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LANGUAGE USED IN ADVERTISEMENTS OF COCO CHANEL PERFUME

Alma Toplana

SH.M.P "LasgushPoradeci"

Abstract

Propaganda is an information that is used to influence people by presenting arguments and is present everyday in our lives, this paper shows just a little bit of the influence of propaganda through advertisements how they affect us and what forces us to buy that sort of product.

The topic treated in this paper are adverts of perfume Channel how they represent female gender and how they affect us with those glamorous and expensive adverts making us feel beautiful and feminine. Considering that Chanel is one of the largest company business in the world and the success of being a best seller of course is thanks to good adverts. Creating very qualitative TV adverts, slogans and also quotes about women, making them feel very confident and using powerful women in their adverts in a way they had directly influenced in personality of women that every dream of woman is to show her feminine parts.

Introduction

Fashion designer Coco Chanel, born August 19, 1883, in Saumur, France, is famous for her timeless designs, trademark suits and little black dresses. Chanel was raised in an orphanage and taught to sew. She had a brief career as a singer before opening her first clothes shop in 1910. In the 1920s, she launched her first perfume and eventually introduced the Chanel suit and the little black dress, with an emphasis on making clothes that were more comfortable for women. She died on January 10, 1971.(Biography.com, 2018)

The first appearance of Gabrielle Coco Chanel fragrance was in 1921 and it changed the entire world. The perfume **No5** came when she was presented with five fragrances and her choice was number five. Searching more for Chanel she was a girl who owned a shop that sells hats, later she started selling clothes that made a revolution because they were very good quality including trousers and releasing women from tight corsets and "The Little Black Dress" was first essential in a woman wardrobe.

Considering the fact that Coco's perfumes wore great stars like Merlyn Monroe couldn't be better advertisement. Chanel also gives importance quotes, they use powerful quotes in a way every woman can find herself in it, Ex.

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This quote according to women is very powerful because it represents the feminine side of the woman. Considering woman to be very delicate and to know what is good for her also to smell good in a meaning that she is capable doing on her own and the most important, perfume kind of makes you feel more confident and classy. Even me when l read this quote more and more it sticks on my mind that if l buy this perfume it will change my behavior towards the others, l will feel fearless, hopeful and very courageous and this is the purpose of the Chanel adverts through the dominant quotes to achieve till the mind of the woman.

What is important to mention that Chanel always use the well-known figures, models, actresses, singers because they represent in a best way the character of an authoritative, energetic woman and seeing that each of us wants to be like any model or singer that we like of course when we think Chanel we imagine our-self in their place.

Commercial for the new fragrance *Gabrielle* is very fascinating, with a song by Beyoncé who is considered to be the queen of music nowadays, and with a very attractive and lovely actress Kristen Stewart.She appears very explosive and breathtaking and all the time she is running, and according to Beyoncé's song *Running* gives the message that she is being herself and of course if you possess the *Gabrielle* you will immediately think of Kristen running even she is tired she's mesmerizing and beautiful and we put our-self in her place, and this is how propaganda works actually to control our mind through powerful quotes, slogans and commercials.

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I don't know why women want any of the thing men have,

when any of the things women that women have are men

Coco Chanel.

There is no doubt that Gabrielle know what was she talking about she was very hard-working woman that being independent from a man could stand on her feet and be one of the most famous and influential people in the world. While I was reading the comments in the latest commercial for *Gabrielle* fragrance most of the comments where how beautiful, stunning and gorgeous was Kristen, that Chanel did a very good job cooperating with her that no-one could act better than her in this short story, and how this commercial in a way forced a lot of persons to want even more this perfume just because Kristen.

Also a great impact has Beyoncé's song because there are few people who don't listen to Beyoncé's songs so Chanel was very well-prepared when decided to put on the market new perfume, because in a way know how to control people minds not only women also men because Chanel has got perfumes for men and always uses powerful personalities which attracts both sexes.

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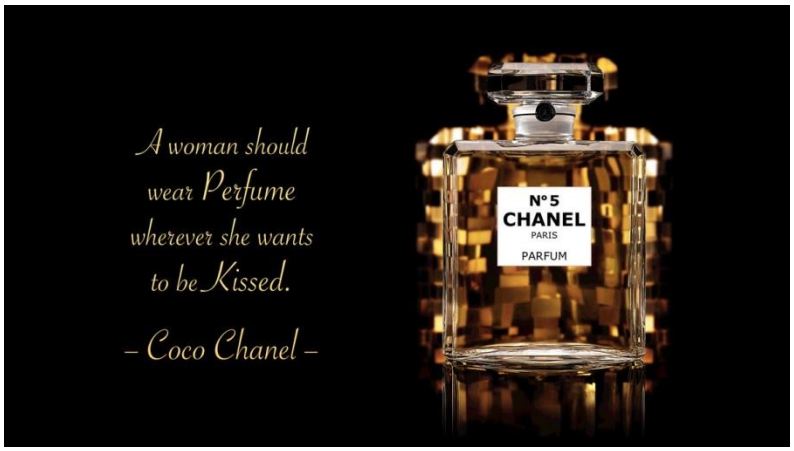

Coco Chanel always pays attention to small details and shows the feminine side of the woman. Black color is dark in a sense of power and the perfume is shown very extravagant with tones of gold in a sense how the women should be treated. Considering that perfume **N'5** is one of the most wanted perfumes in the world, while reading feedback most of the buyers wrote that is very sophisticated and old-fashioned, when you put this perfume you feel unique and very classic it is a bit expensive but it's worth the money.

The advert also has the impact that you will have all the attention when you wear this perfume which is mix of orient and spicy and they will make a woman smell like woman in a best way possible.

Conclusion

I didn't have the chance to try or buy the Chanel's perfume, but while reading an analyzing quotes of Chanel and how did she managed to break the taboo that women shouldn't be seen as an object or just to take care for the house, raise children and always need a man's help or can't express their opinions, but woman too can stand on her feet and do best on her own, she is independent, generous and far more intelligent than men. Reading her quotes, watching commercials in a way it made me feel too like if l own a Chanel's perfume l will be different, unique, special and very confident like Coco would say:

"No elegance is possible without perfume.

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It is the unseen, unforgettable, ultimate accessory"

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MUTUAL DETERMINATION OF KNOWLEDGE AND ECONOMIC DEVELOPMENT

MEĐUSOBNA USLOVLJENOST ZNANJA I EKONOMSKOG RAZVOJA

***Msc Ahmetović Azra*[1]**

Abstract: Today exists in the world general understanding that education in the conditions of scientific and technical progress becomes direct power of society and decisive cinstituent of economic and social development. One of the most important characteristics of modern time education is ackgnowledgement of constantly increasing mutual dependence between knowledge and economic development.

INTRODUCTION

Various multitude of theoretical and empirical research showed that positive correlation exists between the realized revenue and adequate level of education. These facts are determined and hold true for the groups of individuals with terminated corresponding level of education as well as for individual countries as a whole.

That kind of casual interedependence of revenue and education, if observed through the history of economic thought development, was expressed in the scope of complex contribution of human factor (human capital) in realization of the aims of economic and social development.

1. MODERN ECONOMISTS ABOUT KNOWLEDGE

In the theory of education, from economic standpoint, knowledge is also very important, and they, in their interaction with technical progress and human capital contribute to the entire analysis and understanding of the role of so called "residue" in the process of economic development.

The broadest approach to knowledge has F. Machup[2]. Production of knowledge is mutual gradient of interaction of technical progress, human factor and education in the process of

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[1] *Economic and trade schools of Novi Pazar*

[2] *F. Machup in his work: "The Production and Distribution of Knowledge in the United States", Princeton 1962., page 21. differentiates five types of knowledge: 1) Practical knowledge useful for the person who possesses it for decision making, and action, and can be divided according to activities into: proffesional knowledge, business knowledge, occupational knowledge, political knowledge, knowledge in household and other types of practical knowledge;*

economic development. Judging by broadness of approach toward the role of knowledge in the process of economic development K.E. Boulding[3]does not fall behind, who in the article printed in "The Economics of Knowledge and Knowledge of Economics" says that the acknowledgement about the fact that development, even economic one, in its essence is the process of knowledge, slowly penetrated the thinking of economists. It is because the obsession by mechanical models still exist, by capital coefficients and even by input – output tables on the account of disregarding of research of the process of learning, which is the realistic key for understanding of development.

It is true, of course, that only "the human resources school" of Shultz and Haribson have put the right emphasis on education as the main result of development process. But, even there can happen that little enough attention has been paid to the problem of learning as a whole, outside and inside the institutions of formal education, and the role of the system of prices has been essentialy neglected.

Ernest Bloch, a marxistic philosopher, expresses his opinion about the interaction between knowledge and education in the process of economic development. He give to that interaction the dialectic dimension and says: "Yet, knowledge, just because of that endless change of view of the world, at each new step, does not stay at this pedagogic experience or the experience which refer only to education of individuum. Education, in the meantime, has to be understood also in the objective "organizing and subjective – upbringing sense, because with the new step of the subject appears at the same time the new level or step of the object and vice versa."[4]

Beside global acknowledgement about interaction of education and knowledge in the process of economy development, there are different levels and steps of shading concerning the relation of their complementary characteristic and substitution, when speaking about creation of new knowledge (new scientific information, inventions) which create output of research activity in the broader sense of word.

Research of this compound process of the new knowledge generating in its essential meaning is seen in the compound process of usage of already existing social fund of knowledge ("old" knowledge) and its transformation into "new knowledge" i.e. new information (know – how).[5]

T.W. Shultz[6] speaks about two kinds of new information such as:

- Those which are transformed into new types of skillfulness (knowledge), which, when once accepted, make the types of human capital and
- Those which are transformed into new material, which, when realized, make new typed of material capital ("nonhuman – capital").

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2) intellectual knowledge for cultural prosperity and scientific improvement; 3) knowledge for leasure; 4) spiritual knowledge; 5) knowledge outside the interests of one individual, acquired, random and preserved without special target.

[3] Article of K.E.Bulding: "Economics of knowledge and knowledge of economics", published in American Economic Review, vol. 56 no: 2/1966 page 1-13.

[4] Ernest Bloch> Tubingenski – introduction in philosophy, Nolit, Beograd, 1966. page 75

[5] Kenet J. Arrow speaks about "knowledge pools" (fund of knowledge). He thinks about the volume of information which availability to society is much greater that availability to any of its members or economic agent independently. See K.J. Arrow: Comments in R. Nelson, The Rate and Direction of Inventive Activity. Princeton University Press 196.

[6] Theodore W. Shultz: citied on page 9

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F. Machup describes that process as "improvement of knowledge from the level of rank of exogenous to endogenous variable which depend on input".[7]

W. Nordhaus[8] thinks that for that process of the key importance is the creation of adequate patent system which shall give the stimulus and encouragement for research and perceive the availability of resources intended for research, inspect the discrepances between some branches of industry and the state of knowledge spreading.

By that, as he says, "internationalization of external economics of knowledge" will be possible. In other words, he points out the creation of positive social frame (patent system which works stimulatively) in order to include the enterprise in the process of research which always carries the high level of risk. Risk itself makes one of the key categories in the economic theory of research activity.

Kenet Arrow says, according to the definition of information itself, that "invention must be the risk process in which the output (acquired information) never can be perfectly anticipated from the input".[9]

Why is knowledge important ?

At the end of estimation of complex phenomenon of human resources capital it should be repeated once more the characteristic importance for the theory of economic education.

/1/ For the start of studying of human resources capital it is taken the year 1960. when T.W. Shultz gave economic concepts of this compound phenomenon;

/2/ Almost until these days there is not a field of economic science in which it is not represented the determined segment of human resources capital research;

/3/ M.J. Bowman speaks about the "revolution of investments in human factor in the economic thought". (so called "The Human Investment Revolution in Economic Thought".[10]

/4/ That revolution consist of the fact that expenditures for health care, education and skilled advanced training at the working place are started to be treated as investment into the fundamental mover of the production process – a human being. The essence of this new approach or better to say standing point of obligatory investments into human factor ("human capital") is that people spend on themselves not only for the sake of temporary enjoyment but for the purpose of expected income in the future from such investments as well as numerous factors which can not be expressed through money. It is the core or foundation of human capital and S. Freud calls it the core or cernel in the program of research of human capital (so called "hard core").

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[7] F. Machup, citied on page 5.
[8] W. Nordhaus, citied on page 88.
[9] Kenet J. Arrow: "Economic Welfare and the Allocation of Resources for Invention", Page 149.
[10] According to M. Blaug: "The Empirical Status of Human Capital Theory"; A. Slightly Jauniced Survey, in the Journal of Econ, 3/1976, page 829.

/5/ Quantity of research in the field of human capital is not often followed by taking out the quantitative conclusions relevant for leading the economic policy in this field. It is the reason that it is sometimes emphasized that research in the field of human capital starts to be "degenerated".

/6/ In the original concept of human capital formed by Shultz, Becker and Mincer, program of human capital research carries the characteristic of "methodological individualism" starting from the fact that all social phenomena should be taken out from their basis in the individual behavior. According to the standing point of this authors the investments into human factor as the matter of individuals who tend to their own interests.

/7/ Up to 1960-ties economists considered the non-obligatory types of education as the demand for consumption of goods. They also thought that this acquiring of the function of "taste" of individuals lies in the choice of schooling, level of family income and the choice of the "price" of scholarship expressed through the urge for education from the estimation of expenses and usefulness which are connected to the training in education after the obligatory schooling.

In the scope of expenses it is good to take into consideration direct and indirect expenses. Important item of expenditures make the expenses of missed income during the period of schooling.

On the other side it has to take into consideration the variations in income which go together with some acquired levels of education. On the basis of comparation of consumption and usefulness decision is issued about schooling which, from the economic point of view represents the justified investment of the individual.

/8/ Research in the field of human capital which refer to component of education brought the new social criteria of investment which reads: resources has to be allocated in such manner to create levels of education and years of schooling in order to harmonize marginal "social" degrees of investment justified in education and fulfillment of another additional requirement which says that in such a way harmonized levels of justifiability or sustainability cannot be lower than the rate of alternative private investments.

/9/ Together with the research of efficiency of regular state schooling in the scope of theory of human capital, parallelly flew the research about economic efficiency of advanced education at work and in individual types of permanent education. In the modern conditions this research are connected to the phenomenon of mobility of human factor.

2. PROBLEM OF KNOWLEDGE OBSOLETENESS

When confronted, the continual education and development of touristic complex inevitably create many problems which are at the same time chronic as well as acute. They are chronic because they last extremely long and they are acute because they ask for urgent solving. Yet, I am of the opinion that the following three problems are the most interesting:

b) Problem of constant obsoleteness of knowledge, calculation of the speed or tempo of that obsoleteness, and calculating of the quantity of used time for studying as well as the content of proposed continual education. Obsoleteness covers the entire field of knowledge of

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personnel. But, according to appearance it can have the following types from the point of view of the specific development of touristic complex:

- Advanced education obsoleteness which refer to knowledge and can be calculated according to formula:

$$S_z = (\frac{S_{nz}}{M_{nz}}) \cdot 100$$ where is

Sz – advanced obsoleteness of knowledge of touristic complex personnel according to units or enterprises

Snz – Real level of personnel knowledge

Mnz – Possible level of knowledge from the point of view of new development paths where continual education means conditio sine qua non.

- Technological obsoleteness which denotes the aspect of personnel knowledge in relation to new technological knowledge are almost everyday and is calculated according to formula:

$$T_z = (1 - \frac{S_{utz}}{N_{utz}}) \cdot 100$$ where is

Tz – technological obsoleteness

Sutz – Modern level of technological knowledge

Nutz – New level of technological knowledge which are known in touristic complex.

- Obsoleteness of knowledge at doing concrete jobs and tasks in tourism which is only the other expression for disharmony of level and needed level of education and qualification level and calculation is done according to the following formula:

$$S_{zp} = (1 - \frac{S_{nzp}}{P_{nzp}}) \cdot 100$$ where is

Szp – obsoleteness of the knowledge of individual person

Snzp – Present level of personal knowledge for doing the determined jobs and occupation tasks

Pnzp – Needed level of personal knowledge

b) Second problem refers to the parallel growth of general level of skilled advanced education and degree and dynamics of touristic complex development. Here it is specially ment on the university education. Concerning that, it is also actualized the question of socialization because "the thought begins to prevail that student have to acquire the fundamental overall – theoretical – advanced skilled basis of their science, to enable them selves for selfeducation and quick harmonization and adaptation to new need which the development will inevitably place

before them."[11] "Crisis of University" also has its impact on the touristic complex and this oasis has the world wide character.

c) Despite the battle for acquiring as greater as possible motivation of individuals for continual education, it must be counted with extremely expressed urge of individual to succeed and get promoted, which is the realistic danger from technocratism, and that, according to Laurence Peter and Raymond Hill, the individual can overpass its competence and its possibilities. In order to avoid independent self and individual learning it must be limited by the following factors:

- At the beginning it must be clearly known and clear what we want to acquire
- It is continually obvious what kind of knowledge one has to reach
- Great enough persistancy in learning
- Created system of learning
- Great interest and internal need to learn concrete items
- Excellent mentor, because without the mentor nothing would be acquired
- Behavior toward books, attitude to published sources of knowledge, extraction of knowledge from books
- Selfdiscipline and working habits
- Coping with new situations and intuition
- Ability of perception, understanding, listening to others, sense for team work, good relations with associates

Problem of continual education, of course, from the point of view of development of touristic complex, lies essentially in the system of education and upbringing. Beside the majority of taken measures, it has said that, when we speak about touristic complex, very oldfashioned programs prevail, as well as timely methods and organization of labour and the education for adaptation dominates. To our regret, the past with the elements of current times prevail but without serious view to the question and problems which expect us in the future. In these scientific – educational disciplines in which the contents are predominantly aimed toward the past their studying is predominantly in the function of explanation and solving of "burning" problems but with the small amount of future preception.

Let us mention that managing staff plays not a small part in solving the problems of continual education in the function of development of touristic complex. But, as it happens that according to some indication only one day yearly for their additional education than it is clear what kind of barriers must be crushed down in order to enable continual education acquire "the right of voting" in the system of education not only to touristic complex by even broader.

Nevertheless, it must be said that in the touristic complex participate the scientific resources if different fields of knowledge and profile which are of different education level. From that reason the problem of continual education become heterogenous and represent, per se, the complex question. The reason for that are the following:

- Continual education as the important aspect of economy and social development is not enough institutionalized and lifted to the level of standard activities of education.

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[11] Dr. Laurence J. Peter and Raymond Hull – "The Peter Principle", London, 1969.co-called "Peter principle" – reads: each employed person asks to reach the level of incompetence. Of course, we do not speak here literally about everyone but as a phenomena this appearance is massive.

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- Occasional and temporary aspects in realization of tasks of education in enterprises is not the opportunity of the youth for continual education; it must be harmonized with the objective development of enterprises and requirements for qualitative touristic offer.
- Schooling in our domestic education system has not been directed toward objective tendencies of continual education although among the young exists positive attitude toward this kind of education.

At the end and finally, continual education can become actually existing and enter the touristic complex as the practice that:

a) We have to accept knowledge as productive factor with its mark and we have to form the economy of knowledge

b) Parallelly to the theory of working value we have to develop the theory value of knowledge

c) We have to accept the expenditures of development as a new concept beside the expenses of production, because this new concept is corresponding to the modern results of scientific – technical progress,[12]

d) We have to acknowledge the amortization and depreciation of knowledge not only of fixed assets, so according and persuant to that we have to find financial means for investment into knowledge or into continual education.

e) We have to stop the underevaluation of education, underevaluation of knowledge and human resources because it can cause further detrimental influence to tourism.

INSTEAD OF CONSLUSION

In this century special importance in tourism will have those resources to which managing and creative role is dedicated. In the case that current development of the trend of tourism continues which is supported and caused by informatics and other modern technologies further great changes could be expected in the field of free time usage and the "industry" of holiday making, rest and leasure. Complications could be solved and avoided only by the expert and educated potential of human resources and skilled staff which is directly or indirectly included in the touristic flows.

But, in order to make the resources acquire such capabilities for avoiding of complications which catch upon resort tourism it is interitable that we constantly strenghten educational processes and education of touristic staff. Because of that a completely new concept of schooling and educating of touristic staff is needed and inevitable who will, beside the basic knowledge, place the special emphasis on the importance of a human being in their educational programs and by that place the emphasis of staff in tourism. Only in such a way it is possible to make a concept of tourism for

[12] *This theory is precisely worked out by Radmila Stojanovic Ph.D. in the introductory written work for the scientific discussion: "New approach to the factors of economic development", MC OSK Belgrade 1988.*

the sake of a man and not the opposite like is the case today to make the concept of a man for the purpose of tourism.

Revolutionary changes which carries with itself the third technological revolution covered also the complex and sector of tourism. Personnel component is the basic factor that procedes every development and all the changes. What kind of personnel or staff in tourism are necessary today in this actual millenium ? Personnel which already is working or are preparing for work in some of these fields of tourism are forced to innovate and upgrade their competition of knowledge and ideas at the touristic market. It happens not only in the field of reception tourists but also in the discovering the new types of life which tourists expect during their stay at some determined touristic destination.

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CROSS-BORDER REGION GORA TREASURE BETWEEN THE THREE STATES

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Abstract

The development of cross-border tourism has been done increasingly popular in recent decades and especially within the European Union through various programs and projects. This study focuses on the challenges and advantages that are directly related to cross-border and prospective visitor co-operatio and private entrepreneurs in this region. It will also analyze the attitudes of public actors towards the development of cross-border tourism and the challenges they face in cross-border cooperation. The main task of the scientific work is to recognize tourist potentials and their assessment as well as the current tourism development including prospects and problems which accompanies this development. Because of the importance that Tourism brings to the economy has become a priority of many states, being transformed in a global phenomenon, a key to integrating into the global mark. Tourism is also called the open door for international cooperation. Therefore our study will aim for the Gora Province to have positions in the regional and global market and be provided with a suitable brand. This region is distinguished for a rich and special culture and art. However there is a lack of research and studies as far as the role of local institutions and government is concerned with cross-border cooperation. For a qualitative approach, interviews with residents and surveys were used for tourists and locals with focus on current developments and challenges related to the development of cross-border tourism. Their analysis shows that there is significant interest how much is it to the development of tourism and the recognition of the area in the global markets.

Key words: Economic-social development, destination, community, cross-border cooperation etc.

INTRODUCTION

Gora is a geographic region that extends into three states: in the northern part of Albania, in the southern part of Kosovo and northwestern Macedonia, including an area of 500 km². Between this space passes the state border between the Republic of Albania and Kosovo. Gora at its borders traditional ethnography presents a geographical unity, economic and historical-cultural. Gora province has a very rugged terrain but rich with summer pastures, streams and forests. The basis of the economy has been farming and its subsidiary branches. The harsh and long winter and the fresh summer characterize its climate. .[1] This region stretched in three states, besides agriculture and farming, their income is being provided with the development of mountain tourism . Today's tourism has become a priority for the economic development of different countries of the world. This closely related to the economic effects, social and environmental which brings him to a certain place This is supported by the conclusion reached by the World Tourism Organization which concludes that "Tourism is one of the priority sectors of the economy for developing countries in progress''. From conceptual point of view tourism is defined as: 'Activities of persons traveling or staying in places. Outside their usual environment (ambient), but not more than a year for entertainment, business and other purposes (WTO and UNSTAT, 1994). In recent decades, tourism has been developed and ranked in an important factor in the context of sustainable economic development. So tourism is one of the most important economic sectors. Moreover, as is well known, border cooperation is motivated mainly by the desire to achieve high standards of living, ensuring peace, overcoming customs barriers and curbing other factors, which hindered the free movement of people for economic, social and political purposes. The five components of Tourism that are researched by our study are: 1. Tourist attractions in the Gora province (Based on Nature, Culture, Events, and Activities), 2. Marketing and Promotion, 3. Tourist Zone Infrastructure. 4. Tourist hospitality, 5. Tourist Service.

Purpose and objectives of the study

The purpose of this study is to study the development of tourism in the province of Gora (Albania, Kosovo and Macedonia). Through the identification and promotion of their tourist

[1] Nazif Dokle, Për gorën dhe goranët, Prizren 2002, fq 12

attractions. This scientific work aims at providing a modest contribution to the solution of the best models of sustainable tourism development in this region, with the sole purpose of the socio-economic development of the community in the place. Through this study will determine the role and importance of the model's for tour operators that operate with their own tourist activities in a competitive environment and who may face opportunities and risk that brings you the environment .Topic,, Coss-border Region Gora treasure between the three states'', has the subject of study: Identify the problematic that exists for the development of tourism. To foster / compile cross-border projects with objective tourism and increasing cooperation between the countries where the province of Gora is located; To propose the marketing instruments of destination and development of tourism product etc. The realization of these objectives will significantly affect the positive effects of tourism development.

Research Methodology

The complexity of sustainable tourism development means that rather than applying a single search method needed different methods to be combined. Generally, research in the tourism sector is dominated by quantitative research, led largely by determining its economic significance (Jennings, 2001). The methodology of this scientific work is based on literature study and empirical study. such as: books, scientific journals, official publications, websites. The review of secondary resources also served to formulate questionnaires, in collecting primary data at the later stage of the study. in collecting primary data at the later stage of the study. While the empirical study consists in addressing the Gora Province as a tourist destination, the model of its development should be aim towards sustainability. In the case study analysis, a combination of quantitative and qualitative methods of study was done. Primary data are based on qualitative research and quantitative research. Methodological aspects include a range of analyzes assessments, statistics, conclusions etc. During drafting scientific work quantitative data collection method is used , by means of a questionnaire. This has helped to compare the various variables used to test the hypotheses put forward. Another method used in this scientific work is the descriptive method, through which is described the sustainable tourism model from the practice of different authors, and the current state of tourism in the Province of Gora.

Research questions and hypotheses

Gora is a significant market for the tourism industry in Albania and Kosovo, with a sector that aims to increase the benefits from the local, regional and international tourist market. But for a long-term result of this industry, it is necessary to follow a model that will produce impacts from which all stakeholders will benefit. Based on the not only descriptive but also explanatory nature of this study, hypotheses have been raised:
H1: Tourism is a priority for the economic, social and environmental development of the province of Gora H1.1: The benefits provided by tourism have positive effects on the economy and the social cultural outcomes of the inhabitants of the province of Gora. H2: Gore's cultural heritage, competitive regional advantage through co-operation. H2.1: Creating opportunities for developing joint cross-border projects and community participation in the development of tourist destinacion

Study Limitations

During the drafting of this topic, we have faced a number of problems and difficulties in finding some information, mainly statistical. Tourism inflow statistics have never been collected and hotels do not keep track of their hosts' profile, such as nationality, residence or number of nights spent at the hotel. The area studied is not very studied in terms of tourism, which means we will encounter a lack of qualitative and quantitative data. Lack of political, economic and social cohesion in the Gora Gorge that extends into three states. Lack of tourism strategies, where tourism in Gora Province is a priority. Difficulties have also been encountered in collecting information about the two villages of Gora, which are in Macedonia. There are significant shortcomings in the data to present the economic indicators of the Gora Region in the three states.

Gora Region as an attractive tourist destination, influencing the socio-economic welfare.

Tourist destinations are the motivating offer for tourists because of the fact that they represent a country, a city, an area, etc., with many opportunities for tourism. Today they are in continuous expansion and as such they are becoming more and more competitive in the tourist market. The tourist perceives the entire destination as a product and judges it as a whole rather than differentiating the services of the supplying companies. The destination system may consist of three different levels of its actors in the manner of their collection, due to the divergent orientation of the interests that are important for the management of the destination and which are reflected in the following:
Individual enterprises (micro level): Private enterprises and private services present the tourist destination to a micro level. The medium-sized destination: where in this case, the tourist destination appears as a network in the form of an organization, where all individual enterprises are interconnected, this is done in a comprehensive inter-organizational unit and is considered as a unit at the micro level.

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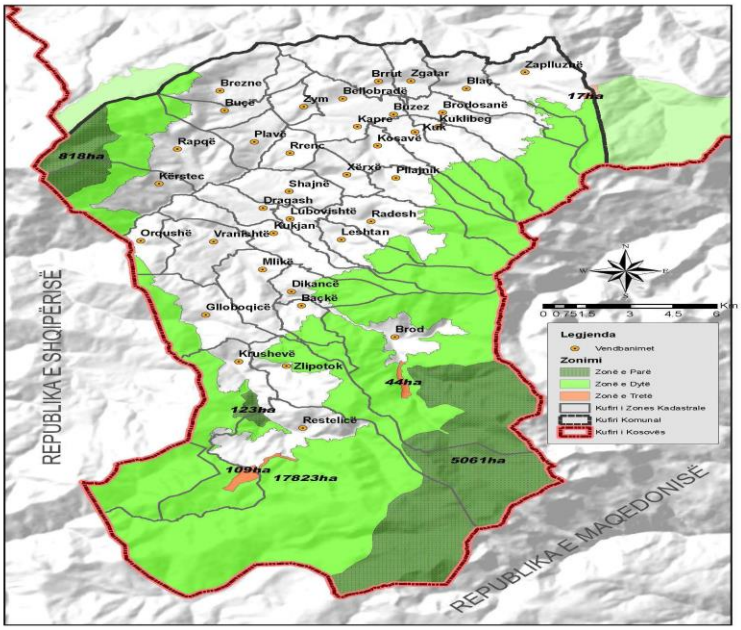
Tourist Destinations in Kosovo, Sharr Mountain Range

The surrounding protected areas and sites are some of the most beautiful locations in the world that attract many visitors from Europe and the world. They are important components of the economy, contributing over 15 billion euro annually to employment and other services for peoples of Europe. According to the International Union for Conservation of Nature (IUCN), the categorization of the Sharr National Park is classified as a protected area of Category II. These areas with potential for winter tourism also offer water attractions, with many water springs, streams, varied vegetation and scenic landscapes that can be used for summer recreation as well. Dragash can develop a sustainable tourism economy through a partnership between the public sector, the private sector and civil society to protect the environment, increase employment and provide entrepreneurship opportunities and social and economic benefits.



Dragash has a lot of potential to develop tourism strategies based on natural and cultural features. An important aspect of this is the originality of the country that represents a link between nature and rural mountain culture. Tourism is covered in more detail on the Tourist Catalog of the Dragash Region, the Tourist Guide, the Walking and Nature and the Strategy of Tourism in Dragash. In the framework of the Municipal Development Plan, the vision of the municipality is emphasized and it is tourism as a an essential pillar of the Dragash economy, which will contribute to improving the long-term economic and social development which foresees that by 2031 the tourism sector will represent 10-15% of Dragash economy

Tourist destination in Gora Province (Albania), Shishtavec Village

Shishtaveci is part of the Kukes Region, Gora Province, the part of Albania and is a great potential for the tourism economy. Šestavaci is located in the northeast of Albania, at a height of 1260 m above sea level.

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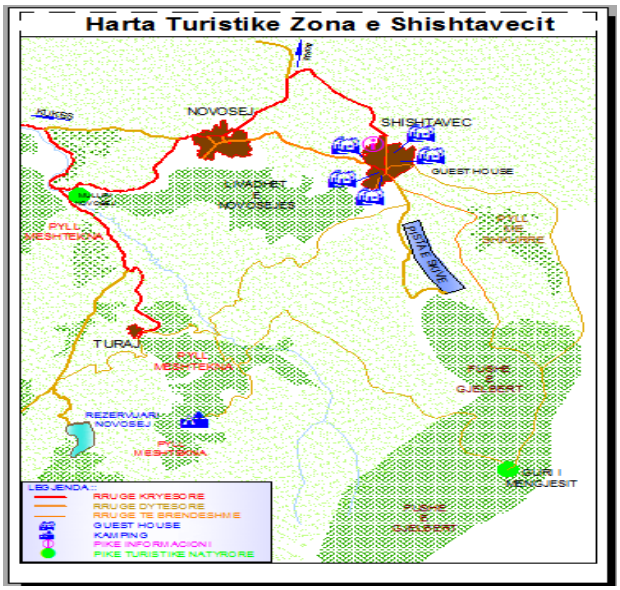
Tourist Map of the Shishtavec Mountains



Shishtaveci, offers its potential, very important nature, history and culture in the field of tourism. It is precisely these potentials that qualify the tourism right in this area as one of the most economical economic activities. Shishtaveci is known as the village of champion skiers. "The tradition of skiing exercise is early. The Shishtavec plate offers the opportunity to run ski races during the winter and during summer an incredibly noble elite sport, hippie. Shishtaveci is the natural beauty spot. The reliquary represents contrasts between mountains and valleys, thus creating very attractive natural landscapes for the eye of tourists. There are potential for hip-hop sport and why it's not yet done properly. Often, this kind of sport has been developed on holiday occasions by the village's own residents. Shishtaveci has obvious advantages because of the position, human, economic and cultural potentials.

Demand-supply factors affecting the development of tourism.

Recent research by the World Tourism and Travel Council, conducted in 2010, showed that the tourism industry has made a direct contribution to global GDP growth by 3.3%, reaching a figure of 1,770 billion USD. During 2011 it is forecast that this growth will be further strengthened by 4.5% per annum (USD 1,850 billion). On the other hand, given the wider impact of the economy on global GDP, it is expected that this will contribute this year by 9.1%, which means $ 5,987 billion and the creation of 258 million new jobs. This economic growth will face many challenges for the private and state sectors as a result of the demands to reduce government debts and confront the rise in oil and other commodity prices, while the tourism sector in particular is expected to be the main engine that will bring this economic development[2]. The role of tourism is increasingly recognized by the governments of all regions of the world as one of the main indicators of economic growth. Research by the World Tourism and Travel Council clearly shows the potential of tourism to reinvigorate the global economy, reduce unemployment, helping to ensure sustainable development and mitigate poverty. Economic factors are among the most important factors that affect the growth or decrease of tourism demand, as they are crucial in choosing or not of a tourist destination**.**

2

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Attitudes and perceptions of tourism influences

About the ways they can benefit, we list: renting rooms / houses; imitations from the sale of local products, such as: medicinal plants, handicrafts and supplies

Over 90% of respondents believe that tourism development is accompanied by positive impacts on the economy and socio-cultural life.

Home Gaps

74% of respondents recognize the tourist potentials of the Gora Province, the tourism industry in the Gora region is largely dependent on public goods, such as diversity of relief forms, cultural heritage, natural landscapes and intangible cultural values, Residents, the tourist sector, see it not merely as an opportunity for economic development of the locality, but are also aware of its socio-cultural impacts. 45% of those who visit Gora's province receive information through friends, indicating that the province is not properly promoted in the media or included in various tourist tours. From the choice of accommodation, we see that we are dealing more with a market that does not require adventure but requires security and convenience. According to the findings and statistical analysis, hypotheses 1 and 2 are confirmed, this means that tourism has positive effects on economic and social development in the Gora Province.Përfundimi dhe rekomandime

Among the most important goals of this topic is the possibility of tourism development, as a factor of economic development of Gora in accordance with the sustainable environment, as well as the social demands; - analytical and synthetic values of the anthropogenic and human resources and their landscape will activate economic development; Pointing to the need for a tourist area, the full introduction of this crane in the economic markets, we will be able to contribute to the promotion of the environment and the possibility of selling the tourist product. Furthermore, it will be aimed at identifying the factors that limit the development of tourism and other economic activities in this area. Setting the development priorities in the area of economic policy and determining the strategic directions of development (tourism, agriculture, livestock); Identifying conflictual relations between economy and ecology, with a view to protecting the environment and rational management of natural resources. This study confirms the theoretical framework of literature that sustainability is an increasingly important issue in the tourism industry. As discussed in the study, we can conclude that the tourism development of a destination depends to a great extent on the involvement and role of its main actors. Gora Province has very good conditions for the development of rural tourism, but the local population still does not have the proper experience to develop this type of tourism. There are joint

arrangements between the Gores in Albania and Kosovo. There is no cooperation with the part of Macedonia.

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FUNDAMENTAL AND TECHNICAL ANALYSIS OF THE STOCK PRICE

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ABSTRACT

Trading with stocks in developed market conditions for some is fun, for others it is a way to preserve the real value of the asset, while for the most is a challenge to gain bigger profits quickly and easily.
Dreams on stock market alchemy rely on the development and upgrading of special systems whose ultimate goal is to uncover stock price secrets and their changes. What are the chances of this happening?
Chances are minimal, according to experiences from the world's leading stock exchanges in the past. The stock market complexity, the number and unpredictability of factors affecting stock prices and unexpected changes or stability do not give much hope to those who know what's going to happen in the future. In such endeavors there are equal opportunities for both stock exchange experts and full-time amateurs.
For all this, if the stock market cannot be defeated or deceived, then it is better to join it. So this means: to create a diversified portfolio of securities that provides a safe income, slightly higher than annual inflation, minimizing the risk.
Key words: *stock market, stock price, financial market, financial forecasts*.

1. INTRODUCTION

In countries with a developed market and a major stock market tradition, securities trading is an attractive activity for both stock exchange experts and the uninformed investors. In short, a number of small and large investors try to win the market by predicting future events. Based on the expected price changes, the sale or purchase of stock materials is done. For this reason, there are various methods in use: such as analysis of general economic development indicators or the application of different models. So in both cases the goal is the same: sell when the price is higher - buy when the prices are lower.

Fundamental funders are exploring macroeconomic aggregates, and based on the current state of affairs and expected changes, future price outlines are drawn. Such an approach is based on real economic categories and rational completion elements. Technical analysis becomes more affirmative in a broader audience. At first glance the reasons seem to be very convincing: on the basis of the price movement of securities in the past, the position for future flows is also formulated. In such an approach, there must be no persistence in the scientific bases of the methods that apply but in reality their applicability in practice. Thus, various forms of statistical analysis developed by stock exchange experts. The question is whether or not the market can be obtained using fundamental or technical analysis; ie. Was the stock price alchemy detected?

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2. METHODS USED FOR IDENTIFYING AND PROVIDING THE FUTURE OF MOVEMENT PRICES

Following the most explicit stock conditions and their main characteristics, as well as the main stock indexes, the following will be keen to the main techniques and methods for defining and forecasting the future movement of their values.

2. 1. The main methods for determining the value of shares

Each action may or may not have a nominal value. The nominal value represents the "initially planned and initially estimated value" by which the action is first transmitted to the market that is recorded in the share during the initial issue. There are two basic sets of valuation methods:

1) Balance method;
2) Method of deduction.

2. 1. 1. Balance method for determining the value of shares

1) Accounting value of the share

One of the main methods of valuation balance is the determination of its carrying amount, which is taken as the ratio of the net value of the enterprise and the number of ordinary shares issued. The basis for determining the carrying amount is the balance sheet of the company, while the net value represents the difference between assets and liabilities. The carrying amount actually indicates the stable resources of the allocated funds for individual stocks. The main constraint on the carrying amount of the share is „that it is determined on the basis of the loan, which is based on the results achieved in the past, during which the determination of these values is conditioned by the respect and application of numerous accounting principles".

On the contrary, the market price also includes the expected results, and will usually be higher than the book price. If the company does not produce good results, the market price may be lower than that of accounting, so the carrying amount can not represent a lower reliable limit below which the market price of the share may not fall.

2) Liquid share value

A much more credible measure for determining the lower price limit of the stock market is the amount of liquidation of the company for ordinary shares. Where the value of liquidation represents a profit from the sale of the company's assets, which is reduced by debt repayment. Thus, here is supposed termination of business operations and the sale (liquidation) of its assets and repayment of debts, therefore the liquidation value is lower than the carrying amount. Liquidation value is also an important indicator in taking the company. That is, if the market value of the stock price depreciates below its liquidation value, the company will become an attractive target to take, no matter how its other performance is.

3) Reproductive value (replacement costs)

Another important method of balance for determining the value of the stake is the replacement cost of the company or the costs necessary to create approximately the same company. The market value of a company should not be much higher than the value of its reproduction, otherwise the competitors would be motivated to create the same company and the increase in competition and the appearance of similar companies in the branch would result in lowering the market value and approximating it with replacement costs.

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Within this concept, the indicator Tobin q is used, which represents the relationship between the company's market value and the value of its reproduction, that is, the replacement cost.

2. 1. 2. The discounting methods for determining the value of shares

Although the financial statements provide a significant basis for determining the value of a firm, they are based on historical values and as the company continuously operates, it is necessary to take into account the expected future cash flows that it will realize. Therefore, discounting methods of stock valorisation are used, which are intended to determine the intrinsic value (intrinsic value).

The domestic stock value is compared with the current market price to determine whether an action is exaggerated or underestimated. Over-appreciated items are those whose current market price is higher than the domestic ones and they should be sold, and then be sold undervalued, the current price of which is lower than the domestic value. Previously, we mentioned that return on investment includes realized capital gains and cash dividends. Then we can determine the expected yield in the Expected HPR, according to the formula:

$$\boldsymbol{Expected}\mathbf{HPR} = \mathbf{E(r)} = \frac{\mathbf{E(D_1) + (E(EP_1) - P_1)}}{\mathbf{P_0}}$$

Where:

E (r) - Expected future value of the action;

E (D_1) - Dividing the pending cash;

E (P_1) - The expected share price at the end of the period;

P_0 - Share price at the beginning of the period.

So the expected return on investment is actually the amount of expected dividend yield - E (D_1) / $P_0$and expected return on capital gain - (E (P_1) -P_0) / P_0.However, in order to determine whether an action is interesting to the investor or not, or if it is exaggerated or underestimated, it is necessary to compare the expected rate of return with the required rate of return. To determine the required level of yield, we have three main types of discount methods available:

1. The capitalization method of profit;
2. Methods of discounting dividends;
3. Money discounting method.

1) The profit capitalization method starts with Capital Asset Pricing Model(CAPM) model, which links the required yield rate of a certain value paper with its risk (which determines β).

According to the CAPM model, the ratio between the required yield and β is as follows:

E (rD) = rf + β D (E (rM) - rf)

Where:

E (rD) - the required level of yield;

rf - free yield rate;

E (rM) - Expected market rate;

β D - beta (risk) of a given paper.

In the text below, we will mark the required return rate with k. If the expected return is higher than the required return, the action will be underestimated and the investor will want to have more such shares in his portfolio. On the other hand, if the expected return is lower than required, the action is overestimated and the investor will not be interested in keeping it.

Another way to determine the required rate of return is based on comparing the internal share value with the current market price. Intrinsic value - internal (I0) represents the present value of the expected future

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cash flows of the companies, discounted at the required return rate (k). Shares will be underestimated and represent a good investment if the domestic value is higher than the stock market price. On the other hand, if the domestic value is lower than the market price, the shares will be overestimated. The formula for determining the internal value is:

$$\mathbf{I_0 = \frac{E(D_1) + E(P_1)}{1 + k}}$$

Where:

E (D_1) - the expected dividend in cash;

E (P_1) - the expected share price at the end of the period.

The required return rate is in fact a discounted rate set by the market consensus to reduce expected future cash flows to the present value and, as such, are called market capitalization rates.

2) The dividend discounting model (DDM) is the most common discount rate for stock valuation. This model implies that the company's internal value is equal to the present value of collecting all future expected dividends. To simplify it, E (D_1) will be defined asD_1, and E (P_1) asP_1. From the previous text we saw that:

$\mathbf{I_0 = \frac{E_1+P_1}{1+k}}$analogous to this,$\mathbf{I_1}$will be$\mathbf{I_1 = \frac{D_2+P_2}{1+k}}$

If we assume that$\mathbf{P_1 = I_1}$and term$\mathbf{I_1}$replace it instead of$\mathbf{P_1}$and then assume that the same will apply to an infinite number of consecutive periods, by further fixing we get the following expression:

$$\mathbf{I_0 = \frac{D_1}{1 + k} + \frac{D_2}{(1 + k)^2} + \frac{D_3}{(1 + k)^3} + \cdots}$$

From which we conclude that the domestic value (share price) should be equal to the present value of all future dividends expected in infinity. Ordinary shares are securities without any exact life expectancy, which makes it very difficult to predict future expected dividends and it is necessary to introduce an additional variable, which is the dividend growth rate. Then assume that the amount of dividend at point 2 is equal to the amount of dividend at point 1, corrected for the dividend increase rate (g), on the basis of which we have:

$\mathbf{D_2 = D_1(1 + g_2)}$, from where it is: $\mathbf{g_2 = \frac{D_2 - D_1}{D_1}}$

After the introduction of this variable, the dividend discount model can be presented in three forms:

- Model with zero growth rate of dividends, when **g = 0.**
- Model with constant growth rate of dividend, when **g = const.**
- Model with a variable rate of dividend growth, when$\mathbf{g_1 \neq g_2}$

3) Another way of determining the value of the share is the application of the cash flow discount method. In the first variant, the discount of the Free Cash Flow for the Firm (FCFF) is carried out at the weighted average cost rate to obtain the value of the company. Then, this value decreases with the value of the debt to get the share capital. The free cash flow for a company can be determined using the following formula:

FCFF = EBIT (1 - t) + Am - CC –Increse of NWC

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Where:

EBIT (*earnings before interest and tax*);
t (*tax*);
Am (*amortization*);
CC (*capital costs*);
NWC (*net working capital*)

Another variant of this model involves the application of Free Cash Flow to Equity holders (FCFE). This flux, available to shareholders, is obtained by correcting FCFF in the following way:FCFE = FCFF - interest costs (1 - t) + net debt growth.

If we want to determine the final value (terminal) and assume that we have a continuous growth model, we get the following formulas if we apply cash flows FCFF and FCFE:

$$P_T = \frac{FCFF_{T+1}}{WACC - g} \quad \text{dhe} \quad P_T = \frac{FCFE_{T+1}}{k_E - g}$$

Where:

WACC (Weighted Average Cost of Capital)
kE - share capital cost rate.

2. 2. Methods for determining future stock price movements: basic and technical analysis

The current price, according to which the stock will be currently sold in the market, may be significantly different from the previously mentioned nominal value. In order for an investor to make a rational and accurate decision about what stock will be purchased, first and then at that point, an appropriate analysis is needed. An investor analysis should provide the necessary information, first of all if an action is overstated or underestimated, and then in the upcoming movement of some prices. In this regard, two important analyzes were conducted on economic theory: technical and fundamental analysis.

2.2. 1.Fundamental analysis

Within a fundamental analysis, the main purpose is to identify the difference between the value and the price of an asset so that the investor succeeds in gaining market share and profit. In doing so, shares may be underestimated when their value is greater than the market price or overestimated when the market price is higher than their present value. The main idea under this analysis is the observation, "all the underlying factors that may affect the share price, such as income, sales, return on equity and the company's cash flow, which are analyzed." The two main approaches to fundamental analysis are top-down and bottom-up approaches.

If we apply the top-down approach, we will first see the price movement in the economy as a whole, then the specific sector in which the issuer belongs, then the issuer's activity and eventually within the designated company. Rather, bottom-up approaches really start from the price movement at the company level, and then macroeconomic factors or trends in the economy as a whole are gradually emerging.

Therefore, the fundamental analysis is based on the analysis of the company's historical performance trends and expectations of future developments, mainly profits, product quality, competition, conditions in a particular industry, followed by a balance and forecast analysis of the cash flow. This analysis starts mainly from the core group of financial statements for the purpose of obtaining data on the profitability, debt and cash flows realized in the given company.

According to a fundamental analysis, the factors that influence the stock price move are numerous and can be stimulated by the company itself, or its wider and narrower environment. Some of the most important external factors are macroeconomic factors, such as the inflation rate, the gross domestic product production rate, and the amount of public debt. Other significant external factors that may affect the stock price are: trends in a particular industrial branch where the company is concerned, interest rates and exchange rate of the country in which the company operates, return rates of the equity instruments other financial assets, such as bonds and the like. Internal factors will naturally depend on the company's own performance and will be identified on the basis of the analysis of the financial statements and then the relevant statements, which will be more accurate from now on.

2. 2. 2. Technical analysis

Technical analysis is a method by which market trends and statistical data are used to predict future stock movement and "giving an answer to a question" when "buy or sell a certain share". The essence of the technical analysis is "anticipating changes and future price levels based on historical time series and turnover volume". For this reason, technical analysis is mainly based on the use of tables, charts and coefficients, while the main driver of this analysis is the short-term, long-term forecasts of the price movement of a given stock.

Technical analysis supporters believe that the share price at a given moment will approach their fundamental (real) value, but changes in factors that affect the underlying value can be predicted in advance and that investors can use these observed price trends earlier to achieve a certain profit.

Such an understanding of technical analysts is at odds with the expectations of the functioning of an efficient capital market. According to the hypothesis of market efficiency, change in the underlying factors should immediately affect stock prices, however, technical analysts believe that this will not happen, but prices will gradually change, which will result in emerging trends in prices. Then, as mentioned, some of these trends can be used. However, if investors discover these models and try to comply with them in order to benefit, their activities will inevitably affect prices, which will result in a change in the initially-priced models. Therefore, this phenomenon is called a self-destructive model.

2. 2. 3. Dow's theory

We have emphasized that technical analysis is mainly based on the application of charts, so technical analysts are often called Charterers. Charters use the observed trends to earn some

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profits. Dow's theory was named after its creator, Charles Dow, the founder of the Wall Street Journal, and it represents the main basis of technical analysis. The main rule of Dau's theory is that the shares are sold at the top of the downward trend and are buying at the foot of the growing trend.

The two main indicators used in Dow's theory are:

1. DJIA – Dow Jones Industrial Average and
2. DJTA – Dow Jones Transportation Average.

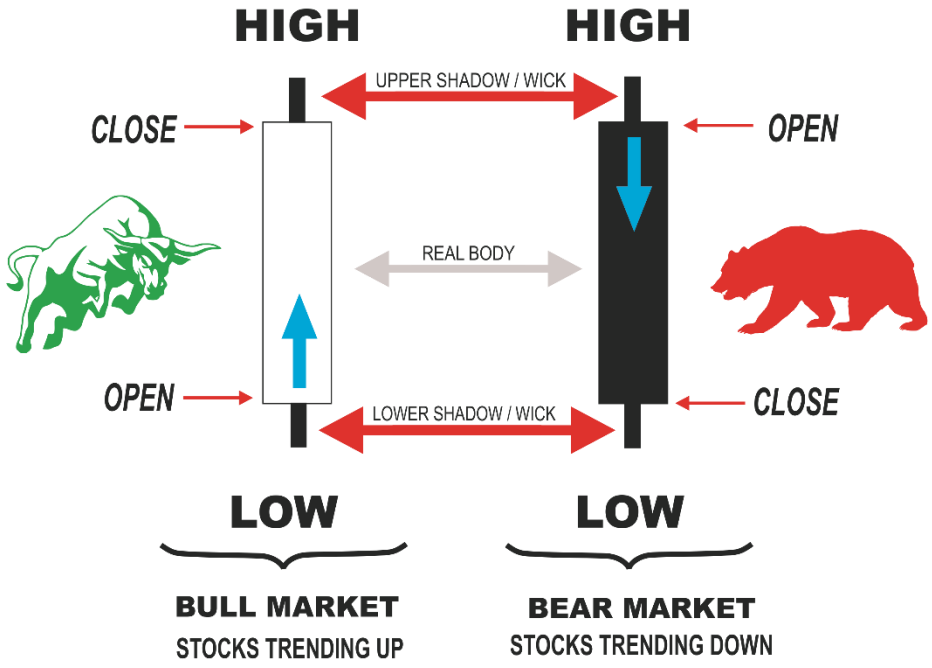
These two indicators are mentioned and explained above, but it is important to note that the main indicator of key trends is the DJIA index, while the DJTA index is used to control to reject or accept a particular signal provided by the market.

There are three main trends affecting stock price within Dow's theory:

1) Primary trend: may be bullish or bearish and lasts from several months to several years. This trend can not be manipulated.

In the picture 1. the bullish and bearish trends are presented with three main phases of the bullish trend (accumulation phase, public participation phase and optimism phase) and the three main phases of the bearish trend (distribution phase, public participation phase, and panic phase phases).

Fig.1.The Dow Theory Bull & Bear Market



Source:http://elitemarkets.com/index.php/stocks/stock-market

2) Secondary or secondary trend: is created due to price deviation from a basic (primary) tendency. These deviations usually last from one to three months, after which they are again approaching the main trend of price correction.

3) Tertiary or Minor Trend (Small Trend): means daily price fluctuations, which will not have a significant impact. They can last up to several weeks.

Within the framework of Daw's theory, it is important to distinguish two concepts, which are:

1) Level of support: Indicates the price level below which it can not fall action or stock index.

2) Resistance Level: indicates the level of price over which the stock is unlikely to increase or the stock index will not fall.

These two levels are determined by analyzing data on price movements in the previous period.

CONCLUSION

Investors need to understand and use different techniques, such as fundamental and technical analysis, analysis of reports and financial statements, horizontal and vertical analysis, and financial analysis from investors' point of view, which in addition to information from the basic financial reports are used market information. All of these concepts and methods are needed to get a complete picture of a company's performance so that factors affecting a business are included, measured and reported, and therefore also in the formation and movement of stock prices when it comes to joint stock companies. In the paper, we have focused on the formation of stock prices as a subject of the strong impact of a large number of different factors, which makes the prediction of their upcoming movement difficult and complex. Exactly, the stock price forecast is very difficult due to the impact of internal and external factors on a company's business and because of the difficult involvement and accurate measurement of the effects of these factors.

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EDUCATION AND TEACHER MENTORING, THE BEST CAREER DEVELOPMENTON STANDART REFORMS IN ALBANIA

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Abstract

In exploring how to achieve this goal, educators are turning their attention and resources increasingly to the priority of professional development. Teacher mentoring programs are now perceived as an effective staff development approach for beginning teachers. By establishing teacher mentoring programs, the district serves two important purposes: novice teachers are given a strong start at the beginning of their careers, and experienced classroom teachers serving as mentors receive recognition and incentives (Little and Nelson, 1990). Researchers believe that mentoring can be a valuable process in educational reform for beginning teachers as well as veteran teachers (Ganser, 1996). Supporting beginning teachers at the outset contributes to retention of new teachers in the school system. Formalizing the mentor role for experienced teachers creates another niche in the career ladder for teachers and contributes to the professionalism of education. Source: Koti Stan.

Effective organizations place a premium on talent when selecting, developing, and advancing their workforce. States and school districts tend to approach teachers from a one-size-fits-all perspective that inhibits efficient and productive workforce management. Organizing the teacher workforce for efficiency and productivity can best be done with careful management of individual talent and careers. Child development is a field of study *concerned with the growth and wellbeing of children and young adults.*

The present practice of professional and career development too frequently fails to differentiate developmental paths for individual teachers. Not only is there a tendency to neglect identifying highly effective teachers for the purpose of retaining, advancing, and placing them in assignments that maximize the impact that they have on student learning, there is also a similar tendency to neglect identification of underperformers.

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Key words: Quality of Higher Education Institutions (HEIs), Ministry of Education and Sport of Albania, Quality Assurance Agency (QAA), education, empirical studies, leader in school, learning politics,

JEL Classification Security System: N0, N1, N2, N3, O1,O2,O3.

I. GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH:

Teacher Professional and Career Development

Mentoring Process The mentoring process is not always clearly understood in education. Researchers are becoming increasingly cognizant of its complexity. Head, Reiman and Thies-Sprinthall (1992) write that the "heart and soul" of mentoring grows out of belief "in the value and worth of people and an attitude toward education that focuses upon passing the torch to the next generation of teachers." The mentoring process extends far beyond supporting the induction of new teachers into the school system through professional guidance and encouragement. Shadio (1996) believes that the heart of mentorship comes from "a commitment to education, a hope for its future, and a respect for those who enter into its community." *Source: Koti Stan.*

Effective organizations place a premium on talent when selecting, developing, and advancing their workforce. States and school districts tend to approach teachers from a one-size-fits-all perspective that inhibits efficient and productive workforce management. Organizing the teacher workforce for efficiency and productivity can best be done with careful management of individual talent and careers. The present practice of professional and career development too frequently fails to differentiate developmental paths for individual teachers.

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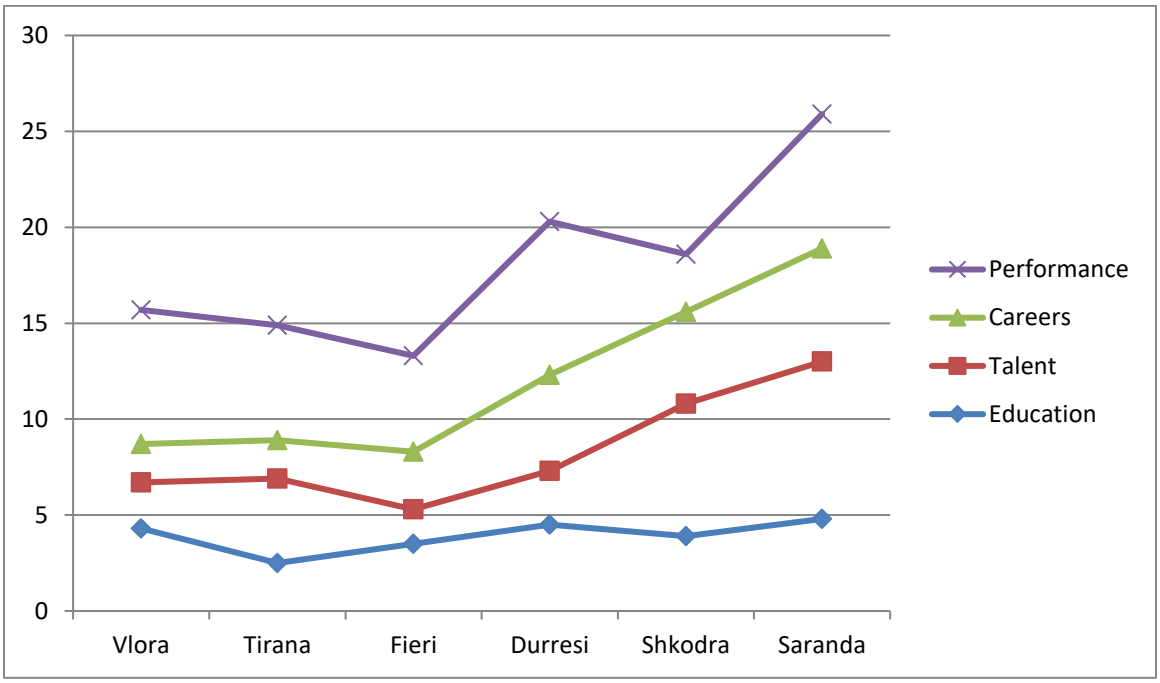

(Source: Albanian Project for education, 2015)

A bachelor's degree in child development, early childhood education or similar fields and a master's in educational psychology (or similar degree); or a bachelor's degree and a specialization in child development, social work, and similar fields such as special education, psychology, and family life studies. A master's degree in child development, early childhood education, human development, family and consumer studies with a specialization in child development or early childhood. *(Source: Albanian Project for education, 2015)*

Teacher Evaluation, Talent Management, and Career Development:

Definition of Mentoring Numerous interpretations of the mentoring process are contained in the literature on mentoring. It is commonly agreed that the process includes the various developmental phases of the mentoring relationship, the dynamics of the mentoring relationship itself, and the application of cognitive developmental theory to the mentoring process (Bey and Holmes,1992). In education, mentoring is a complex and multi-dimensional process of guiding, teaching, influencing and supporting a beginning or new teacher. It is generally accepted that a mentor teacher leads, guides and advises another teacher more junior in experience in a work situation characterized by mutual trust and belief. *Source: Koti Stan.*

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1.1 INTRODUCTION

Typically, mentoring programs pair novice teachers with more experienced teachers who can ably explain school policies, regulations and procedures; share methods, materials and other resources; help solve problems in teaching and learning; provide personal and professional support; and guide the growth of the new teacher through reflection, collaboration, and shared inquiry (Feiman-Nemser and Parker, 1992).Implementation of rigorous teacher evaluation systems represents a long-term investment in a more productive workforce and will support the development and adoption of new practices in talent management and career development.

Teaching experience in the area of early childhood education, or have professional experience in an early care and education program involving interaction with staff and working directly with children.

Most college-level child development teachers work in programs that lead to a Child Development Associate (CDA)certification.

The CDA certificate is the most common certification for preschool teachers. CDA certificate programs require candidates to complete a combination of coursework and supervised fieldwork. For this reason, child development teachers at the college level are expected to hold a combination of formal educational credentials and work experience within the child development field. In addition to having a *bachelor's degree or master's degree* related to the field, candidates for college positions must also have substantial experience working with children in a preschool or elementary school setting, or community organization. *(Source: Albanian Project for education, 2015)*

*General Information:*Although some high schools offer courses that include career-related curricula connected to the child development field, there are no opportunities to exclusively teach child development at elementary, middle school and high schools. Instead, educators with an interest in teaching child development classes to high school students may elect to teach courses that offer college credit to secondary school students. For example, the Colorado Community College (CCC) System has a career that includes a Child Development course for high school students. The course lasts for one semester, and touches upon the responsibilities and challenges associated with parenting.

The CCC course is also geared towards young students who may like to pursue a career as a teacher, day care provider, nurse or doctor. It also fits in with a postsecondary curriculum for future sociology, psychology and human development majors.To qualify to teach a community college course for high school students, one must note the following:

Programs that are both innovative and designed to achieve long-term increases in educational productivity include those that focus their training model on the key competencies that are necessary for teachers to attain to be effective in the classroom, and use a focus on student outcomes to continuously refine and improve their training. Such models may include residencies or other programs offering a rigorous, clinical experience.

Qualities of Mentor Teachers An experienced teacher who facilitates the development and education of a new teacher, the mentor is regarded as a career professional. According to Hawai'i's guidelines for Mentor Teacher Programs, the mentor must possess ideals and expertise of the teaching profession, which are shared with the new teacher (Office of Personnel Services, 1993). The functions of the mentor teacher vary depending on the needs of the new employee, the goals of the mentoring program, and the local and broader educational context or situation. It should be kept in mind that the mentor teacher is a helper, not a supervisor or evaluator, and "a very special person, a model of professionalism" (Office of Personnel Services, 1993). Hawai'i's experience with mentoring has identified the following essential qualities of mentor teachers:

1. A range of interpersonal skills to fit a variety of professional encounters and situations.

2. Good working knowledge of a repertoire of teaching methods, alternative modalities of learning, and styles of teaching and learning that affect student achievement.

3. Ability to use coaching processes that foster increased self-direction and self-responsibility of the beginning teacher.

4. Effective communication skills that facilitate the growth of the new employee and accommodate the employee's emotional, social and cognitive needs.

5. Understanding the stages of teacher development within the context of how adults learn. Source: Kotty Stan

Child development professors belong to a category of educators often associated with psychology, as educators with a background in child development may teach courses on development psychology, cognitive processes, as well as psychological counseling.

To teach child development courses at a two-year college, community college or junior college, most job candidates must fulfill the following educational requirements:

2 HYPOTHESES

H1: How can I teach child development at the elementary, middle, or high school level?

H2: How can I become a college child development to professor?

What is striking in many studies is the strong focus on pedagogical content knowledge (PCK), that in thedescribed as subject didactics. Teaching method does not only relate to (the manypossibilities of) explaining the subject to pupils (subject-didactic repertoire varying fromdirect instruction to activate and differentiate within the course), but is in the sense of PCK onemuch broader understanding that also relates to insight into how students learn and understand a profession orwhere pupils experience problems and suffer from misconceptions.

Professional Development: Nearly half of billions more in other federal funds goes to the professional development of teachers and leaders in our schools. There is little evidence that these expenditures produce an increase in the overall or individual effectiveness of teachers. The development of outcome-based return on investment models can help to assess the efficacy of professional development. Key investments in infrastructure and data will help to support these models and can have long term impact, yet efforts have lagged in this area.

II. THE PURPOSE OF THE STUDY

They also participate in the life of the school, which can range from helping run school assemblies to coordinating after school programs to directing school plays.For this reason, even teachers who accumulate large student loans while completing their bachelor's degree and initial teacher qualifications may find teaching an affordable career option in the long term. Now that you know how to become an elementary school teacher, explore our licensing and school pages to learn more about how and where you can launch your career.

CONCLUSIONS AND RECOMMENDATIONS

Key to the success of any mentoring program is the competence of the mentor who must possess the expertise, commitment, and time to provide assistance to novice teachers. Teachers within a school at the immediate environment of potential progress present an obvious starting place in identifying mentor teachers. There is no fixed rule about which traits or circumstances are most critical in a given mentoring situation (Gray and Gray, 1985). Freedman (1993) reports that the most frequently mentioned characteristic of effective mentors is a willingness to nurture another person. Therefore, individuals recruited as mentors should be people-oriented, open-minded, flexible, empathetic, and collaborative. Source Stenn 2017

The following list represents the three major domains:

a) Personal Social Development Domain - Students are provided the knowledge, tools, and resources to develop an understanding self and one's relationship to others.

b) Educational Achievement and Lifelong Learning Domain - Students are provided the knowledge, tools, and resources to reach their education and career goals in a diverse and ever-changing economy.
c) Career Management Domain - Students are provided the knowledge, tools, and resources to create and implement a plan of action to reach their educational and career goals.

Additionally, all elements marked as "Beginning" or "Not Using" must be observed on at least one additional occasion (after improvement strategies were provided) in a given school year to observe if there was improvement. The second observation should occur no sooner than two weeks after the improvement strategies were made available.

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BUILDING A MORE EQUITABLE SOCIETY, THROUGH INCLUSIVE EDUCATION AND THE SUCESFULL TEACHER WORK

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ABSTRACT:

If the right to education for all is to become a reality, all learners must have access to quality education that meets basic learning needs and enriches lives. The UNESCO Convention against Discrimination in Education (1960) and other international human rights treaties prohibit any exclusion from or limitation to educational opportunities on the basis of socially ascribed or perceived differences, such as gender, sexuality, ethnicity, language, religion, nationality, economic condition and/or ability.

Education should not be simply about making schools available for those who are already able to access them. Instead, it is about being proactive in identifying the barriers and obstacles learners encounter in attempting to access equal opportunities for quality education, as well as in removing those barriers and obstacles that lead 49 to marginalization and exclusion. Education systems should be made inclusive and equitable; that is, every child and young person should have access to education that is welcoming and responsive to his or her characteristics and needs (UNESCO, 2012)

Monitoring student progress with learning trackers (observation logs, observation forms, conferring logs, etc.) provides the teacher with data, e.g., the degree to which the student has mastered a learning target, who needs retouching, who needs additional challenges, what the next learning target should be, how students should be grouped for small-group instruction, and who needs to be observed more closely for a possible learning intervention. The existing research does indicate, however, that well-designed classroom testing programs bear a positive relationship to later student achievement.

Key words:, Albanian reforms, teacher working plan, Take Time to Reflect, Albanian language, Education directories, Practice, exams, working class, Teacher training, School documentation, Children, Class, School program, Performance, Educational teacher roles.
JEL Classification System: N1, N3,SI, S2, S3, N0, N1, N2, N3, O1, O2, O3

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I. GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH:

Evaluate experience and Teaching analysis:

Analysis across the three policy domains clearly demonstrates that social and educational inclusion is a systemic issue worthy of greater attention in Albania. The analysis showed that Albania has made progress towards achieving universal primary school enrolment and increased access to all levels of education. However, the Government should pay particular attention when it comes to the enrolment rates of national minorities as well as children with disabilities.*Source: Collen 2017*

Despite previous efforts to integrate children with disabilities and special needs into mainstream education in Albania, the development of inclusive education as described in this EPR is still only partially realized. Several of the policy issues and recommendations elaborated in each of the domains have illuminated areas where greater steps towards equity and inclusion can be taken.*Beneficial effects are noted when tests are: Administered regularly and frequently An integral part of the instructional approach (i.e., well-aligned with the material being taught) Collected, scored, recorded and returned to students promptly so that they can correct errors of understanding before these become ingrained*

Definitions of Formative Assessments & Monitoring Student Progress Formative Assessment the intentional and systematic process used by teachers and students during instruction that provides immediate feedback to adjust on-going teaching and learning in order to improve students' achievement of the intended instructional outcomes. Monitoring Student Progress

Source: DFA Monitoring Student Progress 2017

II. LITERATURE REVIEW AND HYPOTHESES

The Government of Albania provides leadership and investment, to emphasize in the curriculum that social inclusion and social cohesion are major aims for the society. The Government should also ensure the universal nature of public education that extends equally to all regions, localities and social classes. In order to ensure full inclusion, there is a need for a more rigorous and complete compilation of data on student enrolment and/ or achievement. In addition, there is a need for education and training in inclusive pedagogies to be added to the initial teacher education (ITE) programmers. *Source: DFA Monitoring Student Progress 2017*

Meaningful information can come with purposely designed and systematically used learning trackers which are then used to make decisions about student placement and instructional pacing. "Effective teachers see things. They file those things away. They accumulate evidence of

proficiency. They know their students. No other assessor of student achievement has the opportunity to see students like this over time.

Those who study assessment and evaluation techniques are quick to point out that the role of standardized testing has received considerably more research attention than have classroom testing and other classroom-level assessment methods.

1. When educators speak of classroom monitoring, they generally refer to the following teacher behaviors:
2. Questioning students during classroom discussions to check their understanding of the material being taught
3. Circulating around the classroom during seatwork and engaging in one-to-one contacts with students about their work Assigning, collecting, and correcting homework; recording completion and grades
4. Conducting periodic reviews with students to confirm their grasp of learning material and identify gaps in their knowledge and understanding Administering and correcting tests; recording scores
5. Reviewing student performance data collected and recorded and using these data to make needed adjustments in instruction
6. Defined this way, monitoring obviously includes many kinds of activities, but it is important to note that the present analysis does not address issues relating to school wide or district-level monitoring of student learning.
7. It is not concerned, except incidentally, with monitoring students' behavior.
8. And it provides only cursory information on such matters as teacher training in monitoring and assessment practices or the processes teachers follow in putting monitoring information to use.
9. Instead, the focus here is classroom-level monitoring of student learning progress and what research says about the relationships between such monitoring and the student outcomes of achievement, attitudes and social behavior.

2.1 INTRODUCTION

Measure Progress with Documentation in class

Systematically develop short surveys for teachers, principals, and regional education directors to be administered annually with the intention of identifying successful practices, unexpected issues, obstacles and successes with implementation. The term "learning probe" refers to a variety of ways that teachers can ask for brief student responses to lesson content so as to determine their understanding of what is being taught.

Questions to the class, quizzes, and other means of calling upon students to demonstrate their understanding are methods used by teachers to find out if their instruction is "working" or if it needs to be adjusted in some way. *Source: DFA Monitoring Student Progress 2017*

Does the use of learning probes have a beneficial effect on student achievement?

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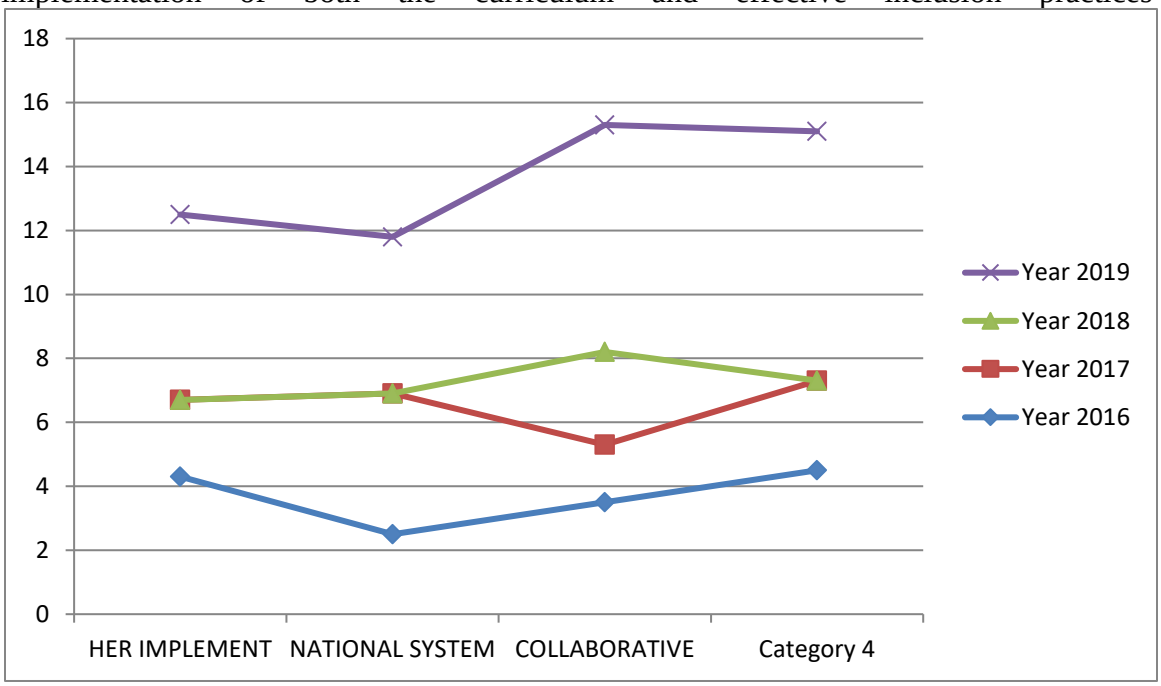
1. Implement the Higher Education Reform, with a particular focus on the education of candidate teachers, and develop a national system to monitor the ongoing development of pre- and in-service teachers' ICT skills.
2. As part of, or in addition to, the training underway for the new curriculum, engage in a process of collaborative inquiry at the school level that assists teachers and principals in developing a repertoire of high level pedagogical and assessment skills required for the implementation of both the curriculum and effective inclusion practices



Source: The curriculum documents should reflect the intentions of the reform, be appropriate to students and useful to teachers. The research indicates that this approach can indeed produce achievement benefits. Particularly effective techniques include: Keeping questions at an appropriate level of difficulty; that is, at a level where most students can experience a high degree of success in answering

1. Investment in infrastructure and innovation are crucial drivers of economic growth and development. School infrastructure includes suitable spaces to learn for all students.
2. This is one of the most basic elements necessary to ensure access to education.
3. Facilities may be inadequate in many ways, including being over-crowded or dangerous or lacking in adequate learning facilities.
4. In addition, access to the Internet has become crucial to ensure equal access to information and knowledge, as well as to foster innovation and entrepreneurship.

Using information on student's levels of understanding to increase the pace of instruction whenever appropriate (There is a strong positive relationship between content covered and

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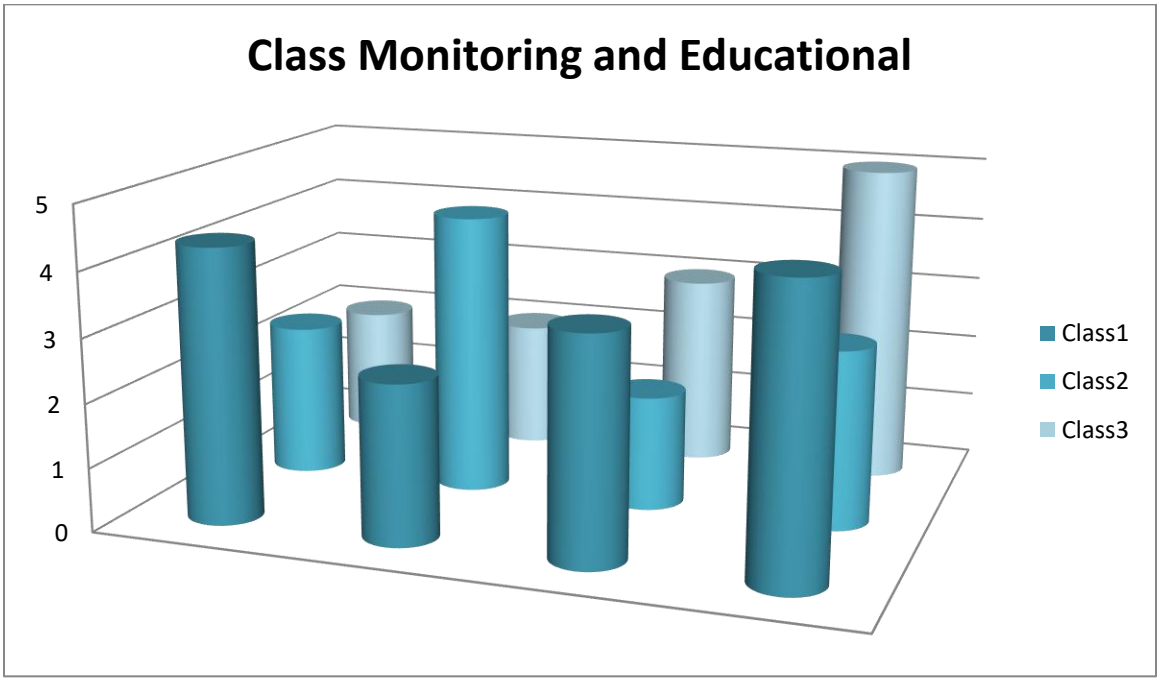
student achievement. Monitoring can alert teachers to situations where they can profitably pick up the instructional pace and thus cover more material.)



In addition to the development of Albania's physical infrastructure, the need to strengthen educational institutions through the development of the capacities of teachers and school leaders represents another crosscutting dimension that was evident throughout the EPR.

1. In each of the three policy domains, stakeholders highlighted the ways in which educational reforms and improvements hinged upon the development of improved infrastructure alongside new teaching and leadership competencies.
2. In the medium term, improve coordination of teacher preparation in universities, practical training, professional development and performance evaluation, including through harmonization of legislation.
3. You will use this document to see how much progress the student made from your last meeting. It's also a great resource to use at parent-teacher conferences, as well as it provides detailed information about the solutions and strategies that the student is, or will be using.

How to Approach the Conference in your class

Albania is committed to the global goals of sustainable development, gender equality, and education as a human right and a public good for all. However, social transformation is not a short-term Endeavour; it will require sustained effort in the medium and long-term towards 2030

and beyond. Through effective engagement with local stakeholders and strategic development partnerships Albania will be well prepared to ensure inclusive and equitable quality education and lifelong learning, with wider benefits for society as a whole.

Here are a few tips on how you can approach the student-teacher conference in your class.

a) Plan it at a time when the other students are busy working in stations or small groups. This way you can take one table at a time to conference with.
b) The students at the "Conference" table that are waiting to meet with you can work on questions or concerns to bring to the meeting, or other busy work.
c) Make sure that you conference with the students in a place where you are far away from the other students, but close enough that you can keep an eye on everything.
d) Ideally, the best place would be at your desk or the reading table.
e) This saves time for me. Every conference is essentially a chance for ongoing formative assessment. As a result, I spend less time grading (especially leaving feedback on student work).
f) It allows me to thrive as an introverted teacher. I need this time one-on-one with students because the large crowd can feel exhausting.
g) Here are a few tips on how to hold a student-teacher conference in your classroom. Long gone are the days when only teachers had a say in their students' education.
h) Today's teachers are finding that when you give students the opportunity to have a say in their education, they are more likely to be motivated and engaged to learn.
i) Encourage your students to come to the meetings with questions and concerns that they may have. Ask them to write down a few notes to bring with them and give them the opportunity to share what they have to say

- Let students know ahead of time that you will be having student-teacher conferences with them. This gives them enough time to get prepared for it.

Conferences are a great way to get to know your students on a more personal level. The students will feel like they really know you, which will help increase their trust with you. Every chance that you get to meet with your students is an opportunity for assessment. This way you will have less time assessing at the end of the marking period, as well as a lot of notes to help you out when grading.

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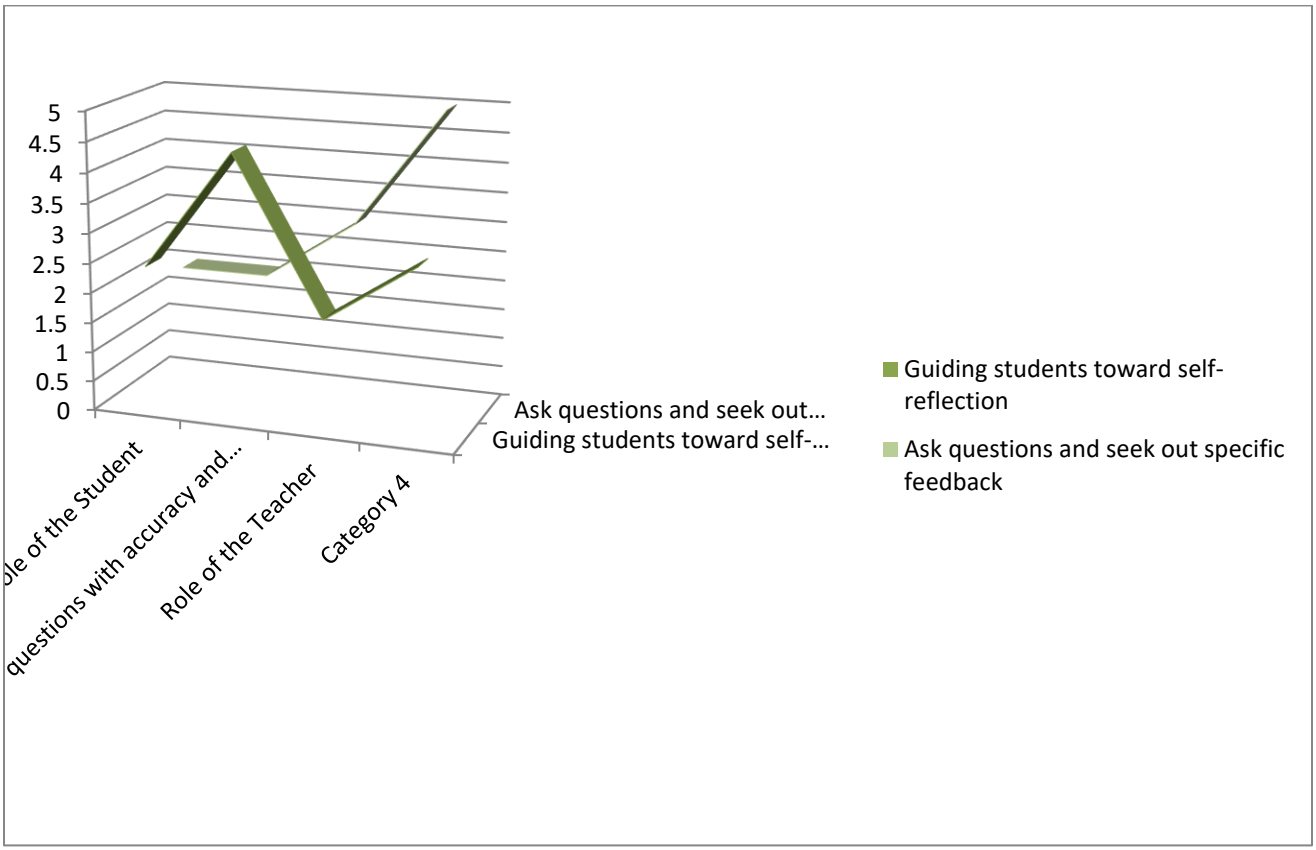

2 HYPOTHESES AND THE AIM OF THIS PAPER RESEARCH

The Republic of Albania stated that the UN-System in Albania could provide the following forms of support: know-how with respect to the methodological aspects of monitoring and evaluation; support in identifying gaps in terms of capacities; aid in the consolidation of capacities regarding the establishment of a monitoring system for the SDGs; and support with national processes to reach consensus on the targets. The Government of Albania also called for support in reaching 'a common understanding of linkages between the SDG outcome document and national strategic documents' as well as in aiding a 'dialogue on data requirements and statistical capacity needed for proposed SDG indicators.

a) Integrate student assessment components in the teacher training programmers, considering performance standards as well. Specifically, include in professional learning activities instruction in the use of data from formal and informal assessment for and of learning for purposes of instructional planning
b) Have systematic procedures for supervising and encouraging students while they work. Initiate more interactions with students during seatwork periods, rather than waiting for students to ask for help

c) Through collaboration between MES and IED, conduct ongoing reviews of whether new textbooks are adequate for the purposes intended and provide additional information to schools regarding technology requirements related to the new curriculum.
d) Discuss with publishers the importance and possibility of increasing contextualization to Albania in textbooks, especially in math's and science
e) Have more substantive interactions with students during seatwork monitoring, stay task-oriented, and work through problems with students
f) Give extra time and attention to students they believe need extra help
g) Stress careful and consistent checking of assignments and require that these be turned in.

Benefits for Students

a) Through collaboration between MES, IED, and teachers, prepare a guide to help educators identify what factors to consider in the selection of textbooks; for example, factors such as the previous experience of students, availability of other resources (including ICT), and students' language levels could be considered.
b) The student has a hand in identifying what he/she needs to work on
c) Students practice self-evaluation and self-reflection techniques
d) Because a student has a hand in it, he/she is more apt to care about the work towards the goal
e) It is not just something the teacher assigned.
f) Able to assess students in terms of motivation, attitude toward reading, ability to select and engage with texts, use of reading strategies, oral fluency, and narrative and expository text comprehension.
g) Do not invite the student in an ominous or formidable manner.

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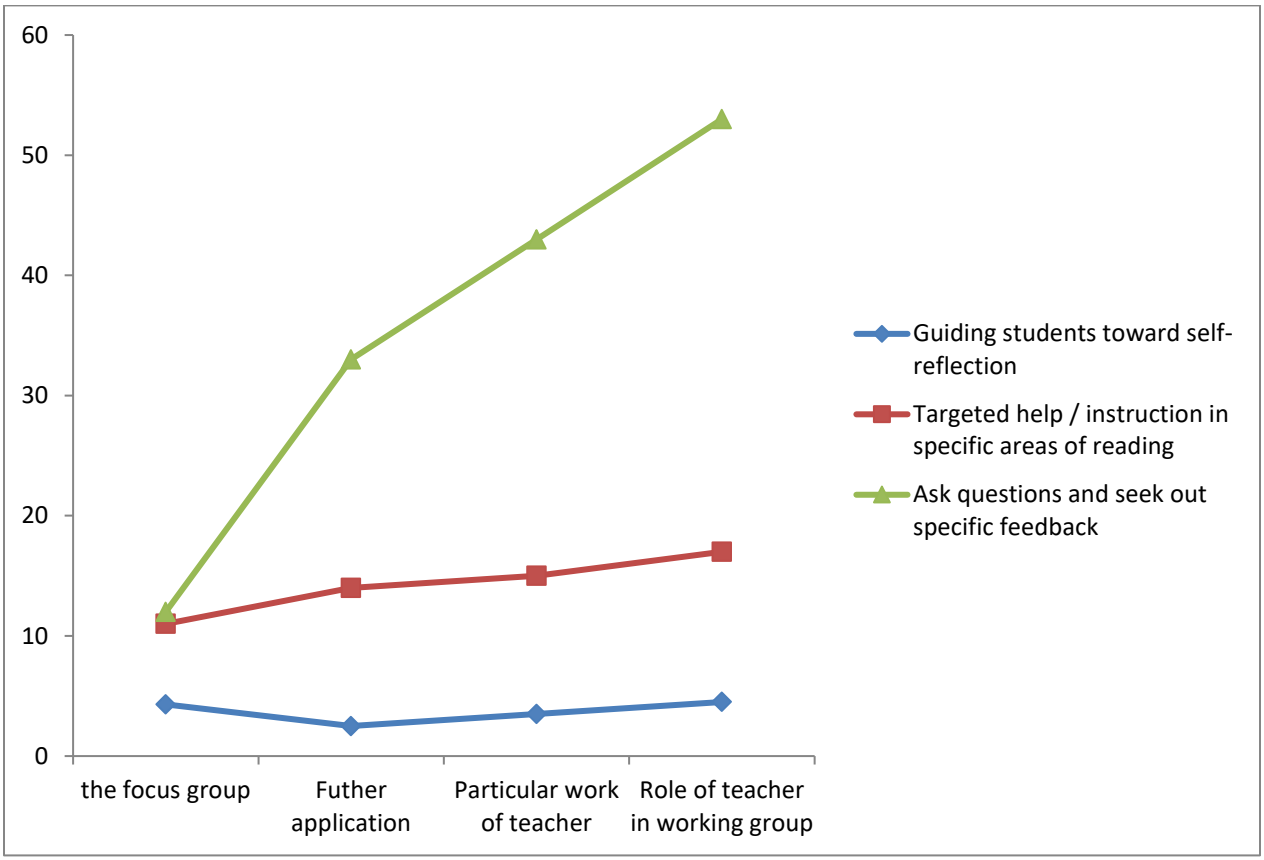

CONCLUSIONS

Strengthening capacities for monitoring and evaluation of educational reforms

One of the main purposes of monitoring and evaluation (M&E) in education is to ensure that equitable and quality education is being provided to all of the population and at all levels. Quality education is a multi-dimensional concept that takes into account the quality aspects on input (human, material, and financial), process (teaching-learning and effective management practices), and outputs and outcomes (the learning outcomes and quality of results) (UNESCO-IIEP, 2007). The better infrastructure as well as improve the coverage of education services in all geographical areas to help address the education needs of the rural populations and disadvantaged groups. Targeted support to higher education institutions would help to address critical needs in human resource development and strengthen institutional governance across the education system, including higher education particularly as it pertains to the education of future teachers and education professionals.

The use of homework assignments bears a significant and positive relationship to achievement when the homework is carefully monitored, as well as serving the function of increasing students' learning time. To address these key policy issues, the Government of Albania will need to pay significant attention to strengthening the monitoring and evaluation of the implementation of educational reforms.

This demands that key indicators be defined, that a monitoring and evaluation framework be developed, that responsibilities are clearly assigned, and most importantly, that action is taken on the findings of monitoring and evaluation exercises.

An effective M&E system can help not only governments, development partners and donors, but all those concerned with education and its quality and coverage. Homework confers the most beneficial results when assignments are:

a) Closely tied to the subject matter currently being studied in the classroom
b) Given frequently as a means of extending student practice time with new material Appropriate to the ability and maturity levels of students
c) Clearly understood by students and parents Monitored by parents; i.e., when parents are aware of what needs to be done and encourage homework completion Quickly checked and returned to students
d) Graded and commented on the research also indicates that homework which meets these criteria is positively related to student attitudes.
e) Students may say they don't like homework, but research shows that those who are assigned regular homework have more positive attitudes toward school, toward the particular subject areas in which homework is assigned, and toward homework itself, than students who have little or no homework.

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EDUCATION POLICY IN ALBANIA AND THE MAJOR PRINCIPLES OF THE PAN-EUROPEAN SOCIAL AND ECONOMIC RECOMMENDATIONS

Sub topic: Students at the centre of your working group in class

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ABSTRACT: *In Albania, efforts to create a more student-centered curriculum, expand the use of ICT, and increase equity have placed new expectations on teachers to create more inclusive classrooms where students develop transversal skills and prepare for participation in a democratic knowledge society. As Albania continues to decentralize its education system, school leaders are also expected to take on new responsibilities, reach out to parents, and build strong links with their communities. The main teacher and school leadership policy issues identified in this EPR include the status of the teaching profession, teachers' and principals' employment and working conditions, initial teacher preparation, the state examination and internship programmed that lead to teacher certification, hiring and deployment procedures, continuing professional development, teacher performance appraisal, and the school leadership role.*

In highlighting these key policy issuesEducation policy in Albania draws upon some of the major principles of the pan-European social and economic recommendations, including those from the European Union and the Council of Europe, as well as several bilateral and multilateral organizations. In additional – although Albania is not a member of the OECD – the OECD's programmed for International Student Assessment (PISA), in which Albania has participated since 2000, has become a key point of reference for education policy-makers. Albania has become a signatory to a number of international and European covenants, conventions and recommendations directly or indirectly impacting the country's education sector.

Major conventions and agreements including the Bologna Declaration (signed in 2003); EU candidate status (granted in 2014); and Convention on the Rights of Persons with Disabilities (ratified in 2013) for example, provide a supra-national normative framework for Albania's educational reforms.

Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. The Law on Inclusive Education, adopted in 2012, guarantees the right of children with disabilities to education, and furthermore, access to special teaching personnel trained in catering to the special needs students may have.

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At the same time, there is significant evidence suggesting the highly constrained capacity of individual schools for the intake of children with disabilities (ADRA Albania, 2015).

The supply of schools for children with disabilities is rather limited in Albania with virtually nonexistent access to education in rural areas (De Soto et al., 2005, p. 58). The Government of Albania has committed to increase the enrolments of children with disabilities and children from impoverished families by 2% in PUE (Republic of Albania, 2013, p. 89).

It is anticipated that considerable infrastructure improvements and improved access to services for children with disabilities will result from adoption of the most recent framework law on inclusion of and accessibility for people with disabilities (European Commission, 2014, p. 37).Learning standards describe educational objectives, what students should have learned by the end of a course, grade level, or grade span but they do not describe any particular teaching practice, curriculum, or assessment method (although this is a source of ongoing confusion and debate).

Key words: Learning standards, Educational Objectives,State's department of education, educators and subject-area specialists, students and class, public-commentary periods, development, reforms.
JEL Classification System: SI, S2, S3, N0, N1, N2, N3, O1, O2, O3

I. GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH:

Education policy in Albania draws upon some of the major principles of the pan-European social and economic recommendations, including those from the European Union and the Council of Europe, as well as several bilateral and multilateral organizations. In additional – although Albania is not a member of the OECD – the OECD's programmed for International Student Assessment (PISA), in which Albania has participated since 2000, has become a key point of reference for education policy-makers.

The analysis on curriculum development and reform highlights the following: curriculum reform must be incremental; widespread communication of reforms must reach a range of stakeholders; there must be support for local implementers as well as ongoing monitoring, formative evaluation and feedback mechanisms to make adjustments where needed. Furthermore, the EPR supports the further development of policies and practices that promote full inclusion for vulnerable students; teachers' professional development that enables them to create inclusive learning environments and flexible instruction to reach all learners; local contextualization of the curriculum materials and texts; and improvement to the overall alignment of the education system over the medium and long term of implementation

The education indicators can be difficult to calculate for a number of reasons. For certain indicators, such as the student to teacher ratio, you are required to include the local and over-aged children with the refugee children. *For other indicators, such as enrolment percentages, you are required to include just the school-aged refugee children*.

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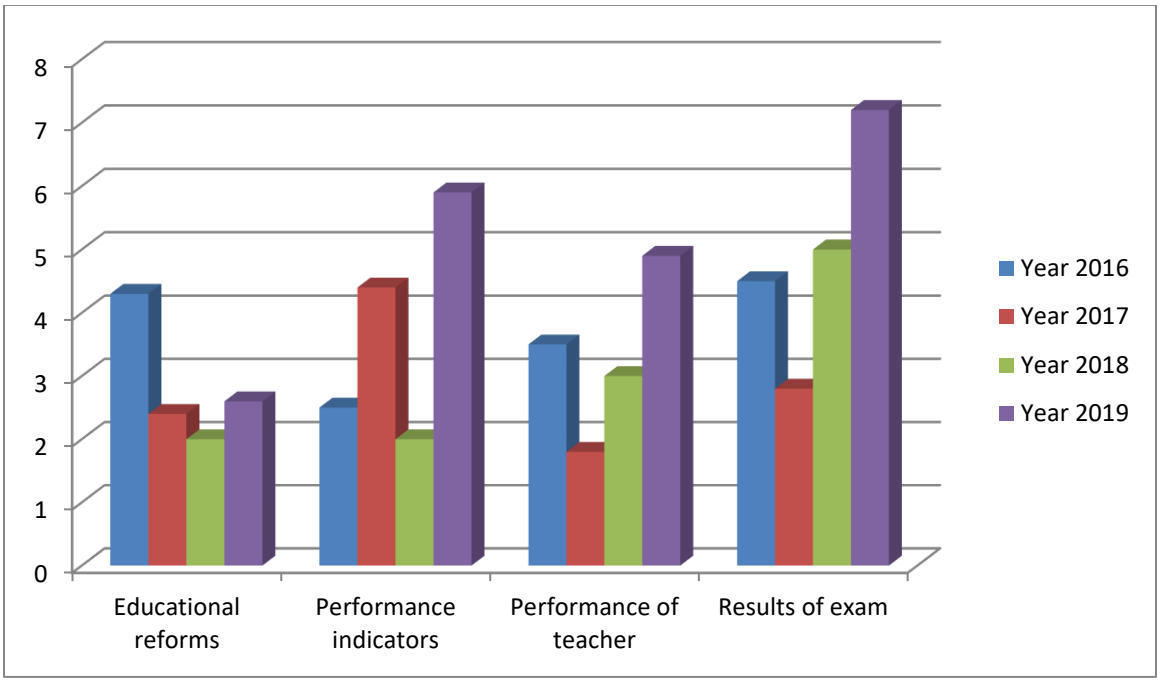
An additional challenge is that you are required to generate data on certain age groups which, depending on your operation, can be difficult to obtain (i.e. 15-24 year olds). The operational purpose of calculating the percentage of qualified or trained teachers is to assess the quality of education being provided to the students. Knowing the percentage of qualified teachers is particularly important in order to assess whether or not displaced children and adolescents are receiving quality education.

1.1.2 Number of students per teacher



Evidence and Discussion Education policy in Albania draws upon some of the major principles of the pan-European social and economic recommendations, including those from the European Union and the Council of Europe, as well as several bilateral and multilateral organizations. In additional – although Albania is not a member of the OECD – the OECD's programmed for International Student Assessment (PISA), in which Albania has participated since 2000, has become a key point of reference for education policy-makers. Source: *Order 418, dated 11.08.2016, on approval of regulation for professional development and qualification of heads of educational institutions in the pre-university education system*

Unlike the enrolment indictors, this indicator requires that you include all students in the classroom (including over-aged and local children), not just school aged refugee children. (*for example, child labor, forced military recruitment, childhood illness, or poor education programming).*

However, if the camp population has drastically decreased in that month due to repatriation, you might find that the attendance rate of 78% is unchanged. If for example you had 336 students in the school and 14 teachers, your calculation will look like this: 336 = 24 students per teacher 14

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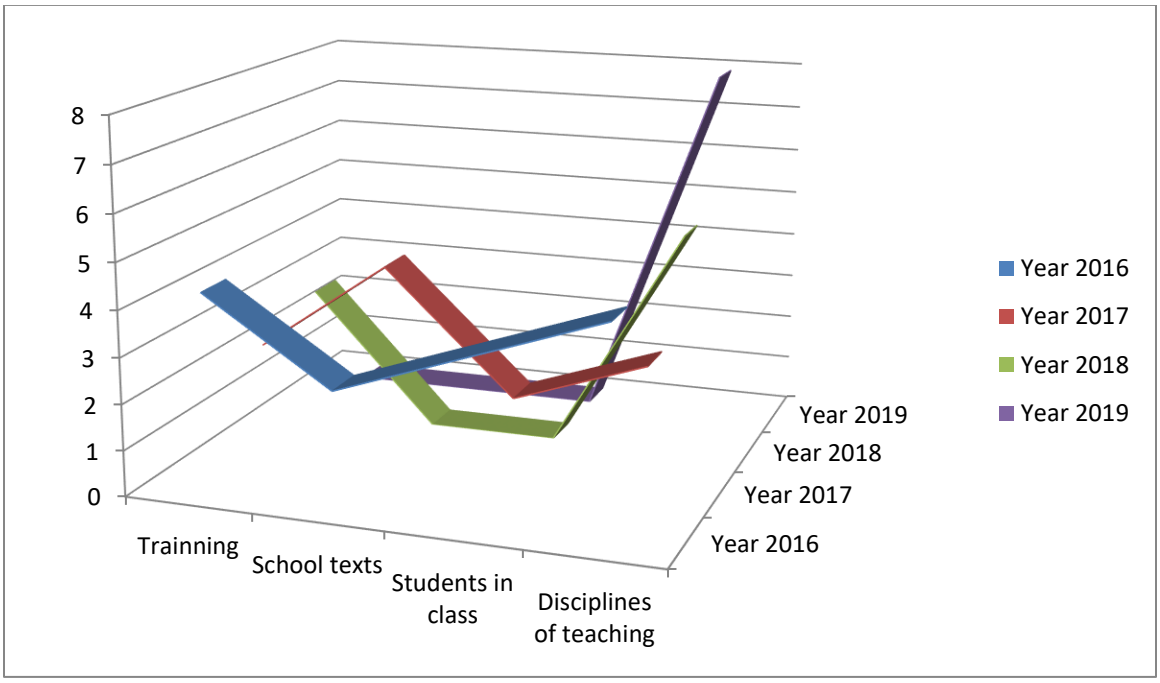
similarly, if you are calculating student-to-textbook ratios, or student-to-desk ratios, you should include all children in the classroom, regardless of nationality or age.

1.1.3 *Calculating Education Indicators in Albanian schools*

The percentage of qualified teachers is determined by dividing the numerator, the total number of qualified and trained teachers, by the denominator, the total number of teachers. If for example there are 15 qualified or trained if your operation uses progress, you should be able to obtain the number of refugees in any given age group.

If you do not currently have access to progress data, it can be obtained by contacting the registration focal point in your operation. A good idea, especially when asked to report on indicators such as the 'percentage of 15-24 year olds enrolled in training,' is to create a filter in progress. *Source: UNHCR Report 2017*



Source: UNHCR Report 2017

" For example, if the standard for primary enrolment is set at 100 per cent, but the indicator measures enrolment at only 70 per cent, there is a gap of 30 per cent. Sometimes due to cultural, geographic or other circumstances, it may not be possible for your area to achieve all of the standards. A similar process can be followed to calculate the percentage of qualified male teachers, and also what percentage of the teaching population is comprised of qualified male teachers.

1. *Introduction time.* Similarly, programming decisions that are not based on the indicators may not in fact target the largest education gaps, because these gaps have not been properly identified. Many questions are often asked when calculating education statistics for Standard and Indicator Reports, such as 'When do I include the local population?

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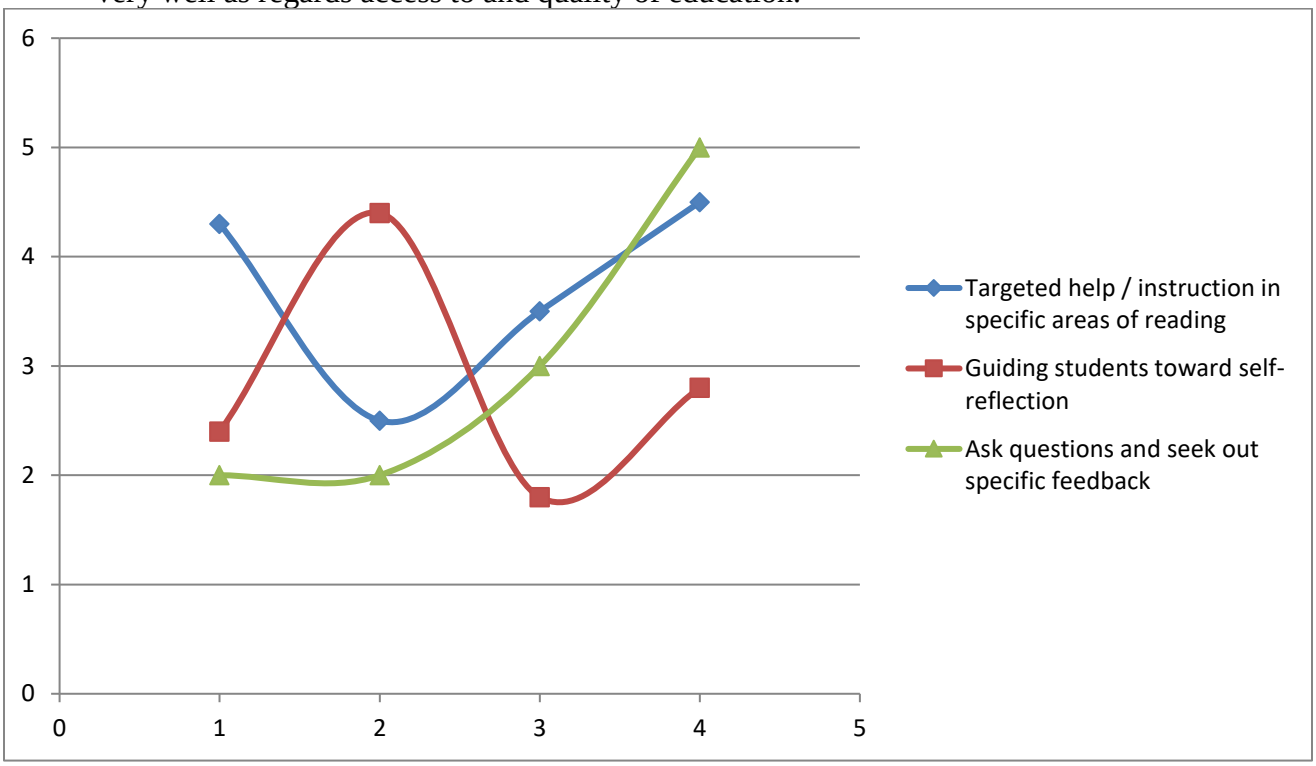
Why are enrolment percentages reaching over 100 per cent? Is gender parity the same as the percentage of girls enrolled in school?'

2. The education standard and indictor information is also important to secure funding from donors and potential donor countries and organizations.
3. If, for example, all of the countries in region A are reporting over 100 per cent enrolment and/or 100 per cent of qualified teachers, it would appear as if these countries are doing very well as regards access to and quality of education.



Standards and Indicators and Other Key

The education reform includes the development of digital competences. One of the main challenges' regarding the implementation of the reform related to school textbooks and teaching materials is the lack of proper infrastructure, particularly in the area of ICT. For this reason, the curriculum reform in Albania includes an initiative focusing on the use of ICT in education, which is further discussed in the next section.

To support the development of students' digital competences and to help teachers and students in the learning process, MES and IED are working to provide other learning resources, especially digital resources, for schools. Throughout the reform process, the collaborative learning process in schools is key. MES reports that there are departments in schools in which teachers collaborate in order to discuss and design syllabi and organize their classes. *Burimi: Order 418, dated 11.08.2016, on approval of regulation for professional development and qualification of heads of educational institutions in the pre-university education system*

There is also an active process of peer observation and reflection sessions. The process for new textbook selection has also changed with the implementation of the reform. According to MES, new textbooks are new designed according to the curriculum programmers and they are competitively assessed according to the textbook standards by four evaluators. The winning textbooks are then piloted for one year before being certified by the publishers after reflecting on comments and feedback from the teachers who piloted the texts. This process should aid in increasing the relevance and alignment of new textbooks with the reformed curriculum in Albania.

II. LITERATURE REVIEW AND HYPOTHESES

According to UNICEF, school attendance is a major issue with both of these marginalized groups, yet the numbers of students not attending school is under-reported. The only hard data available for the UNESCO review team on children with disabilities was the number of students actually enrolled in schools.

However, interviewees highlighted that there are significant numbers of children who are not in school at all, and not acknowledged as being in need of education. Additionally, many Roma girls drop out school at the 5th year of education (age 10). *Source: Order 418, dated 11.08.2016, on approval of regulation for professional development and qualification of heads of educational institutions in the pre-university education system.*

Education policy in Albania draws upon some of the major principles of the pan-European social and economic recommendations, including those from the European Union and the Council of Europe, as well as several bilateral and multilateral organizations. In additional – although Albania is not a member of the OECD – the OECD's programmed for International Student Assessment (PISA), in which Albania has participated since 2000, has become a key point of reference for education policy-makers.

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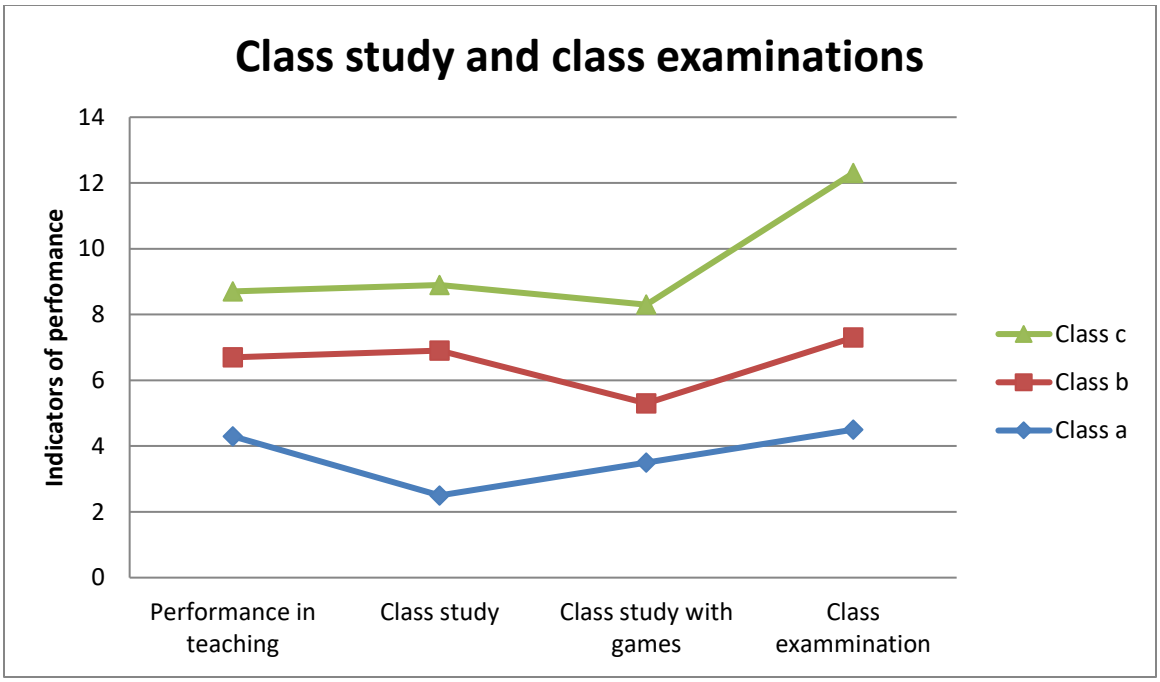

COMMUNICATION IN YOUR CLASS

The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance. An effective student information management system should include yearly achievement, national assessment results, and other information relevant to the individual student. An effective system should be able to accumulate the relevant information on a student as he/she moves through the system, and perhaps from school to school or region to region. Feedback surveys should be developed centrally in consultation with the representative local participants

Quality Indicator 1: Classroom management techniques

Quality Indicator 2: Management of time, space, transitions, and activities

Quality Indicator 3: Classroom, school and community culture Standard

Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

Evidence and Discussion on Albanian teaching reforms

The development of clear and measurable targets and indicators is a crucial step in ensuring the success of Albania's education reforms. Enacting effective mechanisms for monitoring and evaluating the outcomes of reforms is also keys to ensuring success. The successful implementation of education reform in Albania requires coherent and sustained interventions. According to the UNESCO review team's analysis, the current policy and institutional architecture concerning ICT in education is too fragmented to meet evolving national aspirations and global demands

Furthermore, the review team recommends that administration needs to be streamlined and rationalized; data collection should be enhanced and better use made of data in policy making; and more attention needs to be given to strengthening capacity at the school level to address emerging needs. Additionally, equity must be put at the centre of all these reforms. National ICT policies in education will have the greatest impact if they are aligned with other strategic and operational policies, particularly those designed to enhance educational quality, equity, and inclusion: *Burimi: Order 418, dated 11.08.2016, on approval of regulation for professional development and qualification of heads of educational institutions in the pre-university education system*

Monitoring and formative evaluation during implementation provides useful feedback to education authorities, and can help teachers and principals in the schools see their progress. With reliable information, governments can more effectively target investments in training and resources, and make changes to implementation plans and guidelines if these are needed.

1. The teacher uses professional communication and interaction with the school community;
2. The teacher acts as a responsible professional in the overall mission of the school.

Quality Indicator 1: Verbal and nonverbal communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Quality Indicator 3: Learner expression in speaking, writing and other media

Quality Indicator 4: Technology and media communication tools

Encourage initial leadership training: Whether initial training is voluntary or mandatory can depend on national governance structures. Governments can define national programmers, collaborate with local level governments and develop incentives to ensure that school leaders participate.

CONCLUSIONS

Attracting highly qualified applicants to the teaching profession is thus a key area of policy concern in Albania. One possible approach to increasing the attractiveness of teaching would be an across-the-board increase to teachers' salaries. Burimi: Order 418, dated 11.08.2016, on approval of regulation for professional development and qualification of heads of educational institutions in the pre-university education system.

However, if teachers' salaries in Albania are already high compared to comparable public professions, a salary increase would need to be substantial in order to have an impact on the

attractiveness of the teaching profession as a whole. The government will need to weigh the relative costs and benefits of teacher salary increases and determine whether the increased salaries would have an overall positive effect on the attractiveness of the profession

Learning progressions: In each subject area, standards are typically organized by grade level or grade span—consequently, they may be called grade-level expectations or grade-level standards—and the sequencing of standards across grades or stages of academic progress is called a "learning progression" (although terminology may vary from place to place). Learning progressions map out a specific sequence of knowledge and skills that students are expected to learn as they progress through their education. *Burimi: Order 418, dated 11.08.2016, on approval of regulation for professional development and qualification of heads of educational institutions in the pre-university education system*

To be able to monitor student achievement effectively, in a world where students may move from school to school, or may leave school, requires a robust national system for managing student information, from enrolment to achievement.

1. *Implement the Higher Education Reform, with a particular focus on the education of candidate teachers, and develop a national system to monitor the ongoing development of pre- and in-service teachers' ICT skills.*
2. *Collaborate with international donors in order to design and implement continuing professional development initiatives aimed at training in-service teachers, and ICT teachers in particular, in the use of ICT for educational purposes.*
3. *Encourage collaboration among teachers and school leaders with different levels of expertise in the use of ICT for teaching and learning purposes.*
4. *There are jurisdictions that have implemented effective systems, which may be willing to share their expertise and advice – this could help to speed and streamline Albania's work.*
5. *In the intervening period, provision should be made for each school to improve the data it collects on a daily basis in a less technologically sophisticated way that might have sufficient consistency to be used as indicators.*

There are two main characteristics of learning progressions: (1) the standards described at each level are intended to address the specific learning needs and abilities of students at a particular stage of their intellectual, emotional, social, and physical development, and (2) the standards reflect clearly articulated sequences—that is, each grade-level learning expectation builds upon previous expectations while preparing students for more challenging concepts and more sophisticated coursework at the next level.

The basic idea is to make sure that students are learning age-appropriate material (knowledge and skills that are neither too advanced nor too rudimentary), and that teachers are sequencing learning effectively or avoiding the inadvertent repetition of material that was taught in earlier grades. For a more detailed discussion, see learning progression.

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- Principals who focus on school improvement have more effective schools (Shen & Hsieh, 1999).
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DEVELOPMENT TEACHING PROCESS AND THE INDICATORS OF HIGH PERFORMANCE IN CLASS EDUCATION

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ABSTRACT: Indeed, any strategy for change must contend with the diverse factors affecting the education system, the interactions of its parts, and the intricate interdependencies within it and with its environment.As we consider these problems, we become increasingly cognizant of the various possibilities of using concepts and methods of the study of complex systems for providing direction and strategies to facilitate the introduction of viable and successful changes. A key insight from complex systems is that simple solutions are not likely to be effective in cases such as the education system, and that providing a balance or coexistence of what seem to be opposites may provide the greatest opportunities for successful courses of action. In the following we consider.Integrating the commonly polarized goals of education; i.e. the goal that focuses on transmitting knowledge with the goal that emphasizes the development of the individual student.Adapting teaching to different student characteristics by using diverse methods of teaching.

1. *Adaptation to the ability levels, patterns of different abilities, learning styles, personality characteristics, and cultural backgrounds.*
2. *Integrating the curriculum by developing inter-disciplinary curriculum units that enable students to acquire knowledge from different disciplines through a unifying theme while having the opportunity to contribute in different and special ways to the objectives of the integrated units.*
3. *Education is a process by which human beings and societies reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of people to address environment and development issues. It is also critical for achieving environmental and ethical awareness, values, and skills consistent with sustainable development and effective public participation in decision-making.*
4. *Policy-makers concerned with children's access and participation in education would find this indicator. When investigating or reporting on learning standards, it is important to know how they were developed, what knowledge and skills they describe, and how they are actually used in schools.*

To consider ways and means by which the international community can deal more effectively with environmental concerns, in the light of the other recommendations in its paper research. To help to define shared perceptions of long-term environmental issues and of the appropriate efforts needed to deal successfully with the problems of protecting and enhancing the environment, and a long-term agenda for action during the coming decades. The need to protect and enhance the human environment within a common framework and principles led to the Development (UNCED), more commonly known.

Key words: Class Education, educators and subject-area specialists, public-commentary periods, development, reforms.

JEL Classification System: SI, S2, S3, N0, N1, N2, N3, O1, O2, O3

I. GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH:

What is the relationship between: Education and Class Performance in Education?

The approaches to teaching can be categorized according to major educational goals that affect teaching strategies. On one hand the goal of education is viewed as the transmission of knowledge by the teachers to the students. On the other hand the goal of education is viewed as facilitating students' autonomous learning and self expression. The former approach which converges toward the teaching of specified subject matter may be termed 'convergent' teaching and the latter approach which stresses open ended self-directed learning may be termed 'divergent' teaching. The convergent approach is highly structured and teacher-centered; the students are passive recipients of knowledge transmitted to them and learning achievements are measured by standardized tests. The divergent approach is flexible, student-centered, where the students are active participants in the learning process and learning achievements are assessed by a variety of evaluation tools such as self-evaluation in parallel to teacher evaluation; documentation portfolios; and special projects (*see also Niche Selection (link to be added soon*).

In the highly complex education system there may be various combinations of the different approaches to teaching and probably no 'pure' convergent or divergent teaching. Still, the tendency in the education system of today is toward the convergent approach. In fact, among the current suggestions for implementing educational reforms to deal with the considerable problems of the education system, there has been a strong emphasis on setting convergent goals, an aspect of which is the use of across-the-board standardized testing. Testing has been commonly viewed as a prudent way to determine the success or failure of the teaching and learning process. There has been a relatively limited use of other means of evaluation which are more complicated and more demanding in terms of application and interpretation.

The relationship between environmental education, education for sustainable development and development education is complex, and the three often display more similarities than differences. All three are essentially concerned with behavioral change through education and the promotion of values, attitudes and understanding. A core value promoted by the three sectors is respect: respect for you, respect for others, respect for the world we live in and respect for the planet. However, a closer examination of each sector suggests that each has a primary aim or focus that sets it apart from the others.

Sustainable development is not a new concept. It means living in harmony with the nature in full recognition of the needs of all other species. It is no just "the survival of the fittest", we must help even the weakest of the species to survive because each species has a role to play that is ultimately beneficial to the earth and all its human population. Our forefathers preached us the need to coexist with the environment in a balanced manner. The needs of the people in different parts of the world may be different, but our dependence on the Nature is similar. The most important thing to remember is that we have only one earth and if we destroy it by our actions, our children will not have a place to live."Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Brundtland, G (1987)*Source: Our Common Future: The World Commission on Environment and Development, Oxford: Oxford University Press]*

Any development activity can be sustainable, if it is "a dynamic process which enables all people to realize their potential and to improve their quality of life, in ways which simultaneously protect and enhance the Earth's life support systems". *Source: (Forum for the Future, Annual Report 2000).*

In short, if we care for the comfort of the present generation only and do not think of the needs of the future generations, and we damage the environment by various development activities, these activities will be termed as unsustainable. In taking every action, small or big, the possible damages to the environment must be given full consideration and the action must not leave behind a degraded environment. Technically, sustainable development is defined as a path of development in which no permanent and irreparable damage is done to the environment and the resources are kept intact for the future generations. The earth has everything for each generation, but it depends on the proper use.

The present generation can survive very well on the resources available, but they must also leave behind enough resources for the future generations. It is necessary that a sustainable development path do not have any negative factor that is responsible for causing adverse impacts on the environment.

A sustainable development programmed is friendly to the ecosystem in all respects and has the capacity to absorb abrupt changes of the present and the future. Sustainable development has also a strong element of socio-political development. Thus, sustainable development programmed must have equal concern for all sections of the society with a balanced economic development and environmental protection.

The programmed should have a long-term view of future consequences of any action taken today. In short, sustainable development has become the cornerstone of development planning

today and has also become a principal tool of negotiation in international aid packages to the countries.

The sustainable development can be broadly classified into three different kinds, viz., environmental sustainability (no permanent damage to the environment), economic sustainability (economy remains stable with equitable sharing of resources) and sociopolitical sustainability (maintaining social harmony and political stability).Alongside the Gross Enrolment Ratio or GER (defined later in "Linkages to Other Indicators"), particularly useful. A sharp discrepancy between the GER and the NER indicates that enrolled children enter late to the first grade or do not progress regularly through the grades and that the system's internal efficiency could be improved. Appropriate policies and measures could then be adopted to address problems of grade repetition and drop-out as well as bottlenecks with regard to retention in school.

Enrolment Rates in class with

As educators seek ways to meet the demands put upon the education system in today's world of rapid changes and ever increasing complexity, it may be helpful to recognize that there is a need for both convergent and divergent approaches to teaching and learning. *Source: Lemin 2018*. Educators who stress the importance of the acquisition of specific knowledge as a useful way to prepare the students for productive future functioning, must come to realize that even for the purpose of this goal alone, a divergent approach is needed today. With the great proliferation of knowledge and rapid changes in most fields as well as the appearance of many new fields, it is critical to develop students' capacity for self-directed learning and self growth. *Source: Lemin 2018*

On the other hand, those who emphasize the importance of autonomous growth and creative self-expression must realize that the students need academic skills (such as reading, writing, calculating, etc.) as prerequisites for productive self expression. Since the creative process involves new ways of using existing knowledge, it is important to provide opportunities for students to acquire such knowledge (which can be acquired by convergent teaching). *Source: Lemin 2018*. Hence, convergent and divergent teaching strategies are both needed and the challenging question is how to find the balance between them within the complexity of the process of teaching and learning. *Source: Lemin 2018*

It is likely that the two approaches may increasingly become not mutually exclusive but interrelated and interdependent.Past 20 years have seen an accelerated process of globalization that has impacted countries around the world. However, not all have benefited equally and many have benefited little or not at all from this process. A global economy based on current patterns of consumption and production is placing heavy stresses on many ecosystems and climate change threatens to undo and even reverse progress made toward meeting the *Millennium Development Goals.*

Therefore the challenge is to sustain the process of poverty reduction and development while also avoiding greater damage to the environment and adapting to the damage that has already been done. As the international community prepares to tackle these challenges and looks beyond it to agreement on a set of Sustainable Development Goals, education is an untapped sector. This policy brief outlines the ways education is critical to realizing the goals of sustainable

development through five priorities that should be incorporated into the discussions if the conference is to set an achievable strategy for sustainable development:

a) *Support quality early childhood development and learning opportunities for girls and boys;*
b) *Ensure that basic literacy and numeracy are learned in school;*
c) *Enable young people to make the transition to and complete relevant post-primary education;*
d) *Equip young people with relevant skills for 21st century lives and livelihoods;*
e) *Make learning spaces safe, climate compatible and sustainable.*

Education Indicators and the Measurement Methods:

In general, adaptation to individual differences under convergent teaching tends to be limited. The students are all expected to strive toward one goal of learning specified required knowledge; some may attain it and others may fall by the wayside or be given some remediation with limited results. *Source: Lemin 2018*. Nevertheless, there are various possibilities of effective adaptation to individual differences under convergent teaching. In addition to adaptation in the rate of learning, where each student can be allowed to work at his/her own pace, there are many possibilities of adaptation through the use of diverse methods of teaching. *Source: Systems Perspectives on Education and the Education System, New England Complex Systems Institute (2002)*

Even when all the students are taught the same material, teachers can use different methods, different techniques or different media, to cater to individual differences in abilities and personality characteristics. Such a 'multi-convergent' approach can be more effective in giving the students opportunities to use their aptitudes and inclinations for learning and attaining higher achievements. As the students experience success and consequently a sense of competence, their motivation is enhanced to pursue further learning. Such an approach has a better potential for success than the common reality of students with learning difficulties, who often struggle through remediation with a sense of inadequacy and discouraging experiences of failure.

Adaptation to individual differences under divergent teaching may be expected to be productive because of its emphasis on student autonomous, active, self-reliant learning. Yet, there are students who may not function well under divergent conditions because of their strong need for guidance, direction, and structure. Divergent teaching can cater to such needs by individual guidance, along with ongoing assessment and subsequent modifications. This is a 'guided-divergent' approach which is more structured and less flexible than the open divergent teaching but less narrow and limiting than convergent teaching.

Determine the population of official school age by reference to the theoretical starting age and duration of ISCED97 Level 1 (primary education) as reported by the country. Divide the number of pupils enrolled in primary education who are of the official school age by the population for the same age-group and multiply the result by 100. This method requires information on the structure of education (i.e. theoretical entrance age and duration of ISCED97 Level 1), enrolment by single years of age and population of the age-group corresponding to the given level of

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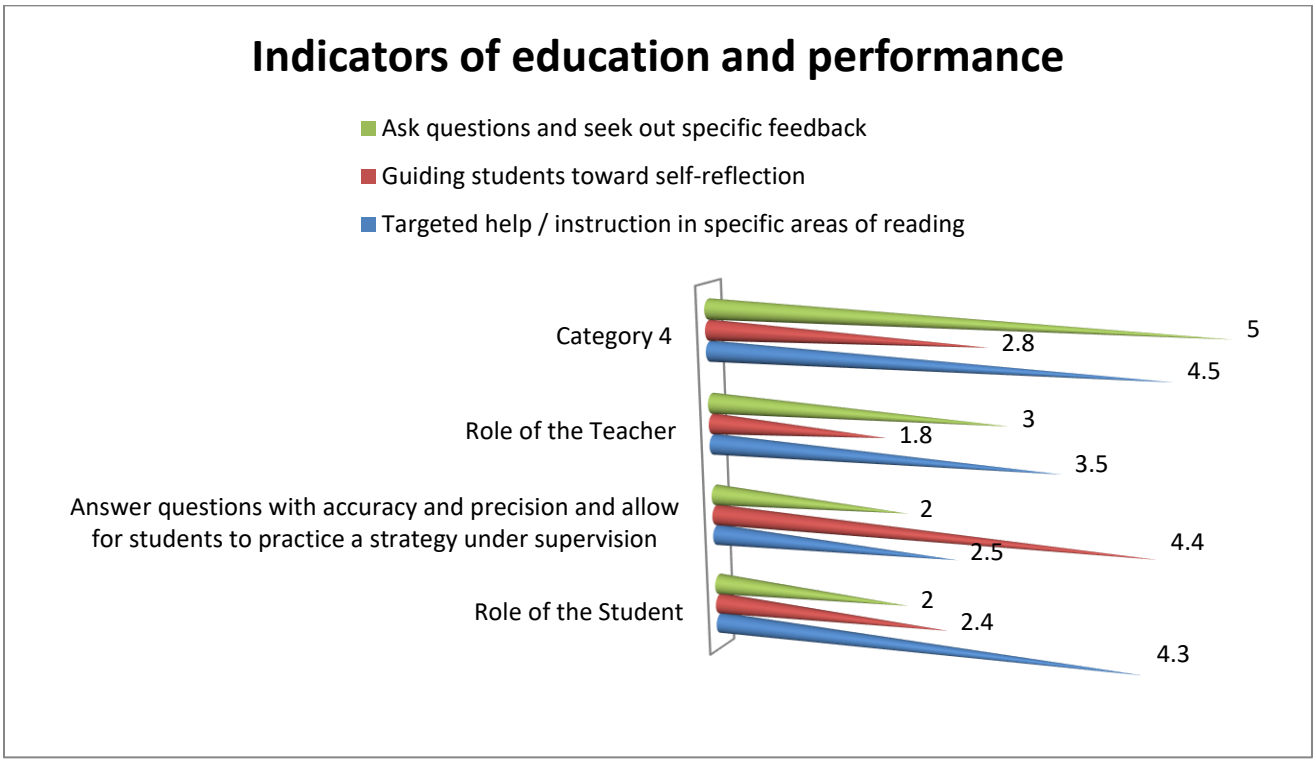
education. *Source: Systems Perspectives on Education and the Education System, New England Complex Systems Institute (2002)*

1. The education standard and indictor information is also important to secure funding from donors and potential donor countries and organizations.
2. If, for example, all of the countries in region A are reporting over 100 per cent enrolment and/or 100 per cent of qualified teachers, it would appear as if these countries are doing very well as regards access to and quality of education.



Standards and Indicators and Other Key Terms 1: The data collected can also be used to seek out new and strengthen existing partnerships. If UNHCR notices for example that there is a very low percentage of 15-24 year olds enrolled in training programmed, then UNHCR and relevant partners can use this information to address this gap and strengthen non formal education activities.

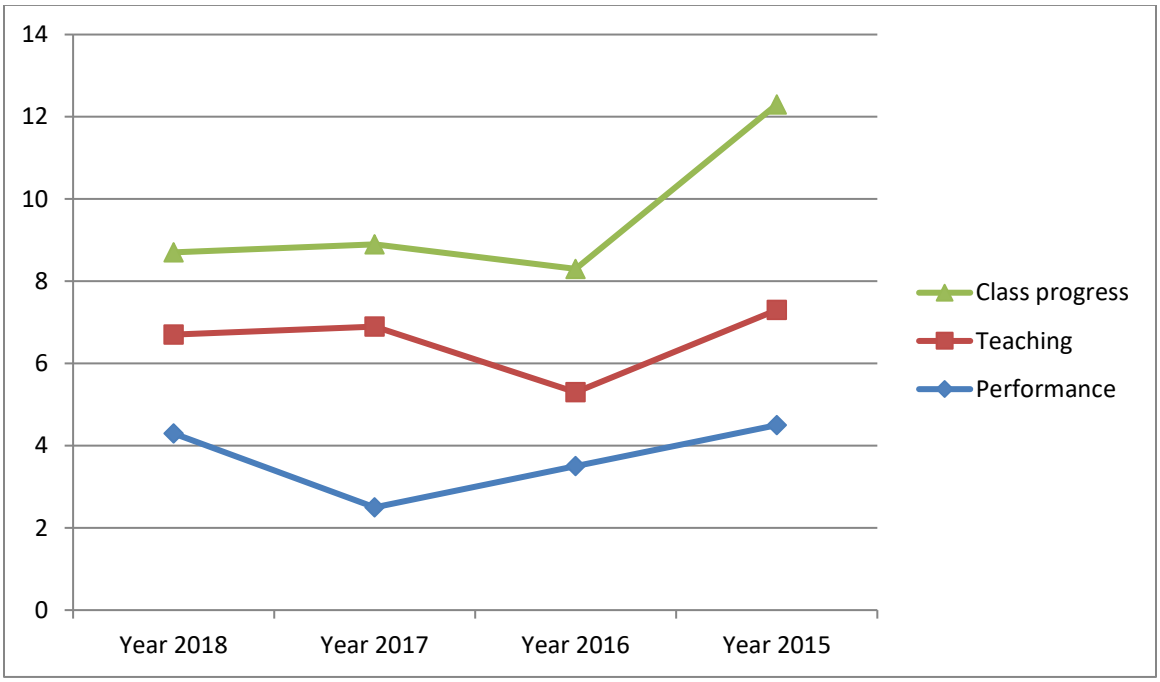
II. LITERATURE REVIEW AND HYPOTHESES

What is sustainable development?

In addition to the preparation of teachers to more differentiated teaching, there could be more divergent use of teaching resources. Worthwhile teaching can be done with advantageous results by persons other than the traditional classroom teachers. For

example, valuable teaching can be done by peers of different ages and abilities. Also, parents, grandparents, and relatives could participate in and contribute productively to the teaching process. Furthermore, teaching can be enhanced by volunteers, retirees, people with various areas of expertise from the worlds of science, business, engineering, medicine, public service, entertainment, and others. Also, high-tech resources such as multimedia technology, computer programs, telecommunication, the Internet, audio-visual techniques, and others can provide beneficial options. Student learning can be greatly enriched further by traveling - near and far; interaction with people of different cultures; different geographical areas; different occupations, different ways of life; different outlooks. Undoubtedly, many possibilities exist that are not often implemented even though they could make the teaching and learning process more effective and more beneficial by providing a variety of experiences and alternative strategies for adaptation to students' characteristics.*Source: Systems Perspectives on Education and the Education System, New England Complex Systems Institute (2002)*

The concept of sustainable development emerged as a response to a growing concern about human society's impact on the natural environment. The concept of sustainable development was defined in 1987 by the Brundtland Commission (formally the World Commission on Environment and Development) as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs' (Brundtland, 1987).



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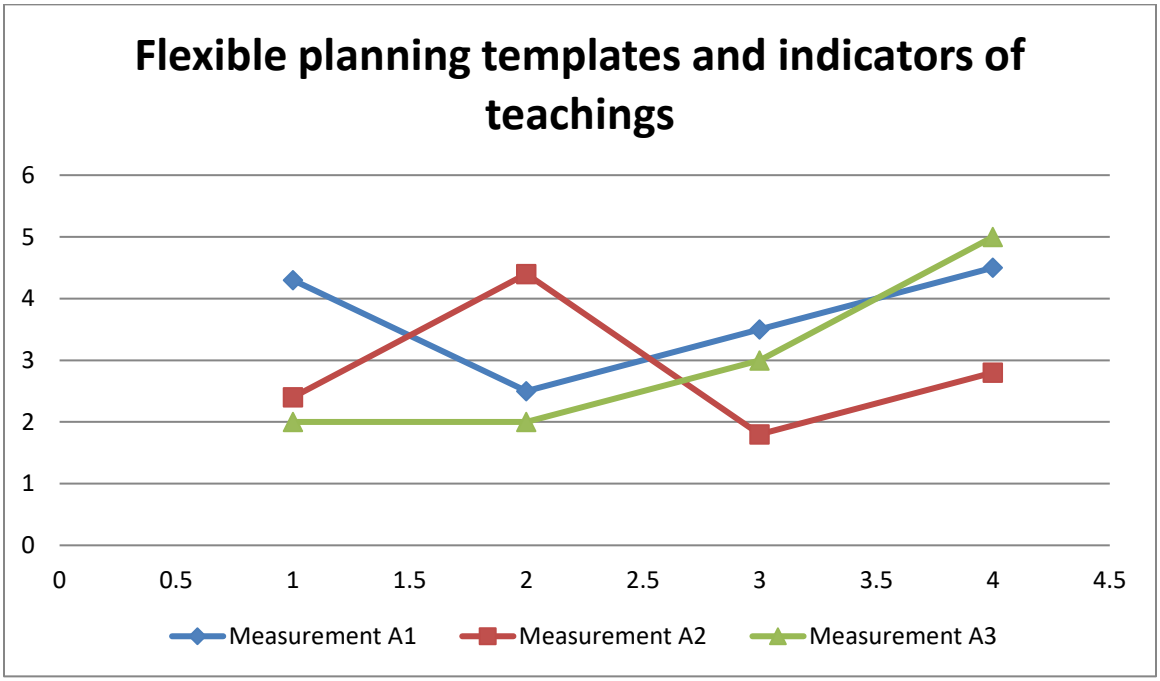
This definition acknowledges that while development may be necessary to meet human needs and improve the quality of life, it must happen without depleting the capacity of the natural environment to meet present and future needs. The sustainable development movement has grown and campaigned on the basis that sustainability protects both the interests of future generations and the earth's capacity to regenerate. At first it emphasized the environment in development policies but, since 2002, has evolved to encompass social justice and the fight against poverty as key principles of sustainable development. *Source: Systems Perspectives on Education and the Education System, New England Complex Systems Institute (2002)*



*In this graph:*Percentages and rates are particularly useful in calculating indicators, as opposed to absolute values, which are the numbers that have not been divided by a total and are not part of a fraction. To calculate the percentage of female teachers you divide the numerator, the total number of female teachers by the denominator, the total number of teachers.

2 HYPOTHESES AND THE AIM OF THIS PAPER RESEARCH

What role does education play in sustainable development?

Ability levels and patterns of different abilities

Presently, the practice in some schools is to adapt teaching to different ability levels by forming classes or groups of students of similar levels (usually based on achievement tests or

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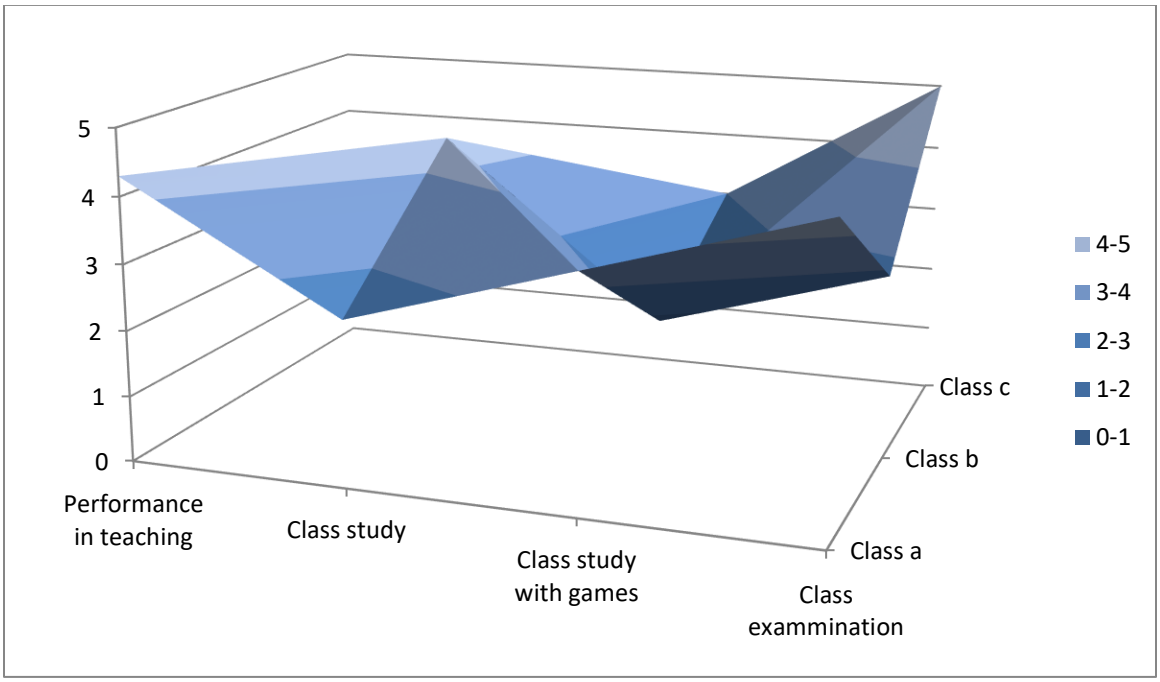
psychological tests) taught by teachers who tend to treat the students as if they were in homogeneous groups. Obviously, once a group of two students is formed, it cannot be considered homogeneous. Even if the two have an identical IQ, for instance, the profile of different abilities can be quite dissimilar and many other personality characteristics add to the dissimilarity of the students' attributes that affect their learning. *Source: Systems Perspectives on Education and the Education System, New England Complex Systems Institute (2002)*

The over-simplification of today's ways of adaptation to students' differences in abilities and other characteristics has resulted in many difficulties in the academic performance of many students. In some cases this has led to phenomena such as, "learning disabilities", "conduct problems", "attitude problems", "anxiety and school phobias". The complexity of this issue is apparent as one considers results of research studies or surveys measuring students' performance under conditions aimed at "slow" versus "fast" learners.



COMMUNICATION IN YOUR CLASS

The diversity of patterns of mental abilities is well recognized today, yet little has been done to develop adequate conditions aimed at adapting teaching to this diversity. It is possible to design instructional strategies and learning materials that provide options and flexibility for matching students' particular patterns of abilities. Thus, teaching strategies can be differentially facilitating various ability patterns. The interaction between specific aptitudes and specific teaching styles can be important in considering the various options of implementing changes in the teaching and learning process. Also, matching teachers'

styles with students' ability patterns can have significant effects on students' attitudes, motivation, and achievements.

a) *To be embedded in the curriculum in an interdisciplinary and holistic manner, allowing for a whole-institution approach to policy making.*
b) *Share the values and principles that underpin sustainable development.*
c) *Promote critical thinking, problem solving and action, all of which develop confidence in addressing the challenges to sustainable development.*
d) *Employ a variety of educational methods, such as literature, art, drama and debate to illustrate the processes.*
e) *Allow learners to participate in decision-making on the design and content of educational programmed.*
f) *Address local as well as global issues, and avoid jargon-ridden language and terms.*
g) *Look to the future, ensuring that the content has a long-term perspective and uses medium and long-term planning.*

The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior; The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.Governments can define national programmers, collaborate with local level governments and develop incentives to ensure that school leaders participate.

CONCLUSIONS

Learning styles and preferences affect the way students approach any task and the way they function under different conditions and different learning environments. Learning styles such as reflectivity/impulsivity, field-dependence/field-independence, and mental self-government, as well as preferences for interactive visual or auditory presentations, or other ways of representing information have effects on students' academic performance (See Kagan's work on impulsive and reflective cognitive styles, Witkin's work on field dependent style, Sternberg's work on mental self-government styles, and the work on computer simulations preferences). Some educators have begun to acknowledge the importance of adapting teaching strategies to student's different learning styles, but no earnest efforts have been devoted to this promising endeavor. The adaptation of teaching to learning styles may include not only more appropriately differentiated teaching strategies but also may add to the dependability of the evaluation measures of what students have learned. Thus, the effectiveness of teaching and the pertinence of the assessment of learning achievements can be enhanced by teachers' adaptation of instructional strategies to students learning styles.

The questionnaire was circulated to a wide range of groups in the formal and non-formal education sectors, including subject associations, subject support services, teachers' unions, education centre's, Vocational Education Committees (VECs) and youth organizations. Target groups also included non-governmental organizations (NGOs) working in the environmental, development, human rights, community and voluntary sectors, and businesses associations

including the Small Firms Association, the Small and Medium Enterprise association, the Business and Employers Confederation (IBEC) and others.

According to UNECE, projects and initiatives are considered good practice if they are closely related to ESD, generate ideas and contribute to policy development. They must have some of the following outcomes and characteristics:

a) Focus on educational and learning dimensions of sustainable development;
b) Innovative development of new and creative solutions to common problems;
c) Make a difference and have a tangible impact on those concerned;
d) Have a sustainable effect;
e) Have the potential for replication;
f) Support evaluation in terms of innovation, success and sustainability.

The basic idea is to make sure that students are learning age-appropriate material (knowledge and skills that are neither too advanced nor too rudimentary), and that teachers are sequencing learning effectively or avoiding the inadvertent repetition of material that was taught in earlier to may address critical thinking, logical reasoning, and problem solving; oral and written communication; perseverance and work ethic; digital technology and media; or multicultural literacy.Traditionally the higher education system in Albania has comprised the university sector, the technological sector and the colleges of education, all of which are autonomous and self-governing, although substantially funded by the state. In recent years, a number of independent private colleges have appeared and grown although there has been limited progress in some third level institutions in addressing the issue of a whole school approach to ESD. On the other hand, many third level institutions have introduced courses in sustainable development: the Masters of Science in Albania.

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- Principals who focus on school improvement have more effective schools (Shen & Hsieh, 1999).
- Principals of high-achieving schools communicate to all stakeholders that learning is the school's most important mission (Cotton, 2003; Marzano et al., 2005)
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De-mythologisation- the path towards the historical truth in Albanian Drama and Literature

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ABSTRACT

This papper takes into consideration the issue how much the mythical matter is transformed into dramatic literature matter in Albanian drama and literature. We will only talk about this aspect into our analysis regarding various dramas that have selected.
The purpouse of this papper is to emphasized a very specific and identifiable aspect, where the drama naturally tends towards the myth.
The method used is the textual analysis of the mythological archetypes in Albanian drama and literature. Albanian and non-Albanian mythology in the modern Albanian drama, with the rituals and beliefs that it has used, with different figures that it has collected from the popular mentality, from the psychology on how highly most of the psychological phenomena are considered and evaluated, has served not only to increase the level of emotions af the works, not just the power of sugestion or surprise.
The results of our analysis shows that while maintaining individual experiences, we can try to embody the myth, to wear his uncomfortable clothes enabling thus the perception in the light of contemporary experience, the relativity of our problems, their relationship with "roots" and the relativity of "roots" itself.
As a conclusion we can state that only in relation to this broad and complex significance as defined by the literal meaning and its under tones, the dramatic situation and the progress of action, from the symbols and the actions of the characters, the reader can turn to himself, to his time to reflect on these two together.

Key words: *mythology, drama, Albania, Kosovo, folklore, heritage.*

1. Introduction

Although the today's society is dominated by the deep and continuous processes of knowledge of the existence of the world, the sophistication of the relations between the thinking and acting becomes increasingly larger. This sophistication comes from the numerous irrational processes, from ta huge number of inside and outside phenomena (which often put him on inferiority, fear, uncertainty, experience thrilling, mystery). Thus, the mythological structures are used by the playwrights as provoking emotional elements, as opportunities to create situations and conditions of pursuing moody sensory nature fantasy harassment, capture of attention in surprise, causing fear, empathy, delirium, increased level of hypnosis, illusion, magic, effects (these always taken from the esthetic perception). Overcoming of what is reasonable rational, harmonious, clearness, logic through irrational, instinctive, mental disturbance, unfounded, chaotic, is realized in many modern dramas precisely through the mythological process, which involves the understating of the subject, is then extends to the way the events are presented, to achieve then the structure of the characters thinking and then the ways in which the message is transmitted to the perceiver/reader. As is known, myths (from Ancient Greek "mythos"- words, speech, conversation, story, teaching, legend etc.) have been and remain on human stories about the peoples activities during pre-civilization times that are intertwined with the presence of various gods in accordance with different times and various places, where miraculous happenings are intertwined, in many occasions, with the human heroic feats. While the term "mythology" comes from union of the old Greek word "mythos" and "logos" (doctrine, words), which is used at least in three meaning: 1) as a science or theory that examines the myths 2) as a set of myths of people 3)as a specific spiritual creativity that processes myths. Within the structure of a myth coexist and interact simultaneously faith and religion, knowledge and history, synthesis and philosophy, art and esthetics. Myth is the truth and lies at the same time, knowledge and ignorance, reality and illusion.

As genuine spiritual structure of different peoples, in different times and space, myths appear as recognized stages of social development in two basic meanings: a) as transcended realities that existed as well as religion, faith and b) as made up realities, where fantasy, fiction, and creation turns them into phenomenon, which have strong impacts on the processing of human social conscience.

In his books "Mythology, folklore, literature" and "Metatheoretical Esthetics. Classics or Neo-classic?" Alfred Uçi explains that the mythological creativity by its diffusive and mutual nature considers subject and object as benig equal without distinguishing one from the other, hence the marked sign. Meanwhile, the myth has as its own fature the internal enlightenment and hypnotic character. Death and life, the alive or the dead are placed in the same reality. This means that the myth does not give the figures as symbols, metaphors, signs, but as something real, something that coexists and interacts with people, thus as tangible reality in which the phrase appears inseparable from what it expresses. Of course, the drama that has become the subjekt of myths characters or subjects or mythical figure in not equivalent to the myth in terms of experiencing and cohabitation between the creature and the dead, between the real and the phantasmagoric. The problem here is to prezent the issue how much the mythical matter is transformed into dramatic literature matter. We will only talk about this aspect into our analysis regarding various dramas that have benig chosen. It should also be emphasized a very specific and identifiable aspect, where the drama naturally tends towards the myth: the mythological thinking mainly operates with concrete sensory impressions. The early man used to concider the creatures of his imagination and beliefs as weird creatures, with mysterious power that hustle and bustle with him by expressing different types of feelings, extraterrestrial and superpower powers, sudden impact, which cannot be perceived by senses and underdeveloped minds. Even the characters in the Albanian dramas of mythical subjects are in the role of early human mythical man. But, an essential thing changes: the recipient. Today's reader can never be indentified with the action of the mythical character, or with the ways the early recipient perceived (percepton with strong religious elements). Rather, he distances himself from the logical action of the reason and the scientific knowledge.

It is known that mythological thought, as a rule, is accompanied by emocional and affective experiences. This is because the heroic feats and tragic fatalities that are told in myths are extarordinary, filled with horror, fear, surprise, intence events and extreme situations that overwhelm the consciousness of the person who perceive it. Being located on the Balkan Peninsula, with no less aktive connections and communications with countries of the Mediterranean region, certainly to many Albanians rites, myths, beliefs, in some element share affinities with rituals, myths, Thracian-Iliyrian beliefs, with Greek beliefs a bit away, which is an evidence of a fellowship of their appearance.

Kosovo Albanian plawrights have used the mythological material in favor of attractive dramatic subjects, in orden to create characters with great expressive force. This path that has been followed has been in favor of the creating such psychological conditions that show deep emotions, in favor of decoding from which from the early semantics of the myth is moved to the universal idelogical-philosophical parallels that bear the esence of the beng itself. Such an approach, as assumed, increases significantly the impact on the reader, which is part of understanding and feeling of this mythological subject, either from their own personal experiences, whether from community experiences, ethnic, and national.

From the most obvious approaches in the field of use of mythological matter of Albanian modern and postmodern drama in Kosovo, religious ethnology is widely used by some writes as B. Musliu, R. Qosja, T. Dervishi, M. Kraja.

1. From mythology to drama

1) From the ancient primitive mythology of different people from various pre-civilized periods, mainly the Neolithic period, and that are then absorbed and circulated in different countries and people with wide impact on social consciousness of different historical periods, religjion, philosophy, morals, art etc.
2) From the classical Greek and Roman mythology, with no less elements of reproduction of the earliest myths and the presence of new myths.
3) From the monotheistic religions mythology, mainly from the Bible and the Qur'an, but also from boks and ther "holies", where stories about creation, God, prophets, etc., where there is a genuine form of myth, strongly mixed with beliefs, theological doctrines, rites, etc.
4) From the mythological arsenal of our times, even those resources, which, for it's structure, have affinities with the way the myths are established and operate.

What relates to the Kosovo Albanian drama and our argument is that the myth in various dramatic Works by the Albanian authors, is always placed in a balance of revaluation process of recognition and knowledge.

In his book "The Birth of Greek tragedy", publishing house "Eugen, Tirana, 1001, the distinguished philosopher Friedrich Nietzsche, considered as the basic strukture of Greek tragedy to essential origins: the Dionysian origin and the Apollonian origin. Myth as the source of subjects emerges as a cause and consequence of action of heroes, gods and others. Its structure was syncretism: reality and religjion.

Friedrich Nietzche noted that Gods, as part of the implementation of religion, had several functions: a) the punishment of offenders. b) granting of the right, c) salvation from disaster, death, and disease of kings, princes and heroes. Sacral sentences of Gods are represented directly from them in the form of prayers and worships, as messianic message, as a philosophy of life, as a moral stand and legal right, as they are shown as charitable figures in the stage action exercising the right to award or take privileges or benefits (beneficent). Recognition of the Gods and giving by them of the didaskalic part to the tragic characters was done at the end of the tragedy, when they, came down to the stage by a crane which was placed in front of heroes. This solution was called Deus ex machine-God from the machine. This direct testimony the religious of the act of reception by the general public, which he took as the "truth" (through illusion and hypnotic effect). This also explains why the ancient Greek collectively participate in major festivities of Dionysius where tragedies were played, because the show was at the same time an artistic aesthetic act and a religious act. Even chatharsis was two-sided, aesthetic and religious, as a spectator and as a believer; an artistis source or a given information and argument in order to explain the historical processes of civilization periods early or late.

Myths of Albanian modern playwrights, but also ''realistic'', traditional, are considered by different angles: as part of religion, as part of the early polytheistic mythology, as esoteric phenomenon, as it is transfigurated in the Albanian folklore. As compared with optics pluralistic in his assessment studies today, according to Alfred Uçi, different scholars "equate myth with religjion, others equate it with philosophy, while others tie the esence of the myths with a quite irrational and illogical origin, and others perceive it as the foundation of any underlyimg mental structure, logic, science and of any intellectual reason". But, the research we have done to the Albanian drama in Kosovo, rarely if ever, turns out to be a myth conceived as syncretic structure, which implies the presence and the interoperable coexistence of religion and philosophy, the morality of art, scientific knowledge of esoteric phenomena etc. However, it is taken only in the

values of creating a new artistic aesthetic reality, with genuinely literary functions, and used sometimes as a metaphor and as an element with synthesis and universal force, sometimes as emotional situation, sometimes as allegory, once as a ritual, effect and many times as a concrete literary figure. As we take in consideration, dramas such as ''Coast of grief'', ''A reprize of freedom'', ''The man with Zymrydi eyes'', ''Public dinner'' of Teki Dervishi, ''Rrakullima'' and ''The source of Rooster Inn'' of Beqir Musliu, ''Gof'' Anton Pashku, ''Beselam, why sacrifice'', ''Gala'', ''Living Sfinga'' of Rexhep Qosja, ''Paper moon'' Mehmet Kraja, ''Hijesina'' of Islam Nabi, ''Me and God'' and Ekrem Kryeziu etc., the aesthetic and critical analysis distinguish the use of myths and mythologicial material on various traits, despite the fact that the authors have used the diffusive and operational character between the subject and the object, what is believed and what is not believed. On the the other hand, they have conceived it's functions always in the artistic and illusionist conventions, therefore decomposing the direct mythical reality and taking it as true but not as implication, drift, so as an artistic expression possibility. By utilizing the awesome power that the overall sensory mythological content in these dramas gives, the authors provide opportunities for imaginative recreations and phantasmagoric realities, by creating strange humans or unreal environments, which cause emotional affective reactions. In turn, these emotions significantly increase the degree of affective experiencing of dramatic work by the reader.

Meanwhile, this mythological subject is taken by these authors in ther contents. Here we would like to mention their natural attempt to create fictional realities, illusory, non-existent, to create another reality: the reality "dreamer".Within this reality the above mentioned playwrights have insisted also on creating expected or anxious situations in detecting suppressed desires or aspirations that are expected to occur (to a character or a grup of personages). Of course, these are conceived as an essential part of modern or postmodern typology of dramas in order to expand the hypnotic effect to the reader, as increased artistic expressivenes. For example, although the tetralogy of the The witch of Rooster Inn of Beqir Musliu, a virtual and factious reality is created, why not a dreamer reality, in contrary, the content of the saga of Halil Garria is seen in the firts holiness characteristic of the myth, specifically in the case of related saga of the oath and given word. Nine of witchcraft trials and hearings conducted by the spiritual sourer from the Rooster Hani discover even beter the inside of this mythological tetralogy, which was taken as the subject of a criminal case. ''What are you doing my lord?- he says. -All things, as it

seems, start with me and from me...Here I want to awake ballads... From them I have to suck a charm that always seems to be cold..Black...Oh my Lord, help me to draw at least the Halil Garria face and then let's start to hollow out the plague in my face..." By camouflaging the autor own voice through the voice of the The witch of Rooster Inn, Beqir Musliu explains indirecly the purpose or, expressed in a more direct way, the access to material that is the subject of mythological drama: "The anger of the artistic body also reaches the highest point-explains he in the didaskalic part of the drama- thus two scenes are faced into two categories of the meaning of myth and legend of Halil Garria from its inception to its modernization of the vizual and transformation in terms of the requirements of this theatres' game which, obviosly, is the The witch of Rooster Inn. Mythology is closely related to the rite and ritual. In his work "Tales of identity", the theorist and the reprezentative of the critic mythical-symbolist literature Northop Fray argues the presence of archetypes in the works of different authors in different periods that provides recycling invariant unlikely literary charachter of a class or way for the perception of dramatic situations. Since the rite, according to him, is as sequence of temporary acts with a certain sense, contrary, is exaclty the myth that transforms into a archetypal rite of huamn behavior and atitude towards this or that object with which it comes into interactive relationships. Myth comes sometimes as an original way of telling the dramatic work, mainly in the structuring of the subject, while the rite and the archetype help in exposing he significance of this story. Hence, beyond the concrete analysis of the plays, we come to the view that favorite charachters in modern Albanian drama of Kosovo authors, there are heroes of the Albanian cultural anthropology calendar that often come out of the early tales and legends, the ''epic of the heroes'', without excluding, of course, ther human figures that constitute the biblical and curanic myths.

Albanian and non-Albanian mythology in the modern Albanian drama, with the rituals and beliefs that it has used, with different figures that it has collected from the popular mentality, from the psychology on how highly most of the psychological phenomena are considered and evaluated, has served not only to increase the level of emotions af the works, not just the power of sugestion or surprise, but also an original and contemporary way of presenting the relationship between the individual and the grup of people, between the common conscience and sublimed reason, between the reality and the illusion, dream and the non-dream, between the utopia and the truth.

If we refer to the argument in the drama "Paper moon" of Mehmet Kraja, these balances are good and clearly stated. The drama did not point out direcly to a myth, nor is based on any story, legend or ritual ethnological concrete from the Albanian tradition. It is a myth originating from the biblical scripture of Old Testament and it confront the God and the Devil into the human genesis, the episode of Eden with Adam, Eve and the serpent-devil, as it can be taken as a pattern of human settlement archetypal between God and Satan: which should choose and the temptation whom to avoid. So the drama has a character called Mephitis (Mephistopheles, otherwise the Devil Satan) and another character called Maestro (generally means man, especially the Kosovo-man). A pillar placed between man and where he will be gripped, is a reminiscent of Jesus Kalvary, a biblical metaphor of crucifixion.

And so, the drama is developed as a challange of Mephitis to the Human, where the latter wins over the violence used on him, and even joke with the powerfull, make fun of invading Mephitis as invader and violator of the Kosovo Man. Against here, of course, we do not have a direct form of biblical myth of the genesis or retelling of old Albanian and European legends or stories, which the man and the devil are found, Mephitis (remember, the legend of Doctor Faustus, from which Goethe got inspired and created his masterpiece ''Faust''). Quite the opposite the biblical myth and ancient European legend is presented only as a form of schematised, as a literary paradigm, as a strand. It is reconsidered and re-lifted by a scheme and a strand in a new way of appearance being turned into something completely different as regards the subject and original literary structure, where the characters not only are metaphors, but are also symbolized.

Despite their archetypal nature is preserved, they are adapted and reorganized matching an "another" reality, the conflict: Serbs conquering Kosovo. At "The Moon", the playwright also exceeds the meaning of its known mythological significance of her. Although in the mythology it is identified as "daughter" of the Earth, as the "girlfriend" of the Sun and many other definitons, among which stands out its extraordinary beauty, the pale light, the lord and captivating power it has, contrary in the drama it that gets a more symbolic value and is placed in contradictory functions with its mythological origins. So, it is no longer a moon of "beautiful", "stunning", "poetic", "lyrical", "miraculous" power etc., but an ugly, nasty, hideous, lying, even tragic moon. Why? Because for now its meaning is inverted, is transformed. Turn into a pure simbol, moon

now appears as "made of paper", meaning being artificial. Further, it means the promising Europe, but often indiferent, that looks from far away the tragedy of the pople of Kosovo and the Serb genocide. Beautiful words for Freedom, Rights of People, and criticism towards Nationalistic Violence that sometimes articulated with witty and ironic tones, attribute contrasting qualities to the mythological simbol of the moon, and turn it into a simbol of indifferences and unfulfilled promises. Thus, the case takes another function and the mythical brand, meaningfulness. In such cases, the reader distinguishes especially in drama "the secondary images, which brings cohesion historical values to the present day, through a conceptual and emotional depth.

Regarding the catharses and provocative effect of the myth to contemporary readers, prominent director of the twentieth centry, Jerzy Grotowski (1969) in his famous book "For a poor theatre", explains: "In the first place, it would be a good thing to counterview the myth and not identify with".

In other words, while maintaining individual experiences, we can try to embody the myth, to wear his uncomfortable clothes enabling thus the perception in the light of contemporary experience, the relativity of our problems, their relationship with "roots" and the relativity of "roots" itself. If the situation is brutal, if we lose ourselves naked, exposing and touching the most intimate psychic layers, the masks of everyday life itself cracks and falls. Secondly, even though we have lost "the mutual sky" of trust and unbreakable barriers that surround us, we are left with perceptual ability of the human organism. Only myth, embodied in the tangible reality of the actor, in his living organism, can function as taboo. Rape of a living, exposure led to an excess cruelty, restores us to concrete mythical situation in a common experience of human truths.

Only in relation to this broad and complex significance as defined by the literal meaning and its under tones, the dramatic situation and the progress of action, from the symbols and the actions of the characters, the reader can turn to himself, to his time to reflect on these two together. In this way the symbol is seen as myth and metaphor as any other ethno-culture and universal substratum. According to the researcher Mark Tirta, "the unitary character of the ethnic Albanian mythology faces directions. It is experienced in places of objects of cults of nature, the cult of family life and the tribe". Is widespread, for example, the cult of the serpent (remember

the drama of A.Shkreli "Snake house" where mythical figure of the snake is a sign of prosperity and protection of the guest house, but on the other hand, thanks to the semantic transformations that the writer makes, it is immediatly returned to a human-snake metaphor, that stings and poisons the lives of honest ant ethical man). In some cult the drama of the mother is, or the cult of the breasts of women. A number of rituals are used by playwrights as a show of the Albanian identification with the nature, social organization, that of the tribal community, expressed through the name of inherited beliefs, the cult of the dead and death in general, in celebration of agricultural and livestock, the cult of the peaks (drama "Gof" A.Pashku, with the pinnacle of the Haut Mountains, that symbolizes the upper part, immaculate, and the noble identity of the Fatherland, the Nation, awareness).

In other dramas, additional rites, ritual as the scarecrow for a rain to save crops, or fire rituals, ritual of foot around the house when the verge is violated, or the dragon mythology, dragons, fairy tales, holy shepherd, verge mother, the time, motherhood, hob, rites and crafts, etc., cult numbers are brought. The wealth of rits, myths and beliefs, even if time "mythological" is locked, appears as a fragment socio-physiological and antropological, which still lives and transmitted from generation to generation.

2. Conclusions

Beliefs, rituals, either in its archaic forms or remodeled forms, are part of the family functioning, which should be referred to the birth rites, beliefs and myths about fate, happiness and disasters, pictures, and superstitions, reminiscent associated with death and the body of the dead, the interaction between the life-death-after death. Dissemination of the Albanian mythology with figures such as the dragon, witch, time, the mother of verge, and others related to the soil fertility, abundance of crops, farming, vineyards, orchards, livestock, removal of disasters and evil forces, are also prevalent and popular devotions such as those on the Day of Summer, Day of Vangjelizmoit, or Novruz Day or Our Lady Day, St.George, St. John's starch etc. Al these and more are indicative of real and mythical ethno-folkloric among Albanians. Their rudimentary forms can be found in the way they are respected even today not only in the rural communities, but also in civil, customary and common structures that can be found in their roots deep into the centuries. Of course, this entire clause of myths, rituals, beliefs, tales, legends etc. Has turned itself into a source of subjects, human relationships, artistic images, and likely

has enough artistic chances and expressiveness in many of the modern Albanian dramas in Kosovo.

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ALBANIA AND STRATEGICREFORMS IN ECONOMY AND DECENTRALIZATION OF LOCAL AUTONOMY

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Abstract: The main issues handled out in this presentation are: strengthening local government leadership and initiative; partnership between municipalities and NGOs; concluding all of these in the community-based approaches to infrastructure services and neighborhood revitalization.

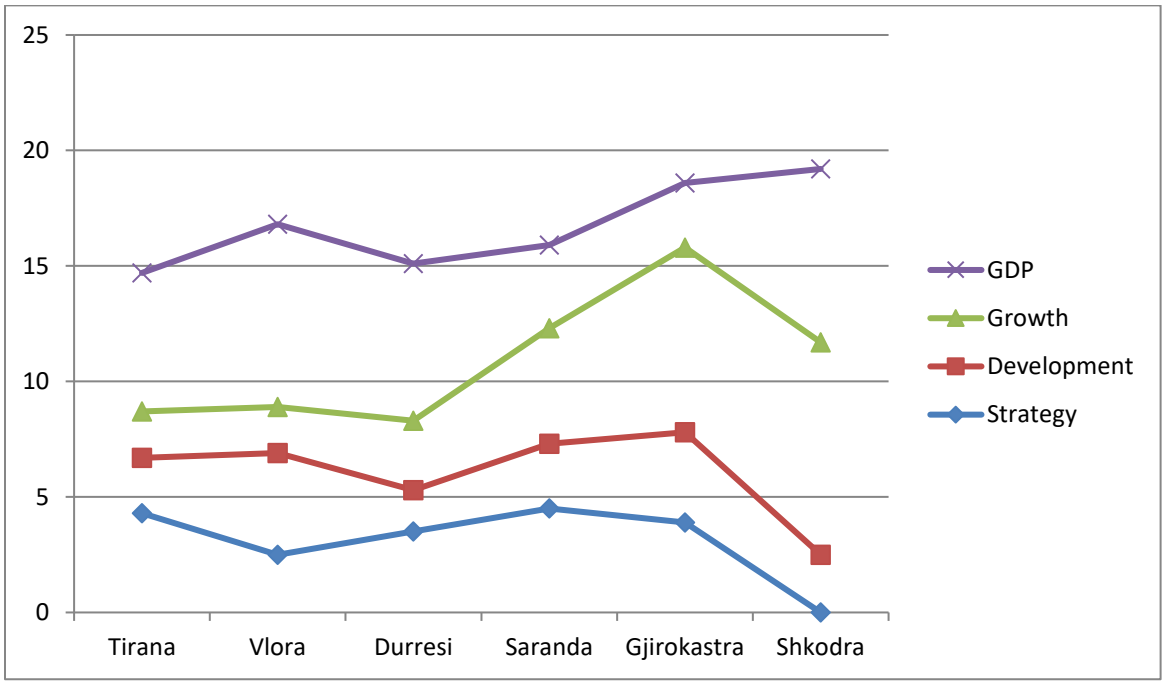
Almost everywhere problems of water scarcity can be considerably mitigated through metering, leakage detection and reduction, network improvements, disconnection of illegal connections, and optimization of storage and supply patterns. The distribution problem in Albania also has a seasonal aspect: much more water is needed during the summer growing season; when rainfall is scarce, rural drinking water is often misused for irrigation; and the tourist resort areas use large amounts of water.

Albania is open to foreign investment and increasing FDI is a top priority for the Albanian government. Albania has put in place a liberal foreign investment regime, including a 10 percent flat corporate and income tax and has taken measures to improve the business climate by streamlining business procedures through e-government reforms. These improvements along with NATO membership and progress toward EU integration have contributed to the increase in investors' interest during the last couple of years. Promising sectors for foreign investors and include: energy (including alternative energies), telecommunications and tourism. The country's geographic position places it at the crossroads of Western and Eastern Europe. A stable U.S. ally, Albania is a member of NATO, the WTO and is in the process of applying for candidate status in the European Union.

Key words: Albanian reforms, EU process, development strategy, NATO

General information: The concept of local autonomy, as defined in art.3 of ECLSG, is understood as the right and the ability of local authorities to regulate and manage, within the limits of law, a substantial share of public affairs under their own responsibilities and in the interest of local population. This right is exercised by local councils or assemblies, which may possess executive organs responsible to them. The notion of "ability" expresses the idea that the legal right to regulate and manage certain public affairs must be accompanied by the means of doing so effectively; meanwhile the expression "under their own responsibility" stresses that local authorities should not be limited to merely acting as agents of higher authorities. In reality most affairs have both local and national implications and responsibility for them. (Hoxhaj E)

Albania's tax system does not discriminate against foreign investors and no distinction is made between foreign and domestic investors. The e-taxes reform is progressing and as of January 2008, corporate income tax was reduced from 20% to 10%, one of the lowest in the region. In addition, as of May 2009- 2010, the social insurance contribution payable by employers will be reduced again from 20% to 15%, down from 29% in 2006. Businesses can file their tax returns and social insurance declarations electronically in 12 cities including Tirana and electronic payment of taxes is also possible through certain banks.



The law "On Concessions," No. 9663, dated December 18, 2006

The mission of local government in Albania, as previewed in art.3 of the law "On the organization and functioning of local government" – which by the way is in compliance with art.4 of ECLSG, – is to provide governance at a level nearer to the citizens by means of: acknowledgment of the existence of different identities and values of the communities; respect of main citizen's human rights and liberties stated in the Constitution or other laws; choosing different sort of services and other local public facilities to the good of the community; effective exercise of functions, competences and realization of duties by the organs of local government; realization of appropriate services; effective egging of community participation in local government.(Hoxhaj E)Supported by donor assistance and international and local NGO's the city initiated a community-based development strategy in the in-formal. The program brought together local government teams, NGO's and residents to formulate a development plan for the neighborhood define priorities for improvements and determine equitable cost-sharing formulas to finance infrastructure. *Source: Albanian progress reforms, 2010.* This partnership led to the upgrading of roads and electrical networks, the construction of community buildings and schools, improved public spaces and programs for youthhousing.

Finally, the engagement of senior government officials in the dissemination of project information secured commitment among communities and farmers. Albania has improved public procurement by approving a new law and introducing e-procurement. The new law takes into account the principles of non-discrimination and equal treatment, transparency, and legal protection of interests of bidders on public contracts. Direct tendering has been abolished and criteria to identify abnormally low bids have been introduced. The Public Procurement Advocate was established as an independent institution reporting to parliament. However, it has no particular executive powers and its functions duplicate the monitoring tasks of the PPA.

Introduction

Many activities in Albania required cumbersome licensing procedures and permits. In 2007, the GOA approved the Action Plan for Regulatory Reform which provided for a full review of Albania's entire legal licensing system to harmonize the licensing legislation to EU standards and reduce administrative barriers for businesses operating in Albania. As a result, many licenses were removed while a broad simplification of licensing procedures has been completed in many sectors including, mining, hydrocarbons, public works, health, agriculture and the environment. By October 2008, 64 out of 151 licenses identified in 18 sectors of the economy were removed and another 21 licenses were changed into self-declaration.

Albania, one of the smallest and poorest countries in Eastern Europe, has experienced a transition marked by sharp economic swings and periods of civil strife. The early phases of decentralization witnessed the transfer of political autonomy and limited administrative and

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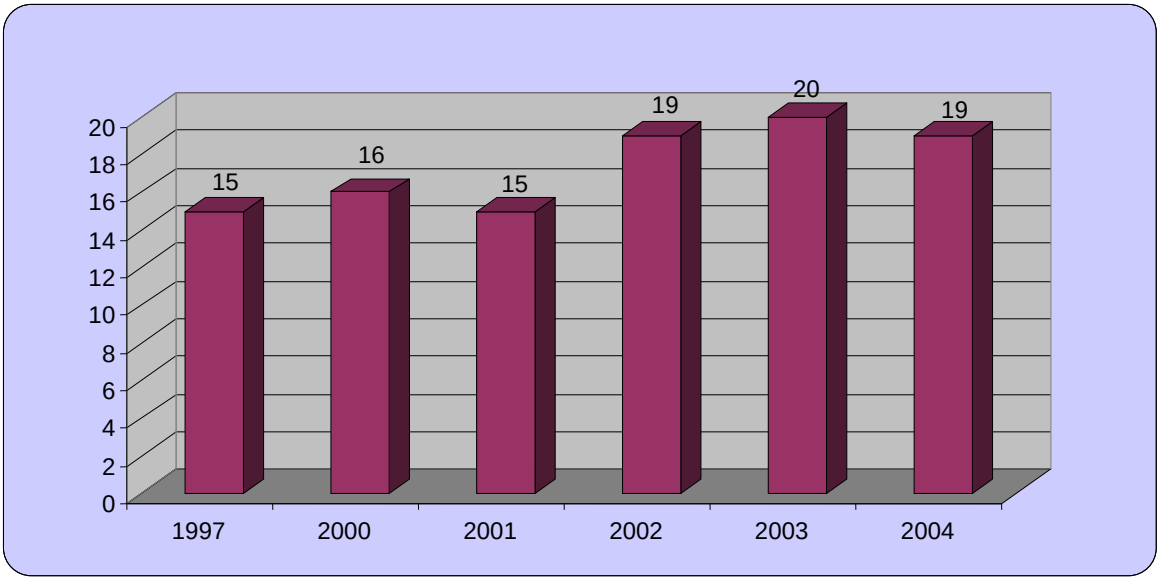
fiscal authority, to local governments, inadequate legislation outlining central/local responsibilities, scarce financial resources and deficient infrastructure strained the capacity of local governments to mange urban services.

In January 2000, the government promulgated a national Strategy for Decentralization and Local Autonomy which includes lows to strengthen the autonomy of local governments and increase their capacity to manage local infrastructure and services.



Tab1.Albania Municipal Water and Sanitation Project – Agricultural ministry project 2004

1. STRENGTH LOCAL GOVERNMENT LEADERSHIP AND INITIATIVE

Work is in progress to identify other licenses that could be removed. For the remaining licenses the government plans to start a "One-Stop-Shop" for licensing within the first quarter of 2009. However, licensing and post-registration processes require further simplification and the removal of licenses needs to be accompanied by a strengthening of the supervision capacities of public agencies. The procedures for getting a license are the same for national and foreign companies.

Decentralization has given local governments the discretion and scope they need to take a lead role in responding to the challenges of economic down-turn, degradation of the urban environment, and social hardship. They institute bold initiatives and innovative practices.

Western European nations have put in place sophisticated frameworks to provide local governments with technical and financial assistance.

The European Union supplements these national programs with coordinated assistance aimed at promoting economic development, assisting distressed localities and fostering social inclusion.

The keys of success are seven key factors:

- A dynamic local government leadership
- A coherent strategy acted upon with determination
- A healthy climate of cooperation with business
- Local government's investment initiatives to jumpstart the stagnant economy
- Creative use EU funds to implement local policy
- Efficient municipal administration
- Coherent links among urban planning, infrastructure and economic development

2. PARTNERSHIPS BETWEEN MUNICIPALITIES AND NGOS FOR PUBLIC GOALS.

Partnerships with municipalities has provided the best channel for the participation of communities in the organized delivery of public services and paved the way for the growing role of NGO' s and CBO's in this sector in urban and rural areas and different regions of the world.

Supported by donor assistance and international and local NGO's the city initiated a community-based development strategy in the informal. The program brought together local government teams, NGO's and residents to formulate a development plan for the neighborhood define priorities for improvements and determine equitable cost-sharing formulas to finance infrastructure.

This partnership led to the upgrading of roads and electrical networks, the construction of community buildings and schools, improved public spaces and programs for youth. Clarifying the legal status of residential land and formalizing an urban plan resulted in the sufficient leveraging of community and house4hold resources to provide infrastructure and build new housing. Finally, the engagement of senior government officials in the dissemination of project information secured commitment among communities and farmers.

To work closely with Community- Based organizations so as to enhance their capacity to participate in development programs and strengthen the City Council's capacity to respond to requests from communities

- To adopt a new approach to Environmental Planning and Management based on capacity building.

The CIP upgraded infrastructure, enhanced participation and built the capacity of CBOs and stakeholders. CIP strengthened institutional capacity by establishing program offices in each community, forming steering committees made up of representatives from all stakeholder groups and formalizing institutional links between the relevant partners and information for decision-making and monitoring of performance among the stakeholders altered attitudes and understanding of roles and responsibilities.

3. COMMUNITY-BASED APPROACHES TO INFRASTRUCTURE SERVICES AND IMPROVEMENT OF HEALTH SYSTEM

Expropriation and Compensation

In the post-communist period, expropriation has been limited to land needed for infrastructure projects, such as roads and airports. Compensation has generally been below market value and some owners have complained about the slow compensation process and low payments. The restitution process of properties confiscated during the communist regime started in 1993 but is still far from complete. The process is tainted with corruption and lack of political will. Several U.S. citizens and residents have long-running disputes with the government regarding restitution for property. Many property cases end up in the courts and drag on for years without a final decision.

No requests will be accepted after the deadline. However the entire set of restitution compensation claims is not expected to be resolved before 2014. The GOA has presented three methods of compensation for expropriation claims: 1) restitution, 2) compensation of property with similarly valued land in a different location, and 3) cash settlement/financial compensation. The successful implementation of the restitution process is an important challenge for the government and is keys to future economic development.

The property registration process has been completed in approximately 86% of the country and almost entirely in rural areas. However, more lucrative land in high value urban and coastal areas has still not been registered. Many of the unregistered properties are in the south coastal area, which is more valuable for its tourism potential, and where disputes are more frequent. The main institutions dealing with property restitution and registration are the Agency for Restitution and Compensation and the Office for the Registration of Immovable Properties.

This is a highly significant feature of infrastructure programs and carries important implications for local development.*The law "On Concessions," No. 9663, dated December 18, 2006*

Sustained political pressure and the demonstrated capacity of municipalities to manage their responsibilities were the driving forces for local administrative and fiscal autonomy. Initial assessments suggested that decentralization did improve the quality of service delivery and foster a new, user oriented attitude, facilitating the transition from a centrally planned to a market economy.

Decisions on appeals are taken by the same unit of the PPA that is responsible for interpreting the law and giving advice to contracting authorities. Current procedures for handling complaints still do not meet recognized international standards. Despite progress, its application is hampered by technical problems, the insufficient IT capacity of many contracting authorities and corruption in drafting tender documents. Companies continue to experience issues with transparency in specifications and communication in competing for public tenders. Overall, the improvements in the public procurement legislation are advancing while the proper enforcement of the law is still a work in progress.

The law "On Concessions," No. 9663, dated December 18, 2006, established the necessary framework for promoting and facilitating the implementation of privately financed concessionary projects enhancing transparency, fairness, efficiency and long-term sustainability in the development of infrastructure and public service projects. One of its major amendments includes a better regulation for unsolicited proposals and of public-private partnerships in general. The law applies to a wide range of sectors, including:

transport (railway system, rail transport, ports, airports, roads, tunnels, bridges, parking facilities, public transport);
b) generation and distribution of electricity and heating;
c) production and distribution of water, treatment, collection distribution and administration of waste water, irrigation, drainage, cleaning of canals, dams;
d) collection, transfer, processing and administration of solid waste;
e) telecommunication;
f) education and sport;
g) health;
h) tourism and culture;
i) prison infrastructure;
j) recycling projects, rehabilitation of land and forests, in industrial parks, housing, governmental buildings, service of maintenance of IT and data base infrastructure;
k) natural gas distribution;
l) management contracts or provision of public services including those related to sectors specified above.

In order to promote investments in priority sectors the GOA may offer concessions to local or international investors for the symbolic price of one euro. The GOA, with the approval of the Minister of Economy, authorizes concessions in other sectors besides the ones listed above. The law does not apply to concessions that require a separate operating license unless that is included in the framework of the concession agreement. *The law "On Concessions," No. 9663, dated December 18, 2006*

The privatization process of the past 19 years has almost come to an end with only a few large privatizations remaining. Privatization forms include public auctions and public tenders.

Following some large privatizations which were finalized in 2009, the GOA will most likely start the procedures for the privatization of 100 percent of the state-owned insurer INSIG (following the failure of negotiations with the winner in early 2009 for the sale of 61 percent of the shares, EBRD and IFC exercised the put option for their 39 percent and GOA became the owner of 100 percent of the INSIG shares.) In addition, the GOA has announced its intention to fully privatize Alb-petrol, the state-owned company that manages and administers all the existing gas and oil fields in Albania. The company also has the right to sign petroleum agreements with interested parties for the existing gas and oil fields. In addition, the GOA will also privatize through an auction the 16 percent of state owned shares of the fixed line monopoly Alb-telecom. *The law "On Concessions," No. 9663, dated December 18, 2006*

The commune represents a territorial administrative unit by rule in rural areas and in particular cases in urban areas also; meanwhile the municipality represents a territorial administrative unit mainly in urban areas and in particular cases include also rural areas – these are the definitions given by art.5 /2,3 of the Albanian law "On the organization and functioning of local government". By them we can simply understand that the commune includes some villages; meanwhile the municipality is created principally on city base. Subdivision of the commune is the village or, in rare cases, the city; subdivision of the municipality in urban areas is the quarter, but it can be also the village when the municipality includes rural areas. According to Albanian legislation quarters are created by decision of municipality council in a territory with more than 15.000 inhabitants, and villages are created in a territory with more than 200 inhabitants (Hoxhaj E)

All partners are unlimitedly and jointly liable for the debts of the entity. Creditors can claim against a partner for the debts of the partnership, only if they have failed in their claims against the partnership as a whole. In unlimited partnerships, the partners are all considered administrators of the partnership, unless the contrary is stipulated in the bylaws. Each partner represents the partnership with third parties. An unlimited partnership should issue annual financial reports. The rights, duties and obligations of partners are governed by written bylaws, which should be filed with the National Registration Center. *The law "On Concessions," No. 9663, dated December 18, 2006*

Limited Partnership

A limited partnership, which is seldom used in practice, consists of one or more general partners (unlimited) with unlimited liability and one or more limited partners whose liability is limited to the amount of their agreed contributions of the initial capital. Source: *Commission of the European Communities),*

A limited partner may not take part in the management of the partnership even if he is given a proxy, otherwise he incurs unlimited liability. The Articles of Incorporation of the limited partnership should contain:-

1.The total amount or value of the contributions of all partners;
2.The amount or value of the contribution made by each general or unlimited partner;
3.The percentage of the participation of all general partners and of each limited partner in the partnership's profits and in the remaining value after its dissolution.

Source: *Commission of the European Communities), 1992.*

Limited Liability Company (LLC)

This is the most common legal form of conducting business in Albania. Its members enjoy limited liability and, unless the articles of the bylaws provide otherwise, members have the right to transfer their shares to other persons, upon decision of three fourths of the shareholders. It can be established by one or more partners, legal or natural persons, who are responsible for losses only to the extent of their contribution to the capital of the company. The minimum required capital for this form of company is approximately $1 USD. The capital is divided into shares and there are no mandatory requirements for their nominal value. The contributions to capital can be in cash or in any asset, tangible or intangible. The law does not permit contributions in services. Administrators nominated through the General Assembly of the shareholders manage the limited liability company. Extraordinary decisions, increases or decreases in the share capital, mergers and acquisitions are to be approved by at least three quarters of the capital shareholders. The law requires annual financial statements to be prepared by the company. The transformation of this form of business into unlimited and limited partnership is subject to decision of general assembly of the shareholders that takes valid decisions upon majority vote of ¾ of shareholders and after approval of financial statements for the last two years.Source: *Commission of the European Communities),*

Foreign Direct Investment Statistics

The FDI has increased although it still remains among the lowest in the region. The cumulative FDI is also the lowest in the region. The Bank of Albania reported the following figures for

foreign direct investment in Albania. Regardless of numerous contracts, only a few projects materialized in 2009.

Years	2004	2005	2006	2007	2008	2009*
FDI in million Euro	279	212	359	481	653	580
Profitable in million Euro	32%	28%	32%	35.8%	41%	52%

*Source: Bank of Albania *A B estimate for the first three quarters of 2009*

FDI during the first nine months of 2009 is estimated to have reached 580 million euro despite optimistic GOA projections for 2009 fueled mainly by strong investor interest witnessed during 2007-2008. A large part of FDI is due to privatizations. The Albanian government collected 103 million Euro from the privatization of 76 percent of the shares of the distribution arm of Albanian Power Corporation; 48 million Euro from the privatization of 12.6 percent of AMC state controlled shares; 5 million euro from the privatization of 40% of GOA controlled shares of the United Bank of Albania. INSIG (insurance company) privatization failed during the negotiation process with the winter and it might take place during 2010. *{1} Albanian government report 2010 pg 12,25,41,58,74*

Leading investor nations in Albania include: Italy, Greece, Turkey, Austria, Germany, Canada, Spain and the U.S. Foreign investment focuses on financial sector, oil and gas production, telecommunications, mining, metallurgy, energy, manufacturing production.

3.Joint Stock Company

Its capital is divided into shares, with shareholders held responsible for losses only to the extent of their contribution to the capital. The minimum initial capital required is ALL 2 million for companies with no public offering, and ALL 10 million for public offerings. The Commercial Law provides for the adoption by joint stock companies of a flexible administration system. This type of companies may choose to adopt either the "monistic" system (with a board of directors/administrators conducting both management and supervising functions) or the "dualistic" system (with board of directors/administrators and supervisory board conducting

supervising functions). The supervisory council exercises control over the board of director's performance. This council should have not less than 3 and not more than 21 members.

The capital is fully subscribed when the partners have promised to bring assets to the company in cash or in kind for an amount equaling the capital. In the moment of the subscription, at least one quarter of the nominal value of the shares representing contributions in cash must be paid in. Payment of the remaining value shall be made in installments upon the decision of the management bodies of the company. Shares of contributions in kind must be fully paid in at the moment of subscribing. The law does not permit contributions in services.

In January 2000, the government promulgated a national Strategy for Decentralization and Local Autonomy which includes lows to strengthen the autonomy of local governments and increase their capacity to manage local infrastructure and services. {1}*De Soto, Hermine; Egamberdi, Nilufar; Center for Economic and Social Studies (CESS), 2006.* Supported by donor assistance and international and local NGO's the city initiated a community-based development strategy. The program brought together local government teams, NGO's and residents to formulate a development plan for the neighborhood define priorities for improvements and determine equitable cost-sharing formulas to finance infrastructure.

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To adopt a new approach to Environmental Planning and Management based on capacity building. {1*} Albania -Rural Water Supply and Sanitation Strategy 2009*

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understanding of roles and responsibilities. Communities have agreed to earmark part of stakeholders, asa partner in urban development ensures, the sustainability of these assets.

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STATE OF KOSOVO AND ITS RELATIONS WITH INTERNATIONAL COMMUNITY

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Abstract:

No organization represents community of states more than the United Nations (UN). The UN provides balance, neutrality, security and stability for the international community. States invest more legitimacy in that than any other organization and through its universal membership, it serves as a road and guide to international norms.

In other hand the United Nations doesn't have the competence to recognize states, but states recognize states. If you're not a UN member, it doesn't mean that you're not a state. The four criteria for being a state are determination of a territory, the populations, the government and ability to reach agreement with others.

In this contest Republic of Kosovo is facing difficulties in joining United Nation, and his specialized agencies, also facing the difficulties, to join international organizations as a way to secure recognition and complete statehood in international arena. Showing the will and the determination to respect international obligation regulated by each specialized agency and organization, the process of application in UNESCO is the case which shows how the states are devided in international arena, and one of the major failure of Kosovo foreign policy and diplomacy after rejection of Kosovo bid to join UNESCO in 2015.

The application process and steps followed by Kosovo institutions, decisions and recommendation of the UNESCO executive board, discussed on the General Conference, part of the general conference discussion related to the Kosovo application and voting process on the General Conference distribution of votes from the states who voted in favor, against, abstention and absence during General Conference and rejection of Kosovo bid. And the conclusions while what are the benefits on joining the UNESCO and the consequences for Kosovo in the rejection of bid to obtain a seat at the organization UNESCO, what are the next steps and the

chances of Kosovo Institution and recommendations for future, and selection of approaches on the second bid to join UNESCO in the near future.

Key word: International community, UN special agencies, UNESCO, statehood, Executive Board, General Conference, admision, Republic of Kosovo, rejection.

STATE OF KOSOVO AND ITS RELATIONS WITH INTERNATIONAL COMMUNITY

Problem anaysys and research goal

International recognition of the states is initially one of the main challenges of the new states and this is crucial for a country in order to find the easier to way to join the United Nations (UN), specialized agencies, institutions and other intergovernmental organizations, political, economic, cultural, sports, scientific, etc. Another challenge for the new states is to create an influential position and place on the global scene, but it is also determined by military, economic, political power on the regional context of the geo-strategic position in which it is located, as well as state orientations and anions / positioning from the major military and economic powers of the world who are the global factor in regulating the system and global rules.

As for the Republic of Kosovo, after the declaration of independence on 17 February 2018[1], its commitments as a state remain the pro-Western orientation, trying to take an integrative step with the countries of the region in the Euro-Atlantic integration processes, being beside the states which have helped them in the process of liberation, state-building and integration into international organizations and agencies. Therefore, one of the priorities of the government is to overcome the challenges and find the shortest path to Kosovo's membership in the UN.

To join international agencies and organizations, whose goal is ranked among the top priorities of Kosovo's foreign policy, priorities promoted and affirmed by key government officials, including the President, Prime Minister, Minister of Foreign Affairs, Ministries and lobbying organization around the world, among them the most influential ones in the United States and Great Britain.

This comes as a natural result of the ongoing integration and globalization processes in which Kosovo wants to integrate quickly and it is thought that membership processes in international organizations will be concluded much faster than what is actually happening in recent years due to developments in the world, but also the extreme polarization of society and the internal battles for power by the numerous political parties in Kosovo, which create additional obstacles to achieving these goals.

[1] Declaration of Independence https://www.assembly-kosova.org/common/docs/Dek_Pav_e.pdf (consulted on date; 02.11.2018)

Since its declaration of independence in 2008, Kosovo is a member of 64 international and regional organizations[2]. In addition, Kosovo is a member of two United Nations Specialized Agencies (IMF and World Bank) and a member of two organizations closely linked to the Council of Europe, the Venice Commission and the European Bank for Reconstruction and Development. To date, Kosovo has adhered to several Multilateral Conventions, namely the Apostle Convention, Hague Convention (through which it became a member of the Permanent Court of Arbitration) and the International Customs Organization[3]. But the priority of Kosovo's diplomacy over the last few years remains a change in approach and that from bilateral integration to multilateral integration has been crowned with important achievements in recent years, so for MFA and Kosovo institutions, multilateral integration has become the main success of Kosovo diplomacy in the international arena[4].

No organization represents community of states more than the United Nations (UN). The UN provides balance, neutrality, security and stability for the international community. States invest more legitimacy in that than any other organization and through its universal membership, it serves as a road and guide to international norms.

In other hand the *United Nations doesn't have the competence to recognize states, but states recognize states. If you're not a UN member, it doesn't mean that you're not a state. The four criteria for being a state are determination of a territory, the populations, the government and ability to reach agreement with others*. (Alesdeir Bell 2016), taking in to the consideration those explanation, criteria for mutual recognitions of states lays on individual states to decide whether will recognize and enter in to bilateral agreement or not, it's a sovereign choice of the state itself.

CHALLENGES OF KOSOVA TOWARDS MEMBERSHIP IN INTERNATIONAL ORGANIZATIONS

If an organization can be considered as a place of meeting and recognition for a state and society, then that place is the United Nations (UN). The United Nations is the ultimate address of the conclusion of the international subjectivity of Kosovo, so acceptance in this organization would legitimize Kosovo as a full-fledged state in the international arena alongside peoples and large and small states of the world .

By joining the United Nations, and its specialized agencies, Kosovo would immediately establish bilateral and multilateral relations with countries that are reluctant to recognize independence and enter into mutual relations with the state of Kosovo[5].

[2] Pristina Institute for Political Studies Report, pg. 5-7 Kosovo's Multilateral Integration - June 2018.pdf
[3] Ratification of Apostle convention https://www.kuvendikosoves.org/common/docs/ligjet/05-L-093%20sh.pdf(consulted on date; 22.10.2018)
[4] Kosovo Foreign policy Priorities http://www.mfa-ks.net/politika/481/prioritetet-e-reja-t-politiks-s-jashtme-t-kosovs/481 (consulted on date; 24.10.2018)
[5] Unatid Nations and new world order https://www.britannica.com/topic/diplomacy#ref233755(consulted on date; 26.10.2018)

Upon accession to the UN automatically states are admitted to specialized UN organizations and agencies, with this move Kosovo would receive international obligations and at the same time would benefit from access to funds from specialized agencies , where for the moment besides the World Bank and the International Monetary Fund[6], Kosovo has no direct access to other agencies.

The fact is that the vast majority of Kosovo's recognitions are made thanks to the work and insistence of states sponsors of Kosovo's independence and those who support this statehood since the beginning of the status process. If you can see the map of the world with the states that have recognized Kosovo, it is clear that the word is for countries with great influence on Western powers such as the United States of America, Great Britain, France, Germany and Turkey. Recognitions have been missing from countries where Russia and Spain have an impact. Russia to the countries of the former Soviet Union and to some Islamic countries, which have anti-Western stance, while Spain in some countries in North Africa and Latin America.

Oposing of recognision of independence of Kosovo by the 5 EU member states has made life difficult for Kosovo and has made it difficult for the EU to realize the enlargement policy in the Balkan region. Dissatisfaction has also made it difficult for Serbia to face the new reality that Kosovo is a state. This was privately said by some Serbian politicians who, before declaring independence, had warned that if there are countries that will not recognize Kosovo, then Serbia can not do it.

At this point we are still today, ten years after the declaration of Independence. While, over time, Serbia is being encouraged, hoping that one day the international circumstances will change and may turn the situation to Kosovo in its favor.

In any situation, the Republic of Kosovo must prove that it is capable and willing to accept international obligations and to appear as a serious partner in the relations with the international community.

By fulfilling international obligations unilaterally, such as the implementation of international conventions and the change of state laws by harmonizing and advancing to the highest standards, by advancing institutional mechanisms for the preservation and protection of cultural and natural heritage, which emerge as commitments for self-respect and implementation of international obligations, Kosovo gives the message that it is a state devoted to respecting international obligations and norms.

Kosovo is a new reality in the Balkans and Europe, as aid to the youngest state has not lacked political, economic and social support through various projects and programs by agencies and organizations that come from friendly and spousorizing states of independence. By orienting Kosovar society towards functional democracy. The socio-economic situation, the negative news about riots, youth migration, unstable political situations, organized crime, corruption, negative reports are negative messages for the state of Kosovo in the eyes of the world, the challenges that need to be overcome if Kosovo wants to provide a meritorious place in clubs and organizations of progressive nations.

[6] Integrating Kosovo into the United Nations System GLPS-Policy-Report-INtegrating-Kosovo-into-the-UN-System.pdf (consulted on date; 01.11.2018).

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RULES AND PROCEDURES OF MEMBERSHIP IN UNESCO

One of the major failures on the foreighn affairs and Kosovo diplomatic effort, after the declaration of Kosovo's independence was the non-acceptance of Kosovo to joint UNESCO in 2015, Kosovo failed to become a member for only three votes. The whole process that Kosovo follows for joining the UNESCO as a non UN member state, which issue raises many questions, turning to UNESCO's admission regulations, which the right to enter the organisation is regulated by the UNESCO constitution[7].

UNESCO is created with the mission of reaching peace and cooperation among peoples through culture, science and education. The UNESCO founding idea stems from the approach by which politics and economics are not enough to achieve reconciliation between people and nations in the world. Today, UNESCO counts 195 member states and 11 associate members[8], this number clearly exceeds the number of UN member states as the founding organization, this number is a proof that joining an international organization helps new states to avoid bilateral recognition by states individually but with membership in UN special agencies this is easies way to confirm international subjectivity of new state. The most typical example when an entity without a recognized international subjectivity has managed to join a multilateral organization is the acceptance of the Palestinian Authority in UNESCO on 23 November, 2011[9].

Membership of states in UNESCO is regulated with the Constitution and the Rules of Procedure of the General Conference. According to Article II, paragraph 1 of the UNESCO Constitution, *Membership of the United Nations Organization shall carry with it the right to membership of the United Nations Educational, Scientific and Cultural Organization*. However, Article II also foresees a procedure for non-member countries of the UN: paragraph 2 of Article II provides that, "*Subject to the conditions of the Agreement between this Organization and the United Nations Organization, approved pursuant to Article X of this Constitution*[10]*, states not members of the United Nations Organization may be admitted to membership of the Organization, upon recommendation of the Executive Board, by a two thirds majority vote of the members of the General Conference.*"[11] The Rules of Procedure of the General Conference also define the procedure for the admission of new members to the Organization. Rule 85 of Chapter XV – *Voting requires a two- thirds qualified majority of Members present and voting for the admission of new Member States which are not Members of the United Nations, on the recommendation of*

[7] UNESCO constitution http://portal.unesco.org/en/ev.php URL_ID=15244&URL_DO=DO_TOPIC&URL_SECTION=201.html (consulted on date: 15.09.2018)
[8] UNESCO member state https://en.unesco.org/countries/member-states (consulted on date 16.09.2018)
[9] UN news 31 October 2011 Palestinian admission in UNESCO https://news.un.org/en/story/2011/10/393562-unesco-votes-admit-palestine-full-member (consulted on 17.10.2018)
[10] Article X of the constitution http://portal.unesco.org/en/ev.php-URL_ID=15244&URL_DO=DO_TOPIC&URL_SECTION=201.html (consulted on 20.09.2018)
[11] The Rules of Procedure of the General Conference can be accessed at UNESCO basic documents: http://unesdoc.unesco.org/images/0021/002161/216192e.pdf (consulted on 21.09.2018)

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the Executive Board Rule 99, paragraph 1 provides that, "*Any state not a Member of the United Nations which desires to become a Member of UNESCO shall submit an application to the General Secretariat. This application shall be accompanied by a statement that the particular state is willing to abide by the Constitution, to accept the obligations contained therein and to contribute to the expenses of the Organization*[12],"4 while Rule 100 provides that, "Applications by states not Members of the United Nations for membership of UNESCO shall, upon recommendation of the Executive Board, be dealt with by the General Conference in accordance with the provisions of Article II, paragraph 2, of the Constitution.

The Rules of Procedure of the General Conference describe the procedure to be followed by the states for membership in UNESCO, in the case of Kosovo all this rules and procedures are followed. Under these rules, any non-member United Nations which wishes to become a UNESCO member must submit an application to the Director-General, in this case Kosovo's request has been addressed to the Executive Board's Director on 4 August 2015 by the side of the Ministry of Foreign Affairs at that time by the Deputy Prime Minister and Minister of Foreign Affairs, which is part of the session document no. 197 EX / 43[13], explaining how Kosovo has expressed readiness to join UNESCO's organization.

This document clarifies that this request / article is included in the Executive Board's Agenda in its 197 Session at the request of Albania and co-sponsored by Austria, Bahrain, Belize, Burkina Faso, Chad, Costa Rica, Ivory Coast, Denmark, Dominican Republic, Guinea, Haiti, Honduras, Ireland, Jordan, Kuwait, Latvia, Lesotho, Luxembourg, Netherlands, Oman, Panama, Papua New Guinea, Qatar, Elbasan, Gambia, Saudi Arabia, Senegal, Slovenia, Somalia , South Sudan, Sweden, Togo, Turkey, United Arab Emirates, United Kingdom and Northern Ireland, United Republic of Tanzania, United States of America and Vanuatu[14].

Explanatory Note by: Executive Board 197 session of UNESCO, adressed to the General assembly date 22 Sepetember 2018

1. By letter dated 4 August 2015 addressed to the Director General, His Excellency Hashim Thaçi, First Deputy Prime Minister and Minister of Foreign Affairs of the Republic of Kosovo, applied on behalf of his Government for the admission of the Republic of Kosovo to the United Nations Educational, Scientific and Cultural Organization[15]
2. In accordance with Rule 98 of the Rules of Procedure of the General Conference, this application is accompanied by a statement that the Republic of Kosovo is willing to abide by

[12] Quest for Statehood: Kosovo's Plea to Join International Organizations PHD Ermira Mehmeti (consulted on date (consulted on 23.09.2018)

[13]43 Board decision pg.71 (197 EX/43) http://unesdoc.unesco.org/images/0023/002351/235180e.pdf (consulted on date 19.09.2018)

[13] Request of Albania and Co sponsors pg. 1 http://unesdoc.unesco.org/images/0023/002346/234649e.pdf (consulted on date; 22.10.2018)

[14] Application on behalf of ministry of Foreign affairs, pg3 http://unesdoc.unesco.org/images/0023/002346/234649e.pdf (consulted on date; 30.09.2018)

the Constitution, to accept the obligations contained therein and to contribute to the expenses of the Organization.

3. Under the terms of Article II, paragraph 2 of the Constitution of UNESCO, "States not members of the United Nations may be admitted to membership of the Organization, upon recommendation of the Executive Board, by a two third majority vote of the General Conference". As the Republic of Kosovo is not a member of the United Nations, it is the responsibility of the Executive Board to make a recommendation to the General Conference concerning the application for membership.
4. The United Nations Interim Administration Mission in Kosovo (UNMIK) has already confirmed in its letter dated 26 August 2015 that the issue of Kosovo's membership to UNESCO is solely for UNESCO and it s organs to determine

PROPOSED DECISION

5. The Executive Board,

- Consideringthe request of the Republic of Kosovo for admission to UNESCO

submitted on 4 August 2015.

- Having notedthat the Republic of Kosovo accepts UNESCO's Constitution and is ready to fulfill the obligations arising from its admission and to contribute towards the expenses of the Organization.

- Considering Article II, paragraph 2, of the Constitution of UNESCO, which stipulates that . States not members of the United Nations Organization may be admitted to membership of the Organization, upon recommendation of the Executive Board, by a two thirds majority vote of the General Conference".

- Recommends that the General Conference admit the Republic of Kosovo as a member of UNESCO.

The Executive Board adopted this decision following a roll call vote: 27 votes in favour, 14 votes against and 14 abstentions:[16]

AGENDA OF THE 38TH SESSION OF THE GENERAL CONFERENCE

Discussion Point 8.3 - The request of the Republic of Kosovo for membership in UNESCO, by a decision of the Board 197 EX / 43 recommends that the Republic of Kosovo be accepted as a member of UNESCO. The decision on this request must be voted on by the General Conference, the subject proposed by Albania. 197 EX / Dec.43, 197 EX / Dec.22 (I), 38 C / 60

The session of the General Conference on 9 November 2015, at the beginning of the General Conference meeting, Serbia, as expected, has requested postponement of the vote on Kosovo's

[16] Voting process in Executive board for decision pg. 71 https://unesdoc.unesco.org/ark:/48223/pf0000235180

membership in UNESCO. Representatives of the Serbian state have asked for the discussion on Kosovo to be postponed for the next session, with the reason, as they stressed, to give space to the Kosovo-Serbia dialogue on normalization of relations, a dialogue launched in 2013[17].

Immediate replication and response of the UK representative in UNESCO, who stressed that Kosovo's membership in UNESCO and the dialogue between Kosovo and Serbia in Brussels are two separate issues, pointing out that it has never happened that the General Conference refuses a decision of the Executive Board and if this happens it will be a precedent for the future function of organization. This request was also opposed by the German and Austrian ambassadors at UNESCO. The Serbian proposal was put in the vote, and the result was that 89 states have rejected Serbia's request to postpone the vote for reviewing Kosovo's membership in this organization. Meanwhile, Serbia's proposal has supported 59 votes, 22 states have abstained, of the 170 eligible country voters.

Immediately from after the voting process, requested by Serbia, continued the General Assembly meeting, reviewing this item on the agenda and the voting process for Kosovo's accession to this organization[18].

VOTING RESULTS IN GENERAL ASSEMBLY RELATED TO THE KOSOSVO BID TO JOIN UNESCO

Kosovo was not admitted to UNESCO, 142 member's states voted, of which 92 member states voted in "favor" of Kosovo, while 50 member states voted 'against' and opposed their vote for Kosovo's accession to this organization. A total of 29 states abstained, among them states that have recognized Kosovo's independence, while representatives of 15 states were not involved in the voting process and were out of the hall of the General Conference meeting and the voting process.

To win UNESCO membership, Kosovo needed a two-thirds majority. Of the 142 countries that voted, 92 backed the motion, 50 voted against and 29 abstained, meaning the bid fell short by three votes.

IMPORTANCE OF MEMBERSHIP OF THE REPUBLIC OF KOSOVO IN UNESCO

The failure of Kosovo to join UNESCO is among the strongest setbacks to Kosovo's statehood on international area and its integration. This was one of the biggest diplomatic failures of Kosovo state, since the declaration of independence and as such should serve as a moment of

[17]Request of Serbia for postponement of vote , Archive Lajmet pub. 09.11.2015 http://www.arkivalajmeve.com/Deshton-kerkesa-e-Serbise-per-shtyrjen-e-votimit-per-UNESCO.1047881846/

[18] YOU TUBE Live stream General assembly discussion e 38session of UNESCO https://youtu.be/LQNz4RFdaOM (consulted on date; 30.10.2018)

reflection on important political and institutional point of view including changes. Kosovo and Serbia are in negotiating process since 2012,[19] and the effects of the negotiations has very significant progress, even after six years of negotiations, while Serbia is using the alibi of negotiation to stop the progress of Kosovo in his path to join international organization and community. Serbia and its allies consider the frozen conflict with Kosovo is an advantage and expect a more favorable moment, even more using favors in the integration processes of Serbia in relation to the European Union.

Kosovo is the only country in the Balkans and in the world that has harmonized and fulfilled the entire legal framework for achieving international standards and obligations on cultural heritage, and protection and conservation of this heritage without being a member of UNESCO. The Kosovo legal framework for the protection of cultural heritage is generally in line with relevant international human rights standards. However, some responsible institutions, such as Kosovo Council for Cultural Heritage and the inter-ministerial working group for communication and implementation have largely remained ineffective.

UNESCO assists member states in developing a system of education, science, culture and quality and inclusive information through building their capacity to design and implement policies in member countries of this organization. Kosovo's membership in the United Nations Educational, Scientific and Cultural Organization of UNESCO will crown its efforts to comply with all international norms, standards and laws in multidimensional field-activity which is included in UNESCO[20].

Creating an environment for the development of effective public policies, strictly monitored by commonly accepted rules KOSOVO - UNESCO, is not only a matter of political will but also an issue of institutional legitimacy. UNESCO membership would also have an impact on the strengthening of Kosovo's state subjectivity, entering into bilateral and multilateral relations, but also opening up new opportunities for membership in other UN agencies and ultimately shortening the path to membership of the United Nations. UNESCO will help Kosovo and its people address social and ethical challenges, promote and promote cultural diversity and intercultural dialogue. In practice, the areas covered by this organization in science, culture and education (UNESCO covers over 70 different programs)[21] in which Kosovo could participate in the first year after membership, where human capacities with great intellectual baggage would be needed.

In the field of cultural heritage, Kosovo would apply for placing under the global protection of all categories of heritage such as: archaeological heritage (sites / reserves), architectural heritage objects, movable heritage, intangible heritage, cultural landscapes and natural heritage. UNESCO's action focuses on the main areas of education where 19 education programs are active[22], where funds will be allocated to increase the quality of education and school infrastructure at all levels of education and studies. Direct Education Assistance and UNESCO is the issue of reforming, standardizing and exchanging educational programs globally.

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[19] EU facilitation process Kosovo and Serbia https://eeas.europa.eu/headquarters/headquarters-homepage/14670/eu-facilitated-belgrade-pristina-dialogue-implementation-of-the-telecommunications-agreement_en (consulted on date; 14.11.2018)
[20] UNESCO worldwide prorammes www.internationals-buero.de (consulted on date; 11.11.2018)
[21] Educational frame work action 2030 https://en.unesco.org/themes/education (consulted on date; 28.11.2018)
[22] Educational programs https://en.unesco.org/themes/education (consulted on date; 09.12.2018)

Currently, UNESCO at world level, in the field of cultural and natural heritage, has 22 active programs and this is a missed opportunity for Kosovo because it could benefit in building institutional and human capacity, standardizing laws and implementing conventions. Youth would have access to education in different countries and exchange of experiences in the field of cultural and natural heritage, funds and projects would promote a new level of responsibility for the protection, conservation and management of all categories of cultural heritage. Membership in UNESCO also has obligations and responsibilities, such as advancing legislation, inventorying or creating a list of permanent assets, cultural heritage protection as well as preservation and management. Kosovo benefits because it enters the map of destinations of cultural heritage and cultural tourism. But there are also the financial benefits for programs that are implemented around the world, various funds for the advancement and standardization of education, science and culture in the form of grants. It should be noted that UNESCO in Kosovo has supported the restoration of the Novo Brdo Fortress worth several million even though we are not members of this organization. UNESCO Worldwide there is 2079 clubs, which are active. Kosovo would only benefit from twinning with clubs from countries that have recognized Kosovo's independence, expanded influence, but would also exchange experiences with clubs of countries that have not yet recognized its independence.

CONCLUSION

Kosovo's membership in various regional and international organizations does not imply direct or automatic recognition of its international subjectivity as a new entity. However, in practical terms, this form of action may aim to achieve that recognition as a political act. Kosovo has so far been able to sit on the same table with most of its neighbors and discuss on equal terms the various regional challenges.

Kosovo has proved that the Constitutional Framework, Laws, regulations and strategies are in harmony with all UNESCO Conventions and in particular for Education, Science and especially for the human rights and Cultural Heritage which requires not only laws and their implementation, but also institutional mechanisms for their implementation, this should be seen as an additional argument for defense mechanisms, which will be an additional argument for pledging respect for international conventions.

Finally, reforms in cultural heritage management, quality education, media freedom, gender equality, science and technology development and other areas of interest for UNESCO's work are of vital importance for Kosovo itself. Kosovo's membership in UNESCO will not only undermine the important legacy of Kosovo Serbs, but rather will create additional conditions and guarantees their protection in Kosovo.

Kosovo must prove to the world that it is interested and ready to be positioned along the progressive countries and taking concrete legal and institutional actions for the preservation of cultural heritage values, with unilateral approval of UNESCO conventions, the proclamation of cultural heritage properties in permanent protection, drafting of management plans for cultural heritage properties, internal dialogue in Kosovo for Orthodox heritage monuments, treatment of illegal constructions within protected areas of heritage and adoption of new law and strategy national heritage.

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IMPORTANCE OF KOSOVO DIASPORA IN ECONOMIC DEVELOPMENT

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Abstract

Diaspora has great importance in economic development of Kosovo, becuase today Diaspora its main contrubutor in economic development in our state and in social, culture, political and historical development, becuase diaspora all of the time it has contribute in building of Kosovo in every economic field and other social aspects. Therefore, increase of invesmtent from diaspora in Kosovo is key object for economic development, so it should be the main priority for our government.

Government of Republic of Kosovo should have serious approach in treating effectively and efficient of diaspora, and should make long term strategy for ensuring of better conditions, to make ideal conditions to invest in Kosovo in different fields.Different investments from diaspora, today require liberal politics and pragmatic and planned strategy development, drafting favorable legal rates for strategic investment in all of economic activities. Where such investment from diaspora present the mos effective way to create new opportunities for jobs and creating condition to increase and develop economic sustainable. Diaspora should stimulated to invest in Kosovo in different fields as in: education system, healthcare, tourism, hotel, energy, agruculture, farming, etc.A special importance have investment from diaspora and its specifically for Kosovo by taking into account condition in how it should be realised economic development.

Key words*: Diaspora, Strategic management, Economic Development, remmitances.*

Entry

Kosovo diaspor for the country, it gives continously economic, politics, and moral support. The typical example that shows importance of diaspora for development of Kosovo is sum of remmitances that diaspora sent in the country every year.

Importance of Diaspora for Economic development of Kosovo is undeniable and indispensable. Especially large diaspora such as Kosovo that contain a large part of direct foreing investment and for more they can be ready to invest more in conditions to discourage other investors. Every year hundred milions invests of diaspora enter in Kosovo economy. Increasing of investments

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from diaspora its key object for economik development, so, it should be priority of priorities for country government. Government of Kosovo should have serious access about diaspora and it should have long term project to offer better condition, in that way diaspora will invest in different fields in the country.So, diaspora is potential with multidimensional value for the country. Even though they are outside home country, it has been constantly treated as an inseparable part of Kosovo's culture and people.

Outside home country lives and operate over 800[4]thousands members of diaspora[5], but this number is increasing, taking into account that immigration is challenge almost in every country (family reunion, education, living standar).

Genesis of immigrations outside of home country it has happend in different phase, starting from 60's, where in massive manner houndred and thousands family were subjected to ill-treatments, rape and discrimination from authorities of Serbia. Much of it in previous years has been placed in Turkey. Nowdays, Albanian community in this country it is belived is bigger that it present in statistics, but in abstence of updated statistics we still have no real figures. However, its very important to understand that a very large part today saves customs and language, and other part it is fully integrated, is assimilated in Turkish society.[6]

From that time, immigration has been continous characteristic of our society. With the exception of the postwar period, trends for immigrations, first, that was by persecution of Yugoslavia system for political reason, than economic reason, etc. In this viewpoint, the case of saving mother tongue and identity, and strengthening of relationship with diaspora its very important for Kosovar's citiziens, in that manner to avoid assimilation of this communities and it risk losing this part of society[7]. Diaspora, in general, its distributed accros the world, however, always it has has remained the best and most meaningful link between Kosovo and the countries where it operates and lives.Apart from the distribution mainly in Western countries, our diaspora characterizes its integration into the countries where they live and operate, especially younger generations who are born and grown from outside home, the most recent part of the country of origin. This factor is very good explanatory because part of the diaspora is active and the second and third generation are more disconnected from the country of origin, and this disconnect is more and more present. A large percentage of our diaspora is well integrated in the countries where they live and from this diaspora there is created enormous potential of human and economic capital, therefore integration of diaspora in the countries where it lives and operates is also an important aspect of the relationship interstate for our country, using diaspora as a mediator partner. Taking these indicators into account, the diaspora has multiple powers for many reasons, both in terms of human capital and economic capital. Therefore, the preservation and development of national identity has a special importance, both for the state and for the society of Kosovo. Fortunately, from what we see and from ongoing contacts with Diaspora members, we can conclude that the national identity is still preserved to a high degree in the first generations. However, in the second and third generations there is a trend of impoverishment of language and connections with the country of origin. Organizing mother tongue and culture education through the educational system could create opportunities for preserving national identity to a greater extent[8].

[4]IOM Kosovo (2012), Need to add the link,
[5]Easy immigration profile 2017,
[6]Poject strategy for Diaspora pg. 6, 2019-2023 and Operation Plan 2019-2021,
[7]Poject strategy for Diaspora pg. 6, 2019-2023 and Operation Plan 2019-2021,
[8]Poject strategy for Diaspora pg. 6, 2019-2023 and Operation Plan 2019-2021,

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Which is importance of Diaspora in Economic development in Kosovo

Kosovo is the youngest country in the world, today still faces with a lot difficulties in different aspects of state of construction and economic.

Economic increase in Kosovo behave about 4% where country economic is based in import and we buy more and we sell less, local production its supported littlebit from state institutions of the country and the market its not ensured, and as well as providing few facilities to Kosovar producers.Kosovo has powefull Diaspora, and consequently the majority of the population lives with remmitances that Diaspora sent to them.Kosovo Economy still is faced with serious problems.Since the time of rapid and immediate development in the early post-war years of 1999, Kosovo's economy has had little or no progress.

Despite the fact that the level of donor assistance is still high, although this level of assistance has experienced a downward trend, and since 2001 Kosovo has had very little GDP growth, ie Gross Domestic Product (GDP), as well as and there was a non-movement of BPV per inhabitant[9]. Kosovo has youngest population in Europe, with population growth one of the fastest in Europe. To prevent further unemployment growth[10].

Remittances are largely stimulating domestic consumption, which affects the deepening of imports and consequently the trade deficit.This view mainly sees Kosovo as a transit country for remittances, where diaspora money goes in, circulates for several months and then goes out of the country usually through the import of food products.Excepted of this, a large sum of money the diaspora invests in the property, where as a results, last years there is an increase in the demand for real estate purchase, this phenomenon has also affected the rise of prices for local citizens who live in Kosovo. Diaspora related financial transactions include remittances, travel expenses in Kosovo and international investments made or facilitated by members of the Diaspora. Given the Diaspora population as opposed to the resident population in Kosovo, the economic impact of these transactions is high in relation to domestic production of Kosovo and of great importance for Kosovo's international reserve inflows[11].

Remittances strengthen demand for imported and domestic goods and services, raise prices and ultimately payrolls throughout the Kosovo economy, thus contributing to the Kosovo transition from economic recovery following the investment-inclusive and inclusive growth conflict, which is a prerequisite for human development[12].Creating appropriate policies regarding immigration and Kosovo's diaspora status is key to boosting economic growth and reducing macroeconomic disproportion in Kosovo. Through the implementation of such policies, the diaspora could contribute more effectively to raising human and financial capital, increasing economic growth and creating new jobs in Kosovo[13].Strategic objectives aim at empowering, facilitating and encouraging diaspora engagement in the socio-economic development of the country of origin. Within this objective, the strategy aims to promote, stimulate and co-operate with formal and informal economic platforms in different parts of the world. Also, this objective aims to provide mechanisms for knowledge transfer and exchange of experiences from the Diaspora and vice versa[14].Labor migration and economic interaction with the Kosovar diaspora abroad have a profound impact on the economic and livelihoods of many individuals in Kosovo and this is not limited to the level of households.Economic coorporation with Kosovo Diaspora are deep and

[9]Diaspora and Immigration policies pg. 7, Forum 2015, December 2007 Prishtin
[10]Diaspora and Immigration policies pg. 15, Forum 2015, December 2007 Prishtin
[11]Diaspora and Immigration policies pg. 33, Forum 2015, December 2007 Prishtin
[12]Diaspora and Immigration policies pg. 33, Forum 2015, December 2007 Prishtin
[13]Diaspora and Immigration policies pg. 7, Forum 2015, December 2007 Prishtin
[14]Project strategy for Diaspora pg. 16, 2019-2023 and Operation Plan 2019-2021

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they strengtheining impact in macroeconomic development of Kosovo and in this manner of all Kosovar's[15].

According data of Central Bank of Kosovo, shipments, which are mainly spent on consumption, amount to about 750 million euros a year. Capital investments, mostly in real estate, amount to 250 million and expenditures during their stay in Kosovo amount to 900 million per year. Given these, with this strategy, this large multidimensional capital of the diaspora is aimed at the overall development of the country, these investments, which benefit both the diaspora and Kosovo. Diaspora investments in the country are a very important factor in preserving the identity of young people in the diaspora and their connection with the homeland[16].

Diaspora investments require planned policies and strategies, continuous improvements in the legal and institutional framework, improvement and modernization of the infrastructure and improvement of the business climate. These investments represent the most effective way to create new jobs and at the same time create conditions for sustainable economic growth. Almost, every diaspora member has high interes to invest in Kosovo in different fields such as: Healthcare, Agriculture, Farming, Energy, Toursim, Hotels.

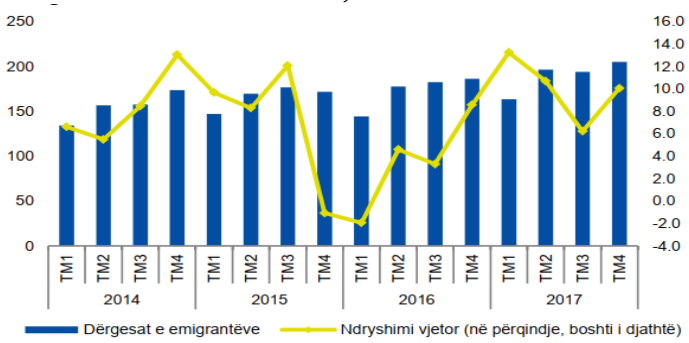
Diaspora remittances in Kosovo are one of the main sources of funding

Remmitances from Diaspora, today present source that ensure social stable statement and this money mainly send in the most case in consumation of family and less for investments on business. Kosovo Diaspora today is the most powerfull promotor of economic development and raising of social welfare in Kosovo. It has been around for years 700 million euro Remmitances per year that impact in country stable.

In 2018, total value of remmitances from Diaspora was 730.5 million euro. Remmitances of Diaspora's, according to the delivery channels mostly sends from agencies for money transfer, followed by other channels of delivery and banks[17].

While, accepted remmitances in Kosovo for 2017, which at the same time represent the largest category within the secondary income account, amounted to euro 759.2 million, representing an annual growth of 9.9%. Remmitances in Kosovo come mainly from Germany and Swiss, country which sent from 39.9% respectively 22.5% of general accepted remmitances in Kosovo. A significant part of remmitances is accepted and from USA, namelu 7.0% of total remmitances[18].

Remmitances, in million euro



[15]Immigration as force for developmentpg. 12, Human Development Report in Kosovo 2014 Swiss Cooperation Office Kosovo
[16]Project Strategy for Diaspora pg. 10, 2019-2023 and Operation Plan 2019-2021
[17]Macroeconomic overview Ministry of Finance ASK and CBK 2018
[18]CBK report for 2017, pg. 32, https://www.bqk-kos.org/

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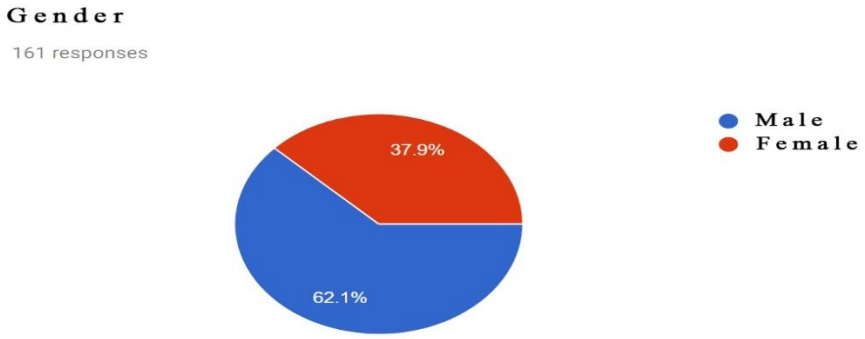
Source: CBK (2018)

Accepted remmitances in Kosovo for 2016, hich at the same time presented the largest categorywithin the secondary income account, amounted to euro 691 million, which represents an annual growth of 3.8%[19].

Analys Importance of Kosovo Diaspora in economic development

In practical part of research and that what is role importance and what important role plays in Diaspora in economic development in the Republic of Kosovo through various forms is presented through a clear analysis which gives clear directions about the future which are the main forms to the implementation of the needs and forms of cooperation better with the diaspora for the development of Kosovo. In this online survey 161 respondent's that answer 12 question closely related to the subject, while the other two appear of information collectors in this part.
In this survey are answered 62.1% from *male* gender and37.9% female gender.



In the second part author's have decided to collect respondent of different age which are presented as three options and are as chronology assigned related with topic as below:

- ✓ 20-35;
- ✓ 35-45;
- ✓ 45-65.

For first option in general are 161 respondents 60.9% are answered in survey those aged 20 to 35 years old, with 23.6% those from 45 to 65 years old from all respondents are answered 15.5% in aged 35 to 45 years old.

[19]Annual Report 2016, pg. 31, https://www.bqk-kos.org/.

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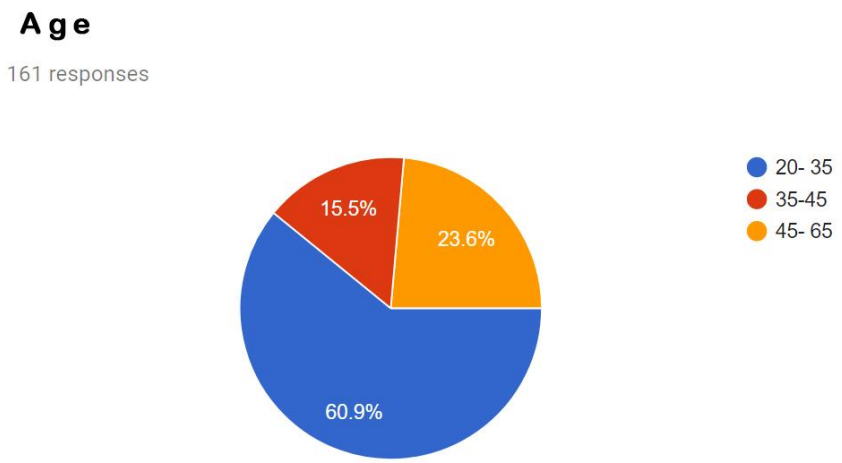
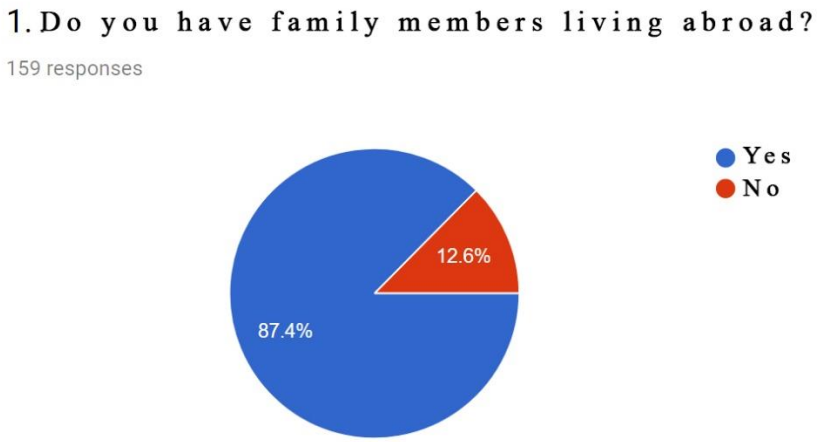


Question 1:

Research had aimed to extract importance of Diaspora's and its role in Kosovo, respondet's are answered question with 87.4% that have at least members of family outside of country and with 12.6% do not have anyone of family member.



Question 2:

In second question related with the reason of leaving from Kosovo taking into account a lot of factors and circumstances in Kosovo as transition country and with no less importance in this phase, whereas answers/ research results for this question it gives interesting results over leaving the country, where 78.5% give reason if they go abroad from Kosovo they can have more opportunities for a better life, with 34.8% they think that they can find better opportunities for better education, 21.5% think for study reason, etc.

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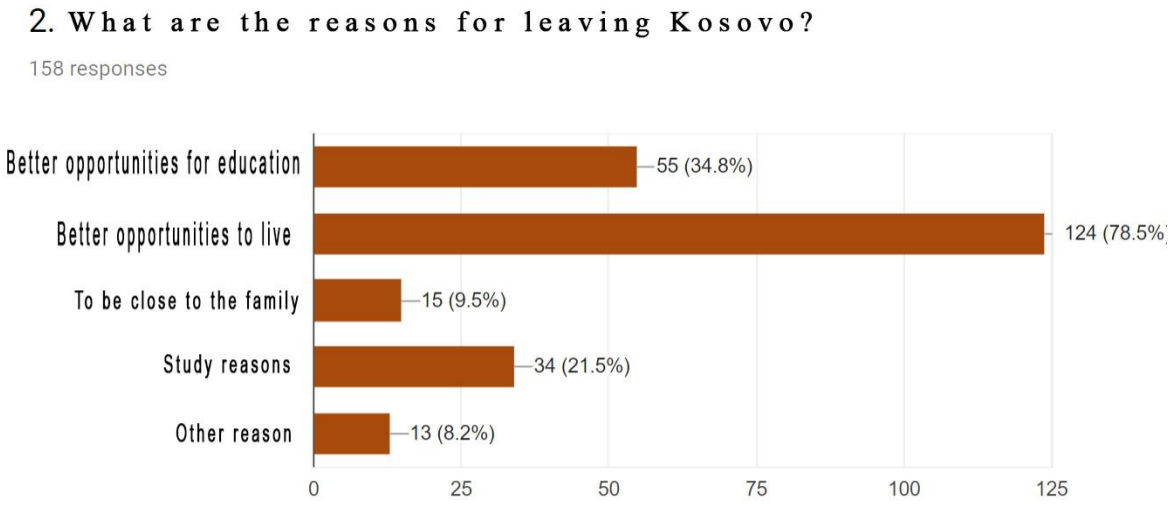
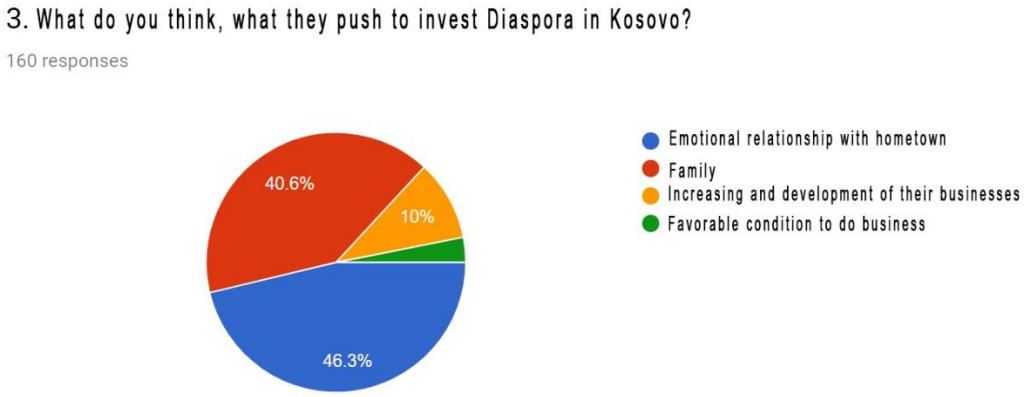


Question 3:

According a lot of research of scientific that have done for their forms and investments in Kosovo have given different results which leaves much to be desired. In this question, respondents with 46.3% think that investments in Kosovo made by Diaspora for *emotional reason with hometown* with 40.6% think for family reason and with 10% think for increasing and business development to operate in Kosovo.



Question 4:

The issues raised try to give a solution to the question of the diaspora role for Kosovo, where fourth question require from respondents to give reason which present dependences of citizens of

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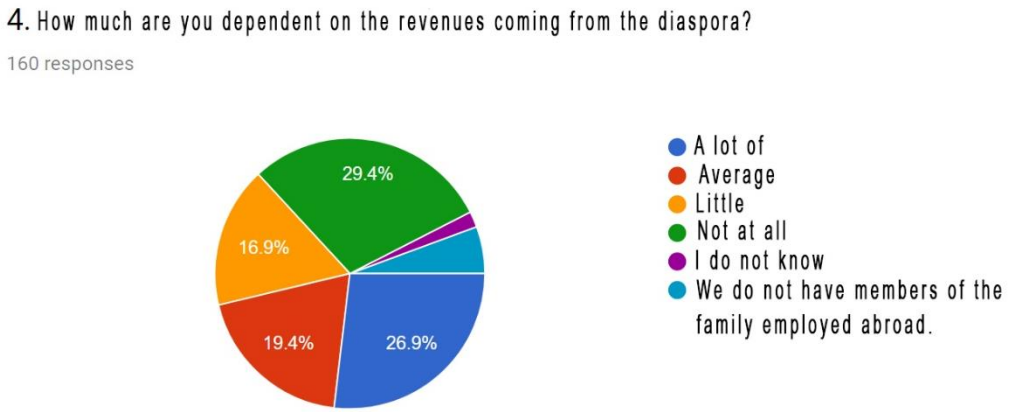
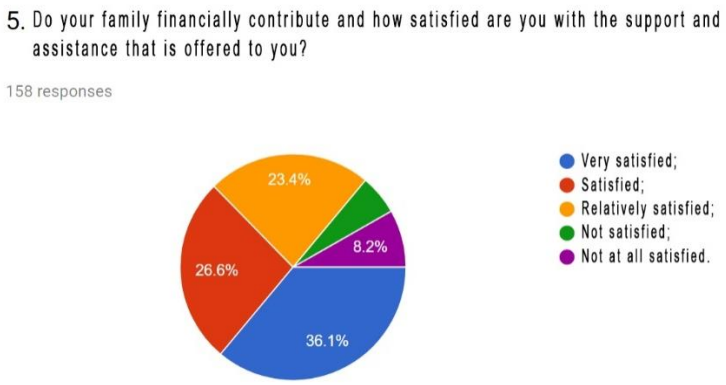
Kosovo from inputs of Diaspora. So with 29.4% responded that they are not at all dependent on these investments, 26.9% respond that they are very dependent on 19.4 think they are on average.

So, according to the reasoning of the diaspora respondents with their investments for a large part, they have no impact and are not dependent on their businesses, their having good income and other reasons, while the rest see themselves more dependent leaving a vacancy in that investments should be increased in order to stabilize the market and economy in the country.



Pyetja 5:

Investigations of Diaspora and their help through citizens that live in Kosovo according respondents is good, even are express as *very satisfied* with 36.1%, while with 26.6% are *moderately satisfied*, and with 23.4% of respondents think that are *relativety satisfied*. This present that those investments excepts that have increase their impact they have improve living in Kosovo for family that help doing of daily obligation for a better life.



Question 6:

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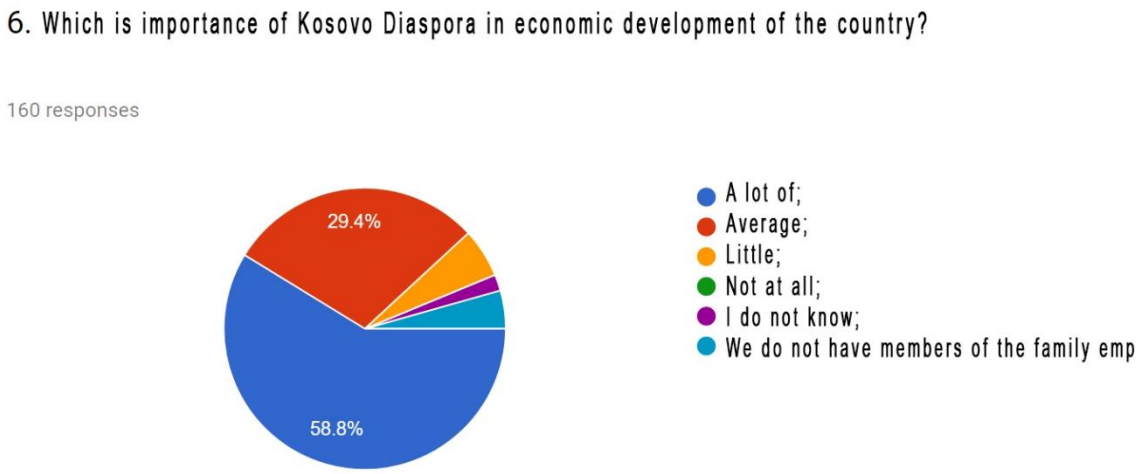
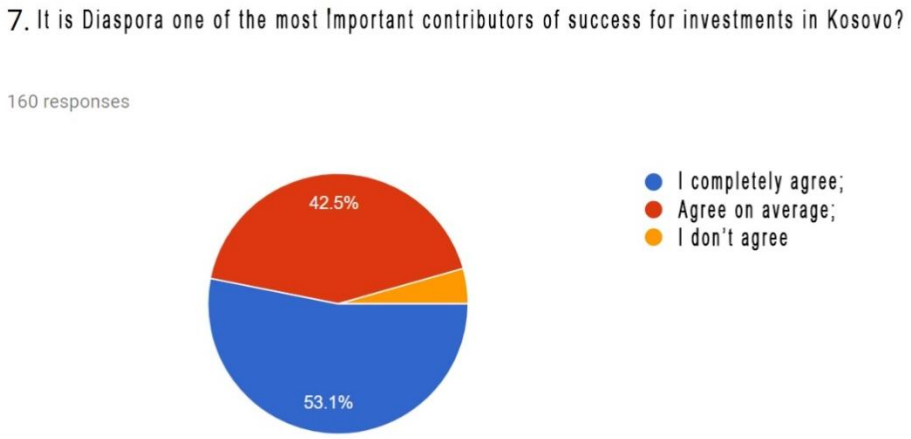
Different circumstances and reasons have pushed our nations together to invest in Kosovo and as such are referred to as diaspora investments, so according to the research we can see that 58.8% of respondents do not have any family members employed outside the Republic of Kosovo and they do not they have the idea and even the knowledge about Diaspora investments in the country that is primarily economic development is very doubtful. While 29.4% think that these investments are on average good and have a positive effect by raising the quality of the market economy.



Question 7:

Bearing in mind development and development policies in the Balkans and beyond, of the 160 respondents surveyed think that diaspora is among the most important contribution of investment success in Kosovo, giving particular importance to this field, while 42.5% think that there are other forms of investment but also this is among the most important by *agreeing on average.*



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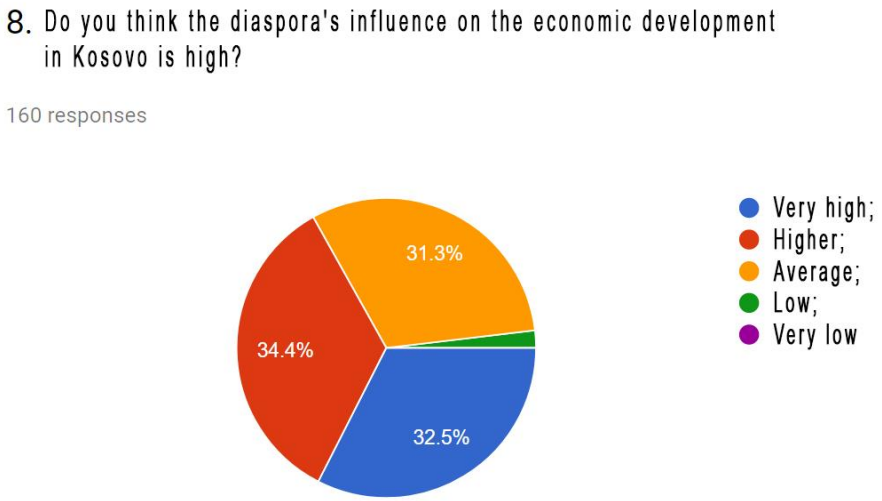
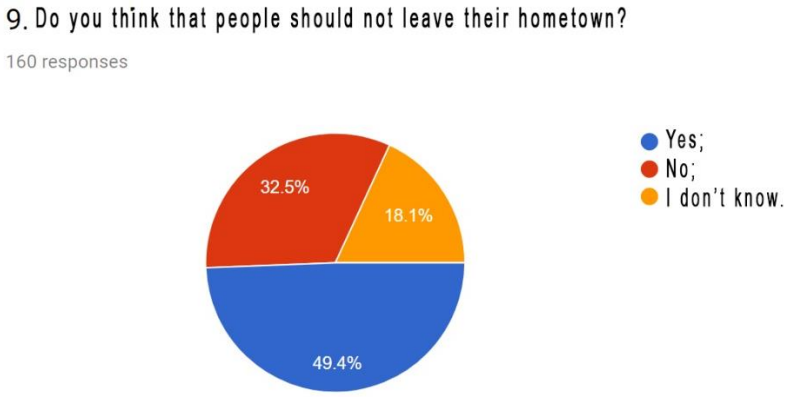
Question 8:

Any investment made in any given field gives rise to its impact, which has little or no negative or positive impact, so foreign investments (diaspora investments) in Kosovo have created a new logic of aid by facilitating many things. According to respondents, 34.4% think that the diaspora influence on economic development is high and is estimated at the same time for the citizens, with 32.5% think that the impact is very high and this support is expected to be even greater in the future while 31.3% of the respondents think that their influence is moderate.



Question 9:

Considering the disturbance of the many citizens in this period in the Republic of Kosovo, it is necessary to take measures to create favorable conditions to regulate the situation and young people to work for their country, developing it in different forms and making it even stronger compared to economic competition and beyond. Considering many factors, respondent's responded with Yes 49.4%, 32.5% with No and 18.1% were shown as neutral.



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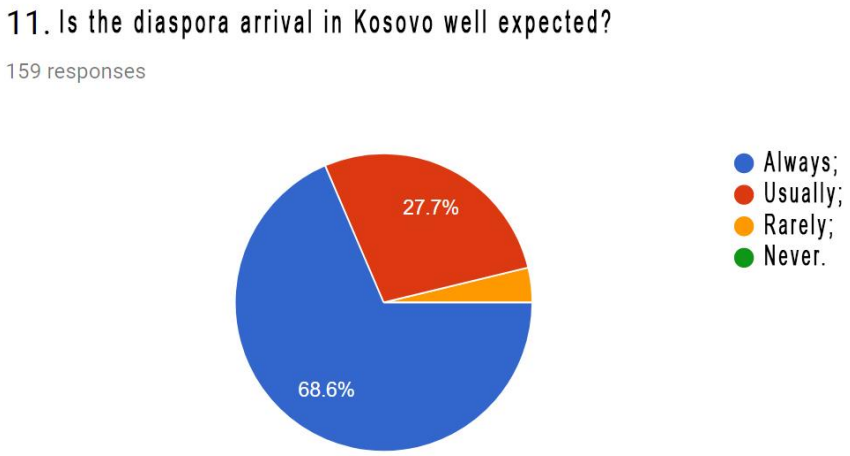
Question 10:

According to the respondents' responses, it is very disturbing to leave the citizens, which situation is also evidenced by the responses of respondents who with 49.1% answered positively that they would leave, with 26.4% not leaving and 20.1% responding with the option possibly leaving an opportunity to flee, but even in the case of improving economic and social conditions, they would stay in Kosovo.



Question 12:

Our comrades, besides having the reasons for the investments and the growth of the economic situation in Kosovo, have other reasons for the visit in Kosovo and the authors have established a number of them where the reason for family ties was chosen with 90.6%, then with 33.1% reason for country respite, 3.8% for work, and 3.1% for different reasons they visit our country and theirs.

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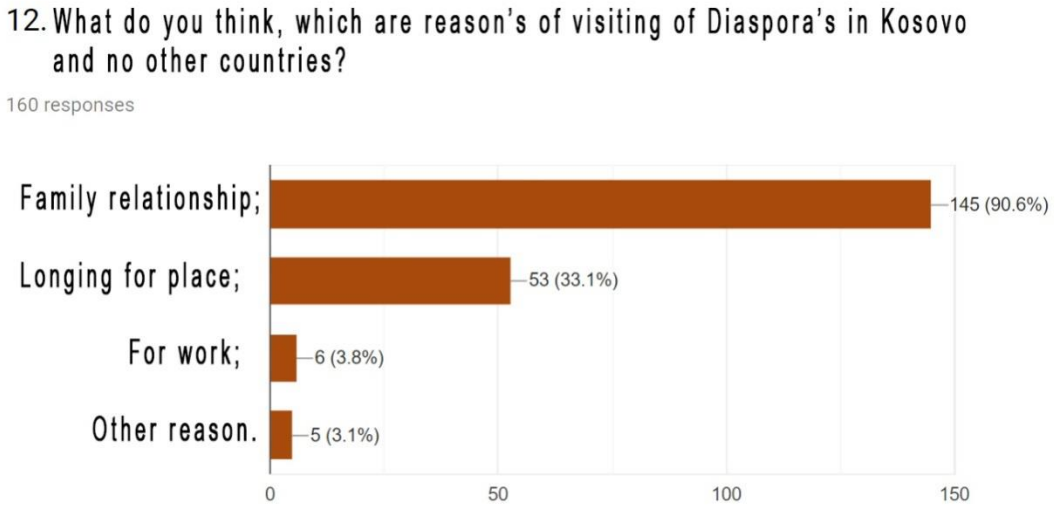

Conclusion and Recommendation

Conclusion

Diaspora's contribute through remmitances in Kosovo according assessments has been very large for postwar years to the present day with their investments, even though the state of Kosovo should make the drafting of institutional strategies for the best use of the Diaspora and Kosovo connections for the realization of projects of national interest such as projects: health, education, energy, minerals, etc. Make greater engagement of Kosovar authorities in involving diaspora in decision-making on Kosovo development projects.

Deeper cooperation between diaspora and local associations of Kosovo to exchange their experiences and knowledge in different fields of business. All this would contribute to sending remittances from abroad to greater sustainability towards Kosovo's development, and to alleviate unemployment in Kosovo, which is currently very high where there is still employment potential through investments. In the future it is expected that the level of remittances will be further reduced, where one of the main reasons for the decline of remittances from the Diaspora is the reunification of families with their members, as well as the employment of family members in Kosovo.

Recommendations

Since the post-war, remittances from the diaspora have played a very important role in Kosovo's economic development. The main recommendations for the diaspora role are for the country to develop a development strategy and to orient itself towards absorbing investment from the diaspora.The realization of this goal can be achieved by working in several directions: improving

the investment climate in the country, improving the remittance transfer channels because a considerable part is brought to Kosovo through informal roads, orienting and utilizing the potential of investors in tourism and other economic areas for the purpose of opening up new jobs.

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THE TEACHER QUALITY AND THE EDUCATIONAL SYSTEM PERFORMANCE, THE PROGRESS IN TECHING IN MUSICALCLASSES

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Abstract:

Key to the success of any mentoring program, is the competence of the mentor who must possess the expertise, commitment, and time to provide assistance to novice teachers.Teachers within a school at the immediate environment of potential present an obvious starting place in identifying mentor teachers. There is no fixed rule about which traits or circumstances are most critical in a given mentoring situation (Gray and Gray, 1985). Freedman (1993) reports that the most frequently mentioned characteristic of effective mentors is a willingness to nurture another person. Therefore, individuals recruited as mentors should be people-oriented, open-minded, flexible, empathetic, and collaborative. Mentors should be enrolled in an ongoing mentoring training program. Training in communication and active listening techniques, relationship skills, effective teaching, models of supervision and coaching, conflict resolution, and problem solving are often included in training opportunities for mentors (Head, Reiman and Thies-Sprinthall, 1992).

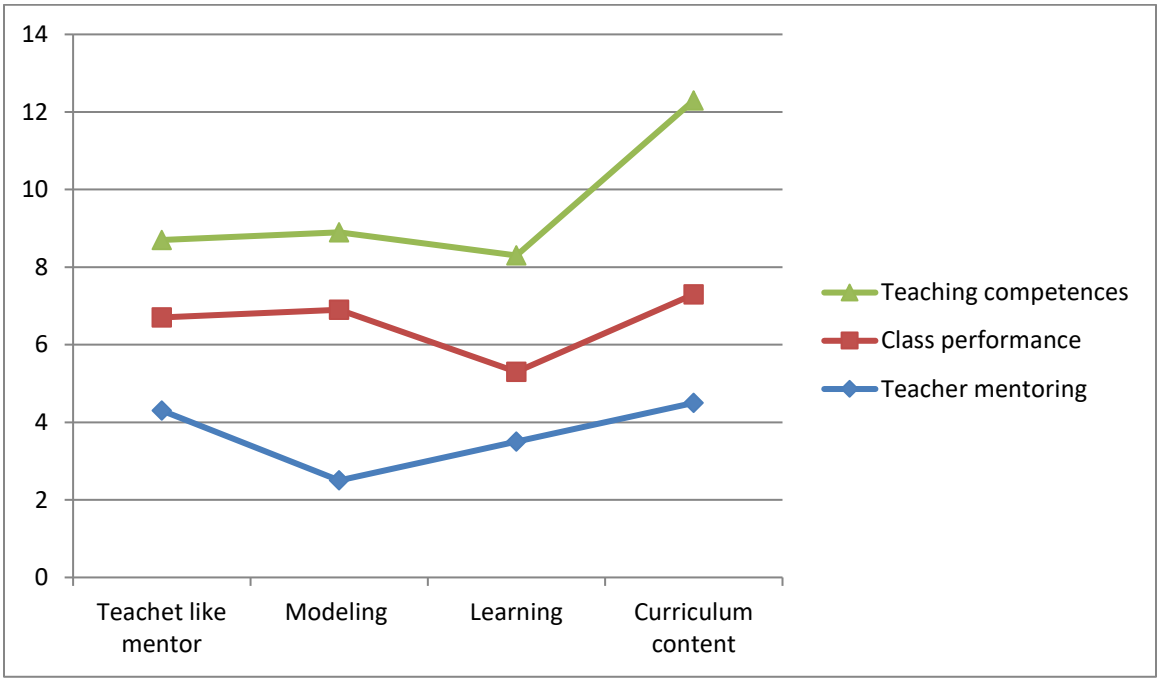
***The** teacher evaluation systems need to be considered not only in terms of evaluation instruments or procedures, but also in terms of the policy systems in which they operate and the school-based conditions that are needed to stimulate continuous learning and improvement. These conditions include: a) teacher participation in developing the system and supporting the ongoing decision-making processes; b) recognition and encouragement of collegial contributions to overall school, success and clear criteria for accomplishment that all eligible teachers can achieve, rather than a quota system that pits teachers against each other.*

JEL Classification Security System: N0, N1, N2, N3, O1, O2, O3.

I. GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH:

Many initiatives to measure and improve teaching effectiveness have emerged as pressures for improved student achievement have intensified. Such initiatives will have the greatest payoff if

they stimulate practices known to support student learning and are embedded in systems that also develop greater teaching competence. Such systems will be based on professional teaching standards and the teaching of well-defined curriculum content. *Source: (Thies-Sprinthall, 1992). Source: Sten 2018*



Source: (Thies-Sprinthall, 1992). Source: Sten 2018

The Role of Teacher Mentoring in Educational Reform

Mentoring is the process of serving as a mentor, someone who facilitates and assists another's development. The process includes modeling because the mentor must be able to model the messages and suggestions being taught to the beginning teacher (Gay, 1995). Also, as indicated, the mentor must be able to serve as a model of the teacher's role in education. The mentoring process includes coaching as an instructional technique used in endeavors such as sports or apprenticeship at the work place. In addition, it includes "cognitive coaching," a term gaining wider familiarity in education. *Source: (Thies-Sprinthall, 1992). Source: Sten 2018*

To be effective, the mentor must be able to demonstrate a range of cognitive coaching competencies, such as posing carefully constructed questions to stimulate reflection, paraphrasing, probing, using wait-time, and collecting and using data to improve teaching and learning. Mentoring, like coaching, is a collaborative process (Gay, 1995). However, as a function—a special duty required of a person—mentoring has considerably more dimensions

than coaching or modeling. Therefore, it is more complex and demanding (Head, Reiman and Thies-Sprinthall, 1992). Source: Sten 2018

They will make intense use of coaching and offer extensive opportunities for teachers to help their colleagues and their schools improve. Policies that create increasingly valid measures of teaching effectiveness—and that create innovative systems for recognizing, developing and utilizing expert teachers—can ultimately help to create a more effective teaching profession.

Criteria for an Effective Teacher Evaluation System

H1. Evaluations should include multi-faceted evidence of teacher practice, student learning, and professional contributions that are considered in an integrated fashion, in relation to one another and to the teaching context. Any assessments used to make judgments about students' progress should be appropriate for the specific curriculum and students the teacher teaches.

3. Evaluators should be knowledgeable about instruction and well trained in the evaluation system, including the process of how to give productive feedback and how to support ongoing learning for teachers.

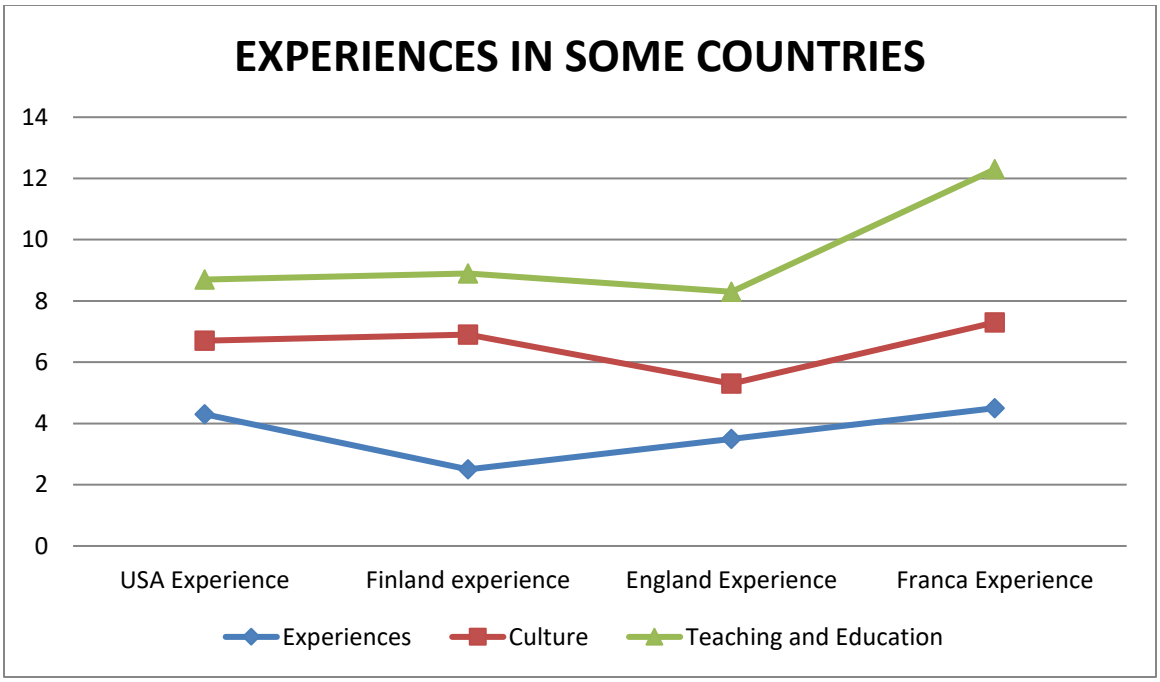
1.1 INTRODUCTION

Teacher evaluation processes concentrate on the core activity of teaching, typically covering areas such as planning and preparation, the classroom environment and instruction itself. But they also cover the remaining responsibilities of teachers such as their contribution to school development, links to the surrounding community and professional development activities.

These factors influence the design of approaches to teacher evaluation in terms of the needs for new policy initiatives, the factors that constrain policy opportunities, and the factors that influence policy implementation, impact and costs.

This has been the primary strategy for improvement in Finland, for example, where ongoing evaluation and inquiry into practice are stimulated within and across classrooms, across schools partnered within regions, and within the system as a whole.

Also key to developing such a system is the creation of networks that allow teachers, leaders, schools, and districts to learn from one another. Schools were also given a practitioner-generated list of strategies that had produced improvements in other schools.



Source: Reiman and Thies-Sprinthall (1992)

II. HYPOTHESES

Mentoring for Human Development Staff development is crucial in creating successful mentoring relationships, and plays a pivotal role in mentoring programs (Janas, 1996). Although mentoring has served as a developer of human potential since Odysseus entrusted the education and care of his son to his friend Mentor more than 3,000 years ago, much of what is called mentoring is not real mentoring (Little, 1990).

Mentoring extends beyond induction and guidance. In order to unleash the power of mentoring as a means of professional development, educators must understand the complexity of mentoring and implement the process with due attention to this complexity. Head, Reiman and Thies-Sprinthall (1992) believe that mentoring "can make a difference for teachers, but it needs to be real mentoring complete with its complexity in process and function.*Source: Reiman and Thies-Sprinthall (1992)*

"These high-quality opportunities are typically focused on the:

1. Learning and teaching of specific curriculum content,
2. Organized around real problems of practice,
3. Connected to teachers' work with children,
4. Linked to analysis of teaching and student learning,

5. Intensive, sustained, and continuous over time,
6. Supported by coaching, modeling,
7. Observation, and feedback,
8. Connected to teachers' collaborative work in professional learning communities, •
9. Integrated into school and classroom planning around curriculum, instruction, and assessment.

They may include collective opportunities to analyze observations or videos of teaching and/or samples of student work, study groups, action research projects, peer observations, and collaborative planning and evaluation in grade-level or departmental teams.

Source: (Missouri, New Mexico, New York, Ohio and Washington).

Professional learning opportunities and skills

1. Career and reward/incentive structures for teachers and school leaders
2. Teacher education and certification policies
3. Roles and views of stakeholder groups
4. Examples of school-level factors are: Socio-economic context of schools Management, leadership and distribution of responsibilities within school Professional activities of teachers and other school personnel
5. Teaching and learning arrangements
6. Community and family involvement
7. Learning conditions, support structures
8. In this paper will further analyze the five main areas of the conceptual framework.

These are central in the development of a comprehensive teacher evaluation model:

1. Implementation
2. The best systems create time for teachers to work and learn together during the school day, as is common in high-achieving nations in Europe and Asia, where teachers typically have 15-25 hours a week to plan and work together.

III. THE PURPOSE OF THE STUDY

Mentoring remains a viable policy option in education. However, for purposeful mentoring to occur, a prerequisite is the acceptance of its complexity in carrying out the mentoring function. This implies careful planning. Teachers are valuable resources in education, and high quality performance in teaching is an essential ingredient of educational improvement or reform. To assist beginning teachers, it is necessary to support their performance in the classroom from the very beginning of their teaching careers. Support in the form of well-designed mentoring programs can be pivotal in inducting new teachers into the profession and keeping them in education.

The stakes are high. Quality teaching is essential if the mission of education is to be fulfilled. Mentoring can play a critical role in continually improving the professional knowledge and

skills that teachers need to instruct and prepare students for the next century. However, to be effective, mentoring programs must be developed that take into account the complexity, process and function of the programs.

CONCLUSIONS AND RECOMMENDATIONS

Finally, a comprehensive system should address a variety of purposes: licensing, hiring, and granting tenure; support for supervision and professional learning; identification of teachers who need additional assistance and—in some cases—a change of career; and recognition of expert teachers who can contribute to the learning of their peers, both informally and as mentors, coaches, and teacher leaders. Some policymakers are also interested in tying compensation to judgments about teacher effectiveness, either by differentiating wages or by linking such

Other students who are mobile may have spent only a short time in a given teacher's classroom. Both of these are sources of considerable error. Year-to-year instability in teacher rankings is also very high.

Many experts suggest that there should be at least 50 students (who have been with the teacher for a large majority of the year in each case) and at least 3 years of data to use in estimating a value-added score. Even with these considerations, it is important to recognize that multiple years of data may mask the year-to-year instability of scores, but do not eliminate the causes of such instability, which may often include the composition of classes that teachers teach.

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FOREIGN DIRECT INVESTMENT AND THEIR IMPACT ON MACEDONIAN ECONOMY

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Abstract

Foreign Direct Investments are a very crucial factor on economic development to a given developing country. Recently, according to the data issued by OECD, there is down turning point in this indicator in the global level. In the case of Macedonia are taken several major investing countries and their investments are compared starting from 2010 to recently, the data are quarterly. Some countries have the so-called divestment procedure done more than the others. The paper attempts to give answer to the question why this is the case. As all of the other countries Macedonia's GDP is more dependent on the consumption. The brut investments are the last component with the smaller proportion of the total GDP. Imports and exports cointegrate but they are not cointegrated with a coefficient close to one. Even though the main growth theory suggests that economic growth is dependent more of capital, human and soil recourses there is also a proof that the productivity is the main component.FDI are not well managed and surely the mother countries of these investments are not behaved with full responsibility on implementing them. Methods used here are statistical and comparative.

Keywords: *divestment, economic growth, FDI, Macedonian economy, cointegration*

Introduction

According to OECD report, overall flaws of FDI in 2017 fell for 18% compared to that of the 2016. In 2017 the total FDI globally was estimated to be 1,401 billion dollars. From this very report we can also stress that since the 2013 the fourth quarter of 2017 had the lowest value of the FDI. FDI s are very important deal in the economy, especially for the countries in the transition. North Macedonia has faced a lot of political, social andeconomic challenges and thus this country had a variety of obstacles which led to FDI inflow fluctuations. The European Commission Report in 2018 showed a lot of problems and weaknesses but on the other hand there are mentioned some improvements that are made in some law and economic fields. Concerning the economy this report stresses out that North Macedonia should pay attention to "developing a medium-term budget framework and pursuing fiscal consolidation including by better targeting of transfer spending, improving contract enforcement and reducing informality and enhancing labor market participation and employment, especially for women and youth".

If we consider the last Fall Economic Report for Western Balkans by World Bank, we would notice that North Macedonia had, during the 2018, the lowest growth rate of GDP. The leaders in growth were Albania and Kosovo, followed by Montenegro. This will after be discussed even more analyzing the data taken into consideration.Standard & Poor's credit rating for Macedonia is BB- with stable outlook, alsoFitch's credit rating for Macedonia was last reported at BB with positive outlook. This is improvement considering the rating form the 2016 when Fitch rated Macedonia with negative outlook.

Comparison of data

If we observe closely the Figure 1 we see a lot of changes and interesting facts. Countries that are made comparison to are our neighbors and these countries have faced similar problems being those social or political. Albania, Bosnia and Herzegovina, Kosovo, Montenegro and Serbia in the Figure 1 have series compared along with Macedonia, the data are anualy from 2000 to 2017. The small dots that are on the left corner of each graph show the values of the respective series in the year of 1990. Sadly, for most of the country's 1990 data miss.

The graph for final expenditure growth shows that all the countries face lowering of this rate, being Montenegro the country with the biggest expenditure growth rate, followed by Albania and Kosovo. Macedonia in this graph is the last.

The graph for FDI s, inflows, outflows and net FDI all show that Serbia is the most favored to foreign investors when it comes to investments, followed by Albania.Macedonia and Kosovo seem to have struggled with FDI inflows. It is very interesting that North Macedonia in the 2017 had increasing value of FDI outflows, bigger than Serbia. The inflows of FDI for most of the countries do not exceed even the 100-million-euro value.

Serbia and Kosovo for now have bigger growth rates of GDP, Macedonia again is the last one in this, even though in the 2018 the country showed some improvements. GDP per capita

growth rate is also showing that Serbia seem to converge more rapidly than any other country taken into consideration in these graphs.

FDI and growth in Macedonia- analyzing the data

What are FDIs? Foreign Direct Investment are investment that are made by one country in another one, or we could say that FDI are investments made with foreign money. This means that the capital in mother country increases without having it to provide the main resources to start for example a business or something else related to business. FDI can be inflows or outflows and net FDI are difference between the FDI outflows and FDI inflows. As we can see from the corresponding figure, Macedonia in 2017 has had two consecutive quartal decrease in FDI, Figure2. Furthermore, it is clearly that the FDI inflows in Macedonia do not have trend, since the series is stationary. For the period being reviewed the highest value of investment is shown in 2010, around 200 million dollars.

In the Figure 3 we can observe some of the countries that have invested in Macedonia and how their investments changed during the period taken into consideration. Figure 4 however shows the comparison of each country FDI inflow and from this we can see that more noticeably is the FDI inflow of Switzerland in 2014, and divestment of France in the same year and quarter as Switzerland and even bigger amount of divestment of France in 2015.

Now let's see what is the correlation coefficient between series of real GDP growth, and FDI of North Macedonia. It is necessary to underline the fact that the series that are taken for regression analysis are not long and they are quarterly series considering the period from 2010 until 2017, so overall there are 31 data. The correlation between growth rate of real GDP and FDI is like -0.485. What does it mean? It means that these two variables are correlated linearly about 49% but negatively. When FDI increases, growth decreases.

Table 1- Coefficient of correlation between growth rate and FDI of North Macedonia

	FDI	GROWTH
FDI	1.000000	-0.485227
GROWTH	-0.485227	1.000000

Source:estimation done by authors

Furthermore, there is done regression analysis to see if the growth could be predicted when we know the FDI. As are shown in the Table 2 the estimated coefficients and tests for signification indicate that FDI has not statistically significant coefficient but the model lacks other independent variables. Coefficient of determination is quiet low, it is not even 1 percent. It was very hard to find quarterly data for other series for the taken period, there were needed quarterly data for the unemployment series, or either population growth and of course the rate of savings. If these variables were in the model, we could see the true effect of the FDI on the growth. However, still there is the negative correlation that bonds these two series and that is not good news for North Macedonia. It is very important to mention that the model is done after the series have been seasonally adjusted since we have quarterly seasonal data.

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Table 2- Output for regression estimation coefficient for growth rate as dependent variable on FDI of North Macedonia

	Coefficient	*t-stat (p-value)*
Growth rate		
FDI	-0.000403	-0.055 (0.9596)
Constant	1.1451	2.089 (0.0456)

Let us leave a little bit the FDI and analyze the graph of real GDP and its components measured with expenditure approach,Figure 5. It is very interesting to see these features in this figure:

- Consumer spending is the most prevalent component
- Imports are the second most anticipated component
- Exports come after the import but surely these two series are far apparat of each other even though they have same shocks and changes
- Brut investments are the second last component
- Government spending are the lower value series considering the whole period
- During the period considered there are no changes in the weigh of the components to the total GDP level
- Imports are getting closer to the consumer spending,
- Government spending is not showing any trends in the considered period.

We have done some cointegration analysis of exports and imports and Real GDP. The cointegration is done with Johansen test and those are the following results:

Unrestricted Cointegration Rank Test (Trace)

Hypothesized No. of CE(s)	Eigenvalue	Trace Statistic	0.05 Critical Value	Prob.**
None	0.376118	21.84129	29.79707	0.3074
At most 1	0.264327	8.631051	15.49471	0.4006
At most 2	0.001282	0.035909	3.841466	0.8497

Trace test indicates no cointegration at the 0.05 level
* denotes rejection of the hypothesis at the 0.05 level
**MacKinnon-Haug-Michelis (1999) p-values

Source: Authors calculations done with EViews

When series cointegrate they show that they are in the long run equilibrium. In the case of North Macedonia these series do not cointegrate this means that growth is not relied on exports nor imports, furthermore the trade deficit is large meaning that the imports do not

approach the exports and thus country is more buying from foreign countries than it is selling to them.

Conclusion

What we can conclude form the above analysis is that Macedonia is having a hard time to face with in the following periods. The political problems led to the falling of the FDI, growth rate, expenditure rate and even bigger trade deficit. These economic indicators are tied up and they affect one another consecutively. North Macedonia is relied on import- growth theory. As we saw before its imports are lately getting close to the consume spending. This is not the best solution for a country that has been so much through social, political and economic problems. Brut investments are the last category in the value of the GDP, this is the main problem. All of the governments never had a strategy on how to fix the problem with the investments, even though there was implemented the flat tax law.

The problem of the FDI is visible, the country has done so much damage when permitted some of the foreign investors to come and to stimulate with benefits. The negative correlation between FDI and real growth rate should be very concerning. This means that investors come into our country and take from us thus lowering our growth rate and GDP per capita. Mentioning the last one brings us to the problem that North Macedonia is the last country that is converging economically in the region.

There is urgently needed stricter laws and control on the foreign investors, since they are draining our economic potential and doing more harm than benefit.

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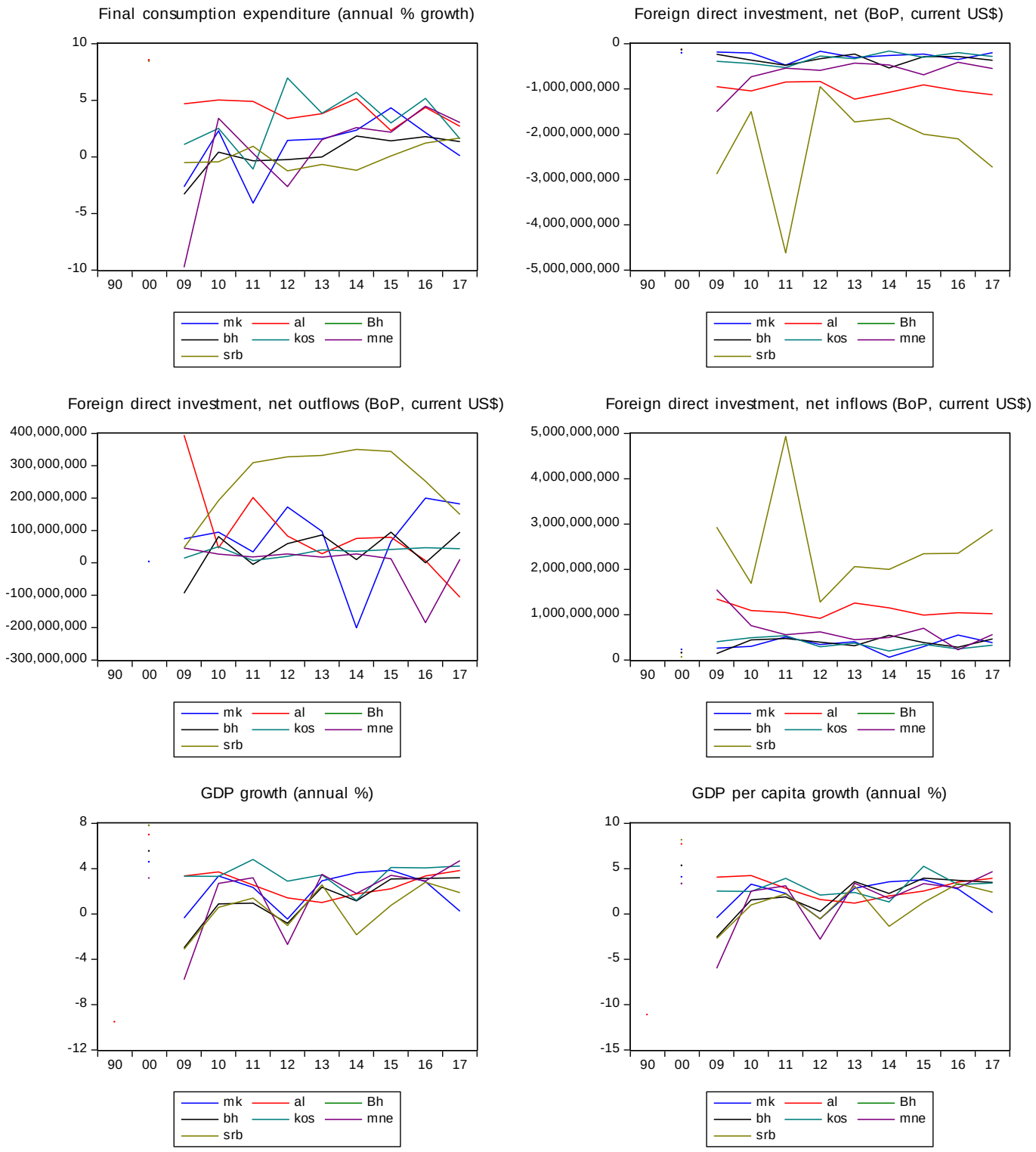
Appendix

Figure 1- Series of macroindicators for 6 countries



source: https://databank.worldbank.org/data/

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Figure 2- Individual graphs for countries which are the main source of FDI in North Macedonia

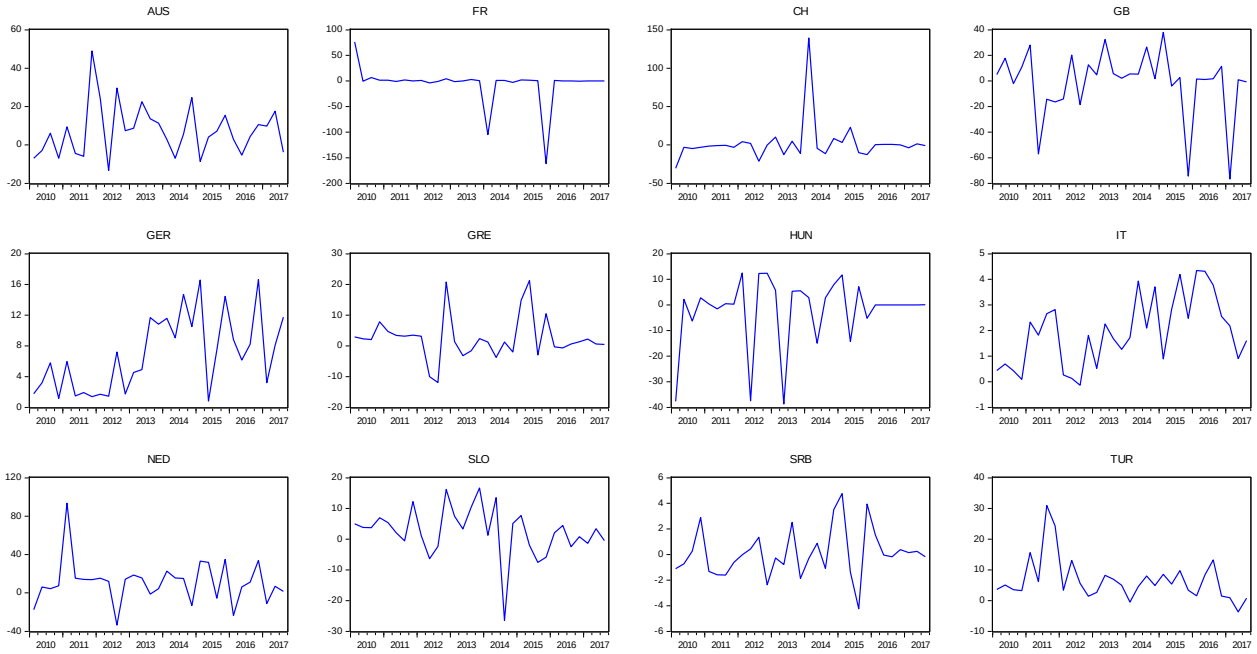


Figure 3- Cross Section Graph Countries which are main resource of FDI inflows in North Macedonia

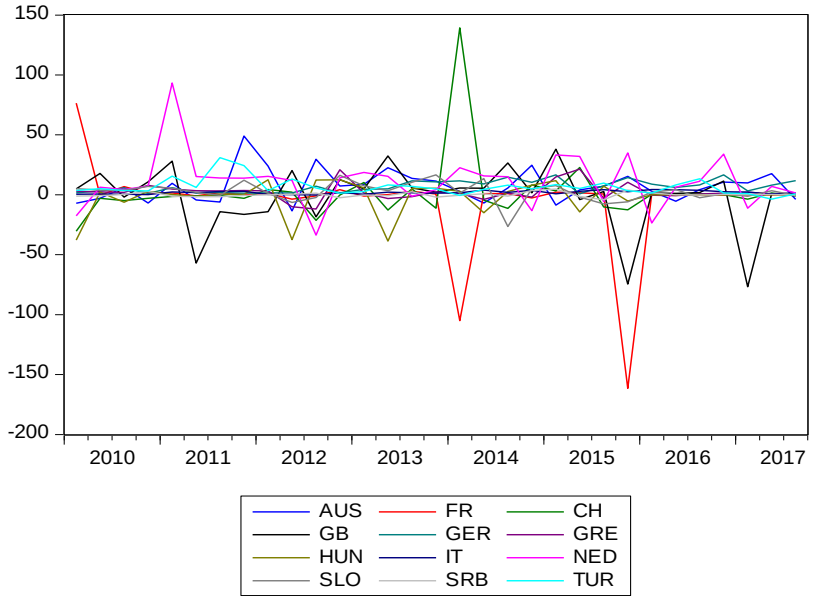
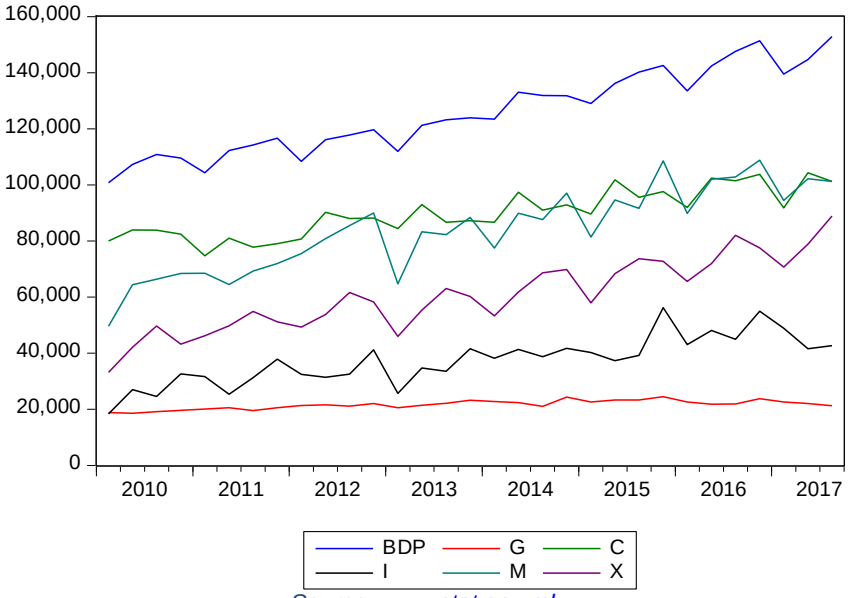


Figure 5- Real GDP of Macedonia and its components (expenditure method), quarterly data 2010-2017



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IMPACT OF NONPERFORMING LOANS ON PROFITABILITY ON THE BANKING SYSTEM IN THE REPUBLIC OF NORTH MACEDONIA

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Abstract

Banks are the most important participants in the financial system, but also the most significant and largest financial institutions around the world, measured through their share in the total financial sector assets. Banks play a significant role in economic growth, namely by diversifying the risk to their activity. Interest rate risk is one of the most important financial risks of each bank which the banks face. Each risk is in itself a direct or indirect negative impact on the profit, activity, or realization of the ultimate goal of the banks. The risk of a change in interest rates in the portfolios of banking activities is a risk of loss arising from unfavourable changes in interest rates, as seen by the bank.

The research in this paper concentrates on several directions with a common goal - the role and the need for bank profitability in today's conditions. The main research question is if in the research is a significant link between non-performing loans and bank profitability?

Based on these goals, the research pays special attention to the importance of the asset management companies, from which we determine the determinants of the profitability of the banking system and we analyzed them from 1998 to 2016. For this purpose, we used Ordinary Least Square the method with the determination of the determinants, where it is noted that the non-performing loans showed a negative correlation with the level of the profitability in the Republic of North Macedoniaand are statistically significant.

It is recommended that regulators draw up regulations and monitoring tools that will cause early warning signals about possible failures of the bank due to accumulation of non-performing loans.

Keywords:*Bank, Regulation, Profitability of banks, ROA, Economic.*

1. Introduction

Banks are the most important players in the financial system, but also the most important and largest financial institutions around the world, measured through their share in the total assets of the financial sector. The banking system is the most important part of the total financial system in the Republic of North Macedonia, because 90% of the total assets of the financial system belong to banks.

Banks play a significant role in economic growth, namely through the diversification of the risk for their activity. Interest rate risk is one of the most important financial risks of each bank that banks face. Each risk in itself represents direct or indirect negative impact on the profit, activity or realization of the final goal of the banks. As seen by the bank, the interest rate risk in the banking activities represents a risk of loss arisingfrom unfavourable interest rate changes.

The research in this paper concentrates on several directions, but at the end there is a common goal - the role and the needfor bank profitability in today's conditions. Special attention is paid to the role of banking regulation regarding competition and financial stability.In this way, the research on the impact of non-performing loans (NPL) appears to be important in the assessment of ROA. The main research question is:what is the impact of non-performing loan on the bank profitability in Republic of North Macedonia?To respond to that question, this paper is organized into six sections.

The research is structured in this way. The introduction belong insection one. In section two is done discussionreview of literature on bank profitability. Section three describes the performance indicators under study in the banking system in Republic of North Macedonia. Section four coincides with the description of the data obtained in the study and was analyzed the methodology used, while in section five will be presented the main results identified through linear regression model. In section six will discuss the results of the study and the conclusion of the research.

The methodology of research is based on the time series method by the Ordinary Least Square. The data used are from 1998 to 2016. The main objective of the research is to analyze the impact of non-performing loans on the progress of profitability in the banking system of the Republic of North Macedonia.

2. Literature Review

Banks play an important role in the financial market. However, to function normally they must be safe and to be perceived as such.Banks play a significant role in economic growth, namely through the diversification of the risk for their activity and also they play a significant role in the financial market. Why is important to determine the determinants of the profitability of the banks in the Republic of North Macedonia? Knowing these factors would help in the future easier to overcome potential negative shocks and maintain the financial stability of the banking system in the Republic of North Macedonia. The assessment of all-round banking operations as well as monitoring their financial situation is important for depositors, potential investors, managers and of course, regulators.

Historically, the incidence of banking sector failure resulted from insolvency which has often been associated with massive accumulation of non-performing loans (Fofack, 2005). When banks lend out money, they do it with the hope that their borrowers will make their payments as scheduled, but that doesn't always happen. Sometimes borrowers run out of money or fall into situations where they can't repay their debt, and that's how non-performing loans become a problem for so many banks. A non-performing loan, or NPL, is one that is in or close to fail.This typically happens when principal and interest payments on the loan are overdue by 90 days or more. Non-performing loans are generally considered bad debt because the chances of them getting paid back are minimal. The more non-performing loans a bank has on its books, the more stock price is likely to be affected more. (According to this web: The Motley Fool).Samir and

Kamra (2013) argue that non-performing loans have a deleterious impact on bank profits as they reduce interest income and erode current profits and capital base through provisions.

Non-performing loans are considered determinants of profitability because, high levels of non-performing loans adversely affect bank net profit through provisioning of doubtful debts and write-offs of bad debts, which normally affect profitability (Ombaba, 2013). Subsequently, the moment when non-performing loans exceed bank capital in a relatively large number of banks, it comes in banking crisis, which eventually turns into a financial crisis (Biabani 2012 and Karim 2010).

In addition to non-performing loans, the GDP growth is also used to illustrate the relationship between GDP and profitability in the banking system, which has been analyzed by many authors, including Demirguc-Kunt and Huizinga, 2000.

3.A Brief Review of the Developments in the Domestic Banking System in 2017

According to National Bank of the Republic of North Macedonia, the activities of the banks in 2017 had different tendencies in the first and in the second half of the year. In the first half of 2017 the activities of the banks were under the influence of the reduced economic activity and the still were present risks from the domestic political events and the global environment. The total assets of the banks in this period featured modest growth which was primarily due to the decline in the deposit potential of the banks in the first quarter of 2017 and due to the minimal growth in the second quarter of the year. The gradual stabilizing of the situation and the ascertainment's of the economic entities in the second half of 2017 has relevant impact on the positive tendencies on the foreign currency market and on the upward tendency of the deposit base of the banks, mainly from the households. The dynamics of the credit activity of the banks followed to a large extent the tendencies of the deposits. The credit growth was due to the increased credit support of the banks to the households sector, but also due to the growth in the crediting of the corporate clients.

In a situation of moderate healing of the domestic economy and stabilization of the expectations and the trust of the economic entities, the crediting to non-financial entities[1] featured growth in 2017 for5.9%.

Graph 1. Annual growth of the loans to non-financial entities
In millions of denars

[1] The loans of non-financial entities include the loans of non-financial entities-residents and non-residents, which includes loans to private and public non-financial companies, central government, local self-government, non-profit institutions serving households (loans to other clients), sole proprietors and individuals (loans to households).

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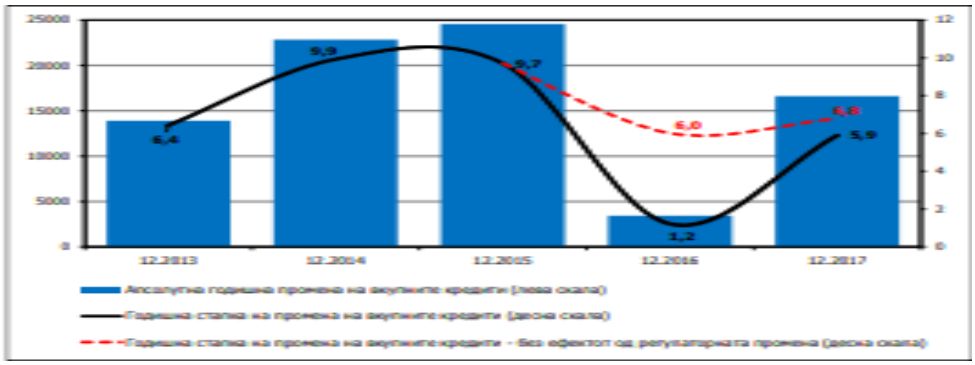


Source: NBRNM, using data provided by the banks (2013-2017).

The banking system increased the profits in 2017 as well, albeit with far less growth rate compared to the last years. The largest contribution to the increase of the profit in 2017 was provided by the non-interest revenues, contrary to the usual trend from the last years when the net interest income was the continuous main contributor to the growth of the profit.

In 2017 the banking system generated profit of 6.6 billion denars, which is more by 230 million denars i.e. 3.6% in comparison to the profit realized in 2016. The annual growth of the profit features certain slowdown compared to the last five-year period (2011 - 2016), when it was growing at an average of 40% per year.

The significantly slower growth of the profit in 2017 had influence on the indicators of profitability and efficiency of the banking sector. Following several years of continuous growth, the rates of return on average assets, the average equity and reserves featured minimal decline of 0.1 percentage point each and in the end of 2017 they are 13.5% and 1.4%, respectively. The analysis of particular components of the rate to return points out to certain decline in the profit margin and in the turnover of the average risk-weighted assets, which also contributed to the minimal decline of the rates of return.

4. Data and Methodology

4.1. Methodology

The primary objective of this study is to identify and evaluate an econometric model to assess the links between dependent and independent variables. Primary data in this study are derived from secondary sources, mainly identified from annual reports and statistics published by the National Bank ofthe Republic of North Macedonia,World Bank, FRED Economic data | ST. Louis FED, different data and information reports.

The methodology of research is based on the time series method by the Ordinary Least Square. Identified data are processed by the statistical program Eviews 9.0. Initially, the relevant tests have been developed for evaluation of variables and construction of the final model of linear equation. The data used are annual, from 1998 to 2016 andthe main objective of the research is to analyze the impact of non-performing loans (NPL) on the progress of profitability in the banking system of the Republic of North Macedonia.

This research adopted causality research design and deductive research strategy. The causality research design has been chosen because: The study attempted to test and analyze the relationship among hypothesized variables, the design helps to find empirical association between the independent variables and a dependent variable.

This research used descriptive analysis and multiple regression analysis methods to analyze data. To ensure that the sample matched with multiple methods of regression analysis, data was tested for normality, multi co-linearity and heteroskedasticity. No significant violations were found.

Based on these goals, the research pays special attention to the importance of the asset management companies, from which we determine the determinants of the profitability of the banking system and we analyzed them from 1998 to 2016. For this purpose, we used Ordinary Least Square method for the determination of the determinants, where Return on asset (ROA) is dependent variable and Non-performing loans, Liquid liabilities to GDP and GDP growthrepresent independent variable.A regression model is estimated to examine the relationship between NPL and ROA. The model is expressed as:

$$\boldsymbol{ROA_t = \beta_0 + \beta_1 NPL + \beta_2 LL + \beta_3 GDPg + u_t} \qquad \textbf{(1)}$$

Whereas:β_0 = Constant parameter;

β_{1-3} =Coefficients of independent variables;

u_t = Represents the unexplained residual and t = time.

where, ROA: *Return on assets (dependent variable),*NPL: Non-Performing Loans, LL: Liquid liabilities to GDP and GDPgrowth: GDP growth. According to these data, hypotheses are:

Effect of NPL on bank profitability in Republic of North Macedonia:

$\mathbf{H_0}$. The non-performing loans has a positive effect on bank profitability (ROA) in Republic of North Macedonia;

$\mathbf{H_1}$**.** The non-performing loans has a negative effect on bank profitability (ROA) in Republic of North Macedonia.

Effect of Liquid liabilities to GDP on bank profitability in Republic of North Macedonia:

$\mathbf{H_0}$.Liqud liabilities affect bank profitability in Republic of North Macedonia;

$\mathbf{H_1}$.Liqud liabilities do not affect bank profitability in Republic of North Macedonia.

Effect of Economic growth on bank profitabilityin Republic of North Macedonia:

$\mathbf{H_0}$. Economic growth affects bank profitability in Republic of North Macedonia;

$\mathbf{H_1}$.Economic growth doesnot affect bank profitability in Republic of North Macedonia.

5.Empirical Results

Times series data is used in this study from 1998-2016, all data are obtained from NBRNM, World Bank and FRED Economic data | ST. Louis FED. Identified data are processed by the statistical program Eviews 9.0. **Table 1** below also shows the descriptive statistics of all data used in the study.

Table 1.Descriptive statistics of variables impacting ROA

	ROA	NPL	LIQUID LIABILITIES TO GDP	GDP GROWTH
Mean	1.035263	17.66263	38.45799	3.031569
Median	0.980000	10.93000	41.84910	3.378736
Maximum	2.260000	41.30000	54.42080	6.473487
Minimum	-1.020000	6.280000	13.37290	-3.067246
Std. Dev.	0.734282	12.43570	14.47170	2.326454
Observations	19	19	19	19

Source: Researcher's own construct using Eviews 9.0.

This study is used to find the impact of independent variable on bank profitability, by using following variables NPL, Liquid liabilities to GDP and GDP growth, with 19 observations. So, the descriptive analysis shows that NPL has an average of 17% and Std. Dev. 12.43570, the maximum and minimum values are 41.30000 and 6.280000, respectively. Liquid liabilities to GDP has an average of 38% and Std. Dev. 14.47170, the maximum and minimum values are 54.42080 and 13.37290respectively, GDP growth has an average of 3% and Std. Dev. 2.326454, the maximum and minimum values are 6.473487 and -3.067246, respectively.

Relevant tests identified are: the test of autocorrelation and multico-linearity test. Multico-linearity test serves to evaluate the linear relationship between the variables, if the index value is greater than 10, it is estimated that variable has a high co-linearity, suggesting his departure from the model. The results are shown in **table 2**, which suggests that multico-linearity does not exist.

Table 2. Correlation of variables impacting ROA

	ΔROA	Δ NPL	Δ LL	GDP growth
ΔROA	1.000000	-0.610874	-0.375925	0.280948
Δ NPL	-0.610874	1.000000	-0.265152	-0.028050
Δ LL	-0.375925	-0.265152	1.000000	-0.130076
GDP growth	0.280948	-0.028050	-0.130076	1.000000

Source: Researcher's own construct using Eviews 9.0.

Autocorrelation is tested by Durbin-Watson test and DW = 2.44. Autocorrelation in the regression analysis is related to the presence of the correlation between accidental errors, the assumption is that the value of the accidental error for one observation is not correlated to the value of the accidental error for any other observation.The result suggest that positive autocorrelation is not significant and to continue with data analysis.

5.1 Linear regression model results

This section will show the relevant results of the linear regression model (OLS) and the data were tested using the Eviews 9.0 statistical program.On the basis of the results from the testing it is possible to make transformations of series and their modelling, with Unit Root test. (HyndmanJ.R.) The series of ROA, non-performing loans and liquid liabilities to GDP are non-stationary series for our model, so the final econometric model for bank profitability and non-performing loans is presented in this form:

$$\Delta \boldsymbol{ROA} = 0.034253\boldsymbol{C} - 0.104883\Delta \boldsymbol{NPL} - 0.164824\Delta \boldsymbol{LL} + 0.056327\boldsymbol{GDPgrowth} \quad \textbf{(2)}$$

The NPL coefficient estimate is negative and statistically significant, indicating the higher the level of non-performing loans, the lower the ROA. The possible explanation for this

relationship is that the client's delay in interest and principal payments affectsthe balance sheet as well as the income statement. Therefore, the results support Hypothesis 1. The non-performing loans has a negative effect on bank profitability (ROA) in Republic of Macedonia.

The estimated coefficient of *Liquid liabilities* ratio is negative and statistically significant, the coefficient of *GDP* is positive and statistically insignificant. Apossible explanation for this is that an increase in economic activities is associated with a low rate of defaults.

The following will appear statistical tables of results in total deposits. It is noted that the variables involved in the study may explain about 71% of ROA in years 1998-2016. Durbin-Watson stat. is 2.44, F-statistic is 11,94450, Prob(F-statistic) is0.000377, estimating that the model is statistically significant.

Table 3. Model Summary

Method: Least Squares Independent Variables	Coefficient	Prob.	R^2	Adjusted R-squared
C	0.034253	0.8635	.719	.658
Δ NPL	-0.104883	0.0002		
Δ LL	-0.164824	0.0023		
GDP growth	0.056327	0.2098		

Source: Researcher's own construct using Eviews 9.0, with bank data and macroeconomic data from 1998-2016 and with dependent variable ΔROA.

Meanwhile, in the following tableare presented summary in which the hypotheses raised in the case is confirmed.

Table 4: Summary of the hypothesis of studying the depended variables ROA

Hypothesis	Impact
Non-performing loans has an impact on the ROANegative	
Liquid liabilities to GDP has an impact on the ROANegative	
GDP growth has an impact on the ROA	Positive

Source: Researcher's own construct using Eviews 9.0

* Hypothesis is accepted if the value of ***p*** is less than 0.05%, for each variable.

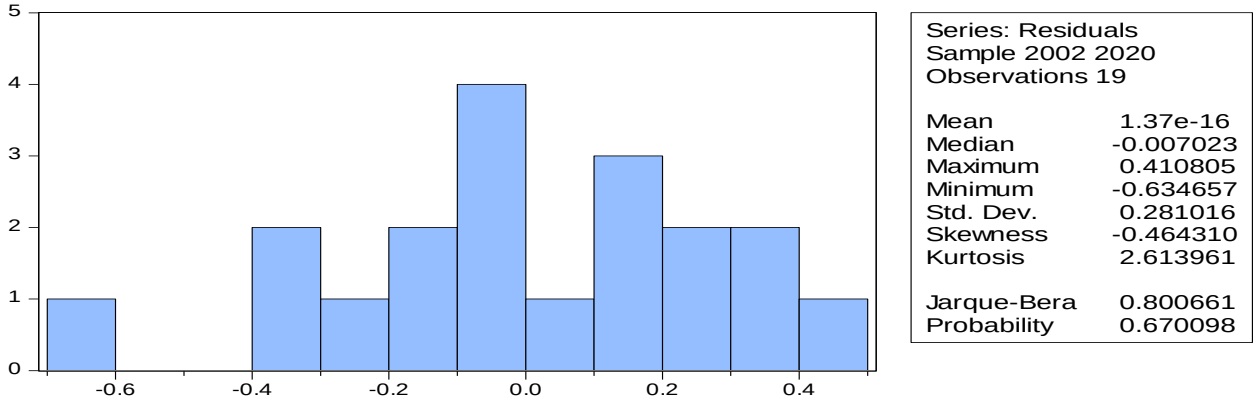
The results of the paper have identified significant results for ROA in the banking sector in Republic of North Macedonia from the 1998 – 2016.

5.2. Econometric Tests

Normality test

The normality test was based on the null hypothesis of normality distribution of the residuals. The results in **figure 1** indicate that we do not reject the null hypothesis of normality distribution at 5% level of significance. Thus the residuals are normally distributed.

Figure 1. Normality test



Source: Researcher's own construct using Eviews 9.0

Heteroscedasticity

Based, on the zero hypothesis of non heteroscedasticity. The results in **Table 5** show that we do not reject the zero hypothesis which implies that the remains are homoskedastic

Table 5. Heteroskedasticity Test

Heteroskedasticity Test: Breusch-Pagan-Godfrey

F-statistic	1.288175	Prob. F(3,15)	0.3146
Obs*R-squared	3.892278	Prob. Chi-Square(3)	0.2733
Scaled explained SS	1.957683	Prob. Chi-Square(3)	0.5812

Source: Researcher's own construct using Eviews 9.0.

6. Conclusion

The profit rate of each financial institution is influenced by several factors. Some of them depend only on her and others are part of a wider environment in which she does not always have influence. The results we received from the analysis largely coincide with the constant literature we have read.

In this paper we used the OLS method to examine the impact of non-performing loans on the profitability of the banking system of the Republic of North Macedonia. The survey showed that the increase in non-performing loans is associated with a decrease in ROA (return on assets). These results support the theory, which argues that increased credit risk exposure, measured by non-performing loans, usually is associated with an increase in operating costs and leads to reduced profitability. The results of this study leave several implications for researchers, practitioners and regulators.

On the other hand, regulators should carefully monitor the efficiency of the bank's performance and capital adequacy by paying greater attention to the movements in the relationship between costs and income and the bank's capital position. In particular, regulators should develop regulations and monitoring tools that will trigger early warning signals about possible failures of the bank due to the accumulation of non-performing loans.

Linear regression results show that the differentiation-stationary with Unit Root testof non-performing loans has a negative impact on the differentiationof the banking system's profitability (ROA) and are statistically significant, the independent variable explains about 71% of the model in the period 1998-2016, which would say that the model provides 71% base for the forecast.

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THE CONTRIBUTION OF QUALITY EARLY CHILDHOOD EDUCATION AND ITS IMPACTS ON THE BEGINNING OF FUNDAMENTAL EDUCATION

Sub topic: Students at the centre of your working group in class

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"Deparment of Teaching and Education, Albania

Teacher and Educational Expert of Albanian Language, Albania

***ABSTRACT**: After Communism ended in Albania, old propaganda was removed from all the schools. In the transition to democracy radical changes have been made in education. More interest has been shifted to mathematics, sciences and the humanities. For the first time there is discussion of civil society, human rights, citizenship and laws, etc. Some schools have begun to use computers, whereas others do not have the material available for laboratory classes. Since 1991, the universities have seemed to obtain more academic freedom opening new faculties and renewing the content and structures of the courses .Source: Collin 2011*

Generally speaking more schooling means higher lifetime incomes. These outcomes emerge over the long term. It is not people's income while in school that is affected, nor their income in their first job, but their income over the course of their working life. Thus, any noticeable effects of the current quality of schooling on the distribution of skills and income will become apparent some years in the future, when those now in school become a significant part of the labor force. Source: Adlenn2001The opportunity to attend quality Educational reform is a right of the child and represents a benefit that cannot be measured only in terms of future results, but mainly from the experiences that it affords the child at that stage of his/her life. From the point of view of public policies, especially in a country like Albania, in which the education indexes reveal the persistence of important deficits in the basic schooling of the population, the debate about the impact of Educational reform, on further schooling gains meaning, and comprises a range of issues that deserve to be better understood within the Albania context.

The specialized literature records a large body of studies that have attempted to assess the impact on the continuity of schooling. The major part of it tried to measure the results of attending pre-school education programs, and a smaller share also included the daycare centers in their evaluations. Source: Albanian Report 2015

This technical note outlines the rationale, methodology for preparation and suggested content of a proposed handbook on education indicator calculation and use by state and national level institutions, to planning and monitoring of progress towards achievement of Educational goals.

This note is developed in response to the growing recognition of inconsistencies in the definitions of many education system key performance indicators, and in response to the need for strengthened monitoring mechanisms for centrally funded schemes. It is proposed that the government establish a technical committee to consider the content of this note and carry forward the necessary work to drafting the guidebook.

Key words: Performance indicators, Monitoring mechanisms, Educators and subject-area specialists, public-commentary periods, development, reforms.

JEL Classification System: SI, S2, S3, N0, N1, N2, N3, O1, O2, O3

I. GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH:

Introduction of paper research: This type of education is merely offered at pre-university education level. According to the Law on pre-university education in home conditions (home education) shall be provided in exceptional cases including blood feud, illnesses or other circumstances that obstacle, the children from attending school. Home education can be provided for the entire forms of initial education or for some of them. Schools nonetheless have a special place, not only because education and 'skill creation' are among their prime explicit objectives, but also because they are the factor most directly affected by public policies. It is well established that the distribution of personal incomes in society is strongly related to the amount of education people have had.

Teachers educating the pupils for the first class of basic schools shall in principle complete higher education first cycle programmers. Furthermore, given that teaching is a regulated profession they have to pass the state exams in order to be entitled to exercise their professions. This type of teachers are also engaged in home educations.

Students taking compulsory education at home undergo the same exams as students in primary education and follow similar assessment forms. In order to complete nine years obligatory education they should complete the respective final exams. Part of the returns to school quality comes through continuation in school.

Obviously, students who do better in school, as evidenced by either examination grades or scores on standardized achievement tests, tend to go further in school or university. By the same token, the net costs of improvements in school quality, if reflected in increased attainment by learners, are less than they appear – perhaps substantially so – because of the resulting reductions in rates of repetition and dropout. Thus, higher student achievement keeps students in school longer, which leads, among other things, to higher completion rates at all levels of schooling. Accordingly, in countries where schools are dysfunctional and grade repetition is high, some improvements in quality may be largely self-financing; by reducing the average time completers spend in school. *Source: ANEL Report 2016*

Comparisons across states provide policymakers with the opportunity to compare different aspects of a country's education system and identify potential strategies to enhance system efficiency and eventually improve systems outputs and student achievement in Vlora region. Standardized in Vlora, region indicators across states can provide some of the information needed to allow states that are struggling in certain key aspects to learn from other states that may have established stronger systems for dealing with such issues.

Within the Framework of Action, the six goals are:

a) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
b) Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

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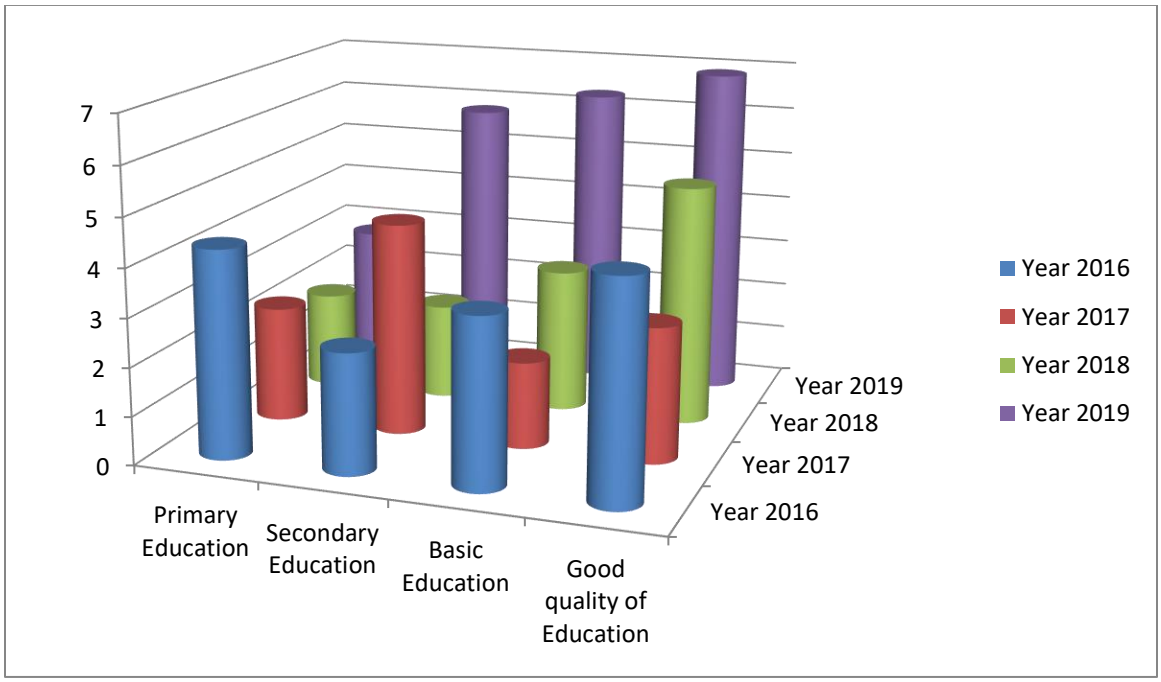
c) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.

d) Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

e) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

f) Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.



The impact of quality on behavioral change

It seems, then, that there is good evidence to suggest that the quality of education – as measured by test scores – has an influence upon the speed with which societies can become richer and the extent to which individuals can improve their own productivity and incomes. We also know that years of education and acquisition of cognitive skills – particularly the core skills of literacy and numeracy – have economic and social pay-offs as regards income enhancement, improved productivity in both rural non-farm and urban environments and strengthened efficacy of household behavior and family life (*Jolliffe, 1998; Rosenzweig, 1995)*

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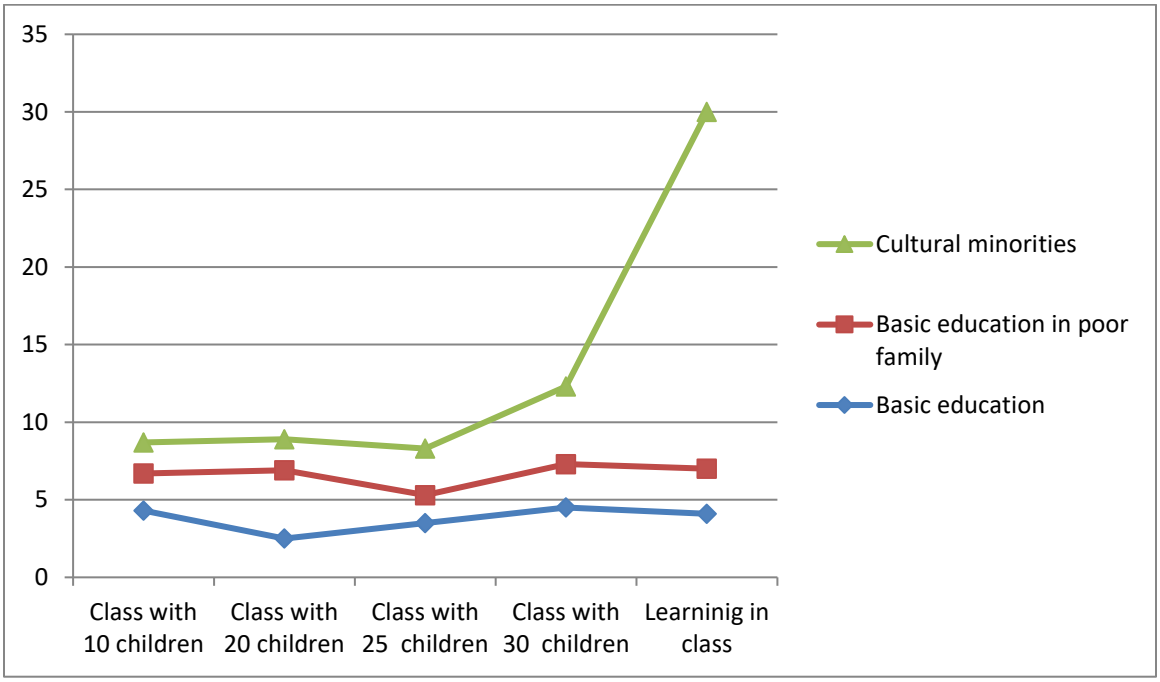
The six goals are about ensuring all persons have full access and opportunity to participate in basic education of good quality, so they can acquire the literacy and life skills they need for a decent living and learning throughout life. *Source: Ridving 2001*

Difficulties in international comparison of education quality have hampered attempts to incorporate measures of the quality of schooling in empirical analyses. In recent years, however, the existence of international achievement tests, administered in a consistent way to a growing group of countries, has begun to make such comparison possible. *Source: Adelmarn 2009.*



This graph show: Module A3, mainly covers those EFA indicators that are of particular relevance to school managers and education officers in districts and local areas, and indicators that can be used at provincial and central levels. The main purpose is to help all of them to effectively monitor EFA and man- age education at all levels of the education administration, by making maximum use of the data and information available in the school records and school census questionnaire as described in Modules A1 and A2.

Such use will also contribute to informing key education stakeholders in the local areas and strengthening informed decision-making and accountability. An additional challenge is that you

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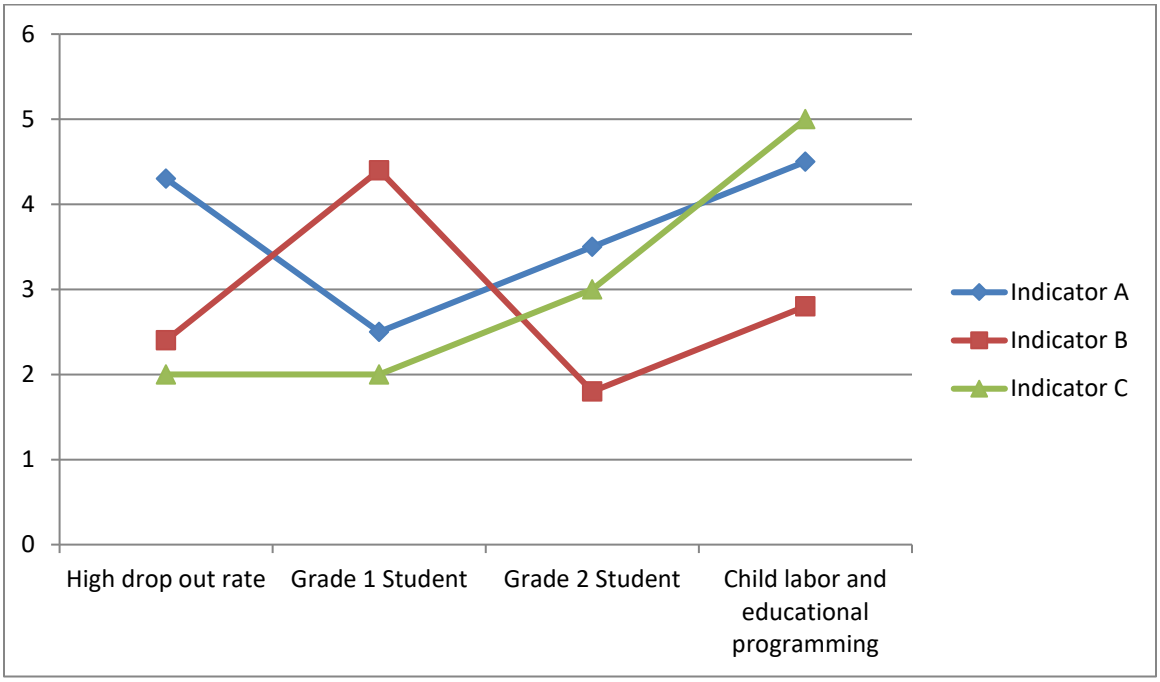
are required to generate data on certain age groups which, depending on your operation, can be difficult to obtain (i.e. 15-24 year olds).

The operational purpose of calculating the percentage of qualified or trained teachers is to assess the quality of education being provided to the students. Knowing the percentage of qualified teachers is particularly important in order to assess whether or not displaced children and adolescents are receiving quality education.



1. Education systems that are more effective in establishing cognitive skills to an advanced level and distributing them broadly through the population will bring stronger social and economic benefits than less effective systems.
2. This implies that the subject structure of the curriculum is important, in that school systems that do not impart literacy and numeracy would not be associated with these benefits – and those that do so more effectively (i.e. those that are of higher quality) are associated with larger benefits
3. Comparisons across countries and over time
4. Tests of cognitive achievement are incomplete proxies for the quality of education.
5. They tell nothing about values, capacities or other no cognitive skills that are important aims of education.

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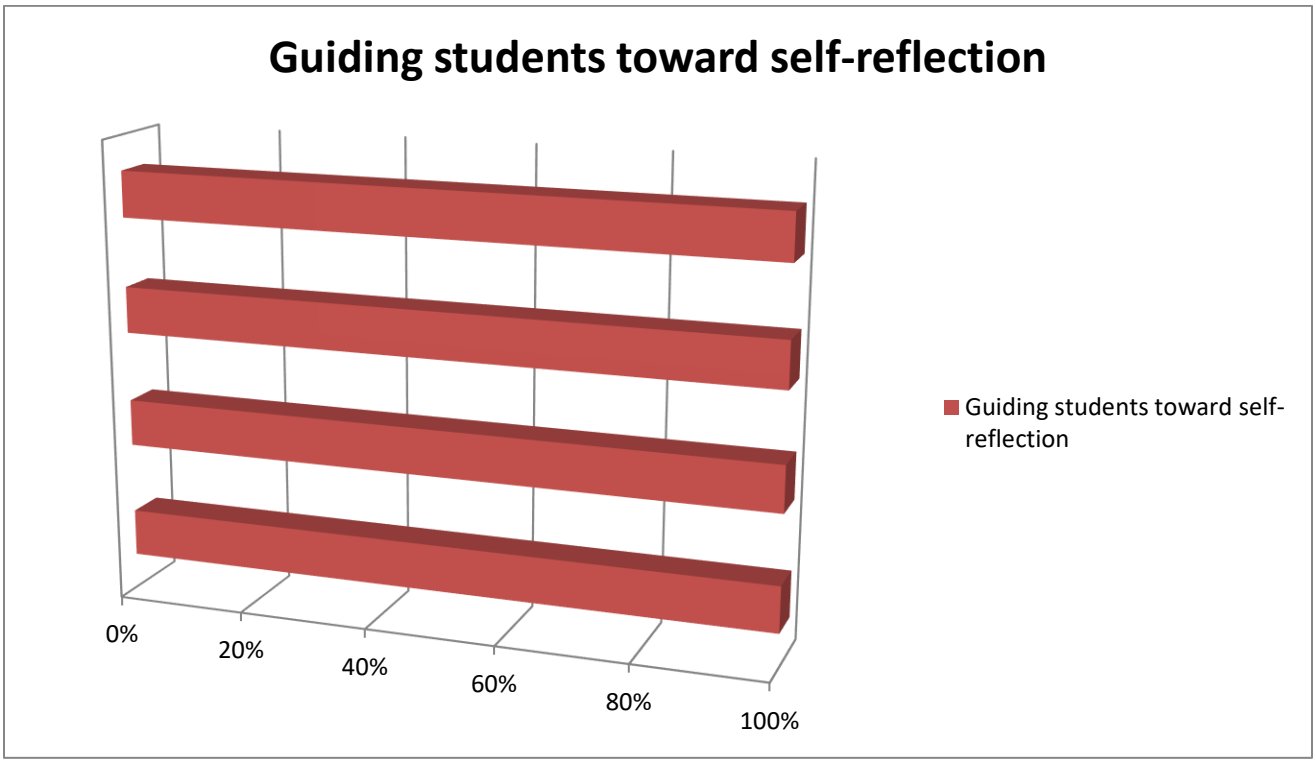
6. Moreover, if the extent of value added by schooling, even in the cognitive domain, is to be known, such tests need to be supplemented by measures of the background characteristics that learners bring to formal education.
7. The aforementioned studies differ in the extent to which their methodologies allow for these dimensions.
8. They also differ as to whether comparisons over time, and across countries, can be made.



This graph shows: The instrument employed in the research to measure the quality of pre-school classes is based on a curriculum proposal that values child initiative, offering a multiplicity of situations for experimenting, learning, and expression in Educational daily life, without neglecting the importance of the various types of knowledge in this stage of the development of the child.

1. A school that fails to offer conditions for make-believe games, for art and movement activities, for the development of curiosity and of the child's ability to explore which includes working with several areas of knowledge, and does not associate caring to education, is not well evaluated in this observation scale.

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2. Now, what the impact assessment revealed was that the type of curriculum guidance associated to better performance at an exam focused on the learning of reading and writing at the start of education is precisely the model valued in the assessment instrument adopted.

II. LITERATURE REVIEW AND HYPOTHESES

The solution of Educational reforms and Monitoring mechanisms

Inclusive education depends on the full and effective participation, attendance and achievement of all students, especially those who, for different reasons, are excluded or are at risk of being marginalized. Some studies have attempted to investigate the mediations existing in the relations between curriculum models and type of work developed by the teachers with their pupils, and the cognitive and socio-emotional development of the children in their subsequent school life.

1. UNICEF works closely with the Ministry of Education in Albania, civil society, local authorities and families to help improve access to and quality of education, making the system more equitable and effective.
2. By responding to the needs of low performers and profiling children who are at-risk of being left behind, we support the implementation of a mechanism for preventing school drop-outs. *Source: UNICEF/UN041351/G. Pirozzi*

By bringing together different sectors — central and local government, civil society, etc., we play a convening role in building a robust system for identifying and integrating out-of-school children through education management information system (EMIS) up gradation among other ways. We provide qualified technical expertise in finance, quality and equitable systems of education for a more effective education system.

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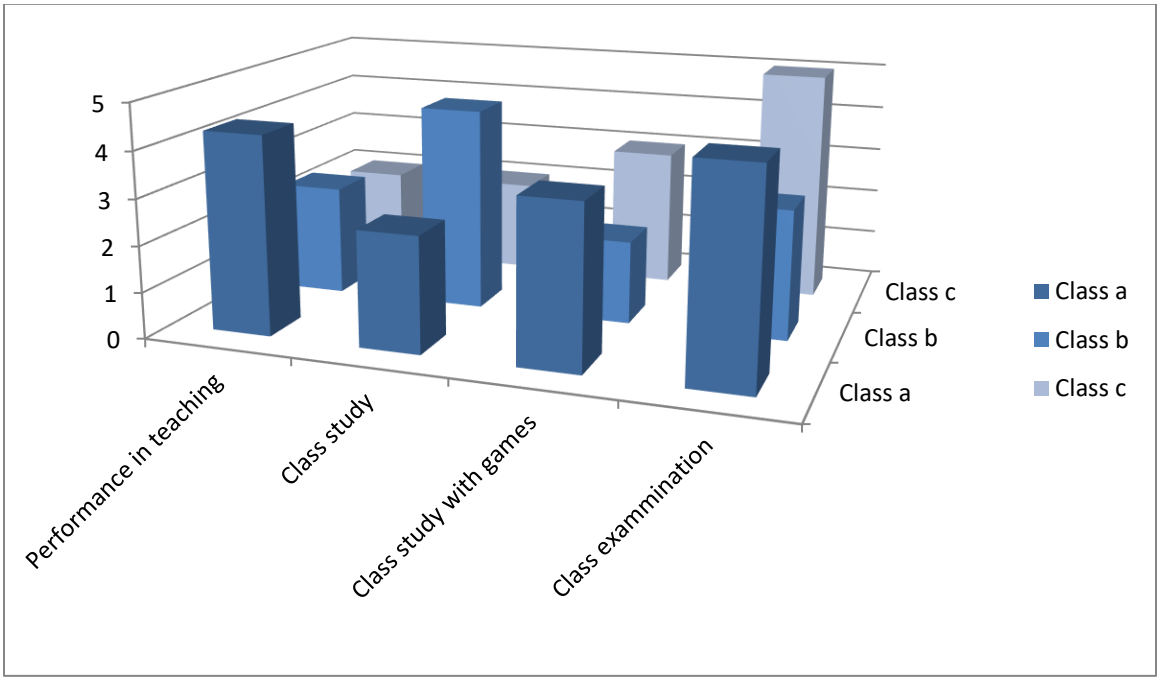
2.1 HYPOTHESES AND THE AIM OF THIS PAPER RESEARCH

The operational purpose of calculating the percentage of female teachers is to assess gender equality among teachers. It is possible to compare learning achievement scores among the countries within each study, but not among the studies themselves. Some aspects of the school environments appear to have improved over the period. A significantly higher proportion of pupils in Albania and Kosovo had their own seats and a desk or table on which to write.

The age and experience of teachers were higher in Albania, and a greater proportion of them were female (not the case in the other countries). The percentages of pupils having their own textbooks (i.e. not having to share) were virtually unchanged, however, as were the schools' physical resources. Having a sufficient number of female teachers is essential in retaining female students and securing a safe learning environment. To calculate the percentage of female teachers you divide the numerator, the total number of female teachers by the denominator, the total number of teachers. This is partly because they examine different age or education groups: for example, focuses on 15-year-olds while the others concentrate on primary school pupils.



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III. COMMUNICATION AND EDUCATION INDICATORS IN YOUR CLASS

a) In addition to highlighting the issues around measurement of key education indicators for Education, the current note aims to: Consolidate all education indicators used by national and state governments as well as international agencies such as UNESCO; - identify gaps in measurement techniques.
b) Applicability of indicators for planning purposes and proposes necessary changes- develop technical guidelines for a selection of indicators used at all school education levels.
c) The drafting of an indicator handbook is extremely timely due to the various implications of operating using weak performance indicators.
d) One of the key risks is the failure to correctly measure outcomes which in turn increases the risk of misinformed decision-making.
e) It is hoped that the current note will feed into the development of a handbook that will in turn support planning and monitoring of school education.
f) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior;

CONCLUSIONS

Education in Albania for primary, secondary, and tertiary levels are mostly supported by the state. The academic year is much similar to that as in the Albania, class's starts almost in September or October and end in June or July. Albanian is the language of instruction in all public schools. The education takes place in three stages such as the primary, secondary, and pre-university education. However, there are about 5000 schools throughout the nation.

Elementary education is compulsory from grades 1 to 9, but most students continue at least until a secondary education. Students must pass the graduation exams at the end of the 9th grade and also at the end of the 12th grade in order to continue their education.

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The academic year is divided into two semesters. Based on an understanding of the particular challenges and needs in measuring progress towards education goals, a brief review of Albania related indicators is carried out (see table below) prior to the development of the technical guideline for their measurement.

The scope of this review is limited to assessing the relevance of selected indicators for planning purposes and to identifying issues with associated measurement techniques currently used. In the absence of any established national measurement guidelines, the review assumes that definitions used by national institutions are those currently used by planners at the national and state levels. Principals of high-achieving schools communicate to all stakeholders that learning is the school's most important mission (Cotton, 2003; Marzano et al., 2005) The selection of indicators for the current technical note, from this extensive list of indicators, was based on their relevance for planning purposes. 10. In all, three levels of indicators are defined which broadly correspond to the results chain:

a) Key performance indicators, which correspond to the goals and objectives of support programmer for the state governments. These indicators are further categorized into four groups: access, equity, efficiency and learning
b) Quality indicators, which correspond to service delivery outputs – and are derived from results framework documents and state annual work plans but are also related to the school effectiveness model
c) Systems indicators, which are limited to public financial management and policy and strategy.
d) The basic idea is to make sure that students are learning age-appropriate material (knowledge and skills that are neither too advanced nor too rudimentary), and that teachers are sequencing learning effectively or avoiding the inadvertent repetition of material that was taught in earlier grades. For a more detailed discussion, see learning progression.

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Schools need principals who strive to ensure the quality of instruction in their schools (Harris, 2007; Marzano et al., 2005; Portin et al., 2003).

- Principals of high-achieving schools expect teachers and students to meet the schools' goals (Leithwood & Riehl, 2003).
- Principals of high-achieving schools are confident that their schools can meet their goals (Cotton, 2003).
- Principals who focus on school improvement have more effective schools (Shen & Hsieh, 1999).
- Principals of high-achieving schools communicate to all stakeholders that learning is the school's most important mission (Cotton, 2003; Marzano et al., 2005)
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THE ROLE OF SOFTWARE SECURITY IN MANAGING TAXATION TASKS

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Abstract

Everyone strives to work in a safe environment. This is especially true when we are dealing with something that is of high importance. Working with taxes definitely falls in the group of issues that are extremely delicate and require a precise approach. This certainly asks for high levels of security, in order to avoid any possible intrusion that will lead to major problems. By using IT tools to manage taxation tasks, we are directly dealing with issues of software security that should be closely monitored and evaluated. In this paper, we will explain the concerns related to this field of IT developments, and the ways we can improve tax security, for a safer operational environment.

Introduction

Data Security is a science that studies data protection methods. So data security means keeping data from abuses and accessing these data is under control. In this way, data security helps us maintain privacy. This also helps in maintaining personal data. Nowadays, computer systems connected to the network are often unprotected by codes generated by virtually unknown sources. When we add to this the tax-related issues, the seriousness rises for some levels. We say this because taxation tasks are a network that involves all aspects of our society, be it our own expenses, the way we manage our business or our relation to the state related taxation. In other words, taxation tasks represent a complex web of interaction that requires secure methods in order to manage it effectively. The final decade has been extremely sensitive concerning data security, especially if we mention the vast expansion of mobile technologies, which although they facilitate our everyday dealings, yet, at the same time, they put us at the forefront of the cybersecurity war.

What is a secure software?

Someone would say that secure software is a stable application with very strict access methods in order to avoid data breaches. In a way this is true, but things get tricky when we acknowledge the fact that most of the time data management software are tools of interaction between two or more sides, all with the purpose of getting things done fast and accurately. Interaction means that a certain database needs to be accessed by different parties, some of which do not have the proper training to deal with security issues concerning the data stored there. In other words, if one

sector of a certain institution has a high level of security, some other institution that needs to access the data with weak security will put the data at risk. The solution? Using the same level of security on all levels that will access the data, and continuously emphasize its importance, especially towards the client side of the communication chain.

Cloud computing strives to settle a lot of these issues by putting everything on the cloud, on more secure servers that are constantly maintained and updated in order to avoid unwanted access. Companies such as Oracle, Microsoft, Google, etc, are continuously emphasizing their cloud technologies that are affecting all branches of making business, where taxation tasks are not an exception.

Do IT security measures provide the needed safety?

After a seemingly endless amount of time, lawbreakers proceed to attempt and now and again prevail in their endeavours to submit assessment form extortion and data fraud. Since individuals are winding up increasingly mindful of a significant number of these plans, offenders have needed to depend on consistently evolving techniques.

For instance, the IRS as of late cautioned around one of the fresher tricks, a phishing trick that objectives assess bookkeeping firms and duty planning specialists. It is explicitly intended to gather touchy assessment data that will enable crooks to plan and document false government forms.

Norton Security website provides these forms of staying protected:

- Always use a robust security suite like Norton Security in your computer to keep all viruses and malware away.
- Never click on suspicious links in emails, even emails from friends and family.
- Back up all your data in safe external locations like the cloud or a portable device.
- Whenever possible, avoid using public Wi-Fi to file taxes. If public Wi-Fi is your only option, make sure you are encrypting the data and using two-factor authentication. Better yet, use a Secure VPN product like Norton Secure VPN

Companies such as Norton, Kaspersky or similar, always try to provide the best security software possible, while at the same time trying to educate their clients on how to stay protected. This e particularly important when accessing our tax information from our home through various applications.According to the head of BDO International Cybersecurity, the following are the main concerns of tax directors in the era of cybersecurity:

Fig. 1 Cybersecurity Concerns (BDO United States, 2017)

On the other hand, the IRS mentions some steps in order to stay secure when tax security is put at risk. These measures may not be applicable to every country in the world, especially when we consider the fact that in many of those, software tax management is still in an early phase, or not applicable at all, still, they are a good way to make things easier. Those measures are:

- Lock doors to restrict access to paper or electronic files;
- Require passwords and access controls for all computer files;
- Encrypt electronic data;
- Ensure disaster recovery includes backup of sensitive data;
- Schedule comprehensive destruction of electronic and paper data; and
- Encrypt emails when the content includes sensitive data. (Norton Security Website, 2018)

They go on and provide some other steps:

A lot of state-driven tax management software, deal with issues like this automatically with the support from IT companies that develop the software, by spending a considerable amount of their operating budget in that direction. The same thing applies to large companies when they manage their tax tasks. The issue becomes more vulnerable when things are on a personal level, when a given client access his or her tax data from their desktops or laptops, or nowadays from their smartphones. We are continuously hearing news about terrible passwords such as 123456 or "password", which put those who use them at huge risk. Tax tasks need to be taken seriously because they concern financial data, which are the main target of cybercriminals.

Developments in our region

Our region is a bit behind in applying IT solutions in tax administration, this makes talking about security even more out of place. But it should not be so. The fact that our countries are behind in IT developments, makes us more vulnerable, knowing that even if digital data systems are implemented we need extensive training for those workers who will need to manage tax databases. Some governments have put on their strategic planning these implementations. As an example we can mention the Albanian Task Administration Strategic Plan 2017-2022, where we can read things like:

- Improving quality in tax administration IT systems. Setting upa system to evaluate the accuracy of the data administered by the Tax Administration.
- Make the Transfer to Electronic Document Management in accordance with legal provisions.
- Development of a Central Tax Administration computer infrastructure andinformation system, in order to ensure access, reliability and data and information security.

If so risky, why use it?

It may not appear it so, but putting your taxes online is a standout ability and certainly one of the most difficult cybersecurity tasks that need to be managed.

Tax documents are loaded up with actual recognizable data and budgetary information – because that's what they must be. A bunch of profiteering cybercriminals know about this and are doing all that they can to acquire that information.

With this data, a programmer could imitate any of those people, opening records and taking out credits in their name, and atone point vanish with the money before any measures can be taken.

To ensure the security of our information against this kind of assault, we need to applyproper methods for affirming demands for tax records and distinguish those that can be a target in your organization by knowing who requests a particular tax record, and who provides the requested record.

To avoid these security issues, a lot of accountants do not send tax forms by email, but they prefer to obtain the data by actually calling the concerned party by phone.

As we mentioned before tax task administration requires the involvement of many parties, which in return makes way for an increasing number of errors. A survey by Raytheon-Websense, based in corporate environments in Germany and USA suggests that 70% of data security risks are as a result employee negligence. The following are some of the findings from the survey:

- Unintentional employee negligence severely diminishes the productivity of the IT function according to 73 per cent of U.S. respondents and 67 per cent of German respondents.
- Long hours and multitasking are red flags for risk. Multitaskers are more likely to be careless or negligent according to 79 per cent of U.S. respondents and 81 per cent of German respondents.
- German respondents are more likely to limit practices that can create unintentional risk (55 per cent), while their American counterparts prefer to monitor employees' behaviour (63 per cent).
- In both the U.S. and Germany, IT security practitioners spend an average of almost three hours each day dealing with the security risks caused by employee mistakes or negligence.
- Both German and U.S. respondents report ordinary users, contractors or third-parties pose the biggest threat to security. (Raython-Websense, 2015)

So, how to avoid these problems? Well, by leaving everything to the professionals who are constantly working in the direction of finding new ways to protect our tax data. They provide various schemes on how their software can protect us. According to the Swiss PWC, this is the cycle to protect our data:

Fig. 2Protection Scheme (PWC, 2018)

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Whereas the Federal Bank of Clevland provides us on this scheme of how cybercriminals make a DDoS attack financial systems in general, and tax system in particular:

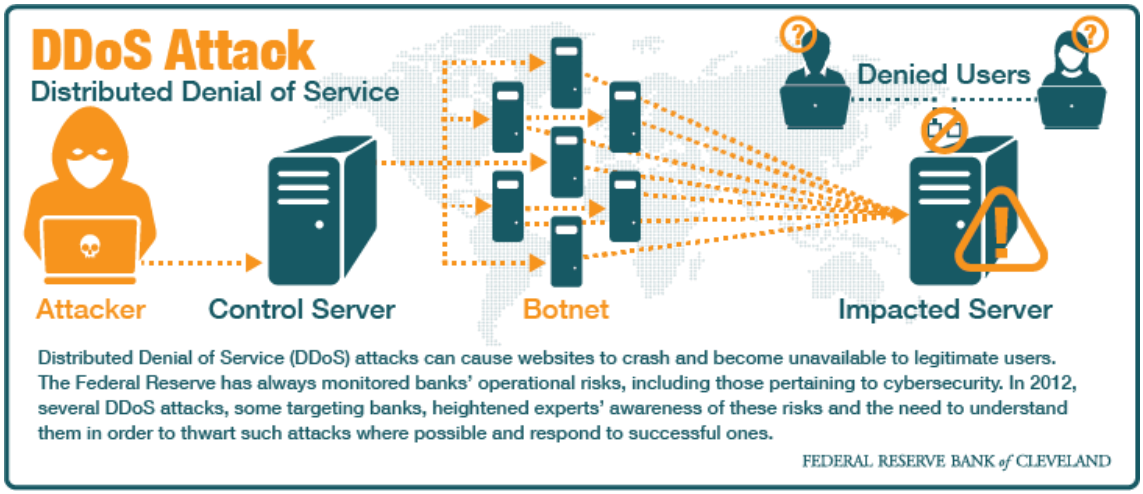

Fig. 3 Scheme of DDoS Attack (Federal Reserve Bank of Cleveland, 2018)

Conclusion

Managing taxation tasks is an extremely sensitive thing that needs to be dealt with high degree of caution. One misstep can lead to serious problems that will be hard to manage properly or fail to be managed at all. A company or institution that has its hands on taxation data, needs to direct a specific amount of financial expenses towards building a more secure information system, in order to keep tax data safe and cybercriminals at bay. It is true that those criminals are constantly changing their attack methods and it is in no way easy to construct a proper defence, but it is not undoable also. With proper skills and IT education, we can certainly find ways to make have a good night sleep.

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PEDAGOGICAL METHODS AND THE DEVELOPMENT TEACHING PROCESS IN CLASS

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ABSTRACT: Teaching methods in instruction developed as a replacement for"general pedagogical methods" since specific subjects require different approaches (e.g. the same teaching method cannot be efficiently applied to foreign language and physics classes). Teaching methods are a theoretical and practical system which in a scientifically established way describes and proscribes effective teaching methods of a specific subject or a group of related subjects.

Teaching methods (methodology) of a certain subject will use didactic knowledge about the individualization of the instructional process, teaching methods and didactical principles, the types of instruction and organization of instruction. In addition, the choice of appropriate teaching method and instruction in a specific situation will be influenced by the scientific and expert field of a certain subject, as well as the characteristics of the participants (their psychosocial development, previous knowledge, interests etc).The basic question resulting from the previous definition of methodology or teaching methods is whether universal or general methodology in distance education is possible. In distance education general principles and different educational methods can be formulated, but every specific subject or area in distance education should use theoretical and practical principles of methodology developed especially for this subject or field. General didactic principles and available educational methods for online education should in practice always be adapted to specific methodical teaching approaches for a specific subject or field.

Education is a process by which human beings and societies reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of people to address environment and development issues. It is also critical for achieving environmental and ethical awareness, values, and skills consistent with sustainable development and effective public participation in decision-making. Policy-makers concerned with children's access and participation in education would find this indicator. When investigating or reporting on learning standards, it is important to know how they were developed, what knowledge and skills they describe, and how they are actually used in schools. To recommend ways in which concern for the environment may be translated into greater co-operation among developing

countries and between countries at different stages of economic and social development and lead to the achievement of common and mutually supportive objectives which take account of the interrelationships between people, resources, environment and development;

JEL Classification System: SI, S2, S3, N0, N1, N2, N3, O1, O2, O3

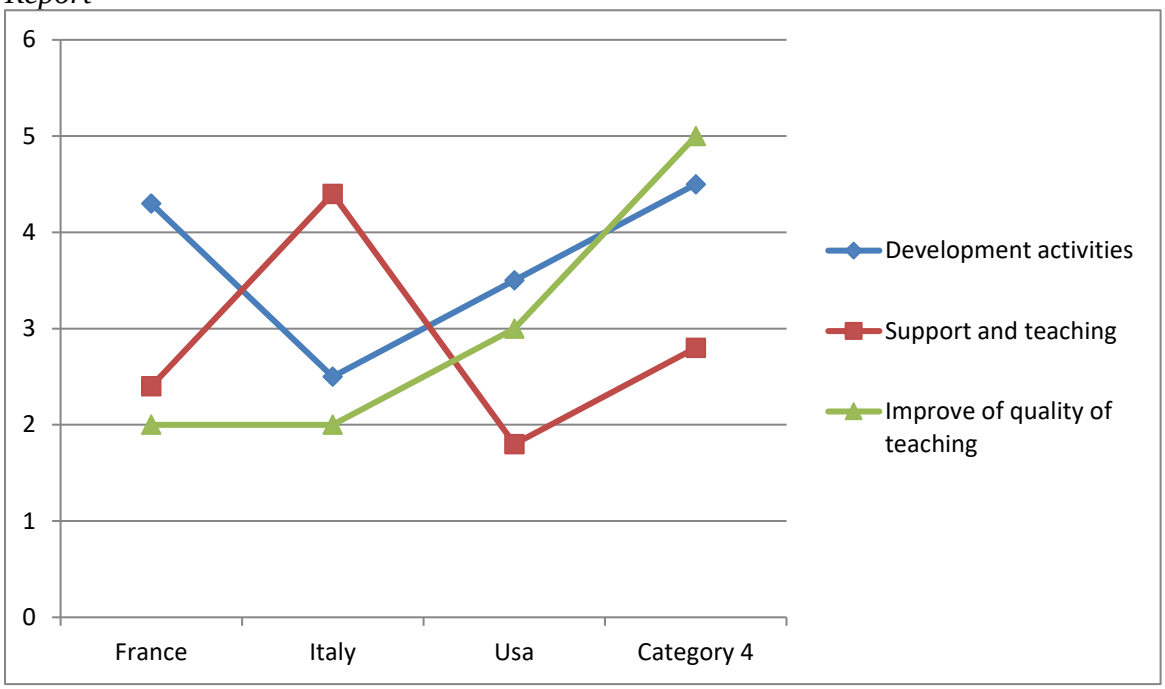
I. GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH:

It is especially important to be *well acquainted with different education methods and teaching approaches* in order to apply them appropriately in order to achieve educational objectives. Among the most wide spread types of instruction the following can be pointed out:
- *transmission instruction and direct teaching* (informing, describing, explaining, training, asking questions, monitoring the questions, intervening);
- *heuristic instruction and teaching through conversation* (asking questions, dialogue, group discussions);
- *pair work and cooperative grouping* (joint assignments, analyses, evaluations, problem solving, creative techniques, decision making etc);
- *problem teaching* (identifying and defining a problem, setting hypotheses, gathering data, generating the solution, evaluating the possibilities, selecting the solution, concluding and applying this in practice);
- *programmed instruction* (division of content into smaller units, tasks and questions which stimulate relevant activities, and feedback about the users and their results).

Programmed instruction is a system of theoretical concepts and different technical forms of programmed instruction which enable *simulated delivery of instruction so as to achieve a 1:1 student:" instructor" ratio* (i.e. a technical system simulating an instructor). Instead of traditional instruction in which there is one teacher and several students and where a complete individualization of the educational process is impossible, *in programmed learning individual teaching is "multiplied" by using the so-called programmed textbooks, computer-based instruction or learning management systems (LMS). Research shows that programmed teaching is usually more successful than traditional instruction, taking into consideration short-term and long-term memory of educational content, as well as time spent on learning* .With programmed learning *participants are guided by questions and tasks which stimulate their inner mental activity, while the possibility to check the correct answer influences the so-called self-confirmation which causes the feeling of* extrinsic and intrinsic reward and motivation. The use of programmed learning is especially useful in distance education and computer-based instruction.*Source: SNARC Teaching 2016*

II. Sustainable development is not a new concept. It means living in harmony with the nature in full recognition of the needs of all other species. It is no just "the survival of the fittest", we must help even the weakest of the species to survive because each species has a role to play that is ultimately beneficial to the earth and all its human population. Our forefathers preached us the need to coexist with the environment in a balanced manner. *Source: Our Common Future: The World Commission on Environment and Development, Oxford: Oxford University Press].*

Any development activity can be sustainable, if it is "a dynamic process which enables all people to realize their potential and to improve their quality of life, in ways which simultaneously protect and enhance the Earth's life support systems". *Source: (Forum for the Future, Annual Report 2000).*



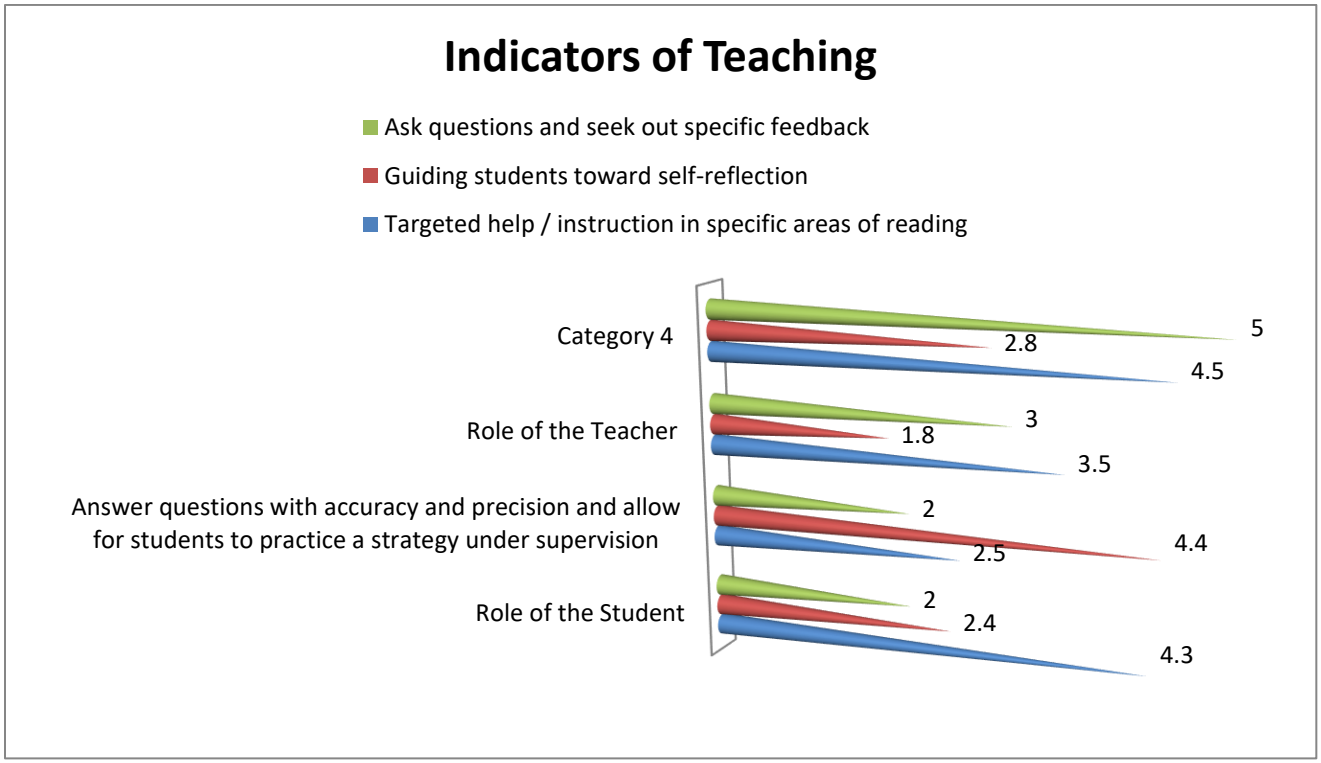
Source: (Forum for the Future, Annual 2014

It should be noted that, after substantial initial investment and excitement about the possibilities of e-education, the results of *conducted evaluation* of this kind of training showed that there are many sources of difficulties and dissatisfaction of the online instruction or course participants. Evaluation also emphasized that on the average a relatively large number of participants (sometimes over 25%) do not finish the online education they started (to check this data search the web using expressions» *dropout rate" and "e-learning"*). It became obvious that only putting course content on the Internet/web, without using appropriate *pedagogical models and principles*, as well as without sufficient share of appropriate communication types between participants and with the instructor, are not enough to fulfills the educational goals if the participants are not sufficiently independent. The development has become the cornerstone of

development planning today and has also become a principal tool of negotiation in international aid packages to the countries.Appropriate policies and measures could then be adopted to address problems of grade repetition and drop-out as well as bottlenecks with regard to retention in school.

The reason for pairing standards with indicators is that while an indicator is the measurement itself, a standard defines the point for that particular measurement which must be reached or maintained. The education standard and indictor information is also important to secure funding from donors and potential donor countries and organizations.

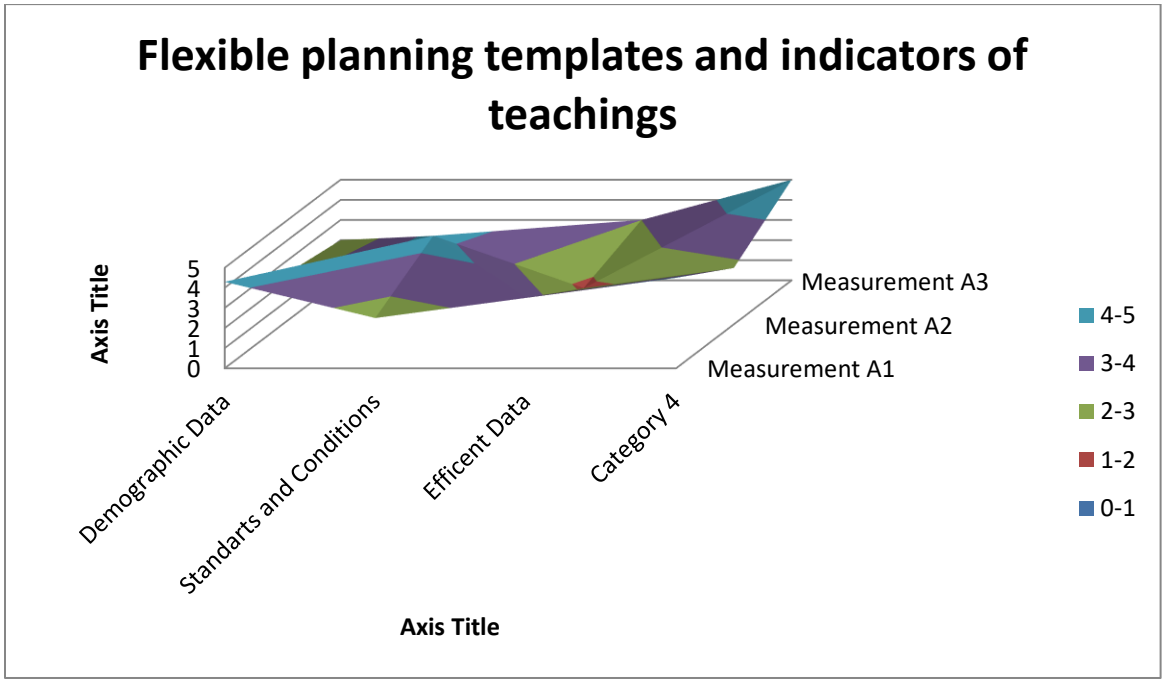
1. If, for example, all of the countries in region A are reporting over 100 per cent enrolment and/or 100 per cent of qualified teachers, it would appear as if these countries are doing very well as regards access to and quality of education.



Standards and Indicators and Other Key Terms 1: The data collected can also be used to seek out new and strengthen existing partnerships. If UNHCR notices for example that there is a very low percentage of 15-24 year olds enrolled in training programmed, then UNHCR and relevant partners can use this information to address this gap and strengthen non formal education activities.

III. LITERATURE REVIEW AND HYPOTHESES

Modern corporations and state institutions in developed countries have accepted e-education as a way to educate larger groups of employees in less time and reducing the use of various resources. In many countries the employees of modern companies will take at least 60-80% of in-job training courses online, without having to travel and postpone urgent or priority tasks.



*In this graph:*Percentages and rates are particularly useful in calculating indicators, as opposed to absolute values, which are the numbers that have not been divided by a total and are not part of a fraction. To calculate the percentage of female teachers you divide the numerator, the total number of female teachers by the denominator, the total number of teachers.

2 HYPOTHESES AND THE AIM OF THIS PAPER RESEARCH

Teaching Methods

Many initial distance education web applications consisted solely of making theinstructional materials available online. In doing so, appropriate methods of online education and communication and multimedia capabilities of the Internet and webwere usually not used.

Designing a distance education system for a course or a subject requires a detailed definition of the educational goals and objectives beforehand.
Source:https://www.carnet.hr/referalni/obrazovni/en/mkod/teaching

2. Educational conditions set certain limits and provide possibilities, and are defined by the following questions which need to be answered during the preparation for online instruction:
3. Who are the participants and what are their characteristics?
4. What changes in the participants do we want to achieve with online education?
5. What are the technological, organizational and other possibilities and limitations?
6. What us the level of participants' previous expert knowledge and skills?
7. What are the participants' expectations and what is their motivation?
8. To what extent do the participants use information technologies?
9. What knowledge, skills and other capabilities should the participants acquire?
10. How will the participants' knowledge be measured and what are the criteria for their success?
11. Should a curriculum be developed and what subjects/courses will be included in it?

Technological possibilities in design of online educational system are related to available methods of presentation of educational content, the communication with the participants, as well as between the participants, and the Internet connection speed that the participants have at their disposal.

Organizational possibilities are related to the way and quality of the development of educational

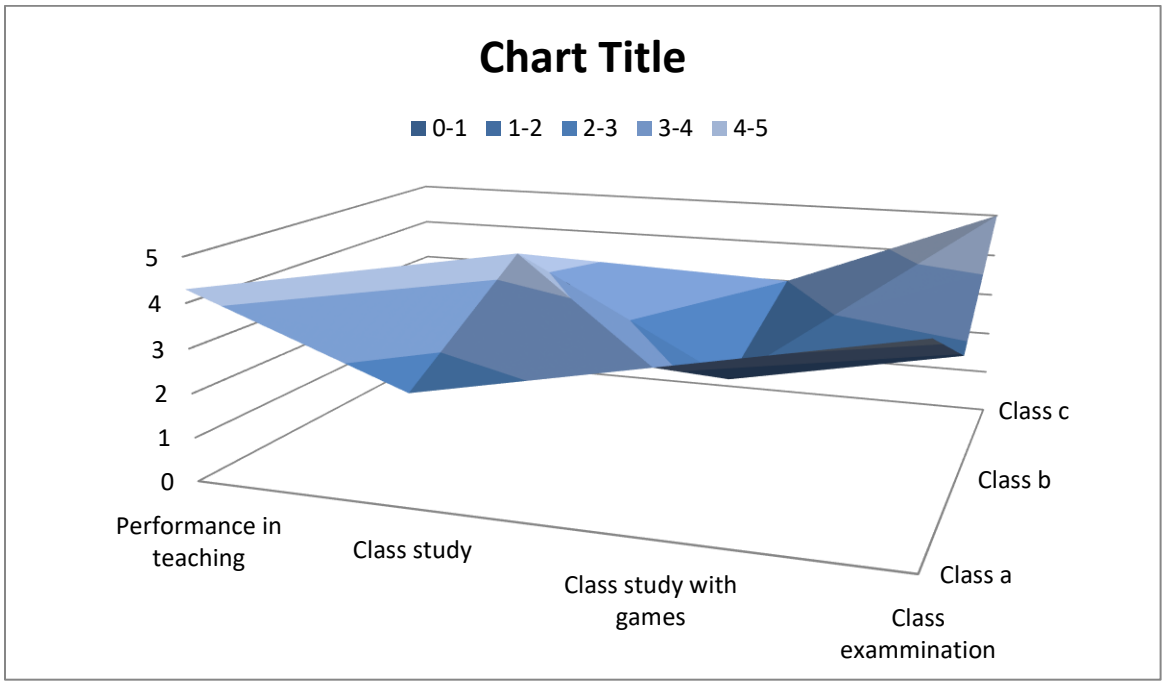
materials, as well as to the number and ability of the teachers, instructors, coaches and/or mentors who will participate in distance education.

Source: https://www.carnet.hr/referalni/obrazovni/en/mkod/teaching

Technological and organizational possibilities, combined with educational conditions and goals, determine the ways distance education is delivered in comparison to traditional instruction : (a) traditional instruction dominates , supplemented by online education from time to time only;

Blended learning is an approach which combines traditional instruction and online education. Blended learning is the most appropriate choice when the participants are not sufficiently independent and motivated to use a distance education system, when they should be previously trained and prepared for online education, as well as in cases when the unavoidable/obligatory instruction or courses (in the classroom, laboratory, training centre etc.) should be supplemented with more modern sources and methods of acquiring knowledge.*Source: https://www.carnet.hr/referalni/obrazovni/en/mkod/teaching*

The concept of ESD developed largely from environmental education, which has sought to develop the knowledge, skills, values, attitudes and behaviors' in people to care for their environment. The aim of ESD is to enable people to make decisions and carry out actions to improve our quality of life without compromising the planet. It also aims to integrate the values inherent in sustainable development into all aspects and levels of learning.



COMMUNICATION IN YOUR CLASS: Pedagogical approaches and methods are important factors for success in online education. Avoid the mistake of insufficient planning of teaching methods. Do not put the content on the web first and then think how to apply a certain teaching method. Devote at least 10-20% of the development time of an online educational system in a course/subject to research activities and plan the pedagogical methods, bearing in mind the characteristics and educational needs of the participants as well as the available resources.

a) Employ a variety of educational methods, such as literature, art, drama and debate to illustrate the processes.
b) Allow learners to participate in decision-making on the design and content of educational programmed.
c) Address local as well as global issues, and avoid jargon-ridden language and terms.
d) Look to the future, ensuring that the content has a long-term perspective and uses medium and long-term planning.
e) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior;

f) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.

CONCLUSIONS

Traditionally the higher education system in Albania has comprised the university sector, the technological sector and the colleges of education, all of which are autonomous and self-governing, although substantially funded by the state. In recent years, a number of independent private colleges have appeared and grown although there has been limited progress in some third level institutions in addressing the issue of a whole school approach to ESD. On the other hand, many third level institutions have introduced courses in sustainable development: the Masters of Science in Albania.Here are several options to guide the participants through learning and to manage the educational process.

In some cases the lecturer/instructor manages the work of the participants to a high degree as well as provides educational topics, content and tasks, sets the deadlines and schedules work, helps and guides the participants, as well as evaluates them and communicates with them intensively. In other cases the participants are more independent and work alone in the L@ MS system, where they pace the tempo, set the order of educational content that they will learn as well as set the intensity of communication with the instructor/mentor.

Pedagogical methods in distance education are related to different types of individual and group work. When choosing teaching and learning methods, bear in mind the number and characteristics of the participants, the available technology and educational goals.

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THE IDEAL TEACHER PERSONALITY

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Abstract

Educational system is being challenged each and every day, and in order to slightly overcome those challenges one should know how to react on them. One of the easiest way to overcome difficulties is the support for teachers in their professional development in teaching. Among others building ideal teacher personality is recently considered as important teacher development approach.

'The ideal teacher' is a subject discussed in various educational and philosophical theories, which is composed of many qualities and different features. This study investigates the perceptions of senior students about the qualities of the ideal teacher, mostly focusing on four general aspects: professional characteristics, teaching skills, student-teacher relationship, and classroom climate. Content analysis was used to classify the data of the written text in each category. The findings reveal that students' preferences about the ideal teacher differ sometimes, but most of them circle around creative minds, professionally prepared and a good class manager. Among the top qualities of a teacher stands the strong relationship between the student and teacher, the usage of different activities, communication, love for the profession and of course qualification and knowledge in the field.

Keywords*: ideal teacher characteristics; teaching skills; student-teacher relationship; classroom climate.*

INTRODUCTION

The importance of teaching has already been verified throughout decades and came across so many countries, cultures and different nations. Each and every day the evolving process of modernization brings teaching in front of a more challenging and different barriers that every participant, be it a student, teacher, even the whole school staff is being affected in one way or another. They are being challenged to transform educational outcomes, frequently under hard circumstances. This noble profession allows them to implement change in nation building, educates students for future leaders, alter student performance and one of the most important things, build identities among students. They furnish students with the ability they need to become active and hardworking citizens in the 21st century. Good teachers and leaders are not born, they have been educated to become good teachers and leaders. Having a vision of teaching and valuing the work may have an important impact on one's sense of identity, determination and commitment. Teaching should be done in such a way that brings students to the desire and ability towards practical and high goals. What teachers do is one of the most important and exacting of professions. It is one of the professions that requires many special qualities that are often overlooked or underestimated, for example personality qualities. Therefore, the selection and qualification of teachers should be of vital importance.

According to a research done by Vanessa Vega (2013), one of the essential things in cultivating high quality teaching is the support for ongoing professional learning in schools. "Developing systems that support teachers in sustained professional learning and refinement of teaching practice is perhaps the single most important way to promote student learning and educational opportunity in schools or districts" (Vega V, 2013). Across this research reviewed here, some of the systems that effectively support teacher development include collaborative, job-embedded feedback cycles that enable teachers to reflect critically on teaching practices in order to identify those that best promote students' learning and engagement. In addition, administrator support for professional learning and teachers playing an active role in their own learning are critical for these systems to work.

Effective education provides great impact in improving learning. Of course, for a successful leadership in promoting learning, there are some essential ingredients that should be followed. According to Kenneth Leithwood, Karen Seashore, and et.al. (2004), "the impact of leadership tends to be greatest in schools where the learning needs of students are most acute". Below we can find some of the essentials presented in this research, for high-quality leaders to achieve this impact:

- By setting directions – charting a clear course that everyone understands, establishing high expectations and using data to track progress and performance.
- By developing people – providing teachers and others in the system with the necessary support and training to succeed.
- And by making the organization work – ensuring that the entire range of conditions and incentives in districts and schools fully supports rather than inhibits teaching and learning (Leithwood K. et.al. 2004).

These simple but remarkably important essentials are some of the numerous requirements that lead school systems towards success. These, and many other basic ingredients, are necessary to transform schools into real education. What does this mean? Real education meaning teaching students to listen while they are hearing, relate their everyday life with their time spent at school, each experience a child goes through will leave an impression in his character, be it good or bad.

The structure of this study is as follows; the literature review part elaborates a general overview on whom is considered the ideal teacher, some comments and thoughts chosen randomly; continuing with the selection of a report that shows how best to improve education systems for a better teaching and learning qualities, also you can find some categories attributed to good teachers. Likewise, worth mentioning are some specific reasons why teacher's personality is important, and some strategies considered crucial in bringing teaching at the highest level of effectiveness. The theoretical background concludes with features and the significance of teachers in 21st century multicultural world. Continuing the second chapter with the methodology in order to present in the next chapter the results and analysis where you can find the content analysis results of the questionnaire. Concluding the final chapter with a compilation of the whole study and the recommendations given in order to improve and raise awareness among school systems about the importance of teacher's personality.

1. Literature Review

1.1. Who is the ideal teacher?

Below you will find some collected comments taken from an internet webpage[1], different opinions about the ideal teacher.

Meenakshi Pantibathe (2015), "An ideal teacher is word which we understand much ahead in life. As a student if you see who a teacher is, a normal human being as you and me but his or her words imprint in your mind, tough things are taught in simpler ways in very simple words, unclear path of life becomes clear, wild dreams become real and then when our life touches highest height, we realize all this was possible by a magic of that normal human being called teacher. That's idealism, then you proudly say my teacher taught me to achieve success, he is " ideal teacher".

Anirudh Chawla (2014), wrote "A teacher has the biggest responsibility in this whole world. He is the one who shapes the mind of the students and set their sail in the right direction. Ideal teachers not only praises them but even guide them wisely when they are wrong, Makes them accountable of their actions and decisions. Teaches them to find a purpose, to achieve a goal. To do what others think is impossible. Everyone is a teacher somewhere or the other in their life. Make sure you be the one the same what you would expect others to be to you."

Chineze Ndukwe (2017), "An ideal teacher is someone who has a combination of qualities, such as being very knowledgeable on his subject, able to effectively manage his classroom, genuinely enjoys teaching and dealing with students, has high expectations for his students, good communication skills and an engaging teaching style. Some other qualities are patience, resourcefulness, adaptability, resilience and a good sense of humor."

These and many other comments made regarding the ideal teacher, each one differing in their manner, but most of them intending the same objective, presenting teachers as future role models in every aspect of life.

1.2 Teacher Development

[1] www.quora.com

According to a report done by OECD (Organization for Economic Cooperation and Development), in many high-performing education systems teachers do not only have a central role to play in improving educational outcomes, they are also at the centre of the improvement efforts themselves. In these systems it is not that top-down reforms are ordering teachers to change, but that teachers embrace and lead reform, taking responsibility as professionals. **The International Summit on the Teaching Profession** brings together education ministers, union leaders and other teacher leaders from high-performing and rapidly improving education systems to review how best to improve teacher quality and the quality of teaching and learning. Specifically, the report considers:

- *How teachers are recruited into the profession and trained initially*. Intelligent incentive structures are needed to attract qualified graduates into the teaching force. Pay levels can be part of this equation. However, countries that have succeeded in making teaching an attractive profession have often done so not just through pay, but by raising the status of teaching, offering real career prospects, and giving teachers responsibility as professionals and leaders of reform. This requires teacher education that helps teachers to become innovators and researchers in education, not just deliverers of the curriculum.
- *How teachers are developed in service and supported*. Surveys show large variations across and within countries in the extent of professional development. Teachers in TALIS[2] reported that the most effective development is through longer programs that upgrade their qualifications or involve collaborative research into improving teaching effectiveness. Further issue related to supporting teachers in service is the extent to which their conditions of employment and their career prospects can be adapted to meet their needs and aspirations.

- *How teachers are evaluated and compensated*. Results from TALIS show that, at its best, appraisal and feedback is supportive in a way that is welcomed by teachers. It can also help lead to self-improvement and be part of efforts to involve teachers in

[2] Teaching and Learning International Survey

improving schools. Whatever system is used must be fair, based on multiple measures, and transparently applied in ways that involve the teaching profession.

- *How teachers are engaged in reform.* Without the active and willing engagement of teachers, most educational reforms fail. The chances for success in reform can improve through effective consultation, a willingness to compromise and, above all, through the involvement of teachers in the planning and implementation of reform (OECD, 2011).

Above are presented some of the tips to make teaching more attractive and improving teaching effectiveness. "Research shows that people who have close contact with schools – such as parents who assist in classrooms, or employers who have students in workplace learning programs – often have much more positive attitudes towards teachers than people with little direct contact. This suggests that building stronger links between the schools and the community can help to enhance the status of teaching. Teachers and school leaders can play a key role in strengthening connections with families and communities as part of effective learning" (OECD, 2011).

The following analysis, taken from the OECD (2011), looks at how the individual development of teachers can be improved and how greater collaboration among teachers can improve teaching quality.

- Meeting the need for professional development. In many countries, the role and functioning of schools are changing–and so is what is expected of teachers. They are asked to teach in increasingly multicultural classrooms. They must place greater emphasis on integrating students with special learning needs, both special difficulties and special talents, in their classes. They need to make more effective use of information and communication technologies for teaching.

- The development of teachers beyond their initial education can serve a range of purposes, including to: update individuals' knowledge of a subject in light of recent advances in the area; enable individuals to apply changes made to curricula or other aspects of teaching

practice; enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice; help weaker teachers become more effective, etc.

- Several aspects have shown to be central to successful professional development. In seeking to meet teachers' professional development requirements, policy makers and practitioners need to consider both how to support and encourage participation and how to ensure that opportunities match teachers' needs. This needs to be balanced with the cost in terms of both finance and teachers' time.
- The extent of in-service teacher education varies greatly across and within countries. In some countries, ongoing professional development already plays an important role. In the Chinese province of Shanghai, each teacher is expected to engage in 240 hours of professional development within five years. Singapore provides teachers with an entitlement of 100 hours of professional development per year to keep up with the rapid changes occurring in the world and to be able to improve their practice, etc (OECD, 2011).

Teacher evaluation and compensation also matters in teachers' development, "It is essential for improving the individual performance of teachers and the collective performance of education systems. Designing teacher-appraisal methods is not easy, and requires the objectives of accountability and improvement to be carefully balanced. A crucial feature is what criteria teachers are appraised against, including, but not limited to, student performance. Also important are the degree to which teachers improve their professional skills and, crucially, the part they play in improving the school and system as a whole. In this way, evaluation and appraisal need to be well aligned with the process of system change" (OECD, 2011). According to OECD (2011), teacher engagement in education reform is crucial and school reform will not work unless it is supported from the bottom up. Learning outcomes at school are the result of what happens in classrooms, thus only reforms that are successfully implemented in classrooms can be expected to be effective. But it also requires teachers to contribute as the architects of change, not just its implementers. Some of the most successful reforms are those supported by strong unions rather than those that keep the union role weak.

Above were mentioned some of the tips how to increase the education quality among schools and make it more attractive for students and also for graduates that are going to build a career as

teachers. What was noted as highly effective tip for increasing the quality was generally the collaboration for better understanding educational reforms.

1.2.1 "Good Teachers"

Below you can find some categories attributed to good teachers, which were taken from VASTEP[3] (1999).

1. Professional values.
    - are committed, as their primary responsibility, to improving student learning;
    - understand and are committed to the responsibilities and obligations of belonging to the teaching profession;
    - are willing to contribute to educational change and the shaping of educational policy etc.
2. Professional Knowledge and Dispositions
    - are knowledgeable about the part of the education system in which they work, and its relationship to other parts of that system;
    - understand their role as facilitators of the moral, spiritual, social, cultural, creative, aesthetic and physical development of children;
    - understand the framework of laws, regulations and policies that affect teachers' work; etc.
3. Professional development.
    - aim to continually improve their English language competence;
    - adopt a mentoring role with beginning teachers;
    - participate in a range of professional development activities as part of their continuing professional development etc.

4. Planning and Evaluation

[3] http://teachercodes.iiep.unesco.org/teachercodes/codes/Asia/Vanuatu.pdf

- plan their teaching on the basis of recent, relevant pedagogical research;
- use a wide variety of fair and consistent assessment strategies and instruments for diagnostic, formative and summative evaluation;
- establish expectations for students that are clear, challenging and achievable;

5. Management and Instruction
    - effectively select and sequence learning activities, and manage and pace teaching time to achieve planned student outcomes;
    - apply a variety of human, material and technological resources to 180maximize learning;
    - are as impartial as possible when discussing controversial matters with students;
6. Communication
    - use appropriate oral and written English at an advanced level to communicate clearly and effectively within the classroom and in other professional contexts;
    - assist students to improve their English language skills in all learning situations etc.
7. Consideration of Individual Needs, Abilities/Disabilities and Aspirations
    - understand that each student has diverse talents and interests, and take account of this diversity in their teaching;
    - respect students as individuals, and adapt their teaching to suit the individual learning needs of all their students etc.

1.3 The importance of teacher's personality

It has already been proved that teachers play a major role in educational systems of a country and it is closely associated with the ideology which says "the educational growth and

development of a nation cannot rise above the level of their teachers" (Adewale O, 2013). According to Adewale (2013), teacher personality is important because:

i. Enables one to understand self, colleagues, and why / how some students, parents behave.
ii. Avoidance and reduction of unnecessary anger.
iii. Build an asset (human development and social development skills) to win more people and inspires others in school and society.
iv. For successful teaching in the classroom.
v. Teachers are repertoire of knowledge and builders of a Nation.
vi. To develop and transfer acceptable norms and practices in the society such as sincerity, personal integrity, humility, courtesy and wisdom to teeming secondary school students.
vii. To develop teachers' belief and self-confidence (Adewale O, 2013).

Besides these general considerations about the importance of teachers' personality, after searching the internet, in some articles I encountered in four specific categories which in most cases are regarded as significant considering teachers' personality. As a matter of the fact, I have also chosen them to measure in my questionnaire paper. Below you can find elaborated these categories with some specific records that come under these categories:

1. Professional Characteristics: the ability to develop relationship with their students; patient, caring and kind; knowledge of learners; dedication to teaching; engaging students in learning; clear objectives; effective discipline skills; good classroom management skills; high expectations etc.[4] "It is generally agreed that good teaching involves good communication between the teacher and students and also among students. The best productivity in a classroom comes from effective co-operation between the teacher and the students. Therefore, teachers' roles can be vital to the effectivity of the language learning" cited from Fredson Soares paper (pg. 2).
2. Teaching skills: collaboration; communication; community building; conduct testing; critical thinking; disciplinary action; evaluate performance; flexibility; leadership;

[4] http://teaching.org/resources/top-10-qualities-of-a-great-teacher

listener; planning; positive role model; relationship building; respectful; setting goals; team player; training; understanding etc.[5]

3. Student-teacher relationship: consistent communication; an emotionally- safe learning space; mutual respect, trust & feedback; true equity etc.[6]
4. Classroom Climate: make learning relevant; create a classroom code of conduct; teach positive actions; reinforce positive role models; always be positive etc.[7]

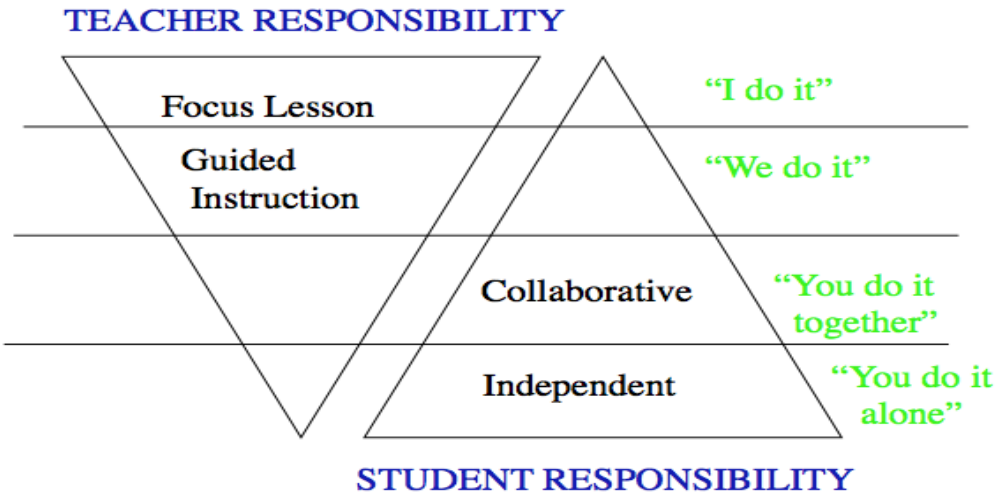
1.3.1 Effective teaching strategies

The main focus here is on features of effective teaching and classroom organization methodologies that lead to better student outcomes. There are several definitions of teaching effectiveness. In the Australian federation webpage was cited "Effective teaching is more than just the successful transference of knowledge and skill or application around a particular topic. Effective teaching ensures that this surface approach to learning is replaced by deeper, student driven approaches to learning that analyse, develop, create and demonstrate understanding. Students need to initiate learning and maintain engagement during learning in their development as independent lifelong learners." Shahida Sajjad said that "The most accepted criterion for measuring good teaching is the amount of student learning that occurs" (pg. 1). In the research done by Sajjad, most of the students rated the lecture method as the best teaching method. Reasons included "teacher provides all knowledge related to topic, it is time saving method; students listen lecture attentively and take notes etc. The group discussion was rated as the second best method of teaching because of; more participation of students, the learning is more effective, the students don't have to rely on rote learning, and this method develops creativity among students etc. (pg.4)." Below you will find some of the methods used at higher educational level, written in Sajjad's paper:

[5] https://www.thebalance.com/teaching-skills-list-2062488 Retrieved on 13.02.2018
[6] https://www.teachthought.com/technology/4-timeless-elements-strong-student-teacher-relationships/ Retrieved on 17.02.2018
[7] www.ascd.org Retrieved on 19.02.2018

- Lecture method
- Discussion method
- Role play
- Case study
- Brainstorming
- Assignment method (pg.13).

"A good teacher is the one who applies the GRR system. GRR is Gradual Release of Responsibility, which means a good teacher should shift his time of talking to students and let them lead the class, but of course he should be there to follow their job and efficiency" cited from a questionnaire paper. The GRR system is considered as one of the most effective strategies used in teaching. "Scaffolder instruction, or the gradual release model, is broadly recognized as a successful approach for moving classroom instruction from teacher-centered, whole group delivery to student-centered collaboration and independent practice" (Levy E. 2007). This approach, also referred to as 'I do it, we do it, you do it', includes demonstration, prompt and practice. Dough Fisher and Nancy Frey presented this approach in this triangle:



A Structure for Instruction that Works
(c) Fisher & Frey, 2006

According to Levy these triangles represent the student-teacher interaction and relationship. The 'I do it' phase includes the beginning of the lesson where the teacher's job is to present the new material and deliver the content among students. In the 'We do it' phase or the second phase

incudes the part where the teacher continues to model, question, cue and prompt students for understanding. The last phase is the 'You do it' where students work independently without relying on the teacher (Levy E. 2007).

Whereas Shaun Killian, in the Australian Society for Evidence Based Teaching article listed some top 10 evidence based teaching strategies:

1. **Clear lesson goals** (If you cannot quickly and easily state what you want your students to know and be able to do at the end of a given lesson, the goal of your lesson will be unclear. Clear lesson goals help you (and your students) to focus every other aspect of your lesson on what matters most.)
2. **Show and tell** (Once you are clear about what you want your students to know and be able to do by the end of the lesson, you need to tell them what they need to know and show them how to do the tasks you want them to be able to do.)
3. **Questioning to check for understanding** (Techniques such as 184 randomized sampling, student answer-boards and tell-a-friend help you to check for understanding.)
4. **Summarize new learning in a graphical way** (You can use them to help students to summarize what they have learned and to understand the interrelationships between the aspects of what you have taught them.)
5. **Plenty of practice** (Practice helps students to retain the knowledge and skills that they have learned while also allowing you another opportunity to check for understanding.)
6. **Provide your students with feedback** (feedback provides your students with a tangible understanding of what they did well, of where they are at, and of how they can improve.)
7. **Be flexible about how long it takes to learn** (The idea that given enough time, every student can learn is not as revolutionary as it sounds. It underpins the way we teach martial arts, swimming and dancing.)
8. **Get students working together** (To increase the productivity of your groups, you need to be selective about the tasks you assign to them and the individual role that each group member plays.)

9. **Teach strategies not just content** (You can increase how well your students do in any subject by explicitly teaching them how to use relevant strategies.)
10. **Nurture meta-cognition** (Meta-cognition involves thinking about your options, your choices and your results – and it has an even larger effect on student results than teaching strategies.) (Killian Sh, 2015).

Following these strategies and many others you will undoubtedly reach to the highest point of expectations during teaching.

1.4 "Global teachers"

"Foreign language ability, global awareness, and intercultural communication skills are increasingly recognized as essential dimensions of productive participation in the emerging economic, civic, political and social arenas of the 21st century"(McCloskey E. 2012). These and many other skills are being promoted as necessary for global and intercultural communication. The focus of "global teachers" should be on what is best for each student in each school across the universe. Some documents done by the American Council on Education (2007), listed a set of parallel competencies that are necessary for promoting teacher competencies, most of these skills derive from the field of foreign language education, which are essential in promoting intercultural learning over a century (McCloskey E. 2012, pg.42).

According to McCloskey "Professional preparation documents, such as those prepared by the American Council on the Teaching of Foreign Languages (2002), imagine teachers who are capable of engaging sophisticated and nuanced interactional, interpretive and analytical skills when interacting with members of foreign cultures, conducting cultural investigations, and encountering cultural artifacts or information, as well as capable of designing educational opportunities that promote similar competencies in students (pg.42)". As cited in this part, teachers are required to engage a variety of skills in order to display equal proficiency among students and prepare them to grow awareness and intercultural sensitivity in this multilingual society.

1.4.1 Intercultural learning and competence

Immigration occurs to be one of the significant reasons of bringing learning and teaching to a more challenging position. In order to improve living conditions, build a better living community, people immigrate form one country to another, thus these people are being faced with the challenge to adopt to the new living place, new culture and frequently to the new language too. According to Katri Jokikokko (pg. 13, 2010), "intercultural learning and its result, intercultural competence, are seen as both conditions and aims for increasing cultural awareness, understanding, dialogue, fruitful co-operation and learning from each other in multicultural societies and the world". It is obvious that even if we do not often travel outside of our country, there are many other factors that make intercultural competence a necessary process, for example media, people and education.

"It is not enough that teachers are interreliantly competent themselves. They should also foster the development of intercultural competence in their students. Teachers have the opportunity to affect their students' awareness, open the world for them, and provide them with tools to critically analyze global phenomena and to act for a more equal and sustainable world (Jokikokko K. 2010)".

When teaching multicultural classes, knowledge and awareness of stereotypes, power structures, global issues and one's own values become significant. Asking questions such as whose knowledge, whose culture, whose traditions and whose language are we teaching, learning and transmitting to students should be part of a teacher's everyday reflection (Jokikokko K. 2010). Of course it is a process that it cannot be easily gained or learned only by traveling to another county, or only having some years of experience in education, it is a lifelong process.

2.1 Methodology

This research paper comprises the importance of the ideal teacher characteristics and also some senior student opinions' about a good language teacher, surveyed students belong to the

University of Gjakova, "Fehmi Agani", English Language department. Qualitative research methods have been employed in this paper. The findings of the survey have been analyzed regarding the opinions of foreign language students. This choice was made because of the importance of teacher's personality in today's educational system, and students belonging to this department suit the requirements of this paper, and their experience as students will facilitate the teacher's point of view for the students' needs.

The criteria used for this study has been developed to learn about senior students' understanding of a good language teacher, and the characteristics that mostly matter. I focused on these points because in most of the cases teacher's personality stands among the most important principles required from a teacher, in this case a language teacher, so, everyone interested in being a future language teacher may benefit from the conducted paragraphs.

The questionnaire was delivered to 30 students, among them 26 females and 4 males, aged around 20 to 26. Firstly, at the top of the questionnaire paper is given a short paragraph explaining the aim of the survey. Continuing with the first requirement, there are given four different categories, related with teacher's personality (Professional Characteristics, Teaching Skills, Student-Teacher Relationship and Classroom Climate), student's duty was to order them in terms of importance (in numbers), meaning which one of them do they think that matters most and which one matters less. The last part of the questionnaire consists the part of the paragraph which requires the students to write shortly about whom they consider a good language teacher. Later the coding of the content analysis will be used in order to classify the results according to the categories selected above, aiming to come out with the combination of the collected data.

2.1.1 Research Questions:

a) What is effective teaching?
b) What characteristics are essential to succeed as a teacher?
c) What's the impact of teacher's personality to student's personality?

2.1.2 Research Hypothesis:

Having a perspective for teaching and estimating the effort may have an intense influence on one's sense of identity, flexibility and responsibility.

2.2 Aims

The aim of this study is to point out the importance of teachers' personality in nowadays educational systems. Alongside with that you can find some of the tips and suggestions that lead teachers in achieving the highest prosperity, as teaching involves one of the most responsible jobs in planet. Educating lots of generations in some aspects means having the future in your hands, and having a better future each of us should put all the efforts in the table and create change.

3.1 Analysis and results

This chapter includes the analysis of the questionnaire conducted at the University of Gjakova, Fehmi Agani, where participated 30 senior students, 26 females and 4 males, aged around 20 to 26. The main target of the survey is to learn about senior students' understanding of a good language teacher. Students had the opportunity to express freely their thoughts because the questionnaire was conducted in the anonymous form. The first requirement given in the questionnaire contains four selected features related to teacher's personality; student's task was to order them (in numbers) in terms of importance, meaning to write 1 for the most important and 4 for the least important. The categories selected are: Professional Characteristics, Teaching Skills, Student-Teacher Relationship, and Classroom Climate

Continuing with the first requirement, turns out that the most important characteristic is Teaching skills, following with Student Teacher relationship as the second most important characteristic, continuing with Professional characteristics as the third one, and last but not least, Classroom

climate was considered as less important in this case. Below you can find the results presented in tables.

Table 1: Characteristics selected as most important

Features	Frequency	Percentage
Teaching Skills	13	43.3 %
Student-Teacher Relationship	7	23.3%
Professional Characteristics	6	20%
Classroom Climate	4	13.3 %

According to the table, results show that what matters most to students is teaching skills, selected 13 times as the most important feature, seven students considered student-teacher relationship as the most important characteristic, four of them selected classroom climate and six others professional characteristics. In this case, teaching skills is ranked as one of the most valuable features related to teacher personality, "a good language teacher should have teaching skills in order to make language or the learning of a language easier for students", cited from one of the questionnaire papers.

Second most important feature selected is Student-Teacher Relationship, chosen 7 times, ranked almost as one of the most valuable characteristics. "A good language teacher is he who understands students' needs and works with them to help when needed", cited from the paragraphs.

Professional Characteristics is selected from students as third most important feature. "Good lecturer", "communicative", "professionally qualified", "to have a goal and a purpose", "to have experience", are some of the characteristics written that are listed under the category of professional characteristics.

Four students selected classroom climate as the fourth most important characteristic in the list, meaning same as with professional characteristic % of them think that classroom climate is ranked as least most important feature comparing to other features. Some students wrote: "create a good learning atmosphere", "feel comfortable", "safe classroom", "feel free to talk and share" etc.

The second requirement in the questionnaire paper is a short paragraph given where student's task was to write their personal opinions about what characteristics complete the ideal teacher personality. All the data collected from the questionnaire have been analyzed with the content analysis method. Firstly, responses were taken, and then they were classified under the four different groups (professional characteristics, teaching skills, student-teacher relationship and classroom climate). Relevant items were placed under specific groups. Below you can find the findings of the content analysis.

Table 2: Kosovar senior students' content analysis

Teacher Personality	Frequency	Percentage
Strong relation with students	9	30%
Use different activities	5	16.6%
Communicative	4	13.3%
Should have teaching skills	4	13.3%
Qualified	4	13.3%
Loves his/her job	4	13.3%
General knowledge	3	10%
Transfer knowledge to students	3	10%
Well prepared	3	10%
Fluent speaking	3	10%
Understands student's needs	3	10%
Motivate students	2	6.6%
To have good student-teacher relationship	2	6.6%

Make learning easier	2	6.6%
Know what/how to talk	2	6.6%
Know the subject	2	6.6%
Know phonetics, pronunciation, grammar	2	6.6%
Serious	2	6.6%
Strict	2	6.6%
Be cooperative	2	6.6%
Passionate about being effective	1	3.3%
Variety of exercises	1	3.3%
Clear evaluation process	1	3.3%
Shift talking time with students	1	3.3%
Leads to solutions	1	3.3%
Learns from his/her students	1	3.3%
Motivated	1	3.3%
Smart	1	3.3%
Creative mind	1	3.3%
Organized	1	3.3%
Listen students carefully	1	3.3%
Positive	1	3.3%
Wide vocabulary	1	3.3%
Open	1	3.3%
Friendly	1	3.3%
Make classroom safe place	1	3.3%
Use advanced teaching methods	1	3.3%
To have experience	1	3.3%
Calm	1	3.3%
Follow the rules	1	3.3%
To have a goal and a purpose	1	3.3%
Able to control the class	1	3.3%
A class where students feel comfortable	1	3.3%
To have good accent	1	3.3%

Good interaction	1	3.3%
Create good learning atmosphere	1	3.3%
Engaged and active	1	3.3%
Enough space for students activities	1	3.3%

Next, all the data where classified under the particular category where each word belonged to one of the specific features selected.

Table 3: Collected data from the questionnaire listed under specific categories

Professional Characteristics	Teaching Skills	Student-Teacher Relationship	Classroom Climate

Well prepared Motivated Smart Creative mind Good lecturer Communicative Willingly Knowledge in the field Professionally qualified Good accent Speak fluently Loves his/her job Experience in teaching Organized Wide vocabulary Strict Clear evaluation process Advanced methods To have a goal and a purpose etc.	Leads to the right solution/answer Transmit knowledge to students Use different methods Make topics more attractive Engaged and active Make language learning easier Different activities Interesting tasks Shift talking time with students Variety of exercises Good and accurate follow up on learned issue.	Be in coordination with students Learns from his/her students Understands students' needs Work with students Good interaction Connect with students Cooperates with students Listen students carefully	Enough space for students to give opinions A class where students feel motivated Feel free to talk and share Deal with the classroom as a whole Follow the school rules Make classroom a safe place Good learning atmosphere.

All the collected data are presented in table number 3 where have been analyzed message characteristics and written under the specific category. This is the overall summarizing of the paragraph results but all the message characteristics will be condensed in table number 4 in order to have a more generalized meaning that resulted from the survey.

Table nr 4: Summarized data from the survey

Professional Characteristics	Teaching Skills	Student-Teacher Relationship	Classroom Climate
Good lecturer To have experience Clear evaluation Advanced methods	Attractive lesson plan Transmit knowledge Engaged and active	Listen students Good interaction Cooperation& coordination Understand students' needs	Enough space for student's opinions Feel motivated Feel safe Follow school rules

As it can be seen from the results, according to the senior students of the University of Gjakova, the ideal teacher should be a good lecturer, meaning to have a good accent, to speak fluently, to be smart, well prepared, motivated, creative mind, also communicative. The other features that stand among the significant ones is that a good teacher should have experience in teaching, a clear evaluation process and use advanced methods during teaching. These features come under the professional characteristics. Whereas under teaching skills, worth mentioning features that the ideal teacher should possess are attractive lesson plans, including here interesting tasks, different methods, shift talking time with students etc. Transmit knowledge is also one of the features, including make learning easier. Also the ideal teacher should be engaged and active. Under the student-teacher relationship are listed the most important features. The ideal teacher should know how to listen students while they are expressing their thoughts; the ideal teacher should have a good interaction with students; should cooperate and be in coordination with students meaning, work with them and among the most important ones is that a good teacher should understand what the students' needs are. Senior students of Fehmi Agani want a classroom where they can feel free to express their thoughts; a class where they feel motivated and safe; also a class where they follow school rules.

Also what I have noticed from the research results, are some characteristics that do not belong to these four selected features. Students want form a teacher to be serious, strict and positive, to love the job, be calm, open and friendly. It can be said for these characteristics that actually they belong to personal characteristics.

4.1 Conclusion and Recommendations

For a student, teachers' image is very important, and there comes a moment when it becomes vital. The ideal teacher has pedagogical features, features that directly or indirectly impact students' life. Their ability can easily compare to parents ability. They make the difference in child's personality and identity, therefore each teacher should be aware what he or she transmits for them.

30% of the students require from the teachers to have a strong relationship with them. Fredson Soares also listed in his paper student-teacher relationship as one of the essential priorities; the kind of relation that allows them to feel free to ask or share whatever goes through their mind; the kind of relation where you feel free to talk while knowing that your opinion will not be underestimated at any time or any circumstance. The usage of different activities matters also very much, in order not to make students feel bored or tired, that would also make them feel motivated to attend the class. Those kinds of classes where time flies very fast without even being aware about it. So, different activities are one of the strongest tips for having successful classes.

Being too communicative sometimes may lead you to unpleasant situations but being a communicative teacher is one of the best qualities a teacher can possess. "Since foreign language teaching should help students achieve some kind of communicative skill in the foreign language, all situations in which real communication occurs naturally have to be taken advantage of and many more suitable ones have to be created" cited from Friederike Klippel's paper (pg. 8). Communication sometimes brigs even the most introvert students into expressing their thoughts even without planning. 13% of students think that communication stands among top qualities of the ideal teacher. Another quality worth mentioning here is love for the profession. To love your profession and the way you do it, can give you the strength to continue further and most of the time satisfaction is there and success comes naturally.

Among top qualities of the ideal teacher are, of course, the qualification and the knowledge that a teacher possesses. Do not forget that what you teach may be transmitted to several

generations, so, make sure you do it the right way. These, and all the qualities presented on the content analysis, list under the conditions that one should fulfill in order to be remembered among the ideal teachers.

As noted earlier, globalization brought teaching and learning in front of many contradictions and challenges which each individual is being affected in one way or another. And, in order to slightly manage these challenges one should act towards them with the appropriate wit. As a recommendation, I would suggest that first of all should set directions and build systems that support teachers in professional learning and teaching development (such as those presented at The International Summit on The Teaching Profession, page 9, also in the Kenneth Leithwood and others paper; also In the Chinese province of Shanghai, each teacher is expected to engage in 240 hours of professional development within five years. Singapore provides teachers with an entitlement of 100 hours of professional development per year to keep up with the rapid changes occurring in the world and to be able to improve their practice, etc. (OECD, 2011)). Systems that would help teachers to reflect about their experiences in teaching. For instance, the usage of different activities in different classes would help to determine which of the methods was more effective. As a result, all teachers would present in front of other teachers what methods did they use and what was the effectiveness of those methods. In this case, each teacher would easily identify those activities that best promote students' learning and engagement. So, effective usage of the strategies is the best way to improve teaching and learning.

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TOURISM DEVELOPMENT OF KOSOVO AS A TOURIST DESTINATION

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Abstract:

Managing tourist destinations is the use of tourism potential of a country for tourism development and national economy in general, requires analytical tools and policies as part of development programs. The correct understanding of structural elements and dynamic processes is a very important factor in the development of a tourist destination.

Kosovo does not have direct access to the sea but has a mountainous hilly character, has a very favorable climate and many natural resources and a rich cultural and historical heritage that are considered as the basis for further tourism development. The purpose of this research is to study the development of tourism in Kosovo and through it is intended to make an important contribution in solving the best models of sustainable tourism development in this region. The Republic of Kosovo is in the phase of change and fundamental development where tourism is considered a very important source for the development of the country's general economy.

According to ministry data, tourism has been identified as one of the most powerful sectors for economic development and a very important market for foreign direct investment.

The Republic of Kosovo pays special attention to tourism and food, due to the climatic conditions and nature that can be used for the development and promotion of tourism as well as due to the great and unparalleled cultural and historical wealth as a very important part of the country's cumulative tourist offer.

Key words: Tourism, development, destinations, management, regions.

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Introduction

Tourism is an economic activity oriented towards the utilization of tourist potentials. With all the difficulties and problems in different phases of Kosovo's economic development, this activity is already in harmony with Kosovo's economic development. Tourism is turning into the main sector of economic development with revenue generation and job creation. However, as one of the sectors where the country's economic growth is expected to focus on in the future, tourism is still not finding itself in sectoral development. One of the many problems facing Kosovo's tourism economy today is the identification of the tourism product development strategy, which will lead to sustainable tourism development. Culture is part of the tourist offer and has the potential to become attractive to a tourist destination and is one of the main sources of the heritage of a population. Kosovo's cultural heritage is well-known inside and outside the country and is attractive to tourists who want to see masterpieces of art and culture and learn about the evidence of prehistory, classics, Illyrian period and so on. In addition to the famous museums, there are large collections of objects in Kosovo from all aspects of life, nature, art and the like.

Research Methodology

In this research we have analyzed a number of qualitative and quantitative elements for it identify and analyze the tourism potential of Kosovo and the importance of tourism in its economic development. The realization of the goals set in the research of this topic is based on the combination of certain methods and will most often be guided by the inductive method (by exploring the general specification where the conclusions are taken according to the facts and the existing premises in order to verify the data and operationalization of concepts) and the deductive method (exploring the general to specific). The development of this topic uses primary and secondary data, ie official data presented in all types of documents, and analyzes the most relevant data and information for confirming real-life images in the stated relationship system. Based on this data, we will try to build the right conclusions.

For phenomena for which there is no data and official information, which are important for the perception of the situation and tendencies in the field of tourism, they will be processed in a qualitative way. This research tries to analyze the behavior of participants in the tourist destination and the understanding of the dynamics of the development of the tourist destination.

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A brief historical summary of the development of tourism in Kosovo

Tourism is an economic activity oriented towards the utilization of tourist potentials. With all the difficulties and problems in the different phases of Kosovo's economic development, this activity is already in harmony with Kosovo's economic development. Although it has considerable tourist potential in Kosovo, this activity is still not considered as important in the overall economy of the country. Tourism development can contribute to the country's GDP growth and thus adapt where its country is in the country's economic development strategy. The Republic of Kosovo has recently been introduced to the tourism market as a tourist destination due to the years of isolation and problems that arose due to the lack of networks and communication links. Following the development of the Adriatic highway and the Ibris motorway in 1971, Kosovo began to affirm itself as a potential tourist market. By 1970, as far as tourism was concerned, Kosovo was a very undeveloped country. Here the first place refers to the creation of accommodation facilities for tourists who are then built only for the needs of the economy (business trips), but also for the needs of the local population, such as hotel and restaurant facilities. The first assessment is that tourism development in Kosovo remains very timely, compared to the dynamics of tourism development in the then federation. This was as a result of the concept of Kosovo's economic development only for the production of raw materials and semi-raw materials.

Touristic movements up to 1990

In this period, although it is an important part of the overall economy, tourism in Kosovo can not yet be found in a sustainable developmentKosovo is characterized by a low level of economic development due to violent economic measures and the recent war, the very slow process of privatization, small foreign investments and the like. Of course, tourism was an integral part of these negative economic and political processes. In the late 1980s and early 1990s there were major problems in the Kosovo economy (Ministry of Trade and Industry http://www.mti-ks.org/sq/ Tourism-Hospitality-and-turnover-and-historical -1989-1999).

- Administrative constraints have been established for all hotel establishments;
- The number of employees in the tourism and hospitality sector drastically decreases;
- Legal regulations on the transformation of social capital, concessions and joint investments have been approved and through fictitious transactions the enterprises with the tourist capital receive "new owners";

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- The start of investment in tourism and the maintenance of existing tourist facilities are interrupted;
- Interruption of investment in new lines in the field of telecommunications and related technologies..

Tourism in the period 1991 – 2000

If we analyze the ten-year period from 1991 to 2000, then the following tourist turnover can be noticed:

Table no. 1. Tourism turnover for the period 1991 - 2000

Year	Number of work units	Tourists		Nights		Total	
		internal	stranger	internal	stranger	internal	stranger
1991	54	130000	15000	744000	28000	145000	772000
1992	46	103498	4090	566174	9099	107588	575273
1993	46	103145	3029	432747	8857	106374	441604
1994	50	90840	2675	324136	6882	93515	331018
1995	50	88694	4676	253328	8690	93370	262018
1996	50	107231	2299	285609	4986	109530	290595
1997	50	76773	2532	269920	6934	80305	274854
1998	50	72351	2645	351842	4981	74996	356823
1999	50	38075	4974	179269	19005	43049	198274
2000	23	32610	12616	7952	55720	45226	63672

Source: State Statistical Office of Kosovo, 2001

From the data it can be noticed that:

- The number of tourists in 1991 was a total of 130000 tourists, and in 2000 this number has dropped to 32610 tourists (with the 9th fall);
- The number of foreign tourists in 1991 was 15,000 tourists, and in 2000 this number was 12616 tourists;;
- In 1991, 744,000 overnight stays were made by local tourists, and in 2000 this number dropped to 7,952 arrivals (10,000 reduction);
- In 1991, foreign tourists made 28,000 stays overnight, and in 2000 they made 55,720 nights (2 more for foreign soldiers).

The same is with the capacity to accommodate tourists, where there is a decrease in the number of rooms and beds.

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Table no. 2. Number of rooms and beds in the period 1991 - 2000

Year	Number of work units	Number of rooms	Number of beds			Number of chairs	Number of employees
			permanent	aide	Total		
1991	54	3515	7329	498	7827	61291	6077
1992	46	2523	5277	492	5769	69064	5947
1993	46	2571	5277	492	5769	68660	6435
1995	50	2599	5683	423	6106	74352	6563
1995	50	2599	5683	423	6106	27856	3662
1996	50	2613	5739	407	6146	27300	3796
1997	50	2609	5728	407	6135	27004	3921
1998	50	2588	5670	403	6073	29938	3914
1999	50	2614	5885	373	6258	-	-
2000	23	938	1547	134	1681	3740	885

Source: State Statistical Office of Kosovo, 2001

According to the data in Table no. 2 it can be noticed that the number of rooms has dropped steadily over that period, from 3515 rooms in 1991, this number dropped to 938 in 2000.

The same was the situation with the number of beds, so in 1991 there were 7827 beds (7329 permanent and 498 assistants), and in 2000 this number reached 1681 (1547 permanent beds and 134 extra beds). So, from 1991 to 2000, all the categories mentioned in the table show a drastic decline in values. There is a period when the number of rooms is unchanged, as well as the number of beds. A feature of Kosovo's tourism in the mid-1990s was the opening of a number of travel agencies, although none of them met the minimum technical requirements to do business. Most of these travel agencies deal only with the sale of airline tickets or passenger transport.

In the period 1998-1999, Kosovo's total potential destruction of tourism potentials and capacities has taken place, which are so small. In this period, the mass destruction of property that has been created over the years, with which Kosovo finds itself in a devastated economy after the end of the military conflict, occurs. Immediately after the war in Kosovo, tourism has an important place in economic activation or "restart" of the country, so tourism in the country's GDP is estimated to cover 6-7%, and compared to that of the 1970s. the percentage was between 1.9-2.3%. Increasing the share of tourism in the domestic product is a result of the drastic reduction of other private and public sector activities due to well-known reasons, and now due to the

changes that have occurred in the macroeconomic environment and private sector vitality in the sector hospitality and catering (The State Statistical Office of Kosovo and the Ministry of Trade and Industry Pristina 2012).

Development of Kosovo's tourism in the new century

The number of enterprises and employees in the tourism and hospitality sector in Kosovo is ranked 4th, according to local and foreign experts. Only during 2001-2002, the number of enterprises in the tourism sector increased by 862 or 55% compared to the previous years. In total employment, 237 enterprises employed 1548 workers for nine months, or 7.7% more.

The spatial distribution of tourist enterprises was almost equal for all municipalities in Kosovo, and in accordance with economic activity, so that:

- Prishtina participates with 32.1% (1373 enterprise),
- Prizreni participates with 12.4% (530 enterprise),
- Mitrovica participates with 6.7% (288 ndërmarrje),
- Gilani participates with 5.6% (239 enterprise),
- Gjakova participates with 4.6% (196 enterprise),
- Peja participates with 3.8% (165 enterprise),
- Ferizaj participates with 2.4% (102 enterprise).

According to the available data, it can be seen that in the number of employees Pristina is ranked first with 3078 employees in the tourism sector or 28.2% of the total number. After 1999, until 2002, compared with the pre-war period, it can be noticed that major changes have been made in terms of the structure of accommodation capacities of tourists and the mode of exploitation. However, the relationship between core and complementary capacities is disadvantageous as the number of basic accommodation facilities is 48.5% compared to 51.5% of additional capacity.

In the territory of Kosovo, the hotel activity is carried out over 100 hotels and according to table data it is noticed that most hotel companies are located in the regions of Prishtina, Ferizaj and Peja.

Table no. 3. Hotel capacities in Kosovo at 2017

ID Region	Region	Number of hotels	Number of rooms	Number of beds
1	Gjakovë	10	200	288
2	Gjilan	9	172	221

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3	Mitrovicë	6	119	128
4	Pejë	37	635	1.265
5	Prizren	9	244	511
6	Prishtinë	51	1.588	2.090
7	Ferizaj	15	315	357
	Total	137	3,273	4,860

Source: State Office and Statistics of Kosovo, 2017.

Of the 137 hotels operating in these regions, 103 hotels operate in the three areas mentioned above, or 75.18% of the total. In the three largest regions of these hotels there are a total of 2,538 rooms, respectively 77.54% and 3,712 beds, or 76.37% of the total number of registered beds (http://ask.rks-gov.net/).

On the other hand, the use of hotel facilities for the period 2013-2017 can be noted from the table below:

Table no. 4. Capacity utilization in Kosovo regions in percentage for the period 2013-2017

Region / year	Gjakova	Gjilani	Mitrovica	Peja	Prizreni	Pristina	Ferizaj	Total(%)
2013	1,64	3,48	2,99	3,77	4,57	18,43	12,58	6,78
2014	3,78	1,73	2,30	14,48	4,29	17,21	2,10	6,55
2015	5,44	4,51	6,53	24,33	11,67	25,05	4,93	11,78
2016	5,39	2,43	4,00	9,17	5,36	17,52	4,38	10,11
2017	3,50	5,12	9,22	9,26	13,42	15,52	5,00	11,54

Source: State Statistical Office in Kosovo, 2017.

According to the survey, the utilized capacity at the country level is 11.54%; for more see Table, which presents the use of hotel capacities in Kosovo at country level according to region. According to the survey data, we can see that the use of state-level capacities is very low, ie in 2013 it was 6.78%, in 2014 it was reduced to 6.55%, while in 2015 there is almost twice the growth capacity of 11.78 %, in 2017, is 11.54%.

The region with the highest capacity utilization for the period 2013-2017 is the region of Pristina, the second is the Peja region and the third is the Prizren region.

Number of tourists and stay at night

In recent years it can be noticed that there is an increase in the number of tourists and nights spent in Kosovo and these data are presented in the table below:

Table no. 5. Number of tourists and stay within the regions for the period 2013-2017

Regions	2013	2014	2015	2016	2017

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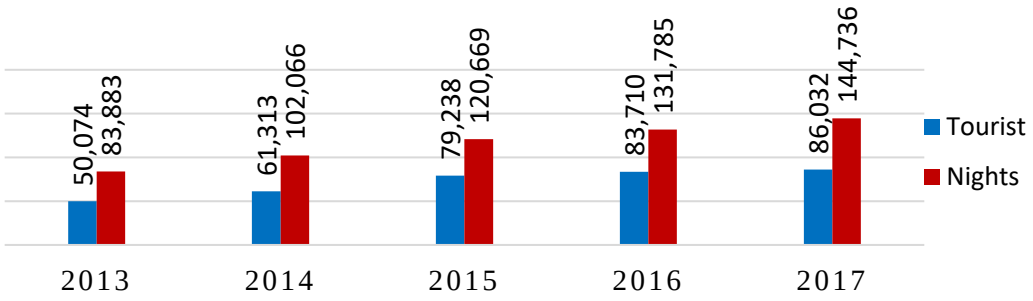
	Tourists	Nights	Tourists	Nights	Tourists	Nights	Tourists	Nights	Tourists	Nights
Gjakova	547	1.062	1.003	2.389	1.267	3.836	2.345	4.516	2,450	4.960
Gjilani	737	1.198	794	1.222	712	1.109	1.109	1.973	1.239	2.130
Mitrovica	616	692	532	532	385	414	646	745	953	1.089
Peja	1.326	3.733	5.761	9.197	12.694	17.224	12.649	18.348	10.929	24.968
Prizreni	3.799	5.521	3.520	5.694	9.779	13.947	9.101	13.044	8.792	13.942
Prishtina	42.083	70.517	49.041	82.194	53.057	82.561	56.291	90.998	59.091	94.591
Ferizaji	966	1.160	662	837	1.344	1.578	1.569	2.161	2.578	3.056
Total	50.074	83.883	61.313	102.066	79.238	120.669	83.710	131.785	86.032	144.736

Source: State Office and Statistics of Kosovo, 2017.

From the data it can be seen that the number of tourists in 2013 was over 50 thousand, which carried out almost 83.883 thousand nights.

This number increased in 2014 to 61,313 tourists, who stayed over 102.066 nights, while in 2017 we have a completely different situation, because in that year 86,032 tourists stayed and 144.736 nights were realized. Most of all regions is Prishtina, with almost 68% of the number of tourists in 2017 and over 66% of all attitudes in that year, and the situation is similar for the years to come. Graphically it looks like this:

Graphic appearance no. 1. Number of tourists and stay overnight for the year 2013 – 2017



Source: State Office and Statistics of Kosovo, 2017.

As for foreign tourists for the period 2013-2015, data on their number and attitudes realized overnight can be seen from the following table:

Table no. 6. Number of foreign visitors and their nights of stay according to the region for the period Q4 of the years 2015 - 2017

Regions	Q4 2015		Q4 2016		Q4 2017	
	Tourists	Nights	Tourists	Nights	Tourists	Nights

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Gjakova	305	867	518	1.137	356	522
Gjilani	43	55	166	266	432	819
Mitrovica	51	51	125	132	231	299
Peja	1.313	2.062	1.948	4.435	1.599	4.291
Prizreni	2.369	3.429	1.407	2.130	2.271	4.557
Pristina	13.188	21.182	13.913	21.532	14.513	25.379
Ferizaji	635	644	567	894	1.130	1.406
Total:	17.904	28.290	18.644	30.526	20.532	37.273

Source: State Statistical Office of Kosovo, 2017.

According to the data from the table, in Q4 2015, 17,904 foreign tourists stayed in Kosovo and there were 28290 night stands, in Q4 2016 there were 18,644 foreign tourists and 30,526 night stands, while in Q4 2017 there were 20,532 foreign tourists which made 37,273 night stands.

Pristina region and foreign tourists and night stands are ranked first, while the Peja region has the highest growth in the mentioned years.

Foreign tourists who mainly visit Kosovo

Table no. 7. Number of foreign guests and night stays by country of origin 2013-2017

Country	2013		2014		2015		2016		2017	
	Tourists	Nights	Tourists	Nights	Tourists	Nights	Tourists	Nights	Tourists	Nights
Austria	127	139	856	1.435	451	680	500	1.320	233	1.107
Belgium	62	80	100	148	85	108	43	43	108	139
BiH	167	193	880	1.038	269	393	212	390	136	549
Great Britain	1.487	3.919	2.202	4.204	1.296	2.571	1.251	2.539	289	4.071
France	288	488	851	1.068	423	601	301	409	151	875
Germany	734	4.517	3.598	7.211	2.941	8.413	2.750	8.730	716	6.279
Greece	1.578	187	513	554	114	155	37	63	13	287
Netherlands	84	157	317	632	993	342	278	505	99	850
Italy	1.089	2.427	1.429	1.945	1.512	2.320	1.938	2.595	175	6.365
Croatia	931	1.060	1.138	2.901	950	1.752	871	1.973	298	3.344
Montenegro	166	191	350	1.434	270	2.195	181	264	51	1.099
Macedonia	1.195	1.374	1.576	5.958	935	1.284	713	969	305	977
Poland	89	97	44	24	102	143	110	150	13	142
Serbia	250	233	578	446	558	705	515	708	195	1.074
USA	2.450	5.593	3.279	5.500	1.867	4.925	1.628	3.676	624	7.670
Albania	3.213	3.311	6.313	9.511	4.152	4.540	4.050	4.733	1.436	6.395
Slovenia	1.289	1.823	1.481	3.145	1.166	2.017	1.707	4.120	461	7.085
Spain	131	138	62	106	14	18	28	40	6	84
Turkia	1.694	2.099	3.098	5.559	2.184	5.796	2.028	3.116	853	8.627
Switzerland	1.452	2.325	1.245	1.808	471	822	1.061	1.962	256	2.157
Other places	6.140	16.559	6.408	21.416	13.629	36.614	10.147	27.279	6.265	31.792

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Total:	24.616	46.910	36.318	76.043	34.382	76.394	30.349	65.584	48.790	90.968

Source: State Statistical Office in Kosovo, 2017.

In table no. 7 are represented by the number of foreign tourists and by night stay by country from which they originate, for the period 2013-2017. According to these data, the most frequent tourists visiting Kosovo come from Albania, Germany, Great Britain, Turkia and Switzerland.

According to the data, the largest number of tourists in 2017 comes from the Republic of Albania, which has also spent more nights. In 2016, tourists are also the first in Albania with 4.050 tourists, but from a standpoint in the night, tourists are from the Germany with 8.730 night stays.

In 2015, in the first place are tourists from Albania with 4.152 tourists and 4.540 night stays. The list of order includes tourists from Germany, Turkey and Switzerland.

Marketing of tourist destination

Destination marketing is now considered as a pillar for future growth and sustainability of tourism destinations in an increasingly globalized and competitive market for tourists (UNWTO. (2011). Policy and Practice for Global Tourism. Madrid: UNWTO). This argument appears today as a central element of tourism research (Fyall, A., Garrod, B., & Wang, Y. (2012), Journal of Destination Marketing and Management), closely related to the operational activities undertaken from businesses with high competition in attracting visitors to localities. Despite the marketing efforts of destinations to market the product, sustainability is critical for all target actors due to the quality of supply throughout the tourist system (Jamrozy, U. (2007) Marketing of tourism: a paradigm shift toward sustainability, International Journal of Culture, Tourism and Hospitality Research). Destination marketing is considered as a strategic tourism management tool that should provide a balance between the stakeholders' objectives for sustainable development in the region and to guarantee the sustainability of destination resources.

Conclusions

Tourism is one of the most essential elements in the overall goals of a particular country, such as promoting the interests of its citizens, economic development and employment, regional development, managing cultural and natural heritage and strengthening the state identity of all citizens. Quality in tourism can contribute to sustainable development by improving the

competitiveness of the business sphere, meeting the needs of society and preserving the environment in which we live and act. Being successful at the same time in all areas listed at the level of tourist destinations needed is a global approach that will focus on meeting the needs of tourists. Improving the quality of tourist destinations is an essential necessity for tourists, which would contribute to increasing competition in the tourism industry and ensuring the development of tourism in a balanced and sustainable way.

When it comes to tourists and guests, meeting the needs arising from staying in a particular tourist destination depends not only on the experience gained through a particular tourist service but also on general factors such as hospitality, security, sewage, traffic and tourists management. Most of these factors have a direct impact on the perception of tourists for the declared tourist destination, the level of satisfaction and readiness to return or recommend it to empower tourists.

The boundaries of tourist destinations are created by combining the political and administrative capacities of the country with the help of complex networking of internal and external participants.

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INTERNATIONAL POSITION AND EUROPEAN INTEGRATION OF THE WESTERN BALKANS COUNTRIES

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Abstract: The sub-region of the Western Balkans includes Serbia, Montenegro, Bosnia and Herzegovina, Albania and Northern Macedonia. The international position of these countries is different and depends on socio-economic development, political and security entities and elements. The processes of European integration of individual countries are different, since they are in different phases. This is determined by procedural acts related to Euro integration and open chapters of the nomenclature. In addition, Serbia, Montenegro and Albania have the status of official candidates for admission to the European Union. Due to the permanently expressed security challenges, risks and threats in theory and practice, it is called "barrel with gunpowder". Therefore, this space marks one of the most attractive topics for all social phenomena researchers. The aforementioned micro region of the region of Southeast Europe implies the formulation of authentic foreign policy and security concepts of influential actors in the international community. The article deals with international, foreign political and wider social implications of the Western Balkan countries, inclusion in the strategic concept of Euro integration.

Key words: Western Balkans, international position, European integrations, state, security, politics, European Union.

INTRODUCTION

Geopolitical, military and economic relations in the modern world are a sign of conflict of interest that defines geopolitics, and therefore a security image of the world. The struggle of interests today is being guided by sophisticated economic and military means, and any study of global relations must be studied by international subjects and their relations. We can monitor world and regional security through the roles of some important actors of the order (the most powerful and largest states in the world, that is, the world's major centers of power) and their interactions. Modern centers of power in the world are the United States, the European Union and the Russian Federation, and their mutual relations are the main factors influencing contemporary international, economic, military and geopolitical relations. It is therefore important to explore these relationships and see what is good in them and what is bad, and what the development trends are. Modern world security is marked by globalization, the shifts of global actors in the world order, attempts to establish global governance and universal conventions.

The paper examines the basic characteristics of the position, national interests and economic, military and foreign policy orientations of the European Union and their impact on the region of the Western Balkans. A review is also made of the security strategy and strategy of this entity's performance in the Western Balkans, through the prism of the impact of that strategy on the security of this region. The regional security of the Western Balkan countries is determined by their individual foreign policies. Accessing these countries to the European Union is one of the main priorities of each of them. This implies the need for future harmonization of the foreign policy of these countries with the Common Foreign and Security Policy (CFSP). This commitment was also accepted thanks to the signing of an agreement on the stabilization of these countries with the European Union. Also, the promotion of the position of the Western Balkan countries within international organizations of a global and regional character can be encouraged through mutual support and lobbying in their work. It is very important for the peace and prosperity of this region to create opportunities for bilateral / multilateral regional partnerships.

1. THE INTERNATIONAL POSITION OF THE WESTERN BALKANS COUNTRIES

The Western Balkans is the date of a newer date and appears as a neutral geopolitical determinant after the Cold War and the war in the former Yugoslavia. The Western Balkans is primarily a political category and marks mainly all Southeast European countries that are not members of the European Union.[1] This is the beginning of the 21st century. century is used to identify, first and foremost, the territories of the Balkan states. These are: Serbia, Bosnia and Herzegovina, Montenegro, Macedonia and Albania (since Croatia became a full member of the EU in 2013). Also, this area has been through the history of the territory of the biggest disputes and conflicts in Europe. Over the last 40 years, the space of the Western Balkans is the only place in Europe where war is being waged, while all other countries resolve their misunderstandings with the negotiations. The reason for these conflicts is the centuries-old struggle for territories, and the diverse national, ethnic and religious affiliation of the people.

While the aspirations for unification appeared in Europe, the Western Balkans had a bloody clash at the end of the 20th century. This war took place between the countries of the former Yugoslavia, which lasted for 5 years, and later continued, with the bombing of Serbia and the conflicts in Kosovo. By bringing the Balkan countries closer to the European Union, security risks for war conflicts are also being reduced, and all nations, republics and entities are increasingly resorting to compromises and negotiations at state levels. Such a shift can also be seen within the individual issues of each state, because to date we do not have clearly outlined borders within individual Balkan states where there is still a great desire for secession and autonomy of certain regions in which national issues have not been resolved to date. After the

[1]Nešković, S., Ketin, S., Šećerov, P., Đelić, T., A., International Politics and Ecology: Special Focus to the Protection of Air, Frensenius Environmental Bulletin - FEB, Vol. 27. No 11 / 2018, p. 7545.

end of the Cold War and the comparative commencement of the process of disintegration of the former Socialist Federal Republic of Yugoslavia, the newly emerging states on its soil began with the redefinition of their own foreign policy. The states created by Yugoslavia, during their first years of independence, distanced themselves from the foreign policy was conducted between 1945 and 1990, although during the first decade of independence, most of these countries did not have the basicstrategic documents in the field of foreign policy.

Poor legacy of armed conflicts in post-Yugoslav territory left deep traces of interstate relations between the countries in the region within the region. "The leading actors of the international community, and above all the European Union and the United States, have fully supported the normalization of relations between newly born states and entities since the end of the armed conflicts in the former Yugoslavia. Therefore, during the past fifteen years of fullness, one can notice the gradual transition of the Western Balkans from the armed conflict zone, the over region in which the democratic, economic and security situation is stabilized in the region, all countries are unambiguously oriented towards accession to the European Union. This means that the countries of the region in the perspective are ready to accept a number of European values - peace, democracy, human and minority rights, the principle of equality and the principle of solidarity. "[2]

Since the situation in the Western Balkans has gradually stabilized, the need for the countries of the region to take greater or fuller responsibility for the functioning of multilateral forms of cooperation, which have been under the auspices of the international community over the past decade. All the countries of the Western Balkan, with the exception of the Republic of Serbia, are clearly defined for membership in the North Atlantic Treaty Organization (NATO). This has created a completely new geostrategic environment in the Western Balkans, since all countries from these territories, excluding Bosnia and Herzegovina, Macedonia, Serbia and Montenegro, have already become members of this military alliance. It is also important to point out that Bosnia and Herzegovina and the Republic of Montenegro will probably soon become members of the North Atlantic Treaty Organization.

Membership in the European Union is one of the priorities and strategic goals of most of these countries. There is a paradox regarding EU enlargement policy. On the one hand, there is a widespread belief (both at the professional level and at the political level) that it is one of the most successful and effective policies of the Union. The realization of this policy was of key importance for the stabilization of the European continent (formerly for the countries of the south-former right dictatorship, then for the countries of eastern and central Europe - the former socialist country), as well as for strengthening the international influence of the EU and positive economic trends on the continent. However, one of the problems is the membership of the countries of the Western Balkans. The Balkans has long been a zone of second-rate interests of

[2] Đukanović, D., International Politics and International Relations, Annual FPN, Faculty of Political Science, Belgrade, 2009, p. 12.

the EU, beyond the countries of Central Europe and behind some Mediterranean countries. This approach has changed only in the last years of the twentieth century for two reasons: because of the possibility of expanding the EU to the east, which made the Balkan countries become direct neighbors, and because of the conflict in Kosovo and its effects on the security of the region.

The Stabilization and Association Process (PSP) is a special kind of regional approach for the Western Balkan countries. Albania, Bosnia and Herzegovina, the Republic of Macedonia, Serbia and Montenegro for the first time have been given the opportunity to become full members of the Union on the basis of their customized approach. In this way, the fate of the more successful states in this process is not conditioned by the position of the region as a whole. Starting the stabilization and association process towards the countries of the Western Balkans in 1999, in the conditions of the drastic lagging behind of these countries and in the conditions of the unwillingness of the EU countries to engage more quickly in this process, it points to the long-term period of the EU's accession to the Western Balkans for a decade or two.

The 1996-1999 regional approach did not yield adequate results because the EU measures were not adequate in relation to the size of economic, political and social problems in the Western Balkans region. This has been drastically shown in cases of BiH, Kosovo, Albania, etc. The main result of the development of the post-crisis space on the territory of the former Yugoslavia is the fragmentation of formerly federal space into mini-states, in the majority of which there is no stability of political institutions of power. The contemporary Balkan crisis has shown that the diplomacy of most countries was very often unprofessional, and international organizations were powerless and that international law was not sought. The only interest and power played a vital role, and the settlement of all inter-ethnic issues did not arise until the situation and resolving of all inter-ethnic issues were made. From the above, it can be concluded that the path of the Western Balkan countries towards the EU can be traced in two phases - the accession process and the accession process. After 2003, all the countries of the Western Balkans managed to secure the status of candidates or the status of potential candidates for membership in the Union.

1.1. Foreign Policy and European Integration of the Republic of Serbia

The political public can hear remarks that it is not clear what the strategy of Serbian foreign policy is. The fact is that the modern world is extremely dynamic, and that the very environment of our country is in constant change, so it is clear that the republic of Serbia is determined in relation to The European Union, NATO and the immediate neighborhood in the region of Southeast Europe. This cannot be achieved without defining Serbia's relationship with the leading countries in the world (the United States and the Russian Federation), but also

without empowering multilateral co-operation. Improving and strengthening Serbia's status in international organizations is also one of the leading goals.[3]

The goals of our country's foreign policy are based on the aspirations of the country to join the European Union and the North Atlantic Alliance, to strengthen regional cooperation and bilateral relations with its neighbors, then to develop balanced relations with global foreign policy actors (the United States and the Russian Federation), as well as to foster relations for the countries " Third World ", i.e. developing countries. However, the lack of a clearly defined foreign policy strategy in Serbia may pose a problem for further European / Euro-Atlantic integration of the country.

"It is evident that there is an extremely broad social consensus in Serbia regarding the country's entry into the European Union, but there is evidently no similar approximation of NATO accession. And in relation to Serbia's relations with the great powers there is a significant disagreement between political entities. On the one hand, there are political options that advocate strengthening the partnership with the leading world of the world - the United States, while, on the other hand, there are those who are in favor of balancing relations with this country, the Russian Federation and the People's Republic China." In Serbia, the most common are the "pillars" of foreign policy, which are mainly related to preserving the constitutional order of the country, including the preservation of Kosovo within Serbia, integration into the European Union, strengthening of good neighborly relations in the region of Southeast Europe and balancing relations with The United States and the Russian Federation. However, the layout of these "pillars" of foreign policy is very often changing.

1.2. International Position and Euro-integration of Montenegro

By adopting the Declaration of Independence in the Parliament of the Republic of Montenegro on June 3, 2006, after the referendum on May 21, the Government of the Republic of Montenegro took over the powers of establishing and conducting the foreign policy of the state of Montenegro as an independent international legal entity. Montenegro recognized in good time that good neighborly relations and integration are a guarantee of its successful development. Montenegro, as an independent state, has the opportunity to strengthen its position on the international scene and to dynamics and further improve relations with its most important actors. Accordingly, the Government of Montenegro has established the following foreign policy priorities: 1. Integration into the European Union and the North Atlantic Treaty Organization -

[3]Nešković, S., Lobbying and action of interest groups in the European Union with special reference to Serbia - case study, Proceedings no. 18. "Education and social development of Serbia with emphasis on Bor and Eastern Serbia", Belgrade: Center for Strategic Research on National Security - CESNA B Belgrade and Technical Faculty in Bor, University of Belgrade, 2016, p. 48.

NATO, 2. Improving and maintaining good neighborly relations and regional cooperation, 3. Developing bilateral and multilateral cooperation. Montenegro's strategic goal is membership in the European Union. Montenegro sees the EU as the best framework for further development of overall reforms, adaptation to European standards and their adoption, as well as the improvement of bilateral relations with the members of the Union.

In Montenegro, there is a comprehensive agreement on the need for EU integration, which gives an additional impetus for accelerated progress towards this goal. The speed of progress in integration will depend on the dynamics of economic, political, judicial, security and overall reforms, i.e. from the speed and degree in which society as a whole will be engaged and reformed. In the foreign policy context, a regular political dialogue between the CG and the EU plays a particularly important role, as well as the long-term harmonization of foreign policy with the EU's common foreign and security policy. NATO membership is the second strategic foreign policy goal that is equally important, which is realistically achievable in a shorter period of time stability and security required to achieve other strategic goals such as joining the EU. Expectations are that accession to this organization will accelerate EU membership. The integration of Montenegro into NATO is closely linked to EU integration, because it is about two parallel and compatible processes.

Montenegro's strategic integrative goals - joining the EU and NATO - cannot be achieved without an active role in regional cooperation, the development of good neighborly relations and policy-making in a regional context. With all the countries of Southeast Europe, the goal is to develop good relations and communication with mutual respect and constant construction of political, economic, security, cultural, scientific contacts and cooperation and extremely important infra-structural connection. With these countries, Montenegro does not only share the same geographical area, but also the same foreign policy objectives. So far, more than 150 countries have recognized Montenegro and diplomatic relations have been established as well, and a considerable number of embassies in Podgorica have been opened, and the diplomatic and consular network of Montenegro in the world has been expanding. Strengthening economic cooperation with foreign partners through strengthening the economic dimension of diplomacy is one of the key activities on the international level. Strengthening bilateral relations at all levels creates favorable conditions for more content, richer and more intense communication with the diasporas.[4]

In the context of strengthening bilateral relations, the priorities are: strengthening relations and cooperation with the EU's influential countries, as key partners in international organizations and on the international political scene, is an important factor for achieving Montenegro's foreign policy goals, as well as for its internal development. Overall cooperation

[4]Nešković, S., External Security Policy of the European Union and the Position of the Republic of Serbia – Case Study, Belgrade: Center for Strategic Research on National Security – CESNA B and Technical Faculty of Bor, 2016, p. 35.

with these countries through permanent bilateral contacts, but also through the processes of European and Euro-Atlantic integration, contributes to the economic and democratic progress of Montenegro and helps the dynamics of integration. Relations with the United States are of particular importance for Montenegro. Given that the United States is the most important ally in the North Atlantic Alliance and the inevitable partner of the EU, as well as the region, and have an extremely important role in all relevant international organizations, it is logical that Montenegro devotes a significant part of foreign policy to developing and strengthening partnership relations with the US. Historical and cultural relations strengthened by mutual understanding on the political plane, speak about the importance of constant improvement of cooperation between Montenegro and the Russian Federation. Strengthening further relations with Russia, in all areas at the bilateral level and within international organizations, contributes to the integration goals of Montenegro.

1.3. Foreign policy of Bosnia and Herzegovina

"The Constitution of Bosnia and Herzegovina lists exclusively institutional frameworks for conducting foreign policy, but it does not indicate certain priorities and directions of the country's participation in contemporary international relations. On the basis of the constitutional authority and in connection with the conduct of foreign policy, the members of the Presidency of Bosnia and Herzegovina in 2003 established "General directions and priorities for the implementation of BiH's foreign policy". This implies a lot of compliance with the generally accepted principles of international law and respect for concluded and ratified treaties. In this regard, it is stated that openness and equality, mutual respect for sovereignty and territorial integrity, principles of peaceful co-operation, constructive dialogue, the fight against terrorism and organized crime and respecting the basic principles of BiH's foreign policy. Starting from the principles already outlined, the Presidency Bosnia and Herzegovina precisely defined the priorities of the country's foreign policy. These are the preservation of the country's insecurity and territorial integrity, the implementation of the General Framework of the Peace Agreement in BiH, the accession of the country to the Euro-Atlantic integration processes, the country's participation in multilateral activities and the promotion of the state as a partner in international economic relations with the aim of achieving full membership in the World Trade Organization".[5]

In creating foreign policy, the BiH Presidency has come from the fact that the world is affected by the process of globalization, which structurally changes international relations and calls for the resolution of burning issues at global and regional levels in order to comprehensively protect human rights, eliminate poverty, develop a global partnership for development, a firm commitment to the processes of integration and transition in the region of Southeast Europe in the political, economic and security sense. Bosnia and Herzegovina's

[5] Đukanović, D., Foreign Policy Orientations of the Western Balkan Countries: Comparative Analysis, Annual FPN, Faculty of Political Science, Belgrade, 2010, p.301.

foreign policy is aimed at improving and preserving lasting peace, security and stable democratic and overall state development, that is, inclusion in contemporary European, political, security integration flows. The priorities are as follows: 1. Preservation and protection of BiH's independence, sovereignty and territorial integrity within internationally recognized borders, 2. Complete and consistent implementation of the General Peace Agreement, 3. Accession to Euro-Atlantic integration processes, 4. Participation of BiH in multilateral activities, especially as part of the UN system, the Council of Europe, the Organization for Security and Co-operation in Europe, etc. 5. Promote BiH as a partner in international economic relations and activities that will enable its admission to the World Trade Organization and other international organizations and associations.

On a bilateral level: Improving cooperation with neighboring countries, with member states of the Steering Board of the Peace Implementation Council, the United States, the Russian Federation, Great Britain, France, China and other members of the UN Security Council, EU Member States, member states of the Organization of the Islamic Conference and other countries that contribute to the renewal and development of Bosnia and Herzegovina. BiH will pledge to establish diplomatic relations with the countries with which they have not yet been established, with a special emphasis on bilateral relations with the countries of the region of Southeast Europe. Also, the need for achieving interstate agreements is emphasized, especially in the areas of economy and foreign investment. The main goals of the country's foreign policy are, as stated in the same document, the promotion of the economy, as well as the development of cooperation in the field of science, technology, culture, education and sports.

On the other hand, within the framework of multilateral forms of cooperation, it is insisting on strengthening the position of Bosnia and Herzegovina in the geo-strategic sense and its membership in European and Euro-Atlantic integrations. Although seven years have passed since the adoption of this document, due to numerous internal problems in the country, to significant progress in improving the country's foreign policy position. However, it is evident that there has been some progress in the process of joining the European Union, and in particular NATO. In the meantime, BiH's relations with neighbors have consolidated, but also strengthened forms of multilateral regional cooperation. On the other hand, no progress has been made regarding the country's accession to the WTO, and there has been no improvement in bilateral relations with the leading countries of the world (USA, the Russian Federation and the People's Republic of China). The fact is that only citizens of BiH and Albania still have a rather rigorous Schengen visa regime. The two-entity BiH does not have a broader consensus on NATO membership, which is particularly noticeable in the Republika Srpska.

1.4. The international position of Northern Macedonia

In February 2019, Northern Macedonia officially proclaimed the current name internationally recognized. After declaring independence in late 1991, it was mainly focused on consolidating internal interethnic and political circumstances in the country. The 1991

Constitution of Macedonia, which was substantially amended by the amendments of the beginning of this decade, contains a chapter devoted to international relations in the Constitution of Macedonia, but it does not specify in detail the general direction of the country's foreign policy activities. In 2009, within the Ministry of Foreign Affairs of Macedonia, an internal document titled "Objectives and Priorities" was adopted internally. The document identifies the country's commitment to European and transatlantic integration. It was pointed out the necessity of completing the procedure regarding the acquisition of full membership in NATO, the start of negotiations on membership with the European Union, the abolition of visas for Macedonian citizens, the settlement of the name of the country with the southern neighbor - Greece, and the strengthening of economic and public diplomacy.[6]

As one of the leading priorities, strengthening the strategic partnership with the US is also developing a comprehensive partnership with the EU and NATO. At the same time, it is pointed out the necessity of cooperation with the Russian Federation and the People's Republic of China. The importance of the development of good neighborly relations with the countries in the region was also emphasized. Therefore, the construction of security, stability and cooperation represents a very important activity in the foreign policy of Northern Macedonia, both bilaterally and on a multilateral basis, and therefore it will aim for more significant participation in all global and regional organizations. This also implies an international fight against global security challenges - terrorism, organized crime and corruption, and the like.

Promoting the economic potentials and possibilities of Northern Macedonia, preserving the sovereignty, stability and security of the state, as well as affirmation of the national cultural and spiritual identity, are also the foreign policy priorities of the country. The care for members of the Macedonian community outside the country of origin is, as stated in this document, one of the important goals of foreign policy. "Unlike other strategic foreign policy documents of the Western Balkans countries, the goals and priorities of the Republic of Macedonia's policy are the review of the attitude in relation to current international problems. This document therefore contains the views of the Ministry of Foreign Affairs of Northern Macedonia regarding the enlargement of the European Union, international terrorism, as well as the situation in Afghanistan, Pakistan, Iraq and Iran. At the same time, considerable attention is paid to the problems of Taiwan and the territorial integrity of the People's Republic of China, the nuclear weapons of North Korea, the development of the Middle East crisis and the situation in Sudan, the crisis in Georgia, or the postponement of the captured regions of Abkhazia and South Ossetia.[7] "In the past ten years, Northern Macedonia has managed to make some progress in terms of NATO membership and the abolition of visas for its citizens. It has done a lot in connection with strengthening the strategic partnership with the USA and intensifying good

[6]Nešković, S., External Security Policy of the European Union and the Position of the Republic of Serbia – Case Study, Belgrade: Center for Strategic Research on National Security – CESNA B and Technical Faculty of Bor, 2016, p. 36.
[7]Đukanović, D., Foreign Policy Orientations of the Western Balkan Countries: Comparative Analysis, Annual FPN, Faculty of Political Science, Belgrade, 2010, p. 308.

neighborly relations in Southeast Europe. Definitely in February 2019, the dispute with Greece over the name of Macedonia ended, which greatly facilitates the normalization of the bilateral relations of these two countries, as well as the issue of the accelerated accession of this country to NATO and the European Union.

1.5. The concept of foreign policy of the Republic of Albania

In 2005, the Assembly of the Republic of Albania adopted the Program of the Government for the period from 2005 to 2009. Within this document it is emphasized that Albania's membership in the European Union and NATO are two of the most important foreign policy priorities, and that, In this regard, it is necessary for all stakeholders in the country to be involved in the realization of the stated goals. The government therefore committed itself to implement and coordinate internal reforms in order to successfully complete the European integration. It is said that Albania should lead a pragmatic and realistic foreign policy, and it is especially important to ensure the possibility of increasing the volume of foreign investment. In international organizations, whose member Albania is, it is necessary to promote a new image of the country. Particular importance will be given to cultural diplomacy and bilateral cooperation with all democratic countries of the world. And relations with the United States are of strategic importance to Albania in the fields of economy, security and democratic consolidation.

"It is also noted that Albania will promote peace and stability in the region of Southeast Europe through the strengthening of political, diplomatic and cultural cooperation, where the conclusion of bilateral agreements with the countries of South-Eastern Europe should also play a significant role. In this document, Albania's friendship with Turkey is particularly emphasized. One of the important goals is also the establishment of better bilateral relations with the EU member states, so Albania will seek to establish better relations with Germany, France and Great Britain, as well as with Austria. The development of Albania's economic and political relations with Japan, India and Canada, as well as stronger economic and cultural cooperation with the People's Republic of China, is also listed as foreign policy priorities. Albania will best safeguard its national interests through membership in the North Atlantic Treaty Organization, It is highlighted in the Government's Program (2005-2009), but the country will actively engage in the work of regional security and defense forums - primarily within the framework of the Adriatic Charter Agreement and the South East Europe Co-operation Initiative for Southeast Europe - SEDM. "[8]

Like all the countries of the Western Balkans, Albania has managed to make significant steps in European integration. Also, the Stabilization and Association Agreement entered into force. But, despite all of this, Albanian citizens still cannot travel to EU countries without visas. The great success of Albania's foreign policy was achieved in 2009 by joining NATO, and the relations between this country and the United States are continually rising. When it comes to

[8]Đukanović, D., Foreign Policy Orientations of the Western Balkan Countries: Comparative Analysis, Annual FPN, Faculty of Political Science, Belgrade, 2010, p. 309.

cooperation with the countries in the region, there is a certain relaxation in bilaterally relations with Serbia, which were burdened with the official Tirana's attitude towards the Kosovo crisis. With other Western Balkan and Southeast European countries, Albania has no open issues, which is also stated in the Government's program document.

2. SECURITY OF THE WESTERN BALKANS COUNTRY

The term Western Balkans is most often understood as the countries of the former Yugoslavia - Albania, Macedonia, Serbia, Montenegro, Bosnia and Herzegovina, and less often Croatia and Slovenia. Thanks to the turbulent past, this region is today a mixture of different cultures. In this space, the first civilizations that formed today's world were created. This part is abundant with many natural resources, so tourism is one of the important branches in the countries of this region.[9]This area represents the shortest connection between Europe and Asia, whether it is road, river or air traffic. The Western Balkans is one of the main transit parts of Europe and because of its geographical position that allows Europe to be open to Southeast Asia, Asia Minor to North East Africa. Poorly developed economies and higher share of agricultural population than in other European countries are largely due to frequent internal conflicts and wars. This part of Europe is synonymous with backwardness in the economy, and the label "barrel with gunpowder" received the most tragic confirmation in the wars of the early 1990s on the territory of the former Yugoslavia.[10]

The countries of the Western Balkans have been in the process of transitional changes in the last twenty years. Although the region is still the main challenge for institutional and structural reforms, positive macroeconomic characteristics are visible in the region. The biggest problems in the region are still political instability and large external imbalances (balance of payments deficits in all regions of the region are at a fairly high level). It is characteristic for all Western Balkan countries that these are mainly small economies, have insufficient compliance with European and international standards and standards (although this harmonization process is ongoing), that their products are not sufficiently competitive, that all countries have a trade balance deficit, and budget. All countries, more or less, have unsatisfactory infrastructure, lack of working capital and insufficient and inadequate credit support, high participation of the gray economy, and still more significant corruption and crime.

The economic structure dominates the participation of mining, industry, agriculture and forestry, while the service sector is underdeveloped, which also affects the structure of foreign trade. On the export side dominated by agro-food products, industrial raw materials and semi-finished products, and on the import side of machines, equipment and industrial products of high

[9]Nešković, S., European Integration and Tourism Development in the Countries of South-East Europe, International Conference Contemporary Trends in Tourism Development, Proceedings, Travnik: International University of Travnik, 28-29. March 2013, p. 34.
[10]Nešković, S., Foreign Policy Orientation and Security of the Western Balkans, New Challenges to the Balkan Security, Vol. 2, Thematic Collective Book, Veliko Turnovo, St. Cyril and St. Methodius University, 2015, p. 15.

degree of processing. In economic cooperation with foreign countries, these countries are primarily oriented towards cooperation with the industrialized countries of the West, especially with the EU. Entering the European Union is one of the most important priorities of each of the countries in this region. The national wealth of the Western Balkans is significant, especially in the production of agricultural products, and there are great chances for the development of animal husbandry, especially mountain and mountain, which is considered an ecologically clean environment in this region. There are exceptional chances for healthy food production: meat, cheese, leather, wool, and others. In addition to agriculture, development chances exist in: black and non-ferrous metallurgy, chemical industry, leather industry, footwear and textiles. Cooperation and harmonization of development and joint approach to third countries is of great importance for the further development of this area. Of course, the development of this region is not possible without well-developed infrastructure and road networks. The advantages of a unique geopolitical position would be much better used with the developed road network and communications, and would significantly influence the integration of the countries of this region in the EU.[11]

2.1. Security Policy of the European Union

The geopolitical changes that occurred in the late 1980s and early 1990s in the 20th century; the collapse of communism, the end of the Cold War, the unification of Germany, the collapse of the Soviet Union, the beginning of the conflict in the former SFRY territory - motivated the member states of the then European Union to make an effort in order to make the future of Europe in the field of foreign and security policy unique, decisive and in line with the character that it had as a trade and economic power. The Treaty of Maastricht, which came into force in 1993, established the EU, and its policies were divided into so-called. Three pillars. The EU's common foreign and security policy is also called the "second pillar of the EU".[12]

According to the Treaty of Maastricht, the EU defines and applies the CFSP, which covers all areas of foreign and security policy, the goals of which are to preserve common values, the fundamental interests of the independence and integrity of the Union in accordance with the principles of the UN Charter, increasing the security of the Union in all respects, peace and international security in accordance with the principles of the UN Charter, the Helsinki Final Act and the objectives of the Paris Charter, including those related to external borders, the promotion of international cooperation, the development of democracy and the rule of law, and respect for human rights and fundamental rights freedom. In 1996, at a NATO ministerial meeting in Berlin, an agreement was reached on the creation of a European NATO pillar. Thus,

[11]Nešković, S., Traffic corridors in the function of the progress of the countries of Southeast Europe, International conference Mobility and safety of road transport, Proceedings, Travnik: International University Travnik, 30-31. May 2013, p. 21.
[12]Nešković, S., Jovanović, Ž., Ecological Paradigm Within the Context of the International Policy – Development Study, Balkan Journal of Philosophy, Vol. 8, Bulgarian Academy of Sciences, 2016, p. 13.

this, the so-called. By the Berlin Agreement, EU countries are enabled, through the Western European Union, to act independently of the NATO military assets with military means, but to have the capability to use NATO capacity if there is a need for this. In 1997, the Treaty of Amsterdam included the so- Petersburg tasks, including: humanitarian and rescue tasks, peacekeeping tasks and crisis management tasks, including peacekeeping. The 1998 position that the EU must have the capacity to carry out autonomous actions - supported by credible military forces - was confirmed at the European Council meeting in 1999 when it was adopted.

The leading goal from Helsinki, which was the first concrete step towards strengthening the EU's military capabilities. It contained the desired (planned) size of the EU's military capacities to be achieved by 2003. In 2002, the so-called Berlin plus an agreement representing a package of agreements between NATO and the EU (i.e., it was a modification and amendment to the Berlin Agreement of 1996). It allows the EU to use military capabilities of NATO in the conduct of its own operations, but with respect to certain procedures. In 2003, at the European Council meeting in Brussels, the European Security Strategy was adopted, and in 2004 at the European Council meeting, as a further step in the development of the EU's military capacities, the so- The main goal of the 2010 European Security Strategy (ESB) was adopted at the European Council meeting in Brussels in December 2003, and its full title is "A European Security Strategy - a Safer Europe in a Better World". For the first time since its inception, the European Union presented and defined its own security strategy in one place. Through four chapters of the strategy, the European Union has analyzed the most important security threats, presented its strategic goals, emphasized the need to modernize its resources, the way it functions and cooperate with partners in addressing security issues.

The European Union believes it belongs to the role of a global player. This assessment is based on the total number of associated EU Member States, the number of inhabitants, the share in total world production and the numerous instruments and resources available to address security issues. In order to achieve and protect its interests, the EU has opted for peaceful action and problem solving, with a common co-operation with existing international institutions and countries. The first chapter is devoted to identifying the security challenges and threats that the EU faces. War, poverty, disease, state competition for natural resources and dependence on energy (water, oil and gas) are recognized as global challenges. The key threats are classified: terrorism, the proliferation of weapons of mass destruction, regional conflicts, failed states and organized crime. In the second chapter, the European Security Strategy has considered the European Union's strategic objectives and presented the activities carried out by the European Union in the previous elimination of threats and its views and attitudes in resolving security issues.

The traditional concept of self-defense by the European Union against the threat of an armed invasion on it has been replaced by a new one. Due to the emergence of new threats, the first line of defense has been shifted beyond the borders of the EU. The emergence of threats that are more diverse, less visible, and less predictable, compared to the Cold War period, have led

the Union's readiness to react before the crisis itself and the problem arise at its borders. In order to properly respond to these new threats, the EU had a wide range of necessary military and non-military instruments. The Union also sought to build a stable security environment. The interests of the EU are to have stable and accountable states at its borders. With each enlargement, the Union changed and expanded its borders, and thus increasingly approached security and problem areas. Therefore, the EU intended to create a "ring" of stable countries in its surroundings - especially in Eastern Europe and the Mediterranean. Without the intention of creating new dividing lines, Europe is striving to create stable countries by developing their own development and eliminating potential hot spots for the emergence of security threats that could threaten the EU.

In the last part of the European Union, its efforts in international politics focused on the establishment of an effective multilateral system - the development of a strong international community, functional international institutions and international law. The UN is recognized as the bearer of international changes, alongside existing international trade and financial institutions. The development of the multilateral system gives the developed transatlantic relations, reflected in NATO, and numerous regional organizations. The European Union itself is ready to help many countries left excluded from the international system by assisting them in returning among other countries of the international community. The third chapter of the European Security Strategy points to the need to modernize the EU, what else the Union should do to use all its potentials in achieving strategic objectives and countering threats. In order to achieve the set goals and implement the set tasks, the EU must be more active, more capable, more co-ordinates and cooperate with other partners. Basically, it ends with the emphasis on the necessary Union cooperation with partners. The European Security Strategy is a comprehensive strategic framework of the European Union in the field of security. The EU has taken a serious step in the implemented of the security policy. At the same time, this document provides a vision of the role of the European Union in the world, as well as an analysis of the existing security threats, the strategic goals it seeks, and recommendations that Member States should accept in order to better and more efficiently implement the European security policy. As the main determinants of the ESB we can distinguish: Global responsibility of the EU, Effective multilateralism, Preventive action, Stable security environment, Maintaining a transatlantic partnership and cooperation with the USA, Establishing a list of key EU security threats.[13]

The common and common values of all European countries are: democracy, market economy, rule of law and respect for human freedoms. Likewise, the attitude of all EU members, without exception, considers that European security is indivisible, that is, the security of each country depends individually on the security of the environment. From the above it follows that

[13]Nešković, S., Geostrategic Position And Security Synergies of the Black Sea Region Through Cooperation with the European Union, Cross - Border Book Series "New Challengs to Security and Development of the Balkans" Vol. 5, Cross - Border Cooperation, Security and Development Perspectivies of the Wider Black Sea Region, St. Cyril and St. Methodius University of Veliko Turnovo, Bulgaria, 2018, p. 28.

regional and general European security is the interest and concern of all European countries, and cooperation, linking and jointly confronting security challenges, risks and threats is imperative for both the Western Balkans and Europe as a whole. For most Western Balkan countries, the economic factor is the biggest motivator which motivates them to the EU. However, in order for integration to be of high quality, it is necessary to respect safety standards, to resolve disputes peacefully, democratic control of armed and security forces. Peace and stability are a prerequisite for joining the countries of the Southeastern EU region. Therefore, the countries of this region are instructed to work together in combating all negative processes that jeopardize their security.

Although after the conflict in the EU, the EU initiated initiatives such as the Stability Pact and the Stabilization and Association Process with the countries of the region, the rhythm of change is not fast enough. Insufficient cooperation and very slow integration of the countries of this region with the EU have a long-term negative impact on their economic, scientific and technological and all other potentials and, consequently, their competitive position. Countries in the region believe that the road to EU membership is getting longer and more uncertain, and are frightened by the increase in fatigue from the enlargement of the European Union. Also, there is a lot of uncertainty about the EU's engagement in Kosovo and Metohija, and the consequences of the current economic crisis should not be neglected, the consequences of which will be long and difficult and will significantly affect all aspects of European integration. The problem of bilateral relations and the historical heritage of the Western Balkan countries also slow down the integration process. Another in a series of problems is the different presence and status of NATO in certain countries of this region. On the other hand, the approval of the candidate status of Serbia and Montenegro, the Association Agreement and Stabilization of BiH, as well as the abolition of the visa regime for the countries of the region, confirms the belief that the Western Balkan countries - belong to Europe.

CONCLUSION

The region of the Western Balkans represents a kind of ambience, characterized by a heavy century heritage, but also events from a close past. The security research of this region is very current, because due to modern challenges, risks and threats, it is difficult to predict potential consequences for the countries of this region. When looking at the position of the states in a conspicuous international relationship, the most important thing is that there is a certain predictability of their actions in the framework of the multi-lateral and multilateral relations at the regional and global level. That is why the adoption of an external policy strategy is essential for defining the goals and tasks of the state's external action. The foreign policy strategy of the territories of the Western Balkans must be long-term or time-bound by the country's entry into wider integration. It is therefore important that the countries of this region define their own political strategy in relation to EU and NATO membership, and improve relations with neighbors, build a better relationship with the EU, and strengthen the role of these countries in

international organizations. At the same time, most countries in the Western Balkans are also pushing for the promotion of their own economy and overall identity in the world.

Speaking about the military-political stabilization and security of the Western Balkans, a special challenge is the slowed European integration, the NATO enlargement process, the new positioning of Russia in the region and the new US concept in this part of the world. Although relevant international factors publicly emphasize the importance of co-operation and dialogue, their role in this region is very often contradictory and undefined. On the one hand, the European Union's firm resolve to strengthen its own security identity, on the one hand, increased the political and military autonomy of the United States against NATO, as well as the new need of the Russian Federation to position itself in the region. Conflicts and different perceptions regarding the resolution of important issues and problems in this part of Europe are very pronounced among them. It can be noted that in the short term, none of the relevant international actors wants a new civil conflict in this region, which characterized this area at the end of the 20th century, but nevertheless, there is the attitude of all of them about the need to retain international forces in this region.

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INVESTING IN EDUCATION, THE CRITICAL STRATEGY FOR LONG-TERM GROWTH AND CRUCIAL FOR THE ACHIEVEMENT OF ALBANIA

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ABSTRACT:

The Education Policy Review was initiated in 2015 by the Republic of Albania, with the purpose of supporting the country's vision for educational reform in the context of its national, regional, and international aspirations. Albania's longstanding relationship with UNESCO as a key international development partner provided an ideal opportunity for technical cooperation on the EPR. Drawing on UNESCO's expertise, the Education Policy Review (EPR) report provides an evidence-base and analysis for the harmonization of ongoing national reform efforts with Albania's commitment to the Sustainable Development Goals (SDGs), particularly in the area of education. Source: Albanian Report 2016.

Monitoring student progress with learning trackers (observation logs, observation forms, conferring logs, etc.) provides the teacher with data, e.g., the degree to which the student has mastered a learning target, who needs retouching, who needs additional challenges, what the next learning target should be, how students should be grouped for small-group instruction, and who needs to be observed more closely for a possible learning intervention.

Meaningful information can come with purposely designed and systematically used learning trackers which are then used to make decisions about student placement and instructional pacing. "Effective teachers see things. The existing research does indicate, however, that well-designed classroom testing programs bear a positive relationship to later student achievement. Beneficial effects are noted when tests are: Administered regularly and frequently An integral part of the instructional approach (i.e., well-aligned with the material being taught) Collected, scored, recorded and returned to students promptly so that they can correct errors of understanding before these become ingrained

Key words: Practice, exams, working class, teacher working plan, meeting, Take Time to Reflect, Albanian language, Education directories, Teacher training,

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I. GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH:

1.1 Albania and the SDGs education policies and practices

Albania is focused on developing and aligning its education policies and practices with European and international agendas, in particular the European Union's Education Benchmarks for 20201 and SDG4-Education 2030.Whilst progress against most EU benchmarks is consistent with progress on the SDGs, especially SDG4-Education 2030, there are some distinctive features of the new international sustainable development agenda that merit greater attention from education policy makers and planners. *Source: Educational SDG 2030*

The 2030 Agenda for Sustainable Development includes a set of 17 Sustainable Development Goals (SDGs) that universally apply to all countries who need to mobilize efforts to end all forms of poverty, fight inequalities and injustices, and tackle climate change, while ensuring that no one is left behind.

II. LITERATURE REVIEW AND HYPOTHESES

The Three Types of Conferences with children in class and the Feedback as Formative Assessment

When educators speak of classroom monitoring, they generally refer to the following teacher behaviors: Questioning students during classroom discussions to check their understanding of the material being taught Circulating around the classroom during seatwork and engaging in one-to-one contacts with students about their work Assigning, collecting, and correcting homework; recording completion and grades Conducting periodic reviews with students to confirm their grasp of learning material and identify gaps in their knowledge and understanding Administering and correcting tests; recording scores. *Source: Cammenn 20016*

1. Reviewing student performance data collected and recorded and using these data to make needed adjustments in instruction
2. Defined this way, monitoring obviously includes many kinds of activities, but it is important to note that the present analysis does not address issues relating to school wide or district-level monitoring of student learning.
3. It is not concerned, except incidentally, with monitoring students' behavior.

4. And it provides only cursory information on such matters as teacher training in monitoring and assessment practices or the processes teachers follow in putting monitoring information to use.
5. Instead, the focus here is classroom-level monitoring of student learning progress and what research says about the relationships between such monitoring and the student outcomes of achievement, attitudes and social behavior.

Anyone involved in standardized testing knows two things: the results take entirely too long to get back and are completely impersonal, making that kind of feedback essentially irrelevant. In short, feedback needs to be personal, and it needs to be fast. To that end, educators are beginning to refocus their attention on relevant, practical feedback for students during lessons or very soon after, rather than relying only on summative assessments. (De Soto et al., 2005, p. 58)

2.1 INTRODUCTION

2.1.1. Measure Progress with Documentation in class

The Government of Albania, along with education stakeholders, is now facing the challenge of further institutionalizing some of the early achievements and reforms in the education sector in Albania. In particular, according to the 2014- 2020 National Strategy for Development and Integration (NSDI) and the 2014-2020 Pre-University Education Development Strategy (PUEDS), educational reforms including curriculum modernization, promotion of European principles, social inclusion, expanding ICT in education, standards for teachers, and improving student achievement are among Albania's top priorities. The Education Policy Review (EPR) report is intended as strategic tool that can assist the Government of Albania in realizing these policy priorities. *Source: Education Development Strategy 2030*

1. The research indicates that this approach can indeed produce achievement benefits. Particularly effective techniques include: Keeping questions at an appropriate level of difficulty; that is, at a level where most students can experience a high degree of success in answering (De Soto et al., 2005, p. 58).
2. Paying close attention to who is answering questions during classroom discussion and calling upon non volunteers
3. Asking students to comment or elaborate on one another's answers
4. Using information on student's levels of understanding to increase the pace of instruction whenever appropriate. (There is a strong positive relationship between content covered and student achievement.

Monitoring can alert teachers to situations where they can profitably pick up the instructional pace and thus cover more material.) *Source: Education Development Strategy 2030*

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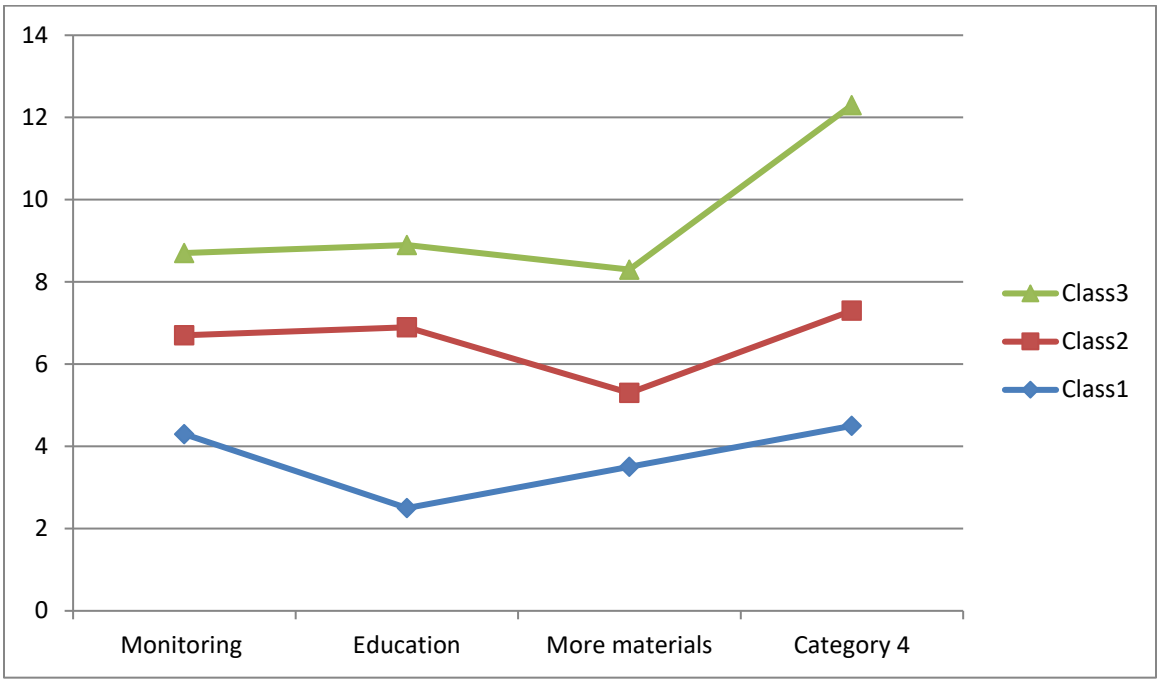

You will use this document to see how much progress the student made from your last meeting. It's also a great resource to use at parent-teacher conferences, as well as it provides detailed information about the solutions and strategies that the student is, or will be using.

a) Here are a few tips on how to hold a student-teacher conference in your classroom. Long gone are the days when only teachers had a say in their students' education. (De Soto et al., 2005, p. 58).
b) Today's teachers are finding that when you give students the opportunity to have a say in their education, they are more likely to be motivated and engaged to learn.

Encourage your students to come to the meetings with questions and concerns that they may have. Ask them to write down a few notes to bring with them and give them the opportunity to share what they have to say. *Source: Education Development Strategy 2030*

Let students know ahead of time that you will be having student-teacher conferences with them. This gives them enough time to get prepared for it. The students will feel like they really know you, which will help increase their trust with you. Every chance that you get to meet with your students is an opportunity for assessment. This way you will have less time assessing at the end of the marking period, as well as a lot of notes to help you out when grading.

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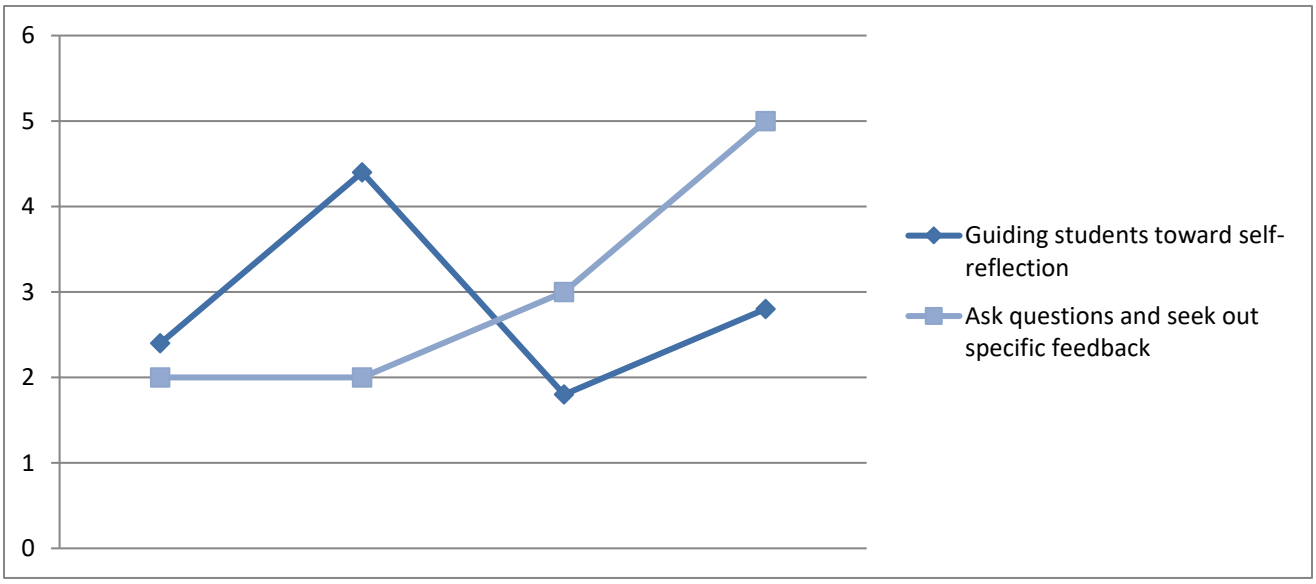
Education in Albania and Long Term Strategy

Since the end of communist rule in Albania, the education system has undergone numerous changes designed to modernize the curriculum, develop wider system capacities, expand access to compulsory education, and align national policy objectives with European and international frameworks. Education System Structure Preschool (or pre-primary) education in Albania includes kinder gardens and preparatory classes, and is intended for children aged 3-6, but is not compulsory. According to national statistics, the enrolment rate in preschool education for the academic year 2014-2015 was 81%.

Children above the age of 6 are entitled to basic education, comprising the schooling at both the primary/elementary and lower secondary levels. The structure is currently "5+4" with basic education encompassing 9 years of mandatory schooling intended for students up to 16 years old. All those who have not completed basic education and are above the age of 16 may complete it in part-time schools (De Soto et al., 2005, p. 58).

Upon completing compulsory basic education, students face two main options with regard to continuing their studies in upper secondary education; the options are either academically oriented gymnasiums or vocational education and training (VET) programmers.

Since the academic year of 2009-2010, VET has been offered through three different levels of schooling. The two-year programmers, comprising the first level, aim at equipping students with basic skills of semi-skilled workers and culminate in awarding a basic vocational training certificate. The one-year programmers at the next level are meant to train technicians with an award of a certificate of professional training.



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Source: Education Development Strategy 2030

2 HYPOTHESES AND THE AIM OF THIS PAPER RESEARCH

The analysis on curriculum development and reform highlights the following: curriculum reform must be incremental; widespread communication of reforms must reach a range of stakeholders; there must be support for local implementers as well as ongoing monitoring, formative evaluation and feedback mechanisms to make adjustments where needed.

Furthermore, the EPR supports the further development of policies and practices that promote full inclusion for vulnerable students; teachers' professional development that enables them to create inclusive learning environments and flexible instruction to reach all learners; local contextualization of the curriculum materials and texts; and improvement to the overall alignment of the education system over the medium and long term of implementation. Have systematic procedures for supervising and encouraging students while they work. Initiate more interactions with students during seatwork periods, rather than waiting for students to ask for help (De Soto et al., 2005, p. 58).

Benefits for Students

a) The student has a hand in identifying what he/she needs to work on
b) Students practice self-evaluation and self-reflection techniques
c) Because a student has a hand in it, he/she is more apt to care about the work towards the goal
d) It is not just something the teacher assigned.
e) Able to assess students in terms of motivation, attitude toward reading, ability to select and engage with texts, use of reading strategies, oral fluency, and narrative and expository text comprehension.
f) Do not invite the student in an ominous or formidable manner.

The teachers of Albania presently are varied in their qualifications and in their experience of more interactive, student-centered pedagogies. There are teachers who were trained prior to Albania becoming democratic, and teachers trained more recently who may be quite comfortable with a constructivist approach, but who have been using the previous, more teacher-centered curriculum that preceded this reform. *Source: (ADRA Albania, 2015).*

1. The review team found that the present set of documents for lower secondary teachers in Albania is overwhelming in its scope and detail and thus needs to be streamlined in a way that classroom teachers can use it in their daily preparation and delivery of learning.

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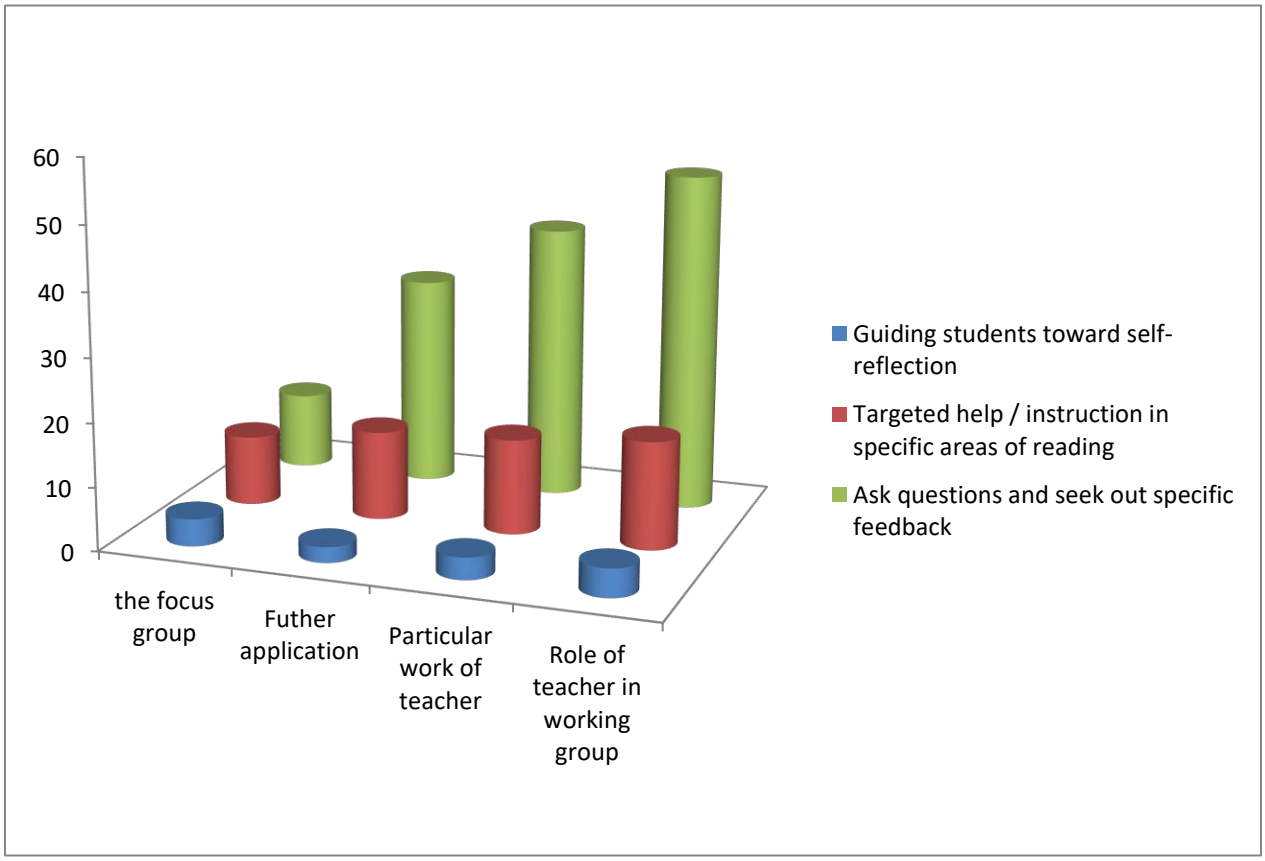
2. While there are some materials provided to guide teachers in curriculum implementation, a too finely grained prescription of time and sequence is a potential barrier to the stated objectives of enabling all pupils to learn mathematics, for example.
3. The effective differentiation of instruction at the classroom and individual pupil level requires that teachers have the opportunity, time, and support to develop and use their professional judgment for instructional purposes.
4. Education policy in Albania draws upon some of the major principles of the pan-European social and economic recommendations, including those from the European Union and the Council of Europe, as well as several bilateral and multilateral organizations.



CONCLUSIONS

There are three levels of educational governance in Albania. The central level comprises the Parliament with its Committee of Education and Culture, Council of Ministers, and MES (which also has its affiliate institutions). Finally, at the school level governance comprises the school principals along with their deputies, school boards, as well as the teachers' councils and parents' councils. The assignment of homework, like many educational practices, can be beneficial,

neutral, or detrimental depending upon the nature and context of the homework tasks. *Source: (ADRA Albania, 2015).*

The use of homework assignments bears a significant and positive relationship to achievement when the homework is carefully monitored, as well as serving the function of increasing students' learning time. Homework confers the most beneficial results when assignments are:

a) Graded and commented on the research also indicates that homework which meets these criteria is positively related to student attitudes. (De Soto et al., 2005, p. 58).
b) Students may say they don't like homework, but research shows that those who are assigned regular homework have more positive attitudes toward school, toward the particular subject areas in which homework is assigned, and toward homework itself, than students who have little or no homework.

Country practices and evidence from different sources show that school leaders need specific training to respond to broadened roles and responsibilities. Strategies need to focus on developing and strengthening skills related to improving school outcomes (as listed above) and provide room for contextualization.

Education Laws and Education policy in Albania

Education policy in Albania draws upon some of the major principles of the pan-European social and economic recommendations, including those from the European Union and the Council of Europe, as well as several bilateral and multilateral organizations. In additional – although Albania is not a member of the OECD – the OECD's programmed for International Student Assessment (PISA), in which Albania has participated since 2000, has become a key point of reference for education policy-makers. Source: (ADRA Albania, 2015).

Albania has become a signatory to a number of international and European covenants, conventions and recommendations directly or indirectly impacting the country's education sector. Major conventions and agreements including the Bologna Declaration (signed in 2003); EU candidate status (granted in 2014); and Convention on the Rights of Persons with Disabilities (ratified in 2013) for example, provide a supra-national normative framework for Albania's educational reforms. Source: (ADRA Albania, 2015).

1. Treat leadership development as a continuum Leadership development is broader than specific programmers of activity or intervention. It requires a combination of formal and informal processes throughout all stages and contexts of leadership practice. This implies coherently supporting the school leadership career through these stages:
2. Encourage initial leadership training: Whether initial training is voluntary or mandatory can depend on national governance structures. Governments can define national

programmers, collaborate with local level governments and develop incentives to ensure that school leaders participate.

3. The Law on Inclusive Education, adopted in 2012, guarantees the right of children with disabilities to education, and furthermore, access to special teaching personnel trained in catering to the special needs students may have.
4. At the same time, there is significant evidence suggesting the highly constrained capacity of individual schools for the intake of children with disabilities (ADRA Albania, 2015). The supply of schools for children with disabilities is rather limited in Albania with virtually nonexistent access to education in rural areas (De Soto et al., 2005, p. 58).
5. The Government of Albania has committed to increase the enrolments of children with disabilities and children from impoverished families by 2% in PUE (Republic of Albania, 2013, p. 89). It is anticipated that considerable infrastructure improvements and improved access to services for children with disabilities will result from adoption of the most recent framework law on inclusion of and accessibility for people with disabilities (European Commission, 2014, p. 37).
6. In countries where the position is not tenured, a trade-off must be found to make it worthwhile for principals to invest time in professional development. Efforts also need to be made to find the right candidates.

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THE ACTANTIAL MODEL AS A TOOL FOR VERTICAL READING OF A DRAMA TEXT

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Abstract

The aim of this paper is to show that teaching literature requires a creative teacher who would not blindly, immediately and stereotypically just use any kind of method. And the creation is not a random methodical improvisation, but firstly requires thorough theoretical preparation, which will then rip through the practice and will be realized in the famous triad: teacher-literary work-student. The creative teacher uses different forms and methods of teaching which placesthe pupil or the student at the center of learning, that is, he/she applies the principle of polymericity. The model that will be presented with this paper is the actantial model and it consists of six actants or six houses: the subject, the object, the addressee, the recipient, the helper and the opponent. This model has the following positive sides:

- Firstly - because it is impressionable, above all, for dramatic analysis, especially on the coregender categories: character, action, conflict, drama, motivation, etc.;
- The analysis takes into account not only the literary but also the theatrological aspect;
- The model is excellently applicable in the teaching of Macedonian language and literature: allows group and individual typeof work; stimulates the students' creativity; provides project activities; represents a solid foundation forfruitful debates and debates in which the pupil or the student plays the main role;
- As an effective tool for vertical reading, it opens new theoretical and methodical horizons which are less "visible" in other procedures;
- As a maximum realized "longing for the system" and a run towards linqua pura,the actantial model, supported by mathematical poetics, providesprecise methodological analysis and is suitable for scientific expertise.

The actantial model is not a universal methodical kalaue, as, in fact, any other methodtaken separately, but is a great tool for analyzing the drama text.

Keywords: *actantial model, actants, mathematical poetics, linqua pura, dramatism.*

INTRODUCTION

The actant model as a strategy for vertical reading of dramatic and prose text, was firstly theoretically described by the famous French structuralist A. Greimas, and methodologically (and methodically) applied by the French theatrologist Anne Ubersfeld. In this model, there is a subject and an object, an addresser, an opponent and an aide whose syntactic functions are obvious and an addressee whose grammatical role is less visible and who, if it can be said, belongs to an earlier sentence or, traditional grammar, "mode annex"[1].

[1] MirjanaMiočinovič, 1981, *Moderna meorijadrame*, Nolit, Beograd, pages 84–85.

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The strongest and the most direct influence on the theoreticians with linguistic orientation is, of course, the Russian formalist and structuralist Vladimir Prop. In his capital work "Morphology of the Tale", a book that "has the status of one of the most popular works in world folklore, a book that counts among the key works of the twentieth century"[2],analyzing the Russian tales, found that in their structure it can identify permanent elements that he calls functions, thirty-one in number. He also performed theoretical systematization in the sphere of characters, and this, of course, stimulated E. Surio and A. Greimas to construct their models.

According to Anne Ubersfeld: "In the endless differences or other works, a small number of relationships can be discovered between the terms that are much more general than the characters and the plots, and we call them actants"[3].

The first confirmation of this assumption was given by Vladimir Prop in his book "Morphology of the Tale", using the term *dramatis personae* (the same meaning Greimass gives the term actant in his analysis of narrative structures).

Having in mind the syntax structure and the inventory of the characters which Prop gave, Greimas created his inventory of six actants that can be easily recognized (sometimes by the similarity of the name) The Prophets dramatis personae.

We can conclude that the inventive model contains all the elements of the Prop's inventory, as Greimas has connected the homologous Prop's characters into one actional category (opponent - adversary, fake hero, assistant - donor, helper), while the hero of Prop is a syncretic figure, he is both a subject and an addressee.

After Prop, but quite apart from him, Surrio gave his catalog of drama features. We can conclude that the relationship between terms that are much more general than the characters and actions Prop calls dramatis personae, Sorio - dramatic functions, and Greimas - actants.

To reach the notion of dramatic functions in Surrio, we first call for his explanation of what is a dramatic situation, which he extensively explained and analyzed in the book "Two Thousand Dramatic Situations", as for that to conclude precisely in the end, i.e. to define it with the following words: "A dramatic situation is a structural figure that at some point in the action forms a certain system of forces: - a system of forces present in the microcosm, in the star center of the theatrical world; a force that embodies, endures or revives the main characters at that moment of action"[4].

The scheme of functions in Surrio's work coincides with the Graymasian's model of an actional model or, as Surio says, "These are really the only creation forces of a whole that appear in the form of a horoscope topic, showing the state of the dramatic sky at some point"[5].

❶Thematic vector force (Leo♌) - in the actantial model the subject;

❷ Value to which the thematic power is oriented (Sun ☉) - in the actantial model - the object;

❸Arbiter - the donor of the good (Libra ♎). There is no such thing in the actantial model;

❹ Possible winner of the good (Earth ♁). In the actantial model adresee A2;

❺ Opponent - (Mars ♂). In the actantial model - protagonist;

❻Associate (Moon ☽). In the actant model - associate of the subject.

[2]Vladimir Prop, 2009, *"Morphology of the tale"*, Makedonska rech, Skopje, page 5.
[3]Miočinovič, MirjanaMiočinovič, 1981, *Moderna meorijadrame*, Nolit, Beograd, str. 22.
[4]Etjen Surio, 1982, *Dvesta hiljada dramskih situacija*, Nolit, Beograd,str. 42.
[5]Surio, str. 62.

THE ACTANTIAL MODEL AS A METHODICAL PROCEDURE

When it comes to drama text, the actantial model offers possibilities for very easy detection of the dramatic action, the dramatic situation, then most importantly for the discovery of the drama conflict without which the dramatic text could not exist, the setting of the motivation, as well as for the ideological aspects . For these reasons, we chose to analyze the drama text in literature teaching.

Before we move on to the methodical possibilities of the actant model, we will briefly dwell on the mathematical method based on Solomon Marcus, theoretically explained in the famous *Mathematical Poetics*.

Marcus, besides Stan Jansen, most consistently use the language linqua pura as the ideal of many theorists of art. Freed from impressionist and intuitionistic discourses, this method, based on precise invariants expressed by numbers (to recall, the Boolean matrix starts from the numbers one and zero, which denotes the opposition presence - absence), provides opportunities for precise methodological analysis. In this way, the hierarchy of the characters is made according to several parameters (scene presence, pair facing, one charactering facing all the others, the relationship between the scene presence and the total number of situations), the plot and the conflict are determined using the formula, and Jordan Stojanoski PhD applied the Marcus method to examples from the Macedonian bit-social drama and finally gave the following conclusion: "The reason for the unexpected high ranking and the less significant characters and their participation in mass scenes and other medium sequences with a large number of non-random characters (which in the Boolean matrix are counted individually): weddings, sittings, engagements, organized partings, etc.

A problem that the mathematical poetics can not solve is that non-concurrent characters get exactly the same values in all parameters. But it can happen (and it is completely expected!), that two such characters, to have a different actant position although equally ranked. Thus, for example, Ampo and Pozzko ("Chorbadzi Theodos"), although concocting (in all situations participate simultaneously), act as antagonists "[6].

He does not deny that Marcus's exact actions can be applied in teachingliterature, such as the hierarchy of characters that can be made by the students themselves at home and presented at the classes scheduled for books discussion. Boolean matrices are also methodically used as visual aids for both the teacher and the student. Boolean matrices, without difficulty, could be made by students, individually or in smaller groups. The Boolean matrix is a reminder of the composition of the plot and is a suitable tool for discussing a certain drama, and also a basis for further research work.

METHODICAL POSSIBILITIES OF THE ACTANTIAL MODEL

Since we have given a theoretical description of the actant model, we will now see how it can be practically applied in the teaching, in the elaboration of dramatic texts.

[6]Jordan Stojanoski, 2002, *Poetics of the Macedonian bit-social drama*, Faculty of Pedagogy, Bitola, page 162.

The initial acquaintance of students with the structure of the actant model should be without much theorization! The simplest way is if the teacher briefly acquaints the students with the actantial sentence as a linguistic unit to which one text can be written: a situation, a phenomenon, a picture, an act or a whole drama. For example: Boshko loves Lenche (*Begalka*), Master Theodos wants to take the vineyard from Arso (*MasterTheodos*), Spase wants to let Cveta free from the harem of Osman Bey (*Macedonian Bloody Wedding*), Antigona wants to bury her brother (*Antigona*), Vojnicki loves Elena (*Uncle Vanya*), Rodrigo loves Himena (*Sid*), Estragon wants Godo to arrive (*Waiting for Godo*), Tartif wants to take the property from Orgon (*Tartif*). These sentences contain the actional core S - O, that is, the subject (subject), the predicative (predicate), the object (object) are also a full - featured model.

The other four actants are easily revealed, if the students understand the structure of the model, explained in the previous chapter: the addresser encourages the action of the subject towards the object; the addresser is the actor who is the recipient of the action, i.e. on behalf of whom the action is performed; the assistant assists the subject, and the opponent disables (hinders) his action.
Of course, first the students work together with the teacher who will encourage their research steps, endeavoring not to regard the model as an uncreative scheme.

So, we jointly make the first practical step (after, of course, we will graphically "draw" the model) - filling in the actant places with actors, i.e. characters from the play we analyze. Immediately to note that usually the first phenomena (in S. Jansen and S. Marcus sequences) can be confused by the inexperienced analyst (for example, the student), as they produce dramatic unproductive, even naive models.

Take, for example, a bit of drama, in which the servant carries a gourt with rakia for the Master, the servant serves the mezzes, the housewife greets the guest or simply someone is present on the scene without a replica. Such banal situations will be rejected intuitively until we discover a dramatic productive model, and this requires a thorough, studious reading.

We fill in the precise models, looking for arguments in the text, which we mostly find in the drama speech (dialogue, monologue), but also in the so-called mute situations. Thus, we can get not one, but more models with different subjects. This procedure will be proved by examples from the Sophocles *Antigone*, which, according to the connoisseurs of ancient and world drama, is a drama with a perfect shape.
We open the Boolean matrix and "read": Antigone and Ismena come out on the stage, then the Choir performs, in the next situation Creon and the Corinthians have a discussion, the Guardian comes on the King's order, etc., From these situations, the students, skillfully guided by their teacher, "discover" that:
- King Edith's sons died in battle for Thebes, fighting on opposite sides;
- Antigone expresses readiness to bury the brother who died as an enemy of the state;
- Ismena is scared, she can not help her sister;
- Creon forbids to bury Polynnik because he died as an enemy warrior ...

These arguments are already sufficient to fill one full-length model:

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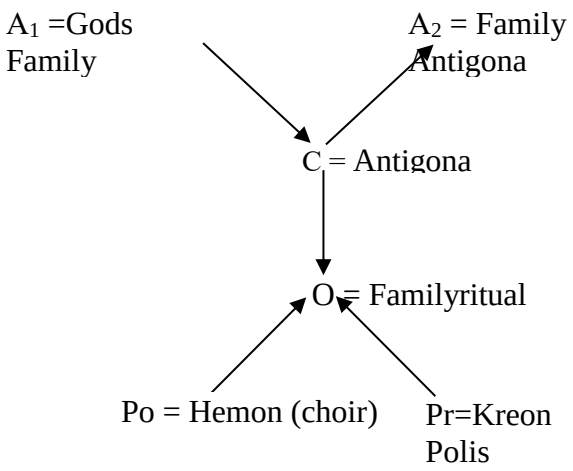
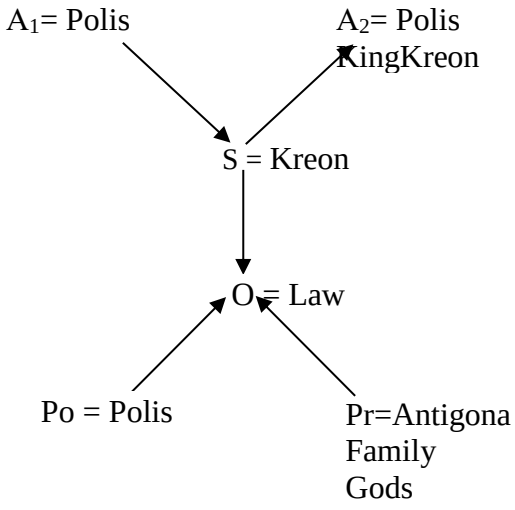


In the text below, we discover something very important: Creon, who is an actantialopponent, appears in the following situations as a subject. To remind ourselves: in order for an actant to be a subject, he/she must have his/her own predicate, object and of course: the addresser, the addressee, the helper, the opponent. Instructively guided by the teacher, the students themselves will "discover" the inventive model with the subject Creon.

The questions addressed to students should be precise and directional. For example: How did Cleon act, when he realized that Polinik died as an enemy? The answer is that he ordered everyone to leave his body to be tornby the beasts. Then, the students should be given reasoning - for the cause of such a cruel procedure. Here is required a more in-depth knowledge of the ancient social order, in order to answer that this order of Creon is not arbitrary, but stems from the laws of the Theban Polis. So - what is the action of Creon? The answer would be that he, as a king, had a duty to protect the law. We get the following actant model with the subject Creon:



The protagonist model with the subject Antigone formulates the sentence phrase or reads like this: (Antigona wants to bury her brother, motivated by the family and the Gods, Helen helps her, the enemy is Creon, and the winner is the family and Antigona) .
The actantial model with the subject Creon formulates the actant's sentence or "should be read" this way: (Creon wants to protect the law, motivated by the Theban polis who is his assistant, but Antigone, the family and the gods are opposed to it, and the winners are Theban Polis and Creon).

CONCLUSION

The positive aspects on the application of the concrete model in the teaching of Macedonian language are:
A) Encouraging the knowledge and skills for an in-depth analysis of the drama text.
a) *The Actantial model* allows vertical reading of the dramatic text. And this means one qualitative and inventive breakthrough of the student in the structure of the play. Studies have unequivocally demonstrated that after the initial theoretical aporia[7], the students gradually, step by step, adopted the "mechanism" of the actantial model and after several prominent exercises they were already trained to "record" the dramatic situations with their acronyms, and then read them as actant sentences.
It was found that the actational analysis of the drama text through the so-called " triangles "visualize" the abstract concepts so students disclose them in the text.
b) Thus, the category of action (without which it is impossible to define the drama as a genre) perceived in the relation subject-object; could "read" it from the model, and also write it down (of course, those who read the drama).
c) The students can understand the motivation of the characters as a psychological category, that is, as the character is a living individual. Actual analysis, especially if it is broken down into the so-called psychological triangle, eliminates this naive image of the character as a person of reality and points to the world of fiction which is a closed and autonomous world with laws that are not subject to the verification of the laws of reality. Analysis of the so-called a psychological triangle instructs the teacher how to enter the world of characters without falling into a naïve phyllitic interpretation, in which the character interferes with the prototype, the fiction with reality.
d) Familiarizing with the so-called. ideological triangle, students enter the essence of the theater. And this theatrological field is almost completely absent in the teaching of Macedonian language and literature, because the drama is analyzed above all as a text!
e) Students quickly grasp the so-called conflict (or dramatic) triangle: subject-object-opponent and can write a dramatic situation with the usual abbreviations for actors and fill it with specific

[7]aporia – a statement which is logical, but opposes our logic; there was a rebellion among students from the abstract theoretical structures, but the duration of that rebellion was about 3-4 minutes or by the reading of the first actantial sentence, the illogic and the rebellion disappeared.

characters and then discuss. Students analyze the active triangle by adopting the category of drama that is fundamental for the genre.

B) Developing and improving students' ability to design actantial models.

C) Developing and improving the ability to produce a Boolean matrix.

D) Develop creative abilities and critical thinking.

E) Develop creative abilities and critical thinking beyond the framework of the dramatic content, whereby students can use part of the knowledge acquired in the Macedonian language classes and literature in practical situations in many troubled life situations in which they would be wiser and winners or the educational goals could be implemented or would be realized as functional goals. A typical example of these abilities is the debate, the controversy for the play "Antigone" as a project activity. The actant model is associated with the socio-cultural code and gets the true meaning through the question of the holiness of the family versus the question of the holiness of the defense of the country or the motherland.

b) Reassessing their own and others' attitudes (through discussions and debates that arise in the analysis with the actantial model, students are questioning where they are with their thoughts and attitudes and, in that way, they are able to influence each other, to perceive their mistakes, hear the other's opinion, respect it, but also accept it, if it is more appropriate, wiser and more justified, if it abounds with facts and vice versa to convince the opposing party in their opinion if it is more appropriate, wiser and more justified and if it is abundant with the relevant facts.

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