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## TABLE OF CONTENTS

<b>TAKING <i>TABLEAUX VIVANTS</i> A STEP FURTHER; USING MULTICULTURAL AND CROSS-READINGS OF LIVING PICTURES AND LITERATURE TEXTS IN CLASS</b>	
Martha Ioannidou, Soula Mitakidou	5
<b>DETERMINANTS OF JOB SATISFACTION AMONG PHILIPPINES' NATIONAL CAPITAL REGION POLICE OFFICE UNIFORMED PERSONNEL</b>	
Anthon Mark Jay Rivas, Shieryll Suan, Cherry Anne Lopez	14
<b>INTEGRATING FORENSIC INVESTIGATION TECHNIQUES IN INTERNAL AUDITING: CASE STUDY OF SERBIA</b>	
Snežana Knežević, Bosiljka Srebro, Dragan Cvetković	15
<b>THE ROLE OF DIGITAL MEDIA IN SHAPING DEMOCRACY: DO WE NEED MEDIA EDUCATION</b>	
Hristina Runcheva Tasev	16
<b>THE EUROPEAN CITIZENSHIP AND THE CHALLENGES OF THE EUROPEAN IDENTITY</b>	
Milena Apostolovska-Stepanoska	24
<b>PUBLIC INFORMING IN THE REPUBLIC OF MACEDONIA AND THE EUROPEAN TYPE OF MEDIA SYSTEM</b>	
Jasna Bachovska Nedikj	35
<b>THE MARKET PERFORMANCE OF TOURISM, PALM SPRING</b>	
Maifer Remzie Demirbec	48
<b>THE MIGRATION PERIOD IN THE 21ST CENTURY</b>	
Rahime Nur CELİK	51
<b>OUR LIVES AS AFRICAN QUEENS: NARRATIVES OF BODILY CHANGES DUE TO BREAST CANCER TREATMENT</b>	
Nokwanda Nzuza	52
<b>ADULT EDUCATION FOR ACTIVE PARTICIPATORY CITIZENSHIP AND THE EMERGING ROLE FOR ADULT EDUCATORS AS RESISTANCE MEDIATORS</b>	
George K. Zarifis, Kyriakos Bonidis	53

**THEATRE AND DRAG IDENTITY: A COMPARATIVE STUDY OF GENDER PERFORMANCE TRADITION IN MANIPUR AND IN NEW ZEALAND**

Brahmacharimayum Suzania

54

**DEMOGRAPHIC DIVERSITY IN THE BOARDROOM AND FIRM PERFORMANCE: EMPIRICAL EVIDENCE IN THE FRENCH CONTEXT**

Elhem ZAAHIR Taher HAMZA

57

**EMOTIONAL LABOR EXPERIENCED BY WORKERS WHOSE STATUS MARGINALIZED IN KOREAN SOCIETY: A COMPARATIVE ANALYSIS BETWEEN APARTMENT SECURITY WORKERS (JANITOR) WORKING IN GANGNAM APARTMENTS AND THOSE WORKING IN PUBLIC RENTAL HOUSINGS**

Young Yoon Won

58

**BLENDED LEARNING: REFLECTIONS ON TEACHING EXPERIENCES OF ELEMENTARY AND SECONDARY TEACHERS' EDUCATION IN KPK PAKISTAN**

Muhammad Asif, Riasat Ali, Saqib Shehzad

59

**EXPLORING HUMAN RIGHTS EDUCATION CONCEPTS IN PASHTO TEXTBOOKS AT PRIMARY LEVEL: A CASE STUDY OF KHYBER PAKHTUNKHWA SCHOOLS IN PAKISTAN**

Jamshed Iqbal, Riasat Ali, Saqib Shehzad

60

**THE PERSPECTIVE OF INDUSTRY-ACADEMIA LINKAGES WITH ENGINEERING UNIVERSITIES IN KP**

Muhammad Abouzar, Riasat Ali, Saqib Shehzad

61

**MEDIA LITERACY POLICY: EU, UNESCO AND COUNCIL OF EUROPE**

Martina Gligorova, MA

62

**INSTRUCTIONAL CONTEXTUAL CONTESTATIONS IN THE TEACHING OF CHEMICAL EQUILIBRIUM: A MULTIPLE-CASE STUDY**

Lebala Kolobe

63

**TOURISM AND NEOCOLONIALISM AN AMALGAM OF SERVITUDE, SERVILITY, AND SERVICE IN AFRICA**

Omar Moufakkir, Mark Balnaves

64

**CONFLICT RESOLUTION & MEDIATION: AN ESSENTIAL TOOL - US  
ROLE IN THE PALESTINIAN/ISRAELI PEACE PROCESS**

Dalal IRIQAT, PhD

66

**AN EXPERIENCE OF E-LEARNING IN CONTINUING MEDICAL  
EDUCATION: ACHIEVEMENTS AND LIMITATIONS**

Yolanda Marín-Campos, Virginia Sánchez-Meza, Jorge García-Méndez, Joaquín López-Bárcena 68

**PROPOSED DESIGN OF CENTRALIZED WASTEWATER TREATMENT  
SYSTEM AT UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA-  
CALAMBA, LAGUNA, PHILIPPINES**

Richard N. Marcelo Mathel Angelie C. Daylusan

69

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## TAKING *TABLEAUX VIVANTS* A STEP FURTHER; USING MULTICULTURAL AND CROSS-READINGS OF LIVING PICTURES AND LITERATURE TEXTS IN CLASS

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### Abstract

This paper suggests *tableaux vivants* as a vehicle to holistic, multicultural and multisensory learning through the arts and advocates their use to enhance children's language, as well as social, emotional, and kinesthetic development, either in museums and art galleries or in the classroom.

*Tableaux vivants* are not just a playful teaching strategy. Transforming a literature text or a painting or both together in a new 'Gesamtkunstwerk' offers a variety of rich perspectives to multicultural learning, encourages cross-curricular teaching and includes every type of learners. The Oxford English Dictionary defines "*tableau vivant*" as "*a representation of a personage, character, scene, incident, etc., or of a well-known painting or statue, by one person or a group of persons in suitable costumes and attitudes, silent and motionless.*" [<http://www.oed.com>]

In our approach *Tableaux vivants* call for active student engagement with art (i.e., paintings, sculptures and literary pieces) in an effort to maximize the prospects of all learners by creating flexible, purposeful and adaptable learning spaces, which could be ideal for integrated arts and language arts curriculum. Either in art galleries or in the classroom students are asked in the first place to create a still picture in order to capture and communicate their interpretation and insight of the art or literary piece and on a next step to develop creatively the visual story. *Tableaux Vivants* then become a kinesthetic, fully artistic, imaginative and stimulating tool for learning that invites individuals or groups of learners to enact, to create physically, through body positioning, facial expressions, gestures and possibly props, a fragment from a literature book they are reading in class or an art piece that captivated their interest in a museum tour. These creative interactions generate discussions based on children's participation in elements of the art or literary theme. By developing further "freeze frames", students are invited to explore the identity, character and sociopolitical context of the art or literary piece of their focus and come up with narratives that will enhance their linguistic as well as critical thinking repertoire. Actively involved in their learning, students usually achieve better performances and learning results and -what is equally important- they enjoy learning.

**Keywords:** Innovation, Education, Literature, Language Learning, Art History, Education through the Arts, Multicultural Education, Literacy Development at School, Cross-curricular teaching, Creativity, Inclusive learning.

### Communicating about and through the arts

Arts and literacies can enable unique ways of looking at the world and achieving learning. Researchers (mainly art historians, art educators and psychologists) have spent decades looking at the relationships between the arts and the ways we implement literacies on a daily basis. Literacy skills for reading, writing, speaking, listening, viewing and representing allow people to learn *about* the arts and use arts as a vehicle to share their acquired knowledge with others.

A standard feature of the works of art, as important and complex evidence of human civilization, is the truth they embody through aesthetics, which is transformed in full life before the viewer, the reader and the listener, thus expressing deep and genuine interpretations of human existence, meaningful explanations of life (Horkheimer & Adorno, 1984, p.99).

While participation in the arts is a worthy endeavour in its own right, its impact on learning in other areas can be attributed in part to higher rates of attendance, greater motivation and improved sense of wellbeing. Arts act as a magnet for the senses, exerting a unique attraction which results in the sensitization of their recipient, not only on an aesthetic level. Engagement in quality arts education has been said to positively affect overall academic achievement, engagement in learning, and development of empathy towards others (Power & Klopper, 2011). The activation of students through the arts integrates thoughts in space and time, promoting cultural awareness (Fowler, 1996, p. 55). Arts constitute rich dynamic information material that strengthens aesthetic perception, evolves artistic consciousness and broadens the osmosis of cultures.

Teaching through the arts is an issue pertaining to research in the field of art pedagogy. In their theoretical texts, thinkers such as Dewey, Gardner, Perkins and others state in depth how much art contributes to the realization of integrated learning, since the cognitive approaches pertaining to the arts also activate critical thinking, creativity, emotional expression and the imagination of learners. Since 1970, and peaking in the last decade, this approach has been encountered in a variety of applications within school system contexts, both in Europe and in the US.

The same is true of literature. The contribution of literature in the development of literacies has been confirmed through theory and research (Holdaway, 1979; Nodelman, 1996; Norton, 2003; Rochman, 1993; Routman, 1988). Arts and literature provide students with valuable opportunities to experience and build knowledge and skills in self-expression, imagination, creative and collaborative problem solving, communication, creation of shared meanings, and respect for self and others. Once the meanings of works of art and literature are revealed, they can easily be used as triggers in order to approach the subjects under examination in an enriched, holistic way, open to new interpretations.

### ***The tradition of Tableaux Vivants***

*Tableaux vivants* is an old and familiar practice both in artistic circles as well as in visual and literacy education. *Tableau historique*, *Costume tableau*, *Pose plastique* or *Living paintings* are some of the colloquial titles in use to describe *Tableau vivant*, which is defined as “a representation of a personage, character, scene, incident, etc., or of a well-known painting or statue, by one person or a group of persons in suitable costumes and attitudes, silent and motionless” (Online Oxford English Dictionary <http://www.oed.com>). According to Chapman (1996: p. 22), people involved in such a performance, “posed silent and immobile, for twenty or thirty seconds, in imitation of well-known works of art or dramatic scenes from history and literature.” As a matter of fact, this very act of imitation takes us back to the Aristotelian view of mimesis (μίμησις). Following the Platonic distinction between mimesis and diegesis (διήγησις), Aristotle considers mimesis as a natural human activity and argues on its value as a mode of training and educating emotions (Kroflič, 2011; Edwards, 1967).<sup>1</sup>

This practice continued with certain deviations in the eras to come; from liturgical drama performances in medieval times to court amusement staging scenes in 17<sup>th</sup> and 18<sup>th</sup> centuries. In the late 18<sup>th</sup> and mainly in the 19<sup>th</sup> century, *Tableaux vivants* flourished, as they became a popular type of entertainment in wealthy circles and the emerging bourgeoisie. Thus, during a social gathering, hosts often invited guests to represent, in a playful, imaginative and piquant way, an artistic work of their choice, mainly aiming to entertain. The link between this artistic practice and literature is equally strong, and can be proven through its lustrous descriptions in well-known literary works, such as L. M. Alcott’s “*Behind a Mask: or A Woman’s Power*”, E. Wharton’s “*The House of Mirth*” or Ch. Brontë’s “*Jane Eyre*”. In these stories tableaux vivants were used as a pivotal point of crucial scenes, and the protagonists took part in one way or another in an ‘*impromptu tableau*’ (Chapman, 1996).

Commonalities may also be found with silent films, where the central idea emerges exclusively through the expression and movement of the protagonists, as well as the setting of the scene. We can also trace the revival of this tradition through photography, and especially portraiture. Since 19<sup>th</sup> century photographers, such as Charles L. Dodgson (19<sup>th</sup> c.) and Bill Gekas (20<sup>th</sup> c.), expertised in

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<sup>1</sup> See also, <http://neamathisi.com/new-learning/chapter-8-pedagogy-and-curriculum/aristotle-on-mimesis>

setting their models pose in costume as the subjects in particular paintings, stepping thus into the realm of art.

### ***Tableaux Vivants in Education***

Neglecting the various ways in which the human species communicates using words, pictures, and sound, the school system overwhelmingly prizes a verbal curriculum at the expense of the arts, although it recognizes their ability to unify knowledge into one transcendent experience. (Chen, 2010).

Arts and literature facilitate educators in creating lessons that cross curriculums and actively engage students in learning. “Children learn best when they can touch, talk, and move. Using art to teach comprehension strategies allows children to use multiple modalities to learn and, most importantly, apply these strategies in a text-free environment before applying the strategies to text” (Klein & Stuart, 2013, p. 1; see also Tortello, 2004, pp. 206-208). As Wertham (1953) argues, to make a sharp distinction between entertainment and learning is poor pedagogy, and even worse psychology. A great deal of learning comes in the form of entertainment, and a great deal of entertainment painlessly teaches important things.

In recent years, the technique of *Living paintings* is a recognized educational means both in Europe and in the U.S.<sup>2</sup> Besides being entertaining and exciting, *Tableaux vivants* are being used as an instructive learning tool by educators inside and outside the school environment. When this technique is applied in the context of a museum-educational programme in front of the artworks themselves and within the premises of a museum or gallery, the emphasis is not only on the recreational nature, but on increasing students' interest in cultural objects, cultivating self-expression, aesthetics and literacy through the arts. In reality, a double goal is achieved, since public activation and participation is the big stake of cultural organizations today and a predominant demand in museum / artistic education. In this vein, museums are increasingly under pressure to deliver on opportunities for public participation.

*Tableaux vivants* offer a unique opportunity to ignite lively *discussions* for students of all ages based on wise, inspiring, curious, and insightful quotes from literary texts or humorous, witty, inspiring and instructive participation in elements of famous artworks in the school classroom. As a form of interaction it involves cooperative teaching and creative critical perception and consideration of things. *Tableaux vivants* are an intellectual adventure for students, a mental ‘construct’ that goes beyond the conventional limits of visual or literary reading as well as simple dramatization. They are a reconnection in the sense of creation (in this case artistic), a reform of reality. Although the surface target is faithful representation, taking all factors into account, the deeper purpose can be the reinterpretation of the original, the birth of new ideas and the unfolding of various feelings. As Paz (n.d.) suggests, a *Tableau vivant* should not only be considered an act of duplication, but of appropriation. “Tableaux vivants are, as it were, a corporeal appropriation of art history, which keeps traditional images alive through a permanent process of transformation” (*Tableaux Vivants*, 2002).

Customarily, the use of *Tableaux Vivants* within the school environment aims to introduce children playfully to the marvelous world of art, while integrating reading, writing, speaking, and visual literacy strategies into a holistic curriculum. This approach encompasses the idea of multiple ways of learning or different types of learners (Gardner & Hatch, 1989).

In the majority of such programs, teachers select specific themes and works of art for study, also set the guiding axes of the animating procedure. In many cases, the children themselves are permitted or required to create a written history. More rarely, during such a project, efforts are made to combine this teaching strategy with other lessons, such as language, environmental studies, drama education, and so on.

Children like to listen and create stories. A simultaneous exposure of children to literature opens up a window to the world, widens children’s perspectives, develops critical thinking and along with the performing act of *Tableaux vivants* can provide an exciting way to explore new and old books. Wordless books and pictures exist in many primary classrooms and can serve as a vehicle to help set the stage for learning through visual experiences. The 'image' is often the guide, the key of narration,

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<sup>2</sup> See for example, <http://newhavenmagnetschools.com/index.php/edgewood-magnet>



which in turn acquires a subjective character and originality, depending on the 'reading'. Let us not forget how we grow up pleasantly through pictorial narratives of our familiar environment, but also what books without words bring onto fiction. According to Gardner (1985), *Tableaux vivants* speak to the tactile-kinesthetic in all of us and can extend comprehension techniques, such as free writing and free drawing on one's interpretation of the picture. This approach to visual and language learning inherently allows, supports and encourages cross-curricular teaching and embraces all types of learners, taking in consideration variables, such as children's home circumstances, their differing levels of background knowledge and life experiences. Teaching through the arts opens the doors and minds to learning opportunities.

*Tableaux vivants* are a collective effort and require co-operation in groups. They provide a positive learning environment that encourages inquiry, self-discovery, and independent thinking, while contributing to the cultivation of self-esteem and mutual respect within groups. In part, they also help to suppress anxiety due to the absence of memorization, which is required in other dramatization techniques. In this way, *Tableaux vivants* address our interpersonal (working with others) and intrapersonal (learning about ourselves) intelligences (Tortello, 2004).

This method results in a series of interactions between students and the teacher that can enhance student engagement in any subject. It also serves as a way of involving all students in content discussions and activities. In this environment, the teacher's role becomes one of facilitator who provides support and encouragement, enabling students to take control and accountability for their learning.

### **Our educational proposal**

#### The scope

Our educational proposal is based on the premise that the integration of reading and writing activities, as they ensue from literature, into a visual arts curriculum can strengthen literacy skills and foster creative thinking at the primary school level. In this approach, *Tableaux vivants* become the vehicle to holistic, multicultural and multisensory learning through the arts and literature and their use can enhance children's language, as well as social, emotional, and kinesthetic development, either in museums and art galleries or in the classroom.

Based on this premise, we have designed an intervention programme with a twofold purpose: in the first phase, it is intended to teach undergraduate students visual literacy by integrating art and literature as well as new technologies along with visits to art museums in order to open up the opportunities for dramatic representation. In the second phase, undergraduate students empowered through their active involvement in the first phase provide the same experience to elementary pupils in schools willing to participate in this project.

In our approach, *Tableaux vivants* call for active student engagement with art (i.e., paintings, sculptures and literary texts) in an effort to maximize the prospects of all learners by creating flexible, purposeful and adaptable learning spaces, in an integrated arts and language arts curriculum. Either in art galleries or in the classroom students are asked in the first place to create a still picture of the art or literary work in order to capture and communicate their interpretation and insight and as a next step to develop creatively the visual story, through collaborative work involving discussion, reading and writing activities. Alternatively, students can associate the artwork with a literary text and create a story based on both the artistic and literary cues.

#### Teaching / Pedagogical goals

Although in the delivery of *Tableaux Vivants* our proposal shares basic teaching commonalities with relevant good practices followed in projects across Europe and the US, the desiderata of our proposal diverge (Tortello, 2004; Boynton, n.d.) What we propose is an invitation to students to approach the work of art on a multifaceted basis. They animate it faithfully, associate it 'intertextually' with a related literary genre/ work, and engage psychologically and emotionally in exploring the characters involved, and through them, their personal identity. In addition, they are encouraged to use other arts, i.e. music,

theater, as well as literacy skills and New Technologies, when they ‘freeze’, they enrich, or recreate the paintings and literary scenes.

This interconnection between art and literature enrich students’ interpretations and enhance their prospects of developing both their aesthetic and literacy skills: through their still performance, the artwork assumes the role of a vibrant ‘story teller’ and reading/writing becomes a purposeful and meaningful process, that not only makes their reading experience much richer but it also creates opportunities for a creative and imaginative after-reading experience. Usual school practice has accustomed students dress the word with a picture, while here they are invited to search vice-versa; to look for an appropriate literary text for the existing image. Paintings, but also, for instance, pictures in wordless books, challenge the ‘hegemony’ of words in the ‘reading’ process and students are trained to become thorough observers and ‘read’ with a very careful and critical eye. Through their interactions with images, they are properly prompted to make inferences, interpret and evaluate visual information, ask questions, and make connections without any written support. Shaped by an all-encompassing universal visual language, paintings can be interpreted and enjoyed by anyone regardless of their age, level of development or home language. When there are no words potential readers can set their own pace, offer their own interpretation of what’s happening. Students are encouraged to suggest their own narrative, share personal experiences and bring in their personal cultural depot by using *Tableaux vivants* as a vehicle of decoding themselves to ‘others’. Visual cues drive the plot in variable ways, giving prominence to diverse perspectives of creative story-telling with or without the aid of existing literary texts, while imagination, language play, critical thinking and vocabulary development are almost naturally encouraged (Mitakidou & Ioannidou, 2018).

This marriage of visual and language arts can contribute to metacognition. Following Sartre’s (2006) idea, who claims that reading literature becomes an act of freedom that prompts us to shape our own alternative interpretation of situations, students have to invent everything, overcoming verbal and visual elements. The writer and the artist simply trigger the meditation procedure, ‘asking’ the viewers to reflect. The audience of *Tableaux vivants* can also be invited by students to do the same. It is a perpetual process that permits multi-modal readings of the cultural becoming, amongst other things.

Educators in this project do not suggest specific artworks, nor their visual or literary connotations. The art and literary works, the means and the context are choices of the students themselves and they ensue as a result of active group work. Thus, this proposal is in harmony with the fundamental values of post-modern educational philosophy, while aiming at enhancing students’ love for art and literature.

Such a concept of *Tableaux vivants* is not a sterile process, an icy animation or a slavish rendering of the original work. It is a dynamic synthesis of the various symbolic systems in a new ‘whole’ through the eyes of the new creators. This multi-modal conversation with the arts calls for a rich reading of life with a view to its multi-faceted understanding; students are invited to liberate themselves from regulatory norms and discover things inside, outside and around them, beyond the self-evident.

Another key element of our teaching proposal is that students are called upon to explore, understand, ‘become aware’ and synthetically recreate the visual and literary works without following one-sided, strictly defined practices or instructions. Acting as models, teachers (university professors for student teachers, student teachers for primary school children) scaffold the learners’ understanding of the suggested approach. Instructors facilitate students’ explorations of artworks and literary texts, and coordinate their conversations while they are looking for similarities and differences between yesterday and today. Multi-modal, multicultural reading is of great value to the modern generation as it allows them to perceive their inherited past with a ‘fresh’ look. It is not often that students are urged to “re-view” and “rewrite”, for example, the human history without adhering to the ready-made knowledge pack that degenerates learning in a passive and unattractive procedure. Researching, choosing and observing original artworks for their *Tableaux vivants* supports students in their investigations of social values, historical and political data, philosophical perceptions, cultural elements, as well as aesthetic and literacy habits. By searching related literary works, they discover the numerous interconnected cognitive ties and engage in deeper gradual considerations associated with their own ideas, experiences and feelings. (Efland, 2002; Eisner, 2002). It is a process that awakens students’ interest in history, art, literature, and through these, their curiosity in the very life that preceded us and our civilization. It is

the creative synthesis of arts and literature in a new “Gesamtkunstwerk”<sup>3</sup> that bears their artistic signature.

Furthermore, during the livening up of paintings and their enrichment with new interpretations, humor is never absent. In fact, in one of the early stages, students are asked to produce memes based on the real story, thus coming into contact with this form of informal, witty language.

In the animation process, there are no unambiguous expressions of states nor standardization and self-evident data. The emerging interpretations students offer would rather not be expected. After all, as Castoriadis (2008, p.139) explains, significant literature, like important painting, shows us something that was present and that no one saw, while at the same time, sometimes it creates something that never existed and which exists precisely thanks to the work of art alone. Moreover, the observation of the artworks and the related reading of literature inevitably evokes memories of personal experiences or experiences related to the cultural circle of each member involved, thus bringing the multicultural interaction and the value of mutual respect to the forefront.

#### Main steps

- Introduction to the act of *Tableaux vivant* by modeling
- Students work in groups in order to select the works of art they will focus on, identify their significances and the characters’ role. They also decide on how to share the various jobs in order to form the Tableau as a group work.
- At first students are invited to pose in a frozen scene without talking, aiming to capture and communicate the meaning of an event from a literary text in association with the artwork of their choice. They are expected to elaborate on physical poses, gestures, and facial expressions rather than words. Although this activity is appealing more to kinesthetic learners, it offers all learners a chance to be creative, while strengthening their collaboration as well as the comprehension of a concept.
- Class participation is encouraged by asking the audience to identify the scene and its importance in the novel. Educators can intrigue them further to explore the identity of the characters involved as well as aspects of their own identity.
- Through the use of New Technologies, memes can at an early stage give students a pleasant opportunity to create an *instastory* or an *instaimage*, a pre-stage towards creative animation. However, dialogues should attempt a humorous reference to existing characters or elements of the original artistic work.
- The approaching of relevant literary texts is the next step for scenes to come to life in space and time (both historical and modern). The creation of a story and the ‘production’ of a new ‘total work of art’ follows. Nonetheless, before it becomes possible to develop the existing or create a new story, students must find key elements that will help the viewer decipher the story and the context within which and for which it was originally created. Particular emphasis is placed on the direction of the scene, the paraphernalia and other art forms that can be of catalytic assistance, like a ‘frame’. The more enjoyable and interactive this process becomes, the more animated discussions and inspired participation in the multi-artistic production can be expected.
- In order to support students in the creative process of the *Tableaux*, in person as well as virtual visits to art collections and museums are organized. Also, in order to ‘read’ art and through art, students are not assigned specific artworks but are prompted to work together and choose one of their preference.
- Presentation of the scenes in a manner of a ‘total work of art’
- As a culminating activity, students are asked to transfer the performance through the use of New Media in a silent film with captions, music etc.

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<sup>3</sup> Richard Wagner introduced the concept of the ‘*Gesamtkunstwerk*’ — the totality of the work of art, which became the central focus and the basis for his compositions. In many of his theoretical writings, such as “*Die Kunst und die Religion*” (*Art and Religion* – 1849) and “*Das Kunstwerk der Zukunft*” (*The Artwork of the Future* – 1849) Wagner argues that one should aspire to create a perfect society in which the perfect harmony of the work of art could again exist as in Greek tragedy that embodied all arts (and literature) in a unique, spiritual and educative way.

The benefits with respect to the autonomous and active familiarization of students with literature and the arts are that they:

- Acquaint themselves with the work and life of artists from various historical periods and cultures.
- Experience a wide variety of art forms and deepen their appreciation of some of them. They develop characters and ideas from paintings and literature but may also employ elements and principles of various other arts, such as music, drama and dance.
- Learn to create art “intertextually”, interpreting and transferring the content from one art-form into another (e.g., painting a mood suggested by a piece of music)
- Are encouraged to ‘read’ paintings/ pictures and generally visual images bringing forth their own experiences and interests as well as their creativity and imagination
- Are inspired to create new stories or write poems, visualizing their text as well
- Get familiar with applying critical thinking strategies for artworks including describing, comparing, analyzing, interpreting and evaluating
- Come in direct contact with cultural heritage
- Get trained to recognize and locate various changes (political, social etc.)
- Learn to work interdisciplinary
- Learn the value of expressing themselves through nonverbal means, place value on alternative ways of communication

Specific pedagogical benefits include:

- Learning to make choices on their own (about their artwork and its presentation in this case), thus assuming ownership of their learning.
- Recognizing their special interests and developing their talents.
- Listening to and sharing their work with others while planning and creating artworks. Through dialogue, students acquire a sense of respect, and build knowledge together.
- Interpreting and communicating through the arts personal thoughts, emotions, feelings.
- Getting involved in fruitful exchanges of opinions on cultural goods (artworks, literary texts, ea.) within the multicultural environments of their classrooms, which motivates them to learn about different cultures, and to bridge pluralistic views. This procedure enriches interpretation and description, while allowing for a smoother simulation to current conditions and a critical reflection on the modern era (historical parallel).
- Discovering new ways of expression: from frozen mimesis of scenes to full production of a drama performance, from spontaneous conversations and witty memes to creative story writing and telling.
- Developing their critical thinking.
- Expanding vocabulary in fields beyond the curriculum by improving both the spoken and the written word.
- Boosting their love for reading by cultivating linguistic and visual literacy
- Smoothing the inclusion of all students (people with disabilities, people belonging to minorities, etc.).
- Being exposed to all types of intelligences and alternative expression paths.

**Additional points of consideration in the implementation of this educational proposal can include:**

- The variations both in the reaction to works of art and literature and in the reproduction of the *Tableaux vivants*, on the basis of gender, ethnic or cultural context, socioeconomic status, etc.
- The liberating effect of visual arts on spontaneous expression and creativity, when they are used as the starting point of learning and combined with the language arts.
- Assessment of the increase of interest level in literature and multi-modal reading, through a free connection to visual/ pictorial wealth, not guided by specific choices of teachers or school textbooks.

- Overview evaluation of the impact of multi-tasking learning and the ways it can lead to holistic education centered on visual arts and literature.

### Concluding remarks

*Tableaux vivants* are not just a playful teaching strategy. Transforming a literature text or a painting or their combination in a new 'total work of art' offers a variety of rich prospects to multicultural learning and encourages cross-curricular teaching and learning.

Multicultural and multi-modal connection of the various artistic sources (works of art, literature, etc.), begins with the transformation of the two-dimensional surface of the painting/text into an active field of cooperative group action. Due to their unconventional character, their holistic dimension, the artist's authentic meaning of life that they exude and the multiple interpretations they may have, works of art allow for a free formation of a dialectical relationship with them, open, beyond stereotypical patterns of behaviour and closed systems of perception. As this process involves many subjective and personal characteristics, the structure and content differ each time and are constantly open to new interpretations. Thus, *Tableaux vivants* become a constantly renewed instructive tool in and outside classrooms.

Throughout this process of acquaintance with works of art and literature, the teacher's role in supporting and encouraging students to be liberated from prefabricated, directed forms of interpretation so that they reach their full potential is of vital importance. The various cultures, experiences, life trajectories that meet in any given contemporary classroom can be sources of anxiety and agony for some teachers and sources of wealth and inspiration for others. The educational proposal suggested here promises to offer equitable learning spaces for all children, as it can create a fertile ground of connecting children's home and inherited cultures. Students from highly diverse linguistic and cultural backgrounds have the opportunity in a playful and less verbocentric way to develop their voices, bring in a piece of themselves, enhance multicultural awareness, take pride in their heritage, and recognize and be proud of their role in the class and in the world at large (Mitakidou & Ioannidou, 2018).

It is true that art and literature invite reflection. Teachers and children can share their acquired knowledge and experiences from their involvement with this or similar projects with parents, so that the latter can also re-evaluate and reconceptualise their attitudes towards the arts and embrace alternative approaches to learning.

*Tableaux Vivants* can become a kinesthetic, fully artistic, imaginative and stimulating tool for learning that invites individuals or groups of learners to enact, to create physically, through body positioning, facial expressions, gestures and possibly props, a fragment from a literature book they are reading in class or an art piece that captivated their interest in a museum tour. These creative interactions generate discussions based on student's participation in elements of the art or literary theme. By developing "freeze frames", students are invited to explore the identity, character and sociopolitical context of the art or literary piece of their focus and come up with narratives that will enhance their linguistic as well as critical thinking repertoire. Actively involved in their learning, students usually achieve better performances and learning results and -what is equally important- love for learning.

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**DETERMINANTS OF JOB SATISFACTION AMONG PHILIPPINES'  
NATIONAL CAPITAL REGION POLICE OFFICE  
UNIFORMED PERSONNEL**

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**Abstract**

Job satisfaction was long recognized in the private industry to retain talented resources; hence the government sector must also acknowledge that job satisfaction of public employees is one of the keys to improve the well-being of its workforce. Among government employees, police officers have service-intensive profession and their job satisfaction will improve the efficiency and effectiveness of the Philippine National Police.

This study determined and measured the job satisfaction of National Capital Region Police Office (NCRPO) uniformed personnel. Demographic and organizational variables of 404 respondents were correlated to their job satisfaction. The survey questionnaire used a five-point scale with five parts: Demographic Profile; Co-worker and Supervision; Pay, Promotion and Professional Development; Public Opinion and Contribution to Community; and General Job Satisfaction.

More than 83% of the respondents were either satisfied or strongly satisfied with their job. The rest of the respondents were neutral. The lowest among the job satisfaction statements was related to the remuneration of the police officers. The Pearson Correlation revealed that only five independent variables had correlation with job satisfaction: [1] Current Department, [2] Job Characteristics, [3] Co-worker and Supervision, [4] Pay, Promotion and Professional Development, and [5] Public Opinion and Contribution to Community.

Multiple Linear Regression Analysis was used to predict the value of job satisfaction based on the independent variables of the study. In the stepwise analysis, there were five statistically significant models. Among the demographic variables, rank was the only one included in a model. All other models had at least one organizational variable. P-P plot showed that the points generally followed the normal (diagonal) line with no strong deviations.

**Keywords:** Job Satisfaction; Uniformed Personnel; Remuneration; National Capital Region; Correlation

## INTEGRATING FORENSIC INVESTIGATION TECHNIQUES IN INTERNAL AUDITING: CASE STUDY OF SERBIA

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### **Abstract**

In the context of increasingly complex environment and thus the possibility of development of new types of fraud, the importance of understanding the role of the internal audit profession in the context of prevention and fraud detection for organizations that perform their functions in such circumstances is pointed out. The subject of research in this paper is to identify ways in which forensic investigation techniques can be integrated into procedures for the application of certain work processes in the function of more efficient financial management and control. The research covers two types of organizations: those operating in the private sector (profit-oriented) and those operating in the public sector in the Republic of Serbia. The goals of this research paper are to establish a list of potential fraud indicators and critical points in the process of involving internal auditors in the prevention and detection of fraud, and in this context, make a comparison between organizations in the private and public sector.

**Key words:** internal audit, fraud indicators, organizations, Serbia.



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## THE ROLE OF DIGITAL MEDIA IN SHAPING DEMOCRACY: DO WE NEED MEDIA EDUCATION

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### Abstract

The paper analyzes the new role of the media in the digital era: whether the end of the information monopoly of traditional news agencies led to diversity of opinions, more freedom and democracy or it created informative chaos and fake news. The process of replacement of daily newspapers with social media as main source of news has resulted with victory of speed over truth, less investigative journalism, news reached through links provided by social networks based on algorithms that decide what news can get through them etc. The multiple sources of informing created increased political awareness and objectivism, but also they contributed towards losing focus on what is important and a lot of fake news. The paper focuses on the free speech and fake news battle. It gives a special focus on the urgent need for media education in the era where the internet-caused information apocalypse increases the importance of detecting fake from real. New model of 'citizen-journalists' can often mislead the public opinion and can become a threat for truth as much as the fake news. In times when the traditional business model for delivering news is in crisis and the media content is focused on dramatization, simplification, sensationalism, personalization, the media literacy has to become an inevitable part of every democratic society and its educational system.

**Keywords:** digital media, internet, fake news, citizen-journalist, media education.

### 1. Introduction

We live in a world where cyberspace is becoming natural and inevitable part of our lives and a universal connection to the world. The nervous system of our societies is built upon Internet and computer networks. The mass media began to politically conquer the world after the mass literacy and popular press appeared in 19<sup>th</sup> century. The media became influential actor of the society, shaping political processes, attitudes, prioritizing public policies by creating perceptions for different issues. This process developed fast after the appearance of television in 1950s, which made mass media to become reliable, easily approachable and important source of information. Media became powerful actors on the economic scene by accumulating great market power and influence. The governments were not ready to ignore the mass media: they found partners and supporters for their policies among them.

But, the things have changed in the past few decades due to the digitalization as an inevitable process of the technological development. These new technologies digitalized the content of information and the news became transmittable over the Internet or computer networks. Technically, the Internet is one small episode in the ever-evolving parade of technology, soon to be outmoded. Culturally and economically, however, the Internet seems to be a phenomenon nearly unprecedented in human history. (Moore, 1999). The traditional channels of informing like television or newspapers began to lose their monopoly over news. But does this process of enabling diversity of opinions led to more freedom and democracy or it created informative chaos and fake news?

Digital media, and the Internet in particular, are transforming our means of gathering information and communicating with each other and contributing to both these practices through creative production. In informational terms, use of the Internet clearly has the potential to influence the capacity of 'ordinary' citizens and resource-poor social or political groups to gain information and expertise through vastly increasing the range of information that is freely available to any Internet user, on virtually any subject imaginable (Bimber 2002).

The digitalization of media was accompanied by the phenomenal growth in social networking sites and their mass usage, such as Facebook and Twitter. Their popularity was enormously growing in the past years together with the time spent on them. They offer high level of interactivity and stimulate active production of content by the users, which brought new standards for communication based on interactivity and speed of production and reception of information. The social networking sites are also claimed to break down the barriers between traditionally public and private spheres of communication, putting power into the hands of the user and thereby giving the details of private concerns a public presence and enabling the public domain of the official political and institutional realm to be more easily monitored by the private citizen (Papacharissi 2009). If traditional news media have been claimed to function as a fourth estate holding the institutions of the state to account, Dutton (2007) argues that new media bring forth a new 'pro-social' dimension that exceeds the limitations of traditional media, leading to a 'Fifth Estate' that reaches beyond and moves across the boundaries of existing institutions, becoming an alternative source of news as well as a citizen-check on public life and private enterprise. In this manner they proffer a new form of social telling (Fenton, 2012).

Citizens prefer using social networking sites because they offer more control to information than mass media, have creative potential, interactivity, permanent availability, expand extremely quickly and they are mobile. In this context, the media theory based on producer and consumer has been destabilized and citizens become producers and consumers without mediation of traditional mass media. But social media are driven by communication, rather than information and even when information is offered, it is not always relevant and by subjects with real identity. The new media are open, but it is not necessarily that they are liberal neither they lead directly to democratizing of the society. They may generate progressive forces and mobilize social transformation with Internet. But we have to be aware that Internet community is built upon political infrastructure of a certain society and it inherits its features and foundations.

### **The information is power**

Many have predicted that the explosion of information would fuel a democratic revolution of knowledge and active citizenship. If information is power, power can now be within the grasp of everyone (HMSO, 2000). Free Internet has provided a platform for multiple sources of informing and many sides of the truth. However, the general public has not given up on the traditional way of informing, using the mainstream media. Furthermore, the Internet was allegedly supposed to lead to the production of more news, more diverse news, and increased public participation in news processes. A major outcome however, was homogeneity shaped as one-dimensional picture of online news. If the mainstream perspective faces different views that oppose or confront, then the new media publishes them but remain uncovered by the mainstream media.

According to a recent research in Germany, the young generation is generally informed by the network, using links of newspapers in Facebook or WhatsApp, or algorithms of YouTube decide what news can get through them. What used to be the news story today is a mix of news portal articles and blog posts, comments and tweets, excerpts from news broadcasts, and private mobile movies. An individual Infosoup on the smartphone (Spiewak, 2018).

Information today is based on knowledge, many facts, but not much wisdom. The euphoric predictions that pluralism in informing will bring democratization to our societies turned out to be widely exaggerated. Many news on global level do not necessarily increase democracy, but instead they cause decrease of their value, victory of speed over truth, less investigative journalism etc. The multiple sources of informing created increased political awareness and objectivism, but also they contributed towards losing focus on what is important, a lot of fake news, instrumentalization of social media by state-directed counterfeiters. According to the former constitutional judge Udo Di Fabio,

"With centrality, the public loses its inner order and reliability. Journalistic research is replaced by the snapped instantaneous knowledge of states of excitement, and public opinion becomes more volatile and seducible. In the end, the public will collapse into a collection of digital root tables, each with their own political truth. That would be the beginning of the end of democracy." (Spiewak, 2018).

Public today relies on the media more heavily than ever before, in particular with the wide Internet access worldwide. But as Heywood emphasizes, there are many pros and cons for this process of profound impact of new digital or computer technologies on society and politics. ICT can be a motor for decentralization and democracy, but it may debase politics and threaten freedom. New technologies massively enlarge citizens' access to information, making possible, for the first time, a truly free exchange of ideas and views. The internet makes available to private citizens specialist information that was once only available to governments. (Heywood, 2013). Access to information by online sources is almost instantaneous and exposes the public to a rich diversity of views, including radical and dissident ones. But, besides the fact that knowledge is power, there are numerous dangers of 'information anarchy'. The new media opened up spaces that were instantly attacked by the certain views and style of expression that conflicts the liberal and democratic standards of society. In the process of struggle to attract public attention, the Internet was used as a place for the attitudes of the racist, religious fundamentalists, ethnic nationalists and numerous extremists.

### **Fake news and media literacy**

Due to fast technological development, the ongoing debate about what content of the mass media should and what should not be available to the general public is inevitable. 'Mankind, in general, judge more by their eyes than their hands; for all can see the appearance, but few can touch the reality.' (Machiavelli, 1532). The media are much more than a channel of communication because they affect the society and life in general, and very often they become part of them.

In this *information apocalypse* it is becoming almost impossible for ordinary people to detect manipulation made by photoshopping and video manipulation. In the need for sixth sense, we will have to develop techniques to make a difference between what is real and what is fake. Innovation is not always morally neutral. The technological development has "dual use". Nuclear physics gave us both energy and bombs. What *is* new is the democratisation of advanced IT, the fact that anyone with a computer can now engage in the weaponisation of information (Shariatmadari, 2018). The power of fake news, accompanied with

Internet conspiracy theories and lies were used for both Brexit and Donald Trump in 2016. With new computer programs developed at Stanford University, there is an opportunity to make public figure pronounce words that they have never said. As an effect will the public believe them or not? We will become unable to trust what we see or hear. Misinformation became part of our human interaction and therefore it became target of critics about exploitation of news and misleading stories going around the internet. With the popularization of hundreds of social media outlets, the problem has become even worse.

Media literacy has become a center of gravity for countering "fake news". (Bulger&Davison, 2018). According to the Center for Media Literacy, it is a 21st century approach to education. It provides a framework to access, analyze, evaluate, create and participate with messages in a variety of forms — from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy. It provides techniques to use critical thinking skills to recognize differences between real and "fake" news. Fake news are stories that appear to be news, but are in fact false or misleading. However, media literacy is nothing new, and neither are fake news. In fact, humans have manipulated and fabricated information for centuries—to persuade, confuse, and entertain.

"Media literacy is as central to active and full citizenship as literacy was at the beginning of the 19th century," considers Information Society and Media Commissioner Viviane Reding. This new form of literacy is expected to detect fake from real in this *information apocalypse*. The ongoing battle between free speech and fake news does not have an ending in sight. "The fact that there is a rise of flat-Earthers is a sign of two things: One, we live in a country which protects free speech, and two: we

live in a country with a failed educational system” (deDrasse Tyson, 2018). False information is nothing new in the public sphere. New technology however, is the new channel through which they are now massively displayed and shared, and protected by the first amendment in the US, the Universal Declaration of Human Rights and any Constitution of a liberal democracy. Besides being legally impossible to prevent false information from spreading, it is also difficult to draw the line of what would stay and what would go online, as well as the question *who* would draw it. There is a fine line between censorship due to fake news versus autocratic governance, as much as there is a fine line between free speech and fake news. Education and political participation is still the “deal breaker” regarding how things would evolve, as it was in the past. Its shortage or surplus in a population will be the ultimate cure or death, respectively.

Fake news is not a new phenomenon. Yellow Journalism existed long before the ‘fake news’ term appeared. Propaganda was more familiar and used. For example, during World War II the United States used propaganda on American citizens to rally the country. And Adolf Hitler was a master of ‘fake news’. Media literacy is not a new phenomenon either. In the 1930s, an ex-journalist named Clyde Miller started the Institute for Propaganda Analysis, which designed curriculum for educators to teach students to recognize seven different propaganda devices. One was “glittering generalities,” defined as “an attempt to sway emotions through the use of shining ideals or virtues, such as freedom, justice, truth, education, democracy in a large, general way.” Media literacy concepts are familiar for schools for decades, but obviously never in an environment like this one, where owning a printing press or TV satellite isn’t needed to quickly and widely disseminate information. In addition, this was combined with hyperpartisan politics and the results led to the weaponization of news by individuals, political groups, and foreign countries. The old tools of media literacy—source checking, relying on known outlets— aren’t enough when a hacker in Macedonia can easily create a website that looks legitimate, then quickly make thousands of dollars from advertising as bogus stories circulate. Scrolling through social media feeds produces one challenge after another, from the serious to the mundane (Rosenwald, 2017).

The field of media literacy in its current form took shape starting in the late 1970s, with systematic efforts toward curricular development and research (Arke, 2012). While definitions of media literacy remain fluid and contested (Anderson, 2008; Abreu, Mihailidis, Lee, Melki, & McDougall, 2017), media historian Edward Arke identifies the 1992 National Leadership Conference on Media Literacy as a moment when media literacy education scholars and practitioners agreed to the definition of media literacy as “the ability to access, analyze, evaluate and communicate messages in a variety of forms” (Aufderheide, 1993).

Renee Hobbs, who is a Leading media literacy theorist, in a body of work spanning over three decades, describes media literacy as a fluid practice that is both individual and communal and not simply inoculation against negative messaging but empowerment to engage with media as citizens (Hobbs, 1998; Hobbs, 2010; Hobbs, 2017). This view of media literacy as a multi-faceted, flexible, and empowering response is reflected in media literacy programs throughout the US across five thematic areas: youth participation, teacher training, parental support, policy initiatives, and evidence bases. (Bulger&Davison, 2018).

Social inclusion and democratic participation rely on opportunities to access, express and share information as citizens. The extent to which misinformation can undermine these opportunities legitimises both concerns about fake news as symptomatic of information disorder, and discussions on what should be done. As such, as our engagement with information is increasingly mediated by the internet, discussions about how to promote critical literacy in the digital age are imperative. Everyone has a responsibility to learn critical literacy online and offline. Particularly vulnerable to online risks – from cyberbullying to inappropriate content – children are expected more than anyone else to engage reflectively with digital media. While critical literacy is about questioning information, authority and power, it is not sufficient in the digital age. Familiarity with digital features and design can also come in handy when evaluating information. More importantly, “critical digital literacy is not only about evaluating online content but also understanding the internet’s production and consumption processes, its democratising potential and its structural constraints” (Polizzi, 2017).

Distrustful media and fake news have to be tackled in a variety of ways. First, media literacy has to become inevitable part of our children education. The education system needs to be based on

training teachers and providing resources for stimulating students' ability to questions information they receive. The media literacy can be included in the curriculum of different subjects, such as native language, history, citizenship education or computer science lessons. They can affect students to develop critical attitude towards online and offline information, which is crucial for clear understanding of the digital environment. Media literacy or media education is already implemented in many countries such as Germany, Austria, UK, USA and their success in education is based in cross-discipline nature of media literacy which is provided by different school subjects coverage.

The education system has to be supported by the role of the parents, who have a hard task to keep the balance between protection of their children from online risks and allowing them to use online opportunities. Parents also need media education, so that they can reflect their knowledge and become better educators for their children. The process of learning can be provided both for parents and children, so that they can reach the common goal.

Second, high-tech companies are expected to work on technological fixes by producing algorithms that can detect fake news. This is very problematic due to the fact that it is hard to define what is misinformation, how to grade reliability and scrutinize content. The machines today are not ready to distinguish the content between satire and deliberately or inadvertently fabricated. Additionally, technological fixes and monitoring beg questions about transparency and privacy. And it's not just social media networks like Facebook and Twitter that spread fake news. Recently, the Blue Whale suicide game was leading young people towards death and the fact checking platforms failed to find evidence for this damage.

Third, regulation of media should become a priority. The fake news phenomenon shows the urgent need for new policies tackling this issue. It is a duty for policymakers, together with experts and academics to work on the content of regulations, and a proper 'post fake news' approach where the public may be informed for the truth. Right information for the citizens will result with right political decisions when they vote and delegate power to politicians. This includes political literacy, together with digital literacy, as one aspect of the media literacy, since the political communication and civic engagement happen with the assistance of the digital technologies.

### **New threats to traditional news**

The traditional business model for delivering news is in a crisis. As the established news organizations see decline of audience because of increasing competition from new types of suppliers and observe the growth of online advertising, some are predicting the near collapse of the current news environment. They are in a crisis because the younger population is leaving them for Internet and social media, advertisers are targeting audiences online and traditional channels have lost their monopoly and privileged position of delivering the world to their audiences.

If we follow the simple supply demand rule, more news sources disperse the viewers. More sources lead to less advertising, but also to more quantity, which does not often go hand in hand with more quality.

There are another threats for the future of the society and democracy that appear in our lives and are accepted as a normal development due to the advanced technology. The rise of "citizen-journalists", online journalism in exchange for newspapers, websites as news channels for every NGO managed by workers with lacking journalist experience, education and expertise, sloppy amateur news, taken out of context, at some cases opinions mistaken as facts and presented as such, are a danger for the future of the society and democracy, as much as fake news are. The limitless opportunities for anyone to have their say on anything, is directed to result in opinion replacing hard-won gains of investigative journalism. The general public will have to choose what is relevant and trustful information because Internet as a space remains very often not sufficiently regulated.

Another issue and danger is the emergence of "dumbed down" journalism. Since more competition has lead news companies to put viewership as their number one priority, the context of news will be inevitably subject to dramatization, simplification, personalization and polarization. As a

former journalist writes: “Journalism stands accused of sacrificing accuracy for speed, purposeful investigation for cheap intrusion and reliability for entertainment. ‘Dumbed down’ news media are charged with privileging sensation over significance and celebrity over achievement.” (Hargreaves, 2003)

When it comes to media, globalization caused concentration of ownership and technology transformation, but also entertainment-driven news. The audience is bigger but dispersed, and targeting a specific, small group of audience to become a paper’s loyal readers is very difficult, due to the geographical and cultural mobility that globalization offers. On the other hand, regardless the level of cultural, national, religious and opinion diversity of the audience, the majority is always eager to get updated on controversial and popular issues. Professional journalists are forced to report on issues that are below them in order to keep their jobs. “Old news” values are replaced by populist value. In an intensely competitive environment, news companies depend on a degree of sensationalism in order to gain more viewers.

The third outcome of the increased competitiveness through the Internet is the new burden for journalists to report and write more pieces in less time for the same money. (Freedman, 2010). Due to time and deadline pressures, the journalist values such as objectivity and accuracy, as well as the investigative part of being a journalist has been put aside. In order to keep up with the tight schedule, they are forced to copy paste a lot from their rivals and constantly check up on them on whether they are missing out a certain story. This practice of reporters rewriting stories, which have appeared elsewhere, is leading to greater homogenization of news content. As it turns out, the Internet is narrowing the perspective of many reporters. Based on this point of view, the overall effect of the Internet on journalism is to provide weakening collection of the same old sources, though in newer bottles. (Philipps, 2010).

A new trend that has emerged is increasing inclusiveness of the viewers and readers in the news industry, by providing spaces for discussion online. (Coudry, 2010). The low point of this innovation is the lack of accountability and anonymity of those responding online, because it leads to concerns of verification, accountability and accuracy. The interactive and participative nature of the web means that anyone can be a journalist with the right tools. Civic journalism is increasing and access to public information is expanding. Citizen journalism is interrupting mainstream journalism and vice versa. Whether amateur journalists will replace professional ones, like Uber did with Taxi drivers, decrease their monopoly position in the industry and make their jobs more demanding, depends on the audience. If the audience’s political culture is participative, two kinds of people will occur: the first ones, who believe in that even though amateurs, “citizen- journalists” and the NGO-sector are genuine and not profit-driven, unlike news companies and perceive them as a decent source of information. The second ones respect the involvement of the NGO sector and the development of civil society, but rely on traditional news channels with credibility acquired through many years of delivering the world to the society. Thus, for them a coverage from these sources is a crucial factor supposed to determine the significance and truthfulness of the information. This means, that even if the general public’s political culture is at its best form i.e. participative, the future of this profession is still turbulent. Another reason to worry for the preservation of their jobs would be the widely required tech knowledge. Owners are ready to give priority to an amateur or incompetent journalist who can manage well with the newest technology instead of a professional with little or no technological skills. It is costly to teach someone IT skills in contrast to teaching a mediocre reporter or a random person with no back round related to journalism how to do the rest part of his job, besides using IT skills, which has lowered standards already.

## Conclusion

The current political and media environment urgently needs introducing media literacy. New media literacy initiatives are needed together with raising awareness of media messages. Citizens should be aware how to manage a critical approach towards messages delivered by the media in a digital environment. Still, from an evidence perspective, there remains uncertainty around whether media literacy can be successful in preparing citizens to resist “fake news” and disinformation. Latest findings identify

five broad recommendations for future development of media literacy: a) develop a coherent understanding of the media environment, b) improve cross-disciplinary collaboration, c) leverage the current media crisis to consolidate stakeholders, d) prioritize the creation of a national media literacy evidence base, e) develop curricula for addressing action in addition to interpretation. (Bulger&Davison, 2018). It seems like a long way to go before these goals are reached, but at least some efforts may change the general landscape when it comes to media literacy.

The globalization digitalized our society and it dictates a dynamic development. This process is irreversible, and it has strong impact on the media as a vital part of democratic societies. Fake news is often published on websites that seem credible, and use social media for distribution. Recognizing them is not always an easy task. Today's misinformation resembles the true information, has the same form, but does not contain the truth. Common action of all stakeholders is required in the creation and production of news, and this action should include the state, the media, education system at all levels and the civil sector. Raising the level of media literacy is a reachable goal, but we have to be aware that there is no easy way. Professional media should no longer be just information producers, but they now have to educate the audience. By doing so, they will build their own integrity and trust.

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## THE EUROPEAN CITIZENSHIP AND THE CHALLENGES OF THE EUROPEAN IDENTITY

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### Abstract

The authors of the article claim that the European identity can be build and that the European institutions have very important role in this process. Namely, the European institutions affect the European identity when they are developing politics working regarding their competencies. The theoretical frame and the main hypothesis of this article is given by the theory of social constructivism whose developer Thomas Risse says that the European political identity can be create and changed and that the politics brought by the institutions are one of the mechanisms for that purpose. In that direction the authors of this article say that the European citizenship that was introduced with the Treaty of Maastricht is one of the attempts of the institutions of the European Union to crate feeling of belonging to the supranational organization to the citizens of the member states. In order to proof its claim the authors of the article make short analyze of the development of the rights that were introduced with the Treaty of Maastricht and compare how they evolve in every other next Treaty. Furthermore the authors make preview of the most important decisions, regulations, directives, reports, declarations and proposals that were brought by the European Parliament, the European Commission, the Council and the European Council regarding the rights and obligations that the European citizens obtain with the European citizenship and in that manner influence on the creating the European identity.

**Keywords:** Citizenship, Constructivism, European Union, Identity, Institutions

### 1. Introduction

Although it is a new field of interest and research the European identity has so far managed to develop several different theories that explain its nature and creation. In this context, the theory of social constructivism is one of the most important theories and was developed by Thomas Risse. According this author the theory of social constructivism " is based on sociological ontology, which assumes that people can not exist independently of their social environment and their collective system of values(culture in a broad sense)."<sup>1</sup> He further argues that "social identities contain ideas that describe and categorize individual membership in the social group or community, including emotional, affective and evaluative component."<sup>2</sup>This author also suggests three potential forms of European identity: 1. Nested; 2. The model of the cross road; 3. "marble cake" (where every part is essential to the other).<sup>3</sup> The main hypothesis of this article is that European political identity can be created and changed. The policy programs are one of the mechanisms that can change the identity. This are one of the claims of the theorists representing the theory of the social constructivism. As for the scientific analysis of identity the constructivist approach can be summarized in one predicament of the famous theorists Shmuel Noah Eisenstadt and Bernard Giessen: "The collective identities are not naturally generated

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<sup>1</sup> Risse, Th. 2004: *Social Constructivism and European Integration*, European Integration Theory, eds. Anje Wiener and Thomas Diez, Oxford, Oxford Univ. Press, стр. 160.

<sup>2</sup> Risse, Th. 2004: *Social Constructivism and European Integration*, pp.167.

<sup>3</sup> Risse, Th. 2004: *Social Constructivism and European Integration*, pp.168..

but socially constructed.<sup>4</sup> The constructivist theory argues that the collective identities can be created on an elementary level. In contrast to this theory, the essentialist theory negates the ability for identities to be created and indicates that there are only limited opportunities for that. The essentialists' opinion is dominant in everyday life and in the minds of common man, while those dealing with research of the identity, usually accept the constructivist theory. In this manner it is important to be noted that the historical, cultural and political dimension of identity can rarely be separated. Shmuel Noah Eisenstadt and Bernard Giessen came to three conclusions from constructivist perspective, which refer to the European identity: 1. His appearance is possible; 2. National and European identities are compatible; 3. The European identity can be fostered by providing access to those resources that allow creation of supranational identities.

Taking into account the main points from the theory of social constructivism we here argue that the European institutions have big impact in creating the European identity and that the European citizenship is one of those mechanisms.

## 2. The European citizenship

The citizenship was settled on the agenda of the intergovernmental conference which took place in 1990 and 1991 as a result of the memorandum proposed by Spain. Namely Spain stands for implementation of "special rights" for the citizens of the Member States.

The European citizenship was established with the Treaty of Maastricht and the only condition for its acquisition is a national citizenship of a Member State of the Union, which remains in the exclusive competence of the Member States.<sup>5</sup> The rights that derive from the European citizenship are provided by the Maastricht Treaty are the following:

1. The right of residence and free movement of all citizens of the Union.<sup>6</sup>
2. The right for citizens of Member States to elect and be elected on local or European elections, when staying in another Member State to have the same terms as national citizens of that Member State.<sup>7</sup>
3. Right to diplomatic and consular protection for European citizens when they are on the territory of a third country which is not a Member State of the Union, in the embassy or consulate of the Member State of the Union?<sup>8</sup>
4. Right for the European citizens on petition to the European Parliament and to the European ombudsman and right to write on their own language complaints to the institutions of the Union.<sup>9</sup>

It is important to be stressed out that Article 17 paragraph 2 of the Maastricht Treaty stipulates that "citizens of the Union shall enjoy the rights provided in this Treaty and shall be bound by obligations arising from it".<sup>10</sup> This right is linked to the right to non-discrimination, which is also provided in this Treaty.<sup>11</sup>

Following the introduction of citizenship of the Union the public reactions were divided. Some opinions were optimistic and European citizenship was seen like contribution that will help for closer political integration of the EU, while there were those who wanted to deny the achievement that has been accomplished with the requirements of the Maastricht Treaty, claiming that the European citizenship did not bring up anything new and that the rights that were introduced with it were already regulated with the *acquires*.

Today the matter regarding the European citizenship is regulated with the latest Lisbon Treaty. Article 17 of the Lisbon Treaty states that "in all its activities, the Union respects the principle of equality of its citizens, who receive equal attention from the institutions, bodies, offices and agencies. Every

<sup>4</sup> Eisenstadt, Sh. Noah and Giesen, B. 1995: *The Construction of Collective Identity*. European Journal of Sociology, 36(1995):72-102.

<sup>5</sup> C-369/90, Mario Vicente Micheletti and Others and Delegación del Gobierno en Cantabria, <http://curia.europa.eu/juris/showPdf.jsf?text=&docid=97581&pageIndex=0&doclang=EN&mode=lst&dir=&occ=first&part=1&cid=239851>, approached on 19.2.2015.

<sup>6</sup> Article 18 of Maastricht Treaty, <http://www.eurotreaties.com/maastrichtec.pdf>, approached on 19.2.2015.

<sup>7</sup> Article 19 of Maastricht Treaty, <http://www.eurotreaties.com/maastrichtec.pdf>, approached on 19.2.2015.

<sup>8</sup> Article 20 of Maastricht Treaty, <http://www.eurotreaties.com/maastrichtec.pdf>, approached on 19.2.2015.

<sup>9</sup> Article 21 of Maastricht Treaty, <http://www.eurotreaties.com/maastrichtec.pdf>, approached on 19.2.2015.

<sup>10</sup> Article 17 of Maastricht Treaty, <http://www.eurotreaties.com/maastrichtec.pdf>, approached on 19.2.2015.

<sup>11</sup> Article 12 of Maastricht Treaty, <http://www.eurotreaties.com/maastrichtec.pdf>, approached on 19.2.2015.

national of a Member State is a citizen of the Union. European citizenship is additional and don't replace the national citizenship.<sup>12</sup>

The Treaty of Lisbon includes the rights, freedoms and principles that have been accepted by the Charter of Fundamental Rights of the EU. In this Treaty it is provided that for the protection of these rights and freedoms in the Union exclusively competent is the Court of Justice of the European Union. The main goal of the European Agency for Fundamental Rights (founded in Vienna in 2007) was to provide professional support to European citizens on all these issues. The European Union is a community of values, as it is stated in article 1a of the Treaty of Lisbon : "The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities". These values, according to some authors represent the content of European identity.<sup>13</sup>

In the text that follows a short retrospective analyze will be presented about the most important acts that were brought by the European institutions in accordance with their competences regarding the European citizenship and the rights the derive from the citizenship.

3. Acts brought by the European Parliament and the Council
  - a. Directive 93/109 laying down detailed arrangements for the exercise of the right to vote and stand as a candidate in elections to the European Parliament for citizens of the Union residing in a Member State of which they are not nationals. The Directive lays down detailed arrangements under which EU citizens residing in a Member State of which they are not nationals may exercise the right to vote and to stand as a candidate in that country. It does not affect the rights of a Member State's own nationals at elections to the European Parliament, whether or not those nationals reside inside the country. The Directive defines the requirements which must be satisfied by a national of another Member State who wishes to vote or to stand as a candidate in his Member State of residence yet it is ultimately a matter for each Member State to indicate which persons are its nationals.<sup>14</sup>
  - b. Directive 94/80 laying down detailed arrangements for the exercise of the right to vote and to stand as a candidate in municipal elections by citizens of the Union residing in a Member State of which they are not nationals. According this Directive Community nationals residing in a Member State other than their Member State of origin may vote and stand as a candidate in municipal elections. This Directive establishes the arrangements for exercising this right. The objective of the Directive is not to harmonise Member States' electoral systems, but to ensure that nationals of both the Member State concerned and other Member States can exercise the right to vote and to stand as a candidate under the same conditions. The Directive applies to municipal elections only.<sup>15</sup>
  - c. European Parliament and Council Directive 2004/38/EC on the right of citizens of the Union and their family members to move and reside freely within the territory of the Member States. The Directive regulates the conditions in which Union citizens and their families may exercise their right to move and reside freely within the Member States. It also lays down the conditions for acquiring the right of permanent residence and sets out any restrictions on the

<sup>12</sup>Article 17 of Lisbon Treaty, (2010/C 83/01)EN 30.3.2010 Official Journal of the European Union C 83/1, <http://www.sep.gov.mk/data/file/Publikaciji/Dogovor%20od%20Lisabon%281%29.pdf>, approached on 5.3.2015.

<sup>13</sup> Laszlo, M. and Versteegh, C. 2010: *European Citizenship as a New Concept for European Identity*, Acta Universitas Sapientiae European and Regional Studies, vol.1, no.2:161-169, <http://www.acta.sapientia.ro/acta-euro/C1-2/eur12-2.pdf>, approached on 17.3.2015.

<sup>14</sup> Council Directive 93/109/EC of 6 December 1993 laying down detailed arrangements for the exercise of the right to vote and stand as a candidate in elections to the European Parliament for citizens of the Union residing in a Member State of which they are not nationals), *Official Journal L 329* , 30/12/1993, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:31993L0109:EN:HTML>, visited on 23.05.2016.

<sup>15</sup> (Council Directive 94/80 laying down detailed arrangements for the exercise of the right to vote and to stand as a candidate in municipal elections by citizens of the Union residing in a Member State of which they are not nationals (as amended by Directive 96/30/EC and Directive 2006/106/EC), *Official Journal L 368* , 31/12/1994, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:31994L0080:EN:HTML>, visited on 23.05.2016.

aforementioned rights on grounds of public policy, public security or public health. The Directive merges into a single instrument all the legislation on the right of entry and residence for Union citizens.<sup>16</sup>

- d. Council Directive 2013/1/EU amending Directive 93/109/EC as regards certain detailed arrangements for the exercise of the right to stand as a candidate in elections to the European Parliament for citizens of the Union residing in a Member State of which they are not nationals. This amendment makes it easier for non-national EU citizens to stand for election in the host State. The amendment eliminates the requirement on non-national candidates to secure an attestation from their home State as to their eligibility to stand for election. There was some concern that candidates were having trouble identifying the relevant authorities empowered to issue such attestation. The Directive has simplified this procedure for the candidate by shifting the burden to the Member States. Candidates are now only required to sign a formal declaration that they are eligible to stand, and the State of residence will then be required to request the candidate's home State to confirm. The home State will then have the obligation of verifying that the candidate has no judicial or administrative decisions against his/her name depriving the candidate of the right to stand. If the home State does not respond to the requesting State within five days, the candidate will automatically be admitted.<sup>17</sup>

#### 4. Acts brought by the European Commission regarding the European Citizenship

The European Commission have very active role when it comes the word for the European citizenship. Namely, this institution has competences to bring annual reports regarding the rights and the obligations that derive from the citizenship and to report to the other EU institutions about the obstacles that the European citizens meet in everyday life when they practice this rights.

- a. The First Report by the Commission, presented shortly after the entry into force of the Maastricht Treaty on 1 November 1993, reviews the new rights introduced by the Maastricht Treaty in terms of European citizenship, then discusses the rights conferred prior to the Treaty concerning free movement, and lastly stresses the need to improve citizens' awareness of and access to their rights.<sup>18</sup>
- b. The Second Report assesses the new rights introduced by the Maastricht Treaty in terms of European citizenship: the right to vote and stand for election in local and European elections - the right to diplomatic and consular protection - and, the right to out-of-court methods for the protection of citizens' rights such as the right to petition the European Parliament and the right to apply to the Ombudsman. The report points out, that citizens still face difficulties when exercising their right to freedom of movement and of residence, primarily as a result of incorrect or particularly restrictive administrative procedures. Furthermore, the right of residence is still subject to different provisions which apply to different categories of citizens. However, the report concludes that as the EC Treaty does not provide for a common legal basis, it is not possible to adopt a single set of rules. Therefore, the Commission recommends revising the citizenship provisions, upgrading them from a supplementary legal basis to a specific legal basis for free movement and right of residence.<sup>19</sup>
- c. The Third Report focuses on the rights provided for in the second part of the EC Treaty. However, it includes two significant advances in areas closely related to citizenship, the proclamation of the Charter of Fundamental Rights (at the Nice European Council in December 2000) and the adoption by the Commission of the proposal for a Directive on the

<sup>16</sup> *Official Journal L* 158 30.4.2004, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2004:158:0077:0123:EN:PDF>, visited on 23.05.2016.

<sup>17</sup> <http://eudo-citizenship.eu/policy-documents?type=EC>, visited on 23.05.2016.

<sup>18</sup> <http://eudo-citizenship.eu/policy-documents?type=noEC>, visited on 05.06.2016.

<sup>19</sup> *Ibid.*

right of citizens of the Union and their family members to move and reside freely within the territory of the Member States.<sup>20</sup>

- d. In the Fourth Report on Union citizenship covering the period from 1 May 2001 to 30 April 2004, the Commission concludes that the Community rules on the rights of Union citizens are on the whole applied correctly and without serious problems. The Member States have implemented the secondary legislation in this area and remaining problems are due to incorrect application and practices rather than to the failure of national legislation to comply with Community legislation. The Commission stresses that information concerning the proper interpretation of Community rules and the proper application of citizens' rights is crucial. Information and communication activities must be targeted both at Union citizens and at national authorities administering the issues relating to the rights in question.<sup>21</sup>
- e. Fifth Report from the European Commission on Citizenship of the Union. In this report, which covers the period from 1 May 2004 to 30 June 2007, the Commission takes stock of the application of existing provisions on citizenship of the Union and examines whether it is necessary to strengthen the rights of the Union's citizens. The Commission focuses on the 'legal core' of citizens' rights - the right to move and reside freely within the EU, the right to vote and stand as a candidate in municipal elections in the Member State of residence, the right to diplomatic and consular protection in third countries, the right to petition the European Parliament and the right to apply to the Ombudsman.<sup>22</sup>
- f. Proposal for a Decision of the European Parliament and of the Council on the European Year of Citizens. The designation of 2013 as the European Year of Citizens, leading to the organisation of targeted events on EU citizenship and citizen-related EU policies during this year, is listed in the EU Citizenship Report 2010 as one of the actions to implement in order to remedy an acknowledged lack of awareness of rights attaching to European Citizenship. The proposed European Year also delivers on the call of the European Parliament's resolution of 15 December 2010 on the situation of fundamental rights in the European Union effective implementation after the entry into force of the Treaty of Lisbon. In that resolution the European Parliament calls upon the Commission to make 2013 the European Year of Citizenship in order to give momentum to the debate on European citizenship and inform Union citizens of their rights, in particular the new rights resulting from the entry into force of the Treaty of Lisbon. The Commission proposal thus presents draft legislation to enact necessary measures for the implementation of 2013 as the European Year of Citizens. The proposal was transmitted to the Council and to the European Parliament on 11.8.2011.<sup>23</sup>
- g. The last document that will be subject of analyze brought by the European Commission regarding the European citizenship is the Report from the Commission to the European Parliament and the Council on the application of Directive 94/80/EC on the right to vote and to stand as a candidate in municipal elections by citizens of the Union residing in a Member State of which they are not nationals. The report contributes to the implementation of Action 18 of the EU Citizenship Report 2010, which aim is to promote that Member States fully enforce the voting rights of EU citizens in the Member State of residence and that they duly inform EU citizens of their electoral rights. To this end, the Report assesses the awareness and the use of the electoral rights of EU citizens in municipal elections and it focuses on the information measures put in place by the Member States in compliance with the provisions of the Directive. It also highlights best practices in the Member States in conducting information campaigns and initiatives to encourage EU citizens who are non-nationals to take part in institutional and political life at local level.<sup>24</sup>

The European Commission regarding the reports for the European citizenship and the rights that derive from this citizenship often order surveys to be made by Eurobarometar among the

<sup>20</sup> Report from the Commission - Third Report from the Commission on Citizenship of the Union /\* COM/2001/0506 final \*/, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52001DC0506:EN:HTML>, visited on 05.06.2016.

<sup>21</sup> <http://eudo-citizenship.eu/policy-documents?type=noEC>, visited on 05.06.2016.

<sup>22</sup> Ibid.

<sup>23</sup> Ibid.

<sup>24</sup> <http://eudo-citizenship.eu/policy-documents?type=noEC>, visited on 05.06.2016.

European citizens for the level of acknowledgement of this rights. In the text that follows there are data from Eurobarometer survey regarding the political rights of the European citizens. In fact, on the survey, conducted in 2010 by the Agency, the European citizens were asked a question to answer if they are familiar with the political rights they poses that derive from EU citizenship and what measures they deem necessary to take to increase voter to vote in the upcoming elections to the European Parliament.<sup>25</sup>

Table 1. European citizens knowledge of the political rights in 2007 and 2010

	11/2007	2010
A citizen of the European Union from another Member State living in a country, has the right to vote or to stand as a candidate in municipal elections here	Yes – 37% No – 50% Don't know– 13%	Yes – 69% No – 26% Don't know– 5%
A citizen of the European Union from another Member state living in a country , has the right to vote or to stand as a candidate in European Parliament elections here	Yes – 54% No – 29% Don't know– 17%	Yes – 67% No – 24% Don't know– 9%
A citizen of the European Union from another Member state living in a country , has the right to vote or to stand as a candidate in national Parliament elections here	Yes – 26% No– 60% Don't know– 14%	Yes – 48% No – 43% Don't know – 9%

We can see that in 2007, prior to the elections, Flash Eurobarometer 2131 found little awareness that non-nationals provided that they are EU citizens- may vote in a member state of which they are not nationals. Only 37% could correctly identify that such persons are entitled to vote in municipal elections and 54% knew that electoral rights are also provided for EU elections. On the other hand, 60% were aware that such rights are not provided when it comes to national elections. The landscape has changed completely for 2010 when the overwhelming majority (69%) were aware that non-national EU citizens may vote in municipal elections and 67% also correctly identify that electoral rights are provided in European Elections.

Табела 2. The answer on the question: "The European identity can be composed of several elements. In your opinion what are the elements that compose the European identity?"<sup>26</sup>

EURO	41%
Democratic values	40%
Culture	26%
History	26%
The success of the European economy	21%
Geography	18%
European flag	16%
The motto of the European Union - "united in diversity"	12%
European anthem	7%

<sup>25</sup>

[http://ec.europa.eu/justice/policies/citizenship/docs/eurobarometer\\_surveys\\_2010/electoral\\_rights\\_eu\\_citizens\\_summary\\_102010\\_en.pdf](http://ec.europa.eu/justice/policies/citizenship/docs/eurobarometer_surveys_2010/electoral_rights_eu_citizens_summary_102010_en.pdf) approached on 28.4.2015.

<sup>26</sup> Standard Eurobarometer 77, European Citizenship-Spring 2012, стр. 27, [http://ec.europa.eu/public\\_opinion/archives/eb/eb77/eb77\\_citizen\\_en.pdf](http://ec.europa.eu/public_opinion/archives/eb/eb77/eb77_citizen_en.pdf), visited on 29.4.2015.

## 5. The European Commission and the European identity

The intention of the Member States to create the European identity perhaps can be most clearly seen in the decision of the European Summit held in Copenhagen on December 14, 1973, where then the nine Member States unanimously adopted the Declaration on European identity. "Defining the European Identity involves: reviewing the common heritage, interests and special obligations of the Nine, as well as the degree of unity so far achieved within the Community, assessing the extent to which the Nine are already acting together in relation to the rest of the world and the responsibilities which result from this, taking into consideration the dynamic nature of European unification."<sup>27</sup>

The Declaration is divided in three parts. The first part is titled "The Unity of the Nine Member Countries of the Community". Here for the European identity it is written that this identity is original and has its own dynamism because it is constituted from different cultures allegiance to shared values and principles and awareness of the specific interests and existence of shared commitment to participate in building the united Europe.<sup>28</sup>

The second part of the Declaration is titled: "The European identity in relations with the rest of the world". This part is consisting the international obligations of the Community and the expectations how they will develop in the future.<sup>29</sup>

The third part is titled "The Dynamic Nature of the Construction of a United Europe" and here it is provided that: "the European identity will evolve as a function of the dynamic construction of a United Europe. In their external relations, the Nine propose progressively to undertake the definition of their identity in relation to other countries or groups of countries. They believe that in so doing they will strengthen their own cohesion and contribute to the framing of a genuinely European foreign policy."<sup>30</sup>

According to some authors the content of the Declaration doesn't give any real definition of European identity and instead they believe that the Declaration predominantly covers issues that are of importance for the Community external relations.<sup>31</sup>

The same author argues that much more important for the creation of the European identity is the adoption of the Declaration on the need to strengthen the European identity, which was adopted at the European Summit held on 25th and 26th June 1984 in Fontainbleu, which was drawn up and ad hoc committee, which was named Andonino after the president Andonino Antonio. The tasks of this committee were the following: introducing a common passport for all nationals of Member States of the Community; introducing transport documents in order to allow free transfer of goods; preparation of regulations in order to remove barriers within the boundaries of the Community; creation of a common European symbols; creation of joint European sports teams and introducing a common currency.

The committee submitted a report on its work during the meeting of the European Council held in Brussels (29 to 20 March 1985) and the European Council meeting held in Milan (28 to 30 June 1985)<sup>32</sup>. These reports contained a number of initiatives, ideas and requirements which were aimed to strengthen the European identity, such as starting the broadcasting of European television channels, the European lottery to finance the development of a common European feeling in the cultural sphere, creating a joint European sports teams, creating a European academy of science, technology and art, introducing discounts for museums and cultural events, raising the awareness of the public about events related to the European community, promoting new forms of youth exchange, promoting 9<sup>th</sup>

<sup>27</sup> Declaration on European Identity (Copenhagen, 14 December 1973), Bulletin of the European Communities. December 1973, No 12, [http://www.cvce.eu/content/publication/1999/1/1/02798dc9-9c69-4b7d-b2c9-f03a8db7da32/publishable\\_en.pdf](http://www.cvce.eu/content/publication/1999/1/1/02798dc9-9c69-4b7d-b2c9-f03a8db7da32/publishable_en.pdf), visited on 07.06.2016.

<sup>28</sup> Ibid.

<sup>29</sup> Ibid.

<sup>30</sup> Ibid.

<sup>31</sup> Robert Szwed, *Building European Identity*, In: R. Szwed (ed.) *Politics and Identity. Considerations on Ukrainian, Polish and European Identity*. Lublin: CUL.(2007):13-30, [https://www.academia.edu/781281/Building\\_European\\_Identity\\_-\\_draft](https://www.academia.edu/781281/Building_European_Identity_-_draft), visited on 07.06.2016.

<sup>32</sup> Report submitted to the Milan European Council (Milan, 28-29 June 1985), *Bulletin of the European Communities*. 1985, no Supplement 7/85, p. 18-

<sup>30</sup> [http://www.cvce.eu/en/obj/report\\_by\\_the\\_committee\\_on\\_a\\_people\\_s\\_europe\\_submitted\\_to\\_the\\_milan\\_european\\_council\\_milan\\_28\\_and\\_29\\_june\\_1985-en-b6f17e2-da21-4013-9573-c2b159f86ff5.html](http://www.cvce.eu/en/obj/report_by_the_committee_on_a_people_s_europe_submitted_to_the_milan_european_council_milan_28_and_29_june_1985-en-b6f17e2-da21-4013-9573-c2b159f86ff5.html), visited on 07.06.2016.

May as the Day of Europe and giving more importance on European issues in national education programs.

### Conclusion

There are many theorists that claim that the European citizenship look like decorative and symbolic Institute that brought very little novelties in the previously existing right of free movement and residence. Still the right of the European citizenship introduces active and passive identification for local and parliamentary elections at the European Parliament in the Member State of residence, right to diplomatic and consular protection for the European citizens when they are on the territory of a third country which is not a Member State of the Union in the embassy or consulate of the Member State of the Union and a right for the European citizens on petition to the European Parliament and to the European ombudsman. In favor for the claim for not implementing novelties with the European citizenship goes that the provisions regarding the European citizenship does not include obligations of European citizens. Plus the modest content of the EU citizenship in comparison with the provisions of national citizenship, which are called triptych of civil, political and social rights and obligations, quite legitimately allowed to say that European citizenship is nothing more than a pale shadow of his national counterpart. Despite this we can conclude that the EU citizenship has grown into an institute that contributed in bringing into force important directives. Here it is important to say that the European Commission is the institution with the largest contribution in the process of changing and improving the rights arising from European citizenship, and thus indirectly influence the creation of a European identity among European citizens. This is primarily due to the right of legislative initiative, which is the exclusive competence of the Commission. After the entry into force of the Maastricht Treaty and the introduction of European citizenship, the European Commission receives a more active role in guaranteeing the rights arising out of the same, with its authority to compile regular reports on the use of the rights of citizenship, as well as proposing measures overcoming the obstacles faced by European citizens in the exercise of some of these rights. These actions taken by the Commission are in the same line with the fact that the smooth exercise of rights arising from European citizenship will contribute to faster creation of a European identity. Here two initiatives coming from the Commission are important to be stressed out: the initiative of the Commission to ensure the right to vote and stand for elections for the European Parliament for European citizens when living in another Member State of the Union, and the initiative to facilitate the free movement of European nationals and their families in the territories of the member States of the Union. These two initiatives have been accepted by the relevant institutions and became directives (Directive 93/109 and Directive 2004/38). The Commission also takes active steps to inform the general European public with the rights deriving from European citizenship, as well as the benefits arising from their use. The measures taken by the Commission are productive and further more in favor for this statement goes the survey made by Eurobarometar where we can see significant rising in the awareness among the European citizens for their political rights that derive from the European citizenship which lead us to conclusion that slowly but steadily increasing number of citizens who first informed of the existence of those rights (in 2007 to possess the right to vote and run in local elections affirmative answers 37% of respondents versus 2010 when affirmative answers 69%), and secondly, to decide to use them as a result of developing a sense of belonging in European society.

The European Parliament and the Council in accordance with their competences are in charge to bring the legislation in the EU and in that way they have greatly contributed in the development and the promotion of the rights deriving from European citizenship. Here of particular importance are the above-mentioned Directives 93/109 and 94/80 that allow citizens who do not hold national citizenship of the Member State of residence to vote and be nominated at the local and European elections. Although studies show a low participation rate of these citizens in the elections, there is a tendency to increase their number.

Although it can be concluded that the first major step in building a European identity is the adoption of the Declaration for the European identity brought by the European Council at the meeting in Copenhagen in 1973, after analyzing the content of the Declaration, it can be seen that greater priority is given to issues relevant for the external relations of the Community, instead of



defining and taking concrete steps towards in the creation and promotion of European identity. The mistake was corrected at the European Council meeting that was held in 1984 year. Here the Declaration on the need to strengthen the European identity was adopted and the result was creating an ad hoc committee which had specific tasks to implement in order to achieve the objectives of the Declaration. Two innovations that have been introduced by the Andonino Committee are the most important: promotion of the flag and anthem as common symbols and the declaration for pronouncing the May 9th for Europe Day. The fact that the European flag is seen as one of the symbols of the European identity is confirmed by the research made by Evrobarmoetar in 2012. Then 83% of the questioned respond positively regarding this issue, and 53% said they identify with the flag. What on the other hand can be concluded for the European Council is that this institution had actually done very little for the creation of a European identity, if we take into account its competences. Namely, the European Council has a central role in the development of the Union and from this institution derives the initiative for organizing intergovernmental conferences where the future of the Union is discussed. That is why it is necessary from this institution to come the initiative for introduction a European element in the elections for the European government and to enable European citizens to have a direct impact on the establishment of the same. That is the only way for changing the absurd situation that we have now: the proposal for President of the European Commission to come from the European Council and the list of Commissioners only to be subject to a vote of approval in the European Parliament, without being allowed the opportunity for influence of its composition by the directly elected European representatives. Second, the European Council to propose the educational and cultural policies that are crucial in the creation of identities from exclusive jurisdiction of the Member States to convert in shared competence between the Member States and the Union and to introduce a compulsory subject for the European values in the primary schools in all Member States, because high 40 % of respondents said that the European values are an integral part of European identity.

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## PUBLIC INFORMING IN THE REPUBLIC OF MACEDONIA AND THE EUROPEAN TYPE OF MEDIA SYSTEM

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### Abstract

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

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

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

The research has two segments:

1. Citizens' perception of the media system and journalism (the general public) in the Republic of Macedonia, i.e. what the citizens think about the role of the media in political communication. Additionally, does the media and informing about policies influence their political decisions and whether citizens are aware of possible abuses and special media techniques and methods for creating a "desirable public opinion"? and
2. The journalistic attitudes (professional public) about the conditions offered by the media system of the Republic of Macedonia in terms of professional standards, ethical principles and investigative journalism.

### Introduction

On December 24, 2012, Macedonian journalists were thrown out of the Assembly of the Republic of Macedonia in a dramatic manner, an event that actually marked the start of the political crisis of the state.

In the Republic of Macedonia since the independence, until today, no media system was created that would meet the standards of the European type of media system. In addition, the media were never such an urgent and priority topic as in the period of the political crisis from 2012 to 2017 in the Republic of Macedonia.

The process of transition of the media system in the Republic of Macedonia was problematic and even more problematic than the other countries of Southeast Europe, which is reflected in a series of comparative analyzes<sup>1</sup>. The bad transition was the result of a continuous absence of a strategy and a

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<sup>1</sup> The Media in South-East Europe, Comparative Media Law and Policy Study, Friedrich Ebert Foundation, Berlin – Regional Project Dialogue South-East Europe, Institute of European Media Law

problematic legal framework. The process of transformation of the media system ended with media in the hands of those who have money and came to the maintenance of dependent media. The bad transformation was especially felt since 2001 onwards, continued with the closing of the first private A1 TV and the daily newspaper Vreme, and culminated in the closing down of the newspapers from the MPM group, including the first private daily newspaper Dnevnik<sup>2</sup>. The control of the financial survival of the media and journalists is taken over by the state. Instead means of information, analysis and control, the media became means for economic and political promotion and propaganda, controlled by the purchase of advertising space by the state and the government, with a discretionary and opaque decision on the allocation of public money. This is concluded in some important reports of international institutions, such as in the 2014 Annual Progress Report on the Republic of Macedonia in which the European Commission points out that "there is indirect state control of media output through government advertising and government-favoured (and favourable) media outlets<sup>3</sup>". The media system today is one of the criteria for democratic equality and human rights protection and is no longer just a condition for a democratic political system, but as an absolute channel for political communication is an integral part of the democratic political system. For these reasons, the media system of the Republic of Macedonia has been / is constantly monitored by a number of relevant international institutions and organizations, such as Freedom House, Reporters Without Borders (RSF) and South East Europe Media Organization (SEEMO), and for many years now, the state of the media freedom in the country is an important topic in the reports of the European Commission and the US State Department.

This paper is based on the data collected by a research conducted in 2017<sup>4</sup> by experts supported by the European Union and the British Embassy, through the Center for Change Management<sup>5</sup> and the Institute for Human Rights<sup>6</sup> in the Republic of Macedonia. The aim was to analyze the perception of citizens and journalists in the Republic of Macedonia about the media system and the level of media culture in the Macedonian society. The research had two segments:

1. Citizens' perception of the media system and journalism (the general public) in the Republic of Macedonia, i.e. what the citizens think about the role of the media in political communication. Additionally, does the media and informing about policies influence their political decisions and whether citizens are aware of possible abuses and special media techniques and methods for creating a "desirable public opinion"? In order to understand these phenomena, a telephone survey was conducted in the period from May 30th to June 9th this year on a representative sample of 1203 respondents; and
2. The journalistic attitudes (professional public) about the conditions offered by the media system of the Republic of Macedonia in terms of professional standards, ethical principles and investigative journalism. . In order to realize this, in the period from June 27th to July 10th, 2017 a field survey was conducted on a sample sample of 163 respondents-journalists who live and work in five cities: Skopje, Bitola, Kicevo, Kumanovo and Tetovo.

### Structure of information and quality of information in the Republic of Macedonia

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<sup>2</sup> Annual Progress Report on the Republic of Macedonia by the European Commission for 2015, 2014, 2013. [https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/pdf/key\\_documents/2015/20151110\\_report\\_the\\_former\\_yugoslav\\_republic\\_of\\_macedonia.pdf](https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/pdf/key_documents/2015/20151110_report_the_former_yugoslav_republic_of_macedonia.pdf); [https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/pdf/key\\_documents/2014/20141008-the-former-yugoslav-republic-of-macedonia-progress-report\\_en.pdf](https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/pdf/key_documents/2014/20141008-the-former-yugoslav-republic-of-macedonia-progress-report_en.pdf); [https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/pdf/key\\_documents/2013/package/brochures/the\\_former\\_yugoslav\\_republic\\_of\\_macedonia\\_2013.pdf](https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/pdf/key_documents/2013/package/brochures/the_former_yugoslav_republic_of_macedonia_2013.pdf)

<sup>3</sup> EC: THE FYROM 2014 PROGRESS REPORT [https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/pdf/key\\_documents/2014/20141008-the-former-yugoslav-republic-of-macedonia-progress-report\\_en.pdf](https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/pdf/key_documents/2014/20141008-the-former-yugoslav-republic-of-macedonia-progress-report_en.pdf)

<sup>4</sup> [https://www.ihr.org.mk/uploads/Profesionalnost%20vo%20mediumite\\_MK\\_WEB%20.pdf](https://www.ihr.org.mk/uploads/Profesionalnost%20vo%20mediumite_MK_WEB%20.pdf)

<sup>5</sup> <http://www.cup.org.mk/>

<sup>6</sup> <https://www.ihr.org.mk/>

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

In the Republic of Macedonia, the public broadcasting service is in the proces of dying considered from the aspect of the viewers, as only 3.9% of the citizens who participated in this survey reported that they are watching this service, compared to 81.7% of citizens who are watching private national tv stations. On-line tv stations show low-level of followance (for example, TV Nova) - 2.7%, local TV stations (for example, TV KISS) - 0.9%, televisions of the ethnic communities in Macedonia - 0.7%, television stations from the region (such as: HRT, TV PINK, RTS, etc.) - 1.2%, foreign television stations (such as CNN, AL JAZEERA, BBC etc.) - 5.7.

The citizens of the Republic of Macedonia are also following television stations and other media of the neighboring countries, which have an understandable language (such as: HRT, RTS, TV PINK, etc.). In fact, 26.9% of the citizens regularly watch these media, while 42.6% of the citizens do so occasionally, while 30.2% reported that they do not follow the media of the neighboring countries in an understandable language.

Regarding the question whether you are following the media of the ethnic communities (Albanians, Roma), 29.6% of the citizens answered that they followed these media while 41.1% said they did not follow these media.

With the introduction of cable and satellite television, in the area of international public opinion, the question of Diasporic or the so-called. transnational audiences appeared. Transnational audience consists of members of ethnic minorities or communities living in one state<sup>7</sup>. A survey conducted in the 90's showed that in the Republic of Macedonia<sup>8</sup>, minorities (now called communities) primarily follow the satellite program of their native countries, then private televisions established on national basis, the commercial Macedonian televisions and ultimately the Macedonian national television. The same is happening in the countries of Western Europe, for example, with the Turkish community in Germany. Of course this fact should be taken into account when considering the political behavior of the members of the communities in the Republic of Macedonia and the structure of their behavior.

Certainly, the degree of influence over public services and over the media systems of the European states in general, varies from state to state and depends on the type of political system. In general, we can conclude that public services basically follow the official state policy, but not the politics and ideology of the ruling party, as was the case in the Republic of Macedonia.

While on the global level empirical research shows that with the growth of the Internet and online journalism, proportionately increases the distrust of viewers in television, especially young people, in the Republic of Macedonia, there is an opposite trend. Infact, 46.7% of the respondents in this survey reported that information about the most important social issues (politics, economy) is receivd from the television. The dominance of television as a media for informing citizens is confirmed through other relevant researches, such as those that are being conducted by IRI - the International Republican Institute<sup>9</sup>, which in April 2016 registered that as many as 88% of the citizens in the country use the television to be inforemed for the most important news about political issues. Also, the analysis done by the state Agency for Audio and Audiovisual Media Services (AVMU)<sup>10</sup>

<sup>7</sup> For example, a diasporic audience is the Indian community in the UK, the Turkish community and the Albanian minority in Macedonia, the Turkish community in Germany, the Macedonian minority in Bulgaria.

<sup>8</sup> Dona Kolar Panova "Mediumite I kulturniot identitet", *Kulturen zivot, (spisanie za kultura, umetnost I opstestveni prasanja)*, Skopje, 2000, 52-53.

<sup>9</sup> Survey of Macedonian Public Opinion, Center for Insights in Survey Research, April 19-25, 2016, [http://www.iri.org/sites/default/files/wysiwyg/iri\\_macedonia\\_survey\\_april\\_2016\\_0.pdf](http://www.iri.org/sites/default/files/wysiwyg/iri_macedonia_survey_april_2016_0.pdf)

<sup>10</sup> Analiza na pazarot na audio i audiovizuelni mediumske usluzi za 2015 godina, AVMU, 2016.

shows that television remains the most important medium for informing citizens in the country. For example, their analysis for 2015 shows that 74.9% of citizens are informed on daily basis for domestic and foreign events by television.

But even though most of the respondents are informed about important social topics through television, the Internet seems to become a popular medium. The survey data show that 28.2% of the respondents prefer web sites, and 19.1% chose the social networks as a media for informing. According to this, cumulatively 47.3% of the respondents use the Internet as a primary source of information. At the same time, this research clearly shows that the printed media and their paper editions, definitely are losing their popularity as media for informing about important events in the society. Namely, only 3.7% of the respondents are still informed by newspapers and periodical printed publications, which is a striking indicator for the development of investigative journalism, because the experiences, especially in the US, show that the printed media, due to the methodology and organization of work in editorial staff, are suitable for the development of this type of journalism.

Regarding how the citizens rank the quality and degree of objectivity of informing about politics and political developments, the survey shows that the News, whether presented on television, radio, newspaper or information portals have the highest credibility, i.e. 39.2% of the respondents believe that the most objective information / knowledge is received from the news. Then, debut programs (such as "Top Topic" on Telma, "360 degrees" on Alsat, "Only Truth" on Kanal 5, "Wall" on Alfa, etc.) are highly rated and considered that these programs offer objective information for 29.4 percent of the surveyed citizens. 10.2% of the citizens think that one can get a quality knowledge of a certain political event from the documentary programs.

Asked about the television station on which citizens watch news, one-fifth of the respondents answered in favor of TV Telma, (20.1%), while 19.4% answered that it was TV Sitel, while only 5.9% responded that they watch news on the public broadcasting service. Citizens, as the most impartial tv channel, singled out Telma with 55.9%, while Sitel was the least impartial (54.7%). For the Macedonian Radio and Television 1 (MRT1), the citizens are divided in opinion and consider it as biased by 39.7%, and 35.2% consider it to be objective.

Regarding the fact how much they believe in one television, 47.2 of the respondents again pointed out the private Telma television, and the least trusted TV is the private television Sitel, where 59% expressed distrust. The percentage of mistrust in the Public service of the Republic of Macedonia is high, for which almost 50% of the respondents said they do not trust both MTV1 and MTV2.

### **Approach and multipolitical pluralism of the media in the Republic of Macedonia**

States with media systems characterized by widespread media access and with independent and free media are at the same time those that have:

- less corruption;
- better administrative efficiency;
- higher political stability and
- more effective rule of law; as well as
- better social outcomes (such as: higher per capita income, greater literacy, lower economic inequality, lower infant mortality rate, and greater spending on public health funds).

Series of empirical researches show that there is a connection between social development and good governance and the media. Field research based on a comparative methodology of 135 classified and typified media systems of different nations in the world<sup>11</sup>, show that good governance and the promotion of a positive outcome of development need not only independence and freedom, but also public access to the media.

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[http://www.avmu.mk/images/Analiza\\_na\\_pazarot\\_na\\_audio\\_i\\_audiovizuelni\\_mediumski\\_uslugi\\_za\\_2015\\_godina.pdf](http://www.avmu.mk/images/Analiza_na_pazarot_na_audio_i_audiovizuelni_mediumski_uslugi_za_2015_godina.pdf)

<sup>11</sup> Pippa Norris, *Comparing Political Communication Theories, Cases and Challenges*, Frank Esser, Barbara Pfetsch, Cambridge University Press, translated by Akademski pecat, Skopje, 2009:128.

What is the approach in the Republic of Macedonia? Asked how many TV stations are available / received in their home, most of the respondents (86.5%) reported having access to more than five television stations. The question that remains unanswered is how citizens use the access to a large number of television stations (CNN, BCC and others) because the monitoring of these media is in direct relation with the knowledge of foreign language, general culture, interests, etc.

Most of the surveyed citizens (46.7%) in the Republic of Macedonia stated that the most information on politics, economy and other important social issues were obtained by following the news programs on TV.

At the same time, half of the citizens (50.6%) reported that they follow news (TV Dnevnik) on more than two tv stations, and one quarter of the respondents (22.2%) were watching news on two televisions. The majority of citizens (71.7% in total) watch TV news on media with various orientation (pro-government or opposition), with 32.6% of respondents saying they do it regularly, and 39.1% sometimes. Only 26.3% reported that they never followed media with various orientation.

These views of the surveyed citizens clearly indicate that the majority of them show skepticism and reservations regarding the impartiality of the informative content broadcasted through the leading media in the country. In addition to this conclusion goes the figure that even 66.3% of the surveyed citizens think that the media are carrying out political propaganda. Therefore, the fact that the majority of citizens (cumulatively 68%) reported that on a regular basis (39.5%) or sometimes (28.5%) they check the information they receive from the media (through other media or through interpersonal communication) should not be surprising.

Such data can also be interpreted as indicators of politicization in the media sector in the country, which is a kind of reflection of the deep polarization of the Macedonian society. It follows that the prerequisite for functional democratic society, apart from political pluralism in the media, is the citizens' trust in the media and journalism.

### **Journalism in the Republic of Macedonia**

Journalism is an important segment of the media, and especially in the sphere of politics. Journalism is generally an unregulated profession in the Republic of Macedonia, as in most European countries (European journalism), there are no criteria for entering the profession as in other professions (doctors, lawyers, architects), anyone can be a journalist, even without formal criteria about the level and type of education. Whether journalism is a profession or not has been a subject of academic discussion for a long time, but also this issue is in the focus of journalistic self-perception. If, by applying formal criteria, a conclusion is reached that journalism is not a profession, it remains only the undeniable dramatic importance / influence of the media, and that is the fact that journalists have professional responsibility towards the public. At the current moment of the political crisis in the Republic of Macedonia 2012-2017, the questions about the standards of professionalization and the conditions in journalism are actualized in a package with the media system.

Regarding the conditions for employment, the majority of the journalists who participated in this survey (77.9%) reported that they are full-time employees, while 11.7% work on contractual basis. When asked which is the most important factor in the personnel policy of the media (employment of journalists) in the Republic of Macedonia, 39.9% of the respondents answered that these are professional qualifications and personal characteristics (skills), while 28.8% think that these are personal connections or lobbying. Furthermore, they were asked which is the second most important factor in the personnel policy of the media (employing journalists) in the Republic of Macedonia, and the same factor again emerges as the most common answer to the previous question.

Particularly interesting fact in the survey is that almost half of the journalists (47.2%) stated that the political views of the media where they work are in accordance with their intimate political views, while for 31.3% of journalists it is not in accordance with their intimate political views. This is a sufficient indicator that *self-selection* in employment is also a modality of self-censorship. Journalists are inclined to be employed in media, whose political orientation corresponds to their attitudes. In the Republic of Macedonia, after the independence and restructuring of the media system one can notice the "movement" of the journalists according to their political interests even without carrying out a research. But this is not only a typical feature of our system. In critical theories (Noam Chomsky, for example), the concept of 'extortion' is conceptualized, when a reporter who is employed in a financially powerful media company must support the position of the main editorial line and the owner of the medium. Editor-in-chief of the New York newspaper Times, Ray Cave, in 1984, declared openly:

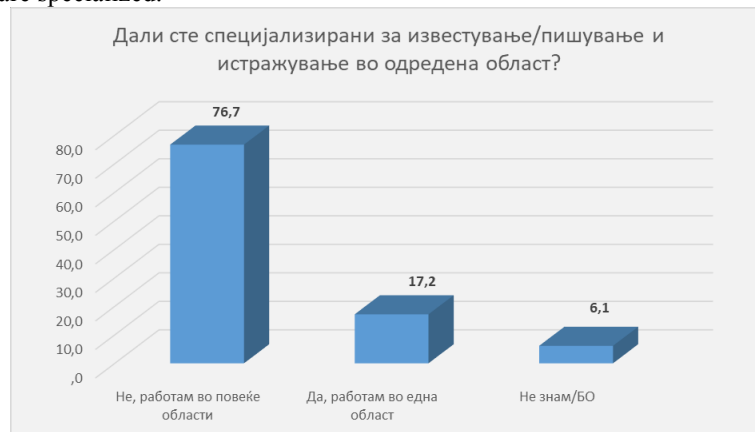
"Although in Time, we have employees with a variety of persuasions, they must respect the position of the newspaper in relation to the topic they write. If the author's position is not identical with the one of Time, that text can not enter the newspaper.

Asked whether they believe that some criteria should be introduced for entering the profession "journalist" in the Republic of Macedonia, 73% of the respondents answered positively, while only 17.8% answered that criteria for entering this profession should not be introduced. This attitude of the journalists in the Republic of Macedonia is in line with the tendency in journalism from the 20th century, but today there is an inevitable need for professionalization in journalism, which will contribute towards more journalists entering the profession through journalistic schools with an appropriate diploma<sup>12</sup>.

Journalism schools<sup>13</sup> on a global level have a traditional approach to journalistic education, which includes general journalistic knowledge and trainings on journalistic skills.

Almost half of the journalists who believe that some criteria for entering the profession "journalists" should be introduced (47.1%) answered that this should be a specific diploma, 39.5% as a criterion indicated by the diploma of higher education, while a third of them (33.6%) refer to the license as a criterion.

Namely, according to the statements of the interviewed journalists, the majority of the journalists (76.7%) are not specialized in reporting / writing and research in a particular area, and they work in several areas in parallel, while only less than one fifth of the journalists (17.2%) work in one area for which they are specialized.



Are you specialized in reporting/writing in certain thematic area?

76,7%- No, I work in many areas

17,2%- Yes, I work in one area

6,1%- I don't know

<sup>12</sup> In order to achieve this global approach to conceptual journalism education, we must emphasize that Mark Deuze writes in his notes about various examples of international collaborative projects in assessing the needs for changes in journalism and journalism education. Namely, calls for attention to the following initiatives: 1) In Europe: various publications and programs for journalistic trainings in the European Journalism Center in Maastricht, The Netherlands, merging graduates and students into the international collaborative program "Eurojournalism" by schools in Wales, Denmark, Germany and the Netherlands. 2) In Africa: reviews, notices and programs from the Southern Africa Media Training Trust and the Media Institute of Southern Africa, as well as reviews provided by media professionals. 3) In Asia-Pacific: various collaborations between schools and media institutions and universities in the region, including Europe and the United States as partners. 4) In South America: research and training programs for the entire region began with the Ciespal Institute in Quito, Ecuador. 5) Globally: the UNESCO Journet initiative, a self-proclaimed global network for professional education in the field of journalism and the media: Global Journalism Education: A conceptual approach, Mark Deuze, Routledge, Journalism Studies, Vol. 7, No 1, 2006, introduction: Future of Journalism Education, Challenges and Prospects, Media Dialogue, Journal for Research of the Media and Society, 2012, <https://medijskidijalozi.files.wordpress.com/2013/02/md-number-13-14.pdf>

<sup>13</sup> The term school is generally accepted as a term meaning a name that indicates an institution or part of that institution (for example: faculty, department, college, division).



Almost a third (29.2%) of the low percentage of journalists who specialize in reporting / writing and research in a particular area work in the field of politics, 20.8% work in the field of economics, while (12 , 5%) work in the field of judiciary. Only 8.2% of the journalists work in Macedonia on the topics of "corruption" and "organized crime", which are focus of investigative journalism in developed democracies and their media systems. Topics in the field of "healthcare" are covered by 4.2% journalists, which can be interpreted as a disastrous and extremely illogical figure, considering the fact that this area refers to the health and quality of life of all citizens.

"During the last decades, in conditions of growing competition, professionalization in journalism has grown, although, when it comes to this profession, it is still impossible to talk about strict rules of professionalization<sup>14</sup>." The modern journalist should have a solid general education and interdisciplinary knowledge from different fields gained at university level and specialist knowledge that will cover the social fields (politics, sports, medicine, economics, electrical engineering, education, entertainment, science, fashion, etc.). The specialization in journalism certainly can not completely follow the social differentiation.

The majority of interviewed journalists (52.8%) reported that they personally did not face pressure or threat from their employer / media or other stakeholder, while 28.8% responded positively to this issue.

Quite the contrary is the opinion on the pressures and threats on journalists dealing with investigative journalism. Namely, 64.4% of the surveyed journalists think they are facing pressures and threats, while almost a quarter (24.5%) consider themselves only partly facing pressures and threats.

Given the increasing number of publicly presented cases in which journalists were faced with attacks and court proceedings in the last few years, it is less puzzling to see that the largest percentage of surveyed journalists (42.9%) had no answer to the question of whether they can recall the name of a journalist who was "the victim of his work" in the Republic of Macedonia or the region. Only a third of them (32.5%) said they could, while almost a quarter (25.5%) can not remember in the name of their colleague who because of their work was the target of attacks and persecution by the institutions.

However, from the journalists who remembered the name of a journalist who was "the victim of their job" in the Republic of Macedonia or the region, the majority of them (87.2%) answered that they remembered Tomislav Kezarovski. Such a result is not surprising, since the trial of journalist Kezarovski attracted much public attention, triggered political turbulence and protests by several civil society organizations and was singled out in the EC reports as an example of political pressure on the media and journalists.

We can conclude that in the Republic of Macedonia both at the general level and at the level of journalistic profession there is a crisis of trade union organization. In such conditions, the worker's fight for work is a personal choice. Trade union activism is a guarantee for the exercise of rights and a reduction in pressure on journalists and a prerequisite for freedom of the media. The state must have responsibility and should demonstrate awareness that outside of the public sector, trade union organization is de facto aggravated and almost impossible.

The results of this research show that 42.9% of the interviewed journalists do not feel protected from the trade union organizations of journalists in the Republic of Macedonia, while 39.3% feel only partially protected. Trade union and professional association is an extremely important factor for the integrity of a profession and its credibility in society.

The level of integration in professional association is a guarantor of higher business ethics, greater credibility, and a higher social status of a profession (comparing: a doctor's chamber, a bar association, etc.). This research showed that there is a very high percentage of journalists who are not members of any professional association. Namely, the distribution of responses from journalists, which stated that they are members (50.3%) and those who stated that they are not members (49.7%) of any professional journalistic association in the country, are almost equal.

The high percentage of journalists who are not members of a journalist association may be the reason why journalists think that these associations do not do their job at all and do not sensitize them about the important problems, questions, information and opportunities in the profession. 44.2% of the journalists are not sufficiently sensitized by professional journalistic associations in the Republic of Macedonia, while 22.7% answered that they are sufficiently sensitized by these associations.

The political crisis also had repercussions in this sphere. The core of professional association has broken down, professional associations have been formed on a political basis, like in other social areas where parallel associations have been formed, which is completely contrary to professionalism. The problem of journalists' distrust of their professional associations remains. 28.8% of the journalists

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<sup>14</sup> Glotz/Langenbacher 1993, p.142 cited according to Štefan Rus Mol, Ana Jugoslava Zagorac Keršer, *Novinarstvo*, Clio, 2005: 44.

think that the professional associations of journalists in the Republic of Macedonia are politicized, but what can be taken as a certain indicator is that a very high percentage of journalists (58.3%) have no opinion on this issue, while only one eighth of journalists (12.9%) think that professional associations of journalists are not politicized and they are professional.

Professional organizations such as the International Federation of Journalists<sup>15</sup>, the International Press Institute and the International Publisher Association have numerous actions and prepare reports on certain issues such as media concentration and transparency in terms of regulations on freedom of information or corruption. They are supported by civil society organizations specialized in the freedom of the press and the media, such as the "Article 19" organization for reporters without borders, as well as non-governmental organizations for human rights such as Amnesty International, International Council on Human Rights Policy, etc.

Apart from the many opportunities for protection and promotion of the profession offered by international organizations of journalists (grants, scholarships, trainings ...), most of the domestic journalists are not members of international associations. When asked if they are members of an international journalist association, the majority of journalists (87.7%) answered negatively, while one in eight journalists (12.3%) answered that they were members of an international journalist association.

As we have previously pointed out, the journalism and the journalists are one of the most important components of the media system (clarification: the media refers also to the movies, the advertisements, the music and the entertainment). In the process of formation of the political communication, the journalists are the mediator that enables the communication between the social groups. Based on expert perception, it can be concluded that in the period after gaining independence of the Republic of Macedonia and as a result of certain socio-political circumstances, such as the dissolution of the SFRY, the creation of a state, the transition from one socio-political system to another, as well as the developments in the media system etc., a character of a strong journalist with a pronounced socio-political function was imposed. Those journalists had a strong influence on the perceptions of the citizen and politics and also on other social processes like the globalization, economy, culture, and ecology.

In the Republic of Macedonia, 79.8% of the citizens (the respondents in this survey) believe that the journalistic work is essential for the political participation of the citizen and the functioning of democracy, and only 12.9% claimed the opposite. 80.3% of the respondents claimed that the journalists have a very active control-critical role and that the journalist research contributes to revealing irregularities of the system such as scandals, corruption, and nepotism. Only 12.8% of the respondents think that the journalists do not reveal certain irregularities. However, a high percentage of the respondents, 60.4% think that the journalists with their writings can't influence voter views or decisions about who to vote. On the other hand a solid percentage of 36, 2% of the respondents said that journalists could influence their decision on the elections.

In this context, it may be interesting to note that 39.5% of the citizens are inclined to check the information they receive from the media (through other media, interpersonal communication, later information), 28.5% of the citizens reported that sometimes they check the information received from the media, while 30.8% reported that they did not reassess the information received from the media.

The citizens of the Republic of Macedonia, or more precisely the sample of citizens surveyed, have a partial or low degree of confidence in journalists and their work because they think they are corrupt. High 52.4% of the respondents believe that there is corruption, influence, threats to the journalists in the media and 28% of the citizens believe that only some individual journalists are corrupt.

It is interesting to point out that the journalists themselves claim that there is corruption in the media and among the journalists. Namely, the majority of the journalists (89.6%) believe that there are corrupt journalists in the Republic of Macedonia.

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<sup>15</sup> ZNM is a member of the International Federation of Journalists.



Do you think that there are corrupted journalists in the Republic of Macedonia?

89,6%- Yes

0,6%- No

9,8%- Don't know

According to 36.9% of the interviewed journalists the corruption among the journalists is the main reason for the low reputation of the journalistic profession in the country. Namely, 71.2% of surveyed journalists consider that journalists have a low reputation in the society, and only 3.7% think that their social reputation is high.



The reasons for the low level of reputation of the journalists in the Republic of Macedonia is due to:

36,9%- corruption

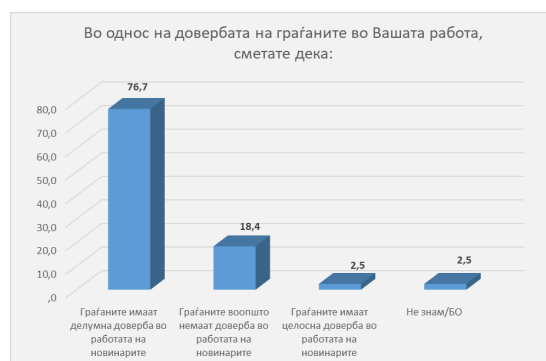
30,6%- organization of the media system (media legislation)

15,3%- lack of education of journalists

17,2%- Don't know

According to (30.6%) of the respondents the organization of the media system (media legislation) in the country is the second important reason for the low social reputation of journalism.

Despite such indicators for the level of corruption among journalists, as well as the low reputation of the journalistic profession, 76.7% of the surveyed journalists think that the citizens have partial trust in their work, while 18.4% of the journalists think that the citizens do not have trust in their work at all.



Trust of the citizens in journalistic work according to the journalists:

76,7%- citizens have partial trust in their work

18.4% citizens do not have trust in their work at all.  
 2,5%- citizens have full trust in their work  
 2,5%- Don't know

The corruption, organization of the media system (media legislation), lack of education of certain journalists are the reasons that reflect on the status and the valuation of this profession in the social sphere. The journalists have low social status. The negative image of the journalistic profession is dominant. The profession is seen as unreal and unserious. In the theories of journalism and in the empirical research, this is confirmed by the fact that the stereotypes contribute to the fact that many people, besides their profession, also deal with journalism. One of the first to write about the prestige of journalism was Max Weber in his writings "Politics as a Profession".

#### **Do the journalists defame insult and spread hate speech?**

Hate speech and expressions containing its elements have a detrimental impact if it is spread through the media that further increases the responsibility of journalists. Hate speech involves expressing hatred for a particular group. It is used to offend a person through offending the racial, ethnic, religious or other group to which that person belongs. Such speech means condemnation, disconnection of an individual or group, expressing anger, hatred, violence, or contempt for them. It brings a message of inferiority to the members of the concerned group and condemns, humiliates, and is full of hatred. All racist, xenophobic, homophobic, and other related declensions of identity-attacking expression are brought under the notion of hate speech.

Implicit definition of "hate speech" is contained in Recommendation no. R (97) 20 of the Committee of Ministers of the Council of Europe from 1997. The hate speech in the media is reflected in: *first, unbalanced use of media characteristics*: a) the place, space and rank given to certain information; b) the manner of packaging the information; *second, the intolerant linguistic use*: a) vocabulary when explicitly and easily noticed b) discourse strategies without serious analysis of the text (journalistic and non-novel texts). Elements / segments that need to be analyzed from the aspect of hate speech in journalistic texts are: the way the actors from the social reality are named, the way they are quoted (direct and indirect quotes): status, rank, and intention.

Asked whether the journalists / media in the Republic of Macedonia were spreading hate speech, more than half of the citizens answered yes (57.9%), while 34% answered that journalists / media do not spread hate speech. Regarding the statements that present hate speech, 59.3% of the respondents cite the statement "Bad Albanian", and 56% say "Dirty Roma". However, a high 48.3% of the citizens classified the statement "that politician is corrupt" as hate speech, although according to the legal definition this is definitely not a hate speech but it is a way in which the media and the public express a legitimate suspicion.

The fact that the dominant opinion of the citizens about the media and journalists is not favorable is also indicated by the following indicators: When asked whether the journalists / media in the Republic of Macedonia defamed certain politicians or representatives of business elites, half of the citizens 50.4% think that only some of the journalists do it, and 29.7% think that all journalists are defamatory. Only a small percentage of 13.7 of the citizens said that journalist's do not defame.

The analysis of the results of the survey shows that as many as 82% of citizens think that the domestic media threaten or hurt the dignity of the person. 37.2% think that media often threatens the dignity of the person and 44.8% of the respondents claimed that only sometimes the media does that.

This civic perception does not correspond with the fact that 87.1% of the respondents reported that there was no court procedure against defamation, insult or hate speech against them, while 11.7% of the journalists were subject to such a procedure. The high percentage of journalists against whom no procedure has been initiated for defamation, insult or hate speech means that these phenomena are not typical of Macedonian journalism or that there is a low degree of legal culture and a mistrust in judicial institutions. These are two hypotheses that are valuable for further research.

In the context of these phenomena, many of the journalistic mistakes can be also made due to ignorance of the legal regulation or unfamiliarity of certain issues. Therefore, the journalists were asked if they were familiar with the legislation that defines the journalistic work in this field. The obtained results from the survey indicate that journalists in the country consider that they know the legal regulations that refer to their work. Cumulatively, more than 90% of the interviewed journalists reported that they were fully or partially acquainted with the legislation that defines the journalistic work. However, 55.8% of the respondents said that the domestic legislation does not meet the needs of investigative journalism.

**The defendants have the right to a fair trial without being convicted by the media!**  
 (Crociani and others v. Italy, 1980 22 D.R., 147) Showing recordings of detention, announcing the

identity of the suspects, reporting on court cases (direct recordings from a courtroom) is really sensational and increases the popularity. This is also a very cost-effective propaganda technique that shows the country's efficiency in the fight against crime, organized crime, corruption, etc. But on the other hand this way of reporting for the crime is against the constitutional principle of presumption of innocence<sup>16</sup>, according to which a person charged with a punishable offense will be considered innocent until the guilt is confirmed by a final court decision. The presumption of innocence is a constitutional category and is part of all international legal acts regarding the human rights and freedoms.<sup>17</sup>

The presumption of innocence, in our country is a constitutional principle (Article 13 of the Constitution of the Republic of Macedonia) and further is elaborated in the Law on Criminal Procedure (Article 2 of the LCP).

The Council of Honor at the Association of Journalists of Macedonia (ZNM) reacted to the reporting of several media outlets for the case "Spider web", "Monster" and similar. When reporting on the "Spider web", the Council of Honor assessed that several media did not comply with the rule of presumption of innocence by publishing the identity of suspects who are not persons known in the general public. "The Council of Honor indicates that this kind of journalism is in contrary to the ethical principles outlined in the Code of Journalists. The rules for reporting suspects foresee that their characters should not be disclosed, and when broadcasted on television, the characters should be protected (with blurring)."

What do the citizens think about this issue? For this problem (do journalists / media in the Republic of Macedonia fail to respect the presumption of innocence) 22.4% of the respondents answered that they do not know, 36.7% said that journalists / media respect the presumption of innocence, and 38.4% said that the journalists respect the presumption of innocence.

Researches for presenting the crime and delinquency in the media in Western European countries started to take place in the 1980's. These kinds of research studies are not familiar for the Republic of Macedonia<sup>18</sup>. The studies show that most of the findings about crime and justice became public due to the media. Therefore, it is an imperative to find out the effects of the media on the opinion about criminality and justice. (Article 8 of the Code of Journalists).

In most of the cases, the media report on the names of the suspects at a very early stage of the procedure, often just after finding the criminal charges, which means that no indictment has yet been filed and there is not yet a court procedure.

In this manner, (even in the case of an acquittal judgment) the information spread in the media for a certain person continues to have negative reflections on him. The increased presence of photographs from old crimes, especially because their perpetrators are being shown, re-actualizes the cases and additionally keeps the attention of the readers. The message is that criminal proceedings are still being conducted against those persons, and the media continue their stigmatization and condemnation and transfer such perception to the readers (Stefanovska, 2015)

The European Court of Human Rights regarding the relation between two conventional rights: the right to presumption of innocence and the right to a fair trial and freedom of expression promotes the attitude that publicity before the trial can adversely affect the fairness of the criminal procedure. In that regard, in the case *Crociani against Italy*, the Commission considers that the freedom of the press can be limited by the obligation of the State to provide defendants with a fair trial without being convicted by the press (*Crociani and others v. Italy*, 1980 22 DR, 147). The same position was taken by the Commission in the *Hodgson case* (*Woolf Productions and NUJ v. UK*, 1988, 10 EHRR, 503), stating that the need to ensure a fair trial and to protect the jury from influences can be considered an

<sup>16</sup> The right of presumption of innocence is practically reflected in the provision of the following several standards: judges during the procedure must be impartial and independent, deprived of prejudice and prejudice; no one can be found guilty, either by the courts, state bodies or media, if it has not been previously convicted in accordance with law and in a fair trial; no one may be placed in a position to prove his innocence; in the event of doubt, the facts and the verdict, they must be in the best interests of the defendant.

<sup>17</sup> The Universal Declaration of Human Rights (Article 11, paragraph 1); The International Convention on Civil and Political Rights (Article 14, paragraph 2), The American Convention on Human Rights (Article 8, paragraph 2); The European Convention on Human Rights (Article 6, paragraph 2).

<sup>18</sup> See more at Stefanovska, Vesna (2015), "The Media Display of Crime in the Daily Newspapers in the Republic of Macedonia" and the work of König, Nikolina (2013) "Reporting on Domestic Violence in the Printed Media: The State and Recommendations" in: Gruevska-Drakulevski, Misoski, Ilic-Dimoski, Media and Criminology and Delinquency, Proceedings of the International Conference "Media and Human Rights", Faculty of Law, Justinianus Primus, Skopje, 2015.

important social need, which can justify the restriction of the freedom of the press from Article 10 of the ECHR, insofar as those restrictions are proportionate.

### Conclusion

The results of the survey clearly show that the trust of citizens in our media is on a low level. Analysis of the responses to the questionnaire reveals the main reasons for the low public trust in the media and journalism in the country. Mistrust of the media mainly stems from the negative image of many influential media (with rare exceptions among the media that enjoy the trust of citizens), as well as the bad behavior of certain journalists.

At the same time, the majority of citizens (60.4%) are convinced that the media can't influence the formation of their attitudes and decisions when it comes to voting. Most of them (52%) do not even expect the media and journalists to discover the causes of certain problems and offer solutions for them, but they expect only to be informed. This is also a strong indicator of distrust of citizens towards the media and journalism in the country.

The degree of mistrust among the citizens in the media is a result of the politicization and deep division in the media sector on "pro-governmental" and "opposition" media, which is a kind of reflection of the deep political polarization in the Macedonian society.

Media and journalists are generally considered to have dominantly active control-critical role, i.e. that journalistic researches contribute towards discovering numerous scandals, corruption and various forms of nepotism. For example, even 80.3% of respondents think that the media and journalists have the power and contribute to the detection of irregularities in the system. This percentage can be and should be interpreted by the media, journalists and their associations as an opportunity that should be used for building confidence in the public towards journalists and the media.

The results of this study confirmed that the public service has extremely low ratings and trust among the citizens. If we take into consideration that the majority of citizens are informed about the most important social topics by the news on television, then the data about the low rating of the program services of the Macedonian Television should be taken very seriously, because it indicates there is no influential public medium that will impartially inform the citizens about the official state policy.

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## THE MARKET PERFORMANCE OF TOURISM, PALM SPRING

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### Abstract

My purposed project is helping students to overcome their lack of interest, due to the abstract nature of math; it is an application of Equation of the line, and Exponential functions, as part of College Algebra syllabus, and also of hybrid courses of math that use Algebra and Statistics.

The lesson is based on two reading (from where students will collect the data for the project); the two articles try to justify the renaissance current in the market's hotel sector of Dessert Cities of Palm Spring area; the supporters are demanding revitalization projects, to make this market a popular tourism destination as a result of population bloom and new development money in Downtown Los Angeles.

**Key words:** Equation of the line, Exponential functions, Algebra, Statistics, Tourism, Palm Spring.

### References

Reading one: "Market Pulse: Downtown Los Angeles" by Greg Mendell, Jessica White, 01/23/2018, Sources: HVS Global Hospitality Report. 1/23/2018, page 13- 18.

Reading two: "Market Pulse: Palm Spring & desert Cities" by Luigi Major, 02/14/2018

My purposed project intend to learn students how to find patterns, by observing the shape of scatter plot of the plotted data, and use linear equation and exponential function to model statistic data. Also, the goal is to engage students with the topic, and through that point, how to use Math concepts of reading tables, construct and interpret graphs, by learning how to use Excel or a scientific calculator to graph a function that fit a data set. Moreover, students will be able to do prediction of passenger's arrivals and hotel occupancy using data from two suggested reading articles. I use that two indicators, believing that, (in my opinion) best analyze the hotel market segmentation.

Because the project is an educational application of the Math syllabus, I introduce the project discussion after teaching exponential function. As part of time framing the issues, I give them the opportunity to read the two indicated articles, and optional to search for similar articles; that is necessary for evidence gathering, to substantiate the validity of facts, or asked informations, related to the topic of hospitality field, using most recent publications. In introductory part I discuss the requirements and expectations of the assigned project (30 minutes) by answering students' questions, clarifying terms of all parts of the project, keeping them more engaging, simply, because of the concrete topic.

The project has three parts and for preparing each part, I allowed them one week; I suggest that drafts of the students' work be collected, after each week of project preparation time, for feedback from their instructor; I recommend at least one opportunity must be given for revision of each student draft paper. Part I requires to read the bar graph "Airport Passenger Statistics" from the indicated reading, translate in a table, calculate some statistic indicators that describe best the passengers' arrivals, and predict passengers' arrivals for 2020, using exponential equation; also, is related to analyze the Hotel Occupancy in Palm Spring, using data from suggested table that they find on the indicated reading article, by describing equation of the trending line, and use the equation generated by Excel, or founded manually, for prediction. Part II analyzes the relationship between the two variables discussed in Part I, and the cause - effect of the chosen variables, if any. Part III is for conclusions; that is guided to describe specific aspects, supported with evidence from the two readings.

By choosing the two indicators (passengers' arrivals and hotel occupancy) as main factors that analyze the hospitality market pulse, I would like to think that students understand how to give the strong market fundamentals for the leading sector to make decisions in investment for assets in this area.

After reading the above indicated articles, as references, and collecting statistical data to analyze the hospitality segment, in Palm Spring, I briefly summarize the whole project as a self-contained handout; that I can use again and again, developing it further, with each use.



**Handout: Market Performance in Tourism, Palm Spring**

Due...

(Late papers will lose 10 points)

**Part I**

Table I Airport Passenger Statistics

Year	2009	2010	2011	2012	2013	2014	2015	2016	2017
Tourists' nr. (in millions)	1.45	1.5618582	1.71	1.90	2.16	2.52	3.03	3.79	4.94

Note: The tourists' number (arrivals), I slightly modified, (comparing with articles' data) in order to get the shape of an exponential function.

1. Using the above Table I "Airport passenger Statistics", find the following and interpret the results:
  - a) Average number of arrived tourists per year (5 points)
  - b) Median number of arrived tourists per year (5 points)
  - c) Standard deviation of arrived tourists per year (5 points)
2. Using Excel, enter years as "x" values and airport passenger as "y" values (in millions)
  - a) Find the equation of the best graph through given the data (10 points)
  - b) Using the equation of the data from the question 2a, as  $Y = 1.1155e^{1499x}$ , predict the passengers' arrivals for the year of 2020. (5 points)

Table II Hotel Occupancy in Palm Spring

Year	2009	2010	2011	2012	2013	2014	2015	2016	2017
Nr of Room Nights(in Millions)	0.16	0.18	0.25	0.26	0.27	0.28	0.30	0.31	0.32

Note: The number of Room Nights, I slightly modified, (comparing with articles' data) in order to get the shape of a linear equation function.

3. Using the data of Table II "Hotel Occupancy in Palm Spring, find the following, and interpret the results:
  - a) Average number of room nights sold per year (5 points)
  - b) Median number of room nights sold per year (5 points)
  - c) Standard deviation of room nights sold per year (5 points)
4. Using Excel, and data of Table II, enter years as "X" values and room nights sold (in millions) as "Y" values:
  - a) Find the equation of the best graph through the given data (5 points)
  - b) Using the linear equation found in the step "4a", as  $Y = 0.0192X + 0.1631$ , predict the sales of room nights (in millions), for the year of 2020. (5 points)

**Part II**

5. Using the previous Tables I and II, draw the scatter plot with airport passengers as "Y" axis and hotel occupancy as "X" axis (10 points)
6. What is the relationship between the two variables? (5 points)
7. Is a cause effect between the two variables? (5 points)
8. Using the equation of the line (generated by Excel)  $Y = 16.92X - 1.818$ , and assuming that airport passengers will be 2.5 million what will be the prediction of hotel occupancy, for that given value? (5 points)

**Part III**

Based on the two suggested reading, write your project' conclusions (300 – 500 words) discussing following: (20 points)

- Give details of the main factors which make Palm Spring & Desert Cities a rising touristic destination.
- What is the economic impact of growing Tourism Industry in that area?
- Do you think that revitalization projects occurring in increasing touristic population, and hotel occupancy is the reason that the region is experiencing a renaissance? (Explain it using Math work results, of your project)

- How this project transform your fear or phobia of Math into positive perspective for learning?

By looking at students, final projects, I realized that not all can be characterized as bright work, but the good point is, students understand the math topic of exponential and linear functions, using the practical value of theory; however, quantitative issues are not the main trust of suggested articles. It gives just eye-opening data on the dynamic grow in hospitality segment of economy, from which, students can learn and improve their analytical skills, or critical thinking on the purposed issue of hospitality. That way, projects can also influence students in their decisions of major choosing.

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## THE MIGRATION PERIOD IN THE 21ST CENTURY

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### Abstract

Disasters based on human or natural causes, climate changes, political and social confusions, especially as seen in the last two centuries the mass (or individual) mobilization of the resulting wars, can be called migration. The first example that often comes to mind in many of historical movements is Human Migration Period which was started in the mid-4<sup>th</sup> century and had being continued until 800s (A.C.) and more, but before and after this big wave there were significant shifts in population between various geographical regions of the world (the Exodus described in the old testament, the emigration of Muslims, the Circassia Exile, the migration of Lebanese to various regions, particularly to south America etc.).

The reason that Human Migration Period (Völkerwanderung / the Barbarian Invasions) is the first term that comes to mind when spoken about migration is due to the effects that were caused afterwards. After the said Human Migration, the political structure of Europe has almost completely changed: Under the Chinese pressure in a difficult geography, the Turkish tribes who continued their existence until that day in limited possibilities, began to progress intensely Westward, they met the other tribes which were pushed towards the inner parts of Europe and thus the political structure of Europe has been changed in its fundamental way.

The Syrian Crisis that started in 2011 brought together one of the biggest social movements seen in history. More than 500 thousand person have lost their lives since the Syrian civil war began, 45 per cent of the total population had to leave their lands; while 6.36 million people were displaced in Syria, more than 4 million people had to migrate out of Syria, mainly the surrounding countries (BBC, 2016). Libya, not far from Europe in geographical terms and dominated by civil war, Algeria and Egypt too, whose political pressures have often exceeded their tolerance limits, African countries that have come to the fore with humanitarian crises are the other emigrating centuries. Positively and negatively immigration has become one of the most talked about phenomena in the world.

This study which took the qualitative research approach as a basis and designed with case studies is important by reason of seeking answer to the questions of how and in what way the migrations were affected the European political structure and fundamental values in recent years.

**Key words:** Europe, Geography, Human Migration, Syrian Crisis, Mass movements.

## OUR LIVES AS AFRICAN QUEENS: NARRATIVES OF BODILY CHANGES DUE TO BREAST CANCER TREATMENT

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### **Abstract**

This study provides a contemporary contextualisation of the challenges that young Black African women face once they are diagnosed with breast cancer. It focuses particularly on 15 young Black African women in the age category of 24 and 40 living in Durban, South Africa. Using the interpretative paradigm, social identity theory as well as social construction theory, this study analyses young women's understanding of their bodies as 'African assets' before and after breast surgery. This study used data collection methods such as focus groups, open-ended interviews, and observations to collect thick descriptions of the challenges that have been faced by young women, as well as stories of how the women have renegotiated their body image and sexuality. The findings of this study indicated that sociocultural expectations play a vital role in how young Black women understand themselves as individuals, partners, and family members. The findings also reveal that women are led to believe that 'real' African women can be seen through their appearance and physical attributes. The young women shared a common understanding of how Black African men prioritised when choosing potential partners. This construction of a women's body was understood to be challenged once young Black African women started cancer treatment as this affected their physical and emotional well-being through medical challenges such as breast reconstruction, hair loss, depression and infertility.

**Key words:** breast cancer, Black African women, cultural matrix, body image and sexuality.

**ADULT EDUCATION FOR ACTIVE PARTICIPATORY CITIZENSHIP AND  
THE EMERGING ROLE FOR ADULT EDUCATORS AS RESISTANCE  
MEDIATORS**

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**Abstract**

Based on the results of the European project EduMAP this paper discusses the widely recognised yet weakened position of active participatory citizenship and its role in the current debate on the responsibility of adult education as a medium for empowerment and emancipation from prioritised neo-liberal values. The initial focus is on the various problems faced by adult education in Europe. Adult education as a means to achieve active participatory citizenship is then discussed suggesting that it is important to examine the educational implications of relevant theories and practices on citizenship. The paper concludes by suggesting that the current discussion on the challenges European societies face today, must acknowledge the need for adult education to be reformulated in ways that are enriched by diversity and the wide range of learning contexts and communicative practices that pose new challenges. Within this line of argumentation, the paper also stresses the emerging roles for adult educators as plausible mediators for socio-political resistance.

**Key words:** adult education, active participatory citizenship, Europe, citizenship theories.

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## THEATRE AND DRAG IDENTITY: A COMPARATIVE STUDY OF GENDER PERFORMANCE TRADITION IN MANIPUR AND IN NEW ZEALAND

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### **Abstract**

Conceptualising identity as a performance occurring in everyday life and in the specialized field of theatre and film performance, the research seeks to uncover the relation between cultural notions of identity and the self-perception of drag artists, relating these factors in turn to the conceptions of gender, femininity, and beauty prevalent in mainstream culture. It starts from the premise, as argued for example by Judith Butler (*Gender Trouble* (1990) that gender identity is a kind of performance, this research aims to explore the values and attitudes underlying drag performance traditions. Utilizing a comparative ethnographic methodology, the concepts of identity and gender held by male cross-dressers will be explored through a series of semi-structured interviews conducted in Manipur and New Zealand. Performances, whether live or recorded, constitute liminal spaces where the norms of everyday life are bracketed off and new states of being can be explored on a temporary basis. (Turner)

What is notable about drag performances, is that given the challenge they make to the hetero-normative values of society, they are obliged to construct an identity career, often under the condition of stigmatization. (Goffman, (1963) The extent to which drag performers in Western and Eastern theatre traditions, exemplified by case studies drawn from New Zealand and Manipur, draw on the traditions of performance for support is the key focus of this thesis. How do factors such as styles of performance, peer support, public attitudes and conceptions of selfhood work for or against creating a haven for “transgressive” gender identities?

In approaching these questions an important distinction can be drawn between performances occurring in fused societies and performance in complex, defused, modernised societies in which the various elements of performance are complex and multi-dimensional and do not follow fixed ritual patterns and where performance is driven to integrate competing definitions of social “reality”.

(Alexander, 2004). So, for example, the performance practices of Manipuri theatre, the dress and cosmetic codes adopted by Nupi Manbi (effeminate male) are consistent with religious as well as theatrical practices in Manipur, suggesting a fusion of ritual practices. Outside of the sites of religious and theatrical performance, the operation of gender basis treats as normal the equation between biological sexual characteristics as normal and in some cases divinely sanctioned as human “nature”. In New Zealand drag, following Western theatre practice has emerged as a niche theatrical style that signals a discontinuity with religious practices as well as “normal” street behavior and comportment.

Using the model of fused and defused performances, the thesis aims to explore how issues of gender identity are “managed” by cross-dressers in Manipuri and New Zealand and how the experiential connection between self-identity and performance identities vary across the different social contexts and theatrical traditions.

There are four interrelated reasons that validate the significance of this study. First, the Eastern theatre tradition of cross-dressers in the Asian region, and context-specifically, in the Manipur state of North-eastern India, is not well documented in the research literature. The research to be carried out in the Manipuri state is the first of its kind. Second, the thesis will provide indicative data on the larger issue of the differences between Eastern and Western theatre traditions of cross-dressing and how these create an approach to the construction of identity in performance.

Thirdly, the Eastern theatre tradition raises questions around sexual identity and public perceptions of the naming, labelling, and level of social acceptance for drag performers. These questions are also posed by Pasifika and Maori cultural values in New Zealand which depart from the Western Tradition of gender binarism which marks the mainstream Pakeha culture.

Fourthly, how does the media discourse around drag performers, especially celebrities and fashion leaders, influence the public perception of the relationship between sexuality and gender?

The purpose of this research is to conduct a comparative analysis of the aesthetics and politics of drag performance, primarily amongst males who represent themselves as female in professional work in New Zealand and Manipur theatre. The category of drag performance covers a continuum of identity positions in which the biological or sexual characteristics of a performer are suppressed in the performance of a character or characters of the opposite gender. The performer may confine the performance of a drag character to a professional setting or may adopt the character as a real-time persona, through adopting a style of dress, makeup, and comportment or in a more radical undergo or undergo surgical sexual reassignment. One important element of the research is to discover the kinds of attitudes held by drag performers in respect of their self-identity and how the cultural environment in which they work is perceived as supporting or impeding their efforts to reconcile how they feel about themselves in terms of gender identity assigned to them by their sexual characteristics at birth.

The general research question to be addressed is how does the context of performance provide a “discursive shield” against the demands and sanctions of a sexually orthodox cultural environment in which drag performances are situated and how might this vary between New Zealand and Manipur. To explore this question, it is intended to generate ethnographic evidence on the experiential connection between self-identity and performance identity impacts the experience of drag performers varies across different social contexts and theatrical traditions. The role of the theatre as a liminal space mediating between the creative exploration of gender identity and the extra-theatrical demands for hetero-normative conformity provides a critical research setting.

The specific research questions that the thesis will address are:

- (a) How do drag performers in New Zealand and Manipur conceptualize their gender identity?
- (b) How do drag performers construct their performances -what resources, concepts and aesthetic practices do they draw upon and how does this process differ in Manipur and New Zealand.
- (c) How do drag performers in the two locations characterize their relationship with the public and audiences? Do they seek to ratify their professional identity as artists with niche audiences, with the public at large or strike some balance between the two?

**Key words:** drag artists, gender, identity, performers, New Zealand, Manipur.

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## DEMOGRAPHIC DIVERSITY IN THE BOARDROOM AND FIRM PERFORMANCE: EMPIRICAL EVIDENCE IN THE FRENCH CONTEXT

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### Abstract

Several governments seek to implement gender parity on boards, but the results of doing so are not clear and could harm corporations and economies. This topic thus that women's presence on boards has a positive effect on firms' performance. The theoretical and empirical evidence in favor of this premise, however, is not conclusive even in studies conducted in the same country. This inconclusive state of knowledge, at a time when governments are instituting affirmative action policies that oblige companies to appoint females to corporate board positions, is troubling, making the understanding of the outcomes of women's participation on boards timely and essential. The present paper tackles this issue in the context of the French listed firms during the quota period. A dynamic panel generalised method of moment estimation is applied to control the endogenous effect of board structure and reverse the causality impact of financial performance. Our results show that the impact of gender diversity manifests in conflicting directions, positively affecting accounting performance and negatively influencing market performance. These results suggest that female directors create economic value, but the market discounts their impact. Apparently, they are subject to a biased evaluation by the market, which undervalues their presence on boards. Added to that, our results confirm a twofold nature of female representation in the French market. The effect of female directorship on firm performance varies with the affiliation of the directors. In other words, the positive impact of gender diversity on return on assets primarily originates from the positive effect of non-family-affiliated women directors on market performance rather than from the effect of family-affiliated women directors on ROA. Finally, according to our results, women's demographic attributes namely the level of education and multiple directorships strongly and positively impact firm performance as measured by return on assets (ROA). Obviously, women directors seem to be appointed for the business case rather than as token directors.

**Keywords:** Corporate Governance, Board of Directors, Women, Gender Diversity, Demographic Attributes, Firm Performance.

JEL classification: G32 G38 L25

**EMOTIONAL LABOR EXPERIENCED BY WORKERS WHOSE STATUS MARGINALIZED IN KOREAN SOCIETY: A COMPARATIVE ANALYSIS BETWEEN APARTMENT SECURITY WORKERS (JANITOR) WORKING IN GANGNAM APARTMENTS AND THOSE WORKING IN PUBLIC RENTAL HOUSINGS**

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**Abstract**

Workers whose status marginalized in a society and their emotional labor provide a reliable measure for the maturity of the society. Therefore, this research was set out to explore the emotional labor experienced by apartment security workers (janitors) working for tenants with *high* SES as compared to those with *low* SES. Having run an independent sample *t*-test, a tenant-security worker interaction in affluent Gangnam apartment differed from that of public rental housing. Those who were working in public rental housing had shown to be more dissatisfied and had more unpleasant experiences—or mistreatment—with their tenants. A correlation analysis showed that the workers' desire to quit is strongly associated with unpleasant interaction with—or mistreatments by—their tenants. Also, when examined the security workers' characteristics, those who perceived their tenants as pampered children were less likely to resist tenants' unfair demands.

**Keywords:** Security Worker, Emotional Labor, SES, Gangnam, Mistreatment

## **BLENDED LEARNING: REFLECTIONS ON TEACHING EXPERIENCES OF ELEMENTARY AND SECONDARY TEACHERS' EDUCATION IN KPK PAKISTAN**

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### **Abstract**

Experiences with online learning in overall education have grown due to advancements in technology and technological savvy of students, changes in students' expectations and evolution of teaching approaches in higher education. Blended learning, the thoughtful fusion of face-to-face instruction with online learning can enhance students' learning and provide rewarding teaching experiences for teaching faculty. The blended learning program is considered as new curricula for teachers' education of Elementary and Secondary Education, Department of Khyber Pakhtunkhwa. Therefore, the Government of Khyber Pakhtunkhwa is beginning to employ blended learning across the educators of professional education from entry-to-practice programs for innovating professional education programs. The objectives of this research paper are to describe the experiences with blended learning and to enhance the teaching experiences in teaching of science. The targeted population is all NTS (National Testing System) appointed teachers who are being aimed to train with blended learning. The study is qualitative in nature and based upon analyses of documents and a short interview of trainees. The probability sampling technique was followed which allowed the researcher to select the respondents randomly from population targeted for the study. The collected contents for the data were thematically analyzed.

**Keywords:** Blended learning; teacher education; continuing professional education; online learning; Elementary and Secondary Education.

**EXPLORING HUMAN RIGHTS EDUCATION CONCEPTS IN PASHTO  
TEXTBOOKS AT PRIMARY LEVEL:  
A CASE STUDY OF KHYBER PAKHTUNKHWA SCHOOLS IN PAKISTAN**

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**Abstract**

The purpose of this research study is to explore key concepts of human rights education (HRE) in Pashto Textbooks from Class One to Class Fifth at Primary Level in Government Schools in Khyber Pakhtunkhwa. Being a qualitative study based on content analysis, three research questions are being framed. Firstly, human rights concepts are being explored in Pashto curricula according to Values and Knowledge based Human Rights Education Model. Secondly, existing activities in the textbooks exercises are analyzed in the light of Transformative Model of Human Rights Education. Thirdly, recommendations are being put forwarded for further improvement according to the required criteria of UN World Program for Human Rights Education (UNWPHRE).

**Keywords:** Pashto Textbooks; Human Rights Education; Human Rights Education Models; Concepts of Human Rights Education; Government Primary Schools in KPK

## THE PERSPECTIVE OF INDUSTRY-ACADEMIA LINKAGES WITH ENGINEERING UNIVERSITIES IN KP

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### Abstract

This research paper aimed to explore the linkages between industry & engineering universities in Pakistan. For theoretical understanding, industries offer a platform to transform ideas into reality. This link serves as a backbone for the students of engineering & their minds are moulded as per market demands. The main objectives of this study were to discover the links between industry & academia & to find out that this link is fruitful for the engineering students in getting market-oriented jobs. The population of the research study consisted of all teachers of engineering universities and industrialists of KP. The convenient sample technique was used. This study was descriptive in nature and two questionnaires were brought in use as an instrument for data collection. The data were collected from teachers of engineering universities of KP & industrialists. The collected data were analysed through Mean, Standard Deviation and simple percentage. The findings of the study revealed that a strong linkage needs to exist between industry & engineering universities of KP as per industry market -demands. This research study put forward the recommendations for overcoming the challenge of establishing the linkage between industry & engineering universities of KP in order to provide best outcome of engineering students to in-line them with the market demands & it would prove a real game changer in terms of economic & sustainable developments for KP.

**Keywords:** Industry-Academia Linkages; Engineering Universities; Economic & Sustainable Developments

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## MEDIA LITERACY POLICY: EU, UNESCO AND COUNCIL OF EUROPE

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### Abstract

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

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

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

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

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## INSTRUCTIONAL CONTEXTUAL CONTESTATIONS IN THE TEACHING OF CHEMICAL EQUILIBRIUM: A MULTIPLE-CASE STUDY

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### **Abstract**

Chemical equilibrium constitutes a basis for most chemistry topics. However, it has been found to be difficult to teach due to the varying representational levels involved hence leading to instructional contextual contestations. In an ideal instructional context, one would expect the four components [teacher, content, instructional strategy, curriculum and assessment] to operate in harmony, in tandem and in a complementary manner. The current study is couched within the instructional context framework, which advocates the navigation of instructional context components in a manner that leads to successful teaching of a specific topic. Four experienced teachers from three consistently well performing secondary schools were selected to participate as cases. Chemical equilibrium was chosen as a topic to explore instructional contextual contestations. A multiple-case study research design was followed. A triangulation of data gathering methods in the form of biographical questionnaires, one-on-one interviews, classroom observations, document analyses and teacher journals on teaching chemical equilibrium was used to find teachers' created instructional contexts using both individual and cross-case analyses. Interpretation of the results indicates that there are contextual contestations within, between and across cases. In other words, one of the components tends to dominate the context created. Curriculum and assessment enjoyed prominence in all cases. Therefore, all other components became insignificant even though they remain indispensable.

**Key words:** Chemical equilibrium, instructional context contestations, multiple-case study research design, curriculum, assessment.

## TOURISM AND NEOCOLONIALISM AN AMALGAM OF SERVITUDE, SERVILITY, AND SERVICE IN AFRICA

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Kuwait

### Extended Abstract

Tourism has always been touted by many countries as a viable economic activity. It is also regarded as an economic savior for African countries. However, despite the importance given to tourism by governments and the private sector, the numbers of tourism receipts and arrivals in Africa, as shown by UNWTO's figures (UNWTO, 2016), shy behind the numbers of developed countries. Generally, tourism is challenged by many external factors, however, Africa seems to suffer from additional factors especially in the hotel and restaurant service. These factors negatively impact employee turnover in the sector. Many studies have investigated the factors that affect employee turnover in the hospitality sector (e.g., Holston-Okae, 2018), and concluded that employee turnover jeopardizes organizational performance and profitability because of its associated loss of important corporate resources and company assets (Guilding, Lamminaki, & Mcmanus, 2014). It is, therefore, argued that organizations and businesses in the tourism sector must understand the factors that have a significant potential to predict employee turnover (Hancock, Allen, Bosco, McDaniel, & Pierce, 2013).

The purpose of this paper was to examine the problems that are akin to the hospitality sector in the context of Africa. We conducted 29 in-depth interviews with tourism officials, educators, managers, and employees in eight Sub-Saharan African countries (Figure 1). The results show that employment in the hospitality sector in these African countries suffers from a low positioning in the mind of African people in general, and in the mind of the African youth in particular. This positioning depicts a strong amalgamation of service with servitude and servility in the psyche of the African youth. Employment in the hospitality sector in these African countries is gendered, and impacted by religious beliefs and perceived neo-colonialism. This paper explores recent debates about service and servitude in relation to tourism and hospitality in Africa from an African voice perspective and offers practical recommendations to overcome associated challenges for a better tourism and hospitality business.

### Method

The findings in this chapter are part of a larger research commissioned by a non-profit organization to study the needs of the hospitality industry in country members of West African Economic and Monetary Union, also known by its French acronym as UEMOA. Members of the West African Economic and Monetary Union include Benin, Burkina Faso, Cote d'Ivoire, Guinea-Bissau, Mali, Niger, Senegal, and Togo (Figure 1). UEMOA member countries are working toward greater regional integration with unified external tariffs.

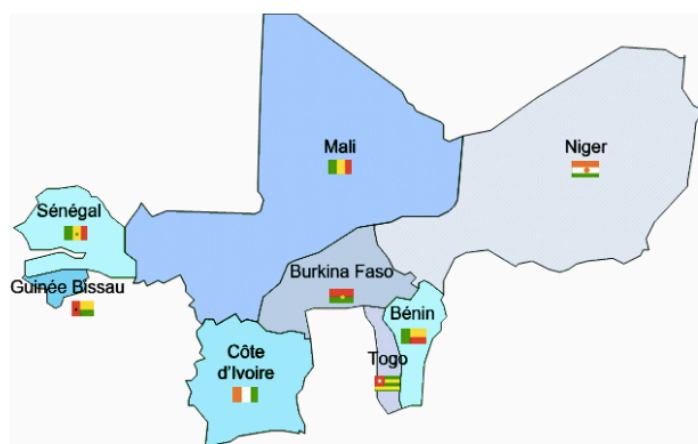




Figure 1. Study region.

The fieldwork was conducted during 29 days, in two phases. The first phase took place between September 2 and September 16, 2012. The second was between September 30 and October 13, 2012. The results are based on a total of 61 interviews with different tourism and hospitality stakeholders, including frontline employees, managers, educators, as well as government officials. Several themes have emerged from the interviews from which we could assess the challenges, needs, and opportunities of Africa's hospitality sector. The paper focuses on youth's perception of working in the hospitality sector. This perception is overwhelmingly negative and thus contributes to a high employee turn and low service quality. Basically, the informants contacted in all the participating countries shared their concern about the challenges they are facing in this regard and what needs to be done to rectify the misconception of hospitality jobs.

The Ministry of Tourism of the participating countries recruited informants. They were selected based on their experience and knowledge about the industry of their respective countries. Informants were first contacted by mail by the commissioning agency, after which a ranking ministry officer was put in charge for the planning and organization of the visits during the fieldwork. The officer would then introduce the researcher and the purpose of the visit and the study. The researcher in French conducted all the interviews. For the purpose of this paper, the interviews were translated to English by the author. No back translation was necessary as the interview transcript was easy to understand. The researcher asked the permission to audio record the interviews. The interviews took on average 30 minutes to complete. The three main themes that guided the interviews were: the current situation of tourism and hospitality in the participating countries, professional education in tourism and hospitality, and future directions. During the fieldwork the researcher met with Ministers of tourism, hotel managers, airport officials, travel agent employees, restaurant managers, car rental employees, tourism guides, and employees in the industry. A few themes emerged from the interviews including the image that people in general have of the industry, and the perception of young people. The findings serve as a basis for objective policy recommendations.

**Key words:** Tourism, Africa, employee turnover, hospitality sector, business.

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## CONFLICT RESOLUTION & MEDIATION: AN ESSENTIAL TOOL - US ROLE IN THE PALESTINIAN/ISRAELI PEACE PROCESS

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### Abstract

In his 6<sup>th</sup> December 2017 illegal announcement, Trump had judged previous Presidents of the United States of America for making failed assumptions and for adopting failed strategies; moreover, he claimed that he is correcting their failures by recognizing Jerusalem as the capital of Israel. This paper demonstrates how previous US Presidents might have made failed assumptions or might have worked failed strategies as Trump mentioned in his speech; nevertheless, by celebrating the relocation of the US embassy from Tel Aviv to Jerusalem and unilaterally imposing change on the status quo of Jerusalem by announcing Jerusalem as capital for Israel, the truth remains that Trump is destroying the chance of any strategic peace deal based on the two states solution.

*“When bad behaviors rewarded, things can only get worse”*

Overriding the numerous UN resolutions that guarantee Palestinian rights on the 1967 borders including East Jerusalem as capital and the Palestinian identity of Jerusalem, Trump and Netanyahu are neglecting basic Palestinian human rights, and leaving millions of Palestinians in Gaza hopeless with nothing to lose. Those dictations will lead to nothing but violence.

History will recall the celebrations of the day of moving the US embassy from Tel-Aviv to Jerusalem, under Trump & Netanyahu as strategic failure. Previous US Presidents might have made failed assumptions or they might have worked failed strategies as Trump mentioned in his announcement, nevertheless, he is making a strategic failure that none of his precedents had committed at least for the reason that previous presidents had preserved the role of the American administration as a 3<sup>rd</sup> party mediator accepted by both the Israelis and the Palestinians; today, this is no longer the case.

September 2018 marks 25 years after the Oslo Peace agreements, today, a peaceful negotiated deal seems impossible. Over the past two decades, the world has witnessed an increase in the hopes for a peaceful solution regarding the Palestinian-Israeli conflict. Many efforts have originated with good intentions in mind, most of which have ended in failure. July 2000 hosted the most significant talks at Camp David bringing the final status issues to the negotiating table. However, no deal was completed; moreover, since then, violence and instability have escalated in the region. The question raised is whether it is the Palestinians who should be blamed for not accepting the offer or the Israelis for their increasing demands and their practice of coercive diplomacy, or, the Americans for not playing the role of the honest broker. In a previous study, in the year 2004, titled “Limitations of Coercive Diplomacy”, I have examined past and recent events, from the Camp David talks, the events that had led to them, their principal actors, and the techniques of negotiation and coercion, which were practised in them, as well as the consequences of their failure at several levels; in this paper, some discussion of subsequent initiatives for peace will also be offered; moreover, considering the most recent events under the Trump’s administration, obvious conclusions are expected to surface with focus on Mediation as an essential tool for conflict resolution.

The Arab-Israeli conflict emerged as one of the competing nationalisms claiming the same territory. As a result, zero-sum perceptions of the conflict brought about the belief that coexistence was impossible. There were however, international influences through British and later American policies, Arab support through the subsequent attacks after the expiry of the British mandate and the establishment of the state of Israel. In 1948, the state of Israel was created and in the Six Day War in 1967, the borders of the recently created state were expanded. Events continued to escalate and develop until the year of 1991 brought a new way of dealing with the conflict through diplomatic offices. The

collapse of the Soviet Union in 1989 and the end of the Cold War introduced a uni-polar world order led by the Americans. Indeed, the Iraq invasion of Kuwait in 1990 brought instability to the Middle East and provided the need for a regional settlement. After more than four decades of the Arab-Israeli conflict, the dispute reached a new phase in 1991. Differences would no longer be settled through force and violence but by diplomatic means. The preamble of the 1993 Declaration of Principles stated that it was time for both Israelis and Palestinians “to put an end to decades of confrontation and conflict.”

When violence erupted in the occupied territories in the West Bank and Gaza Strip in September 2000, most of the international community traced the reason back to the failure of the Camp David summit of July 2000. Israel and the American administration which had been playing the role of the mediator concluded that the Palestinian refusal to the proposed paper at the summit was the reason behind the deadlocks. Debates arose on these talks taking different angles; whose mistake was it, what was proposed and to what extent are these talks important as a foundation for any coming deal? However, the previously mentioned study examined selected coercive diplomacy approaches conducted in the mediation process between Israel and Palestine beginning at the time of the Camp David talks and ending with the disengagement plan known as the Sharon unilateral separation plan. The study demonstrated the weaknesses of the American-Israeli approaches in dealing with the Palestinians, which have ultimately undermined the possibility of positive outcomes. It also illustrated how the American mediators were involved in their war against terror after the outrage of the 11<sup>th</sup> September 2001 and they seem to have been busy enough not to have time for the Palestinian-Israeli conflict.

This study aimed to avoid similar negotiation experiences in the future. Moreover, it provided a greater understanding of ways to avoid future escalation. The paper will consider the negotiating techniques and focus on the role of the honest broker. Today, this paper argues that Trump is no different in being a biased broker.

**Key words:** Palestinian/Israeli conflict, negotiation techniques, Trump, diplomacy, honest broker.

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## AN EXPERIENCE OF E-LEARNING IN CONTINUING MEDICAL EDUCATION: ACHIEVEMENTS AND LIMITATIONS

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### Abstract

**Introduction.** E-learning, as any other innovative way of teaching, should be studied to improve it<sup>1,2,3</sup>. This work describes an e-Learning experience in a 120-hours course for clinical specialists' trainers, located in different states of the Mexican Republic. Purpose was to provide participants with the competency-based education and professionalism fundamentals for training clinical specialists. **Intervention.** Fifty-three activities were carried out online, in a Moodle platform. It was made up of 5 modules. Learners must dedicate 6 hours per week, for 20 weeks. Updated bibliographic material and Web resources were included to learners work with.

In Module 0 "Course introduction", operating rules and tutoring in Moodle navigation were given. Module 1 "Competency-based education as an approach for training clinical specialists", they were reviewed theoretical foundations and background of this approach in Medical Education. Module 2 "Elaboration of academic programs based on competences", theoretical and practical aspects were given, based on levels of competence. Module 3 "Methods, techniques and didactic resources for clinic and professionalism teaching", learners made useful material for their teaching. In Module 4, "Evaluation of transversal and specific competences", assessment instruments were elaborated with emphasis on those that were useful for clinical and professionalism teaching.

**Results.** The course has been given twice. The number of enrolled per group was 30, however, in the first course 8 learners' dropout and 9 in the second one. For accrediting was requisite to make and deliver 100% of assignments and an e-portfolio with help of four teachers, who gave them tutoring and feedback along the course. Course evaluation by learners was made through an anonymous satisfaction surveys at the end of each module. Instructors' feedback and tutoring, activities and bibliographic materials, were highly graded. However, the most relevant limitation was the 30% dropout in the two courses, 10% of the at the beginning and 20% later. In the surveys mentioned, at the beginning, lack of skills to navigate in Moodle platform and later, that they had a lot of work and little time to devote to the course.

**Conclusions.** Preparation is needed for newcomers as they may think that nontraditional learning such as e-learning is the same as a traditional learning environment. The lack of ICT skills is one of the barriers in e-learning training. Besides, learners need to have initiative and self-discipline to study and complete assignments.

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**Key words:** e-Learning, medical education, Mexican Republic, ICT skills.

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**PROPOSED DESIGN OF CENTRALIZED WASTEWATER TREATMENT  
SYSTEM AT UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA-  
CALAMBA, LAGUNA, PHILIPPINES**

Richard N. Marcelo Mathel Angelie C. Daylusan

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**Abstract**

University of Perpetual Help System DALTA (UPSHD) - Calamba Campus has been upgraded with Corporation status. The steady incremental of the students' population results in the increase of domestic sewage generation. But still now there is no treatment system facilities in the area. So it is required to construct a Sewage Treatment Facility with sufficient capacity to treat the increased sewage.

The main source of water of this University is from submersible motor pump with a capacity of twenty-one (21) horsepower to supply to the water reservoir. The motor pump supplies three (3) gallons per second. The water reservoir is located at the top of the main building. It is closed concrete rectangular tank with the dimension of 883 cm length, 688 cm width, and depth of 120 cm and has a wall thickness of 0.20 meter. The volume capacity of the tank is 49,815,328 cubic centimeters or equal to 49.81 cubic meters. The centralized wastewater treatment system is located beside the Engineering Building of UPHSD Calamba. It will occupy 43.75 square meter floor area.

In the design of wastewater treatment, the proposed project is designed thirty (30) years for its ultimate design period and the researchers projected 2017 for the population of UPHSD Calamba in the year 2040. The design of the proposed project is based on the design criteria for water consumption. The size and capacity of the tanks depends upon the volume to be stored in and depends upon the number of persons.

The project deals with the design of the Sewage Treatment Facility and its major components such receiving chamber, bar screening, aeration tank, skimming tank, chlorination tank, treated water tank, and sewage disposal tank.

Its population growth rate is to be considered while designing the project. By the execution of the project the entire sewage of the University can be treated effectively and efficiently.

**Key words:** Sewage Treatment Facility, design of wastewater treatment, water consumption, tanks.

