazuar në aftësitë mendore të njeriut dhe ka për qëllim dy komponente bazike – hulumtimin dhe zhvillimin. Kjo hynë në procesin e akumulimit paraprak të diturisë dhe aftësive kreative dhe mendimeve kritike në zgjidhjen e problemeve. Daljet nga procesi janë risi të reja të prodhimit strategjive dhe teorive bashkëkohore, ndërsa rezultati në të shumtën e rasteve jepet në formë e shkruar.

Hulumtimi është proces me të cilin arrihet të ndonjë dituri e re në botë ose me mundsin e zgjidhjes së problemit të cilin e keni vërejtur me të si dhe ndihmën e diturisë dhe metodave të zbatuara kërkohen principe dhe procese të reja me qëllim të përparimit në zhvillim.

Zhvillimi nënkupton diturin e re të arritur ose shëndrimin e rezultateve të hulumtimit si dhe diturinë e akumuluar duke i shëndëruar në një plan skic për avancim të prodhimeve, proceseve, shërbimeve dhe sistemeve. Zhvillimi përfshin fazat e formulimit të konceptit hartimit të projekteve testimit konstruimit të prototipit ose të një pilot pajisje. Në përgjigjtësi zhvillimi është rritje ose përparim i ideve, sistemeve, organizamave duke u përfshi për nevoja specifike.

Në teorinë e menaxhimit dhe praktikën e tij me kuptimin e hulumtimit dhe zhvillimit më së shumti nënkuptohet procesi i planifikimit, sistematizimit dhe veprimit të drejtuar në kahje të depërtimeve radikale dhe intensive teknologjike. Nga ana tjetër menaxhimi është proces i planifikimit dhe kontrollimit të punës së njerzve në kushte reale për arritjen e caqeve. Me fjal të tjera procesi i menaxhimit është proces i komunikimit, motivimit, udhëheqjes dhe vendimmarrjes me çka është përkrahje subjektive e menaxherit për realizimin e detyrave në procesin e menaxhimit. Duke pasur këtë parasysh, menaxherët janë në epiqendër më të madhe për këmbim të informatave në fushën e planifikimit kontrollit dhe kordinimit, gjegjësisht të organizimit. Në literaturën shkencore mund të hasim në shprehjet siç janë: teknike, teknologjike si dhe zhvillim i përbashkët tekniko-teknologjik. Nëse me kujdes krahasohet përmbatja e shprehjeve sipas definicioneve të ndryshme atëherë mund të arrijm në përfundim se bëhet fjalë për shprehje të përgjithshme që nënkupton diturinë shkencore të zbatuar që ndërlihet me materien dhe energjinë. Teknologjia është gjithashtu rezultat i diturisë shkencore të zbatuar direkt në praktikë: vegla, makina, material procese, prodhime, shërbime si dhe aktivitetet tjera të dobishme. Zhvillimi teknologjik është zhvillim i lëmisë teknike ku është i shprehur caku i shfrytëzimit të sistemit dhe procesit. Kufijtë në mes të zhvillimit teknik dhe teknologjik nuk janë të ndara qartë por kushtëzojnë në mes veti.

PËRFUNDIMI

Duke u ballafaqur me ndryshimet globale dhe veçanarisht me ato dukuri që ballafaqohen organizatat me tregun global në aspektin e zhvillimeve strategjike ato janë të detyruar që të aplikojnë ndryshime organizative për realizimin e detyrave, nga planet e parapara. Ndryshimet në rrethinë, tranzicionet industrial si dhe zhvillimet në lëminë e teknologjisë informative janë të fokusuar në menaxhimin e dijes duke krijuar ndryshime në organizatë ashtu që të riformulohet më lehtë përparimi i tyre ndaj planeve strategjike. Këto ndryshime ndikojnë në të gjitha fazat e menaxhimit strategjik, duke filluar nga faktorët e brendshëm dhe të jashtëm në definimin e caqeve të organizatës, drejtimin e saj, formulimin e detyrave, fokusimin në procese, vlerësimin e hapave dhe së fundi në zbatimin kontinual me anë të kontrollit strategjik. Ndryshimet janë të nevojshme vazhdimisht dhe me to duhet të ballafaqohemi në vazhdimësi, në kohë n e sodit kur gjithçka po ndrishon por edhe mesi jon duhet të ndryshohet në çdo lëmi, ndryshimet i bëjnë specialistat, e ata duhet ti adaptojn te punë torë t dhe shoqë ria. Në dy decenjet e fundit shumë teoricient dhe praktikient e theksojnë faktin se formulimi dhe impelmentimi i strategjisë është e rëndësisë së veçantë për suksesin e një organizate. Thelbi kryesor qëndron në pyetjen se si të zbatohet strategjia e formuluar mirë pasi nga ajo formë do të varet zbatimi praktik i saj. Një ndër faktorët e denjë të sistemit janë masat për matjen e rolit të strategjisë dhe përcjelljen e suksesit të organizatës. Në të shumtën e rasteve organizatat nuk

disponojnë me sisteme të masave duke u bazuar në tregues financiar ashtu që suksesesi i planeve strategjike analizohet kohë pas kohe, që për kohë ne tashmë të ndryshimeve dinamike dhe turbulente nuk është e mjaftueshme.

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FINANCE OF LOCAL GOVERNMENTS IN REPUBLIC OF KOSOVO

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Abstract: The finance of local government units is among the greatest significant factors which local government cannot function and be organized without it. The lack of information and papers written for finance of local government in Kosovo, has sparked curiosity to research this topic and publish our findings. Kosovo is one of the newest country in the world and as so it has followed mostly european countries politics. Moreover, our research is important to know how a new country is adopting politics from developed countries in order to better finance their local governments and manage their finances on municipality activities. The subject of this paper aims to present to the reader how finances on local government are allocated, who are the main determinants that decide on the distribution of municipal funds, from whom they are funded, etc. Furthermore, our resarch paper present how citizens in diferent municipalities think about finances of local government, how satisfied are them with the financing of local government.

In this paper are used historical, sociological, statistical and comparative methods. Further, this research was conducted by consulting the necessary academic materials, field findings, the collection of data from the questionnaire, which was distributed in different cities of Kosovo and the data obtained from interviews with municipal mayors. Moreover, in this paper we will compare the data extracted from the questionnaire and interviews data in order to better analyze the financing of local government.

The results derived from this study show that many citizens do not know the local government tasks, as well, they have no knowledge of the hierarchical level of local government, resulting in a high level of dissatisfaction with local government finance management.

Additionally, from this study we have found the financial management challenges found through interviewing mayors and found that citizens are not informed and engaged in municipal activities due to low citizen participation in municipal decision-making.

The results from this paper contribute to state institutions that deal with drafting and implementing economic policies, to municipal mayors and academic scholars which will have the opportunity to notice and consult on improving current activities and practices of financing of local governments. In fact, they can use this research on the needs of the state administration also.

Keywords: finance, local government, financial assets, Kosovo, financial managment

SHORT HISTORY OF POLITICAL DEVELOPMENT OF THE REPUBLIC OF KOSOVO

Kosovo as an independent and sovereign state proclaimed on 17 February 2008, is the youngest state in Europe. Kosovo has been recognized by 111 countries of the world, including a large number of states of the European Union, lacking five (Romania, Slovakia, Spain, Greece, Cyprus). Bearing in mind that Kosovo is a new state with a long and lasting history, it is worth shortly to present Kosovo's journey and sacrifice for the creation of the state.

Initially, Kosovo as part of the Albanian issue has been mentioned since the middle of the nineteenth century with the creation of the National Renaissance Movement (Gurakuqi, 2011), whose main goal was the liberation from the centuries-long invasion of the Ottoman Empire and the unification of Albanian lands for the creation of an independent state Albanian. (Aliu & Stavileci, 2009)

Kosovo and other Albanian territories were not separated until 1878 at the Berlin Congress and 1913 at the Ambassadors Conference in London, where unfairly half of the ethnic lands and the Albanian people split from the national trunk and left you under administration and invasion to neighboring states Balkans, mainly the Serbian state. (Aliu & Stavileci, 2009)

The Kosovo population left under the conquest of the Serbian state, namely the Serbo-Croat-Slovenian Kingdom (SKS) and then the Yugoslav state, never kneeled down and surrendered to the then great Yugoslav power, constantly seeking liberation and independence from Serb occupation. Kosovo in 1990 declared independence using the beginning of the process of the destruction of former Yugoslavia, but this proclamation was not recognized internationally and was suppressed by the Yugoslav regime of that time. (Aliu & Stavileci, 2009)

After the 1998-1999 Kosovo Liberation War, Kosovo was liberated from Serbian occupation and launched a new stage of state development and building with the help of friendly states and the international community.

The international community's commitment to help local institutions created after the war began the process of state-building in Kosovo. Kosovo was long managed by international institutions that placed Kosovo under Interim International Civilian Administration on the basis of Resolution 1244.

Kosovo's many efforts and various compromises from the Kosovar leadership for Independence's victory were great, even after a lengthy negotiation process, Kosovo accepted the Ahtisaari Plan as a document for agreement with the Serbian state, while the other side of the negotiations disagreed. And on February 17, 2008, in cooperation and support of the United States and some of the powerful states of the European Union, Kosovo proclaimed Independence.

THE ADMINISTRATIVE DIVISION OF THE REPUBLIC OF KOSOVO OVER THE YEARS

The administrative division of Kosovo has changed over the years. Kosovo experienced various administrative divisions even during the invasion of the Ottoman Empire known as; sanxhaq, vilayete, kaza, as well as smaller units such as Najah. Changes have taken place from the various occupiers who had occupied Kosovo with the consent of Europe. The biggest administrative changes Kosovo experienced under the Yugoslav regime. In order to reduce the Albanian influence on its territory, the invader made successive administrative-territorial changes in Kosovo. During the twentieth century Kosovo was originally divided into three regions under the then Serbian regime in 1913-1914, then became administrative change in 1920, where it was divided into 5 regions, and a year later Kosovo territory was divided into four circles. Also, the territory of Kosovo was divided with the 1929-30 reform, and at that time divided into three units called banovina. This division lasted until 1941, until the beginning of the Second World War. In this war Kosovo was conquered by Germany, Italy and Bulgaria, and in this case it was divided into three areas led by the invaders. In 1945, Kosovo was again under Serbian administration, despite numerous efforts by the Albanian people to administer their lands. (Keçmezi, 2013)

Constitutional amendments of 1974 were the changes that advanced Kosovo into the constitutional position, gaining greater powers in the management and administration of municipalities. Despite other constitutional changes over the years there have been no major changes of territorial and local administration in Kosovo even before the armed conflict in 1998-99 until today following the independence of the state of Kosovo.

LOCAL GOVERNANCE IN KOSOVO

Kosovo has an administrative and territorial division in 38 municipalities (Ministry of Local Government Administration, 2017). According to the Law on Local Self-Government adopted by the Assembly of the Republic of Kosovo in 2008, "The municipality is a basic unit of local self-government, consisting of a community of citizens in a certain territory, established by law, which exercises all the power of which is not explicitly reserved for central institutions ". The same law stipulates that "all municipal bodies shall ensure that the citizens of the municipality enjoy all rights and freedoms without distinction of race, ethnicity, color, gender, language, religion, political or other opinion, or social, regardless of property, birth or other status, so that they enjoy equal rights and opportunities in municipal services at all levels. " Also, the law on local self-government through municipal policies and practices guarantees citizens the creation of appropriate conditions enabling communities to preserve, develop and freely express ethnic, religious, cultural and linguistic identity (Law on Local Government Finance , 2018). This law was drafted based on the European Charter on Local Self-Government and its Protocols adopted in 1985 by the Council of Europe. (Aliu & Stavileci, 2009)

FINANCING OF LOCAL GOVERNMENT

Based on the European Charter on Local Self-Government and the Constitution of the Republic of Kosovo, in June 2008, the Law on Local Government Finance was adopted, which defines all duties and responsibilities of local governments in the territory of Kosovo. The Law on Local Government Finance gives municipalities financial independence by emphasizing that Kosovo Municipalities have the right to have sufficient financial resources that they can freely dispose of while exercising their municipal competencies in accordance with applicable Kosovo laws. In addition to the financial independence of municipalities, they also have limitations on financial management, and these restrictions mainly relate to collection of taxes and other obligations such as; customs duties, personal income tax, value added tax, capital tax, and some other civil liabilities that are equivalent to those mentioned above (Aliu & Stavileci, 2009).

The financial independence of the municipalities has different levels which are based on the competencies set out in the Law on Local Finance which specifically define and share competencies in; Own Competence, Delegated Competencies and Added Competencies. Own competencies are those competences where the local government has full independence of municipal finance action, the delegated competencies are determined by the Government and in cooperation with the Assembly of the Republic determines the budget that is offered to the municipality to cover the expenses of the delegated competencies, while the competences added are treated in the same way as their own

competencies but are issued by the Government for the provision of certain public services jointly with the Ministry of Economy and Finance and the Assembly (Law on Local Government Finance , 2018).

The financial resources of local governments as defined in the Law on Local Government Finance consist of;

- a) own source revenues of the municipality,
- b) operating grants,
- c) grants for enhanced competencies,
- d) transfers of delegated competencies,
- e) exceptional grants, and
- f) revenues from municipal borrowings,

OWN SOURCE REVENUES OF LOCAL GOVERNMENTS

Based on the Law on Local Finances Municipal Own Source Revenues are considered:

- a) municipal taxes, fines, utility tariffs, other public service charges provided by the municipality, as well as regulatory obligations and fines authorized pursuant to this law;
- b) rents on immovable property located in the municipality and which are under the administration or ownership of the commune;
- c) revenues from the sale of municipal assets;
- d) revenues from enterprises that are wholly or partly owned by the municipality;
- e) co-payments by consumers of educational and health services provided by the municipality;
- f) revenues realized by any agency, department or organization of the municipality as a result of the provision of any goods or services;
- g) Interest on municipal deposits, if any;
- h) grants and / or donations from foreign governments or from outside organizations, including government and non-governmental organizations as well as international and multinational institutions.
- i) all other categories of revenues that are defined as own source revenues according to a law of the Republic of Kosovo. (Law on Local Self-Governance, 2008)

OPERATIONAL GRANTS

Local governments in Kosovo, in addition to own source revenues, also receive funding in the form of Operational Grants issued by the Kosovo Consolidated Budget (KCB). These grants are:

- a) General Grants
- b) Specific Grants for Education and Training
- c) Specific Grants for Health.

The General Grant is a grant that can be used by municipalities to exercise municipal competencies to ensure a better living for their citizens. This type of grant is allocated by the Government to the municipalities in proportion to: i) the number of inhabitants (89%); ii) number of minority population (3%); iii) if the majority of the population is comprised of national minorities (2%); iv) the geographical size of the municipality (6%).

So, this grant is determined by the number of population and geographical area, but a special role is also played by the number of minority population living in the designated municipality (Law on Local Government Finance , 2018).

Whereas, the specific education grant is given to municipalities to provide citizens with the minimum standard of pre-primary, primary and secondary education. With regard to the allocation of education grants, the Grants Commission shall decide on the basis of the general formula for allocation of financial means for education. In allocating this grant the main role is the registered number of students and the standards set by the Ministry of Education, Science and Technology. Also, this formula takes into account other issues such as the number of teachers, the national curriculum, special needs education, classroom sizes, locations as well as operating expenses excluding wages. In this grant, special attention is paid to pupils of the minority community (Law on Local Self-Governance, 2008).

Also, like the Specific Education Grant, the Specific Grant for Health is also determined by the Grants Commission with a specific formula. The formula for allocating this grant is based on municipal demography taking into account the age and gender structure of the population as well as the number of persons with special needs and elderly persons. (Law on Local Government Finance , 2018)

GRANTS FOR ADDED COMPETENCIES

Grants for enhanced competencies are given to municipalities when municipal competencies are added and certified on a legal basis, thus receiving grants from the KCB to finance enhanced municipal competencies. These types of grants are obligated by the municipality to spend only on the added competencies. (Law on Local Government Finance , 2018)

GRANTS FOR DELEGATED COMPETENCIES

Grants for Delegated Competencies are issued by the Government. Municipalities benefiting from such grants are funded by the KCB through transfers from relevant ministries that delegate tasks and responsibilities to the designated municipality (Law on Local Government Finance , 2018).

EXTRAORDINARY GRANTS

Extraordinary grants are allocated to municipalities in the event of natural disasters, civil insurgencies, the fight against terrorism, and other cases that seriously affect a municipality. In such cases, the Government has the influence to partially ease or to cover the costs of overcoming such events. (Law on Local Government Finance , 2018)

MUNICIPAL BORROWING

Borrowing of municipalities is regulated by law in the Republic of Kosovo. To apply for a loan, the mayor must make a request that is simultaneously approved by the municipal assembly. This request is addressed to the Minister of Economy and Finance who authorizes borrowing on the basis of certain conditions that prove the need for borrowing (Law on Local Government Finance , 2018).

FINDINGS FROM RESEARCH

Based on the findings that we have mentioned above, we have prepared questionnaires and interviews. Prepared questionnaires have been distributed to citizens of different municipalities in the Republic of Kosovo so that we can analyze how much the citizens are aware of local government activities, how much they know about municipal policies, how satisfied they are with leadership and what is the level of civic participation in the decision-making of local governments.

On the other hand, we have organized interviews with mayors of different municipalities, from whom we have received the necessary information for the hierarchical flow of responsibilities of local government. Also, through interviews we have come to understand how much citizens are engaged in municipal activities and how much citizens themselves influence to improve living conditions in the municipality where they live.

Collecting textbooks and various academic articles that cover the subject we are researching helped us prepare the survey, enabling us to identify the financial problems of local government and citizen information on this issue. These problems are:

- Inactive citizenship
- The financial dependence of local government
- Increase fiscal decentralization
- Participation of citizens in decision-making
- Inadequate Respect of International Principles for Financing Municipalities

We have also managed to find through the questionnaire that:

1. Citizens are not happy with the allocation of finances from the central level because there is a political discrimination because political parties have obvious clashes between themselves and this is best noticed in this survey because they are not supported by municipalities that are not directed from the ranks of the entity who governs with the government.
2. Citizens' participation in public debates is small because there is a lack of communication culture between institutions and citizens.
3. The increase of the fiscal decentralization is also a step towards EU membership, because good governance and independent finance also meets the conditions for attracting international donors who want investment in rural areas.
4. Citizens are dissatisfied with the leadership of the municipalities.

While through interviews with mayors we found that:

1. Municipalities should have the possibility of redesigning the budget

2. A significant impact on the financing of local government also plays the number of communities in the municipality.
3. Local government should create marking strategies to inform citizens about municipal activities.
4. Funding from foreign donations depends on the ability of local government to attract investors to concrete projects.
5. Municipalities cannot influence the government on budget allocation.
6. By amending laws, it is possible to create conditions for municipalities to self-finance.

RECOMMENDATIONS

In order to create a fair and equal division for all municipalities, a policy of budget allocation should be pursued, preventing the party's influence in the central government from reducing or blocking the funding of municipalities run by opposition parties .

Transparency of municipalities should be stimulated with different strategies of approaching citizens and communicating municipal activities in various forms to enable public discussion.

Also, there should be a way for citizens to be informed about the flow of municipal finances, whether through the advertising and development of brand-building in the municipalities.

Fiscal decentralization should be achieved in a constitutional way by giving more opportunities and space to local government in fiscal planning and distribution.

Fiscal decentralization can also be implemented and municipalities are self-financed if a large part of the taxes remain to the municipalities rather than the central government.

More work needs to be done to inform citizens about municipal activities.

Establish marketing strategies to present the achievements of the municipal leadership.

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FINANCIAL IMPACT OF CUSTOMER EXPERIENCE MANAGEMENT - EVIDENCE FROM KOSOVO BANKING MARKET

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Abstract: Customers are becoming increasingly sophisticated in their expectations. Customers are seeking engaging experiences that stimulate, entertain, educate and/or challenge. In the minds of customers brands that can provide such experiences are clearly more valuable as compared to brands that don't was written in the research paper of Schmitt in year 1999.

Consistent delivery of outstanding service has become a must for every organization. Customer experience is considered as a key determinant of customer satisfaction and loyalty and with high impact on the financial growth of the organization. With its exceptional impact on customer behavior, companies are utilizing customer experience for gaining market differentiation through superior services and relationship management with their customers.

Designing and mapping right customers' journeys for their key processes and products is enabling companies to improve their market position through better customer experience provided to their customers. Additionally, companies are positively changing customer perception by increasing their product and service value for the price that customers are paying. As a result, this approach is enabling companies to improve their market position by improving their recommendation scores.

This research paper showed that financial institutions operating in Kosovo market have a great opportunity in investing in loyalty, better experience management as well as in improving their recommendation score. Findings showed that a customer centric culture within the organization that puts customer at the heart of everything that company is doing is lacking. Customers perception toward banks in Kosovo is negative since there is no value for the money their spent however they strongly believe that a better experience offered from the bank will change banking in Kosovo.

Keywords: banking market, Kosovo, financial impact

INTRODUCTION

The world in which companies today have to do business is certainly changing. Changes on the economic climate, globalization and democratization of the information have impacted customers to become part of every business strategies. As they are having more access to the company's information, customers are becoming more empowered. With these changes, companies can no longer provide and compete on products and price alone; they have to work in creating and selling experience to their customers that are highly valued and difficult or impossible to replicate from others. They have to work in creating memorable experiences in each customer interaction by managing the emotional and rational situations.

According to different studies, customer experience has emerged as the single most important aspect in achieving success for companies across all industries. Additionally, it is believed that customer experience is a strategy that focuses the operations and processes of a business around the needs of the individual customer. *Sharma and Chaubey, 2014* in their article "An Empirical Study of Customer Experience and its Relationship with Customer Satisfaction towards the Services of Banking Sector" explained that simple term Customer Experience Management' represents the discipline, methodology and/or process used to comprehensively manage a customer's cross-channel exposure, interaction and transaction with a company, product, brand or service.

It is believed that companies who invested on the customer experience and provide high quality of service have better position on the market if compared to other companies that do not invest in customer experience. In service industries, especially in banking sector it is essential to provide and maintain high quality services, to increase the satisfaction level of the customers and to create values that generate profit.

RESEARCH OBJECTIVES

The purpose of this paper is to present a research idea in area of Customer Experience Management (CEM) and its financial impact in Financial Institutions, banks.

The objective is to analyse and elaborate the CEM impact ing customer buying behaviour and its financial impact to the organization by analysing key elements in customer journeys that determines the overall experience with the institution.

METHODOLOGY IN BRIEF

In order to meet this paper objective, this research is conducted employing a quantitative methodological framework. The research strategy is going to be building upon the combination of exploratory, descriptive and explanatory study.

Initially, the research on the topic will begin with desk research through published academic literature of different authors in regard to the selected topic, by confronting and examining their findings and conclusions. With the idea gathered from these readings, research will continue with quantitative approach when customers of three leading banks in Kosovo will be interviewed immediately after their interaction with the bank. Whereas the qualitative research is going to be completed with interviews organized with management of the banks selected for the research.

LITERATURE REVIEW

Customer Experience Management has been mentioned for the first time as the term in year 1982 by Holbrook and Hirschman and it was considered as integrated part of the customer satisfaction (Holbrook and Hirschman, 1982). As its importance increased, the customer experience as an emerging area of competitive advantage is clearly documented in the literature now from different authors and academics (Johnston and Kong 2011). According to Bernd Schmitt, the term ‘CEM’ represents the discipline, methodology and/ or process used to comprehensively manage a customer’s cross-channel exposure, interaction and transaction with a company, product, brand or service (Bernd Schmitt, 1998). As the literature explained, customer experience is a journey and it begins when a good turns into service, service turns into an experience and experience turns into value and satisfaction.

According to Anil Pillai research study, a customer experience is not just about a rational experience (e.g. how quickly a phone is answered, what hours you’re open, delivery time scales, etc.) (Pillai, 2009). A customer experience is not just about the ‘what,’ but also about the ‘how.’ A customer experience is about how a customer consciously and subconsciously sees his or her experience while interacting with the organization.

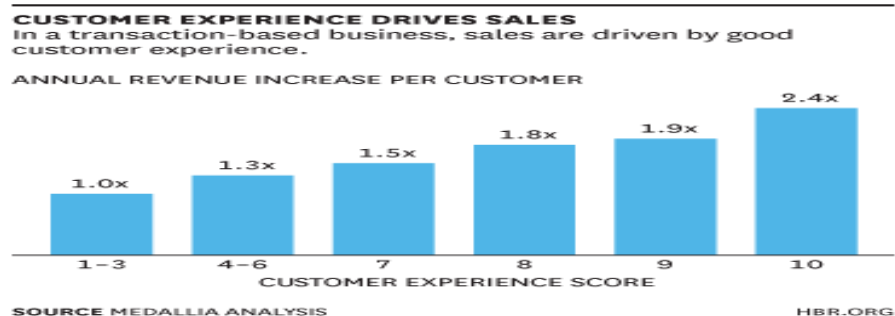
CEM plays a very crucial role in the development of the business since it directly impacts the consumer spending, the loyalty and net promoter score. Walter and Ostrom (2010) in their article remarked that to be competitive, service companies need to understand the uniqueness of their customers and what contribute to their value. In other words, Shein in year 2001 explained that businesses have to understand the needs and requirements beyond the product by identifying key interactions of the customers with the organization and by defining the moment of truth for their customers. Defined Moment of Truth (MoT) create possibilities for measuring, monitoring and enhancing their customer experience since it is believed to be an interaction that leaves a profoundly negative or positive long standing impression and these moments are the make or break interactions in which a customer is most likely to form a strong opinion for the organization. Additionally, the role of the CEM is to help companies to use each interaction with a customer, no matter how insignificant, as an opportunity to create value and leave a lasting, favorable impression that further solidifies a long-term relationship said Gary Nieboer in his article of year 2011.

Additionally, it is believed that satisfaction also influences the likelihood of recommending a bank as well as repurchase (Sivadas and Prewitt, 2000). It fosters loyalty to the extent that it is a prerequisite for maintaining a favourable relative attitude and for recommending and repurchasing from the bank. Evans and Lindsay (1996) stated that companies with satisfied customers have a good opportunity to convert them into loyal customers who purchases from those firms over an extended time period and the possibility being recommended from this group of these customers is very high.

In financial service industry, according to Forrester report of year 2011, loyal customer are willing to buy more, borrow more, invest more and stay longer with the organization they already use. Even small shifts in customer loyalty can translate into billions of dollars of incremental revenue each year for firms in some industries say the report.

The revenue benefits of customer experience improvements are well documented said Goodman; as the trust and loyalty will drive customers to buy more value added products at higher margins or be the first to buy your newest products or services. Statistically it is presented that super-loyalists customers recommend the company at 56 percent, make more frequent purchases at 185 percent and gives feedback for all organization incentives at very high percentage.

Additionally, according to Harvard Business Review, customers who had the best past experiences spend 140% more compared to those who had the poorest past experience (fig 1.0). A member who rates as having the poorest experience has only a 43% chance of being a member a year later.



RESEARCH FINDINGS

With the aim of understanding the factors that impact on customer decision to start cooperation with a bank, the quantitative data demonstrated that brand image and others recommendation are the main reasons that make customer to become the customer of a specific organization.

Statistical data reveals that 53.4% of the customers decided to open their bank account because of brand, 33.2% because of other recommendation which recommendations are mainly based on their experience they previously have and only 13.3% because of no specific reason, which declare that they need to have a bank account and they went to the nearest branch to look for.

Additionally, answering questions related to the reasons behind customer decision to work with the bank they use to have their products and services, respondents name the first reason “they have very good advertising and brand image”, “their customers, a friend of mine are very satisfied with their services and products” and “their offers are most appropriate for my needs, considering the price and the benefits from the offer”.

By analyzing the data from quantitative research and cross checking it through the qualitative data it proves the above; brand image and others recommendation are the two first reasons that customers provide to the bank employees when they open their bank account.

The impact of CEM in organization financials and profitability was assessed through several questions; each presented differently. However with the aim of evaluating direct impact, customers were asked if the banks impact them in any way through their service, products or offers. The data shows that quality of service is mentioned by 94.3% of respondents.

In addition, survey showed that price is an important element, however is not considered to be the main factor that impact their decision, statistically, 28% of the respondent will change the bank if they will receive less expensive products/services, 60% will not change the bank only because of the prices, 12% are not sure. More than 80% believe that if they will receive lower prices they will buy more products and expend their product rage.

Considering that customers are the lifeblood of any organization and without customers, a company has no revenues, no profits and therefore no market value; providing good experiences to customers is considered as a competitive advantage for most of the organizations. X Bank representative stated that “Board Member support in every customer experience initiative, we have become customer centric organisation”. This approach directly impacted our position in the market by becoming the most recommended financial institution in 2018.

According to the data presented in Central Bank of Kosovo annual report, it is proven that number of customers is increased for a specific percentage, Raiffeisen Bank Kosova experienced increase by 4%, ProCredit bank 26% whereas TEB Bank a slight decrease from Y13 to Y14 by 20%.

CUSTOMER TURNOVER & COMPLAINT COST REDUCTION

What financial impact does customer dissatisfaction management has to customer experience and how do you measure the impact was a question addressed to the bank. Research data shows that, customer dissatisfaction management have a direct impact in customer turnover and complaint cost. As customer complaints are managed properly, they impact to decrease the percentage of customer turnover as well as to decrease the complaint cost.

For financial impact calculation, banks were asked to presented number of active customer, number of complaints on yearly basis, cost per one complaint and the benchmark for number of complaints for 1000 active customers. According to the data collected, the average number of total customers per bank is 255tsd customers; average number of complaints in yearly basis is 7,500, whereas the benchmark per 1000 active customers is 7 complaints. With three FTE (Full Time Employees) responsible for complaint handling and 640 employees responsible for

complaint registration; the cost per complaint is 33.00EUR. Information on Gross Margin was not provided, the author presented 11% Gross Margin for calculation purposes.

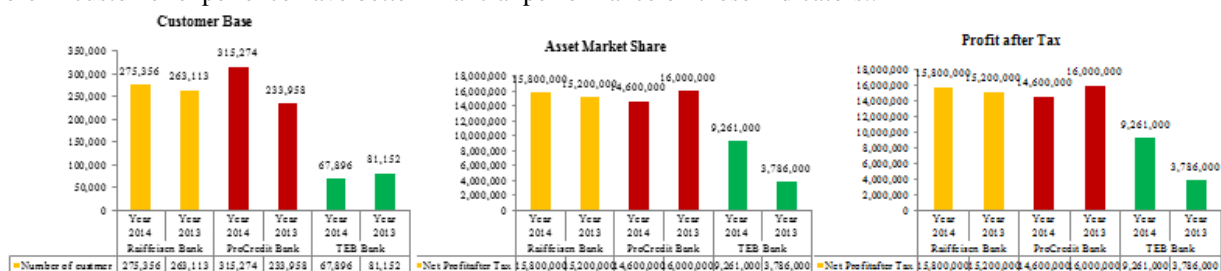
In the table below is presented financial impact of customer dissatisfaction management in cost reduction by calculating the turnover and complaint cost. To calculate the impact of customer dissatisfaction cost; data are presented as average.

Current Situation		New Situation	
Cost of Dissatisfaction		Cost of Dissatisfaction	
Customer Turnover			
Customer Turnover Rate	2.5%	Customer Turnover Rate	2.0%
Turnover in EUR	€ 446,600	Turnover in EUR	€ 357,280
Gross Margin	11%	Gross Margin	11%
Cost of Turnover	€ 49,126	Cost of Turnover	€ 39,301
Cost of Complaints			
Number of Complaints	7,000	Number of Complaints	7,200
Cost Per Complaint	€ 41	Cost Per Complaint	€ 33
Cost of Complaints	€ 287,000	Cost of Complaints	€ 237,600
Total Cost of Dissatisfaction	€ 1,536,126	Total Cost of Dissatisfaction	€ 1,176,901

RETURN IN INVESTMENT, PROFITABILITY, QUALITY, REVENUE GENERATION, MARKET SHARE AND CUSTOMER ROTATION

Based on the qualitative data, customer experience foundation is composed of sufficient budgets, systems, processes, and plans. 50% of the banks have customer experience a strategic priority and 72% of the financial institutions consider it as competitive advantage which confirms that customer experience is very closely linked with the financial performance.

Statistics on Net Profit after Tax, Market share and Customer Base, shows that financial organizations that invest more in customer experience have better financial performance on these indicators..



DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Considering this paper research finding and the data from literature review we can conclude that CEM has direct impact in organization's financial growth.

Additionally, we can declare that the old approach toward business development was completely different from the new one which proves to be the more promising and the right one. Companies focus on machinery, quality of people, processes and products no longer are the key elements and moments that determines customer behavior and decision. As a result, investing in better customer experiercer, improving customer perception and recommendation scores toward the organization are resulting in a better profit growth and market share. Since organizations are operating at the "customer age" and they no longer have the comfort to promise under delivery, it proves that focusing on CEM matters more than any other strategic imperatives.

In the other hand, considering finding from the research conducted it is confirmed that CEM has become an important strategic priority for Kosovo financial organizations and even more than half percent of the organizations believe that CEM provides competitive advantage. However, it is not a surprise then that CEM is a challenge for all organizations. Maximizing CEM Return in Investment, achieving a "single-view" of customer experience and building customer centric culture within organization were some of the challenges that organizations face when it comes to implementing it correctly. In the other hand, consistent customer experience through system integration and multichannel complexity is considered as an obstacle of the CEM.

Having in mind the difficulties and challenges identified for implementation on the right customer centric culture in the organization that leads to better CEM, banks are strongly recommended to focus in implementation and improvement of below mentioned elements.

Improve Net Promoter Scores to become the most recommended financial organization in the market. By becoming the most recommended bank in the financial market, banks archive to change perception of their customers and this lead to bigger market share, higher profit and better ROI.

Implement customer centricity culture within the organization. Make every level of the organization understand and feel the needs and expectations of the external customer. Implement processes and policies that enable seamless experiences for the external customer by improving internal customer experience.

Consider voice of customer for every strategic change. Collect customer feedback and consider it in phases of new product lunch, process change or initiative taken. Since almost all of the changes are made for the final customer experience makes sure to understand their needs and feedback before implementing it in the market.

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THE USE OF GOOGLE FORMS IN THE IMPLEMENTATION OF THE QUALITY ASSURANCE SYSTEMS IN VALIDATING ORGANIZATIONS

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Abstract: Lifelong learning is one of the major challenges that education systems and education policies of the EU countries are facing at present. More and more people around the world are aware that their studies do not end with their high school or university graduation. They continue to educate themselves afterward via different opportunities - courses in private schools or vocational training centers, evening or extra-curricular training at high schools, self-study and more.

A major problem of non-formal and informal learning is its quality. Employers need staff who can meet the quality standards established in their country or internationally. Given this, it is necessary to build systems for validation of the results of previous learning and to ensure the quality of these validation systems. It is, therefore, necessary to establish and implement validation quality assurance systems. The main purpose of this VQA system is to ensure a high quality of the validation process.

Each validation quality assurance system should be integrated into the overall quality management system of the validating organization, which is part of its management system.

Updating organizational management systems through the introduction and improvement of quality management systems is a basic necessity for all organizations, no matter their size. The adoption and operation of a quality management system should be considered a top priority in the management strategy of any organization seeking to increase its effectiveness. The sustainable development of every institution or company requires quality assurance.

Essential activity related to these systems is surveying the opinion of two groups of people – the candidates for validation and their employers. To make the survey process more effective and efficient, it is appropriate to ask the question, "Are there modern technologies to make it easier?". The answer is, "Yes, of course – clickers, online polls and others."

This paper considers the implementation of Google Forms as one such technology alternative for the facilitation of the survey process. The functionalities of the Internet-based software and the advantages of its use and the ways of dissemination of the surveys are explained. The alternatives for conducting the survey process by the indicated forms are discussed.

Keywords: validation, quality systems, survey process, online surveys.

1. INTRODUCTION

Validation is a process of recognizing previous learning outcomes, mostly achieved through informal learning and self-studying. It allows beneficiaries who have successfully completed this process to continue to acquire knowledge within the formal education system, to find a better job, to improve their quality of life. In this regard, validation is key to the successful realization of the concept of lifelong learning. Kicheva-Kirova and Kirov (2015) emphasize the importance of lifelong learning for the development of human resources, needed for the future economic growth of United Europe.

In this regard, it is crucial for the validation to be carried out qualitatively. The latter necessitates that validation quality assurance systems are created and implemented. The process of self-assessment of the quality of validation requires the opinion of different respondents to be collected, aggregated, and analyzed. To make the survey process more efficient, it is appropriate to use modern online technologies such as Google Forms.

2. THE QUESTIONNAIRES IN THE PROCESS OF SELF-ASSESSMENT OF THE QUALITY OF VALIDATION

The validation in vocational high schools in Bulgaria, carried out under the project "New Opportunity for My Future" in the period 2013-2015, was conducted according to the requirements laid out in the "Handbook on the Validation of Professional Qualifications Acquired through Non-formal and Informal Learning". This document sets out the mandatory criteria and indicators on which the validation quality assurance systems should be based. A careful reading of these criteria and indicators points to the necessity of development and conduction of 3 types of questionnaire surveys as follows:

- Survey of the opinion of the candidates for validation (Criterion 1.2);
- Survey of the opinion of the employers of the candidates for validation (Criterion 1.2);

- Survey about the culture of administration (Criterion 4.2).

The content of these questionnaires can be different in each validating organization. However, proposals on the nature of questions and descriptors could be given as follows:

2.1. When questioning the candidates for validation:

- Question about in which way the candidate has learned about the possibility to validate his/her professional knowledge and skills with the following possible answers: by a representative/the website of the vocational school; by a representative/the website of the Employment Agency; by a representative/the website of Directorate General "Implementation of Penalties"; by a representative/the website of the Confederation of Independent Trade Unions in Bulgaria; by the Confederation of Labor "Podkrepa" representative/website; by the Bulgarian Chamber of Commerce and Industry representative/website; by the Bulgarian Industrial Association representative/website; by the Association of Industrial Capital in Bulgaria representative/website; by the NAVET representative/website; by a relative/friend/colleague; from the media - television, radio, newspapers, incl. the Web; other;

- Questions about what exactly was validated - degree of professional qualification - respectively first, second, third, or part of the profession; and by what specialty;

- Questions about the candidate's intention - whether he intended to validate the specialty mentioned above from the beginning or not, and if not why he changed his mind;

- A question as to whose was the initiative for the validation - the candidate's or his employer's;

- A question about the candidate's motivation for participation in the validating process;

- Questions as to whether complementary practical training was carried out in a real workplace and where exactly – at the employer's one or others;

- A question of whether the validation ended successfully;

- A question as to whether after the validation the respondent works according to the validated specialty;

- A question of whether the respondent would recommend the validation opportunity to their acquaintances;

- Other questions.

2.2. When questioning the employers of the candidates for validation:

- A question of whether employer's representatives participated in the Candidate Testing Boards;

- A question as to whether the employer paid for the validation of the qualifications of own employees;

- A question as to whether the employer invested in the material and technical facilities of the validating organization;

- A question about the employer's intentions regarding the career development of the staff members who had validated their knowledge;

- A question about the employer's degree of satisfaction with the competence of the staff members who have completed the validation process;

- A question about whether the employer would recommend the validation opportunity to others;

- Other questions.

2.3. In the culture of administration questionnaire:

- A question as to whether the Validating Organization's staff demonstrated qualities such as tolerance, accuracy, empathy, etc. in the course of validation;

- A question as to whether the person had any complaints during the validation process;

- A question of whether corrective actions were taken quickly;

- A question of whether the deadlines were kept;

- A question of whether, due to administrative problems, validation ended unsuccessfully;

- A question about the respondent's recommendations for the improvement of the culture of administration;

- Other questions.

3. CHARACTERISTICS OF THE GOOGLE FORMS

Google Forms are an Internet-based software suitable for conducting online surveys and examination tests. The software has versions in all language packs that Chrome browser supports.

This resource is completely free and is available simply on the basis of creating a Google Account by registering an email address and nothing more.

An online questionnaire created in this way can include questions of the following types:

- Short answer – when the respondent is required to enter short text responses;

- Paragraph - when the respondent is required to enter longer text responses;

- Multiple choice - when the respondent is required to select one of several possible answers;

- Checkboxes - when the respondent is given the opportunity to choose multiple responses at the same time;

- Drop-down - when the respondent is required to select an option from a dropdown menu;
- Linear scale - when the respondent is required to choose a number from a scale, for example: 1 to 10;
- Date - when the respondent is required to select a specific date from the calendar;
- Time - when the respondent is required to select a specific time of the day or a time interval;
- other options – Multiple-choice grid, Tick box grid.

For ease of use, questions can be copied, which can save a lot of time and minimize input errors. For each question, a mandatory response can be asked - in the completed form, the mandatory questions are marked with an asterisk (*). Questions can be displayed in a shuffled order.

It is possible, in the e-questionnaire, to be inserted:

- Sections,
- Images - from the computer, snapshot from the phone, from a URL, from a disk drive, from a search on the internet;
- Videos - from YouTube or a specific URL,
- Progress bar and others.

In terms of formatting, the software allows:

- to insert an image in the header of the form;
- to select the theme colour;
- to select the background colour;
- to select the font style.

The general form settings include making choices about whether or not:

- to collect the email addresses of the respondents;
- to require sign-in, limiting responses to 1 per person (with one account);
- the respondents can edit their responses after submission;
- the respondents can overview the aggregated results of all forms submitted till that moment.

The forms can be send to the target group in several ways:

- Direct Sharing - via an individual URL for the form, incl. short address;
- Social sharing - Facebook, Twitter;
- By e-mail;
- Embedded in a website.

For the purposes of validation, the first and third of these options are the most appropriate.

When there is an opportunity to use a computer lab in the validating organization for the purpose of surveying, validation candidates could be handed a printed questionnaire's URL. They should fill in the Google Form on the spot in the lab, after which the form should "be closed". The collection of responses will then be stopped, and this will ensure that the questionnaire form is completed only by the target group and not by other people.

When respondents are not present in the validating organization (for example, when surveying the opinion of employers), links to the forms can be sent to their email-addresses, accompanied with filling-in instructions, including the deadline date and time.

There is also a third option: the respondents can fill out paper questionnaires and then a validation organization's employee will enter all the responses in the electronic form(s). The point is that the answers can be immediately summarized in charts and lists.

The advantages of every Google Form are that:

- It is completely free;
- It can be created in any language available in Google Translator;
- It can be organized and conducted in a short time;
- The forms are perfectly suited and are convenient to be filled in any browser and on any device - a computer, a tablet, a phone;
- The design is aesthetic;
- The validation organization does not need a dedicated server and website to take advantage of the opportunity - free web space is available after registration, which is more than sufficient for validation purposes;
- Automatic response processing with the option to directly publish on the Internet as needed;
- Storage of responses in spreadsheet database allowing additional processing options, incl. in "Excel" - sorting, filtering, aggregating by selected criteria, inserting pivot tables and charts, etc.

4. ALGORITHM OF THE ONLINE SURVEY PROCESS

Online surveys can ease the work of the self-assessment committee significantly, but only if they are well thought out and implemented. For this reason, the following algorithm could be recommended:

1. The first stage - getting acquainted with the criteria for self-assessment and determining the number of necessary questionnaire surveys based on the groups of respondents and the topics of the surveys.

2. The second stage - designing the questionnaires. It is recommended that after the initial brainstorming, the first variant of the questionnaire is printed and "filled in" by another person who did not participate in the brainstorming, checking the spelling and punctuation, the thoroughness of descriptors, the correct choice of the type of each question – multiple choice, checkbox, and so on.

3. The third stage - creating the online survey forms based on the corrected questionnaires. It is recommended to follow this order:

- to copy the texts from the corrected text file of the questionnaire;
- to check for mistakes once again - spelling, punctuation, type of question;
- to do the formatting;
- to choose the sending method of the form;
- to fill in a trial form and make adjustments if needed;
- to delete the "trial" response.

4. The fourth stage - sending forms and accepting responses.

5. The fifth stage – “closing” the forms, summarizing the results and publishing them if necessary.

6. The sixth stage – surveying in the next period when the results should be presented separately from the previous ones. It is recommended that the form is copied, indicating, for example, the new year or period of the survey in its title; previous responses must be deleted by deleting the associated spreadsheet and only then the form may be sent to be filled-in.

5. CONCLUSION

The online surveys conducted via Google Forms allow effective self-assessment of the quality of validation. The main advantages of this software are extensive language choice, free-of-charge and immediate summarization, making it a convenient contrivance for any validating organization.

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POSITIONING OF LEADERS WOMEN IN BUSINESS AND THE IMPORTANCE OF THE IMPACT OF INNOVATION

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Abstract: Today's business, with no exception, applies constant improvements to stand out in the market. Increasing productivity, positioning with consumers due to the high competitiveness, economic work, the expansion and recruitment of competent employees are just some of the benefits brought about by the introduction of innovation in business. Adapting to changes in the market and to the wishes of consumers changes the dynamics of leadership positions, so properties such as flexibility, speed and empathy are more expensive than so far, making them more space for women in those leadership positions.

Keywords: business, productivity, innovation, women leaders

POZICIONIRANJE ŽENA LIDERA U POSLOVANJU I ZNAČAJ UTICAJA INOVACIJA

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Rezime: Poslovanje danas, bez izuzetka primenjuje konstantna poboljšanja kako bi se izdvojila na tržištu. Povećanje produktivnosti, pozicioniranje kod potrošača usled velike konkurentnosti, privredni rad, širenje i zapošnjavanje kompetentnih radnika, samo su neke od beneficija koje donosi uvođenje inovacija u poslovanje. Prilagođavanje promenama na tržištu i željama potrošača menja dinamiku liderskih pozicija, pa se osobine kao što su prilagodljivost, brzina i empatija cene više nego do sad, praveći veći prostor da na tim liderskim pozicijama budu žene.

Ključne reči: poslovanje, produktivnost, inovacije, žene lideri

UVOD

Uvođenje i konstantno nadograđivanje poslovanja kroz inovacije jedan je od presudnih poboljšavanja performansi krajnjeg proizvoda ili usluge koju kompanija plasira na tržište. Jedina sigurna stvar u poslovanju u 21.veku je ta, da ako se na vreme ne prilagodite tržišnim promenama, konkurencija vas pozicionira nisko na tržištu, što direktno smanjuje profit i vraća vas na prethodne nivoe strategije poslovanja.

Baze znanja, kompanije koje uče, benchmarkovanje, Just in time proizvodnja i ostali delovi strategijskog menadžmenta imaju za cilj dobru internu i eksternu mrežu zaposlenih koja uspešno prevazilazi potencijalne krize koje su neminovne u svakom poslovanju.

Jedan od glavnih pokretača ali i jedan od limitirajućih faktora ekonomskog rasta predstavljaju ljudski kadrovi, to jest znanja i veštine kojima zaposleni doprinose poslovanju. Među obrazovanim kadrom izdvajaju se pojedinci koji imaju skup osobina pomoću kojih se izdvajaju kao lideri ili liderke. Motivisanje zaposlenih putem formalnih ili neformalnih lidera izdvojilo se kao jedna od bitnijih stavki pri ocenjivanju zadovoljstva kadrova, dajući efikasnije i efektnije poslovne rezultate u odnosu na one koji nisu vođeni odgovarajućim liderima. Prilagođavanje stila vođenja zaposlenih predstavlja temu koja tek počinje da pokazuje svoje rezultate i ogleda se u razlici između dosadašnjih liderskih pozicija koje su uglavnom zauzimali muškarci. Napredak žena na liderskim pozicijama jeste očigledan, ali njihovo sticanje moći i autoriteta je i dalje otežano. Iako postoje zakoni, ugovori, odredbe, akti, institucionalni okviri, postoje formalni i neformalni iskazi koji ženama garantuju ravnopravnost, muškarci ipak imaju prednost u

odnosu na njih. Promene tržišta i sposobnost brzih prilagođavanja, stvaranja novih poslovnih strategija i menjanja dosadašnjeg načina poslovne komunikacije uvele su žene lidere na pozicije koje su do sada bile limitirane upravo zbog „efekta staklenog plafona“.³³

Činjenicu da postoji mali broj žena na izvršnim pozicijama, mnogi autori objašnjavaju tvrdnjama o urođenim psihološkim osobinama po kojima muškarci više nalikuju liderima nego žene. Međutim, liderstvo se ne može predvideti na osnovu nekih psiholoških karakteristika. Naime, ljudi sa određenim tipom ličnosti i sposobnostima imaju veće šanse da postanu lideri. To su druželjubive, asertivne osobe otvorene za nove ideje, koje su savesne, iskrene i pouzdane ali ove osobine se ne pripisuju isključivo muškarcima.

LIDERSTVO

Postoje dva shvatanja liderstva – liderstvo kao osobina naspram liderstva kao procesa. Liderstvo kao skup osobina polazi od toga da određeni ljudi imaju urođene kvalitete koje ih čine liderima odnosno, da imaju specifičan sklop osobina. U pitanju je prirodna sposobnost koje različiti ljudi posjeduju u različitoj meri i po kojima se razlikuju od drugih ljudi koji nisu lideri. Kirkpatrick i Locke ističu da je nedvosmisleno jasno da lideri nisu kao ostali ljudi. U ovom slučaju, liderstvo je rezervisano samo za one za koje se veruje da imaju posebne karakteristike.

Nasuprot tome, u shvatanju liderstva kao procesa, liderstvo se posmatra kao nešto što se može naučiti i razviti, i dostupno je svima. Liderske veštine mogu da se razviju tokom vremena edukacijom i iskustvom. Kada kažemo da lidere oblikuju njihova sopstvena iskustva, to znači da se lideri ne rađaju kao takvi. [1] Ovo ukazuje na to da mnogi ljudi imaju potencijal da budu lideri.

U okviru liderstva, postoje dve uobičajene forme – formalno i neformalno liderstvo. Formalno liderstvo podrazumeva zauzimanje formalne pozicije u organizaciji, dok neformalno liderstvo nastaje kao posledica načina ponašanja pojedinca na osnovu kojeg on dobija podršku ostalih članova grupe. Ko će se izdvojiti kao lider grupe, zavisi od ponašanja članova grupe i od njihovih uverenja o tome koji tip osobe bi bio dobar lider. [2] Kada se pojedinac, bez obzira na ulogu koju ima, istakne kao najuticajniji član grupe, on postaje neformalni lider. S druge strane, osoba kojoj je dodeljena liderska uloga, ne postaje uvek pravi lider. Vođstvo nije titula, i titule ne garantuju vođstvo. Ipak, kada osoba pokazuje liderske sposobnosti, ona je lider bez obzira na to da li joj je ta funkcija dodeljena ili je ona prirodno razvijena. [3]

Model liderstva se bazira na četiri promenljive. To su briga za potrošače, kontinualna inovacija, samo liderstvo i ljudi. Model liderstva prikazuje četiri promenljive i to dve koje se očekuju: potrošači i inovacije i dve koje su inovativne a to su ljudi i liderstvo u okviru preduzeća. Pored superliderstva gde lider ima sposobnost da vodi druge da vode sebe - odnosno da se pronađe superliderska energija u svakoj ličnosti.

U modnoj industriji gde se očekuje permanentno stvaranje inovacija pri razvoju novih proizvoda, veoma je važna uloga lidera, kao i sledbenika koji su spremni da prihvate i realizuju inovacije.

ETIČKI STANDARDI KOD MUŠKARACA I ŽENA

Muškarci i žene pokazuju jasne razlike kada su u pitanju osobine koje se tiču etike. Za razliku od muškaraca, žene manje odobravaju moralno netradicionalna ponašanja i odluke, uključujući i vanbračne odnose, razvod i samoubistvo. Ovo potiče od veće religioznosti žena. Žene takođe ispoljavaju više saosećanja prema osobama koje nemaju puno sreće i usredsređene su na bliske odnose u rešavanju moralnih dilema. Na radnom mestu, žene manje odobravaju neetične poslovne prakse poput korišćenja poverljivih informacija. One manje pristaju na elemente koji se koriste prilikom pregovora, kao što su pogrešno predstavljanje činjenica, lažiranje prijateljstava radi dobijanja informacija i davanje lažnih obećanja. Jedno istraživanje je pokazalo da su u mnogim zemljama žene manje tolerantne nepošteno i nelegalno ponašanje kao što je uzimanje mita. Drugo istraživanje ukazuje na to da je manje verovatno da će izvršne direktorke biti sklone prevarama i nelegalnim poslovnim dogovorima. [2,4] Možemo zaključiti da su žene u prednosti u odnosu na muškarce kada je reč o moralnom ponašanju, što bi moglo da olakša izbor žena na izvršnim pozicijama.

RAZBIJANJE „STAKLENOG PLAFONA”

Kada je u pitanju ravnopravnost polova, istraživanja pokazuju neverovatne podatke: diskriminaciju na osnovu pola, nejednak tretman prilikom zapošljavanja, nižu zaradu za rad jednake vrednosti, neuravnoteženo učešće žena i

³³Efekat staklenog plafona predstavlja teoriju po kojoj su žene sprečene nevidljivom barijerom da se popnu na elitne liderske pozicije. (Northouse, P.G. (2008). *Liderstvo: teorija i praksa*. Beograd: Data Status.)

muškaraca u procesima odlučivanja. Da bi se ovo promenilo, moraće još mnogo da se radi ne samo u institucijama, već i na razvoju svesti građana.

Za razbijanje „staklenog plafona” je potrebno uključiti celokupno društvo. S obzirom na to da je ovaj fenomen zastupljen u politici i poslovanju svih zemalja, veoma je teško iskoreniti ga u potpunosti. Međutim, postoji niz mogućnosti koje bi dovele do njegovog smanjenja. Menjanje sistema vrednosti, lično angažovanje i oslobađanje obrazovanja od polnih stereotipa, samo su neke od mera. Predrasude o polovima se više ne ispoljavaju otvoreno, već sve češće u prikrivenoj formi. Ipak, to ih i dalje čini vidom diskriminacije i ugrožavaju mogućnosti žena da se nađu na liderskim pozicijama. Društvo mora da postane svesno tih implicitnih predubedenja koji imaju štetan uticaj na vrednovanje žena. Da bi se predrasude prevazišle, prvo treba priznati da postoje.

Kompanije bi trebalo da upoznaju zaposlene sa ovim problemom i da ustanove načine praćenja rada. Poželjna mera je i omogućavanje ženama da imaju fleksibilno radno vreme kako bi mogle uskladiti posao sa porodičnim obavezama, zatim pomoć pri povratku na posao nakon neophodnih pauza u karijeri, rad od kuće i besplatno čuvanje dece u samoj organizaciji. Osim kompanija koje svakako moraju uticati na smanjenje „staklenog plafona”, veliku odgovornost ima i država. Rešenje koje se često predlaže je da vlada primeni antidiskriminacione zakone i da na taj način utiče na organizacije da ukinu diskriminaciju na radnom mestu i unaprede mere za ostvarivanje jednakosti polova. Pored toga, može se formirati i posebno telo koje bi se bavilo ovim pitanjem, podsticanjem i sprovođenjem akcija. Međutim, kada je rodna nejednakost posledica organizacione kulture, zakoni su često neefikasan način rešavanja problema.

Različite države na različit način doživljavaju problem jednakosti polova. Istraživanja Housea u oblasti kulture i liderstva, doprinela su razumevanju uticaja kulture na lidersku efektivnost.[5] Ta istraživanja su nazvana GLOBE, prema istraživačkom programu Globalno liderstvo i efektivnost organizacionog ponašanja. Ova istraživanja su proučavala kako 17 000 menadžera iz 62 različite kulture širom sveta gleda na liderstvo. Istraživači GLOBE-a su definisali devet dimenzija kulture: izbegavanje neizvesnosti, distanca moći, institucionalni kolektivizam, kolektivizam u grupi, jednakost polova, upornost, okrenutost budućnosti, usmerenost na rezultate i opredeljenost na humanost. Istraživači GLOBE-a su na osnovu zajedničkog jezika, geografije, religije i istorijskih činjenica, grupisali zemlje u 10 klastera. Rezultati istraživanja su pokazali da u grupi istočne Evrope (kojoj pripadaju Grčka, Mađarska, Albanija, Slovenija, Poljska, Rusija, Gruzija i Kazahstan) i grupi nordijske Evrope (u koju spadaju Danska, Finska i Švedska) ljudi teže tome da žene tretiraju ravnopravnije. Nasuprot njima, klaster Srednjeg Istoka (koji čine Katar, Maroko, Egipat, Kuvajt i Turska) karakteriše tretiranje različitih polova na različit način. Žene često imaju niži status od muškaraca i za razliku od njih, veoma mali broj žena se nalazi na pozicijama autoriteta.[6]

Postoje brojni motivi za otklanjanje barijera koje sprečavaju žene da stignu na liderske pozicije. Kao prvo, svima će se omogućiti jednake šanse da se nađu u liderskim ulogama. Mogućnost da se pronađu najtalentovaniji pojedinci povećava se ako se oni traže i među ženama koje čine polovinu radne snage. Pristup većoj grupi kandidata i različitost je direktno povezana sa finansijskim uspehom kompanija. Drugo, različitost između članova grupe, odnosno muško-ženski timovi, omogućavaju veću produktivnost od timova sastavljenih od istog pola. Istraživanja su pokazala da postoji snažna povezanost između stepena zastupljenosti različitih polova i finansijskih rezultata organizacije, kako se broj žena na vrhu povećava, tako se povećava i finansijski uspeh.

ZAKLJUČAK

Lokani i globalni uspeh na poslovnoj sceni u velikoj meri dolaze kao rezultat inovacija. Mobilisanje znanja, tehnoloških veština i istustva u kombinaciji sa idejama i novim proizvodima i procesima uz pomoć pravih i aktivnih lidera stvara dominantno pozicioniranje na tržištu i konkurentnost kao jednu od osnovnih performansi uspešnih preduzeća.

Metafora „staklenog plafona“ teoretski ukazuje na neprobojnu prepreku a sada su te prepreke mnogo manje izražene. Pre 20 godina je uspon žena do pozicija u vlasti bio nezamisliv. Danas su žene stekle pristup širokom spektru liderskih uloga. Ipak, predrasude i diskriminacija koje onemogućavaju napredovanje žena nisu nestale.

Žene poprimaju osobine koje su do sada posedovali samo muškarci, jer postaju upornije na putu da zauzmu mesto lidera, kako u poslovanju tako i u politici. Ta njihova borba nije umanjila njihovu ženstvenost. Žene su samostalne, sa širokim pogledima na budućnost i snagom da promene sadašnjost. Žene, iako ranjive i nežne, nose u sebi lidersku snagu i otvaraju granice među državama i ljudima. One dokazuju da su neophodne promene u društvu, bilo da se tiče spoznaje kvaliteta koje poseduju žene, ili njihovog postavljanja na lidersko mesto. Time se smanjuju stereotipi koji su gušili žene i davali im samo početnu, prirodnu poziciju - majke i supruge. Danas žene pokazuju da mogu biti uspešni lideri u mnogim zemljama i uspešno se boriti sa svim izazovima i teškoćama u društvu.

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MANAGEMENT OF THE BENEFIT

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Abstract: In the Victorian period, philosophers and economists argued with satisfaction "goodwill" as an indicator of the general well-being of an individual. The benefit was portrayed as a numerical math of a person's happiness. According to this idea, it was natural to assume that the choices made by consumers were such as to maximize the profit of the try, which means to make itself as happy as possible. The problem was related to the fact that these classical economists never really describe how they can profit. How could the "amount of benefit" be closely related to the choices and different solutions? Is the benefit of a person the double the benefit of an additional carrot? Does the concept make any sense of meaning apart from the meaning of maximizing people? Because of these conceptual problems, economists have neglected the old point of view as a mate of happiness. Instead, the theory of consumer behavior has been completely redesigned in relation to consumer preferences and the benefit is only seen as a way of determining preferences. Gradually, economists began to admit that all the issues about the benefit of choosing a choice had to do with whether a basket had a higher benefit than another, but the higher it was not so important. Finally preferences were defined in terms of profit: to say that a basket was preferred to another basket, meant that the basket had a higher benefit than the other basket. This means that we are so inclined to think in a different way about these issues. Customer preferences are the basics useful to analyze the choice and usefulness is a way of describing preferences.

Keywords: Benefit, Benefit Management, Benefit Function, Benefits Benefit, Indifference Benefit Curb

INTRODUCTION

For favorite baskets are set higher than for the least preferred baskets. This means that a basket (x1, x2) is preferable to another basket (y1, y2) only if the usefulness (x1, x2) is greater than the usefulness (y1, y2), any (x1, x2) > (y1, y2), only if the condition is met:

$$u(x_1, x_2) > u(y_1, y_2) \tag{1}.$$

The only important thing to benefit is how she lists the basket of goods. The magnitude of the benefit function is important only to the extent of ordering the various consumer baskets, and this sort of basket of goods appears as an *ordinarily* advantageous one.

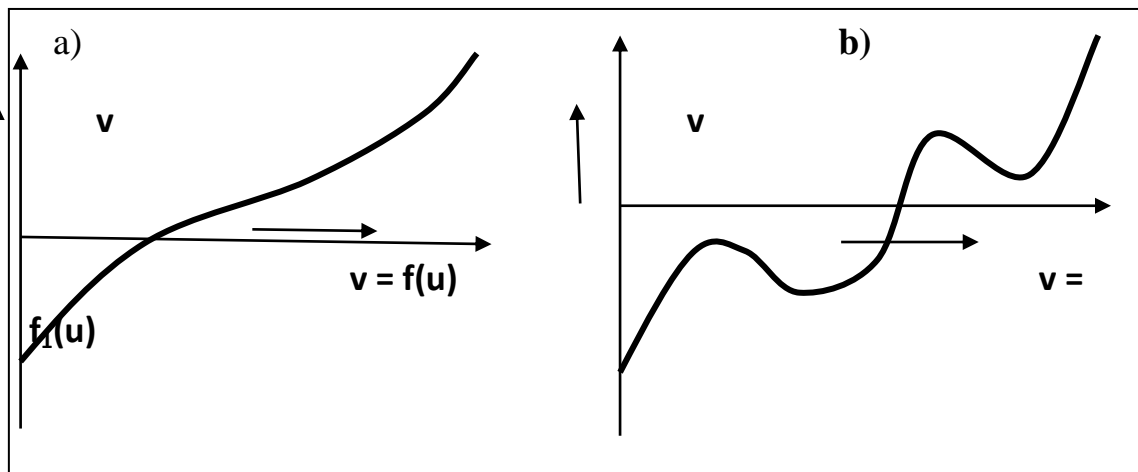


Figure 1: Graphical presentation of benefit function $v = f(u)$.

Figure 1 shows schematically the characteristic features of the benefit function. In the schematic representation 1a) it is noted that the function of benefit, $v = f(u)$, is a monotonous function, because all time the function value is increased in a monotonous manner. Schematic representation 1b) shows a benefit function which is not monotone because at some intervals it increases, while in some other intervals the function in question decreases. This means that in this function we can see trends in growth and decrease in the value of the benefit function.

The rate of change of the benefit function for a given interval can be set as the ratio between the differences in the change of the function values, by the difference of the argument change of the respective function, namely:

$$\frac{\Delta v}{\Delta u} = \frac{v(u_2) - v(u_1)}{u_2 - u_1} \quad (2).$$

Provided that the integral of dependence (2) is required, for the function $v = u \exp(-u)$, then we extends to the expression:

$$v = (1 + u_1) \exp(-u_1) - (1 + u_2) \exp(-u_2) \quad (3).$$

This means that for this case, the benefit function $v = u \exp(-u)$ is not monotonous (figure 2):

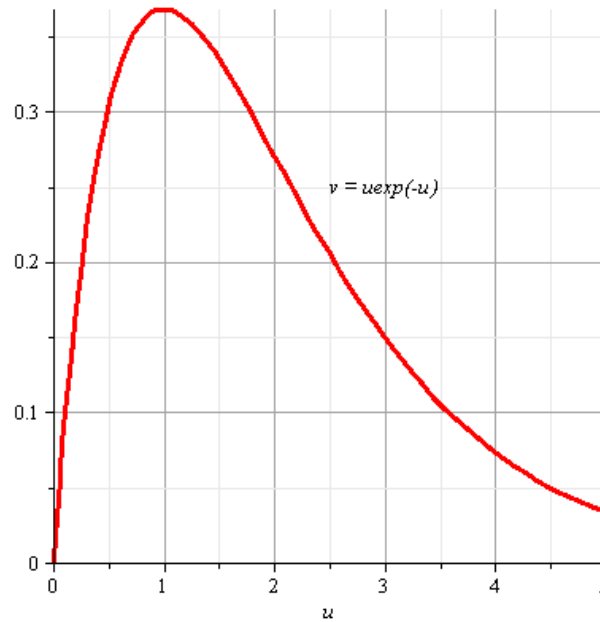


Figure 2: Benefit function $v = u \exp(-u)$.

For this function of ease, the maximum value is set, $v_{\max} = 1/e$, for $u = 1$.

Concerning the benefit function, this statement is valid: *a monotonic transformation of a benefit function is a benefit function that presents the same preferences as the initial benefit function.*

The function of benefit in reality is presented as a pertinent indifference clause. Since every basket in an indifference curve should have the same benefit, a benefit function is a way of assigning values to different indifference curves in a way that higher indifference curves are assigned larger numbers. First of all, monotonic resignation is a re-enumeration of indifference curves. As long as the influence curves containing the preferred baskets are set far away from the indifference curves containing the least preferred baskets, the designation will represent the same preference.

CARDINAL BENEFIT

There are some theories that pay attention to the magnitude of benefit. They are known as the cardinal benefit theory. In a cardinal benefit theory it is assumed that the measure of the benefit difference between the two basket of goods is of some importance.

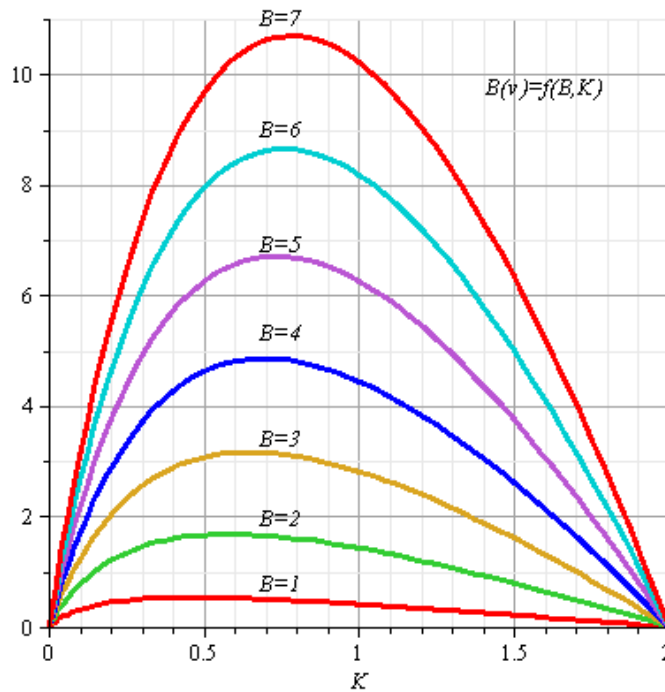


Figure 3: Cardinal benefit $B(v)$ between curves (benefit functions) related (4).

Regarding the assignment of cardinal benefits, we will further analyze indifferent curves (benefit functions) according to (4):

$$u = K \cdot u \quad ; \quad u / A + v / B = 1 \tag{4}.$$

The integral utility between these integral curves, namely of these useful functions, is:

$$B(v) = \frac{(2 - K)AKB^2}{2(B + KA)} \tag{5}.$$

Maximum value of benefit $B(v)_{\max}$ is:

$$B(v)_{\max} = \frac{B^2(\sqrt{B(B + 2A)} - B - 2A)(B - \sqrt{B(B + 2A)})}{2A\sqrt{B(B + 2A)}} \tag{6}.$$

$$u_e = \frac{\sqrt{B^2 + 2AB} - B}{A}$$

Figure 3 graphically presents the usefulness of the benefit functions according to (4).

By analyzing the diagram, these important conclusions can be drawn:

- With the increase in parameter K , the benefit $B(v)$ increases to a maximum value, then falls below the value, so that the growth trend is more pronounced than the downward trend.
- For the same value of parameter K , the greatest value of benefit $B(v)$ belongs to the highest value of parameter B .
- The maximum values of the parametric curves are pushed to the right, increasing the value of the parameter K .

For such preliminary analysis, special emphasis is also given on the elasticity coefficient (ϵ). For any two statistical variables X and Y , the elasticity coefficient $\epsilon(Y, X)$ is determined by the expression:

$$\varepsilon(Y, X) = \frac{\partial Y}{\partial X} \frac{X}{Y} \quad (7).$$

$$\varepsilon(Y, X) + \varepsilon(X, Y) = 1 = 100\%$$

Further we will require the elasticity coefficient according to the expression (5). In this regard, it is beneficial (A = 5, B = 7):

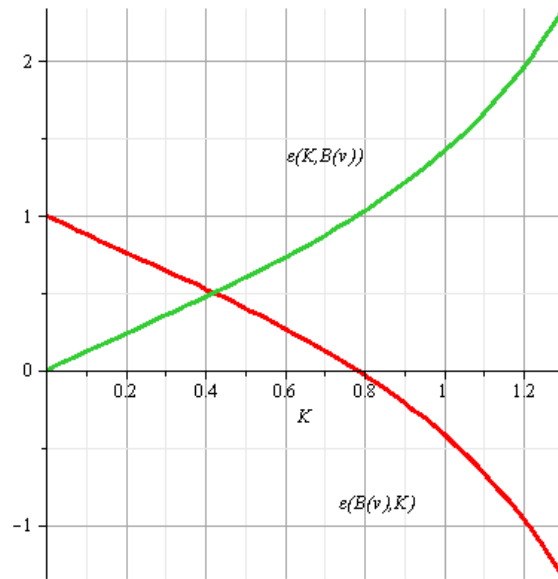


Figure 4: Elasticity coefficient of the benefit $B(v)$ against of parameter K .

On the other hand for elasticity coefficient obtain:

$$\varepsilon(B(v), K) = \frac{2KB + K^2A - 2B}{(K - 2)(B + KA)} \quad (8).$$

$$\varepsilon(B(v), K) + \varepsilon(K, B(v)) = 1 = 100\%$$

By analyzing the diagram according to Figures 4, these important conclusions can be drawn:

- With the increase in parameter K , the elasticity coefficient $\varepsilon(B(v), K)$ falls below the value, while the elasticity coefficient $\varepsilon(K, B(v))$ increases with the value.
- For the sample value, $K = 1.2$, the elasticity coefficient $\varepsilon(B(v), K)$ has a value of 2, while the coefficient of elasticity $\varepsilon(K, B(v))$ has a value of -1, which means that when the K parameter increases by 1%, the elasticity coefficient $\varepsilon(B(v), K)$ increases by 2% (plus sign), while the value of the elasticity $\varepsilon(K, B(v))$ coefficient decreases (minus signs) by 1%, and so on.

Obviously, the elasticity coefficient can also be determined for other important dimensions of the problem involved.

CONCLUSION

The paper presents the problems of the function of benefit, the character of its change, and how it can be determined the benefit to the given type of benefit function. It has been emphasized that it is of particular importance to change the function of benefit, from the aspect of whether it is a function of monotonous benefit or non-monotonous. Then it has been shown that benefit functions can be graphically represented through indifference curves so that the indefinite curve character is closely related to the performance and behavior of the benefit function. Regarding the

cardinal value of the benefit function, several characteristic cases have been discussed, and for these cases it is shown how the usefulness of the benefit function is determined. The analysis of the elasticity coefficient determination for the benefit functions was also given.

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PERFORMANCE MEASUREMENT SYSTEM OF THE RESOURCES IN REPUBLIC OF KOSOVO**Baki Koleci**University “Haxhi Zeka” Peja, Kosovo, baki.koleci@hotmail.com**Redon Koleci**National Military University, Veliko Tarnovo, Bulgaria, redon_koleci@hotmail.com

Abstract: Professor Robert Kaplan of Harvard Business School and David Norton as the Balance Scorecard Collaborative founder and director of Palladium Group with joint research since 1990 and so far have come to the conclusion of how contemporary enterprises advertise in business, stressing that organizations have strategies to well formulated, but 7 out of 10 organizations are not successful in its realization. As a main cause have highlighted the lack of appropriate instrument for realization of the strategy. Their collaboration in the 1990 project "Measurement of performance of the organization" that involved 12 companies and has resulted in the creation of the BSC concept.

The concept development is documented in the abovementioned four articles published at the Harvard Business Review, and then described in detail in Norton and Kaplan's The Balances Scorecard: Translating Strategy into Action. At first, this was a new system of performance measurement in organizations that took into account the organization's success from four specific perspectives (financial, consumer, internal processes, and learning and development).

The BSC "Measuring Organizational Performance" combines measuring with the organization's strategic plan. The BSC concept of "Performance Measurement of the Organization" states that it is very important to select measurements based on strategic successes rather than to improve the existing performance prospects so that we need to focus on those work processes that need to be performed especially good to be the successful strategy.

With the development of the BSC concept "Performance Measurement of the Organization" has come up the combination of financial and non-financial measurements that are created by the organization's strategy. The creators of the measurement measurement for the result of the organization should be in direct relation.

Now the BSC "Measuring Organizational Performance" presents a widespread strategic management system, only in the profitable but also in the nonprofit sector of the public sector. Thanks to the perspectives, a framework for the BSC "Measurement of Organizational Performance" was created and for that organizations it was possible to measure how values are created for their customers, how to advance their own ability and invest in the employees, for systems and procedures to advance performance in the future. According to BSC authors, "Performance Measurement of the Organization" as an advanced performance measurement system has developed an inclusive management system, which for the first time enables us to summarize feedback on strategy implementation.

Keywords: Performance measurement, development, concept.

SISTEM I MATJES SË PEROFMANCËS NË NDËRMARRJET E REPUBLIKËS SË KOSOVËS**Baki Koleci**Universiteti “Haxhi Zeka” Pejë Kosovë, baki.koleci@hotmail.com**Redon Koleci**National Military University, Veliko Tarnovo, Bulgaria, redon_koleci@hotmail.com

Abstrakt: Profesori Robert Kaplan nga Harvard Business School dhe David Norton si themelues Balances Scorecard Collaborative dhe drejtor i Palladium Group me hulumtimet e përbashkëta që nga 1990 e deri më tani kanë ardhur në përfundim se si ndërmarrjet bashkëkohore të anavansojnë në biznes duke theksuar se organizatat kanë strategji të formuluar mirë, por 7 nga 10 organizata nuk kanë sukses në realizimin e saj. Si shkak kryesor kanë theksuar mungesën e instrumentit përkatës për realizimin e strategjisë. Bashkpunimi i tyre në projektin: “Matja e performancave të organizatës” e vitit 1990 që ka përfshirë 12 kompani dhe ka rrezultuar në krijimin e konceptit BSC.

Zhvillimi i konceptit është i dokumentuar në përmatjet e katër artikujve të botuar në Harvard Business Review, dhe pastaj detajisht të përshkruara në librin e Norton-it dhe Kaplan-it The Balances Scorecard: Translating Strategy into Action. Në fillim kjo ka qenë sistem i ri në matjen e performancës në organizata që ka marrë parasysh suksesin e organizatës nga katër perspektiva të veçanta (financiare, konsumatore, proceseve të brendshme si dhe mësimin dhe zhvillimit).

BSC “Matja e performancave të organizatës” ndërlidh matjen me planin strategjik të organizatës. Koncepti i BSC-së “Matja e performancave të organizatës” thekson se është shumë me rëndësi të përzgjidhet matja që bazohen në suksese strategjike në vend që të përmirsojnë performancat e suksesve egzistuese ashtu që duhet të fokusohemi në ato procese të punës të cilët duhet të kryehn veçanarisht mirë që të jetë strategjia e realizuar me sukses.

Me zhvillimin e konceptit BSC “Matja e performancave të organizatës” ka ardhur deri të kombinimi i matjeve financiare dhe jofinanciare që krijohen nga strategjia e organizatës. Krijuesit e realizimit të matjes për rezultat e organizatës duhet të jenë në lidhje të drejtpërdrejtë.

Tani BSC “Matja e performancave të organizatës” paraqet një sistem të përhapur të menaxhimit strategjik, vetëm në ato profitabile por edhe në ato joprofitabile të sektorit publik. Duke ju faleminderuar prespektivave është krijuar një kornizë për BSC “Matja e performancave të organizatës” dhe për atë organizatat mundën të masin se në cilën mënyrë krijohen vlera për konsumatorët e vetë, si mundën të përparojnë aftësisë vetanake si dhe të bëhet investimi për të punuarit, për sisteme dhe procedura që ta avancohen performancat në të ardhshmen. Sipas autorëve BSC-ja “Matja e performancave të organizatës” si sistem i avancuar për matje të performancave ka zhvilluar një sistem të menaxhimit gjithë përfshirës, i cili për herë të parë na mundëson që të përmbledhen informat kthyes në lidhje me zbatimin e strategjis.

Fjalët kyçe: Matja e performancës, zhvillim, koncepti.

HYRJE

BSC-ja “Matja e performancave të organizatës” ju mundëson menaxherëve që biznesin ta shiqojnë ndër katër prespektivat e rëndësishme. Me zbatimin e këtij koncepti menaxhmenti i lartë merr informata për këto katër pika të prespektivës dhe njëkohësisht zvoglohet mundësia e informacioneve të tepërta me përkufizimin e numrit të matjeve. Perspektiva paraqet tre grupet thelbsore të intersit për aksionarët, konsumatorët dhe së fundi për të punuarit në organizatë.³⁴

BSC “Matja e performancave të organizatës” për strategun e organizimit paraqet një lloj sikurse që është tabela kontrolluse për pilotin në aeroplan. Për fluturimin e aeroplanit janë të domosdoshme informatat e shumta mbi lartësinë shpejtësinë largësinë karburantin dhe të ngjajshme. Ato në mes veti duhet të balasnohen gjegjësisht të ruajnë gjendjen e qetësisë. Shfrytzimi i vetëm një informatë mundet të jetë e rrezikshme dhe fatale, si dhe vetëm një lloj i matjes të përfundimit. BSC-në “Matja e performancave të organizatës” si sistem i matjes të performancave në organizatë Kaplan dhe Norton japin në shembullin konkret sipas pasqyrimeve në vijim.

Kaplani dhe Nortoni shumica e sistemeve kontrolluese bazohen në njësitë financiare dhe caqet afatshkurta, të cilët kanë pak lidhje me zhvillimet organizative dhe realizimin afatgjatë të caqeve strategjike. Në këtë mënyrë krijohet hapsira e humnerës në mes të zhvillimit të strategjisë dhe zbatimit të saj. Me shfrytzimin e konceptit të BSC-së përmirësohet lidhja e zhvillimit afatgjatë dhe të askioneve aktuale të punës sipas katër perspektiva të theksuara.

Kaplan-i dhe Norton-i kanë shpikur sistemin e vendosjes së vizonit dhe strategjive në organizatë, sipas katër perspektivave të shiqimit, të vendosjes sipas caqeve, masave, qëllimeve dhe të aksioneve. Koncepti i BSC-së “Matja e performancave të organizatës” nënkupton që matjet financiare dhe jofinanciare medemos duhet jë pjesë e sistemit informative për të punuarit si dhe për të gjithë nivelet në organizatë.

Formulimi i caqeve dhe i masave të performancës nga prespektiva financiare dhe jofinanciare nuk është diçka e thjeshtë dhe rallë. Shumica e organizatave të sukseshme edhe para paraqitjes së BSC-së kanë formuluar caqe edhe masa mbi performancën sipas bazave të ndryshme me qëllim të kontrollit teknik për operacionet afatshkurtra. Me gjithë atë sistemet e tilla të masave të performancës nuk kanë qenë të balancuara, për atë BSC-ja e siguron këtë baraspeshë në bazë të tre parimeve:

- Balansimi në mes të masave eksterne që përfshin aksionarët dhe konsumatorët ndaj masave interne që përfshin proceset biznesore për mësim dhe zhvillim.
- Balansimi në mes masave të suksesit, si rezultat i askioneve të kaluara ndaj masave të performancave të ardhshme.
- Balansimi në mes të masave objektive të suksesit, të lehta për matje kuantitative dhe subjektive ndaj atyre masave kualitative të performancës.

Përveç qasjejs së balancuar për masat e performancës, BSC-ja “Matja e performancave të organizatës” ka realizuar edhe një përaprësi të dukshme ndaj sistemeve tjera të matjes. Në të vërtetë BSC-ja na mundëson që të definoen raportet e shkaktarëve dhe pasojat brenda një strategjie. Strategjia është hipotezë e lidhjeve në mes të aktiviteteve për shkaktarët dhe pasojat ndaj ardhëmrisë së dëshiruar. Çdo tregues në lidhje me BSC duhet që të jetë pjesë e zinxhirit të raportit të shkaktarëve dhe pasojat që bart mendimi i strategjisë për njësinë e biznesit në organizatë. Paraqitja e mirë e BSC-së metodës duhet të paraqet përzierja e masave të rezultateve ngacmuese të treguesve. Çdo lëmi strategjike duhet

që të këtë prijës dhe ngecës duke na drejtuar te zinxhiri i pasojave dhe shkaktarëve e cila zbatohet horizontalisht në lëmit strategjike dhe vertikalisht në mes të tyre. Treguesit e metode së BSC-së “Matja e performancave të organizatës” duhet të jenë të ndërlidhur me shkaktarët e caqeve financiare. Kjo procedurë nënkupton se strategjia është e shëndruar në bashkësi mbi hipotezat e shkaqeve dhe pasojave. Paramendimi në mes të lidhjeve shkak pesojë ka rëndësi të veçant pasi treguesit na mundësojnë që në kuadër të strategjive të fushës jofinanciare për parashikime të performancave të ardhshme financiare.

Nga këtu del se treguesit financiar tregojnë performancat e kaluara ndërsa treguesit e lëmvive jofinanciare janë shkaktar të performancave të ardhshme.

Në definimin e hipotezës strategjike nisemi nga prespektiva e pronarit edhe konsumatorit. Pytja bazike është: cilët janë caqet financiare me mendim të rritjes së të hyrave dhe ngritjes së produktivitetit. Cilët janë burimet kryesore të rritjes? Kur një herë definohe caqet nga perspektiva financiare, pytja e ardhshme do të ishte se: Kush janë konsumatorët e caktuar që do të sigurojnë rritje të hyrave dhe miksin e profitabiliteti të prodhimit dhe shërbimit? Cilat janë caqet nga kjo perspektivë si dhe do ta masim suksesin në realizimin e saj? Vizioni i përbashkët, kuptimi i ndërsjellë dhe drejtimi i njëjtë si dhe munda i përgjithshëm organizativ kërkon të definohet ajo se çka organizata jonë është dhe se çka duhet të jetë. Perspektiva e konsumatorit përfshin edhe definimin e prozimit të vlerës i cili definojnë mënyrën se si ajo organizatë do ta definojnë vetveten në kahje të miksit të prodhimit, çmimit, shërbimit dhe raportet e konsumatorve ndaj imazhit ashtu që të tërhiqen dhe kujdesen për konsumatorët e përzgjedhur dhe të përfitojnë raportet me ata.

Caqet financiare të konsumatorit janë rrjedha të dëshirura, mirë po ato nuk precizojnë njëkohësisht edhe mënyrat se si arrihet te ato. Perspektiva financiare vështron masa tradicionale mbi parane siç është profitabiliteti, rritja e të hyrave dhe pasuria për aksionarët. Perspektiva e proceseve interne ku binë dizajni i prodhimit, zhvillimi i brendit, i tregut i shitjes, i shërbimit, i prodhimtarisë dhe i logjistikës i definojnë aktivitetet e nevojshme për relazimin e propozimeve të dëshiruara për vlerat e diferencimit dhe rrjedhës së shkaktuar të dëshiruar financiare.

Perspektiva e katërt e mësimi dhe zhvillimit na zbulon aftësitë dhe kushtet e nevojshme që proceset interne të biznesit të realizohen. Fjala është për infrastrukturën organizative, shkathtësisë, aftësitë dhe njohurinë e të punësuarve, teknologjinë të cilën e përdorin të punuarit si dhe klimën në të cilën punojnë ata.

Mirëpo Kaplan dhe Norton mirë e vërejnë se BSC “Matja e performancave të organizatës” metoda është më tepër se sistem i matjes taktike dhe operative për performancën. Organizatat inovative e shfrytëzojnë metodën BSC si sistem të menaxhimit strategjik.

Nga siç i theksuam më parë shihet se konceptet e BSC-së është zhvilluar nga sistemi i matjes së performancave në organizatë ndër kahje të sistemit të biznesit me menaxhimin strategjik. BSC si sistem i menaxhimit strategjik përfshin këto procese kritike të menaxhimit strategjik:

1. Sqarimi dhe shëndrimi i vizionit dhe strategjisë
2. Komunikimi i caqeve dhe masave strategjike
3. Plani, caqet dhe iniciativa strategjike
4. Rritja e feedback-ut strategjik dhe mësimi.

Procesi i sqarimit dhe shëndrimit të vizionit të strategjisë ju mëndëson strategjive të organizatës të sqarojnë dhe realizohen përputhshmëri në mes të vizionit dhe strategjisë. Që vizioni dhe strategjia të mundën të kryhen me sukses duhet që të realizohet konsensus në nivele të ndryshme të organizatës të tregohet strategjia me në të më shumë caqeve strategjike.

Procesi i komunikimit dhe ndërlidhjes ju mundëson menaxherëve që të bartin vizionin dhe strategjinë e organizatës të të gjithë të punuarit dhe të ndërlidhin caqe strategjike dhe masa me caqet nëpër nivele më të ulta në organizatë duke i përputhur me caqet individuale me të punësorit. Tradicionalisht sukcesi i njëjësive dhe departamenteve është vlersuar në bazë të rezultateve financiare dhe për atë iniciativat individuale ndërlidhe me caqet afatshkurta financiare. Koncepti i BSC-së “Matja e performancave të organizatës” ju mundëson menaxherëve që të gjithë nivelit e organizatës që të kutpojnë strategjinë afatgjatë dhe caqet e njëjësive, të njëjësive të biznesit si dhe caqe individuale të jenë të harmonizuara në mes veti.

Procesi i planifikimi të biznesit dhe vendosjes së caqeve i mundësojnë organizatës që të përputh planet e veta biznesore me ato financiare. Në kohën e tanishme organizatat janë të detyruara që të shfrytëzojnë ndryshime të llojllojshme në programe, por me shfrytëzimin e konceptve të BSC-së, “Matja e performancave të organizatës” si bazë për alokim të resurseve dhe vërtetimit të prioritetëve krijohen kushtet që aksionet e ndryshme dhe iniciativa të jenë të drejtuara në realizimin e caqeve afatgjata strategjike.

Procesi strategjik i feedback-ut dhe mësimi ju mundëson organizatës që të zhvillon koncepte strategjike në bazë të mësimi. Mësimi strategjik nënkupton jo vetëm përshatje por edhe mësim në vazhdimsi ose në rreth të dyfishtë, që nënkupton krijimin dhe hulumtimin e fushave të ndryshme strategjike për ngritjen e organizatës. Procesi i përditsimit

dhe mësimit organizativ duhet me doemos të jetë bazë e hartimit të vizioneve dhe strategjive për ndryshimet organizative.

Kaplan dhe Norton këtë koncept të strategjisë e kanë formuluar për implementimin e strategjisë me emërtimin skema strategjike.

PËRFUNDIMI

Në dy decenjet e fundit shumë teoricient dhe praktikent e theksojnë faktin se formulimi dhe impelmentimi i strategjisë është e rëndësisë e veçantë për suksesin e një organizate. Thelbi kryesor qëndron në pyetjen se si të zbatohet strategjia e formuluar mirë pasi nga ajo formë do të varet zbatimi praktik i saj. Një ndër faktorët e ndenjë sistemi janë masat për matjen e rolit të strategjisë dhe përcjelljen e suksesit të organizatës. Në të shumtën e rasteve organizatat nuk disponojnë me sisteme të masave duke u bazuar në tregues financiar ashtu që suksesesi i planeve strategjike analizohet kohë pas kohe, që për kohën e tanishme të ndryshimeve dinamike dhe turbulente nuk është e mjaftushme.

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INCLUSIVE TEACHER PROFILE

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Abstract: In modern schools, children with different opportunities and needs are trained and educated. The new social reality requires an organization of the educational process involving all students, regardless of their potential. Together students with learning difficulties, with special educational needs, children at risk and those with outstanding opportunities in science, art and sports will be trained. This is called an inclusive schooling system, which is different from the traditional integrated schooling system. The latter has the character of inclusion, i. integrated learning provides an opportunity for children with learning needs to participate in an educational environment for everyone. This is ensured by building a supportive environment that includes appropriate architectural and social living conditions, individual educational programs, complex pedagogical assessment team, special educational tools and equipment, didactic materials and tools, etc. Unlike integrated, inclusive schooling is a humane act that implies no spatial mixing of children, emphasizes on quality education, regardless of opportunities and needs. A process in which integrated learning has a significant place, a process that seeks to eliminate all forms of segregation in education, encompass vulnerable and isolated children, and to encourage and foster the participation of all children.

This implies a change in the overall educational process in the center of which is the teacher. One who implements training that responds adequately to the variety of students with different opportunities. One who uses methods and tools, on the basis of which the individuality of the learner is leading and contributing to the mastery of key competences by all students. The inclusive teacher has an adequate teaching (not only for academic knowledge but for developing social and other competencies and support.) Furthermore, an inclusive teacher educates in tolerance and respect for differences and, on the other hand, stimulates the introduction of a pedagogical, child-oriented approach. Working in a team of specialists in the direction of socializing and educating students by creating conditions for increased social contacts and relationships, helping to build self-confidence related to capable achievements and achievements are just some of the tasks. Moreover, the teacher prepares students for a successful transition to every next life stage.

The inclusion teacher's profile is built in parallel with the implementation of inclusive education. There are many unresolved issues and challenges ahead of him that will allow him to participate in various trainings.

Inclusive teacher qualification more than ever becomes a permanent process that is part of his career development and professionalism.

Keywords: educational process, an inclusive teacher profile, training, inclusive environment

ПРОФИЛ НА ПРИОБЩАВАЩИЯ УЧИТЕЛ**Виолета Кюркчийска**

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Резюме: В съвременното училище се обучават и възпитават деца с различни възможности и потребности. Новата социална реалност налага такава организация на образователно-възпитателен процес, в който участват всички ученици, независимо от потенциала им. Заедно ученици с обучителни трудности, със специални образователни потребности, деца в риск и такива с изявени възможности в областта на науката, изкуството и спорта ще се обучават. В това намира смисъл приобщаващото образование, което е различно от интегрираното. Последното има характера на включващо, т.е. интегрираното обучение предоставя възможност на деца с образователни потребности да участват в образователната среда, предназначена за всички. Това се осигурява чрез изграждане на подкрепяща среда, която включва подходящи архитектурни и социално битови условия, индивидуални образователни програми, екип за комплексно педагогическо оценяване, специални учебнотехнически средства и апаратура, дидактически материали и помагала и т.н. За разлика от интегрираното, приобщаващото образование е хуманен акт, който предполага не пространствено смесване на децата, поставя акцент върху качествено образование, независимо от възможностите и потребностите. Процес, в който интегрираното обучение има значително място, процес, който се стреми да

премахне всички форми на сегрегация в образованието, да обхване уязвимите и изолирани по една или друга причина деца и да насърчи и благоприятства участието на всички деца.

Това предполага промяна на цялостния образователен процес, в основата на която стои учителят. Той е този, който реализира обучение, което отговаря адекватно на разнообразието от ученици с различни възможности. Използва методи и средства, в основата на които индивидуалността на обучавания е водеща и допринасящи за овладяване на ключовите компетентности от всички ученици. Приобщаващият учител е с адекватно преподаване (не само на академични знания, но за развиване на социални и други компетентности и подкрепа. Нещо повече – приобщаващият учител възпитава в толерантност и зачитане на различията, а от друга страна стимулира въвеждането на педагогически подход, ориентиран към децата. Той работи в екип от специалисти по посока на социализирането и възпитаването на учениците като създава условия за повишени социални контакти и взаимоотношения, съдейства за изграждане на самоувереност, свързана със способностите и постиженията. Подготвя учениците за успешен преход към всеки следващ житейски етап.

Профилът на приобщаващия учител се изгражда успоредно с реализиране на приобщаващото образование. Пред него стоят много неразрешени въпроси и предизвикателства, които чрез участия в различни обучения ще разреши. Квалификацията на приобщаващия учител повече от всякога става перманентен процес, който е част от неговото кариерно израстване и професионализъм.

Ключови думи: образователен процес, приобщаващ профил на учителите, обучение, приобщаваща среда

1. ВЪВЕДЕНИЕ

Приобщаващото образование е резултат от необходимостта от реформи, продиктувани от новата социална реалност. То е онази част от съвременното образование, която трябва да създаде условия за развитието на всеки ученик, независимо от възможностите и потенциала му. В училищата се обучават и възпитават деца с различни възможности. Нещо повече – някои от тях имат проблеми в развитието, други са с обучителни трудности, трети са деца в риск, а за някои езикът, на който се обучават не е майчин. Успоредно с тях в класа се обучават и ученици с изяви възможности в областта на науката, изкуството и спорта. Тоши широк спектър от ученици поставя въпроса за профила на приобщаващия учител. Преподавателят, който да създаде такава организация на образователно-възпитателния процес, при която всички заедно да овладеят необходимите знания и формират умения. За целта е необходимо той да познава потенциала на своите ученици, техните интереси и потребности и на тази основа да планира дейността си.

Приобщаващият учител е преди всичко креативния преподавател. Той търси и открива специфичното и индивидуалното в детето и го развива. Компетентността му в областта на възрастовата и педагогическа психология са отправната точка на дейностите за реализиране на целите на приобщаващото образование. Използваните средства и методи за работа са интерактивни и провокират учениците като ги поставят в среда богата на импулси.

2. ПРИНЦИПИ НА ПРИОБЩАВАНЕ

За реализиране на приобщаващото образование и успешната работа на приобщаващия учител е необходимо промяна на утвърдените стереотипи по посока на:

Принцип 1:Промяна на нагласите

Необходимостта от промяна по посока на приемането на различните е в основата на реформата в образователно-възпитателния процес. В училище се обучават деца със специални образователни потребности (СОП), които имат различни нарушения в развитието: умствена изостаналост, увреден слух, нарушено зрение, физически увреждания, както и такива с множество увреждания. Всички тези деца са различни от останалите, което намира израз както във физически аспект, така и в поведенчески. Докато при учениците с обучителни трудности и езиково-говорни проблеми различията се проявяват в успеваемостта предимно, то при изброените разновидности на деца със СОП ситуацията има комплексен характер. В тази връзка промяна в нагласата за приемане на различния е определяща. Приемане както от обществото, училището, учителите, така и от децата без проблеми и от техните семейства. Ролята на приобщаващия учител е по посока на възпитаване на учениците в духа на ценностите, лежащи в основата на приобщаващото образование. Те могат да бъдат открити във всички култури, философии и религии и са отразени в най-важните членове на международните документи в сферата на човешките права. Те включват: *Взаимно уважение; Толерантност; Принадлежност към общността; Възможност за развитие на собствените умения и таланти; Взаимопомощ; Взаимно научаване; Съдействие на хората да помагат на себе си и на своите общности.*

От тези ценности трябва да се ръководи всеки учител в работата си, за да реализира хуманния характер на образователно-възпитателния процес. В каква степен, преподавателят, ще допринесе за формиране на ценностна система зависи и от подкрепата на семейството като фактор във възпитателния процес.

Необходима е промяна по посока на определението *проблемни деца*. Всяко дете може да бъде проблемно. Въпрос на идентификация и интерпретация е проблемността на детето. В случая определящи са родителите и училището- как те определят неговите проблеми и какво предстои за решаването им.

Принцип 2: Създаване на приобщаваща среда

Към приобщаващата среда имат отношение факторите със стимулиращо въздействие за насърчаване на приобщаващото образование. Те са по посока на:

- *културно-образователната среда* – осигуряваща от една страна емоционален комфорт на учениците в училището, а от друга – подкрепа и стимулиране на развитието им, с оглед на това да отговори на техните потребности и интереси.

В своята същност, културно-образователната среда може да се представи като комплексно понятие, посредством което се изразява единството на културата и образованието като взаимно допълващи се аспекти на социалния живот. [1]

В педагогиката културно-образователната среда изгражда личността по определен начин и в зависимост от изискванията на променящата се жизнена и педагогическа ситуация. За тази цел културно-образователната среда в образователната институция се формира като средство за обезпечаване на хуманистичните идеи и ценности за приобщаващо, развиващо, личностно ориентирано образование. Тя е предпоставка за усвояването на ценностите и нормите на материалната и духовната култура от подрастващите, за реализиране на собствения им потенциал и творческото му развитие и обогатяване.[2]

Приобщаващата културно-образователна среда прави училището привлекателно и дава възможност за развитие както на учениците, така и на техните учители, защото създава възможности всички да бъдат заедно, да създават отношения, да изграждат приятелства независимо от различията между тях. Тя стимулира постепенното включване и увеличаване на активността, инициативността и самостоятелността на подрастващите като поставя акцент на смислоформиращите и личностно значими области на живота.

Приобщаването е процес, чрез който се разкриват и отстраняват бариери. Една от тези бариери е средата, която е необходимо да бъде достъпна за всички, адаптирана към нуждите на съвременните социални реалности, които са в основата на реформа в образователната система. В тази връзка е необходимо създаване на такава приобщаваща среда, която максимално да създаде условия за развитието на всички. Училището като среда, в която се осъществява общата подкрепа за личностно развитие, насочена към всички деца в подготвителна група за задължително предучилищно образование и към всички ученици в класа, гарантира участието и изявата им в образователния процес и в дейността на училището.

За да бъде благоприятно социализиращото въздействие на училището, е необходимо: да се поддържа положителна нагласа у детето към училището и неговия педагогически и възпитателен колектив, учебният процес да бъде организиран и провеждан интересно, живо, близко до играта или съчетано с нея, да въздейства изобщо положително на емоционалната сфера на детето. Приобщаването е не просто присъствие, а участие и успех за всички учащи се. Съответно, присъствието се свързва с възможността всички деца да посещават постоянно и редовно училището. Участието има отношение към качеството и резултатите от посещенията на училището, а успехът се отнася до постигнатите резултати. В тази връзка, приобщаващото образование се приема като по-висше ниво от интегрираното образование, тъй като при последното акцента се поставя върху физическия достъп и посещаемостта на училището от страна на деца със специални образователни потребности като очакванията са детето да се промени, за да отговори на общообразователните изисквания, докато при приобщаващото образование, училището като система е готово да се промени, за да отговори на нуждите на всяко дете.[3] Следователно, приобщаващото образование гарантира не само достъп до образование, но и се стреми да осигури смислово участие, постижения и успех за всички деца, съобразявайки се с потребностите и силните им страни, а с това да се подпомогне овладяването на важни житейски и социални умения. Приобщаването предполага и равни възможности за участие и научаване, като се зачита личният избор при изготвяне на образователната програма и осигуряването на педагогическата подкрепа.

Приобщаването се разглежда и като много повече от включване в образователната система, защото не са малко случаите когато системата на образование включва деца, но не успява да им осигури поддръжка. И тук, именно идва ролята на приобщаващото образование, което съдейства за това децата да получат адекватна подкрепа да учат, да участват, да развиват пълния си потенциал, да се сближават с другите, да се чувстват приети и ценени и да преживеят успех в ученето и живота.[4]

- *Сътрудничеството и изграждане на устойчиви връзки между образователните институции и родителите* е фактор, който допринася за укрепване на приобщаващата среда

Ролята на родителите за превръщането на училището в среда за всички е от изключително важно значение. Родителите са най-заинтересованата страна в образователно-възпитателния процес (без да се омаловажават учителите) и тяхното участие е изключително важно при реализиране на каузата „щастливи и образовани деца”. Като членове на *училищните настоятелства* те съдействат както за материалното обезпечаване на процеса на приобщаващо образование, така и за създаване на благоприятен психоклимат. Ролята на родителите в тази посока е от важно значение за специалното образование и училищните ръководства трябва да им дадат тази възможност чрез участие под различни форми.

Родителите и семейството като цяло представляват много важен елемент от системата на приобщаващото образование, тъй като в партньорство с учителите могат да съдействат за по-бързото и лесно приобщаване на техните деца към учебната среда. Затова е важно между педагогическите специалисти и родителите да се изгради постоянна, двупосочна връзка и комуникация и те постоянно да бъдат информирани както за поведението на своите деца в училище, така и за начина, по който се справят с усвояването на учебния материал, затрудненията и проблемите, с които се сблъскват в своето ежедневие и взаимоотношения със съученици. В хода на съвместната работа между учители и родители е важно да се обръща внимание на мнението на родителите, защото те най-добре познават своите деца, а в случаи когато се налага децата им да сменят училище, тепърва да изграждат нови взаимоотношения, да усвояват учебен материал и др., родителите могат да бъдат в помощ на учителите, като помагат и подкрепят своето дете. Това дава основание за извода, че ценностите на семейството и отношението на педагогическите специалисти към всеки ученик са важна предпоставка за това успешно да бъдат приобщени децата към образователния процес, да се стимулира тяхното желание за личностно развитие и изграждане на взаимоотношения със съученици и приятели, без тяхното различие да има значение.

Сътрудничеството и партньорството между родители, педагогически специалисти, образователни институции и обществото като цяло може да се изгради културно-образователно пространство, в която приобщаващото образование се явява адекватния отговор на правата на децата, ликвидирането на дискриминацията и изключването.

- *Педагогическите специалисти – решаващ фактор в реализиране на принципите на приобщаващото образование.*

Образователната подкрепа, която се очаква да окажат педагогическите специалисти, изисква от тях да намерят най-ефективните начини за позитивно общуване и подкрепа, така че децата с различни способности и начини за взаимодействие и учене да могат да се включват пълноценно в образователния процес, да разбират и да участват. Те следва да умеят да променят задачите и да проявяват гъвкавост, когато определени изисквания са трудни за някои деца. Като ключови инструменти за постигането на качество на образователния процес могат да се открият съвместното обучение на деца с различни образователни потребности и диференциацията на задачите.[2]

В тази връзка, една от основните задачи на учителите е в хода на образователния процес да разпознаят обучителните и поведенчески трудности на децата, да взаимодействат с тях на различни нива, така че учениците да разбират познавателното съдържание и да участват в педагогическото взаимодействие. Затова е важно, в контекста на приобщаващото образование, учителите да изследват потенциала на всяко дете, да го насочат в контретната посока, както и да създадат условия, които да улеснят обучението на учениците и да допринесат за постигането на успех по време на тяхното образование. А, за да се случи всичко това е необходимо учителите да осъзнаят важността на приобщаващото образование като фактор за подобряване на образователния процес.

Тенденцията за заедно обучение на всички ученици в училище предполага адекватна професионална квалификация на учителите. Ако ученикът е този, в името на когото се извършва реформата, то учителят е този, който я извършва.[5] Това предполага приобщаващият учител да усъвършенства и надгражда своите компетентности съобразно съвременните тенденции. Повече от всякога на квалификацията на учителите трябва да се погледне като на перманентен процес

3. ТЕНДЕНЦИИ В ПРИОБЩАВАНЕТО

Посочените принципи в приобщаващото образование налагат промена в дейността на приобщаващия учител, които стават тенденция в работата му. Те са по посока на:

- **Използваните методи на работа в приобщаваща среда.**

Унифициране в приобщаващото образование е невъзможно, защото всеки ученик е индивидуален случай. Няма единна методика, не са приложими единни подходи. Всяко от децата със специални образователни потребности има своята история в развитието си. От друга страна учениците с изявиени възможности проявяват различни специални способности. Това налага търсене на методи и похвати за работа, които обезпечават работата с деца, които имат различни възможности и умения. Методи, в основата на които индивидуалността на обучавания е водеща и допринасят за овладяване на ключовите компетентности от всички ученици.

Тенденция в работата на приобщаващия учител е използването на конструктивизма, който дава възможност образованието да стане интерактивно. Някои от концепциите, които са в основата на този модел са електронното обучение, кооперативното обучение и колаборативното обучение. Нещо повече – конструктивизмът създава условия за автономност на ученика. На обучаемия се дава възможност да напредва с удобен за него темп, да учи в удобно за него време, и същевременно с това с нищо да не изостава по знания или резултатност спрямо останалите ученици. повишават качеството и да увеличават постиженията. При методите със засилена интерактивност учителят консултира и окуражава своите ученици да търсят нужната им информация за решаването на различни познавателни задачи. Той е активен помощник, стимулира и окуражава учениците и по този начин повишава тяхното желание и мотивация за учене. От своя страна ученикът има възможност да инициира речеви дейности, като активно се включва в дискусии, обосновава се, изказва лично мнение, преодолява различни бариери при общуването и този процес става естествено и без напрежение за него. Така той неусетно усъвършенства своята комуникативна компетентност и става уверен.

Ученето чрез сътрудничество (cooperative learning) е направление в съвременната американска педагогика, което се развива особено в последното десетилетие. Според С. Кегън –основоположник на идеята за учене чрез сътрудничество, целта е да се съчетае груповата организация на обучението с индивидуализацията. За него е характерно използването на методи на обучение, които са познати отдавна (метод на проектите, проблемно обучение и др.), но те се прилагат по специфичен начин, като се насърчава сътрудничеството между учениците в групата. Компютрите и *информационните технологии* осигуряват подходящи условия за това, защото те разчитат на индивидуалните характеристики на учениците при работа с тях, както и на ученическата самостоятелност, но ориентирана към сътрудничество; на комуникативните и организаторски умения на обучаваните, на тяхната креативност, инициативност и предприемчивост, стремеж към полезност и отговорност за поведението на другите.

Използването на информационните и комуникационни технологии (ИКТ) е тенденция в преподавателската дейност на приобщаващия учител. При работа с тях учениците не се отказват, докато не получат отговор, докато не разрешат проблема. Така се провокира любознателността им и те се мотивират да вървят напред. ИКТ създава условия и за прилагане на метакогнитивния подход в преподаването, чрез който вниманието на учениците се насочва към процеса на собственото им учене на базата на рефлексия и анализ.[] Работата в електронна среда е позната за всички обучавани от компютърните игри, които са ежедневие за децата на XXI век, тя е провокативна и интересна за обучаваните. Компютърът е не просто инструмент, нито средство, а интелектуално предизвикателство, защото точно с това си качество той е най-привлекателен за децата. работата с ИКТ провокира въображението и създава условия за творческа изява. Не на последно място е ролята на *игрите, които* като образователен софтуер преобладават, а използването на *играта* като метод е целесъобразно с оглед на нейното значение за възрастта на 6 – 10-годишните деца. Детето, играейки, овладява определени знания и умения, като подсъзнателно участва и в корекционен процес. Играта е социално-исторически обусловена функция в развитието на детето, съответстваща на нивото на сензитивност, създава условия за ускоряване на формиращите процеси.

Приобщаващи функции на играта са: социализираща, възпитателна, творческа, интегративна, посредническа. Игрите свързват в единство физическото и умственото развитие на детето, те са механизъм за адаптация, приобщаване на детето към околната среда и реалния живот. Играта задоволява потребността на учениците от активност. Ученикът не се задоволява да бъде пасивен наблюдател на нещата, а иска да бъде в действителен контакт с тях. Не е достатъчно само да наблюдава действията на другите, а се стреми да направи онова, което вършат. Именно за това може спокойно да се каже, че играта е един от основните методи за приобщаване. В рамките на училищната практика се използват игри за развитие на пространствената ориентация на децата, на речта и социалните отношения и инициативата за развитие на толерантност и съпричастност към децата с различни образователни потребности. Важно е в процеса на

обучение да се развиват всички възможности и канали, през които децата получават информация за себе си, за другите и за света около тях. Чрез играта се активизират мисленето, паметта и въображението на малкия ученик; подпомага се неговата социализация, реализират се съпреживяване и взаимопомощ.

- **Екипна работа.**

Тенденция в работата на училищните ръководства е създаването на условия за екипна работа. Тя е регламентирана в нормативната уредба, [6] според която приобщаващото образование се реализира чрез екип от специалисти. Всеки един от тях има своя принос за развитието на ученика като изхожда от своята позиция и компетентности. *Предучилищният педагог, началният учител, учителят по...* имат функции на класни ръководители и тяхната водеща роля е по посока на методите на обучение. Съвместно с тях работят:

- *психолози*, които осъществяват обща и допълнителна подкрепа както на деца със СОП, така на ученици с поведенчески прояви и деца в риск. Психологическата подкрепа, която извършват е по посока на: създаване на условия за сътрудничество и ефективна комуникация между всички участници в образователния процес; предоставяне на методическа помощ на учителите за превенция на тормоза и насилието и за преодоляване на проблемното поведение на децата и учениците; извършване на групова работа с деца или ученици и/или кризисна интервенция; работа със средата, в която е детето или ученикът - семейството, връстниците;
- *логопеди*, които работят с деца с обучителни трудности. Дейността им включва: превенция на комуникативните нарушения и на обучителни трудности; диагностика на комуникативните нарушения; терапевтична дейност при установени индикации за комуникативни нарушения; консултативна дейност с учители и родители на деца и ученици с комуникативни нарушения
- *ресурсни учители*, които определят конкретните образователни цели на учениците със специални нужди за всяка учебна или образователна единица. Ресурсният учител може да работи като специалист с общ профил, подпомагащ всички групи деца и/или ученици със специални образователни потребности, и като профилиран, подпомагащ определена група деца и/или ученици с еднакви по вид увреждания или нарушения.[6]

Въз основа на училищния учебен план се разработва индивидуален учебен план за учениците в индивидуална форма на обучение, както и при необходимост за: учениците със специални образователни потребности, които се обучават в дневна, вечерна, комбинирана, дистанционна форма или в дуална система на обучение; учениците с изявени дарби, които се обучават в комбинирана, дистанционна форма или в дуална система на обучение.

Всички педагогически специалисти е необходимо да развиват своя творчески потенциал и надграждат компетентностите си чрез участия в обучения. Квалификацията на учителите, която повече от всякога става перманентен процес, би трябвало да се разглежда в контекста на разбирането, че съвременната квалификация е групов процес, доколкото групов е характерът на съвременното образование. Тя дава възможност на учителя да погледне на проблемите на професионалното си и личностно развитие извън рамките на тясно разбираната професионална общност от педагози и на формалната образователна система. Това означава, че от отделния учител се изисква вниманието да се насочва към работата в екип от преподаватели, осъществяващи съвместно образователния процес.

4. ЗАКЛЮЧЕНИЕ

Приобщаващото образование детерминира нова визия на учителя – такава на приобщаващ. Той обучава, възпитава, социализира. Приобщаващият учител изхожда от специфичната житейска ситуация на ученика, съобразява се с психичното му функциониране, за да създаде обучителна програма, която ще бъде максимално ефективна. Той реализира целите на приобщаващото образование чрез екипна дейност, което предполага качества в тази посока. Работи за включването/приемането на всеки ученик в класа, общува със семействата на всички деца за подкрепа. Пред приобщаващия учител стоят широк спектър от проблеми, които трябва да реши. За целта му е нужна креативност и перманентна квалификация.

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INCLUSIVE EDUCATION IN MULTICULTURAL ENVIRONMENTS IN EUROPE AND KOSOVO**Vedat Bajrami**Faculty of Education, University "Ukshin Hoti" in Prizren, Kosovo, vedat.bajrami@uni-prizren.com

Abstract: In the last thirty years of pedagogical practice, particular attention has been paid to the inclusion of children with special education needs, multi-lingual children in multi-cultural environments and children living in poverty. Nowadays, inclusive education is a subject and a requirement of all European institutions in the EU and the Council of Europe, many families, experts, non-governmental organizations and individuals. The paper is a result of a research of education systems, systems of support, legislation and evaluation of positive practice in the nine countries of the European Union and Kosovo. The condition for the research countries to be included in the sample is based on the population number not being larger than 8 million. Because of the relevance of the comparative analysis, two older state members of the European Union were chosen (Austria, the Flemish and the French region of Belgium), four recent EU member states (Estonia, Cyprus, Latvia and Slovenia), three Scandinavian countries (Iceland, Finland and Norway) and Kosovo. The aim of the research, besides defining the current and basic definitions in exploring the description of the education systems of individual countries, is to present practices of inclusion of children with disabilities and multi-lingual children to carry out the processes of inclusion. The aim was achieved through the tasks of including children with SEN and multi-lingual children in individual countries in Europe and in the Kosovo, through the analysis of the legal framework and the organization of the education system in the individual countries enabling inclusive processes, by determining differences in relation to the systems of individual countries which are inclined to mainstream or special education, by identifying the support the particular groups of learners: children with SEN and multi-lingual children receive within the school system, by bringing out examples of good practices. Countries with high income rate per capita and low level of unemployment have a better organized system of inclusion of all CSEN, they provide more support and services at the local level.

Keywords: *Education system, children with special educational needs, children with disabilities, inclusive education, European Union and Kosovo.*

INTRODUCTION

The European Agency for Special Needs and Inclusive Education (further the Agency), emphasizes that everything that is good for the children with special needs is actually good for all children (Meijer, 2003, p. 4). Throughout Europe there is a tendency of development of new forms of inclusion of children with SEN, who require additional support in order to participate in the regular education system. In the last thirty years, in Europe and the whole world in general, the number of countries which create education policies and financial resources intended for the children who do not have or access or their access to the regular education curriculum is obstructed from different reasons, is increasing. According to Terzi (2005, p. 444), most commonly these children are: children with SEN, children with learning difficulties and children from vulnerable groups (children in multilingual environments, poor and sick children). Defining the groups of children depends on the used classification and international organizations. It is understandable that the inclusion of all groups of children in ethnically heterogeneous society is a sensitive process that requires time and resources due to the relations between the dominant community and the minorities.

1. RESEARCH SUBJECT

The subject of this research are the characteristics of education systems in the European countries and Kosovo, as a condition for better inclusion of children with special needs in regular education systems.

2. METHODOLOGY

As a base for the methodology of the research was used analysis of international documents, reviews and evaluations. Analysis of education development processes in the last 20 years, which are fundamentals for policy creation and assessment of the situation, represent one of the most important elements of this research. The following methods are used in this research:

- Method of theoretical analysis based on the description of the systems of education;
- Method of comparison;
- Methods of descriptive statistics based on the obtained statistic data represented in frequency (f).

3. SAMPLE

The education systems in 12 different countries are included in the research sample:

- 2 countries members of the European Union (Austria and Belgium, Flemish and French region);
- 4 recent members of the European Union (Cyprus, Estonia, Latvia and Slovenia);
- 3 Scandinavian countries (Iceland, Norway and Finland) and
- 1 Balkan countries (Kosovo)

The countries included in the research have a population of up to 8 million. The base for the research analysis are the databases of EUROBASE – National system overviews on Education in Europe and on going reforms (www.eurydice.org) and European Agency for people with Special Needs and Inclusion education (www.european-agency.org), Eurostat, OECD. The data were obtained through:

- Literature studying;
- Monitoring of statistics and statistical databases.

4. RESULTS

4.1. Inclusion of children with SEN

There are various practices in Europe, but in most of the countries exists two track system for the children with special educational needs. That means that the school systems are organized so that the specialized institutions enable the inclusion. Europe increasingly seeks to develop the forms and mechanisms of systems that could include children who cannot participate in the regular education system. Next are shown the main features of all groups of children involved in the research in the countries mentioned in the sample: Austria, Belgium (fl), Belgium (fr), Cyprus, Estonia, Latvia, Finland and Slovenia (as European Union members), Iceland, Norway (a Scandinavian country) and Kosovo.

4.2. Europe

Through charts and explanations tables of children with SEN are shown, in EU countries and other European countries and Kosovo.

4.3. Review of children with SEN

Table 1 – Education of children with SEN in the examined countries in 2010 (Resource: European Agency for Development in Special Needs Education, SNE Country data, 2010 - November 2012, EURYDICE, 2012)

Country	Inclusion		Segregation		Special classes in ES		Total number of students in %	
	Number f	%	Number f	%	Number f	%	Number f	%
AUSTRIA	15.773	2,0	11.787	1,5	965	0,12	28.525	3,6
BELGIUM (Fl)	8.245	1,0	46.091	5,30	N	N	54.336	6,3
BELGIUM (Fr)	220	0,03	30.773	4,50	N	N	30.993	4,5
CYPRUS	4.860	5,83	288	0,34	648	0,77	5.796	6,95
ESTONIA	5.611	5,0	3.365	3,0	1.459	1,30	10.435	9,3
FINLAND	24.137	4,3	6.782	1,2	14.574	2,6	45.493	8,1
ICELAND	10.159	23,34	143	0,32	348	0,79	10.650	24,47
KOSOVO	101	0,02	450	0,10	523	0,12	1.074	0,24
LATVIA	2.482	1,47	6.172	3,67	1.072	0,63	9.726	5,79
NORWAY	41.552	6,7	1.929	0,30	5.321	1,0	48.802	7,9
SLOVENIA	7.275	4,5	2.829	1,7	400	0,24	10.504	6,5

N is missing

Table 1 shows the ratio of children set in inclusive forms of education (inclusion), in classes within the special institutions (segregation) and in special classes within regular schools in the countries included in the research for the academic 2010/2011. The results from the table indicate that Norway has the largest number of children in inclusive schools, 6.7%, followed by Estonia, Slovenia, both regions of Belgium and Kosovo. Belgium (Flemish region) has the highest percent of children educated in special institutions (segregation), 5.3% and 4.5% in the French region. The lowest percent of segregation appears in Norway by 0.30% and Finland, 1.20%. Regarding the

segregation, Slovenia and Austria are almost at the same level, approximately 1.5%. The numbers about special classes in regular schools point out Finland where traditionally exists positive practice in this area, with 2.6%, followed by Estonia with 1.30% and Norway with 1%. The other countries do not have significant deviation regarding the inclusion in special classes. For Cyprus it is characteristic that a large number of students are in inclusive education, almost 6%, while 0.34% students are segregated, and 0.77% are in separate classes in regular schools. Iceland has a greater share of students in inclusive education, which is characteristic of all Scandinavian countries. A smaller number of students are in special institutions with 0.32% and 0.79% in special classes. If we analyze the total number of children with SEN, we can conclude that it is the highest in Estonia, Finland and Norway, then the Flemish region of Belgium, Slovenia, Austria, the French region of Belgium and Kosovo. The high number of children with SEN in Scandinavian countries indicates that the identification of the children is clearly determined on a level of the local communities..

4.4. Segregation – Inclusion ratio

Table 2 – Number of children in inclusion and special institutions in 2010 (Resource: SNE DATA, European Agency, 2010)

Country	Generation of students	Inclusion f	%	Special institution f	%
AUSTRIA	802.519	15.773	2,0	11.787	1,5
BELGIUM - Fl.	871.920	8.245	1,0	46.091	5,2
BELGIUM – Fr.	687.137	220	0,03	30.773	4,4
CYPRUS	83.307	4.860	5,83	288	0,34
ESTONIA	112.738	5.611	5,0	3.365	3,0
FINLAND	559.379	24.137	4,3	6.782	1,2
ICELAND	43.511	10.159	23,35	143	0,33
KOSOVO	301.486	101	0,03	831	0,27
LATVIA	167.760	2.482	1,47	6.172	3,67
NORWAY	615.883	41.552	6,7	1.929	0,31
SLOVENIA	162.902	7.275	4,5	3.229	2,0

N is missing

In order the inclusive process to be assessed, the inclusion-segregation ratio is of great significance. This ratio is related to the definition of SEN used in different countries and the support organization in the local community. Austria adopted the general definition and there are classified only the severe disabilities. The data in Belgium (both regions) show high number of children set in special institutions. In Finland it is recognizable that generally the children are set in inclusive models of education with approximately 4.3%. This fact is due to the highest number of children set in special classes within regular schools and only 1.2% set in special institutions. In Estonia there is a lower ration between regular and special education. In this country only 5% of the children are in regular schools and 3% are enrolled in special schools. For Cyprus it is characteristic that children with special needs are mostly placed in regular schools and only 0.34% are in special schools. Norway has a long tradition of inclusive education system. Only 0.31% of the children are in special institutions and 6.7% of them go to regular schools. The same ration in Slovenia is 1:2 in favor of inclusion. Kosovo, although a small number of students, shows a positive result in favor of inclusion. We can conclude that in all countries of this research, the inclusive process is developing well. We can conclude that in all of the countries from this research the process of inclusion develops positively except in the both regions of Belgium. In Latvia it is quite the opposite, 5.67% of children are segregated and only 1.47% are involved in an inclusive process. In Iceland, a large number of students are in inclusion - 23.3%.

Table 3: Trend of children with SEN in all segregation forms (special classes and special schools) in the countries of the survey for the period 2004-2010 (Source: European Agency, state data)

Country	2004	2006	2008	2010
AUSTRIA	1,6	1,6	1,5	1,6
BELGIUM - Fl.	4,9	5,1	5,1	5,3
BELGIUM – Fr.	4,2	4,3	4,4	4,5
ESTONIA	4,0	4,3	4,8	4,3

FINLAND	3,6	3,9	3,9	3,9
ICELAND	N	0,33	0,36	0,33
CYPRUS	0,26	0,62	0,89	0,55
KOSOVO	N	0,21	0,20	0,22
LATVIA	4,27	3,98	4,07	4,31
NORWAY	0,3	0,3	0,3	1,2
SLOVENIA	2,0	2,0	1,9	2,0

N is missing

The table presents the trend of inclusion of children with SEN in specialized institutions for a period of six years. Austria has a constant percentage for the entire period, ie 1.6%. For both parts of Belgium, there is a characteristic slight increase, although the percentage is relatively high, about 5%. In Estonia and Finland, the percentage of segregated children is around 4%. For Slovenia, the percentage is 2% for the entire period. Regarding this parameter, a low percentage is obtained in Kosovo too, that is, under 1%, which can also be related to the capacities for involving these children in the institutions. in Iceland it is relatively constant, and in Cyprus it is growing (from 0.26% to 0.55% in 2010).

4.5. Analysis of the support of children from multilingual backgrounds

Table 4 – Forms of support of children from multilingual backgrounds in the examined countries.

Country	Additional classes in native language	Coordinator or mediator for native language support	Instruction in native language
AUSTRIA	✓	✓	
BELGIUM (fl.)	✓	✓	
BELGIUM (fr.)	✓	✓	
CYPRUS		✓	✓
ESTONIA	✓		✓
FINLAND	✓	✓	
ICELAND	✓	✓	
KOSOVO			✓
LATVIA		✓	
NORWAY	✓	✓	
SLOVENIA	✓		✓

From the table above, it can be concluded that all countries involved in the research organize additional classes for children from multilingual backgrounds, except the new members of the European Union and the Balkan countries. In these countries there are also school coordinators, and four countries organize minority language instruction (the first language of the child in the family). Kosovo provide native language instruction, while Iceland and Cyprus provide extra hours and coordinators. In Latvia the practice is to have a coordinator for native language support. Multiculturalism in Kosovo can be proven in many ways; teaching in pre-university education is performed in four languages: Albanian, Serbian, Bosnian and Turkish. Based on the EMIS statistics in MONT, we present the overview of the situation of total number of students and their percentage representation per level of education.

Table 5 - Overview of inclusion of children from multilingual environments in Kosovo with regard to the level of education for the school year 2011/12 (Source: MONT)

Level of education	Albanians	Bosnians	Ashkali	Roma	Croats	Turks	Egyptians	Gorani	Others	Total ³⁵
Preschool	5074	10	2	57	0	22	0	0	2	5167
Preparatory	19546	295	159	79	3	154	52	0	0	20288
Primary	282733	3926	3541	1566	31	2018	1378	12	9	295214
Secondary	104320	1058	243	70	0	856	213	69	0	106829
Total	411673	5289	3945	1772	34	3050	1643	81	11	427498
in%	96,30	1,24	0,92	0,41	0,01	0,71	0,38	0,02	0,00	100,00

Table 5 shows the national structure of children enrolled in pre-primary education, and 98.2% are Albanians, while 1.8% are from another ethnic group. The data represent the national structure of children in pre-school education and the table shows that 96.3% are Albanians, while 7% are from other groups. In primary and first years of secondary education there are 95.8% Albanians, 1.3% Bosniaks, 1.2% Ashkali, 0.5% Roma, 0.7% Turks, 0.5% Egyptians, 0.01% Goranci, 0, 01% Croats and 0% others. The table shows that 97.7% of the total number of secondary school students are Albanians, 1.0% Bosniaks, 10.2% Ashkali, 0.1% Roma, 0.78% Turks, 0.2% Egyptians, 0% Goranci. It is known that Kosovo is a multicultural environment where different nationalities live. It is a rather sensitive topic that requires sensitivity in the educational process as well as those who plan the policy at the national and local level. Many countries in Europe maintain a special policy for including children of immigrants who come to temporary work abroad. So in the former republics of Yugoslavia, Slovenia, Bosnia, but in many other countries in Europe, the United States and Australia have children from Kosovo.

4.6. Analysis of the legislative framework

Table 6 – Children with SEN legislation in the examined countries (Resources: Data Eurydice 2012)

Country	Status	General legislation	Special legislation
AUSTRIA	EU	✓	✓
BELGIUM	EU	✓	✓
CYPRUS	EU		✓
ESTONIA	NEU	✓	✓
FINLAND	SC	✓	
ICELAND	SK	✓	
KOSOVO	BA	✓	
LATVIA	EU	✓	
NORWAY	SC	✓	
SLOVENIA	NEU	✓	✓

The table shows the way countries approach the inclusion of children with SEN in the legislative framework. The countries which have general education legislation approach have more developed inclusive schools. Such countries are Finland, Iceland, Latvia, Norway and Kosovo. Some of the countries decided to regulate the SNE by both general and special legislation (Austria, Belgium, Estonia and Slovenia). Cyprus have regulated it through a special area for special educational needs.

³⁵Недостасуваат податоци за српската заедница

LEGEND:

EU – European Union membercountry

SC – Scandinavian country

NEU – Recent (new) European Union member country

BA – Balkan country

Table 7 - Country survey data on population, number of children in primary schools, GDP per capita and GDP on education (Source: World Bank, 2012, Economy of the EU, 2012).

State	Population	Generation of children in primary schools for 2010/2011	GDP (per capita) - expressed in dollars	GDP for education%
AUSTRIA	8.300,000	802.519	44.208	5,4
BELGIUM (fr.)	10.918,400	871.920	39.788	6,0
BELGIUM (fl.)	10.918,400	687.137	39.788	6,0
CYPRUS	748.982	83.307	30.597	7,8
ESTONIA	1.340,200	112.738	23.065	4,9
FINLAND	5.183,545	559.379	38.655	5,9
ICELAND	290.570	43.511	40.300	7,3
KOSOVO	1.739,825	326.992	8.461	4,3
LATVIA	2.385,396	167.760	23.487	5,0
NORWAY	4.900,000	615.883	65.640	6,8
SLOVENIA	2.057,178	162.350	27.589	5,2

The table clearly shows the data for countries included in the survey: population number, GDP per capita and GDP determined for education. It can be immediately established that countries with high GDP (Austria, Belgium, Finland, Iceland, Cyprus, Norway) also provide higher GDP for education, which, according to this analysis, have advanced inclusive education, except Belgium. Another important fact that needs to be considered from the same table is that from almost 65,640 GDP, 6.80% is allocated for education in some of the poorer countries.

It can be said that the states are divided into three categories: GDP for education over 6% (Austria, Belgium, Finland, Iceland, Cyprus, Norway), countries in the middle with around 5% (Estonia, Slovenia and Latvia) and the state with a lower percentage of GDP (Kosovo). Countries that have high GDP have higher inclusion of children in the education system. It can be said that this is a significant priority indicator of the society in the field of education in some countries.

5. DISCUSSION AND INTERPRETATION OF THE DATA

Analysis of inclusion-segregation ratio

The data regarding the education of students with SEN in Europe indicate that only 2% of SEN students are educated in segregated environments. It is difficult to assess the extent to which a progress has been made considering the number of segregated students and inclusive provisions in European countries. However, over the last few years, countries with relatively greater special needs in the education system, in separate cases, showed a continuous increase in the number of students in segregated environments, which now implement inclusive policies. In order to understand the inclusive processes as a whole, in some countries it is necessary to apply the processes of inclusion and segregation. Table 17 displays that Belgium has a high percent of children with SEN in special schools. In Estonia, 5% of the children are in regular schools and 3% in special schools. This result can be changed in the further period, taking into account that since 2008, there are reforms and changes in progress. Finland characterizes with the fact there are many children in inclusive forms of education, around 4.3%. This percent mainly refers to children from separate classes in regular schools, and only 1.2% are in special schools. In Norway, the total number of children with SEN rose from 5.7% in 2004 to 7.9% in 2010. Slovenia is specific because the percent of children in special school remains constant for years (2%), but the number of included children is increasing. As far as Iceland is concerned, a large number of students are already in inclusion, while the percentage of children in segregation is below 1%. Cyprus is a country known to positively receive children.. That's what the results show. In general, all students with special needs are in regular schools and only 0.34% are in special schools. The data about Kosovo indicate that the children with SEN are not properly identified. Because the legislative framework in Kosovo is in use, the reason about that could be the badly developed network of the Commission for

identification of the children. Norway has a long tradition of inclusive education system. Only 0.31% of the children are in special institutions and 6.7% go to regular schools. When we analyze the data from the countries in this research, we can conclude that some are more oriented toward inclusion than others. Also, some of the countries are differently oriented in the implementation process or are recurrently in a process of education reforms. The data showed strong segregation trend in Belgium, Estonia and Latvia. In this research, most oriented countries towards inclusion are Austria, Cyprus, Finland, Iceland, Slovenia, Norway and Kosovo. The statistical significance of the obtained data in individual countries have to be taken into consideration, regarding the previous statement, especially the data from Kosovo. In this context, there is a dilemma about the monitoring, diagnostics and operation of the Committee for the evaluation of children with disabilities.

Analysis of the support of children from multilingual backgrounds

The cross analysis of the researched countries has shown great diversity in the practice of helping children from multilingual environments. The best practice is evident in the Scandinavian countries, where there exists very long tradition of migration and attitude towards diversity regarding human rights of every individual. In these countries it is important for the child to be included in kindergarten with one of the parents, most often the mother, regardless of whether the parents are already working and learning the language of the majority. The goal of this practice is the bilingual approach, which should start as soon as possible, but certainly soon after the child has moved to the country. Based on the overview from Table 20, the differences in providing assistance to children from multilingual environments in the form of additional classes can be seen, in the form of additional classes, learning the language of instruction in the pre-school period and the presence of coordinators in primary schools for children from multilingual environments.

Analysis of the legislative framework

One of the main aspects is how the countries approach the inclusion of children with SEN in the legislative framework. Mostly the approach is related to the definition of the groups of children. Countries that have more general definitions tend to determine the rights of these children in the general legislative framework that regulates the education of all children. Thus on a declarative level, they are moving closer to the inclusive education and the concept “Schools for All” mentioned in the Salamanca Statement. In table 16 can be seen that most of the countries included in the research have combined legislative framework, which includes a mix of general and special education laws. Such countries are Austria, Belgium, Estonia, Latvia and Slovenia. Only Finland, Norway, Iceland, Cyprus and Kosovo regulate the education in the general legislative framework. From the above it can be concluded that the countries which have a basis for such a legislative framework are the countries that have a good general economic situation, tradition of inclusion of vulnerable children and have adopted general definitions of children with SEN (except Kosovo).

Overall assessment based on the data collected for individual countries

The data for the analysis in this paper show that EU Member States have no difficulty in collecting data, ie in the data collection are included other European institutions as well as non-EU countries. The collection of data at European level for the Member States are carried out according to the same methodology and the same standards at regular intervals.

6. CONCLUSION

One of the biggest challenges in the last twenty years, given the growing number of children with SEN in regular schools is how to provide necessary support on a local level and how to be established services of support. The education system is under pressure to make a change that would allow inclusion of all children. Through our analysis, we tried to identify the various supports the children from different groups receive in the education system: **children with SEN**. We took into account that the countries, as well as the education systems, differ in terms of tradition of inclusive education, attitude towards human rights and financial opportunities (Mitchell, 2008). The countries relevant for this research have a population of up to 8 million: Austria, Belgium (old EU members), Estonia, Slovenia (new EU members), Finland and Norway (Scandinavian countries) and Kosovo. This criterion was taken into account because of the reliable comparisons of education systems. Data collection for this area is a task that requires time. That is due to the existence of non-standard statistical bases, different definitions of children with SEN and the procedures for their identification on the one hand and the sensitivity of the identities of the children and their families on the other. The collection of other data used in the research is obtained from the statistical bases of the European Agency for the education of persons with disabilities and inclusive education, bases OECD and EURYDICE and statistical databases of the Ministry of Education in Kosovo. The data are presented in tables and are expressed in structural percent. For the statistical analysis in the empirical part, the following statistical methods were used: frequency (f); structural percent (%). Considering that this is a case study, there is a

greater risk with the statistical results. The practical value of this research is the development of foundation for practical proposals regarding the establishment of the legislative framework. The overall analysis showed that there is a positive orientation towards inclusive processes in all countries, including Kosovo. Due to the economic situation and increasing population migration, the inclusion process happens at a slower rate. All education reforms in the countries of Europe have occurred because of the increased number of children with SEN. Because of this phenomenon there is a need of creating a new ways of conducting researches of the students that are going to be good for all children (students). One important thing for the initial comparison of the status of children with SEN in separate countries is the basic definition. From this can be concluded the direction in which the inclusive education goes and the attitude of the social environment towards diversity. Environments that have a long historical tradition in the field of inclusion often have a favorable economic situation. Examples for such countries are Austria, Belgium, Norway and Finland. Estonia is also moving towards that direction. In the basic definition, in Kosovo and Slovenia are stated 8-9 groups of children with SEN. Slovenia has a well-established system for identifying children with SEN and provides enough support in the classroom and outside of it. The general analysis showed that there is positive orientation towards inclusive processes in all countries, which also includes Kosovo. It can be said that due to the economic situation and the increased migration of the population, the processes are conducted in a favorable manner. All education reforms in the countries of Europe stemmed from the increased number of children with POP and children from the multilingual environment. Because of this, it is necessary to organize a special way to study the students that would be good for all children (pupils).

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**COMPARATIVE ANALYSIS OF THE TECHNOLOGY AND ENTREPRENEURSHIP
CONTENT (1-3 CLASSES)**

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Abstract: Education is one of the main factors for the socialization of adolescents on the one hand, and on the other is called upon to foster the personal development of each child. It is necessary for the modern education system not only to prepare the young generation to successfully solve problems of a different nature, but also to solve them effectively in a personal, professional and national level. This article presents results of a comparative analysis of the content of the course on technology and entrepreneurship in the first to third grade of BULVEST 2000 Publishing House, Anubis Publishing House, JUNIOR ACHIEVEMENT BULGARIA, SOFIA, publishing team Nikolay Tsanev, Genoveva Yotova, Dochka Kyuchukova, Emilia Palamarkova, Magdalena Delinesheva, Orchidea Delieva. The European education policy, which includes all eight key competences to be on an equal footing [4], is also implemented with the subject "Technology and Entrepreneurship". The law on pre-school and school education creates new, exceptional opportunities for more flexible, creative and independent planning and organization of the process of technology education in primary school age. The Technology and Entrepreneurship Curriculum for 1-3 grade is part of the cultural and educational field "Technological Education and Vocational Education". It has a common mission to progressively develop technological literacy and competence of students as an essential element of their general culture and general education. The learning process is oriented not so much to the final results of the practical work as to the processes and the technology for their achievement. The goals related to the contemporary economic life, education in initiative, entrepreneurship and responsibility are confirmed by "Ordinance №5 from 30.11.2015. for general education promulgated in the State Gazette, issue 95 of 08.12.2015 "[3]. They meet the requirements to master basic knowledge, skills and attitudes that are geared not only to work and environmental protection but also to the world of technology and technology. Emphasis is placed on textbook content and accessibility and science requirements, in line with learners' educational needs, ie the use of a variety of educational approaches and didactic technologies to achieve optimal educational outcomes. State educational standards and a syllabus on Technology and Entrepreneurship are a new challenge for primary teachers and specialists. The Ministry of Education and Science determines not only a new name, but also important priorities in curriculum content, time allocation, and technologies for learning two key competencies.

Keywords: Curriculum, content, comparative analysis, class, technology, entrepreneurship.

**СРАВНИТЕЛЕН АНАЛИЗ НА УЧЕБНОТО СЪДЪРЖАНИЕ ПО ТЕХНОЛОГИИ
ПРЕДПРИЕМАЧЕСТВО (1-3 КЛАС)****Сладуна Георгиева**

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Резюме: Образованието е един от основните фактори за социализация на подрастващите от една страна, а от друга е призвано да подпомогне личностното развитие на всяко дете. Необходимо е съвременната образователна система не само да подготвя младото поколение да решава успешно проблеми от различно естество, но и да ги решава ефективно в личностен, професионален и общонационален план. В настоящата статия се представят резултати от проведен сравнителен анализ на учебното съдържание по технологии и предприемачество в началната образователна степен от първи до трети клас(за четвърти все още не са излезли новите учебници) на издателство БУЛВЕСТ 2000, издателска къща АНУБИС, фондация ДЖУНИЪР АЧИЙВМЪНТ БЪЛГАРИЯ, СОФИЯ, издателски колектив Николай Цанев, Геновева Йотова, Дочка Кючукова, Емилия Паламаркова, Магданела Делинешева, Орхидея Делиева. Европейската образователна политика, която включва всичките осем ключови компетенции да са равнопоставени [4] се реализира и с предмета „Технологии и предприемачество“. Законът за предучилищното и училищното

образование създава нови, изключителни възможности за по-гъвкаво, творческо и самостоятелно планиране и организиране на процеса на технологично обучение в начална училищна възраст. Учебната програма по технологии и предприемачество за 1-3 клас е част от културно-образователната област „Технологично обучение и професионално образование“. Тя има общата мисия за постепенно изграждане на технологична грамотност и компетентност на учениците, като съществен елемент на тяхната обща култура и общообразователна подготовка. Учебната програма включва широко разнообразие от теми, проблеми и дейности, свързани с образователните потребности на учениците от технологиите и предприемачеството. Те се разглеждат, като съществен елемент от общообразователната подготовка. Процесът на обучение се ориентира не толкова към крайните резултати от практическата работа, колкото към процесите и технологията за тяхното постигане. Целите, свързани със съвременния икономически живот, възпитаване в инициативност, предприемчивост и отговорност са утвърдени с „Наредба №5 от 30.11.2015г. за общообразователната подготовка Обнародвано в Държавен вестник, брой 95 от 08.12.2015г“ [3]. Те отговарят на изискванията за овладяване на основните знания, умения и отношения, ориентирани не само към труда и опазването на околната среда, но и към света на техниката и технологиите. Акцентира се върху включеното учебно съдържание в учебниците и изискванията за достъпност и научност, в съответствие с образователните потребности на учащите, тоест използването на разнообразни образователни подходи и дидактически технологии за постигане на оптимални образователни резултати. Държавните образователни стандарти и учебна програма по предмета „Технологии и предприемачество“ са ново предизвикателство пред началните учители и специалисти. Министерството на образованието и науката определя не само ново наименование, но и важни приоритети в учебното съдържание, разпределението на учебното време и технологиите за усвояване на две важни ключови компетенции.

Ключови думи: Учебна програма, учебно съдържание, сравнителен анализ, клас, технологии, предприемачество.

1. УВОД

През ноември 2012 г. Европейската комисия публикува Съобщението „Преосмисляне на образованието: инвестиране в умения за постигане на по-добри социално-икономически резултати“ [1]. В документа се подчертава, че за развиването на „умения за 21-ви век“ са необходими усилия за изграждане на универсални умения като предприемачеството и се набляга на „критичното мислене, инициативността, способността за решаване на проблеми и за работата в дух на сътрудничество“. В бързо развиващото се глобално и динамично съвременно общество повече от всякога е нужно личността да притежава качества, които да са адекватни на социално-икономическите условия на държавата. Такива качества са гъвкавост, адаптивност, инициативност, предприемчивост, отговорност, умения за учене през целия живот, толерантност, умения за екипно взаимодействие, за културна компетентност, за изразяване чрез творчество, за подкрепа на устойчивото развитие и за здравословен начин на живот. Тези ключови компетентности са взаимно-зависими и представляват съвкупност от знания, умения и отношения, необходими за личностното развитие на индивида през целия живот, за изграждането на активна гражданска позиция и участие в социалния живот, както и за пригодността му за реализация на пазара, на труда [2]. Предмета „Технологии и предприемачество“ напълно отговаря на изискванията за развитието на тези качества. Системите за реализация и организация на обучението непрекъснато се развиват и усъвършенстват под влияние на променящите се потребности на обществото.

2. ИЗЛОЖЕНИЕ

Учебният предмет Технологии и предприемачество е част от общообразователната подготовка на средното училище съгласно Наредба №5 от 30.11.2015 година [3]. Той е обвързан с ключовите компетентности и е „насочен към придобиване на умения да се реагира на новости и да се поема отговорност, като се гради умение за инициативност и предприемчивост“ (чл. 3, ал. 2, т. 7 на Наредба № 5). С тази наредба се определя и държавният образователен стандарт за общообразователната подготовка:

1. Структурата на учебните програми по общообразователните учебни предмети;
2. Структурата на годишното тематично разпределение;
3. Изискванията към интегративните и новите допълнителни общообразователни учебни предмети в иновативните училища.

Учебника по технологии и предприемачество се стреми да развива практически умения за работа с различни инструменти и за изработване на предмети близки до детското светоусещане и да приобщава малките ученици към света на техниката и технологиите, без които съвременното ежедневие би било немислимо.

Учебният предмет технологии и предприемачество е насочен към придобиване на умения да се реагира на новости и да се поема отговорност, като се гради умение за инициативност и предприемчивост. Той е пряко свързан с придобиване на основни компетентности в областта на природните науки и технологиите. Чрез обучението по технологии и предприемачество се придобиват различни ключови компетентности, като: умения за учене, която включва разбиране на личните потребности в учебния процес и откриване на възможностите и способностите за преодоляване на трудностите в ученето както самостоятелно, така и в групи; изграждане на умение за поемане на лична отговорност за устойчиво бъдеще; критичното мислене, справянето с проблеми, вземането на решения, инициативността, творчеството, поемането на отговорност, работата в екип. Обучението по предмета технологии и предприемачество освен за основната ключова компетентност допринася за изграждане и на други ключови компетентности, конкретизирани в съответната учебна програма. В начален етап на обучението по предприемачество се свързва с развиването на увереност у ученика да търси възможности, да използва творческия си потенциал за тяхната реализация и да не се страхува. Това е на практика т.нар. *учене, чрез предприемачество*, което се основава на широкото разбиране за предприемачеството, като начин на мислене. Единственият начин човек да изгради предприемчивост е да се учи от собствения си опит. Ученето, чрез практика има водеща роля в процеса. Ученето, чрез практика трябва да създава стойност. И ако една педагогическа интервенция дава възможност на учениците да създават стойност за другите(извън собствената им група и учителите), това представлява истинско предприемаческо образование[5]. За четвърти клас новият учебник по Технологии и предприемачество ще излезе от печат за новата учебна 2019/2020 година, а учениците учат по стария учебник „Бит и техника“. Поради тази причина той не е включен в настоящия сравнителен анализ.

3. СТРУКТУРА НА УЧЕБНИКА И ОСОБЕНОСТИ НА УЧЕБНОТО СЪДЪРЖАНИЕ ЗА 1 КЛАС

Учебната програма по технологии и предприемачество се реализира, като отговаря на препоръчителното разпределение, посочено в учебната програма, а именно: В реален брой часове това са 16 урока предвидени за усвояване на нови знания, 14 урока са за затвърдяване и обобщаване и 2 са за диагностика на знанията и уменията за входно ниво в началото на учебната година и изходно ниво в края на учебната година. Запознаването със света на техниката и технологиите започва още от детската градина и продължава в началното училище. Децата използват разнообразни технически средства, на които на познават принципите. Но това не им пречи да използват различните им функции. Тук е мястото на предмета технологии и предприемачество да разкрие теоретичните и практичните основи на съвременната техника. Съвременният труд на хората във всички области се интелектуализира и това се отразява на изискванията към техническата и технологичната подготовка. В първи клас ключовата дума е *грамотност*. Мотивацията на учениците играе важна роля за ефективното обучение. – интерес, желание, цел, удовлетворение. В първи клас мотивирането се осъществява, чрез представянето на привлекателни теми, които са интересни на децата. В съвременното технологично обучение е важен новият подход за осъществяване на интерградивните взаимодействия с другите учебни предмети, определени с Европейската референтна рамка. Чрез представени примерни дейности и междупредметни връзки в учебника се навлиза в сферата на икономическите отношения – разбиране на основни икономически понятия, поемане на отговорност, взимане на решения, участие в благотворителност. Така се изгражда представата за основите на икономическата грамотност и предприемачеството. Предприемачеството се определя, като *способност за превръщане на идеите в действия*. Освен икономически познания и умения за стартиране на бизнес, то включва мисловната нагласа и набор от умения на индивида да търси и използва възможности, да мисли креативно и да не се страхува да действа. Предприемачеството, като раздел от учебното съдържание в първи клас, насърчава ученика да развива своята инициативност подкрепян от общността. Фокусът е върху изграждане на неговите умения за общуване и работа в екип, неговата увереност. Наред с това ученика усвоява и основни финансови и икономически знания. Той изследва различни възможности и идеи, предлага и взема решения. Научава за ролята на професиите, както и уменията, които те изискват. Учениците стават самостоятелни и се формират, като личности с лидерски качества, притежаващи важни за живота компетенции. В училището се създава атмосфера на креативност и сътрудничество, като учителите имат свободата да експериментират и прилагат съвременни подходи на преподаване. Ключовите понятия са свързани с базисната икономическа и финансова грамотност – нужди, желания, труд, стока, услуга, личен бюджет. В учебната програма се овладяват личностно значимите качества инициативност, предприемчивост и отговорност и се поставя ударение върху положителното отношение към труда, към съвременната техника и технологиите. Подготовката в областта на предприемачеството е резултат от прилаганите в учебната работа дейности, свързани със самостоятелно вземане на решение и поемане на отговорност. За

удобство при структурирането на учебното съдържание, областите на компетентност в държавните образователни стандарти обхващат четири тематични сфери, които са назовани условно – *Техника и безопасност, Технологии, Инициативност и предприемчивост, и Конструирание и моделиране.*

4. СТРУКТУРА НА УЧЕБНИКА И ОСОБЕНОСТИ НА УЧЕБНОТО СЪДЪРЖАНИЕ ЗА 2 КЛАС

Съдържанието на видовете уроци в учебника по технологии и предприемачество отговаря на препоръчителното разпределение, посочено в учебната програма: В реален брой часове, 16 урока са предвидени за усвояване предимно на нови знания и формиране на умения в съответствие с учебната програма и 14 урока са за затвърдяване и обобщаване. Два часа са предвидени за диагностика – съответно на знанията и уменията за входно ниво в началото на учебната година и изходно ниво в края на учебната година. Учебникът по технологии и предприемачество за втори клас напълно съответства на изискванията на учебната програма за дейности, чрез които на практическа основа се усвояват технологични знания, умения и отношения, свързани с технологичната и икономическата грамотност на учениците, като съществен елемент в тяхната обща култура. Поставен е акцент върху позитивното отношение към труда, към съвременната техника и технологии. Системата от понятия се разширява, като усвояването им продължава на широка сетивна основа, подпомогната от процеса на практическите действия. Учебното съдържание интегрира две на пръв поглед различни в съдържателно отношение области – технологии и предприемачество. Чрез различни дейности и задачи, свързани с проблеми от бита на хората, постепенно се изграждат съвременните ключови компетентности. Различните дейности, свързани с изработване на изделия и модели от достъпни материали, се явяват среда за формиране на умения за работа в екип, за възпитаване в предприемачески дух и устойчиво развитие. Дори и към чисто технологични по своя характер теми се подхожда през призмата на предприемаческите компетентности. Интегрирането им осигурява богата палитра от дейности, които провокират въображението и творческата нагласа на учениците, като ги изправят пред предизвикателства, свързани с реалния заобикалящ ги свят. Учебното съдържание дава възможност за подбор на методи и средства за постигане на очакваните резултати по теми. В процеса на обучението е постигнато съчетание на репродуктивни и продуктивни дейности. Работата по готови алгоритми и усвоени операции и технологични процеси дава възможност за прилагане на продуктивни стратегии на обучение. Дадена е възможност учениците да проучват, да дискутират, да анализират модели и изделия, да предлагат идеи и решения, да обобщават, да оценяват собствените си изделия и модели, и тези на своите съученици. Работи се целенасочено и върху уменията за работа в екип и вземане на решения за постигане на конкретна обща цел. Възпитава се уважение към личността и качествата на другите. Насърчават се уменията за презентирание и защитаване на идея. Основните акценти отново са върху финансовата грамотност и професиите, които се разглеждат през призмата на тяхната роля за обществото. При структурирането на темите в учебника са отчетени сезонният принцип и индивидуалните възможности на учениците. Чрез комплекса от технологични знания и умения, свързани с ежедневието на хората, „продължава процесът на изграждане на съвременните ключови компетентности, определени от Европейската референтна рамка“. Във всеки урок се предвижда изработване на изделие, работа с инструменти и технологии за обработване. Предвидените за изработване изделия, модели и макети могат да се използват в учебната дейност, за украса, в игрите и като дидактически средства. Предвидени са дейности за работа в екип, събиране на информация за празници и обичаи, засяване и грижи за растения, и грижи за домашни животни. Областите на компетентност в държавните образователни стандарти обхващат четири тематични сфери, условно назовани за удобство при структуриране на учебното съдържание: *Техника и безопасност, Технологии, Инициативност и предприемчивост, и Конструирание и моделиране.*

5. СТРУКТУРА НА УЧЕБНИКА И ОСОБЕНОСТИ НА УЧЕБНОТО СЪДЪРЖАНИЕ ЗА 3 КЛАС

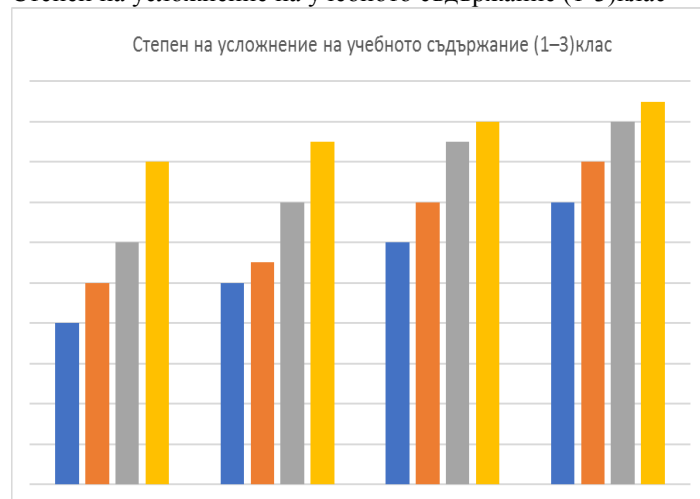
Учебният предмет по технологии и предприемачество за трети клас надгражда учебното съдържание от втори клас в областите на компетентност, определени в Държавните образователни стандарти, и е „насочен към изграждането на технологична грамотност и възпитаване в предприемчивост и отговорност на учениците, като съществена част от тяхната общообразователна подготовка“ (Учебна програма по технологии и предприемачество за 3. клас, Приложение № 14 към т. 14 от общообразователната подготовка). С помощта на учебника, учениците навлизат в многообразния свят на материалите, техниката и технологиите, чрез опознаване на всекидневни дейности и средства, присъстващи в реалния живот на семейството. Знанията за техниката се обогатяват със знания за предназначението, начина на използване и основните правила за безопасна работа на популярни електроуреди и на макарата, като прост механизъм. Внимание се отделя на движението на играчките и моделите. Хорариумът на учебните часове предвидени в

учебната програма за трети клас е 32 часа годишно, разпределени в теми, в съответствие броя на учебните часове, заложен в учебното съдържание. Две от темите са предвидени за диагностика – съответно на знанията и уменията за входно ниво в началото на учебната година и изходно ниво в края на учебната година. 19 теми са предвидени за усвояване предимно на нови знания и формиране на умения в съответствие с учебната програма и 11 теми са за затвърдяване на знанията на практика, разширяване на определени знания и усъвършенстване на уменията и за обобщаване. Учебната програма за трети клас отразява заложените в Държавен стандарт специфични цели на обучението по предприемачество за етапа, насочени към изграждането на основни знания, умения и отношения, свързани със съвременния икономически живот, както и възпитаване в инициативност, предприемчивост и отговорност[3]. Разглеждат се понятия, като производство, производител и потребител, а очакваните резултати са обвързани със същността на предприемаческия процес, връзката между дейността на предприемача, производителя и потребителя, и начините на удовлетворяване на личните и обществените потребности. Учениците разширяват своето разбиране за вече усвоените понятия, като стока, услуга, нужда и желание, като ги разглеждат в контекста на производството и удовлетворяването на потребностите на потребителите. Предприемаческите компетентности се изграждат, като се разширяват и задълбочават усвоените знания и умения от предходните години. Дейностите са насочени към развиване на вътрешната увереност, инициативност и творческо мислене. Учениците взимат самостоятелно решения, учат се да поемат отговорност, да си сътрудничат. Социалните умения и работа в екип са изведени на преден план, като основа на обучението, чрез практика. Насърчават се активното учене и рефлексията, която се отнася до обвързването на знанията с практиката, като така реално се стига ученето, чрез преживяване и осмислянето му, като процес. Така въздействието на рефлексията върху опита, придобит по технологии и предприемачество, става основа за развиване на технологичната култура от една страна и на уменията за учене от друга. Чрез темата „Професии и предприемачество“, учениците се запознават със същността на предприемаческия процес. Неговите етапи се фокусират върху основните дейности и качества на предприемача. Генерирането на идея и новаторството с цел удовлетворяване на нуждите и желанията на потребителите е отправна точка в предприемаческия процес. Специално място е отделено и на проучване на мнението на потребителите и ролята на рекламата, като се подчертава тяхната важност за успеха. Целта на дейностите е учениците да развият своите умения за екипна работа, вземане на решения за организация на работата. Това спомага за превръщането на пасивните знания в активни и приложими компетентности. Областите на компетентност в държавните образователни стандарти обхващат четири тематични сфери, условно назовани: *Техника и безопасност, Технологии, Инициативност и предприемчивост и Конструирание и моделиране* за удобство при структуриране на учебното съдържание.

6. ЗАКЛЮЧЕНИЕ

От посочената диаграма се вижда, че през тригодишния период на обучение (1-3 клас), съдържанието на учебниците по предмета „Технологии и предприемачество“ се увеличава постепенно, съобразено е с възможностите на учениците, но същевременно ги подтиква към проявяване на любопитство, на любознателност, на креативност и ги насърчава към търсене на новото, на непознатото. Графиките ясно показват, че усвоените понятия и дейности, творческото развитие на учениците с помощта на материалите, заложен в учебното съдържание и дейността на учителя са доказателство, че обучението по предмета „Технологии и предприемачество“ допринася за изграждането и развитието на технологична грамотност, компетентност и предприемчивост на учениците. За четвърти клас учебника по „Технологии и предприемачество“ ще излезе от печат през новата учебна 2019/2020 година и ще бъде обект на изследване в друго съобщение!

Степен на усложнение на учебното съдържание (1-3) клас



ЛЕГЕНДА

Син цвят – понятия

Оранжев цвят – материали

Сив цвят – дейности реализирани, чрез учебното съдържание

Жълт цвят – творческо развитие на учениците

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THE EDUCATIONAL POLICIES OF THE SERBIAN STATE TO THE ALBANIAN MINORITY IN SERBIA

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Abstract: The right to be educated in mother tongue is considered among the most important human rights in the contemporary world. Such a right is guaranteed to the all world communities in spite of the state and international rights, regardless of the location, extent, and size of the community. Every state is obliged to respect and make possible the realization of the rights to be educated in their language to every minority within it, because the right to education in mother tongue is now considered a crucial tool for preserving and strengthening the cultural and ethnic identity, and vice versa, the non-implementation of these rights to certain communities implies the state's tendency towards these communities. Also, minorities are predestined that the educations in their language attend similar to their mother country, based on textbooks and curricula of the respective states, as such a right is guaranteed by international norms and conventions. But such a thing, very often faces a strong resistance from the states where these minorities are, because in these textbooks is reflected the history, culture and tradition of the past, which in most cases is a clash between identities and produce numerous value controversies between the parties. This situation is particularly reflected in some Balkan countries where ethnic minorities are not "bridges" between communities but are "quarrelsome" among communities. In such a situation is the Albanian minority in Serbia, who because of the conflicting past between the two nationalities, the Albanian and the Serbs, are victimized by preventing the right to learn their history, culture, tradition and their mother tongue. Thus the Serbian state, because of the past between the two nations and issues still open with the state of Kosovo, denies Albanians in Serbia using textbooks from this country. This form of approach reflects state policies on curricula and textbooks currently being implemented by the Albanian minority. In this paper we will explain the problems faced by the Albanian minority in Serbia in the field of education, respectively the problems of the lack of textbooks in Albanian language. We will present the causes and obstacles of the lack of school textbooks in Albanian language in Presheva Valley schools, strategies developed by various factors to solve this problem, implicated parties, legal rights issues and the possible solution of this problem.

Keywords: Albanian minority in Serbia; education in Albanian language; lack of textbooks in Albanian, equal rights for national minorities; reciprocity.

GEOGRAFICAL CONTEXT OF ALBANIANS IN THE PRESHEVA VALLEY

Presheva, Bujanoc and Medvedja or the so-called Presheva Valley are located in the south of the Republic of Serbia, very close to the Kosovo administrative boundary of the Dukagjini Plain. It stretches in the triangle Serbia, Macedonia and Kosovo. Most of it lies in the hilly-mountainous region through which important axle and railway axes cross the southern and central parts of Serbia with Anamorava of Kosovo, Central Kosovo and Macedonia. Presheva represents the important regional knot connecting to the north with Bujanovac and Vranje from the southern side with Kumanovo and Skopje, while in the west with Gjilan and beyond with Kosovo. The city of Presheva is located on the 5th km on west of the E-75 road, but also on the M-25.2 road. Special importance is also given to this region with international significance (Zylfiu 2015:98). Also, the Municipality of Medvedja, in terms of geographical terminology, is not part of the notion "Presheva Valley" because it is not in the same geographic extent and does not constitute territorial continuity with Bujanovac and Presevo, but it is implied by that designation because of the political context and the ethnic composition of the Albanian population in this city. It includes the upper part of the basin of the Jablanica River valley. From the plain of Kosovo, it is divided through the Gollaku mountains, in the east touching the Southern Moravia Valley, while in the north it descends to the wide area of Leskovac. In the West and South, at a length of 40 km, it is bordered by the municipalities of Prishtina, Podujeva and Kamenica, while in the northwest with the municipality of Kurshumlija in Serbia (Ejupi, 2016: 33). Also, these three municipalities comprise a space of 1249 km², and are inhabited by the majority of Albanian population. In 2002, there were altogether 112,000 inhabitants, 81,978 (73%) Albanians, 24,134 (21.4%) Serbs, Roma 4306, (3,91%) and 1791 (1.73%) others. (Ejupi 2013: 39, 183), (2011 Census of Population, Households and Dwellings in the Republic of Serbia, Statistical Office of the Republic of Serbia, Belgrade).

CLARIFICATION OF CURRENT POLICY ON THE ISSUE OF TEXTBOOKS IN ALBANIAN LANGUAGE

The issue of the lack of textbooks in Albanian language in the Presheva Valley schools is addressed to the educational policies. The lack of equal opportunities and the level of stereotypes and prejudices against Albanians is extremely high in Serbia. This form of treatment is reflected in all areas of social life of the Albanian citizen. Similarly, the educational policies of the Albanian minority are treated, where students throughout the educational process develop the lack of the main element, that of the Albanian book, without which there can be no normal educational process. The genesis and existence of this problem and others are longstanding and systematic, but the conflict where most Albanians live in Serbia has been directly related to the violent abolition of Kosovo's autonomy in 1989 in the former Yugoslavia, where various differentiations such as political, cultural and educational ones affect the Albanians of the Presheva Valley. In these areas, the Albanian schools were also targeted by Serbian policies, and were accused of being a nursery of Albanian nationalism, and as a consequence of this policy, a large number of teachers were discharged by the Albanian schools in these municipalities. Thus, some primary and secondary schools the educational activities conducted in private facilities because at that time the education in Albanian was denied (Emini, 2016: 189, 191). Also, after the declaration of independence of the Republic of Kosovo in 2008, the issue of the Albanian minority in Serbia has been aggravated even further, because the Serbian wherever encounters the seal of the Republic of Kosovo, sees impossible to accept. This is because the Serbian state still sees Kosovo as its' integral part. In this context, it is worth mentioning the breach of the agreement between the Kosovo and Serbian Ministries of Education on the exchange of textbooks for respective minorities (See more: Kosovo-Serbia agreement on school textbooks is cut off), but also the non-applicability of the agreement on mutual recognition of university degrees (See more: Kosovo-Serbia Dialogue: Challenge and Pathway, IDK, 2018, 18).

The Albanian students of Preseva Valley for decades face the lack of textbooks in Albanian language. In these schools teachers and professors develop the learning process by dictating teaching units to students who keep notes. Primary and secondary school students are not supplied with textbooks or instruction manuals for most of the subjects. The lack of textbooks and the denial of the use of textbooks from Kosovo or Albania poses a serious problem for students of all three Albanian municipalities in Serbia. Currently, those few books that are in use are translated from Serbian language, with many problems in adaptation and mostly of old publications, many of which are published in the 1990s. The biggest lack is in the field of social sciences, namely in the subject of Albanian language and literature, history, geography, art and music culture, where it directly implies the sensitive political problems between the two nationalities. The whole process is the result of several years of dispute between the Serbian government and the Albanian national minority in Serbia on the content of the texts in question. Also, a better condition is not even in the fields of the exact sciences where subjects such as biology, chemistry, physics and others, despite the universal content they carry, are still lacking.

The drastic lack of textbooks creates a major handicap in the teaching process to a large number of pupils in the Presevo Valley. This is also confirmed by the Director of the High School "Skënderbeu", Mr. Nadër Sadiku that "among the problems that most affect the gymnasium are the lack of textbooks. The lack of texts already known by the institutions dealing with this problem, puts the teacher in a difficult position and negatively affects the student in the preparation of the teaching units, and I can say that this affects not little in building a student's knowledge." (Interview: Nader Sadikun). Also, Ilir Zylfiu, a History Professor at "Skënderbeu" High School, speaks of the unexpected difficulties that arise in the absence of textbooks, "Regarding the subject of History, there is a large gap because the History books are mostly published in 1995, approved by the Ministry of Education in 1992, on the other hand, except for being old for use they are overstepping books in methodological formation as well. Some books do not only have major shortcomings in facts and historical reality that has happened, but the problem is also the translation and adaptation of books, and we also encounter ideological problems of books that do not convey objectivity" (Interview: Ilir Zylfiu). The same concern lies in almost all subjects, excluding some of the exact sciences that have made some choice with the use of any translated text or any local author. Difficulties in the teaching process were also recently noted by the visit of a Parliamentary Commission from the Republic of Kosovo to the Presevo Valley (2019), where one of the participants in this visit, also MPs in the Parliament of Kosovo, Arbërie Nagavaci stated that Albanians "are denied the right to basic quality education". There are no textbooks in Albanian language. They are obliged to learn according to Serbia's curriculum with historical and factual falsehoods (Nagavaci: Albanians in the Valley live in extraordinary conditions, they are denied of the right for basic quality education). There are 15 primary schools in the Republic of Serbia where Albanian language is taught, of which seven in Presevo, six in Bujanovac and two in Medvedja. The secondary schools that organize the teaching in Albanian are four, of which two are in Presevo, one in Bujanovac and one in Medvedja. The total number of pupils

in primary and secondary schools is over 10,000 (ten thousand), (Report of the National Council of the Albanian National Minorities on the implementation of the European Charter for Regional or Minority Languages, 3).

THE RIGHTS GUARANTEED BY LAW

Like any other country, in Serbia also the issue of minorities is regulated by various legal acts guaranteeing their rights. The legal framework is formed by the Constitution of the Republic of Serbia, international agreements, various national laws and municipal provisions. After the Milosevic era, the Serbian government began taking the necessary steps to join the United Nations, the Council of Europe and other international organizations on the issue of national minorities, and in this context Serbia accepted its obligations with respect to standards international community for the protection of national minorities. The most important documents that Serbia has signed for the protection of national minorities are the Framework Convention for the Protection of National Minorities and the European Charter for Regional and Minority Languages, which set a minimum protection for national minority groups (Organization for Security and Cooperation - Operation in Europe: Ethnic Minorities in Serbia Overview: February 2008: 5). In this context, it is worth mentioning Article 6 of the Council of Europe's Convention on the Protection of Minorities and Human Rights, where Serbia is also a ratifier when saying that "the parties will encourage a spirit of tolerance and intercultural dialogue and will take effective actions to promote mutual respect, understanding and cooperation between all persons living in their territory regardless of the ethnic, cultural, linguistic or religious identity of those people, particularly in the field of education, culture and the press." (For more, see: Article 6, paragraphs 1 and 2 of the Framework Convention for the Protection of National Minorities and Explanatory Report). Also, in the Explanatory Report of Article 6, it explains that this article seeks to foster the recognition of culture, history, language and religious beliefs of both national minorities and the majority population in an intercultural perspective. The aim is to create a climate of tolerance and dialogue, as referred to in the Preamble of the Framework Convention and in Annex II of the Vienna Declaration of Heads of State and Government. The list in the second paragraph is not exhaustive, and the words "contact with textbooks" are understood to include publishing textbooks and purchasing them in other countries to fulfill the rights for education in mother tongue and culture.

There is an excuse that textbooks should originate from the curricula of the respective state, in this case by the Republic of Serbia, so the texts brought by Kosovo or Albania do not coincide with the curricula of the Republic of Serbia. That should be so in normal conditions, because the curricula are appropriate for the majority of the community and for minority communities, there should be exceptions. There should be additional programs for national minorities living in Serbia. The same case is in the Republic of Kosovo in relation to the construction of curricula, whereby the Serbian minority uses curricula and texts from the Republic of Serbia. Also, according to a Report of the National Council of the Albanian National Minorities on the implementation of the European Charter for Regional or Minority Languages, it is said that the Serbian state is violating the rights of the Albanian minority, because the Ministry of Education does not respect the law regarding the inclusion of culture, identity and Albanian history (up to 30%) in the curriculum for subjects: history, geography, art and music culture (Report of the National Council of the Albanian National Minorities on the implementation of the European Charter for Regional or Minority Languages, 2). This is also confirmed by the Director of "Skënderbeu" Gymnasium in Presevo, that there are no additional programs for national minorities living in Serbia, the programs are the same for all students. However, in the subject of Albanian language and history with constitution changes, based on the data I have, it is foreseen that 30% for the history of the Albanians and 70% for the world and state history of the country where it exists, but this report is not being implemented due to the lack of textbooks and students cannot get the knowledge that is foreseen by law (Interview: Nader Sadiku). And this implies that even in the curriculum made by the state itself, when it comes to the Albanian minority it is not applied. The Serbian state is flagrantly violating all the international human rights conventions toward the Albanian minority in Serbia. It continues to define the rights of Albanians in individual rights by denying their national-collective rights. The lack of textbooks is a violation of Albanian human rights and national rights of Albanians in Serbia.

THE ATTEMPTS TO SOLVE THE PROBLEM BY LOCAL AUTHORITIES

Almost the beginning of every new school year in the schools of the Presheva Valley begins with protests, thus expressing dissatisfaction towards the inability of the normal development of the educational process in the absence of textbooks. Despite changing the approach and the way to solve this problem, it still remains unresolved. Local authorities have made a series of efforts to resolve disputes over the issue of textbooks, but with partial efficiency, compromising on some of the subjects and not a total solution of the problem. It is worth mentioning the attempt at the initiative of the local authorities of the Presevo municipality on August 8, 2016 "Memorandum of cooperation

on the issue of texts in Albanian language and alphabet" by representatives of the Ministry of Education, the National Council of Albanians and the Institute for school textbooks. Within the list of texts to be translated are 35 school books, among which 4 books for the subject of history. Also, the agreement foresees the spending budget by the Ministry of Education of Serbia, as foreseen by the Law on Funding Textbooks for National Minorities (See also: Contesting Memorandum for Translation of Books / Document). Although initiated by the Mayor of Presevo, Mr. Albania Arifi and signed by the then National Council Chairman, Mr. Jonuz Musliu, withdrew from the agreement reached after negative reactions by the elementary and elementary school teachers, the civil society, opinion leaders, and other political factors of the country. Teachers and intellectuals beliefs about the reached agreement are that the translations of books are pedagogically inadequate, especially the books in the field of social sciences, and even more when it is known that the textbooks of history in Serbia are xenophobic. The students in Presheva, along with generations have learned through notes and teachers or professors have never forced them to buy translated books. Because the school text is difficult to translate adequately in the absence of professional translators, and all this negatively affects the learning process, and the regular development of the learning process (See: Mustafa, A Text for the Scandal of Texts). Thus, they prefer the book to be brought from Kosovo or Albania because it coincides fully with the needs of students and teachers.

The National Council of the Albanian Minority in Serbia, dealing with the Albanian texts' proposal and prioritizing the issue of education, has made a series of efforts to provide Albanian-language books for preschool, primary and secondary students. In this institution's report on the implementation of the European Charter for Regional or Minority Languages, claims that despite the very efforts, the Council has managed to secure only 63 textbooks for primary schools which are allowed for publication, of which 45 are textbooks and 18 workbooks. From these, 18 textbooks and workbooks are from Albania, 10 textbooks and workbooks by local authors and 35 textbooks and workbooks translated by the Council. Also, the Council has a large number of requests towards the Ministry of Education of the Republic of Serbia to allow using these textbooks from Albania: biology, chemistry, history, figurative art, music culture and geography (Report of the National Council of the Albanian National Minorities on the implementation of the European Charter for Regional or Minority Languages, 2). Despite symbolic equipment with some of the textbooks for the primary cycle where we encounter a number of problems with editing textbooks policies, there are still drastic shortages in both cycles. There are still about 100 titles needed for primary school and about 400 for high school (Kamberi: Serbia vs. Valley Albanians has changed the method but not the content). It is a worrying fact that for nearly 140 subjects taught in high schools, Presevo, Bujanovac and Medvedja, almost no textbooks have a relevant permission for use by the Ministry of Education by the Republic of Serbia. Moreover, more than 41,000 textbooks are needed for students in general for high schools (See more: Presevo, Albanian schools at risk).

The extreme discrimination that is being made to Albanians in the Valley, especially in the field of public education has made systematic reflections on local and non-local political representatives; here the former deputy in the Serbian Parliament, Riza Halimi, responsible for the unwillingness to solve the problem of the texts finds the Serbian government and the Coordination Body for Presevo, Medvedja and Bujanovac (Coordination Body for Presevo, Bujanovac and Medvedja). It is very clear that the direct responsibility for the continuation of this discriminating situation in the Albanian language schools falls on the Serbian government, namely on its Ministry of Education, but also on the Coordination Body for Presevo, Bujanovac and Medvedja, who had taken over as obligation to realize the 2001 government program to resolve the crisis in the Presheva Valley, said Riza Halimi (Interview, Riza Halimi, Continues discrimination of the Albanian school in the Valley).

Local institutions, being aware of the sensitivity of the issue have also committed external factors to resolve the issue in question. In this feature we can refer to the request of two former MPs in the Serbian Parliament, Riza Halimi and the current Mayor of the Municipality of Bujanovac, Shaip Kamberi for the necessity of interfering with the international factor in solving this problem. According to them, Albanian students are not able to realize the constitutional principle of "equal opportunities" and this way they are in an unequal position with their peers in other environments and their mediation in this process is indispensable. While the former head of the European Union delegation in Serbia, Michael Davenport has responded by saying that the European Union attaches special importance to full respect for human and minority rights, which is an integral part of Chapter 23 in the negotiations of Serbia's accession to the EU. Also Davenport has suggested that the Albanian National Council should be encouraged to adopt a collaborative approach to this issue with the Serbian Ministry of Education (See also: Ambassador Davenport speaks of the lack of textbooks in the Valley and Kosovo diplomas)The international party does not hold a firm stance on the dispute in question, but it implies that the fulfillment of minority rights is one of the most important in the integration process and insists on a consensual statement between the parties.

Already convinced of the lack of political will of the Serbian government and their reliance on devotion to solving the problem, Albanians insist that the possible solution is the political conditionality from the countries of origin such as Kosovo and Albania, so the political positions of the mother countries can be factors determinant in solving problems in the field of education. Normally, an inseparable part of the problem is the international factor, which despite the declarative will to insist on resolving minority issues in line with European standards for minorities, should also be a condition for Serbia's Euro-Atlantic integration.

EFFORTS FROM PRISHTINA AND TIRANA

In 2015, the presence of representatives of the Parliamentary Committee for Education, Science, Technology, Culture, Youth and Sports from the Kosovo Parliament in the Presheva Valley made possible to be informed closely with the problems of the Albanian minority in Serbia, especially those in the field of education. This subsequently resulted in an agreement between the Minister of Education in Kosovo, Mr. Arsim Bajrami and his counterpart, Srdjan Verbic in Belgrade, to supply the Albanian community in Serbia with schoolbooks for students (Kosovo and Serbia agree to exchange textbooks).

Referring to the agreement reached in September 2015, Pristina had to supply with textbooks the Albanian communities in Serbia, while Belgrade should do the same for Serbs in Kosovo. Also under the agreement, the respective ministries were also supposed to pay the financial cost. This was considered extremely important because for the first time the parties had reached such an agreement since the end of the war in 1999. The Ministry of Education and Science of Kosovo sent a contingent carrying a total of 103,222 school textbooks, which were banned at the Serbian customs office in Presevo, where they were held for six consecutive months and turned back at the end. This was because the content of these textbooks was contested by Serbian authorities and was not allowed to benefit the Albanian students of the Valley. Meanwhile, in reflection with this, Albanians in Serbia organized a protest under the motto "We want textbooks in Albanian language", calling for the release of textbooks from Kosovo. Former Foreign Minister of that time and Serbia's current Prime Minister, Ivica Dacic said that texts are politically unacceptable. Among other things, he stated that "You want textbooks from Kosovo or Albania to be used in Serbia and you want students in Serbia to learn that Kosovo is independent, which will not be possible." Also, the former Prime Minister and current President of Serbia, Alexander Vucic, made a similar statement for the textbooks depicting that KLA fighter Adem Jashari as a national hero can not be used in Serbian schools (VV: 107 years from the Congress of Manastir - Valley without texts in Albanian). Thus, the Kosovo-Serbia agreements, as most of the times are implemented unilaterally, applicable only to Kosovo Serbs and not to Albanians in Serbia. Because Kosovo never disputes the content of those texts, even though it would have more right to do than the Serbian state, because they do not know the independence of Kosovo and in their textbooks it is learned that Kosovo is Serbia. The paradox of the issue is that both Albanians in Serbia and Serbs in Kosovo learn with the same textbooks, those texts where their content is xenophobic for Albanians.

This very sensitive issue for Albanians in the Presheva Valley did not leave without touching the Prime Minister of Albania, Mr. Edi Rama. In October 2016, an agreement was reached in the meeting between the two prime ministers in Nis. This agreement, though not written, but simply an "oral agreement" allowed the official Tirana to provide pupils in the municipalities of Presevo, Bujanovac and Medvedje with textbooks in Albanian language, mostly of the exact sciences but not with those of social sciences. The model proposed by Prime Minister Rama, which was acceptable to the Serbian authorities, was for our students to learn books from Oxford and Cambridge that possesses Tirana in Albanian, which will also be used by Albanian students of the Presevo Valley (Agreement reached, valley students with textbooks from Albania). What did not go from the beginning of this "agreement" is the fact that nothing written was reached between the parties, merely a declarative-oral achievement, and this did not oblige the parties to enforce this agreement. This agreement has not been realized so far and the reasons for not reaching this agreement have never been made public. This implies that the Serbian state does not have the readiness to resolve this issue for the Albanians of Serbia, regardless of the type of texts, the exact or the social ones.

In this context we can also mention a recent initiative (2019) by the Republic of Albania on the issue of textbooks. The Minister of Education, Sports and Youth of the Republic of Albania, Besa Shahini and the Minister of Education, Science and Technological Development Mladen Sharqeviq, agreed to create a joint working group at the expert level, which would analyze curricula for each subject in both countries. (See more: ANC: "The Beginning of the End of Discrimination with the Lack of School Books"). Thus, the parties have agreed only to start addressing this issue and have authorized a working group to analyze the plans of the respective countries and in accordance with the program plan to make the choice of texts to be used. Without prejudice to the results of this initiative, there is something that does not go into the approach of this issue. Creating a working group means reviewing and

selecting issues that can not be problematic and controversial in terms of value for the Serbian state. This could be another discriminatory approach of the Serbian state to the Albanian minority in Serbia.

BELGRADE'S ATTITUDES

So far, the treatment to solve the problem of school textbooks from Belgrade is extremely denigrating and discriminatory. Albanian students learn from the notes dictated by teachers, in some cases with outdated books, with photocopied texts, from improvising lectures by teachers. This form of approach to the problem proves that blocking the resolution of the issue can not at all be of the technical and procedural nature, but of the ethnic and political nature, this position strengthens President A.Vucic's statement that "texts with the inscription "Republic of Kosova" can not be allowed and where Adem Jashari appears to be an national Albanian hero". Also the position that the issue is treated as a political problem and not technically, is proved by the fact of intervention in the content of Abetare by the government of Serbia. In 2011, an agreement was reached on the use of Abetare, but this agreement results in changing the text of Abetare for students of Albanian schools in the Presevo Valley. This has happened with the insistence of the Government of Serbia and with the approval of the Government of Albania, respectively with the signatory of the agreement already the former Ambassador of Albania in Belgrade, Mr. Shpëtim Qaushit. The Government of Albania has donated a thousand other Abetare, worked with the standards required by the Government of Serbia, removing the flag and other national symbols from its interior. (Former Ambassador, Qaushi signed the "pro" removal of Albanian symbols from the Abetare). A complete approach is denigrating by the Serbian government, among other things, the Albanians of the Valley have been denied the right to represent the National Flag, even within the Abetare. But not only that, besides the flag, from Abetara, Shkodra has been replaced with Nis and many Albanian names and names have been replaced by Serbian ones, a completely xenophobic approach to the entire Albanian community. Also in November 2013, Serbian police confiscated 5,000 textbooks in Albanian language in Zenel Ajdini primary school in the village of Raince of Preševo, which came as a donation from the Republic of Kosovo, with the excuse that Serbia does not accept for the Albanian minority books in Albanian from Kosovo, while others should be evaluated on the basis of their content (With a protest is marked the first class in all of the Valley's schools). Also, here is worth mentioning the disruption of the agreement by the Serbian side in 2015 for supplying with textbooks the Albanian minority in Serbia. By not resolving the problem of textbooks for primary and secondary students, the Serbian state is continuing its policy of cultural assimilation to the Albanians of the Presevo Valley. Serbia, with the acts taken, confirms that because of its hegemonic claims to Kosovo and its dominant, often fascist approach, it does not hesitate to suppress the internationally guaranteed rights of its Albanian nationals to be educated in their national language and culture.

RECIPROCITY WITH NORTHERN SERBS

The Serbian state refuses to make similar treatment to the Albanian minority in Serbia, as opposed to the Serbian minority in Kosovo, which is over-legalized. The Serbian minority in Kosovo enjoys far more rights than the Albanian community in Serbia in all areas of social life, especially in the field of education. If we make a parallel about the functioning of Albanian education in Serbia and the four Serbian municipalities in the north, they are considerably more advanced. In a research by the GAP organization, "The curriculum is based on the Serbian model, textbooks are provided free of charge by the Ministry of Education of the Government of Serbia, while certificates and diplomas are issued according to the ordinal number of that ministry" (Governance in four northern Kosovo municipalities, Gap Institute). This clearly indicates the imposition of Serbia in Kosovo, but also the determination of Kosovo Serbs that they are always persistent in their orientation. Then, if the contents of Kosovo's textbooks are a problem for Serbia, then why should not the content of Serbia's textbooks be a problem for Kosovo? If we can answer this question in a logical coherence with the Prime Minister and the Foreign Minister of Serbia, can it be possible that in official textbooks of history of the Serbian community in Kosovo not to talk about the genocide of Milosevic's state machine toward Albanians, Bosnians and Croats , or genocide in Srebrenica not to be considered genocide, or NATO intervention in Kosovo not to be classified as aggression or other? Therefore, we can say that in the absence of reciprocity and equality in relation to the treatment of these communities we are completely in inferiority relations and are not in the service of peace and coexistence. What is the meaning of the normalization of Kosovo-Serbia relations if Albanians of the Valley are banned from Serbia any cooperation with the Republic of Kosovo? The issue of not allowing the textbooks of the Republic of Kosovo for the Albanian students of the Presheva Valley proves that we are not about normalizing the relations between the communities in question. So, if Kosovo allows Serbian students to learn, not only with books, but also with Serbia's programs, then the least that may be required is to allow the use of books from Kosovo in Valley schools.

CONCLUSION

The Serbian state is not showing readiness to solve the problem of textbooks and school curricula in Albanian for the Albanian minority in Serbia. The actions so far show that the Serbian side insists on the translation of texts as a single solution and acceptable to them. Thus, it shows that it is for the identity of the Albanians of Presevo, Bujanovac and Medvedja as far as possible differentiated from national culture, tradition and historiography. The Albanian party insists on importing texts from the Republic of Kosovo or the Republic of Albania because such a right is guaranteed by the Serbian legislation in force. Being aware of the sensitivity of the issue, the conflicting past and the value conflicts between the parties, we can say that the most sustainable solution is the mutual approach to the respective minorities. If such a right does not deprive the Serbs of Kosovo, then Albanians in Serbia should also not be deprived of this right because the rights of minorities are universal and not exclusive. So this must be achieved through political conditioning if "you" then "us" and vice versa. The Government of Kosovo should use political and democratic means to convince or condition the Serbian side of the principle of reciprocity, which implies that textbooks for the Albanian minority in Serbia should be provided by the Republic of Kosovo as is currently provided for the Serb minority in Kosovo by Republic of Serbia. Thus, in order that the Albanians of the Presheva Valley have the opportunity to use textbooks compiled by Albanian academics and not be deprived of the history, culture and tradition of their predecessors, as it stands in reality. This should be initiated by the state of Kosovo and supported by the Republic of Albania and the international factor. Because such an approach does not necessarily mean a one-sided solution to the problem and distorts the "other" historiography and culture, but an equal solution for the parties. So, with reciprocity, to change the traditional dominant political worldview towards the Albanians, so that Presevo, Bujanovac and Medvedja stop being the most underdeveloped and most ghettoed area of the Serbian state. The implicated parties should encourage an intercultural dialogue with mutual respect between all persons living in their territories without any ethnic, cultural, educational, linguistic or religious differences.

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METHODOLOGY FOR THE LEARNING OF AN UNKNOWN ADDEND IN THE NEW BULGARIAN MATHEMATICS FOR THE SECOND GRADE

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Abstract: In the last few years, educational reform has taken place in Bulgaria. It also affects the training in mathematics in the elementary classes. A new Law on Pre-school and School Education³⁶ was adopted in 2015, which initiated the reform. Subsequently, the curricula for individual subjects for all grades and educational degrees were established and officially approved by order of the Minister of Education and Science. From the 2017/2018 school year a new curriculum in Mathematics for the second grade³⁷ is in force. One of the elements of the curriculum in this program is the study of the rules for finding unknown addend and finding an unknown multiplier. At the initial stage of primary education study six subjects for finding unknown components are learned: addend and multiplier in the second grade, minuend and divisible in third grade and subtrahend and divider in the fourth grade. With some conditionality, it can be assumed that these elements of the curriculum are preparing for the study of equations in the algebra course in the following grades. In the Bulgarian pedagogical practice, tasks for an unknown component have never been taught in algebraic ways, on an algebraic basis. In the initial grades these tasks and the related rules are always clarified on an arithmetical basis – based on the dependencies that exist between the components and the results in the pairs arithmetic operations: addition and subtraction, on the one hand, and multiplication and division, on the other. Knowledge of the relationship between pairs of arithmetic actions Bulgarian pupils receive yet in the first grade. Then they assimilate the ability to do a check on the action of subtraction using the action addition. Later, in the second grade, as soon as the two new arithmetic actions were taken – multiplication and division, the students assimilated the ability to test the division by multiplication. Moreover, the action division itself in the Bulgarian school is introduced as the opposite of the action multiplication. On the basis of the new curriculum in Bulgaria, a total of nine mathematics training sets were created, approved by the Ministry of Education and Science, as well as by the teachers and distributed in the school network. As far as they are based on a unified curriculum, it cannot be said they are alternative textbooks. These textbooks are variants. In their development, the authors' teams have applied a variety of methodological approaches to elucidate the new learning content in the lessons of new knowledge. The purpose of the study in this publication is a comparative analysis of the methodological methods of introducing an unknown addend into the nine new mathematics textbooks for the second grade in the lessons of new knowledge. For theory and practice, there is an interest in the advantages and disadvantages of applied approaches in developing and clarifying this component of the curriculum.

Keywords: mathematics, second grade, unknown addend

МЕТОДИКА НА ИЗУЧАВАНЕ НА НЕИЗВЕСТНО СЪБИРАЕМО В НОВИТЕ БЪЛГАРСКИ УЧЕБНИЦИ ПО МАТЕМАТИКА ЗА ВТОРИ КЛАС**Габриела Кирова**Софийски университет “Св. Климент Охридски“, България, kirova@uni-sofia.bg

Абстракт: В последните няколко години в България се провежда образователна реформа. Тя засяга и обучението по математика в началните класове. През 2015 година бе приет нов Закон за предучилищното и училищното образование³⁸, с което се постави началото на реформата. Впоследствие бяха изработени и официално утвърдени със заповед на Министъра на образованието и науката учебните програми по отделните учебни предмети за всички класове и образователни степени. От 2017/2018 учебна година е в сила нова учебна програма по математика за втори клас³⁹. Един от елементите на учебното съдържание в тази програма е изучаването на правилата за намиране на неизвестно събираемо и за намиране на неизвестен

³⁶ School Education Act (2015) at <https://www.mon.bg/bg/57>

³⁷ Mathematics Curriculum for Second Grade, established by Order No. РД 09-300 of 17.03.2016 at <https://mon.bg/bg/2190>

³⁸ Закон за предучилищното и училищното образование (2015) на адрес <https://www.mon.bg/bg/57>

³⁹ Учебна програма по математика за втори клас, утвърдена със Заповед № РД 09-300 от 17.03.2016 г. на адрес <https://mon.bg/bg/2190>

множител. В началния етап на основната образователна степен се изучават общо шест теми за намиране на неизвестни компоненти: събираемо и множител във втори клас, умаляемо и делимо в трети клас и умалител и делител в четвърти клас. С известна условност може да се приеме, че тези елементи от учебното съдържание са подготовка за изучаване на уравнения в курса по алгебра в следващите класове. В българската педагогическа практика задачите за неизвестен компонент никога не са преподавани по алгебричен път, на алгебрична основа. В началните класове тези задачи и свързаните с тях правила се изясняват винаги на аритметична основа – на основата на зависимостите, които съществуват между компонентите и резултатите при двойките аритметични операции: събиране и изваждане, от една страна, и умножение и деление, от друга страна. Знания за връзката между двойките аритметични действия българските ученици получават още от първи клас. Тогава те усвояват уменията да правят проверка на действие изваждане с помощта на действие събиране. По-късно, във втори клас, веднага след усвояване на новите две аритметични действия – умножение и деление, учениците усвояват и уменията да правят проверка на делението чрез умножение. Нещо повече, самото действие деление в българското училище се въвежда като обратно на действие умножение. На основата на новата учебна програма в България бяха създадени, одобрени от Министерството на образованието и просветата, както и от учителите и разпространени в училищната мрежа общо девет учебни комплекта по математика. Доколкото те са съставени на базата на единна учебна програма, не може да се говори за алтернативни учебници. Тези учебници са вариантни. При разработването им авторските колективи са приложили разнообразни методически похвати за изясняване на новото учебно съдържание в уроците за нови знания. Целта на изследването в настоящата публикация е сравнителен анализ на методическите похвати при въвеждане на неизвестно събираемо в деветте нови учебника по математика за втори клас, в уроците за нови знания. За теорията и практиката представлява интерес какви са предимствата и недостатъците на приложените подходи при разработване и изясняване на този компонент от учебното съдържание.

Ключови думи: математика, втори клас, неизвестно събираемо

1.УВОД

По новата учебна програма бяха създадени, одобрени от Министерството на образованието и науката и избрани от учителите в началния етап на основната образователна степен общо девет учебни комплекта. Те са на издателствата: РИВА, Просвета, Просвета Плюс, Питагор и Златното пате, Архимед, Анубис, Бит и техника, БУЛВЕСТ 2000 и Скорпио. Разглежданите в тази статия учебници по математика за втори клас са следните: на издателство РИВА учебник с автори Л. Алексиева и М. Кирилова (за краткост наричан тук учебник 1 – У1)⁴⁰; на издателство Просвета учебник с автори Гарчева, Ю., А. Манова (за краткост наричан тук учебник 2 – У2)⁴¹; на издателство Просвета Плюс с автори В. Ангелова и С. Дойчинова (за краткост наричан тук учебник 3 – У3)⁴²; на издателства Питагор/Златното пате с автори И. Минчева, М. Димитрова и Р. Гернат (за краткост наричан тук учебник 4 – У4)⁴³; на издателство Архимед с автори З. Паскалева, М. Алашка, П. Паскалев и Р. Алашка (за краткост наричан тук учебник 5 – У5)⁴⁴; на издателство Анубис с автори Т. Витанов, Г. Кирова, З. Шаркова, И. Пушкарлова и Д. Парушева (за краткост наричан тук учебник 6 – У6)⁴⁵; на издателство Бит и техника (Варна) с автори Т. Вълкова и колектив (за краткост наричан тук учебник 7 – У7)⁴⁶; на издателство БУЛВЕСТ 2000 с автори М. Богданова, М. Темникова и В. Иванова (за краткост наричан тук учебник 8 – У8)⁴⁷ и на издателство Скорпио с автори Р. Петрова, Р. Стоянова и П. Даскова (за краткост наричан тук учебник 9 – У9)⁴⁸. Тези нови учебници се използват за първи път от учителите от учебната 2017/2018 година. За нас представлява научен интерес да направим сравнителен анализ на методическите похвати, използвани от авторите на деветте учебника по математика за втори клас при

⁴⁰ Алексиева, Л., Кирилова, М. (2017). *Математика за втори клас*. РИВА.

⁴¹ Гарчева, Ю., Манова, А. (2017). *Математика за втори клас*. Просвета.

⁴² Ангелова, В., Дойчинова, С. (2017). *Математика за втори клас*. Просвета Плюс.

⁴³ Минчева, И., Димитрова, М., Гернат, М. (2017). *Математика за втори клас*. Питагор и Златното пате.

⁴⁴ Паскалева, З., Алашка, М., Паскалев, П., Алашка, Р. (2017). *Математика за втори клас*. Архимед.

⁴⁵ Витанов, Т., Кирова, Г., Шаркова, З., Пушкарлова, И., Парушева, Д. (2017). *Математика за втори клас*. Анубис.

⁴⁶ Вълкова, Т., Рухова, М., Стоянова, Д., Димитрова, Д., Димитрова, И., Дамаскова, В., Лазарова, Ц. (2017). *Математика за втори клас*. Бит и техника.

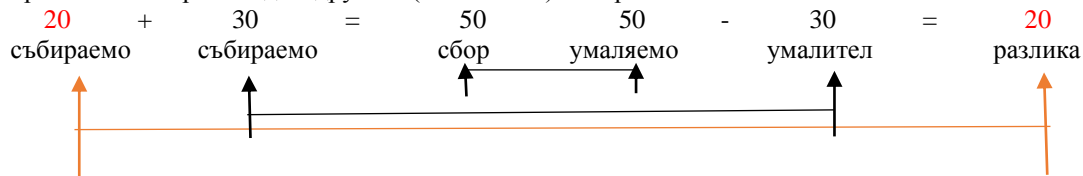
⁴⁷ Богданова, М., Темникова, М., Иванова, В. (2017). *Математика за втори клас*. БУЛВЕСТ 2000.

⁴⁸ Петрова, Р., Стоянова, Р., Даскова, П. (2017) *Математика за втори клас*. Скорпио.

разработване на учебното съдържание, свързано с намиране на неизвестно събираемо (в уроците за нови знания).

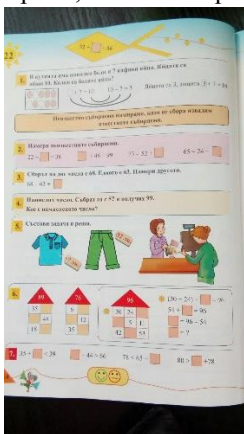
2. НАМИРАНЕ НА НЕИЗВЕСТНО СЪБИРАЕМО

Намирането на неизвестен компонент и свързаното с това определение, което се въвежда в началния етап на основната образователна степен в България винаги е било базирано на аритметична основа – на основата на зависимостите, които съществуват между компонентите и резултатите при двойките аритметични операции: събиране и изваждане, от една страна и умножение и деление, от друга. Тези зависимости могат графично да се представят по следния начин (фиг. 1.) Най-ефективният методически похват за ученици на 8-9 годишна възраст включва следните стъпки: 1) Записват се в хоризонтален ред един пример от действие събиране (с две различни събираеми) и до него обратния пример от изваждане; 2) Надписват се наименованията на компонентите и резултатите под съответните числа; 3) Равните числа се свързват с двупосочни стрелки, както е показано на фиг. 1.; 4) Остава са малко време на учениците да наблюдават и осмислят връзките на схемата; 5) Изтрива се първото събираемо и се замества със съответния символ за неизвестен компонент (празно квадратче, въпросителна, буква); 6) Проследява се, къде в примера от изваждане откриваме търсения компонент (в случая в позиция на разлика); 7) Формулира се правилото: „Неизвестното събираемо се намира като от сбора извадим другото (известното) събираемо.“

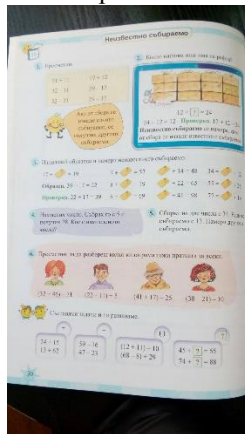


Фиг. 1. Опагледяване за намиране на неизвестно събираемо.

Какъв подход е избран в У1?⁴⁹ Използвана е текстова задача, предполагаща моделиране с неизвестно събираемо. Виж снимка 1. Това не е добър подход, тъй като учениците от втори клас се насочват директно към извършване на действие изваждане за намиране на крайния резултат, без да съставят модел с неизвестен компонент. Отлично решение е използването на схематичен модел като посочения във фигура 1. Правилото е записано веднага след решената изходна текстова задача върху цветен фон „Неизвестното събираемо намираме, като от сбора извадим известното събираемо“. В У2⁵⁰ откриваме изключително



Сн. 1. У1 – събираемо



Сн. 2. У2 – събираемо



Сн. 3. У3 – събираемо

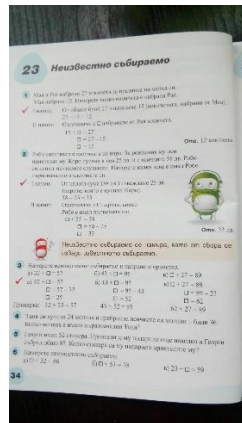
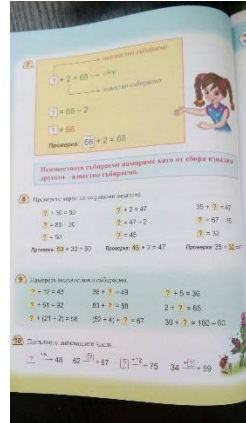
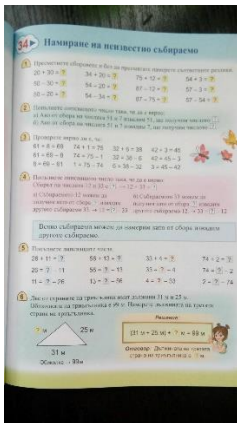
неясно представен подход. Виж снимка 2. Има илюстрация с 12 кашона, в долния ляв ъгъл на която има надпис „24 броя“. Въпросът над илюстрацията е: „Колко кашона още има на рафта?“. На илюстрацията няма дори оставено място за тези липсващи кашони. Под илюстрацията, в карето за нови знания е записано $24 - 12 = 12$ и до него проверка $12 + 12 = 24$. Отдолу следва правилото „Неизвестното събираемо се намира, като от сбора се извади известното събираемо“. Може да се каже, че похватът в този учебник с нищо не гарантира осмислянето и усвояването на правилото. В У3⁵¹ авторите са избрали да използват творческо

⁴⁹ Алексиева, Л., Кирилова, М. (2017). *Математика за втори клас*. РИВА.

⁵⁰ Гарчева, Ю., Манова, А. (2017). *Математика за втори клас*. Просвета.

⁵¹ Ангелова, В., Дойчинова, С. (2017). *Математика за втори клас*. Просвета Плюс.

упражнение – съставяне на текстова задача по картина. На картината има 5 деца около една маса, върху която има две неясни изображения (вероятно подноси с 23 сини и 12 червени сладки). Виж снимка 3. Условието е да се състави задача по картината. Вдясно са записани пример от събиране $23 + 12 = 35$ и под него двете обратни задачи: $35 - 12 = 23$ и $35 - 23 = 12$. Точно вторият запис е решението на задачата с неизвестно (ако има такава), а тъкмо при него резултатът 12 не е записан с червен цвят. Под трите примера в жълто каре е дадено правилото: „Ако от сбора извадим едното събираемо, получаваме другото събираемо“. Може да се каже, че и в този учебник, както и в У2 избраният подход е неподходящ. Втората задача е също в каре за нови знания. Там е дадена в готов вид задача с неизвестно събираемо: $16 + ? = 48$. Задачата е решена и е показана проверка. Към втората решена задача в урока, на розов фон е записано правило: „Неизвестното събираемо се намира, като от сбора се извади известното събираемо.“ В У4⁵² темата е разработена на две страници. В задача 4 се представя връзката между действие събиране и действие изваждане и е изведено определение „Едното събираемо можем да намерим като от сбора извадим другото събираемо.“ Виж снимка 4. В задача 7 върху фон за нови знания е записан решен пример с неизвестно събираемо като са обозначени компонентите. Виж снимка 4.1. Показана е и проверка. Върху син фон е написано правилото „Неизвестното събираемо намираме като от сбора извадим другото – известното събираемо.“ От готово решените примери в задачи 4 и 7 не става ясно на каква основа става намирането на неизвестен компонент. В У5⁵³ изборът на авторите е да тръгнат от сюжетна текстова задача. Това са задачи 1 и 2. Те са решени с изваждане. След това, като втори начин е показан модел на решението с неизвестно събираемо – без обяснения и без изваждане на връзки и зависимости. След втората решена задача върху жълт фон е поместено определението „Неизвестно събираемо се намира като от сбора се извади известното събираемо.“ Виж снимка 5. Както вече отбелязахме, използването на текстова задача за въвеждане намирането на неизвестен компонент не е добро методическо решение.



Сн. 4. У4.1. – събираемо Сн. 4.2. У4 - събираемо Сн. 5. У5 – събираемо Сн. 6. У6 - събираемо

В У6⁵⁴ за извеждане правилото за намиране на неизвестно събираемо е използвана изходна решена задача от вида математическа диктовка: „Гошо намислил едно число, прибавил към него 21 и получил 68. Кое число е намислил?“. Виж снимка 6. Този подход е добър, тъй като по условие задачата предполага записването на неизвестния компонент чрез символ. Веднага е указано с какъв символ ще се изобразява неизвестното събираемо – въпросителен знак в жълто кръгче. Задачата е решена и е показана проверката на решението. Правилото е записано с червен цвят в каре за правила: „Неизвестното събираемо намираме като от сбора извадим известното (другото) събираемо“. В У7⁵⁵ също както и в У6 е използвана задача за намислено число: „Иво намисли число. Прибави към него 37 и получи 89. Кое е намисленото число?“. Виж снимка 7. В карето за нови знания са изобразени две деца, които правят запис на задачата. Едното прави коректен запис, като означава намисленото (неизвестното) число с празно квадратче: $+ 37 = 89$. Другото изобразено дете прави следния запис: $37 + \square = 89$, което е абсолютно некоректно. Вдясно в карето е записано вярното

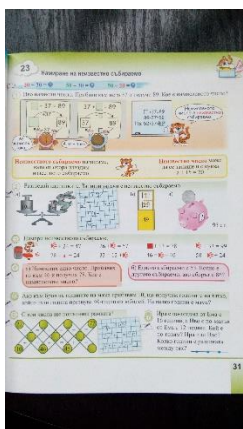
⁵² Минчева, И., Димитрова, М., Гернат, М. (2017). *Математика за втори клас*. Питагор и Златното пате.

⁵³ Паскалева, З., Алашка, М., Паскалев, П., Алашка, Р. (2017). *Математика за втори клас*. Архимед.

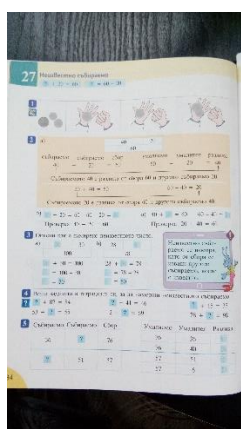
⁵⁴ Витанов, Т., Кирова, Г., Шаркова, З., Пушкарова, И., Парушева, Д. (2017). *Математика за втори клас*. Анубис.

⁵⁵ Вълкова, Т., Рухова, М., Стоянова, Д., Димитрова, Д., Димитрова, И., Дамаскова, В., Лазарова, Ц. (2017). *Математика за втори клас*. Бит и техника.

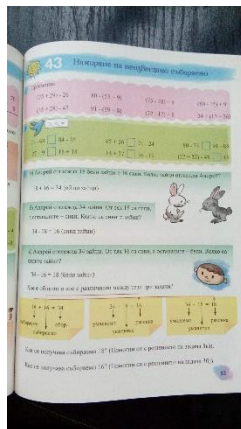
решение и като реплика на герой – тигърче е отбелязано, че намисленото число е неизвестно събираемо. Отдолу върху цветен фон е записано правилото „Неизвестното събираемо намираме, като от сбора извадим известното събираемо.“ Само в този учебник е използвано и буквено означение за отбелязване на неизвестното, което е нарушение на учебната програма по математика за втори клас.⁵⁶ В У8⁵⁷ е избран коректен методически подход – схематично представяне на връзката между компонентите и резултатите от аритметичните действия събиране и изваждане. Виж снимка 8. Схемата не е много добре представена (виж схемата на фиг. 1.). Правилото е поместено върху цветен фон, но не при решената изходна задача 2, а два при задача 3: „Неизвестно събираемо се намира, като от сбора се извади другото събираемо, което е известно.“ В последния девети учебник У9⁵⁸ са приложени два подхода. При задача 3, има решена изходна текстова задача от намиране сбор на две числа и са съставени и решени двете възможни обратни задачи. След това е поместена схема за връзките между компонентите и резултатите при аритметичните действия събиране и изваждане. Това е много добър похват. Виж снимка 9.1. При задача 5 се използва подход като в У6 и в У7: „Милена намислила число. Увеличила го с 37 и получила числото 63. Кое число е намислила Милена?“ Виж снимка 9.2. Задачата е решена като е съставен модел с обозначаване с празно квадратче на неизвестното събираемо (намисленото число). Няма, обаче, структуриран запис на решението на задачата, което е недостатък. Отдолу върху зелен фон е изписано правилото „Неизвестното събираемо се намира като от сбора се извади другото събираемо, което е известно.“



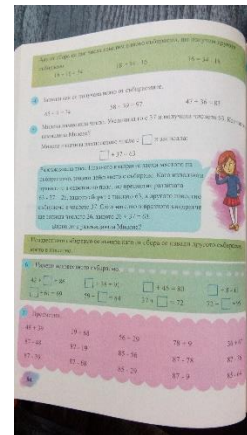
Сн. 7. У7 – събираемо



Сн. 8. У8 – събираемо



Сн. 9.1. У9 – събираемо



Сн. 9.2. У9 – събираемо

3. ЗАКЛЮЧЕНИЕ

От направения сравнителен анализ на методическите подходи, използвани от авторите на деветте одобрени учебника по математика за втори клас в България може да се направят някои изводи. Най-добре е разработено новото съдържание в темата „Намиране на неизвестно събираемо“ в У8 и в У9. Много добър подход е използването на изходна задача от типа: „Намислих едно число. Към него прибавих....и получих.....Кое е намисленото число?“, който откриваме в У6, У7 и У9. Използването на сюжетна текстова задача като изходна за въвеждане на неизвестно събираемо не е добро методическо решение (У1, У5). Може да се направи заключение, че използваните похвати в У2, У3, У4 са методически неиздържани.

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⁵⁶ Учебна програма по математика за втори клас (2016), утвърдена със Заповед № РД 09-300 от 17.03.2016 г. на адрес <https://mon.bg/bg/2190>

⁵⁷ Богданова, М., Темникова, М., Иванова, В. (2017). *Математика за втори клас*. БУЛВЕСТ 2000.

⁵⁸ Петрова, Р., Стоянова, Р., Даскова, П. (2017) *Математика за втори клас*. Скорпио.

Вълкова, Т., Рухова, М., Стоянова, Д., Димитрова, Д., Димитрова, И., Дамаскова, В., Лазарова, Ц. (2017).

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Закон за предучилищното и училищното образование (2015) на адрес <https://www.mon.bg/bg/57>

Учебна програма по математика за втори клас (2016), утвърдена със Заповед № РД 09-300 от 17.03.2016 г. на адрес <https://mon.bg/bg/2190>

APPLICATION OF EDUCATIONAL COMPUTER PRESENTATIONS ON GEOMETRY FOR STUDENTS-PEDAGOGUES

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Abstract: Mathematics is a science of the quantitative, spatial and temporal relations of real-world objects. Geometry, along with arithmetic, is an essential part of mathematics.

In the training of modern school and university students, it is necessary to use different forms and methods of organizing the educational process that meet the national educational standards. In higher education, interactive methods aim not only at communicating information but also at actively involving students in the learning process – knowledge is gained through individual participation and contact with specific information. Learning activities are related to research and cooperation. Students need to analyse and interpret certain information. Interactive methods require teamwork and dialogue-type communication among the participants. Students participate actively in the learning process, show creativity, and acquire valuable practical experience.

In its very nature, mathematical knowledge is abstract. This necessitates the wide use of visual aids. It is important for the students to not only be passive observers and listeners of the teacher’s explanation. The teacher’s role is also very important and is related to how they organize their work in order to motivate and retain the attention of the students.

With the help of educational computer presentations, the lecturer and the students are given the opportunity to present in a visual and detailed manner the knowledge about certain mathematical concepts that has to be mastered. The educational presentation presents information that has been didactically processed and presented in such a way that it forms concepts and provokes conclusions.

The main idea of this article is related to the use of educational computer presentations with regard to the learning material in Geometry taught in the primary school. In the training of students from the specialities: Pre-school and Primary School Education, Primary School Education and Foreign Language Teaching and Education, during the seminars and the practical exercises on the subjects: Didactics of Mathematics and Math Teaching Methodology, were used presentations prepared in advance. They revealed the sequence of introduction of geometric knowledge for each grade. Then, students took part in a group work on examining curricula and defining the types of geometric tasks/problems by analyzing five of the new mathematics book sets for 3rd grade. The aim was to improve the quality of education by offering students the practical experience and skills they needed for their future professional realization. The process of training and working with students was carried out in May and June 2019.

This article is part of the research work on the National Science Program “Young Scientists and Postdoctoral Students” (2018-2020) - <https://www.mon.bg/bg/100542>. The program aims at stimulating, attracting and retaining young scientists and postdoctoral students with the purpose of ensuring quality reproduction of human potential for research activities.

Keywords: geometry; mathematics; primary school; education of students

ПРИЛОЖЕНИЕ НА ОБУЧАВАЩИ КОМПЮТЪРНИ ПРЕЗЕНТАЦИИ ПО ГЕОМЕТРИЯ ЗА СТУДЕНТИ-ПЕДАГОЗИ

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Резюме: Математиката е наука за количествените, пространствените и времеви отношения на обектите от реалния свят. Геометрията, заедно с аритметиката, е основна част от математиката.

При обучението на съвременните ученици и студенти е необходимо да се използват различни форми и методи за организация на учебния процес, отговарящи на националните образователни стандарти. Във висшето образование интерактивните методи целят не само предаване на информация, а и активно участие на студентите в учебния процес – знанието се получава чрез индивидуално участие и контакт с конкретна

информация. Учебните дейности са свързани с изследователска активност и сътрудничество. Необходимо е студентите да анализират и интерпретират дадена информация. Интерактивните методи изискват работа в екип и диалогов тип комуникация между участниците. Студентите участват активно в учебния процес, проявяват творчество и придобиват ценен практически опит.

По своя характер математическите знания са абстрактни. Това налага широко използване на нагледността. Важно е обучаваните да не са само пасивни наблюдатели и слушатели на обясненията на преподавателя. Неговата ролята също е много съществена и е свързана с това как организира работата, за да мотивира и задържи вниманието на обучаваните.

С помощта на обучаващи компютърни презентации на преподавателя и студентите се дава възможност да представят нагледно и подробно знанията за определени математически понятия, които трябва да се овладеят. Обучаващата презентация представя информация, която е дидактически обработена и поднесена така, че да формира понятия и да провокира умозаключения.

Основната идея на настоящата статия е свързана с приложението на обучаващи компютърни презентации, свързани с геометричния учебен материал, изучаван в началните класове. При обучението на студентите от специалностите „Предучилищна и начална училищна педагогика“, „Начална училищна педагогика и чужд език“ и „Педагогика“ в семинарните и практическите упражнения по дисциплините „Дидактика на математиката“ и „Методика на обучението по математика“ бяха използвани предварително подготвени презентации. Чрез тях се разкри последователността на въвеждане на геометричните знания за всеки клас. След това студентите участваха в групова работа, свързана с преглед на учебните програми и определяне типовете геометрични задачи посредством анализ на пет от новите учебни комплекти по математика за III клас. Целта е свързана с подобряване качеството на образованието чрез придобиване от студентите на практически опит и умения за бъдещата им професионална реализация. Процесът на обучение и работа със студентите се осъществи през месеците май и юни 2019 г.

Статията представя част от изследователската работа по Национална научна програма „Млади учени и постдокторанти“ (2018-2020) - <https://www.mon.bg/bg/100542>. Програмата е насочена към стимулиране, привличане и задържане на младите учени и постдокторантите с цел осигуряване на качествено възпроизводство на човешкия потенциал за научноизследователска работа.

Ключови думи: геометрия; математика; начално училище; обучение на студенти

1. УВОД

В съвременният свят на интернет и електронните комуникации е необходимо образователния процес да се променя, за да се задържи интереса и вниманието на учениците в урока. При обучението на учениците от началните класове е добре учителят да използва различни методи, чрез които да провокира активното участие на обучаемите в учебния процес. Абстрактният характер на геометричните знания налагат широко използване на нагледността. Важно е учениците да не бъдат само пасивни слушатели и наблюдатели на обясненията на учителя. В процеса на обучение е необходимо учителят да организира учебните часове така, че да мотивира за работа своите ученици.

Интересът на учениците към компютъра и информационните технологии определя използването им в учебния процес като мотивиращ фактор за изпълнение на учебните дейности и задачи, което води до постигане на дидактическите цели⁵⁹. Подготовката за отделните уроци по математика с използване на компютър или по-точно обучаващи компютърни презентации е свързана със съобразяване с всеки детайл в урока и организиране съвместната дейност с учениците (Алексиева, 2015, с. 58).

Най-често обучаващите компютърни презентации се създават с помощта на програмата PowerPoint на Microsoft. Тази програма разкрива широки мултимедийни възможности, които могат да се използват за целите на обучението. Презентациите, създадени чрез PowerPoint са добро средство за лесно и ефективно предаване на знания.

Обучаващата презентация по математика е мултимедийен продукт с математическо съдържание, създаден на основата на слайдшоу, в което са включени основните мултимедийни елементи – текст, изображения (графика), анимация, звук. Целта на обучаващата презентация е да пресъздаде дадено математическо знание, да го представи визуално чрез графики, таблици, диаграми, схеми.

⁵⁹ Алексиева, Л. и др. (2015). Специфики и практики при интегриране на ИКТ в българското начално училище. Електронно списание за наука, култура и образование, 3, 58-69, София: ФНПП, ISSN 2367-6396; http://fnpp.uni-sofia.bg/wp-content/uploads/2019/02/FNPP_EPUB_2015_broi3.pdf

Обучаващата презентация не измества нито учебника, нито лекцията, тя само се явява ефективно допълнение към учебния процес, чиято основна роля е да пресъздаде математическите знания, с което в значителна степен се засилва ефектът от обучението по математика.

2. ОБУЧАВАЩИ КОМПЮТЪРНИ ПРЕЗЕНТАЦИИ ПО ГЕОМЕТРИЯ ЗА СТУДЕНТИ-ПЕДАГОЗИ

С цел повишаване ефективността на обучението на студентите-педагози и мотивацията им за работа в семинарните и практическите упражнения по дисциплината „Дидактика на математиката“ бе разработен цикъл от обучаващи презентации, включващи методика на работа при въвеждане на геометричните знания, изучавани от първи до четвърти клас, както и геометрични задачи и игри.

Цикълът от обучаващи презентации включва петнадесет презентации. Първата е насочена изцяло към студентите-педагози и представя методиката на работа с учениците при въвеждане на геометричните знания, изучавани във всеки клас. Това се явява своеобразно затвърждаване на получените знания по темата за геометрията в лекциите по учебната дисциплина. Следващите презентации са разработени за конкретен клас и покриват учебния материал според учебната програмата (Учебна програма по математика за I клас. (2015). МОН; Учебна програма по математика за II клас. (2016). МОН; Учебна програма по математика за III клас. (2017). МОН; Учебна програма по математика за IV клас. (2018). МОН). Те отговарят за учебното съдържание в действащите учебници по математика. Последните две презентации са разработени като игра и включват различни геометрични задачи. Целта е студентите-педагози да преминат през геометричния материал, изучаван от учениците в началните класове, за да бъдат подготвени и спокойни в бъдещата си работа като учители. При използването на обучаващите компютърни презентации главната роля е на учителя. Той определя учебния материал, който да включи, както и темпото, с което да работи с учениците. Студентите-педагози ще видят, че обучаващите презентации подпомагат учебния процес, като го обогатяват и допринасят за неговото оптимизиране. Така ще имат готовност да използват обучаващи презентации в своята работа, както в уроци за нови знания, така и в уроци за упражнение.

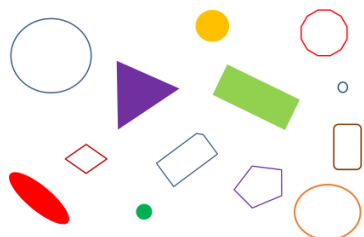
В таблица 1 е представен учебния материал, включен в обучаващите компютърни презентации.

I клас
Кръг
Квадрат
Отсечка
Триъгълник
II клас
Обиколка
Видове триъгълници според страните
III клас
Права и крива линия
Лъч и видове ъгли
Видове триъгълници според ъглите
IV клас
Окръжност и кръг
Измерване на ъгли
Лице на правоъгълник и квадрат

Таблица 1. Учебен материал в обучаващите компютърни презентации

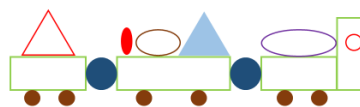
Презентацията за темата „Кръг“ съдържа три слайда. В първият слайд се разглеждат примери на обекти, чиято форма е кръг. С учениците се провежда беседа. Това са предмети от заобикалящата учениците среда. Вторият слайд се нарича „Открий и преброй кръговете“ – учениците откриват и преброяват кръговете в композиция от фигури (фиг. 1). Третият слайд отново е задача, в която първокласниците разпознават и преброяват кръгове (фиг. 2). Дадена е възможност за проверка на правилните отговори чрез скриване на фигурите, които не са кръгове.

Открий и преброй кръговете



Фигура 1

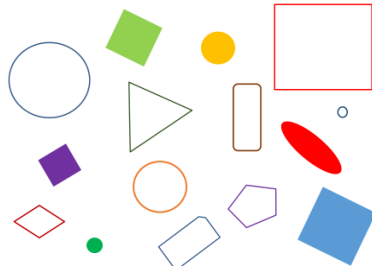
Колко са кръговете?



Фигура 2

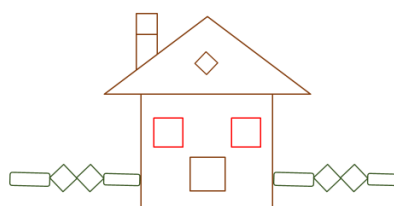
Темата „Квадрат“ се разглежда в презентация, която съдържа три слайда. В първия слайд се дават примери за предмети с квадратна форма. В следващите два слайда задачите представляват композиции от фигури, като целта е учениците да разпознаят квадратите и да ги преброят (фиг. 3 и 4).

Открий и преброй квадратите



Фигура 3

Колко са квадратите?



Фигура 4

В темата „Отсечка“ се представя материала за измерване и чертане на отсечка. В първите два слайда на презентацията се показва отсечката и на нея се отбелязват напречни чертички. В следващите слайдове учениците се запознават с правилното използване на чертожна линия при измерване на отсечка. Специално внимание е обърнато на правилното поставяне на линейката чрез конкретна задача, а именно измерване от нулевото, вместо от първото деление. Задачата е включена поради факта, че това е една много често допускана грешка от учениците (Кирова, 2009, с.24)⁶⁰ (фиг. 5). По отношение на чертането на отсечка е показан начина и след това е предвидена задача за чертане на отсечка (фиг. 6). [2]

Измерване на отсечка

Отсечка измерваме с помощта на линейка, като я поставяме така, че нулата върху линията да съвпадне с началото на отсечката.



Дължината на дадената отсечка е 8 см.



Дължината на дадената отсечка е 10 см.

Фигура 5

Начертай отсечка с дължина 4 см.



Начертай отсечка с дължина 10 см.



Фигура 6

Презентацията за темата „Триъгълник“ съдържа два слайда. В първият слайд са представени триъгълници в различен цвят и положение в равнината, а във втория първокласниците откриват и преброяват триъгълници в композиция от фигури. Темата е разработена по аналогия с предходните две теми за фигурите кръг и квадрат.

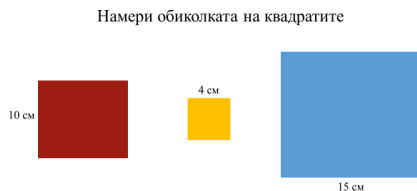
Презентацията, свързана с намиране на обиколка на фигура започва с обиколка на триъгълник. В първия слайд от презентацията се обяснява как се намира обиколка като се разглежда конкретен пример. На

⁶⁰ Кирова, Г. (2009). Типични грешки по математика, допускани от учениците при самостоятелни работи (изходно ниво) в подготвителната група/клас и в началните класове. Начално образование, 4, 24.

следващият слайд е поместена задача за упражнение – намиране обиколка на триъгълници по дадени дължини на страните им в сантиметри, дециметри и метри (фиг. 7). Следващият слайд от презентацията е посветена на намиране обиколка на правоъгълник. Отново се припомня как се намира обиколка. Структурата е същата, както при обиколка на триъгълник. Следващите слайдове представят как се намира обиколка на квадрат. В последния слайд е дадена задача за упражнение (фиг. 8).

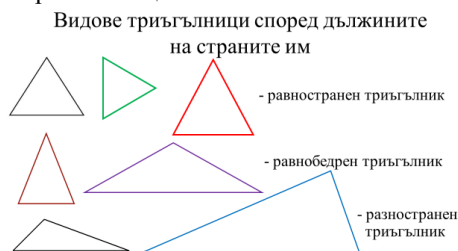


Фигура 7

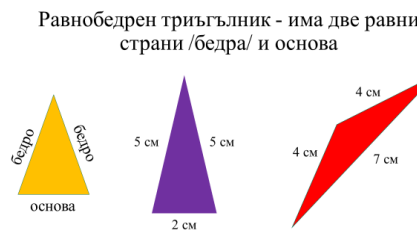


Фигура 8

При темата „Видове триъгълници според страните“ в първия слайд от презентацията чрез беседа учениците отговарят на въпроса „По какво се различават тези триъгълници?“. В следващите слайдове се разглеждат трите вида триъгълници според страните им (фиг. 9 и 10). Дадени са примери с дължините на страните на всеки един от триъгълниците.

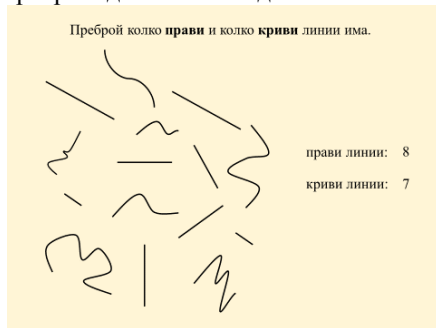


Фигура 9

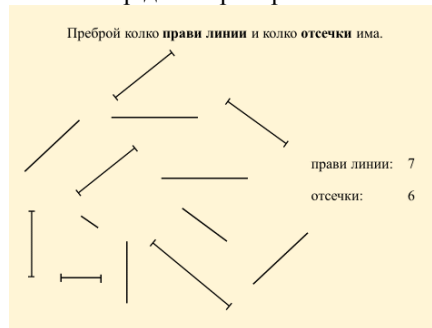


Фигура 10

Презентацията, свързана с темата „Права и крива линия“ съдържа четири слайда. Учениците се запознават с правата и кривата линия на практическа основа. Това става чрез демонстрация от учителя на опънат и отпуснат конец, след което на слайд от презентацията се показват двете фигури. В един от слайдовете се разглежда понятието отсечка, като се изяснява разликата между отсечка и права линия. Два от слайдовете съдържат задачи за разпознаване и преброяване на прави, криви линии и отсечки в композиция от фигури (фиг. 11 и 12). В тези задачи на учениците е дадена възможност да запишат отговорите в определеното за това място с маркер на дъската и след като се появи верният отговор да го проверят.

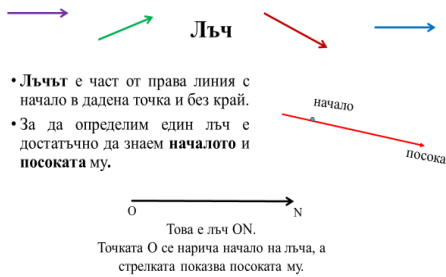


Фигура 11

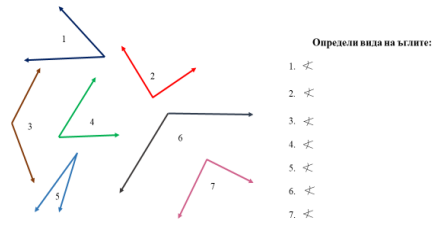


Фигура 12

В следващата обучаваща презентация, посветена на геометричните знания, свързани с лъч и видове ъгли първо е представен лъчът. На учениците се обяснява, че лъчът има начало и посока, но няма край. След това се именува (фиг. 13). Разгледани са острия и тъпия ъгъл чрез сравнение с правия ъгъл. Ъглите се показват в различен цвят и положение в равнината. Последната задача е свързана с разпознаване на видовете ъгли. Към тази задача може да се даде допълнително условие третокласниците да именуват дадените ъгли (фиг. 14).



Фигура 13

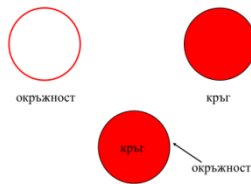


Фигура 14

Обучаващата презентация „Видове триъгълници според ъглите“ е свързана с разпознаване на триъгълниците според големината на ъглите им. Разгледани са примери на остроъгълен, правоъгълен и тъпоъгълен триъгълник. Важно е учителя да обърне внимание на учениците, че триъгълниците според ъглите им се наричат остроъгълен, а не остър; правоъгълен, а не прав; тъпоъгълен, а не тъп, тъй като това е често допускана грешка.

В първия слайд от презентацията по следващата тема „Окръжност и кръг“ нагледно е показана разликата между окръжност и кръг (фиг. 15). След това се дават определенията за окръжност и кръг. Чертането на окръжност се предхожда от изясняване на начина за правилно използване на пергел (фиг. 16).

Окръжност и кръг



Фигура 15

Чертане на окръжност



t. O – център на окръжността
OB – радиус на окръжността

Окръжност се чертае с **пергел**. С разтвор на пергела се измерва 1 см. Острието на пергела се забива в точката O и с писецца, без да се изменя разтворът, се начертава окръжността.

Фигура 16

Темата „Измерване на ъгли“ е представена в осем слайда. При изучаването на тази тема се допускат грешки при работата с транспортир. В първия слайд учениците се запознават с транспортира и мерната единица за ъгъл – градус (фиг. 17). Във втория слайд се представя начина за измерване големината на ъгъл. В следващия слайд се въвежда чертане на ъгъл с последователно обяснение на стъпките. Следват четири задачи, свързани с измерване на ъгли и определяне на вида им (прав, остър или тъп).

В следващата презентация на тема „Лице“ първо се изяснява какво означава един квадратен сантиметър (фиг. 18). След това се обяснява как се намира лице на правоъгълник и квадрат. Включени са задачи за намиране лице на правоъгълник по дадени страни, както и лице на квадрат по дадена страна.

Мерна единица за ъгъл

Половинката от окръжността на транспортира е разделена на 180 равни части. Радиусите, прекарани през две съседни точки, определят ъгъл, който се нарича **градус**.

Мерната единица за измерване на ъгли се нарича **градус**.



1 деление на транспортира = 1 градус (1°)

Фигура 17



Мерната единица, с която се измерва лицето е **кв. см.**

Един кв. см е равен на едно квадратче със страни равни на 1 см.

Мерни единици за лице са още кв. мм, кв. см, кв. дм, кв. м, кв. км, дка

Фигура 18

Разработените обучаващи презентации, задачи и игри, както и диагностичен инструментариум по математика (геометрия) бяха апробирани в учебна среда със студенти-педагози, за да се установи тяхната ефективност, както и нагласата на бъдещите учители да подготвят и използват такива. Предстои да се извърши анализ на получените данни от апробирането.

3. ЗАКЛЮЧЕНИЕ

Целта на съвременното обучение е да ангажира възможно повече анализатори у обучаемия, чрез които да привлече и задържи неговото внимание, да доведе до по-висока мотивация и да направи така, че информацията да достигне до съзнанието и да бъде разбрана, след което обработена и свързана с предишна информация, като същевременно се съхрани в паметта и накрая да се достигне до нова за обучаемия информация.

Представените петнадесет обучаващи презентации, свързани с геометричния учебен материал, който изучават учениците от началните класове представят задачи и упражнения, които могат да се използват в часовете по математика по време на целия урок, както и в неговото начало или край. Използването на обучаващи презентации по математика води до по-доброто разбиране и усвояване на математическите знания и умения и способства за усъвършенстване на обучението в началното училище.

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APPROBATION OF A VALIDATION QUALITY ASSURANCE SYSTEM

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Abstract: Qualified and well-informed citizens are of paramount importance for United Europe's development and prosperity. The issue of their education extends beyond formal education and covers knowledge and skills acquired informally or independently. Public opinion is that well-realized lifelong learning can make a lot of contribution both to the economic development of the countries and to the development of civil society and culture.

In the modern world, there is a tendency for change from mass production to the individual one - more and more people want products and services that are specially created according to their personal preferences, they want to be distinguished from others in their possessions, they want to stand out. This trend finds its place in the field of education too: learners want to be able to make choices about what to learn and what not to, to acquire knowledge and skills that will distinguish them from others and make them more competitive in the labor market. But in times of financial crisis, and in some countries like Bulgaria - even when there is none, the education expenditures in the state budget are insufficient, especially for those that are not part of the formal structure of educational institutions. This is also a challenge of the lifelong learning: to provide personalization of learning on the one hand, and on the other to achieve economies of scale so that the unit cost of this education is tolerable for the country concerned.

Bulgarian citizens, like everyone else, need to be able to show what they have learned in order to be able to get a promotion at work and/or to have the right to continue their education at higher levels of the formal one. To do this, the individuals need to have access to a system that validates knowledge and skills, that is, one that identifies, documents, evaluates and certifies all forms of training.

The demanding market and growing competition require that in the regulatory framework of any validation system, a validation quality assurance system is to be set up and implemented. The scope of this system includes all validation actions in the particular school. Its tasks are related to: 1) identification of the factors influencing the quality of validation in the particular vocational school, 2) determination of the guidelines for correcting the impact of those factors in the desired direction, 3) definition of the system-specific criteria and indicators allowing effective analysis and improvement of the validation process to be carried out.

This paper presents the results of the approbation of such a system created for the needs of the Bulgarian vocational schools for the realization of the project "New opportunity for my future".

Keywords: validation, quality assurance system, approbation.

1. INTRODUCTION

According to Kicheva-Kirova and Kirov (2015), human development depends on the level of education. Kicheva and Mihaylov (2017) consider that the set of competencies and knowledge contributes to man's ability to work and increase his productivity. In this regard, learning, incl. lifelong learning is at the heart of the productive human life and the sustainable development of every person and his transformation into a competent one with a satisfying standard of living. Validation as an assessment and recognition of the results of previous learning is a key factor in making lifelong learning a reality. People who have undergone a validation process have more opportunities to change their lives for better by taking a better job position, in the same or another organization, industry, country. An important condition for all this to happen is the high quality of validation. It requires the so-called validation quality assurance system to be available and implemented in each validating organization.

2. VALIDATION QUALITY ASSURANCE SYSTEM

The validation quality assurance system aims to improve the validation process to achieve validation quality that meets the needs of the beneficiaries - the individuals who validate their previously acquired knowledge and their future employers.

In the recent past, in Bulgaria, in the vocational education and training sector, there have been several initiatives to develop a validation system, incl. under the project "New Opportunity for My Future" (2013-2015) implemented by the Ministry of Education and Science in cooperation with the National Agency for Vocational Education and Training, the respective state institutions: the Ministry of Labor and Social Policy, the Employment Agency and the Social Partners - the Bulgarian Industrial Association, the Bulgarian Chamber of Commerce and Industry, the Association of Industrial Capital in Bulgaria, the Confederation of Independent Trade Unions in Bulgaria, the Confederation of Labor "Podkrepa" and others. This is a project within "the scope of Priority Axis 4 "Improving

Access to Education and Training", Area of Intervention 4.3 "Development of the Lifelong Learning System" of the Operational Programme "Human Resources Development" of the European Union"⁶¹.

The Handbook developed under the project takes into account the importance of the quality issue - in the fourth part, titled "Validation Quality Assurance System", is stated that "The high quality of validation is an important characteristic of the quality of the school's activity"⁶². The text further calls for the establishment of a validation quality assurance system as part of the school's quality management system.

The tasks of the validation quality assurance system are mainly related to the identification of the factors influencing the quality of validation in the particular vocational high school and the definition of guidelines for correcting their impact in the desired direction.

The main factors for achieving high-quality validation are set out in the handbook and are as follows:

- Organizing and managing the achievement of quality of the validation;
- Quality of evidence documentation;
- Quality of the methods for verifying knowledge, skills and competencies and their realization;
- Quality of complementary learning / training;
- Provision of resources;
- Control of the validation process;
- Feedback.

Each professional high school, and in particular its chair of validation committee, must ensure the establishment and implementation of such a validation quality assurance system. There is not one provided in a ready-made form in the Handbook. The latter lists only the mandatory indicators on which the system is to be based.

In this regard, the author of this article developed such a system for the needs of "Ivan Iliev" Vocational High school of Economics per the legal requirements. At its core, there are 3 questionnaire surveys and 21 data collection sheets following the criteria set out in the validation Handbook.

3. APPROVAL OF THE VALIDATION QUALITY ASSURANCE SYSTEM

The validated quality assurance system was tested in two stages:

1. First stage - self-evaluation via the system in "Ivan Iliev" Vocational High School of Economics – Blagoevgrad, Bulgaria in June - July 2015;

2. Second stage - self-evaluation via the system in other 49 professional high schools in Bulgaria in June - September 2015.

A questionnaire survey about the results from the implementation of the validation quality evaluation system in the 50 high schools mentioned above was carried out between June and September 2015. The following positive points were made:

- In all the high schools that completed the survey, a validation quality assurance subsystem was implemented thanks to the suggested version by the author of this article.
- Implementation of the system can take place over a relatively short time - in some schools, this only happened for 20 man-hours.
- The implementation of the system can be done by a small team of auditors - in some schools, it was implemented by one or two members of the staff.
- In all of the high schools surveyed, there were beneficiaries who completed the validation process and received corresponding certificates.
- Indeed, there was a benefit from the validation process for the applicants – in 78% of the high schools over 50% of those who had completed the validation process found employment in under 1 year.
- 68% of high schools received a predominantly "High to Very High" feedback by employers regarding the competence of those who validated their knowledge and skills.

Along with the positive points, critical deficiencies that question the quality of validation and the management of the school as a whole were also brought forward:

- Partial or total non-compliance with the requirements for evidence documents in some schools.
- Significant errors and/or omissions in the use of the specimens of the supporting documents in some schools.

⁶¹ MSE. (2014). *Handbook on the Validation of Professional Qualifications Acquired through Non-formal and Informal Learning*. Sofia, p. 1.

⁶² MSE. (2014). *Handbook on the Validation of Professional Qualifications Acquired through Non-formal and Informal Learning*. Sofia, p. 63.

- Significant errors in evidence document evaluation, which led to the failure of the validation process in some schools.

- 12% of the schools surveyed had serious problems with the administration culture leading to incomplete validation.

- In 33% of the schools surveyed, the social partners were not invited to take part in the final state examinations for acquiring qualifications through validation.

- In 26% of the schools surveyed, the feedback mechanism did not exist or was not applied.

- In 26% of the schools surveyed, there was a problem with the provision of necessary material resources for the quality self-assessment process, signaling a problem with the management of their budgets.

- In 38% of the schools surveyed, there was no previous self-assessment of VET quality or it was incomplete.

Recommendations could be made from the analysis of the school's responses as follows:

- State Educational Requirements for all professions, offered in the Bulgarian schools, to be created and applied.

- The representatives of the Regional Inspectorate of Education to organize a more effective communication system for sharing experiences about quality self-assessment issues between validating schools.

- Infrastructure to facilitate the access of people with disabilities to be built at all Bulgarian schools, possibly along the lines of a project.

- In each school, to the greatest extent possible, the target funds for updating and upgrading teachers' qualifications to be used up for them to be aware of the novelties in the professions they teach.

- School leaders to step up their contacts with managers and business owners to invest more money in the material and technical facilities of the high schools.

- School leaders should be encouraged and trained to maintain effective cooperation with and open information flow to and from outside institutions.

- Some schools should take more action to better motivate and develop better access to validation to vulnerable groups.

- Each school should have a website to inform the public about the educational opportunities it offers.

- In each school, a critical analysis of the most significant gaps identified in the self-assessment process should be made. The causes that have led to the problems should be identified, and measures to address them should be developed and implemented, incl. via regular control and training.

In June - September 2015, a questionnaire survey to assess the validation quality assurance system was conducted among representatives of 112 Bulgarian vocational high schools, in which validation took place. They gave predominantly high to very high ratings of the system (9% - very high and 71% - high) and its elements and made suggestions for corrections, the bulk of which were taken into account in its improvement. The respondents estimated that the use of the ready-made system instead of creating their own saved them at least 28,087 man-hours of work, which in monetary terms at actual prices of the lecture hours of Bulgarian teachers was over 280,000 leva.

The main recommendation that could be made from the approbation process is that at the level of the Ministry of Education and Science a consideration should be given to the cost/benefit ratio of introducing a requirement for creation and implementation of quality self-assessment systems in future projects similar to "A New Opportunity for My Future". When such system is not provided in a ready-made form and should be developed by each school on its own, it may take teachers more than 100 man-hours of work to do so (for which they have received no direct payment in previous cases), instead of putting their minds into the teaching process. The survey results showed that in some schools (22% of respondents) such a development would take more than 400 man-hours of work, and in others (24% of respondents) it would not even be possible for one reason or another.

4. CONCLUSION

The application of a validation quality assurance system leads to a number of benefits for vocational schools: high quality of the validation process is achieved, in correspondence to the educational requirements that are set normatively in the country; the public image of the high school is raised and so is the satisfaction of the candidates for validation who completed the process of validating a degree or a part of the profession. The validation quality assurance system leads to improved governance in schools, compliance with regulatory requirements, and reflects modern management achievements in education. The system enhances the adaptability, efficiency, and innovativeness of the high schools that apply it. The proposed system makes it possible to implement the principle of continuous improvement in the course of school management, in particular in the course of quality management.

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GATHERING E-EVIDENCE IN CROSS-BORDER CASES: RECENT DEVELOPMENTS IN EU LAW

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Abstract: With the fast development of the digital technology, the need for efficient gathering of digital evidence in criminal cases has risen exponentially. Often, the digital data is stored on servers located abroad, so national authorities cannot obtain them without seeking legal aid from their counterparts in foreign country/territory. This cooperation often doesn't work seamlessly not only from legal, but from factual reasons as well. Here series of questions regarding national sovereignty, jurisdiction and international law are intertwined. In order to achieve sufficient speed in processing such requests, national authorities tried to bypass their counterparts in foreign countries and communicated directly with the service provider. These investigations are time-sensitive in order both to secure the evidence and its integrity. In order to adequately address these concerns, in June 2016 the Council of EU called the Commission to prepare an e-evidence package, which was eventually presented in April 2018. The aim of this article will be to give a critical overview of the proposed package mainly via its key component – the draft Regulation.

Keywords: European Union, digital evidence, criminal proceedings

1. INTRODUCTION

In today's world, almost all crimes contain some form of digital evidence. Moreover, digital data is practically inevitable almost in any criminal or civil case because of their volume and geographical spread.⁶³ In transnational crimes, the fast and secure exchange of digital evidence has become increasingly important. Even in *prima facie* pure domestic criminal cases where the victim is domestic, relevant electronic evidence may be stored by a service provider in a cloud arrangement in another state.^{64 65}

For instance, in most of the terrorist attacks carried out on EU soil in the recent years, the terrorists/conspirators communicated via various online platforms, so the national authorities must adapt to the new technologies and use adequate tools to detect, preserve and obtain such digital evidence. The success of cross-border investigations aimed at obtaining e-evidence in foreign jurisdictions largely depends on contemporary legal and procedural frameworks and functional legal instruments for international cooperation.⁶⁶ However, the present cooperation is based mostly on a patchwork of international agreements on mutual legal assistance, and to a large extent non-harmonized legislation on these issues among the states. Often the instruments for Mutual legal assistance do not work because applying them could infringe national law.⁶⁷ Some countries even resorted to create national cyberspace, passed laws that every company that operates on the Internet to have registered offices on their territory and keep the data

⁶³ See in more detail: Mason, S., "Some International Developments in Electronic Evidence", in: Kin, L. (ed.) *International Conference on Electronic Litigation*, Singapore, Singapore Academy of Law, p.180 *et seq.*

⁶⁴ Svantesson, J. & Zwieter, L., "Law enforcement access to evidence via direct contact with cloud providers – identifying the contours of a solution" *Computer Law & Security Review*, Volume 32 Issue 5, p.671 *et seq.*

⁶⁵ However, it is not always possible with absolute certainty to establish the geographical location of the server where the data is hosted. See in this regard: Svantesson, D., "Law enforcement access to evidence via direct contact with cloud providers – identifying the contours of a solution", retrieved from: https://cdn.ymaws.com/www.iisfa.net/resource/resmgr/Slide_seminari/Convegno_Milano/LEAccessSVANTESSON20160418SU.pdf p.8.

⁶⁶ See: Osula, A., Mutual Legal Assistance and Other Mechanisms for Accessing Extraterritorially Located Data, *Masaryk University Journal of Law and Technology*, Vol.9:1, 2015, p.44.

⁶⁷ See in more detail: Drake, W. J., Cerf, V. & Kleinwächter, W., *Internet Fragmentation: An Overview*, World Economic Forum Future of the Internet Initiative White Paper, Geneva, Switzerland: World Economic Forum, 2016, retrieved from: www3.weforum.org/docs/WEF_FII_Internet_Fragmentation_An_Overview_2016.pdf, p.61.(04.07.2019).

for the Internet traffic on servers located in that particular country (case in point - Russia⁶⁸), or register under the national country code top-level domain.⁶⁹

That's why, in recent years a trend of voluntary cooperation between the public authorities from one state and private service providers in another state has occurred, mostly on the following actions: 1) domains seizures, 2) content takedown and 3) user data access.⁷⁰

2. LEGAL TIMELINE

In October 1995, the EU agreed on a Data Protection Directive (DPD) to harmonize differing national legislation on data privacy protection and establish a comprehensive EU-wide framework. The DPD provides that the transfer of personal data to a country outside of the EU may occur only if the European Commission determines that the country provides an adequate level of protection of personal data. The adequacy of the level of protection is assessed in the light of all the circumstances surrounding the data transfer; with particular consideration given to the nature of the data, the purpose and duration of the proposed processing operations, the countries of origin, and final destination of the data, and that country's laws, rules, and security measures.⁷¹ The DPD applies to all organizations, public and private, operating in the EU, including affiliates of US corporations. It covers the processing of all personal data, whether done automatically or manually.

But even today, EU does not have a single legal framework concerning the gathering, storage and transmission of electronic evidence. As a result, the police and the courts act in a uncertain environment, taking action that often contradicts the law, and the technological solutions *per se*. This could lead, for example: 1) to inadmissibility of the obtained evidence in the court proceedings; 2) the obsolescence of the technological devices/instruments/ software used by the law enforcement agencies since the criminal groups rapidly become aware of these tools and take swift countermeasures; 3) the non-existence of internationally binding rules and/or standards that should ensure admissibility of evidence gathered by one jurisdiction in the criminal proceedings in other jurisdiction etc.⁷² The cross – border crimes have specifics as to where the digital evidence be due to the information provider “recording” the information, where the actual digital information is stored and where the crime itself has a cross-border nature.⁷³ Among the first significant court cases where digital evidence was gathered and used in the proceedings were the *Yahoo!* case in Belgium and the *Rackspace* case in the UK, where the law-enforcement agencies directly requested e-evidence from a foreign-based provider.⁷⁴

⁶⁸ In 2014 the Russian Parliament enacted a Law obliging the Internet site to store Russian data on servers located in Russia or face blocking from the web by Roskomnadzor (Russian Internet watchdog agency). See: Anishchuk, A., “Russia passes law to force websites onto Russian servers”, retrieved from: https://www.reuters.com/article/us-russia-internet-bill-restrictions/russia-passes-law-to-force-websites-onto-russian-serversidUSKBN0F91SG20140704_ (03.07.2019)

⁶⁹ See in this regard: Fehlinger, P., *Cyberspace Fragmentation: An Internet Governance Debate beyond Infrastructure.*, 2014, retrieved from: <https://policyreview.info/articles/news/cyberspace-fragmentation-internet-governance-debate-beyond-infrastructure/266>.(03.07.2019).

⁷⁰ De La Chapelle, B. & Fehlinger, P., “Jurisdiction on the Internet: from legal arms race to international cooperation,” *Global Commission on the Internet Governance Paper Series* No.28, 2016, p.6.

⁷¹ Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 on the Protection of Individuals with Regard to the Processing of Personal Data and the Free Movement of Such Data (Data Protection Directive).

⁷² Biasiotti, M., “Present and Future of Exchange of Electronic Evidence in Europe,” in: Biasiotti, M. A., Mifsud Bonnici, J. P., Cannataci, J., Turchi, F. (Eds), *Handling and Exchanging Electronic Evidence Across Europe*, Wien, Springer, 2018, p.13. *et seq.*

⁷³ Mifsud Bonnici J.P., Tudorica M., Cannataci J.A. (2018) The European Legal Framework on Electronic Evidence: Complex and in Need of Reform. In: Biasiotti M., Mifsud Bonnici J., Cannataci J., Turchi F. (eds) *Handling and Exchanging Electronic Evidence Across Europe*. Law, Governance and Technology Series, vol 39. Springer, Cham.

⁷⁴ Koops, B.&Goodwin, M., “Cyberspace, the cloud, and cross-border criminal investigation: The limits and possibilities of international law,” Tilburg Institute for Law, Technology, and Society, December 2014, retrieved from: https://www.wodc.nl/binaries/2326-volledige-tekst_tcm28-73009.pdf (accessed: 04.07.2019).

3.THE DRAFT REGULATION

On April 17, 2018 the Commission proposed a Regulation on the European Production (EPdO) and Preservation Orders (EpsO) for electronic evidence in criminal matters.⁷⁵ Both Orders need to be issued or validated by a judicial authority of a Member State. They can be served on providers of electronic communication services, social networks, online marketplaces, other hosting service providers and providers of internet infrastructure such as IP address and domain name registries, or on their legal representatives where they exist.⁷⁶ The latter represents a “new dimension in mutual recognition, beyond the traditional judicial cooperation in the Union, so far based on procedures involving two judicial authorities, one in the issuing State and another in the executing State.”⁷⁷ This is most intrusive procedural instrument available under the Regulation since it enables direct access to a service provider by the public authorities without the help of an intermediary.

The European Preservation Order is particularly designed to preserve the data in view of a subsequent request to produce this data existing at the time when the request was made (and not future data).⁷⁸ The remit concerns only data stored at servers at the moment of the receipt of the order. Real-time interception of telecommunication is thus excluded from these orders and that data should be requested via the European Investigation Order or the EU Mutual legal assistance agreement.⁷⁹

This newly proposed Regulation is enabling a competent authority of a Member State to order a service provider offering services in the Union, to produce or preserve electronic evidence, regardless of the location of the data. When issuing European Production and Preservation Orders, a respect must be ensured for the fundamental rights and legal principles as enshrined in Article 6 of the TEU, including the rights of defence of persons subject to criminal proceedings, and any obligations incumbent on law enforcement or judicial authorities in this respect shall remain unaffected.⁸⁰ The Regulation recognizes that requirement for double criminality is increasingly considered as an obstacle to smooth judicial cooperation, so EPOC may be issued for all criminal offences regardless of whether there are similar criminal offences established in other Member States or not.⁸¹

An important characteristic of the proposed Regulation is its significant effect on third countries.

Who can issue an European Production and European Preservation Order? According to the proposed Regulation, the competent authority can be: a) a judge, a court, an investigating judge or prosecutor competent in the case concerned or b) it can be issued by other authority determined by the issuing State which, is acting as an investigating authority in criminal proceedings with a view of gathering evidence for a specific case. This will include all authorities which have competence under national law to gather digital evidence. In such case, the order should be validated, by a judge, a court, an investigating judge or a prosecutor in the issuing State.⁸² As a result, it can happen for example that a prosecutor might be in the position to issue an EPsO for content data at the European level, while he or she would not be able to do so in a purely domestic context.⁸³

A general pre-requisite for issuing both the EPdOs and EPsOs is that there should be criminal proceedings initiated regardless whether it is in trial or pre-trial phase, including when such proceedings are directed against legal persons. It does not matter whether such legal person can be held liable under national law - the order still must be executed. Also, for issuing both the EPdOs and EPsOs another general condition is that such issuance must be “necessary and proportionate” for the ongoing criminal proceedings in the requesting state. But for the EPdOs, special condition is that such order can be granted only if can be granted under a similar domestic situation in the issuing state for the same criminal offence. However, this provision could potentially trigger legislative changes in those Member States where such possibility does not exist in the moment i.e. by extending the possibilities to ask for production of subscriber or access data under national law.

⁷⁵ COM/2018/225 final - 2018/0108 (COD).

⁷⁶ European Commission, Explanatory Memorandum, Proposal for a Regulation on European Production and Preservation Orders for electronic evidence in criminal matters, COM(2018) 225 final, 17.4.2018.

⁷⁷ European Data Protection Board, Opinion 23/2018 on Commission proposals on European Production and Preservation Orders for electronic evidence in criminal matters (Art. 70.1.b), 26 September 2018, p.4.

⁷⁸ Ibid.

⁷⁹ De Busser, E., “EU-US Digital Data Exchange to Combat Financial Crime: Fast is the New Slow”, *German Law Journal*, Vol.19 No.05, p.1261.

⁸⁰ Art.1.

⁸¹ Art. 5 (3) and Art. 6 (2) of the Draft Regulation.

⁸² Art.4.

⁸³ Tosza, S., “The European Commission’s Proposal on Cross-Border Access to E-Evidence Overview and Critical Remarks,” *EUCrim* 4/2018.

But, on the other hand, while the requests to produce subscriber data or access data are available without limitations for all criminal offences, the Orders for releasing of transactional data or content data can be issued only if following strict conditions are met:

(1) for criminal offences punishable in the issuing State by a custodial sentence of a maximum of at least 3 years, or alternatively

(2) for the following offences, if they are wholly or partly committed by means of an information system:

- offences as defined in Articles 3 (offences related to computers), 4 (specifically adapted devices) and 5 (participation, instigation and attempt) of the Council Framework Decision 2001/413/JHA;
- offences as defined in Articles 3 to 7 of Directive 2011/93/EU (offences concerning sexual abuse and exploitation, child pornography, solicitation of children, and incitement, aiding and abetting and attempt);
- offences as defined in Articles 3 to 8 of Directive 2013/40/EU;

(c) for criminal offences as defined in Article 3 to 12 and 14 of Directive (EU) 2017/541 (offences regarding terrorist offences and participation in a terrorist group).⁸⁴

As a measure of caution, in cases where the data sought is stored or processed as part of an infrastructure provided by a service provider to a company or another entity other than natural persons, the European Production Order may only be addressed to the service provider where investigative measures addressed to the company or the entity are not appropriate, in particular because they might jeopardise the investigation.

By way of exception, in a case where an authority of the issuing Member States has suspicion whether transactional or content data requested are privileged or have immunities according to the national law of the Member State where the service provider is addressed, or may jeopardize the national security and defence, then it must request clarification by the competent authorities of the Member State concerned, communicating either directly or via Eurojust or the European Judicial Network. The European Production Order will not be issued if the named concerns are confirmed.⁸⁵

The conditions for issuing of an European Preservation Order are more liberal than those for the European Production Order: it can be issued whenever there is a need to prevent the removal, deletion or alteration of data in view of a subsequent request for production of this data via mutual legal assistance, a European Investigation Order or a European Production Order. These orders can be issued for all criminal offences.⁸⁶ It is important that the new Regulation makes gradation with regard of the sensitiveness of the data requested: subscriber and access data are less sensitive, while transactional and content data are more sensitive. As such, the latter are put onto a more protective legal regime. This regime applies only to preservation orders and these orders when seeking transactional content data must be rendered by a judge, a court, or an investigative judge and can be issued only for more serious criminal offences (carrying custodial sentence of a maximum of at least 3 years or fraudulent money transfers, offenses related to sexual abuse and exploitation of children and terrorism offenses wholly or partly committed by means of an information system).

It is also important to guarantee the immunity from liability, since the Recital 46 of the Regulation states that providers should be immune from liability for their good-faith compliance with disclosure and preservation orders, but such guarantee is not included in the operative part of the Regulation.

The proposed Regulation imposes strict time-limits for execution of the EPOCs and EPOC-PRs and also sanctions for the defaulting parties. So, the competent organ of the requested States is obliged to transmit the requested data at the latest within 10 days upon receipt of the EPOC, unless the issuing authority requested earlier disclosure. In emergency cases, the time-limit is maximum 6 hours from the receipt of the EPO. In comparison, under Directive on EIO the time-limit is 120 days or 10 months for a Mutual Legal Assistance procedure.

However, there are exceptions from these deadlines: firstly, if the EPOC is incomplete, contains manifest errors or does not contain sufficient information for its execution, then the addressee must inform the issuing authority without delay, and the latter must respond within 5 days at the latest; secondly, if *force majeure* appeared or of *de facto* impossibility occurred (the person whose data is sought is not their customer or the data has been deleted before receiving the EPOC), the addressee will inform the issuing authority without delay and the latter in this case is expected to withdraw the EPO.

If the EPOC cannot be executed because (in the opinion of the addressee) it manifestly violates the Charter of Fundamental Rights or if it is manifestly abusive, the addressee shall inform the competent enforcement authority of

⁸⁴ Art.5.

⁸⁵ Art.5(7).

⁸⁶ Art.6.

its Member State. Then, the latter may seek clarifications from the issuing authority on the European Production Order, directly or through Eurojust or the European Judicial Network.⁸⁷

On the other hand, when a EPOC – PR is received by the addressee, it must immediately preserve the data requested, and is obliged to keep the data for a maximum period of 60 days, unless the issuing authority confirms that EPO will be served. Also, if the need for the requested data ceases to exist, the issuing authority must inform the addressee without delay. The rules in an event of non-execution of the Order are the same as the rules in the similar cases of EPO. Also, in any other cases where the addressee did not preserve the requested data, he will inform the issuing authority without delay.⁸⁸

For unjustified non-execution of both the European Production and Preservation Orders, the Member States should impose pecuniary sanctions which should be “effective, proportionate and dissuasive.”⁸⁹

In an event of non-compliance within the set time-limits by the Regulation, or the addressee does not provide justified reasons for the non-execution, the European Production Order and the European Preservation Order can be forwarded to the enforcing authority in the Member State concerned, which should immediately validate the Order, and no later than 5 days. The enforcing authority can oppose the execution only if data concerned is protected by an immunity or privilege under its national law or its disclosure may impact its fundamental interests such as national security and defence.⁹⁰ The addressee is then required within new time-limit set by the enforcing authority to execute the Order, and must be informed that non-compliance entails financial penalties and also for the possibility not to comply from the following reasons: A) common for the Production and the Preservation Order: 1) they have not been issued or validated by an issuing authority as provided for in Article 4; 2) *de facto* impossibility or *force majeure*, or because the Orders contain manifest errors; 3) they do not concern data stored by or on behalf of the service provider at the time of receipt of Orders; 4) the services do not fall within the purview of the present Regulation; 5) it is apparent that the Orders manifestly violate the Charter or is manifestly abusive; B) Unique for the European Production Order: 1) it has not been issued for an offence provided for by Article 5(4).⁹¹

Both the European Production and Preservation Orders can potentially affect the fundamental human rights like: 1) of the suspected or indicted person: right to protection of personal data; right to respect of private and family life; right to freedom of expression; right of defence; right to an effective remedy and to a fair trial; 2) of the service provider: right to freedom to conduct a business; right to an effective remedy; 3) rights of all citizens: right to liberty and security. During the pre-trial and trial phase, all criminal law procedural safeguards available under EU law are applicable: the right to a fair trial enshrined in Article 6 ECHR and Articles 47 and 48 of the Charter of Fundamental Rights; the rights enjoyed under Directive 2010/64/EU on the right to interpretation and translation in criminal proceedings, Directive 2012/13/EU on the right to information about rights and charges and access to the case file, Directive 2013/48/EU on the right of access to a lawyer and communication with relatives when arrested and detained, Directive 2016/343 on the strengthening of certain aspects of the presumption of innocence and the right to be present at one’s trial, Directive 2016/800 on the procedural safeguards for children and Directive 2016/1919 on legal aid for suspects and accused persons in criminal proceedings and for requested persons in European arrest warrant proceedings.

4. LEGAL REMEDIES

Besides the aforementioned rights, the proposed Regulation sets three specific types of legal remedies against issued Production and Preservation Orders: 1) *Review procedure in case of conflicting obligations based on fundamental rights or fundamental interests of a third country*, 2) *Review procedure in case of conflicting obligations based on other grounds* and 3) *Effective remedies (available for the accused or suspected persons)*. Only the remedies for the service providers are enshrined in the draft – Regulation. The remedies for all other affected persons should be provided by national law and should include the possibility to challenge legality of the measure (including proportionality and necessity, infringement of the rights enshrined in the EU Charter) before the national courts.

The real innovation in the proposed Regulation—and a similarity with the US CLOUD Act—is the recognition of potential conflicts of laws affecting the companies involved. Such situations created legal uncertainty for the

⁸⁷ Art.9.

⁸⁸ See: De Busser, E., *op.cit.*, p.1262.

⁸⁹ Art.13.

⁹⁰ Art.9(2).

⁹¹ Art.14 (4)&(5).

companies. Besides this, waste of time and resources occurred since the issuing authority had to resort to other ways to gather the requested evidence in a ongoing criminal investigation.⁹²

The first remedy governed by Art.15, can be initiated by lodging a reasoned objection by the addressee to the issuing authority when the Order conflicts the applicable laws of a third country prohibiting disclosure of the data concerned on the grounds that this is necessary to either protect the fundamental rights of the individuals concerned or the fundamental interests of the third country related to national security or defence. The issuing authority can accept the objection and revoke the order, but if it upholds the Order, then it must seek judicial review, during which the order will be suspended. The national court should focus whether the third country laws are applicable to the facts of the case and whether it prohibits the disclosure of the data concerned. Particularly, the court will assess whether the third country law is enacted to protect other interests or just shields the illegal activities from requests by law enforcement agencies. If the court established that such conflict exists it will communicate the case-file to the central authorities of the third country with a deadline of 15 days to object (extendable to 30). If the central authorities do object to the order, the court will lift the order and inform subsequently the issuing authority and the addressee. But if there is no objection the court will uphold order, and then the addressee must proceed with the execution.⁹³

Article 16 regulates the situation when conflicts with grounds other those enlisted in Art.15 exist. Then the procedure is the same, with exception with the judicial stage when the competent court must assess whether:

a) the interest protected by the relevant law of the third country, including the third country's interest in preventing disclosure of the data;

(b) the degree of connection of the criminal case for which the Order was issued to either of the two jurisdictions, as indicated *inter alia* by: the location, nationality and residence of the person whose data is being sought and/or of the victim(s), the place where the criminal offence in question was committed;

(c) the degree of connection between the service provider and the third country in question; in this context, the data storage location by itself does not suffice in establishing a substantial degree of connection;

(d) the interests of the investigating State in obtaining the evidence concerned, based on the seriousness of the offence and the importance of obtaining evidence in an expeditious manner;

(e) the possible consequences for the addressee or the service provider of complying with the European Production Order, including the sanctions that may be incurred.⁹⁴

If the competent court upholds the Order then the addressee must proceed with the execution. The persons against whom the criminal investigations or criminal proceedings are conducted have a right to challenge both the European Production Order and European Preservation Order. This is without prejudice to their rights available under Directive (EU) 2016/680 - like the rights to: 1) lodge a complaint with a supervisory authority, 2) an effective judicial remedy against a supervisory authority, 3) an effective judicial remedy against a controller or processor, 4) right to mandate a not-for-profit body, organisation or association to lodge the complaint on his or her behalf and to exercise these rights, and Regulation (EU) 2016/679 - like the rights to: 1) to lodge a complaint with a supervisory authority, 2) an effective judicial remedy against a supervisory authority, 3) an effective judicial remedy against a controller or processor, 4) Representation of data subjects etc.

Also, the same rights will be enjoyed by other persons whose data has been obtained, but they were not suspects or indicted persons in the proceedings. The challenge of the European Production Order should be exercised before the competent courts of the issuing state within the time-limits set by the national law in comparable situations. There is an additional obligation for the Member States to ensure that "rights of the defence and the fairness of the proceedings are respected when assessing evidence obtained through the European Production Order".⁹⁵

The competent court in the Member State of the addressee must assess whether the transactional or content data obtained by the European Production Order is protected by immunities or privileges, as well as whether it affects the national security and defence, in the same way when it assesses similar measures in comparable domestic situations. The court may consult the authorities of the relevant Member State, the European Judicial Network in criminal matters or Eurojust.

⁹² De Busser, *op.cit.*, p.1262.

⁹³ Art.15.

⁹⁴ Art.16.

⁹⁵ Art.17.

5. CONCLUSION

The newly proposed Regulation on European Production and Preservation Orders will inevitably represent a major advancement in the application of the principle of mutual recognition. It is increasingly important that the proposed regime largely corresponds to the newly established regime under the US CLOUD Act, since the gross proportion of all requests for e-evidence are directed towards US service providers. However, the proposed text raises concern on some issues. For instance, the LIBE Committee of the EP made sustained remarks regarding: 1) the hybrid sanctions regime, which mostly resembles a Directive, rather than a Regulation; the danger of forum-shopping by appointing legal representatives by the service providers in those Member States with minimal sanctions and the need of establishing at least a minimum penalties by the Regulation in order to avoid that; 2) the unrealistic time limits for transmitting the required data by the providers: either two separate deadline-regimes to be introduced, one for the big companies and one for SMEs or, if decided to stick to a single regime for all, deadlines need to be longer than those set by the Commission in its proposal; 3) the danger that the service providers will interpret the grounds for refusal too broadly in order to appeal to clients and engage in litigation before the courts (particularly the more economically viable providers). There are no specific rules to ensure integrity of the requested electronic data before and during the process of collection. Also, there is no restriction of the access and subscriber data for specifically listed criminal offences, nor there is a sufficient threshold for issuing and executing requests for content data, particularly due to the fact that there will be no control by a judicial authority in the Member State where the data is stored. There is no safety mechanism that will ensure actual reimbursement of costs for the service providers from the issuing Member States. With exception to some basic metadata, the further involvement of prosecutors in issuance or authorization of such requests is questionable, since both the CJEU⁹⁶ and ECtHR⁹⁷ has held that they do not consider that prosecutors are fulfilling the criteria of independence. It remains to be seen whether these issues will be addressed in the legislative process.

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⁹⁶ Case C-203/14, *Consorti Sanitari del Maresme*, 6.10.2015.

⁹⁷ Application no. 37104/06, *Moulin v France*, 23.11.2010, ECHR, <http://hudoc.echr.coe.int/eng-press?i=003-3344651-3742609>.

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GLOBALIZATION - THE CURRENT PROCESS

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Abstract: This paper starts from the definition of the process of globalization, its characteristics, dimensions and negative effects. In order to review the process of globalization, the end of the eighties and beginning of the nineties there was a dramatic and sudden social change on a global level, which had an impact on all spheres of social life (political, economic, social, cultural, normative, moral, etc.) and which, as such, had an impact on various social phenomena.

Observed changes in global relations in the world, usually distinguish between two basic approaches. One is sociological approach, pointing to the globalization development process to global proportions, which resulted in the creation of a modern democratic world society. Another approach is political science, and he focuses on military, political and economic power relations among states. As we come to the right we can observe that globalization was and in the foreseeable future will be the actual process.

Keywords: Globalization, dimensions, social change, social life, modern society.

ГЛОБАЛИЗАЦИЈА – АКТУЕЛАН ПРОЦЕС**Хатица Бериша**Школа националне одбране, Универзитет одбране, Република Србија, berisa.hatidza@gamil.com

Сажетак: У раду се полази од појмовног одређења процеса глобализације, њених карактеристика, димензија и негативни ефекти. Да би се сагледао процес глобализације, крај осамдесетих и почетак деведесетих година прошлог века дошло до драматичних и изненадних друштвених промена на глобалном нивоу, које су се одразиле на све сфере друштвеног живота (политичку, економску, социјалну, културну, нормативну, моралну итд.) и које су, као такве, имале утицаја на разне друштвене појаве.

Уочене промене у глобалним односима у свету, обично се разликују два основна приступа. Један је социолошки приступ, којим се указује на глобализацију развојних процеса до светских размера, чији је резултат стварање модерног демократског светског друштва. Други приступ је политиколошки, и он се усредсређује на војне, политичке и економске односе моћи међу државама. Што нам дај за право да можемо да посматрамо да је глобализација био а и у догледно време ће бити актуелан процес.

Кључне речи: глобализација, димензије, друштвене промене, друштвени живот, модерно друштво.

УВОД

Глобализација је појам којим се означава процес интензивирање свих друштвених односа (догађаја, проблема, сукоба, итд.) на међународном нивоу, путем чега свет постаје недељив простор, а чији су главни актери националне државе, међународне организације и појединци који су у њих укључени. Појам "глобализација" и појмови слични њему (глобализам, глобални проблеми, глобални систем, глобална одговорност) све више се употребљавају у савременим међународним односима и постају предмет научне обраде. Тако се, постепено, у социологији, политикологији, економским и правним наукама напушта термин "међународни", а употребљава термин "глобализација", на основу кога се тумаче савремени токови у друштвеним односима. Глобализација, сходно томе, представља један целовити идеолошки и методолошки концепт. Према том концепту, глобализација полази од човека као грађанина планете Земље, тј. човека као члана јединствене светске заједнице, чиме се превазилази традиционално схватање међународних односа, као односа између суверених држава.

Расформирање Варшавског пакта, распад СССР и уједињење Немачке, само су неки од догађаја који су довели до нестанка биполарних односа у свету и стварања униполарног система, путем успостављања потпуне глобалне доминације једине преостале суперсиле - Сједињених Америчких Држава. У таквом односу снага два процеса су се посебно издвојила као носиоци глобалних друштвених промена, и то процес успостављања новог светског поретка и процес глобализације. Ти процеси, довели су до многобројних промена и противречности на глобалном нивоу, а у овом раду разматраће се само промене у вези са процесом глобализације.

Глобалне друштвене промене су се манифестовале кроз интеграционе (нпр. стварање регионалних сила, ширење НАТО-а итд) и дезинтеграционе процесе (нпр. разбијање појединих вишенационалних држава), продубљивање етничких сукоба - што је резултирало многобројним грађанским ратовима, јачање религиозног фундаментализма, ширење демократије и људских права итд.

ПОЈМОВНО ОДРЕЂЕЊЕ ПРОЦЕСА ГЛОБАЛИЗАЦИЈЕ

Почетак деведесетих година XX века представља улазак у нову етапу друштвених односа у свету, која је праћена многобројним и честим друштвеним променама на глобалном нивоу, које су се одразиле на све сфере друштвеног живота (политичку, економску, социјалну, културну, нормативну, моралну итд.) и које су, као такве, имале утицаја на разне друштвене појаве. Те фундаменталне промене суштински су утицале на структуру и процесе у међународним односима.

Многобројни догађаји су довеле до нестанка биполарних односа у свету и стварања униполарног система. Као најзначајнији догађаји који су довели до глобалних друштвених промена, могу се навести: крај хладног рата (током 1989. године), пад комунистичких режима у четири државе, од јула до децембра 1989. године (Пољска - август, Мађарска - октобар, Немачка - новембар и Бугарска - децембар), уједињење Немачке (12. април 1990. године), потписивање заједничке декларације 22 земље (16 из НАТО и 6 из ВУ), на састанку КЕБС-а, 9. новембра 1990. године, којом су те земље изјавиле да више нису непријатељи, расформирање Варшавског пакта (31.3.1991. године) и распад СССР на 14 независних држава (14.12.1991. године). У таквом односу снага међународни односи су се развијали са многобројним противречностима и променама на глобалном нивоу.



Појам глобализације подразумева сједињавање друштвено - економских промена у свету као целини, минимизирајући утицај државе и државних граница као релевантне чиниоце у решавању државних проблема.⁹⁸ Свет је ушао у фазу глобализма, који ће представљати идеологију XXI века, при чему глобализација представља пут његовог остварења. Глобализам се тако дефинише као квалитетно нова фаза у међународним односима, а у квантитативном смислу пројектован је за свет као целину и представља апстрактну теоријску конструкцију, за разлику од глобализације као сложеног текућег процеса повезивања економске, политичке, правне, културне и других димензија на глобалном нивоу.

Моторну снагу глобализације чине два главна процеса: глобализација производње и глобализација финансија. Глобална међузависност захтева реструктурирање света и преношење ауторитета са националних држава на супернационални идентитет, тј. на светску владу. Процес глобализације, посебно у сфери економије, финансија и екологије смањује капацитете држава које све теже могу да задовоље потребе својих грађана. Губљењем економске моћи, садашње националне државе изгубиле би легитимну моћ над територијом и свим другим друштвеним вредностима, чиме би се створили услови за успостављање светске владе и транснационалних корпорација, као носилаца глобалне стратегије. Са добијањем контроле над економијом, транснационалне компаније постепено потискују државу као доминантну силу у међународним економским односима, намећући нови модел међународних односа, у којима се оне појављују као самостални преговарачки партнери или као моћни савезници држава у преговорима. Моћ коју остварују на економској и финансијској основи, појачава раст политичке моћи транснационалних компанија, што отвара нови вид конфликта између транснационалних компанија, као носилаца процеса глобализације и националних држава, као субјеката међународних односа. Фрагментација држава је логична последица процеса глобализације и саставни је део глобалистичке идеологије. Међутим, значај државе у процесу глобализације је неспоран, ако се узима у обзир да су националне државе и даље основне јединице светског система. Такође, улога националне државе огледа се и у потреби државе да креира услове неопходне за ефективно укључивање земље у глобалне интеграционе процесе.⁹⁹ Да би остварила своју функцију у процесу глобализације, држава мора обезбедити унутрашњи мир и стабилност, у чему се огледа политичка улога државе у глобалним интеграционим процесима.

Глобализација као експанзија капиталистичког економског процеса има своју историју и може бити праћена

⁹⁸ Hatidza Beriša, Milenko Dzeletović, Katarina Jonev.: "Security risks of Globalization", Conference proceedings of the international scientific conference „Towards a better future: The rule of democracy and polycentric development“, Bitola, 11-12 may 2018, Makedonija, str. 189-198

⁹⁹ X. Бериша: *Глобализација и природа рата*, Мегатенревија бр1/2018, Београд, 2018, стр.117-129

од друге половине XIX века, који се сматра златним веком капитализма¹⁰⁰. Реч је о делу дугорочног динамичког процеса капиталистичког система, у којем је капитал пробио националне баријере, а финални производи се јављају као резултат повезаних процеса у више земаља.

Међутим, идеја и корени глобализације зачети су много раније, и то у оним временима када су се код појединих владара и њихових народа јавиле тежње да изађу из својих локалних оквира и посегну за територијом и природним богатствима, најпре суседних народа и њихових земаља, а потом да освоје даље просторе који су им били доступни у то време. Због тога су кроз историју покретани велики војни походи Александра Македонског, римских императора, кинеских царева, Џингис-кана, османлијских царева и других, који су били усмерени на освајање нових територија и поробљавање многих народа, чије је припаднике требало учинити робовима за добијање, јефтине радне снаге и послушних грађана њихових империја, који треба да живе у истој (њиховој) држави. Тежило се, путем силе, учинити јединство народа и територија, тј. створити свет без граница и различитих политичких и економских система држава и региона. Римско царство било је политички централизовано и његова империјална моћ произилазила је из сложеног система политичке и економске организације. Кинеско царство представљало је доказ невероватне централне контроле огромне масе људи, коју је обављала централизована и строга бирократија. Монголска империјална моћ углавном се заснивала на војној доминацији и супериорној војној тактици. Римско, кинеско и монголско царство били су претходници будућих претендената на место глобалне силе.

Велика колонијална освајања, која су уследила, имала су сличне тенденције. С развојем производних снага и средстава, заснованих на тековинама индустријске револуције, упоредо са великим географским открићима у XV и XVI веку, развиле су се тежње неких европских земаља за колонијализацијом појединих делова света у циљу експлоатације нових сировина, тржишта и радне снаге. Тако су у XV и XVI веку Шпанија и Португалија започеле са колонијалним освајањем и борбама за колонијалну превласт, да би им се убрзо придружиле Холандија и Енглеска, а од друге половине XIX века у ту колонијалну борбу се укључују Немачка, САД, Русија, Јапан и Италија. Шпанија је све до половине XVII века била највећа европска сила, али никада није успела да успостави праву глобалну доминацију. Француска је била доминантна европска сила под вођством Наполеона и била је на ивици да успостави глобалну доминацију. Велика Британија је цели XIX век имала глобалну поморску доминацију, а Лондон је, у то време, постао светски финансијски и трговински центар. Тако је завршен овај циклус освајања и поделе света између наведених империјалистичких земаља, чиме је извршено економско, политичко, културно и духовно поробљавање многих народа и земаља. Насилно су им отета многа природна богатства, милиони људи су постали робовска радна снага, спроведена је експлоатација у најгрубљем виду, поражена је традиција и древна култура многих старих народа, а наметнут је туђи систем вредности и најгрубља владавина људима.¹⁰¹ Империјалистички ратови - Први и Други светски рат - иницирани експанзионистичком политиком хегемонистичких сила тог времена, били су усмерени ка стварању глобалне (светске) заједнице. Овде треба направити разлику између колонијализма и глобализације у смислу да им је можда исти циљ али идеологија и метод остваривања тог циља нису.

Процес глобализације у његовом савременом облику, може се посматрати од друге половине XX века. Теоријске основе глобализма поставио је Збигњев Бжежински 1970, у делу "Између двеју епоха". Савремена збивања, Бжежински дефинише као глобални процес, при чему човечанство пролази кроз трећу велику револуцију, технотроничну¹⁰² револуцију, која ће изнедрити нове вредности и испунити празнину коју је иза себе оставило материјално богатство. Носилац "технотроничне револуције", по Бжежинском, јесу САД, као "прво глобално друштво у историји", које поседује разорну моћ без преседана у историји, а самим тим и логички му припада водећа улога. Извор америчке моћи је у супериорној организацији Америке тј. њеној могућности да брзо мобилише огромне економске и технолошке ресурсе за војне потребе. По Бжежинском, Америка је супериорна у четири одлучујућа домена глобалне моћи: војном (она има огромне могућности достизања удаљених крајева света), економском (она је остала основни покретач глобалног раста), *технолошким* (задржала је вођство у кључним областима иновација) и *културном* (поседује привлачност без конкуренције). Управо комбинација сва четири ова атрибута чини Америку једином свеобухватном глобалном силом¹⁰³.

¹⁰⁰ С. Аврамов: *Трилатерална комисија*, Идиј, Ветерник, 1998., стр. 93.

¹⁰¹ В. Мишовић: *Глобализација и нови светски поредак*, Чигоја штампа, Београд, 2001, стр. 32.

¹⁰² Реч "технотронично" настала је компоновањем речи "технологија" и "електроника", а њен идејни творац је Збигњев Бжежински.

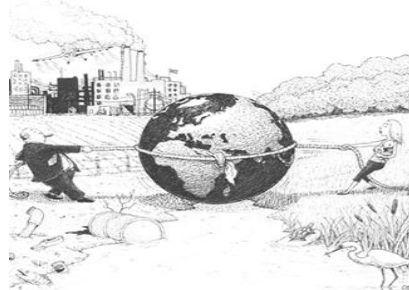
¹⁰³ Бжежински: *Велика шаховска табла*, ЦИД Подгорица, 2001, стр. 28.

Кад је реч о појмовном одређењу глобализације¹⁰⁴, потребно је напоменути да не постоји општеприхваћена дефиниција глобализације. Многобројне су, апстрактне и конкретне, опште и посебне дефиниције глобализације, али јединственог погледа на то шта је глобализација нема. Ради се о комплексном и мултидимензионалном феномену, што је узроковало постојање мноштво углова из којих се тај феномен посматра. Наведена одређења представљају читав спектар различитих ставова о глобализацији, од оптимизмом испуњених хиперглобалистичких, преко трансформационистичких – који указују на промене које се под утицајем глобализације дешавају у свету, до скептичних, који доводе у питање постојање глобализације, односно који указују на њену наводну идеолошку позадину. Сви наведени ставови истичу у први план различите аспекте глобализације и различит однос према глобализацији. Међутим, и поред свих разлика, постоји заједнички чинилац који повезује сва наведена одређења. Тако се глобализација поима, пре свега, као процес у коме долази до интензивирања односа између појединца, организација и институција на глобалном нивоу. Глобализација обухвата сва поља људске активности, међу којима је економија истакнута као примарно поље.

Имајући у виду све наведене ставове, сличности и разлике које постоје између појединих аутора, може се под појмом глобализације сматрати процес/пројекат који значи интензивирање свих друштвених односа (догађаја, проблема, сукоба, итд.) у међународним размерама, путем којих свет постаје недељив простор, а чији су главни актери националне државе, међународне организације и појединци који су у њих укључени. С обзиром на то да они, често, имају различите интересе и циљеве, крајњи исход овог пројекта/процеса је неизвесан. Глобализација, као процес повезивања и обједињавања света, упркос његовој материјалној, духовној, егзистенцијалној разноликости, представља правилност која је заснована на мултилатералној сарадњи народа и држава. Процес глобализације обухвата и примену силе уопште, а често и војне силе, када су противречности изричите и не могу се решити другим средствима. Међутим, глобализацију не прихватају све државе на начин на који се она спроводи, јер глобализација у још већој мери продубљује јаз између богатих и сиромашних држава, у смислу да богате државе постају још богатије, а сиромашне државе још сиромашније.

КАРАКТЕРИСТИКЕ ПРОЦЕСА ГЛОБАЛИЗАЦИЈЕ

Под утицајем глобализације, савремени свет одликује неколико битних карактеристика. *Прва*, научно-технолошка револуција која је постала моторна снага економских и политичких интеграција и материјална основа идеје мондијализма и глобализације света. Технологија и електроника постале су главне детерминанте друштвених кретања и промена. Оне, при томе, мењају обичаје, друштвену структуру и вредносни систем. *Друга*, глобализација, која се успоставља кроз процес интеграције светских тржишта капитала и технологије, уз паралелан процес успостављања и јачања доминације транснационалних корпорација у оквирима глобалних тржишта, јавља се као објективна неминовност савременог света. Економска моћ транснационалних корпорација све више замењује моћ националне државе да контролише и утиче на национални капитал, чиме се релевантност националне државе на економском и политичком плану смањује.



Економска глобализација праћена је великом политичком, медијском, војном, социјалном, културном и еколошком глобализацијом, што ствара потребу за новим глобалним институцијама. Изолација из процеса глобализације представља опасност за опстанак појединих земаља са последицама по међународни безбедносни систем. *Трећа*, промене структуре глобалне производње, значајно је утицала на културни и цивилизацијски идентитет и стратешко понашање учесника у међународним односима. *Четврта*, под утицајем нових безбедносних изазова, ризика и претњи измењен је концепт безбедности за који је карактеристично да се не везује за територијални принцип, него за економске интересе великих сила, па је честа појава да се иступа са тезом да су угрожени светски мир и безбедност кад год и где год су, у ствари, угрожени економски интереси¹⁰⁵. *Пета*, присутна је стална пролиферација оружја за масовно уништење, чији трендови, тенденције и кретања варирају зависно од актуелног стања у односима међу државама. Порастао је број држава које поседују оружје за масовно уништење, али и могућност да поједини недржавни

¹⁰⁴ Преузето са веб сајта: www.csg.org.yu/globalizacija-sta.htm, приступио сајту 21.03.2018

¹⁰⁵ Љ. Стајић: *Основи безбедности*, Полицијска академија, Београд, 1999., стр 136.

фактори обезбеде приступ или дођу у посед оружја за масовно уништење. Са развојем оружја за масовно уништење, знатно је промењена улога и значај територије и геостратешки положај земаља. *Шеста*, израстање тероризма у глобалну безбедносну претњу, актуализацијом самоубилачког тероризма, али и сталном терористичком претњом нуклеарним, хемијским и биолошким тероризмом. *Седма*, нови облици претње миру и стабилности у свету нужно траже успостављање новог међународног поретка, који би био способан одговорити на нове безбедносни изазове, ризике и претње (*табела 1*).

Табела 1: Значајни догађаји, глобалне промене и последице¹⁰⁶

Значајни догађаји	Глобалне промене	Последице
Крај хладног рата (током 1989) Уједињење Немачке (12.4.1990.) Потписивање заједничке декларације о престанку непријатељства (9.11.1990.) Распуштање ВУ (31.3.1991) Распад СССР (14.12.1991)	Нестанак биполарних односа Останак једине преостале суперсиле - САД Проширење НАТО-а-Партнерство за мир Дезинтеграциони процеси Интеграциони процеси (трансформација ЕЗ и формирање ЕУ) Промене на технолошком и економском плану	Многобројни грађански ратови Експанзија регионалног национализма Јачање религиозног фундаментализма Пролиферисање нуклеарног, хемијског и биолошког оружја Стварање мрежа међународног организованог тероризма и криминала
ИЗРАСТАЊЕ ТЕРОРИЗМА У ГЛОБАЛНУ БЕЗБЕДНОСНУ ПРЕТЊУ		

Све ово довело је до појаве нових или актуелизације постојећих безбедносних изазова, ризика и претњи, међу којима се тероризам, а нарочито онај транснационалног карактера, наметнуо као главни безбедносни проблем.

Међутим, оно што је карактеристично за тероризам, јесте да је он под утицајем глобалних друштвених промена претрпео значајне измене, што скоро систематски потврђују актуелне и могуће терористичке активности. Тако је на сцени тероризам инспирисан идејама радикалног фундаментализма (радикални исламски фундаментализам), што га битно разликује од осталих облика тероризма, по циљевима, начину и средствима извршења терористичких аката. Појављују се и специфични облици тероризма, првенствено актуелизација самоубилачког тероризма. Уз то на глобалном безбедносном плану све више је изражено повезивање тероризма са организованим криминалом, које за последицу има појаву тзв. наркотероризма и сајбер-тероризма. Велике криминалне и терористичке "мреже" контролишу огромне количине новца, што се појављује као значајна претња држави у глобалној економији. Поред овога, стално је присутна претња нуклеарним, хемијским и биолошким тероризмом, односно могућност да терористичке организације, као носиоци тероризма, дођу у посед оружја за масовно уништење и да то оружје употребе у терористичке сврхе. Такође, значајно је напоменути и нови начин организовања терористичких организација, у тзв. терористичке мреже, односно транснационалне терористичке колективитете и специфичности које доноси такав облик организовања и деловања терористичких организација.

ДИМЕНЗИЈЕ ПРОЦЕСА ГЛОБАЛИЗАЦИЈЕ

Глобализација представља процес који значи интензивирање свих друштвених односа (догађаја, проблема, сукоба...) на глобалном нивоу. путем којих свет постаје недељив простор, те чији су главни актери националне државе, међународне организације и појединци који су у њих укључени. Могу се уочити одређени модели и облици путем којих се настоје реализовати овај процес. Тако се може издвојити пет модела: политички, економски, медијски, културни и војни модел, који се остварују истовремено и у правцу успостављања новог светског поретка и остваривања процеса глобализације (*табела 2*).

¹⁰⁶ Извор: Обрада аутора

Табела 2: Димензије процеса глобализације¹⁰⁷

МОДЕЛ	БИТНИ САДРЖАЈИ
Политички модел	успостављање и ширење демократије развијање вишестраначке парламентарне демократије јачање изборних система успостављање одговарајућег образовног система
Економски модел	стварање слободних тржишта тржишна конкуренција компанија јачање транснационалних компанија место и улога међународних организација: Међународни монетарни фонд, Светска банка за обнову и развој и OECD.
Медијски модел	повезивање и интеграција масовних медија развој електронских медија и достигнућа сателитске технологије, стални притисци под плаштом "демократизације и слободе медија" смишљена медијска пропаганда којом се шире идеје и вредности глобализације и новог светског поретка
Културни модел	ширење културне доминације прихватање западног стила живота, начина одевања, студирања, итд. стил западних државника који се проучава и имитира
Војни модел	глобализација војне силе путем интеграције војних снага стварање регионалних и глобалних војних савеза и организација стварање и деловање мултинационалних снага доминација и утицај америчке војне супериорности и моћи

Политички модел - огледа се у покушају успостављања јединственог политичког система, који би био важећи и једини модел политичког система. Будући да су САД носиоци процеса глобализације то се њихов политички модел, односно политички модел земаља Запада означава као модел будућности за целокупно човечанство. Настоји се да се овај модел генерализује и институционализује у свим земљама, првенствено земљама које су сачињавале Варшавски пакт, земљама насталим распадом вишенационалних држава (СССР, СФР Југославије, Чехословачке), које се називају "земље у транзицији". Механизам за остваривање тог политичког модела на глобалном нивоу јесте успостављање и ширење демократије у наведеним земљама. Тај процес се остварује кроз јачање институција демократског друштва, развијање вишестраначке парламентарне демократије, јачање изборних система, успостављање одговарајућег образовног система, итд. Тако би се створио политички модел који би карактерисало постојање више политичких странака, које се на демократским изборима боре за власт, односно смењују власти.



Економски модел - подразумева модел, који инсистира на светској слободној трговини и неспутаној конкуренцији. Састоји се у стварању слободног тржишта у коме доминирају: економске законитости понуде и потражње и тржишна конкуренција компанија са претежно приватним и акционарским власништвом. Посебно место и улога у остваривању постављеног циља припада транснационалним компанијама, које се појављују као носиоци глобалне стратегије, намећући нови модел економских односа у којима знатно слаби економска моћ националних држава. Поред транснационалних компанија, значајну улогу у успостављању економског модела новог светског поретка имају и међународне организације, у првом реду Међународни монетарни фонд и Светска банка за обнову и развој.

Медијски модел - јесте једини модел који је заиста глобалан, захваљујући великој експанзији масовних комуникација, што се огледа у повезивању и интеграцији масовних медија на глобалном плану. Савремени техничко – технолошки напредак у развоју електронских медија и достигнућа сателитске технологије, омогућавају неограничен проток информација, података и мултимедије на планетарном нивоу. Медијски модел глобализације остварује се путем сталних притисака под плаштом "демократизације и слободе

¹⁰⁷ Извор: Обрада аутора

медија", као и смишљене медијске пропаганде којом се шире идеје и вредности глобализације. Као носиоци глобализације у области масовних комуникација јављају се моћне медијске компаније (електронски и штампани медији), као што су: *CNN, BBC, SBE, Skay News, Voice of America, New York Times, Le Monde, The Guardian, The Daily Telegraph, Der Spiegel, The Independent, Forbes* итд. Глобалним електронско-медијским комуницирањем утиче се на садржај светске конверзације.

Културни модел - представља ширење културне доминације, засноване на културном моделу западних земаља, где примат имају САД. На овај начин се намећу сопствене културне вредности западних земаља, а посебно САД, другим нацијама и цивилизацијама, што доводи да се широм света имитира начина живота на западу, посебно међу омладином. Ширењу културног модела глобализације доприноси и стил западних државника, који постају предмет пажљивог проучавања и имитирања. Али, овај амерички културни модел није прихватљив за све народе и религије (нпр. исламску религију).

Војни модел - представља глобализацију војне силе путем интеграције војних снага држава које су укључене у процес глобализације, чиме се стварају разне војне организације регионалног и глобалног карактера (реформа и проширење НАТО снага). Војни модел испољава се стварањем и деловањем мултинационалних снага ради регулисања кризних ситуација, формално под окриљем и контролом УН, а стварно под командом и утицајем САД и НАТО-а. Битна карактеристика војног модела глобализације, јесте доминација и утицај америчке војне супериорности и моћи, што се огледа у могућностима деловања у свако време и на сваком месту.

НЕГАТИВНИ ЕФЕКТИ ПРОЦЕСА ГЛОБАЛИЗАЦИЈЕ

Противречности процеса глобализације доводе до отпора широких размера, свим елементима у потпуном реализовању процеса глобализације. Стиче се општи утисак да прокламоване идеје и циљеви процеса глобализације није могуће остварити у овом тренутку. Такође, општи је закључак да је овај процес "исфорсиран", тј. да није могуће да се природним путем оствари и спроведе у дело. Досадашњи биланс процеса глобализације није сјајан: демографска експлозија становништва на планети, која није пропорционална, растући феномен глобалних миграција, масовно сиромаштво широм света, енормна незапосленост становништва, продубљивање јаза између богатих и сиромашних земаља, етнички и религиозни сукоби са тенденцијом транснационалног, ширење тероризма као глобалног безбедносног феномена, пролиферација оружја за масовно уништење...



Сједињене америчке државе, као лидер процеса глобализације, постепено губе контролу над овим процесима, што, по мишљењима многих аналитичара, може довести до глобалне анархије. Економска моћ САД, у односу на остале центре моћи (јачање мултиполарности света), постепено опада, а њихов политички утицај слаби, чак и у кругу савезника унутар западне алијансе. Стога САД своје интересе првенствено усмеравају према евроазијском подручју, формулишући свеобухватну и дугорочну геостратегију за читаву Евроазију. С обзиром на наведено, може се рећи да је крајњи исход процеса глобализације неизванстан.

Противречности процеса глобализације произилазе из:

1. *начина реализовања глобализације* - начин на који носиоци процеса глобализације реализују наведене процесе, у многоме, иритира "оне" према којима су ти процеси усмерени. Процес глобализације праћен је напетостима, турбуленцијама, али и применом силе уопште. Врло често примењује се и војна сила, али и сви други облици насиља и разних притисака. Тако су војне интервенције саставни део спровођења глобализације ради наметања универзалних система вредности, а у циљу поништавања националних вредности и традиције.

2. *модела и облика глобализације* - предвиђени модели и облици путем којих настоје да се реализују процеси глобализације (политички, економски, медијски, културни и војни модел), носе одређене противречности. Занемарују се традиционалне вредности неких земаља, на рачун универзалних интереса, који нису својствени датим друштвеним системима. Наведени модели фаворизују развој малог броја развијених земаља и транснационалних компанија, што им омогућава остваривање монопола у свим сегментима друштвеног живота. Тиме се битно повећава јаз између сиромашних и богатих земаља, тако што сиромашне земље постају још сиромашније, а богате земље још богатије.

3. *носилаца процеса глобализације* - општа карактеристика процеса глобализације јесте подређеност наведених процеса економским интересима великих сила. Тако је честа појава да се иступа са тезом да су

угрожени светски мир и безбедnost kad god и где год су, у ствари, угрожени економски интереси великих сила, првенствено САД, али и других носилаца процеса глобализације. Такође, у многобројним случајевима нескривена је наклоњеност и посвећеност међународних организација "универзалним интересима" лидера глобализације. Отпор глобализацији посматра се као реакција најширих друштвених слојева које повезују заједнички интереси у борби против аномалија овог процеса односно процеса који има два лица. Узимајући у обзир да овај процес има велике противречности, ствара се отпор широм планете, који, такође, има глобалне размере, што доводи до таласа антиглобализма и стварања антиглобалистичких покрета. Будући да процес глобализације многи идентификују са САД, као главним протагонистом и носиоцем овог процеса, истовремено се шире таласи антиамериканизма, као израза отпора према америчкој аrogанцији и моћи. Антиглобалистичким носиоцима могу се сматрати разне државне и недржавне, политичке, синдикалне и грађанске организације и групације које су постале снажан фактор у процесу супротстављања насилној глобализацији. Њихова борба се огледа кроз разне облике политичког и друштвеног деловања, првенствено кроз демонстрације и јавно изражавање противљења процесу глобализације.



Може се закључити да глобализација, у свом позитивном смислу, означава све оне напредне процесе кроз које људи читавог света бивају укључени у једно светско друштво односно глобално друштво. Међутим вишедимензионалност глобализације, начин њеног остваривања и њени протагонисти узрокују противречности глобализације. Те противречности су разноврсне и различито погађају поједине делове међународне заједнице, што као повратну спрегу има отпор ка глобализацији. Сведоци смо да се тај отпор изражава кроз мање радикалне облике, демонстрације и сличне облике, али да има и свој радикални облик који се огледа у разноврсним облицима и садржајима, просторно раширеног али умреженог, тероризма.

ЗАКЉУЧАК

Многобројни догађаји су довеле до нестанка биполарних односа у свету и стварања униполарног система. Свет се покушао приказати као функционалан интегрисан целовит систем, тј. заједница у којој се појављују општи интереси, који су конституисани изнад свих посебних интереса. Новонастала ситуација омогућила је земљама Запада и САД, као предводнику, да отпочну процес преобликовања постојећих односа и успостављања новог распореда моћи на глобалном плану. Преображај светске заједнице путем уређених правила понашања и прихватањем ауторитета, почива на пет модела глобализације: политичком, економском, медијском, културном и војном.

Начин реализације ових модела и снаге које их спроводе проузроковали су и појаву отпора глобализацији, који се посматрају као реакција најширих друштвених слојева, које повезују заједнички интереси у борби против аномалија процеса глобализације. Све наведено утицало је на тероризам, а нарочито на то да је он под утицајем глобалних друштвених промена претрпео значајне измене, што указује на нове форме и садржаје тероризма. При томе се јављају нови појавни облици тероризма и до изражаја долазе одређене, специфичне, карактеристике тероризма, као што је мрежно организовање терористичких колективитета.

Очекивања да ће глобализација, као чаробна формула, обезбедити прогрес и мир у друштву, и да ће међународни односи почивати на сарадњи, нису се испунила. Промене инициране процесом глобализације створиле су ризике због којих простор, време и границе између држава и континента постају све мање значајни. Глобално друштво само ствара ризике по своју безбедност и тиме се претвар у друштво ризика. У таквом друштву јачањем позитивних економских токова, система комуникација и транспорта долази до јачања и негативних ефеката тих токова што омогућава интернационализацију и пораст међународног организованог криминала, *међународног тероризма*, трговине наркотицима и оружјем, етничких и религиозних конфликта и еколошке загађености.

Када се говори о ризицима процеса глобализације који узрокују настанак и испољавање савременог - глобалног тероризма онда уопштено можемо говорити о социоекономским, еколошким и војним ризицима. С обзиром да се процес глобализације најчешће посматра кроз призму економских односа и одраза тих односа на социјалну сферу друштва то нас наводи да гро ризика идентификујемо у овим областима друштвеног живота. Неједнакости које производи економска димензија глобализације неуралгично су језгро и узрок фрустрираности и незадовољства широм света. Они могу да поприме облике огромних

неконтролисаних социјалних експлозија, бунтова, насиља, локалних и регионалних етничких и верских сукоба, сукоба култура и потискивања осећаја планетарног заједништва. Сви они који не припадају повлашћенима, излаз из несношљивих егзистенцијалних околности покушавају да пронађу у криминалу, дроги и тероризму, што има за последицу, у крајњем, глобализацију социопатолошких појава. У вези с тим, није тешко предвидети да стратегија неолиберализма, која у светским размерама продубљује јаз између богатих и сиромашних, у значајној мери актуелизује и заоштрава неједнакост као глобални контекст за нестабилност, сукобе и конфликте. Са економским неједнакостима руку под руку иде демографска експлозија. Најизраженија је у земљама Трећег света у којима усложњава ионако незавидну ситуацију и продубљује јаз између богатих и сиромашних. Евидентно је да она не представља само проблем неразвијених него и развијених земаља услед миграција становништва и стварања микро целина у великим градовима запада које постају легла друштвено непожељног понашања. Може се закључити да ће социјални ефекти неједнаког економског развоја и демографског бума умногоме обликовати амбијент унутар којег ће верске, расне и идеолошке супротности попримити радикалне размере а самим тим и извор социопатолошких појава међу којима је и тероризам.

Иако је једна од битних карактеристика процеса глобализације интеграција на макро нивоу сведоци смо да државе постају све више издељене. Оне се деле дуж етничких, културних и религијских линија. Различите групе се позивају на право на самоопредељење. Важан показатељ фрагментације држава јесте чињеница да је већина ратова који су вођени у блиској прошлости, или који се сада воде у свету изазвана етничким питањима. У том контексту, тероризам такође поспешује процес политичке деобе јер је најчешће оправдање терориста за њихове активности - независност од глобалне доминације.

Данас се све више креира друштво без државе, при чему још увек нема адекватне транснационалне политичке форме која може да буде одговарајућа замена за државу. Евидентно је да глобализација економских односа ограничава могућност националних држава, као и да условљава слабљење њених капацитета у обезбеђењу социјалне сигурности, безбедности и заштити њених грађана, што су њене основне функције. У контексту напред наведеног, може се рећи да десуверенизација није процес који неминовно води ка универзалној владавини мира и правде.

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THE LIBERAL AND LIBERTARIAN VIEW OF THE WELFARE STATE

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Abstract: The reduction of the state of well-being is a current topic both in the general and in the professional public. There is debate in the professional public about the reasons that caused the welfare state to decline. An important part of the researchers point out that the collapse of communism, among other things, has resulted in a reduction of welfare states around the world. However, the number of analysts who consider that the idolatrical movements and the debates between the Liberals and the Libertarian have also influenced the practices associated with the reduction of the welfare state. In order to understand the differences between these two ideological doctrines, in this text we will consider the basic positions of the most prominent liberal author John Rawls and the most notable libertarian author Robert Nozick.

Keywords: Liberalism, Libertinism, welfare state

1. THE DIFFERENCE BETWEEN LIBERALISM AND LIBERTARIANISM

Liberalism and libertarianism are political and economic theories. For both, economy is the basis of the social structure and dynamics. The economic structure has its own reflection in the structure of the society. Economic dynamics cause social dynamics. Although the basis of liberalism and libertarianism is the same, many today consider liberalism as a leftist political ideology, while libertarianism inspires creation of right-wing public policies (Bruce and Yearly 2000: 172).

Liberalism as a political and economic theory emerged in the 17th century and is tied to the names of John Stuart Mill, John Locke, David Hume, and Jeremy Bentham. Liberalism has become particularly influential in the time of industrialization, in the sphere of the economy it has advocated freedom of the market and, accordingly, a small state and a small taxation. The state according to liberalism should be directed only to providing the basic functions, which is to guarantee the safety and order of its citizens. All that is above is unnecessary and unjust, because it enters the sphere of individual freedom and limits it. For the liberals, the state is a sphere of coercion, and the market is a sphere of freedom. Political liberalism advocated the formation of national states and democratic political systems. Over time, both economic and political liberalism had to make serious compromises. The political liberals, guided by the principle of the right to self-determination of ethnic groups and the formation of national states from the previously existing multinational empires, after the First World War and the numerous wars for exercising the rights that liberalism supported, moved to a policy of support of the sovereignty of national states and solving interethnic problems as internal issues of the same. In recent decades, liberal political theory has increasingly insisted on identity politics.

Economic liberalism, which advocated free market economy and non-interference by the state in the economy, after the great economic crisis of the 1930s, has also evolved and, under the influence of Keynesianism, accepted that the state can be an independent mechanism with a beneficial effect, when the development spiral of the economy is moving down.

Libertarianism, on the other hand, is a political and economic theory that insists on the basic principles of liberalism which, due to socio-economic circumstances, liberalism itself, has abandoned. Due to the uncompromising insistence of freedom of choice, some authors place libertarianism between anarchist-capitalist theories (Duncan 2010). Libertarianism as a theory pays particular attention to the natural rights of individuals, in particular the right to property and the right to choose and dispose of their property. The Libertarians insist on a small state, a market economy and a state's non-interference in the economy. Theoretical and ideological libertarianism was developed by the Austrian School of Economics and above all by Friedrich von Hayek. As a political and economic theory, it was accepted by some conservatives in the United States, but in the clash with traditionalists and McCarthyism in the 1950s it was marginalized. The economic policy of libertarianism demanded the return of the isolationist foreign policy of the United States with the possibility of free trade with each country. During the Cold War, the dominant conservative stream accepted an interventionist foreign policy in order to counter the growing number of socialist and anti-colonial revolutions supported by the Soviet Union. Although, as a political and economic entity, it was marginalized, Libertarianism was never rejected. He returned in the 1960s in Barry Goldwater's economic policy, but in a confrontation with Lyndon Johnson suffered a fiasco. Although in the general election it suffered a serious defeat, the political and economic libertarianism, established itself in the public space and returned as a neo-conservative economic policy, led by Ronald Reagan, who worked in the campaign of Goldwater.

Although both liberalism and libertarianism generally do not support the growth of the welfare state, liberalism, especially social liberalism, has, over time, shown an increasing understanding of the need for a welfare state; unlike libertarianism that has much more extreme positions on this issue. The differences between liberalism and libertarianism reduced to determine key principles can be found in the table below.

Table 1, Comparison of the key principles of liberalism and libertarianism

Principles	Liberalism	Libertarianism
Principle 1	Strong Property Rights	Absolutely Property Rights
Principle 2	Limited Government	Minimal Government
Principle 3	Some Public Goods	No Public Goods

Source: LehtoIlmari (2015: 89)

2. THE LIBERAL VIEW OF THE WELFARE STATE (JOHN RAWLS)

John Rawls' theory of justice is the most influential modern liberal theory. This theory emerged at a time when utilitarianism was the leading theory of social distribution (Kassebaum 2014: 26). Many believe that the theory of John Rawls refers to John Locke's classical liberalism, with the right to property and economic freedoms in the theory of Rawls, replaced by a limited welfare state (Lehtollambri 2015: 89). The theory of justice is the theory of a social contract, which leaves enough space for it to derive a model to a welfare state. The theory itself relies on two principles. The first principle guarantees the widest possible rights, especially political to all citizens, to the extent that they do not endanger the rights of others. The second principle is divided into two sub-principles, the first sub-principle suggests that each individual in society should have equal chances, under equal conditions, to be chosen to manage public affairs. The second sub-principle regulates the question of possible inequality in the society. In essence, the state should treat all its citizens in the same way, but an unequal treatment would be acceptable only on one condition, and that is if it benefits those who are in the most indifferent position in society (Rawls 2004: 15). This section could be interpreted as the basis on which welfare the state could be founded. The welfare state privileges and through social programs it tries to help those who are in the most indifferent position in society. But the transfer of income from the affluent to the poorer must not lead to the creation of an egalitarian society, because in such a case those most talented and the most capable will not be motivated to create more for themselves and the rest and the income of the society as a whole will decrease. Accordingly, the welfare state as the liberals understand, and in the interpretation of John Rawls, is a kind of social insurance against possible disasters in life, unemployment, etc. It is a kind of minimum subsistence that the society guarantees to each member.

The principles of justice, as provided by Rawls, align themselves with the wail of ignorance, which means that during harmonizing the principles of justice, citizens should be abstracted from their own position in society. They should not be biased and create conditions in which the group they belong to will take privileges for themselves, because they do not know what their destiny will be or what the destiny of the next generations will be. The principles of justice should be implemented by the basic structure in the society, which covers the basic political and economic institutions.

One of John Rawls's central criticisms of the theory of justice is that it leaves room for various interpretations that often develop models that are mutually contradictory. One of the interpretations of the theory of justice, for example, was that it allowed the development of a state that would guarantee each and every citizen a basic income and property and a state based on ownership, while the other interpretation is that the theory of justice is creating a welfare state (Launonen 2012). Rawls himself, does not indicate any concrete example of a state in which the principles of his theory have been applied, and therefore leaves a lot of prospect for various interpretations.

3. THE LIBERTARIAN VIEW OF WELFARE STATE (ROBERT NOZICK AND DAVID GAUTHEIR)

Among the most influential libertarian theories is of course the entitlement theory of justice, developed by Robert Nozick. His fame among libertarians grew at the same time with the glory that Rawls acquired among the liberals. Libertarians generally advocate for the state to be reduced only to its basic functions, which is to guarantee security and order in society. Or, in the words of Nozick (1974: 149), "the minimum state is the most extensive state that can be justified. Any state that is more extensive than the minimum threatens the rights of individuals. "Any form of redistribution and a welfare state that will redistribute is unfair. When the state provides public benefits through the programs of the welfare state, it does so with resources it lends from citizens through taxation, thereby depriving them of their freedom to manage their resources in a manner that they themselves determine (Duncan 2010). According to Nozick, freedom and equality are mutually exclusive. More precisely, inequality is the price that people pay to be free (Kassebaum 2014: 4). People are completely equal in extreme totalitarian societies, but in such societies they are not free. People as free beings possess different talents and in varying degrees. Such natural

inequalities will be reproduced in social inequalities. At the same time, for libertarians, the right to property is indisputable, starting from the right to ownership of one's own talents and skills, to the property on certain subjects. Those who possess greater talents and skills than others should be stimulated to be as productive as possible, because in this way they produce for themselves, and for the society as a whole. Or, as Nozick (1974) concludes in his book *Anarchy, State and Utopia*, what each individual has is what he receives from others as a result of exchange or gift. In a free society, different individuals possess different resources. They have the right to cooperate, share and exchange the resources they have.

The example that Libertarians often use to illustrate the unfairness of state redistribution for the elimination or reduction of social inequalities, which according to them are based on differences in talent, skills, the efforts that individuals make in their work is the following: if two children are born, one perfectly sees with both eyes, and the other that cannot look from either eye and basically is blind. According to libertarians, the state has no right to take one eye from the child looking perfectly on both eyes and transplant it to the one who does not see on any eye. It is the right of the individual who, if he wishes so, can give one eye for the transplant to the other child. It's the same with revenues. The state has no right to take more taxes than people who are more talented, work more and earn more and spend it at their own, including spending them in social programs through the welfare state. The right for those who earn money is to determine how they will spend their income and whether and how they will help people in need.

By developing the entitlement theory of justice, Nozick, on the two principles developed by Rawls respond with his own two principles. One on the acquisition of capital, and the second to a fair transfer of the same (Nozick 2004: 62). According to the entitlement theory of justice, if social differences between individuals are created in a fair manner due to differences in talent, skills, success in work, etc., if the fruits of hard work are transferred in a fair way, then also the social differences that arise as a product of natural differences between individuals are just. Here could be given the example of the most talented athletes. Because of their talent, having better football skills from hundreds of thousands of people who play that sport and the desire of those people to see the most talented as they compete among themselves, they get offers to play for the best clubs for millions of dollars. Talented athletes do not force clubs to offer such contracts, as they do not force people to watch the competitions in that sport and even best athletes personally, as they do not force sponsors to allocate large sums of money for clubs and athletes. Accordingly, talent is rewarded, and natural differences produce social inequalities.

Nozick criticizes the liberal theory of justice developed by Rawls. He compares the distribution of income in society with the distribution of grades in the class. Let's imagine that on the basis of the principle of veil of ignorance, i.e., without any knowledge of the students and their qualities and effort they invest, someone is analyzing the fairness of the distribution of scores. If only the final results are seen, it will undoubtedly be clear that there are differences in grades, but not whether those differences are fair or dependent on the knowledge that the students possess and the efforts they have made to reach that knowledge. It is difficult to assess whether the process of assessing the grades is fair if one does not know the qualities, knowledge of the students, and how much effort has been made by each of them to come to knowledge. According to Nozick, It's similar with revenue distribution.

As can be seen, Nozick and Libertarianism generally do not criticize and there is no idea of reducing social inequalities, on the contrary, any such idea or model of redistribution as that of the welfare state is unjust and discourages the most talented ones to use their capacities both for a personal benefit, and for the benefit of the whole society. The Liberals objected to such positions and basically considered that social inequalities were not only a result of individual qualities, but also of individual's social characteristics. An example of this is discrimination based on various criteria such as race, ethnicity, sex, age etc. (Kassebaum 2014: 25).

A much more radical libertarian theory than that of Robert Nozick, was developed by David Gauthier. Like Nozick, Gauthier rejects the idea that the state should have a redistributive and egalitarian dimension. At the same time, unlike Rawls and Nozick, the theory developed by Gauthier is not based on the principles of justice or morality in general, but on the principles of rationality and rational choices that individuals make to protect their interests. According to Gauthier, justice is established only between individuals who have approximately equal physical and mental capacities. Only in such cases cooperation which is of approximately equal interest to all can be established (Gauthier 2004: 89).

Liberals criticize Libertarianism because while insisting on absolute freedom, which will not be limited by the state, they fail to perceive the importance of values such as fairness and satisfaction of the basic needs of individuals as a prerequisite for building a stable society (Duncan 2010).

Libertarianism as a theory, more or less successfully tries to justify and offer an explanation of social inequalities, even to claim that their elimination is unnecessary, unjust and counterproductive after the advancement of society. This kind of theoretical perspectives have been marginalized in the social sciences, but have a strong impact on

public policy (real politics), and have been especially influential in the 1970s onwards and have resulted in the growth of social inequalities. It seems that it can be said that libertarianism does not accept the welfare state, while liberalism reluctantly accepts a limited welfare state, and with the growth of these ideologies in the political arena after the 1970s we have a trend of a reduction of the welfare state.

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THE DECLINE OF THE WELFARE STATE IN MODERN SOCIETY

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Abstract: The welfare state is a relatively new social phenomenon. Its rudimentary forms appear at the beginning of the 20th century, and it was especially developed immediately after the Second World War. It was created in order to reduce acute social conflicts in societies around the world and to give citizens the minimum conditions for subsistence. From its founding, to this day, the welfare state is at the center of the attention of the professional and general public. This article attempts to define and categorize a state of well-being, but also to consider modern trends that reflect it. Particular attention will be paid to reducing the welfare state and the reasons why it occurs. From the many factors that are often considered in the context of the decline of the welfare state, here we will primarily analyze the demographic, economic and political factors.

Keywords: welfare state, Bismarckian Model, Beveridgean Model

1. WELFARE STATE

Before approaching the definition of the welfare state, we first need to determine a working definition of what is a state. In the social sciences, the definition of a state given by Max Weber has long been accepted. He is arguing that the state is a monopoly of coercion in a certain territory (army and police) that guarantee their citizens the order and security. Over time, the state also includes mechanisms for making decisions according to certain rules, which means accepting constitutionalism, predictability and rationality in decision making and avoiding the arbitrariness of individuals. Development of the state happened through a process, in which the state government has been depersonalized, formalized and attempts to integrate society (Poggi 2006: 608). The modern state is an integrated set of institutions that cover legislation, central and local administration, judiciary, police and army, and establishes political domination in a particular territory (Bruce and Yearly 2000: 287). The last phase of state development entails the redistribution of general goods through the taxation system, but also the allocation of general goods through social programs, that is, the development of the welfare state. Otherwise, the concept of well-being implies providing the basic human needs by the state, the market and the family. In Western Europe, the role of the state in ensuring the well-being of citizens was of particular importance. The welfare state emerged as a result of the need to overcome some of the class conflicts and satisfy some of the demands of the expanded proletariat at the end of the nineteenth and early twentieth century's. The welfare state served to reduce the class conflict, which represented the ideological struggles between the left and the right in the political arena (Birte 2006: 668). According to Bruce and Yearly (2000: 318), the welfare state is the idea that the state has an obligation to care for the well-being of its citizens and that the well-being of citizens must not be left to the good will of individuals, individual organizations or the local community. The welfare state usually uses taxation to fund social programs that guarantee a certain subsistence minimum for individuals. Typical programs of the welfare state are unemployment incomes for a certain period of time in which it is estimated that unemployed people can find jobs, sick leave benefits, old-age pensions, monetary support for people living in poverty, free education, medical care, and public housing.

Sociologically speaking, the welfare state best illustrates the Durkheim's idea of organic solidarity. When mechanical solidarity does not work at a satisfactory level, i.e., when family care is not sufficient to ensure the subsistence of its members, and additionally the social ties within the family weaken, organic solidarity arises, the intervention of the state, which tries to guarantee the existential minimum of each member.

The first steps of the welfare state are at the time of Bismarck in the 1880s in Germany. The beginnings of the welfare state in the UK were in 1911 when Lloyd George introduced national health insurance and unemployment benefits (Bruce and Yearly 2000: 318). The welfare state particularly expanded across Europe immediately after World War II and the implementation of the concept of William Beveridge, who in his report "Social Insurance and Allied Service" in 1942 for the duration of the Second World War recommends the formation of what is now known as the British welfare state. While Bismarck's type of welfare state is known as a conservative welfare state, Beveridge is much closer to the liberal understanding of the welfare state. There are serious differences between these two models.

	Bismarckian Model	Beveridgean Model
Objective	Income Maintenance	Prevention of Poverty
Benefits	Earning Related	Flat-rate
Eligibility	Contribution Record	Residence or Need
Coverage	Employees	Entire Population
Financing	Contributions	Taxation

Source: De Frel (2009: 15)

The development of the welfare system in sociology was interpreted within the framework of the civic concept and the theories of citizenship. It could be said that the golden age of the welfare state is the period between the Second World War and the 1970s. From the 1970s onwards, and especially after the collapse of the communist bloc, we have drastically reduced the state of well-being. The emergence and development of the welfare state is an important social fact that has been researched, analyzed and categorized by a number of researchers. Among the most significant analyses was the one of the Swedish sociologist Esping-Andersen.

2. CATEGORIZATION OF THE WELFARE STATE

There are many categorizations of the welfare state. The most influential and accepted categorization is that made by Esping-Andersen. This categorization is analyzing the welfare state along ideological lines. Depending on the dominant ideological orientation that shapes the welfare state, it develops different elements and features. According to this criterion, we can distinguish: a conservative, liberal and social democratic welfare state (Seekings 2008: 21).

The Liberal is a small welfare state. This type of welfare state has developed in countries such as the United States, the United Kingdom and several Commonwealth countries. The liberal welfare state is not redistributive, which means that the idea is not to take a tax from one layer of citizens, and through social programs to redistribute the funds to another layer of citizens. Accordingly, the citizens cannot use the welfare state for the change of their social status, but only to provide their existence in a certain time. In a liberal welfare state on paper, citizens have the widest possible range of rights, but in reality there is no budget for the realization of much of them.

The conservative is a much larger, familiaristic type of welfare state. This type of welfare state has developed in Germany, France and more continental European countries. Rights from the welfare state are related to the working status. Only those who contribute use most of the welfare state's services. Accordingly, this type of welfare state is not redistributive. Conservative type of welfare state and is known as the Birmork type of welfare state. Many theorists call a conservative type of welfare state as a corporatist one. Corporatism is a concept of negotiations between trade unions, employers and the government. Corporatism as a concept is an idea that the conservatives (Christian -democrats) borrowed from the social doctrine of Catholicism, which through corporatism attempts to strengthen the social cohesion of diverse social groups.

The social democratic of welfare state is quite extensive. This type of welfare state can be found in the Scandinavian countries. This is the only kind of redistributive welfare state. In it the rights are obtained on the basis of statehood, and not on the basis of a working status.

Although it is the most widely accepted categorization of the welfare state, it has undergone serious criticism. The first is that it does not cover everyone, but only the welfare states in the developed part of Europe. The criticisms are that the classification of Esping-Andersen does not include welfare states in Greece, Spain, Italy, i.e., the Mediterranean type of welfare state, and the post-socialist type of welfare state (Ferrera 1996). Esping-Andersen responded to those criticisms through the concept of welfare regimes as developed forms of well-being and trajectories that states that are still developing their system are moving to reach a certain welfare regime (De Frel 2009: 3). Esping-Andersen categorization was also criticized that it favors the social-democratic (Scandinavian) kind of welfare state. Serious criticisms come from feminists who claim that Esping-Andersen neglects the role of family's in securing well-being (Turner 2006). Casteles (1996), for his part, criticizes Esping-Andersen that he underestimates the importance of the labor market. In that context Casteles, speaks of a welfare state based on earned wages and lower taxes, and Australia as an example.

As we could see, the categorization of Esping-Andersen most covers the developed, northern European welfare states. One of the more influential categorizations of the southern welfare state is that which divide welfare states into: agrarian, workers and pauperist. The agrarian type of welfare state is aimed at providing individuals with land availability for agricultural production and supporting agricultural policies, and the provision of welfare depends on individuals and families. The workers welfare state is aimed at providing a set of social services such as pensions, health, and social insurance for those who are employed. The pauperistic type of welfare state is aimed to provide its citizens with social assistance, regardless of whether they work or not and whether they contribute to the welfare state or not (Seekings 2008: 26).

3. SHRINKING OF THE WELFARE STATE

We already noted that, since the 1970s, especially after the 1990s, and the fall of communist regimes the process of shrinking of the welfare states has been intensified throughout the world and especially in Western Europe. One of the explanations for the shrinking of the welfare state is political-evolutionary. Namely, the development of the welfare state was interpreted as a price that the elites were to pay for the deradicalization of the working class. As Daren Acemoglu and James Robinson (2000) show the wealthy elites in the UK, France, Sweden and Germany, accepted the growth of social programs for the lower classes and the cost of higher taxes that they paid. Higher taxes were the price that those elites accepted to pay, in order to avoid the danger of a violent change not only of the government, but also of the political system. After the fall of communism, such a danger did not exist, so the price did not have to be paid anymore. Fukuyama (2011: 88) states that, historically, the growth of the welfare state occurs only at the time when the elites were pressed to pay higher taxes and provide greater privileges for the lower classes under the threat of a revolution.

Most authors consider a set of factors that each have contributed to the reduction of the welfare state. Among these factors are the aging of the population, the higher unemployment than predicted (Bruce and Yearly 2000: 318), but also the changes that have taken place in the economy and the transition from industrial to service economics, i.e., from modern to post-modern economy. Esping-Andersen himself (1998: 4) identified several factors that influence the shrinking of the welfare state. Among the factors that he listed include: the accelerated economic internalization (globalization), which includes three elements, the financial globalization, the globalization of capital and its mobility, which reduces employment in developed countries and thus puts pressure on governments in those countries to reduce taxes in order to maintain the capital that creates jobs. In this sense, welfare states had to adapt to the forces of globalization that were beyond their control.

The second factor that conditioned the reduction of the welfare state is the aging of the population. The percentage of pensions in the GDP of the OECD countries from 1998 to 2040 is expected to double. The third factor that causes a change in the welfare state is the change in the family structure and the new economic role of women. The growth of single-parent families that are at risk of falling into poverty if the parent does not work has an impact on the reduction of fertility. Smaller fertility means a smaller quantum of individuals that will cover the cost of the welfare state.

Observed from the point of view of political ideologies, the decline of the welfare states went parallel with the growth of neoconservatism in applied public politics and neoliberalism as a political philosophy. Some liberal analysts argue that the decline of the wellbeing state does not mean a decline in welfare in society. Thus, according to Turner (2006), with the advancement of globalization, a process that began immediately after the collapse of communism, the focus of welfare provision is taken over by the market. In other words, it meant reducing the welfare state. To establish the link between political theories and public policies, it will be crucial for us to point out the differences between the liberal and libertarian understanding of the welfare state and the elements in these political theories that suggest a reduction in the welfare state. To follow differences in understanding the welfare state, we first need to know the difference between liberalism and libertarianism.

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ORGANIZED CRIME AS A RISK FACTOR WHICH THREATENS NATIONAL SECURITY**Maja Trajkovska**

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Abstract: This paper defines the terms of threats, risks and challenges in security and national security systems. In the modern era, the continent of Europe, which our country is part of, as an expansively accepted synonym for democracy and legal order, faces the worst crisis in terms of security from the end of the Cold War. Specifically, in that period, the security aspects were comprehended through a state-centered attitude, with an emphasis on the military importance of this concern, since the possibility of the outbreak of war conflicts including a nuclear war, was the center of attention. But, nowadays, the term security has expanded from military to other sectors that are not in a jurisdiction of the state. Beside the old ones there are emerging new security challenges, risks and threats, civil disturbance, organized crime, terrorism, migration, human trafficking, high-technology crime, pandemics and climate changes. In connection to that the paper analyzes the phenomenon of organized crime as one of the factors that constitute the most serious threat in contemporary which has a growing tendency to expand on a global scale and endanger the survival of people, economic trends, the environment as well as to endanger the established civilization values. Given the actuality of this phenomenon, the paper elaborates the certain aspects of the issue of organized crime, as one of the most serious contemporary non-military threats to both national and international security. The organized crime as a serious risk-factor for violating national security causes dangerous destructive effects in all areas of society. It is the greatest danger that together with terrorism and corruption is a complex phenomenon that is present at every phase of social development presenting a threat to the modern world. The result of the actions of these stakeholders is manifested through an interrupted social development, creating distrust of the population towards the state and its administrative bodies, blocking the reforms, and inflicting the financial damage, as well worsening an international reputation of the country, etc. The contemporary security challenges should experience a transformation primarily in the field of preventive action in order to prevent organized forms of crime.

Keywords: organized crime, national security, international security, security challenges.

ОРГАНИЗИРАНИОТ КРИМИНАЛ КАКО РИЗИК ФАКТОР НА ЗАГРОЗУВАЊЕ НА НАЦИОНАЛНАТА БЕЗБЕДНОСТ**Маја Трајковска**

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Апстракт: Во овој труд се дефинирани термините за закани, ризици и предизвици по безбедноста и безбедносните национални системи. Во модерната ера, континентот Европа, од која е дел и нашата држава, како широко прифатен синоним за демократија и правен поредок, се соочува со најголемата криза по однос на безбедноста од крајот на студената војна. Имено, во тој период, безбедносните аспекти биле согледувани преку државноцентралистичка гледна точка со акцент на војното значење на ова прашање, со оглед на тоа дека можноста за избивање на војни конфликти вклучително и нуклеарна војна биле во центарот на вниманието. Но, во денешно време, поимот безбедност се проширил од воен на други сектори кои не се во надлежност на државата. Покрај старите во денешно се бележи појава на нови безбедносни предизвици, ризици и закани, граѓански немири, организиран криминал, тероризам, миграција, тргување со луѓе, високо-технолошки криминал, пандемии и климатски промени. Во врска со тоа во трудот е анализиран феноменот на организиран криминал како еден од факторите кои претставуваат најсериозна закана во современоста која што има се поголема тенденција да се прошири во светски размери и да го загрози опстанокот на луѓето, економските текови, животната средина како и воспоставените цивилизациски вредности. Со оглед на актуелноста на оваа појава, во трудот се обработени определени аспекти на проблематиката од областа на организиран криминал како една од најсериозните современи невоени закани како на националната така и на меѓународната безбедност. Организиран криминал како сериозен ризик фактор за нарушување на националната безбедност, предизвикува опасни деструктивни ефекти во сите сфери на општеството. Тој претставува најголема опасност која заедно со тероризмот и корупцијата како сложена појава која е присутна во секоја фаза на општествениот развој претставува закана во современиот свет. Резултантата на делувањето на овие чинители се манифестира преку нарушен општествен

развој, создавајќи недоверба на населението кон државата и нејзините административни тела, блокирајќи ги реформите, со нанесување на финансика штета, влошен меѓународен углед на земјата итн. Современите безбедносни предизвици треба да претрпат трансформација пред се во областа на превентивно делување во спречување на организираниите облици на криминал.

Клучни зборови: организиран криминал, национална безбедност, меѓународна безбедност, безбедносни предизвици.

КЛУЧНИ ЗАКАНИ ПО ОДНОС НА НАЦИОНАЛНАТА БЕЗБЕДНОСТ НА ДРЖАВИТЕ ВО СВЕТОТ

Европската стратегија за безбедност наведува пет клучни закани по безбедноста на Европската унија. Тоа се: оружјето за масовно уништување, регионалните судири, организиран криминал, тероризам и дезорганизираните држави. Од наведените фактори, во поновото време, организираниот криминал се наметнува како основна закана која ја загрозува регионалната и меѓународната безбедност. Организираниот криминал е опасност која може сериозно да ја дестабилизира владата на една држава, со нарушување на функционирањето на еден од основните столбови на демократијата во една држава, а тоа е парламентот, ја руши довербата кај граѓаните во поглед на функционирањето на правната држава, притоа негирајќи ја законитоста и моралните и етичките вредности во општеството (8).

Како еден од современите безбедносни ризици организираниот криминал ја доведува под знак прашање како индивидуалната така и колективната, државната и меѓународната безбедност. Борбата против современите предизвици како што е организираниот криминал се сведува на изнаоѓање на посебни механизми и формулирање на стратегии за спречување на негативните ефекти од оваа општествена појава. Покрај корупцијата и тероризмот, организираниот криминал претставува најсериозна закана во светот (10). Тој ги загрозува и подрива темелите на демократијата поради тоа што целта му е воспоставување систем спротивно на институциите на државата. Секако една од целите во големата слика на делувањето на организираниот криминал е штетното влијание во поглед на структурите кои го сочинуваат системот на националната безбедност која спаѓа во т.н. традиционални структури во секоја држава. Според класичниот концепт, во фокусот на безбедноста е државата, нејзиниот опстанок и благосостојба, виталните интереси, вклучително територијалниот интегритет, суверенитет, политичка независност, национално единство на внатрешен план и во поглед на нејзината надворешна политика. Примарното средство во самозаштитата на државата се нејзината војска, силите на безбедноста и економската моќ. Како закана по националната безбедност од највисок ранг се смета вооружена агресија однадвор или најразлични облици на субверзија од внатре. Оптималната национална безбедност се дефинира како состојба која ги гарантира остварувањето и развојот на националните и државните вредности и интереси. Референтните вредности првенствено се мир, слобода како и безбедност на луѓето и на разните интересни заедници во општеството, квалитетот на живеење, достоинство, идентитет, национално единство, здрава животна средина, социо-економски просперитет, енергетска стабилност, информациски ресурси, територијален интегритет, вклучително и политичката самостојност и опстанокот на државата. Со создавањето на современите држави во 17 век, извор на безбедносната закана претставуваат други држави или поточно нивната воена моќ. Оваа перцепција е на сила се до минатиот век до откритието и развојот на нуклеарното оружје, како опасност која го загрозува целокупното човештво. Со завршетокот на студената војна стравот од нуклеарното уништување е ставен во втор план, со повторно наметнување на други опасности. Некои од нив практично постоеле и во минатото, разни гараѓански војни, тероризам и миграција. Опасностите како што се климатските промени постоеле и во минатото но биле изразени со далеку помал интензитет. Информатичките закани се појавија за прв пат во историјата благодарение на технолошкиот развој (3). Државните институции се обидуваат клучните безбедносни ризици и предизвици со кои што се соочуваат да ги наведат во официјални документи како што се стратегија на одбрана, стратегија на безбедност и слично. Можеме да констатираме дека во современиот свет е намален ризикот од воени судири во глобални размери, но државите се соочени со голем број на предизвици, ризици и закани на безбедноста чија суштина е во тоа што се непредвидливи, асиметрични и транснационални, како на пример: регионални и локални судири, етнички и верзки екстремизам, организиран криминал, илегална миграција, климатски промени и се повеќе нагласениот дефицит на енергетски ресурси. Светот е соочен со се погрубо кршење на Повелбата на ОН, како и општо прифатените норми на меѓународното право, и посебно се понагласеното мешање во внатрешните работи на суверените држави (1).

СТРАТЕГИИ НА ЗНАЧАЈНИТЕ ГЕОПОЛИТИЧКИ СИЛИ ЗА ЗАКАНИТЕ ПО ОДНОС НА НАЦИОНАЛНА БЕЗБЕДНОСТ

Во американската стратегија за национална безбедност освен тероризмот, како закана за националната безбедност се наведуваат оружјата за масовно уништување, особено нуклеарното оружје, глобалните криминални мрежи, кршењето на човековите права особено во дискредитирани држави, економска криза и климатски промени. Притоа наведените опасности се разврстуваат во две групи: актуелни и потенцијални. За карактеристични актуелни закани по безбедноста на САД се сметаат: тероризмот, насилен екстремизам, сајбер напади, пандемии и природни катастрофи, а потенцијалните закани се: ширењето на оружје за масовно уништување, постоењето на т.н., отпаднички држави и можната појава на нови регионални сили со хегемонистички позиции (6).

Спротивно на САД, во ЕУ стратегиското опкружување се доживува поинаку. Насилството од првата половина на минатиот век е заменето со период на долготраен мир и стабилност. Европската стратегија за безбедност наведува пет основни закани за безбедноста кои се истите како и во стратегијата на САД (2).

Заканите по националната безбедност на Русија се дефинирани како непосредна или посредна можност за нанесување на штета на уставните права, слобода, достоин квалитет и стандард на животот на граѓаните, суверенитетот и територијален интегритет и се наведуваат следните опасности: тероризам, усовршување на облиците на незаконски дејствија во областа на кибернетиката и биологијата и сферите на високите технологии, националистички расположенија, сепаратизам, насилен екстремизам, верски радикализам, еколошки проблеми, незаконска и неконтролирана миграција, трговија со дрога и луѓе и други облици на организиран криминал, епидемии со непознати вируси и дефицит на вода за пиење (13).

Како значајна закана по безбедноста се дава осврт на меѓународната ситуација во среднорочна перспектива во поглед на состојбите на Блискиот и Средниот исток и на условите на конкурентската битка за различните ресурси. Воочливо е појавувањето на новите облици на криминал кои не се типични за криминалот од минатите времиња, како на пример, нуклеарен материјал и отпад, биолошки агенси, генетски материјал, човечки органи и ткива, високотехнолошки криминал итн. Видовите на современ организиран криминал се бројни, а меѓу нив се најисткнати: економскиот и корпоративскиот криминал, наркомафија, криумчарење на оружје и луѓе, секс мафија, автомафија, трговија со антиквитети и уметнички предмети, коцкарска индустрија, урбанистичка и градежна мафија, трансплантација на ткива и органи, трговија со бебиња и мали деца, фармацевтска мафија, фалсификување на пари и на хартии од вредност, царинска мафија, тутунска мафија, разбојништва итн.

ОРГАНИЗИРАНИОТ КРИМИНАЛ НОВ ЗНАЧАЕН РИЗИК ФАКТОР ЗА НАЦИОНАЛНАТА БЕЗБЕДНОСТ НА ДРЖАВИТЕ ВО СВЕТОТ

Организираниот криминал е инфилтриран во скоро сите сфери на општествениот живот и функционирањето на државата, поради што е реално да се очекува развој на нови криминални бизниси (9). Современото време го карактеризира висок степен на динамичност и брзина на развојот на науката, технологијата и нивното повратно дејство на општеството. Гореспомнатото се изразува преку експанзија и софистицираност на негативни општествени појави и нивното влијание врз безбедноста или националната безбедност, кои го загрозуваат системот на вредности на меѓународната заедница. Со сигурност може да се каже дека светот се соочува со нови прашања од внатрешната и меѓународната безбедност. Современите безбедносни проблеми го задржаа само името и суштината на нивната работа од минатото, додека сè друго е различно од претходниот период. Денешните форми на безбедност ја загрозуваат новата енергија (помоќна - деструктивна за општеството) и нови опасности.

Причината за понатамошно истражување се крие во фактот што организираниот криминал покрај примарната моќ, или желбата за вонинституционални, вон-правни, неетички и други влијанија врз државата и политиката, или со земање на позиција и влијание во општеството, кои не можат да се стекнат со учество во нормални демократски процес. Оваа нова негативна енергија и опасностите што ги носат со неа предизвикуваат последици што ниту една земја, како и меѓународната заедница, не можат да ги толерираат. Криминалот како специфичен негативен општествен феномен е внатрешна, невооружена форма на загрозување на националната безбедност. Еден од неговите најопасни аспекти е организираниот криминал. Многу автори сметаат дека тој е сериозно загрозен од функционирањето на владеењето на правото и развојот на демократијата во меѓународни размери или закани за меѓународниот мир и стабилност (12).

Инфилтрирањето на незаконски стекнатите добивки во финансиските и банкарските текови на земјата, исто така, може да влијае на нејзината безбедност. Организираниот криминал е се повеќе сериозна закана за владеењето на правото, демократијата, меѓународниот мир и стабилност. Иако, според некои видувања, на

ова прашање мора да се пристапи првенствено или исклучиво од аспект на националната безбедност и заштита на националните интереси, секако, не може да се запостават човечките права и вредности и меѓународната безбедност (5).

Проблемот е уште поголем, бидејќи во многу земји се уште не се зачнати конкретни стратегии за спречување и борба против организираниот криминал или за заштита на човековите права на потенцијални и актуелни жртви, која обично ја предизвикува нивната примарна, секундарна и терцијарна виктимизација; - економската димензија се однесува на ефектите на организираниот криминал, кои понатаму ги продлабочуваат неповолните фактори на економската транзиција, кои се причина и услов за нејзино создавање (7).

Слаби и корумпирани државни институции и несоодветната законска регулатива ги спречуваат властите успешно да се спротивстават на овој проблем, кој истовремено и однатре и од надвор ја загрозува националната безбедност (11). Во однос на надворешната политика, организираниот криминал индиректно може да ја поттикне дезинтеграцијата, спречување или попречување на процесот на интеграција на државата во одредени меѓународни институции и организации.

Со воведувањето на некаква форма на санкции со интервенцијата на меѓународната заедница и големите сили се прави обид за влијание со цел спречување на организираниот криминал, со што за жал се дестабилизира државата однадвор и се загрозува нејзиниот интегритетот, само поради тоа што владата на земјата е неспособна да се спротивстави, не сака да го стори или да го поддржи тој процес (4). Најопасна е врската со политичкиот криминал, преку финасирање на терористички групи, вооружени бунтови, субверзивни влијанија, деструктивни психолошки-пропагандни влијанија, како и инфилтрација на организираниот криминал во политичкиот систем на земјата, со што се поткопуваат демократските институции на владеење на правото.

ЗАКЛУЧОК

Прашањата кои се однесуваат на развојот на “европската и меѓународната безбедносна архитектура“ во периодот по Втората светска војна до денес, како и на најновите промени низ кои минува Европската Унија која е главен, но не и единствен носител на европската интеграција и соработка во областа на меѓународната безбедност. Во трудот накратко се објаснуваат и промените во традиционалните концепти на перцепцијата на меѓународната безбедност, како и современите форми на загрозување на истата. Потребата за одржување на минимална, т.н. стабилна *sustainable security* безбедносна состојба, (одржлива безбедност) претставува приоритет во безбедносната политика на секоја држава. Различните видови на загрозување на безбедноста во сите сфери на социјалното живеење и особено кризните состојби е поле на континуиран интерес на државата. Една од целите на државата, и воопшто на сите современо организирани држави, е посветеноста кон градењето на стабилна безбедносна средина.

Организираните криминал во своите разни форми е еден од носителите на современото загрозување на националната безбедност, кривичното право и кривичното правосудство. Оваа област на загрозување на националната безбедност е присутна повеќе од кога било во политичката дневна агенда на европските институции, пред сè на Европската Унија и Советот на Европа.

Сите жестоки дебати околу проблемите кои со себе ги носи транснационалниот организиран криминал во поединечни држави членки често резултираат со избрзани и предвремени активности на државите кандидатки и на тој начин, во моментот и на пократок рок, нелегалните активности се забавуваат, но не се сузбиваат.

Заканата од тероризам, а не и помалку важната контрола на илегалната миграција, како и другите современи форми со кои се загрозува националната безбедност, го издигнуваат ова прашање до ниво на носење системски закони како и на соодветна безбедносна стратегија.

Изградбата и формата на европското законодавство во секој случај ќе биде идеја и патоказ на земјите кандидатки кои ќе ги имплементираат ставовите во своите законодавни системи. Воедно, актуелизирани на тој начин ќе придонесат за доградбата на современиот систем на заедничка национална безбедност.

Покрај споменатите форми на загрозување на националната безбедност, како дополнителни мотиви на загрозување се присутни и елементите на социјалните тензии во транзициските општества. Причините за таквата состојба произлегуваат од : претходните лоши владеења со стопански гиганти, лошите процеси на приватизација, законодавните празнини и недоискажаности, отсуството на европски етички вредности и солидарноста, неприпаѓање на европската заедница на граѓани итн. Набројаните параметри уште повеќе го усложнуваат мултидисциплинарниот пристап кон проучувањето на проблемот на националната безбедност.

Теоретските рамки на современите безбедносни предизвици, како милитантно-воените, така и цивилните, во современото човеково опкружување се надополнети и со заканата – за дестабилизација на „слабите држави“. Таквата дијалогика неизбежно води кон сознанието за неопходни промени на досегашната безбедносна парадигма.

Јасно е дека државата веќе не е примарен референтен објект на безбедноста, па со самото тоа и центар на интересот за проучување на науката за безбедноста. Наместо државата, ова место го заземаат транснационални и меѓународни организации, нации, национални малцинства, разни професионални и маргинализирани групи како и најбројни чинители на безбедноста – поединците.

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IS THE WESTERN BALKANS A FAVORABLE REGION FOR RECRUITMENT OF JIHADISTS?

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Abstract: There are over 5 million Muslims representing 25 % of the region's population living on the territory of former Yugoslavia which had roughly 20 million citizens. By comparison, there are also around 5 million Muslims living in France, a country that had several colonies in the Muslim world, but the population ratio is different compared to the 60 million of the French population. Unlike the developed countries of Europe, the economies of the Balkan countries were destroyed by numerous interethnic conflicts. After the war of the '90s, the Balkans were living in a longtime economic and social crisis and a state of organized crime. With the beginnings of party pluralism, the different religions gained their former religious identity back.

In Croatia and Slovenia, the Catholicism experienced a renaissance, same as the orthodoxy did in Serbia, Macedonia and Montenegro and the Islam did in Bosnia, Albania, Kosovo, Western Macedonia and Sandzak. After the disintegration of Yugoslavia and the fall of communism in the Balkans, the opportunity for increased foreign religious influence became a reality.

Today, the image of a tolerant, open Islam from the communist era is still present, although it too is affected. During the several decades of communist rule, the traditional religious networks that affirmed an Islam shielded from Wahhabist and Salafist influences were disintegrated.¹⁰⁸

The war in Bosnia and Herzegovina intensified the implantation of the mujahidin in Bosnia in 1995. The traditional Muslim imams gradually lost their authority to the newcomers in a large number of mosques. At the same time, in light of its powerlessness, the state began to lose control in the field. It is estimated that some 67 mosques are controlled by radical Islam today, especially in rural and mountainous regions.¹⁰⁹

Under the pressure of great financial resourced which flowed in from Gulf countries, the education of Bosnian imams in Egypt and Saudi Arabia began. Step by step, Salafist imams were installed in the region preaching a more radical Islam. In such a situation, it was easier to recruit future Jihadists, especially among the socially vulnerable population.¹¹⁰ For example, one graffiti in Pristina (Republic of Kosovo) states: "Every woman will receive 200 euro a month if she wears a niqab".¹¹¹ The radicalization spread in Bosnia and Kosovo with the greatest intensity. "Bosnia and Kosovo remain the most dangerous countries in Europe due to their political weakness and the high corruption rate. More than 75.000 weapons circulate in Bosnia and Herzegovina, and one Kalashnikov can be bought for the price of 200 euro and easily brought into the Schengen region", a former police officer of the EU in Bosnia and Herzegovina points out.¹¹²

Keywords: Western Balkan, jihadism, tolerance, moderate Islam

THE PHENOMENON OF RADICALIZATION

Experts feel that the process of radicalization was accelerated with the intensification of the societal and social evolutions over the last two decades. In this respect, there are at least six factors that come into play: a) the disintegration of the family structure and the weakening of the pater familias; b) devaluation of institutions such as the army, the schools and the church as society integration factors; c) cancelation of the obligatory army service; d) increase of the unemployment rate; e) failure of the welfare state and the increase in poverty; f) the ghettoization of certain Salafist rural local communities.¹¹³ We add to this g) the phenomenon of hybridization, or the connection of organized crime and Jihadism strategically elaborated by Jean-Francois Gayraud-“Theorie des hybrides. Terorisme et crime organise”, La revue Geopolitique Diploweb.com Pierre Verluise, 09.02.2018, as well as the phenomenon of increased migration.¹¹⁴

BOSNIA AND HERZEGOVINA-FROM PAN-ISLAMISM TO NEO-SALAFISM

In the period before the foundation of the Kingdom of Yugoslavia, and later the socialist federation, Bosnia and Herzegovina were countries with the longest running historic tradition of the Balkan Islam along with Albania. During the Ottoman revolution, the Bosnian Muslims first opposed the Ottomanism in 1831, and later promoted the pan-Islamism.¹¹⁵ After the painful falling apart of the Yugoslav federation which resulted in mass crimes and migration of Bosniaks, the process of radicalization of Bosnian Muslims began.

It is thought that there are two historic waves of radicalization in independent Bosnia. The first occurred during the war, when the Wahhabist unit "El Moudjahid" was established as part of the Army of Bosnia and Herzegovina. This military unit of roughly 2.000 people consisted of foreign and domestic members of the Wahhabist or Salafist movement. They were fanatical militants, but also notorious criminals perpetrating crimes against the Serbian and Croatian population. Alongside them fought the members of the Iranian Revolutionary Guard working as military instructors in the Army of Bosnia and Herzegovina.¹¹⁶

This wave continued after the war ended and the Dayton treaty was signed in 1995. In 1996, with the assistance of Saudi prince Salman Bin Abdulaziz and his humanitarian organization, Al-Qaeda firmly implanted itself in Bosnia and Herzegovina.¹¹⁷ These doubts were also confirmed by the American National Security Agency-NSA. According to some authors, "The war in Bosnia marked the import of the Jihad into Europe via the newly arrived fighters from Afghanistan, the Maghreb and the Gulf, as well as from Europe".¹¹⁸ Some of them remained there and began preaching and practicing an Islam different from that of the Balkans.

The second wave of Islamization came to be after the year 2000. It is estimated that at that time more than 10 % of Bosniaks accepted Wahhabism under the influence of Saudi Arabian and Iraq financial presence and their Sunnis and Shia. The experts believe that, due to the specifics of the "Balkan Islam" or the "European Islam" which is different from the indigenous radical Islam, it would be more suiting to refer to it as neo-Salafism instead of Wahhabism.¹¹⁹

THE ORIGIN OF THE JIHADISTS

The 9/11 attacks resulted in the USA and their western allies "suddenly" discovering the international Jihadists networks implants in Bosnia and Herzegovina which were affiliated with Al-Qaeda.¹²⁰

In the CIA (Central Intelligence Agency-USA) 2013 report which refers to the origin of the militants-Jihadists in ISIS and according to the number of citizens in Bosnia and its 350 fighters, or 92 per million citizens, the country ranked fourth after Jordan (315), Tunisia (280) and Saudi Arabia (107). Incidentally, the precise numbers for Saudi Arabia and Tunisia equal 3.000 volunteers each, followed by Morocco with 1.500 and 900 from Jordan. As for the European countries, 930 left from France, between 600 and 2.000 from Great Britain and some 400 departed from Germany.¹²¹

The registered numbers concerning the participation of 320 fighters in Bosnia were also confirmed in the book "Islamization of terrorism" by EUFOR counselor in Bosnia and Herzegovina Leslie Lee Lable and the Crisis Group report. However, in an 2017 interview, the Minister of Security of Bosnia and Herzegovina Dragan Mektic mentions a number of 226 fighters.¹²² The towns of Serici, Zeljezno, Polje Pojska, Mehurici, Bocinja, Travnik, Gornja Maoca, Grmusa, Velika Kladusa and Debeljak were listed as Wahhabist centers in Bosnia and Herzegovina. The campaign ran by neo-Salafists dubbed "Invitation to heaven" initiated in 2010 in Bosnia met a favorable response. The Jihadists participated in organizing training camps in Bocinja, Mehurici, Travnik, Gluha Bukovica, Pogo Relica and Osve.¹²³ One of the settlements most affected by the radicalization was Gornja Maoca, a small town where several Wahhabist families live isolated from the rest of the world. In spite of interventions by Bosnian police, they continue to wave the black flags of the Islamist state.

What contributes to the Salafist campaign is the high poverty and unemployment rate. Officially, the unemployment rate in Bosnia and Herzegovina for 2014 reached 44 % according to data published by the State Statistics Agency (which is the optimistic interpretation). As opposed to this, according to the Central Bank data, the realistic rate of

unemployment equals 27,5%, and this disparity is contributed to the high rate of illegal work. The pessimistic evaluation of the unemployment rate reaches 62,7%, according to the Balkan Investigative Reporting Network.¹²⁴ Regardless of the exactness of these numbers, the high rate of unemployment continues to pose a threat to the prosperous future of Bosnia and Herzegovina, but is also a challenge for the young, poor Bosniaks who are attracted to financial offers for recruitment into Jihadist troops. It is no secret that "poverty is the main ally of terrorism".¹²⁵ The Dayton state remains fragmented between various cantons, with great shortcomings in the harmonization of the security and economic policies and unable to be run by the central authorities. It is powerless when faced with the challenges of the Jihadists as well.

KOSOVO: AMERICANOPHILES AND SALAFISTS

The Wahhabist infiltration into Kosovo has manifested following the war conflicts of 1998 and 1999. There had been some isolated cases of converting, but the Milosevic regime did not allow them to demonstrate any social visibility whatsoever. After the war, Kosovo opened up to various NGOs that tried to mask their true Salafist activities with humanitarian actions. Among these "charity" associations, the Revival of Islamic Heritage Society, connected to Usama Bin Laden and ran by Kuwaiti Otham A.O.Alihadidar stood out. This NGO operated in Kosovo between 2000 and 2004, when it was forced to leave the country due to a revoked operation permit.¹²⁶

Three more NGOs-Al-Haramain Humanitarian Foundation, Sheikh Euid Bin Mohd and Al-Thami Charity Association Qatar Charitable Society had their operation permits revoked in the course of 2007.¹²⁷ Owing to enormous financial resources, these institutions assisted in the development of a major neo-Salafist network all across Kosovo.

The absurdity of the expansion of neo-Salafism in Kosovo lies in the fact that the former Serbian province proclaimed its independence in 2008 largely with the help of the USA. This act significantly reinforced the pro-American mood that had been nurtured ever since the 1998-1999 conflict. Moreover, the Albanian nationalism in Kosovo was constituted around the layman references to the Marxist and Leninist principals of the then UCK leaders who did not follow the Wahhabism. Thus, the Jihadists philosophy which is mostly anti-American and anti-western put the Kosovo politicians in an uncomfortable position. The same people who helped Kosovo gain its independence became targets of the Kosovo Jihadists. Gradually, little "foyers" of neo-Salafists started appearing in many towns, especially in Mitrovica, around the Great Mosque in Pristina, in Gnjilane, Prizren and Drenica.

On the political front however, the Islam in Kosovo did not obtain a lot of support due to interior disagreements, a lack of great intellectual figures and the Muslim heritage of the Ottoman empire which the Albanian nationalists had a hard time accepting.¹²⁸ On the other hand, the official structures of Islam in Kosovo did not receive widespread support by Muslim countries because the majority of member states of the Organization of Islamic Cooperation have yet to recognize the independence of the youngest of the Balkan countries.

The common characteristic shared by Bosnia and Kosovo is the fact that these are countries that went through war and Muslims from the region and beyond demonstrate their solidarity with them. The general impression of the Muslims in relation to the wars in Bosnia and Herzegovina and in Kosovo was one perceived in a very Huntingtonian manner, as a war between Muslims and Christians. These two countries remain unstable and with inherited religious institutions that were unable to control the infiltrations of the neo-Salafists.

According to international experts, corruption and crime leading up to the highest state representatives run rampant in Kosovo, the poorest country of the region.¹²⁹

The estimates on the number of Jihadists in Kosovo according to Kosovo Government statements from June 2016 equaled over 300 fighters who left for the Middle East. Taking into consideration the number of citizens, Kosovo is proportionally the biggest contributor to the Islamic state in terms of soldiers.¹³⁰

The hoca Zequirja Qazim who was sentenced to 10 years in prison because of recruiting young Kosovars for the Jihad announced over YouTube: "The blood of the unbelievers is the best drink for us...". According to information

obtained by the French blog Mediapart, it is believed that there are five active Jihadist training camps, one of which is located just a few kilometers from the American base of Bondsteel.¹³¹

Kosovo also became a mecca for various charity organizations with Salafist content. As many as 14 such groups were prohibited in Kosovo during 2014. The Kosovo Government estimated that more than 300 Kosovars traveled to the Middle East for the purpose of joining the Jihad. As a result, according to the proportions (2 million citizens), Kosovo turned into the largest contributor of Islamist fighters. According to official information, over 50 Kosovo Jihadists were killed in the war zones in Iraq and Syria, while some 120 returned home. The town of Kacanik is considered to be the largest Jihadist town in the Balkans with 30.000 citizens, 24 of which joined Al-Qaeda.¹³²

Following the defeat of the Islamic state in Syria and Iraq, the Jihadists returned to the Balkan countries. In line with joint estimates, out of 115 Bosnian Jihadists 46 came back home, while out of 138 Kosovo Jihadists 117 returned to the country. Western analysts are concerned with the fact that half of the returnees came back only to have zero contact with any operative institution. No one is stopping these indoctrinated fighters from continuing their dangerous mission

CONCLUSION

The Balkans are a dynamic region full of contrasts of virtually every kind: economic, social, religious, demographic and cultural.

At the same time, they represent the most sensitive part of the region where several cultures and civilizations meet and blend. The Balkans are emblematically an unstable area, a "gunpowder barrel" of sorts, they are "the soft underbelly of Europe".

Out of the three largest religions, the traditional Balkan Islam possesses the traits of a tolerant, open Islam soundly shielded from Wahhabist and Salafist influence.

The interethnic wars of the '90s and the presence of extreme paramilitary formations from the Middle East paved the way for radical Islam and the implementation of Salafism or neo-Salafism, considering its foreign roots and the new Balkan conditions.

The process of radicalization was facilitated by social poverty and a high rate of unemployment of the young population of the Western Balkans.

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SOCIAL MEDIA AND KOSOVO'S POLITICAL ACTORS

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Abstract: Social media are changing the nature of mass communication, demediating traditional media. They are being used as powerful platforms for the distribution and dissemination of information, activities, promotion of institutions, certain groups of interest of individuals, but also political actors for different purposes.

Placing and disseminating information through the opportunities offered by social media enables the mobilization of a wider audience in new ways and ways. Politicians are exploiting these opportunities provided by social networks, without having to put information through journalists or traditional media. There are two theories in the literature regarding the use of social networks, optimistic and pessimistic theory. According to optimistic theory, social networks provide opportunities to compete for power. Theorists of this theory of using social media think that in the digital age, we are witnessing the transformation of information and the audience that uses them. According to them, the global success of social media has made it possible for everyone to connect directly to his audience through the platforms offered. With the use of these platforms, politicians gain attention and at the same time build a symmetrical or asymmetric relationship with their followers.

Pessimistic theory, however, blames the social media for the use of false promise, and a pseudo-modernization of modern society. Studies believe that involvement in social networks and political actors at the same time implies a greater engagement of the audience that absorbs the information disclosed and affects the democratization of political competition. This paper aims to analyze the use of social networks as a means of information dissemination by Kosovar political actors and the content of the information being disclosed.

The paper analyzes the posts of three key Kosovar politicians, Prime Minister Ramush Haradinaj, President Hashim Thaçi and Kosovo Assembly Speaker Kadri Veseli in their profiles on Facebook and Twitter social networks during a one-month monitoring period during May 2019.

Keywords: social media, traditional media, information, political actors, audience

1. INTRODUCTION

Social media are fast, multimedia platforms and provide evidence of abundant information. Just like professional and social media play an increasingly important role in informing the public. As new channels of connectivity with the audience, social media have become an important tool for distributing content produced by the users themselves and the general audience. This has influenced individuals, institutions, public life characters, politicians to create profiles and their pages in social media to communicate with their audience.

The two largest social networks Facebook and Twitter are used directly as a source of information for journalists, as every post of politicians turns into news and is presented in news editions of television and other media.

The provided communication space through profiles created on social networks creates unrestricted opportunities for political actors to disseminate information, promote, expose political activity, present policy agendas, and express attitudes to certain issues. Political actors do not rely on classical methods of providing information such as: meetings, press conferences, emails, etc. but they rely in communicating with a target audience on social networks, good marketing, photos, videos, and exploitation the most adequate online space, which is attended to by many hundreds of thousands of followers and fans of their Facebook or Twitter profiles. This paper analyzes the use of social networks as a mean of dissemination of the information by Kosovar political actors and the content of information that is posted through postings and statuses.

The paper analyzes the posts and statuses of the three political actors in Kosovo, the prime minister, the president and the speaker of the Parliament on their profiles on social networks, Facebook and Twitter. For the needs of this paper, their posts were monitored during the one month, respectively in the period during May 2019. To sort out posts in their profiles, the content analysis method was used to answer questions, whether the profiles of the three selected political actors for this paper, where used for the promotion of their political positions, the type of image they use to shape in online environment and in what kind of nature their posts on social networks. The categorization of monitored posts is divided into three areas: political, social and personal.

2. OPTIMISTIC AND PESSIMISTIC THEORY

There are two theories in the literature regarding the use of social networks, optimistic and pessimistic theory. According to optimistic theory, social networks provide opportunities to compete for power¹³³.

Theorists of this theory of using social media think that in the digital age, we are witnessing the transformation of information and the audience that uses them. According to them, the global success of social media has made it possible for everyone to connect directly to his audience through the platforms offered. With the use of these platforms, politicians gain attention and at the same time build a symmetrical or asymmetric relationship with their followers.¹³⁴ Pessimistic theory, however, blames the social media for the use of false promise, and a pseudo-modernization of modern society. Studies believe that involvement in social networks and political actors at the same time implies a greater engagement of the audience that absorbs the information disclosed and affects the democratization of political competition.¹³⁵

Using the tools like Facebook and Twitter they see new intriguing ways to avoid structured and mediated interactions from traditional media such as television and radio.

The social network Twitter application applies the asymmetric communication model, which allows the user posts to be public and visible to all members and non-users, while at Facebook, two users can see each other's profile only if agree to privacy settings, to exchange information, thus setting a symmetric communication model.

Political actors as social network users are well aware of the communication patterns and the functionality of these platforms, as they are simply not just simple websites where information can be placed.

3. USE OF SOCIAL NETWORKS AS AN INFORMATION PLATFORM

Currently social networks present a wide audience. According to Internet World Statistics, 3,675,824,813 people in the world use the Internet.¹³⁶

In Kosovo, the internet is used by 76.6% of the population. Of this figure, 73.3% are facebook users. According to research conducted by the Association for Information and Communication Technology in Kosovo, Facebook's use is one of the four activities that is liked by the community of Kosovar Internet users. While Twitter's social networking research shows that it is often used by politicians and celebrities in Kosovo¹³⁷

3.1 Posts on the Facebook social network

Posts in social media profiles of Prime Minister Ramush Haradinaj, President Hashim Thaçi and Assembly Speaker Kadri Veseli show how and why they use social networks Facebook and Twitter.

At the time of monitoring, Prime Minister Ramush Haradinaj had 206,250 followers on his official Facebook page and received 206,085 likes. From May 1 to May 31, he has made 79 statuses, 7 videos, 7 live streams and posted 56 photos.¹³⁸

From the statuses and posts made during this period, Haradinaj has promoted participation in various political activities, official agenda meetings with national and international political protagonists, participation and speeches at commemorative academies for those killed in the massacres committed during the war in Kosovo. Another focus of his posts are investments in Kosovo, the inauguration of the highway with North Macedonia, meeting and support to sportists and visits outside Kosovo. Particular importance on the posts as noted in the monitoring period of time, was dedicated to the questions of Berlin summit, dialogue with Serbia, and the country's expectations for visa liberalization regime.

Kosovo President Hashim Thaçi on his Facebook page has 337,039 followers and 334,578 likes. During the monitoring period in his profile 61 posts were made. Out of these 33 statuses, 62 photos, 8 videos and 18 live streams.¹³⁹ From these posts we find out that the information shared with the audience is mainly related to his political activity, the topics of the war mainly from his participation in commemorative academies for those fallen in the war, then particular emphasis on meetings with international partners, as well as investments in the country and the rule of law by promoting mainly the work of the Kosovo Police actions.

Kosovo Assembly Speaker, Kadri Veseli, on Facebook's social network appears to have 170,441 followers and 170,490. In the monitoring period in Facebook, it turns out that Veseli has made 57 posts. Of the 57 posts made by

¹³³ Sorice, M. *La comunicazione politica*, p.101, Roma, Caroci, (2001)

¹³⁴ Levinson, P. *New New Media*, p. 139-141, Allyn & Bacon Penguin Academics, (2009)

¹³⁵ Grunig, James. *Four Models of public relation*, Interactive Media lab Florida

¹³⁶ <http://www.internetworldstats.com/stats.htm/>

¹³⁷ http://www.mfa-ks.net/repository/docs/STIKK_raport_alb_2013_short_web.pdf

¹³⁸ <https://www.facebook.com/pg/RamushHaradinajOfficial>

¹³⁹ <https://www.facebook.com/HashimThaciOfficial/>

Kadri Veseli on Facebook, there are 40 statuses, 81 photos, 9 videos, 4 live streams. From these posts, Veseli promotes his political activities, participation in the memorial academies for war victims and heroes, promotion of the political party to which he belongs Democratic Party of Kosova PDK, and social concerns.¹⁴⁰

From the analysis of the content of the posts, we see that for issues of national interest, the three of them have distributed valuable information and expentancies, such as the Berlin summit.

All of three, have conveyed the message about the importance of holding this summit for Kosovo. Then, participation in commemorative arrangements for the war victims and heroes, as well as the promotion of the new highway connecting Kosovo with Northern Macedonia.

All three reacted against a case of violence perpetrated against a woman of the Roma community in two Kosovo cities. And two of them promoted their political parties activity (Haradinaj and Veseli).

The most active with the posts emerges to be Prime Minister Ramush Haradinaj, who posts all his activities in this social network. He has posted up to ten posts per day (31 May).

Follows with the posts of President Thaçi. Thaçi has the largest number of live streaming from his political activities. Particular importance in his posts has been given to recent interviews in the electronic media and press conferences that are broadcast live on Facebook, thus challenging traditional media. For many activities and feedback, the three leaders have communicated directly with the audience through Facebook's social network, thus resorting to traditional media.

3.2. Posts in the social network Twitter

Posts in the social network Twitter of Haradinaj, Thaçi and Veseli differ significantly from posts on Facebook. Partly because of the nature of the network and the use of hashtags, we see almost three other political figures on this network.

A different image of Kosovo's prime minister comes to his posts on Twitter, where he appears to have opened profile since May 2017 and has 3, 372 and 118 likes.¹⁴¹

During the monitoring period of Twitter posts, the Prime Minister has made 38 posts. In the content of the posts, Haradinaj focuses on disseminating information on Kosovo's image and its European perspective, Serbia's policy towards Kosovo, and education issues. His posts reflect mainly Prime Minister's activities with international political actors.

On Twitter, President Hashim Thaçi, has 67,000 followers, while is liked by 247 people.

His Twitter profile was opened in November 2011.¹⁴² From the posts monitored in this period, we find that the president has almost shared the same information with users like in Facebook. In May, the president had 7 posts. Most of them reflect his presidential activity, while there are three congratulations to the international political actors. Congratulation to the election of the new Panama president, and contrulation to the elections held in Northern Macedonia and the last congratulation to the journalist in the day of press freedom.

In the Twitter network, the first man of the Assembly of Kosova, Kadri Veseli, has 5, 439 followers and 65 likes. His profile was opened in April 2016. During the monitoring period of his posts, in May 2019, he did not have any posts at all.¹⁴³

3.3. Facebook vs Twitter

Posts in the social network profiles of the prime minister, president and speaker of the Assembly show that they are a useful tool in the hands of politicians. Facebook and Twitter are being used by them to promote online politics, to mobilize voters in the elections, to counter political opponents, to address citizens about issues related to the interests and problems that the country is going through, as well as to build an image of a politician who creates the impression that they are committed to solving problems that concern the audience.

The analyzed posts categorized in three areas, of political, social and personal nature, reveal that the majority of posts in both networks are of a political nature, a considerable part of the social nature, while during the monitoring period there are post of personal nature, showing that political actors are family people, lovely fathers and parents.

Concerning post quantity we encountered the difference between two social network. In In this period of time premier Haradinaj had 93 posts in Facebook and 38 in Twitter. President Hashim Thaçi had 59 posts in Facebook and 7 in Twitter, meanwhile speaker of the Parliament Kadri Veseli had 70 posts in Facebook and none in Twitter.

¹⁴⁰ <https://www.facebook.com/kadriveselioofficial/>

¹⁴¹ <https://twitter.com/haradinajramush>

¹⁴² <https://twitter.com/HashimThaciRKS>

¹⁴³ <https://twitter.com/KadriVeseliKS>

CONCLUSIONS

Posts in the social network profiles of the prime minister, president and speaker of the Assembly show that they are a useful tool in the hands of politicians. Facebook and Twitter are being used by them to promote online politics, to mobilize voters in the elections, to counter political opponents, to address citizens about issues related to the interests and problems that the country is going through, as well as to build an image of a politician who creates the impression that he is committed to solving problems that concern the audience.

The analyzed posts categorized in three areas of political, social and personal nature reveal that most of the posts in the two networks are of a political nature, a considerable part of the social nature, while during the monitoring period there are also enough posts of personal nature.

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WAYS OF EXPRESSING DISAGREEMENT IN MEDIA TEXTS ON INTERNATIONAL RELATIONS

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Abstract: In media text on international relations, disagreement between countries is presented metaphorically as a disagreement between people.

The relation between metaphor and discourse is studied by Zinken and Musolf (2009). Musolf studies metaphors related to the EU organized in “scenarios”. In his view, the thematic target (for instance, EU politics) is accessed through a source input for the metaphor complex (family/marriage/concepts) (Musolf 2006) and this is “characterized by the dominance of a few traditional, gender-coded stereotypes of family roles” (Musolf 2009: 1).

The present paper traces the ways disagreement in the sphere of international relations is presented in the media.

In this study, the observed patterns used to represent disagreement between countries are argument, disagreement, conflict, and fight. The level of disagreement varies depending on the metaphoric scenario used to represent it. It was observed that the strongest way of expressing disagreement is based on the “split up”, and “break up” scenario, followed by the “fight”, “conflict” and the “argument” scenario.

In expressing disagreement in media text on international affairs, Lakoff’s STATE IS A PERSON metaphor (Lakoff 1990, 1995) is used. In Chilton and Lakoff’s view, metaphors are not mere words or fanciful notions, but one of our primary means of conceptualizing the world. As they have stated, a metaphor is “a means of understanding one domain of one’s experience in terms of another” (Chilton, Lakoff 1989). Member states are presented as people who quarrel and disagree over issues related to international relations or policies. Along with that metaphor, a place for the institution metonymy is used. As Barcelona has stated, proper names are often metonymic in origin, i. e. they refer to a circumstance or distinctive aspect linked to their referent (Barcelona 2004, 2005). The place for the institution metonymy is found in two variants: the country for the institution and the capital for the institution. For instance, a disagreement between the governments of two countries is presented as disagreement between their capitals, as in “Paris and Berlin fundamentally “disagree” on who should succeed Jean-Claude Juncker” (<https://www.express.co.uk>). The same situation is presented as a disagreement between countries: „Germany and France ‘DISAGREE’ over Juncker replacement” (ibid). In the abovementioned examples, an item from one of the two metonymic chains is juxtaposed to a corresponding item in the other chain:

Paris (place name - capital) — Berlin (place name - capital)

Germany (place name- country) — France (place name- country)

It seems that names from one metonymic chain belonging to a certain class of names (country name, names of cities, capitals, regions, continents, etc.) are juxtaposed to names from another metonymic chain, belonging to the same class of names. However, there are texts in which this is not necessarily the case. A name of city (capital) is often juxtaposed to a name of a country, as in “Paris put its foot down, and won’t let Germany get its way” (www.politico.eu). Expressions may vary depending on the strength of disagreement, ranging from “disagree”, “argue”, “conflict” to “fight”, “split up” and “break up”.

Keywords: media texts, international relations, metonymy, metaphor

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1. INTRODUCTION

In media text on international relations, disagreement between countries is presented metaphorically as a disagreement between people. Those metaphors are organized in “scenarios” (Musolf 2009). The present paper traces the ways disagreement in the sphere of international relations is presented in the media.

In expressing disagreement in media text on international affairs, the STATE IS A PERSON metaphor is used. Member states are presented as people who quarrel and disagree over issues related to international relations or policies. Along with that metaphor, a place for the institution metonymy is used. In this study, the observed patterns used to represent disagreement between countries are argument, disagreement, conflict, and fight.

2. ANALYSIS

The level of disagreement varies depending on the metaphoric scenario used to represent it. It was observed that the strongest way of expressing disagreement is based on the “split up”, and “break up” scenario, followed by the “fight”, “conflict” and “being at odds” scenario.

- **Disagreement**

Disagreement between institutions is presented as disagreement between countries, as in the following excerpt:

EU DIVIDED: Germany and France ‘DISAGREE’ over Juncker replacement - ‘We are OPPOSED’
 France’s Secretary of State for European Affairs Amélie de Montchalin acknowledged on Wednesday that Paris and Berlin fundamentally “disagree” on who should succeed Jean-Claude Juncker at the head of the European Commission. (<https://www.express.co.uk/news/politics/1133727/eu-news-european-union-european-commission-jean-claude-juncker-france-germany>)

In the above excerpt, the metonymy THE COUNTRY FOR THE INSTITUTION and the metonymy THE CAPITAL FOR THE INSTITUTION are used interchangeably, hence the following metonymic chains are formed:

Germany→Berlin→The German government

France→Paris→The French government

Another way of expressing disagreement and difference in viewpoints is using the verb *oppose*:

EU Opposes France on Global ‘Right to Be Forgotten’

European Commission argued that a global application would stretch privacy laws beyond their intended scope

LUXEMBOURG—The European Union’s executive arm on Tuesday joined Alphabet Inc.’s Google and a group of free-speech advocates to oppose expanding the bloc’s “right to be forgotten” beyond European borders.

In arguments before the EU’s top court, the executive arm as well as countries including Ireland and Greece argued that a global application of the right would stretch the EU’s privacy laws beyond their intended scope—echoing at least some of Google’s arguments. <https://www.wsj.com/articles/eu-executive-arm-opposes-france-on-global-right-to-be-forgotten-1536685575>

In the next excerpt, a country’s ruler is made equal to the country. In the headline, the use of the phrase *'not on same page'* is used to refer to the different viewpoints the France and Germany have. *France* refers to French presidential institution, while *Germany* stands for the German Government. Later on in the article, the relationship between the two countries are presented as a couple who spits up and the political relations between the two countries are equalized as a personal relationship between president Macron and chancellor Merkel :

France and Germany *'not on same page'* over Brexit, admits Macron

French president Emmanuel Macron has admitted differences with Germany over Brexit.

Macron told reporters that he and German chancellor Angela Merkel were "on Brexit, not completely on the same page".

But he added that "fruitful confrontations" and compromises were part of ties between their two countries. The frank admission of *splits* in the Franco-German couple was rare from Macron who has sought to build a close relationship with Merkel to launch an ambitious reform programme for the EU. <https://www.thelocal.fr/20190426/france-and-germany-not-on-same-page-over-brexit-admits-macron>

The State for the person metonymy in the above text can be presented in the following way:

France → president Emmanuel Macron

Germany → chancellor Angela Merkel

Partners in a couple can become closer, should make compromises, can have a close relationship or split up. Concepts from the domain of romantic relationship are used in the above text to refer to political relationship between EU member states. The relation between the source concept and the target concept is represented in the table below:

Source concept	Target concept
To build a close relationship	To stabilize diplomatic relations
Franco-German couple	The diplomatic relations between France and Germany

The stronger the disagreement, the stronger the words used to express it. In the next excerpt, a disagreement is called “a row”:

UK urges restraint over *disagreement* between Saudi Arabia and Canada

LONDON (Reuters) - Britain urged Canada and Saudi Arabia to show restraint on Tuesday amid a diplomatic *row* triggered by Canadian comments expressing concern over the arrests of activists in Saudi Arabia.

“Canada and Saudi Arabia are both close partners of the UK, and we urge restraint during the current situation,” a foreign office spokeswoman said.

“The UK is a strong supporter of human rights. We regularly raise our concerns with the Saudi Government about human rights issues, including the recent arrests of human rights defenders.”

<https://uk.reuters.com/article/uk-saudi-canada-britain/uk-urges-restraint-over-disagreement-between-saudi-arabia-and-canada-idUKKBN1KS1SX>

- ***Split over***

When a disagreement is really strong, it is presented as a fight, as in the next excerpt:

France and Germany split over Nord Stream 2 pipeline

Berlin’s efforts to block the Gas Directive dealt a blow, but the project is unlikely to be stopped.

Germany’s effort to block EU rules from applying to the Russia-backed Nord Stream 2 pipeline suffered a blow Thursday when France balked at backing Berlin.

The *fight* boils down to a set of EU gas rules up for discussion by member countries on Friday. Germany wants to halt the update of the Gas Directive, which it worries will interfere with its appetite for Russian gas. But Paris *put its foot down*, and won’t let Germany get its way.

<https://www.politico.eu/article/france-and-germany-split-over-nord-stream-2-pipeline-russian-gas-regulation>

The disagreement is presented as a quarrel between people, using phrases like *fight*, *to put one’s foot down*, and *to get one’s way*.

- ***Being at odds with***

Another way of expressing disagreement is using the phrase *to be at odds with someone*, as in the following excerpt:

Germany at Odds With France Over Tariffs on U.S. Cars

Germany is willing to offer the U.S. concessions to stop President Donald Trump from slapping tariffs on European steel and aluminum, exposing a divide with France on how to avert a trade war.

Germany is ready to discuss with the European Union in every respect measures to counter the U.S. threat to impose tariffs, according to a government official in Berlin. That flexible approach to protecting Germany’s export-led industry risks alienating other EU countries including France, which according to a French government official doesn’t want the bloc to make any concessions.

<https://www.bloomberg.com/news/articles/2018-03-27/germany-said-to-be-at-odds-with-france-over-tariffs-on-u-s-cars>

In the next excerpt, the disagreement between Britain and France is described as a problematic personal relationship:

Britain and France *'at odds with one another*, again'

It has not been news for several centuries to report that Britain and France are often *at odds* with one another and that *tension* hangs across la Manche like a stubborn mist on the sea's face.

But of late *the relationship* has been pretty dire.

Tory ministers openly mock Francois Hollande's high tax economic policies and mull using his image in anti-Labour election posters. The Tory chairman Grant Shapps says France's economy has been "run into the sand".

<https://www.bbc.com/news/uk-politics-25975394>

Expressions like *tension*, and *the relationship*, typical for the domain of people’s relationships are used to refer to diplomatic relations between countries.

At cross purposes A disagreement caused by misunderstanding can expressed with the phrase *at cross purposes*, as in the following headline:

Brexit: Britain and Ireland talk *at cross purposes* on the border

<https://www.ft.com/content/3beaa8cc-d366-11e7-a303-9060cb1e5f44>

- ***Break up***

A really big disagreement is presented as an end of relationship. In the next excerpt, France and Germany are presented as romantic partners who are putting an end on their relationship due to lack of agreement, ‘intractable problem’ and ‘fundamental differences’. The expression *break up* is used to an end of diplomatic relations, or end of cooperation:

Are France and Germany Breaking Up?

Paris and Berlin *can't agree* on how to lead Europe forward.

This latest deal aside, France and Germany, both founding powers of the European Union and its most powerful members, have been *growing increasingly at odds*. The *discord* is driven in part by *differences* over concrete policy proposals. But the bigger, *intractable problem* is a *fundamental difference* in their visions for Europe. <https://www.nytimes.com/2019/02/25/opinion/macron-merkel.html>

- **Clash**

Another strong way of expressing disagreement is using the verb *clash*:

France and Germany *clash* over future EU leadership

(<https://www.ft.com/content/a93e2416-8063-11e9-9935-ad75bb96c849>)

3. CONCLUSION

Member states are presented as people who quarrel and disagree over issues related to international relations or policies. Along with that metaphor, a place for the institution metonymy is used. It is found in two variants: the country for the institution and the capital for the institution. Expressions used to present disagreement between countries include “disagree”, “argue”, “conflict” to “fight”, “split up” and “break up”.

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CONTEMPORARY DEVELOPMENT OF LEGISLATION ON CRIMINALIZATION OF ANIMAL CRUELTY

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Abstract: With the development of modern societies, public perceptions of animals are changing. The existence of animals begins to be seen not only as an element of property, but also gaining self-worth, and it requires an understanding of the ability of animals to feel pain, stress and suffering. Cruelty to animals has a wide public outreach and requires special attention by state competent authorities and judicial authorities to control, detect and sanction different acts of animal cruelty. Such acts should be treated as socially dangerous actions and the perpetrators should be prosecuted as there is a scientifically proven connection between cruel treatment of animals and lasting irreversible consequences on the human mentality with subsequent criminal acts. According to the national legislation of the different countries, acts of cruelty are being criminalized concerning different categories of animals or only some of them - pets, productive animals, experimental animals. Typically, specimens of wildlife as well as invertebrates are not the subject of criminalization for cases of cruelty, but of other types of crime such as illegal trade.

In Bulgaria, until 2011 the specific animal welfare legislation did not give sufficient provisions for prevention of violence against animals. This led to the need to adopt amendments to the Penal Code with texts criminalizing the cruelty to animals in the country.

The present study analyzes the adopted texts in the Penal Code as well as the specific veterinary legislation in order to clarify the responsibilities of the competent authorities and the sanctions imposed in case of animal cruelty acts. In Bulgaria, any manifestation of cruelty to a vertebrate animal that has led to the death, severe or permanent disability has been raised by the legislator as a separate offense with criminal liability against the perpetrator. Actions other than those defined as a commitment of an offense against animals under the new provisions of the Penal Code, shall be regarded as violations under the Act on Veterinary Activities and the Animal Protection Act and shall be subject to administrative sanctions. For a clearer definition of the nature of the action itself, a definition of the term "cruelty" is provided within the Animal Protection Act.

The administrative punishment body should assess any case of cruelty against a vertebrate animal and report whether it is a criminal offense within the meaning of Art. 325b of the Penal Code, in order to avoid violation of the *non bis in idem* principle.

Keywords: animal cruelty; penal code; protection of animals.

СЪВРЕМЕННО РАЗВИТИЕ НА ИНКРИМИРАНЕТО НА ПРОЯВИ НА ЖЕСТОКОСТ КЪМ ЖИВОТНИ

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Резюме: С развитието на съвременните общества възприятията на хората относно животните се променят. Съществуването на животните започва да се разглежда не само като елемент на собственост, но придобива самостоятелна стойност и се налага разбирането за способността на животните да изпитват болка, стрес и страдание. Проявите на жестокост към животните намират широк обществен отзвук и налагат специално внимание от страна на държавните компетентни и съдебни органи за контрол, установяване и санкциониране на прояви на насилие над животни. Такива прояви следва да се третират като обществено опасно деяния, а извършителите да бъдат подведени под наказателна отговорност, поради научно доказаната връзка между жестоко третиране на животните и трайни необратими последици върху психиката на човека с последващи криминални изяви. Съобразно националното законодателство на различните държави, обект на криминализиране са деяния срещу различни категории животни или само спрямо някои от тях – домашни любимци, продуктивни животни, експериментални животни. Обичайно, екземпляри от дивата природа, както и безгръбначни животни не са обект на криминализиране за случаи на жестокост, а на друг тип престъпления като например нелегална търговия.

В България, специфичното законодателство за защита на животните до 2011 г. не осигуряваше в достатъчна степен превенцията срещу прояви на насилие над животни. Това доведе до необходимостта от приемане на промени и допълване на Наказателния кодекс с текстове, инкриминиращи жестокостта срещу животните в страната.

Настоящата разработка прави анализ на приетите текстове в Наказателния кодекс като съпоставя и специфичното ветеринарномедицинско законодателство за изясняване отговорностите на компетентните органи и налаганите санкции при установяване на случаи на жестокост срещу животни. В България, всяка проява на жестокост над гръбначно животно, която е довела до причиняване на смърт, тежко или трайно увреждане е въздигната от законодателя в самостоятелно престъпление с предвидена наказателна отговорност срещу извършителя. Действия, извън тези, които изпълняват състава на престъпление срещу животните по новите текстове в Наказателния кодекс, се разглеждат като нарушения съгласно Закона за ветеринарномедицинската дейност и Закона за защита на животните и подлежат на административни санкции. За по-ясно определяне характера на проявата, дефиницията на понятието „жестокост“ се формулира в Закона за защита на животните.

Административно наказващият орган следва да преценени всеки случай на проявена жестокост срещу гръбначно животно и да отчети дали не се касае за извършено престъпление по смисъла на чл. 325 б от Наказателния кодекс, с оглед избягване нарушаване на принципа *non bis in idem*.

Ключови думи: жестокост срещу животни; наказателен кодекс; защита на животните

ВЪВЕДЕНИЕ

В исторически план, инкриминирането на прояви на жестокост срещу животните по света бележи началото си с приетия през 1822 г. Закон на Мартин във Великобритания, който разглежда жестокото отношение срещу работния добитък, в т.ч. говеда, коне, волове и овце, като престъпление (Anderson, Jerry L. 2012). Нормите, които защитават животните от нехуманно отношение към тях, се залагат през 19 век и в Австралия (Sankoff & White, 2009). Основната причина за създаването на законодателни текстове в тази насока се явява осъзнаването от обществото, че всяка форма на жестокост срещу животните е свързана с различни прояви на насилие и над хората и други видове престъпления (Richard & Reese, 2019; Hoffer et al., 2018a; Madfis & Arluke, 2014).

В България, проявата на жестокост над гръбначно животно, която е довела до причиняване на смърт, тежко или трайно увреждане е въздигнато от законодателя в самостоятелно престъпление по смисъла на Наказателния кодекс и е инкриминирано в чл. 325 б НК (Нов - ДВ, бр. 33 от 2011 г., в сила от 27.07.2011 г.).

До изменение на законодателството в тази насока през 2011 г., противообществените прояви, свързани с проявена жестокост към гръбначните животни, се регламентираха от Закона за защита на животните - ЗЗЖ /ДВ, бр. 13 от 8.02.2008 г., в сила от 31.01.2008 г./ като изпълваха признаците на административно нарушение съгласно чл. 62 от ЗЗЖ и свързаната с нея чл. 7 от ЗЗЖ, както и чл. 422, ал. 1, във връзка с чл. 151 от Закона за ветеринарномедицинската дейност.

ЦЕЛ

Целта на настоящото проучване е да проследи на съвременен етап развитието на инкриминирането на проявена жестокост над гръбначно животно като промяна в обществените отношения, като изследва причината за промените и тяхното конкретно развитие. Анализът на специализираните наказателни текстове

цели по-доброто разбиране на институтите, както и установяване на свързаните промени в специалното ветеринарно законодателство след инкриминирането на жестокостта срещу животните.

Преценката на тези обстоятелства е от значение за правилното прилагане на законите и усъвършенстване на административно – наказателната дейност, която е в правомощията на компетентните контролиращи органи относно защитата и хуманното отношение към животните.

МАТЕРИАЛ И МЕТОДИ

Във връзка с целите на изследването са проучени и подложени на контент-анализ (по Krippendorff, Klaus H., 2004) нормативни актове на национално ниво в областта на ветеринарномедицинското законодателство, в различните им редакции, както и законодателството в областта на наказателното право, засягащо проблематиката, свързани с прояви на жестокост към гръбначни животни.

РЕЗУЛТАТИ И ОБСЪЖДАНЕ

С приетото изменение на НК през 2011 г. законодателят предвиди в случай, че е проявена жестокост над гръбначно животно, в резултат на което се причинят тежко или трайно увреждане на здравето на животното или смърт на гръбначно животно, то поведението на извършителя изпълва състава на престъплението по смисъла на чл. 325 б от НК (Нов - ДВ, бр. 33 от 2011 г., в сила от 27.07.2011 г.).

До тези промени законодателят достига с мотива, че „Насилието над животните е деяние с особена обществена чувствителност, като кампанията за инкриминирането на проявите на обществена жестокост намира широк отзвук в организирани протести, подписки и социални групи. Проявите на жестокост към животните следва да се третират като обществено опасно деяние, а извършителите да бъдат подведени под наказателна отговорност. Случаите на жестоко третиране на животните са с доказано трайни и необратими последици върху психиката на човека и особено на децата. Доказано е, че насилието над животни води до насилие над хора, а според световната статистика 90% от серийните убийци са започнали с насилие над животни.

„Със Закона за защита на животните (ЗЗЖ) наред с формулирането на конкретни правила за хуманно отношение са забранени проявите на жестокост към животни и за тях е предвидена административно наказателна отговорност.

Установените наказания в ЗЗЖ обаче не отговарят на тежестта на извършените деяния и не осигуряват в достатъчна степен превенция срещу прояви на жестокост към животни в бъдеще време. За целта е необходимо да се приеме Закон за допълнение на Наказателния кодекс.“ (Мотиви към проекта на Закон за допълнение на Наказателния кодекс).

В подкрепа на тези мотиви стоят редица проучвания, които изследват и доказват криминалните характеристики на различни прояви на насилие над животни – специфичната мотивация, конкретните методи и различни аспекти на импулсивността (Richard & Reese, 2019; Newberry, 2018; Hoffer et al., 2018a, 2018b); установяване на зависимостта между актовете на увреждане и измъчване на животни от криминално проявени лица, които впоследствие се проявяват като домашни насилници, серийни убийци или извършители на масова публична стрелба (Arluke et al., 2018; Madfis & Arluke, 2014). Научните данни, заедно с обществените очаквания за защита на животните затвърждават необходимостта от наказателно дирене срещу лица, осъществяващи актове на насилие над животни (Priest, 2019; Lamparello & Boyd 2013; Schaffner, 2011).

С влизането в сила на Закона за изменение и допълнение на Наказателния кодекс /ДВ, бр. 33 от 2011 г.), с който се инкриминира проявата на жестокост към животните и на основание § 45 от същия закон следваше да се изготвят законопроекти за изменение и допълнение на законите, чиито разпоредби трябва да бъдат приведени в съответствие с Наказателния кодекс, а именно Закона за ветеринарномедицинската дейност (ЗВД) и Закона за защита на животните (ЗЗЖ). Изменението им се наложи с оглед отстраняване на възникващи противоречия между техните разпоредби и направените промени в Наказателния кодекс със Закона за изменение и допълнение на Наказателния кодекс /ДВ, бр. 33 от 2011 г./ . Тъй като някои от случаите на проява на жестокост към животни и причиняването противозаконно на смърт на животно, за които в ЗВД и ЗЗЖ са предвидени административни санкции, вече са инкриминирани, т. е. вече се предвижда наказателна санкция, не е допустимо за едно и също деяние да има и административна, и наказателна санкция. Това наложи да се променят ЗВД и ЗЗЖ и да се отстрани дублирането с оглед спазване на забраната „non bis in idem“ (не два пъти за едно и също нещо).

Така една от първите промени в ЗЗЖ е изменението на т. 1 от ал. 2 на чл. 7) (изм. - ДВ, бр. 92 от 2011 г.), а именно: „За жестокост се смята: т. 1. всяко действие или бездействие, което причинява продължително или

повтарящо се страдание на животното, или увреждане на здравето му или стрес”, като е премахната думата „трайно”, с оглед избягване дублиране с признаците на състава на престъплението по чл. 325 б от НК, което означава, че във всеки случай, в който е причинено трайно увреждане на животното – то извършеното, ако осъществява останалите признаци на престъпния състав, следва да се подведе под квалификацията на чл. 325 б от НК.

На следващо място бе отменена разпоредбата на чл. 10 от ЗЗЖ /Отм. - ДВ, бр. 92 от 2011 г./, съдържаща до този момент забрана за проява на „особена жестокост” към животно, както и дефиницията на това кои прояви се считат за такива. Така единствената дефиниция на това, какво е особена жестокост остана в т. 75 от Допълнителните разпоредби на ЗВМД.

Практически затруднения при прилагането на новите текстове на чл. 325б от НК се срещат поради необходимостта от тълкуване на термина „жестокост“, който не е упоменат с дефиниция в НК, а се пояснява в чл. 7, ал. 2 от ЗЗЖ. Подобни затруднения се срещат в законодателната уредба и на други държави (Tochukwu et al., 2013; Benetato et al., 2011; Schaffner 2011), при което неясно дефиниране на понятия като „животно“, „жестокост“, „насилие“ създава предизвикателства при образуването на производство по дела за жестокост срещу животни. Интерпретацията на някои от термините се предоставя от съда, като по този пример в щата Мисури, САЩ, въз основа на тълкуване на термина „животно“, правна защита срещу актове на жестокост се осигурява единствено за бозайници (Benetato et al., 2011). За България, съгласно приетите през 2011 г. промени и създаването на чл. 325б от НК, правна защита се предвижда за всички *гръбначни животни*. В научните среди и широката общественост, обаче, продължава да се дискутира въпросът дали съществуващите норми наистина защитават адекватно животните, фокусирайки се и върху животни, обект на комерсиална експлоатация в животновъдството или лабораторните експерименти или други видове по-нисши организми като безгръбначните (Priest, 2019; Zabel 2019; Sankoff & White, 2009).

Новият обществен ред наложи и промяна в Глава седма „Административнонаказателни разпоредби. Принудителни административни мерки”, Раздел I „Административно наказателни разпоредби” на Закона за защита на животните, където се предвидиха санкции на поведение, което изпълва признаците на нарушение на чл. 7 от ЗЗЖ, а именно: **Чл. 62.** (Изм. - ДВ, бр. 92 от 2011 г) (1) Който прояви жестокост към животно по смисъла на чл. 7, се наказва с глоба от 500 до 1000 лв., освен ако деянието не съставлява престъпление, като е премахнат признака „особена жестокост” и е заменен с „жестокост”. Премахването както на забраната за осъществяванена особена жестокост, въведена до този момент в чл. 10 на ЗЗЖ, както и промяната на санкционната разпоредба на чл. 62 на ЗЗЖ, е направена с цел избягване възможността прояви, определяни като такива, да се определят едновременно като нарушение и престъпление по смисъла на чл. 325б от НК. Така в специалното ветеринарно медицинско законодателство – в ЗЗЖ /Изм. - ДВ, бр. 92 от 2011 г/ не се съдържат вече санкции за проява на особена жестокост, след направените промени в законите и след инкриминирането на проява на жестокост към гръбначно животно, от която проява да последва смърт, тежко или трайно увреждане. Проявата на такова поведение следва да се подвежда вече като престъпление по чл. 325 б от НК, в случай, че са налице и останалите признаци на състава.

С измененията, предвидени в **чл. 422.** (1) /Доп. - ДВ, бр. 92 от 2011 г/ Който наруши забрана по чл. 151, т. 1, 6, 7, 16 или 17, се наказва с глоба от 100 до 200 лв., а при повторно нарушение - от 200 до 500 лв., е добавено „освен ако деянието не съставлява престъпление.”, с оглед избягване на конкуренция със състава на чл. 325 б от НК. Санкционната нормата на чл. 422, ал. 2 от ЗВМД /Отм. - ДВ, бр. 92 от 2011 г/, която предвиждаше наказание за действията, описани в ал.1 на същия член, но се характеризират с особена жестокост, както и ако с тях е причинена смърт, е отменена

В последствие след извършването на повторни законодателни промени, разпоредбата на чл. 422 от ЗВМД /изм., бр. 14 от 2016 г., в сила от 19.02.2016 г./ е допълнено към приложното поле на санкционната разпоредба, която следва се прилага към всички хипотези на чл. 151 т.1 – т. 17 ЗВМД, като формулировката „освен ако деянието не съставлява престъпление” е отпаднало. Независимо от това, административно наказващият орган следва при преценката на всеки конкретен случай да отчита дали не се касае за извършено престъпление по смисъла на чл. 325 б от НК, с оглед избягване нарушаване на принципа *non bis in idem*.

ЗАКЛЮЧЕНИЕ

1. В действащата национална нормативна уредба проявата на жестокост над гръбначно животно се третира от държавата по различен начин, в зависимост от причинения резултат – от степента на засягане на здравето и живота на гръбначните животни. Проявената жестокост към гръбначното животно, в резултат на която не е причинена противозаконно смърт, тежко или трайно увреждане, се разглежда от законодателят като

нарушение на ветеринарномедицинското законодателство (ЗЗЖ и ЗВМД). В случай, че се касае за причинени тежко или трайно увреждане на гръбначното животно или смърт, посредством някое от поведението, определени като проява на жестокост по смисъла на чл. 151 от ЗВМД и чл. 7, ал. 2 от ЗЗЖ, то поведението на извършителя следва да се квалифицира като престъпление по смисъла на чл. 325 б от НК, в случай че изпълва останалите елементи от престъпния състав.

2. Административно наказващият орган следва да преценени всеки случай и да отчети дали не се касае за извършено престъпление по смисъла на чл. 325 б от НК, с оглед избягване нарушаване на принципа *non bis in idem*.

3. При усъвършенстване на нормативните текстове от специфичното секторно законодателство на следващ етап, законодателят следва да вземе под внимание и актове на жестокост срещу не-гръбначни животни като ясно дефинира тяхното естество – нарушение или престъпление и предвиди санкции за такива прояви.

ЛИТЕРАТУРА

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Закон за защита на животните – (ДВ, бр. 13 от 8.02.2008 г., в сила от 31.01.2008 г.)

Закон за защита на животните (изм. - ДВ, бр. 92 от 2011 г.)

МОТИВИ към проекта на Закон за изменение и допълнение на Наказателния кодекс (№ 054-01-33 от 16.04.2010 г., 41-вото НС);

МОТИВИ към проекта на Закон за допълнение на Наказателния кодекс (№ 002-01-34 от 5.05.2010 г., 41-вото НС)

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