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TABLE OF CONTENTS**PERFORMANCE EVALUATION OF THE RANDOM FOREST CLASSIFIER FOR DETECTION PHISHING ATTACKS****Jasmina Novakovic, Suzana Markovic 5****TOPONYMY AND PERSPECTIVES OF TEACHING****Nargiz Akhvlediani, Diana Akhvlediani, Nana Khotcholava-Matchavariani, Ketevan Rekhviashvili 12****CONSUMER ACCEPTANCE AND PERCEPTION OF CULTURED MEAT****Kristína Predanócyová, Diana Pindešová, Eubica Kubicová 16****TOPONYMY AS DOCUMENTARY MATERIAL CONFIRMING HISTORICAL AND CULTURAL KINSHIP (Astionym “Kutaia/Kutaisi” and aspects of centuries-old relations between Greece and Georgia)****Nino Jorbenadze, Lela Chotalishvili, Nana Khotcholava-Matchavariani, Iamze Gagua 23****MINDSET AS A DETERMINING FACTOR IN CONFLICT****Irakli Kakabadze, Guguli Maghradze 27****A QUANTITATIVE AND QUALITATIVE ANALYSIS ON THE ATTITUDES OF STUDENTS, TEACHING FACULTY AND ACADEMIC ADVISORS ON FACE-TO-FACE AND ONLINE CLASSES AT THE UNITED ARAB EMIRATES UNIVERSITY****Zahida Chebchoub, AbdulRahman Alharmoozi, Humaid Al Awadhi, Saeed Al Shamsi 33****CRYPTO CURRENCIES, THE UNPREDICTABLE FUTURE OF TRADE****Ingrid Konomi, Msc. Erion Pano 44****DOMESTIC VIOLENCE, A PAINFUL REALITY****Phd Iv Rokaj LL.M 49****INFLATION SYNCHRONISATION AND INFLATION SPILLOVERS IN EU ECONOMIES****Jana Budová 60****BLOOD FEUD AND THE EDUCATION STRATEGY ON RECONCILIATION****Gelanda Shkurtaj 66****THE CONCEPT OF PREPARING STUDENTS FOR THE ACADEMIC WRITING OF THEIR FINAL THESES****Liliana Brožič 70****THE PRESUMPTION OF INNOCENCE IN THE JURISPRUDENCE OF INTERNATIONAL CRIMINAL COURT****Constantin-Marius ARĂDAN 75****A LITERATURE REVIEW ON THE EFFECTIVENESS OF UNIVERSITY INDUSTRY COLLABORATIONS, THE DRIVERS AND BARRIERS TO A FRUITFUL COLLABORATION****Silvana Gashi, Denada Lica, Ermira Qosja 79**

Performance evaluation of the random forest classifier for detection phishing attacks

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Abstract

This paper explores the application of the random forest classifier as a multiple classifier system in phishing attack detection. Phishing attacks are part of cybercrime and are linked to fraud and theft of personal and financial data. The relevance of this research is conditioned by the growing reliance on the Internet in everyday business, which provided attackers with the perfect environment to launch targeted phishing attacks. The phishing attacks that are happening today are sophisticated and increasingly difficult to spot. Classifier combination is an active field of research for the reason that a lot of theoretical and practical studies present the advantages of the combination paradigm over the individual classifier models. A great deal of study has gone into designing multiple classifier systems that are commonly called classifier ensembles. We used the random forest as a meta estimator that fits a number of decision tree classifiers on various sub-samples of the dataset and uses averaging to improve the predictive accuracy and control over-fitting. The aim of this paper is to show how a phishing attack can be detected using the random forest classifier.

Keywords: classifier ensembles, cyber crime, phishing, random forest, URL.

1. Introduction

The number of web documents on the Internet has grown exponentially. The recent development of the web has changed computer science and engineering, but also the lifestyle of people and the economy of various countries. All types of web content are generated by demand. It provides an important and easy mechanism for obtaining information (such as static text, image sharing, dynamic and interactive services such as audio/video conferencing, etc.). It provides the ability to view different types of information including journals, library resources in different sectors, current and business news.

Web-based information and data retrieval systems called search engines (Höchstötter, Lewandowski, 2009), although they have made the process easier for those seeking information, search engines do so without a guarantee of information accuracy. It is a program that searches for documents for specific queries and returns a list of documents on which the query was placed by finding the keywords.

Doing business in a network environment, despite its high efficiency, due to the fact that it is a "remote" activity, is very inspiring for various types of dishonest actions and fraud. Computerization actually increases the risk of fraud, because new ways of fraud are emerging, which cannot be realized in business in the traditional way. Because of all this, the security aspect of doing business in a networked environment should not be neglected in any way.

The establishment of protected systems is based on the identification of threats and analysis of possible risks, and in particular on the examination of certain specific attacks on the system and its environment, the probability of these attacks and the losses they can lead to, based on which critical system components are identified. The system itself is not secure, and in order to protect information, it is necessary to install certain security mechanisms, such as: access control of objects in the system, information encryption and security protocols.

The subject of this paper is the research of the application of the random forest classifier in the detection of URL-based phishing attacks. These attacks are part of cybercrime and relate to fraud and theft of personal and financial data. The relevance of this research is conditioned by the growing reliance on the internet to perform everyday tasks, providing attackers with the perfect environment to launch targeted phishing attacks. The identity theft attacks that are happening today are sophisticated and increasingly difficult to spot. Mohammad et al. (Mohammad *et al*, 2015) gave a detailed overview of the methodologies of the various anti-phishing papers.

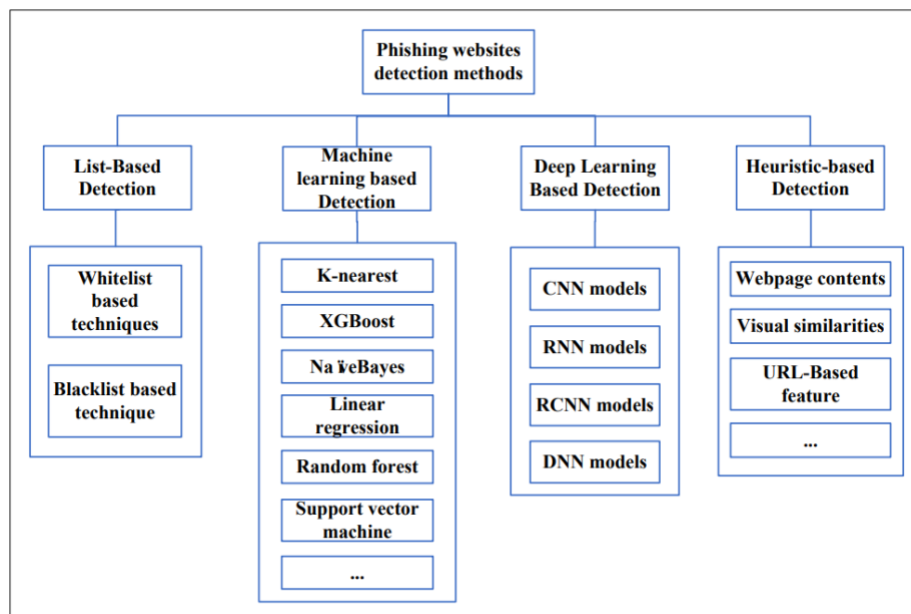


Figure 1. Category of phishing detection techniques (Yang *et al*, 2021)

Machine learning detection techniques overcome the shortcomings of the other methods. Algorithms of machine learning are used to classify and identify suspicious phishing feature values to simulate manual analysis to identify illegal websites automatically. In their articles, the authors explored how to extract phishing website feature characteristics and training models to improve machine learning accuracy (Zouina, Outtaj, 2017; Toolan, Carthy, 2010; Zhu *et al*, 2019; Mohammad *et al*, 2014; Zhang *et al*, 2015). The aim of this paper is to show how a phishing attack can be detected using the random forest classifier and appropriate training and testing models.

2. Search Engine

The growth of the web, the most famous internet service and a huge collection of information, is obvious and exceeds all previous expectations. A large number of HTML (HyperText Markup Language) documents, images and other multimedia files can be found on the Internet. The Internet has become a huge market, where a large number of online transactions are generated every hour, every day, which are generated from log files and registration forms.

The search engine (Ziakis *et al*, 2019), such as Google, Yahoo, Bing, etc., allows you to find information on the web. However, these search engines are sometimes unable to guarantee reliable and accurate information. Thus, these tools do not provide accurate information because the system returns information to Internet users based on some specific retrieval criteria such as finding a web document based on the subject/title as specified or finding a web document related to a particular domain.

In order to find reliable/matching web documents for user queries, the search engine provides a ranking system. The ranking mechanism creates a website ranking based on keywords which gives reliability, or on links which is more popular.

The term popularity is usually the result of link analysis, not user feedback. A web browser usually consists of a ranking system that measures the importance of a web page (Tsuei *et al*, 2020). Search engine traffic is affected by the following factors:

- web size,
- load speed (page redirection condition, code size), security conditions,
- SEO indexing factor (title, meta description of the website, content, URL), user behavior.

The search engine takes the following steps to process a user query: (1) takes a user query and based on keywords makes a precise query for processing, (2) analyzes and retrieves data from the web repository according to the user request, (3) ranks all downloaded web pages, (4) returns to the list of URLs of ranked web pages on user request, (5) receives an updated user query from the user, if any.

3. Web Mining

Due to the large amount of data on the Internet that is important for conducting business activities, it is necessary to understand the concept and application of web mining. Web mining uses the ideas and principles of data mining to extract specific data. But web mining is much more complex than working with static databases. Due to its dynamic nature and diverse number of documents, it is necessary to find new solutions that do not depend on how data is accessed.

It is important to present the results of the web query in an appropriate way. This query can involve thousands of web pages. It is necessary to extract only those pages that are interesting to the user. The true power and importance of this information comes to the fore only when it is linked to other databases, such as automated customer systems, reporting systems or research systems. The main problem is in linking data, as it is necessary to link data from heterogeneous platforms and different databases. In this area, web mining techniques make a great contribution. A web mining system can integrate all available data sources, regardless of the form of the database and the format in which the data is located. Information on the web changes every minute due to the dynamic nature of the Internet, and because of that some of the connected databases can be the size of a hundred gigabytes and more. However, for a web mining system, large databases are not an obstacle, because within it, the data are first purified and filtered, and only then the necessary analyzes are performed.

Web mining is a data mining application that reveals data patterns on the web. Web mining performs the following tasks:

- Finding resources. This task involves finding the required web documents and the knowledge discovery process. This should include e-mails, text sources that are generally not accessible on the web, but are accessible as online texts created solely for research purposes, text databases and other multimedia content;
- Information selection and preprocessing. This task is the automatic selection and preprocessing of specific information from the required web documents;
- Generalization. This task involves automatically discovering common patterns on individual websites;
- Analysis. This task represents the validation and / or interpretation of the detected patterns.

Web mining can be defined as the discovery and analysis of useful information on the web. Web mining is divided into three research areas (Sharma *et al*, 2020), depending on which part of the web they are examining, and they are:

- Web Content Mining (WCM) is the process of identifying or discovering patterns from a large set of data. WCM tools used are Mozenda, ORANGE, Scrapy, Screen Srapeer, Octoparse, WebScrapeer, Pro WebScrapeer and Web Content Extractor;
- Web Structure Mining (WSM) is the process of gathering useful data from the web. WSM tools used are Majestic, Google PR Checker and Link VieWer;
- Web Usage Mining (WUM) is the process of discovering the relationships between web pages of related information or direct characters. WUM tools used are: R, Weka, Tableau, Redwood, Web Site Information Filter System, Similar Web, Oracle data Mining, Google Analytics and Web utilization miner.

4. Security Measures

By using appropriate security measures, risks can be avoided. Only e-commerce that uses security procedures in accordance with the assessed risks is secure e-commerce. The main goals of security measures are (Novakovic, 2022):

- confidentiality - ensures unavailability of information to unauthorized persons;
- integrity - ensures consistency of data, preventing unauthorized generation, modification and destruction of data, ie provides confirmation that the message remains unchanged;
- availability - ensures that authorized users can always use the services and access information;
- use of the system exclusively by authorized users - ensures that the resources of the system cannot be used by unauthorized persons, nor in an unauthorized manner; in this way, prevention of false representation is provided (identification of the source of the message and verification of the identity of the person).

The science of communication security and the science of security in computers are two scientific disciplines whose results are used to achieve the mentioned goals. The term security of communications means the protection of information during transmission from one system to another. The term security in computers means the protection of information within a computer or system and includes the security of the operating system and database management system.

Protective measures include prevention, detection and response. A protection measure that involves taking preventive activities to protect data and computer systems from possible destruction (in e-commerce, for example, encrypting a credit card number) is called prevention. Detection is a protection measure that involves discovering how the protection was violated, when it was violated and who violated it (for example, listing all transactions during the month made with a given credit card). A protection measure that involves taking activities that lead to the restoration of data or the restoration of a computer system (for example, blocking an old card and submitting a request for a new one), is called a reaction.

Protection against a particular set of threats is provided by security services that represent a collection of protection mechanisms and appropriate procedures. Security services are parts of the system that implement activities that counter security threats. For example, protection of the system from unauthorized access can be implemented by an appropriate service that requires the user to identify himself and prove his identity. An appropriate security service is as secure as the security mechanisms and procedures on which it is based.

The types of security services are: authentication, privacy, data integrity, access control service, service to prevent transaction denial, and resource availability. Authentication is one way to prevent impersonation. In e-commerce, the buyer, seller, intermediary and payment institution must be convinced of the identity of the party with whom they do business. Authentication allows the user to be identified: (1) by something only the user knows, such as a password; (2) something that only the user has,

such as a card or token; (3) something that is the user himself, such as a signature, voice, fingerprint, eye image, hand geometry, face photograph, and the like, which is performed by biometric controls.

If only passwords are used for authentication, especially in cases where they are transmitted in the basic form through the network, they can be detected by monitoring and interception. In this case, the security service can be compromised, which is a serious problem because the security of the system is compromised.

Many clients in the online business want their identity to be secure. Basically, clients want to make sure that others do not know what they are buying and prefer anonymity, such as when paying in cash. In order to ensure the privacy (confidentiality) of certain information, a service is used to protect the confidentiality of data and messages, in order to prevent the disclosure of data. Preventing unauthorized access to data or intercepting it during the communication process is achieved by encrypting data, ie encryption and decryption techniques, because encryption translates data into a form that is completely incomprehensible to those who do not know the decryption key. The use of encryption protects the confidentiality of data intended for both transmission and storage. This service is based on the principle that important information is stored in a secret form. And in case the availability of certain files is bypassed in some way, it ensures that the information contained in those files is inaccessible to an unauthorized user because they have only a protected form of data, made so that it is practically impossible to obtain the original information. Also, it is practically impossible to prevent unauthorized access to information transmitted over the network. The risks arising from the interception and reading of information transmitted over the network are significantly reduced by using this protection procedure, because for an unauthorized user, the protected information is completely incomprehensible.

In network business, it is necessary to ensure that data and information such as orders, responses to inquiries, payment authorizations, etc., are not accidentally or maliciously altered or destroyed during transmission, i.e. it is necessary to ensure data integrity. A service that protects information on clients, file servers, and other system components from unauthorized modification of information is called an information integrity control service. Unauthorized modification of information can be intentional or accidental. This service allows you to detect any changes in the order of parts, deletions, additions, etc. The use of this service can not provide protection against unauthorized modification, but can provide detection of modification, unless the entire message is deleted.

By introducing restrictions on communication flows between the local system and the Internet, unauthorized access and access to system resources can be prevented, i.e. access control is realized. In doing so, it is possible to prevent any communication between certain points or to establish certain restrictions, so that only certain types of communication are allowed, such as, for example, the transmission of e-mail. It is first necessary to determine what types of information can be exchanged between the local system and other systems over the Internet. In order to protect the system, it is useful to introduce bans on the exchange of information for which there is no necessary need for exchange.

In online business, both merchants and customers need protection against transaction denials. It is important for the trader to provide protection against unjustified denial by the buyer that he has placed an order. Also, customers need protection from unjustified denials by the merchant that he has received a payment or order. The denial protection service provides protection for participants in network communication and prevents various forms of forgery. By using the digital signature technique, it is possible to effectively prevent the denial of realized activities. This service is very important for networks where email is used. The denial protection service with proof of origin and delivery provides the receiving party with the assurance that the message has actually arrived from the declared destination, and the sending party with the assurance that the message has been delivered.

Resource availability means services that aim to maintain the functionality of computer networks in the event of network equipment failures or network attacks.

5. Experimental Research

Jupyter Notebook open source software and the Python programming language were used in the experimental research. The Python programming language is often used to write code for machine learning purposes. In machine learning and pattern recognition, in many fields multiple classifier system is more accurate and robust than an excellent single classifier, because one single classification system cannot always provide high classification accuracy. Classifier combination is an active field of research for the reason that a lot of theoretical and practical studies present the advantages of the combination paradigm over the individual classifier models. A great deal of study has gone into designing multiple classifier systems that are commonly called classifier ensembles. We used the random forest as a meta estimator that fits a number of decision tree classifiers on various sub-samples of the dataset and uses averaging to improve the predictive accuracy and control over-fitting.

5.1. Data Set

Phishing continues to be one of the most successful and effective ways for cybercrime to defraud and steal personal and financial information. On the one hand, we are increasingly relying on the Internet to conduct much of our day-to-day business, and on the other hand, it has provided fraudsters with the perfect environment to launch targeted phishing attacks. The phishing attacks that are happening today are sophisticated and increasingly difficult to spot.

The „Web page Phishing Detection Dataset“ taken from <https://www.kaggle.com/datasets/shashwatwork/web-page-phishing-detection-dataset> was used for this research. The dataset includes 11430 URLs with 87 extracted characteristics. The data set is designed to be used as a benchmark for machine learning-based identity theft detection systems. The features are from three different classes: 56 extracted from the structure and syntax of the URLs, 24 extracted from the content of their respective pages, and 7 extracted from the query of external services. The data set is balanced, containing exactly 50% phishing and 50% legitimate URLs. The data set has no missing values.

5.2. Random forest classifier and model performance

Phishing is a form of fraud in which an attacker tries to find out sensitive information such as user login information or account information. In this type of fraud, the attacker pretends to be a reputable entity or person via email or other means of communication. Phishing is popular among attackers because it is easy to trick someone into clicking on a malicious link that seems legitimate. The URL of a phishing website can be very similar to real websites, but they differ in IP. The main parts of a URL are:

protocol: //subdomain.domain/path/filename#fragment.

A protocol is the way a client accesses a server. If there is an http in the URL, the browser will try to use the hypertext transfer protocol to communicate with the server. Part of the domain name is limited because it must be registered with the domain name registry. The subdomain name and path are completely controlled by the phishing attacker.

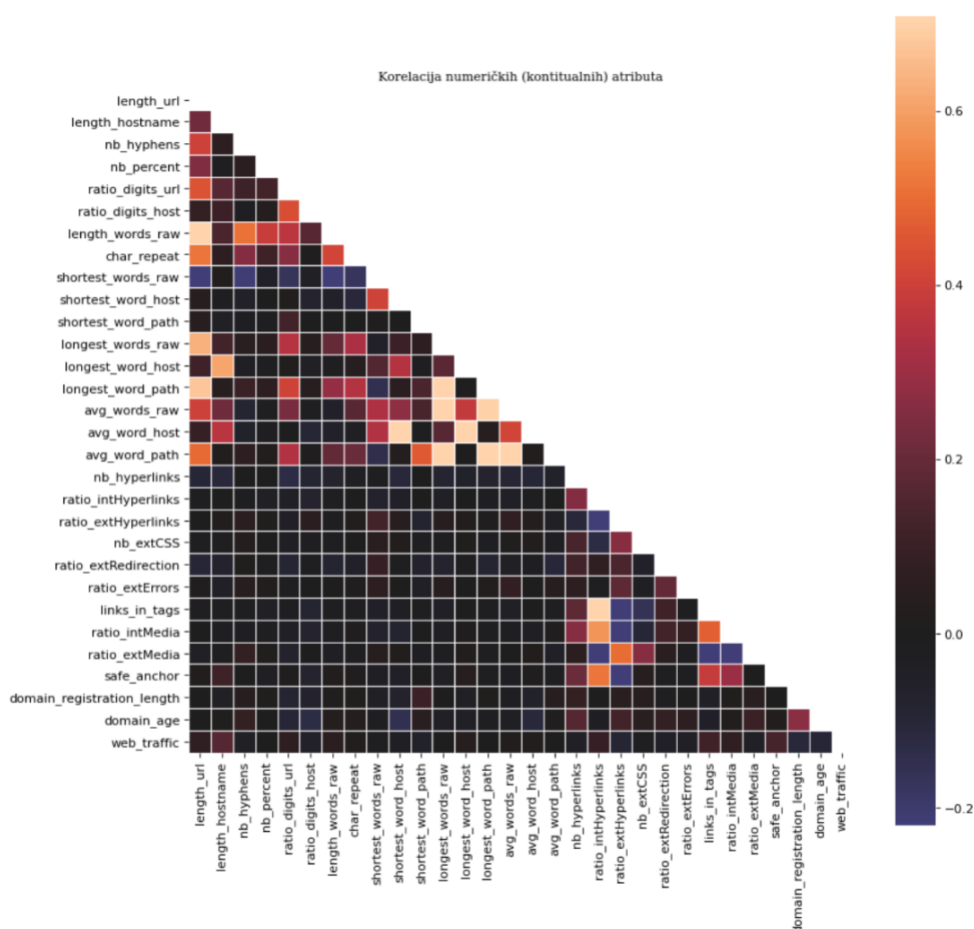


Figure 2. Correlation of numerical (continuous) attributes

Based on Figure 2, we can conclude that there are only a couple of highly correlated attributes, as we might have expected. Nothing special about the correlation stands out in this picture. We can see that the attribute:

- *length_words_raw* is highly correlated with the *length_url* attribute,
- *longest_word_path* is highly correlated with the *longest_words_raw* attribute,

- *avg_words_raw* is highly correlated with the *longest_words_raw* attribute,
- *avg_word_path* is highly correlated with the *longest_words_raw* attribute,
- *links_in_tags* is highly correlated with the *ratio_intHyperlinks* attribute.

```

clf=RandomForestClassifier(n_estimators=100, max_depth=2, random_state=0,
min_samples_split=2, min_samples_leaf=1)

grid_params = {'n_estimators':[20, 50, 100, 200], 'max_depth':[2,3,4],
'min_samples_split':[2, 30, 100], 'min_samples_leaf':[1]}

grid = GridSearchCV(clf, grid_params, cv=5, scoring='roc_auc', verbose=1)
grid.fit(data_train.drop(columns=['url','status','nb_underscore','nb_or','sfh','punycode'],'y_target'),data_train.y_target)

print(grid.cv_results_)

```

Figure 3. Code for grid search

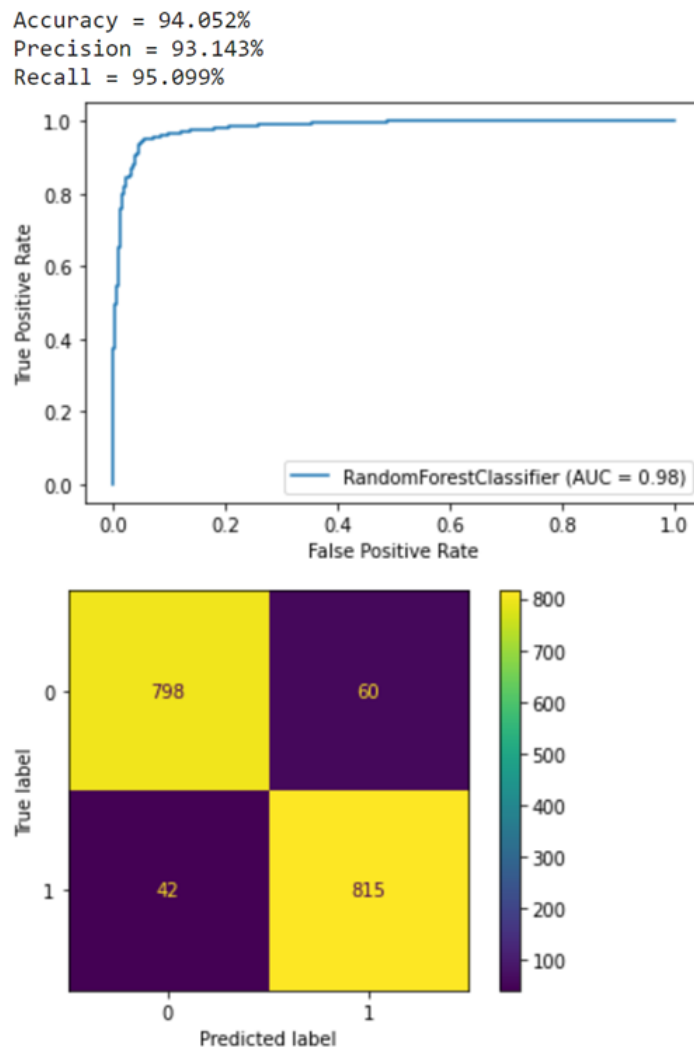


Figure 4. Model performance

In our experiment, we first divided the data set into a training set and a test set, so that the size of the test set is 15%. We used the random forest classifier. Using grid search, we found the best classifier parameters. The code for the grid search is shown in Figure 3. After that, we ran the random forest classifier with the best parameters for working on the test data. To verify the obtained results, we used the following metrics: accuracy, precision, recall, AUC curve and confusion matrix. The obtained results are shown in Figure 4.

We can see on the basis of measuring the performance of the model using the above metrics that the obtained results are good (Figure 4).

6. Conclusion

Phishing fraud prevention is related to user login information or account information. URL phishing web pages can be very similar to real web pages, but differ in IP. The paper uses the random forest classifier to detect phishing attacks. In our case, it is a binary classification problem, whether it is a legitimate URL or a phishing URL. To measure the performance of the model, four metrics were used: accuracy, precision, recall, AUC curve and confusion matrix, where it was shown that the obtained results were good.

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Toponymy and Perspectives of Teaching

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Abstract

Abstract

Every nation is doing its best to find its place among world's great civilizations. If country has ambition of being considered as a nation of big cultural heritage, it should be known not only with modern achievements, but with its heritage, traditions, customs. It is natural that nations representing ancient civilizations, among which Georgia takes its rightful place, agricultural diversity led to terminological diversity. From this point of view Georgia's ethnoculture, which is created by people from all sides of the country, is extremely diverse. The necessity of recording and description of lost or forgotten words and terminology is dictated by processes of modern globalization and integration.

In this article we will present you several lexical units related to catching of fish and bird with nets, their connection to micro-toponyms, geographical names. For example: "Ojinji" – (name of place, Makhinjauri, Khelvachauri municipality), "Sasirekeli" – (bird trap on the hill, Makhinjauri, Khelvachauri municipality), "qvaomkhazi" – (place for catching the fish in Sarpi, Khelvachauri municipality), "Qvagodzgo" – (place for catching the fish in Sarpi, Khelvachauri municipality), "Qvaospao" – (place for catching the fish in Sarpi, Khelvachauri municipality), "Qvaotsude" – (place for catching the fish in Sarpi, Khelvachauri municipality), etc.

Keywords: linguistics, toponyms, micro-toponyms, terminology, etymology, etiology

Introduction

Language is an authentic chronicler. It needs to be properly read, understood and analyzed. In this regard, toponymy, as an original and self-sufficient area of the vocabulary of the language, is of particular importance.

A toponym is stronger than a common name. Lexical units, roots, semantics, linguistic phenomena, substratum or borrowed material that deserve attention. A toponym is a word taken from the linguistic material of the collective that created it and contains information about the named object. In addition, a toponym is not a dry name, like a geographical feature; at the same time, it gives us very valuable (often priceless!) information about the history and culture of ethnic groups living in a particular territory.

Taking into account the conclusions obtained on the basis of the scientific study of toponymy is the best way to determine, to perceive more fully and clearly a number of details of the historical past, the settlement area, migration, life and culture of a particular ethnic group.

Toponymics as a field of linguistics occupies an important place in Kartvelology. A number of monographs, dictionaries, scientific publications created in this direction are valuable. Nevertheless, the significance of the results achieved and the conclusions of researchers is not fully understood and is not applied in a particular area of public life. In addition, a significant part of them is not represented in educational processes, thus this unique, multifaceted and invaluable treasure of vocabulary is unfairly shaded.

We believe that the issue is very relevant and requires a serious and comprehensive approach, which we plan to gradually implement in the future - within the framework of the project, we intend not only to search for and study new material, but also to popularize the results and conclusions already achieved in kartvelology.

This time we will present only one aspect - toponyms as an auxiliary material for teaching the history of the country in a secondary school.

In what areas of learning will toponymy help? It can be: the history of Georgia, nature, geography, ethnology, folklore, Linguistics and others.

We will discuss the following specific issues: 1. Internal migrations and toponymy (microtoponym Dobiro > phytonym Dobirdumela); 2. Artificial change of toponyms as one of the means of aggressive policy (Green Cape); 3. Models of project-based learning of these issues and their results.

I. Internal migrations. Internal migration processes in the early feudal period in Georgia played a certain role in the integration of territorial units of various Georgian (and non-Georgian) populations, and then in the consolidation of the Georgian nation; As a

result of internal migrations, the Georgian people again settled in the depopulated and neglected provinces of Georgia, liberated from the enemy.

We mainly distinguish 3 forms of internal migration in the case of Georgia: 1. Individual or leakage. This happened constantly for different reasons: class and social conflicts, blood feud, economic conditions; 2. Group migration. This often happened when overpopulation in the mountainous regions reached a certain limit; 3. Forced expulsion. Periodically, as a result of the devastating invasions of the conquerors, the population had to leave their native lands and seek refuge in neighboring countries (mainly from the southern regions of the country to the north).

Using the example of a linguistic analysis of one Georgian phytonym - Dobirdumela - derived from a microtoponym, we would like to show how concisely and expressively the language can reflect these important processes. We believe that this word is a kind of language document of two forms of internal migration, such as: forced migration and group migration. Let's consider each:

a) Group internal migration. It is known that the clearest example of group internal migrations in Georgia is a certain tradition of the people of Racha (located in the mountainous part of Northwestern Georgia) - leaving for work, which they called "search a living". This meant moving from home to another area to do work. The people of Racha region went to such work from late autumn to spring and did a lot of good and necessary work there.

b) Forced internal migration and language substratum. The clearest evidence of this is the mass expulsion of Georgian ethnic groups living in the historical territory of southwestern Georgia in the northern direction of the country as a result of the invasions (7th-8th centuries).

In general, traces of migrations appear in the language mainly in the form of borrowings and substrate, and the substrate is the deposition of one or another language or dialect into another language (dialect) when two or more languages (dialects) come into direct contact with each other as a result of the migration of peoples and this leads

to the mutual influence of these languages (dialects), which manifests itself in the form of fragments throughout the existence of the language (dialect). When generations change, the encountered language is forgotten and only its individual events are reflected in the newly formed language in the form of a fragment, a substratum. Both related and genetically different languages can enter into such contact (Jorbenadze B, 1989: 89-90)¹. The trace of the Zan (Mingrelian-Laz) substratum in the vocabulary of the Georgian dialects of Western Georgia is the result of the internal migration of Georgian-speaking tribes from Southwestern Georgia to historical Colchis, which is especially pronounced in toponymy

Dobirdumela is the name of one of the plants (Eristavi R, 1884: 15)². This is confirmed in the dialect of Guria of the Georgian language. The name does not have the proper definition in the dictionary. During field expeditions, it was possible to identify a phytonym. This plant is *Petasites fominii* ("Butterbur").

The name Dobirdumela is formed from the merger of two roots - Dobir+Dumel-a where the first component is microtoponym dobir-, the second - phytonym dumel-, and -a is a phytonym suffix in Georgian language (Khotcholava-Matchavariani N, 2003: 148-163)³. The lexicographic description of each root gives a good idea of the semantics underlying these constituents.

The lexicographic description of components. The first component Dobir-o. The names derived from this root are confirmed in dialectological dictionaries. The main meaning in Georgian and Zan of the root Dobir is singled out - "a flat place on the coast, a place for vineyards". In western regions of Georgia, microtoponyms with the root Dobir are often found: Guria - dobiro, Dobirai; Ajara - dobura, dobiro, dobleti, dubira/dobira; Racha - dobiro. They are especially tangibly represented in Samegrelo: Dobiro, Dobera, Dobira, Dobilo, Doberaucha, Doberoba, Doberanoxorii, Dobera(r)zeni and others (Eliava G, 2022: 13-19)⁴.

Dobir-o is considered to be the root of Zan origin. It is worth sharing the opinion linking Georgian Daba ("village, inhabited place"), Svan Dab ("cornfield") and Mingrelian Dobira ("arable land") with each other, thereby restoring the *Dab- archetype (Fenrich H, Sarjveladze Z, 2000: 94-95)⁵.

Dobir-o is a word of Mingrelian-Laz origin and it is confirmed in the form of microtoponyms even today in Western Georgia. It is a Zan substrate in the western dialects of Georgian.

The second component is dumela. This is the same phytonym Dimela, fixed in the Racha dialect of the Georgian language; it is found here both separately and as one of the components of the compound name: "Dimela / Dilma / Kardimela - it is a grass-like plant in Racha, grows in the mountains, mostly in humid places; It has big leaves and a long stalk, *Petasites*" (Kobakhidze A, 1987: 16, Makashvili A, 1961: 19)⁷.

The motivation of the name of the phytonym was chosen because of the peculiarity of the distribution of this plant - it grows in damp and flat places, on the banks of the river, i.e. in dobiro place. It turns out, dobirdumela - this is a plant (*Petasites fominii*), growing in the dobiro place.

Thus, the linguistic analysis of Dobirdumela showed us: a) The name is of the Zan-Georgian composition (the phonetic process went like this: dobirdimela > dobirdumela. The i>u root transition is the result of partial assimilation under the influence of the previous bilabial o vowel);

¹ Jorbenadze B, Georgian dialectology, I, Tbilisi, 1989:89-90

² Eristavi R, short Georgian-Russian-Latin dictionary from the kingdoms of plants, animals and metals, Tbilisi, 1884: 15

³ Khotcholava-Matchavariani N, Names of plants with a- suffix in Georgian, collection "Besarian Jorbenadze", Tbilisi, 2003: 148-163.

⁴ Eliava G, Samegrelo, toponymic atlas, Tbilisi, 2022: 13-19.

⁵ Fenrich H, Sarjveladze Z. Etymological dictionary of the Kartvelian languages, Tbilisi, 2000: 94-95

⁶ Kobakhidze A, Dictionary of Racha dialect, Tbilisi, 1987: 16,

⁷ Makashvili A, Botanical Dictionary, Tbilisi, 1961:19

b) Phytonym from the dialect of the Guria region has preserved 2 names of different origin: the microtoponym Zan substratum Dobiuro, as a result of internal migration and the name of the plant – Dimela in the dialect of Racha region; c) The name Dobirdumela obtained as a result of the merger of these two names of different origin, is confirmed only in the dialect of the Guria region; d) The information stored in one word is connected with important episodes of the country's past and is a kind of language document.

II. One disappeared Georgian toponym. Since ancient times, the Black Sea coast of Georgia has been a meeting place for people, and not only cultural ones. This is well reflected in its toponymy.

The newly arrived (foreign conquerors) people, naturally, faced a whole system of geographical names, which usually could not serve them. Therefore, new names were created as well as the existing ones were translated and traced over. Thus, the old Georgian geographical names gradually disappeared, and in their place a new, mixed layer of names was created, which often included hybrid (even trilingual) toponyms. Along with the loss of Georgian names, the valuable information that the toponym keeps was also lost.

As an illustration, we will refer to one of such disappeared toponyms – Tskavnari Kontskhi (cape planted with cherry-laurel trees). This is one of the most famous holiday destinations on the outskirts of the city of Batumi, in Ajara, on the Black Sea coast of Western Georgia. The toponym underwent a three-stage transformation, and today we have only the Georgian version of the Russian term – Mtsvane Kontskhi (i.e. "Green Cape").

Historically, the coastline of Adjara, in particular, Batumi and its surroundings was a subject of special interest of every conqueror (Akhvlediani Kh, 1944:221-223)⁸. In addition, they deliberately changed its toponymy according to the policy. During the domination of the Turkish Empire in Western Georgia, after the middle of the 15th century, Georgian toponym Tskavnari Kontskhi (confirmed in the archival material of the researcher Az. Akhvlediani) was changed into Turkish and the place was called karaymisburnu, where Karayemish meant "black food" - Tskavi (i.e. "cherry laurel") and Turkish Burnu – passed into Georgian as burun which means "cape". Later, after the Russian Empire took over this area (XIXth century), the same toponym was changed, this time to the Russian name: Зеленый Мыс "Green Cape" (Akhvlediani N, 2012: 32)⁹. Since then, the toponym has been established in this form Mtsvane Kontskhi ("Green Cape"). As a result of such a seemingly painless change, valuable information was lost, which was stored in the Georgian toponym "Tskavnari Kontskhi", namely: this cape was covered with evergreen and rare species of trees. (Cherry laurel *Laurocerasus officinalis* Roem. is an evergreen shrub or tree. It is grown as a fruit tree and for decorative purposes. Its homeland is Western Georgia and Asia Minor. The tree is found in the forests of the Caucasus, at an altitude of 1700 meters above sea level. It is distributed mainly in Western Georgia, mostly in the form of evergreen undergrowth in beech and spruce and fir-tree forests).

III Project study of toponyms. In the 5-6th grades of the Georgian secondary school, the subject "Our Georgia" is taught, according to the national curriculum, within which students get acquainted with the history of their homeland, its corners, geography, ethnography, culture and others.

When teaching this subject, it is important to use constructivist, student-centered methods. From this point of view, project-based learning is one of the interesting methods. That is why we have planned an educational project called "Georgia through toponyms". This project will not be a one-time project and will take place twice a semester.

One of the co-authors of our project is a teacher of this subject at school and she will implement our common idea with students. We begin the cycle with a project in which students discuss the two toponyms we have analyzed and identify what they are "telling" us.

As it is known, project-based learning is an interactive method that requires the active involvement of students in multifaceted activities and promotes integrated learning. During project-based learning, students develop the following skills: Problem solving; decision making; documentation; research; creative and critical thinking and much more. This type of learning is much more fun and interesting for students than the traditional teaching method like lecturing.

Taking into account the relevant program topics of the school and based on the conclusions obtained as a result of the linguistic analysis presented above, at the first stage of the project we tried to present 2 issues: 1. How historically confirmed internal migration processes in Georgia are reflected in toponymy; 2. Traces of an aggressive policy, confirmed by the history of one toponym.

We began our work with the conviction that after familiarization and discussion of the issue, specific historical processes would become more visible to students, and when analyzing the proposed toponyms, they themselves would come to the conclusion that the toponyms preserved in the language are an unmistakable chronicle of history.

We offered students an analysis of the microtoponym Dobiuro and the phytotoponym Doberdumella derived from it, as well as the history of the origin of the name of the most famous place in the Black Sea for its beauty (Tskavnari Kontskhi).

To implement the project, we have planned the following activities: 1. provide students with relevant information about the mentioned names - lexicological, etymological, historical review (meeting with researchers); 2. Divide students into groups and set a task for each group: observe one toponym in terms of identifying and understanding the history reflected in the language. Four groups were formed from the participants, two of which worked on the discussion of the toponym Dobiuro and its derivative phytonym Dobirdumela and the other two worked on the toponym Mtsvane Kontskhi ("Green Cape"); 3. Based on the material understood by the group, the students created posters; 4. At the end, the students offered a presentation of the processed material and created posters.

The evaluation of the project was carried out on the self-assessment of students, as well as on the observation of the teacher, researchers and the corresponding evaluation rubric.

⁸ Akhvlediani Kh, Essay on the History of Ajara, XVI-XIX centuries, Adjara State Publishing House, Batumi, 1944: 221-223

⁹ Akhvlediani N, The Akhvledianis In Ajara, 2012 – 32.

2. Conclusion. The country's adventure and its natural wonders are most succinctly expressed by toponyms.

Toponymy is an auxiliary material for teaching the history of the country in a secondary school.

As a result of the project, students saw how interesting and significant field toponymy is; learned its importance from the point of view of studying the country's history; They were convinced that observing toponyms in the learning process is a fun and useful thing.

Thanks to the work done (research, training, summary of results), the authors of the project have gained significant experience that will help us in the implementation of future stages.

We are thinking of realizing our vision not only in the educational (classroom) process, but also in the direction of non-formal education, which involves work in school clubs, social activities, excursions and others. In this direction, the group is preparing an advisory manual.

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Consumer acceptance and perception of cultured meat

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Abstract

Growing demand for meat is associated with negative impacts on the environment and can cause unsustainability of the meat industry in the future. Cultured meat is meat alternative which can satisfy consumer demand for meat while easing pressure on the environment. The aim of the paper was to examine consumer acceptance of the cultured meat consumption and was fulfilled by a consumer survey conducted in Slovakia (n=733 respondents). Using various statistical methods, consumer attitudes, motives and reasons for future culture meat consumption were identified. The results showed that more than 50% of consumers have already heard about cultured meat and expect that its production and consumption is more sustainable, ecological and moral. Therefore, almost two thirds of consumers consider cultured meat to be appropriate, acceptable, effective or a possible alternative in the future. The results also showed that more than 50% of consumers would at least try to taste cultured meat and the key reasons are environmental protection, taste and the health aspect. Consumer perception and acceptance of cultured meat could be supported by the same taste as conventional meat and increased consumer awareness. The study provides a new consumer perspective on the acceptance and possible future consumption of cultured meat. Moreover, results can be used by producers and start-up food companies in the development and production of cultured meat, as well as setting up marketing communication with potential customers. The study also provides information for policy makers in creation of strategies related to healthy, sustainable and alternative diet.

Keywords: cultured meat, consumer, acceptance, motives, reasons, perception

1. Introduction

Meat is one of the most nutritious foods and plays an important role in the human diet (Ahmad *et al.*, 2018). The average current level of meat consumption is 35 kg per capita worldwide (OECD/FAO, 2022) and meat consumption in many countries exceed dietary protein requirements (Van der Weele *et al.*, 2019). With a view to the future, it is estimated that by the year 2100, the world population will increase to between 9.6 and 12.3 billion (Gerland *et al.*, 2014) and the demand for meat is projected to increase by 14% by 2030 (OECD/FAO, 2021). Population growth and also increasing meat consumption may affect the global environment in the future. Meat is one of the main drivers of global environmental change in terms of animal welfare, greenhouse gas emissions, land and water use, human health and directions of breeding (Van der Weele *et al.*, 2019; Ramani *et al.*, 2021). In the context of the mentioned the meat consumption is not sustainable with the future perspectives (Van der Weele *et al.*, 2019) and it is important and useful to reduce the meat consumption (Parlasca and Qaim, 2022). Therefore, meat market is going through various changes related to environmental issues, sustainability or society's new demands and needs (Hötzel and Vandresen, 2022).

Increasing consumer interest in sustainability issues leads to demand for new alternative products (Siddiqui *et al.*, 2022). For this reason, it is important to point out that innovations based on new technologies in the meat industry can help overcome issues related to the environmental and nutritional challenge, for example, by developing meat alternatives which have lower environmental and climate footprint compared to traditional meat (Ramani *et al.*, 2021; Parlasca and Qaim, 2022). Moreover, current technological options have the potential to increase the sustainability of meat production and it is also necessary to appeal to changes in meat consumption (Parlasca and Qaim, 2022).

In line with global sustainability trends, cultured meat has recently been highlighted as a suitable alternative to traditional meat (Ching *et al.*, 2022). Cultured meat, which is also known as cultivated, lab-grown, in vitro, synthetic or clean meat can be considered novel food (Hadi and Brightwell, 2021; Bryant and Barnett, 2020; Bhat *et al.*, 2017). The production of cultured meat takes place in laboratories that are specially adapted to produce high quality meat with respect for the livestock industry, the environment, welfare as well as human health (Ching *et al.*, 2022). This type of meat derived from animal stem cells taken from a living animal and is produced by their cultivating in a medium that contains nutrients and energy sources (Hadi and Brightwell, 2021; Bhat *et al.*, 2015). By meat grown in the laboratory, it is possible to face the above-mentioned challenges, but cultured meat must resemble traditional meat and it is important to pay attention to the quality and safety requirements during its production (Ramani *et al.*, 2021; Siddiqui *et al.*, 2022). Moreover, in comparison with traditional meat, the production of high amounts of cultured meat requires less animals, which could positively affect the issues of producing enough meat to feed an increasing population (Hocquette, 2016). Cultured meat production may also reduce water consumption, greenhouse gas emissions and land use compared to conventional meat production (Stephens *et al.*, 2018). In addition, cultured meat is potentially a more reliable alternative compared to traditional

meat considering disease, stress and animal growth (Bhat and Fayaz, 2011). At present, the development and production of cultured meat is in its early stages and faces barriers relating not only to technological constraints but also to consumer acceptance (Ching *et al.*, 2022).

For consumer acceptance is important to ensure that cultured meat is similar to traditional meat in terms of taste and nutritional value and thus meets consumer requirements (Bhat and Fayaz, 2011). According to Siddiqui *et al.* (2022) it is important to understand that cultured meat is more acceptable to people who have already tried it and are aware of its environmental and health benefits. Among the factors that influence the acceptance or rejection of cultured meat by consumers, we can include ethical and environmental concerns, emotions, personal factors, product properties, public awareness, risk-benefit perception and availability of meat alternatives (Pakseresht *et al.*, 2022). According to Siddiqui *et al.* (2022), unnaturalness, texture, price, healthiness and safety are the main attributes for consumers related to cultured meat.

Moreover, cultured meat also faces many barriers that are associated with food neophobia and food disgust, food trust. These psychological factors can negatively affect the acceptance of this type of meat by consumers (Siegrist and Hartmann, 2020). According to study conducted by Hamlin *et al.* (2022), which was focused to evaluating alternative meat substitutes, cultured meat was considered significantly disfavored. Siddiqui *et al.* (2022) points out the importance of packaging, processing, labelling, marketing and presenting methods to the consumers, which can increase the acceptance of cultured meat. Moreover, improving the functionality and sensory quality of cultured meat can also help increase consumer acceptability. According to Palmieri *et al.* (2020) it is important to pay attention to consumer awareness of novel foods and new technologies of production.

Based on the mentioned aspects related to the future meat market and meat substitutes, it is necessary to know the key determinants affecting consumer acceptance of cultured meat. In the context of the above, the aim of the paper was to examine consumer acceptance of cultured meat and to identify consumer attitudes, motives and reasons for future consumption of this type of meat alternative. The consumer study is based on a consumer survey conducted in the Slovak Republic on a sample of 733 respondents. The study tries to explore consumer awareness towards cultured meat, as well as key motives and reasons for future acceptance and consumption. The results of the consumer study will enrich the literature on consumer behavior with a new perspective of acceptability of cultured meat as a novel food. Besides the theoretical implications, the study provides also practical implications and the results are beneficial for food companies in the development and production of cultured meat. In addition, the results can be beneficial for consumers to increase their awareness related to future meat substitutes.

Based on the theoretical background and the aim of the paper, the following research questions were formulated:

1. What do Slovak consumers expect from the consumption of cultured meat?
2. Which motives for consuming cultured meat are key ones for Slovak consumers?
3. Is cultured meat an acceptable future food for Slovak consumers?

2. Materials and Methods

The aim of the paper was to identify consumer acceptance of cultured meat, key motives and reasons for cultured meat consumption, key barriers for cultured meat consumption and its possible future consumption. For fulfillment the aim, the questionnaire survey was carried out from 2021 to 2022 on a sample of 733 respondents in the Slovak Republic. Consumers who participated in the survey were divided according to following socio-demographic characteristics: gender, age, education, place of residence, number of members in the household, monthly income of respondent, monthly income of household and economic activity (Table 1).

Table 1. Socio-demographic characteristics of respondents

		n	%
Gender	male	260	35.5%
	female	473	64.5%
Age	≤ 25 years	353	48.2%
	26 – 45 years	230	31.4%
	≥45 years	150	20.5%
Education	elementary	28	3.8%
	secondary	317	43.2%
	university	388	52.9%
Place of residence	rural	348	47.5%
	urban	385	52.5%
Members in household	1 member	25	3.4%
	2 members	154	21.0%
	3 members	205	28.0%
	4 members	257	35.1%
	≥ 5 members	92	12.6%

Monthly income of respondent	≤ 500 €	313	42.7%
	501-1,000 €	242	33.0%
	1,001-1,500 €	133	18.1%
	1,501-2,000 €	30	4.1%
	≥ 2,001€	15	2.0%
Monthly income of household	≤ 1,000 €	83	11.3%
	1,001-2,000 €	366	49.9%
	2,001-3,000 €	194	26.5%
	3,001-4,000 €	58	7.9%
	≥ 4,001€	32	4.4%
Economic activity	Employed	312	42.6%
	Student	303	41.3%
	Self-employed	47	6.4%
	Unemployed	14	1.9%
	Retired	23	3.1%
	Maternity leave	23	3.1%
	Other	11	1.5%

Firstly, consumers expressed their opinions on questions related to consumer awareness of the cultured meat and cultured meat consumption. The aim of the survey was to identify consumer perception of cultured meat as a future food and respondents determined one of these options: cultured meat is a solution in a long term, suitable alternative, acceptable substitute or it is unrealistic. Respondents also evaluated their expectations related to cultured meat consumption on 5-point scale, where 1 representing the least important and 5 representing the most important for consumption of cultured meat. They evaluated 8 aspects related to their expectations of cultured meat consumption, namely tasty, nutritious, affordable, safe, healthy, morally, sustainable, ecological. We pointed out the differences in the evaluation of these expectations using the Friedman test and applying its post hoc test Nemenyi's procedure.

In the next part of the survey, consumers answered the question related to the possibility of cultured meat consumption in future and expressed if they would consume cultured meat in the future, whether they would try it or not consume. In the context of the possible consumption of cultured meat, we also identified key reasons for consumption and non-consumption. Consumers who would consume cultured meat in the future evaluated 7 reasons for consumption: health aspects, taste, sustainability, moral aspects, environmental protection, food safety and quality, lifestyle, on 5-point scale, where 1 representing the most important and 5 representing the least important reason. Consumers who would not consume cultured meat in the future, evaluated 6 reasons for non-consumption, namely higher prices, lack of information about cultured meat, distrust of new alternative diet, production process of cultured meat, habit of traditional meat, fear lack of appetite on 5-point scale, where 1 representing the most important reason and 5 representing the least important reason. We pointed out the statistically significant differences in the evaluation of the reasons for consumption and also for non-consumption of cultured meat using the Friedman test and Nemenyi's procedure. These differences were also showed by Demsar plots.

Furthermore, we were also interested in cultured meat consumption motives such as appearance, colour, texture and shape, aroma, taste, price and also information about health aspects, production, sustainability and environmental protection. These motives were evaluated using a 5-point scale, where 1 representing the most significant motive and 5 the least significant motive. For in-depth analysis we identified two latent components related to the key motives of cultured meat consumption by applying categorical principal components analysis (CATPCA).

By applying different statistical methods, we examine consumer acceptability of cultured meat, as well as expectations, motives and future consumption of cultured meat. Data obtained by questionnaire survey were processed by using Microsoft Excel and evaluated by statistical programs IBM SPSS 28 and XLSTAT 2022.4.1. For statistical purposes, the significance level was set to 0.05.

3. Results

The results of the consumer survey showed that 53.28% of Slovak consumers are aware of the existence of cultured meat, which could be considered as a future substitute food for traditional meat. On the other hand, it is important to note that 46.72% of consumers are not aware of the possible consumption of cultured meat and have not heard of it before.

As already mentioned, cultured meat could be a real alternative to traditional meat in the future, and therefore the consumer survey focused on the consumer acceptability of cultured meat as a possible future food. The results showed that 26.23% of Slovak consumers perceive the consumption of cultured meat as an effective solution in the long-term regarding health and sustainability aspects. A further 22.68% of consumers consider cultured meat as an acceptable substitute for conventional meat in the future and 13.66% of respondents consider it as a suitable alternative. This shows that Slovak consumers express a relatively high level of

acceptance of cultured meat as a future food. On the other hand, almost 40% of Slovak consumers do not accept cultured meat as a new, alternative food that should partially replace the consumption of traditional meat and meat products.

In the context of the potential future consumption of cultured meat, the consumer survey was oriented towards identifying consumers' expectations from the consumption of this meat. Consumers rated eight selected expectations and the survey results and mean values showed that Slovak consumers have relatively high expectations of cultured meat consumption, especially in terms of environmental friendliness (mean=3.38) and sustainability (mean=3.24), as livestock farming and meat production have significant negative environmental impacts. Expectations related to moral aspects are unclear from the perspective of Slovak consumers regarding the consumption and production of cultured meat (mean=3.04). Consumers perceive cultured meat as a food for which it is not necessary the animal slaughtering, but for the cultured meat production it is necessary to take meat cells from real animals. On the other hand, Slovak consumers do not have positive expectations regarding the health aspects (mean=2.46), taste (mean=2.49) and nutritional value (mean=2.62). Applying Friedman's test followed by Nemenyi's method, statistically significant differences in perceived expectations among Slovak consumers were identified ($p < 0.0001$). These differences are further specified in the following Table 2.

Table 2. Differences in the perception of expectations for cultured meat consumption

Sample	Mean of ranks	Groups	
healthy	3.673	A	
tasty	3.819	A	B
nutritious	4.040	A	B
safe	4.095		B
affordable	4.156		B
morally	5.014		C
sustainable	5.424		D
ecological	5.780		D

The consumer survey also looked at the possible future consumption of cultured meat, assuming it were available on our food market. The results of the survey showed that 5.59% of Slovak consumers would consume cultured meat as a substitute for conventional meat in the future. It was further identified that almost 50.00% of Slovak consumers would taste cultured meat. However, on the other hand, more than 45.00% of Slovak consumers would not want to consume cultured meat in the future even if it was available.

In relation to potential consumption, we also identified the main reasons for consumption and non-consumption of cultured meat. Consumers who would consume, or at least taste, cultured meat evaluated seven selected reasons in terms of importance. Based on the results of the survey and the mean values, the most important reasons were environmental protection (mean=1.94), taste (mean=2.08), health aspect (mean=2.09), followed by sustainability (mean=2.20), moral aspect (mean=2.43), lifestyle (mean=2.63) and food safety and quality (mean=2.63). In addition, the Friedman test was used to find out the differences in ratings of reasons (p-value=<0.001). Subsequently, Nemenyi's method and Demsar's plot showed differences between the ratings of reasons for cultured meat consumption (Figure 1).

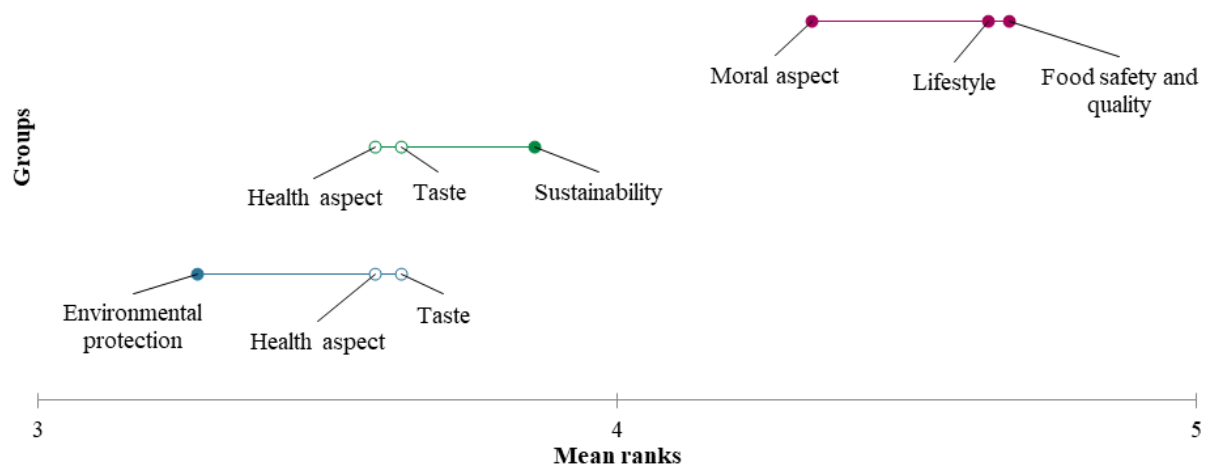


Figure 1. Reasons for consumption of cultured meat

On the other hand, consumers who refuse to consume cultured meat rated the importance of six reasons why they would not consume cultured meat in the future. Based on the results and mean values, it can be concluded that Slovak consumers would not consume cultured meat mainly because of fear of consumption related to taste (mean=1.84), habit to traditional meat (mean=1.87), lack of information (mean=1.91), consumer distrust of alternative diets (mean=1.97). Other identified reasons included issues about the production of cultured meat (mean=2.08) and higher price (mean=2.47). Statistically significant differences in the evaluation of the reasons for non-consumption were confirmed by applying the Friedman test ($p\text{-value} < 0.001$). Consequent post hoc pairwise multiple comparison test according to Nemenyi pointed out the differences between evaluating reasons for non-consumption of cultured meat and these differences are graphically shown by Demsar plot (Figure 2).

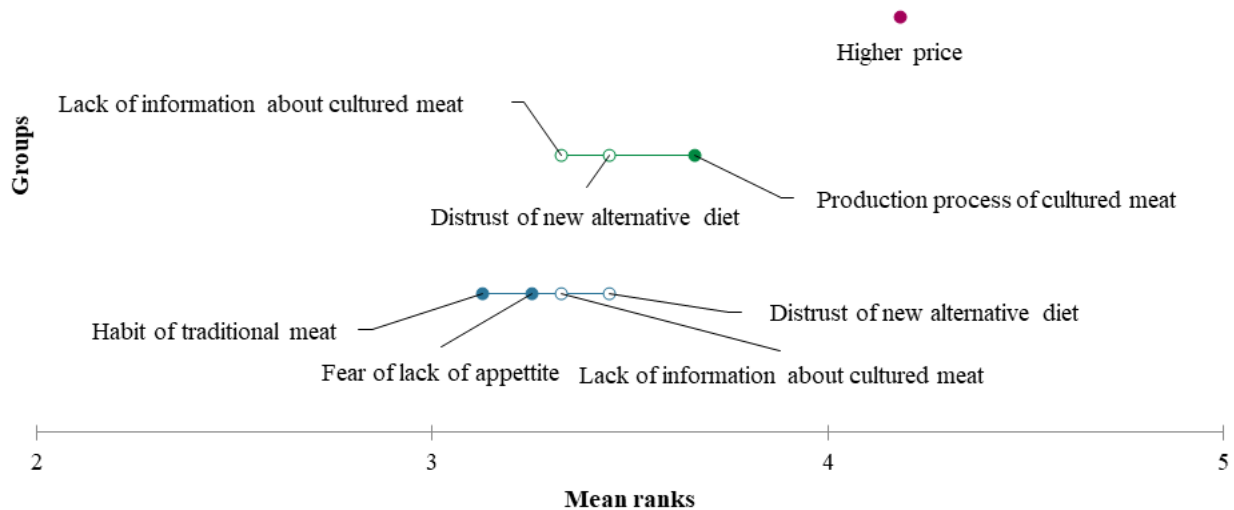


Figure 2. Reasons for non-consumption of cultured meat

For the acceptance of cultured meat in the future, consumers need to be motivated to consume it. Slovak consumers rated nine possible motives for cultured meat consumption. Based on the results and the mean values, we identified that the key motives were taste (mean=2.11) and higher consumer awareness about the health effects (mean=2.39) and production (mean=2.45). To further analyze the motives determining the acceptability and consumption of cultured meat, we used a categorical principal component analysis and identified hidden relationships between the motives. The results showed the existence of two latent components. The first of them was “equivalent to traditional meat” and included taste, appearance, aroma and color. The second one was the motive “improving consumer awareness” including information related to health aspects, production process, sustainability and environmental protection (Table 3).

Table 3. Motives for cultured meat consumption

	1.Component	2.Component
Appearance as traditional meat	0.899	0.308
Colour as traditional meat	0.911	0.298
Texture, shape as traditional meat	0.885	0.342
Aroma as traditional meat	0.790	0.479
Taste as traditional meat	0.631	0.586
Reasonable price	0.464	0.715
Information about health aspect	0.332	0.876
Information about production	0.309	0.882
Information about sustainability and environmental protection	0.292	0.858

4. Discussion

The results of recent research on consumer acceptance and perception of cultured meat confirm many of our findings obtained from the consumer survey. Despite the fact that cultured meat is currently not available on the market, Faletar and Cerjak (2022) found a relatively high familiarity of respondents with cultured meat. In this context, the results of their research showed that 53.2% of respondents have already heard about cultured meat and its possible consumption. Verbeke *et al.* (2015) also examined consumer expectations from the consumption of cultured meat and the results showed that consumers expect cultured meat to be safe, nutritious, ecological and ethical and this meat is perceived by consumers as a possible future alternative to traditional meat. Moreover, Mancini and Antonioli (2019) identified that the majority of consumers, more than 50% of consumers, would taste cultured meat. The positive attitude of consumers towards the consumption of cultured meat has been identified in several studies (Faletar and Cerjak, 2022; Mancini and Antonioli, 2019; Franceković *et al.*, 2021; Bryant *et al.*, 2020).

In line with possible consumption, the main determinants and predictors of acceptance of cultured meat were also examined. Grasso *et al.* (2019) explored that the main predictors of cultured meat acceptance are the anticipated price and taste, as well as green eating habits. Mancini and Antonioli (2019) emphasized that aspects related to the positive external effects of cultured meat, such as for animals, the environment, and food security, are important for consumers. Bryant *et al.* (2019) stated that the acceptance of cultured meat by consumers is mainly accompanied by the perception of health, safety and ethical considerations. Moreover, Arora *et al.* (2020) found that consumers are willing to pay a small premium for cultured meat compared to conventional meat. In the context of the mentioned Gómez-Luciano *et al.* (2019) adds that predictors of willingness to pay for cultured meat are mainly the perceived healthiness, nutrition and safety.

On the other hand, in the conducted consumer studies, the determinants of non-acceptance of cultured meat by consumers were also pointed out. The most common reason for rejecting cultured meat is disgust (Bryant *et al.*, 2019; Egolf *et al.*, 2019). Mancini and Antonioli (2019) identified intrinsic characteristics related to safety, taste and nutrition as the main barriers to the acceptance of cultured meat among consumers. Valente *et al.* (2019) considered affordability, health, ethics and lack of research to be the main problems in connection with the consumption of cultured meat.

Based on the above, Bryant and Barnett (2020) found that ultimately taste and price will be important determinants of the success of cultured meat on the market. In relation to the future development of the market for meat and meat products and its problems regarding sustainability and the impact of consumption on the health of consumers, animal welfare, the environment, health and the testing of alternatives may become key motives for the acceptance of cultured meat (Valente *et al.*, 2019). Rolland *et al.* (2020) and Van Loo *et al.* (2020) also pointed to higher consumer awareness, which can contribute to a better acceptance of cultured meat by consumers, and they focus mainly on information on environmental, animal welfare, and personal benefits of cultured meat.

5. Conclusions

To conclude, cultured meat as a novel food and substitute for traditional meat can affect the meat market in the future. Cultured meat as potential future food brings many benefits. Production of cultured meat is sustainable, but nowadays is still very expensive. Consumption can positively affect consumers' health because cultured meat is high quality and safe without antibiotics. Due to the growing demand, it is necessary to include meat substitutes in the diet and therefore, we conducted questionnaire survey related to consumer acceptance of cultured meat. We found that more than 50% Slovak consumers are aware about cultured meat. The following finding was that cultured meat as future food is acceptable as potential alternative for traditional meat for almost 65% of Slovak consumers. More than 50% of Slovak consumers would taste cultured meat and the key reasons are health and environmental protection. Further finding was that almost 50% of Slovak consumers will not consume cultured meat and the key reasons are habit for traditional meat, fear of lack of appetite, lack of information or distrust for novel food. On the other hand, key motives for consumption of cultured meat in the future are more information and similarity with traditional meat.

Based on the results of the consumer study and the situation on the meat market, it is desirable that Slovak consumers should gradually become familiar with alternative diet and informed about it. It is also necessary for Slovak consumers to accept the possibility of cultured meat consumption. We also suggest eliminating barriers for cultured meat consumption and also to appeal to food enterprises and initiate them to develop and produce cultured meat in Slovakia in cooperation with other lab-grown meat companies from abroad. In the future research it is necessary to monitor the developing situation on the market cultured meat, to examine current trends in cultured meat development and production in other countries and also to monitor current legislative situation in the field of production and consumption of cultured meat.

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Toponymy as Documentary Material Confirming Historical and Cultural Kinship (Astionym “Kutaia/Kutaisi” and aspects of centuries-old relations between Greece and Georgia)

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Abstract

Toponymy is one of the most important branches of linguistics.

The report clearly shows that the conclusions obtained as a result of etymological studies of one astionym (proper name of towns/cities) - **Kutaya / Kutaisi** - reflect not only interesting developments in the field of linguistic analysis, but also important aspects of the ancient history and culture of the Mediterranean peoples.

In order to make it clearer, how far the links between the geographical names of the Caucasus and Mediterranean area go, in today's report we will focus on the above mentioned toponym, which is also confirmed in the oldest versions of the legend about the Argonauts and which is not based on Greek etymology. The name **Κῦταια/Κυταιία** has been fixed by various authors since the Hellenistic era as the main city of both - the legendary and historical Colchis. It is interesting to draw a parallel with the name of the city on the northern coast of Crete - **Κῦταιον**, which is repeatedly mentioned in ancient sources. The kinship between these two astionyms is clear and undisputed.

Based on these and other examples, some scientists believe that pre-Greek and Georgian relationship is not the result of ancient relations between the Caucasus and Anatolia/Aegean region only, but are more associated with the migration from the Caucasus to the west, which should had happened in the 3rd millennium BC; and which should have led to the introduction of a powerful Georgian component into the Aegean region.

Keywords: Toponymy, Kutaia/Kutaion, Etymology, Greek, Georgian, Migration.

Introduction

Toponymy (the Proper names of Geographical places) is one of the most important branches of linguistics.

The paper clearly shows that the conclusions obtained as a result of etymological studies of one astionym (Proper name of towns/cities) – Kutaya / Kutaisi – reflect not only interesting developments in the field of linguistic analysis, but also important aspects of the ancient history and culture of the Mediterranean peoples.

Recently, the study of problems related to the linguistic aspects of the pre-Greek world has intensified. Interest in the structure and origin of the “Minoan language” was sparked by the publication of a new “Etymological Dictionary of Greek” of Indo-Europeanist Robert Beekes¹; In modern science, the point of view expressed by E. Furnée in the 70s of the last century about the peculiarities of the alternation of sounds in pre-Greek languages has again become relevant².

As R. Beekes notes, the pre-Greek language world demonstrates a marked unity; one of the best examples of this unity is toponyms, confirmed on the island of Crete, which have many parallels throughout the Aegean region – on the islands, Continental Greece and Anatolia.

The toponyms of Crete are discussed in detail in the famous book "Evidence for Pre-Greek Speech on Crete from Greek Alphabetic Sources"³. Both Brown and Beekes see Pre-Greek as a unified, non-Indo-European language world. E. Furnée believes that suffix formation and the types of sound alternation characteristic of the pre-Greek language reveal a certain relationship with the Georgian languages.

¹ Beekes R.S.P., Etymological Dictionary of Greek, Brill . Leiden . Boston, 2010.

² Furnée E.J., Vorgriechisch-Kartvelisches. Studien zum ostmediterranean Substrat nebst einem Versuch zu einer neuen pelasgischen Theorie, Leuven: Peeters, 1979.

³ Brown R., Evidence For Pre-Greek Speech on Crete from Greek Alphabetic Sources, Amsterdam, 1985, p. 97-125.

Research in this direction leads E. Furnée and R. Gordeziani to the same conclusion: the relationship between the pre-Greek and Georgian languages is not the result of ancient relations between the Caucasus, Anatolia and the Aegean region, but is more associated with the migration from the Caucasus to the west, which should have happened in the 3rd millennium BC in two directions: to the Southern parts of the Black Sea coast and to the Northern parts of the Black Sea coast. This was the reason for the introduction of a powerful Georgian component in the Aegean region⁴.

In order to make it clearer, how far the links between the geographical names of the Caucasus and Mediterranean area go, in the paper we will focus on the above mentioned toponym, which is also confirmed in the oldest versions of the legend about the Argonauts and which is not based on Greek etymology.

Links between the geographical names of the Caucasus and Mediterranean area

The name *Κύταια*/*Κυταία* has been fixed by various authors since the Hellenistic era as the main city of both – the legendary and historical Colchis. It is interesting to draw a parallel with the name of the city on the northern coast of Crete – *Κύταιον*, which is repeatedly mentioned in ancient sources. The kinship between these two toponyms is clear and undisputed.

According to Ancient sources, *Κύταια* is the homeland of Medea: “Kvitaia – city in Colchis, due to which [the poet] calls [Medea] Kuitaiel.” (Explanations of Isaac, John Tzetzes for Cassandra by Lycophron, 174).

Some ancient sources consider it as the city of Aia: “The High Caucasus and the city of Aia “Kvitaia” towered on the left” (Apollonius of Rhodes, *Argonautica*, II, 1266).

Some of them refer to both as cities of Colchis: “Aias] – the city of Colchis”, Kvitaia- the city of Colchis. And people of Colchis as the tribe near Libistines” (Footnotes to *Alexandra* by Lycophron, 1024, 1312).

It is interesting to draw a parallel with the name of the city *Κύταιον* on the northern coast of Crete, which is repeatedly mentioned in ancient sources.

According to Stephanus of Byzantium “Kuita (is) – the city of Colchis, the homeland of Medea. There is another (city) In Scythia as well as Kuitaia in Lycophron: he/she came to Kuitaia of Libistines (Libistines are neighbor people of Colchis). It is also said Kuitaisi from Kuitaiosi. According to some, Kuita is two – from here and European. There also exist the city of Kuitaioni on the island of Crete” (Stephanus of Byzantium, the *Ethnica*, summary).

Apparently, this city already existed on the island of Crete in the Mycenaean era, as evidenced by its numerous references in BB-linear documents. R. Brown considers the geographical name *Κύταιον* is pre-Greek and suggests that it must be associated with *Κυταία* – the birthplace of the Colchis Medea⁵.

In the sources, the name *Κύταια* occurs in several variants: *Κύτα*, *Κύτη*, *Κυταίς*, *Κυταίς*, *Κύτηξ*, etc.

It is true that *Κύταια*/*Κυταία* appears in Greek sources from the Hellenistic era which may indicate a relatively late origin. However, it seems that the name of the settlement of Aeetes did not occur in the Hellenistic era. This is probably indicated by the name of the son of Phrixus *Κυτίσωρος* (who is already known to Herodotus) and the names of cities in Anatolia: *Κύτωρος* (Paphlagonia), *Μασσί-κυτος* (Lycia) and, possibly, *Κότα* (Caria)⁶.

Κυταία must be linked with “Kutaisi”, which is confirmed by regular correspondences in all three Kartvelian languages: Georgian – Kutaisi, Mingrelian – Kuteshi, Svan – Kutashi, which gives us reason to assume that this settlement or residence existed already in the era of the circulation of the Proto-Kartvelian language.

The etymology of the toponym is remarkable. In this case, the root should reflect the Pre-Greek *κῦτ-* and Kartvelian **kut*⁷. The same root must be contained in *κῦτινο* – “pomegranate flower bud”. It is noteworthy that, *κῦτινο* belongs to the pre-Greek lexical fund and lexical forms containing a similar root are also named in the etymological dictionary of Beekes: *κῦταρον* “spoon, ladle”, *κῦταρος* “honeycomb, pod of Egyptian beans”, *κῦδαρος* “small ship”, *κῦττοι* “nests, boxes”. According to Hesychius, *κῦστεροι* = *ἀγγεῖα τῶν μελισσῶν* “honeycomb”.⁸

Based on the analysis of various forms, Brown concludes that the meaning of the root *κῦτ* must be a “hollow receptacle”. Gordeziani also suggests that **kut* is related to the root confirmed in the Georgian – *kut-n-a* and has the meaning of a hollow object, hollow, pod, bud.⁹

It is noteworthy that **Kurt-/ *Kut-* recently was restored by H. Fenrich to the Proto-Kartvelian level – Kartvelian *Kurd-/Kut-*, e.g. *Kut-n-a/ga-mo-kuT-na* “Pumpkin Heart removal”, *Kurd-i* “Thief”, or “someone who empties everything”; Mingrelian *Kvirt-i* “Thief”; Svan *Kvit-*, *kvt-* “Thief”.¹⁰

All of the above revealed the connections of the pre-Greek *κῦτ* with the general Kartvelian root and, accordingly, the relationship between *κῦταιον* and Kutaisi.

It may look like, that M. Chukhua holds a different view on the etymology of the name *Kurt / Kut*¹¹, who believes that the following types of phonetic-semantic transitions occurred in the root of interest to us:

Phonetic:

Proto-Kartvelian.**Kart-(a)* – Georgian-Zan. *Kurta/Kuta*

Semantic:

⁴ Furnée E.J., *Vorgriechisch-Kartvelisches. Studien zum ostmediterranean Substrat nebst einem Versuch zu einer neuen pelasgischen Theorie*, Leuven: Peeters, 1979; გორდეზიანი რ., მედიტერანულ-ქართველური მიმართებები II, III. თბილისი, 2007, II, p. 316-355.

⁵ Brown 1985, Brown R., *Evidence For Pre-Greek Speech on Crete from Greek Alphabetic Sources*, Amsterdam, 1985, p. 132.

⁶ Brown 1985, Brown R., *Evidence For Pre-Greek Speech on Crete from Greek Alphabetic Sources*, Amsterdam, 1985, p. 132.

⁷ გორდეზიანი რ., მედიტერანულ-ქართველური მიმართებები II, III. თბილისი, 2007, III, p. 471.

⁸ Beekes R.S.P., *Etymological Dictionary of Greek*, Brill . Leiden . Boston, 2010, p. 809-810.

⁹ გორდეზიანი რ.სმგ., წინაბერძნული და ქართველური, თბილისი, 1985, p. 117.

¹⁰ Fähnrich H., *Kartvelisches Etymologisches Wörterbuch*, Brill. Leiden. Boston, 2007, p. 472-73.

¹¹ ჩუხუა მ., ქართულ-ჩერქეზულ-აფხაზური ეტიმოლოგიური ლექსიკონი, თბილისი, 2018, p. 419.

Fence > fencing > fenced, confined place > City (Public Name) > The Proper name of the city

Despite the different etymological definition of the root at first glance, an important point is that this opinion of the scientist does not interfere with the theory of Georgian and Greek relativeness and unity named above... Moreover, we assume that it is quite possible to combine the aforementioned hypotheses and, therefore, semantic values, and determine the basic content with the following semantic transitions: Fence > Fencing > Fenced > confined place of any volume (Spoon / Bud / pod / honeycomb / Nest / Box / Ship) > City (public name) > Proper name of the city.

As for the second component (αἶα) of the root Κύτῃα, in our opinion, as an isolated root, it was the basis for the name of the geographical area Αἶα – the main purpose of the Argonauts campaign. Αἶα is mentioned in ancient variants of legends about Argonauts. Homer did not know the name "Colchis." He speaks only of the realm of Aeetes which, given the name of the king (αἰῆτης), should be called Αἶα.

"Aia is the city of Colchis. It is located on the edge of the populated universe" (footnote to the book "Argonauts II" by Apollonius). "Aia – the city of Colchis, built by Aeetes at a distance of three hundred stadiums from the sea" (Stephanus of Byzantium, the Ethnica, summary).

The legendary "Aia" is considered a synonym for Colchis/Κολχίς (Herodotus was the first to identify Aia with Colchis), although some scholars strongly oppose such an identification.¹²

The name Αἶα of the island of Circe is connected with Aia. According to A. Lesky, νῆσος Αἰαίη should be understood as "the island of Aia".¹³

The geographer (Strabo), who mentioned Aia near the Phasis River, says that "the island – aiaie – of Circe is located not far from Aia of Colchis. As the ancients say, "It was from this Aia that the Hero Aeetes received this name." (Explanations of the Archbishop of Eustace of Thessalonica about Homer's Odyssey).

The Τῆρηνς Αἶη confirmed by Apollonius of Rhodes must be quite old. In the footnote to "the Argonautica" it is written: "The River Titenis, from which the region is also called Titenisian, is mentioned by Eratosthenes in the "Geography" (4. 131). Apollonius probably relied on some ancient source. It is noteworthy that Tita¹⁴ is the name of one of the tributaries of the Enguri River. Τῆρηνς must be a reflection of this name.¹⁵

It should be noted that according to some scholars, the legendary Aia was not on the territory of today's Colchis, but more to the east, in the region of the Chorokhi River (historical Colchis, now on the territory of Turkey); Because it was there that the material of the 2nd millennium BC was discovered confirming the existence of a sufficiently developed civilization precisely during the alleged campaign of the Argonauts (13th century BC, culture of Ltchaschen and Tsitelgori).

There are different opinions regarding the etymology of the name. It has not been restored even at the general Kartvelian level. However, Aia is found in some composites preserved in the Kartvelian languages: Mingrelian – Aia-Zhashkha (აია-ჯაშხა) "The Name of the Sunday of the Great Lent, Fifth Sunday", Svan – Aia-Mizhladegh (აია-მიჟლადეღ) "The holiday held on Sunday before Palm Sunday".¹⁶

Conclusions

1. The origin of the Cretan geographical name is clearly related to the Minoan world. Apparently, Κύτῃα established rather early on the island of Crete, which is one of the important centers of the pre-Greek linguistic world. This is evidenced by the wide distribution of the root contained in the toponym Κύτῃα in the vocabulary, which is usually referred to as pre-Greek and which, it seems, is organically connected with the Kartvelian language world.

Therefore, we must assume, that Κύτῃα existed even before the Achaeans entered Crete.

2. As for the Kartvelian toponym, as mentioned above, it is ancient and will be restored at the general Kartvelian level. Therefore, its Kartvelian origin is beyond any doubt and it is quite logical that the existence of not only the geographical name, but also the root kut- in pre-Greek, is generally associated with migration, which is suggested by the hypothesis of Furnée.

In addition, according to Greek mythology, the island of Crete was ruled by the son of Zeus and Europa, the "first European" Minos. Ancient sources unanimously name Aeetes's sister Pasiphae, as his wife. The name Pasiphae itself is expressive and means "all lights." If we consider this semantics, then it is organically connected with the world of Helios and his descendants. Therefore, the similarity of the name of the ancient "city" of Colchis with the name of Κύτῃα on the island of Crete may to some extent echo the mythological tradition associated with the Pasiphae.

Most importantly, Κύτῃα is no exception. Up to 60 toponyms confirmed in Crete have parallels in the South Caucasus. Cretan-Kartvelian relations are systemic. Names with parallels in the Kartvelian language world are not collected in one region, but scattered throughout the island. This suggests that the presence of such parallels should not be due only to the borrowing of a separate geographical name or typological similarity.

¹² Dräger, P., Argo Pasimelousa. Der Argonautenmythos in der griechischen und römischen Literatur, Teil I, Theos Aitios, Stuttgart, 1993, p. 315 A 76; Lesky A., Aia, Wiener Studien 63, 22-68, 1948, p. 22.

¹³ Lesky A., Aia, Wiener Studien 63, 22-68, 1948, p. 46.

¹⁴ Enguri river is related to the Gold mining in Colchis (Strab. 9. 2. 19).

¹⁵ გორდუზიანი რ., მედიტერანულ-ქართველური მიმართებები II, III. თბილისი, 2007, III, p. 488.

¹⁶ მიქელაძე თ., ძიებანი კოლხეთისა და სამხრეთ-აღმოსავლეთი შავიზღვისპირეთის უძველესი მოსახლეობის ისტორიიდან, თბილისი, 1974.

Obviously, the relationship between toponyms of kartvelian origin and those confirmed in Crete, must originate from the pre-Greek world, from substrate plasts of the language.¹⁷

So, it is quite logical to think that confirmation of the forms of the so-called "Colchian" or Kartvelian origin in the oldest versions of the legend about the Argonauts should find a response:

To the results of particular Mycenaean expedition, that was really conducted;

To the ties that the Mycenaean world should have had with the Black Sea's Eastern cost Kartvelian world;

To the realities associated with the expected goal of the campaign of the Argonauts.

So, based on these and other examples, some scientists believe that Pre-Greek and Georgian relationship is not the result of only ancient relations between the Caucasus and Anatolia/Aegean region, but are more associated with the migration from the Caucasus to the west, which should had happened in the 3rd millennium BC; and which should have led to the introduction of a powerful Georgian component into the Aegean region.

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¹⁷ Chotalishvili L., "On Cretan-South Caucasian Toponymic Parallels", PHASIS, Greek and Roman Studies 17, 64-72, 2014, p. 64-72

Mindset As a Determining Factor in Conflict

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Abstract

The paper - MINDSET AS A DETERMINING FACTOR IN CONFLICT and Conflict Resolution is bringing a new element into the theory and practice of the field of Conflict Transformation. Considering the factor that perceptions have been already examined and studied as some of determinants of conflict formation we are here introducing another psychological term that has been invented by Dr. Dimitri Uznadze in the first half of 20th century. Dr. Uznadze was Georgian Bergsonian Psychologist who turned around the materialist conception of psychology – by criticizing Freudian and Behaviorist approaches and conducting many successful experiments around the phenomenon of Mindset. Few of his works were translated into English under the name of “Theory of Set”. But the world of conflict resolution and conflict transformation has not included his exemplified works into its theory and practice. We strongly believe that the formation of Human Mindset is a very strong factor in forming any type of violent behavior and conflict since the oldest wars. Dr. Uznadze touches upon the Basic Human Needs, where he distinguishes SUBSTANTIVE AND FUNCTIONAL NEEDS – as compared to the need definition in Burtonian Conflict Resolution Biological Needs are closer to Substantive Needs and Ontological Needs are closer to Functional Needs. MINDSET IS A RESULT OF COMBINATION OF BASIC NEEDS WITH THE SITUATION WHERE THEY COULD BE SATISFIED. In a very straightforward way, Dimitri Uznadze’s ‘Theory of Set’ – or as we call it “Philosophy of Mindset’ comes very close to leading theorists of conflict transformation John W. Burton, Johan Galtung, John Paul Lederach, Christopher Mitchell, Dennis Sandole, and others. But the only interesting factor that is not much explored by today’s studies is: *what is the reason of pre-conditioned mindset for the large military confrontation since the Trojan War up until today in Europe or any other place?* Was the art of drama playing an important role in setting up this Mindset for Protracted Military Conflict that took thousands if not millions of lives? Since the work of Homer, Aeschylus, Euripides continuing with the work of Shakespeare, George Bernard Shaw, Henrik Ibsen, Brecht and others this question will be approached very differently by different artists and different propagandists. “All Art is Propaganda, but not all Propaganda is Art” – George Orwell has said. In today’s environment TV, Mass Media, Social Networks and Electronic Facilities have substituted Theatre as the main stage for Propaganda. However, at the same time they call their arena A STAGE and their protagonists they call ACTORS. This means that even today, THEATRE IS CONSIDERED A MAIN TOOL FOR PROPAGANDA – even though it has changed a form into electronic devices. In this article, we will be talking about how MINDSET OF MILITARISM AND CONFLICT IS SET THROUGH ARTS AND OTHER PROPAGANDA TOOLS THROUGH LAST 30 CENTURIES. And if it is possible and feasible to attempt to change this kind of Mindset into more peaceful predisposition, where positive peace become a possibility.

Keywords: Mindset, Psychology, Dimitri Uznadze, Behaviorism, Freud, Yung, Bergson, Aeschylus, Prometheus Bound, King Pelasgus, Oresteia, Suppliant Maidens, Military Industrial Machine, Patriarchy, Zeus, Agamemnon, Achilles, Johan Galtung, Zones of Peace, Christopher Mitchell.

Introduction – MINDSET OF DIMITRI UZNADZE – what does it mean?

Taking into account Mindset Theory of Dimitri Uznadze we are considering the fact that Mindset is predisposing individuals as well as large groups of people to think and act in a certain way. According to Uznadze formation of set of thought and action is partly conscious phenomenon and partly non-conscious. This theory does not belong to psychoanalytical school and takes its roots more in Gestalt and Bergsonian thinking. Dimitri Uznadze was the author one of the first articles about Henri Bergson in 1920, where he identified intuitive abilities of human beings as one of the primary factors in the formation of will and cognitive action. At the same time he has identified basic human needs – substantial and functional and the opportunity of their satisfaction – situation where there is a possibility to satisfy those needs. This combination forms a mindset. Artistic work serves as a partial satisfier of those ontological or functional needs, according to which an individual starts acting beyond bio-political domain. Each person aspires to overcome the sphere of biological activity and this means that functional needs become necessary to fulfill. Their satisfaction creates certain Mindset. In this work it is extremely important to identify the formation of certain fundamental mindsets that have been plaguing humanity since the mid-bronze age – THE MINDSET OF ACCEPTING MASSIVE AND ORGANIZED VIOLENCE AS A NECESSITY OF OUR EXISTENCE. According to Uznadze certain mindsets are objectivized and generalized by the large groups of human beings – this happens when there is not only non-conscious fear and illusion, but also a large demand

for concrete military action, when society and its leadership decide there is no other way to survive rather than through violence. WE CAN SEE THIS REFLECTED IN MANY WORKS OF ART AND MYTHO POETIC THOUGHT AS WELL AS PHILOSOPHY OF ARCHAIC AND ANTIQUE PERIOD. In addition, this has continued since then up until now – even today, we see large propaganda machine that very often justifies militarism and imperialism and portrays it as one of the most important means to survive. Uznadze talks about the static and rigid mindset that is formed through the early age influences from outside and inside. Nevertheless, he also mentions dynamic and flexible sets of thought and action that are the feature of large number of human beings. In fact, our hypothesis is that the majority of inhabitants of our planets do not have rigid and static sets of mind – like Henri Bergson says our actions and our consciousness are the subject to constant change. In fact, in substantial number of cases constancy of mindset is its constant change according to the situation around an individual or a group of people. Since the old times large groups of people succumb to big ideological influences as well as mighty powerful elites. But with any change of the political or economic situation mindset is quickly changing – idea that is predisposing our actions is changing – and that usually happens every 30 or 40 years. However, these could be said that are micro-mindset-changes as opposed to macro predispositions towards power, struggle, equality, inequality, justice, domination, freedom or slavery. These kinds of categories are changing much slower than micro-mindset settings. Again, art plays a major role these aspects. Art as a source of most effective propaganda in ancient and medieval times – and as a precursor to today’s mass media and internet propaganda models.

Uznadze indicates that THE CHANGE OF MINDSET IS PERIODICALLY OCCURRING. We would like to add that micro dimensions of human actions and changed more often and macro indicators do not change very often. The question that comes to mind is: WHEN DID IT OCCUR THAT MILITARISTIC MINDSET HAS CHANGED PEACEFUL MINDSET AND HOW DID IT HAPPEN? DID WORKS OF ART PLAY ITS VERY IMPORTANT ROLE AS PROPAGANDA TOOLS AND WHAT IS THE CONTRIBUTION OF REAL ARTISTS AS OPPOSED TO POLITICAL ELITES IN THESE CHANGES?

For this purpose our method of studies includes the analysis of different works of drama starting from Greek times and coming all the way to our own times. What is the mindset of each and every spectator or spect-actor after watching, reading or participating in each of these dramas? For this purpose, we have used quantitative as well as qualitative method of study and selected limited number of young individuals who do not have already formed fixed mindset about the issues of human nature and the necessity of organized violence.

The Drama – Epic and tragic Theatre as well as Brechtian Approach

Yes, indeed there are few examples of this medium that has served as an indicator of changes in human mind. The propaganda through the theatre was one of the biggest venues through the 1st millennium BC in old Greece and Rome. That is where we have some of the first European writings about war and peace, violence and nonviolence, love and hate, etc. At certain theatres there were more than 10 000 people watching the artistic work. As we know the phenomenon of patriarchy and militarism have already been established by the second half of the Bronze Age and the beginning of Iron Age – these works have been produced already at the behest of patriarchal, militarist and partly imperialistic Greek civilization. However it is amazing to see how some of the great authors have resisted the orders to glorify imperial conquerors and in some cases even portray them in a very truthful manner. It is impossible for the work of art to work on the formation of any kind of Mindset from strictly given TABULA RASA – but at the same time, they have the power to change more or less flexible and dynamic mindsets. In some cases, they can even influence the formation of certain mindset.

For our research and inquiry, we have considered some fundamental questions for the field of Conflict Transformation and Prevention and asked our respondents after reading or watching some of the well-known plays. Our interviewee’s average age group was between 20 and 25 years old. This way, we wanted to see the attitude in the group that does not have already inflexible or rigid mindset about any fundamental issues of our existence. We have used Bogardus Social Distance Scale and have given 5 affirmative sentences that relate to human nature, violence and war. This is the list of our propositions:

1. Human Nature is evil.
2. Eventually individual violence will inevitably occur.
3. Peaceful and equal relationship between human beings is always possible.
4. The war and organized mass violence is not inevitable.
5. Freedom plus equality will bring peace.

Our scale considered 5 different responses to these affirmative propositions.

1. *I completely disagree*
2. *I disagree*
3. *Neither I agree nor disagree with this proposition*
4. *I agree*
5. *I completely agree*

a) **Homer’s “Iliad” – great epic drama.**

After reading and getting acquainted with Homer’s well known epic drama ‘Iliad’ our respondents had different type of mindset. It should be noted that here like in many other cases we have had diffused and inconsistent mindset indications, which makes it possible to assume that our young interviewees do not have yet formed rigid and inflexible attitude toward these fundamental

questions. As far as the influence of different literary or dramatic works is concerned, this remain subject to further study and evaluation, since the result of this inquiry is just a beginning of a long research, which needs to evaluate deeper connections between ontological, biological, functional or substantial basic human needs to these works.

After reading 'Iliad' about 55 percent of respondents have disagreed with the proposition that *human nature is evil*. About 35 percent did not lean to either side. Only approximately 10 percent has thought that this is a true proposition. Some of our respondents have thought that epic character of 'Iliad' was defined by the touching dialogue between Achilles and Priam, where Trojan King is allowed to take his son's body back for respected burial. It is significant to see that many of our young respondents were emotionally touched by the end of an epic work and this has determined their response to this question.

Second proposition that *eventually individual violence will inevitably occur* had even more interesting responses. Approximately 75 percent of young interviewees have agreed with the inevitability of this factor. We can see that respondents often draw serious differences between individual and mass violence. However, their approval of individual violence is very significant, since very high percentage of them was affirming the Achilles & Hector fighting and did not consider this kind of animosity abnormal. Only about 10 percent of inquiries had neutral approach and 15 percent disagreed with this affirmative proposition towards inevitability of individual violence.

The third affirmative proposition that *Peaceful and equal relationship between human beings is always possible* was quite different again, which made us think that diffused mindset is a very important calculation that Dimitri Uznadze has made during his experimentations about this subject. About 40 percent of respondents agreed with this proposition – completely or not. About 29 percent was neutral and approximately 31 percent disagreed. These are approximately equal numbers on both sides of the issue: considering that small majority was on the side of those who believed that peace and equality are possible on this earth. At the same time, it is very interesting to conclude that while observing 28 century old work of one of the greatest dramatists of the world in light of today's almost daily media propaganda model even 40 percent seems to be a high number of those who believe in equality and peace.

The proposal number four, *the war and organized mass violence is not inevitable*, was a reversed question in the tradition of critical communication theory. Our respondents were asked to be on the opposite side of traditional propaganda model that implies that the use of force is necessary for peace – which in itself might be considered as a contradiction in terms. Results were consistent with critical research theory of qualitative category. **About 55 percent of our respondents agreed that war is not necessary part of life.** About 15 percent were neutral to this question. And remaining 30 percent approved of the necessity of the organized form of violence. It is very interesting to observe that majority of readers do not like the fact that Olympian Gods starting from Zeus and including Athena, Apollo, Hera and many others are backing different sides and facilitate the longevity of the protracted military confrontation. Even though 'Iliad' is describing last months of 10 year old Trojan War that has caused thousands of casualties and brought misery to the whole Asia Minor more than a half of our respondents consider this very fact of longevity of military conflict an unacceptable fact. In fact, 55 percent of our interviewees has thought that **the war and organized form of violence are not necessary part of life.** This is quite a significant finding of mindset amongst young readers and audience of the film or play. Again, as in the proposition about Human Nature we see the solid 55 percent of respondents that are on the side of peace and goodness in human beings.

The last proposition is also quite significant in this case: *Freedom plus equality will bring peace* – indeed, in this case the vote was split almost exactly into the half. 45 percent of interviewees took either side: pro and con. And the remaining 10 percent remained neutral in this case. In this case we can also think that mindset is quite flexible, since our young respondents did not show much consistency with an already established mindset worldview, to put it in the words of Oscar Nudler. Agamemnon did not generate much sympathy as it was expected, while Achilles and Hector both were admired. It is quite interesting that losing side, the Trojans were at least equally admired as the Achaeans who eventually come as the conquerors of Troy and winners of the war.

b) Aeschylus "Prometheus Bound" – Epic Tragedy

"Prometheus Bound" is very interesting case within the history of Greek Tragedy itself, since it displays the struggle between titan human being Prometheus with the Olympian God Zeus. This is not the only tragedy that has humans questioning God's decisions and his justice, but it is extraordinary since in this play it becomes obvious that the playwright is on the side of Prometheus – a punished titan, who revolted against Zeus himself. He is being chained to Caucasian mountains and you can hear his voice, while he is being constantly tortured by the eagle, sent by Zeus. Also, in this play Io, Prometheus's friend is also questioning and criticizing Zeus's violent and sexist policies of those times. Some historians attribute this time to the first half of 2nd millennium BC, some others to even earlier periods. It is difficult to exactly distinguish the time of mytho-poetic legends – however one point is very apparent. During and after establishment of Zeusian Patriarchal and Militaristic warrior culture large parts of society disagreed with this kind of new world order and they have revolted against it. Prometheus and Io represent the pre-Hellenic Pelasgian Civilization that was based more on Pax Minoica principles. History tells us that peaceful civilization Island Crete has existed approximately 500 years under the name of MINOAN CIVILIZATION. So, Aeschylus is writing about the titan Prometheus and his friend Io, who are resisting Zeus and his violent militaristic culture. It was quite interesting to conduct an inquiry on this subject, since this is directly dealing with the question of violence and nonviolence as well as the establishment of militaristic and sexist culture in Europe.

The answers to the first proposition that **Human Nature is evil** only **10 percent** of our respondents agreed with this affirmative notion. It was obvious that Prometheus represented human nature as opposed to Zeus, who was an imposed man-remade-into-God creature that young respondents saw as someone who arbitrarily decided what to do. Besides, Zeus appears as someone who tolerates and commits violent crimes, including rape. Therefore, coming out of this about **48 percent** of our respondents did not agree that human nature was evil – on the contrary, they have thought high of human nature. Another **42 percent** were undecided and did not take either side. As it comes out the respondents were attracted towards Promethean notion of bringing fire and creativity back to human beings and they were not persuaded by any argument of DIVINE JUSTICE of Zeus and his Olympian colleagues.

It was also interesting to observe the responses to the second question that **eventually individual violence will inevitably occur**. Only about 40 percent of our respondents have agreed with this proposition after reading Aeschylus work. Approximately 30 percent did not agree with this proposal and 30 percent did not take either position. Again, we see well that humanistic side prevails after reading this work of art and at the same time human nature does not appear to be as violent as in many other plays.

Whether or not **Peaceful and equal relationship between human beings is always possible** the response was mostly positive. Approximately 48 percent of our young respondents thought that this is possible. About 22 percent were neutral and subsequently 30 percent were against this notion. Prometheus as described by Aeschylus inspired more positive vision amongst our young respondents about human nature and its stance on peaceful and just relationships. Here the rigid mindset of REALPOLITIK or hawkish approach to war and peace gave its way to more humanistic vision of our future.

Next proposition that **the war and organized mass violence is not inevitable** produced almost divided responses. Approximately 45 percent of our respondents responded negatively to this proposition. About 40 percent agreed with it and 15 percent took the neutral stance. As we see here DIFUSED MINDSET is an important factor in many cases, since many young respondents are, feeling confused while facing very fundamental questions about war and peace, especially during the time of global conflict in Ukraine and protracted conflict in Georgia. However, it could be said that artistic work of Aeschylus has produced more positive mindset than we have expected.

The last affirmative statement that **freedom plus equality will bring peace** has also affirmed the spirit of PROMETHEUS BOUND. 50 percent of our young respondents agreed with this proposition – 10 percent took the neutral position, while 40 percent disagreed. We could say that despite this work of great Greek dramatist is considered tragedy it does not leave readers and spectators hopeless and the effect is more positive than negative. Considering mass media propaganda model that is funded by the military industrial complex the number of positive responses to the questions about freedom, peace and justice was much higher than average as a positive response the Aeschylus play.

c) Euripides “Medea” – Tragic Story

We have quite a different picture with another great Greek tragedy ‘Medea’ written by Euripides. Although it should be noted that great mastery of Euripides, many of our young respondents found that CATHARSIS after the CATASTROPHE occurring in “Medea” leads to more empathy. This is very interesting feature of CATASTROPHIC TRAGEDIES that they inspire more compassionate approach after the finale. Here are the responses that we have received to the propositions after our respondents were acquainted with one of the greatest works of tragedy of all times.

1. **Human Nature is evil.** 60 percent of respondents disagreed with this proposition. 20 percent took a neutral stance as well as 20 percent that agreed with the notion that human nature is evil.
2. **Eventually individual violence will inevitably occur.** Approximately 55 percent have agreed with this proposition. 25 percent disagreed and 20 percent took a neutral position.
3. **Peaceful and equal relationship between human beings is always possible.** Approximately 50 percent agreed, 30 percent disagreed and 20 percent was neutral.
4. **The war and organized mass violence is not inevitable.** Approximately 60 percent has agreed with this statement, 20 percent disagreed and 20 percent was neutral.
5. **Freedom plus equality will bring peace.** Approximately 45 percent has agreed with this proposal, 40 percent has disagreed and 15 percent took a neutral stance.

In the end, this great human tragedy as described by Euripides has produced some unexpected results and we need to continue on this inquiry. But looking from this kind of standpoint we must say that classic Aristotelian tragedy has not produced very negative response rate and this is, of course, to the credit of the great Greek author.

In our ongoing survey we have included other works of great dramatists of the world: amongst them, George Bernard Shaw’s ‘Pygmalion’, Vajha Pshavela’s ‘Host and Guest’, Bertolt Brecht’s ‘Caucasian Chalk Circle’, Samuel Beckett’s ‘Waiting for Godot’, Sophocles ‘Oedipus Rex’, Shakespeare’s ‘Macbeth’, Henrik Ibsen’s ‘Enemy of the People’ and other works to find out how these different artistic works help to determine mindset of young individuals. There is a prevailing view that works of Ibsen, Shaw, Brecht and contemporary epic drama as well as Theatre of Absurd help change the mindset towards more positive results. At the same time, our time is filled with many different hidden or open militaristic messages provided by mass media – as we know that not all the propaganda is art, but all art is propaganda, we would like to see how much is the role of creative arts in defining our mindset during the time of global conflict and possible catastrophic war. How the mindset of humanity can prevent humanity from living in Aristotelian tragedy. Work of Dimitri Uznadze is very useful tool to underlying causes of violent conflicts.

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A Quantitative and Qualitative Analysis on the Attitudes of Students, Teaching Faculty and Academic Advisors on Face-To-Face and Online Classes at the United Arab Emirates University

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Abstract

In this research, the researchers have analyzed the attitudes and perceptions of UAEU (United Arab Emirates University) students and instructors as well as those of academic advisors about face-to-face, and online learning. The data was collected through quantitative Likert scale surveys. A thematic analysis was undertaken based on the participants answers to open-ended questions that were incorporated into the online surveys. The views and perceptions of participants have shed some light as to what could be done to improve the teaching and learning modalities and thus offer a positive learning experience and campus life for students.

Keywords: Online learning, face-to-face learning, attitudes, students, instructors, academic advisors

1. Introduction

Since 2020 and the outbreak of the Covid-19 pandemic, academic institutions worldwide had to quickly find practical ways to ensure the continuation of learning and the avoidance of disrupted education. The only way to achieve this was through offering fully online courses. Several research articles were published during the period starting in March 2020 up to the present time. Mustahpa et al. (2022) conducted research at the University of Sharjah on the impact of online learning on students. One of their conclusions was that hybrid learning would be a positive experience for students. Pires (2022) looked at various published articles on the perceptions of pharmacy students on online learning during the Covid-19 pandemic. The results showed that students have a positive perception of online learning, but some expressed pointed that some aspects of this learning modality had to be improved. Alhefnawi (2021) compared the effects of the use of handouts in online lectures and in face-to-face lectures. His results showed that active lecturing had a more positive effect on students' learning than the use of handouts in online sessions. Adeye et al, (2022) reported that students were pleased with online learning and hoped for the continuation of this learning modality even after the end of the pandemic. Deckert (2020) mentioned that 'hybrid' or hylflex learning is here to stay post Covid. Arias et al. (2018) conducted a contrastive analysis between online and face-to-face teaching. Tin-Chun Lin (2022) compared the students' performance in a Statistics for Business course taken simultaneously online and face-to-face. Results showed that students' performance was good when an instructor provided lectures whether online or face-to-face. Mitra and Beenen (2022) looked at what plays a role in whether a student enrolls in an online course of a face-to-face one. Lee et al. (2015) analysed the attitudes of university teaching faculty regarding online teaching. In their study, the researchers distributed three attitudinal Likert scale type of surveys consisting of 13 questions to teaching faculty members. There were three phases in the research. In the first phase, 40 teaching faculty responded to the surveys. Then, they took a course that trained them in how to deliver an online course. In the second phase, the teaching faculty answered a second survey about their thoughts about the course they had just completed. Only 26 of them took the survey. Finally, 8 teaching faculty answered the third survey after having taught an online course. Results showed that after taking the training course and also teaching an online course, most teaching faculty felt more confident about teaching online courses and also felt much less apprehensive about online courses; most had initially thought for instance that there would be a lack of interaction between students and teaching faculty or that class preparation for an online class would take much more time than a face to face one.

2. Research questions

Do students prefer online classes, face-to-face classes, or a combination of both?

Do teaching faculty find one teaching modality (online, face-to-face or hybrid) more efficient and more conducive to learning?

Do academic advisors find that students are more successful academically in an online, face-to-face or hybrid learning modality?

3. Methodology

Three different sets of Likert scale surveys were designed by the researchers. The surveys aimed at getting an insight on the perceptions of the participants regarding online classes versus face-to-face ones. The surveys were emailed to UAEU students, teaching faculty and academic advisors. 323 students, 78 teaching faculty and 44 academic advisors answered the surveys.

3. Results and discussion

3.1. Biographical Data of the Participants

Table 1: Frequency Table for Nominal Variables

Variable	Academic Advisors	Teaching Faculty members	Students	Missing
Age group				
60 or older	6 (13.64%)	12 (15.38%)	0 (0.00%)	0 (0.00%)
30-39	9 (34.09%)	11 (29.49%)	16 (4.95%)	0 (0.00%)
40-49	10 (56.82%)	26 (62.82%)	5 (6.50%)	0 (0.00%)
50-59	19 (100.00%)	29 (100.00%)	3 (7.43%)	0 (0.00%)
21-29	0 (100.00%)	0 (100.00%)	101 (38.70%)	0 (0.00%)
18-20	0 (100.00%)	0 (100.00%)	198 (100.00%)	0 (0.00%)
Missing	0 (100.00%)	0 (100.00%)	0 (100.00%)	0 (0.00%)
Total	44 (100.00%)	78 (100.00%)	323 (100.00%)	0 (100.00%)
College				
College of Science	0 (0.00%)	1 (1.28%)	0 (0.00%)	0 (0.00%)
College of Humanities and Social Sciences	0 (0.00%)	9 (12.82%)	0 (0.00%)	0 (0.00%)
College of Food and Agriculture	0 (0.00%)	0 (12.82%)	13 (4.02%)	0 (0.00%)
College of Law	6 (13.64%)	1 (14.10%)	13 (8.05%)	0 (0.00%)
College of Education	2 (18.18%)	4 (19.23%)	19 (13.93%)	0 (0.00%)
University College	8 (36.36%)	21 (46.15%)	0 (13.93%)	0 (0.00%)
College of Medicine	4 (45.45%)	13 (62.82%)	27 (22.29%)	0 (0.00%)
College of Information Technology	0 (45.45%)	0 (62.82%)	47 (36.84%)	0 (0.00%)
College of Business	4 (54.55%)	8 (73.08%)	40 (49.23%)	0 (0.00%)
College of Science	5 (65.91%)	10 (85.90%)	45 (63.16%)	0 (0.00%)
College of Humanities and Social Sciences	9 (86.36%)	0 (85.90%)	52 (79.26%)	0 (0.00%)
College of Engineering	6 (100.00%)	11 (100.00%)	67 (100.00%)	0 (0.00%)
Missing	0 (100.00%)	0 (100.00%)	0 (100.00%)	0 (0.00%)
Total	44 (100.00%)	78 (100.00%)	323 (100.00%)	0 (100.00%)

Education				
No response	0 (0.00%)	0 (0.00%)	2 (0.62%)	0 (0.00%)
Less than a high school diploma	1 (2.27%)	0 (0.00%)	2 (1.24%)	0 (0.00%)
Associate degree	1 (4.55%)	0 (0.00%)	2 (1.86%)	0 (0.00%)
Professional degree (e.g., MD, DDS, DVM)	1 (6.82%)	3 (3.85%)	0 (1.86%)	0 (0.00%)
Some college, no degree	0 (6.82%)	0 (3.85%)	27 (10.22%)	0 (0.00%)
Bachelor's degree (e.g., BA, BS)	3 (13.64%)	0 (3.85%)	40 (22.60%)	0 (0.00%)
Master's degree (e.g., MA, MS, MEd)	6 (27.27%)	26 (37.18%)	31 (32.20%)	0 (0.00%)
Doctorate (e.g., PhD, EdD)	32 (100.00%)	49 (100.00%)	1 (32.51%)	0 (0.00%)
High school degree or equivalent	0 (100.00%)	0 (100.00%)	218 (100.00%)	0 (0.00%)
Missing	0 (100.00%)	0 (100.00%)	0 (100.00%)	0 (0.00%)
Total	44 (100.00%)	78 (100.00%)	323 (100.00%)	0 (100.00%)
Gender				
No response	0 (0.00%)	0 (0.00%)	1 (0.31%)	0 (0.00%)
Male	29 (65.91%)	53 (67.95%)	61 (19.20%)	0 (0.00%)
Female	15 (100.00%)	25 (100.00%)	261 (100.00%)	0 (0.00%)
Missing	0 (100.00%)	0 (100.00%)	0 (100.00%)	0 (0.00%)
Total	44 (100.00%)	78 (100.00%)	323 (100.00%)	0 (100.00%)

Note. Frequency (Cumulative Percentage of Observations); Due to rounding error, percentages may not sum to 100%.

3.2. Quantitative analysis of the Likert scale surveys answers of students' participants.

Table 2 Summary Statistics Table for Interval and Ratio Variables: Students group

Variable	<i>M</i>	<i>SD</i>	<i>n</i>	<i>SE_M</i>	Min	Max	Skewness	Kurtosis	<i>Mdn</i>	Mode
I can focus better on the lessons in face-to-face classes than in online classes	3.60	1.37	323	0.08	1.00	5.00	-0.54	-0.97	4.00	5.00
My exam grades are much higher when I take exams online than when I take them on campus in a face-to-face setting	3.53	1.26	323	0.07	1.00	5.00	-0.39	-0.79	3.00	3.00
Online classes are NOT very practical because my internet connection is not good	2.27	1.22	323	0.07	1.00	5.00	0.62	-0.69	2.00	1.00
Face to face classes motivate me to learn because I can easily interact with instructors and classmates	3.49	1.35	323	0.07	1.00	5.00	-0.50	-0.92	4.00	5.00
I am more comfortable asking questions in online classes rather than in face-to-face classes	3.78	1.37	323	0.08	1.00	5.00	-0.72	-0.81	4.00	5.00
I should have the right to choose whether to attend face to face classes or online classes in all my courses at the university	4.20	1.15	323	0.06	1.00	5.00	-1.41	1.06	5.00	5.00

I do not like online classes because they are synchronous which means I must attend them on a day and a time decided by my college.	2.56	1.28	323	0.07	1.00	5.00	0.45	-0.78	2.00	2.00
Online classes are NOT very practical because I do not have access to a quiet space in my home or in the hostel	2.32	1.32	323	0.07	1.00	5.00	0.68	-0.73	2.00	1.00
It is hard for me to focus on the lesson when I am online and the other classmates in are in the classroom with the instructor because the instructor sometimes moves around in the classroom, and I cannot hear him/her	3.12	1.33	323	0.07	1.00	5.00	-0.12	-1.06	3.00	3.00
When I am in a hyflex classroom, my instructor usually sits at the teacher's desk (hyflex means that some students are in the classroom while others are online during the lesson). This makes the lesson boring because the instructor doesn't move around in the classroom	2.99	1.24	323	0.07	1.00	5.00	-0.008	-0.80	3.00	3.00

Discussion: Even though 37% of the students acknowledged the fact that they would focus better during a face-to-face class as compared to an online class, they favor online classes as can be seen in the survey's results. Moreover, even when negative aspects of online classes such as having internet connection issues or not having access to a quiet study place during online sessions, were added to the statement, students were still favorable to having their classes online. In addition, almost half of the students find that it is easier for them to ask questions during an online class rather than a face-to-face one. It is also worth mentioning that students are eager to have the right to choose online or face-to-face classes without having a particular modality imposed on them.

3.3. Quantitative analysis of the Likert scale surveys answers of teaching faculty members participants.

Table 3: Summary Statistics Table for Interval and Ratio Variables: Teaching Faculty Members Group

Variable	<i>M</i>	<i>SD</i>	<i>n</i>	<i>SE_M</i>	Min	Max	Skewness	Kurtosis	<i>Mdn</i>	Mode
Students learn better in face-to-face classes because they are more attentive in this type of learning environment	4.53	0.72	75	0.08	2.00	5.00	-1.85	3.68	5.00	5.00
It is more time consuming to design online classes than to design face-to-face classes	3.29	1.18	75	0.14	1.00	5.00	-0.24	-0.94	3.00	4.00
Online classes are better than face-to-face classes because no time is wasted due to distractions such as students arriving late to the classroom and giving a reason for their lateness or other distractions	2.80	1.35	75	0.16	1.00	5.00	0.10	-1.30	3.00	4.00
We should use blended learning with a combination of weekly face-to-face sessions (compulsory physical attendance) and asynchronous classes where students can access the pre-recorded lessons anytime, they want within a specified number of days	3.52	1.38	75	0.16	1.00	5.00	-0.49	-0.98	4.00	5.00
Hyflex classes are not practical because I have to make sure I always attend to students who are online while delivering the session live in a classroom with students who are physically present in the classroom.	3.97	1.05	75	0.12	1.00	5.00	-0.86	0.37	4.00	5.00
Online classes are better than face-to-face classes because no time is wasted on taking attendance. I just check the automated attendance list after an online class.	2.79	1.40	75	0.16	1.00	5.00	0.09	-1.35	3.00	4.00
Students' grades are higher when they take their exams on campus in a face-to-face environment than when they take exams online	2.52	1.27	75	0.15	1.00	5.00	0.48	-0.78	2.00	2.00
During online classes, it is difficult for me to know who is actively participating in class because students are not on the camera in online classes	4.40	0.87	75	0.10	1.00	5.00	-1.86	3.61	5.00	5.00

Some students do not learn when they are in online classes because they just log in and do not actively participate in the lesson	4.36	0.90	75	0.10	1.00	5.00	-1.79	3.70	5.00	5.00
I often worry about losing the internet connection and having issues with the technology when I conduct online classes	3.56	1.29	75	0.15	1.00	5.00	-0.67	-0.60	4.00	4.00

Discussion: Teaching faculty members agree that students learn better in a face-to-face modality than in an online one. For a start, it is difficult for teaching faculty members to ensure that all their students are actively attending class; camera use is not mandatory nor is it encouraged for privacy concerns and other issues. Another interesting result in the survey concerns the time it takes professors to design an online lesson versus a live one. For the majority, it takes longer to design an online one. This can be explained by the fact that professors have to compensate for the lack of the direct interaction between them and their students that would be present in a face-to-face class. For students to be at all times attentive in an online class, a professor would need to create more interactive activities that can engage students. An interesting aspect is about hyflex classes; more than a third of the teaching faculty do not favor this type of teaching modality whereas more than a third of students were neutral regarding hyflex classes.

3.4. Quantitative analysis of the Likert scale surveys answers of academic advisors' participants.

Table 4: Summary Statistics Table for Interval and Ratio Variables: Academic Advisors Group

Variable	<i>M</i>	<i>SD</i>	<i>n</i>	<i>SE_M</i>	Min	Max	Skewness	Kurtosis	<i>Mdn</i>	Mode
Students have better grades in face-to-face exams on campus than when they take these exams online.	2.80	1.30	40	0.21	1.00	5.00	0.17	-1.23	2.50	2.00
Students are often absent in F2F classes.	3.08	1.14	40	0.18	1.00	5.00	0.06	-1.13	3.00	2.00
Students like face-to-face classes more than online classes	3.35	1.17	40	0.18	1.00	5.00	-0.22	-0.94	3.50	4.00
Students do not like to attend F2F classes when very few students attend them such as in hyflex modality (hyflex means the lesson is held in a classroom and online at the same time)	3.58	0.78	40	0.12	2.00	5.00	0.24	-0.50	3.50	3.00
Attendance improved during the pandemic. Fewer students were absent because classes were online.	3.45	1.11	40	0.18	1.00	5.00	-0.27	-0.94	4.00	4.00
During the pandemic, it was difficult for me, as an advisor, to support students because I could only meet them virtually.	3.20	1.24	40	0.20	1.00	5.00	-0.06	-1.12	3.00	4.00
Students who must live in the hostel prefer to attend online classes in order not to move to the hostel.	3.38	0.87	40	0.14	2.00	5.00	0.15	-0.61	3.00	3.00
When classes are face-to-face, students often ask to have their absences waived/removed more often than when they take classes online.	3.92	1.07	40	0.17	1.00	5.00	-0.74	-0.19	4.00	5.00
When classes are online, students rarely ask for help from advisors.	3.30	1.02	40	0.16	2.00	5.00	0.11	-1.13	3.00	4.00
Students need training in how to use technology and LMS (Learning Management System) such as Blackboard before they enroll in online courses.	3.38	1.15	40	0.18	1.00	5.00	-0.57	-0.60	4.00	4.00

Discussion: Academic advisors agree on the fact that there are less attendance issues when classes are online than when they are held on campus in a face-to-face modality. When classes are online, students do not need to be on campus. They can access the lectures from their home or any other convenient place. Moreover, students are not required to be on camera while the lecture is running live. Alas, some students used to log in onto their Blackboard account, then leave and not be actively following the lecture. Some professors would then use polls and other methods to ensure all students were actively attending class. Of course, there were instances where students faced technical issues regarding their internet connection.

3.5. Thematic Results Through a Qualitative Analysis

Participants answered open-ended questions and added comments when they answered the surveys. The comments were organized into themes.

3.5.1. Teaching faculty's Input

Theme 1 Making classes more interactive and engaging in a face-to-face class, or online class.

First, it is worth mentioning that most teaching faculty members mentioned they would rather teach all their classes in a face-to-face modality.

I believe in-person allows for more trust-building. Students get to know the professor and have a connection to them; this reduces the desire to cheat and disengage.

Face to face learning is much better specially for scientific disciplines.

In addition, some teaching faculty recommended using various teaching styles in order to engage students during class. A recurrent comment was about using 'active student responses' during the lesson. Indeed, one instructor had the following comment:

Regularly ask students their thought/opinions on topics being covered in class, intermittent lecture/Q&A/Student classwork assignments. This way, students' attention span is better distributed between lecture and other activities.

Asking students questions during class was the most common comment made by teaching faculty. One participant stated that lectures should consist of only questions that students would research and answer. This way, the learning would be student-centered rather than instructor centered. Peer evaluation was also encouraged whereby students would comment on each other's answers. Furthermore, participants emphasized the importance of using various teaching styles and not rely only on displaying slides on the board with information but use animation tools, hands-on activities, problem-based solving work based on real life examples. Using collaborative learning through pair work and group work was also mentioned in one of the comments. All in all, based on the comments regarding face-to-face classes, teaching faculty highly value the importance of using a variety of teaching methods, interactive activities and above all making the learners active members of the learning process. One worthwhile comment was:

Not to speak a lot, and to make the student the focus of the educational process (translated from Arabic into English). To garner and increase students' attention span, one instructor would like to see the banning of mobile phones (for non-educational purposes in the classroom):

You should be strict enough for students not to use their mobiles.

Always on the aspect of attention span, one participant advised teaching faculty to use humor, or *funny slides* to catch students' attention. Regarding online classes, some teaching faculty would have liked to see students visible on their cameras; this way teaching faculty would be able to monitor the active participation of learners. In the absence of compulsory camera appearance, passwords, random calling of students' names to answer a question, the use of polls were mentioned as a way to make sure students are actively participating in online classes. Along the same lines, being on camera during online classes should also be applied by teaching faculty as remarked in the following comment:

Share Smart board and show your face to students.

However, according to a number of teaching faculty, online classes should be the last resort and not be offered as much as possible as can be seen in the following comments:

Don't do it online. True engagement is only through face-to-face.

Online class is not efficient at all and should only be adapted if Covid19 hits again.

I am against online classes if F2F is available. I do not recommend online classes.

Do not give online classes!

Online classes are not enough.

In the Coll of Med, the camaraderie within the cohort is an essential part of morale. The Covid-era cohort suffered significantly due to isolation. With online classes, there was a loss of discipline which we are now struggling to reinstate.

It's very difficult to make sure that students are engaged during the online sessions.

the cameras must be opened and the students able to see their classmates, like a Zoom meeting that they do with their friends and other classmates when outside of classes.

Online should be avoided.

Do not give online classes.

I am against online classes if F2F is available. I do not recommend online classes.

Students love online, bc [because]they don't need to really attend, participate, and can cheat in assessment. I believe students did not learn much during the pandemic and online learning.

Online learning means that students cheat as they often have not attended and have no idea how to do assessment.

Theme 2 Establishing a positive and caring relationship with students in a face-to-face class or an online class.

Several teaching faculty members mentioned the importance of caring. One participant stated:

Involve students in their learning. Give them choices. Show interest in them as individuals.

While another added:

Seek to establish genuine personal connections with your students.

Calling students by their names when asking questions is perceived as a caring way of interaction:

Welcome them by their names and see to it to ask question by their names.

An instructor should be the facilitator that manages to generate a pleasant experience where students feel valued:

The instructor needs to maintain a presence and create a community.

Theme 3 Challenges met in a face-to-face or online class.

When asked the open-ended question, *which method of learning is more time and cost consuming in your opinion and why?* 21 of the 63 answers mentioned the online modality as being more time consuming. The reasons given state the following aspects: more effort, more time spent explaining the same concepts due to not being able to check students' understanding easily, advance preparation, use of various teaching tools to compensate the lack of face-to-face interaction that is more conducive to learning, and IT services expenses. A few comments were more severe regarding the usefulness of online classes such as in the following comments:

Online is more exhausting.

Online... need more effort and time to make test bank for exam with different types of questions.

Online classes are more time consuming, because you have to prepare everything in advance, but it's cheaper.

For the students, online as they have to take more responsibility– this should be viewed as a positive.

Online learning since it requires different delivery mode and preparation for presenting the topics.

Online – more time to prepare.

Online is more because students need more attention than face to face.

Online has more wasted time.

19 out of the 63 participants who provided an answer to the question above selected face-to-face classes as being more time and cost consuming. Some comments reiterated this as we can see:

Face to face, consuming more fuel and more time to clothing.

Face to face is more time consuming and more rewarding for that reason.

Face-to-face because one should focus with all students and keep them awake.

Some teaching faculty considered the hyflex or blended learning modality to be the most time consuming when asked which teaching modality was the most time consuming:

Blended learning with completion of assignments and engagement in face-to-face teaching.

Online learning is more time consuming for the return on investment (i.e., student learning). Need more time to ensure students learning.

Hybrid – 2 audiences 2 formats

Online – hyflex

Blended learning but most effective

However, a number of teaching faculty seem to favor the blended teaching method. The following comment is worth mentioning as it highlights the advantages of implementing the blended learning method:

The blended learning idea is a good one. It could work, as it breaks up both the online and the F2F routine. It could also play into making the F2F time especially significant and efficiently used.

Blended learning is the BEST.

Hybrid Classes PLZZZZ

Some teaching faculty were neutral in their comments regarding which teaching modality they considered to be the most time consuming:

I don't think there is much difference with respect to time—except the daily commute perhaps. For me as instructor/faculty member the cost is the same. Of course, it is cheaper for the university to have us teach in online classes because there is no real limit with respect to classroom capacity.

There is one method superior than [to] the other. It all depends on how active students in the learning process and how students are able to take responsibility for their learning.

No big difference. Although online learning requires advance preparation of exams and recording of lectures, it may be less time consuming in the long term when courses are taught again by the same instructor.

If done well, they both take considerable time.

Both modalities have costs and take time...these are different but both valid and justifiable in their own ways.

I am not concerned with cost, TBH. Regarding time, whether online or F2F, an hour is an hour. The main drawbacks to online are potential tech issues and the social isolation of both Ss and Ts.

Both the same as most time is spent creating/preparing the materials

Theme 4 Evaluating and assessing students work with proctored tests in a face-to-face class or online class.

Teaching faculty negatively perceive the concept of running examinations online:

Students love online because they don't need to really attend, participate, and can cheat in assessment.

Administering exams online is time consuming. One instructor saw it necessary to have different tests versions:

Prepare multiple versions of exams. If you want to fight cheating, then it is time consuming!

Theme 5 Providing the opportunity for students to choose online courses or face-to-face ones.

Teaching faculty would like students to have the right to choose whether they should take a class online or on campus.

Students should have the choice of both ways of learning, if possible.

Theme 6 Blended learning is the way to go.

Several teaching faculty expressed their preference for a type of blended learning whereby online and face-to-face sessions could be alternated. The pandemic extraordinary situation has given teaching faculty and students alike to experiment the online modality.

I believe ESAC tutorials, office hours and substitution would suit the online modality. In an ideal world, instructors and their students would be free to choose to have both online and f2f classes.

blended teaching specially for some quizzes

Use blended learning and apps Socrative and the like.

Currently we are teaching 1:15 minutes per lecture and see students twice a week. I suggest increasing the lecture time to 3 hours and only give one lecture per week. This will (1) give students more time to study rather than waste the whole week just attending lectures, (2) increase the students attendance as students will have more time to during the week to deal with their personal life, (3) increase the time available for the lecturers to do research.

The blended learning idea is a good one. It could work, as it breaks up both the online and the F2F routine. It could also play into making the F2F time especially significant and efficiently used.

Instructor can do both of methods, but not make it online totally, so students can learn from each other and build their personality.

3.5.2. Students' input

Theme 1 Giving students the opportunity to choose between taking classes online or face-to-face.

This theme was recurrent. Students want choice. They want to be able to decide for themselves what type of learning modality they would like to follow; online or face-to-face.

Every student have different point avIEWS in either they like face to face classes or online classes. Give students a choice to do anything in this university. Don't do everything by yourself!

We need to have an option either to be online or to be on campus.

*Please let us choose whether to attend face to face classes or online classes.
I prefer we have the freedom to choose between online and face to face classes.*

I think having online classes should be optional to everyone because not everyone because for me I live away from UAEU and I need to come really early because if I don't wake up early, I arrive really late to the classes.

Theme 2 Online or face-to-face; what do students prefer?

29 out of 86 comments showed that students prefer online classes. For some students, the main reasons for this preference have to do with ease of access; no need to commute between their place of stay and the university campus. Furthermore, online classes gave some students the flexibility to be at home with their family especially if they were not from Al-Ain as in the following comments:

As a graduate student, a mother of three kids, I have benefitted a lot from online classes so much so that I fail to pen them down. I like in person classes as much as online. They have a lot of benefits too. Yet, practically online classes have benefited me a lot specially since my family is residing in Oman. I was able to continue my graduate studies with a combination of in class and online studying while being with my family, very grateful to the system and the understanding of my professors who supports me accomplish my goals.

For the early morning classes I would like to take it online because when I get late even for 5mins the instructor will register me absent so I will prefer to choose between classes to be online or face to face. It also depends on the subject and instructors if it needed to be face-to-face or online because some of them don't teach or add much in face-to-face classes.

For some students, it is easier for them to focus during online sessions than in face-to-face classes. It could be because there are no distractions caused by other students:

I noticed that I'm more able to focus in [during] online sessions rather than face to face classes.

Theme 3 Mode of assessment: do students prefer online tests or face-to-face tests.

Students' attitudes regarding taking tests online or on campus seem to be influenced by their grades. Moreover, tests that are taken online may have some advantages over those taken on campus as can be seen in the following comments:

The online exams, I'm getting way more grades.

Online classes and exams are less stressful.

Online exams are preferred because they are much easier and less stressful then on campus. For example, last week I had my midterms and all week i've been in uni from 8am till 8pm because all my midterms are late at night. It was so stressful

When students favor the face-to-face modality of classes, they nevertheless would like the tests to be simplified:

Make the class face to face and the exams but make the exams easier.

In general face to face class is much better but as grade wise online was better because the exams when multiple choice where now it includes writing and on paper.

One comment, however, proved the opposite of the above:

Face to face is better in all situations and also the exams is even easier

3.5.3. Academic advisors' input

Theme 1 Face-to-face classes as the best teaching modality overall

Advisors favor the face-to-face learning experience. When students are on campus, advisors can meet them and advise them accordingly much better than in a virtual way. Most advisors believed that students are more engaged when there are present physically and mentally at a classroom. An advisor stated the following:

Most students are very happy to be back on campus, they really do appreciate the person to person contact now – as they no longer feel so isolated/unsupported. Many have stated the feeling of working alone left them feeling lost, being supported online is not the same as support in person, students have stated. Very few have stated they preferred the online approach.

Anyway, face-to-face is much better than online.

My experience is that students and faculty are relieved that classes are F2F now.

However, despite favoring the face-to-face teaching modality, some advisors noticed that attendance issues had decreased during the pandemic when classes were online. However, when classes resumed on campus, advisors had to handle attendance issues whereby students would ask advisors to waive their absences. This seems to have exasperated advisors such as in the following comment:

Stop asking me to remove the absences.

Theme 2 Advantages and disadvantages of online classes and assessment conducted virtually.

The academic advisors expressed their concern regarding online classes. Some of their comments highlighted the fact that some students did not actively take part in the online sessions but merely logged on and did not try to make any effort to be engaged. A few advisors went as far as stating that test scores for tests taken online were not accurate representations of some students' actual level since the test security of exams taken online might be compromised as seen in the following comments:

In my experience, I feel that students found online classes are more easy to escape the lessons, or pretend to be present!

Online teaching made the level of the students very low level.

Students cheat in quizzes held online. The lockdown browser does not help in this situation. A teacher has to prepare new questions every semester, which becomes challenging after a few semesters because students record and save questions asked before.

Attendance in online classes is only by joining the class; students often leave or do other things during class and participation is extremely low, if any.

Despite these negative comments regarding online sessions, some advisors believe that the availability of online sessions could be used in emergency cases when the teaching faculty cannot attend in person, for instance:

Some lectures must be basically face to face and others can be totally online. It depends on the level of the course and its importance

It's good to have the flexibility of having the hybrid option so that if for some reason one or the other cannot attend, either the faculty or the student has the online option.

A significant positive side to having online classes is that students can review sessions' recordings:

Online classes advantage is the availability of recordings for students to go back and rewatch. My suggestions that this should happen also in F2F classes.

Some advisors suggested, though, that online learning could be better suited for postgraduate students.

Personally, I would only recommend online classes for postgraduate courses.

Conclusion and recommendations

This present research has shed some light on the attitudes of UAEU students, teaching faculty and academic advisors on online and face-to-face sessions. It has revealed what the study participants view as positive and negative aspects of both modalities. As a preliminary research study, it has provided some details on a few aspects that need to be taken into consideration. There is a clear trend that calls for offering both online and face-to-face classes to accommodate the learning styles and other needs of students. Blended learning needs to be more widely implemented now that students and instructors have had exposure to this learning modality. For instance, a course that meets twice a week could have one asynchronous session online and the other one face-to-face. Based on the surveys results and on the participants' comments, some courses could be offered completely online while others should be face-to-face. Instructors and academic advisors would like to see students being more engaged academically.

At the same time, instructors need to make their classes more interactive and engaging using different learning tools, games and instructional design models. More research should be undertaken now that classes have been fully face-to-face since the Fall semester 2022. It would be interesting to compare tests scores between tests administered entirely online and those administered on campus with pen and paper or on Blackboard. Perhaps, some courses could be run entirely online provided that assessment is conducted on campus for test integrity and security. Blended learning is the way to go if we want to embrace the changes that have been happening worldwide for a number of years and especially those that were imposed on the domain of education because of the extraordinary circumstances of the Covid-19 pandemic. Our world is becoming more and more virtual, and our youth were born and have grown up with the virtual world. We cannot ignore this fact, but we must adapt to it. We must, however, ensure, that online sessions follow standards especially when they are run in a synchronous way. Cameras must be on for both the teaching faculty and the students. There must be active participation on the part of the students. Teaching faculty as well must make their sessions as interactive as possible; online sessions must not be a copy of face-to-face sessions. Teaching faculty must obtain training in instructional design in order for them to deliver interesting and interactive online sessions. Academic advisors must support the learning experience of students by offering students training sessions in LMS such as Blackboard and other types of tools. Students, too, have a major role to play in their education. They need to show interest in what they seek to learn. Whether they attend classes online or face-to-face, they have the responsibility to do their best and aspire to be tomorrow's successful members of society.

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Crypto currencies, the unpredictable future of trade

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Abstract

Crypto currencies are a form of payment that can be exchanged online for goods and services. They are considered a digital currency, which does not exist in physical form, but allow us to buy goods and services, or trade them for profit. Every day, more and more our society is facing this term, which seems so familiar to a large part of us, so unknown to the rest.

At first glance it seems like there are a lot similarity to physical money that we usually use, but unlike them, crypto currencies are decentralized, which means they are not issued by governments or other governmental institutions. The key point of interest in these currencies is to trade for profit, with speculators sometimes leading sky-high prices.

Through this paper, we have focused in depth on many aspects that characterize these crypto currencies expanding more knowledge about this topic, first studying the concept of currencies in a general virtual way and then, further trying to explain whether investing in them was considered a chance for us or a punishment of modern times. For this we had to highlight the positive aspects and those negative of these currencies.

An important point is the panorama of investment in crypto in our country, by further providing concrete examples of investments in crypto currencies around the world, having a comparison which will try to bring out the importance of knowledge of the participant of the economy in this investing process.

Keywords: trade, virtual trade, investment, profit.

1. Introduction

Every day more and more our society is facing this term, which seems familiar to a large part of us, and unknown to the rest. Let's first define what cryptocurrencies are and dive further into our study.

Below we have dwelled in depth on many aspects that characterize these cryptocurrencies, expanding more knowledge about this topic

Through this paper I first studied in a general way the concept of virtual currencies. Further, I will stop and try to find out whether investing in them is considered a chance for us or a punishment of modern times. For this I will highlight the positive and negative aspects of these currencies.

The aim of this paper is to give a general view of the development of cryptocurrencies nowadays, taking in consideration also Albania as a country with low economic financial development. Also to give a hand in understanding if is worth investing in this kind of currencies in this financial situation of the world market.

2. What are cryptocurrencies?

Cryptocurrencies are a form of payment that can be exchanged online for goods and services, which do not exist in physical form (like paper money), but allow us to buy goods and services, or trade them for profit. As a digital currency, a cryptocurrency can be used to purchase goods and services, but uses an online ledger with strong cryptography to secure online transactions. At first glance, it seems like it has a lot of similarities with the physical money that we usually use, but unlike them, cryptocurrencies are decentralized, which means that they are not issued by governments or other government institutions. The key point of interest in these unregulated currencies is to trade for profit, with speculators sometimes driving prices sky high.

Getting into this dynamic market is difficult because crypto markets do not guarantee that an investor making a purchase is trading at the optimal price. The word guarantee in this case does not exist. There are many investors who take advantage of this by using arbitrage to find the difference in price in several markets. And so cryptocurrencies continue to proliferate, raising money through initial coin offerings.

A cryptocurrency is a system that meets six conditions: • The system does not require a central authority, meaning that its state is maintained through distributed consensus, the system keeps track of cryptocurrency units and their ownership. • The system maintains an overview of cryptocurrency units and their ownership • The system determines whether new cryptocurrency units can

be created and, if so, the system determines the circumstances of their origin and how to determine the ownership of these new units. • Ownership of cryptocurrency units can be verified exclusively cryptographically. • The system allows transactions in which the ownership of cryptographic units is changed. A transaction statement can only be issued by an entity that proves the actual ownership of these entities. • If two different instructions for changing the ownership of the same cryptographic units are entered simultaneously, the system executes at most one of them. As of May 2018, there were over 1,800 cryptocurrency specifications. Within a proof-of-work cryptocurrency system like Bitcoin, the security, integrity, and balance of the ledgers are maintained by a community of mutually distrustful parties referred to as miners: who use their computers to help verify and seal transactions. The total value of all Cryptocurrencies on April 13, 2021, was more than \$2.2 trillion, according to CoinMarketCap, and the total value of all bitcoins, the most popular digital currency, was about \$1.2 trillion. Most cryptocurrencies are designed to gradually decrease the production of that coin, placing a limit on the total amount of that coin that will ever be in circulation. One important difference, compared to regular currencies held by financial institutions or held as cash, cryptocurrencies can be more difficult to seize by law enforcement.

3. The law and cryptocurrencies

The legal status of cryptocurrencies varies significantly from country to country and is still undefined or changing in many of them. At least one study has shown that sweeping generalizations about Bitcoin's use in illicit finance are vastly overstated, and that blockchain analysis is an effective crime-fighting and intelligence-gathering tool.

While some countries have explicitly allowed their use and trade, others have banned or restricted it. According to the Library of Congress in 2018, an "absolute ban" on the trading or use of cryptocurrencies is implemented in eight countries: Algeria, Bolivia, Egypt, Iraq, Morocco, Nepal, Pakistan, and the United Arab Emirates.

An "implied ban" applies in 15 other countries, which include Bahrain, Bangladesh, China, Colombia, Dominican Republic, Indonesia, Iran, Kuwait, Lesotho, Lithuania, Macau, Oman, Qatar, Saudi Arabia and Taiwan. In the United States and Canada, state and provincial securities regulators, coordinated through the North American Securities Administrators Association, are investigating "Bitcoin scams" and ICOs in 40 jurisdictions.

Different government agencies, departments and courts have classified Bitcoin differently. The Central Bank of China banned the handling of Bitcoin by financial institutions in China in early 2014. In Russia, although possession of the cryptocurrency is legal, its residents are only allowed to buy goods from other residents using Russian rubles, while non-residents are allowed to use foreign currency.

The regulations and prohibitions that apply to Bitcoin probably extend to similar cryptocurrency systems. In August 2018, the Bank of Thailand announced its plans to create its own cryptocurrency, the Central Bank Digital Currency (CBDC).

The legal concern of an unregulated global economy

As the popularity and demand for online currencies has grown since Bitcoin came into use in 2009, so have concerns that such an unregulated, person-to-person global economy that cryptocurrencies offer could become a threat to society. Concerns abound that altcoins could become tools for anonymous cybercriminals.

Cryptocurrency networks exhibit a lack of regulation that has been criticized as enabling criminals seeking to avoid taxes and launder money. Money laundering issues are also present in regular wire transfers, however with bank-to-bank wire transfers for example, the account holder must at least provide an identity of proven. The transactions that occur through the use and exchange of these coins are independent of formal banking systems and therefore can make tax evasion easier for individuals. Since the taxable income chart is based on what a recipient reports to the revenue service, it becomes extremely difficult to account for transactions made using existing cryptocurrencies, a mode of exchange that is complex and difficult to track. Systems of anonymity that most cryptocurrencies offer can also serve as an easier means to launder money. Instead of laundering money through a complex web of financial actors and offshore bank accounts, money laundering through coins can be achieved through anonymous transactions. Cryptocurrency makes law enforcement against extremist groups more complicated, which in turn strengthens them. Regulators in several countries have warned against cryptocurrency, and some have taken measures to drive users away. However, research in 2021 by the UK's financial regulator suggests that such warnings either went unheeded or were ignored. Fewer than one in 10 potential buyers of cryptocurrencies were aware of the consumer warnings on the FCA's website and 12% of cryptocurrency users were unaware that their holdings were not protected by statutory compensation. Of the 1,000 respondents between the ages of eighteen and forty, almost 70% falsely assumed that cryptocurrencies were regulated, 75% of younger crypto investors claimed they were driven by competition with friends and family, 58% said that social media lures them into making high-risk investments. The FCA recommends using its warning list, which identifies unauthorized financial firms.

4. Cryptocurrencies, chance or doom of the current century

Let's carefully look at some of the advantages and disadvantages of these currencies to come to a somewhat general conclusion.

4.1 Advantages of investing in virtual currency: Whoever knows how to invest properly and at the right time in this field has managed to earn a lot from cryptocurrencies. Some of the characteristics of crypto that encourage investment are mentioned below: First, Bitcoin users are not affected by inflation. One of the biggest problems with the dollar and other currencies is inflation. All the while, currencies lose their purchasing power by a few percentage points each year as central banks go on and issue more and more money. Bitcoin users do not have this problem, as the system is programmed in such a way that Bitcoin cryptocurrencies will have a limit.

Second, it is the low risk of bankruptcy of the economies. Common currencies depend on governments, which can go bankrupt. Such events cause hyperinflation or total currency collapse, and a life's savings can be undone in a day. The fact that Bitcoin is not regulated by any government makes it a global virtual currency.

Third, untraceability is both an advantage and a disadvantage for cryptocurrency. No organization can trace the source of funds. This property encourages the use of Bitcoin by people who feel that governments are "putting their hands" into their savings.

Fourth, virtual currencies are easily transported. You can carry millions of dollars worth of Bitcoin with you in the form of a chip in your pocket. Neither cash nor gold enables this.

Fifth, it's more practical: To use electronic money, you need to top up your bank account balance. You can upload it to one of the affiliate businesses, which are pretty easy to find.

4.2 Disadvantages of cryptocurrencies: So far we only talked about one side of the coin, meanwhile let's talk a little about its dark side. Below I list some of the criticisms that have been found about them:

- the lack of stability in their price,
- high energy consumption,
- high and variable transaction costs,
- poor security and fraud in cryptocurrency exchanges,
- vulnerability to debasement (from forking) and influence of miners

Cryptocurrencies have been compared to Ponzi schemes, pyramid schemes, and economic bubbles, such as the housing market bubble.

Howard Marks stated in 2017 that digital currencies were nothing more than a baseless fad (or perhaps even a pyramid scheme), based on a willingness to assign value to something that has little or nothing beyond it that people will pay for it, and compared them to the tulip mania (1637), the South Sea bubble (1720), and the dot-com bubble (1999), all of which experienced booms and busts in prices.

Many banks do not offer virtual currency services themselves and may refuse to do business with virtual currency companies.

In 2014, a senior banking officer Gareth Murphy suggested that the widespread adoption of cryptocurrencies could lead to the obfuscation of too much money, blinding economists who would use such information to better steer the economy.

While traditional financial products have strong consumer protection, there is no intermediary with the power to limit consumer losses if Bitcoins are lost or stolen. One of the features that cryptocurrency lacks compared to credit cards, for example, is consumer protection against fraud.

In October 2021, a paper from the National Bureau of Economic Research found that Bitcoin suffers from systemic risk as the top 10,000 addresses control about a third of all Bitcoins in circulation. It's even worse for Bitcoin miners, with 0.01% controlling 50 % of capacity. According to researcher Flipside Crypto, less than 2% of anonymous accounts control 95% of all available Bitcoin supply. This is considered dangerous as a large part of the market is in the hands of a few entities.

4.3 Risk of investments in Bitcoin: Some of the features that make most people invest in them, I am briefly mentioning below:

Untraceable This property of Bitcoin has also attracted crime. People can buy and sell drugs or other illegal goods without risking being tracked down by the authorities. In this respect it is similar to cash, which is widely used by criminals.

Easy to lose If a credit card is stolen or hacked, banks freeze accounts and adjust balances. You can even get your money back if the police act quickly. But in case you lose Bitcoin, the loss is irreversible. The best way to store Bitcoins is on a drive disconnected from the internet.

Hard to trade

You cannot use credit card to easily buy Bitcoins for the reasons mentioned above. There is no easy way to sell and buy them. There are many exchange points that offer the service in different ways, but it is still not like transferring money with PayPal.

Still very new Bitcoin has only been on the market for a few years. It is possible that competitors of this currency will become more successful than Bitcoin or find major flaws.

You can't buy it There aren't many places where Bitcoin is accepted as payment. This is likely to change in the future, but nowadays, most people buy Bitcoin as a way of investing.

Very Volatile Currently Bitcoin prices are going crazy. Such large price changes are not suitable for the market. Online stores have to adjust product prices almost every day. Electronic money is easily collected. Sometimes passwords or other information are not required, so anyone can use this channel. If the card is lost, it may have been used directly by the person who found it. This is the result of guilt-free comfort. The only thing that is required of the owner is to protect his electronic device the best possible.

It is very easy to pay by electronic card, but not all payments can be made this way. In some cases, companies are forced to use cash to make payments.

In extreme situations, such as natural disasters and so-called "blackouts", companies and Internet networks shut down. By preventing users from using this payment method.

Elderly They may have difficulty adapting to new technologies. Therefore, they may be at a disadvantage when using electronic money.

Conscious or Unconscious Consumers: Electronic money has given us a sense of security and turned us into consumers. This sense of security makes us buy even items we don't need. So sometimes we find that our bank account balance is almost empty.

5. Albania, how much it has been affected by cryptocurrencies

In our country, the spirit of investing in these cryptocurrencies has not yet been introduced and currently there is no operating license in Albania, but only in Switzerland, they don't even have offices, but occasionally they organize informative meetings. In Albania, they simply come to support people with something new.

Bitcoin investment pool has been created. Interested in investing in Bitcoin, the person who administers the group gives us two options of operation, against cash payment or by making direct purchases on the Internet.

In case you will operate with cash, the administrator enables you to meet with one of the representatives in Albania, to whom you give the amount you have decided to invest. Regarding the security of the investment here, he himself has expressed that he feels very insecure about the investment he makes. The Bank of Albania announces that there is no financial entity licensed for the trading of Bitcoin virtual currency in Albania. The regulatory framework of the Bank of Albania does not provide for the performance of such an activity in Albania. Even the Financial Supervision Authority informs that there was no company licensed for Bitcoin trading in Albania.

Trading of virtual currencies will also be allowed in Albania. The regulation that paves the way for this activity has already entered into force. Entities will be able to apply for three types of licenses, and will be under investigation by the Financial Supervision Authority to prevent money laundering.

But regardless of this, in our country there are computers that produce a high technology, where a unit costs about 18 thousand euros. Such a computer generates 300-400 dollars a day and is considered an investment which is quite valuable for what it does. This is an investment that can be made by people who have income, while there are other computers that produce up to 1.5 dollars a day but are not valuable.

It is impossible to calculate how many computers produce digital currencies in Albania. However, it is said that in our country there are about 40 thousand units that deal with the production of cryptocurrencies.

• Digital currencies today in Albania are a reality, most of them are produced here. Since it is a reality that cannot be stopped and cannot be turned back, Albania must have a strategy on how to regulate at least the production industry to turn it into a good one for Albania and mainly the young people who are involved with this. While its use in the economy will take some time, despite the fact that Albania is among the first countries in Europe to adopt a law on cryptocurrencies.

6. What does the future hold for electronic money

The European Banking Authority (EBA) helps with a lot of information on virtual currencies, which has repeatedly issued warnings about the risks that individuals may face when using virtual currencies, such as Bitcoin. The EBA warns that customers are not protected by regulators when using virtual currencies as a means of payment and may face the risk of losing money. The EBA has also added that there is no guarantee on the sustainability of the virtual currency. The warning is issued after the Authority has assessed all aspects related to virtual currencies in order to identify whether virtual currencies can be regulated and supervised.

According to the European Banking Authority, as virtual currencies continue to increase in popularity, customers should exercise caution and be aware of the risks associated with their use. Currently, there is no protective regulator in the European Union to protect the consumer from financial losses if any of these online platforms dealing with the exchange and deposit of virtual currencies go bankrupt or fail. The European Banking Authority also recalls that transactions in virtual currency enable a high degree of anonymity, which can be used for criminal activities, including money laundering. This abuse can cause law enforcement agencies to shut down exchange platforms and prevent customers from accessing or recovering funds they may have on these platforms.

Customers should be aware that the use of virtual currencies may have tax consequences and should ascertain whether tax is applicable in their country on the use of virtual currencies.

Finally, the European Banking Authority recommends that consumers when they buy virtual currency should understand their specific characteristics and not use amounts of real money that they cannot afford to lose. By 2050 (the year that coincides with the issuance of the last Bitcoin) the world population is estimated to be around 10 billion people. There will be 1 Bitcoin for every 500 individuals.

It's not just Bitcoin that is up, Ethereum is also up 31.55 percent, Ripple up 21.47 percent, Bitcoin Cash up 19.92 percent. In the top 10 cryptocurrencies with the largest market capitalization, the largest increase is 56.93 percent.

This huge drop in cryptocurrencies was as a result of China deciding to ban cryptocurrency trading by blocking all websites related to initial coin offerings and cryptocurrency trading, including all foreign websites.

The future of money can already be seen in the digital versions of personal wallets, which can replace that monetary system known all over the world. Of course, this future may disappoint many libertarian investors and tech professionals who have pinned their hopes on private cryptocurrencies like bitcoin.

Central banks and governments, whom cryptocurrency advocates really wanted to press, are increasingly interested in "digitizing" their currencies. This means issuing money that exists only virtually, without a paper equivalent or widely accepted currency as a means of payment.

Central banks, such as the Federal Reserve, are already issuing digital money through commercial banks that hold their accounts. Often, commercial banks transfer electronic funds to households and organizations so that potential users can make digital payments without exchanging money.

However, the electronic money of primary banks may be another step in this era. Instead of operating only through payment banks. Major banks will issue digital capital directly to the public, which can be used as legal tender just like cash.

7. Conclusion

Now that our information in this area is more conceptualized, we can speak more competently about cryptocurrencies. After seeing their good and bad sides, anyone can choose to take the courage to invest in them, although as stated, nothing is certain in this field: you can become a millionaire and in a few minutes you can lose everything. In my opinion, since for these currencies every day more and more steps are being taken to be called something legal and the number of individuals who want to invest is increasing, I think there should be more published information, more control over them. Why not study it separately as a subject in the business and finance profile that different students want to focus on.

Personally, I see it as something interesting, it requires courage and vigilance all the time.

As for the part invested, it always depends on the nature of the participating individual, nothing is definitive.

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Domestic Violence, a Painful Reality

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Abstract

Domestic violence is a global phenomenon, widespread in all countries regardless of the measures or efforts that have been made to fight it. It is a disturbing phenomenon for everyone and has a long-term impact on society with significant social and psychological consequences that emerge over time. Through the exercise of violence within the family framework, several principles and human rights are simultaneously violated, such as the right to life, human integrity and dignity, the right to freedom and security and the right to identity. States, through different mechanisms, have the duty to protect their population, not allowing anyone to violate these rights.

Domestic violence is not only a criminal offense punishable by most legislations around the world, but also a phenomenon. In this context, it deserves a more in-depth study, to understand not only the national and international legal aspects, but also to answer a series of questions related to the causes, reasons and counter-responses to the phenomenon in question.

The aim of the paper is to analyze theoretically but also in practice domestic violence in the Albanian and international reality and try to suggest effective solutions to prevent and combat this painful reality.

Keywords: domestic violence, ad hoc legislation, social phenomenon, criminal punishment, effective solutions.

1. Introduction

Domestic violence is a global disturbing phenomenon, widespread in all countries, regardless of the measures or efforts made to fight it and has a long-term impact on society, with significant social and psychological consequences that emerge over time. Through the exercise of violence within the framework of a family relationship, several principles and human rights are simultaneously violated, such as the right to life, human integrity and dignity, the right to freedom and security and the right to identity. States, through mechanisms, have the duty to protect their population, not allowing anyone to violate these rights.

2. General view on the definition of domestic violence

Domestic violence is a violation of human rights. It is realized through any action or omission, directed towards a family member or in an intimate relationship or guardianship, that affects his physical, psycho-social and economic integrity (European Convention on Human Rights 2021).

Domestic violence is a widespread social and global health phenomenon that occurs in all cultures and societies in the world and that suffer negatively in their physical, psychological, economic and social integrity mainly affects the most sensitive part of society which are children, women and the elderly, but not only (Rothman, E., Hathaway, J., Stidsen, A. & de Vries, H. 2007).

Unfortunately, in the Albanian society, especially in rural areas, this phenomenon is often considered as a normal private “family matter”, that belongs only to the family and no one else. The phenomenon happens in most cases behind closed doors and is not discussed, accepted or treated openly in Albanian society. Victims of this phenomenon generally suffer in silence and live in fear. There is a necessary need for reaction of the of state institutions, the police and international and local organizations due to the the magnitude of the phenomenon, the impact that has on society and the specific relationships that affects.

Domestic violence is considered as a phenomenon that reflects the social problems of society and that researchers constantly try to study the causes and consequences, in order to prevent or minimize this negative impact and the low reporting of these events is related the influence of a variety of factors such as shame, fear of punishment, distrust in state institutions, economic dependence, etc. (INSTAT 2018)

2.1 Victims of domestic violence

Victims of domestic violence are special subjects, people who, because of their family relationship, relatives, etc., are abused. The person who fulfills the conditions of victims are the family members of the criminal offense are the spouse or cohabitant or ex-spouse or ex-cohabiting partner; brothers, sisters, including, as the case may be, their spouse or cohabitant, as well as nephews and nieces, if the latter are members of the household; direct ancestors and descendants, without limitations, including cases where this relationship is created through adoption; the parents of the spouse or cohabitant, including the stepson, even if this relationship

originates from adoption; gender in a straight line, including parents and adopted children of the spouse or cohabitant; brothers and sisters of the husband, wife, cohabitant; children of spouses or cohabiting partners; persons who are or have been in an intimate relationship, not necessarily accompanied by cohabitation, enjoy the same protection; the guardian and the person in his care while the guardianship continues, according to the provisions of guardianship of minors and guardianship of persons with disabilities and the person whose capacity to act has been removed or limited (Family Code).

Regarding the passive subjects (victims of the criminal offense) in question, domestic violence is not limited to physical abuse because the victim can suffer mental and emotional trauma as well. Domestic violence occurs in a family context and the negative consequences usually affect children, even if they do not actually witness the violence. Children who are victims of domestic violence are more at risk of developing serious emotional, behavioral and developmental problems, which is why the Albanian legislation has defined the commission of the act in front of the children as a prejudicial element (Mandro. A., Anastasi. A., Semini. M. 2021).

Victims of crimes enjoy the right to special protection of their identity for security and privacy reasons, and their information should only be published in exceptional circumstances, such as public interest. This is especially important in cases of domestic violence, where the victim can potentially suffer serious and sometimes fatal consequences if their identity is revealed. When reporting, journalists must take into consideration that the safety of the victim is one of their primary concerns and must always take into account the possible harmful consequences when they identify any person in the cases of domestic violence, therefore the criminal procedural legislation specifically provides for these cases the development of the judicial process with closed doors and without the presence of the public or journalists.

The main characteristics in identifying a victim of domestic violence is not always easy, however there are certain characteristics that are usually observed in victims of domestic violence. The main distinguishing signs appear to be mental health issues where victims of domestic violence usually suffer from anxiety, suicidal thoughts, depression, low self-esteem, as well as drug or alcohol problems (Campbell, J.C., Webster, D., Koziol-McLain, J., Block, C., Campbell, D., Curry, M. A., Gary, F., Glass, N., McFarlane, J., Sachs, C., Sharps, P., Ulrich, Y., Wilt, S., Manganello, J., Xu, X., Schollenberger, J., Frye, V. & Lauphon, K. 2003). Changes in personality, behavior and association also often appear when victims lose interest in daily activities, as well as appear quiet and withdrawn; and they may seem anxious or nervous when they are away from the abuser. It often happens that victims of domestic violence are isolated from friends and family, often canceling plans at the last minute, or being late without any explanation. Victims are also usually overly withdrawn about personal life and relationships.

The relationship with their partner can also be singled out, as controlling behavior is often a sign of abuse, and victims often have to continue to answer the phone and keep their partners informed of where they are, what they are doing, who they are with, how and when they will return home.

One of the other widely spread phenomena are child victims, where their behavior can seem scared, shy, anxious, as well as often extremely polite in the presence of the abuser. When there is an economic abuse, it is not unusual for victims to have very little money of their own, and may not have their own bank account or credit card, as many abusers control the finances of their family members.

In the end, obviously, in the visual aspect, the physical injuries related to domestic violence are presented: cracked lips, black eyes, swelling of the face, neck and hands, as well as twisted wrists. Victims of domestic violence often have unrealistic and inconsistent explanations for their injuries, which are often covered up with makeup, or often underestimated in their seriousness.

In all cases domestic violence is about power and control and abandonment poses a very high level of risk for victims. It is important to consider carefully which is the best interest of the victims. Hospitals and schools are particularly important actors in domestic violence and can serve as useful places where victims of domestic violence can be identified and then referred to the police or shelters. Providing information on the signs of abuse can be an effective tool for mobilizing people to recognize and report abuse, whether against themselves or others, and to empower victims to make their own decisions. Journalists should emphasize that victims of domestic violence should have support and encouragement, and it is important that victims are not forced to feel judged or under pressure, since seeking help and advice in itself requires great courage.

3. Foreign legislation regarding domestic violence

Regarding domestic violence, a number of International Conventions which are directly or indirectly related to domestic violence, have been approved and ratified.

First, there is the European Convention on Preventing and Combating Violence against Women and Domestic Violence, ratified on February 4, 2013, otherwise known as the Istanbul Convention. (Europe, Council, 2016).

The main pillars of this convention are the prevention of violence, the protection of victims and the prosecution of perpetrators. Through the measures provided, it aims to change the mindset of society, especially of men and boys in relation to the opposite sex. The main goal of the convention is gender equality, since this inequality has deep roots in society. What is required from the state parties to raise public awareness is to take measures such as prevention through raising awareness of different forms of violence and their traumatizing nature, including the issue of gender equality at all levels of education, cooperation with NGOs, the media and the private sector. In relation to protection, measures are taken through the creation of specialized services and structures for the provision of medical, psychological and legal assistance to victims and their children, (UNICEF (2019), How prevalent is domestic violence in Albania).

In relation to punishment or criminal prosecution, the convention considers violence against women, children as a criminal offense which has the corresponding punishment according to the legislation and the justification based on "culture", "customs", "religion", or the so-called "honor" is considered as unacceptable, (UNICEF (2019), How prevalent is domestic violence in Albania).

According to the convention, law enforcement institutions must immediately respond to calls for help and manage dangerous situations in the best possible way, while in terms of criminal offenses covered by the convention, it requires states to punish acts of the following:

- domestic violence (physical, sexual, psychological or economic violence)
- persecution;
- sexual violence, including rape;
- sexual harassment;
- forced marriages;
- female genital mutilation;
- forced abortion or sterilization.

Secondly, we discuss about the European Convention for the Prevention of Torture and Other Inhuman or Degrading Treatment or Punishment, ratified by Albania on February 10, 1996.

Thirdly, we have the European Convention for the Protection of Human Rights and Fundamental Freedoms and the corresponding Protocol to the Convention for the Protection of Human Rights and Fundamental Freedoms, ratified by Albania on February 10, 1996, (European Convention on Human Rights (2021)).

According to this convention, every person's right to life is protected by law. No one may be intentionally deprived of life, except in the case of enforcing a death sentence given by a court, when the crime is punishable by this penalty by law. Life is not considered deprived in violation of this article in cases where this deprivation results from the use of force, made absolutely necessary:

- in the protection of any person from illegal violence;
- to carry out a lawful arrest or prevent the escape of a person who has been lawfully deprived of his liberty;
- to oppose, in accordance with the law, a riot or insurrection.

Domestic violence, in today's society, is considered one of the oldest wounds, which still remains unhealed. Despite the efforts that have been made in different countries, it is inevitable in today's reality to hear about another victim of domestic violence. Nowadays, different reports show the physical and psychological consequences of domestic violence, which are short-term or long-term. According to Article 2 ECHR, every person's right to life is protected by law. But in addition to the general principle of the absolute protection of life, in point two of the article, the exception is provided when the deprivation of life comes from the use of force, which is no more than absolutely necessary in order to fulfill one of the alternative goals that are first, protecting any person from unlawful violence and secondly effecting a lawful arrest or preventing the escape of a lawfully detained person.

In the case of "A v. Croatia", on October 14, 2010, the ECtHR reasons that between November 2003 - June 2006, the applicant's husband, who has been diagnosed as suffered from severe mental disorders with a tendency towards violent behavior and impulsive, had repeatedly subjected her to psychological and physical violence, including death threats and punches and kicks to the face, head and body, (CASE OF A. v. CROATIA, Application no. 55164/08, STRASBOURG 14 October 2010).

The violence was also practiced in the presence of their daughter, who was, in some cases, the object of the violence herself. They divorced in 2006 and between 2004 and 2009, a number of criminal proceedings were brought against the ex-husband with the adjunction of several protective orders.

At the time of the ECtHR's trial, he was serving a three-year prison sentence for making death threats against a judge. According to Article 8 of the ECHR, the state authorities have a positive obligation to protect the applicant from the violent behavior of her ex-husband. The court held that the government's failure to take court-ordered measures to address B's psychiatric problems and to protect A from B's violence was a breach of the government's positive obligation to ensure the right of A to respect her private life and thus violated Article 8; since the court had found that Article 8 had been violated, we are not dealing with separate issues that remain to be analyzed according to Articles 2, 3 and 13; it dismissed A's claim that the government had violated Article 14, as A had failed to adduce sufficient prima facie evidence that the government's measures in relation to domestic violence or the effects of such measures had been discriminatory.

Fourth, we mention the UN Convention on the Elimination of All Forms of Discrimination against Women and the UN Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (ratified by Albania on May 11, 1994). We can also mention the UN Convention on Civil and Political Rights and the UN Convention on Economic, Social and Cultural Rights, ratified by Albania on October 4, 1991 and the UN Convention on the Rights of the Child, ratified by Albania on February 27, 1992. The ratification of these conventions constitutes a very important step in the approximation of domestic legislation with foreign/international legislation in the fight against domestic violence.

4. Albanian legislation regarding domestic violence

In relation to domestic violence, according to the Albanian legislation and doctrine, we can argue that in the first hand there is the physical abuse, shown by of any type of physical force; any other action that may cause or threaten to cause physical pain; physical assault without regard to consequences; entering or leaving by force from the shared apartment or the victim's apartment; causing a feeling of fear, personal danger or violation of dignity; kidnapping. Such abuse includes beating, burning, slapping, and cutting victims.

Secondly, sexual abuse which includes sexual acts without consent as well as sexual abuse, such as rape and sexual assault.

Thirdly, economic abuse, which includes exclusion from the joint family economy, damage to property, or destruction or threat to destroy it; causing a sense of fear for economic well-being. Threats and coercion often relate to children.

Finally, we identify psychological abuse, which includes any action that causes the victim fear, terror, anxiety or depression, as well as deeply affects her psychological side.

Albanian legislation on domestic violence is based mainly on law No. 9669, dated 18.12.2006, amended by the law No. 125/2020, dated 15.10.2020, "On measures against violence in family relationships as the first law specifically approved against domestic violence"(Law No. 9669, dated 18.12.2006 "ON MEASURES AGAINST VIOLENCE IN FAMILY RELATIONS" (2020), OFFICIAL PUBLISHING CENTER).

The main purpose of this law is the prevention and reduction of domestic violence in all its forms, by means of appropriate legal and other necessary measures, as well as guaranteeing the protection by legal and other necessary measures of family members who are victims of domestic violence, paying special attention to children, the elderly and persons with disabilities, as well as any individual subject to this law.

The law provides that the term domestic violence will be understood as any act of violence that occurs within the family or household unit, exercised between family members.

It is worth noting that this law also provides protective measures against domestic violence, including protective orders from the court and immediate protection orders. The competent bodies for issuing orders is the court of general jurisdiction, first instance. When the request for a protection order is made by the police or the prosecutor's office, even if the victim wants to withdraw it, the prosecution office continues the procedure. Non-implementation of the order, based on Article 321 of the Criminal Code, non-implementation of a protection order or an immediate protection order constitutes a criminal offense and is punishable by up to 2 years of imprisonment. In Albania, the power of the police to enter private environments are generally limited, but the law on domestic violence gives the police power to intervene when it deems it reasonable to protect the victims, (Law Nr. 7895, dated 27.1.1995 (2021), Criminal Code, OFFICIAL PUBLISHING CENTER).

This law also sets in motion the governmental institutions which have the task of a detailed organization for the functioning of the cause it deals with. The main authority responsible for the implementation of this law is the Ministry responsible for issues of gender equality and the fight against domestic violence, while other authorities are, as the case may be, the Ministry responsible for social issues, the Ministry responsible for issues of public order and security, the Ministry responsible for issues of health, the Ministry responsible for justice issues, the Ministry responsible for education issues, the Ministry responsible for housing issues, the Ministry responsible for employment and professional training issues, as well as local self-government units.

In 2010, the law on measures against violence in family relationships introduced one of the main changes in relation to the establishment of a center for social care services for victims of domestic violence. Also, the protection of the confidentiality of the victim's data and information through the improvement of coordination mechanisms for the support and rehabilitation of victims of domestic violence was set in motion.????

4.2 Protective measures for domestic violence (protection order).

In Albania, is currently in force the law No. 9669, dated 18.12.2006 "ON MEASURES AGAINST VIOLENCE IN FAMILY RELATIONS", amended by Law 125/2020, dated 15.10.2020, which provides protection against domestic violence through the prevention and reduction of violence in family in all its forms. This means an appropriate legal and other necessary measures, as well as guarantees of protection by legal and other necessary measures of family members who are victims of violence in families, paying special attention to women, girls, children, the elderly and persons with disabilities, subject to this law, according to its article 3, (Law Nr.9062, dated 8.5.2003 (2015), Family Code, OFFICIAL PUBLISHING CENTER).

The goal of this law is the creation of a coordinated network of institutions responsible for the protection, support and rehabilitation of victims, alleviation of the consequences and prevention of domestic violence; the orientation of the work for the creation of responsible structures and bodies at the central and local level for the support of victims and the prevention of domestic violence; strengthening the judicial system for taking protection measures against domestic violence, as well as providing/guaranteeing for victims of domestic violence a fast, inexpensive and simple service in accordance with the law, at the court or other competent bodies for implementation of the law.

The article is structured in two paragraphs to distinguish the purpose of the law in the broad sense from its narrow meaning. The latter, expressed in the second paragraph of the article, is related to the protection of victims of domestic violence, through special measures.

Legal measures are the measures expressly provided in the legislation, which have a binding character. This group may include protection orders issued by the court and orders for immediate protective measures issued by the police. The law has provided for sanctions for entities that are forced to implement these orders. Some of the administrative measures that the law expressly provides for can also be classified as legal measures. These measures stand out for their positive character and must be implemented by the authorities in a continuous and progressive manner. There are also legal measures ordered by law for the responsible authorities, the non-compliance of which brings administrative disciplinary responsibility. Thus, for example, in Article 15, the law has provided for the obligation of the bodies that have written documents related to the case of domestic violence, to immediately issue a certified copy of them when requested by the interested entity or the court.

The non-issue of the documentation in this case constitutes a reason for the initiation of disciplinary proceedings against the employees of the responsible body. The other necessary measures are the positive measures listed by the law, ordering the responsible bodies, central and local, to draft policies and undertake other necessary measures for their implementation. Thus, for example, the Ministry responsible for issues of gender equality and the fight against domestic violence, has the duty to support and

supervise the creation of rehabilitation centers for the perpetrators of violence in domestic relations. In such cases, the authority is obliged to take other necessary measures to realize this legal obligation.

Legal and other necessary measures can also be classified from another point of view. They can be divided into general and special protection measures. General measures are appropriate and necessary procedures that are addressed to all citizens in order to protect them from violence in family relationships or to rehabilitate them. Thus, for example, local government units are tasked with "...establishing social and rehabilitation centers for victims and providing services to them...". This is a general obligation and other necessary measures can be taken as well" (Law No. 9669, dated 18.12.2006 "ON MEASURES AGAINST VIOLENCE IN FAMILY RELATIONS" (2020), OFFICIAL PUBLISHING CENTER).

The law has also created for the first time 2 mechanisms which are connected to each other to provide the most effective protection to the subjects. Initially, the mechanism of the immediate protection order is decided when the risk assessment shows that the violence perpetrated poses a risk to the life, health and freedom of family members, the structures responsible for handling cases of domestic violence, at the State Police, immediately take precautionary measures to protect the victim/s and stop the violence.

In the order for immediate protective measures, according to point 1, of this article, one or several of the following measures are defined:

- a) ordering the perpetrator not to commit or threaten to commit further acts of domestic violence against the victim or other members of the victim's family;
- b) ordering the perpetrator not to violate, harass, contact or communicate directly or indirectly with the victim or members of the victim's family;
- c) immediately prohibiting the perpetrator from approaching the shelter, the workplace, the residence of the family of origin or the residence of other persons and educational institutions, or places that are more frequented by the victim, except in cases when attendance is for work reasons;
- ç) immediate placement of the victim in a residential or emergency center for victims of domestic violence until the decision is taken by the court;
- d) ordering an employee of the State Police to accompany the victim to the residential or emergency center, according to the letter "ç" of this point;
- dh) ordering an employee of the State Police to accompany the victim to his/her place of residence and supervise the taking of personal belongings;
- e) blocking any weapon with a permit belonging to the offender during the control carried out or confiscating any weapon without a permit belonging to him, until the decision is taken by the court.

The order for the precautionary measures of immediate protection is issued by the head of the responsible structure of the State Police, in whose jurisdiction the violence was reported according to the procedure and model, determined by a joint instruction of the minister responsible for matters of order and public security and the minister responsible for issues of gender equality and the fight against domestic violence. A copy of the order for immediate protective measures is immediately notified to the local coordinator for the referral of domestic violence cases.

In cases where violence is committed against or in the presence of children, the State Police immediately takes the child under protection and at the same time refers the case to the Child Protection Unit in the local self-government unit, according to the rules provided in the legislation in force on the rights and protection of the child. Within 48 hours from taking the measures, according to the definition of point 1, of this article, the bodies responsible for handling cases of domestic violence, at the State Police, submit to the court a request for the assessment of the immediate protection measures and a claim for issuing an immediate protection order", (Law No. 9669, dated 18.12.2006 "ON MEASURES AGAINST VIOLENCE IN FAMILY RELATIONS" (2020), OFFICIAL PUBLISHING CENTER).

The right to request the evaluation of the order for immediate protective measures before the court is also available to the victims and the entities provided by Article 13, point 3, of this law, within 48 hours, from the day of its issuance.

The court, 48 hours from the day of submission of the request, decides in a court session:

- a) evaluation of the protective measures established in the order for immediate protective measures and the issuance of the immediate protective order;
- b) annulment of the order for immediate protective measures and termination of its consequences, if the facts and circumstances for which it was issued are not proven.

In the practices of the ECHR related to domestic violence, it is often found that appropriate measures are not taken to prevent the escalation of domestic violence. The case of *Civek against Turkey* is addressed in the context of a series of cases considered by the ECtHR against a country where domestic violence is a concern, such as Turkey. The applicant is the son of the victim executed by her husband (the applicant's father). Since 2009, the victim lived with her three children in a social reception center for abused women, as a result of her complaint, her husband was arrested and accused of causing bodily harm to her, (*Civek v. Turkey*, Application No. 55354/11, The European Court of Human Rights, STRASBOURG, 23.02.2016).

But, the latter, in December 2010, withdrew its complaint, resulting in the immediate release of the perpetrator, release accompanied by a judicial measure of supervision (consisting of appearing before the police authorities on the specified days and times) and avoiding any violent or threatening behavior towards his wife, as well as the obligation to immediately leave the marital home for a period of 3 months. After 11 days after the perpetrator's release, the applicant's mother again filed complaints against her husband, who had already threatened her with death. The police only registered the complaint of the applicant's mother and took no action to arrest the perpetrator, until the woman was killed on the street by her husband, who stabbed her 22 times.

The Court unanimously ruled that Turkey had violated Article 2 of the ECHR, reasoning that depending on continuous information through complaints made by the applicants' mother and the applicants' testimonies, the state authorities represented by the police

knew or should have known. that the victim could be the object of a deadly attack. Although the authorities took some measures, they did not take effective enough measures to prevent the murder. After receiving the complaint within a short span of time, the police only registered another complaint from the victim without taking any practical and concrete measures to effectively protect the petitioners' mother. The authorities could have legally arrested the husband for disobeying court orders, (*Civek v. Turkey*, Application No. 55354/11, The European Court of Human Rights, STRASBOURG, 23.02.2016).

The second mechanism is related to the continuation or not of the immediate order, by verifying the court no later than 20 days, from the day of issuing the immediate order of protection of a judicial senate, where at the end of the judicial process, the court decides the annulment, as well as termination of the effects of the immediate protection order, previously issued by court decision, when the latter fails to be proven; refuses to issue a protection order by a court decision, when the immediate protection order, previously issued by a court decision, cannot be proven or issues a protection order by a court decision based on Article 17 of this law. If necessary, this decision may change the conditions of the immediate protection order, previously issued by court decision. In the case of issuing a protection order, the court in the protection mechanisms refers to the measures that will be provided in the following ways:

- a) immediately ordering the defendant (rapist) not to commit or threaten to commit acts of domestic violence against the plaintiff (victim) or other members of the victim's family, as defined in Article 3 point 3 of this law or as named in the order;
- b) immediately ordering the defendant (rapist) not to violate, harass, contact or communicate directly or indirectly with the victim or members of the victim's family, as defined in article 3 point 3 of this law or as it is named in order;
- c) immediately removing the defendant (rapist) from the apartment for a certain period of time by order of the court and not allowing him to re-enter the apartment without the authorization of the court;
- ç) immediately prohibiting the defendant (rapist) from approaching beyond a certain distance the victim or members of the victim's family, as defined in article 3 point 3 of this law or as named in the order;
- d) immediately forbidding the defendant (rapist) to approach the home, workplace, residence of the family of origin or the residence of the future couple or of other persons and moreover the children's school, or places that are frequented more by the victim, with the exception of cases where the attendance is for work reasons;
- dh) immediately placing the victim/s and minors in temporary housing, keeping in mind in any case the highest interest, that of the minor;
- e) limiting or prohibiting the respondent (rapist) from meeting the victim's child, under conditions that may be appropriate;
- f) prohibiting the respondent (rapist) from entering or staying in the temporary or permanent residence of the victim, or in any part of it, regardless of the rights of ownership or possession of the rapist;
- g) ordering the law enforcement bodies to seize any weapon belonging to the offender during the search or ordering the offender to hand over any weapon belonging to him;
- h) ordering the defendant (rapist) to allow the victim to possess the apartment that the victim and the rapist use together or any part of it;
- i) ordering the respondent (rapist) to pay the rent of the victim's permanent or temporary residence, as well as the maintenance obligation for the victim, children or other dependent family members;
- j) as long as the protective order is in force, the treatment of the property is carried out in accordance with the Family Code, articles 57, 58 and 60;
- k) temporarily removing the offender from parental responsibility or, if applicable, guardianship over the minor, guardianship for the person with disabilities, or for the person whose ability to act has been removed or limited. When the court decides to remove the exercise of parental responsibility from both parents or from the single parent, it assigns temporary custody over the children, applying the rules provided in the Family Code and procedural legislation in force;
- l) ordering the competent bodies, the social services of the relevant units of local self-government and/or the organizations that provide services, to, as the case may be, support with psychosocial, health and financial assistance the abused persons in the family, as well as monitor compliance with the orders of protection from the parties, presenting the relevant reports before the local coordinator for the referral of cases of violence in family relationships;
- m) ordering the respondent (rapist) to make a periodic payment in favor of the cohabiting persons, who, as a result of the above measure, remain deprived of the means of livelihood. To ensure payment, the court may decide that the amount be paid by the employer in favor of the beneficiary. Such a decision constitutes an executive title;
- n) including the victim of domestic violence in rehabilitation programs;
- o) ordering the offender, if applicable, to participate in psychosocial rehabilitation programs and/or parenting training programs, organized by public or private entities. Those in charge of the rehabilitation program report to the local coordinator on the referral of domestic violence cases, the respondent's participation in the program and its progress, periodically as well as at the end of the program, which includes the results of the offender's rehabilitation. If the abuser does not participate in the program, then, at the request of the ad-hoc meeting of the coordinated mechanism for the referral of cases of domestic violence or of the subjects provided by Article 13 of this law, the provisions of the Criminal Code shall be applied, for actions carried out in violation of the court's decision on protection orders.
- o/1) ordering the respondent or the perpetrator, if applicable, to participate in rehabilitation programs at hospital centers, outpatient centers or community centers that provide mental health services, alcoholism services or toxicology services. Those in charge of the rehabilitation program inform the local coordinator at the Coordinated Referral Mechanism for cases of domestic violence about the respondent's participation in the program and its progress.

The protection order issued by a court decision, provides some of the protective measures described in point 1 of this article, (Law No. 9669, dated 18.12.2006 “ON MEASURES AGAINST VIOLENCE IN FAMILY RELATIONS” (2020), OFFICIAL PUBLISHING CENTER).

The immediate protection order, issued by the court’s decision, provides some of the measures described in the letters "a" to "h" of this article.

The court, mainly, in the immediate order of protection and/or in the order of protection, can provide protective measures for children who have suffered violence or were present when domestic violence was happening.

The court, according to its assessment, can also implement protective measures and procedures provided by the legislation in force for the rights and protection of the child, as long as the deadlines for the judicial process provided by this law are not violated.

Point 1 is intended to provide explanations regarding the conditions for issuing a decision on the issuance of an immediate protection order. The content of this point also defines the three criteria that must be analyzed by the court for the issuance of the immediate protection order: (I) if there are grounds to believe that the abuser has committed or threatened to commit an act of domestic violence ; (II) if the perpetrator poses a direct and immediate threat to the safety, health or well-being of the victim and other members of the victim's family; or (III) when this decision is necessary to protect the safety, health, well-being of the victim/s.

Point 1 of Article 19 is intended to provide guarantees for the protection not only of the petitioner-plaintiff, but also of other persons, with whom the petitioner has family or intimate relations, who may be the cause of the exercise of violence against the latter . This point highlights protection in case of threat of violence, as well as committed violence. Point 2 of Article 19 sanctions the rule that the court cannot refuse to issue an immediate protection order due to another judicial process involving one of the parties.

Next, point 2/1 provides that mediation and conciliation cannot be applied in cases of domestic violence. It happens in practice that the victim often wants to withdraw from the denunciation of the case of violence because the abuser asks for forgiveness, or because he is not able to cope with family life alone from the economic point of view.

Point 2/1 stipulates that the court does not consider this reconciliation and issues the immediate protection order even in cases where the parties claim that the conflict has been resolved or should be resolved through reconciliation or mediation. Point 3 of Article 19 has the purpose of supplementing point 1 to deal with the content of the decision to issue the immediate protection order, stopping at important elements, such as: the measure determined by the court and its duration, which ends at the moment the immediate protection order imposed by the court begins to be implemented, the notification that the violation of the protection order, issued by court decision, constitutes a criminal offense, as well as the date of the hearing for the validation of the immediate protection order, which is within 20 days of its issuance by court decision.

Point 4 of this article refers to the deadlines for immediate notification of the offender, who was not present during the court session. In point 4, the legislator aims to protect the victim from violence or further victimization and takes care to provide that the victim must be aware of the progress of the process, therefore the court must be provided with two copies of the original decision, so that one from them keep it for yourself and put the other one at the disposal of the police when the need arises, (Law No. 9669, dated 18.12.2006 “ON MEASURES AGAINST VIOLENCE IN FAMILY RELATIONS” (2020), OFFICIAL PUBLISHING CENTER).

Point 5 of Article 19 places importance on the institutional readiness to monitor the case and the perpetrator after the decision is rendered, providing that the court, within 24 hours after issuing the immediate protection order, that decision is sent not only to the victim and other persons mentioned in the decision, but also to the social services office of the local units, where the victim and the other persons mentioned in the decision have permanent or temporary residence, to the police station in the region where they have permanent residence or temporary the victim and the other persons mentioned in the decision, as well as the prosecutor, if he made a request in the concrete case tried.

Point 6 of Article 19 refers to the execution of the decision to issue the protection order, sanctioning the very important rule that it constitutes an executive title and is unappealable. Also, point 6 refers to the principle of speed in the application of the procedures, because it provides that the decision is executed immediately by the police bodies, in cooperation with the judicial enforcement service and the social services office of the local self-government unit where they have permanent residence or temporary victims and other persons, provided for in the decision. This speed goes in favor of protecting the interests of the victim and the persons related to him in order to prevent the occurrence of further consequences of violence.

The divorce decision is announced by the court during the implementation of the UMM/UM for simultaneous consequences, begins to be implemented from the day of the end of the UMM/UM. In case the court has imposed different maintenance obligations for the children in these decisions, the most favorable decision for the children is applied.

In the case of the application of the letter “h”, the court’s decision provides:

- a) the suspension of the weapon license until the deadline of the protection order is fulfilled, as well as the notification of the relevant administrative authority, if the weapon has been seized and the person has an authorization to carry a weapon with a permit;
- b) the return of the seized weapon, if the person has an authorization to carry a weapon with a permit, only after the expiration of the term defined in the protection orders.

Article 10 represents a fundamental article with a material character, which is also related to most other articles of this law. It is closely related to the articles that regulate civil judicial procedures for anti-violence measures. We have highlighted some of these connections and relationships that are created between them following this point.

The content of Article 10 is specifically related to Article 13/1 of this law, which establishes the order for immediate protective measures (UMPMM). The latter, as an administrative protection order, provides for immediate protective measures issued by the State Police. In contrast to the measures provided for in Article 10 of the law, these administrative legal measures are temporary and have effect until they are confirmed by the court, which subsequently issues the UMM. So, while the UMPMM is an administrative protective measure issued by the State Police, the UMM is a judicial protection measure, which is issued by the civil court, based on the verification of the UMPMM.????

The implementation of administrative measures through the UMPMM by the State Police creates effectiveness and continuity of protective measures, because they are taken from the first moment when the risk of domestic violence is assessed and continue until the court decisions for UMM and UM. This ensures better protection for victims of domestic violence, more effective prevention of it, as well as more effective coordination of state institutions.

As can be seen, with the legislative changes of 2020, the legislator has foreseen a series of concrete and detailed measures regarding the effective protection provided for victims of domestic violence. As for the characteristics of the activity of each authority towards the victim of domestic violence, the legislator highlights as such the speed in the service; the inexpensiveness of the service and the simplicity of the procedures and services.

4.3 The difference between the immediate protection order and the protection order

Article 10 of the law defines the protective measures that the court must take in the consideration for issuing both types of protection orders, UMM and UM. Practically, Article 10 has divided the measures for each of them. Thus, in the protection order (UM), in addition to the measure provided for in the first paragraph of point 1 of this article, depending on the circumstances of the case, the court may also impose one or several of the protective measures provided for up to “m” of point 1 of this article. So, the UM in any case may include the measure of temporary removal of the violator from the shared residence, to which other measures may be added that the judge selects according to the case from all the measures provided for in this article. The measures for the immediate protection order (UMM) are provided by letter “a” to letter “g” of point 1 of this article. Thus, the Court, in addition to the measure provided for in the first paragraph of point 1 of this article, depending on the circumstances of the case, may also impose one or some of the measures provided for up to point g. So, what is immovable in both orders of protection is the first measure that we considered here as the main measure, (Law No. 9669, dated 18.12.2006 “ON MEASURES AGAINST VIOLENCE IN FAMILY RELATIONS” (2020), OFFICIAL PUBLISHING CENTER).

From their content, we find that the UMM includes emergency measures, which are mainly aimed at stopping violence and preventing other violent incidents. We will try to make a classification of these measures, in addition to the classification as above, which distinguished them into UMM measures and UM measures. In UM, all the measures foreseen in the first paragraph of article 10 can be given. In fact, what guides us towards an analysis is the question: why some measures cannot be issued by the UMM? Are the provisions that provide for the measures mandatory or advisory? So does the law limit a judge’s discretion to combine measures in UM/UMM?

We think that the judge’s discretion is limited only by the first paragraph of point 1. So, as a first measure, the judge has the duty to remove the offender from the common areas. Further, the provision is advisory, but not necessarily mandatory. The judge has discretion in this matter. What would compel the judge to choose different measures in issuing the UMM and the UM? It would be an emergency and a direct threat. That is the main difference between these two orders. This reasoning can also serve in the meaning of our law.

It should also be noted that from today’s practice, the urgency of the response of the law enforcement bodies to the phenomenon in question, has sometimes also led to problems regarding the court’s decision-making in taking measures, which are sometimes taken almost automatically, at least for the immediate order.

In fact, in a detailed reading of the law, the provision of the first mechanism, in taking an almost automatic measure in issuing the immediate order, is in sync with the spirit of the law itself. In other words, the law in question in terms of counter-response in time effectively provides for protection, but in no case should this be at the expense of hasty decision-making where the alleged subject is “punished” without the right.

In the civil case with No. 13010/7261, the defendant AB against the defendant BB, the Court of the Judicial District of Tirana, with decision No. 1605, dated 16.3.2021, with object: “The certification of the Immediate Protection Order dated 31.10.2020 of the Court of the Judicial District of Tirana issued for the plaintiff AB and the minor LB against the defendant BB results that: the plaintiff through the Police Station No. 2 Tirana, as a representative of his minor child, filed a claim for the issuance of an immediate protection order for the plaintiff himself and the children LB and MB, against the defendant, his wife and their mother. Referring to the acts of the file and the statements of the parties in the trial, it was claimed by the plaintiff that the defendant exercised psychological violence against him and their children, threatened and was insulted by her. Referring to the statements of the parties in police station No. 2, Tirana, by the relevant specialist, the Risk Assessment Report for the case of domestic violence was compiled, which reflected the situation in the relationship between the litigants, determined the need for protective measures for the victim, issuing the order for precautionary measures of immediate protection on 29.10.2020 for the plaintiff and his minor son, against the defendant. More specifically, with decision no. 13010, dated 31.10.2020 of the Tirana Judicial District Court, it was decided: “The Acceptance of the claim. Issuance of an immediate order of protection for the plaintiff AB, which consists in taking the following measures: the defendant is immediately ordered not to commit or threaten to commit an act of domestic violence against his minor child and not to go to the school where the child is a student, except for the meetings established by decision No. 14259/5380, dated 02.02.2020 of the Tirana Judicial District Court”.

5. Criminal aspect

In the criminal aspect, Article 130/a of the Criminal Code “Domestic Violence”, provides that “beating, as well as any other act of physical or psychological violence, against a person who is a spouse, ex-spouse, cohabitant or ex-cohabitant, close gender (preborn, unborn, brothers, sisters, aunts, uncles, nephews, nieces, children of brothers and sisters), or immediate relative (father-in-law, mother-in-law, son-in-law, daughter-in-law, sisters-in-law, step-son, step-daughter, step-father and step-daughter)), or in

connection or former intimate connection with the author of the criminal offense, with the consequence of violating his physical, psycho-social and economic integrity, shall be punished with imprisonment of up to three years". Law Nr. 7895, dated 27.1.1995 (2021), Criminal Code, OFFICIAL PUBLISHING CENTER.

On 21.09.2020, around 11.45, the victim E.K filed a criminal complaint against her husband, citizen B.K. On the accusative side, it is explained, among other things, that: "...I have been married to the BK citizen for 20 years and we have three children (two sons and a daughter)". During these years, due to the disagreements she had with her husband, three years ago she left the city of Dibra, taking her three children and settled in Tirana.

The children went to Dibër and took their father, bringing them home. According to E.K, when they settled in Tirana, B.K. worked part-time, and never brought home money, in addition to this, he took on debts, and this led to a dispute between them, when according to the victim, she worked two jobs to support the family, to raise children. The victim explains that her husband not only did not work, but also asked her for money, and because the victim did not give it, he abused her psychologically and sometimes physically, exerting violence against her.

The victim declares that she did not report her husband because of the children, as usually happens, but the husband beat the little boy A., and after the victim told him "what are you doing", "why are you beating the boy", he told her "take it and throw it in trash can". The victim turned to her husband saying "if you want to stay, otherwise leave", and at this moment, according to her, B (husband) started punching and kicking her in different parts of the body. Then the other boy intervened, asking him to account. According to victim B, he took a knife and put it to her throat, threatening her.

Then she went to the police station and made the complaint after calling the girl. The couple's son, a UK citizen, was questioned, and he stated that he was at school on the day of the incident. After 45 minutes, he contacted my mother on the phone, who informed her that he was on his way to Police Station No. 2 Tirana to file a criminal complaint against his father, citizen B.K., as according to her the father had abused his mother. After finishing school, after 13:00 he met his sister and mother, who told him that his father had been detained by the police. After he calmed down, they told him that in the report, the mother had said that the father had also abused him, which is not true, since he was at school at the time of the incident.

As mentioned above, the victim stated that at the time she had a fight with her husband B, the children were not in the apartment. Their daughter is married and informed her on the phone, son U was at school, while the little boy was asleep. Thus, after examining the circumstances, the court decided to plead guilty to the defendant B.K., for the criminal offense "Domestic violence", sanctioned by article 130/a/1 of the Criminal Code, and based on this provision he was sentenced to 18 months in prison.

Whereas the serious threat of murder or serious injury to a person who is a spouse, ex-spouse, cohabitant or ex-cohabitant, close relatives (preborn, unborn, brothers, sisters, aunts, uncles, grandchildren, children of brothers and sisters), or a close relative (father-in-law, mother-in-law, son-in-law, daughter-in-law, sister-in-law, stepson, stepson, stepson), or in a relationship or former intimate relationship with the perpetrator of the criminal offense, with the consequence of violating his mental integrity, is punishable by imprisonment for up to four years.

Intentional injury to a person who is a spouse, ex-spouse, cohabitant or ex-cohabitant, close relative (pre-born, unborn, brothers, sisters, mother-in-law, nephews, nieces, children of brothers and sisters), or close relative (father-in-law, mother-in-law, son-in-law, daughter-in-law, sisters-in-law, step-son, step-daughter, step-son or step-daughter), or in a relationship or former intimate relationship with the perpetrator of the criminal offense, which has caused temporary disability at work for more than nine days, shall be punished by imprisonment for up to five years. These acts, committed repeatedly, or in the presence of children, are punished by one up to five years imprisonment.

This provision provides effective protection to all aspects related to all forms of domestic violence.

Also, the criminal Code does not offer any opportunity to seek mitigating circumstances for such crimes. Specifically, Article 48, the last paragraph of the Criminal Code provides that the mitigating circumstance, provided for in the letter "e", that is, when the relationship between the person who committed the criminal offense and the injured party is normalized, does not mitigate the punishment of a person who committed an offense criminal offense against children or a criminal offense of domestic violence. Also, Article 50/g, which provides for the aggravating circumstances, provides that "when the offense is committed by taking advantage of family, cohabitation, friendship, hospitality" constitutes aggravating circumstances". Law Nr. 7895, dated 27.1.1995 (2021), Criminal Code, OFFICIAL PUBLISHING CENTER.

The Family Code of the Republic of Albania also contains a number of articles related to domestic violence against the spouse and child/children. It deals with parental obligations and children's rights in family life, as well as child abuse and neglect. For example, Article 62 provides that "the violent spouse can be kicked out of the marital home".

6. Conclusions

Domestic violence is one of the most serious forms of abuse in society, and should be understood as a social phenomenon. It is, first of all, a scourge of Albanian society that comes as a lack of social emancipation and social, economic, cultural and psychological development.

Regardless of the measures, the legislative changes that have been made, I think that there is still room for improvement both in the legislative aspect, but also in the practical aspect.

Albanian custody laws fail to include provisions to protect and empower victims of domestic violence according to the Group of Experts on Violence against Women and Domestic Violence (GREVIO) report for 2021.

Violence against women remains problematic, and Albania suffers from a high rate of domestic and gender-based violence with one in three women reporting it at least once in their lives, compared to the EU average of one in four.

Legislators should take into account the socio-economic problems to create an even more effective law considering the Albanian reality and that it is very common that economic shortages are among the main causes of violence. Perhaps it is necessary to create a special unit within the State Police to intervene in cases of domestic violence, a unit that should be ready at any time to come to the aid of the abused. This would help reduce the cases that lead to the loss of human life. Another measure that should also be taken is the social-psychological treatment of persons who have shown signs of violence by handling the cases in the most professional manner by the state or other institutions.

The GREVIO report also highlighted that most of the member countries fail to provide age-specific care and protection, or include provisions that take into account evidence of domestic violence when assigning custody or visitation rights.

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Inflation Synchronisation and Inflation Spillovers in EU Economies

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Abstract

In this study, we have analysed whether the inflation rates of the individual countries of the European Union (EU) are synchronised with those of the Eurozone as a whole. In addition, we have also examined the mutual influence of the inflation of individual countries. We used cross-correlations and Minimum Spanning Tree (MST) to address these objectives. The period studied was from January 2001 to December 2008. We found that inflation in Belgium, France, Italy, Denmark, and Sweden has followed a synchronised development with euro area inflation in the run-up to the economic crisis. Non-synchronised inflation with the euro area average has been demonstrated in countries that do not use the common currency euro, but also in countries that are part of the monetary union. These countries are the Netherlands, Ireland, Portugal, Slovenia, Slovakia, Hungary, Poland, and Romania. Slovak inflation has been influenced by Romanian inflation at this time, which has been directly affected by inflation in the Netherlands. Inflation in one of the Baltic countries, namely Estonia, was directly impacted by Austrian inflation, which in turn impacted inflation in Lithuania, and which then had the impact on price increases in Latvia. According to our results, Belgian, Austrian, Estonian, Czech, Danish, Slovenian, and Dutch inflation has a central position. We have demonstrated not only simultaneous but also leading and lagging inflation developments by several months between the inflation rates of the individual European Union countries.

Keywords: inflation, cross-correlations, MST, synchronisation.

1. Introduction

The word inflation is nowadays often used not only by economists but also by the general public. Inflation is the rate of price rise over a period of time. The inflation rate in the Eurozone reached 9.2% in December 2022, in the European Union it was at 10.4% (Eurostat, 2023). Inflation is a phenomenon that affects the economic and political events in each country, for example, as a result of globalization and mainly due to foreign trade relations. We assume that inflation is currently more synchronized than it was in the past precisely because of globalization. The question is, how did inflation behave before the economic crisis? Did one country's inflation have the impact on price growth in the other economy? Was the inflation of a Member State of the European Union synchronised with the average inflation in the euro area? We provide answers to these questions in our study.

It is important to deal with the synchronisation of the inflation of the EU countries with the Eurozone average because in the framework of the Eurozone integration, it is expected that the countries will synchronise (not only from the point of view of the business cycle) because of the single monetary policy, i.e. it would be appropriate that the inflation of the individual countries of the European Union (which are also part of the Eurozone) should be synchronised with the average of the Eurozone so that a single monetary policy can be implemented in such a way that there is no opposite impact of this policy on the individual countries, i.e. one country may show a recession and the other an expansion, thus a single monetary policy is not suitable for implementation in this case. Inflation synchronisation has also been discussed by Gerlach-Kristen (2009), Ha et al. (2019), Hoon Kang et al. (2020), Elsayed et al. (2021), Szafranek (2021), and many other authors.

Public questions arise as to what causes this inflation, are there any factors that directly influence it or does it simply spill over from one economy to another through some channels? Foreign trade or many other factors can make that prices rise in one country causes prices to rise in another country, this phenomenon can also be referred to as international inflation transmission or imported inflation, from the perspective of the importing economy. Kamel and Mhamed (2021) report that imported inflation is transmitted through two types of channels. The first channel is called the commodity channel and the second is the monetary channel. According to Wang (2013) imported inflation is associated with oil price increases. The way in which imported inflation can be minimized is presented by Otto and Ukpere (2016). The first way is through anti-inflationary policy, that is, to increase the domestic supply of goods or services to meet domestic demand. The second way, according to the two authors, is effective exchange rate management. Other instruments that can prevent imported inflation are described in Emminger (1977).

The aim of this paper was to find out the degree of synchronisation of inflation in the European Union countries with the Eurozone average before the economic crisis, and also to find out the mutual influence of inflation in the EU countries. Two methods namely Cross-Correlation and Minimum Spanning Tree were used to achieve these objectives.

2. Research methodology and data

In this section, we provide more details about the data and methods such as cross-correlations and Minimum spanning tree that were used in this study to achieve our objectives. In addition to these two aforementioned methods, we also used the Zivot - Andrews test to identify the stationarity of the time series. The reason for using this test was the assumption that there is a structural break in the time series, which, for example, the Augmented Dickey-Fuller (ADF) test, the Phillips-Perron (PP) test, or even the Kwiatkowski-Phillips-Schmidt-Shin (KPSS) test do not assume.

2.1 Data

The data we used in the analysis were expressed using the Harmonised Index of Consumer Prices (HICP), which is compiled by Eurostat and the national statistical offices. The observation period started in January 2001 and ended in December 2008, so monthly data were used, which included average inflation in the euro area (Croatia was not included in the analysis because it did not become part of the euro area until 1 January 2023) and inflation in individual EU countries (27 countries). Based on information from the ECB (2016), we have seasonally adjusted the data. The data used were stationary (confirmed by the Zivot-Andrews test) and then used in the Cross-Correlations and Minimum Spanning Tree method.

2.2 Cross-Correlations

Cross-correlations represent correlations between y_t and x_{t+h} , where $h = 0, \pm 1, \pm 2, \pm 3, \pm 4, \dots$. In our case y_t represents inflation in the euro area as a whole at time t and x_{t+h} is inflation in the individual EU Member States. Since monthly data were used in our analysis, we used lags or leads sequentially over twelve months, i.e. $\pm 1, \pm 2, \pm 3, \pm 4, \pm 5, \pm 6, \pm 7, \pm 8, \pm 9, \pm 10, \pm 11, \pm 12$. In this way, we were able to determine whether inflation in a particular EU country was catching up with or leading the inflation trend in the euro area as a whole. Inflation rates of individual European Union countries are synchronised with the euro area average if the cross-correlation is equal to or greater than 0.7. If the correlation coefficient is greater than 0.7 between $t + 1$ and $t + 12$, then a particular EU country's inflation is lagged compared to the average euro area inflation. On the other hand, if the correlation coefficient is greater than 0.7 between $t - 1$ and $t - 12$, then inflation in a particular country is outpacing inflation in the euro area. If the highest value of the correlation coefficient is shown at time t , then the development of inflation is parallel.

2.3 Minimum Spanning Tree

The Minimum Spanning Tree was another method we used to express the correlation of inflation across countries. This approach was used by Mantegna (1999) in his study. Since the correlation coefficient can take negative values and thus cannot be used as a distance metric, we used a non-linear transformation following Mantegna (1999) of the original correlation matrix, from which we obtained a distance matrix d_{ij} of the following form:

$$d_{ij} = \sqrt{2(1 - \rho_{ij})} \quad (1)$$

where ρ_{ij} is the correlation coefficient between the inflation rates of country i and j over a given time period.

The MST is a graph showing the correlations between inflations, referred to as the edges of the graph $n - 1$, and the nodes n , which represent individual EU countries.

3. Results

In this section, we present results that show whether inflation in individual countries of the European Union is synchronised with inflation in the euro area as a whole. We have analysed the synchronisation using cross-correlations. We have analysed the mutual influence of individual country inflation using the alternative Minimum Spanning Tree method. The period analysed is from January 2001 to December 2008, in order to see how inflation behaved in the period before the economic crisis.

3.1 Synchronisation of inflation in individual EU member states with inflation in the euro area

Inflation in the individual countries of the European Union in the period before the economic crisis, i.e. from January 2001 to December 2008, was highly synchronised with euro area inflation in a number of countries, with some exceptions. Thus, a high correlation was observed across almost all countries, except Luxembourg, the Netherlands, Ireland, Greece, Cyprus, Lithuania, Latvia, Portugal, Slovenia, Slovakia, Hungary, Poland, and Romania (Table 1.). Countries with a correlation in the interval (0.5 ; 0.7), such as Luxembourg, Greece, Cyprus, Lithuania, and Latvia, have slightly synchronised inflation rates with the euro area average. Unsynchronised inflation with the euro area average has been demonstrated in the Netherlands, Ireland, Portugal, Slovenia, Slovakia, Hungary, Poland, and Romania.

Inflation in Belgium, France, Italy, Denmark, and Sweden has followed a parallel path to that of the euro area in the run-up to the economic crisis. On the other hand, Finnish inflation is lagging behind the euro area average by one to two months and in Malta, inflation is lagging behind the euro area average by one month. Inflation in Germany, Austria, and the Czech Republic is leading inflation in the euro area by one to two months, Estonian and Croatian inflation by one, two, and three months, Spanish inflation by one month, Bulgarian inflation by one, two, three, and four months.

Table 1. Cross-correlation of individual EU Member States with the euro area average, January 2001 - December 2008

Country	t-10	t-8	t-6	t-4	t-2	t	t+2	t+4	t+6	t+8	t+10
BE	0.011	0.155	0.270	0.498	0.738	0.879	0.707	0.500	0.357	0.171	-0.036

DE	0.382	0.492	0.488	0.572	0.720	0.713	0.374	0.133	0.043	-0.061	-0.183
FR	-0.084	0.132	0.296	0.471	0.691	0.820	0.509	0.250	0.109	-0.032	-0.164
IT	-0.145	0.005	0.142	0.341	0.615	0.787	0.598	0.404	0.308	0.164	-0.027
LU	0.043	0.188	0.281	0.441	0.608	0.634	0.280	0.058	-0.020	-0.164	-0.233
NL	-0.185	-0.143	-0.115	-0.013	0.113	0.166	0.153	0.162	0.198	0.202	0.177
EE	0.389	0.505	0.592	0.673	0.740	0.757	0.609	0.395	0.213	0.079	-0.034
IE	-0.111	-0.102	-0.078	0.033	0.123	0.172	0.034	-0.010	0.036	0.054	0.079
GR	-0.171	0.014	0.171	0.359	0.571	0.696	0.464	0.245	0.167	0.102	-0.076
ES	-0.113	0.081	0.200	0.407	0.647	0.707	0.338	0.118	0.051	-0.082	-0.182
CY	-0.081	0.080	0.201	0.295	0.399	0.561	0.464	0.294	0.181	0.018	-0.096
LV	0.417	0.507	0.582	0.618	0.641	0.624	0.493	0.299	0.117	-0.030	-0.152
LT	0.365	0.439	0.518	0.581	0.660	0.693	0.611	0.445	0.254	0.102	-0.055
MT	-0.338	-0.115	0.092	0.298	0.521	0.714	0.682	0.535	0.395	0.254	0.025
AT	0.279	0.422	0.490	0.629	0.761	0.795	0.540	0.307	0.181	-0.006	-0.144
PT	-0.283	-0.244	-0.174	0.012	0.172	0.170	0.032	-0.013	0.048	0.007	0.003
SI	-0.061	0.035	0.111	0.234	0.306	0.314	0.166	0.100	0.085	0.044	0.055
SK	-0.443	-0.399	-0.324	-0.220	-0.115	-0.015	0.002	-0.001	0.009	-0.031	-0.043
FI	0.096	0.211	0.312	0.459	0.607	0.736	0.701	0.549	0.409	0.274	0.150
BG	0.263	0.389	0.543	0.701	0.745	0.682	0.484	0.278	0.137	0.022	-0.066
CZ	0.232	0.409	0.544	0.651	0.719	0.741	0.591	0.354	0.174	0.043	-0.054
DK	-0.071	0.065	0.196	0.383	0.642	0.795	0.687	0.498	0.373	0.250	0.099
HR	0.037	0.220	0.363	0.619	0.799	0.838	0.595	0.415	0.268	0.110	-0.063
HU	0.350	0.272	0.208	0.211	0.171	0.093	-0.040	-0.102	-0.075	-0.052	0.005
PL	0.174	0.236	0.284	0.404	0.457	0.464	0.340	0.195	0.125	0.063	-0.011
RO	-0.268	-0.221	-0.155	-0.030	0.006	-0.019	-0.021	0.025	0.067	0.089	0.113
SE	0.003	0.100	0.163	0.315	0.547	0.713	0.594	0.442	0.334	0.178	0.052

Source: own elaboration based on Eurostat data (2023)

Note: t corresponds to the years 2001 January to 2008 December; the correlation coefficient with a positive value in the interval (0.5 ; 0.7) is marked in light grey (moderate correlation) and the correlation coefficient with a positive value in the interval <0.7 ; 1> is marked in dark grey (high correlation); the highest value of the correlation coefficient at time t is shown in white.

3.2 Inflation interactions across European Union countries

Figure 1. shows the mutual impact of inflation in the European Union countries in the period before the economic crisis, i.e. from January 2001 to December 2008. The greater the mutual influence of inflation across European Union countries, the darker the box.

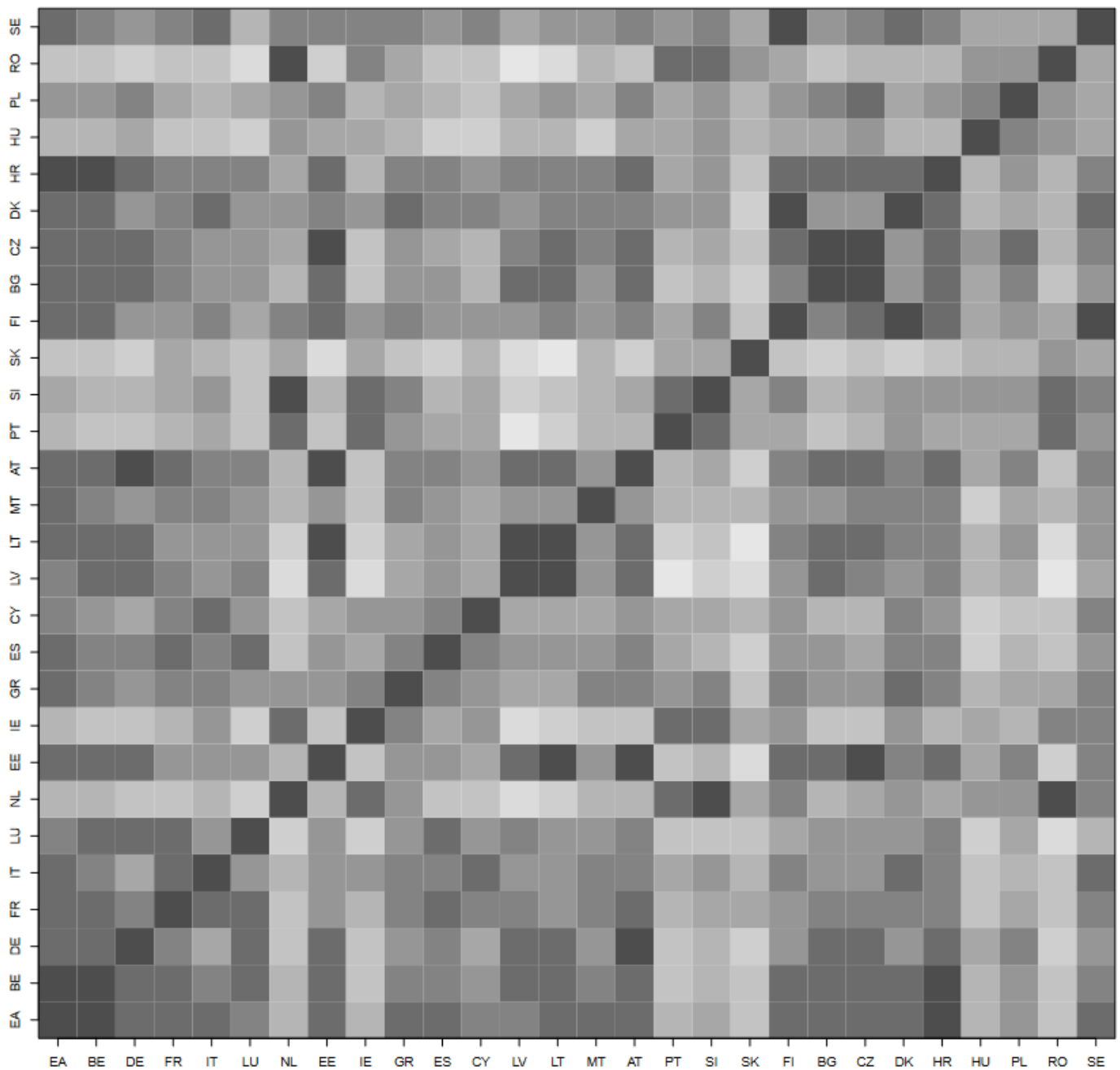


Figure 1. Mutual influence of the inflation across European Union countries using MST, January 2001-December 2008

Source: own elaboration based on Eurostat data (2023)

The mutual influence of inflation across the European Union countries is also shown in Figure 2. This diagram shows nodes and edges, with the thickness of the edge representing the degree of correlation between given inflations. If a node (pointing to a particular country's inflation) has more than two edges, then that country's inflation has a central position (Rešovský et al., 2013). Thus, the construction of the MST implies that Belgian, Austrian, Estonian, Czech, Danish, Slovenian, and Dutch inflation has a central position.

Before the economic crisis, Slovak inflation was influenced by Romanian inflation, which was directly impacted by inflation in the Netherlands. The MST also points out that inflation in Estonia directly affects inflation in the Czech Republic and Lithuania. French inflation directly influenced price growth before the crisis in Spain. German price growth did not affect inflation in any of the countries studied during the period, German inflation was influenced by Austrian inflation. Inflation in the Visegrad Four countries (except Slovakia) was influenced in the following direction: Czech price growth influenced Polish price growth, which in turn affected inflation in Hungary.

The MST diagram shows that price growth in the Baltic countries (i.e. Estonia, Latvia, and Lithuania) has followed the following path: as already mentioned, Austrian inflation has directly affected Estonian inflation, which in turn has influenced inflation in

Lithuania, which in turn has impacted price growth in Latvia. This direction of the chain may be due to foreign trade between the Baltic countries.

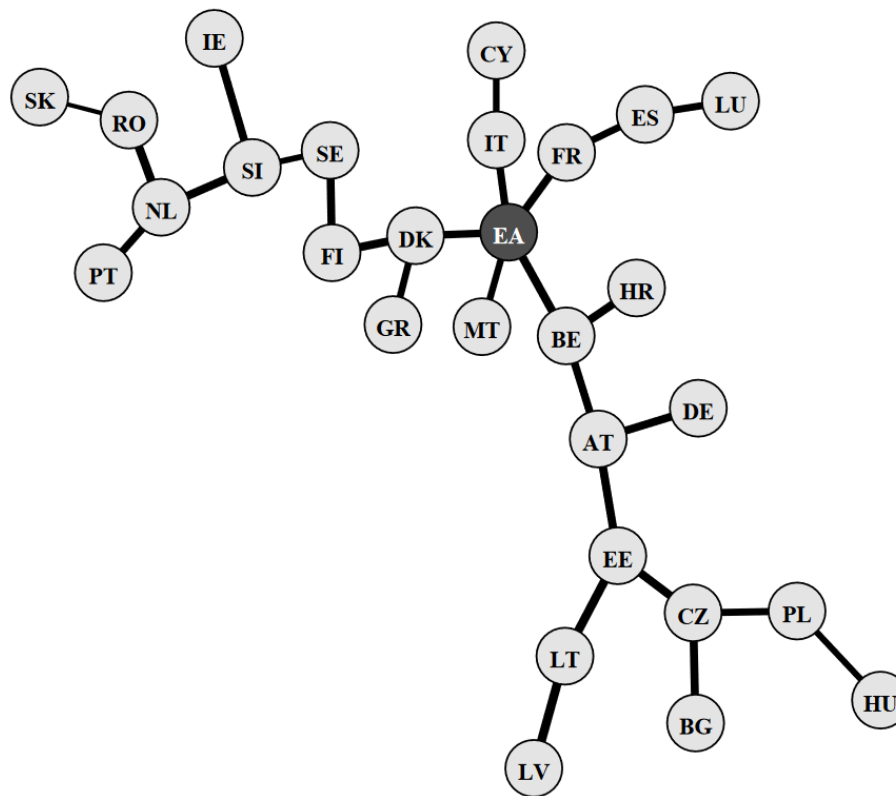


Figure 2. Mutual influence of the inflation across European Union countries using MST, January 2001-December 2008

Note: the cycle is marked in black representing the euro area average; the thickness of the lines is proportional to the inflation correlation.

Source: own elaboration based on Eurostat data (2023)

4. Conclusions

Studies that look at inflation synchronisation, or the interaction of inflation across economies, should be useful to policymakers, as important economic and policy decisions can be made on this basis. To a greater extent, some studies emphasise the synchronisation of economic cycles, but in our judgment inflation, which is very often mentioned nowadays, cannot be neglected.

In this study, we used cross-correlations and Minimum Spanning Tree to achieve our defined objectives. We analyzed the period before the economic crisis, i.e., before 2008, in order to see how inflation behaved before the world became increasingly globalized and how a central bank could be prudent in applying its monetary policy based on past patterns of inflation behavior. For future research, it would be useful to compare these results with those from another period, for example the period following this crisis, and then to assess how globalisation may have affected price increases in the individual countries of the European Union. Future research could also look at the synchronisation of inflation in individual EU Member States with the EU average, while identifying possible determinants of the transmission of inflation between countries.

Based on our research, we can argue that since inflation in the Netherlands, Ireland, Portugal, i.e. Eurozone countries, was not synchronous with the Eurozone average in the run-up to the economic crisis, the European Central Bank's single monetary policy may not have been appropriate to implement. The inflation rates of Slovakia and Slovenia were also unsynchronised with the euro area as a whole, but Slovakia joined the monetary union only in 2009 and Slovenia two years before that, so we cannot say unequivocally what impact the single monetary policy might have had on the inflation rates of these countries. According to our results, the European Central Bank should be cautious when deciding on the direction of its monetary policy so as not to have a large negative impact on some Eurozone economies.

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Blood Feud and the Education Strategy on Reconciliation

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Abstract

Some days ago, a 17-year-old boy shot dead a 65-year-old man in the middle of the road on his trip back home. The reason is that ten years ago, the victim of today (a 65-year-old man) shot his father to death and injured his six-month-old brother. Same day, the mother of the teenager committed suicide under a very bad psychological pressure. He and his little surviving brother and sister remained orphans for life. This is one of the common crimes happening in Albania every day. These hostilities have been going on for generations and have come to a halt, with no apparent settlement in sight. There are two parallel blocks where positive law meets an old code with no date of origin that recognizes only the legal institutes (mostly criminal) that exist within it. This binary judicial system continues to generate severe unsolved legal, social, and economic disputes because a criminal institution known as "blood feud" reigns supreme, which basically legitimizes the murder of the one who has been slain before, thereby fostering self-justice. The state is aware of the phenomena but does not interfere, fully aware that blood feud self-justice is being practiced in certain places. Coming out of the problematic, it remains the only solution the process of education, but not intended as a mere school process, but it refers in terms of society movement, NGO-s and state policies, in order to spread awareness to the stakeholders and victim's families, that the state law should be the only one to be recognized and applied to the conflicts.

Key words: Blood feud – Kanun – State law – Confinement – Revenge – Education as awareness – Reconciliation – State policy.

Introduction

Kanun and the blood-feud within it, for the general opinion in Albania and elsewhere, they do represent the same thing. But it is not like that, because blood-feud consists of an institution which is included in Kanun, where the latter is a full ancient code. It has been spoken so much about Kanun, but rarely there is said that it represents a mere code with many juridical institutions inside. The most important and known chapter of Kanun is the blood feud, an institution that legitimates the use of the violence or the murder, as the only mean to keep organized a society where someone kills someone else.

According to this viewpoint, the action is carried out by entirely disregarding state law authorities. The state is aware of the phenomena but does not interfere, fully aware that blood feud self-justice is being practiced in certain places. However, the problem does not end there, as the blood feud dictates that the killer's relatives be imprisoned in their residential towers for a period of time or for the rest of their lives. This is because the victim's relatives are legitimized under the code "Kanun" to assassinate one of the murderer's male relatives in order to exact so-called "blood" revenge, thus displacing even the "honor" in front of the individuals.

The ramifications of the blood feud

This fact has resulted in the confinement of hundreds of men and children (not yet confirmed by official data) in residential towers, depriving them of their right to employment, school, education, production, social life, as well as other aspects. Basically, we're talking about backward areas where poverty, misery, and fear prevail, and where the state's neglect is apparent. Women experience severe economic challenges, as manual labor is often their only source of income, as well as tremendous psychological and social problems, as they must constantly contend with the fear of murder, which can manifest itself in various ways in their children or spouses (Shkurtaj, 2022).

Many articles regarding blood feuds and Kanun have been written throughout the years, but there are persuasive claims that they have not conducted a comprehensive scientific study. Many issues arise from blood feuds, which have their roots in cultural, historical, and social contexts. Unfortunately, the literature portrays the phenomenon in a negative light, describing the Kanun' community, which adheres to the code, as a primitive culture. Studies have never started at the root of the problem, preferring instead to treat and remark on the killings and isolation, drawing thus far inconclusive conclusions about blood feuds based solely on their effects.

A considerable number of EU initiatives have been absorbed as a result of this description of blood feuds as an exotic phenomenon, with neither a long-term improvement in the situation nor at least one public policy idea on how to deal with it. An

in-depth investigation, beginning with the historical, social, and legal causes that have conditioned the blood feud to persist, would emphasize those elements where intervention is needed to "heal" the wounds (Bardhoshi, 2013).

The purpose to know and understand the blood feud

As opposed to previous studies, and perhaps in full invention, the goal of this study is to extract, identify, and analyze all of the social, cultural, legal, and customary components that have influenced the persistence of this phenomenon. There is a problem that has to be solved, and this is the axis around which a study should be centered. Why has there never been a meeting between the Kanun and state law? Who stopped them from doing so? Mentality, geographic isolation, education, fear of state structures or a lack of official authority, or a combination of all of these things. If these questions are answered, the next stage is to figure out how to eliminate as much as possible from various beliefs and replace them with rational and contemporary ideas by drawing them (Backer, 1979).

"Customs and Traditions. A short story of blood feuds among Albanian Kanuns" is a monograph which bears my signature and examines several facets of blood feuds, with a focus on the legal field, which is a strong suit of mine. Many elements are thoroughly examined, and among the many concluding arguments, there are also open hypotheses, such as the state-blood feud binary system, which necessitates the integration of specialized techniques into a single state justice system (Shkurtaj, 2022). It is widely acknowledged that education plays a pivotal role in the abolition of blood feuds and self-justice. It appears idealistic and intangible, but I am convinced of its power as an antidote to the restricted mentality and narrow vision that prevail in these societies (Bardhoshi, 2013).

The next measures to be taken are related to determining the appropriate educational tactics, whether in public policy making or in previous experiences, in an analogical interpretation, that are focused on women and gender issues. The method of putting the woman at the center of attention should be combined with the notion of "training the trainer," which will impart messages that will have to transform mentalities in the bleak atmosphere of the tower, where weapons, men, children, and poverty are trapped.

The real use of the blood feud in Albania

According to numerous sociologists and anthropologists of law, blood feuds appear to have been the regulatory law of chaotic civilizations or when state authority was inadequate. Albania is neither the first nor the last country to recognize and implement it in this context. Blood feuds attempted to establish governmental control where policing was not adequate, or society was organized on the basis of mechanical unity. When societies transitioned from mechanical to organic solidarity, blood feuds ceased to play a role in preserving social equilibrium, and the state and policing became the sole regulator. This is what the two prominent sociologists, Weber and Durkheim, suggest in their theories (Bardhoshi, 2009).

The question that arises in Albania is why the move from mechanical to organic solidarity did not work. It is unacceptable that the state judicial system is not acknowledged in a country that has the intention of becoming a consolidated democracy prospect. Furthermore, the Albanian blood feud case is living proof of a phenomenon that has resulted in murder, imprisonment, poverty, and entire generations trapped within their houses with no hope for the present or the future.

Blood feuds and positive law must be brought together in one body, recognizing this way only the state's authority and making blood feuds decrease. The issue is that this is not a straightforward endeavor for both parties to undertake. The Albanian state has a problem because, due to a fundamentally flawed court system, many murderers go free without receiving the penalty they deserve. In this light, both the Kanun man and the average citizen believe the state no longer has the ability to bring justice to the country. In terms of the blood feud's report to the state, the latter is content to label it primitive. The national strategy is a legal endeavor undertaken by the government (Shkurtaj, 2022).

The authoritarian state's control was the only time when blood feuds were at their lowest point. Many individuals assume that the state's aggression will lead to the end of blood feuds. The most consistent theory is that the authoritarian state did not put an end to the blood feud, but rather diverted it away from the "presumed killer" and into its own hands. In other words, he did not only halt the murder, but he also made it state-owned, thus taking responsibility for restorative justice rather than leaving it to individuals (Bardhoshi, 2009).

On the other hand, the state meddled heavily in citizens' private relationships, avoiding private property and nationalizing all sources of revenue. In this approach, the state benefits. It appears self-evident that a man who is unconcerned with the death of his child is unconcerned with the state or the police. It is considered that education will become the only means of achieving a greater degree of awareness sooner or later. Raising awareness, on the other hand, entails developing the ability to view things in new ways and realizing that this road is a no-brainer, thus it was necessary to alter course (Bardhoshi, 2013).

Education strategies must, of course, be accompanied by serious and actionable governmental policy. Politics must interfere in economic investments in places where blood feuds rule social interactions in order to change at least a little from their dreadful economic downfall. This policymaking must be complemented by a minimally corrupted system of justice administration, which is then correct and efficient in terms of fair and equitable procedure. If these two elements run simultaneously, education will be the key to fundamentally changing people's minds and bringing them closer to a civil and lawful system.

Blood feuds have both local and international ramifications. Globalization's consequences

If someone rightly asks whether the serious consequences of the blood feud in Albania have or haven't had a repercussion abroad in the international arena, Even though it appears a priori that it is not possible, when viewed through other lenses, such as migration and emigration movements, blood feud does not remain isolated to Albania. Problems within the national territory, already in the globalization era, would be transmitted abroad as well. Criminality, in a new globalized world, will have a new face and a lot of unknown questions about what it is and what method will be used to replace it (Shkurtaj, 2022).

A new debate has erupted about how foreign justice systems will interpret them as forms of crime with deep cultural roots that do not respond to the transformations and legal developments of more civilized societies. The blood feud has touched in a transversal way even the minorities leaving Albania, who don't know the authority of Kanun. Should the latter, in case they are involved, respect the state law, or are they trying to become confident with Kanun and consider it as a self-defense instrument (Raymond, 2005).? It is even another perspective that asks for attention and commitment to give an answer or a solution regarding the blood-feud matter.

The historical background has shown Albania as a nation involved in many of the Balkan inter-ethnic conflicts, even recently. Through reconciliation, the new generation should try to end this conflict that has claimed thousands of victims over the centuries. What messages could we give to young people if we are not able to resolve internal problems through reconciliation? So this question becomes an imperative to be resolved as soon as possible. It is judged that blood feuds and Kanun are at a point where they have to face state and international law (Raymond, 2005).

Acceptance and absorption should not be seen as a relationship of supremacy or inferiority to each other. On the contrary, positive law has much to reap from the institutes of blood feud and Kanun, approaching each other and making them acceptable for communities around the world. Hundreds of families stranded in Albania have placed an injustice on the shoulders of two particularly vulnerable groups, depriving them of their right to life. The inmates' closure has resulted in an upsurge in crime and poverty, with negative implications for their families and the state (Shkurtaj, 2022).

Given that countries that have experienced blood feuds have shown that they can be overcome, the study issue has been raised with the goal of identifying the processes that would enable this secession. There is another component that should be prioritized in order to find a cure for its underdevelopment. It's worth noting that in locations where blood feuds exist, men should be authoritarian, and petting or tenderness is seen as a sign of weakness and poor child education. Only the moms are responsible for the children's education in this way. In this instance, education should prioritize women and mothers first, followed by children, students, and society.

Conclusions

Various non-governmental organizations funded by well-paid projects regard intervention in blood feuds as a war, ignoring the fact that the communities who use them regard blood feuds as the most well-known law, making it difficult to change this mentality from one day to the next without retaliation. The approach will intervene through this source and make them aware that they have lost the ideology of blood prevention, by educating them and adopting blood feuds as a law. In order to maintain social balance in society, education must now be directed toward the employment of alternative measures available within the state legal system and public policy.

Providing women with high-quality training so that they can become the primary stakeholders in educating future generations about the legal and social aspects of blood feuds. The benefit of utilizing earlier experiences with experts even if for other social goals, is regarded as a significant value that should be undertaken in both directions: beneficial experiences to be shared and literature to be studied. The question is that there is a lot of data collected in the application of those methodologies, which shows the real situations regarding blood feuds. And all of this information was and is being used in the case of blood feuds in order to develop a good strategy for making people aware of the consequences. Not only that, but there are dozens of projects implemented in the field, some of them even projects with education as their focus. But what is evident is that, socially and legally speaking, the phenomenon is still alive and very strong.

This is the big question to be answered: why? Let's say that it may be a wrong focus for the stakeholders, but in any case, they cannot determine such a low influence. On the other hand, we should be aware that the phenomenon is not going to disappear in two or five years. However, the reality shows that something is not working well, thus showing a gap regarding the blood feud, so it should be proposed as a turning point. That turning point must be based on a state policy where all the actors, the state included, will be involved simultaneously in the field. It is not a question of one or two NGO-s operating in the field; rather, it is a question of intervention ideology and philosophy.

This requires knowledge and experience, and that's why it is highly believed that an educational institution will give the greatest opportunity to learn, study, exchange, and profit in terms of transformation, leadership, and prior experience in public policies, in order to be more effective and efficient with the strategy. It is not a question of law enforcement, like the Albanian state is doing nowadays, but rather a question of whether the state should transform the blood feud into a state public policy. Through this, it would be the state structures, by involving other interested actors, to use the experience and knowledge gained by prominent institutions and adapt it to the Albanian local and national public sector, in order to make them capable of interfering in the problematic areas.

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The concept of preparing students for the academic writing of their final theses

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Abstract

Quality and inclusive education, training and lifelong learning are essential for the future development of the European Union. Citizens can make the greatest contribution to this by mastering knowledge, skills and key competences. Teachers, tutors and other teaching staff in Bologna faculties have an important role to play in this journey. Students' final assignments are the sum of all that the student has learned in the educational process. There are several ways of assessing and evaluating the quality of students' written work, as well as of monitoring the production of final assignments. On average more than 80% of students in the Faculty of Government and European Studies of the New University are already employed, and they are studying on a full-time basis. In this article we present how the Faculty of Government and European Studies has systematically approached the standardization of knowledge acquisition for the preparation of final theses. Most of its students have completed their first Bologna degree at other faculties, which makes their prior knowledge of research writing very diverse. The Faculty has introduced methodology courses at all three Bologna levels. It has updated the Study Rules in the part defining the content of the draft thesis, and it regularly updates the technical guidelines for the writing of theses. However, it focuses on preparing for the writing of the final thesis during the whole course of study. The use of the logic table concept facilitates the design of the research problem.

Keywords: Knowledge management, Bologna studies, final thesis, adult education, research writing, methodology

1. Introduction

The Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond from 2021 to 2030 was adopted at the 2017 Gothenburg Social Summit. It declared the right of everyone to quality and inclusive education, training and lifelong learning as its first principle under the European Pillar of Social Rights (EU 2021/C 66/01). The Resolution is a continuation of the Member States' long-standing policy and efforts in the field of higher education. The introduction to the Resolution states that in order to succeed in the modern world and to be able to cope with future changes in society, the economy and the labour market, all individuals need to have the appropriate knowledge, skills and competences. Education and training are key to the personal, civic and professional development of Europeans, it says. Thus, at the EU level, in line with the vision of quality in education and training, the mastery of key competences, including basic skills, is fundamental for future success, and the support of highly qualified and motivated teachers, mentors and other teaching staff is also important.

There are a number of methodological approaches developed by researchers and educators, as mentors and other teaching staff, to ensure that students and, by extension, graduates in higher education have the key competences, knowledge and skills. In this paper we focus on preparing students for the methodological and substantive writing skills they need to demonstrate at the end of their studies, and also later in their work environments. Written products at the end of studies are important, as they are the result of all the knowledge, skills and key competences that an individual has acquired in the process of graduating. These must be manifested at all three Bologna levels of study.

The New University is a private university in Slovenia. Its members are the European Faculty of Law, the Faculty of Slovenian and International Studies, and the Faculty of Government and European Studies. For the purpose of this paper, we focus on the Faculty of Government and European Studies, which was founded in 2000. The Faculty carries out educational activities in the field of social sciences, business and administrative sciences; it has six accredited study programmes at all three levels of higher education. The undergraduate higher education study programme Administrative Law and the undergraduate university study programme Public Administration train students for independent, high-quality and efficient functioning in the field of public administration, as students acquire basic knowledge in the field of public administration, administrative procedural law, state regulation, human rights, special administrative procedures, civil servant law, administrative dispute and European constitutional law. Both programmes enable enrolment in the postgraduate study programmes International and Diplomatic Studies, and Public Administration, and further into the doctoral study programmes International and Diplomatic Studies, and Public Administration (Faculty for Government and European Studies, 2023a).

The Faculty is characterized by a proportion of students enrolled on a full-time basis in each year of study at the 2nd and 3rd Bologna levels of between 80% and 90%. This is not only because the majority of its students are enrolled on a full-time basis, but also

because they are in employment. The proportion of employed students varies widely according to the length of service with their employers. The majority of students are employed in public administration: in the Ministry of the Interior, the Ministry of Defence, administrative units, municipalities and other public administration bodies, as well as in companies. Their motives for enrolment vary widely. There are advantages and disadvantages to working with such students. On the one hand, they are students with a wide range of skills, experience and competences, which is certainly an advantage and an additional challenge for lecturers and tutors when designing and writing theses. On the other hand, these are students who completed their previous studies years ago, at a wide variety of faculties and in different fields (Brožič and Anžič, 2011), which has led the Faculty to organize itself accordingly. It has tackled the challenge of ensuring that all students have the same starting point in terms of requirements and objectives when producing academic texts.

In the first years of the Faculty's operation, most attention was paid to topical issues relevant to the country's development in relation to its education programmes. Later, it increasingly focused on the development of content relevant to the country's path towards the European Union. Public administration, administrative procedural law, state regulation, human rights, special administrative procedures, civil servant law, administrative dispute and European constitutional law are subjects that are constantly changing and evolving in the European Union, and they require the full attention of higher education staff, researchers, professors, tutors and students.

In order to empower all students in line with the strategic orientations of the European Union in the field of higher education, including at the Faculty for European and Government Studies, in its second decade of existence the Faculty began to pay more attention to different approaches in the field of knowledge development in order to ensure that the final written work of its students is of the highest quality. It should reflect all the knowledge they have acquired, the competence they have acquired in writing, and the competences they have acquired to work independently and to develop the content they have studied.

2. Knowledge management

Most authors and research approaches that study knowledge management focus on the final written product, which is assessed by tutors and assessors in the process of producing the work itself, on an ongoing basis and/or at the end, once it has been completed (Çelik et al., 2016, Jin et al., 2014, Kumar and Stracke, 2011, Larcombe et al., 2007, Sharmini and Kumar, 2018, Grahovac, 2015). In a study by Jin et al. (2014), 100 randomly selected theses on accounting were assessed by six experts. The most common criteria for assessing them included a quality evaluation on accounting, which consisted of a sample selection and a quality evaluation of the method and results, followed by the main factors affecting the thesis and the main ways to improve it. Some other authors focused their approaches mainly on the qualitative aspect of the evaluation, which is carried out on study group and sample size. The subjects to be assessed here are the distribution of research models in theses; examples of commonly used methods are experimental, general screening, relational screening, special case studies, and mixed method research. With regard to the distribution of theses based on the purpose of the research and the effectiveness of the outcome, some assess the impact on academic performance, behavioural patterns, creative thinking, and so on (Çelik et al., 2016). The way in which the examiners of final theses give their opinion and mark is classified as providing feedback, creating developmental learning opportunities, ensuring the quality of scholarship, and providing passive summative assessment (Kumar and Stracke, 2018: pp 224-225).

Regardless of the methods used to study the quality, performance, innovation and usefulness of final written work, which is an important stepping stone for students, graduates, and Master's and PhD students, the key question remains how to organize knowledge management in such a way that the findings from all the aforementioned ways and forms of studying final written work will have an impact on its improvement.

At New University, we have found in practice that the quality of the students' final written product depends on what happens at the very beginning of the study. So how do we prepare to design the written product in a way that will ensure the best possible outcome? In the Rules for studying at the Faculty of Government and European studies, we have prepared a detailed description of what the final topic submission should contain in terms of content for each level of study. For example, Article 90 defines the structure by points and order for a Master's course (Faculty of Government and European Studies, 2023b). They are: an explanation of the topic; the research problem; the subject and working hypotheses or working questions; the research purposes and objectives; an evaluation of research conducted so far; the research methods; a concise description of foreseen chapters; the anticipated research results; answering research questions and verifying hypotheses; the anticipated contribution of the research to the science or discipline; and the application of the research results. The technical aspect of the quality of the finished work is governed by the Technical Instructions for the Preparation of Theses for students of New University (Faculty of Government and European Studies, 2023c). There are several stages in the process of producing academic written work, with different mechanisms for checking and monitoring student progress. Specifically, in the subject faculty, there are a number of activities to ensure that the relevant skills and knowledge are in place for the final written product to be appropriate from a number of assessment and examination perspectives. For example, at Bologna Level 1, the first year of the course Methodology of Administrative and International Studies has 20 hours of lectures and 20 hours of tutorials, weighted at 4 ECTS. In the second year of the second Bologna cycle, there is a special subject, Master's Research Project (8 hours), and 8 ECTS dedicated specifically to preparing students for writing their final thesis (Faculty of Government and European Studies, 2023d). The first year of the PhD programme includes the course Methodological Seminar for the Preparation of a Doctoral Dissertation (20 hours) and 15 ECTS, while the second year of the course has a Dissertation Seminar (20 hours) and 10 ECTS (Faculty of Government and European Studies, 2023e).

3 Methodological approach

Thus, unlike some other universities or colleges (Piccoli, 2000: p 230; Larcombe et al., 2007: p 56), the New University pays much attention to the ongoing preparation of students for their final thesis as an intellectual work that brings together all the student's potential and knowledge. With a structure of students who have different backgrounds at the time of enrolment, a thorough start to the preparation for the final year is important.

This is particularly true for the Faculty of Government and European studies, which has a large number of students already in employment. At the same time, these students have completed their previous studies at different times and in different schools; it is essential that they have a common starting point for their education, research and writing. In addition to the compulsory courses linked to the final thesis, students have the opportunity to participate in various writing workshops organized by the New University Library during their studies, and students at all three Bologna levels are exposed to a variety of content aimed at preparing them for the writing of their academic thesis. The content which is more specifically aimed at designing the logical structure of their academic or research work is given 3-5 teaching hours, depending on the number of students attending each lecture. All the lectures since the outbreak of Covid-19 have been recorded for the purpose of review and further study of the content. The experience of working with students has shown that the conception of an idea for the last and most important piece of writing requires a great deal of time, preparation, collaboration with tutors and, above all, a great deal of reflection. The latter is focused to the greatest extent on the main idea of the thesis, what value the final work will have, and how this will be achieved. In order to be able to make sense of the research idea and to follow it as closely as possible during its development, the student must have acquired or renewed some basic knowledge in the field of scientific research. This introduces or refreshes students' previous knowledge about the importance of citing and referencing sources, the development of science, and why it is important to correctly cite other academics and professionals when writing their work. They learn the basics of ethics in science, how to find the right topic for their research, and how to design a title. The title is the logical starting point for all further procedures and content, which they must define in accordance with Article 90 of the rules for studying at the Faculty (Faculty of Government and European Studies, 2023b). In order to be able to do this in the most logical and simple way, they can help themselves by using a logic table.

Table 1. The Logic Table

The title of the thesis				
Key Concept 1	Hypothesis or research question	Purpose	Objective	Intended methods for the testing of the hypothesis
Key Concept 2	Hypothesis or research question	Purpose	Objective	Intended methods for the testing of the hypothesis
Key Concept 3	Hypothesis or research question	Purpose	Objective	Intended methods for the testing of the hypothesis

Before they begin writing the layout of their work, they must first choose a title. They must check this using a logic table to see if the chosen content is sufficient to produce a work of sufficient quality. From the title, they must identify the field of writing in the broadest sense in order to define the main research theory. This is logically represented by Key Concept 1. In conjunction with the title, they should set out the problem they wish to solve and write it down in the form of a research question or hypothesis. In relation to this problem, they should set a Purpose, i.e. what they wish to achieve in theoretical terms with their research. This must lead to a concrete goal, which they write down in the table as an Objective, and which they must follow up in their writing. This concrete objective must be linked to the anticipated contribution of the research. This step requires serious reflection on how many authors have already written on the chosen problem and in what way. In the final column of the table, they should check the intended methods for the testing of the hypothesis.

The emphasis here is on primary and secondary written sources, the historical method, comparative analysis, and qualitative and quantitative methods. These are used to check whether the student has sufficient material of good enough quality to be able to carry out their conceptual design as research. If, in this final step of testing the idea along a horizontal line, it turns out that there are enough different written sources and other data available for the research, then the student continues to develop their idea in a deductive approach and in the following steps (Key Concept 2 and maybe Key Concept 3), gradually making the idea more and more concrete. This means that each content part of the table is gradually focused from the theoretical to the practical in a vertical sense.

In the event that the student realizes in the first horizontal row of formulating their idea that most of the research methods will not be achieved because there are not enough data or resources available, it makes more sense to reformulate the title or the research problem. It makes sense to repeat this way of designing the research idea, as long as all the elements in the table correspond logically horizontally and vertically.

3. Findings

The practice of working with students in preparing them to write their thesis and especially in mentoring them over the last ten years has shown that proper guidance of knowledge management is of paramount importance. A high proportion of students already in employment have a wide range of experience and knowledge at the start of their course at the Faculty of Government and European Studies. They acquire a great deal of it by the end of their studies. Most of them choose a topic for their final thesis that they know very well and are very interested in. After a decade of methodological courses and efforts to standardize methodological skills in academic writing, we have found that these are very important for students. Regular surveys of students have shown that they most appreciate the efforts of their tutors who guide them along the path of their final thesis. Some students have a very good grounding in academic writing skills, while others have quite a lot of difficulty (re)introducing themselves to research spheres. To this end, professors who teach methodological subjects use different approaches in order to make the methodology of research design as accessible as possible to students. The use of a logic table as a schematic representation to test an idea opens new horizons for most students, and facilitates preparation for the subsequent structure of the assignment. In practice, there are very few students who find the use of a logic table very difficult and who take more time to master this approach. The most characteristic thing we have observed about the use of the logic table is that it makes it much easier for students to write their final work in a more independent way. Most of those who have thought through their idea very well and come to a clear conclusion about what it is that will add value to their research have completed this task in a relatively short time to a very high standard. The clearly defined idea and structure of the final thesis greatly relieves the mentor and makes the student's work easier. Using a logic table, students work with their tutor to finalize the key components of their thesis, and with the help of the other content provided for in the study regulations, they prepare a layout of their thesis for consideration by the study committee. Of course, at this stage it is a conceptual draft, which may be modified as the thesis is written, but practice has shown that there are no major changes in the application of the methodology and structure of the thesis in the process of writing it.

4. Conclusions

Knowledge management in the case of thesis writing, or what we refer to as the concept of preparing students for the academic writing of their final theses, contains three phases, which can be called input, process and output. In this paper we have found that most authors in this field focus on the last phase of knowledge management, i.e. the student's final thesis. They approach it in different ways in terms of content and, above all, of methodology. This is logical, as the likelihood of being able to produce a complex and scientific article is much higher than in the first two phases, which are mainly practical.

Table 2. Knowledge management in the concept of preparing students for the academic writing of their final theses

Step 1		Step 2		Step 3	
Academic writing process					
Lectures on methodology, logic, ethics, academic writing		Writing process		Final thesis	
Professors	Lecturers	Mentors	Commission for study affairs	Professors	Researchers
Workshops organized by library	Exams in the form of seminar papers	Workshops organized by library	Thesis evaluation commission	Discussions	Round tables
INPUT		PROCESS		OUTPUT	
1		2		6	

As an example of this approach, we analyzed the articles from the reference list used for this paper. The last row of Table 2 shows that there are six such articles. Only two articles dealt with the writing process itself, while only one article in our case dealt with the basics of academic writing. Of course, there is a high probability that this is just a coincidence. Many people will conclude that the articles were chosen deliberately. Students' experience shows that there are not enough study materials available that they would want to use in the first stage of our academic writing process. Independently of this, we wanted to draw attention, from both a theoretical and an experiential perspective, to findings and practices that have proved to be very effective at the Faculty of Government and European Studies at New University. We would like to stress that all three stages in the process of producing the final product of students are equally important, and to encourage professors, lecturers and other education professionals to write in order to share as much good theory and practice as possible. Only in this way can we together contribute to the achievement of the objectives set out in the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond.

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The presumption of innocence in the jurisprudence of International Criminal Court

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Abstract

Since, the second half of the 20th century we have been talking about tools and mechanisms to protect the presumption of innocence. The moment coincides with the development of international criminal law, the results of the Nuremberg trial and the idea of protecting human rights in international law. Since its establishment, the International Criminal Court has not replaced national courts, its object of activity is to prosecute persons who could not benefit from an independent, impartial judgment in the national judicial system. In other words, this international court guarantees the exercise of all mechanisms for the protection of human rights, as well as their fairness in the conduct of the process.

The principle of presumption of innocence was mentioned on the first time in the Statute of the International Criminal Tribunal for the former Yugoslavia adopted on 25 May 1993 (Article 21 § 3) and in the Statute of the International Criminal Tribunal for Rwanda adopted on 8 November 1994. It is currently guaranteed by Article 19 of the Statute of the residual International Mechanism for International Tribunals, adopted on 22 December 2010. The presumption of innocence associates in its application three other principles: the lack of a preconceived opinion on the accused's guilt, the burden of proof on the accusation, and the benefit of the doubt.

Keywords: Presumption of innocence, International Criminal Court, human rights, International Criminal Law

1. Introduction

For the second half of the 20th century, I am using instruments and mechanisms for protecting the presumption of innocence. The moment coincides with the development of international criminal law, the results of the Nuremberg process, the idea of the protection of human rights in international law.

The presumption of innocence has become a procedural principle enshrined in the articles of association of international criminal courts, which serves as a model for national criminal law.

Although the principle was not expressly mentioned in the Statutes of the Nuremberg International Military Tribunal and Tokyo, it was nevertheless enshrined in the Statute of the International Criminal Tribunal for the former Yugoslavia adopted on 25 May 1993 (Art. 21, (3)) and in the Statute of the International Criminal Tribunal for Rwanda adopted on 8 November 1994. It is now guaranteed by Article 19 of the Staff Regulations of the residual international mechanism for international tribunals, adopted on 22 December 2010. The presumption of innocence entails three other principles: absence of a preconceived opinion on the guilt of the accused, the burden of proving the accusation, benefit from the doubt.

In 1998, the International Criminal Court was established on the basis of the Treaty of Rome (*United Nations General Assembly Resolution A/2645 of 1954*. The Treaty took effect on 1 July 2002), the act which ruled on the structure and functioning of the international criminal court of first instance to punish serious acts of violations of international law and of human rights.

It is to the constitution of that international court that the United Nations has contributed over time to the creation of the international criminal court (*International Criminal Tribunal for the former Yugoslavia (1991)* to investigate crimes in the territory of the former Yugoslavia or the International Criminal Tribunal for Rwanda, set up to judge acts committed within the territory of Rwanda or by Taiwanese citizens in the territory of neighbouring States between 1 January and 31 December 1994).

The International Criminal Court does not take the place of the national courts, its object is to try persons who cannot benefit from an independent and impartial judgment in the national judicial system. In other words, that international court guarantees the exercise of all mechanisms for the protection of human rights and their fairness in the conduct of the process. By Decision No 98-408 DC of 22 January 1999 on the Statute of the International Criminal Court, the Constitutional Council ensured that that status respected the presumption of innocence enjoyed by everyone until his guilt had been established by the court. It also reiterated that it is for the prosecutor to prove the guilt of the accused and that the accused is guaranteed "*the reversal of the burden of proof or the burden of the rejection will not be imposed*", requirements stemming from Article 9 of the declaration of 1789.

2. The case-law of the International Criminal Court

In 2012, the International Criminal Court issued a historical decision convicting Thomas LUBANGA, President of the Armed Group "Union of Congolese patriots", who fled in the civil war in the Democratic Republic of the Congo, in order to secure the monopoly of the HEMA ethnic group, in the north-east regions of the Democratic Republic of the Congo, at the border with Rwanda. Lubanga was charged with war crimes, having armed children under the age of 15 and forced them to participate in armed conflicts. During the trial, the prosecutor had to prove Thomas LUBANGA's guilt beyond reasonable doubt.

Another decision followed in 2014 against Germain Katanga for crime against humanity (homicide) and four other war crimes (homicide, attack against the civilian population, destruction of property and looting) on 24 February 2004, during the attack against the village of Bogoro, located in the district of Ituri (Democratic Republic of the Congo). The conflict that took place at the time concerned, on the one hand, HEMA and Ngiti ethnicity and, on the other hand, Tribe Lendu and was intended to occupy agricultural land and mining resources. The Lendu and Ngiti Groups benefited from arms and were supported by the Front for patriotic resistance (FRPI) led by Germain Katanga, Its, and the Front des nationalistes et des intériteurs (FNI) de Mathieu Ngujolo.

This case is interesting because Germain Katanga has been acquitted on five charges, including rape and sexual slavery as elements of a crime against humanity and war crime, and the use of child soldiers in the actual conduct of hostilities, also as part of a war crime. It considered that those acts had indeed been committed but could not be attributed to Katanga on the terms of his actual skills at the material time checked something to be written and to draw a conclusion.

Three years later after the first conviction, on 24 March 2017, the Chamber II of ICC, chaired by the judges: Marc Perrin, President, Olga Herrera Carbuccion and Peter KOVACS, issued a decision granting individual and collective compensation to the victims of Germain Katanga.

Each victim received symbolic compensation of USD 250 and repairs in the form of housing support, educational training assistance and psychological advice.

2.1. Public statements made by the prosecutor and compliance with the principle of the presumption of innocence

In the case relating to the situation in Libyan Jamahiria, it is necessary to examine issues relating to respect for the right to a fair trial and respect for the presumption of innocence. By a preliminary ruling I (*Decision No. ICC-01/11 of 25 May 2011* of the International Criminal Court, Preliminary Chamber I), the Office of Public Adviser for Defence (OPCD) referred the matter to the Court for a ruling on the public statements of the public prosecutor, Luis Moreno-Ocampo, at the press conference on 16 May 2011.

The statements of Moreno-Ocampo were the subject of requests for arrest warrants in the situation of Libyan Arab Jamahiriya, and he also made observations running counter to the presumption of innocence of the three named persons and constitute a pre-eminence of the guilt of those persons.

Thus, at the press conference, the prosecutor stated:

"Muammar Gaddafi has committed its crimes in order to retain its authority, absolute authority (...) and uses its authority to commit the crime." (<http://www.youtube.com/watch?v=Q5XOorxeFUG> (3: 00), accessed at 15.2.2023: 30 to 09 hrs).

"Abdullah SENUSSI, Gaddafi beauty, is the hand on the right, the traveller (...) personally ordered some of the attacks." (<http://www.youtube.com/watch?v=Q5XOorxeFUG> (4: 00), accessed at 15.2.2023: 30 to 09 hrs).

In addition, in the same proceedings, on 23 May 2011, Mrs. Dolores Delgado, an employee of the Court, stated in an interview granted to "El Pais" that *'Gaddafi does not wish to test what happened with the former Presidents of Tunisia and Egypt. That is why he planned to fly all dissidence systematically, using crime and persecution. At present, other persons who are alleged guilty will be investigated to add several names to the pedigree tree of repression in Libya.'* (http://www.elpais.com/articulo/internacional/Investigamos/nombres/arbol/genealogico/represion/LiBIA/elpepiint/20110523elpepiint_4/Tes, accessed at 15.2.2023: 04 to 10 hrs).

In accordance with Article 77, paragraph (4), of the Court's Rules of Procedure, the main role of the Office of Public Adviser to Defence (OPCD) is to represent and protect the rights of the defence in the first stages of the investigation, in particular the fundamental right to the presumption of innocence, which is essential to a fair trial before the International Criminal Court and to the conduct of justice. The respect for these fundamental rights (See, to that effect: *Board of Appeal, Procureur v T. LUBANGA, judgment relating to the appeal brought by Mr Thomas LUBANGA Dyilo against the decision challenging the Court's jurisdiction under Article 19(2)(a) of the Statute of 3 October 2006, ICC-01/04-01/06-772, 14 December 2006*, paragraph 37: *"If a fair trial becomes impossible due to the violation of the fundamental rights of the suspect or accused person by the accused, this would be a contradiction with the judgment of the person concerned. It could not be used. A fair trial is the only means of rendering justice. If a fair trial cannot be organised, the subject matter of the trial is frustrated and the trial must be arrested."*) is therefore an sine-a-not a condition, provided for in the Statute of the International Criminal Court, whereby the prosecutor can discharge his obligation to investigate incriminating and exonerating circumstances in the processes that initiate them.

Similarly, article 66, paragr. (1) of the Statute of the Court of Justice expressly provides that *"every world shall be presumed innocent until his guilt has been established before the Court in accordance with the applicable law."* It may be inferred from this that the right to be presumed innocent is granted to all (See, Art. 54, paragr. (1), (a) of the Statute of the International Criminal Court) persons before the International Criminal Court and not only to suspects and accused persons, since the Court guarantees respect for and application of the fundamental right of the presumption of innocence.

In its decision, the Court refers to the case-law of the European Court of Human Rights which provides that, when the public is informed of ongoing criminal investigations, all the discretion and caution necessary to respect the presumption of innocence should be used. In addition, the European Court has clearly distinguished between statements that the suspect is the party guilty and statements that the person is only suspected. Statements that a person is suspected cannot be permitted to the extent that they allow the public to believe that the suspect is guilty and to prejudice the establishment of the facts by the competent judicial authority. The European Court of Human Rights was very firm in this regard, considering in 2000 that:

*"The Court recalls that the presumption of innocence enshrined in Article 6, paragr. (2) of the Convention is one of the elements of a fair criminal trial referred to in Article 6, paragr. (1). There will be a breach where a statement made by a public officer in respect of a person charged with a criminal offence reflects an opinion that he or she is guilty before being proved in accordance with the law in force. It is sufficient, even in the absence of a formal finding, that there is a reason suggesting that the official considers the defendant guilty (see, *mutatis mutandis*, *Alenet de Ribemont v. France*, judgment of 10 February 1995, Series A No 308, p. 16, § 35). In that regard, the Court emphasises the importance of the choice of words by public officers in their statements before a person has been tried and found guilty of a criminal offence."* (See ECHR judgment in *Daktaras v. Lithuania*, 10 October 2000, § 41).

In the present case, the Court held that, by his public statements, the Prosecutor Luis Moreno-Ocampo had infringed the presumption of innocence of Mr M. Gaddafi, Mr A. SENUSSI and other suspects and accused persons before the Court. The infringement of those fundamental rights significantly affects the parties concerned by depriving them of the effective exercise of a right enshrined in Article 66 of the Staff Regulations and of all the rights of the defence referred to in Article 67, which can be implemented only if the presumption of innocence is fully respected. Again, the Office of the Public Defence Council (OPCD) clarifies that, through his or her conduct, the prosecutor is undermining the administration of justice by the International Criminal Court and the integrity of proceedings in the situation of Libyan Arab Jamahiria, while the pre-trial chamber also has a duty to ensure that those principles are respected.

The Court also found that, in the alternative, the consequences of the statements of the prosecutor of Moreno-Ocampo were such as to influence the witnesses and alter their own recollections on the acts committed by the investigators.

Also, the Court reiterated, in the present case, that it is exclusively for the trial chamber to establish the guilt or innocence of those persons, if the preliminary ruling chamber was itself convinced of the need to issue arrest warrants and subsequently to confirm the charges against those surveyed.

3. Conclusions

In conclusion, the International Criminal Court plays a very important role as a functional tool in combating some of the most serious violations of human rights, which endanger not only the lives of persons directly involved in armed conflicts, but also peace and stability worldwide. The creation of the Court also represents genuine progress in the process of promotion and universalisation of human rights protection institutions.

Romania ratified the Statute of the International Criminal Court adopted in Rome on 17 July 1998 by Law No 111 of 13 March 2002 (Published in *Monitorul Oficial al României*, No 211 of 28 March 2002). From the point of view of jurisdiction, the Ministry of Justice is the competent Romanian central authority to receive requests from the International Criminal Court, to examine and direct them to the rules of the Romanian judicial bodies and to send the relevant documents to the International Criminal Court.

Nomenclature

ICC	International Criminal Court
UN	United Nations
FRPI	Front for patriotic resistance
FNI	Front des nationalistes et des int�riteurs
OPCD	Office of Public Adviser for Defence
ECHR	European Court of Human Rights

References

1. United Nations General Assembly Resolution A/2645 of 1954.
2. Decision No ICC-01/11 of 25 May 2011 of the International Criminal Court, Preliminary Chamber I.
3. Board of Appeal, Procureur v T. LUBANGA, judgment relating to the appeal brought by Mr Thomas LUBANGA Dyilo against the decision challenging the Court's jurisdiction under Article 19(2)(a) of the Statute of 3 October 2006, ICC-01/04-01/06-772, 14 December 2006.
4. Statute of the International Criminal Court.
5. Preliminary Chamber I, Procureur/C. Mbarushimana, decision on the request for the defence to be ordered to maintain the impartiality of the proceedings, ICC-01/04-01/10-51, 1 February 2011.
6. ECHR judgment in Dakaras v. Lithuania, 10 October 2000.

Links:

7. <https://www.youtube.com/watch?v=Q5XOorxeFUg>.
8. http://www.elpais.com/articulo/internacional/Investigamos/nombres/arboreal/genealogico/represion/LIBIA/elpepiint/20110523elpepiint_4/Tes.

A literature review on the effectiveness of university industry collaborations, the drivers and barriers to a fruitful collaboration

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Abstract

University-industry collaboration offers great opportunities both for the companies and the universities. Industry benefits in terms of direct recruitment channel and innovative co-creation potential, and the university benefits in terms of potential hands-on research environment, real-life teaching and learning possibilities and funding opportunities for research. The paper is based on a systematic literature review of the effectiveness of university industry collaborations from a holistic perspective in order to identify drivers and barriers to a fruitful collaboration based on the argument that effective knowledge transfer is one of the critical success factors. The paper has a special focus in the developing countries. The findings enable developing a practical framework for the universities to support their decision-making process.

Keywords: university-industry collaboration; knowledge transfer; critical success factors; developing countries

1. Introduction

University-industry collaborations (UICs) are becoming increasingly relevant influencing the attention of researcher, policy makers and practitioners in terms of reciprocal benefits that generate for both parties involved (Bikard et al., 2019; Franco & Haase, 2015; Hemmert et al., 2014; Lemos & Cario, 2017; Rybnicek & Königsguber, 2019; Sjöo & Hellström, 2019). Recent literature offers important insights of the motivation of these collaborations that may begin as interactions through parties for then being evolved in collaborations (Lemos & Cario, 2017). Main motivations are mostly related to the access to funding in order to implement research activities (Bikard et al., 2019; Franco & Haase, 2015; Hemmert et al., 2014; Lemos & Cario, 2017; Sjöo & Hellström, 2019); academic reputation (de Wit-de Vries et al., 2019; Giuri et al., 2019); commercialization opportunities (Bikard et al., 2019); transfer knowledge and learning from each-other (Alexander et al., 2020; Bikard et al., 2019; Giuri et al., 2019; Hayter et al., 2020; Nsanzumuhire & Groot, 2020a; Perkmann et al., 2021; Ting et al., 2019a) that can be driven by university's competence of social capital (Al-Tabbaa & Ankrah, 2016; Ting et al., 2019a); sharing resources among partners (Bikard et al., 2019); being an entrepreneurial and innovative university (Beck et al., 2022; Bertello et al., 2022; Dias Sant'Ana et al., 2020; Forliano et al., 2021; Mian et al., 2020; Nsanzumuhire & Groot, 2020a; Skute et al., 2019; Uhlbach et al., 2022) and employee recruitment relation (Rybnicek & Königsguber, 2019).

However, most of universities willing to benefit from a fruitful collaboration with companies, often deal with some barriers related to the lack of transfer tasks from industry to university and the lack of adequate resources from university in order to establish collaboration with industry (Franco & Haase, 2015); geographical distance and cultural differences (Bellini et al., 2019; de Wit-de Vries et al., 2019; Hewitt-Dundas et al., 2019; Skute et al., 2019; Villani et al., 2017) and excessive bureaucracy (Giuri et al., 2019; Sjöo & Hellström, 2019) that may affect knowledge and technology transfers between universities and industries; time differences between universities and companies in that the formers are used to work in the short term comparing to universities that usually work under medium and long deadlines determining so a mismatch between parties (Lemos & Cario, 2017; Rybnicek & Königsguber, 2019).

The aim of this article is to analyze the benefits that can be generated from university-industry collaborations underlining the main motivation and drivers that can influence both the two parties in engaging in successful collaboration. Barriers that affect this collaboration will also be presented.

While most of the studies focuses on analyzing the university-industry collaborations originated from developed countries, this study focuses on analyzing the university-industry collaborations originated from developing countries. According to the literature, developing countries lack on human resource capabilities, advanced industry sector and project-research field (Goñi & Maloney, 2017).

A systematic literature review is used in order to identify the key benefits, motivation and barriers of a fruitful university-industry collaborations while a practical framework is developed support their decision-making process.

2. Methodology

2.1 Data collection

The methodology of this study focuses on using a systematic literature review basing on the study of Tranfield *et al.*, (2003) in order to identify articles based on the topic of university-industry collaborations. Some databases are used for the identification of these articles such as Emerald, Springer, and Elsevier considered as some of the top databases in this field. Only peer-reviewed articles in English language and Scopus-indexed are selected. Basing on the period of publishing are included in the study articles published for the last 10 years, from 2012 to 2022.

In order to select relevant studies, articles are identified using at least some keywords in their titles such as “*university-industry collaboration/interaction/cooperation/linkage/interaction/partnership/interface*”. A total number of 183 articles is identified. Finally, additional including criteria is adopted using the keyword “*developing country/ies*” in the abstract and full text. Basing on these criteria a final number of 65 is identified.

2.2 Data Analysis

Further step is grouping articles according to the year of publishing and methodologies applied. In particular, most of them are published during the period 2019-2020 while there is a decrease of number of articles published during the period 2021-2022 (see Table 1).

Table 1. Number of articles according to the year of publishing

Period of publishing	Number of articles published
2012	4
2013	4
2014	2
2015	6
2016	5
2017	6
2018	6
2019	10
2020	10
2021	5
2022	7
Total	65

As mentioned in data collection section, articles are selected from peer-reviewed journal. The majority of articles are published in journals focused mostly on innovation, technology and knowledge field that fit also with the topic related to university-industry collaborations. The most relevant journals are: European Journal of Innovation Management (5 articles published) followed by International Journal of Innovation Science (5 articles published) and Technological Forecasting and Social Change (4 articles published).

Table 2. Number of articles published according to journals

Period of publishing	Number of articles published	Articles included in the analysis
Academia Revista Latinoamericana de Administracion	1	(Schaeffer et al., 2017)
Advances in Strategic Management	1	(Suzuki et al., 2017)
Chinese Management Studies	1	(Zhang et al., 2022)
Construction Innovation	1	(Bröchner, 2013)
Education and Training	2	(Ishengoma & Vaaland, 2016; Vaaland & Ishengoma, 2016)
European Business Review	1	(Dalmarco et al., 2015)
European Journal of Innovation Management	5	(Fernández-Esquinas et al., 2016; Gattringer et al., 2014;

Foresight	1	Hou et al., 2019; Mäkimattila et al., 2015; Moilanen et al., 2015)
Higher Education	1	(Malik et al., 2021)
Industrial Engineering and Operations Management	1	(Ramos-Vielba & Fernández-Esquinas, 2012)
Innovation and Management Review	1	(de Sousa Leite Nascimento et al., 2022)
International Journal of Innovation Science	5	(Bürger & Fiates, 2021)
International Journal of Sustainability in Higher Education	1	(Aldabbas et al., 2020; Baleeiro Passos et al., 2022; Chang, 2019; Mahdad et al., 2020; Temel & Glassman, 2013)
Journal of Business and Industrial Marketing	1	(Piekarski et al., 2019)
Journal of Cleaner Production	2	(Lundberg & Öberg, 2021)
Journal of Entrepreneurship in Emerging Economies	1	(Hens et al., 2017; Nsanzumuhire & Groot, 2020b)
Journal of Intellectual Capital	1	(Ting et al., 2019b)
Journal of Knowledge Management	3	(Carayannis et al., 2014)
Journal of Knowledge-Based Innovation in China	1	(Dooley & Gubbins, 2019; Tootell et al., 2020; Weerasinghe & Dedunu, 2020)
Journal of Management Development	2	(Wang, 2012)
Journal of Open Innovation: Technology, Market, and Complexity	1	(Jones & Coates, 2020; Puerta Sierra & Jasso Villazul, 2018)
Journal of Organizational Change Management	1	(Rostoka et al., 2019)
Journal of Science and Technology Policy Management	3	(Li et al., 2018)
Journal of Technology Transfer	3	(Hue Kyung et al., 2016; Rad et al., 2015; Su et al., 2015)
Journal of the Knowledge Economy	1	(Cheng et al., 2020; Fischer et al., 2018; Kleiner-Schaefer & Schaefer, 2022)
Management Decision	2	(Edgar & Kharazmi, 2022)
Mathematics	1	(Giones, 2019; Guerrero et al., 2019)
Procedia Engineering	2	(Huang et al., 2021)
Public Organization Review	1	(Kaklauskas et al., 2018; Tantanee et al., 2018)
Revista de Gestao	2	(Ting et al., 2020)
Science and Technology Innovation for a Sustainable Economy	1	(Castro et al., 2019; Ribeiro & Nagano, 2018)
Scientometrics	3	(Diawara, 2020)
Supply Chain Management	1	(Fan et al., 2015; Y. Wang et al., 2016; B. Zhang & Wang, 2017)
Sustainability	1	(Gámez-Pérez et al., 2020)
Technological Forecasting and Social Change	4	(Iqbal et al., 2022)
Technology in Society	1	(Chang, 2017; Meng et al., 2019; Roncancio-Marin et al., 2022; Sarpong et al., 2017)
Technovation	1	(BagheriMoghadam et al., 2012)
VINE Journal of Information and Knowledge Management Systems	1	(BagheriMoghadam et al., 2012)
Worldwide Hospitality and Tourism Themes	2	(Ribeiro & Nagano, 2021)
Total	65	(Jauhari & Thomas, 2013; Rawlinson & Dewhurst, 2013)

3. Findings

Results regarding main motivations and barriers of collaboration for university and industry are presented in Table 3 and 4. Main university's motivations are mostly related to: industry engagement activities as valuables for academic's research; students and staff engagements in entrepreneurial events in order to influence innovation performance. For instance, students may have the possibility to test their theoretical knowledge in practice and researchers have the possibility to deal with different issue and challenges of the business environment; exchange knowledge and develop a climate of innovation through startups, spin-offs and

others, and performance of interaction between university and industry that may lead to the creation of new collaboration agreements.

Main industry's motivations to collaborate with university are related mostly to: transfer skills and innovative ideas through patents and licenses; exchange knowledge and develop a climate of innovation through collaborations on R&D; commercialization of academic's knowledge through academic spin-offs, startups, licensing and others; technology and knowledge capabilities of universities seen as contribution for the success implementation of business research projects; exploring industries potentials in terms of innovation considering the possibility to generate a business productivity improvement, and increase competitiveness through outsourcing of their research to universities.

Table 3. Main motivations for university-industry collaborations

University	Industry
Industry engagement activities as valuables for academic's research	Transfer knowledge, skills and innovative ideas
Students and staff engagements in entrepreneurial events	Exchange knowledge and develop a climate of innovation
Exchange knowledge and develop a climate of innovation	Commercialization of academic's knowledge
Performance of interaction	Technology and knowledge capabilities of universities
	Exploring industries potentials in terms of innovation
	Performance of interaction
	Increase competitiveness

Barriers of UICs are grouped according to some categories developed by Ankrah and AL-Tabbaa (2015) as follow:

- Barriers related to *capacity and resources* mostly focused on the lack of funds that is more evident in public universities than private universities.
- *Legal issues and contractual mechanisms* referred to intellectual property rights.
- *Management and organization issues* focused mostly on: time differences in terms of deadlines as companies are used to work in short deadlines comparing to universities that are more focused on long-term objectives; trust and commitment considering that the collaboration process may be risky and uncertainty; transaction costs that can affect university-industry technology development cost and lack of efficient communication channel due to high distance proximity between parties.
- *Issues relating to the technology*: category of knowledge/technology to be transferred due to fewer connections between university and industry considering that companies from developing countries do not invest enough in such connections.
- *Political issues* related mostly to: lack of government support in order to motivate researchers participating in business R&D projects with the aim of transferring skills and innovative ideas on different fields, generating benefits for both parties. Moreover, there is less investment in developing countries from the government regarding technological and R&D projects.
- *Social issues* related to improvements in universities reputation/prestige due to non-adequate or unethical behavior from industries with whom they collaborate.
- *Other issues* focused on geographic proximity that may influence trust between parties that is crucial element for a fruitful collaboration.

Table 4. Main barriers for university-industry collaborations

Category	Barriers
Capacity and resources	Lack of funds
Legal issues and contractual mechanisms	Institutional Polices and Contractual Mechanisms
Management and organization issues	Time differences in terms of deadlines Trust and commitment Transaction costs Lack of efficient communication channel
Issues relating to the technology	Category of knowledge/technology to be transferred

Political issues	Lack of government support to motivate researchers participating in business R&D projects
Social issues	Improvements in reputation/prestige
Other issues	Geographic proximity

Finally, in order to offer an overview of main benefits of collaboration for both university and industry a practical framework is developed and presented in Figure 1. Industry benefits in terms of direct recruitment channel and innovative co-creation potential, and the university benefits in terms of potential hands-on research environment, real-life teaching and learning possibilities and funding opportunities for research.

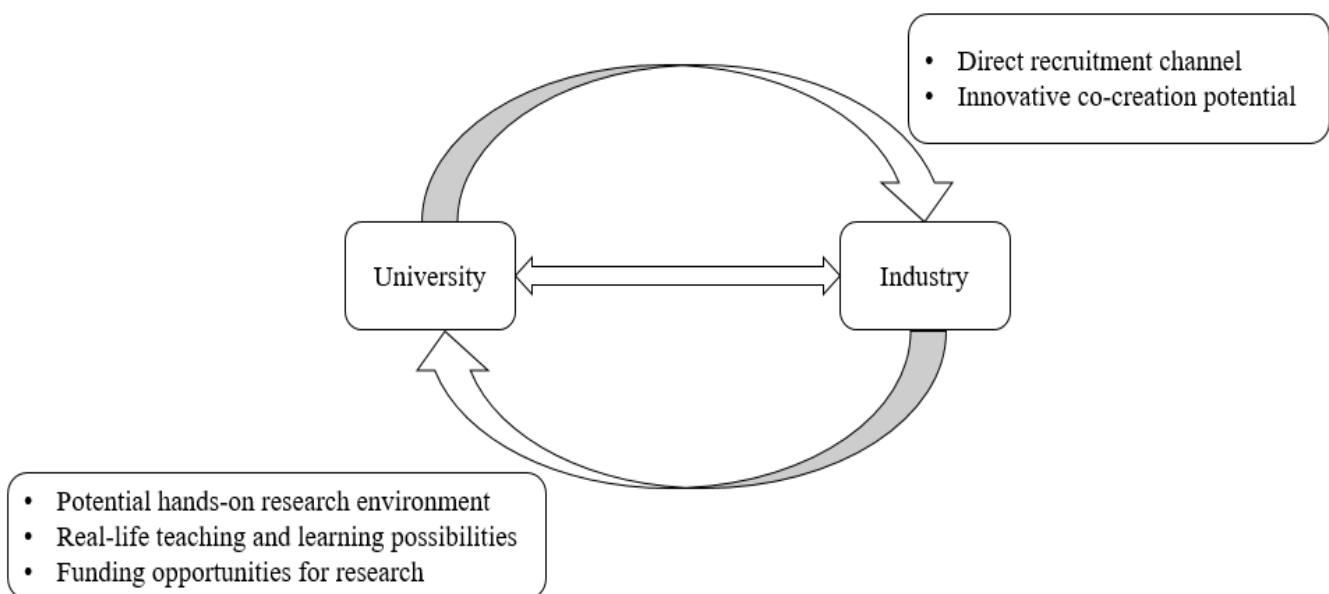


Figure 1. Practical framework on benefits of UICs

4. Discussions and conclusions

This paper offers some important insights about the university-industry collaborations in particular from developing countries. While most of the previous studies investigate the university-industry collaboration focus only on developed countries, to the best of our knowledge, this is one of the few studies that pay a particular importance to developing countries through a systematic literature review.

Results show that comparing to developed countries, the UICs in innovation and R&D in developing countries is less strong. Another important finding refers to knowledge transferred between university and industry. Universities are often considered as centers of innovation in that researchers may transfer their knowledge to industries through academic spin-offs, licensing, startups and other different ways. Therefore, universities must be more entrepreneurial oriented. This determines the need of government in offering support for both parties in participating in research projects with the aim of transferring skills and innovative ideas.

This study offers some limitation in that focuses on a literature review without considering practical examples of UICs such as quantitative studies and case studies. Future research must be developed including investigation on the collaboration of universities and different industries sectors. Moreover, a relevant contribution is offered on the literature review in particular on university-industry collaborations topic.

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