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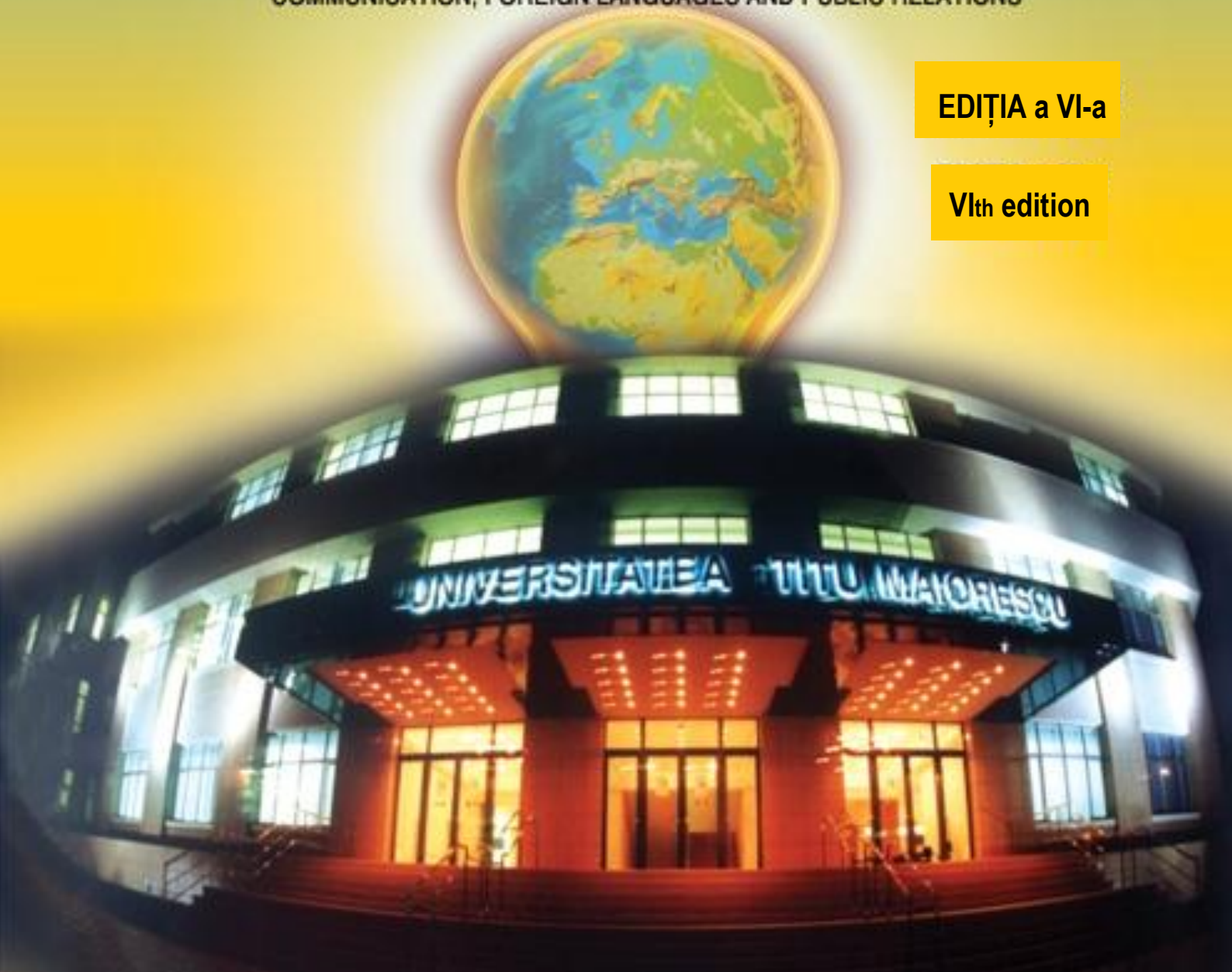

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THE UNIVERSITY – AN INSTITUTION OF CREATIVITY AND INNOVATION FOR THE EUROPE OF KNOWLEDGE

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Abstract

In its strategic documents, Europe puts knowledge at the core of its development. The Europe of Knowledge is a common goal, of towering importance, for the European Union. The European Higher Education Area, launched in 2010, and the European Research Area, to be launched in 2014, will form the European Knowledge Area. In this framework, the university, the flagship institution of higher education, plays an essential role. Through academic education and scientific research, the university produces and transfers knowledge, develops skills in various specializations. In the new paradigm of higher education and research, creativity and innovation are fundamental elements. In this metamorphosis, required by the exigencies of knowledge and development, the university must become an academic space of creativity and innovation. The creative and innovative university is the institution which builds the Europe of Knowledge.

Key words: *university, education, research, creativity, innovation, knowledge, leadership, culture of risk*

Introduction

In the *Europe 2020 Strategy,* knowledge takes the front seat as a result of the fact that the fundamental objective of the document is building the Europe of Knowledge. The strategy continues the Lisbon Agenda which had as its purpose the building of a Knowledge-based Economy and Society. Given the fact that the Lisbon Agenda failed to achieve its goals, the Europe 2020 Strategy took over these objectives of cardinal importance, redefined them and adapted them for the period 2010-2020 according to the new conditions set at European level. The objectives of the Strategy are: *smart growth, sustainable growth and inclusive growth*.

Knowledge is the essential way by which the European Union conceives its development in this decade, in a difficult European and international context marked by the economic crisis, but also by a fierce competition at the international level, on the background of the process of globalization. The means of achieving knowledge are: education, higher education, scientific research, creativity, innovation, lifelong learning, along with all their implications. In the European Union vision, knowledge is based on the triangle education-research-innovation. Under these circumstances, knowledge, education, research, creativity and innovation are key concepts for the becoming and development of the European Union in the horizon set by Europe 2020 Strategy. The reform of higher education, under the auspices of the Bologna Process, is conducted in the light of achieving the major European objectives, with input from academic education and scientific research. The reform aims to transform higher education in the spirit of quality, of excellence and performance in education and research, of their global competitiveness. It is a reform that aims to make higher education and research more efficient and pragmatic, and to form skills for the socio-economic environment.

The university, as the flagship institution of higher education, is par excellence the area of academic education and scientific research. From an historic point of view, the becoming of Europe from the Middle Ages to the present has been strongly influenced by the university and academic education. From the University of Bologna, the first university of Europe (1088), to the present European universities, which are part of the European Higher Education Area (EHEA), the university has been the institution that produced knowledge through education and research, and considerably determined the progress of Europe. Now and in the future, the university also has the mission to contribute, through the production and transfer of knowledge, to the development of Europe and to the achievement of the European Union sources. In the Europe 2020 Strategy, the university and higher education institutions (HEIs), as sources of knowledge, have a crucial role in building the Europe of Knowledge and in achieving three priority objectives: *smart, sustainable and inclusive growth.*

In order to produce knowledge to the standards that are now required by the socio-economic environment and society itself, in order to develop quality academic education and scientific research, defined by excellence, performance and competitiveness, the university must reform itself, in the context of the reform of the European higher education. Through the paradigm shift of the academic education – seeking to make education and research more efficient and more pragmatic, the university must become an institution of creativity and innovation, an environment of quality academic education and preferment scientific research, of globally competitive knowledge. The university is the engine of knowledge in the world of today and tomorrow, by which Europe can achieve its objectives set for 2020, objectives launched by the strategy that bears its name.

1. Creativity and Innovation, from a European Perspective

The concepts *creativity* and *innovation* play a crucial role in this complex formula of change and development, under the tutelage of knowledge. Therefore, because of their importance, they are developed in documents of European significance, and in a vast specialty literature, both at the level of the EU and the reform of higher education within the Bologna Process. It should be emphasized that the two concepts are essential in the context of the reform and in the new paradigm of academic education and scientific research, conducted in higher education. Hereinafter, we will focus on several documents dealing closely with the two concepts, in order to reveal some of their essential aspects, analyzed both in theoretical and practical contexts, at the level of the European policies and of the perspectives offered by the reform of higher education and of its institutions.

1.1. Creativity in Higher Education - Dimensions and Valences of a Concept

The first document is ***Creativity in Higher Education*** (*Report on the EUA Creativity Project 2006-2007*), published under the auspices of the European University Association in 2007. The report contains the conclusions of a project initiated by EUA, which proposed to explore the meanings of the concept for a better understanding and enforcement of it. Thirty-two higher education institutions from twenty-one countries were involved in the study. Creativity was analysed in relation to four themes: *Creative partnerships: HEIs and external stakeholders; Creative Learners: Innovation in teaching and learning; Creative cities / regions: HEIs, NGOs and governments, Creative HEIs: structure and leadership.*

The report distinguishes creativity as a mental process and creativity as a result of the process. This distinction is necessary because, as it is shown in the document, creative ideas or actions do not necessarily generate creative results and also creative results do not necessarily arise from creative processes. (*Creativity in Higher Education*, 16). The document identifies four dimensions of creativity: *individual creativity* (regards the members of the academic and administrative staff and the students), *collective creativity* (refers to creativity of groups, mutual understanding and fruitful cooperation), *the ethical dimension of creativity*

(the social and ethical consequences of the creative processes and results should be considered), *institutional creativity* (aims at the conditions which promote creative organizations) (ibid.). The report also identifies a set of fundamental characteristics of creativity in higher education: *originality, appropriateness, future orientation, problem-solving ability*. In terms of *originality,* creativity is not a reproduction; it requires contributions and developments, even on the basis of the existing knowledge, requires "a certain disrespect" for the canonical ideas and concepts and, not least, personal courage. In terms of *appropriateness*, the Report shows that not any novelty is creative and that creativity manifests itself in the new approaches, appropriate to the subject. The *future orientation* also defines creativity, which is oriented towards future problems and undertakes their insecurity and uncertainty. The *problem-solving ability* of creativity refers to "the capability to identify new solutions to problems", which means "thinking outside the box", new perspectives and angles, avoiding traditional ways and the ability to take risks. (*Creativity*, 16-17).

The content and conclusions of the Report are summarized in Ten Key Recommendations addressed mainly to the higher education institutions, as organizations with the leading role in stimulating, nurturing and developing creativity in the process of teaching-learning and in scientific research. However, certain recommendations refer to governments, quality assurance agencies and external partners, which have specific roles, of primary importance, in the proper functioning and development of higher education. The recommendations addressed to the higher education institutions cover a wide area of their activity, and, through the approaches they propose, they create a wide framework, proper for the development of creativity in the academic environment.

A synthetic overview upon them is relevant for the European perspective on creativity. Cooperation in mixed groups of students and staff, development of common spaces for researchers from different disciplines, promoting different learning experiences, exchanges between fields and disciplines create favourable conditions for creativity (1). Relations of cooperation, partnerships with external institutions open the access of universities to new expertise, prevent isolation, favoring joint creation of knowledge (2). The university must verify that each activity abides with the public institutional mission regarding teaching/learning, research and service in the benefit of society. The activities depend on the fulfillment of these fundamental ethical requirements. The profit achieved by the higher education institutions must be directed towards "socially inclusive wealth creation." (3). The university should look ahead, based on its expertise, a step ahead of time by overcoming the limitations of existing knowledge, by analyzing prestigious ideas, through a proactive attitude and by addressing issues of future relevance. At the same time, HEIs must develop internal quality assurance processes as the basis of creativity and avoid over-bureaucratization. (4). It is recommended that the higher education institutions address managerial structures in the context of the concept of learning organizations and of their ethical and cultural concerns, in order to create an institutional framework favourable to creativity. (5). The university should provide students and staff with institutional structures and cultures that would create equilibrium between stability and flexibility, and also with a favourable framework to encourage risk taking. Human resources must be prepared to contribute to further development, taking into account the insecurity and uncertainty generated by all these. (6). The institutional leadership must assume overall responsibility, but, on a large scale, at the same time, delegate certain decisions to the staff and students in order to engage the academic community in the change processes. (7). (*Creativity*, 37).

The recommendation to governments refers to the necessity that they should ensure legal frameworks, financing mechanisms and priority policy at local, regional, national and European level which could substantially influence creativity in higher education. Governments should ensure the financial and academic autonomy of higher education

institutions, for the achievement of the recommendations of the report. Also, they should encourage entrepreneurship in the private sector and banking and financial institutions to support the creativity agenda in higher education (8). (*Creativity*, 38). Quality assurance agencies must assess together with HEIs the manner in which external quality assurance mechanisms can enhance creativity. The development of quality systems to support the creativity agenda is one of the most important objectives. (9). (*Creativity*, 38). The recommendation made to the external partners is to collaborate with higher education institutions on issues of common interest for mutual benefit, while respecting the academic values and missions. (10). (*Creativity*, 38).

The report *Creativity in Higher Education* is a fundamental document of the reform. It clarifies the meanings, dimensions and basic features of a concept and creates, by the recommendations it makes, a broad framework for the development of creativity in higher education. Universities and the other higher education institutions have in the EUA Report a valuable guide for developing the creativity agenda at the institutional level, in the context of the objectives and requirements of the change processes within the Bologna reform.

Certain elements which define the institutional creativity, significant for the European perspective on the concept, discuss another document published by EUA in 2009: ***Improving Quality, Enhancing Creativity***: *Change Processes in European Higher Education Institutions - Final Report of the Quality Assurance for the Higher Education Change Agenda (QAHECA) Project.* Institutional creativity depends on an essential condition, namely the attitude of the institutional management and leadership, in other words, on "the commitment of the leadership". Creativity needs the encouragement of the leadership, the motivational support and adequate resources. (*Improving Quality: 11*). However, the Report mentions that the leadership alone cannot guarantee institutional creativity. Creativity, as well as the culture of quality, depends on the involvement of the entire academic community. Therefore, there are two dimensions of the process of encouragement of creativity, which are identified in the leadership and in the involvement, from the "grassroots", of the entire community. The report presents the key components of creativity in a table structured into three sections. The key elements in the previous, *Nature of creativity*, are: *context-dependent, paradigm-breaking, (managed) risk taking, shared vision, target oriented.* The *Drivers of creativity* are: *need to change, curiosity, problem solving, desire to improve, enhancement of pursuit of excellence, incentives*. As for the *Enablers of creativity*, these are: *(earned) trust, space, critical self-reflection, openness-culture of sharing, collaboration, appropriate QA (quality culture) framework. (Improving Quality: 12).*

The report makes a series of recommendations concerning improving quality and enhancing creativity together in a complex formula of efficiency and competitiveness of higher education. An efficient quality assurance process, that helps in the development of institutional creativity, requires the involvement of the entire community, not just the involvement of the profile department. Another observation regards the essential role of the institutional leaders "to provide support and a framework for quality assurance and creativity". In addition, partnerships between higher education institutions and quality agencies are a prerequisite for an effective quality assurance process. (*Improving Quality: 18*).

Based on the content, recommendations and conclusions of the report, a general conclusion is drawn, that states the interdependence and inter-conditionality relation between quality and creativity in higher education and its institutions. In other words, we cannot talk about quality without creativity, since creativity is a means to develop quality. Also, creativity can flourish only in an institution where there is a comprehensive culture of quality based on an efficient quality assurance process.

1.2. Innovation in Education and Research - from Philosophy to Practice

Europe 2020 Strategy gives innovation a key role in the context of the three priorities set out for the European Union: *smart, sustainable and inclusive growth*, in order to achieve its fundamental target: a knowledge-based Europe, efficient and globally competitive.

The first priority, *smart growth*, aims at "an economy based on knowledge and innovation". The concept *smart growth* can be translated by support in knowledge and innovation as drivers of development. Such a major objective requires improving quality of education, performance in research, promoting innovation and knowledge transfer throughout the Union. Achieving this objective also implies the development of Europe's innovative capacities, improving the learning outcomes, the quality of the education institutions, exploiting the digital technology. (*Europe 2020*, 9, 10).

One of the initiatives designed for the achievement of the *smart growth* priority is the "Innovation Union". It aims to improve conditions and access to funds for research and innovation so that innovative ideas "can be turned into products and services that created growth and jobs". (*Europe 2020*, 3). In order to build the *Innovation Union*, Europe 2020 Strategy provides a number of actions at the level of the European Union and Member States. At the EU level among the necessary measures there are included: building the European Research Area, the launch of the European Innovation Partnership between the European Union and national levels, promoting partnerships in knowledge and strengthening collaboration relations between education, business, research and innovation. At the Member States level, there are mentioned such actions as: reforming the national systems of research&development and innovation systems in order to encourage excellence and specialization, strengthening cooperation between universities, research and business, focusing the school curricula on creativity, innovation, and entrepreneurship, prioritizing the knowledge expenditure, promoting private investment in research and development (*Europe 2020*, 11).

In the context of *Europe 2020 Strategy* and the *Innovation Union* initiative, which form the framework for the development of innovation at the European level, ***the Communication of the European Commission*** (10/06/2010) on *Innovation Union* sets a strategic approach of this cardinal objective of the European Union. The document identifies a number of conditions on which the achievement of this objective of strategic importance, *Innovation Union*, depends. Among these, the first places are occupied by those that relate directly to education and research, to higher education systems and institutions. Thus it is emphasized the need for the EU and the Member States to continue investing in education, research & development, innovation and ICT. The European and national research and innovation systems must collaborate better and improve their performance. Furthermore, the education systems need to be upgraded at all levels and be guided by excellence. Europe needs more world class universities, it needs to increase the level of skills and competencies and attract talents from abroad. Other conditions set by the document are: in the European Union, researchers and innovators collaborate better, research must produce more innovation. The document launches as a priority the building of the European Research Area (ERA) within 2010-2014. (*Innovation Union*, 2, 3)

One of the most important ways of building the *Innovation Union* is S*trengthening the knowledge base and reducing fragmentation*, which requires several measures. The first of them, *Promoting excellence in education and skills development,* formulates the fundamental need for the Member States to create "an excellent, modern education system", as the "starting point for the Innovation Union". This reveals the importance of education in the development of the ability to innovate and of innovation at European level, given the fact that innovation is needed in all areas of existence. The reform of higher education represents an emergency in the philosophy of the new construction. The document reveals that most European

universities do not attract sufficient talents at a global scale, while only a few hold top positions in the international rankings. A need that the European universities are facing is releasing themsleves from over-regulation and micro-management and obtaining "full institutional accountability." Another important element regarding universities is their need for a greater diversity in their mission, smarter specializations in various study and activity fields. A greater business involvement in curriculum development and doctoral training is necessary in order to develop new skills that can meet the needs of the economic sectors. The report offers as examples the academic interdisciplinary approaches that develop research, finance and business or creativity, design skills and intercultural skills. (*Innovation Union*, 9).

Because of the insufficient number of researchers in Europe compared to the USA and Japan, the EU needs at least one million jobs in research. Therefore, EU and the Member States, as it is shown in the report, must attract and train young researchers, after them internationally competitive careers in research, keep them in Europe and attract towards Europe the best from abroad. (*Innovation Union*, 9).

A second measure is *Delivering the European Research Area (ERA)*. ERA will include researchers from the public and private sectors, who will compete and cooperate on a global scale. There are five main areas of collaboration: human resources, research programs, research infrastructures, knowledge sharing, international S & T cooperation. The deadline set by the European Union for building the European Research Area is 2014. The ERA joint approaches that are to be developed will focus, among others, on the following aspects: quality of doctoral studies, attractive employment conditions and gender balance in research careers, mobility of researchers across countries and areas, dissemination, transfer and use of research results, including through open access to publications and data from the framework of the publicly funded research. (*Innovation Union*, 11).

Another measure concerns *Promoting the European Institute of Innovation and Technology (EIT) as a model of innovation governance in Europe.* Creating EIT, as stated, was an important impetus for the integration of the three elements of the knowledge triangle (education, research, innovation) for the first time in the European Union by promoting new models of governance and funding (*Innovation Union*, 12-13). "Pioneer" and "role model" for stimulating innovation in Europe, EIT covers the entire innovation chain, and by STI Knowledge and Innovation Communities (KICs) aims "to bring the world's best creative and innovative partners from research, business and academia to work together on major societal challenges". The European Institute of Innovation and Technology aims to support innovation-driven research, business creation and development, entrepreneurial education, which will be recognized in "multi-disciplinary EIT-branded degrees"offered by KIC partner universities (*Innovation Union*, 13).

In response to EU Flagship Initiative, "Innovation Union" of the Europe 2020 Strategy for Smart, Sustainable and Inclusive Growth, the European University Association (EUA) filed the ***Statement "Smart People for Smart Growth"*** (3 February 2011). In the preamble of the document, EUA emphasizes that universities play an important part in the Innovation Union, because their mission is to generate awareness and stimulate creativity in people. Innovation essentially refers to people and their ability to reach their full potential in skills development, thus the idea that "smart growth" needs "smart people". (*Smart People for Smart Growth*, 1). The EUA Statement has launched six key messages that shape six actions courses in agreement with the Innovation Union Communication. The first message emphasizes that universities play a key role in the "innovation chain" because education and research form the basis of knowledge and skills leading to the creation of new jobs. Innovation arises from the contribution of a wide range of engineering, technical, medical, social sciences and arts. Therefore, it is necessary to develop interdisciplinary approaches so that innovation may meet the growing challenges of society. For the building of the

Innovation Union, EU funding instruments should be governed by criteria of excellence, simplification and competitiveness amid increasing the given budget. In the context of the crisis, spending on university-based research and training for higher education should be regarded not as "consumption" but rather as "investment" in research and innovation, training and skills development. The document stresses the need for massive investment in universities and youth, the innovators who will create the Innovation Union. (*Smart People for Smart Growth*, 1).

2. Creativity and Innovation, in the New Paradigm of European Higher Education

The new perspective of the mission of higher education in the development of the European Union promotes a new development paradigm of academic education and scientific research. The following elements are part of its structure: student-centred and goal-oriented learning, inter- and trans-disciplinary approaches, quality and excellence in education, research performance, training and development of skills in area of specialization, pragmatic redefinition of the mission of education and research, connecting higher education to reality and its needs, the production of knowledge through education and research for societal and socio-economic requirements, lifelong learning etc.. Creativity and innovation are essential elements of this paradigm, which aim to streamline higher education to be efficient and globally competitive. In the context of the European vision which promotes them, the two concepts launch a series of challenges to the notional level and implementation level, both in themselves, but also in conceptual and administrative gearing that they determine. Hereinafter, we point out some of the most challenging ideas in the field of creativity and innovation, analyzing their complex meanings and implications in the philosophy of the process.

2.1. Creativity - a Hermeneutics of the Concept

A key idea in this regard is the distinction between creativity as a mental process and creativity as a result of the process. In the pragmatic approach of higher education, defining the new paradigm promoted by the Bologna Process, results lie in the forefront of importance within academic education and scientific research. At individual or organizational level creativity is evaluated in terms of results. The intellectual and psychological openness towards creativity, the desire to be creative, creative ideas are necessary elements in the process. However they are not enough. Although they contain the seeds of creativity in themselves, they do necessarily not lead to creative effects. On the other hand, the creative results are not only generated by ideas and creative processes. Under these conditions, creativity must be addressed in terms of a particular philosophy and special vision, which can provide coherent framework for accomplishment and development, in a teleological approach, focused on results. At the institutional level, it is necessary to develop a culture of creativity, implemented in a pragmatic way in a creativity agenda, essential for every higher education institution.

2.1.1. The Vicious Circle and the Virtuous Circle of Creativity

The culture of creativity at the institutional level is based on four dimensions of creativity, revealed by the EUA report: *individual creativity, collective creativity, institutional creativity, ethical dimension of creativity*. Each member of the academic organization, belonging to the leadership and human resources department, needs to be open to creativity, through ideas, actions or, at least, through attitude. To a large extent, such a need may remain just a dream. Creativity is a given psychological and intellectual state, but it requires a favourable framework for development. Without this framework, the creative opening at the

psychological and conceptual level does not find fertile ground for expression and realization. Such a framework is the result of a creative approach at the institutional level. Things are interrelated and inter-determined, inside a circle of causality, which may be a *vicious circle* or a *virtuous circle* of creativity, according to the vision and managerial policy.

Collective creativity is the result of creative members' collaboration, at the level of ideas, actions and processes. It consists of pooling (sharing) their individual creativity. Collective creativity is manifested in groups, communities, departments, departments of the institution. Institutional creativity is generated when there is a managerial vision open towards creativity, or when there is creative leadership, a promoter of the culture and creativity agenda. Also, it is generated by collaborating with the creative community and by actively and creatively putting together the collective creativity. Therefore, it requires the synergy of all creative forces of an organization, from the individual to the collective level in order to achieve institutional creativity. Prerequisite for the implementation of this type of creativity, a sine qua non condition, is the existence of an administrative framework of development generated by the leadership. Hence, the crucial importance of creating a favourable environment for creativity in order to achieve creative results across the organization, in this case the university or other higher education institutions.

All three types of creativity, individual, collective and institutional, must comply with a set of values and ethical requirements, etc. falling within the ethical dimension of creativity. From this perspective, in the design and implementation of creative ideas and actions, it is necessary to consider the social and ethical effects thereof. If the results of these processes conflict with the ethical and social values, if they affect in any way the interests of individuals, teams or organizations, then they must be reformulated and corrected to comply with ethical requirements. Not everything that is creative is good or beneficial, not every idea or creative process brings benefits and acts as progress. The history of civilization provides countless examples of creative ideas designed or implemented outside the ethical dimension, that have been negative or even harmful to communities, societies or entire nations. If the creative ideas and actions meet these values, then they meet the ethical dimension of creativity and help evolution at a personal or organizational level.

2.1.2. Courage, disrespect, iconoclastic spirit: the identity and the limits of creativity

Originality is the first of the four fundamental characteristics of creativity identified in the EUA report. Creativity is by definition original, so it is redundant to ask for creativity to be original. The lack of originality excludes creativity from our assumption invoking reproduction, reformulation and sometimes cognitive redundancy. In analysing the concept, it is necessary to take into account the limits of originality, especially in today's world, a world of information and knowledge. In these circumstances it is very difficult to talk about absolute originality in any field of knowledge. Creativity is based on prior knowledge, on a whole scaffolding of ideas, concepts and institutions built over time also through creative efforts. The originality of creativity consists of participating in the chain of knowledge by new contributions, ideas, interpretations and valuations which would continue the joint approach.

Creative contribution is not represented only by the development of existing knowledge, but also by their reinterpretation from a critical perspective, putting into question, highlighting their limitations and their inadequacy in terms of knowledge needs. From this point of view, originality as a trait of creativity involves a proactive, dynamic, and even critical questioning of the widely popular truths, "certain disrespect" (see above) for all existing things, due to an attitude of personal courage. Creativity is often "iconoclast", challenging concepts and customs of knowledge. However, courage must be based not only on the simple desire to change or revolutionize something, but also on knowledge, skills and expertise used for creative contributions and changes which would lead to evolution and

progress. Disrespect for certain popular ideas, questioning knowledge, paradigms and approaches to knowledge, the courage to promote their original contribution are elements of epistemological attitudes which are creative by excellence.

Besides originality, the essential element of identity, the creativity formula is supplemented by other three characteristics: *appropriateness, future orientation, problem-solving ability*. In the same pragmatic vision, an idea or a process does not meet the quality of being creative due only to the feature of novelty. Not everything that is new is creative, while creativity necessarily implies the novelty feature. Therefore, for an approach to be creative, it should be appropriate to a topic, to help in terms of novelty, originality and quality of the solution to develop a theme. Of course that the creative approach is future-oriented, since the meaning of knowledge and development is irreversibly directed to the future. Creativity is meant to change things, to develop the existing knowledge and produce knowledge, to provide new solutions to problems in the fields of theoretical or practical existence. The problem-solving ability of creativity involves the special capacity of "thinking outside the box", namely to exit the pattern, the preconceived approach, the solutions, the customs and schemes, the firmly established ways of thinking and acting. It also involves originality, courage, imagination, ability to challenge, which become in return basic elements of creativity. Therefore, being creative means "thinking outside the box", which can be translated as being different in terms of thinking or approach. Moreover, all these require a very important feature: the ability of risk-taking risks and to take risks when faced with the uncertainty generated by the novelty feature. It's all a matter of courage, capital element in the creativity formula, based on solid psychological and epistemological foundation. Creativity is thus a matter of courage and vision, based on originality and directed to the future.

2.1.3. I doubt, therefore I am a creative mind (?)

The ability to question reality and knowledge, to subject everything to questioning, to reflexive dubitation, make one think about Decartes' famous statement: *Dubito, ergo cogito. Cogito, ergo sum*. (I doubt, therefore I think. I think, therefore I am.). Doubt, questioning truth, interpretation are defining elements of thought and intelligence. And intelligence is the supreme attribute of human beings.

In the context of creativity, it is desirable that doubt, critical analysis, the “radiography” of truth, models and paradigms of knowledge be approached through creative thinking. Dubitation, as a process of dialectical mechanisms of thought, is not sufficient in itself. Doubt must lead to interpretations and new results in knowledge, substitute ideas, concepts and old visions with new ones. The path to achieve all these is creativity, generated by criticism and creative intelligence.

Apart from all these fundamental characteristics, the complex formula of creativity includes some other key features. Elements such as: need to change, curiosity, desire to improve, pursuit of excellence, critical thinking (see above). All these are elements that lead to a critical approach of knowledge or models, to putting everything into question and even to their denial. Curiosity as an attribute of thought determines the desire to seek, to investigate, to analyse and to discover. The need to change and the desire to improve are manifestations of discontent as epistemological attitude, of creative discontent made for the benefit of development. Doubt and discontent prove their creative nature when they convey a constructive meaning, or when they lead to change and progress. The superior expression of creative denial and desire to improve is the pursuit of excellence, a creative attitude par excellence, a sign of critical intelligence and creativity.

Each of these characteristics is an essential element in the formula of creativity, and the absence of either may compromise the idea of creativity and the definition of "creative" applied to a process.

2.1.4. Quality and Creativity

At the level of higher education institutions, creativity should be analysed in relation to the quality of academic education and research. There is a strong relation of inter-determination between quality and creativity. Quality and creativity are interconnected in a report that is both subtle and substantial. The quality of teaching and learning and research process is a support for creativity both at the conceptual and institutional level. Mechanisms and internal quality assurance processes create the conditions for the development of quality, and, at the same time, of creativity. Creativity cannot develop outside quality; creative ideas need a fertile environment of quality to germinate and grow. Otherwise, in the absence of quality, the seeds of thought fall into barren soil, where they have no chance to grow.

At the same time, quality is built on ideas, creative approaches and processes at institutional, collective and individual level. In the dialectics of academic developments amid the rapid progress of knowledge, quality cannot develop against a conservative background, marked by inertia, in traditional patterns which are outdated and inefficient. Quality can be incremented in an institutional background defined by creativity, in a creative and synergistic environment of new ideas, flexible and adaptable to novelty. Quality cannot be conceived in the absence of creativity and creative approaches.

This subtle formula of quality and creativity is an important challenge for universities and other higher education institutions. It is a challenge primarily for the leadership of the institution, given its role on institutional development. At the same time, the quality and creativity challenge is addressed to the entire academic community, teaching and research staff, students and all human resources. Developing the quality and creativity at the level of the university depends on the responsible involvement and, moreover, on the creative involvement of all those involved.

2.2. Innovation - Concepts, Ideas, Interpretations

The identity elements of innovation as a process are novelty, ability to innovate, to change, and to improve in a particular area of activity (Lat. *innovare; innovatio*). In higher education, innovation refers to the institutional, collective and individual capacity to produce knowledge or new results in the academic education and scientific research, in various fields of study or research. Innovation is a way to keep one step ahead of the existing reality of a time or of a level of knowledge. Therefore the capacity to innovate and innovation as a result are fundamental for higher education and scientific research for universities and other higher education institutions. Innovation is the means of progress in the complex space of knowledge and in the domain of practical reality.

There is a complex relation between creativity and innovation. The origin of innovation is creativity. Creative ideas and results lead to innovations. In these terms, the relation between creativity and innovation is the relation of cause and effect. At the level of higher education, creativity, as an approach and as a process, creates a favourable environment for innovation and leads to achieving innovative results. On the other hand, the innovative capacity of a university, in the fields of education and research, but also in the field of management, creates a favourable space for cultivating and developing creativity. Therefore, the terms of the cause-effect relation are reversed in an inter-causal, subtle and complex relation. A creative environment fosters the capacity of innovation and innovation itself, while an innovative environment provides conditions for expression and development of creative ideas and processes.

2.2.1. The Knowledge Triangle: Education, Research, Innovation

Innovation is one of the three elements of the knowledge triangle: *education, research, innovation*. The three elements are interdependent, meaning that it is difficult to imagine one

without the other: education without research and innovation, education and innovation without research, education and research without innovation. In the literature of higher education reform in Europe, phrases such as *research-based education* or *innovation-driven research* are key concepts of the vision of the change processes. A logical combination allows us to introduce a third term completing the second triangle, the one of combined elements: *education and research-based innovation*. But the relations are more complex than the information provided by these phrases because we should include each time into every one of them the third element of the knowledge triangle. Moreover, a fourth term should be introduced in every formula, namely creativity. So *the knowledge triangle* should actually be a *quadrilateral of knowledge*. Creativity is implicitly introduced in the triadic structure with the help of the term *innovation*, present in the cause-effect relation.

The knowledge triangle is at the origin of the *smart growth*, the first of the three priorities of the *Europe 2020 Strategy*. As we have seen, *smart growth* needs *smart people*, namely people who are trained, competent, specialized, creative and innovative. The university is the environment in which all these demands of training and development, existing under the tutelage of knowledge, can be achieved. In the context of these relations of interdependence, the university is the space where the knowledge triangle develops. Hence the crucial importance that the university has as flagship institution of higher education in the development of the European Union, in the building of the Innovation Union and the Europe of Knowledge.

Based on the paradigm of European development, university should develop *smart education, smart research, smart skills, smart specializations.* The concept *smart* applied to the processes that fall into the mission of the university refers not only to the substance of these processes, but also to their actual philosophy and purpose. The academic education and the scientific research must therefore be governed by quality and excellence, by the ability to produce performance and competitiveness. In the context of a pragmatic vision of their mission, they must generate knowledge at the highest level, form skills and specialize the socio-economic environment. The university must become a place of creativity, of creative ideas and processes that allow innovation at all levels, in the institutional management, in the process of teaching and learning and scientific research. Inter-and trans-disciplinary approaches, innovations and curriculum development, quality assurance processes, education and leading research fall into this metamorphosis that turns the university into an environment of innovation.

The term *smart* in relation to education and research refers essentially to pragmatism and efficiency in knowledge, to responsiveness and adaptivity, to the idea of connecting the university mission, in its entirety, with the requirements and demands of reality. The same term targets the *intelligence to adapt* the university to the present needs of knowledge. In the context of the *smart paradigm* of its smart reformation, the university becomes a creative and innovative environment favourable to the development of the knowledge triangle in its components: *education, research, innovation.*

2.2.2. The Importance of Innovation for the Development of Higher Education

If academic education and scientific research form the environment of development of innovation as a process and as a result, innovation plays a key role in the transformation of higher education and its adaptation to the demands of a knowledge-based society and economy by reforming its institutions.

For the university to support *the triangle of knowledge*, under today's circumstances, where knowledge is rapidly changing and where the needs of the socio-economic environment are more and more diverse, it is necessary for it to undertake a series of measures in the spirit of quality, efficiency and competitiveness. However, they all fall under the

institution's capacity of innovation and innovation itself. Innovation is essential for the existence and development of universities, both at management level and at the level of the teaching-learning process and scientific research. Innovation defends the process of knowledge which is a fundamental pillar of this process. The philosophy of the innovation is the basis of developments within the university and in the relations between higher education institutions.

The measures taken to develop the quality and internal quality assurance processes to reform the teaching – learning process, to make learning more effective, to develop skills and competencies, to link higher education to the labour market are based on this philosophy of innovation. Curriculum reforms, the new approaches in the educational process, innovative education, training diversification are also forms of innovation in the search for efficiency and performance. Also, the ones for the development of scientific research in the university have the same substrate and innovative way necessary for achieving competitive results. Innovation is directly linked with scientific research, since research is, by definition, the calling of novelty and renewal.

The managerial policies fall under innovation. Their aim is to transform the university into a flexible, efficient and modern institution, embedded in the multi-wired network of the European higher education system in the European Higher Education Area (EHEA) and European Research Area (ERA). Under this renewal perspective, the leadership of the institution has partnerships and consortia with other universities and higher education institution or research institutes. The partnerships with the employers, multinational companies, firms, NGOs etc. represent an innovative idea which aims to create a solid link between the university and the socio-economic environment in order to integrate graduates into the labour market. The opening of the university towards wider and more diversified social environments in the process of massification of education is also a measure of innovative essence, which aims to facilitate the access to a broad and diverse audience to higher education.

These are just a few, but essential, issues of the manner in which the philosophy of the innovation can generate changes in the university or in its relations with other institutions or systems. In this context, innovation is a means to quality and excellence in education and research, a path to continuous modernization, performance and competitiveness, an instrument of progress in terms of knowledge and development.

3. Creative and Innovative University – the Laboratory of Knowledge

The university is a laboratory of knowledge because of its academic mission. Knowledge arises from higher education and scientific research, from the synergy of these two core fields. The university can produce and transfer knowledge at the highest level, which is globally competitive in a world of information and knowledge, only if this symbolic institution of the European higher education undergoes a reformation in philosophy and action, at the level of concept and process, a series of transformations in the forms and fund of education. The challenges of change are among the most difficult, because we refer here to the reform as a "continuous process" (Urs: *Academic Education Reform as a Continuous Process*). The fundamental objective of the process consists in the transformation of the university into a space of *creativity and innovation, into a laboratory of elite knowledge*.

3.1. Innovative Vision on the Mission and Action of the University

For the university to achieve this top-class condition, to become home of top knowledge, placed at the forefront of the avant-garde processes and phenomena in the field of academic education and scientific research, it needs *a creative and innovative vision* to base its development on.

Above all, such a view defines the mission of the university under the tutelage of knowledge, includes the philosophy of the institutional development and its coordinates of evolution. Based on the aspects of the current European vision on the mission of the university and higher education itself, an *innovative* vision by excellence, *the profile of today's university* is composed of *several basic elements*: an institution of quality and excellence in education and research, creative and innovative, inclusive and responsive, a laboratory of knowledge, of skills and specializations, core of the European Knowledge Area, located in the centre of society as a pillar of development, open towards reality and the socio-economic reality, nursery of specialists for the labour market, partner of the business environment, forefront of knowledge, creativity and innovation, and outpost of social progress and humanity in a world of globalization where knowledge is the engine of evolution.

Moreover, the university that undergoes this metamorphosis is an institution with an expanded mission that covers a diversity scale; it is an autonomous entity guided by the principle of the university autonomy and accountability, capable of self-government, opened to a very diverse audience, within the massification process of higher education; this entity also promotes Europe's competitiveness in the context of global challenges and conceives its development on attracting gifted individuals, but also on internationalization by expanding its addressability "beyond Europe's Frontiers", thus becoming an attractive institution of knowledge open to partnerships and global collaboration (The EUA Conference: *Internationalisation beyond Europe's Frontiers: Enhancing Attractiveness through Global Partnership and Cooperation,* 2009, Giessen).

3.2. Creativity and Innovation at the Management Level

The creative and innovative vision promoted from the managerial level forms the framework for the development of the university according to the data of the new paradigm, of higher education, education and research. In its context, creativity and innovation are the most important vectors of change for the European reform. The development of the university as an institution according to the major data of its mission and objectives, of its coordinates and stages of development, of the definition and affirmation of its institutional identity in education and research depends directly on the leadership of the institution, on its management capacity. An efficient and effective management will make use of the creativity and innovation tools in order to create the necessary conditions for the institutional progress. In other words, a creative and innovative management will ensure the reform of the university from within, adapting it to the requirements of the knowledge-based society and functioning of the institution according to the parameters of quality, efficiency and competitiveness.

However, it should be mentioned that vision alone, even if it is creative and innovative, is not sufficient. Also, a proactive attitude and leadership commitment are not sufficient either. It is necessary to involve the entire academic community in the activity in order for the vision and managerial attitude to become an objective in an institutional reality and to produce effects. The management work needs the support of the entire community in order to be successful. This approach defines qualified and efficient management of a university and its success depends on the skills and managerial talent of the institutional leaders.

The work of such management based on a *creative and innovative vision* and built with the *pyramidal support* of the entire academic community involves a number of key measures, addressed to the university as a whole. Creating internal quality assurance mechanisms, developing a culture of quality and performance in education and research are all part of the approach of reforming and streamlining the university. Encouraging novelty, creativity and innovation as institutional policy, developing a *culture of creativity and innovation*, creating a *creativity agenda* based on a *culture of risk* assumed across institutions,

are fundamental elements of a creative and innovative management. The culture of creativity and innovation affects the university as a whole, but also makes references to the faculties, departments, research centres and institutes of the university.

An element of major importance in this framework of innovation management is represented by the desire to diversify the formulas of academic education through distance education, online education, by developing efficient and competitive e-learning platforms, through innovative education, through learning modules and specialization, training programs, through the development of lifelong learning for more diverse audiences.

A sign of institutional innovation is the transformation of the university into an *inclusive and responsive university*, according to the European policies and trends, due t*o the massification philosophy*. The university must become an *open, proactive, reactive and inclusive university*, by expanding its addressability to increasingly diverse audiences, including "non-traditional" audiences. Hereby, the university expands its recruitment base and increases its chances of augmenting the number of gifted individuals among students and graduates. This would have a positive impact on education, research and the labour market by increasing quality, performance and competence, by developing creative and innovative approaches. All these contribute to the efficiency and competitiveness of the university and, consequently, to its prestige.

Collaborations and partnerships agreements with Romanian and foreign universities, organizing study programs in collaboration, education and research projects, organizing consortia on study programs and specializations are measures that are part of an innovative management vision in the innovative context of the Bologna reforms, and in a modern and creative management. The development of the academic mobility, for students, teachers and researchers in Erasmus and other collaborative contexts, creating partnerships and collaborations with foreign universities also fall into this category. A key innovative element is the process of internationalization of the university that allows the university to expand its addressability to a diverse international audience, which requires special study programs adapted to it.

In the view of innovative management an important element is linking the higher education and scientific research with the socio-economic environment. Partnerships with economic agents, professional practice programs, systems of private scholarships for students which could help graduates integrate into the labour market are essentially innovative themes and measures related to the managerial level. Creativity represents here a good field of expression and it can contribute significantly to their success.

Other ideas and measures fall under the same sphere of creativity and management innovation. We mention the development of psychological counselling, vocational guidance and career guidance for students and future graduates among these ideas and measures. Using information and communications technology (ICT), using computers in the teaching process and scientific research, and in administration represent a necessity of the university and a priority of the creative management. The accessing of European projects is included in this holistic approach of education, research and training, under the tutelage of knowledge; these projects come with a range of professional challenges, but also with financial benefits, connecting at the same time, the university to the developments of education, research and training in the European Union.

These are a series of the most useful and desirable measures, under the sign of conceptual and institutional innovations. With the contribution of creativity, whose resources are inexhaustible, others may arise anytime. It should be emphasized that the upgrade is ongoing in relation to developments and rapid changes that are happening in the world of knowledge and immediate reality. Therefore, creative and innovative approaches, ideas and new measures in creative and innovative management fall into necessity.

3.3. Creative and Innovative Approaches in Education and Research

A creative and innovative management creates the appropriate framework for applying creativity and innovation in education and academic research. Education, teaching and learning represent an attractive place of ideas, creative processes and outcomes and, hence, innovation. At the level of academic education, the current demands of knowledge, the need of skills and competencies require an act of modern teaching, based on new, interactive, stimulating methods that would facilitate the knowledge transfer and its efficient assimilation. They need the teacher's creativity and innovative capacity, both in lectures and seminars or laboratory work.

Being a teacher must or should mean to be creative and innovative. The paradigm of today's higher education promotes student-centred teaching and a result-oriented learning process. The creative professor does not sit behind a desk, but rather walks around in the amphitheatre and does not follow the "magister dixit" philosophy, but rather sees the student as a partner in the process of knowledge, a knowledge that is achieved by transferring information, judgment and critical analysis, debate, by actively involving the public of students. In the process of teaching - learning, creativity requires not only a new, but also a specific attitude towards the learning content: critical approach, calling certain ideas into reflection and dubitation, creative and innovative doubt about the scientific facts and valuable judgments.

The educational process must be guided by critical learning. The creative teacher's goal is to determine the student not only to assimilate knowledge, but also to address knowledge and process information from an active intellectual prospective, which is at the same creative, based on a critical spirit which is both constructive and innovative. In the teaching-learning process, an important element of creativity and innovation is represented by the inter-and trans-disciplinary approaches that integrate knowledge in the complex epistemological contexts, beyond the apparent boundaries of certain disciplines, stimulate the creative processes of relating and interpreting information, contribute to substantial learning and to the active extension in the horizon of knowledge. The creative teacher should stimulate the student's creativity and capacity to innovate in the learning process. A key element of innovation in the act of teaching and learning is the extensive use of computer technology, creative exploitation of the major benefits brought by the digitization of teaching and learning. In the paradigm of creativity and innovation, the educational process must be based on scientific research, in the research-based education formula.

The framework of creative and innovative approaches of the teaching and learning process and academic education as a whole is very extensive, directly related to the area of action of creativity, which can be imaginative, speculative, often surprising, virtually unlimited. For example, the emphasis on language learning in academic curricula, on professional communication in foreign languages, on developing communication skills in foreign languages falls under the same framework. The same can be said about studying certain disciplines, modules or even study programs in foreign languages. Multilingualism, cultural studies, multiculturalism are also elements of the creative and innovator approaches.

Creativity and innovation are crucial for scientific research within the university. Scientific research, which is part of the mission of the university, along with academic education, is an area of manifestation of ideas, creative processes, outcomes and innovation. Research is by excellence creative and innovative, since it is focused on discovery in the fields of science and knowledge. Scientific research can be translated as creativity and innovation. At the academic level, research should be analysed in a complex relation of cooperation and interdependence with academic education; the two elements form a whole, a holistic universe of knowledge. Therefore, research should be analysed not only in itself, as a separate domain, but in this complex relation in which education is based on research results.

In the context of this report, the creative and innovative approach places particular emphasis on involving teachers and students in scientific research, in grants and national, European or international research projects. This commitment can be achieved by scientific production, through articles, studies, research published in journals, through participation in conferences and scientific events, i.e. through creative and innovative results. Scientific research is the coordinate of success in career for the teaching staff. The access to international databases, to prestigious scientific publications in the international scientific flow is an element of vision and innovator approaches to research in the university. Organizing scientific research in a research institute structured into departments according to the profile of the study programs which would involve researchers, teachers and students, is a measure that would make the research activity more efficient, amid the innovative vision of research management.

Conclusions

The Creative and Innovative University – a Challenge and a Necessity for the Europe of Knowledge

Today's university must be a creative and innovative institution in order to produce and transfer knowledge quality, which is competitive globally. The metamorphosis is not easy; it involves a number of challenges and most complex processes. A qualified management, with an innovative vision is essential in this transformation. Such management is needed in order to create the framework for implementing new ideas. Creativity and innovation are crucial to the academic education and scientific research because they can help improve learning and expand the act of knowledge to new inter-and trans-disciplinary horizons, create skills and competitive specializations. Creative approaches lead to creative results and innovations in education and research, to the development of knowledge, skills and competences.

For all this, due to an innovative managerial vision, the university needs a *culture of creativity and innovation* in the academic community, involving leadership, teaching and research staff, all the members of the academia. On this basis, the university prepares a *creativity agenda* under which it conceives and carries out its specific activities in education and research.

A creative and innovative university is laboratory of knowledge, developing innovative education and leading scientific research, and also forming top skills for the specializations required by the socioeconomic environment. This university is a fundamental institution in building the Europe of Knowledge, a construct where education, research, creativity and innovation are the foundation for its development.

Transforming the university into a creative and innovative institution is a very complex and difficult process that requires the involvement of the entire academic community, efforts on all levels, from the leadership and human resources. This metamorphosis is the one that ensures the viability and effectiveness of the university in a world where knowledge and innovation are the engine of its development. Creative and innovative university is a requirement of the European Knowledge Area, bringing together higher education and scientific research and, moreover, the essential means by which this is achieved. It is a challenge of cardinal importance within a large challenge: the Europe of Knowledge.

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COMMUNICATION IN THE ERA OF SOCIAL AND CULTURAL DIVERSITY. METAMORPHOSES, STRATEGIES AND SOCIAL EFFECTS

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Abstract

The relationship between society and individuals has been changing for a more than a few decades, now, at a very rapid pace. The interactions of the society with the individuals, at their very essence, mean communication. The present paper makes a short review of the history of communication and, also, of communication studies. Whether technologically determined, strong sense or light sense, or not, communication as a process and consequently theoretical approaches in communication studies have changed. In other words, communication is passing through an on-going metamorphosis. In the following there will be mentioned a few steps of this metamorphosis, the effects of communication and the ever mutually shaping process between society, individual and communication process.

Key-words*: communication sciences, media of communication, mass media, mass media effects, information society.*

Introduction

Communication is present in all human activities and interactions. Society, institutions, organizations, and individuals are all governed by communication. We hear daily about various types of communication breakdowns, from the highest levels of public life to our personal lives. Governments or countries begin or stop their diplomatic talks or negotiations, organizations launch or cease communication campaigns, a gesture or a phrase from a friend surprised, amazed or appalled us. It is difficult to imagine our lives with less communication and rather impossible to imagine it without communication at all.

Nowadays, communication has many dimensions: individual, organizational, media, governmental, etc. In other words, communication is a global phenomenon transgressing physical and cultural boundaries set between individuals or global social agents.

Marshall McLuhan (1967) made a concise statement: the medium is the message. This way the technological dimension of communication has been brought forward, and it has further developed into what has become known as technological determinism. Dominique Wolton (1997) considered that television has two dimensions: the technological dimension (image production and transmission etc) and the social dimension (television as mass communication medium). The relationship between the two dimensions of communication, social and technological, shaped the communication dramatically in the second half of the twenty century and along into the beginning of the twenty first century. This relationship is a bidirectional one, each of the two dimensions influencing one another. Technology determined new characteristics and trends in communication, but also communication was shaped by the technological features of the media progress. Mass communication is the most prominent result of this bidirectional influencing. Luhmann was stating that the *process of*

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dissemination is only possible on the basis of technologies, which imposes its own structure and limit (Luhmann, 1996/2000, 3).

Mass communication has been the catalyst and the fore-runner for the field of communication. Along with the evolution of mass communication, individual communication, organizational communication, media communication re-shaped, gaining new grounds in and for the field of communication research. Communication, also, began to crystallize into an independent field of study. The relationship between this process and the ascending trend of mass communication or the innovations regarding media of communication is a fascinating ground of study, rather than only acknowledging its existence.

Communication in itself existed almost forever, but as an independent field of study is rather new. In the beginning, its key figures were not experts in the communication studies, but they came from other research areas that have had a contribution in shaping this particular field. All the great authors that can be mentioned in the history of communication, up to a point, have been personalities of sociology, psychology, political science, history, social psychology, philosophy, etc. Some have had contributions for the field of communication studies, but their previous and later works have been made in their original field of expertise. Some other researchers started in another field of study, but then developed their later research in the field of communication studies, using the knowledge and methodologies from their own field of research, breaking new grounds into this multidisciplinary field called communication sciences.

The multidisciplinary character of communication sciences is beyond any doubt. Interpersonal communication is supported by research in psychology or social psychology. Organizational communication can be rooted, up to a point, in sociology or political science.

Communication science – a field of knowledge

One of the fundamental and early models of communication stated that a communication act can be properly described if the following questions are answered: Who? Says what? Using which channel? To whom? With what effect? (Lasswell, 1948 in McQuail&Windahl, 1993/2001, 19). Lasswell model is valuable from a double perspective: functional and descriptive. Both perspectives, the functional and the descriptive one, stood and gained the test of time. The functional one has to be accepted along with its limitations or critiques: communication has a persuasive purpose and every communication act has certain effects. These two critiques are normal and legitimate considering that Lasswell was into political communication and propaganda. The functional perspective over Lasswells model gave to communication sciences its research fields. The answers to Lasswells questions stand for the distinct fields of research: Who? - research over media institutions; Says what? - content analysis; Using which channel? - the analysis of communication media; To whom? - audience analysis; With what effect? - Effects analysis.

All the fields drawn from Lasswell model, media institutions, content analysis, the analysis of the communication media, audience analysis, and effects analysis, during the past sixty years developed into separate fields of research under what is communication sciences.

Along with Lasswell's model, others models of communication have been developed. Fiske (1982) in a theoretical description of communication studies, separated the field into two schools of thought: process school and semiotics school. Process school considers that communication is the transmission of messages. The coding and decoding, the use of channels and media of communication by the transmitters are considered of importance. The effects of communication are seen at behavioral and psychological level. The failure in communication is considered to be the failure to induce the desired effect in the audience or receiver. The causes of communication failure are located along the chain of communication

process. Semiotics school sees communication as the production and exchange of meaning. The main concern is related to the way in which message, texts interact with the people in order to produce meaning. The relationship between texts and culture is considered worthy of investigating. The failure in communication is thought rather as misunderstanding and can be a sign of cultural differences between sender and receiver (Fiske, 1982/1990, 3).

Gerbner's multifunctional model of communication, for the first time in the history of communication sciences, casts a better understanding of the perception influence in the communication process. The descriptive version of Gerbner's model of communication (very similar to Lasswell's) states that: (1) Somebody (2) perceives an event (3) and reacts (4) in a situation (5) through some means (6) to transmit (7) in some form (8) and context (9) conveying content (10) of some consequences. Gerbner stated that he used his own model to illustrate and explain the main steps in content analysis (McQuail and Windhal, 1993/2001, 30). The new features brought in by this model are: the sender's or audience's perception, the individual and social reactions, the format of the message, and the effects of the message on the receiver, all placed in a social context.

Almost in the same period of time, the sixties, Maletzke focuses on the psychology of mass communication further refining the relationship between journalist, mass media, media institutions and audience. Maletzke starts with the key elements of the communication process: sender, message, medium of communication and receiver. Between the receiver and the medium of communication, Maletzke places two factors: the constraints imposed by the medium and the receiver's image on the medium. In this respect, Maletzke holds the following characteristics of the medium as important: (1) the type of perception the medium requires from the receiver (viewing, reading, etc.); (2) the time and space connection between the medium and the receiver; (3) the social context in which the receiver follow the medium's message; (4) temporal delay between the event itself and the receiving of the message on the event. Reputation and trustworthiness of the medium for the receiver are the main elements defining the relationship between the two (McQuail and Windhal, 1993/2001, 45).

The variables Maletzke considers to influence the receiver's perception of the message are: the self-image, the personality, the receiver as member of an audience, and the social environment of the receiver. Returning to the sender, Maletzke considers the following variables as influencing it's perception over the events that are transmitted: the self-image, the personality, the sender as a member of an audience, the social environment of the sender, the organizational environment of the sender, pressures and constraints exerted by the public character of media messages. A simple remark can be made by anybody paying attention: the first four variables are identical for both the sender and the receiver. A general conclusion can be drawn from this: the psychological traits and the social environment are influencing the perception over an event, news, facts, opinions, etc. The self-image and the personality traits of the sender/receiver can be further researched mainly from a psychological perspective with very interesting results, but this kind of approach would extend over this paper's purpose. The normal set of demographic questions in a survey should offer sufficient information over the social environment of the receiver, considered once more from the perspective of this paper. The organizational environment of the sender and the pressures, and constraints exerted by the public character of media messages will be only partially taken into account.

The reputation and trustworthiness, previously mentioned, reflect upon the receiver's selection of the messages transmitted by the sender and also upon the impact and effects those message trigger in the receiver – denial, acceptance, indifference, belief or even action responses or behavior changes such as joining a cause or active social participation.

The metamorphoses of communication

The new models of communication are simply reconsidering all the basis and basics apart from the previous models, either informational or process school, or linguistic or semiotics school. Communication becomes mutual understanding, offering access to the others' personal and subjective world. The entities involved in communication are not transmitters and receivers anymore, they are individuals, groups sharing and producing their own subjective realities. The singular form, reality, disappears and is replaced by the plural, realities. Each individual is living in multiple realities shaped by different rules, actors and goals. The society that generated these new models is the society dominated on one hand by mass communication, and, on the other hand by multiculturalism. Multicultural and culture is seen in the widest sense possible, but also in a more restricted sense: the world modeled by communication in which partners build together a common space (norms and rules) that shapes their interactions, their actions and the way they see the surrounding world (Drăgan, 2007). The individual is not a by-stander anymore, but involved and rooted in both exterior and interior world. The public space and the social reality are common to all individuals living in it and is the result of the interactions and activities of all social actors.

Symbolic interactionism was defined by Herbert Blumer in the late sixties. Blumer based its new concept on the works of G. H. Mead. Symbolic interactionism rests on three consistent arguments. (1) Individuals act based on the sense they attribute to facts, items or contexts. (2) The sense of things is derived and extracted from the social interactions between individual and other social actors. (3) The sense is used and shaped during an interpretation process performed by the individual when managing reality (Blumer, 1969/1986, pp. 78-90).

Palo Alto school considers communication a social integrated phenomenon, this coining a constructivist approach in communication studies. Communication is understood as interaction between social actors who have an identity, a motivation and goals. Social practices, values and symbols shared by society are perceived and interpreted accordingly. While communicating, the individuals are using common symbolic resources. Watzlawick, as one of the most famous researchers of Palo Alto school, reduced his theory in six the so called axioms and paradoxes of communication. (1) It is impossible not to communicate. (2) Communication has a content and determines a way of relating with the other, so that the relationship encompasses the content, becoming meta-communication. (3) Communication is symmetrical and complementary, if based on equality or difference. (4) The nature of a communication relationship depends on the way the individuals mark along the interaction sequences and the procedure of communication. (5) Individual use analogical and digital communication. (6) There is no absolute reality, but only a subjective, and often contradictory image of reality (Watzlawick, 1979 *apud* Beciu, 2008, pp. 17-18).

Discourse analysis is a relatively new and autonomous discipline that is connected and produces good and reliable research methods for communication studies. Pragmatics, semiotics, sociology, social psychology, communication science all have been contributing to the development of discourse analysis. The present theoretical perspectives identifiable in discourse analysis are multiple and draw their force and coherence from different fields, some more keen on linguistics, others on social sciences. The models that developed into frames for theoretical and empirical discourse analysis are mainly backed by two major schools: the French school (Charadeau, Soulage, Lochard) – the semio-discursive analysis, and the Anglo-Saxon school (Fairclough, Weiss&Wodak, Chouliarki, van Dijk, Chilton) – critical discourse analysis (Beciu, 2008, 38).

Why is discourse analysis relevant for communication science? The analysis of the discursive practice of the social actors represents another way of understanding and grasping the social environment. Discourse analysis, if considering the delimitation made by Fiske, is

oriented towards the semiotic school, from which it adopts some implicit presuppositions, as both perspectives are sharing the same paradigm of constructivism. Discourse is revealing the way a social actor or an institution uses language in a social situation defined by norms, values, rituals, social practices, types of events and images, etc (Beciu, 2008, 34). Norms, values, rituals, symbols, ideas are parts of the symbolic universe of the individual. Communication is considered more than just information exchange, it is the handling and shaping of the symbolic universe, at both individual and social level.

Aside from the evolutions of the models and concepts derived from the semiotic school, there are also evolutions of the process school. These evolutions are multidisciplinary and very often the bigger ideological perspective is borrowed from sociology, but the applications in the field of communication studies are consistent and valuable. Information society and knowledge-based society are two concepts heard in all social environments nowadays. Daniel Bell (1973) stated that the post-industrial society is not entirely work-based anymore, but knowledge-based. Information and knowledge become the main driving-force of the post-industrial society. Technological and scientific innovations shape the society dramatically. Webster distinguishes five definitions of an information society, each of which presents criteria for identifying the new. These are: technological, economical, occupational, spatial and cultural (Webster, 2002, 9). The implications for communication sciences can be coined from the perspective of technological determinism. How are new media altering the social contexts and realities?

Manuel Castells (1996, 2000, 2009) talks about network society, informational capitalism and the communication power derived from the network society. "A network society is a society whose social structure is made of networks powered by microelectronics-based information and communication technologies. By social structure, I understand the organizational arrangements of humans in relations of production, consumption, reproduction, experience, and power expressed in meaningful communication coded by culture. A network is a set of interconnected nodes. A node is the point where the curve intersects itself. A network has no center, just nodes. Nodes may be of varying relevance for the network. Nodes increase their importance for the network by absorbing more relevant information, and processing it more efficiently" (Castells, 1996, 3). Complexity and importance are the main features of communication, when speaking either about information or knowledge-based society, or about network society. The growth of communication technology and its impacts are yet, unpredictable and some remain still hidden. The main features of new media are: (1) Digitalization, informatization and computer usage; (2) Multi-functionality; (3) Ubiquity; (4) Bi-directionality; (5) Interactivity; (6) Specialization, decentralization; (7) De-massification; (8) Asynchronicity; (9) Hyper-reality, virtuality; (10) New economy, net-economy, cyber-economy (Dobrescu, Bârgăoanu, 2002, pp. 60-63).

Instead of a conclusion: on the effects of communication

The talk about the effects of communication from the perspective of the metamorphoses of the communication mentioned above is somehow paradoxical: communication changed deeply, but its effects have not changed to the same proportion. A possible explanation can be that information society and network society, along with the new media are yet too new to produce significantly different effects. This is a work-hypothesis worthy of exploration in a future study. Meanwhile, the classical effects of mass media are being proven valid and can be hold accountable when explaining the social reality.

The dependency model

Mass media are considered informational systems decisively involved in the process of maintaining, changing at social, group and individual level. The most prominent hypothesis of this model is that in society, individuals become more and more dependent of mass media in the process of knowing and accessing the reality around them. The underlying presupposition is that media users, as members of audience, chooses the media content based on a pre-existing need. An individual that is not a member of an audience, can choose to become a member, in which case a need is activated by the media content, or can choose to go by. The need can be either emotional, or cognitive. It is important to underline the dynamic and cumulative character of the relationship between media and audience (McQuail&Windhal, 1993/2001, pp. 96-98).

Agenda-setting, framing and priming

Maxwell McCombs and Donald Shaw (1972) classical research revealed a strong correlation between the prominent news and topics put under debate and the how those issues rank in people's minds. These first studies, considered now as classical agenda-setting studies, state that media define the calendar and hierarchy of the reported events. The audience relies on the media to identify news, topics, and debates. Later research about the agenda-setting theory showed two other effects: framing and priming. Cohen's (1962 in Iyengar, Peters, Kinder, 1982, 848) synthesis about the effects of mass media, that later was named the agenda-setting, became famously quoted for its eloquence and truthfulness: *the mass media may not be successful much of the time in telling people what to think, but the media are stunningly successful in telling their audience what to think about.*

Framing effect is adopted by communication science and media studies from psychology and sociology. Entman (1993) defined framing mainly as selection and salience. To frame is to *select some aspects of a perceived reality and make them more salient in a communicating text, in such a way as to promote a particular problem definition, causal interpretation, moral evaluation, and/or treatment recommendation* for the item described. Frames define problems, diagnose causes, make moral judgements and suggest remedies (Entman, 1993, 52). Our mind uses frames to define, explain, translate situations, using the frames unconsciously, but when it comes to media, and communication frames are not chosen and utilized by chance or mistake. Why is the framing concept important to communication and social sciences? Because it directs our attention to the details of how communication exerts its power (Entman, 1993, 56).

The priming effect considers that media are only offering it's audience the hierarchy of the important topics and news but also the evaluation standards for it (Iyengar, Peters, Kinder, 1982, 849). It is necessary to state that the agenda-setting, framing and priming have mostly been documented in the field of political communication (Iyengar, 1987, 1991, 1996; Strömbäck&Kiousis, 2010; Dunn, 2009). Furthermore, in the field of political communication, a distinction is made between the the media agenda, the public agenda and the political agenda and the dominance of the one of the agenda over the others.

The dependency model along with agenda-setting theory are considered to be effects of mass media and expressions of its influence at social and individual level. The dependency model is assigned to the category of media effects and influence at receiver's level. The research and development of these theories started almost half a century ago, in a world in which mass media were still gaining ground, but are still valuable also in the age of the internet.

The effects of the internet for its various types of users start to be identified and explained in fields such as psychology, sociology and less in communication science. Time and more empirical research are necessary in order to come to the point where comprehensive

theories in communication studies can materialize regarding the influence and effects of the internet. Communication sciences, in the matter of internet, are at the point of engulfing the findings in sociology and psychology. Via these two disciplines, there are observations worth noticing.

The internet changed the writing style, the dialogue and the way people reveal themselves in public or private (Beciu, 2008, 78). The language used on the internet is poorer and more evasive. It developed into a slang under the pressure of technical limitations (space – number of characters, time – the ability to type very fast; shape – the use of meme, etc.). The dialogue takes place in the network and is either synchronous or asynchronous. The network provides a virtual world, that permits the recreation of the social rules and norms. The public and the private manner of individual revealing was profoundly changed by the internet. Any user can create a totally different identity for the network, the one in the real life.

The amount and flow of information available in the present give out a new effect: information overload (McQuail&Windhal, 1993/2001, 169). The negative aspects of the information overload are the inability of the individual to find the right, necessary and desired information. The time spent in search of a certain information is longer due to information overload: we have to process and filter a bigger amount of information when researching something. The positive effects are the fact that we have more information available, more quickly and even cheaper. Access to and for mass media is faster. It is possible for regular individuals to make a decision faster, more profitable and more informed. Influence and persuasion remain the main driving forces and the goals of communication even in information society or knowledge-based society.

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CONFLICT PREVENTION AND CRISIS MANAGEMENT IN CONTEMPORARY WORLD

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Abstract

We live in a period rich in tensions and conflicts, even if crises and confrontations do not manifest at the intensity of those in the Cold War, when the danger of a nuclear attack brought the world on the edge. Comparing the last two centuries – XX and XXI in terms of international security, we can observe the countries preference to confront less in a theater of war and more in areas such as economic, cyber or psychological, all the three dimensions offering enough room for maneuver and important advantages for the states who wish to gain something but are not willing to do it by military means.

Key words: crisis, tensions, international conflicts, international security.

The current international context and the twentieth century features

The XX century was very prolific in situations like international crises and conflicts, mostly generated by some relevant events of the period. We are talking about the two World Wars, the Cold War, and the dissolution of the Soviet Union followed by the fall of communism. The massive loss of human life and the destructions during the First World War generated at its end major global concerns regarding international community interests for collective security, seen at that moment as a means of assuring both regional and global stability. In this context, occurred the idea of creating an international organization to supervise globally the peace and security, initiative materialized through the creation in 1919 of the League of Nations. It followed a difficult period for the interwar organization, episodes such as the invasion of Manchuria by Japan (1931) or of Abyssinia (now Ethiopia) by Italy (1935) represented real tests for the League regarding its ability to manage the global security. Events like those mentioned above highlighted the inability of the organization in safeguarding the international peace and security, purpose for which it was created. But the biggest failure of the interwar international organization was the impossibility to prevent the outbreak of the world second conflagration, a passage that marked the history of the twentieth century through the amplitude o the war during its almost 6 years.

The Second World War represented a tough episode for the mankind, without precedent until that time, "a tragedy of unimaginable proportions" that brought "major changes in the world political system".[2] It was a violent chapter in history, characterized by expansionist ambitions of the leaders that started the war and attracted a big part of the world states into a confrontation that tested the military limits of some of these countries.

The capitulation of Nazi Germany in April 1945 was followed by the long awaited moment – the end of the Second World War, and the most important aspect – the defeat of the Nazi state, but the next conferences and discussions did not ensure the peace after a hard war. In this case, with France and Great Britain too destroyed to play the leaders role, the two places in top of international hierarchy were occupied by US and its ally, the Soviet Union. For a short period of time, the international community believed in a world ruled by the two countries together, but the situation after the end of the Second World War was far away from such a scenario. The absence of a common enemy to fight with after "the collapse of Nazi

[2] John Rourke, *Internaţional Politics on the World Stage,* Connecticut, The Mc Graw Hill Company, 1997, p. 36.

Germany and the need to fill the resulting power vacuum"[3], led to a inevitable falling apart of the partnership between the two countries, the outbreak of a new war, this time Cold, being inevitable.

From the beginning, the Cold War was characterized by a different way of manifesting. When we say "war" we have the temptation to think that the parts involved in it are fighting each other to achieve a goal. Indeed, during the Cold War, the two superpowers – United States of America and Soviet Union were involved in a harsh competition for the world supremacy in political, military, economic etc domains, but they never confronted directly. This generated maybe the most interesting feature of the Cold War – even if it was an intense episode, with a total implication from both protagonists, it was carried out on a different way than "common wars", by intermediaries international actors deliberate avoiding a direct confrontation between the two superpowers, both nuclear powers at that time.

The Cold War ended at the beginning of the '90, with the collapse of the USSR and the fall of the Iron Curtain, moment that started a new era marked by hopes that the security and peace at regional and international stage could be improved by the changes of that time. A new world was shaped, this time unipolar, and impaired by the rough confrontation specific for the Cold War – a time of separation that divided the globe into two spheres of influence – capitalist, lead by the American state and communist, lead by the soviet state.

Even if with the beginning of the '90s and the transformations that appeared after the end of the war international community no longer feared of a nuclear attack believed, again, in the possibility of the long dreamed peace and stability among states, the international context proved to be much more complicated and not as peacefully as it was hoped to be. From that moment until now, the situation changed rapidly – the number of the "non-state" actors knew a prolific period and significantly changed the rules of the game at national, regional and international level. This made "old players", ie states, to adapt so they can face the challenges generated by the transformations that characterize the current international system profoundly marked by what is known as globalization, feature of the present time.

Today, the security environment is very complex because of its permanent modification, situation that oblige the international actors both statal and non-statal to adapt to the fast rhythm of its transformation, favoring strong states and disadvantaging the countries with a lower level of development, too unstable and poor to face the challenges of our times.

The crises and conflict of the XX century and the beginning of the third millennium

If we are referring to the past century crises and conflict, we can observe the main area of their manifestation: the military one. Almost all of the disputes and crises were linked to this sensitive domain and ended up with an armed conflict. The two World Wars and the Cold War represents conclusive examples that in this period the leaders of the countries preferred one element in dealing with the enemies and their competitors – rough force. Also, we can say that the twentieth century was a period when arms and hard power were the main ways in doing business on international stage, a characteristic of the political Realism preferred by many of the countries even in our time. The arms race during the Cold War brought the last century world on the edge, the fear of a nuclear war being a characteristic of the recent past, a period with a lot of lessons to learn. First, and maybe the most important is that the possession of a nuclear bomb do not necessary represents an advantage, and we are talking about a situation when the enemy is likewise a nuclear power, from the Cold War period being known that a nuclear bomb does not represents a "military" weapon, being more a "political" one.

[3] Henry Kissinger, *Diplomacy*, Bic All, Bucharest, 2007, p. 372.

Why? Because the consequences of a nuclear war are too devastating, the massive loss of lives and the material damages are tremendous, but the most important thing is that the effects of such a weapon cannot be reduce to a limited area. The fear of such an attack in the Cold War time and even after was based and amplified by the horrors left behind by the two nuclear attacks over Hiroshima and Nagasaki in august 1945, the first and last time until now when such weapons were used in a military intervention.

Another important feature of the past century is that the protagonists of the wars were represented by countries, in most cases they started from ideological and territorial issues and they were carried out with military means. But the fall of the Iron Curtain and communism generated changes in conflicting relations between parts which now belong to categories other than that of state. Another feature of the modern warfare is represented by the tendency of "intra-nationalization" of the confrontations which are consumed within the countries borders where they are born while the parts involved do not belong to the states category.

The XXI century started alike violent and tragic with the terrorist attacks over the American territory on September 11, 2001, moment that brought to the fore terrorism as the main threat to the peace and security of the states. Also, contemporary conflicts tend to be carried in fields that do not belong to military domain – cyber, economic, energy and psychological areas being preferred by the international actors of our times, as actions in these areas could bring major advantages without using the force, with all implications in such a situation.

Regarding crises faced today by states, they occur in all known areas (social, political, diplomatic, military, economic, financial etc), one of the most important features being the diversity of the factors at the bottom of their onset. Since the time of the two World Wars it can be notice a trend of international public opinion to classify the military crises and conflicts as the most serious situations that states and international community can face. Indeed, the negative effects that can lead to casualties and material damages have increased the fear for such events. It should also taken into consideration that not only crises and conflicts carried out within the limits of violent actions can have devastating consequences, there are other types of manifestations that can have serious aftermaths, and one of this is the economic crises.

Also, it appears more and more prominent the threat posed by tensions and states of conflictuality based on the ethnic and religious causes. In addition to these are added those related to terrorism or weapons of mass destruction, to threats in cyberspace, economic etc. The attacks in recent years have demonstrated that contemporary terrorism exceeded by far the limits of the past century actions, because never "throughout its development, human civilization have not been confronted by this wave of indiscriminate violence – particular for the end of second millennium and the beginning of the third millennium, increased by the overly accumulation of weapons and military technology of the latest generation and by social disparities".[4]

The danger is even bigger as its followers driven by extremist religious impulses do not establish a front line to comply, so "the distinction between combatants and non-combatants is no longer visible, making civilians to become a <<legitimate>> target".[5] The problem is even more serious since the terrorists of our days are more and more interested in weapons of mass destruction, and the possession of such technologies may cause damages which until recently could only be caused by the armies of the states.

Another important cause behind the onset of a crisis is the deficiency of raw and energy materials, absolutely needed by any state in economic and technological activity. Although apparently economic and politics are seen as covering two distinct and unrelated

[4] Vasile Simileanu, *Radiography of Terrorism,* , Top Forum, Bucharest, 2004, p. 100.
[5] Ionel Nicu Sava, *Security Studies,* Romanian Center for Regional Studies, Bucharest, 2005, p. 277.

dimensions, it is obvious that "economy and politics go hand in hand".[6] In this context, in the contemporary period is observed an increase of states interest in ensuring the resources needed to achieve a level of energy security highest possible. Whether we talk about raw materials or energy resources, they are important elements in ensuring the security and welfare of a country, which makes their absence one of the causes of regional crises and military conflicts. [7]

If the last century offered us many crises that occurred mainly in the military area, one example being the Cold War, a period which abounds in such cases, subsequent developments have led to the diversification of the triggered factors in the non-military domain, but which can have significant consequences for the states security affected by them. An example is the food crisis that tends to become more acute in time and which had already affected large areas in the less favored zones, Africa's case being by far the worst. The situation is more severe as the extreme weather conditions (drought, floods etc) are leading to a grater degradation of arable soil. Also, the rising of food and raw materials prices as a result of extreme weather conditions will trigger a process of destabilization of the market in this area, with effects on migration of people to other zones (especially in case of Africa), a situation that will increase the instability in the region such movements occur.

Conflict prevention and crisis management in contemporary period

The large number of crises and conflicts that have occurred throughout the history and those currently manifesting generated worldwide the fear of the onset of some destructive wars, leading to the idea that if a conflict cannot be totally avoided, at least to be maintained in some controllable limits, with a level of danger that won't permit a deterioration of the security and stability both on regional and international level. In all cases, the causes that triggers a crisis or a conflict between international actors are multiple and complex, so a generally valid model for solving them is impossible to identify. In this situation, an effective solution could be the establishment of some mechanisms through crises and conflicts to be avoided (where is possible). Also, in the case of a situation when tensions cannot be reduce and the deterioration of the crisis degenerates into a much dangerous phase, there must exist a way for the international community to intervene and restore the situation to a level of tensions less dangerous.

Crisis management has deep roots in studies of the Cold War time, starting with the Cuban missile crisis (1962), an episode in history both interesting and dangerous, which raised awareness regarding the complexity of this kind of situations and their effects on security and stability of the areas whey they arise and consume, but also at the expanded level. The need to understand the way they are manifesting hoping that the lessons learned can avoid the onset of the similar situations, or at least a much easier and pragmatic identification of the way this kind of sensitive situations should be resolved and approached, led to the emergence of what is known as crisis management. In the specialized literature, crisis management is defined as "a set of measures and actions meant to curb the evolution of the conflict towards a violent course or to curb the spread of violence into a war".[8]

A realistic identification of those measures that best respond to a crisis situation and work in favor of preventing the escalation of the tensions, avoiding this way the transition to a more dangerous phase, is related to how the crisis itself is perceived and understood. And here

[6] Edward Hallett Carr, *The Twenty Years' Crisis 1919-1939*, Macmillan & Co. LTD, London, 1946, p. 115.
[7] Teodor Frunzeti, *Conflict and negotiation in international relations*, National Defense University "Carol I", Bucharest, p. 86.
[8] Ioan Crăciun, *Conflict prevention and crises management*, National Defense University "Carol I", Bucharest, p. 105.

intervenes what is known as *crisis management*, meaning the "investigation, observe, study, knowledge and understanding of the mechanism of a crisis, of the systems and processes of the evolution, as well as the ways of training in some institutions, communities, organizations, businesses and entities to deal both with the action of the causes, but also with their consequences, meaning their effects".[9] Also, if the crises are closely watched and understood, the approaching way may be more effective while the complexity of this kind of situations imposes the need to address them depending on the domain where the crisis arises.

Starting from the idea that a crisis inadequate managed can pass in a state of conflict, we can consider that an efficient crisis management is an important component of conflict prevention, meaning a series of actions that take place before the moment when the disputes between the involved parts enter into the crisis phase or permit the onset of violence. Therefore, it is very important to anticipate the formation of the warfare germs in their infancy, because if they are identified as early as possible, the time until the onset of the hostilities will be larger, extending the interval for solving the contradictions and preventing their transformation into violence. Like in crises case, conflict prevention is more effective and less expansive than solving the situation if once the violence erupted. Even so, there are situations when a military confrontation cannot be prevented, in such cases being important to identify as quickly as possible the way it can be stopped, avoiding the increasing of the casualties and material damages.

In the theory of conflicts, it is important to distinguish between resolution and conflict management, two different phases which are often treated like the same thing. Also, understanding the meaning of each of them will assure the identification of the adequate measures, and avoid taking actions for resolution of conflicts when we must focus on conflict management. In this context, it should be taken into consideration that conflict resolution will always refer to removing conflict through the identification of appropriate solutions, while conflict management refers to actions aimed to reduce destructive conflicts, but accepts the existence and manifestation of constructive ones, cases that have positive results and consequences more advantageous than a situation in which they do not occur. Therefore, conflict management should be understood as part of a broader process that aims to preserve peace and ensure a life free of violence and wars for the countries population.

Conclusions

We are crossing a complex and interesting situation regarding the sensitive domain of security, on all three relevant levels: national, regional and international, a period that puts the current international actors in front of some challenges difficult to avoid and manage.

The crises and conflicts of out time are different from those of the past century, both by manifestation but also in terms of typology of the international actors involved. If in the near past the sides in crises and conflicts were represented by nation states, the asymmetry that characterizes the current period rise problems in many cases for countries that are part in this king of situations, meaning that they must adapt to the fight with a different type of enemy. The challenge is even bigger as in some situations, like the terrorism case, the enemy is invisible, has an enormous capacity of transformation and adaptation, while its way of manifestation changes depending on several factors. At the same time, the complexity of the elements at the base of contemporary crises expand the areas of manifestation, so the non-military domains become equally relevant, with consequences that can be just as harmful, even if is not about the loss of life or damages caused by armed violence. Regarding conflicts, we are talking about a unprecedented competition at technological level in military domain,

[9] Mircea Mureşan, Gheorghe Văduva, Eugen Boambă (coord.), *Crisis, conflict & war*, Volume III, National Defense University "Carol I", Bucharest, 2007, pp. 12-13.

while the level of development reached today allow us to infer how they will unfold in the future.

The link between crises and conflicts is obvious but we have to take into consideration that these two phases of a conflictual state are different, even though in some cases they are not perceived differently. It is not a rule that every crisis transforms itself into a conflict, but it is certain that a mismanaged crisis is likely to degenerate into a conflict.

Regarding wars, this kind of manifestation is and will always be present in the relationship among international actors. Also, there is a general public opinion of contesting the use of violent means to obtain concessions/benefits from the opponents. Even so, people must understand that not all the conflicts are "bad", some of them being constructive because they represent the only way to unlock a dangerous situation. Concerning the total elimination of conflicts from the relationship among countries, such a goal is impossible to be achieved, but there is a possibility of reducing the number and the intensity of wars by understanding how they are born and carried out. Also, as long as there are divergent interests and positions, crises and conflicts will occupy an important place in relationships between international actors. In this case, the existence of crises must be treated with maximum seriousness because in almost all of the situations, this kind of manifestation are leading to the outbreak of wars, so the prevention mechanisms are very important and need a permanent update to current regional and international context.

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THE ORIGINS OF THE EUROPEAN CONSTRUCTION PROCESS

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Abstract

This paper presents the beginnings of the European construction process, starting with the first moments which shaped this process, the necessity of its birth as well as the European personalities who brought contributions to the birth of this process. Jean Monnet, a convinced Europeanist, conceived the idea of creating a supranational body in order to control the French- German production of steel and coal, project which was submitted to the approval of the French government. On 9 May 1950, Robert Schuman, French Minister of Foreign Affairs, called the foreign press in Paris in the horologe lounge on the Quai d'Orsay, and, using as a starting point one of Jean Monnet's ideas, made a solemn declaration in which he proposed the creation of a European Coal and Steel Community. Conceived mainly for two countries and in a restricted area, " The Schuman Plan" or the French- German Reconciliation Plan was the first stage of a European Coal and Steel Community (ECSC) which placed the siderurgy and the mining of the acceding countries. This project of " Steel and Coal Cartel" was accepted, next to GFR , by Italy, Belgium, Holland and Luxembourg, which sign with France, on 18 April 1951, the famous European Coal and Steel Community (ECSC) being created.

Key Words: project, process, Europe, reconciliation, community.

Extense

In order to draw the necessary conclusions regarding the rise of the European construction process, this subject shall be presented starting with the first moments which outlined this process, the necessity of its development as well as the European personalities who brought contributions to its creation.

The first reflections on Europe appeared in the 1920s, after the earthquake provoked by the First World War, when a real laboratory of ideas for Europe emerges, during which there appear a series of discussions and papers. It is worth mentioning the paper of the Austro-Hungarian nobleman, the count Richiard Coundenhove-Kalergi, entitled "*Pan Europe*", whose edition appeared in 1923 but did not generate interest in his contemporaries. Only after the Second World War and the return from the American exile, did R.C. Kalergi continue to promote his ideas about Europe and, until his death in 1973, he held an important correspondence on this subject with General Charles de Gaulle.

In that era, the only important politician interested in the European ideea was the Minister of Foreign Affairs Aristide Briand, when, from the tribune of the League of Nations in Geneva, lauched the project of an European Federation and of the United States of Europe in 1929. This, having maximum responsibility roles in the First World War, was convinced of the destructive effect of the French- German antagonism, and, in order to avoid a new war, proposed to the Germans and to the other Europeans, a place for discussions at equal level and the conception of some projects which sustained the peace efforts. This project of an European Federation was stuck fast and remained a simple archive document.

But the situation quickly changes after the Second World War because:

- Germany was divided in four occupational areas and had no statehood;
- The Soviet Union, ideological state based on marxism- leninism, had the intention of expanding the politico- economic system in the rest of the world and became a big military and political power which encompassed in its area of influence all Central and East Europe;

- The United States prolonged their presence in Europe, participating in its reconstruction and maintaining in Germany an important occupational army;
- Europe was divided in two: in the East, the popular democracies under the USSR political and military control and, in the West, the pluralist democracies protected by the USA;
- Being situated in the middle of Europe, Germany was the major point of interest of the cold war between East and West.

Due to the fact that the international context changed radically, the discussions and the debates on the organization of Europe were resumed, but the ideas and the projects had to be also adapted and reformulated. Although many politicians declared themselves more or less interested in the organization of Europe, the first to enjoy immense prestige, was Winston Chruchill, who on the 19th of September 1946 pronounced in Zurich, Switzerland, a high echo discourse in which he *evoked the reconciliation of France with the future Germany, resuming Briand's formula of „ The United States of Euope"*. But, since at that time Churcill was in opposition and he was not able to make proposals on behalf on his country, he still launched the suggestion to constitute a Council of Europe.

In the period 1945-1947 there appear the first movements but, a great effort was necessary for these movements to become visible and their ideas to spread. These organisations, of socialist tendencies, radical or Christian democratic, mostly sent their representants to Hague in May 1948, (775 representants from 24 countries, from whom 168 were French, among them being present François Mitterand) in a Congress, where it is forecasted the convocation of a parliamentary Assembly to express the desire for European unity.

Thus, the Council of Europe,created in London on the 5th of May 1949, whose headquarters will be established in Strassbourg, will not go that far, this new institution initially gathering ten countries (France, Great Britain, Denmark, Ireland, Italy, Belgium, the Netherlands, Norway and Sweden) will not play the political role desired by the supporters of the European unity, it being made of two main bodies, *the Council of Ministers (representing the government) and a Consultative Assembly (having the headquarters in Strassbourg). The Council of Europe could not approach problems concerning defense and public domain, was not supposed to enterfere in the European Organisation for Economic Cooperation.*

If unable to perform a legislative function, the Council of Europe approached parliamentaries from different countries, helped in legal, social and cultural negotiations and drew up an European Charter of Human Rights in November 1950 which will come into force in 1953 (now being also established the Institute for Advanced European Studies). In one word, the Council of Europe had a disappointing activity, and the EOEC was content to be a body for distributing Marshall credits. The rising question, beyond the ideas and projects, was who or what country would be able to launch the initiative of a new European project. Reviewing the countries and governments, none was capable to do such a thing. Why?

- Great Britain had a labourist government which was hostile to the supranational factor and was oriented more to the USA.
- The Benelux countries were more receptive, but, each one was concerned with a major problem (the royalty in Belgium, the decolonization of Indonesia for the Netherlands, or the reconstruction of a devastated country for Luxembourg).
- The Federal Republic of Germany, in which Konrad Adenauer was chosen chancellor in September 1949, was struggling for equality in rights and dismantling factories, as well as for freedom of action for the industrial enterprises in Ruhr.
- In France, more and more French people became restless facing the Cold War, which was enhancing the danger of Soviet expansion and the political and economic revival of a new Germany.

Then eyes turned to France and French politicians who would have been capable to make an European proposal. It is true that, in the first months of 1950, none was willing to take a risk on this adventure.

Jean Monnet, a convinced Europeanist, conceived the idea of creating a superstate body to control the French- German production of steel and coal, project which was submitted to the approval of the French government.

On 9 May 1950, Robert Schuman, French Minister of Foreign Affairs, called the foreign press in Paris in the horologe lounge on the Quai d'Orsay, and, using as a starting point one of Jean Monnet's ideas, made a solemn declaration in which he proposed the creation of an European Coal and Steel Community.

Although it was considered a " leap into the unknown" , in spite of many oppositions, this creative act received the adhesion of five countries. Conceived mainly for two countries and in a restricted area, *" The Schuman Plan"* or the *French- German Reconciliation Plan* was the first stage of a European Coal and Steel Community (ECSC) which placed the siderurgy and the mining of the acceding countries, among which the Federal Germany, under the authority of High International Authority, having as a support the unification of the production conditions for then to extend the cooperation also in other fields.

This project of " Steel and Coal Cartel" was accepted, next to GFR , by Italy, Belgium, Holland and Luxembourg, which sign with France, on 18 April 1951, the famous European Coal and Steel Community (ECSC) being created.

The British, who were still hostile to any idea of supranationality, remained outside of the organization in 1952, the institutions EOEC (*the High Authority, the Council of Ministers, the Parliamentary Assembly and the Court of Justice*) being organized, in their absence, and even serving as a foudation for the Single Market, allowing the effective start of the Europe of the Six on th 10th of February 1953. The president of the High Authority, the forerunner of the current European Commission, was elected Jean Monnet.

Although the conception of EOEC may be considered a birth certificate for the process of European construction, one can tell that by its establishment not only the pressure on Western Europe was reduced, the French people having the possibility to develop direct relationships to Germany, but also the application of the economic objectives of the Marshall Plan was stimulated, even if the gaullists and the communists opposed to it on every occasion, they remaining isolated in their protests.

Starting with the summer of 1950, as a consequence of the international situation (the war in Korea and the communist threat) there came into discussion the more pressing problem of Federal Germany to participate in defending Western Europe and authorizing its rearmament, encompassing its effectives in an European army. This was to be put, as in the case EOEC, under the control of a supranational authority.

In order to sustain its military effort in Korea, the Americans were obliged to reduce their troups in Europe, thus causing a worrying desequilibrium and USSR could take advantage. For reestablishing this equilibrium of forces, the USA requested the implication of Federal Germany in the western defense.

The rearmament of Federal Germany met the Soviet reactions, the hostility of the French and the opposition manifested by many Germans. In its manifestation against the rearmament of Germany, France was sustained by Belgium. To remove this serious risk, Jean Monnet had his team team working on casting an European Community for Defense, thus avoiding the presence of the German divisions in NATO. For an independent German army not to rise, Monnet proposed the integration of the German contingents in an army of the "European federation". But this plan brought about a real storm both in France and in FGR and USA (Adenauer desired German soldiers, not European and, in France, the gaullist and the communists protested loudly, as the military personnel who were not consulted about it).

Thus, on 27 May 1952, the governments of the Six Member Countries of OECE founded the European Community for Defense(ECD), Great Britain did not get involved, but this will not be ratified by the French parliament and, after more than two years of delays it will remain a dead issue. From this failure, Jean Monnet drew many lessons and, in November 1954 refused all requests which were addressed to him and decided not to seek another term as president of the High Authority. Although the political climate in France and in the main European countries was not favourable at all, Monnet did not feel discouraged, he only wanted to regain freedom of action to dedicate himself to construction of the United States of Europe.

As a consequence, on the military level, giving up the European Community for Defense ensured the superiority of NATO and froze for forty years the creation of an European defense.

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GLOBAL SCALE MANAGEMENT OF THE MULTINATIONAL CORPORATES

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Abstract

To achieve aggressive growth goals, many global companies are increasingly importance of developing leadership talent those individuals who then become the company's future senior executives.

Key words: *management, multinational-companies, performance, strategic analysis.*

Managing global organizations

Managing global organizations has been a business challenge for centuries. But the nature of the task is changing with the accelerating shift of economic activity from Europe and North America to markets in Africa, Asia, and Latin America. McKinsey Global Institute research suggests that 400 midsize emerging market cities, many unfamiliar in the West, will generate nearly 40 percent of global growth over the next 15 years. The International Monetary Fund confirms that the ten fastest-growing economies during the years ahead will all be in emerging markets. Against this backdrop, continuing advances in information and communications technology have made possible new forms of international coordination within global companies and potential new ways for them to flourish in these fast-growing markets.

It has become clear for all business leaders over the past decade that there are a host of new social, political, cultural and environmental issues and trends in the external business environment that will have a substantial impact on companies, whether in terms of risks or opportunities or both. These range from the shift to a low carbon economy and resource scarcity to globalization and issues of poverty and human rights

The realities of doing business in emerging markets can present very different challenges and tremendous opportunities compared to those found in developed markets – particularly where there is poor public infrastructure, poorly functioning legal systems, widespread poverty and inequality, corruption, violent conflict and labor standards and human rights violations

Fig 1. Key challenges for Global Companies
in developing business within the emerging markets

Benchmarking tools used to assess a company or organization must go beyond the conventional indicators of financial position – e.g. profitability, return on equity and assets employed, and annual cash flow generated. Clever diagnosis examines various organizational practices and processes, which are usually industry-specific. At the strategic level, this approach involves studying the organization's value chain, i.e. an assessment of critical inputs and the ways in which they contribute to the creation of value-added products and services for customers. These tools of analysis consider hierarchical flows of decisions, from the top levels of the organization to the bottom, and the numerous obstacles (e.g. organizational levels, silo mentalities, budgets and skewed incentives) that affect the flow of information and communications, and the weakness of feedback loops, as reaction time is time specific.

The second and related diagnosis is the focus on business processes, or horizontal organizational analysis and assessment, from one stage of the value chain to the next. Leading companies consider all aspects of their internal operations, the communication flows, business processes, and the capacity to innovate continually. The strategy is to focus on customers, what their main needs are, and when and how fast they want them. Time-based competition, with its conceptual links to lean production and just-in-time processes, focuses on a greater variety of products, at lower cost and higher capacity utilization, and requiring less time via clear understanding of real engineering and business processes.

An efficient tool to study organizations and productivity-enhancing methods is a four-T analysis – the combination of Trade, Technology, Talent, and Treasury. Each dimension is both strategic and operational, and each depends on the other three as a form of inter-dependence. Each also has its own set of competencies and capabilities, requiring specific tools, processes, and metrics. Each assessment is organizational-specific. Trade refers to present and new customers, industrial, consumer, or public. Technology means the application of know-how and ideas flow, either embodied in people, machinery, software or computer systems. Talent refers to the knowledge level of employees, derived not only from formal education, but also from experience, on-the-job-training and professional development. Treasury refers to the capital structure of the firm (equity, loans, and other borrowed capital).

Fig. 2 Factors in management

Factors for high performance in management

There are several factors that differentiate high performers in the way they respond to these changes in the external environment: setting strategy and vision, the ability to drive a global programs in a coordinated way, identifying appropriate performance metrics, effectively engaging stakeholders, and organizational culture and leadership development – equipping individuals in the organization with the knowledge and skills as well as broader mindsets they need to do this. Companies at the start of the journey frequently miss the fifth factor. They often believe that they can meet this challenge through awareness raising or retreating to relying on a 'values driven culture', but this is a lazy answer. There are some very concrete knowledge and skill sets that leaders across the organization require. "Peter Lacy, Head of Sustainability Practice, Europe, Africa and Latin America, Accenture

A key operating position, the general manager is responsible for all aspects of a geographic unit including such functions as marketing, sales, finance, human resources, and manufacturing. Each GM, together with a team of functional executives, is responsible for a specific business unit.

Although the number of people required to fill these positions may not have seemed too high, there was serious concern that the company might face a shortage of people who had the required skills and capabilities and who were willing to move to accept these important operating positions. If this shortage were to happen, it could put the company at a disadvantage in the global marketplace.

According to one survey of senior executives, 76 percent believe their organizations need to develop global-leadership capabilities, but only 7 percent think they are currently doing so very effectively[10] and some 30 percent of US companies admit that they have failed

[10] Developing the Global Leader of Tomorrow, a joint project of Ashridge Business School as part of the European Academy of Business in Society (EABIS) and the United Nations Global Compact Principles for Responsible Management Education (PRME), based on a survey conducted in 2008

to exploit fully their international business opportunities because of insufficient internationally competent personnel.[11]

There were some current realities that the company needed to face in attracting and keeping its talent. First, there was the issue of dual career families. Increasingly, managers were not greeting the prospect of international assignments with as much enthusiasm. More and more, a manager's reluctance to relocate was related to the needs of a dual career family[12].

Second, it was increasingly difficult to find people willing to move to high growth markets.

Finally, the skills and knowledge needed were changing. Accelerating globalization, emerging technology, and intense competition were requiring global leaders with skills and knowledge that were not required or developed in even the recent past[13]. Consequently, many of the potential people for these new assignments did not have the required skills and experience.

Fig 3. : Key factors for efficient Global Management

Within the analysis of the global leader development path, the following key starting points may be consider a starting point.

Ninety percent of the people on this planet will never venture beyond the borders of the countries where they were born.

Conceptual learning of this sort is a complement to—one might even say a precondition of, though certainly not a substitute for —experiential learning. When executives can fit their personal experiences into an accurate global perspective defined by conceptual frameworks11 and hard data, they can gain more from their typically limited time abroad and avoid costly mistakes Many lists of global-leadership competencies have been developed in business and in academia, but these provide only a starting point for thinking through the right

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competency model to apply within a particular company. Customization and focus are essential

One large review of the literature summarizes it in three core competencies (self-awareness, engagement in personal transformation and inquisitiveness), seven mental characteristics (optimism, self-regulation, social-judgment skills, empathy, motivation to work in an international environment, cognitive skills, and acceptance of complexity and its contradictions), and three behavioral competencies (social skills, networking skills, and knowledge)

Operationally, an ideal training program would therefore involve geographic dimension and prepare people for dealing with particular origin–destination pairs

Some firms, rather than trying to fulfill the requirements of one size-fits-all lists of global-leadership competencies, have embraced the opposite extreme of localization[14]. Significant localization has taken place in the management teams of foreign subsidiaries.

Internal communications are a vital tool in ensuring that employees are kept informed of major developments, exciting new projects and other subjects of interest.

Better career management could help capture and measure return son investments in developing global leaders. Evidence indicates that in European and US multinationals, expatriates still take longer, on average, to ascend the corporate ladder than managers who continue to work within their home countries.[15] That indicates a deficiency in this area, as well as an incentive problem

Rather than pure localization, firms should embrace the practice of rotation, which provides the foreign work experience—not just travel—essential to the development of global leaders. And don't make the mistake of viewing expatriation as being solely about sending people from headquarters to emerging markets. The same requirement for immersion outside of one's home market also applies to the cultivation of global leaders recruited in emerging markets. For these executives, time spent in more established markets can, on the return home, reinforce both local and global leadership capacity

Conclusions

Large global companies still enjoy economic leverage from being able to invest in shared infrastructure ranging from R&D centers to procurement functions. Economies of scale in shared services also are significant, though no longer uniquely available to global companies, as even very local ones can outsource business services and manufacturing and avail themselves of cloud-based computing. But as global companies grow bigger and more diverse, complexity costs inevitably rise. Efforts to standardize the common elements of essential functions, such as sales or legal services, can clash with local needs. And emerging markets complicate matters, as operations located there sometimes chafe at the costs they must bear as part of a group centered in the developed world: their share of the expense of distant (and perhaps not visibly helpful) corporate and regional centers, the cost of complying with global standards and of coordinating managers across far-flung geographies, and the loss of market agility imposed by adhering to rigid global processes.

Capturing the benefits and mitigating the challenges associated with each will require global companies to explore new ways of organizing and operating. Following, one may observe that capabilities and culture are as important as systems and processes.

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A PSYCHOSOCIOLOGICAL ANALYSIS OF CONFLICTOGEN LEADERSHIP

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Astract

Everyday social space, from education to the Political and economic is all under the direct influence of leaders at all levels of organizational post. Stress and anxiety that still exerts a constant pressure on the individual can be exacerbated by poor leadership, conflict type. Although about to be dropped this selection process is still far from being amended and added thereto and weaknesses of education in contemporary society. The study presents a way of identifying the type of personality conflict, first in terms of phenomenological further experimental and social challenges in everyday life gives their major conurbations.How individual living space and expression is responsible for a range of accommodation and adaptation reactions we encounter, more frequently, in keeping townhouse.
It's subtle behaviors, isolation, non-communication, defensive behavior in situations of stress, the uncompensated which conflicting reactions.

Key words: conflict, interpersonal relationships, social model, identity, adaptation

Psychological conflicts or lack of education

From the very beginning, we delimit and identify a conflict when we are pressured to see a change in behavior and attitude toward us, with meaning to adversity and that is based on a strong note of intent.

This is noticeable in the daily life, in relationships when a certain reward is outstanding, it is expressed in a state of dissatisfaction with how we handle a relationship and are invoked strongly, frustration and anxiety about oneself , the risk of loss of image or advantages of a particular type - material or ideal.

Will be completely different reaction when conflict disputes between entities that may have a mini-size value to that of social classes or some nations. Therefore, to better identify the mechanisms underlying the initiation and installation conflicts and thus how they can be resolved, I intend to address a broader range of interest, how it can be managed and negotiated the function and dynamics of psychological conflicts. In the period of conflict analysis in the present study, we addressed the experimental simulation of the atmosphere of conflict, its causes, which initiated and developed in the laboratories of experimental Psychosociology. (Mihai, P. 2006)

Psychoexperimental approach to conflict response

In the laboratory examination, the psychologist task is to model such conflictogen situations and analyze how the reaction takes place and evolving subject. The summary protocol is recorded as numerical data, the results of devices and how to conduct and expression of attitude towards confrontation with the experimental task.
Let's take some examples:

The conduct and behavior management subject to Rorschach test. It is relevant to identify conflictogene personality that once the drawings received stimulus, the subject rapidly developing state of mental annoyance, interior designs which form of discontent and disillusionment about the task of which is to achieved. Subject matter (conflictogen) is not manifestly concerned or focused enough to respond perceptive, therefore, develop a strategy to "save" and accused, extrapunitiv, where there is "nothing is seen clearly here .. . not like something.
"Pattern or perception is limited, rigid and therefore difficult to identify shapes and configurations can respect. Philosophy of understanding of reality is reduced. "Database" of such a topic, do not provide enough material processing. Hence the generalization that conflictogen topic has not, in fact, the understanding of complex life situations and then is forced to resort to denial and negation rather confronting stimuli. Logic operation is "yes we exclude invariably the NO".
On a perceptive, such a figure shapes adverse comment should identify and comment on the relations and life-denying values.
Meanwhile, the subject rotates on all sides pad-stimulus, with a touch of cognitivism facil.No fails to provide any answer and try to escape as soon as the circumstances requiring another board with which to resume the same "ritual disobedience",compulsive.
It is also symptomatic of perceived conflict behavior in the exhibit stimulus, some details of the type "DBL" (Detail Blanch-White) - the subject sees only the colored shapes on white background image.

Interpersonal conflict "provoked" Experiment design

Another way to simulate conflict situation is one in which, experimentally provoked subject he is assigned prestige, authority. The principle is to induce a state of mental discomfort, ranging from some "errors" that are experimentally introduced with a certain frequency, the "theater of operations" subject-task.
For example, solving arithmetic is required the clock and induces pressure and "damage the image" where the subject will not solve quickly and accurately while burden. Specifically, on a display, there are several operations (5 x 8 -13 x 2) =? Subject to resolve as quickly as this item is followed by another 36 to 10/2 x 5 =? and so, the regime against time. Once the problems have been solved mentally topic, and then recorded it by inserting the result into the computer, so every session operation, the subject should receive evaluation feedback, "answered correctly or incorrectly." Things not the case, are fabricated experimentally. Say that the tasks are relatively easy and is possible that subjects commit errors too often. However, on the screen after the subject recorded a correct answer is (fake experimental) "... wrong answer!" Plan of identifying methodological tolerance response conflict aimed just discomfort and annoyance, when you subject answers are evaluated negatively, despite the fact that they are correct and logical. The sample is an excuse which highlights the way in which the subject's self-image negotiating conflict, was in a situation at stake, an examination and evaluation of its psycho powers.In such a mode of operation and handling, for a certain class of subjects, the "install" a symptom that can get conflicting accents to dispute and conflict reactions, covering even discussing the "professional authority psychologist ". It is understood that in the context of everyday life, we are interested in early identification of these "temperaments" especially those occupational ties continued service interaction type: educational, military, state government services, civil servants, doctors, lawyers, psychologists and others. (Cristea, D.1996)

Conflict with himself - playing "against nature"

In laboratory conditions, the state of tension, stress and conflict can be induced in the sample machines. For example, "stereotyped motor response" is foiled as follows: required virtual marking the exact center of a circle projected on screen by placing a mobile point by matching and adjustments succesive.

When subject believes solved that, this task requires a feedback and the machine displays either "placed correctly point" or "dot placed incorrectly." By programming, we should mention that after a number of tests, even if the subject accurately fixed point in the center circle invariably answer "reward" will be, "point placed incorrectly." Again, we are dealing with a psychological pressure that conflictogen type as personality structure, will not manage so than initiating, report a dispute and increasing dissatisfaction and stored over the "spirit".

Subjects intelligent attention to socio-psychological environment, the universe of human relationships have, in such situations, distinct behaviors, and welcome response strategies developed. They went from an uncomfortable to one light, to intelligent behavior and responses confirming that the subject of intuition and found that undergoes experimental intention and that is why the game continued and Protocol "official requirements".

Phenomenological and behavioral aspects of education in conflict.

In the structure of conflicting personalities, the most obvious way in verbal behavior, verbal response is often felt "no" sometimes mitigated by verbal response "yes-but". In fact, we are dealing with an attitude that expresses the frequency of use of this archetype verbal aggression and hostility.Theory notes negotiation consider using such a model, scheduled effective such tactics, sequence no... YES- BUT ! which is then followed by a balancing measure of dialogue.

However, if rigid personalities, a proud character often conflict situations are accompanied by an attitude of annoyance, the ostilitate this are features that obstruct interventions partner. One such partner "negotiation" seeks to put in value only personal reasons, is prone to destructive objects sometimes dramatized. We are dealing with a character who is not capable enough, to develop and take necessary steps of educated dialogue that can lead to a compromise and finding common advantages. This makes "everyday negotiations", even the no stake in the confrontation, sometimes vehement. So if psychological negotiation is also the form and substance of communication in relationships, we can say that it is better to identify personality type experimental model of conflict and subsequently disavowed both social and professional relationships and in daily life with the institutional means and / or group psycho-pedagogy.

Personalities "toxic" (conflicting)

How major conurbations individual gives their living space and expression is responsible for a range of accommodation and adaptation reactions we encounter, more frequently, in keeping townhouse. It's subtle behaviors, isolation, non-communication, defensive behavior, in situations of stress reactions to decompensate in conflictogene.

Happy communication with peers is increasingly reduced and science of relationship and communication effort to investigate and find solutions, there is a growing need. Socialization character becomes so urgent notes and new methods of education and the media should finally produce a revival culture relationships, the universal vector and steady progress.

In contemporary societies, toxic personality type has become an extension which vitiates groups sometimes backgrounds, enables the irrationality of new conflicts and dispute. These individuals, narcissistic type structure prevails, requires and develops fashion "personality "worthless, a time of false and empty shell.

He expressed much the idea that there is no economic crisis as such, but only crisis management, therefore, we need capable and visionary leaders to negotiate future size. It is also clear that social groups and quality of life are directly influenced by the value leaders whom we choose. Consequently, this means that the identification criteria for choosing leaders who lead us and false identification models imposed by transient waves of disorientation and disappointment of the crowd is, therefore, an educational and social emergency. However, it requires setting up an attitude of life-philosophy, the assessment will circumscribe "obsessional" sincerity and mature reporting, balanced on one another.

This can be imposed with a certain authority only to those individuals who already have profile personalities educated, accomplished and creative-ethical leaders.

Transition, has adverse effects and in educational plan. Today, instinctively strong ego with a poor education and low culture were "beamed" into positions of social importance, and this growing, successful quickly gave them "aura" like social model. As such, they are difficult to be remuved of the position "conquered" even if they have an irrational emotional support only, that is, at the "masses." Reeducation action will have a lot of work in this psychosociological tier. (Neveanu Popescu, P. 1969).

Post-communist society of the 90s started in many Central and Eastern European countries to promote these "models of leadership" that led to "value" a single trait, conflictogen, fight for possession affirmation and power plan without the sample through social validation and examination of recognition and acknowledgment. "Promote" by the „waves of revolution”, supported by a mini-emergency they came quickly with interests in positions of decision and the subsequent, expanded their influence and gained a higher power.

For these "leaders" is essentially formal way to lead and manage the society and its problems, in fact, we are dealing with a behavior can be explained by the theory of "personality worthless", incapable of genuine management.

We define these characters as darker personalities close increased the purposes of Karl Leonhard said. These people have considerable energetic tone in which it is difficult to see mediocrity displayed with nerve. Freely and without hesitation, hiding his true desire most received in attitude "of good will and participatory style." Essentially, this individual, uneducated, is voluntarist in any initiative group offers "without a second thought." He develops full use formal and inautentic, the „attitude” is more important than „intelligence and education”. All is well pursued and strengthened instinctive identification techniques supporters peers as worthless.

Through this mechanism psychosociological is created permits the formation of informal groups pressure that led to these worthless characters that call themselves gradually "leaders". A certain charisma surface "appeal to the general public" is responsible for the attraction they exert on individuals. They project their hopes and dreams for the successful and rapid prosperity of the "leader". Such a tempting cliché, has become endemic to certain individuals seduced by "effective procedures" popular, which "personality worthless" is quick to positions and jobs - without special training and intellectual effort without emphasizes the responsibility values and norms.

Conclusions

Even if the evidence is such that a "toxic personality" is contraindicated to negotiate and solve problems such as educational, social, political, social, this is possible if several conditions are met systemically. (Neculau, A.2003). Education should be based on a system of values that correspond to the national ethos (all gave our ancestors have designed better education) and universal logos (to be open in the dialogue between the interests of individual and group). In this study we presented one of these conditions so that the cautious attitude of others aimed at leadership positions and functions. Personality high-intensity conflict, these "false leaders" should be identified in time and the speed with which they are detected is a measure, in fact, a gesture-sano genetic value to society. The solution is very good choice of leader in education, informal group undertaking, companies, firms, any organization.

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RISK COMMUNICATION – FROM PUBLIC INFORMATION AND PUBLIC RELATIONS TO PUBLIC INVOLVEMENT

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Abstract

Risk communication is one of the risk research areas that resulted from practical needs. Given this fact it development reflects the development of risk research, on one hand and the escalating worries and even anxieties at social level, on the other hand. Risk communication started as a simple one-way communication process and as time passed and the society headed towards reflexive modernization and risk society, risk communication became a good example of two-way risk communication, encompassing public involvement. The aim of this paper is to demonstrate that risk communication goes (or should go beyond) one-way or two-way communication or public relations. A suitable risk communication strategy should take into account elements derived from the main feature of risk: uncertainty. Risk communication, considering the uncertainty of risks, covers the areas of science communication, public understanding of science, disaster and emergency preparedness, public relations, public participation in designing risk policies and regulations, and corporate social responsibility and internal communication.

Key-words*: risk communication, public relations, public involvement, science communication, public understanding of science.*

Introduction

Modern research in the field of risk was shaped, at global level, in the second half of the twentieth century by two events: the "Atoms for Peace" campaign in the 1950s along with its later development into anti-nuclear movement in the 1970s, and the formation of the Environmental Protection Agency (EPA) in the United States still in the 1970s. According to Krimsky and Golding (1992 in Palenchar, 2009) the field of risk studies, and risk communication *developed from the practical needs of industrialized societies to regulate technology and to protect its citizens from natural and man-made, technological hazards* (Palenchar, 2009, 32).

Risk studies are seen to be developing along with technological advances and industrialized society. The anti-nuclear movement and the public interest in environmental issues, generally the public attention focusing on hazardous industrial or technological activities can be considered the triggers of the modern risk studies and the especially to the risk communication field. Palenchar (2009) observed the statement made by the National Research Council[17](NRC) that risk communication was *a requirement for or desire by government and industry officials (1) to inform, (2) to overcome opposition to decisions, (3) to share decision-making power, and (4) to develop effective alternatives to direct regulatory*

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[17] The mission of the National Research Council is to improve government decision making and public policy, increase public understanding, and promote the acquisition and dissemination of knowledge in matters involving science, engineering, technology, and health. The Research Council's independent, expert reports and other scientific activities inform policies and actions that have the power to improve the lives of people in the U.S. and around the world (http://nationalacademies.org/nrc/)

control (Palenchar, 2009, 32). Each of these four pillars of risk communication identified by the NRC report at the end of the 1980s contain pieces of the puzzle that has become risk research and particularly risk communication. Environmental studies, progress in medicine, biology, genetics, sciences in general, along with mass communication globalized, on one hand the knowledge, but also the effects of technological development on the other hand, thus changing the public discourse for both institutional and governmental level also decisively altering the balance between humans and their environment.

The Phases of Risk Communication

William Leiss (1996) regarding risk communication from the practitioners perspective, identified three phases along the time. The first phase of risk communication (1975 – 1984) focused upon the translation of the scientific findings (i.e. probabilistic thinking) to for the general public and the education of the lay-persons to acknowledge and accept risk management practices. More precisely, in this phase risk communication meant presenting comparisons between various risks, following the logic of what Hansson (2004) named *sheer size fallacy*. Risk *x* is acceptable, *y* is a smaller risk than *x*, so *y* should be acceptable. Hansson (2004) presents it's arguments giving the following example: you must accept this technology, since the risks are smaller than that of a meteorite falling down on your head (Hansson, 2004, 353). This fallacy is based on comparing risks from different classes. A technological risk should be compared to another technological risk, not with a natural phenomenon.

Public relations were the main focus for the second phase of risk communication (1985 – 1994). The aim of the public relations campaigns was to persuade people regarding unacceptable behaviors (smoking, drunk driving, etc), development of new technologies (nanotechnology, genetics, etc), environmental risks (nuclear activities, climate change, deforestation, etc.). This type of risk communication proved to be successful for behavior changes or awareness on certain matters such as smoking (Sloan, Smith&Taylor, 2003). The world public campaigns of NGO's such as Greenpeace or World Wide Fund, gained more supporters and rise the awareness among many people than ever before on environment conservation and protection. Some of these campaigns have been reflected in the agenda of the transnational organizations such as United Nations. Rio +20 – United Nations for Sustainable Development, 2009 United Nations Climate Change Conference (also known as the Copenhagen Summit) or the older Kyoto Protocol represent the proof that problems firstly identified and defined by researchers and that are defended by the civil society pervaded the agenda of the transnational organizations.

However, according to Renn (2008, 202), the one-way communication process of conveying a message to the public in a carefully crafted persuasive language produced little effect when it comes to the risk management practices and risk policies, especially for technological risks. Genetically modified food is one of the best examples in risk studies to support this allegation (Shaw, 2002; Cook, Robbins, Pieri, 2006; Augoustinos, Crabb, Shepherd, 2010).

Phase three of the risk communication (1995 – present) evolved in order to compensate for the failures of the second phase. This current phase emphasizes the importance of two-way communication: not only the public has to undergo a social learning process, but also the risk managers. Achieving or preserving trust levels is the main goal of these strategies. Renn (2008, 202) states that risk communication is needed throughout the whole risk-handling chain, from the framing of the issue to the monitoring of risk management impacts.

These three phases delimited and described by Leiss (1996) are purely theoretical and reflect the best case practices for each period. This does not mean that nowadays, since we are in the third phase, practices and communication plans are not based on arguments specific for the two previous phases. Another point is that not all the time strategies specific to the first two phases that are used in the present do not offer positive results in terms of risk communication evaluation. Probably, the first critique for the classification made by Leiss (1996) is that it is purely theoretical and, so, it validity and application is limited. This type of argument is a classical one in all research fields, and especially in the theoretical perspectives. Thus, there are two implications. The first one is that when using this classification its limitations must be known and accounted for. The second is that it can be improved, either at theoretical level or from the practical level. An improvement of this classification is the made indirectly by Renn (2010) when presenting the stakeholder involvement in risk communication.

The social reality proves on a daily-basis that risk communication practices specific to the first phases are still encountered, either in mass media or at organizational level, and they are, in some respects, successful. The variables that influence and determine the level of risk debates and risk communication are multiple and, obviously, as complex as the social reality. I would classify these variables in three categories: social related variables, risk related variables and mixed variables. The social related variables are derived from the social reality, the political, economic and state-institutions. The risk variables regard directly the social and individual perception of risk. A considerable amount of risk variables are the results of past risk perception studies. The mixed variables are neither exclusively socially determined, nor entirely risk derived.

The degree of maturity of the political debates, of the political parties and political system (including the type and effectiveness of the political decision-making system), mass media, the regulation system at state institutions level for risks, the civil society and its involvement in risk regulation and debate are some of the social variables. The general knowledge and implication of the citizens in understanding regulation and decision-making systems is also a social related variable. In societies with a higher degree of public involvement and public participation, political, economic, and regulation measures are better understood and sometimes lead to firm, polarized opinions regarding risks. Relating this classification of variables to the paradigms of risk studies, the cultural theory of risk encompasses most of the social related variables.

The risk variables, as previously stated, refer to the more technical aspects of risks, and a considerable number are the results of risk perception studies. The technical evaluation of the risk gives the probability of the risk, the extent of the damages, the consequences, named now among risk variables. The understanding of the consequences that derive from the technical and scientific evaluation of risk account for a significant part of the risk perception of the lay-people. This statement triggers another field of research relevant for revealing the risk perception puzzle: the public understanding of science, that will be treated separately for the sake of argument clarity.

A great deal of the risk variables are regarded through the lenses of acceptable/unacceptable or desirable/undesirable risk. The acceptable/unacceptable or desirable/undesirable distinction between risks lay at the very base of risk communication, as previously has been stated. The goal of risk communication is to turn an unacceptable risk into an acceptable one, seen from the angle of risk producers or regulators, or to determine once and for all that a risk is unacceptable and act accordingly, seen from the angle of the society or also regulators. Risk regulation is one of the core components is risk studies and determines a two-way relationship of influence with risk perception and risk communication.

The probability-impact matrix (Kasperson et al., 1988, 177) is one of the applied results when it comes to explaining the acceptability of risks.

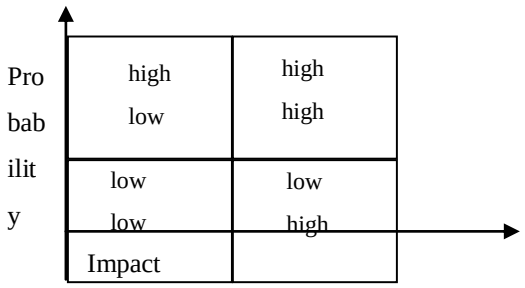

Figure 1. Probability-impact matrix for risks.

Fischhoff (1995) stated that risk communication must pull away from the approach in which risk communication is considered objective and purely scientific. He calls this *naïve positivism* approach of risk debate and summarizes his own point of view in seven blunt steps, formulated in colloquial language: (1) all we have to do is get the numbers right; (2) all we have to do is tell them the numbers; (3) all we have to do is explain what we mean by the numbers; (4) all we have to do is show them that they've accepted similar risks in the past; (5) all we have to do is to show them that it's a good deal for them; (6) all we have to do is treat them nice; (7) all we have to do is make them partners (Fischhoff, 1995, pp. 137-145).

The functions of risk communication

Risk communication analysts name four major functions of risk communication: (1) education and enlightenment; (2) risk training and inducement of behavioral changes; (3) creation of confidence in institutions responsible for the assessment and management of risk; (4) involvement in risk-related decisions and conflict resolution (Renn, 2008, 203).

These four major functions of risk communication stand for four different communication fields. Education and enlightenment means public understanding of science and science communication. Moreover this function, if returning to Leiss (1996) means exactly the first phase of in the history of risk communication he identified. Risk training and inducement of behavioral changes is disaster and emergency preparedness. Public relation's main function is to create and preserve trust and confidence in organizations and key public figures. The involvement in risk-related decisions and conflict resolution is related to the newer fields in communication in general of public participation and corporate social responsibility. At the same time, the functions assigned for risk communication prove that the phases delimited by Leiss (1996) are purely theoretical, in spite the fact that they were extracted from practice.

Conclusions

The conclusion of this argument is that risk communication means public understanding of science, science communication, disaster and emergency preparedness, public relations, public participation in designing risk policies and regulations, and corporate social responsibility and internal communication. A consequence is that risk communication is a complex, permanent, and continuous process. Each of the components of risk communication are separate, but inter-related fields that influence and shape the public perception of risk and the social representations of risk. A risk communication strategy should take into account the techniques and tools from each field, at both practical and theoretical

level. Also, each of these fields represent separate research fields in academic research on risk perception and risk communication. The public perception of the risk in question or the risk itself give the measure for how complex should the risk communication strategy should be at institutional level.

In this respect, the next table synthesizes this very essence: the involvement of the actors, stakeholders included, in the risk communication process according to a classification of risks dependent on the degree of uncertainty.

Actors				Civil Society
			Affected stakeholders	Affected stakeholders
		Scientists/ Researchers	Scientists/ Researchers	Scientists/ Researchers
	Agency Staff	Agency Staff	Agency Staff	Agency Staff
Type of participation	Instrumental Find the most cost-effective way to make the risk acceptable or tolerable	Epistemic Use experts to find valid, reliable and relevant knowledge about the risk	Reflective Involve all affected stakeholders to collectively decide the best way forward	Participative Include all actors so as to expose, accept, discuss and resolve differences
Dominant risk characteristic	Simple	Complexity	Uncertainty	Ambiguity
	The type of participation needs to be changed along with the changes in the level of knowledge			

Table 1. Stakeholder involvement (Renn, 2010, 16).

The risk classification used by Renn (2010) (simple, complex, uncertainty, ambiguity) is based on knowledge about the risk and its interpretations (Aven&Renn, 2010, 12). Simple risks refer to those risks with a low complexity, uncertainties and ambiguities. Differently put, risks that may have large negative consequences, but are non-controversial in all other aspects, including a low degree of uncertainty. Recurring natural disasters (floods, tornadoes etc.) specific to certain areas are a good example of such a risk.

Complex risks refer to the difficulty of identifying and quantifying causal links between a multitude of potential causal agents and specific effects (Aven&Renn, 2010, 12). The changes of balance in large ecosystems, or even biosphere determined by some human actions. Some effects of human actions into the biosphere are observable and identifiable, others are more difficult to point out at precisely. Complex risks make necessary complex, sophisticated and long-term scientific investigations in order to lower the level of uncertainty.

Uncertainty refers to the difficulty of predicting the occurrence of events and/or their consequences based on incomplete or invalid data bases, possible changes of the causal chains and their context conditions, extrapolation methods when making inferences from experimental results, modeling inaccuracies or variations in expert judgments (Aven&Renn, 2010, 12). Uncertainty can also be characterized by lack of consensus on the risk among experts. Earthquakes are high uncertainty natural disasters. Consequences are usually predictable for uncertainty risks, but their occurrence is the unpredictable component.

Aven and Renn (2010) related ambiguity to (1) the relevance, meaning and implications of the basis for the decision-making (interpretative ambiguity) or (2) the values to be protected and the priorities to be made (normative ambiguity) (Aven&Renn, 2010, 13). The two authors identified low dose radiation, food supplements and hormone treatment of cattle among interpretative ambiguity. Normative ambiguity include nuclear power, prenatal genetic screening and genetically modified food or organisms. In essence, ambiguity exists on the ground of differences in criteria or norms to interpret or judge a given situation. Genetic screening was highly controversial and legally forbidden, until it was proven that the use of it for prenatal screening can positively identify rare or serious genetic disorders in fetuses. Ambiguity can also be the result of high complexity and uncertainty. On the other hand there are also quite a few simple and low uncertainty cases that can cause controversy and thus ambiguity (Aven&Renn, 2010, 13).

The conclusion derived from the table presented above is that the actors' involvement is directly related to the type of risk, classified as described above. Simple risks to ambiguity risks give us the scale of the actors taking part in the risk communication stage. Of course, this is a theoretical situation and reality can trump it. On the other hand, Renn's view of the stakeholder's involvement is elaborated from the communicators perspective, which means that in real life, when analyzing a risk debate it is possible to observe a case of over-involvement of actors or a mislabeling of the risk, leading to a wrong framing of the issues in question. Still, this synthesis of stakeholder's involvement is a valuable tool when considering and using it from the angle it was designed: communicators opinion.

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RUSSIA'S EFFORTS TO STRENGTHEN ITS SECURITY PERIMETER

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Abstract: *The theory that accredits return to power in foreign policy agenda of major players is increasingly gaining legitimacy as geopolitical moves are grafted onto a military infrastructure, gradually consolidated in recent years. Such an assertive posture is highly visible when it comes to Russian Federation, obsessively committed to broadening its military architecture by placing or consolidating bases in most of the ex-soviet countries, reclaiming thus, the so called "canonical" space of influence. From Tadjikistan to Georgia and Ukraine, Moskova plays a game of self containment keeping the West as far as possible, by also obstructing these countries to continue their European and trans-Atlantic itinerary. This is nevertheless the merit of Vladimir Putin, who will block the utopist process of "relations reset" with the United States, by installing the Cold War logic.*

Key words: *Arming process, Assertive, Power agenda, Cold War logic, Military bases, Space of influence.*

The return to power play

The thesis supporting the return of power play on the foreign policy agenda of great powers is gaining more and more credibility as the moves on the geopolitical map are inserted on a military infrastructure obsessively consolidated over the last few years. Beyond the ambitions of the new emerging powers, whose economic growth has lead to a development of the military sector, the United States of America and the Russian Federation remain the only international actors with the known capacity to project military power beyond their borders. And, while on the new USA strategy, involving the shifting of focus to the Asia-Pacific area, much has been written, it is interesting to see whether Russia has an appropriate answer and how it feels it can redefine and consolidate the so called vital space from a strategic-military point of view.

It is an already known concept that the Russian Federation envisions around itself a number of security rings whose importance becomes more critical as radius decreases. A simple analysis reveals at least three safety areas that Moscow is trying hard to secure: its huge national territory, the area of influence overlapping the coordinates of the old Soviet empire and the neighboring area, the buffer zone, where Romania plays an intrinsic role on the East-West relationship.

Taking into account Russia's actions in the last few years we can therefore identify desperate attempts to maintain the intermediary space that stood for five decades under the Soviet Union's iron dome, but which after the 90' escaped Moscow's control and, in some cases like the North Caucasus, even the control of local authorities. The power void – security void couple is the concept that governed part of this territory, leaving the Russian Federation vulnerable in an area it called, not long ago, home.

Russia resettles in the area it calls vital

We are dealing, without any shadow of doubt, with a centralized strategy of the Russian Federation that aims to push the **security cordon** as close as possible to the territory of the Western enemy, enforced mainly by strengthening the military architecture across the area.

Only last month Russia signed an agreement that stipulated the extension of the Russian military presence in **Tajikistan** for another 30 years, until 2042. Specifically, Moscow received the right to deploy its 201 – infantry brigade in three military bases found on Tajik territory. The agreement was signed during a visit of Russian president Vladimir Putin to Dushanbe. Even though the authorities of the Central Asian state hoped the agreement would bring them direct financial benefits, it seems the negotiations lead to a text that offered support for the modernization of the Tajikistan's army and for the integration of **Tajikistan** in the Eurasian Customs Union. Also the benefits package included the consolidation of the support offered to the Tajikistani workforce, around 1.3 million people, active in Russia. After Uzbekistan's risky decision to leave CSTO (Collective Security Treaty Organization), Moscow urgently needed this agreement and Dushanbe could not afford losing Russian economic support that varies from the numbers of work permits offered to Tajikistani citizens to the renegotiation of the price of important goods. The barter seems convenient for both sides; therefore while Moscow bolsters its military profile in the area, Tajikistan gains power in relation to its Uzbek neighbor and also improves its economic status.

The scenario was replicated successfully in case of a neighbor found slightly to the North. At the end of summer **Kyrgyzstan** reiterated its military loyalty to the Russian Federation by extending the period of stay of Russian forces on its territory with an additional 15 years. It refers to the Kant airbase, found less then 40 km from Bishkek, the testing centre for the Issyk-Kul torpedoes, Maily-Suu seismic station and the communications centre in the Chui province. According to official statements the agreement will guarantee the presence of Russian troops until 2027 when it expires. At the moment Moscow pays around 5.4 million dollars annually for the locations in Kyrgyzstan, but for the additional time period no sums were stipulated, even if the loyalty of Bishkek was already repaid through the removal of 198 millions of dollars from the 498 million dollar debt the Central-Asian state owes to Russia. Moreover, the Russians seem to agree no overdue penalties will be charged for the remaining 300 millions of dollars. It should also be noted the agreement comes at the same time as an ultimatum issued by president Atambayev to Washington, requesting US to vacate the Manas military base, currently used for transporting troops and material to the frontlines in Afghanistan. The withdrawal procedures of American troops are already initiated.

Armenia is another key destination in South Caucasus, where, for a change, the Russian Federation did managed to strengthen its position, especially by modernizing the base 102 in Gyumri, strategically found near Armenia's border with Turkey and Georgia. It seems the fear of and USA-Iran war is what triggered the investments in the Armenian military base which is also considered a potential escalation factor in case a new conflict with the Republic of Georgia. The Russians fear that Tbilisi will cooperate with Washington and block the supply lines of military base 102, which at the moment can only be supplied by air. The only land supply route that can be used to reach this military facility is blocked by the Georgians. Therefore any escalation in the USA-Israel-Iran war of statements is considered a potential risk factor in relation with the reigniting of the Russian-Georgian conflict.

The latest information shows that, in addition the aforementioned examples, Moscow is also fortifying its presence in the self-proclaimed independent Georgian provinces of Abkhazia and South Ossetia. The Kremlin signed two agreements, with Sukhumi in February 2010 and Tskhinvali in April same year, which stipulates the deployment of Russian troops on the territory of the two provinces for 49 years. Russian state Duma ratified the two agreements during the summer 2011, even as the three years anniversary of the end of the Caucasian conflict was celebrated. President Saakashvili vehemently criticized the agreements, considering them a dangerous gesture, an outrageous infringement of national

sovereignty and a strong proof of the militarization of the area. According to the declarations of the Russian Minister of Defense Anatoly Serdyukov, Moscow deployed in the two territories 3630 soldiers, 1800 in Abkhazia and a similar number of troops in South Ossetia. Also, the Russian Federation deployed in the Georgian provinces T-90 main battle tanks, Smerch heavy multiple rocket launchers, Tochka-U short range tactical ballistic missiles, BUK SAM sites as well as, the stars of air security, S-300 missiles. It is also taken in consideration equipping in the near future the troops stationed in the Georgian provinces with MI-28n attack helicopters as well as Iskander-M mobile theater ballistic missile systems. This kind of military offensive at the border of a state that's struggles to stay on a Euro-Atlantic path is and extremely violent gesture aimed at recovering an area it does not wand in any way, shape or form under the flag of the most representative institutions of the Western World: NATO and the European Union. It's true that Georgia and NATO enjoy strong partnership relations, however no one can imagine NATO will accept under the umbrella of Article 5 a stat that is in a latent state of war with the Russian Federation. Further more, the whole of North Caucasus is facing violence and extreme instability, conditions that led to a gradual excessive militarization of the region.

Kazakhstan is an actor that, considering the economic relations that is foresees with Europe, made important steps towards the West. Nevertheless at a military level some sort of ambivalence can be noticed, which Astana would rather prefer to be defined as balance. Recently Kazakhstan was engaged in military exercises alongside NATO, but also participated in drills involving partners from Collective Security Treaty Organization, proving once more that its multi vector policies cannot exclude defense and security issues. It seems the earnest and intensity in its relations with CSTO surpasses the formal arrangement and its profile in the NATO framework. We shout underline that Astana received since 2006 IMAP (Individual Membership Action Plan) which was reaffirmed and consolidated in 2012 and similar promises were issued for 2013. Nevertheless Kazakhstan displays neither the enthusiasm nor the implication required by such an agreement, therefore, at a pragmatic level, the cooperation did not materialized according to plans involving the creation of a professional military division capable of participating in peace keeping missions under UN or NATO command. While the personnel involved in this projects is composed from troops recruited from soldiers serving the mandatory military service, the Rapid Intervention Brigade of CSTO is composed almost entirely of professional soldiers serving under contract.

Moscow's plans become a component of the Romanian foreign policy when Tiraspol announces it wants to replace the peace keeping mission on the Dniester with a new Russian military base, in order to mitigate the "Romanian threat." This hypothesis seemed to have been discussed by the Transdniester leader Evgheni Șevciuk and the Russian deputy foreign minister Grigori Karasin during the latter's recent visit in the region. The Transdniester Minister of Defense Vladislav Finaghin stated this summer that "*The danger became a reality after the Romania's accession to NATO and the European Union. And recently the danger grew, just like the calls for uniting The Republic of Moldova with Romania."* Obviously, the statements of the Transdniester officials should be attributed to a certain type of communication, and taken with a pinch of salt, but nevertheless the signal must be take into account. According to sources at the top of the Transdniester leadership, Tiraspol asked Russia to deploy a military base on the territory of the separatist republic and use the airfield of the previous Russian 14th Army Corp. In exchange, local government asked for financial support from Russia in order to create a strong security system. The situation would only deepen the deadlock, because it is very hard to envision a viable short term solution, which is what Moscow would need to reach a compromise solution.

Ukraine is a very interesting case study whose Euro-Atlantic aspirations were cut down by the intermittent political cycle phenomenon. The lack of a strategic trajectory agreed by the entire political class made the Yushchenko – Ianukovici alternation bring total different perspectives regarding foreign policy, eventually throwing Romania's Northern neighbor into Russia's wide open arms. One of the immediate effects of the strategic turn was the signing of the Harkov treaty, on the 27th of April 2010, which stated the presence of the Russian Fleet in the Black Sea port of Sevastopol until 2042. This geopolitical coup is therefore designed to stop the advance of the West into Moscow's critical space, after only two years earlier the Georgian war of 2008 had similar consequences. It is possible that in the eventuality of a new political change in Kiev, somewhere around 2020, or even earlier, it might recall the treaty which allows the stationing of Russian troops near EU border.

From a synoptic point of view all these elements reveal Moscow's efforts to secure its **hegemony over the space which two decades ago was named the Soviet Union.** Its desire to secure around itself an area that is as large as possible is basically an understandable goal, but the modus operandi and the set of values exported in this context raise significant question marks. Romania to the North and to the East becomes the main agent of "the buffer zone policy" being forced to face certain pressures which most likely will not be military in nature. Obviously the presence of the Russian army in the vicinity aims to unsettle, but the tanks of the Red Army are not the danger that Bucharest must protect itself against. The flow of capital, strategic investments and the materialization of business with political implication are the kind of elements that can influence and alter high level decision making. The military component plays an essential role in the deterrence process and is definitely necessary in order to allow the completion of background commitments. Current perspectives regarding the enlargement of the Alliance are not very encouraging, and, as a result, Romania will continue to play the role of border guard of the free world.

The future looks bleak!

Regarding the Transdniester conflict Romania / Europe, USA and the Republic of Moldova all speak with the same voice when they remind Moscow that the presence of Russian troops is no longer needed, since the peace keeping troops accomplished their mission and they should be replaced by a civilian mission under an international mandate. The latest declaration in this regard came from the ambassador commissioned with special missions of the Russian Foreign Ministry, Serghei Gubarev, who during a press conference held a few days ago in Tiraspol hinted that if certain conditions are met, Moscow will consider recognizing the Transdniester as an independent state.

As for Kazakhstan there is no risk of ending the NATO cooperation, but taking into consideration 2014, the withdrawal of Alliance troops from Afghanistan, the differences will become evermore visible. Kazakhstan's attempts to maintain an important profile inside CSTO, as well as its wide cooperation with Moscow, are proof of the importance given to a long term partnership. On the other hand at the level of defense and security policies Astana will try to maintain a balance, but the data points to an affinity oriented toward Eurasia rather than the Euro-Atlantic region.

An integral part of this mosaic is also the relationship with the United States and the suspension of the process that aimed at resetting the relation with Russia is probably one of the catalysts behind the assertiveness of Russia in the region. Vladimir Putin's rise as heat of state was without any doubt an element that undermined any effort to rebuild the relations with the West, especially the US, and made the return of "cold war" mentality imminent. The relation din not, however, reached its lowest point, the perspective of Mitt Romney's victory

in the US being considered the last straw that would bring about a situation similar to the glory era of geopolitics. The presidential candidate stated that the Russian Federation is an enemy of the United States, something that "resets" the relation of the global actors to where they were 20 years ago. Romania could indirectly benefit from the weakening of the bilateral relations, especially since projects such as the ballistic missile defense shield increase in importance as part of the American military regional framework. Either way, the United States were way too busy, and Moscow moved nimble step by step (military base after military base) in this region, all the way to the borders of Europe.

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FREEDOM OF SPEECH PUBLIC VERSUS PRIVATE THEORETICAL AND PRACTICAL ASPECTS REFERRING TO THE NEWEST REGULATIONS OF THE CIVIL CODE REGARDING FREEDOM OF SPEECH

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Abstract

The first express regulation regarding the freedom of speech and consequently relating to the press appeared along with the Civil Code, which came into force on 1.10.2011.

Although the Romanian Constitution of 1990 mentioned by art. 30 paragraph 8 that press offences are set by a special law, this law appeared just along with the enforcement of the new Civil Code (1st of October 2011), which includes special regulations to what concerns the press, at art. 70-80.

During all this time, there were some extremely controversial discussions regarding the necessity to enforce some regulations in the press with normative character, the majority's opinion being that the area should be left to self govern.

There were taken into consideration the society's difficulties, in general, and those of press, in particular, to overcome inhibitions specific for the Communist times and, as consequence, a special regulation was thus avoided.

In the context of this law vacuum, press organisations instituted, for their own activities, a series of codes of conduct which sanction the sliding from the unanimously accepted principles regarding the exercise of the right of freedom of speech.

The controversies regarding self governing ceased to exist since the enforcement of the new Civil Code.

Upon art. 70-80, it contains a series of provisions regarding the freedom of speech and its boundaries.

Thus, art. 71 indicates that „ *(1) Every person has the right to have his private life respected*.

(2) No one can be submitted to certain mixing in his intimate life, personal or that of family, nor in his residence or correspondence, without his agreement or without complying with the limits mentioned by art. 75.

(3) It is also prohibited the use, in any way, of the correspondence, manuscripts or any other personal documents, as well as information from a person's private life, without his/her agreement or without complying with the limits mentioned by art. 75."

Regarding this regulation, one can observe that the law text does not define the significance of life's private character. Known in the common law as "the right to privacy", it is defined in that system by an abundant jurisprudence of ECHR in relation with the protection of privacy.

It is probably a useful landmark for theoreticians and practitioners of mass-media law, to relate to that content and meaning which this jurisprudence gives to the notion of privacy/ private life. It is observed that the law text from art. 71 is using a general terminology, without setting up the notion of privacy.

It is true that, if we relate to art. 74 of the new Civil Code, which refers to the attacks on private life, we could describe, by analogy, the private area by relating to the restrictions imposed by the lawmaker as attacks on it.

In this sense, we can consider that, per a contrario, all that does not fall under the incidence of these attacks enters in the public area.

The dictionary of the Romanian language, referring to the notion of private area, defines it as „private, individual". [18]

Other authors define the private area as being „*associated to forms of property and its manifestations. There are talks about a private area of civil society (private property, market, family, etc) and a private area of individual subjectivity*"[19].

As consequence, in a first attempt to define private life, by relating it to the public one, we could say that everything which is not public is private.

The area of private life has been defined before as including those facts, opinions, relations which concern the individual and which reasonably he is expected to consider them private or sensitive and consequently he wants to stop or at least restrain their collection, use or circulation.

We consider that private life can be defined with maximum correctness as being everything that the audience does not have the legitimate interest to know and to which, as consequence, it should not have access.

It is sure the fact that we cannot draw a line between the two notions, as to say without the risk of making mistakes, that in a certain situation we are undoubtedly in the presence on a private area and in another with the same lack of doubt that we are in the public space.

As we shall see hereinafter, the notion of private area is very flexible and it shall be set from case to case, depending on the criteria that the jurisprudence and the doctrine have set out.

Somewhat opposable to the private area is the public one, which isn't also defined by the lawmaker, the elements which set it out are drawn by the jurisprudence of ECHR, as well as by the literature specialized on mass-media.

Starting from the definition mentioned in the Romanian Language Dictionary, public is defined as "belonging to a community, which derives from a community, which regards us all, where everyone takes part to".[20]

According to *Zoltán SALÁNKI* [21], *the public area of political society, which in the ideology of Western liberalism of XVII th century, points to the "state area". During the evolution of capitalist society, the understanding of the term <public> was diversified according to the social groups which make a local public or an international one (spatially determined), a participant public (to action) and a receiver public (of information). Even these definitions highlight the fact that the delimitation between private and public area is difficult to make, as in some areas they overlap, depending on the social groups or the social phenomena to which we refer to. In this sense, Jurgen Habermas also shows how "along with the development of the principle of advertising, the public are was formed by the "critical process which private individuals, publicly using their ration, form against the absolutist domination).*[22]

In the area of this research, relating to the law of communication (media law), we could define– *per a contrario* – the public area as being the one which exceeds the boundaries agreed by doctrine and jurisprudence that define the private area.

Certainly, the definition is not one which can totally satisfy and consequently cannot become a flawless work tool for the lawyers when they get involved in such a sensitive area as that of legal regulation of mass communication instruments.

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[18] The Romanian Language Institute of Bucharest, *The Explanatory Dictionary of The Romanian Language*, Publishers: The Academy of the Popular Republic of Romania, Bucharest, 1958, p. 665

[19] Zamfir, C., Vlăsceanu, L. (coord.), *Dicţionary of Sociology*, Publisher Babel, Bucharest, 1993, p. 485.

[20] *The Explanatory Dictionary of The Romanian Language*, Idem, p. 676

[21] Private vs Public – Negotiation of Social Norm, study published in the magazine *Studies and Rechearches in the Socio-Human Sciences*, vol. 11, 2003, "George Barit" Institute of History of CLUJ NAPOCA

[22] Habermas, J. (1998), *The Structural Transformation of the Public Sphere*, Bucharest, Publishers Univers, p. 155–156.

As in the case of the private life, we shall try to define the public area as being that area which contains everything the public has the legitimate interest of knowing and which, as consequence, has the right to access.

It is worth noticing that the absence (though objective) of some definitions clearly creates an appearance of doubt.

We say an appearance of doubt because, in reality, with all their semantic flexibility, the elements which give meaning to these two institutions of mass-media law are strongly shaped by doctrine and jurisprudence of ECHR, as well as by that of European courts.

As a matter of fact, the two notions cannot be restrained in a small and static frame of some definitions, as they refuse *de plano* such a limitation.

This appearance of flexibility of meanings is the expression of some realities in constant movement, realities whose meaning and legal resonance need to be captured, as that legal regulations could operate realistically and not mechanically.

We have shown before also that the act of justice, pursuant to an old Latin adage is „*ars boni et aequi*". Thus it cannot be managed from the perspective of some rigid semantic criteria, unless taking the risk of transforming it into a semantic guide.

If we relate to art. 74 of the new Civil Code which refers to the attacks on private life, we shall be able to describe, using the analogy, the private space by using the restrictions imposed by the lawmaker as attacks on private life. In this sense, we can consider that, per a contrario, all that does not fall under the incidence of these attacks enters into the public space. Analyzing the text of art. 74, we shall observe that:

Subject of enforcement of provisions of art. 75 [23], one can consider the following as attack on private life:

a) breaking in or illegal stay in the house or taking from it any object without the agreement of the legal owner;

We notice that, surprisingly, the text of the Civil Code refers to a series of actions which represent the material element of some offences mentioned in the criminal code.

We are referring to:

- *breaking in or illegal stay in the house;*

- *extracting from this place any object without the agreement of the legal owner,* these two categories of actions are mentioned by art. 192 and that is art. 208 of criminal code.

Also we notice at art. 74 letter b of the new Civil Code, defines as attack on private life:

b) Knowingly interception of private conversations, committed by any technology or use of such interception;

We observe that the action sanctioned by art. 74 letter b represents the material element of the offence of violation of secrets of correspondence, sanctioned by art. 195 of the Criminal Code.

The two texts of law of the new Civil Code, to which we referred above (moreover art. 74 letter a and b) mention as being attacks on private life- civil ones- the actions sanctioned by art. 192, 208 and 195 of the Criminal Code.

It is a surprising paradox that the lawmaker understood to include these facts, considered as attacks on private life, in the civil law, although they are sanctioned in the criminal code as well and punished with prison.

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[23]. Art. 75 of new Civil Code:

„(1) It shall not represent a violation of right the attacks which are allowed by law or conventions and international agreements refering to the human rights to which Romania takes part"

(2) „The exercise in good faith of constitutional rights and freedom and complyiance with agreements and international conventions to which Romania takes part shall not represent a violation of rights mentioned in this section".

Out of the interpretation per a contrario of texts from art. 74 letters a) and b) of the new Civil Code, this means that under the reserve of enforcement of art. 75 these facts no longer represent attacks on private life.

Nonetheless, as shown before, they represent without shade of doubt the element of offences mentioned and sanctioned by the criminal code, by art. 192, 208 and 195.

There is here a possible inadvertence which opens the path for an older conflict regarding the boundaries of the press investigation. Is there a possibility that during its research, the journalist might get, following the investigations, public information even with the price of committing an offence? We believe the answer is worth deeper analyses.

Criminal ofence or civil liability ?

There is an old dispute regarding the boundaries of the journalistic speech.

In essence, can the journalist, while making an investigation, try to get a result/ information even with the price of committing a criminal ofence?

We believe the answer is affirmative, but it must be motivated by some very strict and restrictive criteria.

Firstly, the main condition for the above mentioned affirmation to keep its validity is that the information received in such manner is one of major interest, thus it shall justify the use of an illegal method.

It is unquestionable the fact that the appreciation must be made from case to case and *post factum*.

From this position, the investigative reporter is permanently undergoing a major risk when he takes the decision to use unconventional means (for the sake of euphemism) in view of obtaining data.

A second condition, which we consider necessary, is that the felony committed as means of data collection of major general interest public information shall not bring by its self an attack whose seriousness exceeds that of the information thus obtained.

As consequence, criminal ofences which have as consequence body injuries, economic frauds, etc, are being excluded.

The new civil code, sanctioning as attacks on private life a series of facts which are sanctioned also by the Criminal code confirms, indirectly, our opinion regarding the fact that during the research, in certain circumstances, restricted, the journalist can- justifying a major public interest- to commit those actions mentioned by art. 74 letter a and b, without being considered as criminal ofences.

A strong argument for this case, and which can be used to support this thesis, would constitute the fact that once an information is collected by breaking into the house or by theft, and that information is very important for the society and thus justifying a major public interest, the social danger of the criminal ofence used to collect it is being annihilated.

We believe that this is also the solution implicitly agreed by the new Civil Code.

As shown above, the first argument for this is the sanction of some facts considered as attacks on private life, and which constitutes the element of a criminal ofence mentioned by the Criminal code; and this because the lawmaker makes a statement which we consider to be an essential argument which supports this thesis, in art. 74.

The lawmaker says in art. 74 that they can be considered as attacks on private life „*under the reserve of enforcement of provisions of art. 75*".

Per a contrario, if the provisions (exemptions) mentioned by art. 75 are incidents, the facts mentioned by the lawmaker at art. 74 letters a and b can no longer be considered as attacks of private life, and as consequence are possible.

Even if the lawmaker does not expressly mention it, it is clear that the entire regulation from art. 70 and until art. 76 takes into consideration the reporter's activity and that of mass-media in general.

As consequence, only the investigative journalism justifies the interpretation given by us regarding the criminal ofence as means of getting information of major interest. In any other case, except this, the investigative journalism is and shall be sanctioned pursuant to art. 74 of the new Civil Code, and, where necessary, according to texts from the Criminal Code.

THE WIDER BLACK SEA AREA – CONFLICTUAL SPACE VS. GLOBAL AREA OF INTEREST

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Abstract

The majority of recent analyzes on security environment shows the existence of two general directions of development:

a) Accelerating the transformation rhythm, magnitude and implications of these changes on the status and the decisions of the main actors;

b) Significant multiplication of connections and interdependencies determinations resulting in more surprising and, in general, the applicability of the laws that govern complex systems.

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INTRODUCTION

The post Cold War has not created the independent approach of the Wider Black Sea (ZEMN) as a special international security agenda, so this was a "white spot" for analysts and policy makers, given is its location at the confluence of three areas of security: Euro-Atlantic, Eurasian and Middle East.

From a geographical point of view, the location between these areas of interest determined the placement of this area in the background in favor of the central elements of each of the three areas separately. From a historical perspective, linking Europe to the Caucasus, the Middle East and the Eurasian space, the Wider Black Sea was the convergence and the dispute space of the of the great powers interests. Some would argue that all history - even the recent, post Cold War history – shows that countries in the region were in different blocks and have often fought each other, designating the region not as a transit and integrated one, but as an interference of blocks and cultures with a conflict dynamic.

Currently ZEMN is increasingly at the core attention of key actors in international politics arena, due to the fact that it is connected to a larger area, including the Balkans, Caucasus - Caspian Sea, Central Asia and the Middle East. This leads to an amplification of the dynamic political, economic and military processes in the region.

To the current problems facing former Soviet countries in the Wider Black Sea Area (the democratic deficit, poor socio-economic development, organized crime) are added challenging power and centrifugal tendencies as major risk factors under Moscow's

influence,. This can lead to progressive erosion of political regimes and increases the risk of failed states.

In the economic crisis context, the leverage used by Russia to maintain control of these areas are mainly political and social (cultivating private persons within the cultural and linguistic community having pro-Russian views). From an economic point of view, Moscow capitalized cross-border dependent states from Soviet transport infrastructure - especially hydrocarbons. The ssecurity initiatives of the EU and NATO in the Wider Black Sea Area prove their actuality, any abandonment or relaxation rate increases asymmetric risks to the European area.

Current strategic interests of the main actors in world politics are three main reasons why ZEMN returns the attention of the international community: (1) fulfill the goal of strengthening peace and stability in Europe, (2) the need to stabilize the Black Sea area in terms of Euro-Atlantic community interests (settlement of "frozen" conflicts and problems in the Middle East), (3) access to Euro-Atlantic community member to energy sources from the Caucasus/Central/Asia.

Meanwhile, the Black Sea is a strategic hub for two major streams:
• the energy producer (Caspian, Central Asia and Middle East) and energy consumer (the Euro – Atlantic.
• Security of the manufacturer (Euro-Atlantic community) and consumer safety (Middle East and Central Asia).

In a journalistic style, under the signature of Doug Saunders, the Canadian newspaper ***The Globe and Mail*** pointed out that "for nearly 100 million people living around the Black Sea coast, 2009 could be seen as a return to the Cold War. This time, however, it is unclear which side will be every nation, every region, every man [...] during the previous conflict between Washington and Moscow, the Black Sea region has become an endlessly disputed land, subject to changes influence as money and weapons are stored on reliable field populations. Conflict between East and West is about to embrace the Black Sea region in the coming year, often with military implications. "

The world changes constantly from an economic, political, strategic, existential, point of view. Romania, like any modern state connected to the realities of life, receives the full pressures of daily changes. Forced to adapt to new geostrategic and geopolitical coordinates, Romania gave perhaps too easily to more sectors of strategic interest or has substantially diminished their potential. For almost two decades, Romania, along with former socialist Eastern European countries pay a huge price for the privilege of being accepted into Euro-Atlantic structures. Globalization imposed by the developed and accepted without reservations by Moscow's former satellites allowed the emergence, maintenance and development processes of transition from socialism to capitalism with a strong experimental whose purpose is difficult to predict in many aspects: social economic, political or strategic national, European and global levels.

1. ZEMN

Recent events were held in the Black Sea area erupted with an intensity and speed unmeet so far. The whole world has rediscovered responsibility for the stability and security of the entire world. Just recently concluded conflict Russian - Georgian (even before it started), in terms of

strategic, diplomatic and military, had the effect of "Tsunami" at least in energy security and that will have major long-term in global geopolitics (fig. 1).

Figure 1 - The Wider Black Sea Area

Energy is a vital necessity, for which energy security is a complex issue, key to ensuring social growth and the proper functioning of society as a whole. In the Black Sea region are a number of key positions, which is a contribution to the geo-strategic value and importance of this space:

- The straits - Bosphorus, Dardanelles
- Crimea
- Mouth of the Danube (Danube shipping)
- Romanian coast of the continental shelf - where an estimate for approx. 70 billion cubic meters of gas and 12 million tons oil
- Snake Island.

Since 2004, Saunders is chief editorial office for Europe, located in London, working for the newspaper since 1995 and had journalistic experience American newspaper office in Los Angeles in '99-'02 period. He was born in Hamilton, Ontario and studied at Toromto, which was the first successful newspaper, followed by winning numerous awards, including the Pulitzer Prize similar Canadian. In recent years Russian F. is concerned, the Middle East and India.

Black Sea has a length of about 4,000 kilometers and is distributed among the six riparian states as follows: Turkey-34%, Ukraine 31%, Russia-15%, Georgia-14%, 7% and Bulgaria-Romania-6%.

As positioning the Black Sea lies between the South-East, the Caucasus, the Middle East and the Mediterranean. It is a bridge and a line of separation between three continents, presenting advantages and difficulties inherent in such a positioning. It provides the link between Eastern Europe and North Africa between the Mediterranean and the Baltic.

But the Black Sea, the Mediterranean and the Balkans should not analyzed separately, all components of Allied southern flank and all must play a continental border security a united Europe.

In this region have experienced centuries of the Russian Empire, Ottoman and Persian. Black Sea was (and is) intercontinental hub and point of entry into the Greater Middle East who today are of particular interest in terms of natural resources and potential crisis centers.

"*The boundaries of democratic countries in the region reached Syria, Iraq, Iran and the Caspian shores ... In the absence of cooperation Black Sea states can not easily reach the northern part of the Greater Middle East. Even the great powers in the nineteenth century understood that controlling the nation that controls the Black Sea and Middle East. If we are to succeed in our efforts to support democratization of the Middle East region will have to make up a secure, prosperous and democratic Black Sea "[1].*

In this respect, Romania is regarded by the U.S. as an important pawn in their strategy and the Black Sea, which is, after all, an area of vital interest to anyone: it is the gateway to the oil spigot barrel of Humanity and the way to Central Asia, which makes control global domination.

2. Cold War for the Black Sea Area

Black Sea interests in the region maintain an ongoing war, less conventional arms, especially through economic attacks between riparian countries, EU countries and the U.S., to achieve dominance.

Energy is the most important stakes.

In this war they face and two conceptions of geopolitics: "Maritime Force" and the prevalence of continental powers. The concept of "Maritime Force" is a geopolitical theory has been advanced maritime fleet Admiral Alfred Mahan and American history. If geopolitical specialists as Ratzel, Mackinder, Haushofer claimed prevailing continental powers, Mahan launched the concept of the prevalence of maritime powers and Romania, the new Navy League, is one of the few U.S. Marine partners in this area of the world.

In First World War maharinis strategy of "Anaconda" was made in support of the Entente and the White movement at the periphery of Eurasia (in response to the peace pact between the Bolsheviks and Germany) in the second world war was directed against "Central Europe "and, in particular, military and maritime operations against the Axis countries. Atlantics line in geopolitics has developed virtually seamless classic Anglo-American tradition (Mahan, Mackinder, Spykman).

As the U.S. has become a "world power" postwar geopolitics Atlantics states and detailing issues that are part of the theory, developing the factual areas. The model is based at the Force's maritime and geopolitical, turns the scientific elaborations of certain military-geographic school official policy of the U.S. International Victoria atlantics the former USSR (Hartland) meant entering a new era radical, calling for genuine geopolitical designs. Geopolitical status of all traditional territories, regions, states and unions is rapidly changing.

Planetary perception of reality after the Cold War led the geopolitics Atlantics two main schemes. One of them can be considered "pessimistic" (for atlantics). It inherits the traditional line to atlantics confrontation with Hartland, which is considered incomplete and non-exclusive agenda with the collapse of the former USSR and November forecasts blocks formation of Eurasian civilization based on traditions and ethnic archetypes resistant. This variant can be called neoatlantics, its essence is limited to an examination of the world through the viewfinder image basic dualism, which only varies the appearance of additional geopolitical areas (except Eurasia), which also can become hotbeds of confrontation with the West. The most prominent representative of such an approach is considered neoatlantics S. Huntington.

The second scheme is based on the same original image geopolitics, is reversed, optimistic (for atlantes) in that it examines the situation that emerged as a result of Western victory in the Cold War, as one final and no return. On this theory builds mondialism, design unitary end of history and the world, which states that all forms of differentiation geopolitical - cultural, national, ideological, religious, state etc. - Will be taken irrevocably and begin an era of common civilization for mankind, based on the principles of liberal democracy (represented by F. FUCKUYAMA).

Russia is dangerous for itself

The internal political situation remained relatively stable, but the capacities of political, economic and military authorities in Moscow could be affected in the next period, the growing protests and extremist phenomena and severe consequences of global crisis on the Russian economy. There have been large demonstrations against financial policies of the Government of Moscow (31.01.2009) and Vladivostok (31/01/2009, 16/03/2009). Russia's international reserves have fallen steadily, reaching, in March 2009 to 376 billion USD.

Externally, however, Russia supported acted to strengthen its influence in the "near abroad" (by removing the U.S. presence in Central Asia and blocking EU initiatives to diversify energy resources) and strategic reasons the military and economic (fig. 2).

Figure 2 - Linking sphere of influence claimed by Turkey and Russia

Except for possible delays announcement, more than two years, plans to strengthen the position of "Gazprom" on the European market and start building the pipeline "South Stream" and the pipeline "Burgas-Alexandroupolis" have not changed.

To support these projects, it is anticipated growing interest Moscow identification of new bridges with Turkey as a guarantee of controlling routes and transport Caspian oil supply areas (which are on the agenda but Ankara).

Russian Global factor in some papers of Russian geostrategic writers has a very important role. Currently, they argue that in terms of conceptualizing security strategy of the Russian Federation is external and internal aggression. Russian national security is being undermined social, political, economic, territorial, regional, ethnic and other contradictions, and the tendency of states and political forces to resort to military means to solve them.

A major threat to Russia is the military conflicts at the border areas of the former Soviet territories. In addition to ethnic conflict, a threat to Russia's territorial unity comes also from the possibility of splitting the Urals and Siberia Occidentalăa into two parts, European and Asian. Russia split would create the world a dangerous outbreak of internal and international wars, fog and revolutionary cataclysms. A basic source for potential Russian aggression is the U.S. and NATO.

Russian geopolitics consider them dangerous concept developed military-strategic and military policy support - technical hostile to Russian interests. U.S., according to their optics, exhibit leadership hegemonic tendencies open world. Russia is presented in various forms, territorial claims on the entire perimeter of its borders.

On the other hand, dominant geostrategic main schools of thought in Washington in 2000 found that the top of the pyramid, the battle for supremacy between neoliberalism is given institutionalist, geo and neorealism. Huntingtoniene ideas of conflict between civilizations, or globalism neoconservative shone through absence. Geo operationalize the doctrine that we are entering a new era where competition and military conflict are held competition and economic conflicts. Clashes are not military but economic war "commercial supremacy" or domination of markets. Creating a competitive stake majeur becomes the new geopolitical game. State resources (including intelligence) should be mobilized for this purpose.

Key concepts are "commercial state" and "economic competition" and the main promoter of the doctrine is considered Edward Luttwak, known as one of the Iraq War strategy. While geo is a doctrine of competition, institutional neoliberalism is a doctrine of international cooperation. It promotes global integration under a governance structure based on a complex institutional architecture, illustrated by the UN, NAFTA, WTO etc. Some followers go up to the idea that nation-states should surrender, gradually, the Transnational institutions by this system. Others argue that in a world of globalization, geopolitics can not be effectively exercised only through these institutions. Hence the objective of strengthening them, then advance to book through them.

"Stratfor"/ SUA/ 02.04.2009

Key concepts related to "international institutions" and "globalization" and especially the leaders of this group come from the academic (Robert Keohane, Joe NYE) or liberal-democratic branch's foreign policy establishment (Richard Holbrooke).

Unlike neoliberals, the neorealists deep skepticism about international institutions and, in general, global commitments other than strictly national interest. For them, the U.S. should make the world classic game of Great Britain in Europe. Monitor, somewhat detached, balance system and balance it involved only when the situation demands it. Allied states have embraced and supported without reservations (whether or not Democrats) and humanitarian intervention, democracy promotion and so on, for the sake of their own, are deemed unnecessary, but even harmful.

Growing role of Turkey

Returning Russian Federation role, an increased interest in terms of the policy PGS (strategic geopolitical periphery) one of the key players in PGS is Turkey. In geopolitical relations, Turkey is shown to be a traditional opponent in the Balkans, the Black Sea, the Transcaucasus. Especially now that Turkey becomes independent geopolitical significance as a center of power in the region. There were old appearances on the country as "southern flank" NATO, which was essentially correct from bipolar world.

Today, Turkey is a powerful economic, military and - most importantly - ideological region. In addition, Turkey is a geopolitical hub linking (or untie) regions in South, East and Far East, former Soviet space. The main obstacles in advancing dialogue with the EU from the political and social life are significant differences between Islamists (AKP) and laity (Republican People's Party and Nationalist Movement Party) in Parliament in Ankara and inability to ensure social stability throughout. The scope of violence that marked the elections, resulting in at least 9 dead and 93 injured in 10 provinces, is a warning on the effectiveness of efforts to harmonize Turkish authorities' social relations. In early 2009, the Administration of Ankara inaugurated television channel "TRT 6" and under "Radyo 6" 25 and published Quran in Kurdish.

Turkey has acquired great importance during the collapse of the USSR, with increasing its military-political empowerment and geopolitical vacuum filling action in the field south of Russia.

Since recently, Western relations with Turkey seemed cloudless. Turkey was regarded as one of the main centers of basic common pathway that gathered on anti-Iraqi coalition forces in the region as a weapon enters the West CIS countries, including continuous rupture remains to Russian influence.

Turkey is one of the main competitors and opponents of the Russian Federation in its southern range (but Russian territory itself - the Caucasus, the Volga, has interest even Sakha). Turkish Military Forces Maritime Power (according to military possibilities) exceeds today's Black Sea fleet strength. Turkish economy, with all its difficulties, is quite dynamic.

Vector geopolitical trends at present are primarily the CIS region near the Black Sea, Caucasus, Central Asia, Transcaucasia. Even if economic opportunities for pan-Turkish tendencies are not large (the total investments in CIS countries from Turkey did not exceed three billion dollars, until recently), Turkey is based on the affinity of language, shared historical roots, religious communities. After rising in the early '90s in the post-Soviet era, today Turkey is experiencing some difficulties in this process.

3. The energy “cake”

Although "cake" energy trade in the region was divided between the U.S. and Russian F., crept to a few slices and several European companies, including Shell, Total, Eni and Petrom. Americans had the oil supply priority of Israel, which they solved by building oil pipeline Baku (Azerbaijan) - Ceyhan (Turkish port on the Mediterranean Sea).

Both Turkey and Azerbaijan have very good relations with Israel, "Ceyhan solution" guaranteeing Israel's energy supply (which consumes annually 12 million tons of oil), although its relations with other neighbors would deteriorate. For the oil to reach the "world wide" There is only one route: from the eastern ports of the Black Sea through the Bosphorus and Dardanelles, the Mediterranean and, hence, anywhere in the world. But the Turks, for environmental reasons, have decided not to allow transit straits more than 25-30 million tons of oil annually. Hence the need for alternative routes (Fig. 4), Baku-Ceyhan. The Black Sea is undermined by Baku-Ceyhan. As Americans have solved the problem by building this pipeline, do not seem so interested in oil routes in the area. Instead, Russia is increasingly concerned.

On the one hand, is one of the largest oil and gas producer in the world. On the other hand, Moscow is Europe's main gas supplier. Basically, the "energy weapon", Moscow continues its hegemonic tendencies in Europe. At the beginning, all suffered from cold Europe because Russia (gas supplier) to "fight" with Ukraine (carrier gas in Europe). Russia decided to eliminate almost completely Ukraine gas doing so he started building a gas pipeline through the Baltic Sea, so to bypass Ukraine. It is the first such "bypass" that makes Moscow. A few years ago decided that gas could reach Turkey and M. Black, not only in Ukraine, so he built the Blue Stream pipeline.

www.dailystar.com.lb

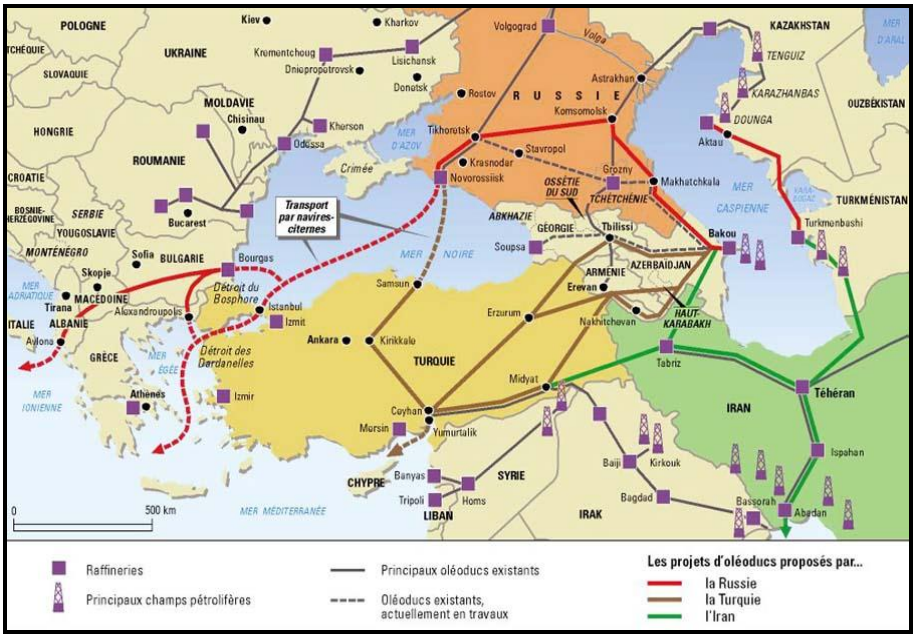

Figure 4 - fields, trails and oil refineries in ZEMN

One thing is certain: today, Europe depends on Russian gas of 50% and will reach in a few years, to 70%! But the "subjugation" Thermal and Russian energy will take up to 20-30 years. Until then there will be a struggle to find solutions honorable exit under

Russian strap. Euxinianã geopolitical border break through to another stage in the geopolitical approach.

4. Organized crime and terrorism

Statistics for recent years (since 2008) have shown an increase in crime associated phenomena in the Black Sea region mentioned in the Europol annual report for 2008 as a key channel on the south-east dominated groups from Bulgaria, Turkey and Ukraine.

Drug trafficking

A report of the International Narcotics Control Board (INCB), released on 19.02.2009, Azerbaijan and Armenia showed that provides important variable for drug trafficking from Afghanistan via Iran or Turkmenistan to Russia (via Georgia) and Europe (by Turkey). The main consequences of this situation are:

- increasing number of consumers and, subsequently, AIDS has (according to a 2008 report of the South Caucasus Anti-Drug Programme in 2000-2007 in Armenia, the rate of HIV disease increased five times, spending similar phenomena into Georgia and Azerbaijan);
- increasing links between drug traffickers, transnational criminal groups, terrorists and extremists (there are such signals about South Ossetia and PKK / Turkey);
- perpetuation areas "ungoverned" (ie separatist enclaves of South Caucasus), where "governments" are supported in criminal activities, or because members of local political elites coordinate, either because they protect.

Scope is shown by the increasing number of drug seizures, Azeri authorities discovered in December 2008, 231 kilograms of narcotics, and in February 2009 - another 40 pounds.

Drug trafficking has become a major threat to the national security of the Russian state, about 90% of the Russian market drugs from Afghanistan.

The head of the Russian national drug structure, Viktor Ivanov, Russia are trafficked annually by 12 metric tons of pure heroin, equivalent to 3 billion individual doses. Russian official said that about 2 million Russians are drug users daily other 250 people become dependent.

Economic crimes

Activities subsumed under this typology are considered a feature of regional criminogenic painting, numerous data releases indicating an increase in the corruption, embezzlement of tax obligations / tax evasion, smuggling and especially money laundering.

In Armenia, in 2008, there were 392 cases of corruption, double compared to 2007, most tax evasion, making / bribery, abuse of power and misappropriation of public funds. As tourism and developed, organized crime groups in Bulgaria turned to these areas to launder money.

Europol Annual Report 2008, Haga, 17.03.2009 - www.statewatch.org
CRIA - DrugTrafficking in the Caucasus/ 23.02.2009
http://reportingproject.net

According to statistics released by the Ministry of Interior of the Republic of Moldova, in February 2009 were recorded 507 economic crimes, of which 86 - smuggling 48 - bribery, 53 - and 245 human trafficking - the illegal drug trade, growing values from January 2009. Small local groups, poorly organized, under the control of "organized crime syndicates" in Russia, Ukraine, Turkey and Israel.

In Russia, in 2008, there were over 120 ways of money laundering, often used as investments in real estate and security or purchase of luxury goods. In total, it is estimated to have been run about 370 billion illegal. Have also been investigated 40,000 criminal cases related corruption in which 12,000 of giving / taking bribes (President Dmitry Medvedev, in an interview with Russian TV "Channel 1" / 15.03.2009). In Ukraine, corruption perception index is 2.5, being in position 134 of the 180 seats in the Transparency International Corruption Perceptions Index ranking 2008.

Terrorism – extremism

Security state of North-Caucasian republics (especially Dagestan and Ingushetia) embarked on a negative trend, associated phenomena Islamist terrorism bill overlapping those circumscribed organized crime. According to the FSB, the Russian special forces "were annihilated in 2008, 243 militants, including 23 leaders of criminal groups", have arrested 576 insurgents have found 640 caches (capturing 1,407 weapons, 2,401 kilograms of explosives and 454 explosive devices craft) and prevented 104 attacks. However, in 2008, Russia was monitored 1,300 entities suspected of financing terrorism (approximately 1,100 in Russia - 900 people and 200 organizations - and more than 200 from abroad).
On the other hand, efforts to reorganize and renew the PKK leadership, and police interventions and the Turkish army against Kurdish insurgents made the number and scale of attacks perpetrated by Kurdish insurgents in Turkey temporarily decrease.

5. Black Sea original goal - exploitation of energy resources by triad Russian Federation - Turkey – Brazil

Russian company Rosneft (energy field, state-owned) announced that it will seek to develop a chain of energy deposits off the continental shelf of the Black M. basin, mainly in the area of Abkhazia (Georgian breakaway republic).

It is interesting that this announcement came immediately after the working meeting between Turkish and Brazilian officials, during which the two countries signed an agreement with Turkish Petroleum Corp. company. (TPAO), with the most famous Brazilian state company "Petroleo Brasileiro SA" (Petrobras) will initiate tests Turkish extraction space of M. Black, which can create strategic analyst opportunity to reflect on the "tangles" political and technical options for coastal states to force (independently or in cooperation) equatorial a sea of energy that is of global interest, the world economic crisis.

Black Sea characteristics, unique in its own way in the world, especially its continental shelf, rich in energy resources, mainly in the maritime area owned by Turkey and Georgia may result as the location, the technological challenges to initiate exploitation of resources energy, although depths and extreme weather conditions can cause serious difficulties in accessing energy reserves off Turkey (and Abkhazia).

Prospects for Turkish and Russian companies (TPAO and Rosneft) to drill or explore iindependently and successfully ease Black Sea is bleak, because both have

experience on offshore drilling or marine depths. In terms of technology, few states or private companies have capabilities in this segment, growing global energy market required.

The fact that Rosneft has almost zero experience deep offshore drilling, make her promise to drill off the Abkhaz to be directly related to the political approach of the Russian Federation government efforts to restrict Georgia, so it has very little to do the actual prospecting exploration and energy production off the coast M. Black.

However, the newly partnership with Petrobras Turkey is unlikely to have an immediate fruitful and objective for Turkey is not a short-term imperative to be at the forefront of global energy production. It is worth noting that Turkey is in the process of strengthening its international political profile and follows the propensity to become a central point in the future (strategic) to the boundary energy oil and natural gas from Central Asia and Middle East to European markets. But as aims to increase its energy profile, Turkey really wants to increase their energy independence, low oil reserves inside, increasingly looking abroad to increase production of oil and gas . Such investments, in the waters near the coast, requires the availability of international partners to obtain or learn about technologies extraction sea off as close conditions M. Black. Very important for Turkey is the ability to improve their technological capacity in order to be able to invest abroad for energy. Simultaneously with the rapid maturation of the political class, a competent and predictable energy champion can open even more opportunities for Turkey, especially in untapped oil fields in Central Asia.

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www.mai.md
www.kremlin.ru
www.icgg.org
North Caucasus Weekly/ 11.03.2009

New partnership signed with Brazil thus creates good judgment of the decision taken by Turkey and TPAO. As Brazil not only as a state actor, even a world state assertion, with which Turkey will be a potential ally in the international arena, energy company Petrobras is a highly competitive and competence who wants asserting his own role world. Their deep deposits forced company Petrobras to develop substantial technological expertise to operate such new and challenging conditions for the drilling. In fact, the Brazilian company may be so advanced that the Turkish company TPAO will create difficulties in the field to carry enough experts and technology and to secure a significant advantage in cooperation with Petrobras.

Furthermore, Petrobras was undoubtedly good enough to exploit shelf Brazilian national pool, so for the next decade it seems that it will develop its own exploration and extraction in new reserves, substantial and significant investments by foreign expansionist energy policy Brazil are not expected in the near future in Turkish-Brazilian partnership. However, Turkey's investment resources were limited and short-term economic downturn immediately, and regardless of this and if everything will be fine, the next step of bilateral cooperation between the two companies enables them to create a platform for future common affirmation and corporate development in the basin M. Black.

Immediate probability in terms of the ability of Turkey to produce more than its own internal energy consumption need to be addressed at a basic level, the more that investors and foreign producers might consider too risky geological exploration of the Black Sea. However, as Turkey will reinforce and strengthen new partnerships such as Petrobras

completed, may be a policy guideline for future cooperation and even Turkish TPAO will not be able to expand on its own in Central Asia, moment, be content to be able to have "friends" like Petrobras.

FORECAST

If he maintains ambiguity Western democratic organizations policy towards the Russian Federation are likely to be integrated Black Sea Russian economic sphere, after a similar process has already occurred in Central Asia and the Caspian Sea. Degradation of the economic situation will force the Russian Federation to resize their security strategies to ensure funds for maintaining social stability.

Activities organized crime will proliferate as more people lose their legal sources of subsistence. At the same time, the connection between this phenomenon and local terrorism will grow, driven by xenophobic sentiments resuscitation.

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CRISIS MANAGEMENT - TOOL OF CONFLICT PREVENTION IN INTERNATIONAL RELATIONS

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Abstract

The study of international crisis is an extremely important process in the management of security, at an international level. Conflict prevention is a complex activity that has the goal of reaching an enduring development. In crisis situations, some tensions appear that could generate a diplomatic conflict and the maximum risk of transformation into a military conflict, a true barrier in the evolution of society.

Crisis management represents a research path, but also a practical one that is trying to identify crisis situations, as well as the current or potential conflicts, in order to eliminate or diminish their negative effects. For this purpose, analysis and action tools are being created, for them to contribute to the prevention, regulation or transformation of crisis situations into less destructive ones or into situations with an evolution that can be anticipated and resolved, for those who took part in it or that were affected by them.

Key words: *international crisis, crisis management, prevention crisis, security environment*

INTRODUCTION

Emergence of new risks and threats to state security configuration caused profound changes in the security environment of the turn of the century. It is characterized by substantial changes due to globalization. Because globalization is accelerating the spread of global risk factors and multiplying security threats.

For example, an effect of globalization is the spread of the consequences of regional crises at the global scale, as economies are interconnected. Thus a crisis may escalate in a short time in a complex and global implications, for example in the Middle East conflict will lead to a rapid increase in the price of a barrel of oil and will create the prerequisites of an energy crisis.

Since the end of the Cold War, society is undergoing fundamental changes, facing a transformation regarding the forms of violence and organized crime. The international environment of security has to take into account those changes, as we are witnessing them, using an element, a step from crisis management, like risk management, and then we can identify the problems in time and we can have some solutions prepared to diminish the consequences. This paper underlines the importance of crisis management in international relations, in order to prevent conflicts or acute changes in the interstate relations.

From a sociological point of view, we can define crisis as a time in the dinamics of a system where the pronounced cluster of difficulties and the conflictual expression of tension burden its natural performance, triggering powerful pressures towards change. Crisis represents the display of some temporary or acute difficulties of a system's manner of organizing and expressing its incapacity of fonctioning under the existing way of being.

Getting beyond a crisis can be accomplished either by changing the structure of the system either by significant adjusting changes of the structure. [24]

The same term is also defined by the North Atlantic Treaty Organization: "crisis can be understood as a situation disclosed at a national or international level, characterized by the existence of a threat to values, interests or the main goals of the parties involved" [25]

According to the vision of the European Union related to defining a crisis situation, that we find in the EU Crisis Response Capability report, the EU considers that, at a first analysis, it is obvious the limited use of the concept of crisis, only to situations before a conflict, where the environment is forever changing, normality is affected and the political and military decision makers are in the situation of responding to crisis, and not preventing it. But this issue is much more toilsome, because we must also take into account the prevention of conflicts, not just in the context of preventing the violence emergence, but also in escaladating it and receding upon it[26]. In addition, reality complicates itself since at the level of common knowledge as well as in its formal use, the crisis concept, especially in the word group "crisis management", tends to refer to: situations before a conflict, conflict situations and the post-conflict ones. [27]

CRISIS PREVENTION IMPORTANCE

Since by resolving conflicts the balance of the social system is maintained, some specialists consider conflict as the fundamental process of the social movement. Within groups, as in the whole social system, conflict produces a change and its consequences may be: the creation or revival of the normative frame where the "competition" takes place or of the system as a whole; the creation of structures in order to consolidate the new frame; the impulse of searching for allies and new associates of the group; within the groups that are in conflict the impulse of change towards realizing at the same time a greater consistency and integration and the creation of starting points for new internal conflicts and the battle for power.[28] This is why the prevention of conflicts is so very important, but at the same time extremely complex.

The intentions of resolving conflicts are turned into decision of action in a certain manner within a conflict situation. If you want to be prepared to react to the other party's behavior, you must know beforehand his intentions. Many conflicts are escaladating because we don't know what the other party's intentions are.

The possible undesired effects of conflicts need a fast intervention in order to prevent, avoid and stop violence. Consequently, it is very important to identify the birth of a conflict and at the same time to take up measures and assign the necessary resources to stop it. To forego a conflict does not mean to specify exactly when, where and at what level some possible conflict events are to take place. To forego a conflict means to estimate the probability that some events may degenerate in violence or produce a crisis. However, in order for this to happen, we need a full set of valid information about the way in which the events are developing or about human rights abuses, insurrectionist movements, frontier crisis, the political failure of some governments, crisis, wars and the estimate of their future evolution.

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[24] Cătălin Zamfir, Lazăr Vlăsceanu, Dictionary of social sciences, Babel Publishing, Bucharest, 1998, p.146

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[26] International Crisis Group Report no. 2, *EU Crisis Response Capability. Institutions and Processes for Conflict Prevention and Management* ,2001.

[27] *Ibidem*

[28] Iftode Florinel, Analysis of International Conflicts, The Publishing House of the University of "Danubius", Galati, 2009, p.8

The prevention of conflict refers to actions that take place before crisis or violence appears between the parties that have a political dispute. The prevention of conflict assumes therefore unceasing efforts to make the parties not choose threat of violence or the actual use of force. This means that the prevention of conflict may be undergone in two stages of the normal cycle of a conflict: before this reaches alarming peaks or after the violence has stopped, in order to exclude their rising again. [29]

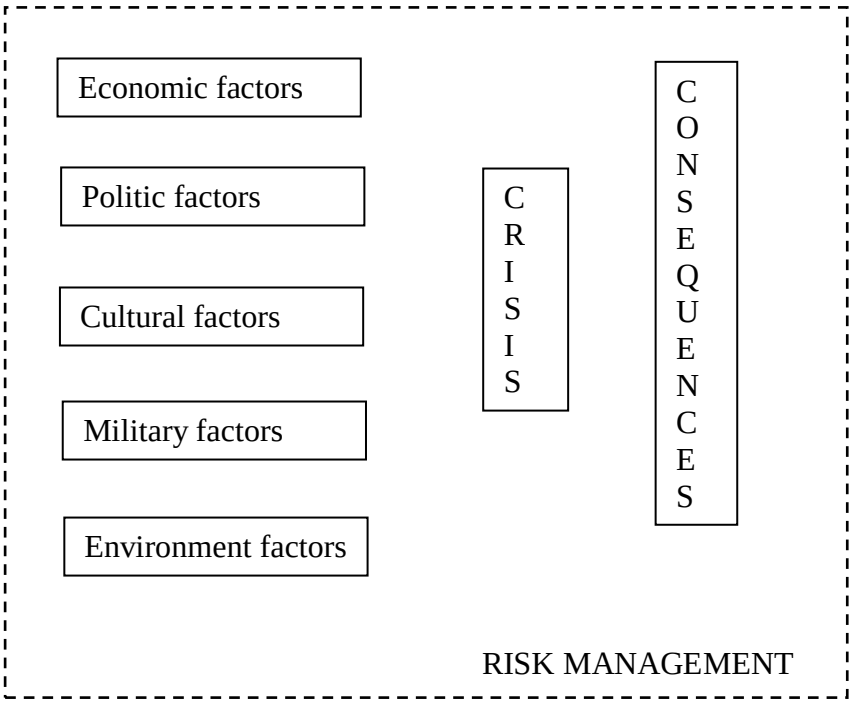

Fig1 Interactions of factors which generating a crisis

The concept of conflict prevention, as well as conflict management have assessed themselves lately because of the extremely high material and human costs that are the results of the present conflicts, as well as the ones possible to come. The international and local organizations, the governmental or the non-governmental ones and also the states' governments are trying to develop and implement different strategies of avoiding conflicts and minimizing violence costs. The United Nations Organization, the European Union, the United African Organization, NATO, OSCE, the governments of some states have launched different diplomatic initiatives, peace maintaining operations or humanitarian actions meant to stop violence on all the continents of the world. All of these preventive actions have meant much more than avoiding frontier violence, these having the goal of detecting the apparition of possible crisis, such as the flagrant human rights abuse, ethnic clashes, the political collapse of some states, threats of democratic and military institutions, civil wars etc. [30]

The conceptual debate of and critical reflection on experiences in conflict prevention signify the emergence of a framework for this new policy field. However, this new approch will only inform political decision making, if it is incorporated into the institutional design and manifold communication processes of institutions.[31]

[29] Crăciun Ioan, *Prevention of conflict and conflict management*, The Publishing House of The National University of Defense "Carol I", Bucharest, 2006, p.57
[30] Iftode Florinel, *Op. cit.*, p. 11
[31]Tobias Debiel, Martina Fischer, *Crisis prevention and conflict management by the European Union*

Development policy geared to crisis prevention has at its disposal a wide range of instruments for preventing the outbreak of collective violence. This extends from promoting favourable economic and political measures and social policies to influencing current prevention conflicts processes.[32]

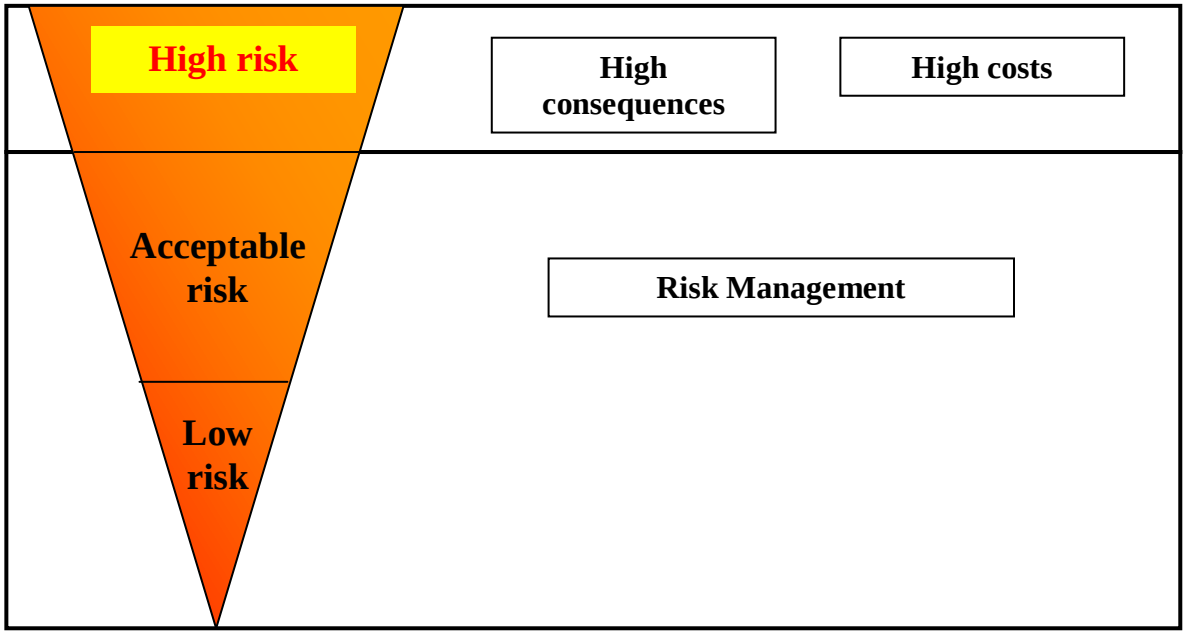

Fig. 2 Correlation between risks and costs

Therefore, the prevention of conflicts is a highly complex activity, that comprehends a large participation of the international community and it cannot be the responsibility of only one nation, especially in the context of globalization, when an event that takes place in some part of the globe affects and determines results in another foreign part of the globe, as for example a war in the golf would blow up the price of the barrel.

Another example may be represented by terrorism that has become a reality which cannot be contested, a threat to the international security environment and implicitly a phenomenon that is the responsibility of the international community as a whole. Under the circumstances of a close interaction between terrorism and various forms of criminal activity that may be deployed on a state's grounds, this may at any time generate a diplomatic conflict with consequences that may lead to a crisis that will transform in an unforeseen manner.

Therefore, conflict prevention is a very complex activity that involves broad participation of the international community, no longer be left solely to the care of a single state, especially in the globalization context when an event happens in one part of the world affects and causes effects in another part of the globe.

Security architecture process is always subject to pressure, which is always on the rise, coming from growth and diversification as a military threat but mostly non-military type. Amplify the pressure exceed state security and stability and can escalate into an international crisis with highly unpredictable consequences. Crystallization of tensions in areas with potential conflicts and their transformation into export instability will generate insecurity in the international security environment.

Management of crisis must become a tool with which to share strategic planning that integrates military and intelligence elements, as well as civil and political ones that could be involved in crisis management.

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http://www.berghof-conflictresearch.org/documents/publications/br4e.pdf, p.6

[32] *Ibidem*, p. 8

CONCLUSIONS

This paper answered to some problems and underlined the necessity of crisis management tools. When a crisis occurs, many vulnerabilities and risks become threats to the international security environment.

Therefore the conflict arises when two or several participants are pursuing goals that exclude oneselves or that are intertwined but at the same time incompatible with one another. In the international relations, the conflict behavior of a state's leaders may generate into crisis between states beginning with stopping diplomatic and economic relations to even escaladating into military conflicts.

The management of crisis represents a set of measures and actions destined to prevent the evolution of conflict towards a violent course of action or to stop the amplification of violence towards a war and to diminish the conflicts' consequences. If the violence has not burst and escaladated into armed conflicts, the intervention understood as the management of crisis may change its course towards a path of dialogue and negotiation. But if violence is the main way of expression between the parties that are at conflict, then the management of crisis becomes very difficult.

Management of crisis must become a tool of the European Union to work on, with the help of which, strategic and well planed course of action may be generated, that would integrate the military and intelligence elements, as well as the political and civil ones that may be a part of the management of crisis. In this sense, it is possible that a united organization may be created at a European level and an operations centre that may respond directly to the necessity of the complex approach of crisis, using all the tools and capacities that the European Union disposes of, together with representatives of all the member states.

The concept of conflict prevention and management as conflict have won lately because of the human and material costs particularly high in the current conflicts that result, and the possible future.

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QUALITY ASSESSEMENT IN EDUCATION – A TOOL FOR EFFICIENT LEARNING

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Abstract

Quality assurance in Romania took place under the pressure of European Union integration and had as a starting point the need to apply the principles and recommendations of the "Bologna process".

Quality assurance in education in Romania is based both on "continuous improvement strategy" taken from the Japanese, and the American model of "Excellence". Monitoring and evaluation are key to managing the risks, opportunities and expectations of multi-stakeholder partnership approaches to educational change. Control consists of permanent or periodic verification of a task to track its evolution, and to take measures to improve and respond to the question: "what is the difference between what happened and what was supposed to happen?"

The audit is the systematic examination of activities that generate quality, to verify if the results are in accordance with the plans, if they are implemented effectively and are suitable for the targets. Audit compares the "what is" to "what ought to have been".

Key-words: education, quality, efficient learning, evaluation

INTERNAL AND EXTERNAL EVALUATION

Assessment is a central element in the overall quality of teaching and learning in higher education. Well designed assessment sets clear expectations, establishes a reasonable workload (one that does not push students into rote reproductive approaches to study), and provides opportunities for students to self-monitor, rehearse, practise and receive feedback. Assessment is an integral component of a coherent educational experience.

In The European Report on the quality of School Education, there are presented the five challenges to the quality of education in Europe. In the same report it is mentioned that the new millennium may be only a symbolic change of date but it marks an important stage for policy-makers in European countries. It encourages us to look to the future and turn our attention to the challenges which that future presents. For policy-makers, the challenge will be to stay in touch with, and ahead of national and transnational movements which will change the face of Europe and impact on national systems of education. We can identify five key challenges for the future:

- the knowledge challenge
- the challenge of decentralization
- the resource challenge
- the challenge of social inclusion
- the challenge of data and comparability.

The challenge of the knowledge society brings us back to the essential purposes of school education, in relation to the world of work, to social life and lifelong learning. The information explosion demands fundamental rethinking of traditional conceptions of knowledge, its 'transmission', 'delivery' by teachers
and 'acquisition' by students. It raises questions about the assessment and testing of knowledge and the more demanding resources of skills, attitudes and motivation to learn. It questions curriculum content and the prioritization and compartmentalization of 'subjects'.

Angel Gurría OECD Secretary-General in one of his rapports concerning Japanese education mentioned that ,,The quality of an education system cannot exceed the quality of its teachers and school leaders – and the quality of teachers and school leaders cannot exceed the quality of work organization, professional development and support provided by and to schools and local communities."

The context in which teachers work has significantly changed over the past decade, yet teaching has not been sufficiently adapted to these new situations: teachers basically continue to have the same preparation and toolkit that they had before. Unless actions to update teaching to the new environment take place, there will not be a substantial improvement in quality in the system and corresponding reduction in inequalities.

The continuing professional development of teachers will be an increasing priority in the immediate and long-term future. One graph concerning the *DURATION OF INITIAL EDUCATION AND TRAINING OF TEACHERS FOR LOWER GENERAL SECONDARY SCHOOLS*, 1999/2000 also shows the amount of time spent on pedagogic and practical training. This varies greatly, from the equivalent of less than a year in Ireland, Lithuania, Poland, Romania and Slovenia to the equivalent of almost four years in Germany.

Generally speaking, without a system for monitoring and evaluating quality, it will not be possible to improve or perfect the educational system. Therefore, even if a perfect educational system were devised, without a developmental component for monitoring and evaluating quality, such a system would most likely gradually decrease in quality

Clarification of the meanings which evaluation has can also be achieved by referring to other concepts such as: monitoring, control and audit. Monitoring and evaluation are key to managing the risks, opportunities and expectations of multi-stakeholder partnership approaches to educational change.

Monitoring needs to focus both on the working of the partnership and the performance of the programme of educational activities and will provide valuable information to feed into a mid-term evaluation. As part of the planning process, the partners will need to allocate adequate resources from the start for both monitoring and evaluation. Monitoring is normally the responsibility of management with responsibility for evaluation resting independently with the governing body. Effective monitoring is an essential element of a learning and ultimately sustainable educational initiative.

Monitoring involves conducting tests, measurements in order to determine if procedures comply with the established requirements. It answers the question "what happened in reality?"

Control consists of permanent or periodic verification of a task to track its evolution, and to take measures to improve and respond to the question: "what is the difference between what happened and what was supposed to happen?"

The audit is the systematic examination of activities that generate quality, to verify if the results are in accordance with the plans, if they are implemented effectively and are suitable for the targets. Audit compares the "what is" to "what ought to have been".

The standard ISO 9000/2000 defines quality audit as representing a systematic and independent review performed by one or more persons, to determine whether the activities and results of their quality meet the requirements, if such provisions are effectively implemented and appropriate for the achievement of the objectives.

The standard suggests the reference system, which can be: standards, regulations, rules, procedures, contractual provisions etc.

Quality audit is a future-oriented approach and aimed at improvement.

The audit is performed by people known as auditors, who have the necessary qualification, i.e. are authorized. Standard ISO 10011 provides the requirements for the

qualification of quality systems auditors which refers to: education, training, experience, skills management, criteria for selecting an audit manager.

The client requesting the audit is called Outsourcer, the entity on whose behalf the audit is realized and the audit report consumer. Where applicable, the client can be the manager of the organization or a customer. According to ISO 10011, the customer may be the audited, who wishes his own audit of the quality system in relation to the reference standard, a beneficiary who wishes to audit the quality system to a supplier, using their own or third party auditors. The relationship between the requesting client of audit and auditor is a client-supplier type, within which the audit report is the product supplied.

CLASSIFICATION OF QUALITY AUDITS

Certification of quality systems of organizations determined the systematization of the audit on two forms of application: internal audit, required by the standard, and third party audit as a tool for assessment of compliance of the organization with the requirements of the standard. These have been systematized in the ISO standard 10.011.

The standard ISO 9000/2000 provides that the audit is used to assess the effectiveness and compliance of the quality management system and the results of the audit can be used to identify opportunities for improvement.

According to this standard, audits are:

• internal, initiated by organizations, which aim at knowing how to comply with the quality policy in each department involved in the implementation of the service, and are referred to as audits “part one”. These audits may constitute fundamental elements of the auto-declaration of conformity of the body. In the ISO 9001/2001 standard, relating to the audit, it is stated that organizations have the obligation to carry out internal audits to determine whether the quality management system complies with the requirements of this standard and if it is implemented and maintained efficiently. The standard also provides that the selection of auditors and the manner the audits are carried out must ensure objectivity and impartiality of the audit process.

• external, carried out by the customer or a third person on behalf of the client or of a contractual relationship and by neutral and independent specialized bodies. External audits are aimed at getting a proof in connection with the supplier's ability to assure the required quality.

When they are made by clients of an organization through their own auditors, are referred to as audits “second part”, and when they are made by a neutral body to assess the quality system at the request of the organization concerned, are referred to as audits “third party”. These bodies, which are accredited, offer certification or registration of compliance requirements with those of the reference standard.

The audit may also be independent when performed by persons who do not operate in the area audited, for example staff belonging to the service "quality" or by qualified auditors belonging to specialized bodies, and dependent when it is carried out by specialized persons belonging to the audited area. After the area in which it is applied, it can be audit of product, process and system of quality.

DOCUMENTS OF QUALITY MANAGEMENT

According to ISO 10013, documents of a quality management system are:

a) policy and objectives relating to quality;
b) quality manual;
c) documented procedures required by standards of reference;
d) working instructions (forms, quality plans, specifications, records, etc.)

Policy and objectives relating to quality

It is a statement showing the policy and the objectives to be pursued by the educational institution in the field of quality. It also includes a commitment concerning the total engagement of the manager in the implementation of the quality system, by providing the necessary resources. In general, the quality policy is drawn up from top to bottom, on the basis of general education policy determined by its management.

The policy shall be in writing and must meet the following requirements:

-be concise and easy to remember;

-to define what is expected of teachers and assistants;

-be global, i.e. to cover all the fundamental aspects of quality.

Quality manual

It is a personalized, unique document, describing the reference standard and the quality system implemented. Depending on the size of the institution and the intensity of the activities, the manual may refer to all or only some processes. There is also a manual for internal use and another for external use. The one for internal use, called the "Quality Management Manual", contains confidential information to which customers do not have access. The second one called "Quality Assurance Manual" is intended to be presented to customers and contains information meant to give them confidence that the organization has the ability to provide qualitative education.

Generally, the quality manual has the form of a dossier, on the cover of which the title and subject of the manual are mentioned, and in the inside the content is presented, which includes the table of contents, where there must be indicated: the chapter number and title, page, the name and signature of the one who has written the manual, changes, management commitment and quality policy, objectives, references to procedures. What is more, there should be done a brief overview of the organization, responsibilities and rules of operation, the reference documents for the application of the quality system and the list of documents that are referenced in the manual, but not contained in it (e.g. standards).

Procedure

It represents a specific way to perform an activity or a process and it is designed to regulate important activities to quality, so that they can be measurable and kept under control.

Procedures are an important tool by which organizations can identify the situation in the field of quality and train employees to achieve the quality system requirements. Procedures may be presented in writing, when they are called written procedures or substantiated and are used to describe processes that go through several areas of work (so through several activities).

For the presentation of the activities taking place in a single area (one activity) there are used working procedures.

Procedures are also classified as system procedures, operational test procedure, inspection procedures, etc. Presentation of procedures can be literary, logical flow charts etc., depending on the specifics of the process described. The first page of a procedure generally contains the following information: title, code, name and signature of those who drafted it and approved it, copy number, edition and its date. In terms of contents, a substantiated procedure must contain: references to the quality policy, the purpose (why it was written), the object (description of the domain they cover), responsibilities, methods used, reference documents, records, attachments etc. The procedure defines input/output elements and, very importantly, how to measure the characteristics of the elements of process and performance indicators used for this purpose. There are also mentioned the methods of keeping under control the processes

and how to identify the documents, the organization resource needs etc. All procedures are designed in terms of cycle P-D-C-a.

Other documents of the quality management system that can demonstrate conformity with specified requirements and check the efficiency of the system are:
-work instructions
-inspection, test procedures and instructions
-handouts
-didactic projects, etc.
Records of inspections shall be kept for a period to be determined in order to demonstrate compliance with the requirements of the recipient and that the quality system implemented is functional.
Documents have a double role:

- They represent an important source of information regarding the activities meant for quality assurance, which can be presented to interested persons to give them confidence that the organization possesses the necessary skills to carry out products in accordance with the requirements of the users.
- They facilitate communication within the organization, in particular regarding the manner in which employees have fulfilled the tasks for continuous improvement of the quality and the achievement of a feed-back between management and employees.

LEGISLATIVE–NORMATIVE FRAMEWORK CONCERNING QUALITY ASSURANCE IN EDUCATION IN ROMANIA

Quality assurance in Romania took place under the pressure of European Union integration and had as a starting point the need to apply the principles and recommendations of the "Bologna process". The Bologna Declaration involves six actions relating to:

- **a system of academic degrees that are easy to recognise and compare**. It includes the introduction of a shared diploma supplement to improve transparency;
- **a system based essentially on two cycles**: a first cycle geared to the labour market and lasting at least three years, and a second cycle (Master) conditional on the completion of the first cycle;
- **a system of accumulation and transfer of credits** of the ECTS type used in the Erasmus exchange scheme;
- **mobility of students, teachers and researchers**: elimination of all obstacles to freedom of movement;
- **cooperation** with regard to quality assurance;
- **the European dimension in higher education**: increase the number of modules and teaching and study areas where the content, guidance or organization has a European dimension.

Quality assurance in pre-university education in Romania is based both on "continuous improvement strategy" taken from the Japanese, and the American model of "Excellence".

Legislative initiatives in the field of quality in education are presented in the following normative acts:

• Law No. 87/2006 approving emergency Government Ordinance No. 75/12.07.2005 on ensuring quality of education;
• H.G. No. 1258/2005 approving the organization and functioning of the ARACIP;
• HG 21/2007 approving standards for approval and accreditation standards/periodic evaluation;

• HG 22/2007 on the approval of the institutional assessment methodology for the approval, accreditation and periodic assessment;
• Order No. 5337/11.10.2006 approving the code of ethics of professional experts in the assessment and accreditation of ARACIP;
• Order No. 5338/11.10.2006 approving the methodology concerning selection criteria and training experts enrolled in the register of ARACIP.
The most important initiative in this area is the Law ensuring the quality of education, enacted by order of emergency no. 75/12 July 2005, approved by law No. 87/2006.

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MASS-MEDIA AND PUBLIC OPINION – AN INTERDEPENDENCY

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Abstract

At the symbolic level, the construction of social meanings is achieved by the circulation of opinions. Mass-media theories discuss about a power of mass communication exercised through the control over the information resources (gathering, analysis, dissemination) and the dependence on it at a symbolic level (self understanding, social understanding) as well as at a practical level (action an interaction orientation, the practicing of solitary and social game). In such a context one can hardly elude a truism which holds the main characteristic of the mass-media system to be that of ensuring the circulation of information, opinion and socially relevant interpretations, while establishing an informational link between the diverse segments of society and, thus, contributing to the crystallization and promoting of „ trends, dominant currents, public opinion concerns" (Paul Dobrescu, Alina Bârgăoanu, 2003, p. 15).

Starting from the consideration that "any mass-media analysis made without relating to public opinion lacks its main main reference system" (Paul Dobrescu, Alina Bârgăoanu, 2003, p. 15), we want to show that one can not talk about public opinion outside a media system, between the two existing an inherent relationship.

Key words: ***mass-media, public opinion, mass-communication***

1. The specific of mass communication

Particular type of communication, designating "the institutionalized production and generalized diffusion of symbolic goods by setting and transmitting information or symbolic content" (John B. Thompson, 2001, p. 30), mass communication "ensures the flow of information, opinions, interpretations and approaches considered to have social significance and is a true informational link between various parties and social segments" (Paul Dobrescu, Alina Bârgăoanu, 2003, p. 15). Thompson believes there are five characteristics that can give particular meaning to "mass communication": "technical and institutional means of production and distribution, the conversion of symbolic forms into goods, a structural failure between production and reception, the wide availability of media products in space and time, the public circulation of mediated symbolic forms "(John B. Thompson, 2001, p. 30).

In everyday language, mass communication is assimilated with mass-media, although the overlap between the two concepts is not perfect: "between mass communication, understood as messages and communication processes, and means of communication (communication tools, technical means for messaging) there are visible differences that can not be bypassed or overlooked "(Vasile Tran, Irina Stănciugelu, 2003, p. 118). Messages created in mass communication are conveyed through the media, whose action in various segments of social reality involves the exercise of specific functions: "world surveillance in order to report occurring events", " meaning interpretation of these events, socialization, contributing to the acquirement of values that facilitate the social integration of the individual "(Paul Dobrescu, Alina Bârgăoanu, 2003, pp. 128-130). Authors Tran and Stănciugelu summarize media functions and action in relation to the effects on the audience as follows (Vasile Tran, Irina Stănciugelu, 2003, p. 133):

Media function	*Media action*	*Consequences for the public*
Informing	Dissemination of information	Raising the level of knowledge
Interpretation	Commenting facts	Crystallization of personal opinions
Expression	Public report	Awareness
Critic	Analysis of facts	Processing and critics adoption / rejection
Cultural / instructive	Selection and dissemination of knowledge, cultural and scientific information	Education in accordance with the values promoted by society
Binding	Emotional presentation of facts	Awareness and compliance calls for solidarity

The specificity of this relation is highlighted by Harwood L. Childs who remarks that "the notion of « public opinion » can not be defined but in relation to a specific audience and with certain issues that are of its concern. In this way we could talk about the causes that determine it in one way or another, about the foreseeable changes that may take place "(Paul Dobrescu, Alina Bârgăoanu, 2003, p. 16).

2. Public opinion and media

One of the most important and enduring concepts mentioned in the social sciences, with a wide application in philosophy, psychology, sociology, psycho sociology, politics and media, the concept of public opinion enjoys not only a major interest in the field mass communication research but covers a concern from a broader social frame. Although "public opinion" was not mentioned in the modern sense until the eighteenth century, many previous works have included references to specific elements of public opinion.

In 1965, in an attempt to unify and systematize this controversial concept, Harwood Childs gathered about 50 definitions, leading to two different ways of conceiving public opinion: public opinion understood as rationality, with functions for coagulating individual opinions, democratic decision-making and, respectively, public opinion understood as an instance of social control having a function of maintaining social cohesion and ensuring a sufficient degree of consensus for actions and decisions (Elisabeth Noelle-Neumann, 2004, p. 79). Even if the number of public definitions is a larger one, they can be grouped into four types (Septimiu Chelcea, 2000, p. 19):

1. definitions focusing on evaluating quantitative research, on how to distribute answers to questions in surveys;

2. definitions that emphasize the political dimension of public opinion seen as a force that government must take into account;

3. definitions that consider, primarily, the internal organization of views, emphasizing that public opinion is not the sum of individual opinions, but their structure as resulting from group interactions and between leaders of opinion and the masses.

4. definitions that reveal the relationship between public opinion and political communication, expressing public opinion becoming an attempt to influence political power.

Despite frequent mentioning, the concept of public opinion is still very controversial. Although often used and apparently very accessible, when must be defined one realizes its ambiguity and polyvalence comes from its age, which has built connotations and characteristics that make it difficult to explain. The conclusions issued by Phillips Davisonis that "despite differences in definition, public researchers at least agree that public opinion is a collection of individual opinions about an issue of public interest" (Aurelian Bondrea, 1997, p. 39), opinions that can influence political, group and individual behavior.

According to the *Dictionary of Sociology* opinion is "a statement which gives expression to the affective and cognitive option of a person, social group or community to a certain point of view about a fact or event, relationship or social interaction etc. The opinion is sometimes regarded as a mere manifestation (verbalization) of a latent attitude. It can therefore be used to diagnose an attitudinal predisposition. Depending on a wider or narrower range of reference, the opinion may be general or specific. The broader the reference range is, the general and convergent with other opinions one person's opinion tends to be. The divergence of opinions tends to accentuate when the reference area is smaller, the available knowledge is insufficient quantitative or qualitative, and personal interests are diverse. (...) The diversity of opinions in a community depends on life experiences, the specific object of reference, the distribution of individual and collective interests, but also their degree of freedom of expression, which is influenced by the distribution of power and realization of social control (http://www.dictsociologie.netfirms.com/O/Termeni/opinie.htm accessed 17 October 2012).

In the *Encyclopedia of Psycho Sociology,* public opinion is defined as a "psycho interactive process of aggregation of evaluative judgments, attitudes and beliefs about a social problem of a significant number of people in a community that is verbally openly expressed " and "body of knowledge, beliefs and feelings exhibited with relatively high intensity by members of a community group or towards a specific area of major social importance. The manifestation and intensity depend on the crystallization degree of individual and collective opinion awareness, motivation intensity associated with the availability of communication channels and social tolerance towards opportunities to express their opinions (Petre Iluț, 2004, p. 76).

Thus, public opinion is not the sum of individual opinions but results from the activation of attitudes and interests, knowledge and beliefs in public interpersonal relations. Different opinions and specific guidelines circumscribe the area of the public interested in question, creating public opinion, insofar as it comes to pairing or aggregation of opinions from a sufficiently large number of people. Aggregation of individual opinions is eventually achieved so as either convergent or divergent orientations towards a problem prevail.

The formation and expression of public opinion can be riddled by a series of dysfunctions. First, the possibility for the emergence of a so-called "tyranny of the majority", referring to a phenomenon where "individuals in minority remain alone and without protection from the dominant majority" as Tocqueville said (Vasile Tran, Irina Stănciugelu, 2003, p. 25), as well as a "tyranny of the minority", the phrase pointing to a situation where an unstructured and inactive majority can be "silenced" during public discourse by a better organized minority. It also should be mentioned here a potential conformism bias of the public discourse: "the prevailing view" (to use Jacques Ellul's notion) is assumed both by individuals and groups, and opinions from the minorities slip into a "spiral of silence" as Noelle-Neumann calls it.

Currently, Bernard Cohen's famous statement - "the press may not always be successful in telling us what to think, but has an amazing success in telling readers what to think" (Paul Dobrescu, Alina Bârgăoanu, 2003, p. 226) - can be extrapolated to the media as a whole, the agenda - setting theory of mass communication studies arguing that the agendas of citizens and political actors are induced or even decisively influenced (if not created) by mass media, there existing significant differences between the real problems of individuals and those presented by the media as belonging to "public opinion". Determining what is "important and legitimate", the mass media reconstructs social reality and has a central role in preserving the basic attitudes and beliefs of the community, while safeguarding the unity of its members.

From our perspective, opinion has a strong triadic character. It belongs to the individual, group and community, always refers to a collection of individual opinions and has super individual value because, as Jean Stoetzel argues "public wisdom opposes the mediocrity of individual opinion" (Paul Dobrescu, Alina Bârgăoanu, 2003, p. 19).

With the development of mass media and its ability to "put all individuals without distinction of place or social group in contact with world events" (Paul Dobrescu, Alina Bârgăoanu, 2003, p 26), people's views of events changes radically but, more than that, public opinion gathers power. It phrases its message through the voice of each individual - when the occasion comes – and through intermediaries - leaders of opinion and the press.

3. The functions of public opinion

Referring to the functions of public opinion, the first observation that can be made about its form of expression is that it has the function to assert a set of principles, values, models, therefore it has a positive function and, conversely, the role of negating trends, events, facts, therefore a negative function. These functions are exerted on a background of beliefs and common experiences, sometimes in spite of propaganda effects.

From the point of view of the public influence on society's institutions, one distinguishes (Aurelian Bondrea, 1997, pp. 146 – 147):

The expressive or control function. Through this function, public opinion affirms or disputes certain principles, values and ideas that are of general interest at some point. Public opinion expresses an attitude in relation to social events of certain importance thus soliciting a response. *The consultative function,* through which the public opinion makes suggestions, guides and advances ideas / solutions to common problems. This function is also a manifestation of the collective intelligence that devises responses to situations of public interest. *The directive function* - in critical situations, public opinion exerts a pressure that strongly influences the power's decisions in democratic regimes.

In terms of content, the following functions were identified: *The evaluation function* - public opinion accepts a situation, assess it spontaneously and reacts emotionally to a certain state of affairs. *The analytical function* is more complex than the appreciation function, in the sense that the public is able, in certain circumstances, to analyze and to explain the causes of phenomena that fall within its sphere of interest. *The constructive function* has a rational component (as opposed to the emotional function), assuming that public opinion takes into account the need for certain decisions, even when inconvenient, for the achievement of the public good. *The regulatory function* consists of the public opinion being a creator of moral rules and behavioral norms that limit the potential excesses and maintain a certain order beyond society's legal regulations. Such norms become behavior guides, especially in the public space. In this function, Jacques Ellul identifies opinions at group level. There are dominant views belonging to the social classes and various categories with common values and models.

Orientation and public expression are determined by a number of conditions (Sultana Craia, 2005, p. 146):

- *Information.* At the individual or collective level, public opinion is formed by selecting, acquiring and organizing the available information in the community. Information is diffused through the media and the means of mass communication, and is used more or less objectively or fair, depending on the financing political and interest groups. For this reason, in countries with totalitarian regimes, which lack information alternatives, official propaganda is more likely to succeed. Usually, though, gaps occur that allow for the circulation of "subversive" information. In

democratic regimes, freedom of information is substantial and the public is easily manipulated and controlled.

- *Tradition.* Public opinion is oriented not only as an immediate reaction towards events, but also because of previously acquired information, of attitudes already adopted, of representations formed in the collective mind.
- *Moral coordinates.* Whatever the impact of events, they are judged by reference to a pre-existing moral code. Public opinion is manifested according to certain, generally accepted, moral principles. Public morality may be, with different degrees, severe or lenient, as mentalities evolve.

In time, public opinion is characterized by a certain dynamic. It may have certain, different orientations in the initial and later successive stages and is usually fluctuant. It can also be influenced, formed or changed by providing selected information, directed specifically, and by multiplying the broadcasting channels. First, a change of attitudes occurs, namely the cognitive base and feelings, then behaviors and actions are influenced. It is necessary to know the public opinion in order to produce changes which are consonant with the desired orientation.

4. Conclusions

Given the importance and the strength of public opinion in democratic societies, given its role in the access and maintaining of power for political parties, in terms of both political and media, its study reveals itself of outmost importance. It must not be overlooked that one of the meanings given to public opinion is that of shared access to a space available to everyone as a public market. The concept is often employed today through verbs such as „to publish", used to indicate a process of making something widely available. But, predominantly, the use of the term "public" is when referring to general interest, official and state issues.

Public opinion organizes in the collective mind that which brings people together rather than that which separates them and sets them apart. Due to the nature of a country's public space, a public opinion of national character institutes itself, even in multinational states. Given an increasingly globalized world and the advent of means for mass communication, a public world opinion is also starting to emerge. In the *Political Dictionary*, Sergiu Tamas defines this world view as an" active manifestation of the masses at an international level, having an ever increasing role in issues of peace and war that until now were left to governments and diplomats" (Sergiu Tamas, 1993, p. 200).

The object of public opinion must be real, actual, concrete and have important implications in terms of achieving personal and collective interests in order to increase the activism and intensity of public opinion manifestations. As Hegel says, "public opinion has always been among the greatest of powers" (Sultana Craia, 2005, p. 14) and, thus, other powers (political, media) need to know how to relate to it.

Collectively or at the individual level, public opinion is formed by selecting, acquiring and organizing the information available in a community. Informing is achieved through mass communication means of the media, and is employed more or less objectively and correctly, being heavily dependent on the interests of its financing groups.

From this perspective the relation between public opinion and the messages conveyed by the media can be analyzed as follows:

1. To what extent public opinion does or does not accept certain principles, values and ideas of general interest, presented at some point by the press?

2. How does public opinion react to messages presented by the media (analytically, rationally, emotionally, constructively)?

3. In which media is the information disseminated?

4. Are there situations, following the actions of the media, in which public opinion adopts attitudes that affect the legislation?

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GUILLAUME, THE SCANDALOUS AND THE APOCALYPTIC

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Abstract

Although named "the prince of the modern spirit", the continuator of Arthur Rimbaud and the precursor of surrealists, the poet Guillaume Apollinaire was by education also a writer of the tradition represented by the Holly Scripture. The present work, among others aims to underlining this facet of his writings as well.

Keywords: Flood, vision, war, Apocalypse.

In a subchapter entitled *Waiting for the end*, Frank Kermode, after recalling the two apocalyptic texts, *Book of Daniel* and *Revelation*, performing a fabulous imaginary belonging to the so called postmodern times. I render this passage as if it is cut from a movie: 'The seven years which separate us from the end of the millennium correspond to the hard years , and seven years before the end set to take place the phenomenon known as the Rapture, prophesied in 1 Thessalonians 4, 17: «Then, we who are alive and who remain alive, shall be caught up together with them in the clouds, to meet the Lord in the air: and so shall we ever be with the Lord. » Rapture, which millions of people, especially in America think it is imminent, will be sudden, planes will crash, their pilots will be kidnapped and highways will be a nightmare because of the cars without drivers. Those caught will look at these calmly and to the horrible massacre following probably before the general end.'[1] Rows that will be attracted and interested, no doubt, even for Guillaume Apollinaire...But this is a living phenomenon, belonging rather to the popular imagination, because the researchers or ecclesiastical representatives are rather skeptical. 'Certainly, these operations are far from fundamentalist scholarly study of Apocalypse; researchers interested in the popular apocalyptic are not doing anymore numerical predictions; although, we can notice that John Napier, who invented logarithms, and Newton, who explained the movements of the planets have spent much time on this activity. However, the skepticism has won. Clergymen of strengthened ecclesiastical institutions find out rather much embarrassing the discussions about the end.'[2]

Truly shocking, however, is another book of Revelations. It belongs to an author who I personally consider ridiculous: Cristian Godin with the ops *End of humanity*. In that book, the term *end* simply means death, no finality: 'Not only civilization is mortal, as Paul Valéry believed once, but physical humanity taken as a whole, and the end could happen sooner than we think.'[3] This radical author simply gives you no hope. I would called him the absolutely nihilist, if I believe that the word or words would be somehow used currently. What else can you say (write) about such passages: 'Evil has seen many embodiments: supernatural or natural, divine or human, but here will be another harm, in a sense, the worst of them: the disappearance of humanity. In history there are two types of disasters: natural and man-made. None of them however, have the power of total destruction.

Killing humanity by nuclear conflagration or ecological devastation is part of the possibilities, but most likely not. In this essay we evoke the end, a more radical death, a less spectacular one : the death of full humanity. It is the story of hopelessness.'[4] Certainly, the discussed author, Guillaume Apollinaire, did not have that vision, not in his darkest moments! Cristian Godin believes that regarding term apocalypse is necessary an explanation that should be taken into account: 'Revelation is not primarily the meaning of a catastrophe, but sacred revelation of the end of all things. [...] The first vision of apocalypse was religious.'[5] Le Petit Larousse dictionary seems to give Cristian Godin's right; at least for that encounter in both senses of the term he had in mind: 'Revelation f.n. (gr.apokalupsis, revelation). 1.

Terrible catastrophe; end of the world.2. Book of Jewish and Christian literature, about history and mysteries or the end of times. The last book of the New Testament.'[6] Without emphasis Godin glosses on considerations of postmodern philosopher Peter Sloterdijk that starting from a modernist such as Sartre, notifies a kind of perpetual apocalypse: 'With a formula taken from Sartre, Sloterdijk says that there it is neither our fault nor our merit that we live in an age where human apocalypse is everyday. Explosion of the first atomic bomb at Hiroshima on August 6, 1945, showed that man can have resources able to make him disappear as a species, and this starting right from the conquests of science, i.e. from its own intelligence.'[7] The author even seems to draw a conclusion. The One! Here it is: 'Therefore we will not be thinking the apocalypse was put between brackets only for a very short period between Kant and Hiroshima.'[8] Between Kant and Hiroshim...A possible book title. Passing to the classification of apocalypses, the author distinguished: religious, technical, political and natural apocalypses. We add here on the literature apocalypses. Fortunately they are (just) imaginary. Godin also insists on the Greek word *apokaluptein* showing that it is actually translated from the Hebrew, *galosh*, word which means 'to reveal the secrets and mysteries.' Then he stops naturally somehow on India: 'In India, every period of onset or expression (kalpa) called «day of Brahma» is subdivided into four intermediate ages (Yuga). Each yuga is a quantitative degradation - as duration - and quality - as virtue - of the previous. Each yuga is followed by a partial destruction of the world. The first stage Kritayuga is absolutely perfect (at least in its beginnings), virtuous people live long; but the things gradually degrade and next epoch tritayoga, contains only three quarters of the original perfection; the human life span decreases. In dvaparayuga good and evil are in balance. Finally, in the last period, the iron one, Kaliyuga, the age of Kali (our time) from good is left only one quarter, life span decreased even more. Everything is deteriorating and heading for a dissolution-resorption (Pralaya) the universal gods themselves disappear: the horizon is on fire, there are suns that dry the ocean and burn the Earth. Then a diluvian rain falls twelve years without interruption: Terra will be flooded and the mankind destroyed. From now on starts «the night of Brahma», with a period equal to the day that preceded it. At the end of this period the process restarts, the world reappears and once through the sequence of the four epochs, after a sequence identical to previous eras. And so on indefinitely.'[9] This is a closer view, at least partially optimistic vision of Apollinaire's poetry.

As he had been previously announced about the coming Flood, Noah brought on his ark not only the members of his family but also animals: "Pure animals and impure animals, birds and everything living on the earth got on Noah's ship, two by two, male and female, as Good ordered to Noah". Born and living during modern times, but not saved from convulsions and conflagrations, Apollinaire preserves what I will call the **Noah reflex**. I have to explain as the poet, regarded by many critics as the prince of the modern spirit, successor of Arthur Rimbaud and forerunner of the surrealists, wrote among others a collection of verses called **Le Bestiaire** (The Bestiary), which includes poems dedicated to the animals from Noah's ship such as: horse, snake, cat, grasshopper, crab, carp, mermaids, peacock. It is a poem of description but also of the most surprising associations.

And it also seems to me we can read a certain frenzy coming out from the poet's lines, showing him noisy and scandalous, or even sad for being "wrong loved"! For instance, the horse gives him the opportunity to consider himself, between certain limits, the master of his poetic destiny: "My constant dreams of riding you, /My gate of being the driver of the golden coach/The frantic dreaming reins/Holding the heights of all poetry, may verse". 2. The snake is related to the erotic side and the poet, not at all foreign to the filed, good on saying: "You are struggling with the beauty/And what women were/The victims of your cruelty! /Eve, Eurydice, Cleopatra:/And three or four I know". 3. The grasshopper gives him a good occasion to send to the Bible: "Here it is the fine grasshopper; /Saint John's good/Could my

verses be alike/A regal meal for royal people". 4. These lines, Marcel Raymond noticed, do not miss a certain playful feeling: "The stanzas of the Bestiaries, the funny nostalgic drawing of **Calligrammes**, are just samples of free literary play". 5. Regarding the biblical influences found now and then in the text, we have to underline, just like Pascal Pia, the fact that the poet did not luck in religious education during his school years: "The monks from Saint Charles College, in Monaco, had introduced their student to the Holy Scriptures from the very beginning". 6. If the things look like this – then we are right to believe that the chosen title, **Guillaume, the Scandalous and the Apocalyptic**, is in agreement with the reality of the author and his work. A thing which is confirmed by the same critic, Marcel Raymond, who noticed that even when Apollinaire was fighting behind the tranches the poet perceived the reality of the war like a dream, taking it as a cosmic miracle. For him, Raymond underlines, a night of booming is a celebration: the sky lit up by the explosion, the shells having the same color as the Moon, "scenting the night"… They are apocalyptic images, but they delighted the poet, though. 7. Roger Caillois also glossed on the war scene celebration, or compared it to celebration.

The celebration represents the climax of the primitive society, and the war the climax of the modern society. And both can be joined: "The similarity of the war with the celebration is absolute here, both starting an age of powerful socializing, of integrating tools, resources, forces: they break off the time when the individuals are busy with doing their business on a wide range of fields". 8. But there is also, in René Girard's opinion, a ***celebration ending badly***: "The tragedy of the Bacchantes is mainly the celebration which ***ends badly***. And we cannot help getting astonished by his tricky evolution, because the orgy we are contemplating is no other than the originary orgy, in other words, the sacrifice crisis. The tragedy confirms the lecture of the celebration we have just finished, for it sends the celebration to its violent origins, the mutual violence" 9.

In fact, during the war, the author will have under his eyes, only a scene with few trees, which are compared with the dead who remained on their feet: "… Apollinaire, an artillery brigadier, finds himself on the front of Champagne, where the 146 altitude offers him just a rough land, destroyed by shells and where "the few trees" were "dead people standing still". 10.

Yet … Guillaume, the scandalous and the apocalyptic, seems to have preserved the memory of the Paradise we saw emerging again in the poem **Zone**: "Now, you are at the Mediterranean seaside/Under the lemon trees flourishing all year long". 11

General biblical characters of the earlier work of Guillaume Apollinaire found themselves next to others from the Ancient Greece: "Also, the six immortal characters of Elijah, Enoch, Empedocles, Apollonius of Thane, Simon the Magus an Isaac Laquedem can be seen reunited in **L'Enchanteur pourissant** (The Rotting Sorcerer), and they will make their appearance one by one in the other Apollinaire's work"12.

Characters that will reappear in the text of the other works… For instance, in the same poem previously mentioned, **Zone**: "The devils from the abyss raise their head to look up at him/They say they imitate Simon, the Magus in Judea/They cry out if he can fly, he called a flyer/As the angels floating round the beautiful flyer/Icarus, Enoch, Elijah, Apollonius of Thane/Are floating around the first airplane"13. There is also a certain amount of courage in the case of our poet. The poetic action is similar to the mechanic of precision. The poem has to do everything to equal the endeavors of maths. But it has to surprise us, too"14.

Apollinaire is the poet explorer of the world beyond in **Rhénane d'automne** (Rhenania in Autumn), sign of an indirect and implicit religion: "It is Apollinaire undoubtly, between 1912 and 1913, to whom **Rhenane d'automne** has to be returned, where the will to submit the elements of a poem with a minimum effort manifested pregnant: "The old women/Crying are following the hard way/And the old mules/Crying are starting to munch

the flowers/of the mortuary wreath/It is the day of the dead and of all their souls/The children and the old women/Light up candles and lamps/On each Catholic grave/The veils of the old/The clouds of the sky/Look like the beards of a goat"15.

The exploration is going on with another poem called **La Maison des morts** (The House of the Dead), belonging to the same volume, **Alcools** (Alcohols): "Another piece of the **Alcools** seems to support our hypothesis close to the late dating of **Rhenane d'automne**: it is **La Maison des morts**, a German poem, too, surprising the reader with its dimension (it lies on ten pages of the collection), if it had not already surprised them with his neat voice. "Stretching on the sides of graveyard /The house of the dead surrounded it like a wall/Behind the windows/Just like these of the fashion shops/Instead of smile standing/The dummies are grimacing forever"16.

Sometimes, the lines written by Guillaume Apollinaire hide certain premonitions. It is the case of the less known **Adieu**: "The fine lines which make the little poem of Adieu are not a sign of contempt: "I gathered this last mist/Autumn is dead, remember/We wait meet again in this world/Scent of the time, the last mist/And mind up I am waiting for you"17.

Our poet intended to write... an apocalyptic novel! He addressed them – tells M. Jean Mollet – to "a long writing on the end of the world" in which Elijah, the prophet, returned on Earth, was stoned by the mob. Apollinaire, added M. Mollet, turned the prophet into the hunter of a big hotel in Marseille and showed him waiting on the platform of that hotel, discouraged by a crowd his pompous speech could not bring satisfaction".18.

About three quarters of the volume **Calligrammes** are a poem written during the Apocalypse. During the war: "We shouldn't forget the three quarters of the poems of **Calligrammes** were written under the fire line, on the place where death was straying around"19. There are lines written for Madelaine Pagés, his fiancé, but also for Lou (Louise de Coligny Chatillon), the one he called, I think… "a royal friend!".

After the episode when he is wounded in the head while in the tranches of the front, Apollinaire seems to have had the intention to become a priest or a monk, giving up on literature: «The wound he got on 17 March 1917 was to dry out this lyrical side, destroying also the love which had nourished it. The following May, Apollinaire sent only a notice of a few lines to Madelaine: "I am no more who I used to be in any way and if I listened to myself, I would be a priest or a monk"»20.

However, at the moment he is no more the same person, he went through a complete change. Something had already broken inside him. A little late, it was not the war which would kill him, but the Spanish flu.

One of the world epidemics, a terrible one…His thinking is directed mainly towards Apocalypse"8. I looked and a yellowish horse came up. That who rode it was called Death, and he was followed by the Tent of Testimony. They were given power over a quarter of the earth to kill by sword, hunger, plague and wild animals.

But, for Apollinaire, the Apocalypse (The First World War) after the dissolution didn't come up with a new world!

It seems it was denied the New Jerusalem. Pascal Pia said: "Undoubtly, Apollinaire makes a mistake believing he was witnessing the genesis of a new world; actually, he just participated in the first act of the end of the world"22.

He is not spared of aesthetic heresies and, sometimes he insist ,exaggerating, on a bizarre religion, at least: "Just as Hugo had practiced the religion of progress, in the same way Apollinaire practiced, in a personal manner, the religion of the future. […] This is the explanation of his adhesion to Marinett's is futurism in 1913, then his neglect to support it…"23.

Metaphysically, he calls his scare… "the starry head". And, in the end, a final remark which, in my opinion, might be important! Among the attempts, the drafts of the novels

written by Guillaume Apollinaire, there is one about the end of the world! "First, a novel about the end of the world whose remains, after correcting, had become part of **Poète assasiné** (Murdered Poet), then a novel about the Mormons, then **Les Clowns d'Elvire ou les caprices de Bellone**, whose text is reintegrated, next to that about Mormons, in the manuscript of **La Femme assise** (The Sitting Woman), where are also added the chronicles of an anecdotic article written for **Mercure de France**, sometime in the past"24.

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MESSAGE CONSTRUCTION – A PREREQUISITE TO EFFECTIVE DIDACTIC COMMUNICATION

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Abstract

Communication and understanding processes are significant needs in any educational community. The present paper discusses didactic communication and the teacher's specific methods in message building and conveying. The comprehension of any message depends on the way it has been built. Teaching experience shows that the knowledge a teacher conveys is perceived differently by students having the same level of physical and mental development, even if the message is being conveyed to them by the same source. Their different perceptions of the message lie with the students' individual specificities, their amount, and system of knowledge, the teacher-student relationship, and the teacher's ability in message-building and conveying.

Key words: *didactic communication, message construction, research, teacher.*

1. INTRODUCTION

The message is the core of all human communication, because it represents the meaning and the significance that are being conveyed between the source and the receiver. It is clear that in order to decode the message, the two actors in the process of communication, the source and the receiver – or, in our case, the didactic communication, the teacher and her students – need to use the same code. Yet this is not always enough. Sometimes, the conveyed message requires a fast answer, which translates into immediate behaviours or reactions. This is why one can say that "the message is always a certain type of summary of the meaning of deeds, events, or phenomena; a lesson that one must apply" (Vinţanu 2008, p. 211). Other times, the receiver's response is more difficult to get, because of the noticeable differences between the source's intention and the receiver's ability to comprehend. The two poles of communication have their own respective realms of ideas, meanings, and significances about the world and the life - the dominant elements around which the contents that lie at the basis of message constructions gravitate.

To communicate with others, regardless of their education level/type (humanities, science, technical, or technological) does not mean only to express a piece of information, but also to process it - and effective communication implies: to convince and get the adherence of the audience; to develop the receivers' personality and ability to think; and to apprehend, and become aware of, the receivers' reactions, attitudes, and behavioural alteration. All this is possible only with the help of messages – even in their most simplistic definition as mere combinations of signs that are being conveyed by a source to a receiver. The twofold dimension of the message is to be noted, as an element in the communication circuit and in a representation process, acting as an "intermediary between a reality and its image" (DRĂGAN 2007, p. 91).

2. THE IMPORTANCE OF MESSAGE CONSTRUCTION IN EFFECTIVE DIDACTIC COMMUNICATION

Didactic communication is the specific shape taken by educational or teaching communication and is considered a specialised form of inter-human communication in its own right, as well as a dynamic, complex, and interactive process. Any communication – including the didactic one – is done according to a model which includes: the agents of communication (teacher and students/pupils); the distance between them and their spatial layout – both important in defining the channel of transmission of the message; the institutional framework and context of the communication, which determines a certain type of code; the enunciative situation (lesson, debate, dissertation session, etc) the sources's/receivers' active or latent repertoires; the feedback, and the jamming factors (cf. Cosmovici/Iacob 1999, p. 190).

In didactic communication, through the prism of the present paper, analysing *the message and, implicitly, the source/teacher* takes priority. Thus if the teacher has prestige, teaching tact, expressive and elocutionary skills or otherwise said s/he renders his/her message credible and attractive, we may say that the act of communication is achieved for its most part, as the pupils/students will also become actors in that process. The message, the codified information that is expressed in various *forms*, (linguistic, gestural) *signs*, and *images* can be analysed in *statistic* terms - when only the quantitative information sent between sender and receiver is considered, without meaning - and in *semantic* terms, when the focus is on the quality of the information, as well as on its content and significance to the actors in the communication. If the message does not hold any novelty, it will not retain the receiver's attention. If the message contains too many new elements, it will be difficult to integrate the information into what is known in a short time and the likelihood of the receiver's lack of interest will grow. Consequently, a midway option that will provide maximum message intelligibility to most of the receivers is advisable. The effectiveness of the receptiveness to the message depends therefore on factors such as: the complexity and difficulty of the information content, the context in which the didactic communication takes place, and in particular, on the way in which the message has been structured.

Laurențiu Șoitu (Șoitu 2001, p. 38) distinguishes *three main stages* of message construction: the *identification* - by the individual/group - of the *message to be conveyed*; the *description of the message*, which involves: the conveyed information, the channel through which it will be sent, the problems it may raise with the receiver at the time of its decoding, the identification of possible differences (experiences, knowledge, expectations) between the sender's background and the receiver's one, the sources of noise/disturbances that may disrupt either the clarity of expression of the message, or that of its reception, and making sure there is a *feedback*, in order to remedy dysfunctions and achieve a correct understanding of the message.

Message coding or construction has to do with the development of a text/speech, in which the sender/teacher uses a specific code and goes through the stages mentioned above.

Message decoding or re-building means the decoding of the message by the receiver, with the help of his/her own code. Decoding is the opposite of coding, as the receiver starts from the surface elements of the message and reaches its deep structure.

Starting from the main elements of the communication process, David Berlo suggests the SMCR model: source, message, channel, and receiver (apud Keltner, p. 18).

Source	Message	Channel	Receiver
Communication skills Attitudes Knowledge Social system Culture	Elements Structure Content Code Transmission	Seeing Hearing Touching Smelling Tasting	Communication skills Attitudes Knowledge Social system Culture

Tab. 1 – Berlo's Model

The model describes communication in terms of organisation rather than in terms of process, because the feedback – the closing link to the communication chain seen as a process – is missing. In accordance with Berlo's model, the *source* and *the receiver* are in a commensurate relation to the communication skills, the attitudes, and the knowledge they possess at a certain point regarding a certain topic. Neither their social background, nor their culture will be neglected. *The message* is built, developed, ~~it~~ has a meaning and is received if the following factors are taken into account: the constitutive elements or the content; the coding system used by the source, and the way in which the message is transmitted to the receiver. The channels of transmission of the message are linked to the five senses: sight, hearing, touch, smell, and taste.

A more complex model, developed by Miller *et al.*, focuses on verbal communication and physical behaviour in a communication situation (*apud idem*, p. 18-19):

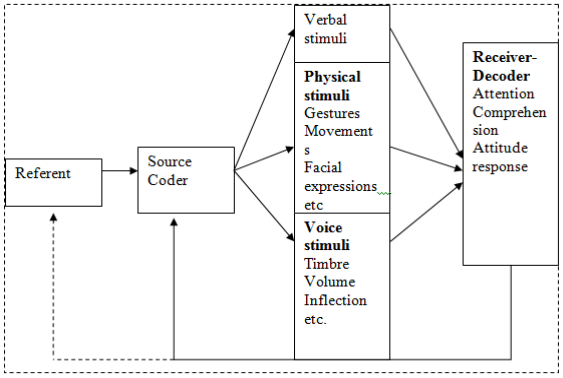

Fig.1. Miller's complex model

Two new elements distinguish this model from the previous one: the referent and various stimuli (verbal, physical, and vocal). The Source-Coder builds a message starting from a referent. In Miller's model, the referent is not the *immediate object* (that is the referent per se, without which the sign does not exist, but that does not cover all existing possibilities), but the *dynamic object*, a wider referent, which means what the sign cannot express directly and the receiver must interpret it through his/her experience. The Source-Coder builds a message that can refer to a wide range of objects, various situations, documents, ideas, and experiences: the referents.

The total, coded message contains at least three main factors: verbal, physical, and voice stimuli. Although in the Miller model the stimuli are connected to the Source-Coder by three separate arrows, the connection of the arrows with the dotted lines indicates that all the three dimensions of the message are coded simultaneously and that the message functions as a whole.

The message is conveyed to the Receiver-Decoder, who responds differently to the vocal, physical, and verbal elements coded in the message. In any communication, the Source-Coder's first objective is to draw the Receiver's attention. Once her attention is

focused on the message, the Receiver-Decoder produces a set of meanings, which will in turn generate non-evaluative responses (comprehension) or evaluative ones (attitude-based behaviours). The total comprehension results from the specific combination of the three types of stimuli.

The arrow that starts from the Receiver-Decoder, goes to the Source-Coder and is further extended to the Referent indicates the fact that the Receiver-Decoder can respond simultaneously to at least two categories of stimuli: the ones linked to the referent itself (in principle, the verbal stimuli) and the ones associated with the individual that codes the statements about the referent (the physical and respectively the vocal stimuli). Obviously, the Decoder-Receiver's responses to both the Source-Coder and the Referent will interact with each other in order to determine the total comprehension which he/she attributes to the whole situation. In psychological terms, the Receiver-Decoder cannot respond to the Referent without responding to the Source-Coder, but can focus his/her entire attention on the physical and vocal stimuli coded by the Source and ignore the verbal stimuli linked to the Referent.

The potential problem the Source-Coder usually faces in such cases is the possible loss of meaning attributed by the Receiver-Decoder to the three sets of factors coded in the message. In that context, efficient communication depends on the harmonious combination of the verbal, physical, and vocal stimuli.

I considered it useful to present these communication models because each of them can be specifically explored in didactic communication, *particularly on different levels of complexity thereof.* The level of complexity of the didactic communication determines – in a commensurate relation – its level of comprehension.

Berlo's model presents didactic communication at a higher level of complexity, both in terms of its components (Source, Receiver, Message, Channel) and in terms of the characteristics of the Source and of the Receiver. The success of the teacher-student communication is ensured – besides the attitudes – by their communication skills and their knowledge, as well as by their cultural and social backgrounds. That is where the teacher's *experience* plays a particularly important part, since it will help him/her not only to build and code the message according to the student's level of knowledge and background, but also ~~to~~ use the most appropriate channels to convey the message. We believe that this model can be adopted in the planning of one's didactic activity and communication. Even if it lacks feedback – the element that measures the success/failure of the communication act – we believe that the *effects/results* of the didactic communication as viewed through this model as well as through the prism of the receivers (pupils, students) may be classified as: *cognitive* (acquired knowledge); *emotional* (changes in attitudes, interests, and motivations) and *behavioural* (more openness, communication skills).

Through their model, Miller *et al.* have brought to our attention a communication scenario whose correspondents in the real life are: the knowledge to be conveyed (the Referent), the teacher (the Source-Coder), the words (the verbal stimuli), the gestures, the movements, the mimics - in a word, the non-verbal behaviour; the rhythm, the intensity, and the quality of the speech; the volume of one's voice – therefore, the paralanguage (the vocal stimuli), and the pupil (the Receiver-Decoder). In the light of the presented elements, we conclude that an effective communication, characterised by attention, comprehension, positive attitudes – therefore, messages that are understood (materialised by responses on the student's part) is obtained by the teacher's ability to combine verbal signs (words), indicators (paralanguage and non-verbal behaviour), icons, and symbols.

To stress all of the above, E. Năstăşel and I. Ursu point out that the verbal message does not result only from the mere utterance of words and that one can speak but of *three levels of message expression* (Năstăşel/ Ursu1981, p. 89-90), namely: *words*, which contain most of the information or content; *gestures*, whose role is to emphasize or even illustrate

what is being said verbally (one's hands, eyes, and body can have their own language which most often than not help us go beyond what words tell us); and *"spontaneous decryptions of the message content"*, when although one of the interlocutors does not utter the whole message, the other one understands it nevertheless. That level of message expression and comprehension – which is not very frequent, for that matter – is common among persons who know and understand each other very well.

3. SPECIFIC TRAITS OF THE TEACHER WHO FACILITATES THE CONSTRUCTION OF THE DIDACTIC MESSAGE

The answer to the question: *What is the teacher supposed to do in order to propperly convey the knowledge to the students?*– an action that proves that there is such a thing as effective didactic communication – makes the object of a research paper in which I aimed to identify the levels of comprehension in didactic communication. Ever since the beginning of my teaching career, I have had an on-going interest in the students' understanding of the didactic message, regardless of their field of study (social, humanities, technical, science), as I consider that message comprehension (involving message construction and transmission) has and will always be the key to any successful activity.

One of the operational objectives of my research has been to determine the relation between the teacher's specific characteristics and the comprehensibility of her didactic message/discourse. My working hypothesis started from the premise that there was a positive correlation between the way in which the teacher builds her message and the students' understanding of its content; and this, from the viewpoint of my paper, leads to the premise that the latter depends upon the former.

The target-group has been teachers who work in pre-university education. The dependent variable is comprehension and the independent variables will be: the teaching degree, the education level, the rural/urban geographic setting of the school, and the presence of a local university that can provide teaching/specialised improvement. The end – which consists in the identified solutions – offers a model of comprehension, whose effects can be measured by an impact analysis of the students as end users of any teaching.

The group of subjects consists of 152 elementary school and high school teachers in eight counties in different regions of the country, including Bucharest, whose average age was 43,7 and having an average education activity of 17,7 years.

An important stage in my research consisted in developing a questionnaire focused on the issue of didactic communication, i.e. on identifying the teacher's specific characteristics that ensure comprehension of the didactic message as well as of all the actions that s/he undertakes to facilitate its understanding by the students.

Below are some of the questions aimed at identifying the teacher's characteristics that facilitate conveyance of the didactic message in a way that it enhances its understanding by the students:

Do you see construction and comprehension of the didactic message/teaching discourse as being dependent upon certain specific traits of the teacher? If so, please list them.

Of all the respondents, 122 said "yes" and 30 said "no". The answers to this question provide the basis for verifying my research hypothesis according to which comprehension of the didactic message/discourse depends on certain characteristics of the teacher and of his/her approach during their teaching activities.

Upon reviewing the positive answers, I was able to identify 57 traits that in the respondents' opinion would have a positive influence on the didactic message construction and comprehension. The list of some traits is as follows: pedagogical tact; competence;

flexibility; spontaneity; creativity; intelligence; patience; empathy; professional dedication; ability to make jokes/humour; interest in/being close to the students; knowing how to make oneself understood; calm; balance; good psychological and pedagogical sense; ability to heed personal interests and aspirations; tolerance; clarity of discourse; ability to direct learning; good communicator; using adequate language and terminology, etc.

The next step consisted of grouping them according to their frequency in the teachers' answers. Thus, we have compiled the hierarchy/ranking of the most frequent traits, as follows: discourse clarity (22 appearances); the ability to communicate(18), empathy (16); good professional background(16); good teaching method (14); teacher's personality (10); precision (10); interest towards the students (8); delivering skills (8); tone and timbre of one's voice (6); attitude and behaviour particularities (6); language and proper terminology (5); open-mindedness (5); availability (5); others with a frequency of 1 to 4.

Therefore, we remain interest on what L.Şoitu call prerequisites of a successful didactic communication, keeping a clear distinction between the perspective of students and that of the teachers. (Şoitu, 1997,pg.117). We will list only those identified by the students, as most of them concide:

"A teacher is good if s/he has a correct rapport with his/her students, their parents, former students, his/her colleagues, and other influential persons (…); if s/he respects all students. [A good teacher] has a positive attitude towards everyone; s/he accepts mistakes without ridiculing; s/he personalises his/her interventions and is demanding, yet just. S/he is demanding towards herself/himself; s/he is competent and interesting; s/he re-words; s/he congratulates and encourages; s/he is creative and inventive. S/he knows how to make jokes that do not sound obsolete and s/he is up to date with various fields of knowledge. S/he has carried out research and production activities both inside the country and abroad (has work experience in other fields); s/he has published books and organised exhibitions (…), s/he goes to shows, reads (…), and is interested in problem-solving. If s/he knows something, s/he says so and does the same when s/he doesn't; the same when s/he is afraid or when s/he feels s/he has a «hung-up»; s/he radiates energy and will happily share it with others, too. S/he knows how to create a very good climate; s/he is not alien to other disciplines and respects them; s/he leaves time for formulation yet s/he imposes a fast working pace; s/he is proud, dignified, but s/he cultivates and respects such qualities in others, too".

Although we have identified various alternatives of grouping teacher characteristics/skills upon which the comprehension of the didactic message/educational discourse depends, we have focused on classifying teacher characteristics based on their frequency and similarity, which we believe generate three main categories: one's ability to communicate; one's professionalism/professional experience; one's psychological, pedagogical, and relational skills.

4. CONCLUSIONS

The teacher's performance in didactic communication, otherwise said effective didactic communication is influenced significantly by the following factors: the construction/structure of the didactic message, the students' knowledge, the choice of a favourable context for one's lessons; lesson planning (contents; operational objectives that must be specific, measurable, and tangible within a certain time; strategies; evaluation); displaying an attitude indicative of direct communication; an active reception of the students' answers; permanent adaptation to communication circumstances.

Another determining factor in effective didactic communication is conveying the didactic message. The answer to the question: "How should one convey the didactic message to its pupils/students so that the comprehension process is facilitated?" – which also

demonstrates the existence of an effective didactic communication – makes the object of an on-going research paper, and the result of my interest in the pupils'/students' understanding of the didactic message, is a continuous one.

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FREEDOM OF EXPRESSION AND COMMUNICATION EMERGENCIES THAT CALL FOR EXCEPTIONAL MEASURES

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Abstract

Besides the social, economic, and political benchmarks that we are aware of today more than ever in terms of the freedom of expression and communication, this last one sends, of course, to an anthropological dimension of the communication role in the evolution of mankind in general and in the individual's personality, in particular. Indeed, the study of the origin, evolution, and manifestations of the person against the background of identifying the specificity of human condition cannot be imagined if one ignores the role of communication and freedom of expression. The more people have expressed themselves and communicated more freely, the more their personality has become richer and more diverse, and this in turn has contributed to the development of society.

Keywords**:** *law, human rights, European Court, jurisprudence.*

Introduction

In principle, the rule of law places particular importance on exercising one's freedom of expression and communication, without interference by any public authority interference and regardless of frontiers. Freedom of expression – which, according to Article 10 in the European Convention on Human Rights (ECHR), includes freedom of opinion and freedom to receive or communicate information/ideas – is a person's fundamental right, which is essential in a democratic society. Indeed, democracy cannot be imagined without the full and effective manifestation of one's freedom of expression and communication.

However, in situations in which democracy itself – as a system of values as well as a political and legal one – is jeopardized, in order to defend it and insofar as an adequate reaction is needed, the exercise of certain human rights and freedoms – including freedom of expression – may be restricted or limited. This possibility – which is laid out in Article 15 in the ECHR, in the norms of other international legal instruments regarding human rights, and in the constitutions of the democratic states – regards the allocation of a maximum number of rights to the person, except for the ones deemed intangible or that benefit from absolute protection.

Summary

Thus, based on the norms that we would like to examine herein (laid out in Article 15 in the ECHR), in case of war or any other danger that threatens the life of a nation, the signatory countries to the Convention may not depart from the provisions in Article 2 (the right to life), Article 3 (freedom from torture, punishment, or otherwise inhuman or degrading treatment), Article 4 (freedom from slavery), and Article 7 in the ECHR (the principle of legality and of non-retroactivity of criminal law).

Consequently, the said derogation may obviously also affect categories of human rights other than the ones mentioned above: namely, the freedom of expression and communication.

The rights whose exercise may be restricted in emergency situations calling for exceptional measures include: the judicial conditional rights and freedoms (the right to physical freedom and safety, laid out in Article 5 in the ECHR and the right to a fair trial, laid out in Article 6 in the ECHR), the extrajudicial conditional rights and freedoms (the right to private and family life, home, and correspondence, laid out in Article 8 in the ECHR; freedom

of thought, conscience, and religion, laid out in Article 9 in the ECHR, as well as freedom of expression and information laid out in Article 10 in the ECHR).

Besides its crucial importance in a democratic society, freedom of expression – since it is a right that benefits from relative protection – is also characterised by the possibility of being limited in its exercise (this is laid out in the very standard that regulates it, in Article 10 in the ECHR), as well as the possibility of being subjected to the temporary derogation clause stipulated in Article 15 of the ECHR, in case of emergency situations that require exceptional measures.

These specific characteristics are, in fact, reflected suggestively in the jurisprudence of the European Court of Human Rights. Thus, while underlining the fundamental nature of the freedom of expression and communication, in its ruling on Handyside vs. United Kingdom of December 7, 1976, the European Court in Strasbourg pointed out that this freedom *"constitutes one of the essential foundations of a democratic society and one of the primary conditions for every person's progress and fulfilment. Subject to paragraph 2 in Article 10 of the ECHR, it regards not only the favourable information or ideas or those that are considered harmless or indifferent, but also those that shock or worry a part of the population. Thus are the requirements of pluralism, tolerance, and spirit of openness, without which no democratic society can exist"*.[33]

In its ruling on the Lingens vs. Austria case, the Court pointed out that *"we must distinguish carefully between facts and value judgements".* Also, **as to the freedom of expression as freedom to communicate information or ideas,** that aspect was underlined in the Court's ruling in the case of Müller et al. vs. Switzerland, in whose recitals it points out that this right *"allows one to take part in the public exchange of cultural, political, and social, ideas or of any other nature".*

The examples quoted – as well as the entire jurisprudence of the Court – also point to the conditions in which one can accept limitations/restrictions on the freedom of expression and communication. In that sense, most doctrinaires believe that these conditions are the following:

- the limitations must be provided by law, which means that any restriction must meet the requirements of accuracy and accessibility;
- the limitations must correspond to a legitimate purpose, that is, to aim at defending the public/community interest or other persons' rights and freedoms, in order to protect the social value mentioned in paragraph 2, Article 10;
- the limitations must be necessary in a democratic society, in order to defend the values mentioned in paragraph 2, Article 10; thus, they must correspond to imperious social needs and be proportionate with the legitimate purpose that is being pursued.[34]

As to the derogation from the freedom of expression and communication, which may be applied due to exceptional measures allowed in emergency situations, one must consider the meaning of the notion "exceptional powers", the nature of the emergency (state of siege or state of necessity resulting from political and economic causes or natural disasters), the oversight on the institution of exceptional measures and the length of such measures and, of course, the responsibility of the authorities invested with the exertion of such powers. Certainly, this does not exclude the responsibility of the mass media in carrying out communication activities in areas of armed conflict or revolts – in short, in areas struck by war situations or other serious crises.

Implementing the exceptional measures stemming from emergency situations implies the observance of some specific requirements, according to Article 15 in the ECHR.

Based on the ECHR jurisprudence we distinguish two categories of such requirements: content-based and form-based. They represent as many types of warrants against possible abuses in the field by national authorities and if they are met, they may entitle the restriction of some of the rights and freedoms mentioned above, **including the freedom of expression and communication.**

For this general derogation clause to be applied, the following *content requirements* need to be met:

- the existence of a war situation or of another public danger that threatens the life of a nation;
- the exceptional measures must be the adequate for the situations that called for them;
- there should be no contradictions between the measures taken and the resulting obligations that are incumbent upon the respective state under the international law.

In other words, the requirements define the cause of the exceptional measures, their adequacy or suitableness, and their compliance with the international law norms assumed by the respective state.

As to the notion of "public danger", the ECHR jurisprudence identifies the following content requirements:

- it must be current or imminent, which means present and capable of producing immediate effects;
- it must cause repercussions on the whole nation, namely impacts upon the existence, functioning, and organisation of a national community;
- it must represent a threat to the organised life of a nation, namely to its political, legal, and economic system;
- it must have an exceptional nature, which means that it would be unusual in terms of its manifestation, intensity, gravity, and its probable/possible current, or medium-term, effects.

Consequently, given the particular risks that resorting to such norms brings about for democracy, **the above requirements are to be strictly interpreted – and even if states are given wide leeway in the matter, the said requirements will remain under the close scrutiny of the enforcement bodies of the ECHR**.[35]

In the ruling regarding the Aksoy vs. Turkey case of December 18, 1996, the European Court of Human Rights stated very clearly that the task of defining a public danger that threatens the life of a nation lies with the national legislation. *"By being in a direct and constant contact with the pressing realities of the moment, national authorities are, in principle, better-placed than the international judge to pronounce themselves on the presence of such a danger, as well as on the nature and extent of the necessary derogations required to solve it. Therefore, one must allow them ample leeway of appreciation in the matter*".

On the other hand, the same European jurisdiction does not exclude the European oversight on the exceptional measures taken by the states that are contracting parties to the ECHR, by reserving the right to decide in particular with regard to the proportionality and adequacy of these measures vis-à-vis the needs of the crisis they were called to manage. It is also **important to emphasize that the European jurisdiction is also concerned by the nature of the rights that are affected by the derogation, as well as by the length of the emergency situation and the circumstances that have produced it** (the Brannigan & McBride vs. United Kingdom Ruling of May 26, 1993, series A, No. 258-B, paragraph 43).

As to the adequacy of the measures with respect to the magnitude and length of the crisis, the Court pays great attention to the presence of fundamental warrants against any abuse or arbitrary action, precisely in order to avoid the undermining of democracy under the pretext of defending it.

The formal requirements needed for the application of the general derogation clause are the following:

- full information of the Secretary General of the Council of Europe as to the measures taken and the reasons that led to them;
- information of the Secretary General of the Council of Europe as to the date of the ceasing of the measures and the resumption of the implementation of the European Convention on Human Rights.

The first information must include an immediate notification on the content of the national standard that the derogation from the Convention is based upon, the statements regarding the restriction of the guaranteed rights, the length of time for which that restriction is to be exerted, as well as the reasons justifying the derogation.

The second information must be sent right after the exceptional powers have ceased and must mention the date when that has occurred as well as the date when the Convention enforcement will be resumed.

The requirements in Article 15, as developed by the Strasbourg Court, aim at instituting an adequate and efficient scrutiny in order to avoid abuses and arbitrary action and protect the substance of the rights guaranteed by the ECHR. Consequently, national control implies checking whether the proportionality between the exceptional measures and the envisaged purpose is observed, and the derogation from some rights and freedoms stipulated by the Convention must not aim at their suspension, but only their exercise.

In the Brogan et al. vs. United Kingdom case, upon taking note of the expansion of terrorism in modern society, the Court in Strasbourg acknowledged the need (inherent to the Convention system) for a **just balance between defending the institutions of democracy for the common interest and protecting individual rights.** Thus the Court stated that there was no need to determine, for example, whether a terrorist campaign in Northern Ireland should allow the United Kingdom or not to depart from the obligations that are incumbent upon it under the Convention, based on Article 15.

As to the adequacy of the measures to the situation that justified them, the Court in Strasbourg ruled – in the case of Brannigan & McBride vs. United Kingdom – that the measures that departed from Article 5, paragraph 3 in the Convention constituted an adequate response to the heightened terrorist criminality.

In the case of Askoy vs. Turkey, according to Article 5, paragraph 3, the Court deemed that the magnitude and specific effects of the PKK terrorist activity in south-eastern Turkey had unquestionably engendered a "*public danger that threatened the life of the nation*" in the region, in the sense of Article 15. However, it did not deem that the situation required that the detention of the claimant – suspected to have participated in terrorist crimes – be carried out in secret for 14 days and without the possibility of him being brought before a judge or another magistrate.

It is also noteworthy in that respect that some authors considered that the exceptional situation was enough to call for exemption measures, seen as indispensable. Thus, the doctrine has pointed out recently that the justification of exemption measures taken in exceptional situations must come from an absolute need that compels the states to confront an imminent danger or threat to their nation.[36]

The present analysis cannot ignore the fact that countries have often departed from the exemption clauses in Article 15 in the ECHR by calling upon the fight against terrorism. Indeed, terrorism, whose resurgence has become more than evident, particularly after the 09.11 events in the U.S., has justified exceptional measures that have either limited or suspended the freedom of expression and information.

If look particularly at the legal instruments and other documents that have been adopted in Europe in order to combat terrorism, we cannot help noticing the multiplication and diversification of these forms of reaction to a phenomenon that challenges democracy and the fundamental human rights alike. Within that context, we remind the *European Convention on the Suppression of Terrorism,* passed in 1977, revised and amended by the Additional Protocol of 2002, as well as the *Recommendation of the Parliamentary Assembly of the Council of Europe (PACE) No. 1550/2002 regarding the fight against terrorism and the observance of human rights,* or the *Guidelines on Human Rights and the Fight Against Terrorism* adopted by the Committee of Ministers of the Council of Europe on July 11, 2002.

In essence, the prescriptive or political message of these documents regards the need to keep the right balance between the objective of fighting terrorism and the observance of fundamental rights and freedoms, including the freedom of expression and communication. In that sense, it follows very clearly that observance of human rights is by no means an obstacle to the effective fight against terrorism.

Certainly, besides the above examples, which show us that departing from some fundamental rights can be justified by exceptional action in emergency situations – while observing human rights –, there are other European documents that call upon the philosophy of necessity doubled by the theory of responsibility.

Thus the philosophy of necessity that lies at the basis of such exceptional measures is doubled by the responsibility of exerting the guaranteed fundamental rights and freedoms, and in that respect, the freedom of expression and communication makes no exception. This is due to the fact that such a responsibility is included in Article 10 of the ECHR, as well as in other relevant European documents, e.g. the PACE Recommendation No. 1706/2005 and the Reply to that document, as adopted by the Committee of Ministers of the Council of Europe on January 18-19, 2006.

These documents recommend the states to refrain from any action that might have a negative impact on the independence of the mass media. "In their fight against terrorism, the states must not adopt measures that would go against fundamental human rights and freedoms, including the freedom of expression, which is one of the pillars of the democratic society that the terrorists try to destroy".[37] At the same time, the mass media and the journalists are called upon to manifest particular responsibility within the context of terrorism, precisely in order not to contribute to the objectives that the terrorists aim for.

The philosophy of the just balance between the public interest and the observance of the fundamental rights and freedoms of the individual is underlined both by the fact that national governments are called upon to be more responsible and not restrain the freedom of expression/information of the mass media and to take the necessary measures to secure the journalists' safety, particularly in terms of observing the deontological rules regarding the reports on the terrorist actions and violence.

Conclusions

Thus the freedom of expression and communication in emergency situations outlines a problem that is always topical and worrisome both nationally and internationally, in a context

where not only the legal framework remains to be improved, but also alternative solutions need to be found, other than the juridical ones.

It is hard to imagine the right balance between the legitimate purpose of solving emergency situations and the imperative need to observe the fundamental human rights and freedoms – particularly the freedom of expression and communication –, without exercising one's responsibility to defend the core values of a democratic society. At the end of the day, any right or legitimacy correlatively implies an obligation or a responsibility.

No exceptional measure that limits communication – even if it is based on an emergency situation – can justify the undermining of democracy and human rights, under the pretext that it defends such values.

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THE THEORY OF CONSTRAINTS AND SYSTEM ANALYSIS OF CONTEMPORARY CONFLICTS

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Abstract

Almost 20 years ago Dr Eliyahu M. Goldratt, an Israeli physicist, turning his attention to the fascinating business world has developed the Theory of Constraints (TOC) as an analytical systems methodology primarily concerned with managing system changes. The major component of Goldratt's Theory is the TOC Thinking Processes, a collection of logic diagrams that provide an excellent methodology which guides the user through the decision making process of problem identification, solution building and implementation. This paper briefly outlines the TOC methodology, and discusses its importance for the decision making process in international relations, especially in making those decisions related to the conflict situations.

Key Words: *Theory of Constraints (TOC), Thinking Processes, International Relations, Conflict Management*

1. Introducton

In the mid 80's of last century the Israeli physicist, Dr. Eliyahu M. Goldratt, fascinated by the world of business, made a series of research that aims to identify practical ways of managing production processes of functional systems in this area. Finally, Goldratt, developed a methodology for analysis and management of specific change business systems today known as the *theory of constraints*.

Initially he developed the theory of constraints as a strategy for systemic analysis of cases where a company fails to fulfill the objectives and the profit is significantly decreased. Goldratt's Strategy, as worded, has had a great practical importance and began to be widely used in productive environments. Simultaneously, there were serious theoretical concerns from other researchers (Thomas B. McMullen, James F. Cox and Michael S. Spencer, etc..) to develop this philosophy. Thus, the theory of constraints has evolved and transformed into a systemic methodology for analysis and management of change in the functional business systems domain. However, the great practical importance of this theory has started influencing the researches in different other domains and the use of it transcending the business world.

The importance of this theory is supported by authors such as James F. Cox, Michael S. Spencer and SJ Balderston who, do not limit their work to describing the broad range of concepts, principles, solutions, tools and specific strategies of the theory of constrains but also shows its usefulness both for business and for other areas.

In fact, through this article we do not aim to highlight the importance of the theory of constraints for business but we rather want to show the usefulness of this theory for different other areas, in our focus here is the international relations domain. More specifically, we will refer to situations in which international relations are likely conflictual and whose normalization necessitates sustainable solutions. In this context, the theory of constraints through its analytical component could be a very useful mechanism for both processes systemic analysis (identifying conflict situations, designing and implementing possible solutions, overcoming the impasse, and so on) and decision-making specific to international environment.

2. The Theory of Conctrains – general introduction

The theory constraints has not emerged as a systemic analysis methodology but because it demonstrated how the improvement of the ongoing process in a system leads to the improvement of the overall system rather than the improvement of certain parts of the system in question leads us to the conclusion that this theory may be included in the systemic category. In fact, through this article we will try to emphasize the utility of the theory of constraints, particularly by its system feature to analyze complex situations of conflict / crisis specific to international environment. In such situations, changing the conditions that encourage and maintain state crisis, usually its violent manifestation, with other conditions favoring detente and cooperation leads to the cessation of violence between warring parties is the bottom line of the analysis.

In this context, the theory of constraints is an extremely useful analytical mechanism by which the most effective and enduring solutions could be identified and implemented. Following the need for necessary changes in a complex system affected by crisis, the theory of constraints is orienting the analytical process towards gathering the answers to the following questions: what needs to be changed?, what must be changed with what? and how to produce the change? Thus, beyond the business domain, which had been originally intended, the theory of constraints became useful to the other domains, specifically international relations domain.

In other words, the adaptation of system analysis methodology, as it is worded by the theory of constraints (based on the sequence of logical trees) to the international conflict analysis in order to identify a strategy to solve and a long-term solution involves three key analytical process:

- the identification of what specifically is required to be changed/transformed in the context of international conflict situation
- the design of the solutions to conflict change/transformation
- the identification of the ways in which changes/transformation could be produced.

Goldratt[38], Klein şi DeBruine[39] sau Dettmer[40], compares components/sub-systems (in our case international systems/subsystems) with the links of a chain/chain network in which the overall objectives of the system are strongly dependent on each link/network and any connection is dependent on other links. Finally, the chain is only as strong as the weakest link is.

Glodratt's theory of constraints states that the business performance of a system is limited by the weakest link/connection and if you want to improve its performance you need first to identify the weak links, generically called by him "constraints". Both Goldratt and other supporters of this theory are supporting an analytical methodology to promote systems change based on 5 steps:

1. identify the existing constraints;
2. exploit at the highest possible level of existing constraints;
3. subordinate of some other activities to the identified constraints;
4. adjust constraints
5. if the system performance hasn't been improved then go back to the step 1.

[38] Goldratt, E.M. *What is this thing called the Theory of Constraints?* North River Press, Croton-on-Hudson, New York, 1990.
[39] Klein, D. and DeBruine, M. *A Thinking Process for Establishing Management Policies,* Review of Business, Vol. 16, No. 3, 1995, p. 31-37.
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From the above we can conclude that any system has constraints which make it difficult to achieve its objectives, and this applies to international systems, especially those being in crisis.

3. The importance of the theory of constraints for the analysis of the specific international conflict situations

Constraints within the international system are usually caused by policies or behaviors and applying the principles of the theory of change is more difficult and that some adjustments are necessary. In such situations *the Thinking Processes*, according to the theory of constraints, are more useful for identifying what needs to be changed, what should be changed with what and how to produce change.

Thinking Processes focus on the factors that prevent the system from fulfilling its goals. This occurs by identifying symptoms of abnormal operation of the system under which, using specific methodology of thinking processes, identify the causes of those symptoms, what to do to correct those causes and how to implement change. The basic strategy is to establish a system diagram showing current problems and not to diagnose the overall system. This is, in fact, the difference permitting using the theory of constraints in the international systems in crisis.

Typically, international conflicts affect subsystems of the global international system, therefore the application of systems theory to identify viable solutions seems to be the appropriate strategy, and highlighting how this theory works for international systems in crisis, as the main objective of this article, makes perfect sense.

According to the systems theory, the first step is to identify the symptoms of systems running or about to enter a crisis. The methodology is simple and consists of making a diagram which highlights the key conflict stakeholders, state and non-state stakeholders, and their inter-relationship. Once conflict mapping has been performed a systemic analysis is developed by using systemic analysis techniques. The theory of constraints proposes for this purpose the *Thinking Processes* we present below.

The *Thinking Processes* are based on a logical set of 5 charts (4 tree type diagrams and one "cloud") and a set of logical rules. Three of the trees diagrams (the current situation, future situation and transition situation) are based on cause - effect logic. These charts are prepared on the basis of connections between the observed effects and their causes on a "sufficient cause". Cloud evaporation and tree diagram of preconditions are made up on a "necessary condition". Additional logical rules, called legitimate reservations categories serve to validate the dynamic model of the system. L. Scheinkopf[41] gives a full description of these diagrams and rules.

The theory of constraints *Thinking Processes* starts with *"current reality diagram"* that diagnoses the system and identify what needs to be changed. Then, using the "cloud evaporation diagram", it is obtained that level of understanding of conflict necessary or useful to identify solutions and, as Goldratt himself said, understanding the reality that causes conflict. Cloud evaporation diagram provides a picture of what needs to be changed to stop the conflict and remove the main causes. The "diagram of future reality" takes these ideas of change and validate new reality that solves the unsatisfactory conditions and ensure that this does not cause new ones. The "preconditions diagram" helps determining the obstacles that stand in the way of implementation of the new realities and the "transition diagram" is the mechanism of step-by-step implementation of planned changes.

[41] Scheinkopf, L. *Thinking For Change: Putting the TOC Thinking Processes to Use.* St. Lucie Press / APICS Series on Constraints Management: Boca Raton, FL, 1999.

Indeed, this process allows security practitioners to identify and design real solutions to implement positive changes within conflict management. So far the theory of constraints has undergone many applications and, although its use in international relations is a very recent one it is highly recommended.

As an advocate of this theory I strongly recommend the study and use of the theory of constraints both in theory and practice of international relations, particularly in international conflict prevention and management.

4. Conclusions

As noted throughout this article the theory of constraints through its *Thinking Processes* component is an analytical method of systems interest principles based.

Through a collection of tree diagrams the logic of this theory proposes a mechanism that guides the thinking process to identifying systemic problems, designing and implementing solutions for their remodeling. What creates a unique distinction of this method over other analytical methods is that this method is not completely oriented on modeling the systems as a whole but focuses on modeling only those parts of the system that oppose its performance.

Although the method was designed for modeling business systems it was quickly adapted to international systems and will start to be increasingly more used.

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TRANSVERSALITY IN NICHITA STĂNESCU'S CREATION

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Abstract

Nichita Stănescu's creation incited and still incite critics, their opinions are not unanimous about his writing, but to the genius of the author. In our approach we refer to those who find similarities in the creations: Bacovia Arghezi Blaga, Vaslo Popa, Maiacovski, TS Eliot, Pound Esra, but we will bring in attention and criticism poets whom he identified as porecursori – Eminescu, Cioran.

Keywords*: poetry, inexpressible, art writing, exaggeration, sadness, matrix, point, line*

Influenced by Bacovia, Arghezi,Blaga, Vaslo Popa, Maiacovski, T.S. Eliot, Esra Pound, Nichita Stănescu is a seeker of words producing poetry. The purpose of poetry it is not the *word* for poetry the purpose of poetry is poetry itself. Let there be all just writing! Contemplation of humanity through word, minimizes human physiology for human grammar (Antimetaphysics)[1].

He slips away from Paul Valery who still seduces him , replacing'empty writing' by heart, as a precursor of love, revelation and salvation. Rather than remaining in the shadow of 'pure poetry', he plays with the beginnings and his game as a child who will never grow old, which turns his obsessions, sorrows, into a document of the heart.

If in '*The meaning of love'*, Nichita Stănescu is into the world of objects, providing '*spectacle in human relations with the world*', Ion Pop (*Space and masks of the poetry*)[2] from the other works arises (*To Galateea*) another child, and 'identity crisis' (Eugen Simon)[3] never ends. Why should he live in terms of air, rocks, trees (*Praise to the sleep*), when the meaning is obsessively restored and the sound is the same as for Eminescu, it comes out of his brain, he can hear it with his ears. There is a regression in his relationship (*Epica Magna*)[4] but there are corsi and ricorsi in Universe, progress and regress and some slicing can lead to a relocation of the earth.

What does he have in common with the great poets he,who apparently was born as their successor ? Sometimes, just a suggestion that goes beyond life, sometimes only the titles that speak about family of words, about the human Genesis.

Ten rilkeene elegies become eleven Stanescu's elegies, but their stream and flowing are different. The Creator does not seek things or other time, theological or mystical, the poet lives and runs painfully, his interrogation of sounds could be heard far away as the game has changed into bleeding and at the end into a collective whimper. 'I mix myself with the objects up to blood' (*Third Elegy*)[5], 'I get back and groan and blood is flowing and my mouth is your mouth, idea, Demiurgos' (*Ars poetic*)[6]where we can notice the blood obsession, the first and last meaning in life. From Bacovia from Eliot, from Illiad.

Stanescu tells us about himself that he is '*a stain of blood that speaks*' (*Self-Portrait*)[7]. We find a self-portrait in Blaga's, Arghezi's, Bacovia's, Eminescu's poetry (*Ode in ancient metre*), but unlike them, Stanescu goes too far: instead of wailing (to be able to speak / he cries to tear himself), an aproach to Cioran (*Precis de decomposition*) is possible and efficient, even though nobody has proved it util today, the similarity of the two Romanian authors - one in a premeditated exile, another in self-exile. Although, like many others, he theorises what he does (E.A. Poe is a borderline case) it will take some time until he

surrenders to the peaceful and creative game and will not struggle after reading Plato, but he will wait in the cave, he will watch the game, though not the images that migrate 'nodes and signs', images from another world regarding the inequality of his work, the poet is aware of it and says, 'At the highest level, Eminescu himself is unequal. At a lower level, Arghezi is extremely unequal (Antimetaphysic)[8]. Also in Antimetaphysic he recognizes influences from Shakespeare, Dante, Rilke, Maiacovski, Dylan Thomas, Arghezi Bacovia, Baudelaire, Eminescu etc.

Sadness, the matrix of Romanian poetry

Sadness is the matrix of Romanian poetry: we find it in Miorița, to Bacovia to Eminescu, N. Stanescu. Without Miorița we've never been poets. We would have missed this fundamental dimension. Miorița is the national sadness school, the matrix, the queenbee (*Reading book, Book of love*), but the sadness of his poetry is full of tragic irony, we can speak of *Caragiale type* (The same metral geography as Stanescu?).

The one who lives as a libertine has the power of contemplation, of Ptolemy (Laus Ptolemaic)[9] to see only inside, but the refraction is like the crying: who's guiding it?

Romul Munteanu[10] sees a mannerist pattern, Ion Pop - a romantic and playful vain and Eugen Simion (other Ploiestier), 'the initial tone, unique, later sowed, the two arts'[11]. They refer to Laus Ptolemaic, in the first place.

Over time, the music deepens and widens Nichita's creation. Thus, Lucian Raicu sees that 'poetry can deepen in itself, and before making sense is seeking sounds, the wavelength that will come'[12].

Why is the poet breathing? Because breathing is a reaction, but creation is an exaggeration. In the Museum of Prague, the poet sees the lesson of exaggeration in art. Sad, as it suited him best, he was saying: 'Exaggeration is the first law of art' (*Breathing*, 1982)[13]. Keench's 'Scream' restores the harmony between poles, although it is a cry of all humanity, it does not communicate.

Stanescu has the 'air' of communication with God (*Epica Magna*). Poetry is a gift, a dead end, a 'gnoseological lyricism that fails the geological schisms' (Ion Pop)[14]. 'The Romanian people are drunk with pain' the poet once has said, and again he recognizes mistakes with each written book. About the absurdity of life (and the absurd of hands - *Golden age of love*[15]), he speaks as if the world would hear him and would change its goal - from warrior you become full of love. Who does not become 'poet of renunciation' as Bacovia, do not integrate in Romanian mioritic spasm. His interference and his poetry never ends. He could have been an inspiration to Rilke: 'How young I am! I would give myself with o disgrace /To any rumour that obstructs my path ...'.

From Dosoftei to Eminescu - other servants of words?

To Eminescu he is 'an affluent indebted', 'But the eye that's shut outside, awake is inside.' Once Eminescu wrote *A riding at dawn*, why Stanescu writes another *Riding at dawn*[16] or he must have repeated the path of **Word** *In the Garden of Gethsemane*[17] as Voiculescu? Maybe because innocent children's game is a rite of passage to guilty plays of a lifetime. Guilt is the water of a true poetry. How to scream: I am pure! I am pure! as long as you were born in sin? But you hamletise all your life: guilty? innocent? Like Kierkegaard long ago. The theme of guilt - innocence is a mental landscape that runs through all Nichita Stanescu's poems (comes from Eminescu, Dosoftei, Miorita, Bacovia).

The poet singularity is the obsession of cold that comes from human fjords. He looks inside them, thinks he sees sunrise, then he screams. The scream is a birth and a

materialization of species (*The birds passing through a cloud*). The sadness produces screem and love (*Sad love song, 'Enghidu'*[18]).

As Omar Khayyam, he drinks and sings the pain which never ends. As Ecclesiastes, he sees the dissolution of things, the vanity of words that no longer creates things in this memento mori, the poet '*a blood stain that speaks*'[19] lives on his behalf, not on behalf of pains that he expresses which he feels attracted to or in love with. He forgets that Buddhist detachment is everything, desire is pain, own will is pain, too. Forget and move - from one child to another, from a scream to another. In his own way, he wants to 'dwell poetically on earth' (Hölderling) but the human being is concerned because it is a human being that is going to die (Heidegger). To Nikita(and nobody has said it yet) fits the expression of Max Scheler 'a dead end and an exit'. Also Scheler, speaking about human beings says, 'a brief celebration of the earth.'

Does Nichita Stanescu succeed to convert this celebration to the Mioritic of his poetry? George Grigurcu may be right saying: 'Not having a point of stability to start his innovations, from inside , the poet largely suppresses them as epidermal effects, disappointing his texts with his own nervous originality'[20].

The art is how to use it like playing hopscotch. Maybe if he had read Martin Buber ('*You and I'*) at the right time, Nichita's poetic personality (melancholic and Dostoevskian simultaneously), would give rise from a small empire to a great one, the bow would have matched the arrow.

Stanescu wants to talk, even if it is in vain. He does not communicate, but he believes that he can communicate. The mythological inside him wants to create patterns, but the non-words do not need patterns. If the language does not master them neither the speech saves them. Conceptualization comes from the desert fortress. He was living in astonishment, but was playing immaturely and carelessly with the lost word. He went from one pole to another, from one cold to another, never remaining in the suitable place: elegiac and old debauchee. And those libertines are searching for absolute, but they don't move to philosophers' homes, neither to the ancient orators'ones, they don't get stones in their mouth to polish their language.

Where is Stanescu's lost path (A. Faurier)? It must be preserved because 'lost time' (M. Proust) becomes forever Lost Word. But the retrieved recovered time belongs to the new commentators. They do not experience a 'sudden speech' or Dostoevskian epilepsy, or Moromete's cold, to not be able to just stand up straight in front of any valuable judgement. Who is obsessed by exercises of style is not a profound poet (Gübren, Kabiv, Khayyam etc.), but a slow and superficial one in the great passing. At a certain point, there is no materialization or the spiritualization typical of mystics.

Arghezian pattern again ...

'*In the sweet classical style*'[21] (comes from Arghezi) is such a poetic disease. He wants to make poetry out of anything - this is danger! To put your finger on anything like a child does is not poetry, but to fight with the windmills when 'the self imitation becames a current process' (Nicolae Manolescu). Are miming, plasticity and sound enough to make poetry? Often Nichita thinks so! Even modern reality is derived mythologizing imagination: not ennobling one thing, the most deforming the same thing that existed long before you and the thing you want to do. Marin Sorescu thought so, closing the ' Branches': 'This is to forgive, forgive us Nenichita' Nichita's poetry contains no human pain as it is, but its transfiguration, an anesthetic, an angelic crossing (to Mozart), here is the discovery! If we were children, we would say that their poetry is composed of the same substance as clouds, as

dreams. But is far from Swedenberg. He approaches the ancestors absorbed by detail or by absolutization and his willingness to depart from infinity (M. Popa)[22].

Arghezian Nichita is playing with words, skips them, he uses them as dice and makes a consolidation of force- ideas (limit) at a serious hour (Rilke). Delusions of grandeur makes from the *word-poet* an ambivalent being in the landscape of modern psychopathology.

You and I (Barbu) remain on the surface of the poetic act. There is an intentional degradation of the word (Cioran does not decompose the word, but the world created by *him*); if we unravel his poetry, we encounter decomposition evil and convergence evil. But treating psychoanalyticaly Nichita Stănescu, does it lead to a change of vision in his work?

An Amfion - Nichita the mystery manufacturer

Unlike Blaga, who does not kill the mystery but admires it, Nichita says, 'I build the mystery, / I do not admire it' (*Defamation of evil*). He believes himself as The Creator, but the infantile one who has not passed the circle game, the one with the skipping rope. Where his physiological curiosity comes from? Is it from Caragiale (*Landlord Sin*, *An Easter torch* etc.) From *Rembrandt's Anatomy Lesson*? Unlike Caragiale who is scared of his writings, Nichita Stănescu speaks as Scheherazade to deflect the wrath of an unseen sultan. He prefixes words after words, requires things to stay with him (*Debrutalization*[23]) in Eminescu's manner 'Oh, stay, stay, stay / beat my palm into a nail'.

Dali's surrealism takes the form of an écorsé because any idea, any verse of Stănescu appears as an écorsé. 'If God is dead, everything is permitted' (Dostoevsky), but not in poetry. Exploring all possibilities does not means to wear them out (mannerism) until the negation of the negation. Is not enough to know many titles of books, many names: you must know just what suits you otherwise you walk into the world as Andersen's naked emperor. The face has its reverse. Is that the face of true poetry?

Eugen Simion says: 'The Word has its tragedies, moments of jubilation and times when suffering tears flow from *his* eyes. *His* androgynous being inspires esteem ...'[24].

Arguably Nichita went so far that he left open for the research of his work the opportunity of watching live the way Manner reach to phagocyte a whole poetic mechanism. (What should be, after all, is a poetics sacrifice). Tragism is lived by the poet not only as a limit of his being , but as a limitation of speech. Unable, inevitably, to ' get out of himself', to 'change the paradigm' Nichita Stănescu has remained to the end the same great visionary, for whom the words are simple intermediaries between this world and the 'other world', shaped by our starving mind by all that means 'derealization'.

Such a poet could not have anything to do with the aggressive mermaid songs of 'real', 'daily', 'biographysm'. Consistency in itself is a form of superior understanding of their helplessness.

Conclusions

Rupture and resurgence

'Rupture' that occurred into the late sixties in Romanian poetry is due to him in good part; 'rupture' understood as a return to the great tradition of interwar Romanian poetry.

The meaning of love or *A vision of feelings*[26] have a 'blast' (in rimbaldian sense) of the poet's own blood, because *11 Elegies* or *Ptolemaic Laus* become a whole series of 'shots' of every cell, every atom of what we call Nichita's great talent.

Nothing counterfeit, nothing of what assumes premeditated construction, frequently seen to some great poets of the century, we can not see in his poetry. We can speak in Nichita's case about'explosion' as a matter of fact, a great force that sometimes forgets itself. As in the case of a natural phenomenon, as in the case of purifying natural disasters.

Nichita's 'Immersion' in the purity of Romanian language remains to be an Orphic act. In fact, not 'sinking' but, rather the innocent impatience to see him, to look into his clear, deep, green, eyes.

Gesture and action of total identification. Just he, that troubled clear of Romanian language, this '(ardent, fiery, blazing) ideal', behold, there he is 'astonished , and praising him we move our souls ... / And even you will move your soul / praise him as you praise the foreigners '(The Second Elegy).

Nikita is a point, a line shackled to the concept of a point, a spot of blood, especially an infinite blood stain which 'hisses as a quadrig on my seconds plain'[27].

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SOCIO-CULTURAL IDENTITY OF THE VLACHOS OF NORTHERN GREECE IN THE CONTEXT OF GLOBALIZATION

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Abstract

The goal of this research is to clarify the identity of the Romanians who are living outside of the country, in this case the Vlachos. This is a very sensitive subject how long some countries, like Greece, are not recognizing the existence of any minorities in their country (excluding the Russian one). The key terms are: minorities, globalization, identity, barriers, and evolution

Introduction

Sociology, stressing the existence of an internal dialectic, the intimate mechanism of functioning of culture as a process, reveals the decisive role of objective factors adding, at the same time, the role and importance of subjective items that cannot be ignored and which are indispensable for understanding culture.

Socio-cultural identity of the Vlachos is a matter of national importance, especially because the decision of the Romanian Authorities, to increase efforts, political and diplomatic, in order to obtain Romanian National Minority status for MacedoRomanians abroad. These decisions is ambitious and legally correct and in the same time historical and sociological and legal right, but will require joint efforts, of all institutions with responsibilities on this issue. Romanian Academy is at the forefront in this field and the deepening initiative such research that can support the Romanian state is laudable. Given the rigid position, they have many neighbors on this topic, especially Greece, which has interests opposed to Romania, regarding the origin of Vlachos, but also of NGOs in Romania and abroad, which make it difficult for the Romanian authorities, requesting that the Vlachos in our country to become a minority, it is clear that such a project would be very difficult to achieve and that they will face many obstacles. Precisely for this reason and especially because of the sensitivity of the subject, will be treating this subject with great delicacy, without affecting the excellent diplomatic relations we have with Greece and also without irritating the free non-governmental organizations that have different interests from Romanian rules. Unfortunately, for Romania, this issue is one of national interest and with all her delicacy, will be treated very seriously and carefully, as it can even affect national security. Accepting the idea that the Vlachos, as national minority, could easily lead also other dialects of Romanian speakers, like Oasii, Moldavians, etc., to ask the same thing, which could be the one to become National Minorities in Romania.

In the present context, cultural identity is an integral part of globalization in which, as Marx provides, "annihilation of space by time" has become a reality and distances have been "narrowed" because of the fast way of travel, or electronic communication etc.

Scientific Description-General Purpose

The "socio-cultural identity of the Vlachos of Northern Greece in the context of globalization" general aims demonstration that, in current conditions of globalization, exaggerated passions of some states or communities, which manifests itself in order to obtain administrative benefits for certain minorities, is outdated and contrary to the general idea of the Europeans to eliminate, as far as possible, the existing barriers between nations, for the purpose of common welfare. Of course, this project does not intend to conclude that minorities do not need an identity to be maintained and even grown.

-Importance and scientific relevance

Vlachos culture is a concept that many researchers, or even governments, have tried to define, especially after the Second World War.
In Romania today, many persons combat the attempts to promote the Vlachos as minority and they are showing the idea of promoting themselves as Aromanians, both those concepts, in the country and around the world, being in fact part of Romanism. Macedo-Romanian Cultural Society, Macedo-Romanian Committee latter occurring in Bucharest in 1860, under the patronage of Prince Alexandru Ioan Cuza, promotes exactly this concept and proposed to continue supporting, directly, moral and even financial cultivation of specific A Romanian, they kept the dialect spoken, popular literature and cult, port, customs, folk, etc.. This nonprofit organization has the advantage of receiving a government decision, which recognizes its importance and therefore enjoy material and moral support of the Romanian State.
Not only during post-December was promoted this theory, but before, the brand specialists, one of whom was the late Professor George Zbuchea, who took a public stand against attempts to impose a false argument that supports a separate A Romanian identity to the Romans. Professor Zbuchea steadfastly advocated by scientific papers in international conferences and publishing for the Romanian identity of the Vlachos, and to maintain their specific particularities, considering the fact A Romanian as a dialect of Romanian.
Minority issues is about to exceed the Westphalian logic of past centuries and the pass goes to the notion of cosmopolitan nation, ready for when Globalization Era, where people come and goes from the independence into an interdependence, in which would arise a new European multicultural tissue, in a United Europe.
However, due to various interests, particularly material nature, there are several opinions that oppose, yet, this "European logic".
In Greece, Aromanians are divided into several branches, of which the largest are: gramustenii, pindenii and faserotii. Pan-Hellenic Federation of Cultural Associations of Vlachos, which claims that speaks for the all A Romanians in Greece, said that they would be actually Greeks of Latin origins, for which need to not be recognized either as Romanians living abroad, but even as a minority of Aromanians, addressing the Council of Europe in this respect, at the end of 2009. Unlike, the Federation Council of Aromanians would like to obtain national minority status in Romania and they are also nervous for the President Traian Basescu indignant statement, at the Council of Europe, in January 2011, where he argued that "we will take steps to the recognition of Romanian Minority status for the Aromanians, Vlachos .... " referring to those who are, normally abroad, and, of course, in Romania they will be exactly like us, regular Romanian citizens. In this context, Mr. Stere Beca, Secretary General Macedo Society, said Aromanians would like the status of national minority in Romania, arguing : "because we are not recognized as a national minority, we cannot receive any funds from the government."

-Arguments on originality and innovative nature of the subject

At present, although there have been numerous studies on the cultural identity of Vlachos, there is no scientific approach on this issue, demonstrating that at the present time, especially Europe and the European Union have an approach different from that of previous decades, opposite the national minorities and the demands of the kind they make Pan-Hellenic Federation of Cultural Associations of Vlachos, or Aromanian Council, does not fit the current logic of globalization.
This project, even if it is limited to a small space, namely Northern Greece and Romania, along with other, similar, is important because it can show that Europe should be seen as a multicultural space fermentation, in which the cultural conciliation would be regarded with more attention and thus disagreements on this topic, gradually disappear. In this context nations, as well as ethno-cultural communities, there would be evaluated depending on

whether they belong to the majority population or a minority, and the concept of "national minority" lose gradually present meaning, and citizens of a country, or more, of the state associations, like the European Union, will enjoy the same treatment unit without fear of them have yet to decline membership in a minority or another.
Globalization, even it has a number of very vocal objectors and regardless of the reality that has its dark sides, as well as any other major project is by far the only way to progress, to eradicate illiteracy, diseases that annually kill tens of millions people, ultimately to reduce the huge gap between economically advanced countries and those in which the population lives below the poverty unimaginable, even lacking access to water, electricity, food, or a roof over the head. Therefore, preserving the cultural identity of a people is a virtue and it is strictly necessary, but the idea is to find the elements that unite us and can remove existing barriers that sometimes lead to tensions unnatural for current times. An essential element for the success of this project is to demonstrate that states must accept the idea that they and minority citizens who are entitled to its own identity, but also of the minorities, in turn, must understand that respecting their traditions does not mean they have the right, for example, for special administratively territorial regulations.

Importance of the research
Scientific importance of this project was clear from the position it is opposite the Romanian state legal status of Vlachos from abroad and also from the difficulty that requires the imposition of this position by obtaining a consensus from numerous NGOs, in the states where they currently live.
This research aims to demonstrate the origin, customs and common history of the Romanians, no matter where they live and even speak different dialects of the same language, the Romanian one, are essential for Vlachos to receive Romanian national minority status, abroad Romania. Moreover, through this project, will present the advantages in the long term, to implement this idea, which are much higher than those of time, you see those organizations and who believe that only obtaining a separate status that of the Romanians, Vlachos would enjoy some grants from the government. We demonstrate that there are financial programs in Romania, which can help all dialects of Romanian speakers, including Aromanian-Vlachos as living abroad, they may also receive funds from the EU and from local governments, when will be accepted as Romanian minority.
Also, the importance of this research lies in the fact that Vlachos acceptance, as a national minority in Romania, could create a dangerous precedent through which OASI, Moldovans, Oltenii, and so on, could require the same treatment, to be declared as national minorities, which could become a national security issue.

Specific Objectives, Methodology and Expected Results
To achieve this goal, namely the general objective, we have followed several specific objectives, each signifying distinct steps:
1. Religious customs, traditions; Fashion leisure ; Identify professional and educational aspirations; Architectural style used 5; Historical legacy; The way they dress and diet; How they are perceived arts; The advantages of integrating minorities into the majority population in the context of globalization.
Methodology and tools that were used:
interview and a questionnaire, direct communication, sociological surveys and investigation, documentary research , direct participation in community life events Mace do-Romanians from Romania and North Greece, organization of seminars that will present advantages, and disadvantages of the globalization on minority, presentation of study findings in a conference call with media effect.

Expected Impacts of the Project and Conclusions

Relevance of project results was given by the identity of the principal beneficiary of the results obtained, the Romanian state, whose foreign policy objectives provides exactly the same goals like this research . Conclusions are very useful for the Romanian authorities, how long the country's president said recently, at the Council of Europe, that "Romania will pursue enforcement Romanians abroad through cooperation with countries of origin, based on European and international mechanisms. We will take steps for recognizing the Romanian minority status for Aromanians, Vlachos, Istro-Romanian and Meglenoromanians ".

State of Northern Greece will be very useful for observing how the Vlachos living there are thinking, in order to identify common elements with those living in Romania and to identify ways in which they can understand easier, advantages of the Romanian Foreign Policy.

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MATURITY OF PERSONALITY AND SOCIAL SPACE ADAPTATION

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Abstract

Maturity is a concept of social structures built to print individual efficiency, to stimulate the development and becoming its, process with direct implications on social life. In this way each generation develop an entire "technology" maturation of young - political equivalent of his preparation for life. Based on concepts and theories in the literature released by other authors, who treated about, maturity personality ", we identified the following major issues, we are trying to instil in them a summary.

Keywords: *maturity, harmony, balance, strength rational, self-fulfillment, personal development.*

1. INTRODUCTION

Maturity of personality is a concept that we frequently meet American humanistic psychology works associated with the sense of normality, balance optimality and effectiveness of behavioral deployments demonstrate a person's integration into the social environment.

We believe that the maturity "is a concept of social structures built to print individual efficiency, to stimulate the development and becoming his - two processes with direct implications on social life. In this way each generation develop an entire "technology" maturation "young" - the political equivalent of his preparation for life. In fact, gains maturity adaptive socio-political connotations and relative-subjective obviously. Supports young once "matured" a matrix of initiation, followed all the rules and routes so "maturity" can be a quasi-social model that has proven effective.

There are of course adults "immature" to the company's various positions, a possible sign of conventionalism. Looking liberal societies (Anglo-Saxon) where civic concern is lower, as well as concern for the fate of others in favor of selfish towards their welfare concerns, clarify a certain ethical connotation of the concept of "maturity". In this context, the "mature" one who bears a particular interest not only concerns the social and selfish. Self-'s narcissism and selfishness are strongly undermined in favor of the superego.

2. DIRECTIONS OF MATURITY

2.1. Maturity as highlighted superego

Maturity as highlighted superego seems, for a historical period, a paradigm strictly economic value. Is mature who has a significant contribution to social heritage, as he himself has adapted demands of society. Maturity appears as "man as" programmed to function as a series of rules and personality orientation towards group consciousness appears as "ultimate maturity."

Maturity and creative

Because cognitive theory of creativity always excited to study premises "creative personality values", we consider that a useful way the study was an analysis of the results of creative personalities and their maturity. The struggle for recognition, pride overtake the others, of affirmation, even if they are not present with the same intensity every "creative" (there is a "modesty" of the creator suggested more social than real) expressed at first sight

self-centered and narcissistic object, an urge to an area that already seems to involve quite seriously, the concept of "social maturity". It is obviously known attributes of "creative personality" as the flexibility, divergent style of "personal trials, a sign of care of the self and not another.

Prototypical Creator is a being who possesses fundamental human attributes, which are before the onset of civil society and the historical process. In other words installing a creative non-acceptance "of the given primary" a revolt against commonplace and conventional, so a refusal of acceptance and tolerance maturity understood as itself, everything that is presented and suggested.

"Creativity" has inner freedom and Matures only through the creative stages through Which the.

2.2. Generic models of maturity

It can be said that there is a relativity styles, various types of maturation.

Inspired of religion, if we consider, for example, the pattern "mature personality" strongly shaped by "western Catholic" in defining coordinates must emphasize: the spirit of rational, balanced, cool, detached, focused more on conscious self but others, built in a traditional also present manner supercultivat type (spiritual, material and biological).

The self-created person in this desire, specifically manifested higher to be recognized by others, according to their value notes. This need and tendency generates a radical cult of personality.

When referring to personality type mature Christian - emotional, of Eastern "Orthodox", meaning that "increased" the office (located in a dense relational) to emphasize the definition coordinates: style "warm" near sympathetic and tolerant, full of frustration complexuale displayed (perceived flaws) but shows a flexibility, highly resilient "and fighting with external influences. Because it's time longevity and adapted for millennia, is as real and present as the other. Aspectările these types frustrates perhaps incite a strong offensive from the elitist type.

The complex issue of the two models already arousing interest "confesiologiei" discipline of comparative study of the Christian confessions, which appeared in the last century. Should be considered in boundaries made, the contribution of each "way of life" (seen as guidance for apparently different) to the flowering of European civilization and, why not, first and foremost, restoring Christian unity.

It can be said that all traditional religions or present their standardized cultivate a particular type rules, which would require the extension study confesiologic compared to other.plans.

What degree of maturity reached these models, one can see just by analyzing systemic and comparative events and personalities, according to their membership, caught in making historical, political, religious over time.

2.3. Report courage - maturity

Relationship between courage and maturity also requires a delineation and explanation. In Hegelian definition of "free man", that there are people who risk their lives acting on the strongest instinct, the instinct of self-preservation, is some evidence of maturity that arouses admiration, impressing the gesture that passes for supreme sacrifice made human species. The reaction of this "counter-instinctual" can keep the "maturity", but the risk to save a man from a psychological viewpoint, supports many interpretations. What was the final motivation gesture? Where is maturity? Motivation, reliable "in psychology is a dynamic explanation of solving life problems related to psychological needs. Remember that human nature Hegel identifies three causes of human development and dynamics: competition, distrust and glory. Concept marks the two "poles" of personality development described by Alfred Adler: the desire for power and inferiority complex.

2.4. Psychological maturity

From the psychological point of view "mature" appears as "dynamic equilibrium of the three courts: Self-I and superego, each gives way to report other structures, the appropriate term, after identifying ethical situation. Each court has a prime determinant role, but only in certain contexts. This game dynamic acceptance perindării in charge of each structure, meaning "psychological maturity" and it shows strong inhibitory inner processuality of impulses, tendencies and desires that may appear inappropriate context and to be repressed. In any relationship there is a confrontation exploratory and evaluative meaning I-countries and procedural dynamics will depend on the self-evaluative process.

Adherents of psychoanalysis and psychological subjectivism claim that no man is a good judge in his own case as "narcissism" is and will always be the enemy "integrity". But all value judgments about themselves and hence the request for recognition, develop a mechanism for application-reward type of negotiation whose maturity with which it is approached can be significant and also essential. Any overestimation can be explained by poor maturation indicating a very "strong" defense instinct that takes over childhood mechanisms (or neurotic)'s not mature adults.

2.5. Maturity and value

The concept of maturity should be treated differently, relativistic and circumstantially quite severe. There is general maturity, it can be psychologically and in terms of domain knowledge, well developed, but socio-human an individual may not necessarily meet its requirements. Maturation can be satisfactory explanations explicit reference to a plan. Allport WG sees this criterion related to education and training personality as its orientation values: economic, political, religious, theoretical, aesthetic, etc.. Specialization in a field such person has the ability to accept opening, right of reply, the confidence to form their own forces and mature approach to life.

So the question arises achieve a balance between intellectual plane (the special endowments knowledge in a field) and modeling features as ethical and moral principles that balance behavior for the purposes of interpersonal situational appropriateness of the plan. In any plan value as full and mature person, the plan aims to default and moral, socio-relational.

Person orientation values and happiness depends on "doing" self-image, and her constant support, without disruption in many areas: the intimate, emotional / sentimental, family, professional, social etc. Any failure or failure that occurs in a person's life will be reflected inside the conflict as a complex with to others (for now) and "opacizează" gradually to the world. At that matures in many trials of life, fails to harmonize balancing the inner aspects of external reality ego.

Our psychological maturity is defined such: that "reasonable force" to self, while the knowledge gained and lessons learned integration, which helps the individual to adapt harmoniously balanced and appropriate to different situations and people living problematic. Capacity is shaped and leads to wisdom in drafting development programs, providing individual optimal functionality, efficient and self but also for the group. Power talk rationally opposite ego instinctual, unconscious belonging governed by "reasons" hidden, uncontrollable and narcissism. Narcissistic and impulsive people also have an adaptive force and intelligence, which may impress, but to balance or self.

Maturity before it except as a balanced and disrupted hard drive, where decisions are "responsible" appropriate and existential designing new plans that ensure self-realization and personal development. The process,, dealing "less gradually since childhood and is supported in the early stages of programs" maturation "biological and psychological, that make possible intelligent as subsequently adjusted.

2.6. Maturity and socialization

Mature approach depends heavily on socialization factors: a date who shape our intellect, knowledge, skills and expertise in a field, on the other hand those who shape our of character. Orientation phenomenon, at any age, depending on the cultural and emotional experiences of the individual over models that get to appreciate critically, filtering and ultimately choosing their model. Hence the unique shapes and characterizes each individual, depending on the success and achievements of social plans that work.

It can be said that the process has a certain consistency, as long as it favors positive conditionings, and relativism. Person remains sensitive to the changing or life challenges, and no further accumulation will not cope with adulthood - so always ask achieve the desired level more effort.

Relativity longer an issue in the sense that it is not required that those who submit to adulthood to reach optimal maturity, corresponding age. There are many cases in which older people unwisely or regress mentally and socially and regulatory environment marginalize them. Also, social conflicts may occur in role play that lead to tense situations requiring behavioral recovery and greater effort, even from people balanced for adaptive re positive relationships.

2.7. Maturity and integrity

Another point of view is the one who accepts the meaning of "maturity" as is gained consciousness level. Ie after internal reorientations (organizer) is "progressing" lawlike continuous or voluntary, in the sense of "verticality" to a higher level of maturity, where the person believes that he will not regress. It marks the "integrity" of the human being transposed out as socially valued traits of character. In most cases, the levels achieved are not sufficient for the person to cope with unforeseen events, and logic developed in response behavior is not unbeatable.

Also, it can be said that there is great "competition" in any way answer. Whenever someone in the same situation can develop their own response mature, intelligent, according to its own truth (psychological context).

As adaptive intelligence, considered a structural factor (native) educators, and depends maturity has a core of intellectuals resolution factors, genetic structure and model (intelligence, understanding, rezolutivitate, intelligible memory, intuition, creative imagination and so on). Culture, high education or instruction is required, but may be confusing factors often insignificant. Abraham Maslow himself warned in his study of naivety and credulity of people with high education and training, deficient in experiential plane. Richard Momma also consider that "the level of optimality" touched by a person with no development occurs after a "rough" smooth or hard life tests. However, we believe that these types of individuals tolerance to harsh trials of living is lower, and conditioning them does not work.

3. Maturity and social change

All aspects pleasant or unpleasant phenomenology large part of life, and they can not catch everyone off guard anytime. However we protect, unpredictable events of life any way we can avoid. Critical historical situations such as wars or economic crises the world, produced existential shock and havoc "in the lives of many people who were considered critical until mature, balanced and strong even adapted by their lifestyle. Surprised but events have snapped. We can make products such as crash victims '30s.anilor'30. In their case stalemate "understanding" change quashed any way mature and balanced response. As in nature is very hard to accommodate disaster and "social nature" is carrying out events, catastrophic "that affect people's lives irreparably.

Large-scale social time ran, "mature personality" and "normality" appear with relativity which suggests a delicate balance. For a dignified and balanced human effort is its full schedule, italic, comprehensible life. Or at least it should be. Who does not make enough effort to live more pronounced "anxiety" that Karen Horney argues that we are born. All mental structures and energies mobilize us to avoid stress and anxiety caused by failure. But all we need to achieve our harmonious and successful and to exit "final winners" in the great race of life. Appears as a certain paradox. In this sense, the "mature" through cultivation (as claimed by Maslow and Richard Momma) as a matrix of societal demands, remain largely vulnerable to events "entropic" unpredictable social, which are better than those, instinctively-well-endowed ". At this point it seems that leave the boundaries of concept and step on the field "adaptive intelligence-constructive" in the service of conservation and survival instinct.
Reached maturity level is a dynamic and relative concept. As in "self-realization", the maturity "never reaches a maximum level fully, so that remains vibrant personality in this plan, a need determination and overcoming beneficial progress and evolution. Complexes which we operate and implement the social environment (which creates ample phenomenological and typological diversity human) may diminish as therapy, but practically never ceases to operate the system. They govern our mental life and thus social, being human sensitivity nucleus that we "give", "vulnerable" to changes. Whoever does not have this "sensitivity complexuală" appears either as' inhuman "or a" super-man ".

CONCLUSIONS

There is a generic model of "maturity" that is performed emergent heuristics for each individual - following a "process-dialogue-continuous" personality and ego of the other, with rules and social constraints that validates. Therefore, we can say with justification and legitimacy - not just experimental - the diversity of social statuses, cultures, ethnic groups, traditions and perceptions well crystallized, committed equally diverse patterns of maturation and social response is a form synergistic and dynamic reflection of the reference model.
Although the biological basis of maturation is well conceptualized and identified - none to speak of a "maturity gene" - essentially plane in which the self and mature personality is psychosocial. Good biological condition, fitness model group - family, work, profession, style - the requirements of the statute and rules of age, sex, creed, creates the premise maturation and autorealizării.

Optimal image self assessment will be required in the context of dialogue between the individual and the environment, exchanges and permanent corrections ultimately leading to a balance between adaptation and assimilation as cognitive-emotional processes. Human nature and culture are inextricably interconnected and able to produce optimal solutions characters.

Encourage the process of self-evaluation and self-knowledge through programs scientifically proved that coagulates maturation identity which is a prerequisite for optimality and efficiency dynamics of personality in its environment reference.

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CHANGE WITHIN KNOWLEDGE BASED ORGANIZATIONS: A PROCESSUAL – ORGANIC APPROACH

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Abstract

The paper focuses on change processes interpreted within the processual organic framework of investigation. We try to demonstrate that the systemic equilibrium is not able to characterize a functional relation between change and transformation. Even though the systemic approach has a serious impact in science, change processes are not adequately characterized by means of equilibrium schemes. The novelty of our approach is obtained from innovating the ontological and methodological premises that underlie research of the social existence. We argue that the social "objects" of study can be properly examined through at least four types of analyses: ontological, historiographical, futurological and praxiological.

Key words: change, organizational change, holistic approach, procesual-organic theory

Introduction

Organizational change is a subject widespread in the academic community. In the last fifteen years the number of papers and round tables concerning change processes increased dramatically. From our point of view, the process is a result of at least two new trends in Management and the Social Sciences: the challenges posed by the long term development desideratum and the knowledge based organization. Slowly, but surely, the world has started to observe the negative consequences of its own doings and realized that corrective actions are necessary. But, in order to attain the needed state, one must first try to understand and to relate the three key expressions. This journey has to be lifted on the idea that the study of change is one major piece from the extremely complicated puzzle called 'social existence'.

Change processes are usually discussed in relation to two main directions. The first direction is the attempt of theorists and practitioners to figure out the best way for the organization to adapt to the environment in which it functions. Our environment is surprisingly challengeable; one has to gather in the same pot structures, resources and information in order to claim success. The second direction is the attempt of mastering a holistic model of long term development which is able to suit the organization into a Perpetuum mobile. At a first glance the most suited framework used to understand change is the General Systems Theory. Although highly praised by the scientific community, the systemic approach lacks an important element: the adequate interpretation of far from equilibrium states – which we call "processuality".

In searching a better explanation for what change is about, one should subscribe to at least the following assumption: the limitations of a horizon influence the limits of the solutions it can generate. Consequently, the social existence can be properly explained only if one interprets existence correctly. This has determined us, while analyzing the available interpretations, to adopt what has been called *the processual – organic* concept of change. In what follows, we will outline and summarize the general lines of argument used for tackling the issue.

Different perspectives on change

No less than 22 definitions appear in the Longman Dictionary of Contemporary English for the word *change*. This leads the reader to a certain prudence in use, but it can also point out the divers' facets of change. The contestability of the notion of change is not part of the objectives of this study, therefore we opt to the assumption that change is 'the replacement,

the modification or the transformation in form or in content of a process or a phenomenon'. From an organizational perspective the importance of change reveals itself when one notices the 'explosion of information' that defines our days (e.g. the amount of scientific articles has doubled in the last 15 years). It thus appears desirable for managers to introduce profound changes in organizations in order to keep in touch with all the novelty that is produced.

Litwin and Burke propose a definition of change from a causal perspective. They consider two aspects as relevant: on the one hand there's the process and on the other the content which appears as a mixture between transformational and transactional factors. Van Kasteren and Peters distinguish between organizational change and inner change. The first type is focused on diagnoses, to set goals, to design, to implement and to evaluate. Other goals focus on internalization of purposes. The second type is actually particular to human resources involved in the change process. It tries to transform desideratum in an active element for the stakeholders and the change mobiles. Gary Jones characterizes change as a process in which organizations redefine their structures and cultures in order to improve efficiency. We consider that this definition brings about a new element, which is in fact the correlation between the efficiency and change process, meaning that a change is designed with the purpose of creating a new better state.

The bulk of organizations theory closely tides change to the concept of organizational development. The latter is a mix of design and implementation of measures. This mix has to improve the management system components aimed in achieving performance and competitiveness. This is actually designing organizational development, creating and implementing changes, leading to efficient use of resources. In shaping the relation between change, development and natural elements, organizational change can be theorized in correlation with the human body.

Table 1. Change and organism

Change	Represents in organization	Corresponds in organism
Modifying	Mobilizing individuals, groups, organizations	Mental energy
Redefining the way of thinking	Project a vision	The sense of things
Remodel existence	Establishing objectives	Self-realizing
Restructure Vitalizing the body	Set a value model Reconceiving infrastructure Efficiency in process	Blood circulation system Bone structure Muscles
Relieving Relieving the relation with the environment	Focusing on clients Promoting new business fields	Sense of things Neural system
Innovation	Creating a motivation system Innovating the organization	Inner peace Regenerating

Source:Watzlawick Paul/Weakland John/Fisch Richard, *Change. Principles of Problem Formation and Problem Resolution*, New York/London, 1974

This analogy is very interesting, because it resembles organizations with the body in a metaphor, shifting towards an organic way of relating to them. However, if we consider the impact of organizational change, we find two categories of processes. Watzlavic sees the first as affecting only the nonessential characteristics of the organization. In contrast, the second type of change processes modifies organizational parameters (one can interpret it as a change in the procedural and structural organization).

Chaos theory represents another way of characterizing change, this time from a systemic perspective. The central hypothesis of the chaos theory establishes a relation between patterns and change. In order to understand change within social systems one should reason that a certain system does copy in the future its past behavior only with a certain probability. It is becoming increasingly difficult to ignore the nonlinearity which appears as a necessary condition to describe a chaotic behavior. The chaos – order sequence means that the future cannot be predicted using only patterns. Questions have been raised about how one can see the future's parameters. The chaos and the emergence of organizations transform us into failures. So far, however, the researchers agree that when change process leads to a different final state, the butterfly effect is observed (e.g. Small communication mistakes undermine managers' credibility. One agrees that there are consequences and interactions that cannot be observed when the fact is in progress. That means when a manager makes some mistakes the possibility of affecting its credibility is not a probable action when dealing with organizational change one should not believe that one should promote chaos, in fact chaos theory assumes the tasks of 'taming' uncertainty. Instead one should understand that nonlinear changes exist and that they require new skills to promote self-organization and learning organization. The theory of nonlinear systems has some similarities with the open systems theory. The latter theory organizations, similar to cells, are exposed like to two main tendencies. The first tendency is autopoiesis (organizations try to keep their structure and to self-generate). The second tendency is towards the opening the system (organization have a material and energetic bound with the outside structures) to the environment. The systemic thinking, which the upper two theories are based on, offers important milestones in understanding change. Being given an organism in equilibrium, the change process appears and breaks that state. After change consumes itself equilibrium reappears.

The processual organic approach to change

The processual organic theory considers organization as existing in far from equilibrium states. This means that change has to be modeled in a different fashion in comparison with systems schemes of interpretation. The key element which characterizes the processual – organic approach is information. One figures that it is not possible to print a border between the former and the latter. The state of stabilized overall organization, which is derived from processuality, is not possible. A social entity cannot reach perfect equilibrium; it is more likely to exist in far from equilibrium states. Practically, any process generates its own dissolution which fosters the emergence of further organizing processes. Thus, social existence is than altering its states in special ways which are controlled by information processing, between the two realms. Lucian Culda has called this kind of organizations processualities. Unlike processualities, complexities can preserve their relative stability state; they produce and maintain organizations close to equilibrium. Existing in a close to equilibrium state, not only do complexities have a relative internal stability, but also have a larger degree of independence from the external processualities.

Building the processual organic model of change in knowledge based organization

From the processual organic perspective, change can be properly managed, only if it is sufficiently understood. In our view, the praxiological effort should be supported by at least three types of analysis: ontological (theoretically grounded), historiographic, future-related. The above statement is complete only if we invoice the further comment: the processual organic model of change can be inquired, if the described ontological framework represents the interpretation sketch for the other three analysis types, which are being correlated in specific ways derived from the prior's features. If the ontological analysis pronounces on the explanation of change, the other types of investigation can pronounce on the 'reals'. This appears as a specific incentive for the other three directions. For the historiographic

interpretations one argues the succession of a certain social processuality is able to sketch the main tendencies of the entity. For the future-related investigations one argues the possible developments in the active interpretation areas, which also include the pathway and the disclosures opened by the processual organic model of change. For the praxiological investigations, the analysis explains ways to intervene in socio-organizations that have reached certain states related to change, and are located in a certain information area. These happen only by taking into consideration the concrete situations people confront with and their needs deriving from their social existence. One can notice that the praxiological analysis supposes not only the usage of the ontological model as a background, but also the main characteristics provided by the historiographic analysis of change. Only by construe the model in correlation with the four investigation types one can satisfactorily interpret the change process their capabilities of getting involved in this process.

The historiographical analysis is based on the processual organic explanation of existence. A social entity cannot reach the equilibrium. It's state that is more likely to be defined as far from equilibrium. The processual organic social ontology is nuanced enough in order to outline not only a trans disciplinary alternative to the many constituted areas, but also a way of investigating people, likely to become an alternative to the investigations carried out so far inside several theoretical disciplines, with a view to explaining disparate aspects of the human existence. The ontological analysis of change is developed starting from the idea of the human needs. The human needs are being transformed in necessities by awareness rising. The awareness determines people to interact in order to quench their necessities, being led by their own capacities of interpreting and processing information. One argues that people have different capacities of processing and of interpreting the information; each one will possess a different perspective over the situation. The different perspective doubled by the interactions conduct to a series of consequences. The consequences which appear conduct the socio-organization to a certain state. If that result not holds the expected characteristics, one has the changing tool at his willingness in order to achieve the wanted result. In a T moment described on a time axis, if one desires to foresee and to estimate the future state of the changed elements, has to discover the relation established between change, transformation and emergence. But how one interprets change when the socio-organization is in a far from equilibrium state? We think that a key element in this consumed situation is to make a clear difference between the forecasts and the ability to design the future, the latter being actually taken steps to lead the organization in a particular state (e.g. to transform, change). It is also necessarily to distinguish between *change* and *transformation*. Thus, change in the organization is designed in order to ensure functionality within certain limits. The transformation is described connecting the structure and the state that occur due to imbalances that appear in the social organization. One can design change, but cannot design transformation. This is what the far from equilibrium state really means.

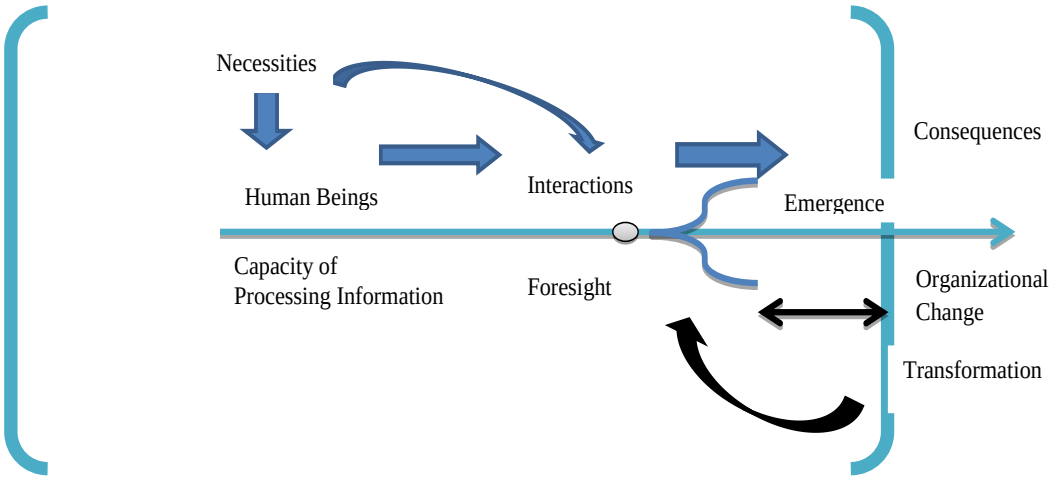

Figure 1: The processual organic model of change

The futurological analysis establishes proficiency goals translated into possible futures, in order to guideline some directions for the praxiological analysis. The praxiological analysis has the purpose to set some steps made in order to attain a functional solution. A coherent explanation of change could only be designed by putting together the layouts of the four investigation types with the connections displayed among them.

We maintain that applying the four main dimensions, the change process could be satisfactory explained if only two main conditions are acquainted. First, we have to explain the nature of socio-organization traits through a holist paradigm. The proposed paradigm is the processual organic one. The second condition is related to the researcher that designs the analysis. The paradigm reveals that we cannot equal change and transformation. In order to achieve an integrative solution, the researcher has to build an instrument of implementing and tracking change and to design a holist framework for understanding which the constitutive elements of transformation are. In order to pronounce on some real people's features, located in an active sequence of the social processuality, one needs to have information which situate the latter in socio-organizations and reveal the social processuality previous sequences which contribute to the emergence and functionality of the active sequence.

Conclusion

We conclude that the social existence can therefore be modeled in a satisfactorily scheme only by means of the four concerted analysis types presented above; the analysis can help people to find correct solutions described within the social processuality framework. One assesses correctly the present status and designs plans and decisions in order for the social existence to become more favorable to human beings. The usage of the processual organic paradigm and the four main analyses are the novelty of the paper. The processual organic investigation has proven us that change is not always determined by linear models. We argued that change is a term that cannot be confused with the transformation process. As long as we do not understand the concept of far from equilibrium state we cannot understand change. Change will be sustained in the next years by the knowledge-based organization or intensive knowledge-based organization and as Peter Senge argues organizations will continue to value learning and competitive advantage, in order to shape a better change strategy.

Acknowledgements

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SOCIOLINGUISTIC EDUCATION IN THE CONTEXT OF MIGRATION

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Abstract

Foundation of communication between people with profound cultural and emotional connotations, language is one of the national values of people. And the range of a language conditions the communication in this language beyond the geographical boundaries of the country and affects, from this perspective, the speaker's attitude. Always, Romanian people, speakers of a language with a narrow spreading, had to communicate abroad using international languages, for which they showed a growing interest. Since January 2007, Romanian language became an official European language, which should have had the effect of release from the Procrustean bed and its launch in the communication beyond the country's boundaries. For most Romanians, such an opportunity remained only theoretical, and Romania's joining to EU only a facility to find better paid jobs than in the country. The migration of the labour force has been intensified, a phenomenon which also caused a particular profile for the children of such families. At an age when communication leads to knowledge, to acquire some new life experiences, these children divide their communicational universe in two quadrants: one of the native language and of the cognitive acquisitions obtained through it and other of the spoken language in the adoptive country, which becomes the main factor to facilitate the integration in the new community. This new aspect appeared in the training activity of the students of the communication skills and of the social integration/reintegration determines a new approach to teaching-learning, from an inter- and transdisciplinary perspective.

1. Migration and adaptation crisis of the students

Could migration lead to the depreciation of the communication quality in the native language of those involved in this process?

Could the lack of linguistic communication determine the isolation of the individual from the socio-cultural environment of the home country?

We relied only on two of the frequently asked questions covering the major objectives of the Romanian education after the accession and which requires, also, finding and applying some solutions to avoid an identity crisis of the migrants. If, for an adult, adapting to a new social environment is supported by the economic aspect- primordial in the migration process- for a student, this aspect could have major existential connotation, manifested in the socio-cultural field. The adaptation crisis of a student during his schooling has, sometimes, dramatic implications for the development of the future adult and it can cause self-exclusion from the social environment, quite often concluded with serious mental problems. More so, the ensuring of the adaptation capacity of the Romanian student in a foreign sociolinguistic environment puts in front of the school a major problem regarding the contribution it can have to the building of the future adult's personality. In the context of the development of the migration phenomenon, the student may find himself to be in two situations, both of them special, which require a total commitment from the school. Whether the students remains at home, in the country, and the parents go to work abroad, or if the child follows them, attending school in the adoptive country. In both instances the student is going through a difficult period, which requires a greater effort to adapt to new conditions. If the student who remained in the country needs advice and support to overcome the adaptation crisis in an environment in which the parents are missing, the one who follows the latter ones in a foreign country must meet the demands of the integration in a new community of students, of circumscribing a program of study in a school environment, substantially different than that of

his country and, especially, must overcome the handicap created by the communication in another language, which is also the new schooling language.

2. Sociolinguistics- the premise of an optimal integration of the student in another socio-cultural environment

The situation of the migrant citizens applies to a phenomenon which manifests in the societies that are on a higher level of development than others, among which the group of migrants is formed. This phenomenon is known as acculturation, defined as: *takeover by a community of material and spiritual culture elements or of the entire culture of a community situated on a higher stage of development.*

The phenomenon is extremely complex and brings together, on a long term, all the cultural transformations that a social group suffers in contact with another bigger one. Another sense of the term emphasizes *the adaptation of an individual (group) to a new culture*. In turn, neither the languages are fixed and immutable structures, but they interfere with each other. From the anthropological point of view, there is a linguistic interference which functions as a way to promote the cultural elements. Returning to the acculturation phenomenon, it manifests itself as a linguistic assimilation of some people in the society which receives them, by replacing their linguistic characteristics with the references, values and forms of the linguistic behaviour of the host society [1].

The correlation between language and behaviour generates the interaction between the social and linguistic components, and the use of a language demonstrates the speaker's attitude towards that language (native or foreign). Within the linguistic community of a country there can be identified linguistic groups generated by historical factors, among which is included the phenomenon of migration. The community is represented by a nation with its own story, characterized by a common language, which ensures the communication and cultural cohesion of its members. Established within a linguistic community, the linguistic group speaks a common language, different than the one of the community which it wishes to join. From this perspective, the relationships between the language and society highlight the bi- and multilingualism, as well as the change of the socio-communicative function of the languages in contact. These elements determine ethno cultural attitudes, metacommunicative and metalinguistic reactions of the people. The individual verbal interaction influenced by the situational and socio-cultural frame, related to the sociolinguistic norm from the regarded community, is an aspect which requires a linguistic education (in the mother tongue first) of the school-age children from deprived socio-cultural environments as the groups of migrants.

According to E. Coseriu, the universal plan of the elocution knowledge involves "the degree of awareness and use of the general rules of the speech [...] in relation with the social (or socio-cultural) structure of the linguistic communities "[2]. The linguist also talks about the historical plan of the knowledge if a particular language, to which would correspond the social dialects of an idiom in their mutual relations, bringing into the sociolinguistic research centre the individual plan f the discourse which must consider "the discourses and the types of traditional discourses as attributes of social categories"[3]. Linguistic acculturation- doubling the cultural one- is the phenomenon of linguistic assimilation of persons in the society which receives them, by replacing their original linguistic characteristics with the references, values and forms of the linguistic behaviour of the society from the adoptive country. [4]

3. Particularities of the socio-cultural universe of the migrant student

Romania's new status after its acceptance as part of the EU, created together with the euphoria of the historical event, a number of concerns caused by real or perceived threats concerning the sensitive aspect of the preservation of identity through language, culture and

civilization, but also ensuring a social flexibility, the ability to adapt quickly to the new conditions. The difficulty amplifies also by the persistence of a highly permissive attitude that Romanian students have towards the cultural and linguistic imports, uncensored both qualitatively and quantitatively and, in plenty of cases, threaten the identity of those concerned. The handicap created by the fact that we are speakers of a restricted language is emphasized by the considerable advance that the English language has worldwide, compared to most of the languages as mother tongues of various countries. English language knowledge brings you immediate satisfaction of an easy communication in any country of the world and, therefore, a faster social integration of the individual in their adoptive country. Meanwhile, as members of a migrant family, the pupils have to learn to communicate in the language of their host country. Therefore, linguistically, the mother tongue enters into obscurity, gradually becoming a passive linguistic communication tool, then increasingly poor towards the alarming situation of oblivion by the native speakers. In the field of EU law, the Romanian language knows certain protection premises, becoming official European language. Pragmatically speaking, the native speakers do not sufficiently exploit this opportunity to promote their mother tongue, continuing to communicate either in English or in the language of their host country.

Studying the evolution of the Romanian students groups, heterogeneous in age, we found that, depending on the time that passed since their departure from the country, their communication in Romanian differed significantly, directly proportional to the number of years since the departure of the students from the native country. They presented a variety of manifestations of the phenomenon of acculturation, such as those related to the phonetic aspect, obviously influenced by the language of the host country, Romanian vocabulary items impoverished or hybrid or even forgetting the grammatical structure of their mother tongue. Cultural competence assessment showed, for example, the absence of landmarks regarding the folk archetype of the Romanian literature and the lack of ability to perceive it as an integral part of the universal culture, with direct reference to the fundamental myths of humanity.

4. Optional course of Romanian language, culture and civilization

Teaching some optional interdisciplinary subjects could solve some important problems faced by the students involved in the learning process of the EU. The optional course of Romanian language, culture and civilization is made based on a flexible curriculum, depending on the educational system of the country of residence of the students, the level of each class, the pace of work and content distribution.

The curriculum aims to provide the students the contact with the Romanian language, culture and civilization, in order to practice and improving the communication in mother tongue; knowledge of important moments in Romanian history; exteriorization of the Romanian culture and civilization; developing of their identity in the context of European values. This curriculum is aimed at keeping the affective bonds of the students from Romania with their country of origin, so that at the end of the high school each one to have an open cultural horizon in which to find points of support for strengthening their oral and written communication skills, including in Romanian, in order to directly access information regarding the Romanian culture and civilization. Other key objective are intended to provide cultural guidance, adaptation to the new social and cultural context of the host country, recognizing and nurturing their essential values in the new framework, as well as the active involvement in the social life of the host country, maintaining and affirming, however, the traditions, customs, language, culture and value system from the area of origin.

By applying this curriculum is intended to cultivate the Romanian language, as Romanic language spoken in the Romanian and European area; Ensuring an accurate and expressive communication in Romanian; facilitating the direct access to the information regarding the

country of origin, in order to understand the fundamental values specific of the Romanian cultural area; their integration into the European and universal human values.
The reference objectives aim both the development of the capacity to perceive and produce various messages in Romanian as well as forming the representations regarding the time and space in history and developing a positive attitude towards oneself and towards others. Self-imaging of the students in the context of the community in which they were integrated, as well as the exploitation of the knowledge and personal experience related to their home region could contribute to faster the integration of the group in the host country.
Middle school and high school programs focus on three points:
a. temporal, including elements of Romanian history, culture and civilization, around which is built the course of learning of the students;
b. coordinate aimed at developing the communication skills in Romanian;
c. Intercultural, which focuses on communication, dialogue and cooperation with people from the cultural area where the students live.
The three axes are complementary and ensure conditions for interdisciplinary approaches, and the proposed model should lead to the formation of identity awareness, civic behaviour, favouring also the intercultural dialogue. The curriculum cultivated values and attitudes specific to the target-group which they address to. It aims to stimulate their interest for the home region, the formation of the self-image, the sense of belonging to a cultural space, opening towards others, the interest in sharing their values, cultivate a positive attitude towards the mother tongue and recognizing its role in personal development and the enrichment of the cultural horizon.
The proposed interdisciplinary approach in the curriculum will be applied in the practical teaching activities by linking the contents from various fields around a dominant theme or making connections between elements of Romanian history, geography, culture and civilization. A greater learning efficiency can be achieved by diversifying the type of assessment applied in teaching. Teachers will use all types of evaluation, linking them to the educational goals. Motivating the students will appeal to complementary evaluation methods and tools: systematic observation of students' behaviour, portfolio, and self-evaluation.

5. Conclusions

The launch of the project of learning the Romanian language, culture and civilization by the Romanian migrant students has a goal to promote the national values, including the Romanian language in the European area, by opening the course also for the students in their adoptive country. The variable patterns of language use, depending on the social structure of a community, lead to the creation of a sociolinguistic code. The analysis of the differentiation of the codes, associated with the study of community language barriers, can create the scientific framework of application of remedial measures of the adapting crisis effects in the new socio-cultural context. The expected efficiency of this project is to ensure a linguistic competence (ability of mastering the language) and the performance (the use of this capacity in order to verbalize the messages) aiming towards a necessary bilingualism, if not imperative.
In 1968 Umberto Eco launched the idea of a kind of culture mediator between the social and the linguistic structures in semiotic perspective. Thus, the relationship between languages, as syntactic system, and culture/ideology, as semantic systems, opens the possibility of extending the semiotic analysis of the social behaviours and relations, promoting the development of sociology in relation to the language. It is important that school, institution responsible for the quality of education, to ensure the proper development of the human personality cantered on the value system and valid for the era, flexible and easily adaptable to change.

Notes

[1] *cf. Ioana Vintilă-Rădulescu, Sociolingvistică şi globalizare, Editura OSCAR PRINT, Bucureşti, 2001.*

[2] *cf. E. Coşeriu, Introducere în lingvistică, Editura Echinox, Cluj, 1999, translation by Elena Ardeleanu and Eugenia Bojoga, foreword by Mircea Borcilă.*

[3] *cf. Ioana Vintilă-Rădulescu, op. cit.*

[4] *Dicţionarul Explicativ al Limbii Române, Editura Univers Enciclopedic, Bucureşti, 1998.*

[5] *see www.edu.ro, Elective course curriculum Language, culture and Romanian civilisation for the Romanian students who study in schools abroad, approved by OMECT no. 1303/13.06.2007.*

[6] *cf. Umberto Eco, Sémiotique et philosophie du langage, Paris, Press Universitaires de France, 1984.*

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MOBILITIES AND MIGRATION IN EUROPE, AS A RESULT OF EUROPEAN GOVERNMENT PROGRAMS, SOCIAL AND CULTURAL DIMENSION

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Abstract

Mobility and migration processes of globalization are not only recent, but they are an integral part of the world. Human mobility is an essential feature of human culture. Today's world is not the same as that world that has given risen to the phenomenon of anthropology. It cannot be ignoring the effects of globalization; the relocation must take a set of historical realities. The year 2012 is at the intersection of several stages:

- between modern and postmodern;

- between colonialism and post-colonialism;

We live in a society dispersed in everyday activities, social relations; dimensions of individual identity are located in areas delineated from each other. This fragmentation is seen every day: every living ego in multiple countries, more or less autonomous, distributed between one or more places of residence, work, leisure, sociability with friends or family, privacy etc., territorial fragmentation of social identity is recorded in the biographical course.

With government programs such as Lifelong Learning and education research grants from the European Union launched in 1997 with Bologna Process of Higher education reform, migration and mobility have become the main key of change and the assertive approach of European Community mobility.

Key-words: *mobility, migration, lifelong learning, Academic Mobility, Erasmus Programme, identity, alterity, socialism, homeland, country, nation, European Higher Education Area, Europe 2020 Strategy*

General Presentation

The Program is based on the Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning and the Decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass).

People-to-people contacts through education and training, trade and business, cultural exchanges, tourism or visiting family members across borders form an essential part of today's world.

Migration and mobility

Good governance of migration will also bring vast **development benefits.** Evidence shows that migrant households can increase their well-being thanks to opportunities abroad to acquire new skills and work experience. Migration and mobility can also foster more foreign direct investment and trade links, especially bearing in mind the role of Diaspora communities. It is thus in the interest of the migrant source countries, as well as of the destination countries, to work together to ensure maximum development benefits from the transfer of remittances, know-how and innovations. While the potential of migrants to contribute to the development of their country of origin should be fully recognized and assisted by a wide range of measures, efforts should also be made to counteract brain drain and brain waste and promote brain circulation.

Greater mobility for students and researchers from third countries could also be a promising path towards catering for labour market needs in Europe if some students were to be able to work after completing their studies. This issue could be further explored, taking into account Member State competence and measures to combat brain drain, e.g. through circular migration. This could be done, in particular, by making better use of existing Mobility Partnerships to enhance and facilitate exchanges, of current international mobility programmes and, from 2014 on, of the future single programme for education, training and youth, and Horizon 2020 (the future Framework Programme for research and innovation). Establishment of **institutional networks and twinning of universities** in EU Member States and priority partner countries should be supported, so that **curricula and certification processes** are better adapted to the labour market needs in both places. The EU should support Member States to extend their range of bilateral **youth mobility agreements** and also offer them to Mobility Partnership countries.

Academic Mobility is now here to stay—*volens nolens*— as it has become part of the "complex interdependencies between, and social consequences, of the diverse mobilities" that characterize our era. Academic Mobility also contributes to the transformation of the 'social as society' into 'the social as mobility'. The figures seem to talk for themselves to describe the "success" and "generalization" of contemporary Academic Mobility: according to the latest statistics provided by the UNESCO the number of international students rose by more than 75% between 2000 and 2009. The number is expected to rise by 3.7 million by 2015.

Has the figure of the medieval "wandering scholar" thus become a postmodern reality for those involved in higher education? The widespread consensus is that most countries and world regions are now witnessing Academic Mobility.

Erasmus Programme is the major part of the Lifelong Learning Programme. Launched in 1998 in Romania the Process has become the most important category of move for youth and also for adult people. The axiom of the title let us to guess that the programme has a large addressee, from teenager to the third age. There are cases of mobilities, teaching assignment and training over 60 years old. The studies cases have shown good feedback of these mobilities.

In the first years (1994-1999) of functioning in Europe the programme was called Socrates Programme (together with another 5 subprograms) and developed a little shy, after 1999 was replaced with the Socrates II (2000) and after this decade was replaced with the actual Programme Lifelong Learning (1998-2013). After 2013 the European Commission has been discussing about the new name of the Programme, maybe Erasmus for all, or another axiom. Irrespective of the name of the programme it has the same aim.

Identity and alterity

Socialism as a generality is a doctrine that defends the notions of equality and solidarity, economic collectively, economic and mixed self-management and from a social point of view the equality of rights, the equality and from a political point of view the democracy from such a pattern. After 22 years from the Revolution in Romania is still questionable the idea of communism saw by historians and political analysts. From the society of a communist Republic, without social classes and private property, with common goods and resources, industry, technology, agriculture, trade, education and with all functional well-established unit of a society is developed as an incubator recipe both personalities and innovative human, creative intelligence and entrenched mentalities, fixed in judgement. Proletarians born geniuses on as much as they can bear monsters. The recipe is social equality based on an enchanting utopia of happiness.

Culture is the totality of society spirituality. It was formed in the pattern of the years of socialism - communism, causing an uniformity of social class, a real uniformity of values in general. The easiest example is the system of education.

Today, after 22 years, a retired person, of average condition, guard in a luxury hotel, demonstrated in a friendly conversation real quality of orator and proved much better prepared than the hotel manager, 20-25 years younger than the guard. The guard told with success events from literary currents, making comparison between Romanian and French literatures, Russian and English. What will differentiate the two individuals? There are training periods and different education, different learning contexts.

In the communist socialist utopia national values and degenerative monstrosities were created. The climax was reached with the neurosis desire of every socialist country to change the communist system. Changing supposed liberalization of thought, social life in general. By indexing, the type of such a society has in the collective property a high cultural civilization, a rudimentary industrialization, but functional, productive and qualitative, with an average individual well trained in his field. This society for which there were only vague references to democratic civilization passed in less than a month to a structure that it did not know, did not feel the democracy pulse, could not be understand.

The won "value" fell successively in declining moral degradation, social, identity degradation, has appeared the patron of the street corner, the TV from the front of the new young generation and of the generation absorbed by the Western world, has appeared the desire, but the system of values previously formed in the communism utopia disappeared and a new one was formed, as well as a human, social, cultural non-values based on program default, at all levels of existence. Landmarks have changed such as homeland, country, and nation.

The homeland (lat. *patria,* homeland, d. *patrius*, parental, ancestral, d. *pater*, father), mobile metaphorical term, "to be carried in the luggage", represents the culture of the nation. The country (lat. *Terra,* from *ţară* + *-ână* or Latin *terrina*, ultimately from *terra*, tilled land, field for cultivation, plowing) means the land which is immobile, motionless, and people - individual unit, living in a country which developed a sense of homeland. In such a context, with positive and negative aspects, mobility programme both outgoing and incoming is an element of balance to a new European society, a globalization of all resources. In the former socialist-communist countries the key element in migration and mobility is the psychodetermination. The migration of culture, identity, intellectuals led to the formation of a new individual, with new aspirations and desires of life.

The modernization of European Higher Education Area (EHEA) and community programs supported and promoted by the European Commission meetings, starting with the reform of higher education, and the Bologna Process have implemented development policies of the education system, aiming to expand skills and competencies for a new society, continuously changing from technical and technological levels and information for a new labour market.

Community programs have as resort the budget of EU member states, and thus each beneficiary country which applied to such programs developed by financial contracts between Community programs national agencies and higher education institutions (HEI) staff mobility networks.

As regards the Erasmus Program, each university has applied to Erasmus University Charter by which are detailed rights and obligations of HEI and mobile beneficiaries.

Semiotics of mobility

In addition to the mobility purpose it is important to note what remains and what happens after mobility period. Categorized from 3 months to 10 months, from placement to study mobilities, according to social class, area of specialization, utility feedback and interculturality mobilities vary from case to case but keeps intact the principal coordination. There is coordination which underlines the experience of a different cultural society. Trying to unite the world's population into a cultural syncretism led to the emergence of a new linguistic idiom. Students from 5 different countries speak the so-called Erasmus language. For example, three students from France, Germany and Romania in their spare time they talk in English, but easily insert in the current language words and psycholinguistic aspects of native languages.

Each student comes with his/her identity and personality, cultural and educational roots from origin country. Depending on the context in which carry these students their activity they impose their own cultural, ethnic and psychological traits in all aspects of life. Same sample of three students each will impose the way how to solve problems, depending on the context, education (instructional level) but mostly the culture. Regardless of social context, country of origin, social level, each mobile person, regardless of social class, age, gender, ethnicity, admitted that Erasmus has improved his/her life, brought extra knowledge, even there are more people who returned to the host countries after the completion of internship and continued teaching and school activities self-financed.

Assimilation and transfer led to a fairly significant migration. From five mobile persons one has returned and two others wish that to do this are going to do at any time. For adults who have passed the age of stability and psychosocial identity it stands strongly the desire of change frequently. They go back after the stage and immediately impose changes in their curricular activities or plan major changes and discuss them in the Faculty Councils. At the other extreme there are people who by what they do they impress and demonstrate different capabilities than the those from the host country that impose new ideas, form work teams, develop strategic projects of research and development, so they determine mobility in both directions, both incoming and outgoing.

The chosen destinations present the system and the social status, the discrepancies between “The Two Europes” (acad. Răzvan Teodorescu), Eastern and Western Europe are simply known without any study. The staff from Western Europe, although it has some reservations, it shyly started to want of curiosity and then of interest to visit the former communist countries of eastern edge of the continent. Thus, culture, mentality, social hybrid, survivor of the Golden Age, impressed and led to an understanding of a shocking world for a population that was born and has developed into a democratic society. After each stage of mobility each of beneficiaries of the Western countries returned or for relaxing trips or for professional cooperation. Potential beneficiaries of the former communist countries refused destinations in former socialist bloc countries. There has been an increased interest for civilized countries with high levels of life. Young age beneficiaries, most of them had a surprising and impressive expansion in professional, academic and personal framework. Older age beneficiaries have tried and many of them even managed optical changes of ideology, thinking. Thus there were initiated groups of work in joint degrees in education and research.

Future Policies

Europe 2020 Strategy aims to present implementing a intelligent, sustainable, inclusive economic growth. The strategy focuses on five ambitious objectives regarding employment, research, education, poverty alleviation and energy / climate.

A common goal for a society based on knowledge and innovation is the third generation education / school dropout rate.
In November 2011 the European Commission proposed new Erasmus for All, which retains its shape, objectives and tools, regardless of the transformation that will suffer as title or merger of several programs in one.
The budget may remain the same or be reduced due to the economic crisis and keep the same lines: mobility for study and practice, cooperation and innovation, exchange and good practices and support for policy reform.

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NOI PERSPECTIVE DEONTOLOGICE IN PRESA FRANCOFONA

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Abstract

In this paper we shall try to enlarge upon the issue of the evolution and perspectives of the new methods of informing people, seen as the key-source in the cultural diversity of the Francophone countries. Starting from the idea that the Francophone movement represents a series of values and assets brought together by the use of the same language, this initiator of all actions in the field, we shall try to focus on one of the most important actions taken so far by the organization, the cultural diversion. Whereas, at its beginning, the Francophone movement had only one cultural dimension, representing only the entirety of people who speak the same language, its recent evolution, in the last year especially, proves that it has become an active participant in the cultural reform, whose goal is to make the Francophone organization play an important part on the international stage. Our attempt is to discover and analyze how mass-media promotes all these Francophone cultural assets.

În această lucrare, vom încerca să dezvoltăm tema evoluţiei si perspectivelor noilor metode de informare a maselor, privite ca sursa cheie în diversitatea culturală francofonă.

Pornind de la ideea ca Francofonia reprezintă un tot de valori unite in primul rând prin limbă, limba franceză, acest creuzet iniţiator al tuturor acţiunilor francofone, ne vom opri asupra promovării uneia dintre cele mai importante dintre ele, şi anume diversitatea culturală. Dacă la începuturile sale, Francofonia reprezenta o dimensiune culturală, evoluţia sa recentă, cea din ultimul an în special, dovedeşte că a devenit participant activ al reformei culturale, reformă care are ca ţel transormarea organizatiei francofone într-un actor puternic si respectat pe scena internaţională. Francofonia nu mai este ansamblul persoanelor de pe mapamond care au în comun folosirea limbii franceze, ea fiind în prezent o comunitate internaţională ce acoperă cele cinci continente, având un ideal de inter-înţelegere şi de fraternitate între popoare sau indivizi care se regăsesc în această sinteză dintre aspiraţia către universalitate şi aspiraţia individuală către identiate.

După cum se ştie, întreaga producţie culturală este profund legată de expresia ideilor şi valorilor unei societăţi. De aceea, este necesar ca fiecare cultură să-şi găsească pe scara internaţională locul ei ce trebuie recunoscut şi promovat în permanenţă.

În acestă lucrare vom încerca să descoperim şi să descriem în ce fel mass-media promovează valorile culturale francofone.

Mass-media reprezintă coloana vertebrală a societăţilor moderne, prisma permanentă care dă formă fondului cultural al lumii francofone. Astfel, una dintre principalele acţiuni ale francofonilor este aceea de asigura o strânsă şi permanentă colaborare cu diversele forme de informare a maselor capabile să facă publică lumii întregi expresia ideilor francofone.
Francofonii pot şi trebuie să-şi construiască o viziune proprie despre lume, despre priorităţiile diplomatice, umanitare şi diplomatice, evitând astfel practica imitativă şi pasivă de captare a informaţiei de orice fel, repetând ceea ce alţii au parcurs şi exploatat deja.

Pe plan lingvistic ca şi pe plan mediatic, există astăzi riscul unei uniformizări crescânde a expresiei publice. De aceea, este necesar ca aportul presei francofone în peisajul mediatic mondial să fie unul cât mai divers şi cu o cât mai largă deschidere spre toate porţile cunoaşterii. Sprijinindu-ne pe toate formele de informare, presa scrisă, audio-vizualul, precum şi noile media legate de internet, putem schimba cursul mondializării expresiei publice, construind o contra-ofensivă culturală. Deşi publicul cititor este în scădere, presa scrisă îşi

păstrează locul ei analizator în profunzime a faptelor având astăzi avantajul de a fi difuzată şi pe internet, dându-i astfel o disponibilitate universală. Ziarele gratuite oferite pe internet, dar si pe suport de hârtie reprezintă o nouă şi profitabilă cale de distribuire a informaţiei; este indispensabil ca agenţii de presă francofonă să ţină cont de acest fenomen şi să-şi adapteze serviciile şi strategiile de marketing la noile standarde de informare a maselor.

De asemenea, este important să anticipezi toate mişcările audiovizualului. Presa depăşeşte frontierele unei ţări, ceea ce a condus la apariţia unei anumite competiţii, cu părtile sale pozitive şi negative. Metodele electronice fac ca preţurile să scadă în mod considerabil, creând astfel condiţiile unei mai bune difuzări a informaţiei în ţările francofone. Acest lucru contribuie în mod evident la crearea unui elan audiovizual în slujba diversităţii culturale, accelerând astfel schimburile creatoare care au loc la nivel local. În acest schimb de programe se află cheia dezvoltării unei unităţi culturale francofone. În acest sens, presa românească contribuie la crearea unui spaţiu francofon prin diverse forme de informare a maselor: ziare franţuzeşti, posturi de radio (Radio France International), posturi TV(TV5 Monde, M6 şi France 2).

Istoric vorbind, Francofonia a apărut în România, într-un mod spectaculos în prima jumătate a secolului 19, odată cu modernizarea societăţii româneşti, printr-un proces de occidentalizare, demarcându-se astfel de vecinii lor, de unde şi sintagma apărută atunci :'România - o insulă într-o mare slavă'. Pentru elita românească Francofonia a fost dragoste la prima vedere. Românii s-au îndrăgostit de Franţa, care a rămas şi va rămâne un reper incontestabil. Cultura franceză a înflorit aici, iar această metamorfoză a unui popor ce se îmbrăca turceşte, vorbea greceşte şi scria cu caractere slave s-a petrecut în 20 de ani. Începând cu 1830-1840, numărul tinerilor care studiau în Franţa a crescut permanent, construindu-se astfel un univers bilingv şi bi-cultural extraordinar. În a doua jumătate a secolului 19, românii adoptaseră deja aproape toate elementele culturii franceze: genuri literare, artistice, arhitectura şi urbanismul, sistemul legal şi instituţional.

Instaurarea comunismului a oprit procesul de occidentalizare, România intrând sub influenţe slave, dar dupa 1964, franceza a reapărut în şcoli, iar până în 1971 mai puteau fi găsite ziare franţuzeşti în Bucureşti. Odată cu abolirea comunismului, limba engleză a ajuns pe primul loc în România, mai ales pentru generaţia tânără.

În ceea ce priveşte media francofonă actuală, se poate afirma că nu reuşeste încă să se impună pe plan mondial, este disparată, neuniformă, inconstantă. De aceea, se impun noi strategii de mediatizare, de promovare , de păstrare a valorilor francofone. M. Abdou Diouf, secretar general al Organizaţiei Internaţionale a Francofoniei, ne aminteşte in discursul lui de deschidere al forumului ' România şi Francofonia'că deontologia este o chestiune esenţială în contextul actual marcat de viteza cu care circulă informaţia, caducitatea ei, dezvoltarea tot mai agresivă a mondializării ideologiilor, a uniformizării lor.

Profesia de jurnalist are tendinta să o apuce pe un drum greşit. De ce ? Pentru că se auto-controlează şi pentru că, dintr-un reflex corporatist, jurnaliştii nu reuşesc să excludă pe cei care nu fac cinste meseriei. Practic, un cetăţean de rând poate fi chemat să dea socoteală în faţa justiţiei în timp ce un jurnalist are şanse să scape.

Transparenţa ideologiilor merge mână în mână cu deonotlogia acestora, informaţiile primite pe internet sau blog rămânând obscure în ceea ce priveşte sursa lor, deci nu sunt complete. Media francofonă trebuie, în concluzie, să se muleze pe trei principii: trebuie să fie transparentă, deontologică şi nu în ultimul rând pluralistă, adică să găsească moduri şi căi de acces la informaţie pentru toţi cetăţenii din spaţiul francofon.

Pentru a promova deontologia, pluralismul şi libertatea expresiei s-au propus de-a lungul anilor mai multe soluţii, printe care crearea unor organisme de auto- reglementare independente, care să fie autonome financiar, care să răspundă şi să rezolve problemele tuturor mijloacelor de informare a maselor, care să fie formate din oameni de presă din

diferite domenii (ziar, radio, televiziune, etc), care să stabilească şi să menţină o credibilitate solidă (printr-o guvernare ireproşabilă, transparentă şi eficace) şi care să facă publică orice activitate sau decizie pe care o vor lua, căci promovarea deontologiei jurnalistice se realizează printr-o largă difuzare a acestor acţiuni şi decizii.

Ca o concluzie, putem afirma ca mijloacele de informare actuale au suferit modificări , peisajul journalistic s-a schimbat căci societatea media a devenit mult prea comercială. In ziua de azi, marile grupuri financiare sunt cele care iau deciziile şi nu grupurile editoriale; asistăm la un triumf al polivalenţei. Acestora se adaugă şi prezenţa internet-ului şi de aici excesul de comunicare (care suplineşte informaţia), tendinţa tot mai clară către simplitate, confuzii inter-culturale, denaturarea informaţiei etc. Spaţiul francofon poate juca aici şi acum un rol foatre important, căci mitul presei anglo-saxone şi-a arătat limitele odată cu începutul războiului în Irac. Astfel, presa francofonă trebuie să-şi reia drepturile, să se impună prin permanentă căutare a adevărului şi a dreptului de a-l comenta.Urmărind anumite tradiţii culturale aceasta reprezintă pârghia acţiunilor de sauvgardare a diversităţii culturale, se poate opune transormării individului activ în consumator pasiv ce primeşte tot ce îi oferă piaţa, se poate sustrage legilor rentabilităţii.

În ceea ce priveşte presa românească, să nu uităm că a contribuit la crearea unei societăţi democratice şi la construirea unui stat de drept, astfel încât, urmând exemplul francez, poate rămâne principala şi cea mai plăcută sursă de informare.

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DIFFERENT APPROACHES TO SHRM AND ORGANISATIONAL PERFORMANCE

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Abstract

The management of the organization has always been interested to improve the human resource (HR) policies in order to have a better performance of the organization. One of the multiple ways to meet this objective was using „best practice" and „best fit" approaches. The main idea is if there is "one best way" of HR policies or there are "many best ways" in order to have a better organizational performance. The two concepts have been applied in the context of developing the role of the HR department into a strategic department so that the HR policies have become "strategic". Analyzing the two approaches, the article will emphasis the need to have both horizontal and vertical fit inside the organization. HR practices, be it an import of "best practices" or a "fit" to the internal and external context of the organization, need to take into consideration the culture of the organization since it can have an significant influence on motivation, satisfaction and membership of employees, thus ensuring a positive impact on performance.

INTRUDOCTION

This article sets the idea of a link between HR policy and organizational performance. Specifically, the first part introduces the concept of organizational performance, taking into consideration different approaches in understanding HR, as „best practice" and „best fit, while the second part particularly analyzes those two views. The final section argues that although difficult to measure, different HR practices as well as the culture of the organization have an important influence on motivation, satisfaction and membership of employees, thus ensuring a positive impact on performance.

Talking about the link between SHRM and organizational performance, we have to ask whether strategic human resource management is really strategic? Analyzing the relationship between human resource management (HRM) and the strategy of the organization, it can be argued that both horizontal and vertical fit are needed. The fit between firm strategy and HRM strategy can be determined by the characteristics of the strategy type and consistent HRM practices. The key argument to answer this question has to take also into deep consideration if there is "one best way" to implement HR strategy or there are "many best ways". During the last 15-20 years, human resource management gained a strategic importance in different organizations, which consider that their human capital will contribute to the continuous competitive advantage of the firm as „people are all we have" (Nicolas Kinnie, Sue Hutchinson, John Purcell, Juani Swart, p.49).

ORGANIZATIONAL PERFORMANCE

Human resource activities are claimed to be related to the performance of a firm. However, the specific form of this relationship is still open to debate and there is little agreement on how to evaluate this influence that human resource management has into organizational performance. Although this, HR has had the opportunity to prove, that it can contribute to organizational success through the development of a more strategic role, delivery of efficient services and the facilitation of organizational change, which are hard to measure, thus being evidence of SHRM but can be deducted from the overall development of

the company. This means also that if other strategic departments of a company fail to provide success for the organization, the positive actions and role of SHRM is likely to be disregarded. The company's development based on a growing demand (and concern for) the continuous improving of organizational effectiveness and profitability asks SHRM to be able to provide a large variety of solutions to some of the dominant questions being posed by corporate life. However, the answer HR can provide, seem to be totally different in organizations that have the same structure and working areas, only because, as we will see in this article, nor „best practice", neither „best fit" were likely to provide absolute truth if not combined together.

Key element in discussions within HRM is the distinction between the so-called best-practice and the best-fit approaches. Some say there are universal best practices in HRM (Pfeffer, 1994), others argue that there are only best-fit (Wood, 1999), stating that the effect of HR practices depends on the specific (internal and external) context. Different ways of understanding how Human Resource Management can play a strategic role into the organization and to evaluate if it can have an impact into the organization's performance took into consideration two approaches. The first one, best practice, based on the belief that there is a superior set of HR policies, that applied into a wide variety of circumstances will improve the organizational performance. The second approach, best fit, took into consideration the idea that there is no universal prescription, it depends on the internal and external context of the organization and it is „contingent" upon organization.

„BEST PRACTICE" VIEW

„Best practice" view, suggested a „bundle" of policies, which combined together are likely to achieve better performance than making changes to individual practices only. Some authors (e.g., Pfeffer, 1994) believe that successful human resource systems have universalistic characteristics, i.e. there is a "best practice" on how to handle the firm's human capital. Others like Milgrom and Roberts (1995) argue, that the *internal consistency* of human resource systems matters for their design, i.e. and it is possible to detect successful combinations (or bundles) of human resource practices. According to „best practice" approach there is a set of successful HR policies that can be applied successfully in all firms no matter their activity area. Pfeffer (1994) developed a set of sixteen best practices reduced in 1998 to seven: employment security, selective hiring, self managed teams/team working, high compensation contingent on organizational performance, extensive training, reduction of status differentials and sharing information.

Although there is not unanimous agreement in identifying these practices, the literature agrees there are mutually compatible 'bundles' of HR policies that promote high levels of employee motivation and commitment that positively impact on organizational performance. On the other hand, other researchers have underlined the importance to avoid „deadly" combinations, for instance: individual performance pay and team working (Delery 1998).

Both approaches, „best practice" and „best fit", believe that HR practices should be complimentary. However, according to Purcell (1999, p. 27*)*, '…what is most notable about the best practice model is there is no discussion on company strategy at all.' The main idea of this view is that organizations adopting a set of best practices attract super human resources, talent and competencies. "These superior human resources will, in turn, influence the strategy the organization adopts and is the source of its competitive advantage." (Milkovich & Newman, 2002, p. 30).

Guest, (et,al. 2003) in a survey of 366 UK firms discovered that grater use of HR practices was associated with lower labor turnover and higher profit per employee, but not with higher productivity. He also suggests that although the association between HR practices and

organizational performance is confirmed, there is no evidence to show that the presence of HR practices causes a change in performance. 'Best practice' advocates claim that there is a bundle of HR policies including the reward system that lead to highly motivated and committed employees who are the key to an organization's competitive advantage.

The best practice theory has also some problems. For instance Boxall and Purcell 2003 question the recipient of best practice. Who is to benefit from it, the employee or the employer? Is there room for an employee voice in this discussion or is the emphasis simply on the perspective of shareholders and managers? According to Pfeffer (1998, p. 80), "Although labor markets are far from perfectly efficient, it is nonetheless the case that some relationship exists between what a firm pays and the quality of the workforce it attracts." Best practice supporters place great emphasis on the need to attract and retain the type of employees that will help an organization to gain and sustain competitive advantage, which could be achieved through externally competitive pay levels. Marchinton and Gruglings (2000, pp.1105-6) consider that best practices like teamwork and performance-related pay, that seem attractive, may not offer universal benefits as they could actually lead to work intensification.

As 'best practice' advocates positively value low turnover, MacDuffie (1995) working on the idea of the bundles of HR practices, argue that this practices need to be combined and just taking one or two is likely to be ineffective or as Arkinson 1984 emphasis, best practices will not be the same and employees would be treated differently based on how central they were to the core of the firm. As a scarce strategic resource core employees and managers must be carefully allocated and continuously developed. Also, since traditional sources related to markets, financial capital, and/or scale economies is weakened by globalization, effective management of human capital may possibly be the significant determinant of firm performance (e.g., Edvinson & Malone, 1997), but if so, that means we will have different best practices for different employees in the firm, which isn't exactly the meaning of best practice theory. On the same time if all companies adopt these practices, how can they all achieve competitive advantage or can the same practices work in totally different companies' with different strategy and culture?

„BEST FIT" VIEW

As other questions seem to put a border to the idea of universal best practices, another approach seem to take its place. This approach, the „best-fit", suggest that the firm's human resource system should be *contingent* on contextual factors and the effectiveness of HR practices depends on their fit with both external and internal context of the organization as there is no universal prescription that can be applied no matter this context. Based on a psychological and socio-cultural framework, HRM actors and activities are viewed as elements in complex ecosystems and economies. If human resource practices would be more consistent, i.e. there would be a higher degree of "horizontal fit" (Delery & Doty, 1996) for the firm to be *efficien*t. Also, the firm's *effectiveness* depends on whether it has aligned its human resource management practices (Baron & Kreps, 1999) with its choice of strategy and with the environment within which the firm operates, i.e. there is a "vertical fit" (Fombrun et al., 1984; Delery & Doty, 1996).

Wood (1999) makes a distinction between four different 'fits': internal fit, organizational fit, strategic fit and environmental fit. But what it seems to be missing is the fit between how the employee perceives HR, practices and whether that perception aligns with the values and goals of the organization. This problem was also raised in regards to best practice, is it best practice for the organization or for employee? In both cases the approach seem to suffer from the employee perspective.

The different views about best fit were centered around the inner or the outer context that influence HR. Kochan and Barocci argued that HR practices needed during the start up phase are quite different from those needed during growth, maturity and decline, while Porter (1980) suggested that HR policies work best when they are adopted to the competitive strategy and are more likely to be source of competitive advantage. Focusing on the same idea Miles and Snow (1978, 1984) and Jackson (1987), exemplified that a strategy based on cost leadership will result in minimal levels of investment in human capital with law standards for recruitment and poor levels of pay and training whereas a strategy based on differentiation, calls for HR policies that encourage risk taking and cooperative behavior.

On the other hand the size of the organization is important as for larger organizations with multiple hierarchy levels will be more difficult to replicate their HR policy at all levels but they will have more resources needed to invest in formalized HR practices in recruitment or reward. But if all is contingent to context and culture, does that mean that poor HR practices should be used in order to achieve performance? The best fit approach suffered also multiple criticisms in the literature. For instance, if the external environment changes, should firms keep changing their policies to fit with it? Purcell (1999) argued that firms seeking for best-fit are effectively chasing a „chimera", that is why a company should be able to have both fit and flexibility to move to other best-fit and adapt easier to different internal and external context.

In order to achieve internal consistency, the different elements of the HR architecture should be characterized by being "organic" or "mechanistic" as presented in the next Table that shows a hypotheses concerning the fit between overall HRM system characteristics and strategy type (Andersen T, Eriksen B, Lemmergaard J, Povlsen L, 2006). They also argued that the overall focus of organic HR systems is to meet demands for change, skill enhancement, and growth while the overall focus of mechanistic HR systems is to meet the demands for operational results, stability and skill utilization as a small deviation from an ideal HR architecture will lead to a small misfit, i.e. a small negative performance deviation, while a large deviation will lead to a large negative performance deviation, thus the cost of deviation increases with the size of the deviation.

Table 2. Fit between HR architectures and strategy types

	Defender	Analyzer	Prospector
HR architecture			
Mechanistic	Fit	Minor misfit	Misfit
Mix of organic and mechanistic elements	Minor misfit	Fit	Minor misfit
Organic	Misfit	Minor misfit	Fit

*Andersen, Eriksen, Lemmergaard and Povlsen also suggest that i*f the firm chooses an HR architecture that does not fit with its strategy, misfits will appear as depicted in this Table. The potential misfits are greater for defenders and prospectors, since prospectors can choose very mechanistic designs and defenders can choose very organic designs.

Boxall and Purcell (2003) argue that both streams – best practice and best fit – might be right each in their own way. Some basic principles like employee development, employee involvement and high rewards are universally successful, but the actual design of the HR practice depends to some degree on unique organizational contexts. The internal context - for example, the nature of the production system (e.g., assembly line) - might create restrictions with respect to the successful design of some HR practices (e.g., teamwork, performance related pay), but also the external context - for example, the legislation and trade union influence - might have a direct impact on the optimal HRM design. So the whole debate about universalistic best practices versus best-fit practices actually represents two sides of the same

coin and both are relevant in exploring the linkage between HRM and Performance. (Paauwe J, Boselie J.P, 2005).

We suggest that there needs to be a fit between a bundle of HRM practices and the firm's strategy, thus meaning that there are ideal types of HRM systems that fit with ideal types of strategies. HRM system as a system that is internally consistent and coherent is focused on solving operational problems and implementing the firm's competitive strategy. When it comes about methods for measuring and valuating HRM, the absence of a widely accepted measure of the "high performance" HRM practices construct makes it difficult to compare findings across studies but there is a broad consensus that HRM systems includes rigorous recruitment and selection procedures, performance-contingent incentive compensation systems, management development and training activities linked to the needs of business, and significant commitment to employee involvement (e.g., Arthur, 1994; Huselid,1995; MacDuffy, 1995; Pfeffer, 1994).

But linking HR policies with the organizational performance has been one of the most difficult challenges for practitioners. Although it could be argued that there is no need to question this link as it is obvious that it is very difficult to measure it, HR had to prove that the measures taken are effective and are of strategic importance for the organization. Most of the authors linked one part of HR, the pay, with organizational performance, as this equation is easier to measure in terms of financial investments in rewards, the costs and the change in performance and is the only one that really matters for the manager's and shareholders. Wagner (1990) claims that a primary concern in the design of reward systems is how well the plan will work in motivating employees? Lawler (1995, p. 14), states that "perhaps the most obvious connection between reward systems and culture, concerns the practice of performance-based pay". A strategy of linking pay and performance implies a performance-orientated culture. Pfeffer (1998, p. 75) adds to this debate and states that long-term commitment can be achieved through more rigorous recruitment and selection and greater investment by firms in training and developing their work force. These are combined with an externally competitive reward system that emphasizes group and collective contingent compensation linked to organizational performance over individual incentives. The combined practices help organizations to attain and maintain the culture of mutual commitment. This drive us to the conclusion that although managers usually link only reward with performance, in order to appraise HR effectiveness, it is absolutely necessarily that other HR practices, like those mentioned before, to be added to the reward scheme so that this could reach organizational strategy targets and top managers requirements as, not only pay but also, training and continuous development, working environment or culture have an important influence on motivation, satisfaction and membership of employees.

CONCLUSIONS

Since firms can chose many strategies for enhancing or creating added value based on the specifics of their situation, it could be suggested that a contingent view on the fit between SHRM and the strategy of the company is appropriate. But taking into account the key points of both „best fit" and „best practice" and also their weakness in being universally successful, it has been argued in this article that the type of climate and the system of HR practices must be aligned with each other and must be aligned also with key organizational contextual variables, such as business strategy, internal attitudes of the workforce or external environment along with using different models of best practice. The article addressed also the idea that different HR practices combined with a competitive reward scheme can have a positive impact into organizational performance and added value, thus ensuring HR a strategic role in a firm's decision making. There cannot be a single universal set of best practice that

can give positive results in any circumstances, but on the same time, having as a base for the organizational strategy only the adaption to the situational context is a wrong decision. A balance between the two options with importing the best practice available for a specific case and adapting those practice to the context is a strategy that in more likely to bring success to the organization.

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THE EVOLUTION OF HUMAN RIGHTS IN THE EUROPEAN UNION TREATIES

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Abstract

Human rights has become an important concern for European institutions in the context of growing competences of the European Communities and later on of the European Union and thus with the transfer of national powers to supranational institutions. If the founding treaties that have established the three European Communities hardly surprised some aspects of human rights protection, all of the following EU treaties have introduced explicit provisions on fundamental rights, making them part of the European law. This paper focuses on the main stages of development for the European law as far as protection of the human rights and fundamental freedoms guaranteed by the constitutions of the Member States is concerned. The creation of legally binding instruments for the protection of human rights confers the EU an active role of guarantor of human rights at international level.

Keywords: The European Union, Human rights and fundamental freedoms, the European Treaties, the European Convention on Human Rights, the Charter of Fundamental Rights of the European Union

In the context of scientific progress, economic development and sociocultural evolution, the protection of human rights has appeared for the European Union as a theoretical and practical issue to solve. The continuous change of the European entity determined the EU to adaptat to new social realities in order to ensure effective protection of fundamental rights and thus bringing their contribution to the development of international mechanisms of human rights protection.

In the early existence of the European entity, the main competences of the European Communities established by the founding treaties remained in the economic area (in order to establish the Common Market), therefore the concern for human rights was insignificant.

In the first founding Treaty of Paris establishing the European Coal and Steel Community (1951), human rights regulations are limited to a few economic references regarding non-discrimination between companies on the market economy.

The next important moment in the evolution of human rights is represented by the draft treaty drawn up in 1953 with the intent of establishing the European Political Community. Although rejected, the project signified that Europe was willing to make the protection of human rights and fundamental freedoms an objective of the Community law.

The Treaty of Rome establishing the European Economic Community (EEC Treaty) provides in article 7 the general principle of forbidding discrimination on grounds of nationality or citizenship. The Treaty contains a general provision in art. 119 regarding equal payment, non-discriminatory on grounds of sex. The Member States undertake to ensure and to maintain the principle of equal pay for male and female doing the same work.

The lack of explicit provisions on human rights jeopardized the availability of German courts to recognize the supremacy of EU law over the national German law, in case there had been a conflict regarding the fundamental rights guaranteed by the German Constitution. In 1959, in the *Stork* case the Court of Justice of the European Communities states that it has no competence to interpret documents released by the European Community institutions from the perspective of the German Constitution.

The case law of the Court of Justice of the European Communities has always protected the fundamental rights and freedoms, but national constitutional courts have

emphasized the need of a catalog of fundamental rights for the Community Law. In the absence of explicit provisions on fundamental rights, the Luxembourg Court has had the role to establish standards and international instruments to which reference can be made to support a legal decision. Therefore, the economic provisions of Community law have been liberally interpreted by the Court of Justice in a series of social rights.

In 1969 the CECJ emphasizes in the motivation of the decision in the *Stauder* case the fact that the protection of fundamental human rights is a general principle of Community law originated in the constitutional traditions of the Member States.

One year later, in the *Handelsgessellschaft International* case the Court of Justice of the European Communities reiterated its belief that human rights are part of the general principles of Community law protected by the CECJ. In 1973, in the *Nold* case the freedom of free enterprising was disputed. The Court of Justice in Luxembourg in motivating its decision has identified as reference standards in the human rights domain the constitutional traditions common to the Member States and international treaties for the protection of human rights on which the Member States have collaborated or of which they are signatories. Therefore, the CECJ case law expands the legal sources of inspiration to international human rights treaties, listing in its judicial decision The International Covenant on Civil and Political Rights, The European Social Charter and The European Convention on Human Rights and Fundamental Freedoms.

The cases solved by the Court of Justice have created a controversy regarding the supremacy of EU law over national law, the relationship between Community law and national constitutional provisions being at stake. The CECJ answer for the German courts emphasized that the validity of an act and its effects on the European territory shall not be affected by the fundamental rights written in the constitution of a Member State, by the principles of a constitutional structure or by the statement that it might be against the fundamental rights. The Court also mentions the need for the Member States to accept the human rights limitations justified by the community's public interest, as long as the substance of the rights is not altered.

On the declarative level, the institutions of the European Communities politically supported the Court of Justice of the European Communities case law. The signing in 1977 of the Joint Declaration on Fundamental Rights legally confirmed that human rights are part of Community law. The Declaration states that the protection of fundamental rights is based on the constitutions of the Member States and on the European Convention on Human Rights and Fundamental Freedoms.

The Single European Act (1986) was the first founding treaty that explicitly regulated human rights in two paragraphs of the Preamble, without enumerating the fundamental rights to which it was reffering. The Member States are determined to work together to promote democracy on the basis of fundamental rights recognized by the constitutions and legislations of the Member States, by the Convention on Human Rights and Fundamental Freedoms and by the European Social Charter, reffering especially to freedom, equality and social justice. The Single European Act added as a legislative source of human rights - the European Social Charter (entered into force in 1965) which represents a set of fundamental rights regarding the labor market, employment and social security.

In 1989 the European Communities signed the Community Charter of Fundamental Social Rights of Workers that contains a list of fundamental rights in the areas of free movement of persons, equal treatment, social protection and adequate standards of living for all EU citizens.

Court efforts to protect fundamental rights have been incorporated into conventional regulation through art. F, paragraph 2 of the Treaty on European Union (Maastricht Treaty of 1992). The Treaty states that the Union shall respect fundamental rights as guaranteed by the

European Convention on Human Rights and Fundamental Freedoms. The EU Treaty limits the legislative sources of international fundamental rights only to the European Convention on Human Rights and Fundamental Freedoms (ECHR), without making any reference to international treaties signed by the Member States. The ECJ reiterates the provision of the Treaty in the motivation of its decisions and limits the source of human rights in the EU only to the ECHR, without making any other reference to international treaties, as it previously did.

The Maastricht Treaty brought several innovations in the field of human rights, all its 3 constitutional pillars making direct references to this domain. Within the first pillar, in the area of development cooperation it is stated that EU policies shall contribute to strengthening democracy and the rule of law, as well as the human rights and fundamental freedoms. The second pillar states that one of the objectives of the EU and of its Member States is the protection of fundamental rights and freedoms. The provisions of the third pillar are important to the human rights area, stating that specific areas of the pillar (asylum policy, immigration policy, civil and criminal judicial cooperation, customs cooperation etc.) shall be treated in accordance with the European Convention Human Rights and Fundamental Freedoms.

The constitutional references from the Treaty on the EU highlights the progress made by EU in the area of fundamental rights protection. However, the mere constitutional mention of these rights and the reference to legal instruments in the area without explicit enumeration of the rights are not sufficient in order to produce direct legal effects, addressing to the European Court becoming inevitable.

The Amsterdam Treaty (entered into force on May 1, 1999) states in the first paragraph of article 6 the three principles the Member States are obliged to protect: respect for human rights, democracy and rule of law. Article 49 of the Treaty stipulates that the compliance with the provisions of article 6 shall be a requirement for accession to the European Union. The Treaty regulates the respect for human rights by recognizing the competence of the Court of Justice as controlling institution in the area of human rights. The Treaty also states the general principle of non-discrimination (equality) on grounds of nationality, citizenship, sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

The year 1999 had a special significance for the protection of human rights in the EU. The Köln European Council has created a body responsible to draft a Charter of Fundamental Rights in the EU. The following year, in 2000 the Charter was annexed to the Nice Treaty, with a significant political value, but not legally binding because it did not have the same legal value as the Treaties but the value of an inter-institutional agreement. Although it was only declaratory, not having legal binding force, the EU Court of First Instance referred to the provisions stipulated in the Charter. The Charter of Fundamental Rights of the EU was valued as having legal force through a number of references to the Charter in the ECJ rulings.

In 2007 the European Council signed a Regulation establishing the EU Agency for Fundamental Rights, with the main objective to provide assistance and expertise on fundamental rights. The Agency's main task is to gather information, to counsel interested parties and to cooperate with civil society.

The entry into force of the Lisbon Treaty in 2009 strengthened directly the EU policy in the protection of fundamental rights area. The Treaty recognizes in art. 6 the rights, the freedoms and the principles set out in the Charter of Fundamental Rights, thus legally binding the EU Charter with the same legal value as the Treaties. From this point on, human rights becomes a *sine qua non* condition for the review of legality of legislative acts of the European institutions. The ECJ, the Court of First Instance and national courts achieve competence to exercise the power of legal review over the acts released by the EU institutions in terms of fundamental rights. However, the Treaty specifies that the provisions of the Charter shall not extend in any way the Union's competences as defined in the Treaties.

The Charter did not set itself a control mechanism, but by regulating in the Lisbon Treaty that the document has the same legal value as the treaties. The provisions in the Charter may be implemented by legislative and executive acts taken by institutions and agencies of the EU and by acts of Member States in implementing Union law.

The Charter of Fundamental Rights collects within a single document the full range of civil, political, economic and social rights systematized into six chapters: Dignity, Freedoms, Equality, Solidarity, Citizen's Right and Justice. Systemizing criteria for fundamental rights are different from those used for other international organizations in the field (civil, economic, cultural and social criteria). According to the EU institutional originality, the Charter has an innovative content which is more complex than the European Convention (which contains only civil and political rights), protecting rights such as: the right to good administration, workers' social rights, the protection of personal property or bioethics.

The Charter of Fundamental Rights of the EU includes supranational elements, particularly in relation to the rights of European citizens (for example, the Charter recognized the right of the EU citizens to vote in local elections in the states of legal residence). Moreover, some of the rights stated in the Charter are recognized not only for the EU citizens, but also for anyone who resides or is located in a Member State (for instance, the right to address to the Ombudsman).

The Lisbon Treaty states that the concern of protecting the human rights is one of the basic tenets of the European Union, as guaranteed by the European Convention on Human Rights and Fundamental Freedoms and as they result from the constitutional traditions common to the Member States.

As a natural consequence of evolution initiated by the Maastricht Treaty, the Lisbon Treaty provides the EU's accession to the European Convention on Human Rights and Fundamental Freedoms, EU citizens thus gaining a double level of protection of fundamental rights. Therefore, if one of their fundamental right is violated and the cause brought before the ECJ does not have the expected result, EU citizens will be able to address the cause to the European Court of Human Rights claiming the breach of the European Convention. In other words, the Court of Justice of the EU will have to comply with provisions given by the European Court of Human Rights. This aspect of control is inconsistent with paragraph 2 of art. 6 which states that EU accession to the ECHR does not require modifications to the Union's competences or change in its institutions' responsabilities. Accession to the ECHR will be legal only after its approval by the Member States in accordance with their own constitutional rules.

Final considerations

Although the European Communities and later on the European Union have had a strong economic nature, the social and legal development determined the European institutions to make the area of human rights a constant concern. The evolution of the European system of human rights initially assumed only a political recognition of declarative nature. As time went passing by, the EU has created the legally binding instruments for the protection of fundamental rights.

The Court of Justice has been the main European institution contributing through case law to the justification for the need to establish a catalog of fundamental rights in the EU. Both in ECJ rulings and in EU Treaties, fundamental rights and freedoms are defined as general principles of Union law.

The most important moment in the evolution of human rights protection mechanism is the integration of the EU Charter of Fundamental Rights of the EU under the Lisbon Treaty, being granted the same legal value as the Treaties. The Charter reinforces the Union's policy

on protection of fundamental rights, human rights becoming a criterion for the legal review of EU regulations. The respect for human rights becomes a condition for EU accession.

With the creation of legal instruments in the area of fundamental rights, the EU promotes democratic principles and contributes to the maintenance of international peace and security in accordance with the commitments made by the Member States according to the United Nations Charter. Despite the fact that nowadays the European Union has the necessary legal instruments to protect human rights, the area of human rights will not become a political and legal phenomenon to the EU.

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THE LISBON TREATY – REFORM OF THE EUROPEAN UNION

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Abstract

The failure of the Treaty for a European Constitution must be considered not a failure, but as a key moment in the development of the European Union, allowing it to achieve some of its creators' goals, especially in the area of the economic and political integration. The process of reforming the EU treaties and to the establishment of a document similar with a Constitution, should not be seen as similar to a State Constitution, but rather to the constitutional treaty of an international organization, which benefits onwards from its international legal personality.

Foreword - Constitutional Treaty or Reform Treaty ?

Before starting this short analysis, one should thoroughly discuss whether we speak of a Constitutional treaty or of a Reform treaty.

The actual Treaty, which entered into force in 2009, was signed in Lisbon on 13 December 2007 by the 27 Member States of the European Union (EU). This is the first treaty signed by Romania on its capacity as a Member State of the EU. The first notion about this treaty is the fact that this is a document amending the already existing treaties, without replacing them. Its official name is the Treaty of Lisbon amending the Treaty on European Union and the Treaty establishing the European Community.

However, the discussion Constitutional Treaty *vs.* Reform Treaty is based on the fact that the latter is the result of a longer process that was following the reform of the legal framework of the EU. The conditions of the transition from 15 to 27 member States made necessary the reform of the EU institutions and decision-making process, with view to enhancing the efficiency and democratic legitimacy of the Union and to improving the coherence of its action, especially since the previous reform treaties, Amsterdam (1997) and Nice (2001), have proved to be insufficiently useful[43]. However, first and foremost, it is necessary to stress the fact that even if this reform Treaty takes over some of the concepts of the Treaty establishing a European Constitution, is not a true Constitution, although many specialists say that the beginning of the Lisbon Treaty started as a constitutional draft at the end of the year 2001 (at the European Council in Laeken, where the Declaration on the Future of the European Union, or Laeken Declaration, was produced and was pursued in 2002 and 2003, by the European Convention, with the aim of modernizing the legal basis of the European Union and the European primary law).

I. Short History of the European Reform

The first draft of a constitution for the European Community was launched in 1984, under the name of Project Spinelli[44]. This project proposed two procedures for the decision-making

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[43] http://www.senat.fr/rap/r07-076/r07-0760.html
[44] Altiero Spinelli (1907 - 1986), Italian politician and journalist, one of the first who conceived and promoted

process, the joint action and the cooperation among States. Even though this project was never put into practice, it had important consequences and led in the second half of the 80s, the process of monetary unification, among others, inspiring later, the idea of a European Constitution. Spinelli's idea was, in fact, to achieve reforms in order to address four major challenges to which the European Community was confronted, namely the **democratic deficit**, the **low economic efficiency**, the **ineffective policy** and the **absence of the Community at the international level**. This project started a five-dimensions pattern for the EU reform, **economic** - internal market, described by the Single European Act of 1986 and developed in subsequent treaties, **political** - the pillars structure, unfortunately incomplete, described by the Maastricht Treaty, **social** - implemented by the Amsterdam Treaty, **constitutional** - developed by the Convention on the Future of Europe and **enlargement**, which occurred at various times from 1986 to 2007, to reach 27 member States from the original 12[45].

The responsible for the revival of the discussion on the future of Europe, was the former German foreign minister, Joschka Fischer, who presented a project to create a European federation, with a bicameral parliament, similar to the German or the U.S. legislatives. The very next year took place the Laeken European Council, which paved the way for the European Convention, in order to build a European constitutional project. Another European president to support this concept was Jacques Chirac, who referred to the EU as a "federation of nation States" and demanded a debate on the future of Europe, for the simplification of the treaties, so that they were understandable for all citizens, and an institutional division of powers, together with the incorporation of the Charter of Fundamental Rights into the Treaty. It was precisely the French Presidency of the EU, in the second half of the year 2000, which recommended the creation of a broad and comprehensive public debate on the future of Europe before the modification of the Treaties, which was initiated by the Laeken Declaration (December 2001). Accordingly, on February 28, 2002 a decision was taken to start a Convention on the Future of Europe. The chosen method was a convention to debate and a intergovernmental conference to decide. This method, by involving citizens and civil society in the decision-making process, created a new precedent at EU level.

A number of factors contributed to this evolution and reform policy, these being the effects of the events of September 11th 2001 and the militarization of U.S. foreign policy, which did not match Europe's approach on international relations. Also, the war in Iraq and the rejection by France and Germany of the U.S. approach increasingly stimulated the debate about the idea of Europe.

The Convention on the Future of Europe started in February 2002, under the chairmanship of Valéry Giscard d'Estaing, former French President and former member

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ideas of European federalism, member of the European Parliament (1976-1986)

[45] The initial project also included Spinelli's notions such as European citizenship, single currency, protection of fundamental rights, going, obviously, toward construction of a federal Europe. Certain concepts were already achieved over the years, starting with the Single European Act, which in 1986 tried to draw a building model with emphasis on intergovernmental cooperation policy, formalizing the European Political Cooperation. After that, the Maastricht Treaty established in 1992 a political union and an economic and monetary union since 1999, reforming institutions and accrediting the pillar structure of the Union, with a Community pillar and two intergovernmental ones. Later, the Amsterdam Treaty, signed in 1997, added a social component, introducing the European social model. As for the European Monetary Union, the European monetary policy was the first common policy made under a federal model and with methods specific to a federal institution, the European Central Bank. This Union required greater coordination of policies and also a policy of greater depth. Finally, the single currency came into operation on 1 January 1999 in terms of international law and on January 1, 2002 as currency in circulation.

European Parliament. The Convention brought together representatives of governments and national parliaments of both Member States and the candidate countries as well as representatives of the European Parliament and the European Commission and ended in July 2003 and completed a draft treaty "establishing a Constitution for Europe ". An Intergovernmental Conference decided on a draft of the constitution, which, in the short term should become standard. Thus, the Constitutional Treaty (CT) that would replace all previous treaties imposed the fusion of the three pillars policy and the establishment of separate legal entities and Inclusion Charter of Fundamental Rights.

In order to entry into force, the European Constitution treaty had to be ratified by all EU member States, but the draft of the Constitutional Treaty was rejected by referendum by France and the Netherlands and could not become the rule in the European Union. After more than five years of constitutional debates and negotiations, in response to which the European Council declared a "period of reflection" for two years, it was in March 2007, during a commemorative event that marked the 50th anniversary of the Treaties of Rome, celebrated in 2007, the German Presidency has decided to reactivate the reform process. Thus, the Berlin Declaration, adopted by all Member States, consecrated the common determination of these to conclude a new treaty in time for the 2009 European elections, EU States were determined to launch a wider debate on the future of the Union European, around four major themes, namely the essential simplification of the Treaties, the delimitation clear responsibilities between the States and the European Union, the Charter of Fundamental Rights and the role of national parliaments, for a "more democratic, transparent and efficient " Europe.

The intergovernmental Conference was launched on July 23, 2007 and the final text of the Reform Treaty, prepared by this conference, was approved by the informal European Council in Lisbon, held on 18-19 October 2007. The new treaty was signed in Lisbon on December 13, 2007 and the agreement entered into force on December 1, 2009, after ratification by all Member States[46]. For Romania was the first treaty signed in quality of EU member state and has been among the first countries to ratify it, on February 4, 2008.

II. Innovations introduced by the Reform Treaty

The Lisbon Treaty is the treaty amending the European treaties already existing. Upon entry into force, the Treaty of Lisbon amended the two major EU treaties, the Treaty on European Union (TEU, Maastricht, 1992) and the Treaty establishing the European Community (Rome, 1957). The latter will be renamed as the "Treaty on the Functioning of the European Union" (TFEU). A number of protocols and declarations were annexed to the Treaty. The Energy Community European Atomic Energy Community (EURATOM) Treaty will be maintained as separate to the Treaty. Thus, the Treaty on European Union (TEU), as amended by the Lisbon Treaty, reflects the general state of the Union and its principles, including also specific provisions for Foreign and Security Policy of the EU. The Treaty as amended contains a preamble and was divided into six parts: Title I: Common Provisions, Title II: Provisions on democratic principles, Title III: Provisions on the governing institutions, Title IV: Provisions on the forms of cooperation, Title V : General Provisions on the Union's external action and specific provisions of foreign policy and security policy, Title VI: Final Provisions.

The main innovations introduced by the Lisbon Treaty can be summed-up under 12 points, as follows:

[46] In this context must be emphasized the fact that the entry into force of the Lisbon Treaty depended on the decision of the Constitutional Court of the Czech Republic, which only confirmed the constitutionality of the same in relation to the Constitution of this State on November 3, 2009

1. The European Union has a permanent President of the European Council with a term of two and half years, which may be renewed once
2. The European Union has a high representative for Foreign Affairs and Security Policy, which will replaced the High Representative for the Common Foreign and Security Policy. The new High representative will act, at the same time, as Vice-President of the Commission.
3. The number of members of Parliament is set to 750. Moreover, the treaty created the charge of President of the European Parliament. The minimum and maximum representatives for each Member State were set between 6 and 96 EU Mp's. Based on its size and population, Romania has 33 such representatives.
4. The Charter of Fundamental Rights became legally binding.
5. The Treaty increases the number of areas in which the European Parliament has the right to approve the EU legislation, along with the Council of the European Union (procedure known under the name of "co-decision").
6. The qualified majority is now the usual form of voting in the Council. It was thus dismissed the veto possibility in many areas of the EU action, strengthening the capacity of the Community Action.
7. The decisions taken by qualified majority shall have, as of 2014, 55% of the support of Member States, representing 65% of the EU population.
8. National parliaments are entitled to examine EU legislation to ensure that COMPETENCE are exercised at the appropriate level of decision-making (local, national or European) - with the principle of subsidiarity.
9. The European Union acquires legal international personality.
10. The importance of the Union's neighborhood is devoted to the level of the Treaty, as an integrated policy.
11. The Lisbon Treaty acknowledges the existence of the new challenges of the European Union, such as fighting climate changes and promoting solidarity in the field of energy among Member States.
12. Member States may withdraw from the European Union, following a new procedure established by this treaty, known as the clause withdrawal or exit clause.

As for the EU institutions, The European Council and the European Central Bank became also full EU institutions. Thus, after the Lisbon Treaty, the Union will feature seven institutions: the European Parliament, the European Council, the Council, the European Commission, the Court of Justice, the European Central Bank and the Court of Auditors.

III. New priorities for the EU action

The main features of novelty introduced by the Lisbon Treaty on EU policies cover the area of freedom, security and justice, the area of energy and environment. The Treaty also introduces a new legal basis, for sports and spatial policy, in addition to granting international personality to the Union.

One could state that the European Union is an area of freedom, security and justice. Freedom of movement of the European citizens is reinforced by police and judicial cooperation for their protection against organized crime or terrorism. Until the Treaty of Lisbon, under the European treaties in force at the time, most decisions on police and judicial cooperation in criminal matters were taken unanimously, The reform treaty implemented the qualified majority voting in for this area and also further strengthened the role of EUROPOL and

EUROJUST, in order for those bodies to be able to respond quickly to acts of organized crime or against human trafficking and money laundering crimes.
The Lisbon Treaty also provided dispositions for the gradual establishment of an integrated management system for the external borders of the Union, thereby strengthening the skills of FRONTEX - European Agency for the Management of Operational Cooperation at the External Borders[47]. The Lisbon Treaty also confirms the EU's commitment to a common policy on migration. A coherent approach to migration would ensure efficient management of migration flows, in line with the economic and demographic development of the European Union. This new treaty strengthens the EU instruments to fight against illegal immigration and trafficking of human beings, thus establishing a common European asylum system, which can lead, in time for the establishment of a common asylum policy in Europe.

With relation to energy and environment, the Lisbon Treaty included for the first time a specific section dedicated to energy, thus inaugurating the legal basis for the EU action in this area. Given the strategic nature of the energy sector, the Lisbon Treaty gave to the European Union a shared competence with the Member States to manage the efficient functioning of the energy market, in particular with regard to the energy supply of the EU, the supply of energy resources and the development of renewable energy resources. The new powers in this area do not affect, however, the right of Member States to take all measures they consider necessary to ensure their own energy supply. Moreover, the Lisbon Treaty established the principle of solidarity between all Member States in this field - the solidarity clause in energy. Thus, if a Member State is facing serious energy supply difficulties, the Union may adopt measures to remedy the situation. In this context, EU action must also take into account the need to protect and improve the environment. Lisbon Treaty recognized that climate change is a major global challenge and identified the measures with which the Union can respond. Thus, this Treaty confirmed the environmental objectives contained in the Treaty of Nice, which relates to ensuring the sustainable development of Europe as well as ensure high standards of environmental protection and the promotion of sustainable development in the context of international activities of the European Union. As an innovation, the Lisbon Treaty also included the objective of promoting international action to combat climate changes.

Finally, the major achievement of the Lisbon Treaty is the fact that the EU gained legal international personality. Thus, based on the Lisbon Treaty, the European Union was granted international legal personality, which represents the end of the European Community, which was the only entity that benefited from this international personality based on existing European treaties before this Treaty. From a legal standpoint, the *acquis* will be transferred to the Union, the legal personality of the same guaranteeing certain effects in international relations. This will ensure a better representation of the Union on the external relations, contributing to strengthening the role of the European structure as a global player in the field of foreign relations within the international community.

Instead of a conclusion, one could state that the rejection of the initial Constitutional Treaty should not be seen as a failure, but as a key moment in the development of the European Union, a moment to start a period of readjustment, reflection and redefinition of the community identity, which was ultimately beneficial because it gave the possibility of concluding a Reform Treaty, into which were taken into account certain requirements of the European population, the European Community becoming a real union, integrated economically, politically and socially, despite the crisis.

[47] http://www.frontex.europa.eu

CREATIVITY WITHIN THE STUDY OF INTERNATIONAL RELATIONS

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Abstract

Traditionally, international relations are considered to be a set of links, relationships and contacts that are established between states and the foreign policy shows the latter. They are defined by complexity, vastness and dynamism. These characteristics are interrelated and their evolution stand under the direct influence of globalization, regional integration, climate change, progress information and communication technologies, demographic phenomena (international migration, urbanization, rapid growth of world population) and various global crises.

Due to their extreme complexity, their geographical scope and multidimensional traits in particular, international relations are required to be studied in a creative manner with a coherent set of methods and scientific techniques.

Keywords: international relations, creativity, skill, process, factors, creative ways.

1. CONSIDERATIONS REGARDING INTERNATIONAL RELATIONS

Our world is vast, complex and evolving. Within, international relations are an important and interesting topic that relates to people and cultures everywhere. The scale and complexity of interactions between these groups make international relations an exciting topic. *"As a strict definition, international relations are relations between world governments. But these relations can not be understood if viewed in isolation. They are closely related to other factors (such as international organizations, multinational corporations and individuals) other social structures (including economy, culture, domestic politics), and geographical and historical influences.*[48]*"*

Today, the complexity of international relations increasingly emphasizes the dissemination of information technology and knowledge economy development, globalization of markets and radical innovations in the field of crisis management. It reflects the consequences of social changes that occur throughout the world. They concern the renovation foundations of society be they cultural traditions, symbols and social landmarks or institutions of authority and security. From family to school to factory and parliament, traditional social markers are discussed, reformed and reinvented.

More generally, there is consensus in thinking that the hopes for prosperity and welfare of the present century will likely depend on the possibility to capitalize social diversity in order to encourage technological, economical and social dynamism.

An exceptional convergence of forces over the next 20 years could have a double result: first, the development of more differentiated and complex societies, and second, the adoption of a common set of objectives which will encourage diversity as social sustainability[49].

In this new context, it is possible to attend to four simultaneous and profound changes in society caused by variety and interdependence. These are: *uniformity and obedience specific to mass civilization* that will disappear in front of the uniqueness and creativity of an economy and society based on knowledge; *elite exercised rigid central planning* that will be followed by isolated open and flexible markets, regulated by laws and clear rules and *structures of*

[48] GOLDSTEIN, Joshua S.; Jon C. PEVEHOUSE, *Relaţii internaţionale*, Polirom, Iaşi, 2008, p.31.

[49] STEVENS, Barrie; Riel MILLER; Wolfgang MICHALSKI, *La diversité sociale et la société créative au XXIe siècle*, Études Prospectives, 2001, URL: http://www.oecd.org/fr/prospective/35629526.pdf

agricultural nature that will be lift by industrial urbanization; *a relatively fragmented world composed of corporations and autonomous regions* that will make space to a planet in which integration will pass through a dense and indispensable network of interdependent ties[50] .

These possible changes in the organization and function of future human societies will have a significant impact on international relations especially since they will be accompanied by greater social complexity. It is possible to show worsening conflict risks arising from possible bias, a phenomenon that often accompanies the abandon of the old social order and the emergence of a new one. Strategic choices will be the determining factor which will allow the minimization of these frictions and will encourage potential synergies.

The interpretation of the evolution of social structures and their implications is surrounded by much controversy and uncertainty. Some observers see in these mergers and convergence the followings: the European integration, the emergence of the Pacific region, the economic recovery of major developing countries and the move towards a global economy based on inequalities not only in natural resources but also on a general diffusion of knowledge. Others see an increasing heterogeneity of companies, their polarization and fragmentation: increased disparities in job income, increased spacing between the individuals who have access to information and those who do not, a worse situation for the world's poorest and deeper fractures due to religious fundamentalism and culture.

Another plausible hypothesis is that these two trends will coexist in the next 20-30 years and will raise great changes in the social structure[51]. Complex and evolving, these social structures are not easily discerned. Seen from a distance it may seem relatively uniform. For example, today, travelers can easily find the same hotel rooms, meals, ready-made clothing, and luxury goods in practically every corner of the planet. A single language, English dominates the Internet trade.

In the context of globalization and regional integration, apparently the world is presented as homogeneous and uniform. In fact, behind this facade apparently homogeneous, contours and distinctive features of societies become more complex and differentiated. Hence, the complexity of international relations and the need to study them through a coherent set of scientific methods and techniques from which creativity methods cannot miss.

2. THE IMPACT OF CREATIVITY IN INTERNATIONAL RELATIONS STUDY

2.1. Creativity as a skill and process

In Western societies, creativity symbolizes success, modernity, and attraction for all that is new. In a society, the term creativity is positive, seeking the novelty and progress at all times. There are many definitions of the term "creativity" sometimes too subtle or tautological[52].

Currently, creativity has a double status: first, it is considered to be a skill, then, a process of implementation of this skill. As a skill, creativity means a comprehensive physical and mental set of qualities strictly individual, relatively stable of the person, which makes the realization of a certain creative activity very efficiently in one area or another.

In this case, creativity enables the development of a solitary and non-collective process that requires a dissident even antisocial character that breaks routine, consensus and traditions. Basically, creativity can be considered a behavior based on a skill, meaning a way

[50] Ibidem, p.8
[51] Ibidem, p.8
[52] JAOUI, Hubert**,** *La créativité, le trésor inconnu*, URL: http://www.gimca.net/gimcaphp/fra/pdf/freebook/LE_LIVRE.pdf, pp.3-4.

to act on the environment to make it adaptable to viability constraints imposed by the surrounding environment[53].

In the opinion of the cognitive psychologist Robert J. Sternberg, creativity can be defined as *"the process of producing something that is both original and worthwhile[54]."* In other words, creativity means finding new ways to solve problems and address new situations.

In the study of international relations, creativity is seen as an important cognitive and conceptual process which consists in the production of knowledge, concepts, or more generally, in new elements in the area of human activity constructed by the human brain. This process, which goes from the unknown to known, adds knowledge, in the case of international relations it is usually original.

Creativity as a process, goes from the acquired knowledge of a person or group of people that later, through their processing, achieves new knowledge. Here the following can occur: *understanding the perception* of a phenomenon through knowledge consisting in validating of a metaphor between phenomenon and knowledge (in this case, it should be said that the phenomenon is recognized knowledge); *abstraction of a phenomenon*-being all the knowledge available that is recognized through a metaphor; the *reification* of a set of knowledge being the set of phenomena recognized through all this knowledge; *inference*: checking that all the facts, phenomena and processes studied are of interest to the person involved in the creative process; *induction*, a cognitive process that associates the phenomena to a set of abstraction reification of the whole; *extrapolation* of a set of knowledge which is basically the abstraction of its reification, and therefore a global and inclusive process.

A key term that is often used in relation to creativity is *divergent thinking*. This is a mental process or method that people use to generate creative ideas by exploring many possible solutions. It is often used in conjunction with convergent thinking, which follows a number of logical steps to reach a solution, which in some cases is the "correct" solution. Divergent thinking tends to produce itself freely and spontaneously. Through such an approach, many ideas are generated by an emerging cognitive way. A multitude of possible solutions is studied in a short time, and unexpected connections are created. Once the process of divergent thinking completed, ideas and information are organized and structured due to convergent thinking.

Divergent thinking alone is not sufficient to produce effective creativity. It must be associated with mental flexibility - the ability to adapt to new situations quickly and without disruption. For example, mental flexibility is required when, during negotiations on international issues, moments of lack of consensus are passed over by proposing possible solution options accepted by the other negotiating partners.

Creativity is conditioned by three factors: *cognitive factors* (related to knowledge and mental faculties) *co native factors* (related to the individual's personality traits, as well as motivation), *environmental factors* (influence of family regrouping, parents, school friends)[55].

Cognitive factors mainly concern two essential qualities: divergent thinking and mental flexibility. Divergent thinking is a mental process that allows the production of many ideas based on a single stimulus. But divergent thinking alone is not sufficient, because it is not only about multiplying ideas, but also of getting rid of habits of thought. Therefore, the second intellectual quality is required: mental flexibility, the ability to find different solutions to a problem and to address a problem from different angles

[53] HADDAD, Georges, *Les défis de la créativité*, UNESCO, Contributions Thématiques, 2012, URL: http://unesdoc.unesco.org/images/0021/002175/217518f.pdf, p.3.

[54] Cf. *Qu'est donc la créativité*?, URL: http://www.jencquelconsulting.com/formations/creativite-et-pensee-divergente/

[55] Cf. *Les origines de la créativité*, URL: http://www.jencquelconsulting.com/les-origines-de-la-creativite/

Co native factors regard the characteristics of individual personality and motivation. Most creative individuals are distinguished by traits like perseverance, tolerance for ambiguity, openness to new experiences, individualism and risk taking. Regarding motivation, there are two types: *extrinsic motivation*, which is the desire for recognition, wealth, success, external gratification in all forms, and *intrinsic motivation*, which is linked to pleasure of providing a creative activity. The second motivation is essential because people who have it, are not concerned with whether their ideas are successful or not, hence their ability to take risks.

Environmental factors are related to the type of education that a child receives in school, which tends either to conformity or to autonomy. Also, parenting inciting or not taking initiative and independent thinking is another important environmental factor. At the same time, an important factor is composed of friends and their dominant tendency, like any other person or form of education that can exert influence on the individual.

To conclude, creativity is not necessarily innate, even if related parameters and rapid transmission of neural connections in the brain impulses are formed before birth. Therefore, good hygiene of life and optimizing environmental factors are determinants for the creative faculty and its development

2.2. The role of creativity in studying international relations

As an object of study, international relations have uncertain boundaries[56]. As part of political science, international relations refer to international politics. However, in a largely field it is interdisciplinary, linking international politics of economics, history, sociology and other disciplines. This demonstrates the vastness and complexity of international relations, on the one hand and the need to resort to creative methods and techniques for their research, on the other hand. Application of these methods can be achieved based on theoretical perspective that international relations are regarded. In specialized literature, there are three major theoretical perspectives that can be called worldviews of *conservative*, *liberal* and *revolutionary visions*[57].

The conservatory vision values mainly, to maintain the status quo and disclaims the elements of change from international relations.

The liberal vision values the status quo reform through an evolutionary process of still change.

The revolutionary vision values the changing of the status quo by rapid and revolutionary change.

Of course, each of these views allows a wider or narrower use of creative methods and techniques in the study of international relations.

The role of creative methods and techniques in the study of international relations is significant and innovative:

- Firstly, because these methods and techniques can be used in a collective activity performed by a group of researchers. Effort in the study leads to the creation of a favorable business climate study and consensus since each participant has a contribution to finding the optimal solution accepted at a time.

- Secondly, creative methods require overcoming routine and habits of thought in addressing any issues related to international relations. This allows a new idea, relatively original to be received critical but not rejected from the outset.

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[56] CARLSNAES, Walter; Thomas RISSE; Beth SIMMONS (ed.), *Handbook of International Relations*, Oxford 1990; WAEVER, Ole, „The sociology of Not So International Discipline: American and European Developments in International Relations", în *International Organization*, 52(4), 1998, pp.687-727.

[57] GOLDSTEIN, Joshua S.; Jon C. PEVEHOUSE, *op. cit.*, 2008, pp. 36-39.

- Thirdly, because the methods and creative techniques make the study of international relations a result of collective effort of the research team and not of just one of its members. Hence, satisfaction and reaching easier to consensus in a debate about international relations.

- Fourthly, creative methods used in the study of international relations are based on divergent thinking which allows accession to new solutions without fear of making mistakes and the manifestation of risk-taking behavior on the outcome can be reached.

- Finally, creative methods, through the development of mental flexibility of the subjects of international relations enable a suitable adaptive behavior in new, unexpected and apparently out of a situation cases or occurred on-the-spot.

Therefore, the role of creativity in the study of international relations is to facilitate scientific research of the chosen field and find a socially recognized solution as being the optimal one.

Also, creativity is designed to teach students of international relations, that innovation, invention and creative imagination can also manifest here, freely if desired.

3. CREATIVE METHODS AND TECHNIQUES USED IN THE STUDY OF INTERNATIONAL RELATIONS

The study of international relations due to their extreme complexity, and dynamism of their geographical scope should include, among other scientific methods and those related to human creativity. The study also calls for international relations manifestation of high mental flexibility from those who engage in such an enterprise.

Creative methods are classified according to their nature in analytical and intuitive methods[58]. Depending on what the goal is in the study of international relations, both methods can be used or just the intuitive one. Regardless of the method chosen, it is important that the survey approach, which, in our opinion, should be opened to new (in the way of accepting it), flexible (e.g.: to be able to adapt quickly and without major disruptions to new situations, original, unexpected) founded on innovation, invention and creative imagination.

From the creativity of analytical methods the morphological analysis is the best known. The method can be used to find original solutions for complex systems, starting from the decomposition into parts, identifying opportunities for achieving these elements and combining them in an original way.

Intuitive creativity methods are group methods that aim to lead the spontaneous activities of the brain to explore issues in order to find new applicable solutions. The existence of the creativity group provides the necessary energy and dynamism that allow the separation from the reality domain.

However, the team is a reservoir of ideas: the number of ideas multiplies not only because of more participants, but also because of encouraging analogies. For this purpose, creativity techniques aim to create an enabling environment, each participant being allowed to freely express his ideas, no matter how fanciful, without criticizing others' ideas.

From the methods of intuitive creativity category, the most popular are: brainstorming, Philips 66, brain writing, synectics.

3.1. Brainstorming[59]

Brainstorming is one of the most popular creative techniques. This technique is based on the finding that most people can solve problems faster than just one. Considering a precise

[58] Cf. *Metode de creativitate*, URL: http://www.referatmd.com/economie/metode-de-creativitate

[59] Cf. *Les méthodes créatives*, URL: http://www.jinnove.com/fr/innovation/J-innove-en-6-etapes/2-SUSCITER-L-INNOVATION/Les-methodes-creatives.

topic, each participant is required to write down everything that comes to his mind in a given time interval. The results are read in groups and relevant solutions retained.

3.2. "Philips 66"[60]

The "Philips 66" method includes techniques of group dynamics allowing to quickly manage opinions within a group. The principle is to divide an audience into small groups of six persons with six minutes time to issue an opinion on a given subject. A person outside the group notes the views expressed by the participants. The ones considered useful are analyzed and assessed by the organizer.

3.3. Synectics[61]

Synectics allows defining the problem, identifying the different angles of approach, taking a required setback due to an imaginary voyage in order to find surprising, practical and durable solutions. This method acquaints us with a creative problem solving process. This method can be used individually or in groups (of 3-10 people).

Basically, the method takes 12 hours and is as follows:

- Exploring the problem (considering a problem, identifying the approach, formulating the problem);
- Looking for ideas (finding new ideas based on a synectic practical and durable voyage);
- Turning ideas into solutions (turning ideas into concrete solutions, criteria for selection, training records solutions, preparing an action plan).

3.4. Brain writing[62]

Brain writing is an extended form of brainstorming. This method is more anonymous than brainstorming and is adapted to persons not known. Brain writing is ideal for groups of three to seven people. The "635" classical method works as follows: 6 people 3 ideas each in a 5 minute recorded time each time. Then the paper is passed to the next person, who writes his three ideas or develops the ideas of his predecessor. Thus, a large number of ideas are quickly generated.

CONCLUSIONS

International relations is an extremely complex area of human activity, varied, with a wide geographical scale, multidimensional, found at the interface area of concern of scientific disciplines such as political sciences, economics, law, history, and sociology.

Through their content and interference with activities of all state and non-state actors on the world stage, international relations bring together information, data, paradigms, regularities and theories of great diversity and interest for all the "actors" involved in conceiving, organizing and managing them.

Currently, specialized literature contains a variety of theories regarding international relations as a proof of their complexity and dynamism and the need for their creative study. The latter approach involves the study of international relations in a flexible manner, on the one hand and the use of creative methods and techniques, on the other.

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[60] Cf. *Les groupes Philips 66*, URL: http://4cristol.over-blog.com/article-les-groupes-philips-66-108331920.html
[61] Cf. *La synectique*, URL: http://www.ginettegauthier.com/synectique.htm
[62] Cf. *Brain writing ou « quand le cerveau écrit des idées » (méthode 635*),
URL: http://www.universdetravail.ch/fr/2009/11/brainwriting-ou-quand-le-cerveau-ecrit-des-idees-methode-635/.

Problems facing international relations are of great diversity - from relations between states to global security and stability. National interests and not only are ubiquitous and their full satisfaction can lead to tensions and even conflicts between parties involved.

The need for resources as well as gaining access to them may create animosity, tensions, disputes and even armed conflicts between those who want to accomplish their goals and those who stand in their way. On the other hand, at worldwide level there are political, military, economical alliances that might intervene in support of one party or another who is in search of natural resources such as energy ones or who is trying to satisfy its own strategic interests. Finding a solution acceptable to both sides is a difficult problem.

Therefore, the call to creativity, to its specific methods and techniques in solving tensions and conflicts between different actors on the world stage is effective with results as expected.

Almost all creativity methods and techniques involve group work for finding a solution to a problem of general interest whether international gatherings of world's representatives group together parties involved in conflicts.

In addition, knowledge of international relations as a field of human activity and development can be successfully achieved using creativity with its own methods and techniques.

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NOUL SPATIU FRANCOFON- SUSTINEREA SI PROMOVAREA PRODUSELOR CULTURALE FRANCOFONE

THE NEW FRANCOPHONE SPACE – THE PROMOTION OF THE FRANCOPHONE CULLTURAL PRODUCTS

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Abstract

The object of this paper is to discover, folow and analyze the way in which the Francophone cultural products are received in Romania, the impact they have on Romanian people, how the Romanian people regard this phenomenon, how it is included in their quotidiene cultural actions. The Francophone movement has always striven to become a comon space where the peoples who speak French could promote their cultural assets. Our attempt to analyze the Romanian Francophone space, starting from the idea that so far, the French culture has had a more accademic, elitist image, being avoided by the young public who has always been prone towardsthe simplicity and and liveliness of the American cultural products and the way in which the Romanian Francophone institutions try to debank this myth and promote the current, modern French cultural products, little known in its current shape.

După cum ştim, creaţia este inima diversităţii culturale, dar mecanismele de susţinere a acestor bunuri şi servicii culturale trebuie să cuprindă toate momentele din viaţa unei opere: creaţia, producţia, promovarea, difuzarea, feed-back-ul primit din partea publicului.

Obiectul lucrării de faţă il face descoperirea, urmărirea acestui drum al produselor culturale francofone, felul în care sunt ele promovate, transmise şi primite de publicul românesc.

Francofonia s-a dorit a fi întotdeauna un spaţiu solidar al dezvoltării durabile a popoarelor care utilizează limba franceză, iar produsele culturale ale acestui spaţiu să fie cunoscute, promovate de toţi membrii ei.

Vom lua spre analiză spaţiul francofon românesc, modul în care primeşte produsele culturale franceze, ce impact au ele asupra publicului tânăr, ale cărui inclinaţii culturale, se ştie, se îndreaptă mai mult spre cultura anglo-saxonă.

Am pornit de la constatarea că în România cultura franceză are o imagine academică, elitistă chiar. Din această cauză publicul evită consumarea produselor culturale francofone, preferând vioiciunea şi simplitatea americană. Or, această imagine nu corespunde cu oferta culturală actuală, care, păstrând standardele de calitate, se traduce în spectacole, care pot să placă şi să fie accesibile unui public ce nu cunoaşte neapărat cultura franceză şi nu este familiarizat cu spaţiul francofon. Obiectivul nostru este, aşadar, să arătăm că, menţinând standardele de calitate, cultura franceză are o ofertă modernă, actuală. De aceea, cultura tânără poate să atragă o tânără generaţie altfel întoarsă , ca peste tot în lume, spre cultura anglo-saxonă . Cultura franceză are multe de arătat, şi principalul scop al celor care o promovează trebuie să fie acela de a arăta concret că exită produse culturale franceze competitive şi atractive.

Pe de altă parte, România a transmis un mesaj superb popoarelor francofone, acela de a fi gazda pentru un an a tuturor expresiilor culturale francofone, încercând, în premieră, să răspundă unor întrebări simple ca: ‘Ce înseamnă Francofonia pentru un tânăr român?’ Acest

fapt subliniază totodată că Francofonia nu se rezumă la apărarea unei limbi, franceza, ci cuprinde şi un mesaj de cultură, de valori împărtăşite, de respect al diversităţii şi, în sens mai larg, al toleranţei. În aceste timpuri de violenţă, excluziune şi intoleranţă, de respingere a celuilalt pentru că nu este la fel cu noi, Francofonia reprezintă o şansă de dialog intercultural, o intersecţie între popoare care îşi împart limba franceză şi care avansează împreună spre o bună înţelegere reciprocă. România a îmbrăţişat ideea, a devenit un membru activ.

Pentru o promovare şi o protecţie eficiente a produselor culturale în întregul spaţiu francofon, s-au format organizaţii de susţinere a autorilor şi produselor lor culturale (vezi 'Convenţia pentru Protecţia şi Promovarea Diversităţii Expresiei Culturale'), oferindu-le posibilitatea să-şi expună şi să-şi promoveze opera la nivel internaţional într-un mod organizat şi profesionist. Francofonia joacă, deci, un rol important prin experienţa sa în materie de cooperare, respect, şi de promovare a sensibilităţii culturale faţă de această limbă comună a spaţiului.

Dacă, la începuturile sale, Francofonia reprezenta o dimensiune culturală, evoluţia sa recentă, cea din ultimul deceniu în special, dovedeşte ca a devenit un element la plural, modern si solidar, al unităţii în diversitate, inovator şi original în peisajul politic, economic şi cultural internaţional.

Promovarea culturii francofone reprezintă astăzi un element fundamental în procesul de integrare internaţională, ce duce la o transversalitate extraordinară a diferitelor tematici culturale precum şi la o capitalizare permanentă a experienţelor culturale. Astfel, utilizând diferiţi vectori, cum ar fi, în primul rând, internet-ul, se face posibilă dezvoltarea forumurilor, unde se schimbă şi se transmit idei şi proiecte în întreaga lume.

Situaţia promovării culturii francofone în România

Vom încerca, în continuare, să trecem în revistă metodele, strategiile găsite de organizaţiile româneşti de a promova forme ale culturii francofone (franceze , în esenţă).

Conform "Raportului asupra stării Francofoniei în lume", publicat în 1990 de către Ministerul francez al Afacerilor Externe, "un român din patru ar cunoaşte limba franceză şi ţara ar număra 27% de francofoni".

Pe plan pedagogic, conform lucrării "Starea Francofoniei în lume" a Înaltului Consiliu al Francofoniei, editată in 1991: "la începutul anului şcolar 1990, care a marcat si introducerea limbii franceze în învăţământul primar, începând de la varsta de opt ani, opţiunile părinţilor s-au îndreptat mai întâi către limba franceză (38%), apoi engleză (26%) şi, în fine, germană (20%). La acea dată, 161.000 elevi urmăreau cursuri în limba franceză, iar Maison Parisienne Hatier-Didier edita primul manual corespunzător clasei a II-a curs primar", manual conceput de către o echipă de profesori români. In 1993, Hatier-Didier publica primul manual pentru clasa a III-a curs primar, realizat de către aceeaşi echipă.

În plus, mai multe filiere francofone pe lângă instituţii de învăţământ superior funcţionează la Bucureşti (Universitatea Politehnică, Academia de Ştiinţe Economice, Universitatea Tehnică de Construcţii, Facultatea de Ştiinţe Politice si Facultatea de Chimie din cadrul Universităţii), Craiova (Facultatea de Electrotehnică), Iaşi (Universitatea Tehnică "Gheorghe Asachi") şi Timişoara (Institutul Politehnic).

Aceste filiere au stabilit legături puternice de cooperare cu Agenţia Universitară a Francofoniei (AUPELF-UREF). De menţionat, de asemenea, Şcoala Doctorală din Bucureşti, ce se află tot sub patronajul Agenţiei Universitare a Francofoniei.

La aceasta se adaugă si participarea Bibliotecii Naţionale din România la programul Băncii Internaţionale de Date privind ţările francofone, BIEF.

Să notăm, totodată, că în România există un Institut Francez la Bucureşti, având drept corespondent un Centru Cultural Român la Paris, precum şi trei Centre Culturale, după cum

urmează: Iaşi, Cluj si Timişoara, a căror funcţionare este urmarea Acordului Guvernamental semnat la Paris în septembrie 1990, între România si Franţa, la care se adaugă mai multe alianţe franceze.
Toate aceste centre, forme de învăţământ, organizaţii sunt prezente în viaţa culturală a românului care are opţiuni, este întâmpinat cu oferte , este îndrumat spre diferitele forme de cultură francofonă şi deşi tentaţia anglo-saxonă este mare şi mereu prezentă (vezi, d exemplu, programele TV, care, în urma unui studiu, sunt în proporţie de 80% englezeşti), găseşte timp pentru un teatru, film sau balet francez, se reântoarce la 'rădăcini'.

În concluzie, pentru a promova produsul cultural francofon, efortul trebuie să fie conjugat, oferta în permanenţă actuală şi atractivă , adaptată cerinţelor şi standardelor româneşti, căci România este o ţară cu tradiţie francofonă, o insulă latină într-o mare slavă ce se va intoarce întotdeauna cu plăcere spre trecutul ei lingvistic şi cultural.

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ANALYTICAL DESCRIPTION OF THE PRESCHOOL AND PRIMARY SCHOOL TEACHERS' TRAINING PROGRAMS IN ROMANIA AND CYPRUS

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Abstract

The aim of this study is to provide an analytical description of the preschool and primary school teachers' training programs in Romanian and Cyprus. The training programs are analyzed in terms of their main components: pre-service training and in-service training. Also, some aspects regarding the process of selecting and recruiting pre-primary and primary school teachers in the context of Romanian education are presented. This analysis provides the first premises to understand the national policies in terms of preschool and primary school teachers' training. This research was financially supported by the Executive Unit for Financing Higher Education, Research, Development and Innovation, The National Authority for Scientific Research (Program Capacity/ Module III - Bilateral Cooperation with Cyprus, Contract no. 561/ 2012 "Curricular innovations in the teacher training program from primary school and preschool education – CITPED").

I. TRAINING OF TEACHERS FROM PRESCHOOL AND PRIMARY SCHOOLS IN ROMANIAN EDUCATION

I.1. Pre-service Training

The teaching positions from pre-university education are established by the Statute of the Teaching Staff (Law 128/1997), the teaching positions for pre-primary education being: *kindergarten teacher, elementary teacher, pre-primary school teacher*. The pre-university education teaching position is, according to the Statute of Teaching Staff (Law 128/1997): *elementary or primary teacher*.

The initial training of teachers from pre-primary education is now done in universities according to the Bologna process, by the Departments of Preschool and Primary Teaching Staff Training, through a three years study program, at the end of which graduates receive a diploma in the Pedagogy of Primary and Preschool Education which allows them to become teachers in preschool or primary education. Because initial training was provided through pedagogic high-schools and colleges prior to the adoption of the decisions from the Bologna process, persons that hold teaching positions in the system can now complete their studies by applying to university undergraduate or master programs.

The minimal requirements regarding the initial training for the teaching position of elementary or primary teacher are: graduation with a diploma exam from a pedagogic high-school or any other equivalent school, or graduation with a graduation exam diploma, followed by a course in the specific psycho-pedagogic and methodological field.

The initial training for the position of elementary or primary school teacher provided by the formal education is completed by a legal insertion period of at least 2 years. During this period, beginner teachers are hired based on a work contract similar to that of teachers with licensure employment, containing the same responsibilities, rights and obligations (including teaching hours, payment etc.). During this initial stage, the beginning teaching staff is assisted by the school inspectorate and by a mentor designated by the head of the education unit. At the end of the 2 years, beginner teachers may sit in for the licensure examination – an evaluation that certifies the person's professional competencies required by the teaching

activity. The licensure examination is compulsory after 2 years from completing the initial stage, and beginning teachers may sit in for the exam for a maximum of 3 times in an interval of 5 years. Those who do not pass the exam within the stipulations of the law can no longer work as qualified teachers.

At "Vasile Alecsandri" University of Bacău there is the Department of Mathematics, Informatics and Educational Sciences, part of the Faculty of Sciences, which is responsible with providing training programs for teachers of Pre-primary and Primary Education. The offer of studies programmes for teacher education for a Bachelor's degree in Pedagogy of Primary and Preschool education consists of: compulsory courses, with 180 ECTS (88,3%), optional courses (11,7%). The curricula for the specialization of Pedagogy of Primary and Preschool education include *fundamental subjects* (The foundations of pedagogy, The foundations of psychology, The foundations of special psycho-pedagogy, Information and communication technologies, Curriculum theory and methodology, Personality psychology, Instruction theory and methodology, The methodology of pedagogical research, Evaluation theory and practice), *specialized subjects* (The Psychology of ages, Education psychology, The pedagogy of primary and preschool education, The Psycho-pedagogy of games, Romanian children's literature, Romanian language, Pedagogical practice for pre-primary education, Mathematics, Didactics of language education activities, Didactics of mathematics activities, Class management, Science Didactics, Didactics of language and literature for primary education, Didactics of Mathematics for primary education, Pedagogical practice for primary education, Computer-assisted instruction, Didactics of practical abilities, Musical education, Plastic education and Didactics, Didactics of Physical education, Didactics of History, Geography and Civic education) and *complementary subjects* (Foreign language, Physical education). The subjects are selected in accordance with the national regulations. The syllabi of the subjects include course objectives, thematic content, seminar topics, evaluation form, the recommended minimal bibliography.

I.2. In-service Training

The continuous training of teachers from pre-primary education is compulsory and regulated by the law The Statute of the Teaching Staff in the Pre-University Education. According to this law, teachers should accumulate 90 transferable credits in the interval of 5 years, from participation in accredited courses of continuous training.

The Ministry of Education, Research, Youth and Sport is conducting, in Romania, within the Program of Early Education Reform, a national program of continuous training for the entire staff from the early preschool education system at the end of which each teacher, director and psycho-pedagogic counsellor working in kindergartens receive certificates of continuous training and a certain number of professional credits.

Teachers from the early preschool educational system are nevertheless free to select from the training offer of providers certified by the National Centre for Staff Training in Pre-university Education, those courses that respond best to their training needs.

The professional development of elementary or primary teachers is a process involving several stages. It is about improving oneself through the teaching/professional degrees that may be obtained after the licensure in the following order: the 2nd and 1st didactic degree followed by continuous training once in 5 years. At the same time, the Statute of the Teaching Staff stipulates that the teaching staff from pre-university education should take part in continuous training programs at least once in 5 years or whenever this is recommended by the council of school administration or by the county's school inspectorate. The condition is regarded as satisfied for teachers who obtained licensure or any of the didactic degrees in the given interval.

According to the Order of the Ministry of Education, Research and Youth 4796/2001, the regular training of teachers is structured into modules quantified as transferable credits. The minimal standard for the regular training of teachers is 90 professional transferable credits.

Certain subjects, such as Foreign languages, Religion, Physical education and Music from primary education may be taught by specialized teachers or by primary teachers only if they prove that they are qualified for this through a diploma or a certificate issued by the education institution one has graduated for the respective language, validated by the Ministry of Education, Research, Youth and Sport.

I.3. The process of selecting and recruiting pre-primary and primary school teachers

The process of selecting, recruiting and hiring kindergarten, elementary and pre-primary school teachers relies on yearly competitive examination (national competition for all unoccupied positions or jobs published nationally). The competitive examination has an open nature – any person meeting the study requirements established by the Statute of the Teaching Staff may sit in. The methodological coordination is ensured by the Ministry of Education, Research, Youth and Sport (MERYS) whereas the local organization and holding of the competition is ensured by school inspectorates and certain school units (representative educational units) established by MERYS.

The selection, recruitment and hiring of kindergarten, elementary and pre-primary school teachers for private education positions or jobs relies on the open recruitment procedure. The private pre-primary education units that are accredited or temporarily authorized hold full responsibility for the process of selecting, recruiting and hiring persons for the positions or jobs they offer. The process should comply with the general provisions of the Law of Education ad the Statute of the Teaching Staff. More precisely, the open recruitment procedure should rely on a competition open for any person that meets the study requirements established by the Statute of the Teaching Staff for the respective teaching position. The accredited or temporarily authorized pre-primary education units should inform the school inspectorates about the final results of the process.

The process of selection, recruitment and hiring for the position of elementary and primary school teacher relies on a yearly competitive examination (a national competition for all the available positions or jobs published nationally). The competitive examination has an open nature – any person meeting the requirements established by the Statute of the Teaching Staff (Law 128/1997) may apply. The methodological coordination is ensured by the Ministry of Education, Research, Youth and Sport (MERYS) whereas the local organization and holding of the competition is ensured by school inspectorates and certain school units (representative education units) established by MERYS.

The selection, recruitment and hiring for the position of elementary or primary school teacher in private primary education relies on the open recruitment procedure. Accredited or temporarily authorized private primary education units are fully responsible for the process of selection, recruitment and hiring with regard to their positions. The process should comply with the general provisions of the Law of Education ad the Statute of the Teaching Staff. More precisely, the open recruitment procedure should rely on a competition open for any person that meets the study requirements established by the Statute of the Teaching Staff for the respective teaching position. The accredited or temporarily authorized primary education units should inform the school inspectorates about the final results of the process.

II. TRAINING OF TEACHERS FROM PREPRIMARY AND PRIMARY SCHOOLS IN CYPRIOT EDUCATION

II.1. Pre-service Training

All Pre-primary and primary education teachers are university graduates who have completed their studies either in a university from Cyprus or abroad, mainly in Greece. Admission at the public universities of Cyprus and Greece where the courses are free, is based on the system of entrance examinations, namely the Pancyprian Examinations, which are set every June by the Ministry of Education and Culture. In order to be eligible for the examination, applicants must have a school-leaving certificate from a lyceum, a technical school or a recognised private secondary school. All teachers hold a Bachelor's degree after four years of studies with at least 240 ECTS (one credit unit corresponding to 25-30 working hours of the course per semester). During their studies they attend general courses, compulsory courses and courses of their choice. The main areas of studies are Pedagogical Science, Teaching Methodology, Content Area Courses, Specialisation and General Education. Their studies include practical training as well, which is also referred to as 'school experience' and during this period they have the opportunity to teach and be responsible for a class for a period of time.

At the University of Cyprus there is the Department of Education from the Faculty of Social Sciences and Education, that is responsible with providing training programs for Pre-primary and Primary Education teachers. Its mission is to meet the national, cultural and developmental needs of the island (UCY, Undergraduate prospectus). The offered programme of studies for teacher education leading to a Bachelor's degree in Elementary and Kindergarten education requires the completion of at least 240 ECTS. The courses are divided into: compulsory, with 190 ECTS (79.2%) for elementary school teachers and 170 ECTS (70.8%) for kindergarten teachers, elective courses, with 30 ECTS (12.5%) for elementary school teachers and 55 ECTS (22.9%) for kindergarten teachers and general education courses, with 20 ECTS (8.3%) for elementary school teachers and 15 ECTS (6.3%) for kindergarten school teachers. The programme is divided into the following areas: *Pedagogical Science*: Elementary school teachers must complete 12 courses (25% of the programme of studies) whereas Kindergarten teachers must complete 14 courses (29.2% of the programme of studies), *Teaching Methodology*: for elementary school teachers, courses occupy 20.9 % of the programme of studies and for kindergarten school teachers, courses take up the 27.1% of the programme of studies, *Content Area Courses,* 16.7 % for the elementary school teachers and for kindergarten school teachers 20.9 %. *Elective Courses:* The courses must be from at least two different faculties and take up 8.3% of the programme for elementary teachers and 6.3% of the programme of kindergarten school teachers, *Foreign Language:* both programmes include courses in a foreign language for 10 ECTS. Only for the degree of elementary teachers, there are two specializations areas that students should chose from (30 % of the programme of studies). The specialisations are: Group A: Greek Language, Mathematics, Science Education and Group B: Special Education, Art Education, Music Education, Physical Education.

The School Experience Programme consists of three phases for both programmes: *Phase I* takes place in the second year of studies, students attend weekly lectures and seminars at the University. Students visit schools and observe school life and lessons; *Phase II* takes place in the third year of studies, students attend weekly lectures and seminars at the University. Students visit schools once a week and are placed in separate classes; *Phase III* takes place in the fourth year of studies, students attend weekly lectures and seminars at the University. Students visit schools every day and they are placed in separate classes.

A high percentage of graduates continue their studies by the level of Master's degree. They can either attend programmes offered in universities from Cyprus which last for two years in full time courses or longer in case of part time, or they can choose to study in a university

abroad. Studies in universities from England for this purpose are very popular among Cypriot students as their post-graduate programs last for one year. The University of Cyprus currently offers eight post-graduate programs in the following areas: Educational Administration and Evaluation, Curriculum Development and Instruction, Pedagogical Sciences, Mathematics Education, Learning in Natural Sciences, Didactics and Methodology of Mathematics, Inclusive Education and Language Pedagogy. The programmes require 90 ECTS for their completion. There are two options for their completion: a) 9 courses and 3 seminars and b) 7 courses, 3 seminars and dissertation. It is expected that UCY will be able to provide more programs to include more subjects in the near future.

II.2. In-service Training

Teachers' in-service training in Cyprus is a responsibility of the Cyprus Pedagogical Institute, a department of the Ministry of Education and Culture. The Institute was founded in 1973 and its mission is "to ensure the continuous training of teachers of all levels, to inform them about the most recent trends in education, to provide both theoretical and research support to the educational policy of Cyprus and to empower teachers during their professional and personal development" (*Pedagogical Institute of Cyprus*, 2010).

Since 2002, the Curriculum Development Unit of the Ministry of Education and Culture has been incorporated into the Pedagogical Institute. Within the framework of the Educational reform, in 2008 the Centre of Educational Research and Evaluation was founded and its mission is to advice the Ministry of Education and Culture on matters related to the continuous professional development of teachers and to contact research. Apart from these departments, the P.I. consists of the Department of Educational Documentation which has as main aim to supply educators with information on the new trends in education through the publication of books and production of supportive material, the Department of Educational Technology which is responsible for the implementation of programmes for training in Information and Communication Technologies and the In-service Training Department which is responsible for providing support and empower teachers at all levels of education (Pedagogical Institute of Cyprus, 2012).

According to the Director of the Pedagogical Institute of Cyprus, Dr. Michaelidou, there has been a significant improvement in teacher training in Cyprus during the last three-four years, due to the implementation of intensive research, the study of the literature and the survey of Cypriot teachers' interests and needs. Teachers now have an active role in the construction and evaluation of training programs. The Director of the In-service Training Department, Dr. Hadjikakou stated that literature and teachers' reviews refer to requests for more practical training and experiential learning and that is what the P.I. aims at. Hence, there have been recent efforts to shift central training towards more decentralized actions and, where possible, to school based actions.

The Department of Teachers' In-service Training organizes mandatory and voluntary courses. The compulsory courses refer to newly promoted Secondary School Head teachers, newly promoted Primary School Head teachers, Deputy-Head teachers of Secondary Education and newly appointed teachers of all levels and their mentors-Induction Program (Pedagogical Institute of Cyprus, 2010). A variety of optional courses address either all teachers of all grades or a specific group of teachers, in the form of seminars, conferences or workshops.

Analytically, the P.I. offers the following programmes and seminars: a) Optional In-Service Training Seminars; b) School-based Seminars; c) In-service Training Programmes on the New Curricula; d) The Induction Programme; e) In-service Training Programmes for School Leaders; f) Seminars for Parents etc.

a) Optional In-service Training Seminars

The voluntary courses are provided in training centres in all the five districts of the island after school hours. The seminars are open to teachers of all levels and they are defined in terms of their audience as: primary education, secondary education, vocational education and interdepartmental. Optional seminars cover a great range of educational topics like school subjects, social and psychological issues, educational research skills and information technology, and they aim to meet the needs of all teachers, as identified by the Pedagogical Institute and the Ministry of Education and Culture (Karagiorgi et al., 2008). The handbook with the optional seminars offer is sent to schools at the beginning of each school year and teachers can select which courses to apply to. Subjects available to all teachers include: Health Education, Environmental Education, Educational Research, Educational Technology, Psychology, Violence, Conflict Resolution, Critical Thinking, Meta-cognitive Skills, Education Management etc. (Pedagogical Institute of Cyprus, 2012, Handbook for Optional Seminars).

The P.I. considers Pre-primary and Primary Education as a whole. Therefore there is a separate category of optional seminars for this level. Some of the seminars from this category address only teachers of Pre-primary Education, some only teachers of Primary Education whereas some others address both Pre-primary and Primary Education teachers. The topics of the seminars cover the following areas: Teaching of Foreign Languages, Teaching of History, Teaching Mathematics, Teaching Sciences, Teaching Literature, Music Education, Educational Technology, Health Education, Physical Education, Differentiated Instruction, Psychology, Sociology, Learning Disabilities etc. (Pedagogical Institute of Cyprus, 2012, Handbook for Optional Seminars). The majority of the optional seminars are offered in five meetings over a month. Each seminar has a limited number of participants, usually 15-20 persons. Hadjikakou mentions that the small size of the audience leads to more effective training, providing opportunities for practical exercise and opinion exchange. Dr. Michaelidou sais that the optional seminars constitute a special category of seminars as teachers attend them because they want to and not because they are obliged to. This is attributed to the fact that they are able to choose among a variety of subjects and instructors and to the fact that the subjects are contemporary and meet the teachers' needs. Dr Hadjikakou agrees by saying that these seminars are not compulsory and that teachers do not receive any credits for their attendance, the reasons they attend these seminars being their interest in the specific subjects and their wish to improve their teaching skills or solve their problems in class.

b) School-based Seminars

The P.I. of Cyprus has been conducting school-based seminars for many years but during the last two years there has been an effort to upgrade them. Research in this field has shown that collaboration among peers in programs for professional development contributes to the construction of productive environment, to the acquisition of new knowledge and experience resulting in the introduction of innovation in the working environment (Wenghofer et al., 2006). The philosophy of the school-based seminars is to provide solutions on actual problems that teachers face in their working environment and to satisfy their specific needs. Each school has its own particularities and priorities and the main aim of these seminars is to address those needs. The school-based seminars are carried out by educators of the P.I. during school hours. The groups attending the programs may consist of teachers from the same school or from nearby schools. In the second case, a network of two or three schools is established for the purpose of the seminars. When these schools decide to cooperate they apply on-line for the subject they have selected. According to Dr Hadjikakou, the P.I. responds to all applications and in case the Institute's staff cannot cover all the applications, external services are called on.

To implement the school-based seminars an educator from the P.I. conducts one or several working visits at the school, depending on the subject and in agreement with the school's

Head Teacher. There are attempts to make these seminars different from the central teacher training where teachers receive the new knowledge passively from the instructor. During the first meeting the instructor introduces the subject, the terminology and the international trends in the specific scientific area. During the following meetings, teachers in collaboration with the instructor who acts like a facilitator implement specific practices and action plans which provide actual solutions to class or school related issues (*Pedagogical Institute of Cyprus*, 2012). The subjects include: Instruction of Specific Modules Based on the New Curricula, Evaluation of Instruction, Management of Linguistic Diversity, Life Skills, Action Research Methodology, Discrimination in School etc.

c) In-service Training Programmes on the New Curricula

Since the decision for the development of New Curricula has been made on a political level, the Pedagogical Institute of Cyprus undertook the responsibility of training teachers. Formerly, teachers' training aimed at informing a large number of teachers about the New Curricula but gradually the effort moved towards schools with sample teachings, practical experiences and seminars pursued by the schools. The P.I. was called on to support the implementation of the New Curricula in the educational system of Cyprus. More than 50% of Cypriot teachers went through training programs concerning the New Curricula. Our effort now is decentralized and is concentrated on the level of schools. To implement the New Curricula in schools, the staff of the Pedagogical Institute with teaching experience, formed special groups of educators-supporters to assist teachers in their training for the New Curricula. The program of teachers' training was divided into four stages: the first stage concerned the updating of principals of the Ministry of Education and Culture and the head teachers of Primary and Secondary education, the second stage referred to the training of Inspectors and Supporters, the third stage consisted in training one teacher per school who would be responsible for conveying his/her learning to his/her colleagues and the fourth stage contained the updating of all teachers in a district. During the year 2011-2012 the main aim of the training was to familiarize teachers and schools with the principles, goals and content of the New Curricula and the provision of support for their implementation (*Ministry of Education & Culture*, 2012). The focus of the teachers' training for the year 2012-2013 is transferred on the level of schools in order to provide assistance and support during the implementation of the New Curricula in classes.

d) The Induction Programme

The Pedagogical Institute has been offering the Induction Program for newly appointed teachers and their mentors since 2008. This program aims to provide support to newly appointed teachers and also to cultivate cooperation among peers in schools. The presence of the mentor in this process benefits both the newly appointed teacher who receives assistance from a more experienced teacher and the mentor himself who has the opportunity to receive training in subjects related to teaching methods' effectiveness and mentorship development (Pedagogical Institute, 2010). According to Dr. Michaelidou, the Induction Program is a must for the educational system. Few European countries apply this program and the Cypriot model was presented as an example in the European Committee. Mentoring in Cyprus is offered to Primary and Secondary Education teachers. Teachers of Pre-primary Education are not included in the program as they obtain the necessary experience during their studies. The 2012-2013 yearly design provides mentors with more training as compared to newly appointed teachers and this aims at meeting the newly appointed teachers' personal needs.

The program is completed in three stages:

- the first stage contains a central training at the beginning of the program which consists of five meetings informing the participants about the content and the procedures of the program. All the meetings include the active participation of the teachers and avoid the form of lectures.

- the second stage contains work in the school unit and one meeting at a central level. The work in the school lasts for six months and during this period the newly appointed teacher has the opportunity to observe 10 teachings of his/her mentor, to be observed by his/her mentor in 10 teachings and practices 6 co-teachings with his/her mentor or another teacher. During this period newly appointed teachers receive support from their mentors and the educators from the P.I. who visit schools periodically and provide feedback to teachers.

- the third stage includes one meeting at a central level where newly appointed teachers present their work and they proceed to the evaluation of the program.

e) In-service Training Programmes for School Leaders

The Training Programme for School Leaders aims to develop and cultivate the necessary skills for the practice of management, leading, organization and pedagogic tasks by school leaders. The program is expected to lead to the professional development of both the participant and the school unit he/she works at. The program consists of six themes: introductory meetings, the annual circle of work which is divided into three meetings, one for each trimester, pedagogic leadership in the school unit, planning for the improvement, evaluation and development of the school unit, educational reform and the role of the Head Teacher and general pedagogy and organization of the school unit. The overall aim of the program is to provide adequate theoretical and practical training (*Pedagogical Institute of Cyprus*, 2012).

In the last two years there has been a significant reform and improvement of the Programs for School Leaders. Their planning was adjusted to fit the actual needs of school leaders. There are also plans to introduce mentoring into the program. Each teacher will have the opportunity to visit his/her mentor in his/her school unit three times a year in critical periods like the transition to a new trimester. The mentor will receive the corresponding training in order to be able to support the newly promoted Head Teacher. Apart from the programs mentioned above, the Pedagogical Institute offers: Seminars for Parents, Training Program for Greek Origin Teachers from Abroad, Crash Course for Greek as a Second Language and training programs for teachers of Secondary Education of specific specializations. In addition, the P.I. organizes programs in subjects that are deemed necessary in adherence to the priorities of the Ministry of Education and Culture for each school year, for example training programs for teachers of Special Education, training programs for teachers of All-Day Primary School.

The Pedagogical Institute makes extensive use of Information and Communications Technologies to support the training programs provided. It has created an electronic platform to serve the needs of distance learning during the application of teachers' training programs. The platform has been applied in a few programs so far and this year is going to expand in more programs. There has been a wide use of the platform in the training of School Leaders; the participants were visiting the platform, exchanging views, making comments about the program and asking questions. The learning communities that were formed are regarded as quite beneficial for the learning of participants and efforts are made to promote those communities.

Teachers who are interested in participating in the programs of the P.I. can apply online in a website formed especially for this purpose. The website was designed to facilitate teachers to apply for the programs offered by the P.I. and also to provide teachers with the possibility of managing their training (P.I. Department of Educational Technology, 2012). Besides online registration, the P.I. tries to implement videoconferencing in contexts of teachers' training when the audience is located in remote areas. Every time we applied the videoconferencing the school units were highly interested in participating and the results were very good.

Generally, the Pedagogical Institute makes an effort to meet the needs of teachers and combine them with the priorities of the Ministry of Education and Culture and the

requirements of contemporary Pedagogy. That is why teachers take part in the formation and evaluation of training programs. What teachers ask for is more practical training and more focus on specific subjects that concern them. During the last three years the P.I. has managed to approach teachers' personal needs by conducting school programs and by offering a variety of seminars. Efforts are made to reduce centralized training and to form small groups of teachers that will have the opportunity to receive not only theoretical but practical training as well. The P.I. also attempts to provide solutions to the problems of each school and aims to make the people of each school.

III. Conclusions

This study constituted an analytical description of the preschool and primary school teachers's training programs in Romanian and Cyprus in terms of pre-service and in-service training. Some aspects regarding the qualification requirements a teacher should meet have also been highlighted. One of our conclusions regarding the training programs for preschool and primary teachers from the two countries analyzed – Romania and Cyprus – is that the Pedagogical Institute of Cyprus provides a wide range of subjects that teachers may apply to as part of their training programme. The Induction Programme conducted by the above mentioned institution is an example of the relevance that teacher training programmes have for a teacher's didactic activity. The fact that this programme attempts to combine up-to-date teaching and training strategies with the use of the new information technologies, and also to adjust the practical activities and contents it approaches to the teachers' current professional needs makes it even more attractive and efficient. The school-based seminars presented in this study were also found to be of significant relevance and efficiency as they approach problems that teachers are faced with in classroom related situations. School-based seminars also approach school-related issues by taking into account the fact that each school unit has its own particularities, priorities and needs, also constituting a model worthy to be followed in this respect.

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CETĂȚENIE EUROPEANĂ VERSUS CETĂȚENIE NAȚIONALĂ

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DEFINIŢIA CETĂŢENIEI EUROPENE

Dacă noutatea conceptului de *cetăţenie europeană* este destul de controversată, nu există însă dubii asupra caracterului său artificial. Cetăţenia europeană este o construcţie al cărei proces de agregare se află încă în desfăşurare. Aceasta marchează însă o nouă etapă în lunga istorie a Uniunii Europene. care simbolizează comunitatea de obiective şi de mijloace care se construieşte între statele membre, mai concret, între popoarele acestora. Uniunea Europeană derivă din ideea de bază a construcţiei europene: aceea de a asigura pacea, permiţând popoarelor să trăiască laolaltă în virtutea unor reguli şi instituţii comune, liber consimţite. Aceasta se doreşte a fi materializarea aspiraţiei exprimate în Declaraţia Schuman: "Noi nu unim state, ci oameni", mijlocul de a îndeplini "destinul împărtăşit" (preambulul Tratatului CECO).

Conceptul de *cetăţenie europeană* nu a existat în această formă de la început. A existat mai întâi noţiunea de *Europă a cetăţenilor* care de-a lungul timpului a evoluat şi s-a aprofundat. În anul 1979, o dată cu alegerea Parlamentului European prin sufragiu universal direct în toate ţările membre (ca urmare a unei decizii din 1976) şi în 1984, atunci când Comitetul Adonnino – instituit de către Consiliul de la Fontainebleau – a dorit "să dea o dimensiune mai umană experienţei comunitare"[63]. Abia în 1990, la iniţiativa guvernului spaniol, s-a adoptat noţiunea de cetăţenie europeană care va fi consacrată juridic prin Tratatul de la Maastricht, unde este şi definită (articolul 8 - primul punct) astfel: "este cetăţean al Uniunii orice persoană care deţine naţionalitatea unui stat membru.". Tratatul de la Amsterdam (1997) adaugă aici că "cetăţenia Uniunii completează cetăţenia naţională şi nu o înlocuieşte". Constituţia europeană şi recentele discuţii asupra viitorului Europei au deschis din nou subiectul cetăţeniei îmbogăţindu-l cu noi aspecte.

Dincolo de noţiune şi idee, există însă şi o realitate politică a cetăţeniei europene. Abia schiţată pentru unii, pentru alţii însă suficient de puternică, această realitate este dată de conţinutul cetăţeniei şi mai ales de aplicarea acesteia şi de evaluarea eficacităţii sale. Din nefericire nu există mijloace foarte clare de evaluare a acestei eficacităţi, în ciuda dublei valori pe care *cetăţenia europeană* o are astăzi de jure. Se face referire aici la valoarea juridică şi politică a conţinutului actual al *cetăţeniei europene* care este concomitent un statut care implică drepturi și obligații reciproce, precum şi o instituţie politică.

Ca ansamblu de drepturi și obligații, cetăţenia ajută la observarea naturii compozite a Uniunii Europene, care este ea însăşi o comunitate de drept, un sistem socio-economic şi din ce în ce mai mult o entitate politică. Drepturile, înscrise pentru prima dată în Tratatul de la Maastricht şi completate ulterior la Amsterdam, Nisa, iar mai nou în Carta Drepturilor Fundamentale a Uniunii Europene, există nu numai în cadrul tratatelor, dar şi în alte acte normative: decizii ale Consiliului, directive, etc. Este vorba în final de patru drepturi, din care trei politice, restul drepturilor economice şi sociale fiind deja garantate cetăţenilor fiecărui stat membru în parte, într-un fel sau altul, aspect care reiese din faptul că toate statele membre sunt părţi ale convenţiilor şi declaraţiilor internaţionale din acest domeniu. Precizăm mai întâi dreptul de liberă circulaţie şi sejur pe întreg teritoriul Uniunii pentru toate categoriile de cetăţeni europeni[64]. De asemenea, dreptul de vot şi de eligibilitate în Parlamentul European şi,

[63] Rapoartele Adonnino au fost adoptate în 1985. Scopul programului era de a facilita liberă circulaţie a persoanelor, de a informa cetăţenii mai bine, de a favoriza învăţământul limbilor străine, de a dezvolta simbolurile de identificare sau de apartenenţă (imnul – a fost aleasa Oda bucuriei de L. Van Beethoven – drapelul, paşaportul, permisul de conducere european – începând cu 1996).

[64] Acesta implică intrarea, sejurul şi rămânerea pe teritoriul unui alt stat membru.

după Tratatul de la Amsterdam, inclusiv în alegerile municipale[65].

Totodată, dreptul de a beneficia de protecţie diplomatică şi consulară într-un stat terţ în care ţara persoanei respective nu are reprezentanţă diplomatică, din partea reprezentanţelor diplomatice ale oricărui stat membru, existente deja în statul terţ, iar aceasta se acordă în aceleaşi condiţii cu ale resortisanţilor statului respectiv. De asemenea, dreptul de petiţie în faţa instituţiilor europene într-una din cele 23 de limbi oficiale ale Uniunii acoperă deficitul de transparenţă democratică a Uniunii şi de a-l apropia pe cetăţean de administraţia europeană.

Ca instituţie politică, cetăţenia europeană este expresia tuturor proceselor politice sau de negociere interguvernamentale, a interpretărilor, impulsurilor comunitare şi a mobilizărilor sociale. Tocmai la acest nivel putem regăsi dinamica cetăţeniei, noutatea sa şi în acelaşi timp aspectele sale cele mai controversate. Catherine de Wenden subliniază[66], de altfel, că unul din obstacolele majore în definirea şi stabilirea unei cetăţenii europene este tocmai caracterul său evolutiv în permanentă transformare, care-i conferă o doză de instabilitate şi neprevazut. Este deci dificil de a spune care este natura exactă a acestui straniu prototip de cetăţenie, care nu pare a se supune nici tradiţiei naţionale germane a lui ius sanguinis, nici celei franceze a cetăţeniei civice, dar care le îmbină totuşi pe amândouă, concurând suveranitatea statului de a edicta asupra cetăţenilor săi şi revendicându-se în acelaşi timp de la aceasta prin faptul că este definită prin regulile fiecărui stat membru de a-şi stabili cetăţenia.

REGLEMENTAREA CETĂŢENIEI EUROPENE

Cetăţenia europeană a fost instituită pentru prima dată prin Tratatul de la Maastricht, tratat prin care acest concept dobândeşte un rol esenţial în dezvoltarea actuală a procesului de integrare europeană. Potrivit dispoziţiilor comunitare, cetăţenia europeană, ca obiectiv, se constituie într-o „nouă etapă a procesului de realizare a unei Uniuni din ce în ce mai strânse între popoarele Europei”[67].

Aşa cum o defineşte Tratatul de la Maastricht, *cetăţenia europeană* constă în posibilitatea dată oricărui individ care are cetăţenia unui stat membru de a fi considerat cetăţean al Uniunii Europene. Prin introducerea *cetăţeniei europene*, semnatarii Tratatului asupra Uniunii Europene şi-au dorit, între altele, promovarea şi consolidarea identităţii europene, implicând, în acest fel, cetăţenii în procesul de integrare europeană. Ca urmare a dezvoltării Pieţei unice, cetăţenii beneficiază de o serie de drepturi generale în domenii dintre cele mai diverse, precum libera circulaţie a bunurilor şi a serviciilor, protecţia consumatorilor şi sănătatea publică, egalitatea de şanse şi de tratament, accesul la ocuparea locurilor de muncă şi la protecţia socială ş.a.[68]

Primul paragraf al articolului 17 (fostul art. 8) din Tratatul instituind CE[69] defineşte cetăţeanul european ca fiind „acea persoană care are naţionalitatea (cetăţenia) unui stat membru”. Cu toate acestea, printr-o Declaraţie[70] anexată în anul 1992 Tratatului de la Maastricht, cu ocazia Conferinţei Interguvernamentale, se reaminteşte faptul că, de fiecare

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[65] Condiţiile cerute pentru a fi titular al dreptului de vot şi de eligibilitate în statul membru de rezidenţă sunt: 1. să aibă naţionalitatea unuia din statele membre; 2. să fie rezident în statul membru unde se votează sau se depune candidatura; 3. să fie în conformitate cu prevederile statului de rezidenţă referitoare la dreptul de vot şi de eligibilitate şi aplicabile resortisanţilor statului respectiv (în conformitate cu principiile de egalitate şi de nediscriminare între electori şi candidaţii naţionali şi comunitari).

[66] Withol de Wenden, Catherine, *La citoyenneté européenne*, Paris, 1997, Editura Presses de Sciences Po, p.7.

[67] Articolul 1 din *Tratatul asupra Uniunii Europene*, modificat prin *Tratatul de la Amsterdam* (fostul art. A din Tratatul de la Maastricht).

[68] Augustin Fuerea, *Dimensiunea politico-juridică a cetăţeniei europene*, articol publicat în broşura *Cetăţenie naţională – cetăţenie europeană*, Editura Libra, Bucureşti, 2003, p. 34.

[69] Este vorba de Tratatatul instituind Comunitatea Economică Europeană, Comunitate care, începând cu anul 1993 (anul intrării în vigoare a Tratatului de la Maastricht) îşi schimbă denumirea în Comunitatea Europeană, tratatul devenind astfel, „Tratatul instituind Comunitatea Europeană” (A. Fuerea, supra cit., p. 34, nota 3).

[70] Declaraţia a fost solicitată, în special, de către Danemarca.

dată când se face referire la cetăţenii statelor membre, problema identificării deţinerii de către o persoană a cetăţeniei unui stat membru sau a altuia se va rezolva făcându-se referire la dreptul naţional al statului membru în cauză. În Declaraţie s-a subliniat faptul că cetăţenia Uniunii este un concept politic şi juridic diferit de cel al cetăţeniei în sensul Constituţiei Regatului Danemarcei şi a sistemului juridic danez şi că nici o dispoziţie a Tratatului asupra Uniunii Europene nu implică angajamentul de a crea o cetăţenie a Uniunii în sensul cetăţeniei unui stat membru.

Tot atunci, s-a adăugat şi faptul că cetăţenia Uniunii nu conferă nici unui cetăţean dintr-un alt stat membru dreptul de a obţine cetăţenia daneză sau alte drepturi, obligaţii ori avantaje proprii cetăţenilor danezi în temeiul normelor constituţionale, juridice şi administrative din această ţară.

Ulterior intrării în vigoare a Tratatului de la Maastricht, cetăţenii Uniunii Europene au dobândit şi o serie de drepturi desprinse din norme având caracter fundamental. Forţa politico-constituţională a acestui important progres politic nu-şi produce, încă, efectele în întregime în cadrul legislativ comunitar.

Tratatul de la Amsterdam a adus o serie de completări în materie. Astfel, prima vizează articolul 17 din TCE[71], în care se precizează că „*cetăţenia Uniunii completează cetăţenia naţională şi nu o înlocuieşte"*. Altfel spus, se instituţionalizează un principiu, deja conţinut în Declaraţia Conferinţei Interguvernamentale anexată Tratatului de la Maastricht[72]. Această modificare, aparent nesemnificativă, consolidează una dintre caracteristicile cetăţeniei comunitare, şi anume, faptul că aceasta este inseparabilă de cetăţenia naţională care rămâne aşadar primară şi originară.

Astfel, se poate aprecia că cetăţenia Uniunii se prezintă ca o „cetăţenie satelit", în sensul că dobândirea sau pierderea sa este condiţionată de dobândirea sau pierderea cetăţeniei unuia dintre statele membre ale Uniunii. În acest sens, dispoziţia din articolul 17 al TCE este foarte clară: *„Este cetăţean al Uniunii orice persoană care are cetăţenia unui stat membru"*.

Cetăţenia se poate dobândi, în principal, fie prin naştere, fie prin naturalizare.

Dobândirea cetăţeniei prin naştere împarte statele, inclusiv cele membre ale Uniunii Europene, în state a căror cetăţenie este întemeiată pe principiul *jus sanguinis*, principiu potrivit căruia copilul dobândeşte cetăţenia părinţilor, indiferent de locul naşterii şi state în care se aplică principiul *jus soli*, potrivit căruia copilul dobândeşte cetăţenia statului pe teritoriul căruia se naşte, indiferent de cetăţenia părinţilor.

România face parte din categoria statelor în care se aplică principiul „jus sanguinis". Acest principiu este consacrat şi în Legea nr. 21/1991[73], cu privire la cetăţenia română. Astfel, este cetăţean român persoana care s-a născut în România din părinţi de cetăţenie română sau s-a născut în străinătate, dar ambii sau numai unul dintre părinţi are cetăţenie română. De asemenea, precizează legea, este cetăţean român copilul găsit pe teritoriul statului român, dacă nici unul dintre părinţi nu este cunoscut, iar cetăţenia română poate fi dobândită la cerere, prin adopţie (înfiere) sau prin repatriere.

Dobândirea cetăţeniei prin naturalizare se realizează numai la cererea persoanei interesate şi în urma unui act al autorităţilor statului care o acordă, cu îndeplinirea condiţiilor stabilite de legile acelui stat[74]. Naturalizarea intervine, cel mai adesea, ca urmare a căsătoriei dintre două persoane având cetăţenii diferite sau a şederii prelungite pe teritoriul unui alt stat decât statul de origine.

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[71] Tratatul instituind Comunitatea Europeană.

[72] Este vorba despre Declaraţia Danemarcei, despre care am făcut vorbire în rândurile precedente ale acestei secţiuni.

[73] Articolul 5 din lege.

[74] A se vedea, Raluca Miga-Beşteliu, *Drept internaţional. Introducere în dreptul internaţional public*, Editura All, Bucureşti, 1998, p. 150.

Cetăţenia unui stat se poate pierde, potrivit practicii internaţionale a majorităţii statelor, prin renunţare sau prin retragere. Renunţarea reprezintă o „formă amiabilă de stingere a legăturii juridice instituite prin cetăţenie între o persoană şi un stat". Retragerea cetăţeniei apare, de regulă, ca o sancţiune şi se aplică, în general, persoanelor care au comis fapte grave împotriva statului de origine sau au obţinut cetăţenia în mod fraudulos.

Legea română reglementează modalităţile de pierdere a cetăţeniei române prin retragerea acesteia, prin aprobarea renunţării la cetăţenie şi în alte cazuri expres prevăzute de lege[75].

Trebuie subliniat faptul că acest caracter adiţional şi complementar al cetăţeniei comunitare, cu drepturile şi obligaţiile care o caracterizează, precum şi prevederile Tratatului instituind CE nu duc la situaţii în care un individ să posede două cetăţenii, cetăţenia statului de origine şi cetăţenia europeană, aşa cum se poate întâlni în cazul în care o persoană are cetăţenia a două sau a mai multor state.

Pierderea de către o persoană fizică a cetăţeniei unui stat membru incumbă, în mod implicit, pierderea de către aceeaşi persoană a *cetăţeniei europene*. De asemenea, pierderea, de către un stat, a calităţii de stat membru al Uniunii Europene este de presupus că generează, în mod implicit, pierderea *cetăţeniei europene* de către toţi cetăţenii acelui stat.

Articolul 17 menţionează că, prin dispoziţiile Tratatului, cetăţenii Uniunii se bucură de anumite drepturi, dar, în mod egal, aceştia au o serie de obligaţii, fără, însă, a le specifica, de unde deducem că obligaţiile sunt corelative drepturilor dobândite.

Cea de-a doua inovaţie adusă de Tratatul de la Amsterdam se referă la articolul 21 din Tratatul instituind Comunitatea Europeană, în care se stipulează că orice cetăţean al Uniunii se poate adresa instituţiilor şi poate primi răspuns în una dintre cele 11 limbi oficiale ale Comunităţii. Aceasta reprezintă recunoaşterea oficială a unei practici *de facto*, deja existente în relaţiile dintre instituţiile comunitare şi cetăţeni, şi, mai mult, un element având caracter democratic peste care nu se poate trece, în special, din punctul de vedere al unei mai mari transparenţe a sistemului.

Cele mai importante modificări, însă, fac trimitere la articolul 18 al Tratatului instituind CE, în care se precizează, cu privire la dreptul la libera circulaţie şi la dreptul de sejur, că instituţia Consiliului poate lua decizii care să vizeze favorizarea exercitării acestor drepturi, statuând conform procedurii de codecizie, prevăzute la articolul 251 (fostul articol 189 B) din Tratatul instituind CE.

Articolele 17-22 din Tratatul instituind Comunitatea Europeană definesc limitele statutului de cetăţeni europeni şi imprimă o mai mare dinamică situaţiilor juridice de care indivizii se bucură deja. În parte, substanţa drepturilor conexe cetăţeniei europene a consacrat, în mod oficial, un anumit *acquis comunitar*[76] în materie şi a consolidat drepturi, deja prezente în dreptul derivat sau în practică, cum ar fi dreptul la libera circulaţie sau dreptul de petiţie la Parlamentul European. O noutate absolută constă în aceea că cetăţenilor li s-au recunoscut drepturi politice importante, precum dreptul de vot şi de a fi aleşi pentru alegerile europene şi municipale.

Drepturile ce decurg din noul statut nu îmbogăţesc cu nimic patrimoniul juridic al individului în cadrul legislaţiei statului de origine, ci generează consecinţe în alte două direcţii. În primul rând, în legislaţiile altor state membre (dreptul la libera circulaţie, dreptul

[75] De exemplu, copilul minor cetăţean român, adoptat de un cetăţean străin, pierde cetăţenia română dacă adoptatorii sau unul dintre ei – cetăţeni străini solicită acest lucru în mod expres, iar legea străină prevede acest mod de dobândire a cetăţeniei de către adoptat.

[76] R. Kovar, D. Simon, *La citoyenneté européenne*, în *Cahieres droit europeen*, 1993, p. 287: „Substanţa drepturilor care se alătură cetăţeniei Uniunii poate fi considerată ca fiind, într-o mare măsură, o consacrare a unui anumit acquis comunitar". Citat preluat din A. Fuerea, *Dimensiunea politico-juridică a cetăţeniei europene*, op. cit., p. 40, nota 24.

de sejur şi drepturile electorale) şi în legislaţia comunitară (dreptul de petiţie, prin sesizarea Mediatorului). În al doilea rând, în legislaţia internaţională (cu privire la protecţia diplomatică).

Printre modificările aduse de Tratatul de la Amsterdam se numără şi consacrarea unei norme negative cu privire la principiul nediscriminării pe bază de cetăţenie/naţionalitate, potrivit căreia Consiliul, hotărând cu unanimitate de voturi, pe baza unei propuneri din partea Comisiei şi după consultarea prealabilă a Parlamentului European, poate lua deciziile necesare cu privire la lupta împotriva discriminării întemeiate pe sex, rasă sau origine etnică, religie ori convingeri personale, handicap, vârstă sau orientări sexuale. Este vorba aici despre un alt temei juridic prin care Curtea de justiţie, pe de o parte, şi celelalte instituţii comunitare, pe de altă parte, vor putea să combată discriminarea, încă prezentă, între persoanele de cetăţenii/ naţionalităţi diferite.

Păstrarea cetăţeniei europene vizează, în primul rând, îndeplinirea condiţiilor prevăzute în fiecare stat membru al UE şi, în al doilea rând, presupune respectarea cerinţelor stabilite la nivel comunitar[77].

[77] A. Fuerea, supora cit, p. 41

UNIPOLARITY IN THE XXI CENTURY: STRATEGIC OPTIONS FOR THE UNITED STATES OF AMERICA

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Abstract

At present and in the decade to come, the international system will be deeply transformed under the impact of multiple and divergent factors such as the rise of emerging powers, a globalizing economy, a shift of wealth and economic power from West to East and an increasing influence of nonstate actors. The purpose of this paper is to highline the importance of polarity in the international system, to analyze the present characteristics of unipolarity and to foresee possible strategic options for the United States of America. This paper is structures in three parts: The first one, Theoretical and Conceptual Framework , encompasses the main theoretical perspectives relates to systemic polarity, and concepts related to it. The second one, Unipolarity in the XXI century has two purposes: to analyze unipolarity at a theoretical level and to analyze the present unipolar system. The third, Strategic options for the United States, provides possible guidelines America might follow. In the concluding remarks we indicated some options to avoid a tragic end.

KEY WORDS

Polarity, the balance of power theory, distribution of power, systemic cycle, the balabce of threat theory, theory of hegemonic stability, regional hegemon, extraregional hegemon

SCIENTIFIC RELEVANCE OF THE RESEARCH

The discussion on polarity may generate multiple points of interest both for scholars, and for decision-makers; such as establishing what are the effects on the behavior of states as part of a certain polarity structure; in which circumstances is a shift from one degree to polarity to another likely to occur and what are the consequences; or how the leading powers influence the evolution of the system. For security studies, research on the current and foreseeable power structure could provide a valuable insight into a multitude of aspects such as the security strategies (and not only) states are likely to pursue; the growing potential for conflict; the evolutions of alliances and the role of international organizations.

THE RESEARCH METHODOLOGY

This paper combines a *descriptive* and an *analytical* approach. The first part is mainly descriptive, reviewing the main assumptions of the most influential theories on the polarity of the international system; the second part is analytical as it critically examines how the international system shaping up at present and in the decade to come under the impact of interconnected factors, and what unipolarity means at the present. In addition, this research is *applied* as it aims at *identifying solutions* for a concrete case: What strategic options are available for the US in the decade to come, and how they can avoid the tragic destiny of a hegemon taking into consideration the main evolution trends for the future. This paper is also *qualitative* (as it is concerned with phenomena involving quality or kind, focusing especially on emphasizing the underlying motives of actions) and *conceptual* (as it is strongly related to existing theory).

THEORETICAL AND CONCEPTUAL FRAMEWORK

Polarity has been described as the simplest and most traditional approach of characterizing the power structure in international relations; its core assumptions were defined as following:

power remains *the* or one of *the* main driving forces in international relations[78] ; states persist as central actors in the international system, controlling military capabilities, providing political authority, law, international order and a frame for identity; collectively, great powers - controlling most of the material resources and can often exerting influence through their ideas - have interests wide enough to guarantee their interests in the international order; on these premises, the structure and process of relations between great powers provides a useful insight in international relations. [79] Polarity can be used to further support realist assumptions concerning the balance of power, conflict of interest or war; it can be integrated into international political economy concerns on leadership or provision of collective goods; it can fit as well the interests of English school on international society; world systems about world empires and world economies and so on. This adaptability could be explained as a result of "*the chronic ambiguity surrounding the meaning of power.*"[80]

We consider that the proper approach when discussing polarity is realism; **The realist approach** offers a pragmatic understanding for the national cost-benefits relation in the anarchic international system. [81]Realists see the international system as being anarchic, stato centric, a continuous struggle among states for power and security. Related to our topic it is necessary to make the difference between offensive and defensive realists. Although they agree on the main assumptions, they disagree upon some important issues; the one concerning our interest refers to whether it is a wise strategy for the big powers trying to reach hegemony.[82] **Defensive realists** state that an equilibrate distribution of power between two or more states favors peace and stability more than concentrating the power in the hands of a sole superpower. On the other hand, **offensive realists** consider that offensive, expansionist strategies are the only option for great powers to reach security.[83] We see rising a new concept, **grand strategy**; grand strategy theories predict state behavior patterns more than systemic results.[84]

Christopher Layne considers that an important factor determining the grand strategy is the geographical position.[85] Coming back to the discussion on the **systemic polarity,** the debate upon polarity in the Post Cold War Era has three approaches: a)the first one considers unipolarity a passing "moment" in IR, a transition to multipolarity; b) unipolarity is an unprecedented reality in IR stating the "american unipolar era"; c) the third approach has itself three aspects: c.1)it highline the" uni-multipolarity"- the balance of power becomes diminished through the existence of one superpower, and reactivates(after the absence in the bipolar period) the regional balances of power.c.2) "multi-multipolarity"- the systemic and regional levels are interfering; c.3) "nonpolarity"-a world dominate by many states having different types of power.

This area of polarity brings into our attention the **Balance of Power Theory .** The balance of power theory is one of the fundamental concepts in IR mainly because it has the purpose to conduct and regulate relations between states which have as a main characteristic

[78] A distinction is made here between the "harder" or the more moderate versions.
[79] Barry Buzan, , *The United States and the Great Powers: World Politics in the 21st Century*, Polity Press, UK, 2004, p.33.
[80] Barry Buzan, *cited work*, p.33.
[81] G. John Ikenberry, Michael Mastanduno, William C. Wohlforth, „*Introduction: Unipolarity, State Behavior and Systemic Consequences* ", World Politics, vol 6, nr 1, ianuarie 2009, pp. 1-27.
[82] William Curti Wolhforth, "*The Elusive Balance: Power and Perception during the Cold War*", Ithaca Cornell University Press, 1993, pp. 11-14
[83] John J. Mearsheimer, „*The tragedy of great power politics*", New York, W W Norton, 2003, p 33
[84] Christopher Layne, "*Pacea Iluziilor: Marea Strategie Americana din 1940 pana in present*" Bucuresti, Polirom, 2011, p 77
[85] The grand strategy is like a property: the location matters. It is a huge difference between continental powers and insular powers

sovereignty.[86] In a bipolar or unipolar IR, when one of the great powers develops, based on a revisionist framework, it becomes a menace for the security and for the status of all other great powers of the system; as a consequence, the latter ally against the former, so their relative powers equilibrate the one of the revisionist state in the system, decreasing in this manner the risks and the probability of an attack.[87]

In his study " Preserving the Unipolar Moment: Realist Theories and U.S. Grand Strategy after the Cold War", Michael Mastanduno refers to the balance-of-power theory and to the balance-of-threat theory as following: **the balance-of-threat theory** explains "an effort to preserve America's position at the top of the international hierarchy by engaging and reassuring other major powers", and **the balance-of-power theory** explains "an effort to mobilize for national economic competition against other major powers"[88] According to Waltz, the balance of power theory predicts that states are unitary actors who try to reach at a minimum, their preservation, and at a maximum universal domination; they seek to achieve their goals through internal or external balancing.[89] Other scholars consider that there is another theory, related to those two mentioned before which explains better both the economic and security strategies ; **the hegemonic stability theory** states that international politics is defined by a succession of hegemonies with a single superpower who dominates the system as a result of its victory in the last hegemonic war.[90]

Now that we stated the concepts necessary to understand the area of our research, we will explain the concept of unipolarity, and the actual unipolar system.

UNIPOLARITY IN THE XXI CENTURY

This section has two purposes: to analyze unipolarity at a theoretical level and to analyze the present unipolar system. We tried to match these two approaches in order to provide a better understanding for this concept.

After World War II global history was dominated by a forty-five-year confrontation of two superpowers - the United States and the Soviet Union. This "balance of terror" between the antagonists – nourished out of the dread of nuclear arsenals of the competing blocs – came to an end with U.S. victory which emerged as "the Sole Superpower"[91]. The collapse of the Soviet Union, transformed the distribution of power in the international system from a bipolar one into a unipolar one. At that moment, scholars argued whether the American hegemony is a passing one, or a sustainable one. As time passed, we figured that the American supremacy is more than temporary, but the debate regarding its future is far to be over. Now we argue whether the American hegemony can be sustained, and for how long; if it is a wise strategy for the US; what is the report between benefits and costs.

When talking about unipolarity nowadays, we must clarify some **key-concepts** (unipolarity, hegemony, empire, prevalence**)** in order to define the **strategic options** for the US. We have to identify an adequate concept for the grand strategy of the US-are they a hegemon, and if so, what kind of hegemon: regional, extra regional, systemic? And if they are not a hegemon, what are they: an empire? David Wilkinson[92] argues that although the system is unipolar, it isn't hegemonic.

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[86] Andrei Miroiu, Radu Sebastian Ungureanu, *Manual de Relatii Internationale*, Bucuresti, Polirom, 2006, p 199.
[87] idem
[88] Michael Mastanduno, "*Preserving the Unipolar Moment: Realist Theories and U.S. Grand Strategy after the Cold War*," International Security, Vol. 21, No. 4 (Spring 1997), pp. 49–88
[89] Kenneth Waltz „*Teoria Politicii Internationale*" , Iasi, Polirom, pp. 116-128
[90] Robert Gilpin, War and Change in World Politics, New York, Cambridge University Press, 1981, or Stephen D Krasner, *State Power and the Structure of International Trade*, World Politics, Vol 28, No 3, April 1976, pp 317-347
[91] Dilip Hiro, *After Empire: The Birth of a Multipolar World*, Nation Books, New York, 2010.
[92] John Mearsheimer, „*The tragedy of great power politics*", New York, W W Norton, 2003, pp 15-30.

At a theoretical level, **unipolarity** assumes that ”there currently exists one superpower, with global reach, capable of conducting or organizing politico-military action anywhere in the world system[93]”. **Hegemony** is characterized by the structural aspect, but by the behaviorist one referring to the effective exertion of power too:”As a systemic, global phenomenon, hegemony reflects a unipolar structure of capabilities, doubled by a unipolar structure of influence[94] ”. The author offers a better understanding of those two concepts, putting them in a contradiction ”unipolarity versus hegemony ”, and he explains that hegemony is defined as a unipolar setup of politico-military capability with a structure if inluences that matches capability, **unipolarity without hegemony** is a setup where the dominant capability of a state is not suited by a predominant influence .He sais that the US doesn't have the necessary influence at systemic level to be a hegemon.

Mearsheimer thinks that the system is unipolar at a systemic level, but that the US are a **regional hegemon** in the west hemisphere for a century and a half. [95] Layne argues that the system is unipolar more like an anomaly which is to be redressed by the balance of systemic power, but that the US are an **extra regional hegemon**. Layne refers to the doctrinaire aspect of absolute security in the grand strategy of the US.

As time passed, it became clear that American supremacy is more than ephemeral; yet, the subject of its future remains highly controversial; while some may claim the U.S. supremacy is unlikely to decline in the foreseeable future, more and more voices signal its downfall originating in a variety of sources: potential peer competitors such as China[96], the inexorable "*imperial overstretch*"[97] after Afghanistan and Iraq or the financial crisis begun in 2008[98].

Nevertheless, there are critical opinions too; Other authors[99] argued that the mix of emerging multipolarity and increasing interdependence will shape up the international system and thus envisaged a scenario of an 'inter-polar' world under which '*power is progressively redistributed at the global level* [...] *and ultimately used to enable international cooperation in addressing major common challenges.*' This concept is different from multipolarity – which can be confrontational, competitive or cooperative – as it emphasizes the challenges of interdependence and also from non-polarity as it privileges the relations between state actors.

The report of the National Intelligence Council "*Global Trends 2025: A Transformed World*"[100] argues that "*the international system – as constructed following the Second World War – will be almost unrecognizable by 2025*" under the influence of the emergence of new powers, a globalizing economy, a shift of relative wealth and economic power from East to West and the increasingly influence of non-state actors – such as businesses, tribes, religious organizations and criminal networks. Consequently, "*an* [unprecedented] ***global multipolar*** *international system* is rising". According to the Report, the singularity of the foreseeable

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[93] David Wilkinson, "*Unipolarity whithout Hegemony*", International Studies review, vol 1, nr 2, 1999, p. 142

[94] Simona Soare, „*Pax America: pacea paradoxurilor si paradoxurile pacii*" Studiu Introductiv la : Christopher Layne, op cit.

[95] Christopher Layne, "*Pacea Iluziilor: Marea Strategie Americana din 1940 pana in present*" Bucuresti, Polirom, 2011. pp. 192-200

[96] See for instance, Robert S. Ross and Zhu Feng, eds., *China's Ascent: Power, Security, and the Future of International Politics*, Cornell University Press, New York, 2008; Martin Jacques, *When China Rules the World: the End of the Western World and the Birth of a New Global Order*, The Penguin Press, New York, 2009; Randall L. Schweller and Xiaoyu Pu, "After Unipolarity: China's Visions of International Order in an Era of U.S. Decline," *International Security*, Vol. 36, No. 1 (Summer 2011), pp. 41–72.

[97] Richard Haass, "What Follows American Dominion?" *Financial Times*, April 15, 2008

[98] S. Cohen and J. Bradford DeLong, *The End of Influence: What Happens When Other Countries Have the Money*, Basic Books, New York, *2010*

[99] Giovanni Grevi, "*The Inter-Polar World: A New Scenario*", *EUISS Occasional Papers*, No. 79, Paris, 2009,: http://www.iss.europa.eu/publications/detail/article/the-interpolar-world-a-new-scenario/,

[100] Global Trends 2025: A Transformed World, The National Intelligence Council, 2008, http://www.dni.gov/nic/NIC_2025_project.html

multipolarity mainly resides in two important features: its global character and its mixed structure encompassing both states and non-state actors which are not grouped into opposing camps of approximately equal power.

As a response to these critics, we argue that US are the only power capable to keep the "**key of balance**" for three simply reasons: 1) it has unrivaled military capabilities and economical power; 2) it is the only one with a strong ideology to export and/or to share[101]; 3) it has allies which share the same values and goals. If we apply these three criteria to China(the possible competitor) we realize that China doesn't has allies, a strong ideology to share, nor enough military or economical support in order to be a hegemony.

STRATEGIC OPTIONS FOR THE US

From all these considerations we see arising a series of implications related to the grand strategy of US after the Cold War. The strategic options for the US policy are multiple , but we will focus our attention on two of them. The first one refers to the "skyline" of the American intervention/presence in the IR , and the second criteria for the American external options refers to the interest followed and to the consequences of these options.

The "skyline" of the American intervention/presence in the IR

One the one hand, the **conservative-isolationist approach (or the neo-isolationist**) states that US should return to the tradition before the I World War and withdraw from the international system .[102] Some important argument are the fact that US are ideally protected by their geographical position, and the fact that the nature of the internal political system is a pacifist and an isolationist one. A more moderate version of the neo-isolationism is called **retrenchment** and it states that US should reduce substantially it's presence in the international system, to withdraw the military troops which are permanently deployed out of the boundaries, to close the external military network, and not involve anymore in every international conflicts, but only in those which may harm directly and immediately American interests. These neo-isolationists authors bring a series of arguments for the American strategic withdraw:1) first of all they rely on the identity and strategic culture of US as an non-aggressor and a big imperial power; 2)there are arguments which sustain that US security at the moment doesn't need such a massive external involvement; 3) economical arguments-external involvements are too expensive and they weaken the relative power of US(they can't afford the luxury of security commitments at a systemic level); 4) there are systemic arguments, which highline the fact that a too active commitment policy will lead to systemic balancing against US; 5) emerging powers will generate even higher costs of the actual hegemonic strategy and impose adjustment of the external policy. To sum up, Us must withdraw strategically from the system in order to maximize it's security and to avoid a stressed decline. Other authors like John Mearsheimer[103] or Christopher Layne[104] support a partial withdraw of US in terms of cost-benefits; Mearsheimer sais that US troops are deployed in Europe from inertia, and that they won't withdraw immediately, but when they will return to the "balancing overseas" strategy.

On the other hand, there are the authors who support **the tradition of the liberal-interventionism.**[105] They argue that US should follow a commitment policy and systemic

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[101] Daniele Archibugi,*The Global Commonwealth of Citizens: Toward Cosmopolitan Democracy*, Princeton, N.J.: Princeton University Press, 2008, Chapter 8: Can Democracy be exported?

[102] Andrew J. Bacevich, *Washington Rules: America's Path to Permanent War*, New York, Metropolitan Books, 2010; Chalmers Johnson, *The Sorrows of Empire: and the end of the Republic, Military, Secrecy*, Metropolitan Books, 2004

[103] John J Mearsheimer, „*The tragedy of great power politics*", New York, W W Norton, 2003, pp 387-390

[104] Christopher Layne, "Pacea Iluziilor: Marea Strategie Americana din 1940 pana in present" Bucuresti, Polirom 215-230

[105] Robert Kagan, *Dangerous Nation: America's Place in the World from it's Earliest Days to the Dawn of the Twentieth Century*, New York, Alfred A Knopf, 2006, p 70: Michael Desch, Power and Military Effectiveness:

involvement. The US has the only opportunity to operate a historical transformation of the international system. The Democratic Triumphalism argues that US has the exceptionally destiny to reconfigure the system and to offer all the people their universal rights and democratic values.[106] This approach encompasses multiple visions, aside the one mentioned before, an interesting one, stating that America's purpose is to avoid the multilateral future which is looming, heading us to a unipolar world whom center is a confederate occident.[107]

The interest followed and the consequences of these options.

According to The interest followed and to the consequences of these options, we distinguish the following options:[108]

Balancing overseas propose a complete withdraw from external boundaries, but without a political withdraw from the rest of the world.

Strategic independence is based on moderation and caution like guiding principles of US Policy

Hegemony/global commitment argues that US maintain a highly commitment policy, military deployment, exerting coercion and influence at a systemic level over inferior powers.

The empire –this is not an option supported by scholars, but the target of a negative attitude related to the US grand strategy. The main argument of empires is that they provide order-as a common goods.

CONCLUDING REMARKS

Since the end of the Cold War an extensive literature focused on the issue of durability of unipolar systems.[109] The 90s were dominated by a relatively widespread opinion that unipolarity was temporary. For instance, consistent with this view is Charles Krauthammer's article on a "*unipolar moment*"[110] or Kenneth Waltz's predictions of the rise of other great powers that would challenge the U.S[111], while at the beginning of the next decade, opponent perspectives argued for a more durable unipolarity[112]

There are three important schools of thoughts related to how long can US maintain their hegemony:[113] a)**optimist unipolars** argue that the American hegemony will last for a very long period of time, that it is benefic both for the US and for the International System too. B) **antagonist unipolars** think that the US hegemony will last for a certain period of time, but they are not sure this is how is going to be; they pay attention to the possibility that other states may balance against US; however, they think that the US hegemony can be extended is the US adopt wise politics to decrease other state's fear related to them. C**) the pessimist unipolars** consider that the American hegemony will last in the best case scenario a decade or two; they think there will be a contra hegemonic reaction against US, and that the costs to maintain the prevalence are higher than the benefits. Future shall prove which is write.

The Fallacy of Democratic Triumphalism, Baltimore: John Hopkins University Press, 2008, pp4-9

[106] : Michael Desch, *Power and Military Effectiveness: The Fallacy of Democratic Triumphalism, Baltimore*: John Hopkins University Press, 2008, pp4-9

[107] Charles Krauthammer, *Universal Dominion: Toward a Unipolar World*, National Interest, vol 18, 1989, pp 12-13

[108] Simona Soare, „*Pax America: pacea paradoxurilor si paradoxurile pacii*" Studiu Introductiv la : Christopher Layne, op cit.

[109] Nuno P. Monteiro, "*Unrest Assured. Why Unipolarity Is Not Peaceful*", International Security, Vol.36, No.3 (Winter 2011/12), pp. 9-40

[110] Charles Krauthammer, "*The Unipolar Moment*", Foreign Affairs, Vol. 70, No. 1 (Winter 1990/91), pp 23-33: 23

[111] See Kenneth N. Waltz, *"The Emerging Structure of International Politics*", International Security, Vol.18, No.2 (Fall 1993), pp. 44-79

[112] Wohlforth, "*The Stability of a Unipolar World*", International Security, Vol.24, Issue 2 (Summer 1999) pp. 5-41

[113] Christopher Layne, "*Pacea Iluziilor: Marea Strategie Americana din 1940 pana in present*" Bucuresti, Polirom 2011, p191

After World War II U.S. has continuously invested in its armed forces. At present, it is by far the world's most important military investor and, as a result, it possesses the largest and best equipped army in the world. In 2010, according to the Stockholm International Peace Research Institute (SIPRI)[114], the U.S. with its massive spending budget was the main determinant of the current world trend, and its military expenditure accounted for just under half of the world total, at 43% of the world total. Distantly following was China (7.3% of world share), UK (3.7%), France (3.6%), and Russia (3.6%)

All these facts and figures point out that the US is clearly the leading military power of the word and that it is actively engaged in military operations worldwide.[115]

American military capabilities, economical development and the strong ideology allowed them to keep the key of the balance in this systemic cycle. The success or the fail of the grand hegemonic strategy will depend in the future decades on whether America may or may not convince other states to trust it's hegemonic power. The distribution of power in the international system is never static because some states lose it, while others gain it. The hegemon looses preponderance when the difference of relative power between him and other states decreases considerably. Taking into consideration the anarchic nature of the international system, a state may be eligible for hegemony only if it confronts the actual hegemon. So there will be a state to confront US? However American hegemony cannot be maintained forever; even optimist unipolars argue that finally there will emerge new big powers, and when they will develop, they might confront US, or to balance against them. There are signs of an American decline; US are not free of the hegemon's burden or faith. For the moment, there is not a power to confront US, that might oblige US to renounce its hegemonic role. US should follow a moderation policy if they want to avoid the geopolitical and internal negative consequences of hegemony.

Further research directions: We intend to focus more over the versatile feature of these strategic options; we shall focus on facts that may favour or disadvantage each of these options, and moreover we shall be able to mage predictions for the foreseeable future.

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DILETTANTE AND ANTI-DILETTANTE
(Marcel Proust and Claude Debussy – music critics)

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Abstract

A comparative study between two great personalities, precursors and innovators of 20th century art; it is based on a variety of similarities, not only concerning their art, but also their interest in the revival of music and the novel.

By expressing their ideas about music, they have left society a legacy of their innovative ideas.

In his articles of music criticism, Claude Debussy expresses a vision and style very similar to the writer J. Laforgue

Marcel Proust, a man with very exacting musical taste, can easily recognize good music and musical genius while not being hesitant to criticise worthless musical composition.

Although sporadically, both of them have come in contact with Romanian art; influences of Romanian music can be found in "The Little Shepherd" by Claude Debussy.

In music critique, Proust is dilettante, as Debussy can be considered as a writer, but each on his own field was anti-dilettantes.

Genius dilettantes and anti-dilettantes.

Motto:

"I love music too much to be able to talk about it otherwise than passionately.
Could I ever avoid this seed of passion that germinates in the heart of our best decisions of being just, objective, as long as it confuses us and it weakens the ability to weight things as we should? I do not dare to believe it; art passionates are like incorrigible lovers." Claude Debussy

In one of the articles compiled by G. Jean Aubry, in "Monsieur Croche Anti-Dilettante", Claude Debussy severely ridicules the insensitive and snobbish public, that attend concerts out of a sense of mundane obligation. In the copy of "Revue Blanche" magazine dated 15th July, Marcel Proust published a pastiche after Gustave Flaubert, titled "Mondanité de Bouvard et Pécuchet", and a second chapter: "Mondanité et ?élomanie de Bouvard et Pécuchet" ("Ambitions and Tastes of Bouvard et Pécuchet"), in which he also ridicules the snobs. Debussy goes even further, ridiculing also the snobbism of specialists, who neglect the inner life of music, preferring to disassemble it like the mechanism of a clock. "Confident and well informed people will declare that one or other conductor possesses a true tempo; and here is an excellent topic of conversation. How can these people be so confident? Have they perhaps communicated with the spirit world? Is this a courtesy of Beethoven, from the world beyond the grave, it would make me wonder. And if his poor soul ever wonders in a concert hall, he would be quickly obliged to rise to the world where only the music of the spheres can be heard. Then, his worthy ancestor, Johan Sebastian Bach would probably tell him, with a severe tone: "My dear Ludwig, I see your soul is a bit distressed, I think you have frequented again disreputable places. Or maybe, they have never spoken to each other." (Claude Debussy, "Monsieur Croche Anti-Dilettante – Virtuosos"

In his paper "Pleasures and Days" (Gallimard, Pleiade 1976 – Jean Santeuil pages 108-110), column "Regrets, Dreams Colour of Time", the fragment "Family Listening to Music" seems inspired by the family of his former high school colleague, Pierre Lavallée: "For a family truly alive, in which every member thinks, loves and acts, for a family that has a

soul, it is more than enjoyable for this soul to be able to incorporate in a clear and inexhaustible voice of a young woman or a young man, who has received the gift of music and song (…). The musician, who claims his taste for music comes from understanding its technical nuances, can also feel these emotions, fulfilled by the feeling of musical beauty, which hides them from his sight." For Proust, good music means Wagner and Debussy.

In her paper "Marcel Proust et la musique" (La Revue Musicale – Richard-Masse Publishing, 1978), Denise Mayer says: "The musical philosophy of Marcel Proust is included in a phrase from his youth, which we can further find in his work; it is about the conviction that music is like a dove that brings hope to the people on the ark, and even the certainty of immortality. He will fight all his life for the pre-eminence of what he considers to be good music: Wagner and Debussy."

Marcel Proust had very cultured musical tastes and, as was the custom of bourgeois Parisian families of the 19th century, played piano. Despite having only learnt musical theory through discussions and sporadic reading; he had no difficulty in identifying good music and musical genius. His opinions of "music critique", scattered in his correspondence, are similar to that of Debussy; a platform for his innovative ideas. In addition, Proust was an admirer of Debussy, whom he praised in his correspondence, writing with enthusiasm to his friends, Antoine Bibesco and Reynaldo Hahn, about "the charming disorder that 'Pelleas" has brought into my life."

French music was about to be reborn; either reinvigorated by the influence of the great German musical works, or by opposing their influence, allowing France find a national tradition and esthetic. Debussy being the promoter, in Proust's eyes. Debussy was meeting symbolist poets in "Librairie de l'Art Indépendente", his music having great affinity with their poetry and with impressionist painting. Nevertheless, in an excellent study of Debussy's critic work, Jean Aubry considers the style of the articles and the vision of the great composer, to be more similar to Jules Laforgue's style, in particular in "Notes" and in "Legendary Moralities". Instinctively choosing good music with confidence, the problem of "bad music" preoccupied Marcel Proust in his youth. When he was 20 years old, he wrote "The Eulogy of Bad Music". "You detest bad music, but you do not despise it. (…) Little by little, she filled up with the dreams and the tears of the people. (…) Its place is immense in the sentimental history of the society, but not in the history of the art. (…) The people, the bourgeoisie, the army, the aristocracy, they all have the same attributes: the mourning that overcomes them, the happiness that overwhelms them, the same invisible messengers of love, the same beloved confessors. These are the stupid musicians. Some annoying ritornello, that any educated ear instantly refuses to listen to, has received the treasure of thousands of souls, and keeps the secret of thousands of lives for which it was true inspiration, the consolation always ready, always open on the piano music holder. (…) A journal with bad novelettes, worn through use, should touch us as much as a cemetery or a village. It does not matter that the houses have no style, or that the tombs disappear under inscriptions and tasteless ornaments. From this dust it can fly, facing a rather kind and respectful imagination, to make the esthetic contempt silent for a moment, the cloud of the souls that keep in their beak the dream that is still green, to make us feel the other world or to cry in our world. ("Pleasures and Days" – Gallimard, Pleiade, 1976 – Jean Santeuil, pages 121-122).

Even if we would be inclined to consider Marcel Proust a dilettante music critic and Claude Debussy an anti-dilettante, the following example shows that the distinction can often be blurred. Proust writes to Suzette Lemaire his opinions about Wagner's "Tannhauser", a man whom he admires very much: "you will certainly consider that the "Prayer of Elisabeth" and even "Novelette for a Star" are some very boring musical pieces, but on the contrary, the last act (or better said, the end of the last act) is entirely admirable" (Correspondence Kolb, T.I.Lettre 241, page 385)

With regard to "Parsifal", Debussy writes in his article about Richard Wagner, "the decorative part of "Parsifal" is entirely of great beauty. You can hear unique and unexpected, noble and strong orchestral sounds. It is one of the most beautiful musical pieces ever created in the name of the inalterable glory of music." In the same letter to Suzette Lemaire, where Proust writes about "Tannhauser", he also writes about "Parsifal": "I believe that these are fundamentally musical themes, because they are irrational." In the letter 242, he explains what he understands by "irrational" – "the essence of music is to rise in us this mysterious fundament (and inexpressible for all the definite methods of expression – literature, sculpture, painting) of our soul, which begins where the other arts stop, science as well, and which we can call religious."

In a letter from December 15th 1917, Proust answers to his friend's invitation, Louis Gautier Vignal, young writer who loved music, that even though he was invited elsewhere, he prefers to respond to his invitation: "… in this moment, I would prefer to listen to Cesar Franck, Debussy and the last quartettes (14th and 15th) of Beethoven." (Gautier Vignal – "Proust Connu et Inconnu" – R. Laffont 1976, pages 73-74)

At the end of the letter sent in March 1922, that was meant to thank Ernest-Robert Curtius, who had sent Proust a remarkable study of the book "In Search of Lost Time", the French author writes: "You must never be afraid to go too far, as the truth lies beyond." (General Correspondence (3) Plon 1932, Lettres a E - R. Curtius II, pages 312-313). Proust, as well as Debussy were misunderstood by their generation due to their innovative ideas, their styles becoming, towards the end of their lives, more abstemious. From all the three sonnets (1916): "Sonnet for the Flute and Viola", "Sonnet for the Cello and Piano" and (1917) "Sonnet for the Violin and Piano", a message of peace can be perceived. A hand stretched out to the traditional forms and constructions that Debussy renews, a conciliation between tradition and innovative daring, opening the gates to the sonnet of the future.

The proustian novel marks the end of the French classic novel, to which Proust has disrupted its internal balance, thus impeding its evolution. His book marks a crisis, a frontier between two literary ages.

Being innovative through time dislocation and the decomposing of the narrative tradition of the 18th century, compared to the "New Novel", Proust appears as a classicist and realist.

Conclusions:

This short comparison was meant to highlight the common musical views of two great personalities of the 20th century; personalities that have played a remarkable role in the evolution of music and the novel.

Their genius has surpassed the artistic framework, thus the composer has shown talent not only as a severe but sometimes passionate musical critic, but also as an inspired writer; and the writer revealed himself to be a good musical critic, his opinion, of a so called dilettante, matching those of the composer in their love and admiration for true music and its good interpretations.

They made no compromises when it came to the taste and quality of artistic manifestations.

Their lives have been dedicated to a ceaseless search of a world of renewed forms and sensations, both fighting against dilettantism in art.

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NECESSARY AND SUFFICIENT ATTRIBUTES TO IDENTIFY THE ANTI CRISIS MACROECONOMIC POLICIES IN TRANSPORTATION FIELD

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Abstract

Sustainable development of society depends, fundamentally, policy adjustment features, especially those of fiscal policy. To establish and monitor the effectiveness of government policies, especially in the presence of asymmetric shocks due to different effects of the financial crisis, the author proposes a necessary and sufficient set of attributes that can identify sustainable economic policies in the medium and long term.

1. Introduction

Option to a market economy involves taking risks related to the theoretical and practical aspects of its operation: 1. real and nominal economy reactivity to changes occur aggregate demand components, 2. exposure to asymmetric shocks and regional and global contamination due to cyclical economic developments in the context of multiple regulated liberalization - international trade, movement of capital and labor, 3. national economy is subject ambivalent effects transfer to and from the economies of other countries, including the nature of the stimulus or recession due to the high degree of openness, especially in relations with the European Union.

Risks of market economy should be undertaken primarily political consensus, but normally good reactivity national economy they must be secured through the intervention of public administration through structural reforms continue, during systemic transformation. Such reforms could provide greater economy and flexibility in adapting effective internal sub-markets the impact, adverse external effects.

The current economic crisis that Romania, shows that you postponed applying real and important structural reforms to be initiated by the state, for reasons of reliability and cost, and their failure to do that, including short term cyclical effects of the economic crisis be perceived more acutely.

Political motivation beyond unacceptable delay structural reforms, there is lack of effective economic policy mix, which reinforce each other by the end of the priority objectives and often are adverse and cancel each other. By this inefficiency, the national economy was deprived of international competitiveness visible, structural flexibility, dynamism in adaptation, rapid response and mitigation capacity to absorb external shocks and asymmetric.

Also satisfactory economic results euphoria induced situation emerging country integrated in the EU as a global phenomenon of rapid recovery possible delays in individual economic development, argued the unnatural inclination toward compromise and away from rules control over macroeconomic balances.

2. Requirements of an appropriate macroeconomic policy mix

Need a vision occurs due to local economic crisis, somewhat cut in the international context, showing inconsistencies persistent effects of long-term domestic economic policies. At the same time, turning to a vision in such a stage can be considered a challenge, not necessarily innovative perspective - unfortunately many lay temptation - as the need for reconfiguration

of structural economic policy mix, fiscal and budgetary and monetary under the rules of functioning of economic and political model which has been chosen.
Gradualism in the steps required to reconfigure the policy mix starts from the crisis, and what actions are considered different terms or to stop the crisis, rebalancing and economic recovery must be congruent with the new vision otherwise will cover a vicious circle.
Theoretical assumptions are taken, to be established methodological assumptions of possible visions of the policy mix, virtually assuring them of a temporary anchors minimum consistent course. Thus: a macroeconomic rebalancing measures must be consistent with the objective of Romania's entry into ERM2 B. macroeconomic stimulus measures will be consistent with the strategies and measures in the Member States, the euro area and the European Union; c regardless of the purpose of the measures set out, they will ensure practicability, effectiveness and sustainability of macroeconomic recovery, as elements of business outreach, d will ensure causal correlation between measures of Recovery and measures of resumption irreversible macroeconomic growth.
Medium and long term options, required for the new vision, however, requires accuracy and discipline procedures, recovery or irreversible behavior consistent with the capitalist system worked, the current paradigm prescribed parameters manually. This incumbent following: a medium term irreversible aiming resume growth, measures must be structural and sustainability effects, long-term b is the time, more than ever, that measures normative and not merely aim at targets forecasts, the latter being changeable by invoking corrections to changing conditions independent domestic and international perception just creating proactive government inaction.

3. Government policy adjustment features

Sustainable development of society depends, fundamentally, policy adjustment features, especially those of fiscal policy.
The government policy (PG) means generally sufficient policy by checking the following attributes (attributes, verified by some as a whole entity, that entity gives some qualification, classification, role):
• is dealt with by an institution / public organization authorized as such by laws (usually the fundamental legal law - the Constitution);
• pursue a coherent set of public goals;
• public objectives sought are relevant macroeconomic and macrosocial.
Macroeconomic relevance of an object can be measured in at least two ways: a) the significance - the lens has significance for the vast majority of the population, b) the impact - the objective contains principles emerging macroeconomic drive. If these conditions are not met, or are met without a continuing or are only, partially fulfilled when macroeconomic relevance is compromised.
• is permanent and continuous;
• there is a procedure that triggers a grounding mechanism, establishment and implementation;
• contains a mechanism (type algorithms) that describes the input-output relationship (or, more generally, the cause-effect) instrumentalization accompanying him;
• there is a procedure associated with the trigger mechanism.
Public policy can be described in terms of two fundamental criteria:
a) causal criterion;
b) formal criterion.
Causal criterion, government policy can be of two types:
a1) directly;

a2) indirect.
After formal criterion, government policy can also be of two types:
b1) explicit;
b2) default.
We characterize briefly the four types of government policies.
Direct government policy is the policy that determines the target variation directly, without the mediation of any control variables. For example, administrative setting a price for a particular good or service means change, simply to that price.
Indirect government policy is the policy that determines the target variation mediated by brokering a control variable. Of course, this required some methodological notes: 1) is assumed to be accepted that establishes causal theory of variation of command and target variation, 2) transmission mechanism of the influence of variation of command variable to target variable is known, observable, access and control (all aspects necessary: shock transmission amplitude, various lags and leads and so on).
Explicit government policy is the policy which target variation obtained by formal action of the institution / organization responsible for that policy. For example, if the central bank finds excessive appreciation of the exchange rate, it may decide to reduce the minimum required rate of bank reserves. Or, if the government finds an increase of the economy, then may decide to reduce the tax burden (or convenient restructuring of general taxation). In other words, an explicit policy involves taking a formal decision (and certainly its implementation) in the desired direction.
Government policy is the default policy to achieve target variation without formal action institution / organization responsible for that policy. This can be achieved by implementing the causal mechanism, of 'devices' institutional fires automatically when certain conditions preconceived checked and therefore produce target variation.
It should be noted that the criteria are acting simultaneously, creating a dual characterization of any specific government policies. In other words, a specific government policy will be characterized both after the first and after the second criterion. We have, therefore, in principle, four distinct categories of government policies: a) direct explicit b) directly involved c) explicit indirect d) indirectly involved. Notice, however, that government policy directly involved is inconsistent policies. Indeed, if government policy is direct, this means that the target variable is direct concerned, without the mediation of any control variables. However, the default character is precisely the existence of such control variables acting on the target variable. Thus, according to the condition of consistency, we have three distinct types of government policies: 1) direct government policy explicit, 2) indirect government policy explicit, 3) government policy indirectly involved.
An explicit government policy is what we call further discretionary government policy because, as I said above, it requires intervention "aware" of the institution / organization responsible for that policy at a time, with an amplitude and in a way that is set when deciding intervention (usually formally).
A government policy is what we call default still non-discretionary government policy because, as I said, it does not require intervention "aware" of the institution / organization responsible for that policy.
In agreement with previous government policy both discretionary and non-discretionary government policy implies the pre-existence of an algorithm in decision making. Therefore, both deliberate and automatic intervention intervention on the target variable occurring in a way that excludes the need for intuition (ie understanding) and need axiological evaluation (it is assumed that both one and the other were considered when designing algorithm).
The government policy adjustment will mean that public policies that do not find the direct nature of public intervention. As stated above, it follows that there can be only two such

government policies Adjustment: type discretionary and non-discretionary. The most famous government policy adjustment are located respectively to the government (fiscal policy) or the central bank (monetary policy), with the role and functions of market intervention in economic mechanisms in order to implement (induce, stimulate, maintain, correct, etc.). those processes and phenomena of economic, social and so on, which are expected to lead to fundamental objectives of government, ie central bank.

To note that public policy can only be adjusting macroeconomic policy (ie a policy with targets that are relevant to macroeconomic level, even if base effects, most often occur - or is intended to produce - at the micro level). Therefore, macroeconomic adjustment policies (especially monetary policy - currently at its disposal - and tax - available to government) must be causally related, structurally and functionally in what is called the mix of monetary and fiscal policies, so that aggregate macroeconomic effects to meet the convergent targets.

If, as I mentioned, the semantics do not play any role in the implementation of government policy adjustment once the algorithm was designed, whether it is an algorithm discretionary or non-discretionary one instead Adjustment syntax government policy interventions is of critical importance.

It is important that the initial intervention is discretionary or non-discretionary type. In this sense, if initial intervention but involves discretionary type, then only non-discretionary interventions, the initial intervention intervention may be called non-discretionary priming processes. If the initial intervention is non-discretionary, but involves, then, only discretionary intervention type, the initial intervention may be called message signaling. Obviously, a more thorough analyst could extract from this a variety of other classifications that may be interesting in terms of conceptual, methodological, and even instrumental but for purposes of this section, we consider what we already sufficient.

Fourth, since a PPA is prepared (both in conceptual and methodological aspect or instrument) with the prevailing discourses of adjustment and they are more complex. In less advanced stages of development policy adjustment, this is the typical case (not taking into account where initial intervention discretionary intervention is followed only all discretionary type). As, however, the adjustment is improving public policies, installing a non-discretionary interventions dominance initial intervention followed all non-discretionary.

Thus, the structure of a government policy adjustment will understand actually syntactic structure of that policy. This is not coincidence when you consider that the mechanism of impulse transmission in any way the economy is, ultimately, a matter of syntax. Therefore, we see that we have a logical equivalence between pulse transmission mechanism and syntax government policy adjustment. Therefore, when you have to talk about one of them, we may well be talking about the other, mutatis mutandis. This qualitative result is particularly important in terms of methodology because it enables us to move the center of our analysis on one aspect to another, as it serves better choice or directly to goal pursued by those tests.

1.4. Features for transport policy

The two categories of government policy adjustment - explicit indirect type is discretionary or indirectly involved, which is non-discretionary - refers to any policy adjustment, not specified any particular area of intervention. In this respect, the two types of policies may cover both monetary policy and fiscal policy (government policy adjustment two are by far the most important such policies).

Any government policy adjustment has a specific set of tools that made intervention in the economy. Also some tools are more administrative rather other one rather economical. The question therefore arises degree of discretionary government policy adjustment. More specifically, the question arises: what is the threshold for discretionary adjustment of

government policy over which the policy is classified as discretionary as it is classified as non-discretionary. It is obvious that a government policy empirical adjustment (ie effectively applied economics), some tools can increase discretionary others can reduce. On the other hand, government policy adjustment tools can be very different from many points of view, so that heterogeneity (methodological, technological, mechanism, measurement, etc..) Make it impossible to determine an "average" or other aggregate indicator for discretionality. In this context, the introduction of "measures" the degree of discretionary government policies throughout the adjustment is apparently impossible. As a result, the method we use is that of finding a minimal list of the most important tools of a given policy and also examine each tool, in order to determine whether it acts in a discretionary manner or in a non- discretion. We will be interested to establish institutional conditions and the mechanism to ensure that a particular tool (or the most important, or to limit any) of the adjustment of certain government policies can operate in a way or in a non discretionary -discretionary. This approach seems on the one hand, more accessible in terms of methodology and, on the other hand, relevant theoretical and conceptual.

5. Particularities of transport policy

The transport policy as government policy adjustment, we mean the set of rules, institutions and procedures that are designed to manage, in terms of public authority macroeconomic equilibrium in an area of the real economy, using government spending as the main tool. The main features of this policy adjustment are:
- Is the prerogative of the government (through, in particular, the Ministry of Transport);
- Is applicable in the goods and services (ie the real economy);
- Refers mainly to adjust internal macroeconomic imbalances;
- Relatively rigid: they change is difficult and slow (budget process is relatively complicated and bureaucratic process);
- Is quite effective: its application is provided by the force of law.

Relationship between discretionary and non-discretionary fiscal policy

- *similarities*:

- Both require a theoretical framework (an explanatory paradigm) nature to justify them rationally;
- Both involve a procedure;
- Both designed deliberately and systematically by the public institution responsible;
- Both are indirect type;
- Effectiveness of transport policy instruments is not affected by discretionary or non-discretionary nature of them.

- *differences*:

- Discretionary instrument of transport policy is enabled the following message signaling and beyond, based on predetermined objectives of the institution responsible, while non-discretionary instrument of transport policy is activated autonomously achieve a setpoint control of economic phenomena;
- Discretionary instrument of transport policy has an explicit, while non-discretionary instrument of transport policy has a default character;
- Rigid nature of discretionary policy is permanent, while the rigid nature of non-discretionary policy occurs only in the design phase of the policy, not the implementation phase (operation);
- In principle, discretionary policy generates no lags between production standardization and normative effects, while non-discretionary policy has some lag, caused by the need to reach a threshold (a mass) critic (s) of the situation which will enable policy non-discretionary;

- Discretionary policy creates its own path, while non-discretionary policy will use "road" that was "built" in the design policy in question;
- Non-discretionary policy requires a "grid" smoother (less than government spending classes) or larger amplitudes (higher rates of allocation of government expenditure) than discretionary policy, in terms of mechanism design, these features involve not only government action but efficiency gains can be prerequisites for priming non-discretionary policy (meaning that, under certain threshold of this "grid" or amplitudes, non-discretionary policy is ineffective);

- *interconditionality*:

- Effective policy will have a syntax that contains both components discretionary and non-discretionary components; grammar that will describe what I called above speech transport policy;
- Through the intervention of priming, a discretionary act can trigger one or more non-discretionary acts, while a message signaling a non-discretionary act can trigger one or more discretionary acts;
- "Successes" victories of non-discretionary policy instrument (in terms of speed of response, effectiveness, cost reduction, etc..) May, over time, to increase the "non-discretionary" policy as a whole, with other words, the syntax of transport policy will increasingly include more components ("words") non-discretionary in his speech;
- Discretionary policy can create institutional structures and economic behavior, then, is land that can be implemented non-discretionary policy. This causal relationship is, in our opinion, desirable.

6. What are the necessary and sufficient conditions

First, to state the concept of sufficient conditions. The sufficient conditions of government policy, for it to become sustainable means conditions which, when checked, makes government policy that a sustainable policy or in terms of the analyst, allow government policy to be considered legally sustainable policy. From a logical standpoint, if we denote by PGS sustainable government policy and if we denote the set of conditions sufficient MCS becomes government policy in a sustainable government policy, then we can write:

MCS → PGS

where "→" the logical implication was noted

In other words, the "endowment" of government policies contained in the set of predicates MCS makes the policies to become sustainable government policy.

Second, to emphasize the concept of necessary conditions. The necessary conditions of a sustainable government policies mean that verifies conditions, necessarily, such a policy. From a logical standpoint, if we denote by MCN set of conditions for such a policy, then we can write:

PGS → MCN.

Therefore, a sustainable government policy will be characterized by all predicates contained in MCN crowd.

In principle, MCS $\subset$ MCN, because if there is a predicate in MCS were not found in MCN, then you should accept that we have to do, legally, with a sustainable government policy. This means that, functionally, once a government policy (GPO) to check the predicates of MCS becoming a sustainable government policy (PGS), then it takes a number of features (predicates) we generated a new state policy, predicates that are not found among the crowd of MCS. If we denote the set of predicates MPN which gets a new government policy through its transition state government policy sustainable, then we can write: MCN = MCS $\cup$ MPN.

7. Establish sufficient conditions

We develop our approach towards a hard core of ensuring sustainable government policy (including the hard core objectives are and crisis action). This focus is necessary in order to identify the general characteristics in terms of sufficiency, so that by customizing desired to obtain sufficient conditions for sustainability once government policy.
Based on all the results obtained so far, we consider a list of predicates (a list of members of the crowd MCS) to ensure sustainability of general government policy may be needed. We will build this list, first from the perspective of all the "actors" involved in ensuring sustainable growth and development. Then, we synthesize the required list predicates in terms of sufficiency, government policy itself.

7.1. List predicates sufficient to maintain government policy elements

A. List predicates itself sufficient to government policy

1. Government policy **integration**

- definition of the predicate: the ability to deliver government policy outputs (rules, actions, information) to be absorbed by the business;
- predicate function: on one foreseeable future, the possibility of converting the output of actions (ie, the predicate provides the essential condition for the functioning of government policy).

2. Government policy **competitiveness**

- definition of the predicate: the ability to deliver government policy outputs to be considered in the economic environment for policy, as having few substitutes medium or on edge as having a relatively high opportunity cost for its replacement;
- predicate function: on a time horizon predictable output conversion certainty in action (in other words, this predicate provides the essential condition for operation, safely and with minimal risk, government policy).

B. List predicates sufficient economic resources of government policy

B.1. Non-financial economic resources

1. Natural isomorphism [116]

- Definition of the predicate: retrieving at least the same level of quality of specific economic efficiency of the two categories of economic resources in the structure of output;
- Predicate function: on one foreseeable future, human capital and know-how type of capital (equity assets in the process providing resources, ie resources which leads, according to specific production function, all other economic resources involved government policy).

2. Functional isomorphism[117]

- Definition of the predicate: to ensure, through the three components of output, the performance of these components, the next economic cycle;
- Predicate function: avoiding a foreseeable future, possible shock-overlap due to structural changes in the inputs necessary structural changes effective outputs.

B.2. For financial resource

1. Speed isomorphism

- Definition of the predicate: convert output to ensure government policy action (regardless of chaining multi-cycles in the economy concerned or between several functionally related business processes) within a temporal gap that ensures no risk of non-active;
- Predicate function: avoiding a foreseeable future, possible shock-overlap due to structural changes in the inputs necessary structural changes effective outputs.

C. List predicates sufficient economic environment

[116] Predicate is valid only for human resource management and resource.
[117] Predicate is valid only for material resource, information resource and formal resource.

C.1. Fiscal and budget system

1. Transparency of fiscal and budget system

- Definition of the predicate: predictability, without transaction costs (or transaction costs are lowest opportunity cost) of fiscal policy and budgetary decisions on a time horizon of at least medium term (there is a fiscal strategy minimum term or medium-term budgetary framework at least average);
- Predicate function: on one foreseeable future, the possibility of taking into calculation, those decisions (by anticipating the impact that the construction, the process of their functions in response to these decisions).

2. **Anti-cyclical competence** of fiscal and budget system

- Definition of the predicate: institutional capacity and effectiveness of state practice, the fiscal system, to act (to take institutional) anti-cyclical or counter, in whole or in part, the pro-cyclical actions of other institutional actors ;
- Predicate function: on one foreseeable future, against the formation of vicious circles (based on reactions positive feedback), both upward economic processes and their downward.

3. **Degree of fiscal dominance**

- definition of the predicate: prevalence, matters of macroeconomic adjustment policies, rules and fiscal targets, objectives and targets in relation to money;
- predicate function: correlation of money supply growth (ie monetary sources) with dynamic public sector deficits.

C.2. Monetary and banking system

1. Monetary and banking system **transparency**

2. **Financial stability** of the banking and monetary system

- Definition of the predicate: institutional capacity and effectiveness of the monetary system and banking practice (primarily the central bank) to design, implement and control the banking consolidation;
- Predicate function: on one foreseeable future, financial discipline and ensure against formation of money substitutes (arrears, euroisation) breaches of financial settlement and so on.

3. Degree of **monetary sterilization**

- Definition of the predicate: the proportion of the money is sterilized medium, a foreseeable future, the total money supply in the economy;
- Predicate function: preventing movement LM curve in response to changes in money supply (money supply), variation due primarily to net capital flows on economic border. LM curve (Liquidity-Money) models monetary policy, namely, the balance between supply and demand in the money market. LM curve movements generated by the emergence of sites gap between demand and supply of money, generate variations in output (GDP) and interest rate impact on domestic macroeconomic balance;

C.3. Balance of extern payments (open economic environment)

1. **Coverage of the current account deficit through external public debt**

- Definition of the predicate: the proportion of the external public debt has contracted direct accountin cover current account deficit;
- Predicate function: on one foreseeable future, the autonomy of capital flows, economic border, so external balance adjustment should depend as little direct intervention of external public debt;

7.2. List predicates sufficient sustainable government policy

Established based on the predicates in terms of sustainability, the main "actors" playing the sidelines sustainable government strategy, we establish now the list of predicates that must be

part of the crowd MCS, so government policy that checks these predicates to become a sustainable government policy.
First, it is necessary systematization and abstraction predicates set forth above, in order to identify features that transform a predicate usual government policies sustainable one. It is useful to also assess the significance of each of these predicates has in terms of sustainability which is called to generate or conserve it.
Second, we say that, in fact, sustainability is a species of a broader genus, reliability. In turn, the reliability of a process (system) is a function of several of its features (analyticity, intra-system communication, differentiation, autonomy, reliability, sustainability, redundancy).
Thus, the policy can be considered to have four characteristics (predicate) basic (atomic) size M (the possibly quantitative), analyticity: A (degree of internal structural development), intra-system communication: C (informational capacity type of disturbance dissolve positive feedback) and redundancy: R (property of having components parallel homo functional).
Analyticity combined with intra-system communication generates predicate called differentiation D (a kind of personalization process in the economic environment, combined with size generates differentiation predicate called autonomy (degree of functional independence in relation to the economic environment) and autonomy combined with redundancy generates predicate called reliability F that, without looking too analytical distinctions, we associate the predicate called sustainability S.
We can conclude the following:
a. Any process has a number of basic predicates (atomic), we believe they are the four mentioned above;
b other government policy predicates are predicates composite (aggregate) of basic predicates or, where appropriate, the junior compound predicates;
c reliability (sustainability) government policy is its maximal predicate, which can be a compound predicate of order 1, 2, 3 and so on, depending on the nature of policy analysis.
Obviously, the "strength" or intensity (or degree) of each compound predicate is a function of the "strength" component atomic predicates (or predicates composed of junior strength as appropriate).
Third, we develop further the concept of government policy. Obviously, I hope everything presented so far, we understand that the government policy a "device" Institutional, a mechanism to convert the output of government decision-making in action. I explained already that whether the action relates to converting the output current (possibly physical) or the future (eg a loan) or the credibility of government policies (which is also an output in the last instance), that device shall operate according to the same general principles. These principles of government policy covers the following:
a government policy is independent of structurally and functionally, in relation to all governmental action to which he is assigned;
-Explanation: just as government policy to ensure information flow between government policy output and all appropriate decisions which converts the output into action, in this respect, government policy may be assigned several processes decision usually functionally linked (either horizontal or vertical);
b government policy will result eventually in a financing scheme. As stated above, government policy, the implementation of a scheme for financing arises at the interface between the economic and business environment;
-Explanation: government policy fulfills a sui generis communication, providing, in effect, "metabolism" economic process in its action;
c government policy is not unique for a given economic process, which can be influenced by several government policies that can operate either simultaneously or alternately be redundant, here we have, in terms of theory, government policies atomic (ie elementary

sources building a direct link between output and government policy action source) and government policies molecular (atomic units of government policies that communicate with each other in an attempt to provide economic resources to resume the cycle of the area in question);
-Explanation "network" government policies should ensure minimizing the risk of nefinanţare;
Fourth, based on all previous elements, we extract the following predicate to populate crowd MCS:
1. analyticity (A) refers to a degree large enough, the institutional structure and functioning of government policy. Analyticity can refer to "information power" of government policy (eg, maintenance of a database on monetary sources of economic environment), or the crowd possibilities of combining government policies in order to "build" ad hoc, a feasible financing scheme; analyticity can be actually a measure of the structural complexity of government policy in question;
2. communication between the source (CIS) refers to the ability to process government policy, within a reasonable time (ideally in real time) all information regarding all aspects, conversion output policy action. Here, the intra-source will always understand the molecular source, so communication between source is equivalent, from a logical standpoint, the communication atomic inter-governmental policy;
3. relative autonomy (AR) government policy in relation to the process (aspect was identified and the design principles of a government policy): this predicate is necessary because a complete dependence induces unable to process government policy to counter some possible phenomenology gaps in the economic process, this means that it accepted internal logic of government policy (own grammar) that, although government action assigned, as one of its independent variables, functions, while relatively independent;
4. continuity (C) Government policy: refers to a feature of government policy was not to function; continuity of government policy is closely linked to its relative autonomy;
5. transparency (T) Government policy: refers to a feature of government policy to be observable in terms of the economic environment and, therefore, to be predictable in terms of converting decisions into action output, feature observability is even more important, of course, from the perspective inspector general government, because transparency implies legality and regularity, that is, in a word, regulatory compliance of that government policy;
6. redundancy (R) Government policy: Government policy refers to the characteristic of containing (and therefore its analiticităţii) alternative devices for converting output into action, which allows him to get a feature (a predicate required) The alternative, ie the possibility to replace a raft of (funding) to another, depending on the "fall" of such action schemes (funding), for various reasons, usually foreign economic process, ie the economic environment of this process.
Fifth, it is necessary to evaluate how atomic and composite predicates of "actors" in the margin of a field are sufficient predicates (atomic or molecular) sustainable government policy, ie components of ERM crowd.
Notice that, in terms of sufficiency predicates outside government policy, the most "productive" in the sense of one who has the broadest impact on sustainability sufficient predicates government policy is financial stability and the ability to view " gather "adequacy predicates impact outside government policy, most productive predicate, predicates sufficiency of sustainability is that of continuity.
Therefore sufficient set of predicates sustainable government policy is as follows:
MCS = {A, CIS, AR, C, T, R}

8. Establish necessary conditions

Once sufficiency conditions are checked every government policy is sustainable government policy (PGS). At the same time, sustainable government policy generates a set of predicates (predicates require new or additional) which, added predicate sufficiency, is necessary predicate of a set of sustainable government policy. It is therefore important to consider what additional necessary predicates can occur in a government policy that is sustainable and generative logic of this activity after the fact (ie after the original government policy has verified sufficient conditions which we have presented. In our opinion (and considering the conceptual explanations so far), once a government policy becomes sustainable (by checking the sufficiency of the crowd predicate MCS) she develops a four predicates other molecular (compound), the predicates of sufficiency. these predicates we (elements of the crowd MPN) are stability, alternativity, efficiency and expectativitatea:

1. **stability (S)** refers to the characteristic PGS to mitigate shocks arising from changes in the interface between the economic and business environment and produce their outputs in a range of acceptable variation

- generation mode: combining relative autonomy (AR) with continuity (C)
- logical calculation $(\mathrm{AR} \,\&\, \mathrm{C}) \rightarrow \mathrm{S}$

2. **alternativity (AL)** refers to PGS feature to "drag" dynamically and in real time from atomic elements of their structure, so that the output conversion process in action is not at risk from potential accidents;

- generation-mode: combining analiticităţii (A), the combination of intra-system (CIS) and redundancy (R)
- logical calculation $AR \,\&\, CIS \,\&\, R \rightarrow AL$

3. **eficiency (E)** refers to PGS feature to adjust the opportunity cost of the transaction to convert the output into action with the desired action;

- generation-mode: combination of analyticity (A) and alternativity (AL)
- logical calculation: $\mathrm{A} \,\&\, \mathrm{AL} \equiv \mathrm{A} \,\&\, \mathrm{AR} \,\&\, \mathrm{CIS} \,\&\, \mathrm{R} \rightarrow \mathrm{E}$

4. expectation (EX) refers to anticipate developments in the structure and capacity development in the area of intervention

- generation-mode: combination of alternativity (AL) and transparency (T)
- logical calculation: $\mathrm{AL} \,\&\, \mathrm{T} \equiv \mathrm{AR} \,\&\, \mathrm{CIS} \,\&\, \mathrm{R} \,\&\, \mathrm{T} \rightarrow \mathrm{EX}$

Therefore, the necessary predicate crowd sustainable government policy is as follows:

$\mathrm{MCN}=\mathrm{MCS} \cup \mathrm{MPN}=\{\mathrm{A,CIS,AR,C,T,R}\} \cup \{\mathrm{S,AL,E,EX}\}=\{\mathrm{A,CIS,AR,C,T,R,AL,E,EX}\}$

See immediately that $\mathrm{MCS} \subset \mathrm{MCN}$, which was already announced earlier theoretical condition.

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IMPACT OF FINANCIAL CRISIS ON HOUSEHOLD BEHAVIOR IN ROMANIA

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Abstract

This paper aims to present financial crisis on household behavior in Romania. The evolution of the Romanian financial behavior in recent years has been marked by lower demand for personal loans and increase the number of those who are moving towards savings accounts. During the financial crisis of public behavior is one of caution (even sometimes excessive), which can cause problems on line capital investment in the economy.

Deposits population has doubled in the past four years, the real growth was somewhat lower but, if we consider factors such as inflation and devaluation of the euro. This development went hand in hand with large reductions in consumption in the first year of crisis.

Regarding the behavior of businesses, banks increased their deposits during the crisis, but more slowly than the population. Currency deposits decreased considerably. Their decline was offset by an increase in domestic savings amounts.

Anti-crisis measures have led to reduction in real incomes. Therefore important financial behavior has changed all its components (saving, borrowing and accumulation of financial assets and non-financial). These undesirable changes can cause stress and economic instability, social and even political that policy makers disregard the affordability of the population and apply solutions to bring the crisis on welfare.

Key words*: financial behavior; personal need credit; debt; savings accounts.*

Since there are economy, production and consumption, humankind was in a succesion of increasses and decreases economic.We have not discovered the crisis now, at the beginning of the 21st. century. Each crisis is similar to the previous and possibly new features.

The basis for the initiation of every economic crisis is human behavior, subjective, rather, the sum of the behaviors of individuals acting in economics and who no longer will, consciously to apply the same behavior before the crisis. However takes place and another process, semi-conscious or unconscious of individuals in the economic field: imitating others behavior, a processin which social order is transmitted unseen:" other than to act now to save your wealth, assets, earnings, even money invested if we can...".

The financial crisis marks us all and has many effects: wage cuts, reduced benefits, higher prices, reduced purchasing, power, lower consuption, increased unemployment, reduced pensions, increasing taxes. We can not live in modern society without „ playing the game" money. Therefore, in the crucial moments such as that of the current financial situation, there are effects not only financially, but also a psychological level.

The psyhological effects of the crisis are quite destabilizing, so long as the short term. However, because the human mind is in its essense wonderful, it also produces a number of solution to deal with the situation. A counter effect of denial is, paradoxically, acceptance. After resisting surrender and recovery behavior ocours depending on the current real posibilities and not according to the past. Responding to decrease the level of safety is taking measures to expenses, even those that were not ignored the past. Excess role rebalance care is created by the decrease safety. If the crisis are now potentially beneficial effects on the way we used to spend; explanation is that before the crisis were expenditures, most times, chaotic, without much sense and not worry. The new attitude, temperance is not only beneficial for the budget, but it's acceptable level and moral (no spend elsewhere, think twice now before we buy something).

Even if money is less, this attitude is meant to „appease" the idea that situation isn't so serious. Compensation lack of money by spending over budget is a normal phenomenon that you can see arround our large queues in shops in response to the question how people complain that there is no money, yet all buy. Obviously the answer is more a reaction to the crisis and has a limited duration (and that economic reasons- you cannot indefinitely spend more money than you). Another effect would be decreased sense of safety- the money is, in fact, which makes us not only lifestyle and survival. Where resources are „thin", one can easily become defensive attitude: this explain why each becomes more interested and focused on their benefits and interest, perhaps, in a greater degree than usual. It is very possible to witness a decline in interest for social good staff for good, according to philosophy „ every man for himself". Defense care ship pretty quicly and aggressively, especcialy if someoane else is expected danger to encroach on personal well-being. Thus, when there is less money, we can experience a sense of hopelessness and helplessness, money being the symbol of our social and professional succes- we learned so much money to go on vacation with both the city and many shopping. If this situation is prolonged in time, is also affected perceptions of the deeper roles of head if household or the famili bread-winner. It is possible for men to feel more deeply these effects than woman, given their social conditioning as the main source of family income.

For ordinary people the current finnancial crisis is a mystery and credit market collapse creates confusion and fear. Therefore a critical point of any crisis management protocol is to estabilish regular lines of communication with the public, which would clarify the determinants and consequences of the crisis.It would also be beneficial to enhance the role of „risk accounting"- to measure and managing systemic risk on a global scale.

The population reacts with some delay to the adverse macroeconomic developments during the economic crisis and financial. During this period we notice the absence of a personal bankruptcy laws that protect individuals from Romania to the creditors. Public administration adjusts more slowly during the reccesion than the real sector. This adjustment generally means layoffs and salary cuts and therefore ahead of the event of default events.

The new generation, which began operations in full recession will have on the financial behavior throughout their careers differently from those who entered the labor market in a period of economic growth. Job insecurity, the high number of bankruptcies and reduced earnings translate into a more conservative behavior. They tend to make greater savings to settle for a less well paid job and expect constant at government intervention.

Since social contagion of the crisis there and people are already aware that it is bad, who is the new generation believes that having a job is already a win. They are considered spoiled context, of this. New generation recompose their hierarchy of priorities more realistic and pragmatic and somewhat content consumer status change. What use is either randomly canceled or kept, but impregnated stronger sense of "rational choice" in perception needs. The idea of luxury is the way it directs money and what was sometimes necessary now becomes luxury.

Some financial behavior will change, although in our crisis was not so terrible, on the contrary, has brought benefits such as lower interest rates on bank. Recession will be marked at the behavioral level, the Romanians aged between 30 and 35 years, who had to return leased cars or who have lost their homes. The difference between them and those who entered the labor market in a period of growth is that they have a change in the aspirations: they are more cautious, considering a better situation than those who did not work. The new generation of people entering the workforce has learned to be more cautious and learned that during this period the value of money is higher, which makes these people more aware of how they use money and be more willing to make some financial sacrifices. Their financial expectations are lower. This situation will change in a few years. Romania's economic

development trend, teaches people to discover the value of their work and have greater financial claims. Now employers have a door to access cheaper labor, time it will take little more than crisis.

Generation "recession" has the ability to develop realistic strategies to adapt to new conditions, and the idea of greed is abandoned. Having a job is an existential edge that makes them perceive life differently. As long as we talk about unemployment, redundancies in large numbers, their desires are tempered by reality, think of this and reluctant to see the future, and if they want to see him hope that he would be keeping his job.

According to recent studies, one year of recession experienced by a young adult is enough to change values and behavior. This conclusion is supported by several other studies showing that generation "recession" not only invest more conservative, but tends to jobs safer and believes in redistributing wealth and a fierce government involvement in social .

Romania supports the impact of the financial and economic crisis spread through two channels:

- The financial channel determined by restriction and higher credit world: increased cost of credit taken by the people, companies and state; the business model practiced by banks in Romania and to other financial institutions, or "external borrowing and credit us the plan local "will change radically, which will cause illiquidity in financial markets, investors waive or defer decisions on some investments that would be required to make in Romania; investment portfolio was substantially reduced.

- Economic channel determined by economic contraction in developed countries: euro zone recession, reducing exports, reducing or stopping activities that provide components for recession-hit industries - automotive, metallurgy, textile, construction and so on, decreasing remittances in Romania made by Romanian workers abroad, reducing economic growth, economic contraction can prevent payment of debts by individuals and businesses and hence the appearance of solvency problems for banks and other financial institutions, and social tensions.

Between the two channels there is an inter-relationship, so that the Romanian financial system is affected by both channels presented as generalized liquidity crisis and the crisis of confidence installed in the population.

During the economic crisis significantly decreased the percentage of people who contracted loans from the previous period. Personal loan contributed most significantly to this decrease. Several factors contributed to this, among the most important ones are: the total cost of credit tightening eligibility criteria, and reducing revenues and increasing population prudent economic crisis.

Balance crisis years show a worrying situation in almost all aspects but there is at least one area in which romanians have made amazing progress. Thus, bank deposits of population increased from 68.6 billion lei in February 2008, to 115 billion lei in December 2011 (amounts include the value of deposits in domestic currency) according to NBR and Deposit Guarantee Fund in the Banking System. The total balance of deposits from banks (individuals, companies and public institutions) in November 2011 was 181.26 billion lei, up £ 9.2 billion compared to the same month last year. The increase was entirely due to population. Thus it can be said that household deposits have doubled in the past four years, the real growth was somewhat lower but, if we take into account factors such as inflation and devaluation of the euro during this period. The single currency was worth an average of £ 3.68 in 2008, the value of this time is of 4.56 lei, according to NBR. Even so, increased population is significant. The explanation is that in the early part of this period, in 2008 and 2009, income romanians continued to increase, but consumption dropped dramatically. Part of the difference between money earned and spent those were placed in bank deposits. Indeed, a massive increase in deposits was observed in the first two years of crisis, followed by a

slowdown and return of advance lately. This development went hand in hand with large reductions in consumption in the first year of crisis when stores have seen sales halved. Always increase savings crisis, people seek financial protection. It can be said that overall physical Romanians have more money now than before the crisis, this is one of the paradoxes of this economic impasse. If the economic situation of Romania will head the behavior of the population will recover and there will be a greater interest in consumption and investment.

Financial crisis on the capital market can be structured as follows:

- Direct effects on financial institutions: the financial crisis has given rise to bankruptcies, restructurings of companies and financial institutions, mergers and acquisitions and direct financial support significant funding from governments. A large part of these institutions are or were publicly traded, their market exit affect not only credibility but also capital market stock trading volume, price volatility, yields.

- Effects on volume and stock prices: stock trading volume is decreasing but the biggest impact that the crisis had been the volatility (risk) and the stock returns associated particularly variable income instruments.

- Effects on the behavior of investors in the market: a market in which no longer provide safe and yields more or less stable and slightly increasing, investors are increasingly distancing capital market and radically change their investment options. This has direct impact on the cost of capital and financial interest. Panic, fear, herd effect, disbelief, hysteria are feeling at this time dominating large mass of investors faced from day to day with increasing losses.

- Effects on capital market regulations: the crisis led to a series of measures to tighten control over the remaining areas outside the jurisdiction of central banks and supervisory committees capital markets. In parallel, were brought increasingly into question the criteria for the award of grants and methodologies for risk assessment and rating of used grant funding decision. Moreover, government intervention in financial markets (which sometimes went to extreme cases of nationalization) had also legitimized by a series of unprecedented legislative action.

Despite the economic downturn, the temptation is still the Romanian major purchases. Are still tempting houses and cars, but obviously becoming less Romanian and allow or believe that they will allow a major expense in the future. On the other hand, many have delayed projects and expects to pass this difficult period to have a minimum of predictability to resume projects.

There is a dual behavior of consumers in our country, as the Romanians tried to keep a balance between protection and financial security and the need to spend.

Technology products are purchased more than not because they have fallen enthusiasm, but because of difficulties in credit and lower incomes.

Regarding relations that Romanians have with financial institutions during the crisis they want a closer relationship of financial advisor, flexibility and a loyal customer recognition status by favorable conditions in the following packages or contracted financial products. Financial institutions must understand that in Romania, the client is very important social status as well as recognition as a loyal customer for which they want to be rewarded by favorable terms of contract products. In recent years, the crisis has highlighted, financial institutions, the need for retention and customer loyalty not only to attract new ones.

The financial behavior is considered as generated by the following assumptions: independence (autonomy) to the external supply of goods and services, risk aversion, "smooth" consumption, sustainability funding.

Individual saving and consumption behavior, especially households have crucial significance to the financial stability of the economy. An unfavorable outcome of saving

behavior can lead to financial imbalances when its functions can not be performed or are performed with difficulty, especially in times of recession like the current financial crisis.

When it comes to money, people make two kinds of decisions: to purchase goods and services or invest in different assets. The concept is common to all financial investments valuation because ultimately, individual investors or institutional decisions based on price and value comparisons and subjective expectations about their evolution. Our decisions about money are based on both risk and uncertainty. But there were any number of risks and uncertainties, many of us still make decisions, because our main goal is to win.

Any decision about money involves two distinct but inseparable: on the one hand, objective data and, on the other hand, subjective opinion on whether gain or loss from that decision. Although the data are the same for everyone, but they are not sufficient to determine the value for each, because it ignores the consequences of specific results for the person who must make the decision when the future is uncertain. In other words, the expected utility of each one depends on the particular circumstances of the person making the decision and we can not assume that the anticipated risks of each individual are equal.

According to neoclassical financial theory, investors act rationally and in decision making, taking into account all available information. Thus, under the assumption of efficient markets, investment markets are perfect, liquid, competitive and complete, and asset prices reflect the true "intrinsic value" to them.

However, recent research in behavioral science Financial (Behavioural finance), a discipline at the intersection of economics and psychology shows very much irrationality in making such decisions and asset prices have fluctuated very large, without major changes based on in economic fundamentals. This new inter-discipline is based on two main elements:

The first element refers to errors of judgment of investors, from the individual level can manifest in the market (it bubbles reach). Psychology shows us that our beliefs often suffer from biases, cognitive source of the problem being, that derives from the way we think. The most common cognitive biases are caused by stereotypes or beliefs that are based solely on one piece of information, usually one that is first available, the information that is readily available or who had an excessive media or data confirms our initial preferences and opinions.

The second element relates to the behavioral preferences of investors in relation to attitudes towards risk and return, or to gain and loss manifested inter alia by loss aversion and regret aversion. Most often, decisions about money, sometimes even for educated people or start, based empirical methods, stereotypes, rumors or emotional reasons such as greed, fear or herd instinct. The conclusion is that decisions about money keep more of psychology than economics.

Although in recent decades our understanding of the financial science has progressed a lot, still remain a lot of questions that still no answers. In general, financial decision making, either by ordinary people, either by financial institutions or the market remains in a gray area, waiting for researchers to bring more light.

Therefore, those who are faced with decisions with financial implications, be they bankers, regulators and investors should take into account the true nature of people, in other words imperfections, complexity and especially their limited rationality because ultimately, the financial system is a mirror of human nature.

However, the diversity of human nature is more a blessing than a curse. If everyone would assess risks in the same way, risk-related opportunities would not accomplished. Some low utility attaches a probability of winning, because their ultimate goal is to preserve capital. The more adventurous attach a probability higher utility than high returns and low utility of a high probability of loss. People differ in their appetite for risk and their behavior toward money.

The evolution of the Romanian financial behavior in recent years has been marked by lower demand for personal loans and private insurance, increasing consumers make payments on the Internet and those who focus on savings accounts.

The effects of the current crisis are easily identified: these crises lead to a decrease in consumption due to panic created around gloomy news about the development of macroeconomic indicators (expected inflation, interest rates, exchange rates, unemployment) due to weaker domestic consumption is rising unemployment emphasized enough. Another effect if the crisis is one of regional or global system size, decrease in exports is due to weaker demand in foreign markets affected by the crisis. Crisis periods generates a series of feelings among individual investors from fear, panic, fear to hysteria in some cases. Risk aversion is increasing and will last a long time until the market will regain investor confidence. A direct effect of this increasing risk aversion is the change (adjust) the investment behavior affecting the financial portfolio structure. It is clear that at present investors shift to less risky financial instruments (bonds, treasury bills). Hence automatic indirect effect on cost of capital and the exchange rate. According to economic theory (law of demand and supply), when capital market investors face risk (volatility) on the rise, with yields declining capital when market liquidity is poor, the demand for financial instruments (propensity to invest) is significantly decreased, resulting in increased interest and thus increase long-term cost of capital raised from the capital markets through specific instruments. This may explains why at this time central banks are tempted to diminish interest to intervene in order to provide greater banking system liquidity necessary financial support economic activity. But if money is not orientated production but will be oriented towards consumption by all banks, the problems will worsen and more. Responding to the crisis all through a policy of cheap money (which recharge crisis) merely postpone for later triggering a new crisis stronger and deeper (which includes the new money supply issued to generate the crisis). Another effect of the crisis is exacerbated inflation and exchange rate depreciation. In fact, inflation and exchange rate depreciation are direct consequences of the crisis but the monetary expansion.

Romanians say stop consumption of crisis scared and exuberance of yesteryear has been replaced by caution, whether it's daily expenses or major purchases, being much more careful about how they spend their money. They had to completely rethink priorities, having felt the effects of the economic turmoil. When it comes to the consequences of each individual, most people have felt the crisis by increasing the cost of living were affected by lower wages. The Romanians also increase rates on credit charges and expenses of maintenance and utilities. However, there are many people who have lost their job or their business went bankrupt.

Crisis has affected Romanians income, they reduced their budget for tours and travel, luxury, city trips, clothes and investment, even for some foods more expensive.

In terms of consumer behavior amid the financial crisis, some Romanian buy the same products as before, but in smaller quantities. Romanians began to educate more financial and increasingly use the medium to long term savings. Meanwhile, all tend to increase saving and thus there is a systematic change of the previous financial behavior.

Meanwhile, the economic crisis has brought significant changes in consumer behavior, and these, directly or indirectly, may bring significant changes to corporate activity. To continue to the attention of buyers, companies will be required to go through transformations, in order to accommodate the requirements of consumers.

In the medium term, the current crisis will have a significant impact on the business environment in Romania. Business climate will be characterized by greater caution, less liquidity, reduced foreign capital flows, tighter regulation and risk minimization actions that will reduce invested capital. Also in accordance with the above, the financial behavior of the population will be one of caution (even sometimes excessive), which can cause problems on line capital investment in the economy.

Anti-crisis measures taken by the Government have caused severe damage to real incomes. Accordingly, the financial behavior of households faced significant changes on all its components, namely savings, debt and financial assets and non-financial accumulation. All these changes have led to changes in the consumer financial behavior of households. These undesirable changes can cause stress and economic instability, social and even political, if policy makers do not take into account elements related to affordability of the population and apply solutions to bring the crisis on welfare.

Finally, we draw some conclusions about the behavior during the crisis Romanians saving:

- Since the beginning of the crisis, the savings deposited in banks population increased, despite lower wages and rising unemployment. Analysts put increasing public expenditure restraint savings account. This is an expression of lack of confidence in future coverage. It is normal to increase savings in a recession, encouraging saving negativity in the market. It remains to be seen whether it is just a temporary trend or when the first signs of economic recovery will return to a frenzy of consumption that will not happen anytime soon. In fact, braking frantically consumption appears to be one of the fundamental lessons of this crisis.

- Regarding the behavior of legal persons, things are different. Their deposits from banks increased during the crisis, but more slowly than the population. Currency deposits decreased considerably. Their decline was offset by an increase in domestic savings amounts. It is noted that the total deposits of non-banking businesses is lower than the total household deposits.

In this context Joseph Stiglitz recommendations are welcome.

No permanent private household can not live beyond its means. Why governments should be exempt from this rule? According to Stiglitz, the countries are different households. If a citizen is reducing costs, this is without consequences for the country. Unemployment does not increase. But if the government cut spending, this has a major effect. An expansion may increase production costs by creating jobs that will be filled by people who are otherwise unemployed.

Stiglitz believes that we need roads, bridges and airports. Revenues from public investments in technology were very high average, American economist citing Internet and telegraph Human Genome Project. But we add new real public investment, without corruption and actual quality of public goods results!

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MODALITATEA DE GUVERNARE A STRATEGIEI U.E. PENTRU REGIUNEA DUNĂRII

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REZUMAT

Conţinutul articolului se referă la un model de a guverna principalele aspecte ale Strategiei Uniunii Europene pentru Regiunea Dunării. Se prezintă principalele aspecte ale managementului strategiei şi modalitatea de funcţionare a matricei de coordonare naţională a Strategiei UE pentru regiunea Dunării.

I. Managementul Strategiei UE pentru regiunea Dunării – la nivel macro regional

Strategia UE pentru regiunea Dunării (SUERD) are următoarea structură de guvernare la nivel macro-regional:

Comisia Europeană – DG Regio cu rol de coordonare, monitorizare, raportare şi evaluare.

Comisia Europeană este un facilitator al punerii în aplicare al Strategiei, având rol de coordonare, monitorizare, raportare şi evaluare. Comisia realizează coordonarea la nivel de politici, fiind asistată de un Grup la nivel înalt. Raportarea şi evaluarea sunt realizate de Comisie, în parteneriat cu Coordonatorii de domenii prioritare, cu scopul evaluării progreselor realizate privind aplicarea Planului de Acţiuni. Comisia organizează un Forum anual la care participă toţi partenerii din cadrul Strategiei.

Grupul la nivel înalt (High Level Group) – participă doar reprezentanţii statelor membre UE (la nivel de secretar de stat sau de director general) cu drept de vot, pot fi invitaţi şi reprezentanţii statelor nemembre UE. Asigură orientarea politică şi prioritizarea. Poate propune Comisiei Europene modificarea Planului de Acţiune.

La Grupul la nivel înalt participă doar reprezentanţii SM UE (la nivel de secretar de stat sau de director general) cu drept de vot, pot fi invitaţi şi reprezentanţii statelor nemembre UE. Principalul rol al Grupului este de a asigura orientarea politică şi prioritizarea. Grupul poate propune Comisiei Europene modificarea Planului de Acţiune şi asistă Comisia în coordonarea la nivel de politici.

Comisia Europeană consultă Grupul în ceea ce privește modificările aduse Strategiei și Planului de acțiune, privind rapoartele și monitorizarea.

Grupul la nivel înalt se reuneşte de două ori pe an. Grupul s-a reunit la 21 noiembrie 2011, la Bruxelles iar următoarea reuniune va avea loc la 24 aprilie 2012, la Berlin.

Grupurile directoare – aferente fiecărui domeniu prioritar, participă reprezentanţi ai statelor din regiune şi organizaţiile internaţionale implicate; asigură punerea în aplicare a Planului de Acţiuni al Strategiei şi aprobă proiectele.

Fiecare domeniu prioritar este coordonat de un grup director (steering group), format din reprezentanţi ai statelor din regiune şi ai organizaţiilor internaţionale implicate. Activitatea grupului este coordonată de coordonatorii domeniului prioritar. Grupul director asigură punerea în aplicare a Planului de Acţiuni al Strategiei şi aprobă proiectele.

Grupurile directoare au un rol esenţial pentru implementarea Strategiei, reprezentând principalele forumuri în care cele 14 state partenere discută şi validează proiectele din cadrul Strategiei Dunării.

Până în prezent au avut loc două reuniuni ale Grupurilor de coordonare pentru toate domeniile prioritare. Grupurile directoare au stabilit ţintele şi procedurile pentru fiecare domeniu prioritar al Strategiei şi au început elaborarea unor liste de proiecte care să fie analizate şi pentru care să se transmită scrisori de recomandare. În cursul anului 2012 va fi finalizată şi a treia serie de reuniuni a grupurilor directoare.

Coordonatorii naţionali SUERD (NCP)

Rolul principal al coordonatorilor naţionali este de a propune aspecte practice ale activităţii, de a asigura coordonarea în fiecare țară, de a asista Comisia Europeană şi a sprijini activitatea coordonatorilor de domenii prioritare din statul respectiv. Coordonatorii naţionali sunt reprezentanţii statelor la reuniunile Grupului la nivel înalt şi participă, periodic, la reuniuni ale coordonatorilor naţionali şi coordonatorilor de domenii prioritare.

Prima reuniune a coordonatorilor naţionali şi coordonatorilor de domenii prioritare a avut loc la Godollo, Ungaria, în perioada 9-10 mai 2011 şi a analizat modalităţile de gestionare a Strategiei Dunării, stabilirea ţintelor, instrumentele de finanţare a proiectelor. A doua reuniune a punctelor naţionale de contact /coordonatori naţionali şi a coordonatorilor de domenii prioritare a avut loc la Bucureşti în perioada 29-31 ianuarie 2012 şi a vizat o analiză detaliată asupra mecanismelor Strategiei: implementarea proiectelor, problematica financiară, managementul intern şi modalităţile de comunicare.

Coordonatori de domenii prioritare SUERD (PAC)

Principalul rol al acestora este de a lua măsurile necesare astfel încât *acţiunile şi proiectele menţionate în Planul de Acţiune să fie implementate corespunzător.* Aceasta se realizează prin prezentarea de obiective, indicatori și calendare, prin asigurarea de contacte între promotorii de proiecte, programele și sursele de finanțare, prin asigurarea asistenței tehnice și consilierii. Coordonatorii domeniilor prioritare raportează Comisiei Europene asupra progresului în domeniul atingerii obiectivelor și vor furniza regulat informații privind activitatea pe care o desfășoară. Proiectele suplimentare care corespund Planului de Acţiune sunt incluse în acesta.

Pentru a îndeplini aceste obiective coordonatorii de domenii prioritare:

- Identifică persoanelor de contact relevante din statele membre implicate în acţiuni (diverse state membre, autorităţi locale şi regionale, organisme interguvernamentale şi non-guvernamentale, lideri de proiecte, etc.) cu sprijinul Punctele de Contact Naţionale, dacă este necesar. În plus, Coordonatorii trebuie, în cooperare cu Comisia, să identifice liderii de proiecte pentru acele proiecte care nu au încă unul.
- Stabilesc un calendar cu părţile implicate şi iau măsurile adecvate pentru a putea evalua progresul înregistrat, în cadrul grupurilor directoare. Abordarea poate fi flexibilă, pentru a lua în considerare natura diversă a domeniilor prioritare.
- Facilitează implementarea acţiunilor. Partenerii şi liderii de proiect trebuie să implementeze acţiunile şi proiectele, în timp ce Coordonatorul monitorizează progresul (de ex. prin reuniuni sau teleconferinţe), revizuieşte coordonarea şi se asigură că problemele/întârzierile sunt rezolvate operativ.
- Oferă consiliere privind sursele de finanţare. Sursele de finanţare sunt, în principiu, numeroase: autorităţi naţionale şi regionale, instituţii financiare internaţionale – BEI, bănci private, instrumente ale Uniunii Europene – Fondul European de Dezvoltare Regională, Fondul de Coeziune, FP 7, IPA, ENPI). Programul INTERACT (finanţat de Comisia Europeană şi destinat sprijinirii implementării cooperării) a creat un grup de asistenţă (Labgroup) în vederea identificării surselor de finanţare. O atenţie specială

trebuie acordată posibilelor contribuţii ale programelor Fondurilor Structurale dezvoltate în regiune. Acestea pot finanţa proiecte legate de Strategie, în condiţiile în care programele respective corespund criteriilor de eligibilitate ale programelor. Autorităţilor de Management li se solicita să raporteze regulat asupra elementelor din programele lor care sunt în concordanţă cu obiectivele Strategiei. Un aspect esenţial pentru implementarea Strategiei Dunării îl reprezintă lansarea rapidă a unor proiecte integrate şi viabile, în special prin asigurarea asistenţei tehnice necesare, şi care să surmonteze, parţial, lipsa unei linii bugetare dedicate în actuala perspectivă financiară multianuală a UE (2007-2013). Practic pentru actualul exerciţiu financiar multianual, alocările sunt finalizate, dar se pot realiza studii de pre-fezabilitate şi fezabilitate necesare pentru multe dintre proiectele SUERD. De importanţă majoră rămâne asigurarea unei finanţări adecvate pentru proiectele SUERD ce vor fi implementate în cadrul viitoarei perspective financiare multianuale a UE (2014-2020).

- Raportarea către Comisia Europeană. Deoarece Comisia trebuie să raporteze regulat către Consiliu, Coordonatorii vor trebuie să raporteze Comisiei Europene o dată pe an.

Sprijinul de care vor beneficia Coordonatorii

Comisia nu are capacitatea de a implementa Strategia din resurse proprii. Sistemul Coordonatorilor de Domenii Prioritare/liderilor de proiect oferă o abordare care permite transferarea responsabilităţii pentru implementarea Strategiei la nivel regional.

Coordonatorii vor beneficia de următoarele tipuri de asistenţă:

- Orientare
- Asistenţă din partea Punctelor Naţionale de Contact pentru identificarea partenerilor pentru acţiuni şi proiecte specifice;
- Sprijin din partea INTERACT pentru identificarea surselor de finanţare şi altele chestiuni tehnice;
- Sprijin din partea Comisiei - DG REGIO pentru identificarea potenţialelor contribuţii ale programelor derulate de Fonduri Structurale;
- Sprijin din partea Comisiei privind fluxul informaţional, în special prin intermediul utilizării website-urilor disponibile, documentelor şi a Reprezentanţelor Comisiei din regiune.

În procesul de implementare pot fi necesare anumite ajustări ale Planului de Acţiune. Aceste ajustări sunt de trei tipuri:

- Clarificări/modificări ale detaliilor unei acţiuni sau proiect, astfel încât să nu se schimbe scopul sau obiectivul;
- Adăugarea unei noi acţiuni sau proiect, sau modificarea într-o asemenea măsură încât scopul sau obiectivul acţiunii să fie semnificativ modificat;
- Eliminarea unei acţiuni sau a unui proiect.

În primul caz dintre cele menţionate, Coordonatorul domeniului Prioritar, în consens cu liderul de proiect poate face schimbările necesare şi informa Comisia (DG REGIO). În absenţa unei reacţii rapide, se poate presupune că schimbările sunt acceptate şi Comisia le va include în următoarea varianta a Planului de Acţiune.

În cazurile 2 şi 3, care presupun o schimbare a politicii, DG REGIO va trebui informată asupra motivelor care stau la baza schimbării, care nu va fi efectivă până când *Grupul de lucru la nivel înalt* nu va prezenta opinia sa asupra acestei modificări (dar şi alte servicii ale Comisiei dacă este necesar). Aceste motive pot fi semnificative: trebuie avut în vedere în special că nu este necesară adăugarea unui proiect în cadrul Planului de Acţiune pentru a-l implementa – planul de acţiune este doar o selecţie a unei multitudini de activităţi care se

desfăşoară în beneficiul macro-regiunii. În condiţiile în care este clar că un proiect va contribui la obiectivele Domeniului prioritar vizat şi că este pregătit pentru implementare, HLG şi COM vot avea posibilitatea de a-l lua în considerare. Cazuri tipice pot rezulta din dezvoltarea unor acţiuni la un nivel la care anumite proiecte specifice pot fi identificate şi implementate.

Acţiunile şi proiectele pot fi eliminate doar dacă este clar fie că nu mai sunt necesare, din cauza schimbării circumstanţelor, fie din cauză că nu se pot identifica parteneri sau fonduri suficiente într-o perioadă rezonabilă de timp (în principiu până la primul raport de progres). În ambele cazuri eliminarea trebuie să fie propusă Comisiei care poate lua o decizie cu HLG.

Cum cooperează Coordonatorii de Domenii Prioritare

Anumite domenii prioritare au mai mult de un coordonator. În aceste cazuri Coordonatorii trebuie să coopereze. Va exista un raport unic către Comisie pe fiecare Domeniu Prioritar cu excepţia domeniilor prioritare care au sub-domenii.

Forumul anual – este organizat de Comisia Europeană, la el participă şi vor raporta toate structurile implicate în proces.

Comisia organizează un forum anual, pentru a discuta pe marginea progreselor realizate, pentru consultare privind acțiunile revizuite și pentru elaborarea de noi abordări. La acesta vor participa statele, instituțiile UE și părțile interesate (în special organismele interguvernamentale, sectorul privat și societatea civilă).

Pilotajul politic vizează:

Reuniunea informală a miniştrilor de externe din statele dunărene

Reuniunea informală a miniştrilor de externe din Regiunea Dunării (Bucureşti, 7 noiembrie 2011) s-a finalizat cu acceptarea ideii unei anumite instituţionalizări a reuniunilor miniştrilor de externe în vederea asigurării unei monitorizări politice continue a Strategiei.

Ideea menţinerii unei monitorizări continue a nivel politic a fost confirmată la reuniunea punctelor naţionale de contact şi a coordonatorilor naţionali de domenii prioritare SUERD (Bucureşti, 29-31 ianuarie 2012) şi va fi continuată de Austria care va organiza o nouă reuniune informală a miniştrilor de externe din statele din bazinul Dunării în semestrul II 2012.

Reuniuni ale miniştrilor din statele dunărene responsabili de domenii sectoriale

În continuarea ideii monitorizării politice a Strategiei Dunării, se intenţionează realizarea unor reuniuni ale miniştrilor din statele dunărene responsabili de domenii sectoriale, cu scopul impulsionării implementării proiectelor din domeniile prioritare ale Strategiei şi a menţinerii unui angajament politic la nivel ministerial, necesar succesului punerii în aplicare a Strategiei. Landul Baden – Wurtemberg intenţionează să organizeze, în 2012, o reuniune a miniştrilor cercetării din regiunea Dunării. România intenţionează organizarea unei reuniuni a miniştrilor mediului din statele dunărene în cursul anului 2012.

II. Modalitatea de funcţionare a matricei de coordonare naţională a Strategiei UE pentru regiunea Dunării

II.1. Structura matricei de coordonare naţională a Strategiei Dunării (SUERD)

În calitate de coordonator naţional, în 2011, Ministerul Afacerilor Externe a elaborat arhitectura organizatorică necesară implementării Strategiei. Astfel, la 30 martie 2011 a fost creat un Forum Naţional privind implementarea Strategiei UE pentru Regiunea Dunării - structură de coordonare la nivel naţional a acţiunilor şi proiectelor, desfăşurate de România, în

cadrul Strategiei pentru regiunea Dunării (document 4 c). Această structură pentru implementarea proiectelor din cadrul Strategiei Dunării a fost aprobată de către Prim-ministrul României.
Structura de coordonare naţională pentru implementarea SUERD cuprinde: un Comitet director la nivel ministerial (prezidat de către ministrul afacerilor externe care este şi preşedintele executiv al Forumului Naţional), un Consiliu Consultativ din care fac parte reprezentanţi ai actorilor implicaţi (administraţia centrală şi locală, mediul privat, mediul academic şi universitar, societatea civilă), un Grup de lucru inter-ministerial (nivel de director/director general, prezidat de către Coordonatorul naţional SUERD), grupuri de lucru tematice şi Biroul SUERD din MAE care are rolul de secretariat general.

II.2. Modalitatea de funcţionare a matricei de coordonare naţională a Strategiei Dunării

Forumul Naţional pentru implementarea SUERD

Forumul Naţional reuneşte toţi actorii implicaţi în implementarea Strategiei Dunării (administraţia centrală şi locală, mediul privat, mediul academic şi universitar). Reuniunile Forumului Naţional au loc anual, fiind organizate de MAE/Biroul SUERD in calitate de instituţie coordonatoare a Strategiei. Reuniunea Forumului reprezintă o platformă de dialog cu obiectivele evaluării stadiului implementării SUERD la nivel naţional şi al formulării de propuneri pentru perioada următoare. În cadrul Forumului MAE prezintă acţiunile şi proiectele derulate pentru implementarea Strategiei.
Reuniunea inaugurală a Forumului naţional pentru implementarea SUERD a avut loc la 30 martie 2011. Următoarea reuniune a Forumului Naţional va avea loc la sfârşitul lunii aprilie 2012.

Comitetul Director

Comitetul Director este structura la nivel ministerial care stabileşte priorităţile privind implementarea Strategiei şi ia deciziile la nivel politic. Comitetul Director este prezidat de ministrul afacerilor externe, în calitate de coordonator naţional al Strategiei Dunării şi este format din miniştrii care coordonează domeniile prioritare ale Strategiei – ministrul afacerilor europene, ministrul dezvoltării regionale şi turismului, ministrul transporturilor şi infrastructurii, ministrul mediului şi pădurilor, ministrul culturii şi patrimoniului naţional. La reuniuni participă şi pot fi invitaţi, funcţie de agendă, şi alţi miniştri ai cabinetului (ministrul finanţelor publice, ministrul economiei, comerţului, şi mediului de afaceri).
Comitetul Director se întruneşte, de regulă, trimestrial, la iniţiativa ministrului afacerilor externe, şi are ca obiectiv stabilirea priorităţilor pentru implementarea Strategiei Dunării şi a liniilor directoare de politică.

Prima reuniune a Comitetului director a avut loc în data de 28 septembrie 2011 şi a abordat stadiul implementării SUERD, cu accent pe definitivarea listei proiectelor concrete şi identificarea surselor de finanţare a acestora. Au fost evidenţiate proiectele concrete, aflate în curs de desfăşurare, la nivel de ministere. Au fost stabilite de comun acord, liniile de urmat la nivel de ministere pentru accelerarea atragerii de fonduri pentru finanţarea de proiecte şi definitivarea listei proiectelor prioritare.
Deciziile luate în cadrul Comitetului Director sunt puse în practică de grupul de lucru interministerial. Următoarea reuniune a Comitetului Director va avea loc la sfârşitul lunii aprilie 2012.

Consiliul Consultativ

Este compus din reprezentanţi ai autorităţilor centrale, locale, societăţii civile, mediului privat şi academic, pe bază de voluntariat, implicaţi efectiv în implementarea Strategiei.

Consiliul Consultativ reprezintă o platformă de dezbateri a soluţiilor pentru implementarea SUERD de către partenerii implicaţi în proces. Astfel, Consiliul Consultativ urmăreşte lansarea şi implementarea de proiecte concrete şi identificarea surselor de finanţare a acestora, în cadrul unor grupuri de lucru tematice.
Consiliul Consultativ nu are caracter decizional cu privire la procesul de implementare al Strategiei. Propunerile de proiecte lansate în cadrul grupurilor de acţiune tematice sunt analizate/prezentate în cadrul reuniunilor Consiliului şi propuse avizului/aprobării coordonatorului naţional SUERD.
Consiliul se întruneşte o dată la două luni, la iniţiativa Coordonatorul naţional SUERD. Pregătirea reuniunilor şi a acţiunilor ulterioare Consiliilor (follow-up) se realizează de Biroul SUERD din MAE.
Reuniuni ale Consiliului au avut loc la 19 octombrie 2011 şi 24 februarie 2012. Reuniunile au abordat promovarea de proiecte concrete, identificarea surselor de finanţare, au formulat o serie de propuneri privind finanţarea SUERD. A fost stabilită transmiterea, de către membrii Consiliului Consultativ, a 2-3 idei de proiecte care să reprezinte baza unor platforme SUERD şi transmiterea propunerilor privind coordonarea grupurilor de acţiune tematice din cadrul Consiliul Consultativ.

Grupul interministerial

Este prezidat de către Coordonatorul naţional SUERD şi format din reprezentanţi ai tuturor ministerelor de linie implicate în Strategie, la nivel de director/director general.
Are ca obiectiv adoptarea de măsuri operaţionale pentru implementarea Strategiei şi transpunerea în practică a deciziilor luate de Comitetul Director. Reuniunile Grupului de lucru inter-ministerial vizează aspecte practice, operaţionale ale implementării: actualizarea listei de reprezentanţi români în Grupurile directoare la nivel european, actualizarea listei de propuneri de proiecte concrete pentru fiecare domeniu prioritar, platformele de lucru, crearea Grupurilor de acţiune la nivel naţional, modalităţile de coordonare pe orizontală, calendarul de evenimente SUERD, raportarea de către coordonatorii de domenii prioritare; identificarea de noi surse de finanţare a proiectelor.

Grupul interministerial se întruneşte lunar, la iniţiativa Coordonatorul naţional SUERD.
Pregătirea reuniunilor Grupului şi monitorizarea acţiunilor ulterioare (follow-up) se realizează de Biroul SUERD din MAE.Grupul ia decizii la nivel de execuţie/operaţional. Poate formula propuneri supuse aprobării Comitetului Director. Biroul SUERD a elaborat strategia de comunicare a SUERD, adaptată fazei de implementare a Strategiei, în vederea asigurării unei vizibilităţi corespunzătoare Strategiei şi informării mass-media şi opiniei publice. În exercitarea atribuţiilor sale, Biroul SUERD formulează propuneri supuse aprobării ministrului afacerilor externe.

Grupul de lucru financiar

Grupul de experţi financiari a fost lansat la iniţiativa Coordonatorului naţional SUERD şi este format din reprezentanţi ai Ministerului Finanţelor Publice, Băncii Comerciale Române, Casei de Economii şi Consemnaţiuni, EximBank, Raiffeissen Bank şi Unicredit, Băncii Europene de Investiţii, Bursei Române de Mărfuri şi a Biroului SUERD din MAE.
Obiectivul principal al grupului de lucru este identificarea de oportunităţi/posibilităţi de finanţare pentru proiectele SUERD aflate la nivel naţional în diferite faze de dezvoltare. În subsidiar, grupul va analiza oportunitatea unor îmbunătăţiri ale legislaţiei şi normelor instituţionale corelate cu finanţarea de proiecte SUERD, putând formula propuneri concrete în acest sens. Reuniunile grupului au loc trimestrial. Până în prezent au avut loc două reuniuni ale grupului de lucru.

Grupurile de acţiune ale Consiliului Consultativ

Există şase grupuri de acţiune, structuri ale Consiliului Consultativ, compuse din reprezentanţi ai autorităţilor centrale, locale, societăţii civile, mediului privat şi academic.

Grupurile de acţiune au ca obiectiv identificarea şi implementarea de proiecte concrete, precum şi identificarea surselor de finanţare a acestora. Grupurile de acţiune se întrunesc de regulă, o dată pe lună, la iniţiativa coordonatorilor grupurilor de acţiune.

Proiectele/iniţiativele rezultate sunt prezentate periodic Consiliului Consultativ şi coordonatorului naţional SUERD.

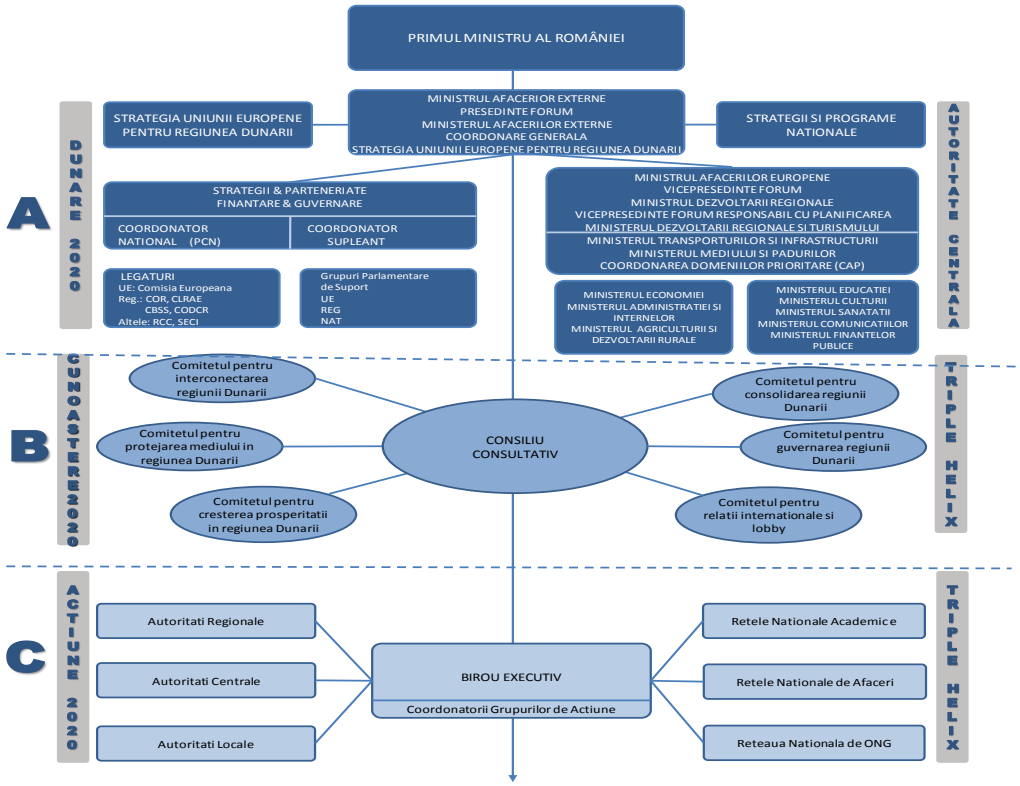
II.3. Biroul specializat SUERD din cadrul MAE

Biroul SUERD este o structură permanentă din cadrul Departamentului Uniunea Europeană al MAE, fiind format din 5 diplomaţi, conduşi de coordonatorul naţional SUERD, reprezentant cu însărcinări speciale, cu rang de director general.

Biroul SUERD are ca obiectiv asigurarea coerenţei acţiunilor desfăşurate de România sub egida Strategiei Dunării. Biroul SUERD asigură coordonarea zilnică şi pregătirea acţiunilor şi evenimentelor SUERD naţionale; monitorizarea acţiunilor întreprinse la nivel naţional şi internaţional în domeniile SUERD coordonate de România; formularea de propuneri privind implementarea SUERD; organizarea de grupuri de lucru in vederea identificării de proiecte prioritare SUERD; informarea constantă a ministrului afacerilor externe; reprezentarea la reuniuni interne şi internaţionale în domeniul SUERD.

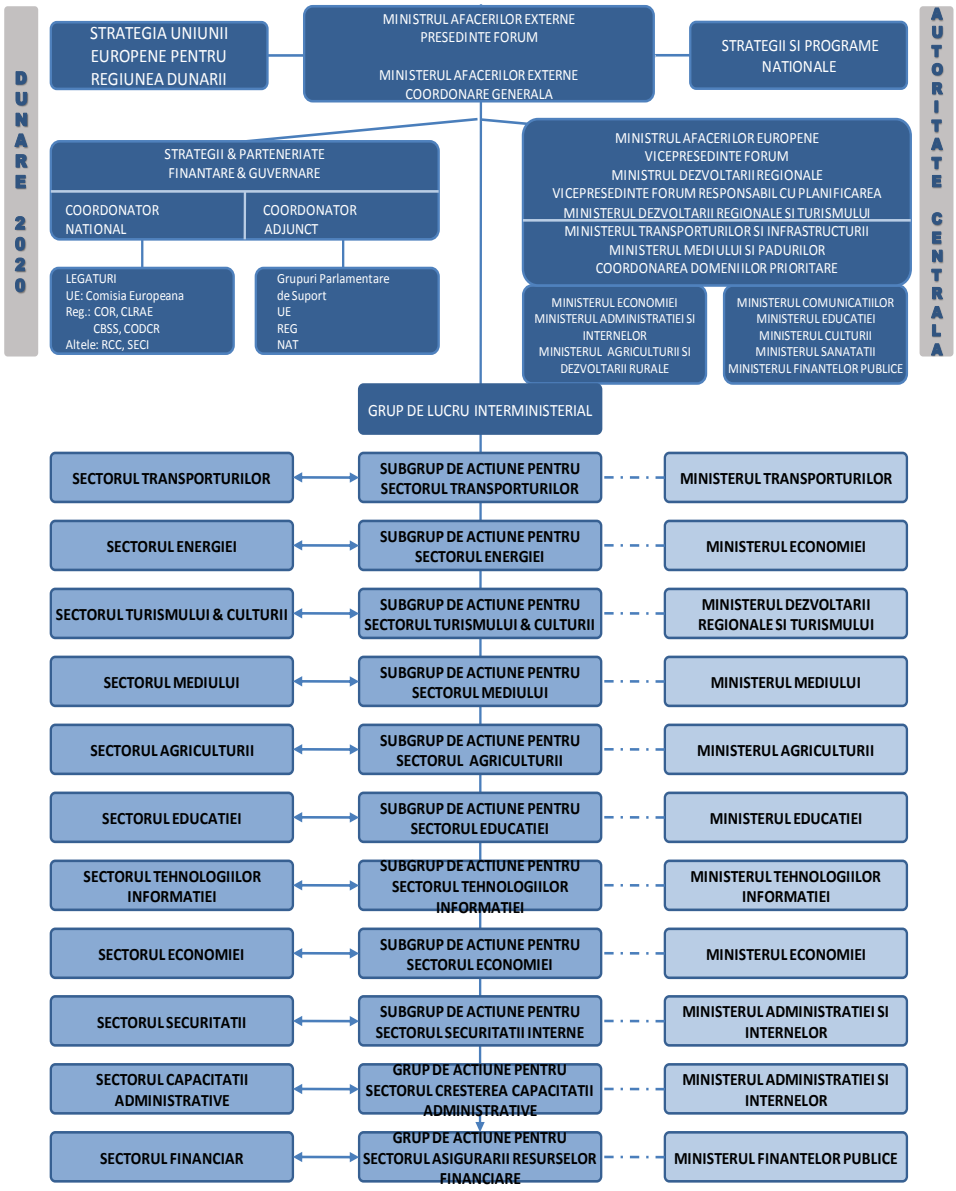
Biroul SUERD urmăreşte procesul de implementare la nivel naţional al SUERD şi organizează reuniunile matricei de coordonare naţională (Forumul naţional, Comitetul Director, Consiliul Consultativ, grupul inter-ministerial, grupul de experţi financiari, forumurile de afaceri). Biroul SUERD desfăşoară demersuri privind încheierea de Parteneriate între MAE şi sectorul privat şi cel academic şi încheierea unor Acorduri cu autorităţile locale pentru implementarea SUERD.

MATRICEA FORUMULUI NATIONAL - PROCESUL DECIZIONAL
PENTRU STRATEGIA UE PENTRU REGIUNEA DUNARII



A

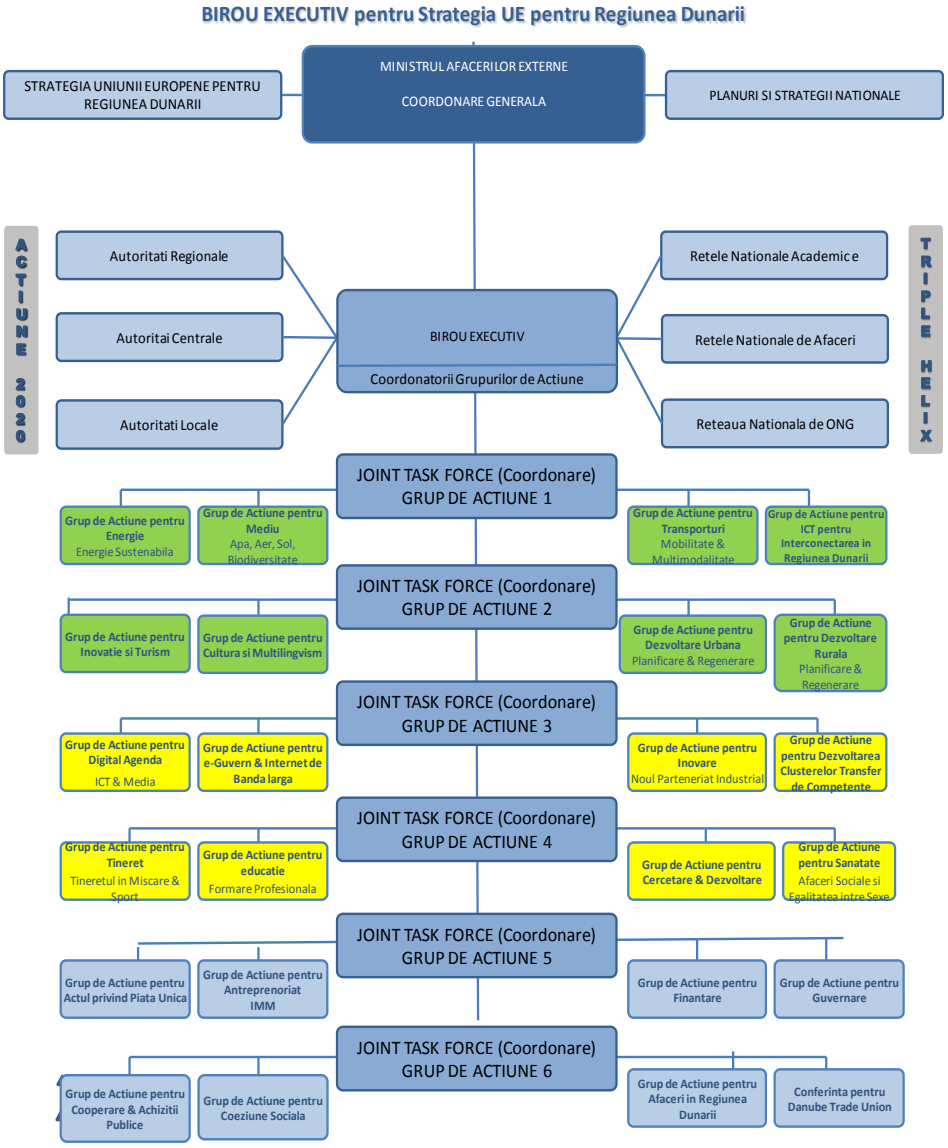
MATRICE CENTRALA ADMINISTRATIVA pentru Strategia UE pentru Regiunea Dunarii



B

CONSILIU NATIONAL CONSULTATIV pentru Strategia UE pentru Regiunea Dunarii

C


BIROU EXECUTIV pentru Strategia UE pentru Regiunea Dunarii
STRATEGIA UNIUNII EUROPENE PENTRU REGIUNEA DUNARII
MINISTRUL AFACERILOR EXTERNE
COORDONARE GENERALA
PLANURI SI STRATEGII NATIONALE
ACTIUNE 2020
Autoritati Regionale
Autoritai Centrale
Autoritati Locale
BIROU EXECUTIV
Coordonatorii Grupurilor de Actiune
Retele Nationale Academice
Retele Nationale de Afaceri
Reteaua Nationala de ONG
TRIPLE HELIX
JOINT TASK FORCE (Coordonare) GRUP DE ACTIUNE 1
Grup de Actiune pentru Energie
Energie Sustenabila
Grup de Actiune pentru Mediu
Apa, Aer, Sol, Biodiversitate
Grup de Actiune pentru Transporturi
Mobilitate & Multimodalitate
Grup de Actiune pentru ICT pentru Interconectarea in Regiunea Dunarii
JOINT TASK FORCE (Coordonare) GRUP DE ACTIUNE 2
Grup de Actiune pentru Inovatie si Turism
Grup de Actiune pentru Cultura si Multilingvism
Grup de Actiune pentru Dezvoltare Urbana
Planificare & Regenerare
Grup de Actiune pentru Dezvoltare Rurala
Planificare & Regenerare
JOINT TASK FORCE (Coordonare) GRUP DE ACTIUNE 3
Grup de Actiune pentru Digital Agenda
ICT & Media
Grup de Actiune pentru e-Guvern & Internet de Banda larga
Grup de Actiune pentru Inovare
Noul Parteneriat Industrial
Grup de Actiune pentru Dezvoltarea Clusterelor Transfer de Competente
JOINT TASK FORCE (Coordonare) GRUP DE ACTIUNE 4
Grup de Actiune pentru Tineret
Tineretul in Miscare & Sport
Grup de Actiune pentru educatie
Formare Profesionala
Grup de Actiune pentru Cercetare & Dezvoltare
Grup de Actiune pentru Sanatate
Afaceri Sociale si Egalitatea intre Sexe
JOINT TASK FORCE (Coordonare) GRUP DE ACTIUNE 5
Grup de Actiune pentru Actul privind Piata Unica
Grup de Actiune pentru Antreprenoriat IMM
Grup de Actiune pentru Finantare
Grup de Actiune pentru Guvernare
JOINT TASK FORCE (Coordonare) GRUP DE ACTIUNE 6
Grup de Actiune pentru Cooperare & Achizitii Publice
Grup de Actiune pentru Coeziune Sociala
Grup de Actiune pentru Afaceri in Regiunea Dunarii
Conferinta pentru Danube Trade Union

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Comunicarea Comisiei către Parlamentul European, Consiliu, Comitetul Economic și Social European și Comitetul Regiunilor privind Strategia Uniunii Europene pentru regiunea Dunării

Studiul INTERACT privind evaluarea programelor transfrontaliere

Studiul IER privind Strategia Uniunii Europene pentru regiunea Dunării

Concluziile Consiliului European din 13 aprilie 2011 privind Strategia UE pentru regiunea Dunării

Declarația de la Ulm – 6 mai 2009

Declarația de la Budapesta – 25 februarie 2010

Declarația de la București – 8 noiembrie 2010

Discursul Președintelui României – Traian Băsescu la Summitul Dunării de la București – 8 noiembrie 2010

Discursul Primului Ministru al României – Emil Boc la Summitul Dunării de la București – 8 noiembrie 2010

Propunerea Comisiei Europene privind cadrul financiar multianual 2014/2020

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FINANCIAL ASPECTS OF THE UE STRATEGY IMPLEMENTATION FOR DANUBE REGION (SUERD) IN ROMANIA

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Brîndușa COVACI - ***Centre for Risk Studies in Economic and Social Sciences (Austria)***
Erhard BUSEK - ***Rector of Salzburg University of Applied Sciences (Austria)***

Abstract

Article covers the main aspects of financial regarding the implementation of the European Union Strategy for the Danube Region Specific Romania. Presented financial levers that enable the objectives set by strategy and practical ways of using these data.

1. Allowed in the EU Strategy for the Danube Region (EUSDR)

- Principle of the 3 NO (no new institutions, no new legislation, no new funds);
- Use all available EU funds and national budget;
- The principle of using multiple funding sources ("alignment of funds");
- Quality of the project is key and then finding funding;
- Identify flagship projects which contribute to the implementation of actions within a priority area.

2. Financial Group (established in November 2011) and the Advisory Council EUSDR- financial issues addressed in work meetings

• JEREMIE program (to support SMEs) European Investment Bank (program in Romania is carried by commercial banks Raiffeisen Bank and BCR) is of particular interest because its functioning would improve lending.
• JESSICA program (sustainable urban) difficulties in terms of guaranteeing loans and how to return them. Also JESSICA programs are more adaptable to the kind of integrated projects (very suitable for EUSDR, but so far only found under discussion). The RO has not yet applied.
• Difficulties in financing small projects, poor transparency regarding all financial instruments, the need for technical assistance to all stakeholders.
• Study the possibility of release, the future EU financial framework, an own funding lines Danube Strategy;
• Analyze the possibility of including all macro-region EUSDR Operational Programme South East Europe.
• Development of transport logistics networks between ports of the Danube countries and funding from several sources (alignment of funds);
• Ability to launch a legislative proposal aimed at facilities EUSDR innovation projects (eg elimination of corporate income tax);
• Interconnection between Romania's Sustainable Development Strategy and the Danube Strategy;
• Role of private sector in project implementation, the use of private funds
• Launching of special sites called EUSDR projects in various operational programs.

3. MFA proposals

• Allocate a budget line in the national budget for next year EUSDR projects, budget line to allow the release of small projects, but multiplication capacity, the line would be run by the MFA model development aid.
• Ensure the continuation of the project in Romania JEREMIE and allocation of new money (100 million euros) from the Structural Funds to support small and medium enterprises;
• Promote, together with Bulgaria, the European Commission launched a new financial instrument for projects providing technical assistance strategy, not only for those over 50

million ("JASPERS light") this tool will facilitate better preparation for next financial year and will have beneficial implications on the absorption of EU funds;
Public Private Partnership and funds from third zone
Flexible eligibility conditions CBC programs, at least in the upcoming calls for proposals, so that the other counties of Romania to become eligible for funding, even if they are not in border areas.

4. Analysis of needs for financial instruments EUSDR

With the start of the implementation phase of the European Strategy for the Danube Region question of the financing of the actions planned under EUSDR has become so important. The main objective of "needs analysis for financial instruments on the European Strategy for the Danube Strategy" is to identify gaps in implementation strategy. Needs and expectations of key stakeholders are identified together with financial and non-financial instruments that can be used to implement EUSDR.

The study is based on an analysis of current content EUSDR project informed by EUSDR Action Plan. It is noted here that most of the 124 examples of projects included in the Action Plan are still in the idea or training (88%), which emphasizes the importance of identifying persistent needs for strategy implementation.

A central part of the study is to examine the financial instruments that are relevant for the Danube Region. The study identified a number of 38 instruments in the Danube region, including reimbursable grants, repayable loans or guarantees. The study shows very high volume and diversity of sources of finance available, whose main sponsor is the European Commission, often in collaboration with other institutions such as banks or international organizations (eg the European Investment Bank, European Bank for Reconstruction and Development) . However, these financial resources are not evenly distributed across the four pillars of EUSDR or along the Danube Region countries.

The objective of the study is to identify the availability of funds from the European Regional Development Fund (ERDF) funding of 74 operational programs relevant to EUSDR. Total funding for these 74 programs ERDF amounts to 60.7 billion Euro (EU + national funding) for the funding period 2007-2013. European Territorial Cooperation programs have great relevance for macro-regional strategies because it focuses directly on the core cross-border / transnational. As such, 15 territorial cooperation programs are relevant for the Danube Region and amount to 1.15 billion. Given their geographical scope and thematic operational programs for Central and Southeast are the most relevant to the characteristics and needs EUSDR. After showing what is available, the study focuses on identifying needs and gaps related to appropriate tools for implementation. The main gaps identified in the study are:

• Financial resources are limited given the unequal distribution of project activity in total across pillars and priority areas (the majority being capacity building projects).
• Incompatibility rules for financial instruments of EU Member States and non-EU (IPA, ENPI) which inhibits cooperation between certain countries in the Danube region.
• bureaucratic barriers such as administrative burden, schedule calls, shortage of qualified / experienced etc.
• Lack of pre-financing creates challenges for many applicants to be self-financed project preparation and implementation to redeem them, most often after 6-8 months.
• Co involves complex processes everywhere and has become increasingly difficult to secure in the economic downturn.
• Small projects face significant difficulties in finding suitable financing mechanism and overcome administrative barriers.
• Prepare project requires further support, given that the study showed that most of the planned projects are still in the design stage and difficulties regarding their release.
• Information on funding opportunities are sufficiently well disseminated.

• Member States and authorities responsible for the program must be truly dedicated EUSDR.
Based on identified gaps, the study concludes with recommendations on how to resolve their. Given that 88% of the sample projects are still in the design and preparation, there is an urgent need to support early design ideas. Therefore, the study recommends a facility for provision of technical assistance to support project preparation (financial analysis, cost-benefit analysis, procurement planning), application process (design project for grant application, accomplishing the budget) and provides advice on compliance with EU law (eg competition). Clearly, this feature should target projects with a value below 25 million euros in order to avoid duplication with JASPERS.
In order to attract potential applicants and to inform applicants about the existence of opportunities and application processes have developed new tools, transparent and user-friendly to help disseminate information.
The study recommends that, in addition to an integrated information tool for the entire Danube region, law implementation and management of operational programs generating projects to organize seminars focusing on EUSDR.
The study also recommends the development of "one stop shops" that offer applicants a wide range of information on funding opportunities. They may take the form of a web space that provides an overview of funding opportunities offered by the EU together with their conditions.
Based on the discovery that the private sector and in certain priority areas and NGOs are under-represented in the European Strategy for the Danube Region should set a platform for creating connections * matchmaking to bring together private sector funders such as the European Investment Bank, the European Investment Bank, World Bank, European Council, European Bank for Reconstruction and Development.
Very small projects of between 10,000 and 200,000 Euros can not allow the challenges bureaucratic and time-consuming procedures involved in accessing funds because barriers to accessing European funds are very high. These projects "very low" and the activities of transnational and cross-border cooperation are still very relevant for generating added value through strategy: cooperation and networking activities, transfer of know-how, and so a wide variety of sectors . Therefore, funding by fund small projects in the Danube Region should be set outside the structural funds and support such projects in the early stages. Some of these recommendations could be adopted for the current program period (2007-2013). Remaining findings and conclusions should be retained in designing funding programs 2014-2020.
With the approval of the European Strategy for the Danube Region by the European Council in June 2011 and the establishment of cooperative work in the countries of the Danube region by the European Commission, the strategy has entered the implementation phase. Strategy and Action Plan includes a variety of proposals for cooperative action to achieve common objectives of macro, subsumed under four pillars:
1. Connecting the Danube Region
2. Environmental Protection in the Danube region
3. Increasing prosperity Danube region
4. Strengthening the Danube Region
Strategy, and in particular the Action Plan is the result of an extensive and dynamic collection of ideas and interests of all types of actors (stakeholders) in the Danube region and reflect the different problems and different needs macoregională importance of improving policy delivery and results in the Danube Region.
Through this strategy, the European Commission and Member States agreed that the macro is the key to "strengthen the integration of the entire region and strengthen EU policies and implement legislation domeniu. Stil, it should address implementation gaps and

organizational and practical difficulties lead to lack of results on the ground". Implementation of the strategy is specified as being "responsible for all at country, regional, urban and local". This implementation by all often take the form of concrete projects require a project leader and financial resources. During the design phase (and beyond) look on financing strategy was prominent in discussions between Member States and the Commission. Finally, the Commission had a very strong position on this issue which was later included in the final disclosure that is "without additional funding in 2007-2013". Implementation of the strategy will be rather by "mobilizing and aligning existing funding to its objectives." A comprehensive discussion of financing issues srategiei was triggered when întânirii Summit in September 2010 held in Belgrade. In this debate, the non-EU countries in particular have expressed concern about the lack of funds available not only at EU level but also at national level. In addition, the availability of resources (financial and non-financial) required to generate doritele projects - visible, effective, feasible and strategic - has been questioned by many stakeholders. As a result of these discussions, an action was brought in 10 priority areas, namely "examine the feasibility of the Danube Investment Framework." Moreover, DG Regio has patented this study as the first step in modeling "of facilities to encourage and implement projects with real added value and impact Danube. The overall goal is to create an environment that is conducive promoters and initiatives consistent with the Strategy and Action Plan ".

Study have been assigned the following three objectives:

• Identifying the needs and expectations of key stakeholders, including the Priority Area Coordinators (PACS) project leaders and promoters of ideas and the Member States (Managing Authority).

• Identify and describe existing financial instruments and non-financial.

• Identify gaps and explain how to cover them.

The study should focus on the status quo prevailing at present, with regard both to needs and the tools. However a number of relevant issues have been changed during development so that they are insufficiently taken into account:

• Worsening absorption capacity in some countries in the Danube region caused by government austerity programs and their effects on the possibility of co-financing (public) (in particular local and regional). Also, the private sector in many countries (probably more than average) in the Danube region suffer from worsening credit crisis, making it more difficult to finance profitable investment including in particular for small and medium IMM-uri/SME's in countries with a financial services industry less developed.

• On the other hand, proposals for new Cohesion Policy regulations were recently released and contains a number of innovations in response to changing prevailing in the financial sector and in any case, will significantly change the mechanism for granting the Structural Funds - by far largest source of funding for implementing the strategy.

Starting from a description of the project as seen today and that is the starting point of the strategy for implementing agencies (CAP, NCP, IFI) and an analysis of financial instruments relevant for the Danube Region, the study goes on to report on the findings of the needs and gaps associated with implementing appropriate tools. Throughout the study, the position is approached potential promoter / leader of the project while more administrative issues or related policy delivery - although they are also important for the success of the strategy - are left out.

5. Financial instruments for implementation EUSDR

5.1 Types of instruments

Danube region there are a number of different financial instruments to support the implementation of projects EUSDR as non-refundable grants, repayable loans and guarantees. Most instruments are available at regional, national and European level. Macro-regional

projects with property transnţionala there are very few tools, they identify primarily with ETC programs (European Territorial Cooperation) and other programs at European level framework projects on Research, Technological Development and Innovation (CDTI). In terms of project proposals need attractive individual instruments is slightly different. Public authorities and non-governmental organizations (Universities of civil society organizations) are concerned, in particular, of non-repayable grants, therefore, directly decreases project costs.

In most cases, these proposals from legally not entitled to receive a loan or other money refunded. At the same time, project owners (private companies and public-private partnerships) can make use of grants, usually they only need loans (or securities) to finance a project, obviously, with less effect on the overall cost the project. In addition, they must demonstrate their ability to repay or project future revenues or the revenues. Going by the current structure of ownership of projects, most projects require EUSDR therefore non-refundable grants as funding instruments that finance and not just funding the project.

Following an analysis of financial institutions have identified a total of 38 instruments existing in the Danube Region. This number does not include Structural and Operational Programmes (OP). Even so, the European Commission is the main donor and cooperates with many other institutions, such as banks or international organizations. Danube Region, the following institutions play an important role in financing projects contributing to the EU Strategy for the Danube Region:

• European Investment Bank (EIB),
• European Bank for Reconstruction and Development (EBRD)
• European Investment Fund (EIF)
• Council of Europe Development Bank (CEB)
• International Bank for Reconstruction and Development (IBRD),
• European Foundation for Science.

There are other institutions, especially at the national level also invest in foreign projects may be more relevant for the Danube Strategy. However, these sources are very difficult to determine, and this report will therefore focus only on European instruments available to applicants for projects EUSDR.

Examining the functions of the 4 pillars EUSDR instruments, pillars "Development prosperity" and "Connecting the Danube Region" include most funding mechanisms. A total of 18 financial instruments attributable pillar "Strengthening the Danube Region" and 13 different financial instruments are used pillar "Protecting the Environment".

5.2 The territorial coverage

Not all countries in the Danube region have access to all the tools in the same way. It is noted that the number of available financing instruments increases with the degree of integration of the EU, although the number of instruments outside the EU, is also considerable. Therefore Member States have 34 opportunities to finance their projects (Structural Funds independent sources) compared with third countries have 10 different funding instruments. Facilicitatea alongside the Neighbourhood Investment Commission borrow (EIB, EBRD) and capital and trade financing or guarantees (EBRD), some EU programs also provide funds for third countries 'Youth in Action' "The 7 th Framework Programme for Research and Technological Development" or "Temus IV: Modernization of Higher Education in the EU 2007-2013".

Potential candidates have significantly more possibilities compared to third countries that have access to 14 (of 38) tools. The difference lies mainly in the fact that several EU programs targeting potential candidates rather than candidates countries. Croatia, the only

candidate country in the Danube Region has almost the same funding opportunities as EU countries, but it has access to all EU funding programs.

5.3 Structural Funds Availability Danube Region

Of the 14 countries of the Danube region, 8 are EU Member States and European recipients of major funding mechanism for macro-regional strategies, called Structural Funds. Funds are implemented under the umbrella of three objectives: "Convergence", "Regional Competitiveness and Employment" and "European Territorial Cooperation", so it comes in a wide range of policy areas - from urban to rural development reconstruction of renewable energy in transport infrastructure to support SMEs in providing companies - science related infrastructure and so on.

The 74 operational programs financed by the European Regional Development Fund are thematically and regionally relevant for the Danube Region. These include the 3 objectives and programs are managed at national, regional and transnational (including border). These 74 Operational Programmes (ERDF) reflects the priorities areas of policies and measures, there are types of owners of projects and activities supported by individual programs varies widely. Thus, not all EUSDR's pillars are covered equally. ERDF Operational Programmes of the 74, only 3% can be used for projects under Pillar 4 ("Strengthening the Danube Region") including priority areas - "Cooperation and Institutional Capacity" and "Security and Organized Crime." Pillar covered the ERDF Operational Programmes in EUSDR is pillar number 3, called "Development of prosperity" with a coverage of 62 OPs (41%). The other two pillars, "Connecting the Danube Region" and "Environment Protection" are covered for 50 operational programs (34%) and 33 OPs (22%). Total financing of the 74 ERDF Operational Programmes of the Danube region, amounting to 60.7 billion Euro (European and national) in the current funding period - 2007-2013. By the end of 2010 implementation rate was around percentage of 14.4%, a figure which looks like a large part of these funds were not fully expended by that date. Even so, it is important to note that the funds employed is higher than indicated by this figure (only payments) and financial resources for current programs EUSDR stands to remain available through the Structural Funds programs.

Furthermore, the relative availability of funds is even more visible through proper allocation of Pillar EUSDR programs. As shown were available approx. 18 billion euro for all OPs relevant to Pillar 3 and more than 2 billion Operatioanle Programmes relevant to Pillar 4. European Territorial Cooperation programs are relevant for macro-regional strategies as it focuses on cross-border or transnational essence. ETC programs for both components - border and transnational cooperation - in the Danube Region account for one third of all Structural Funds programs, including 15 OPs in numbers. Regarding the size of the funding was allocated a budget of 1.15 billion euros for the 15 ETC programs in the Danube Region. In geographical terms, programs in South-Eastern and Central Europe have the highest relevance EUSDR.

The program encourages cooperation between the countries of Central Europe specific area in order to strengthen innovation, accessibility, environment and maintenance to enhance the competitiveness and attractiveness of cities and its regions. Priorities for operational programs are therefore under EUSDR pillars. With a total budget of 232 million euros for 2007-2012, aimed at financing OP transnational cooperation projects involving public and private partners. Territorial, they include the Danube Region 5 Member States and other 2 countries outside area.

Similarly, the South East Europe Programme (ESE) aims to improve territorial integration and economic and social cohesion and contribute to the stability and competitiveness of the SEE region. Moreover, OPs set goals to promote better integration between Member States, candidate and potential candidate countries and neighboring countries. OP SE include 16

partner countries. In fact, partners are both EU member states and non-EU countries (candidate countries, potential candidate countries, third countries) receiving external form of Pre-Accession Assistance and the European Neighbourhood Policy funding. EUSDR territorial overlap is even greater than in Central Europe. ESE program covers all countries in the Danube region, except Germany and the Czech Republic and four countries outside macro-region (Italy, Greece, Albania and Montenegro). SEE OP objectives correspond largely with EUSDR pillars, including "Entrepreneurship and Innovation Facility", "environmental protection and improvement," "improving access" and "Development of transnational synergies for sustainable growth areas." The total budget for 2007-2013 is 245 billion. Further, it should be noted that, as a result of operational changes, introduced a number of simplifications for countries that have benefited from the Instrument for Pre-Accession Assistance, to provide them the same way as standard applications ERDF. There were few changes for ENPI countries.

While both the transnational above are relevant to EUSDR in geographical terms and topics, the main difficulty is the timing. Thus, the 4th and last call for proposals for Central Europe OPs were opened from June 2011 to October 2011 and therefore was left virtually no time for applicants to prepare and submit projects EUSDR planned. The same is the case SEE Programme, the last call for proposal was open until November 2011.

Given the geographic and thematic relevance for ETC programs, EUSDR should seek to build synergies between the activities planned in the Danube Region and these programs. Many projects listed in the Action Plan are actually EUSDR oriented finance the two Operational Programmes and need an alternative before the new program becomes operational ETC.

Structural Funds in the new programming period

Once funding opportunities for the remainder of the programming period (2007-2013) are also limited in areas other than the ETC should consider that EUSDR planning and implementation of the next period (2012-2020).

The new regulation for structural policies - period 2014-2020 - includes provisions necessary to ensure alignment should fund and increased opportunities for cooperation between EU Member States projects and non-member states:

• Better coordination of actions of various European and national policies through a partnership agreement. This is also supported by a common legal framework for the important tools to support the Europe 2020 strategy, for example by ERDF, ESF, Cohesion Fund, EAGFL, EMFF. Member States will be encouraged to combine ERDF, ESF and Cohesion Fund "multi-fund programs."

• The major objective of the next programming period will be to strengthen regional cooperation between regions (CB, TN, Interregional) through simplified rules (especially when more than one Member State is involved).

• An increase of simplification will be achieved by simplifying the rules for reimbursement, the ability to implement results-based funding through harmonization of eligibility rules and systems of management and control between different EU funds.

In this respect, EUSDR should make use of the increased attention on macro policies and alignment of funds planned for the next period. First, this requires raising awareness of strong political support Member States concerned, and of those bodies dealing with these programs.

5.4 Other Tools

Outside the Structural Funds and many other different tools are available to finance projects under EUSDR. A list of instruments can be found in Appendix 4 of this report. Tables show the relevant instruments and indicate their availability for each country in the Danube Region. In addition, the table provides an overview of the pillars for which these tools are relevant, like every budget.

The following instruments are examples of important and relevant instruments managed by the European Commission, independent of the Structural Funds:
• The 7th Framework Programme for Research and Technological Development 2007-2013 cover all countries in the Danube region and Priorities - 1 (Connecting the Danube Region), 2 (Environment Protection) and 3 (Building Prosperity). For 2007-2013, the budget available is EUR 50.521 million (about 721 million euros per year).
• Lifelong Learning Programme 2007-2013 is relevant for the Danube Region countries, EU Member States and Croatia, and projects falling under Pillar 1 and 3. For the period 2007-2013, are available 6.970 million (about 995 million euros per year).
• Competitiveness and Innovation Framework Programme is very important for projects falling under Pillar 1 and 3 and is accessible to all Danube Region countries except Bosnia-Herzegovina, Ukraine and Moldova. For 2007-2013 are available 3.6 billion.
In total, were available around 1.069 billion euros on average per year for non-reimbursable grants instruments discussed in this report.
As mentioned above, another source of funding is the tools EIB or EBRD ECB. A variety of tools are managed in cooperation with the European Commission.
Most financial instruments are managed by independent institutions of the European Commission (or in cooperation with the EC) that also offer loans. This is the case of the 6 tools below:
• European Progress Microfinance for Employment and Social Inclusion is managed by the EC, EIB and EIF. It offers loans to beneficiaries below 25,000 euros.
• EIB provides:
1. Individual loans for amounts exceeding EUR 25 million;
2. Arranges loans with other banks and financial institutions to finance small and medium enterprises for projects less than 25 million.
• JESSICA (Joint European Support for Sustainable Investment in City Areas) is managed by the EC, EIB, ECB provides loans, equity and guarantees.
• JEREMIE (Joint European Resources for Small and Medium Enterprises) is managed by the EC, EIB and EIF. EU Member States are able to use some of the European Structural Funds allocated to invest in revolving instruments such as venture capital funds, loan or guarantee. Not all countries should make use of using this tool.
• ELENA (European Local Energy Assistance) is managed by the EC and the EIB and provides:
1. granted by the EC grant for Technical Assistance;
2. global loans to local financial intermediaries to invest more than EUR 50 million;
3. carbon credit financing as a new element. While these tools are eligible for a wide range of countries, not all states use them.
• EBRD provides loans, guarantees, leasing facilities, financing of trade and professional development through various support programs.

5.5 Delivery Level

Supply chain that binds the "source" of funding and project owners is very complex. Its results lead to a highly complex project owners when applying and accessing funds, which in turn face a number of barriers, from time difficulties, bureaucratic difficulties involved in the application process. Moreover, supply chain shows how much influence the current authorities the real needs of project owners or applicants (at regional, national and European). Finally, how the supply chain is more complex, so there is less flexibility and extends the scope and implementation.
A characteristic feature of Cohesion policy is that there is no single model implementation. A common regulatory framework, Member States shall establish the administrative and resource allocation system. In each Member State, national government departments and sub-national

actors can play different roles in the deployment (depending on their level of authority and responsibility).
In general, a distinction is made between the national, program management and project level. Each level has different roles and responsibilities. While the EU, the national and program level management were analyzed in detail, the factors underlying the project.
The first level of contact between potential applicants and an operational program is determined through information activities. This can range from accessing specific to the dissemination of general information. The information is more specific and clear and, as target groups are easier to identify, the more likely that a successful process of generating a project to be launched. How applicants arrive at the decision to apply for funding is the problem to be investigated in specific program, if practical information not available at a more aggregated level. Experience, operational programs and assessment of the likelihood image of a successful application and a positive assessment of the benefit funds are clearly relevant. However, in practical terms, such investigations are difficult because they require either a survey among potential applicants about specific measures or data collection relating to applications rejected.
In a second phase, potential applicants decide to apply for funding. Therefore, the type, quality and organization of application, nature tips available at this stage and capacity (and training) the applicant to provide information relevant to applications relevant projects.
The third phase consists entirely within the scope of the project. It covers the selection process, including assessment, granting or rejecting funding and communication of results to applicants. Transparent, clear communication, timely decisions in relation to the application process are factors that might influence the decision of potential applicants in addressing funding schemes.
The fourth phase is characterized by the transfer of information and contractual measures. Again, simple and transparent procedures, maintaining a ratio between the information required of applicants - as well as the ability and willingness to provide it - and the need to collect relevant information to those who will implement various projects are important.
Thus, the interaction between the body and the applicant is implementing a number of factors pencil where the regulatory framework, decisions and procedures adapted to different levels are important key points. Most of these factors have a direct impact on the application process, but rather provides a framework in which the process should operate.

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GENERAL PRESENTATION OF THE UE STRATEGY FOR DANUBE REGION

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Abstract

The article highlights the fact that the Danube has a special significance for Romania In Romania, the Danube Cooperation strengthening remains a priority given to sustainable development potential of the region is considerable and we want to contribute to making a spine Danube European space as part of the Rhine - Danube. The problems we face are numerous and multiple dimensions of regional cooperation: transport, energy, tourism, agriculture and environment - to name but a few.

I. STATEMENT OF PRINCIPLES

Danube has a special significance for Romania. Danube or Ister Danubius - ancient names of the river, was always considered a trade and economic opportunity for residents Danubian-Pontic space, but also an important link between different cultures and civilizations. The famous historian of antiquity Herodotus said: "Between the rivers that are navigable are known and when the sea is alive and Hister".

Have today to use the great potential of the Danube using the latest technologies by implementing a "green strategy, sustainable, based on the latest elements of human knowledge."

With the reform of EU regional policy and the debates that took place on the extension of the concept of economic and social cohesion to territorial dimension, Romania and Austria have initiated an extensive process of consultation with neighboring states and the European Commission on strengthening regional cooperation for redefining and reshaping it and to achieve concrete objectives of economic and social partnership.

Consequently, the European Council of 17-18 June 2009 in Brussels, the European Commission is to develop, by the end of 2010 an EU Strategy for the Danube Region. In the first part of 2010 was held extensive public consultation were invited to attend all regional actors concerned, the central and local opinion makers, academics and civil society representatives. Constitutive documents of the Strategy, the European Commission's Communication and an Action Plan was completed and published on 8 December 2010. Following its adoption by the European Council in June 2011 and then moving to actual implementation phase.

For Romania, the Danube Cooperation strengthening remains a priority given to sustainable development potential of the region is considerable and we want to contribute to making a spine Danube European space as part of the Rhine - Danube. The problems we face are numerous and multiple dimensions of regional cooperation: transport, energy, tourism, agriculture and environment - to name but a few.

Economic and social development of the Danube region should be sustainable, taking into account the main EU rules relating to environmental protection. Romania supports this approach given that manages most of the reserve Delta, a unique ecosystem in Europe, which in 1991 the UNESCO list of sites defined as cultural heritage of humanity. Climate change, the need to protect towns and national parks in the Danube region are very important aspects to be considered in future strategy.

An important economic dimension remains the Danube shipping. Defined as the Pan-European Transport Corridor VII, the Danube River is part of the priority transport axis which connects the North Sea, the port of Rotterdam and the Black Sea port of Constanta. You should better use the bus navigable for economic development adjacent regions and reduce disparities between different regions.
EU enlargement has almost turned into a river Danube inside Union and allows us to redefine regional cooperative action in a new and coherently, coordinates policies and instruments. Coastal states' efforts to meet the region's needs action now joins the EU institutions, the European Commission first, the touch, the cohesion and regional development of Community objectives in these areas. It is a new opportunity for the region, which have now harnessed chance.
EU Strategy for the Danube Region is a tool capable of delivering greater efficiency in the allocation and management of EU funds and integrate current developments in regional development policy. The strategy will be able to help improve implementation mechanisms existing regional initiatives and facilitate the dialogue at EU, regional and local levels. The external dimension, strengthen dialogue strategy European Union member countries in the Danube Basin and thus facilitates the expansion of European standards in the neighborhood. We should not neglect the potential of this strategy for achieving Union connecting the wider Black Sea area and beyond to Central Asia. At the same time, we are able to better meet the expectations of improving the entire Union external border security to stop external threats but to strengthen the Union's cooperation with neighboring states in mutual benefit.
But the most important connection that is between the Danube made Europeans living in this region. Whenever I think of the Danube come to mind glimpses of the famous waltz "Danube Waves" by Iosif Ivanovich and "Blue Danube" by Johann Strauss. These musical masterpieces created Europeans living along the Danube an interconnection related special wonderful space in which they live. Continue to take care of him with the means available to us in the twenty-first century.

II. THE DANUBE STRATEGY FOR THE EUROPEAN UNION

EU Strategy for the Danube Region (EUSDR) is the second instrument for macro-regional cooperation in the European Union after EU Strategy for the Baltic Sea region, which are invited to attend the Member States and neighboring third countries (Fig. 1). The strategy was developed by the European Commission, Directorate General for Regional Policy (DG Regio) in 2010, on the basis of contributions from different stakeholders of the European project in the countries of the Danube basin, collected from the public consultation process conducted by the Commission every European coastal state, including Romania. Currently, the Danube Strategy is the implementation phase.
Transition to the implementation phase after approval EUSDR on June 24, 2011, means that the main objective of this stage is concrete projects, some of them mentioned in the Action Plan of the Strategy.
In particular, the strategy addresses local and regional authorities will try to answer their development needs. The contribution of civil society and non-governmental organizations, including businesses in the public consultation process is extremely important because the final beneficiaries of the strategy are all Romanian citizens.
May be involved in the public consultation process can be active and can influence government decisions through their actions, can provide feedback both during the research for major projects and by sending their studies, programmatic documents to local concrete proposals and strategies focusing on the Danube area. Their support is extremely helpful and

will demonstrate that internal dialogue at all levels, works and is effective. Contributions are analyzed and, depending on the consistency of the importance and complexity, may become part of the EU Strategy for the Danube Region.
Romania is co-initiator of the Danube Strategy, along with Austria, and contribute to the development of the EU Strategy, together with all other countries bordering on a national positions defined in the ministerial working group specifically created for this purpose. Ministry of Foreign Affairs coordinates at a national level. A national forum was created to implement national projects EUSDR.
Romania manages three priority areas of the 11 existing (fig. 3). The 11 priority areas are coordinated by two states / provinces in the region. Romania coordinate three priority areas (1: transport on inland waterways - along with Austria, 3: Culture and tourism - in Bulgaria, 5: Environmental risk management-with Hungary).
Projects can be funded through the instruments current financial framework EU, so the EU funds already - Structural Funds and the Cohesion Fund, Solidarity EU FP7 Programme, LIFE +, the European Agricultural Guarantee Fund and the European Agricultural Fund for Rural Development and so on They can also be used funds provided by international financial institutions type EIB, EBRD, public-private partnerships, and may be considered contributions from the national budget and local budgets.
We are in the last part of the funding period 2007-2013. Projects already included in Operational Programmes developed in this context are considered only to ensure continuity with those projects that will be identified through strategy.
It is intended that the Danube Strategy is a step towards simplifying current funding and to unite efforts to absorb EU funds already committed to finance investment projects. This strategy can be seen as complementary EU Black Sea Synergy. There is an obvious interconnection between many of the priority projects to be conducted under the two strategies.
Development opportunities are given, firstly, the possibility of being sustained investments to bring economic growth through tourism potential, increase social cohesion and creating new jobs. Projects will be developed and implemented through the Strategy will contribute to sustainable development, that will be made in order to maintain the balance between economic growth and environmental protection, including bio-diversity.

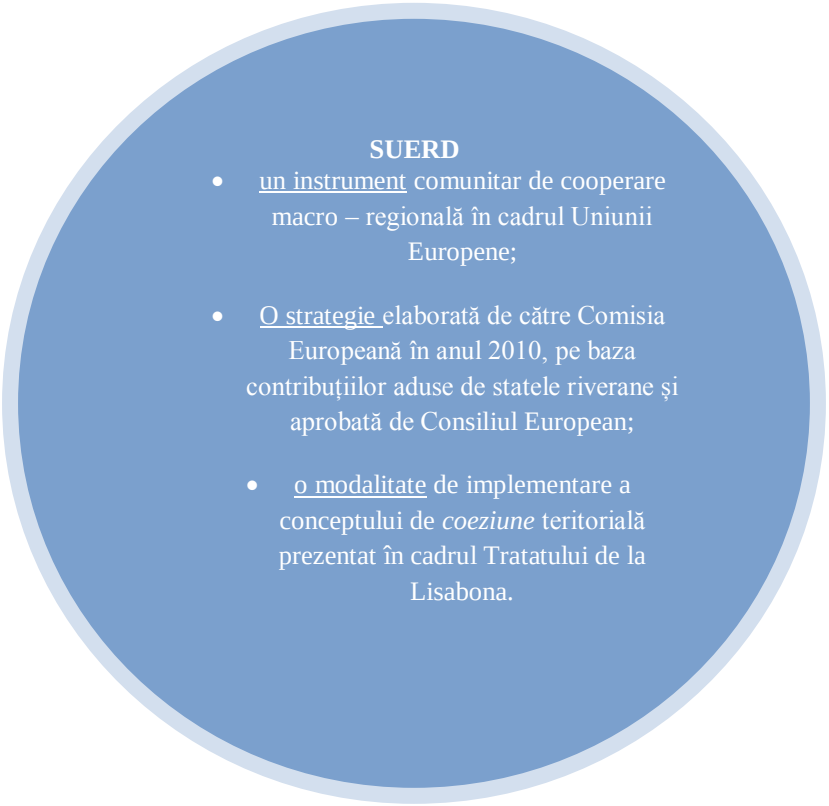

Fig. 1 UE strategy for Danube Region (EUSDR)

Transport and intermodal systems, Romania has been proposed and considered by the European Commission, setting Arges river against flooding, irrigation and other uses (Danube - Bucharest) International Centre for Advanced Studies Danube - Danube Delta - Black Sea construction of new bridges over the Danube with Bulgarian partners to Bechet - Orehovo and Calafat, Silistra.
On the Energy Action Plan refers to regional cooperation for the development and implementation gas interconnection with Europe's north-south axis connecting the Baltic Sea through Poland, the Adriatic. States concerned in the Danube region: Bulgaria, Hungary, Slovakia, Austria, Czech Republic and Romania.
Environmental protection is concerned with the adoption and finalization of the Action Plan for the Danube Delta, Romania project that will cooperate with Ukraine and Moldova. Romania also will work with Hungary in flood risk management projects dedicated and Germany to implement a risk management project in the Danube Delta (floods, accidents with transboundary impacts). Moreover, Delta and proper use of resources that it can provide adequate compliance with European and international environmental law, the Danube Strategy is reflected through concrete analysis and examples of regional cooperation projects.

II.1 Overview of the EU Strategy for the Danube Region

Who is EUSDR - states in the region (14 countries bordering) - Germany, Austria, Bulgaria, Czech Republic, Slovakia, Slovenia, Romania, Hungary, Croatia, Bosnia and Herzegovina, Serbia, Moldova, Montenegro and Ukraine (Fig. 2).

Structure Action Plan aims EUSDR 4 pillars:
- interconnection;
- environment;
- prosperity;
- strengthening the region.

Fig. 2 EUSDR countries

Modelul de organizare a SUERD

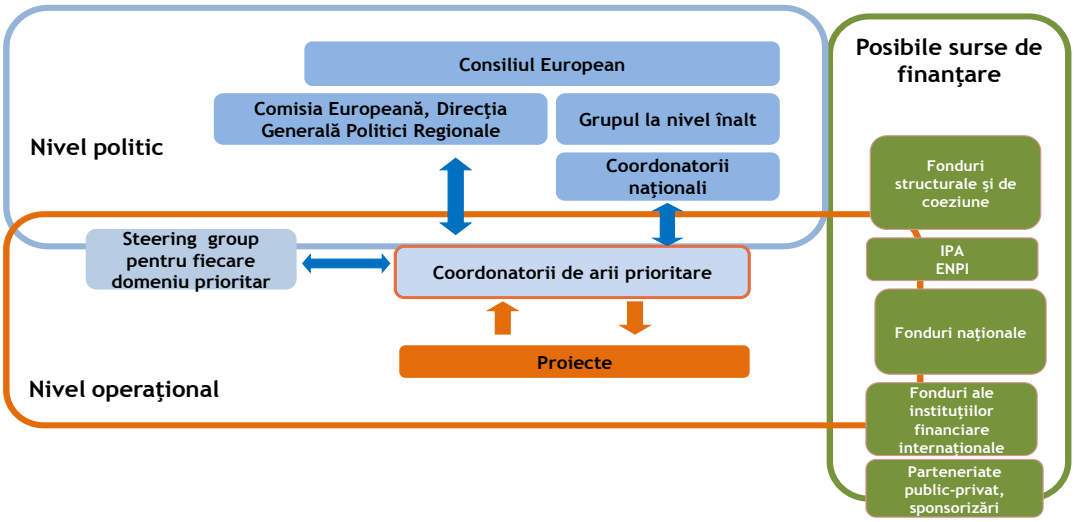

Fig. 3 UESDR organization model

Domeniile prioritare	Ţările responsabile
P1 | Mobilitate şi intermobilitate Căi navigabile interioare Căi feroviare, rutiere şi aeriene	Austria, România Slovenia,Serbia
P2 | Energii durabile	Ungaria, Republica Cehă
P3 | Cultură şi Turism	Bulgaria, România
P4 | Calitatea apelor	Ungaria, Slovacia
P5 | Riscurile de mediu	Ungaria, România
P6 | Biodiversitate, calitatea aerului şi a solului	Germania (landul Bavaria), Croaţia
P7 | Cercetare, educaţie	Slovacia, Serbia
P8 | Competitivitatea întreprinderilor	Germania (landul Baden-Württemberg), Croaţia
P9 | Pregătire perofesională şi competenţe	Austria, Moldova
P10 |Cooperarea instituţională	Austria (Viena), Slovenia
P11 |Securitate internă, crima organizată	Germania, Bulgaria

Fig. 4 EUSDR prioritary implementation domains

EUSDR implementation includes:
- 3 NO
- NO new legislation
- NO new institutions
- NO new funds

YES ... AND 3
- A better interconnection of funds
- More effective coordination of its instrument
- Using new ideas and technologies

EUSDR project financing is done as follows:
- Existing European Funds
- Structural and Cohesion Funds
- EU Solidarity Fund
- Guarantee Fund for Agriculture and Rural Development
- Funds provided by international financial institutions
- Public-Private Partnerships
- Contributions from national budgets and local budgets

II.2 Targets of the EU Strategy for the Danube Region

Objectives agreed by the Steering Groups (Steering Groups) of each priority area (PA). European Commission (COM) argues that setting goals is essential, along with focusing and positioning the forefront of efforts. Targets were discussed by groups directly (with representatives of all Danube countries - both with DG REGIO and the sectoral DGs or, where appropriate, with the International Commission for the Protection of the Danube River - ICPDR). Targets proposed by the Commission itself can be maintained or modified, replaced or supplemented. Targets will be applied to EU Member States macro-region. Countries that are not EU members will be encouraged to participate in specific circumstances.

PA 1 - Improved mobility and inter-modality for internal review of airworthiness
• Increased freight transport on the river by 20% by 2020 compared to 2010
• Develop effective multi-modal terminals in ports along the Danube river and its tributaries navigable waterways to connect with rail and road transport by 2020;
• Addressing barriers related to airworthiness, taking into account the specific characteristics of each region of the Danube and its navigable tributaries and also efficient settlement infrastructure management waterways by 2015;
• Developing effective multi-modal terminals in Danube ports and ports that are connected ground water by rail links to connect inland waterways with rail and road by 2020. "This target is changed from the original version" Developing terminals efficient multi-modal Danube river ports to connect inland waterways with rail and road transport by 2020;
• Implementation Services harmonious exchange of information on the Danube (RIS) and its tributaries and ensuring the international exchange of information, preferably by 2015;
• Addressing the lack of qualified personnel and harmonization of educational standards for inland navigation in the Danube region by 2020, taking due account of the social dimension of measures.
PA 1b - Improved mobility road, rail and air links
• Improve travel times between major cities railway lines;

• Achieving national targets based on the Europe 2020 strategy for climate change and renewable energy;
• Implementation of Corridor 4 Rail Freight crossing the Danube as planned within 3 or 5 years and the possible inclusion of more value as a corridor to connect the railway systems of the Member States of EU and non-member . "This proposal amends the communication target." Implementation of Corridor 4 Rail Freight crossing the Danube as planned within 3 or 5 years;
• Development of efficient multimodal terminals Danube ports and ports that are connected ground water by rail links to connect inland waterways with rail and road by 2020. "This target changes proposed text communication." Developing efficient multimodal terminals Danube river ports to connect inland waterways with rail and road by 2020.

PA 2 - Encourage sustainable energy
• Achieving national targets based on the Europe 2020 strategy for climate and renewable energy targets;
• Eliminate bottlenecks in transport energy in the countries of the EU Strategy for the Danube Region to allow reverse flow of gas by 2015;
• Strengthening cooperation between the Energy Community countries with international financial institutions for upgrading from countries energy and energy markets by 2015;
• Member States of the Steering Group agreed to continue the development objectives of European energy policy Energy 2020 strategy based on an energy strategy for competitive, sustainable and secure, with particular attention to energy infrastructure priorities for 2020 and later to strive for the internal energy market, Member States not aspire to achieve those objectives.

PA 3 - Promotion of culture, tourism and human relations
• Developing a brand Danube Danube based on existing work;
• Implement a harmonized monitoring system dedicated to tourism unable to provide comprehensive data and comparable statistics in all 14 states EUSDR;
• Development of a new cultural routes in the Danube region;
• Develop at least 5 tourism products, green "along the Danube region, eg cycling routes, hiking, camping;
• Creation of a,, Blue Book "of cultural identity of the Danube (combination of several activities, such as research on cultural differences, develop an internet platform for cultural events and exchange of information, databases cultural attractions and events cooperation / network model, future ECOC presentation, publication on CD "Blue Card", various marketing efforts, dissemination activities, etc.);
• Ensuring sustainable conservation of cultural heritage through the development of a cultural group UNESCO and natural values in the Danube region (as a benchmark);
• Developing a network of museums and interpretation centers along the Danube River (Danube-NET).

PA 4 - Maintain and restore water quality
• Achieving the objectives set out in the Management Plan Danube river basin management. "This target changes proposed text communication:" Achieving environmental objectives set out in the Danube River Basin Management;
• Reduce nutrients into the Danube to the Black Sea ecosystems to allow recovery under similar conditions in the 1960s. "This target changes proposed text communication," Reduction in the Danube nutrient levels to allow recovery of Black Sea ecosystems under conditions similar to 1960;

• Develop an analytical report of the Danube Delta by 2013 as a step towards completion Delta Management Plan which will be adopted by 2015. "This target changes proposed text in Communication:" Completion and adoption of Delta Management Plan by in 2013;
• Protection of the Danube sturgeon populations. "This target changes proposed text communication:" Protection of the Danube sturgeon populations and other native fish species by 2020, combating invasive species. "NB: PA 6" To preserve biodiversity, landscape and air quality and soil "refers to a new target invasive species problem" By 2020, invasive alien species and pathways are identified and put their priority positions, priority species are controlled or eradicated, and pathways are managed to prevent the introduction and establishment of new invasive alien species.

PA 5 - Managing environmental risks
• Implement plans for flood risk management on the Danube - in 2015, under the Floods Directive - to include significant reduction of flood risk by 2021, also taking into account the potential effects of climate change;
• Updating the inventory of high-risk accident locations in the Danube River Basin by 2013.

PA 6 - Preserving biodiversity, landscape and air quality and soil
• To stop the deterioration of the status of all species and habitats covered by EU nature legislation and achieve significant and measurable improvement, tailored to the special needs of the Danube region by 2020. "This target text changes proposed in the Communication" develop effective plans management for all Natura 2000 sites;
• Protection of the Danube sturgeon species and other native species of fish by 2020. "Target This target changes proposed in the Communication" Protection of the Danube sturgeon species and other native fish species by 2020;
• Reduce by 25% the area affected by soil erosion representing over 10 tonnes per hectare by 2020.

PA 7 - Developing knowledge through research, education and information technologies
• investing 3% of GDP in research and development by 2020;
• Access to all EU citizens widespread in the region until 2013;
• Increase by 50% the number of patents obtained in the region.

PA 8 - Supporting the competitiveness of
• Establishing a network group for EUSDR (identification based institutions in this regard and the existing networks);
• Improve training, subject to a participation of the private sector (a dual system of practice and theory) through pilot projects (identifying potential institutions and partners and projects);
• Improve technology transfer by establishing measures such as consulting services and other institutions or organizations, usually in conjunction with Priority Area Coordinator 7 (CAP 7);
• Better use of environmental technologies, such as wastewater treatment, waste disposal, energy production from renewable resources and so on, first by determining regional decision makers on applications.

PA 9 - Investing in people and skills
• Increase community population aged 30 to 34 years, with higher or equivalent to 40% by 2020.

P 10 - Enhancing institutional capacity and cooperation
• Establish benchmarks for e-governance and reducing excessive bureaucracy by 2012;
• Up to 4 weeks for business start-up by 2015.

P 11 - Cooperation to promote security and combating organized crime
• efficient exchange of information between relevant law enforcement until 2015, in order to improve security and combat organized crime in 14 countries;
• Effective cooperation between key players for law enforcement by 2015
Promoting the rule of law. - Support for the participating countries by deepening and promoting the idea of the rule of law, strengthening and further development of democratic structures. Promotion (legal) people in the fight against corruption.

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SURSE DE FINANŢARE A CERCETĂRII CONFORM STRATEGIEI NAŢIONALE DE CERCETARE DEZVOLTARE INOVARE

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I. STRUCTURA SISTEMULUI DE CERCETARE DEZVOLTARE INOVARE

În prezent cercetarea ştiinţifică din România se desfăşoară sub strategia Naţională de Cercetare Dezvoltare şi Inovare 2007-2013 şi forurile conducătoare ale sistemului CDI în România sunt:

- Autoritatea Naţională pentru Cercetare Ştiinţifice (ANCS)
- Unitatea Executivă pentru Finanţarea Învăţământului Superior a Cercetării Dezvoltării şi Inovării (UEFISCDI)

şi Organisme Consultative Naţionale:

- Consiliul Naţional al Cercetării Ştiinţifice (CNCS)
- Consiliul Naţional pentru Dezvoltare şi Inovare (CCCDI)
- Consiliul Consultativ pentru Cercetare Dezvoltare şi Inovare (CCCDI)

II. PLANUL CA INSTRUMENT PRINCIPAL DE IMPLEMENTARE. STRATEGIA NAŢIONALĂ DE CERCETARE DEZVOLTARE INOVARE

Planul naţional este structurat pe şase programe componente, **Resurse Umane** cu obiectiv creşterea numărului de cercetători şi a performanţelor profesionale ale acestora, **Capacităţi**, pentru dezvoltarea infrastructurii de cercetare şi cooperării pan europene şi internaţionale, **Idei**, pentru excelenţă şi vizibilitate internaţională, **Parteneriate în domenii prioritare** pentru rezolvarea unor probleme complexe şi transferarea soluţiilor către mediul de afaceri, **Inovare**, pentru susţinerea cercetării pre-competitive şi competitive conduse de operatori economici şi **Susţinerea performanţei instituţionale**, pentru sprijinirea activităţii institutelor naţionale, în domeniul propriu de activitate .

Ca membră a UE România a adoptat principiile creşterii economice din statele membre ale UE, anume creşterea economică inteligentă, sustenabilă şi favorabilă incluziunii sociale. În cadrul Strategiei Europa 2020 prioritatea pentru cercetarea ştiinţifică, dezvoltare tehnologică şi inovare este anunţată sub forma uneia dintre cele şapte iniţiative emblematice, anume o Europă inovării , care prevede un set coerent de acţiuni pentru creşterea performatelor CD&I. Noul program european Orizont 2000 reuneşte toate programele dedicate cercetării şi inovării cu scopul declarat de a asigura finanţarea continuă a proceselor inovative bazate pe cercetarea ştiințifică şi cunoştinţe tehnice definite prin sintagma „de la idee la piaţă"

Pentru intervalul 2014-2020 fundamentarea deciziilor politice de stabilire a obiectivelor şi alocare a resurselor se va face pe baza recomandărilor Strategiei naţionale în domeniul cercetării, dezvoltării tehnologice şi inovării pentru perioada 2014-2020 şi Programul operaţional Sectorial finanţat din fonduri structurale, cu obiectivul tematic „Consolidarea cercetării, dezvoltării tehnologice şi inovării" pentru perioada 2014-2020, ANCS a iniţiat elaborarea Analizei potenţialului de creştere economică bazat pe CD&I – Identificarea specialităţilor inteligente.

În prezent, există trei orientări strategice pentru sistemul CD&I naţional care vizează capacitatea şi performanţele sistemului CD&I, creşterea competitivităţii economice prin inovare şi absorbţia fondurilor internaţionale.

Creşterea capacităţii şi performanţelor sistemului CD&I naţional

Investiţiile în sistemul CD&I s-au concentrat atât pe dezvoltarea resursei umane , având ca efect creşterea calităţii şi numărul cercetătorilor şi a rezultatelor obţinute de aceştia

cât şi pe oferirea unui mediu adecvat pentru susținerea activităţii acestora prin construirea sau modernizarea infrastructurii de cercetare,

Creşterea competitivităţii economice, prin stimularea inovării destinate creşterii investiţiilor CD din domeniul privat.

Creşterea competitivităţii economiei naţionale reclamă, în principal două aspecte: un număr cât mai mare de întreprinderi capabile dă pătrundă pe pieţele internaţionale şi existenţa unei pieţi interne deschise şi compatibile funcţional cu piaţa UE.

Accentuarea dimensiunii internaţionale a politicilor şi programelor CD&I, pentru creşterea absorbţiei fondurilor comunitare

Politica de internaţionalizare a cercetării româneşti, susţinută la acest moment prin multiple instrumente de finanţare şi cooperare la nivel bilateral cu alte state (Programe bilaterale, la nivel multilateral, prin Programul cadru CDT al comunităţii Europene, Programul EUROATOM, alte programe şi iniţiative pan-europene EUREKA.

III. PROGRAMUL PLANULUI NAŢIONAL DE CERCETARE DEZVOLTARE INOVARE

UEFISCDI este şi acţionează ca instituţie ce finanţează învăţământul superior, dezvoltarea şi inovarea iar direcţiile principale de acţiune, conform atribuţiilor sunt: (i) asigurarea suportului logistic, financiar şi informaţional necesar consiliilor naţionale (Consiliul Naţional al Cercetării Ştiinţifice CNCS. Consiliul Naţional pentru Dezvoltare şi inovare (CNDI), Consiliul Naţional pentru Finanţarea învăţământului Superior (CNFIS), Consiliul Naţional de Statistică şi Prognoză a Învăţământului Superior (CNSPIS) în îndeplinirea atribuţiilor lor (ii) coordonarea programelor Idei, Capacităţi, Resurse umane, Parteneriate în domenii prioritare, Inovare din Planul Naţional pentru Cercetare, Dezvoltare Inovare 2007-2013 (PNCCDI II) sub îndrumarea ştiinţifică a consiliilor naţionale (iii) realizarea şi implementarea de proiecte de dezvoltare instituţională şi de sistem referitoare atât la învăţământul superior cât ţi la cercetare, dezvoltare şi inovare.

Programul IDEI

Scop: *Obţinerea unor rezultate ştiinţifice şi tehnologice de vârf, comparabile cu cele de nivel european, reflectate prin creşterea vizibilităţii şi recunoaşterea internaţională a cercetării româneşti.*

În 2011 şi 2012 au fost lansate trei competiţii sub coordonarea ştiinţifică a CNCS pentru Proiecte de Cercetare Exploratorie şi Proiecte Complexe de Cercetare Exploratorie

Proiecte de Cercetare Exploratorie –PCE 2011

Scop: *Susţinerea şi promovarea cercetării ştiinţifice fundamentale, interdisciplinare şi/sau exploratorii din România*

Programul se adresează cercetătorilor cu performanţe demonstrare prin calitatea şi recunoaşterea internaţională a publicaţiilor ştiinţifice , inclusiv celor care activează în străinătate şi doresc să conducă proiecte de cercetare de înalt nivel ştiinţific în instituţii din România.

Programe Complexe de Cercetare Exploratorie –PCCE-2011

Scop: *Susţinerea şi promovarea cercetării ştiinţifice, multidisciplinare şi interdisciplinare din România*

În cadrul acestui program, mai multe echipe de cercetare din aceeaşi instituţie sau din instituţii diferite colaborează pentru dezvoltarea unor direcţii complexe de cercetare. Programul se adresează cercetătorilor cu experienţă şi performanţe ştiinţifice deosebite, demonstrare prin originalitate prin originalitate şi impact şi impact internaţional major al

publicaţiilor ştiinţifice, personalităţi recunoscute ca lideri în domeniul de cercetarea. Programul se adresează inclusiv cercetătorilor din străinătate.

Workshop-uri exploratorii

Scop: I*niţierea de colaborări ştiinţifice între cercetători românii şi străini în vederea abordării şi promovării unor direcţii noi de cercetare şi implicarea studenţilor , doctoranzilor şi tinerilor cercetători în activităţi ştiinţifice de actualitate pe plan internaţional.*

Şcoli de studii avansate –SSA

Scop: *Abordarea unor teme de cercetare exploratorie/subiecte clar definite care se încadrează într-una din priorităţile susţinute prin Strategia Naţională de Cercetare Dezvoltare şi Inovare pentru perioada 2007-2013 şi raportarea de noi progrese referitoare la aceste teme/subiecte, neexpuse încă la nivel de curs universitar.*

Programul CAPACITĂŢI

Scop: *Dezvoltarea capacităţii Naţionale de cercetare şi integrarea sistemului CDI din România în mediul ştiinţific internaţional. Programul susţine proiecte care se adresează domeniilor prioritare prevăzute în Strategia Naţională de CDI pentru perioada 2007-2013*
Instrumente de Finanţare

Programele de cooperare Bilaterală

Scop: *Asigură dezvoltarea colaborări ştiinţifice ţi tehnice între echipe de cercetare de excelenţă din România şi ţările cu care există acorduri de cooperare bilaterală prin schimburi ştiinţifice şi tehnologice.*

Program Cadru 7

Scop: S*usţinerea participării organizaţiilor de CDI din România prin programul Cadru de Cercetare al Comisiei Europene – FP7*

Prin acest instrument se asigură finanţarea necesară acoperiri, până la nivel maxim a cotei de participare ce revine partenerului român din proiect.

Proiect ERC-uri

Scop: *Susţinerea cercetătorilor români cu rezultate excelente în competiţiile organizate de European Research Council (ERC) în vederea implementării proiectelor în România. Sunt finanţate două tipuri de proiecte*

Proiecte de tip 1. Grant Suport („Bridge suport") – proiecte care au obţinut cel puţin punctajul pragului de calitate impus necesar trecerii în etapa II de evaluare, atât pentru Principal Investigator cât şi pentru Research Project

Proiecte de tip 2 Grant de excelenţă (Excellence Grant) – proiecte care în etapa II de evaluare ERC au primit un punctaj corespunzător calificativului excepţional, dar care datorită limitării bugetului ERC nu au primit finanţare.

Programul RESURSE UMANE

Scop: C*reşterea numărului de cercetători, îmbunătăţirea performanţelor profesionale ale acestora, atragerea în România a cercetătorilor din afara graniţelor ţării, precum şi creşterea atractivităţii carierei în cercetare.*

În perioada 2011-2012 au fost lansate competiţii sub coordonarea ştiinţifică a CNCS, pentru următoarele instrumente de finanţare.

Premierea rezultatelor în cercetare - tip ARTICOL

Scop: *Creşterea calităţii, a impactului şi vizibilităţii internaţionale a cercetării româneşti prin recunoaşterea şi recompensarea rezultatelor semnificative publicate în reviste de prestigiu din fluxul ştiinţific principal internaţional.*

Proiecte de cercetare postodoctorală – PD 2011

Scop: *Sprijinirea tinerilor cercetători, doctori în ştiinţe, cu rezultate de excepţie care doresc să î-şi dezvolte o carieră profesională independentă de cercetare în instituţii de cercetare din România, în vederea stimulării excelenţei ştiinţifice în cercetarea românească.*
Programul se adresează inclusiv celor care activează în străinătate şi doresc să conducă proiecte de cercetare

Proiecte de cercetare Postdoctorală –PD -1012

Proiecte de cercetare pentru stimularea construirii de tinere echipe de cercetare independente – TE 2011

Scop: *Sprijinirea tinerilor cercetători, doctori în ştiinţe, aflaţi în stadiu de formare sau consolidare a unei echipe de cercetare, având un program de cercetare independent, pentru obţinerea de rezultate semnificative.*

Programul se adresează inclusiv celor care activează în străinătate şi doresc să conducă proiecte de cercetare.

Proiecte de cercetare pentru stimularea constituirii de tinere echipe de cercetare independente TE 2012

<u>Programul PARTENERIATE ÎN DOMENII PRIORITARE</u>

Scop: *Crearea condiţiilor pentru o mai bună colaborare între diferite entităţi de cercetare - dezvoltare şi inovare , agenţi economici şi/sau unităţi ale administraţiei publice, în vederea soluţionării problemelor identificate*

Direcţii de cercetare

D1 – Tehnologia informaţiei şi comunicare
D2 – Energie
D3 – Mediu
D4 – Sănătate
D5 Agricultură , siguranţă şi securitate alimentară
D6 – Biotehnologii
D7 – Materiale, procese şi produse inovative
D8 – Spaţiu şi securitate
D9 – Cercetare socio-ecomonică şi umanistă

Proiecte Colaborative de Cercetare Aplicativă – PCCA 2011

Scop: *susţinerea şi promovarea cercetării aplicative, în domenii prioritare , inter-şi transdisciplinare, relevante pentru creşterea competitivităţii în cercetare-dezvoltare şi inovare (CDI) la nivel naţional , şi în acord cu economia mondială bazată pe cunoaştere.*

Sunt finanţate proiecte de cercetare experimentală şi dezvoltare tehnologică , realizate în parteneriat şi concretizate prin realizarea de produse , tehnologii şi servicii inovative, menite să rezolve şi să implementeze soluţii la probleme complexe soco-economice de prioritate naţională şi actualitate internaţională.

Tipuri de proiecte;

PCCA 2011 – Tip 1 – structura parteneriatului: pe acest tip de proiecte nu este obligatorie participarea unei întreprinderi iar finanţarea de la bufetul de stat poate fi 100% din valoarea proiectului.

PCCA 2011 – Tip 2 – structura parteneriatului: pentru acest tip de proiecte este obligatorie participare a cel puţin a unei întreprinderi.

<u>Programul INOVARE</u>

Scop: *Creşterea capacităţii de inovare dezvoltare tehnologică şi asimilare în producţie a rezultatelor cercetării în vederea îmbunătăţirii competitivităţii economiei naţionale şi a creşterii calităţii vieţii.*

În anul 2012 au fost lansate competiţii sub coordonarea ştiinţifică a CNDI, pentru următoarele instrumente de finanţare:

Dezvoltare produse –Sisteme – Tehnologii

Scop: *Stimularea performanţelor tehnologice şi economice ale companiilor româneşti, prin finanțarea acelor entităţi care au istoric , maturitate şi capacitatea de a transforma idei în produse şi tehnologii inovative cu potenţial de piaţă real*

Stimularea Exportului HIGT –TECH

Scop : *Creşterea competitivităţii produselor şi tehnologiilor high – tech româneşti*

Servicii Suport pentru inovare - Cercuri de Inovare

Scop: *Asigurarea unui instrument flexibil pentru susţinerea IMM-urilor din sectorul productiv în vederea modernizării tehnologice şi creşterea gradului de inovare.*

IMM-uri şi persoanele fizice autorizate – PFA sunt încurajate să dezvolte parteneriate cu instituții de cercetare inovare în scopul de a crea produse şi servicii inovative pe bază de tehnologii avansate.

Subprogramul – Cooperarea european ă EUREKA – EUROSTARS

Scop: S*e adresează agenţilor economici IMM-uri, persane juridica române , interesaţi să dezvolte proiecte în cadrul iniţiativei EUREKA şi anume, creşterea competitivităţii economiei româneşti în special a industriei, prin obţinerea de produse, tehnologii şi servicii noi.* Se *continuă activitatea EUREKA-R, componentă a iniţiativei EUREKA, instrument inovativ, menit ca, prin colaborarea dinte agenţii economici şi institute de cercetare în domeniul tehnologiilor avansate, dezvoltării tehnologice, transferului de tehnologie şi inovare, dă ajute ţările membre ale Iniţiativei EUREKA să obţină şi să exploateze tehnologii noi necesare creşterii competitivităţii economiilor şi calităţii vieţii, acestea fiind şi scopul pentru care a fost înființată iniţiativa.*

Programul EUROSTARS reprezintă o iniţiativă european menită să ajute la sprijinirea realizării de activităţi de cercetare - dezvoltare de către IMM-uri cu specific inovativ.

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MORALĂ ŞI ETICĂ ÎN AFACERI

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Abstract

The ethical principles refers to the every day conduct, human habits and atitudes concerning the general concepts of good and bad, truth and lie, equity and discrimination, liberty and constraint etc.

The principles of business ethics need to be developed and applied to all the fields of economy. In this vision, promoting an adequate ethical behavior both for managers and subordinates has a decisive importance and essential impact on the final results of the organization as a whole.

1. Reguli morale şi prescripţii juridice

„Să nu furi!" nu este numai o normă morală sau o „poruncă" religioasă, ci şi o reglementare sau prescripţie juridică. Chiar dacă nu se teme de pedeapsa divină şi chiar dacă nu are mustrări de conştiinţă, hoţul trebuie să se teamă de lege. Ce deosebiri clare se pot face între interdicţia legală şi cea morală a furtului? În primul rând, *autoritatea* care impune prescripţia legală este, ca şi Dumnezeu, *heteronomă*, dar, spre deosebire de Fiinţa divină, aparţine lumii pământeşti, fiind vorba întotdeauna de o instituţie politică, administrativă sau juridică: Parlamentul, Guvernul, Preşedinţia, Prefectura, Primăria, Statul Major General etc.

Prescripţiile instituite de puterea legiuitoare sunt apărate şi impuse, la nevoie prin forţă, de către poliţie, procuratură, tribunale, curţi de apel etc. Dimpotrivă, norma morală este *autonomă*, fiind respectată din convingere, de propria raţiune şi voinţă, de valabilitatea ei universală. Cel care nu fură numai de teamă să nu suporte rigorile legii poate fi oricând tentat să-şi însuşească bunul altuia ori de câte ori se simte la adăpost de consecinţele legale ale faptei sale – fie că are certitudinea că nu va fi niciodată descoperit, fie că se bizuie pe anumite imunităţi, posibile într-un sistem judiciar corupt şi ineficient. Pe când o persoană cu adevărat morală nu va fura niciodată, indiferent dacă este sau nu expusă pericolului de a suporta rigorile legii în urma faptei sale. În al doilea rând, *subiectul* prescripţiilor juridice este întotdeauna circumscris în limitele grupurilor de „supuşi" ai anumitor autorităţi instituţionale. În calitate de cetăţean al României am obligaţia legală de a plăti taxele şi impozitele pe care le datorez statului român şi, conform codului nostru rutier, sunt obligat să circul cu automobilul pe partea dreaptă; atunci când călătoresc în Anglia sunt însă obligat să respect legile britanice, să plătesc vamă englezilor pentru anumite produse introduse în ţara lor şi, dacă vreau să ajung cu bine la destinaţie, trebuie să circul pe partea stângă, oricât de nefiresc şi de incomod mi s-ar părea. În schimb, subiectul normei morale este întotdeauna generic: nimeni nu are dreptul şi nu e bine să fure, indiferent dacă este cetăţean român, britanic sau pakistanez şi oricare ar fi prevederile legale privind furtul din fiecare ţară. Deosebirea cea mai accentuată apare între *sancţiunile* juridice şi cele morale. De regulă, dreptul nu prevede sancţiuni premiale, ci *numai punitive*. Respectul legii nu este răsplătit, întrucât reprezintă o îndatorire sau o obligaţie; cel mult se poate spune că respectarea legii atrage după sine o recompensă indirectă, întrucât conferă cetăţeanului corect dreptul de a beneficia de protecţia statului în exercitarea libertăţilor sale. Nimeni nu se aşteaptă la o recompensă din partea autorităţilor pentru faptul că nu a furat, nu a minţit, nu a escrocat sau nu a omorât pe nimeni. În schimb, sfera dreptului abundă de pedepse pentru cei care încalcă legea. Aceste sancţiuni punitive sunt, cel mai adesea, de natură *fizică* sau *materială*: amenzi, despăgubiri, confiscări, privare de libertate, suspendarea anumitor drepturi etc. Căinţa sau remuşcările condamnatului contează în mică măsură sau chiar de loc. Nimeni nu va fi absolvit de pedeapsa legală cuvenită pentru că, după ce a furat, îi pare sincer rău; pe de altă parte, după ce şi-a executat pedeapsa, un hoţ îşi reia

viaţa în libertate ca şi cum nimic nu s-ar fi întâmplat, chiar dacă în sinea lui nu regretă câtuşi de puţin faptul de a fi furat, ci numai neşansa de a fi fost prins şi condamnat. În sfera moralităţii lucrurile nu stau de loc aşa. Pe de o parte, comportamentul moral atrage după sine, deopotrivă, sancţiuni *premiale* – precum lauda, respectul, admiraţia sau recunoştinţa celorlalţi – sau *punitive* – blamul, ocara, dispreţul sau sila celor din jur. Dincolo de toate aceste recompense sau pedepse venite din afară, cele mai puternice şi cele mai specifice sancţiuni morale sunt cele ce vin dinăuntrul conştiinţei fiecărui individ. Ele sunt de natură *psihică* sau *spirituală*; cel ce a greşit faţă de propria conştiinţă se pedepseşte singur prin regret, căinţă, remuşcare sau ruşine, din care, într-o voinţă morală puternică, se nasc dorinţa şi hotărârea de a nu mai repeta aceleaşi greşeli şi, dacă se mai poate, intenţia de a îndrepta răul făcut sieşi sau altora. *Forma* expresiilor normative ne poate fi de mare folos atunci când vrem să distingem regulile morale de prescripţiile juridice. De cele mai multe ori, o interdicţie legală este dublată de o interdicţie morală, dar nu şi invers. „Să nu furi!", „Să nu ucizi!", „Să nu minţi!" etc. sunt deopotrivă interdicţii legale şi morale. „Nu fi lacom!", „Nu linguşi!" sau „Nu fi leneş!" sunt prohibiţii morale care nu au un echivalent în plan juridic. Însă deosebirea cea mai caracteristică constă în faptul că, acolo unde legea emite numai o interdicţie, morala adaugă o datorie sau o obligaţie ce nu poate fi impusă prin autoritatea exterioară a legii, ci numai de conştiinţa lăuntrică a fiecărui individ. Morala îţi cere, ca şi legea, să nu furi, să nu minţi, să nu ucizi etc. Dar numai morala îţi cere să fii generos, altruist şi chiar mărinimos. Nu e de ajuns să nu iei bunul altuia; un om cu o conştiinţă morală puternică acceptă că e de datoria lui să dăruie din prea plinul său celor care au nevoie şi merită un sprijin material. Nu e de ajuns să nu minţi; un ins moral se simte dator să spună adevărul, chiar dacă prin aceasta îşi asumă anumite riscuri. Nu e suficient să nu ucizi; morala îţi cere să face tot ceea ce îţi stă în puteri ca să salvezi o viaţă în pericol. Nimeni nu poate fi chemat în faţa judecătorului pentru că nu a vrut să dea vecinului sau fratelui său o sumă de bani de care acesta avea nevoie ca să îşi trateze soţia bolnavă ori ca să-şi trimită copilul la şcoală. Nimeni nu poate fi condamnat juridic pentru că a tăcut atunci când, nefiind întrebat, nu a dezvăluit o nedreptate sau o ticăloşie de care avea cunoştinţă. După cum nimeni nu poate fi acuzat la tribunal pentru că nu a încercat să salveze un copil care se îneca sau o femeie aflată într-o clădire incendiată. Din punct de vedere moral însă, aceste comportamente lipsite de altruism sunt mai mult sau mai puţin blamabile. Ajungem astfel să înţelegem faptul că normele juridice, interzicând faptele antisociale – precum furtul, minciuna, înşelăciunea, omorul, evaziunea fiscală – urmăresc să asigure un *minimum* de sociabilitate, fără de care societatea s-ar transforma într-o junglă, pe când , solicitând un comportament altruist, urmăresc să instaureze un *maximum* de sociabilitate, astfel încât societatea să faciliteze dezvoltarea personalităţii şi ameliorarea condiţiei umane. Distincţia între şi prescripţiile juridice este de maximă importanţă în lumea afacerilor. Mulţi oameni consideră că singura obligaţie a unui om de afaceri onest este aceea de a respecta legile în vigoare, corolarul fiind că orice decizie managerială care urmăreşte maximizarea profitului în limitele legii este nu numai legitimă, ci chiar obligatorie din punct de vedere moral. Lucrurile nu stau chiar aşa, din mai multe motive. În primul rând, însăşi decizia de a respecta legea este de natură morală. Oricât de bune pe hârtie, legile devin rizibile şi ineficiente într-un climat social al cărui *ethos* cultivă sau încurajează necinstea şi corupţia. Ceea ce se întâmplă astăzi în România ilustrează în mod dureros acest fapt. Pe de altă parte, normele juridice ca atare sunt supuse judecăţii morale. Unele prescripţii legale sunt de-a dreptul imorale. Sclavia negrilor din SUA, de exemplu, a fost multă vreme consacrată legal, până ce progresul moral al societăţii americane a impus abolirea ei. Şi în regimul ceauşist au funcţionat o serie de legi aberante, precum interdicţia avorturilor, deposedările abuzive sau înfometarea sistematică a populaţiei prin acel program de alimentaţie ştiinţifică, prin care se decreta numărul de calorii cuvenite fiecărei profesii etc. Din păcate, şi astăzi există o serie de legi ambigue sau rău întocmite, cu efecte cât se poate de puţin legitime din punct de vedere

moral. Pe de altă parte, în unele situaţii, legea poate fi mai progresistă decât *ethosul* predominant la un moment dat într-o anumită societate. Sunt ţări care au legiferat inseminarea artificială, transplantul de organe, clonarea, căsătoriile între homosexuali, consumul anumitor droguri sau eutanasia, dar mare parte a cetăţenilor resping aceste noi libertăţi din considerente morale. Esenţial este faptul că într-o societate democratică *respectul faţă de lege* este o valoare morală de importanţă decisivă. O lege proastă sau anacronică se cere schimbată prin metode constituţionale, dar, până la modificarea ei, trebuie respectată aşa cum este, căci forţa legii este mai importantă decât orice eventuale inconveniente pasagere ale unei legi sau alteia. În sfârşit, legile nu pot şi nici nu trebuie să reglementeze absolut totul, încorsetând activitatea şi iniţiativa socială în nişte tipare exagerat de rigide. Societăţile cele mai dinamice şi cele mai performante pe toate planurile se bazează pe legi puţine, scurte şi clare, aplicate cu maximă probitate şi transparenţă. O inflaţie de legi stufoase, în continuă schimbare, adesea contradictorii şi de-a dreptul inaplicabile sau aplicate în mod discriminatoriu, generează, cu necesitate, ineficienţă şi corupţie. În cadrul legal existent, un om de afaceri are întotdeauna deschise mai multe decizii alternative, nu toate la fel de onorabile sau de benefice din punct de vedere moral. Numeroase exemple vor fi oferite în cele ce urmează. În concluzie, restrângerea responsabilităţii morale a omului de afaceri la respectarea legii nu este nici pe departe justificată şi nici operaţională în activitatea practică. Există nenumărate situaţii particulare şi imprevizibile, cărora cadrul juridic nu le oferă nici o soluţie concretă sau, cel mai adesea, le oferă un spaţiu de decizii alternative, pe care întreprinzătorul privat trebuie să le evalueze şi din punct de vedere moral. „Unele companii – spune John Maxwell – au renunţat cu totul a mai urmări ceea ce este moral, folosind în schimb ceea ce este legal drept standard în luarea deciziilor. Când Kevin Rollins, preşedinte al „Dell Computer Corporation", a fost întrebat despre rolul eticii în afaceri, el l-a parafrazat pe dizidentul rus Alexandr Soljeniţîn, care a spus: „Toată viaţa mi-am petrecut-o întro societate în care nu exista absolut de loc supremaţia legii. Este o experienţă teribilă. Dar o societate în care supremaţia legii este singurul standard pentru comportamentul moral, este la fel de rea." (Maxwell, 2003, p. 12)

2. Reguli morale şi instrucţiuni tehnice

În afară de normele *categorice*, dintre care multe se susţin, deopotrivă, şi ca prescripţii juridice şi ca „porunci" religioase, în spaţiul moralităţii se întâlnesc şi norme *ipotetice*, de forma: „dacă doreşti X, atunci e recomandabil (sau chiar necesar) să faci Y". Aceasta este forma tipică a unor norme de un tip aparte, numite **instrucţiuni** sau **norme tehnice**. „Dacă aparatul se blochează, apăsaţi butonul roşu"; „A nu se expune la umiditate ridicată şi la temperaturi înalte" (evident, dacă se doreşte funcţionarea de lungă durată şi la parametrii optimi). „Dacă aveţi următoarele simptome, luaţi următoarele medicamente" etc. Pe lângă caracterul lor ipotetic, instrucţiunile se mai definesc prin câteva proprietăţi. *Autoritatea* care le instituie este experienţa şi competenţa celor recunoscuţi pentru expertiza lor, probată sau cel puţin presupusă până la proba contrarie. Inginerii şi tehnicienii sunt aceia care elaborează instrucţiunile de utilizare a diferitelor tipuri de aparate, mecanisme, scule, instrumente etc. Medicii pun diagnosticul şi prescriu tratamentul diferitelor afecţiuni ale pacienţilor. Sociologii fac sondaje de opinie şi elaborează diferite strategii sau scenarii alternative ale evoluţiei probabile a unor fenomene socio-economice. Avocaţii îşi sfătuiesc clienţii cum să îşi apere interesele în justiţie etc. *Sancţiunile* asociate acestui tip de norme sunt succesul – respectiv atingerea scopului propus de către aceia care respectă instrucţiunile şi recomandările experţilor – sau, dimpotrivă, eşecul – ratarea scopului urmărit de către subiecţii care nu ţin seama de sfaturile celor competenţi. Şi în morală găsim asemenea *maxime* sau sfaturi practice, privind îndeosebi modul în care poate fi dobândită şi păstrată *fericirea*. Ele se bazează pe experienţa acumulată de-a lungul timpului de către oamenii cei mai înţelepţi, al căror destin a căpătat o valoare exemplară sau paradigmatică. Tăria lor se bazează pe forţa exemplului viu

de reuşită în viaţă. Slăbiciunea lor constă în faptul că argumentele raţionale pot susţine doar adecvarea anumitor mijloace pentru atingerea unor scopuri, a căror acceptare sau respingere rămân însă la latitudinea liberului arbitru al fiecăruia dintre noi. Multe dintre cărţile cu mare priză la public în domeniul eticii în afaceri nu conţin altceva decât nişte colecţii de maxime şi sfaturi practice rostite, mai mult sau mai puţin emfatic, de către diferiţi *guru* ai finanţelor sau lideri ai unor corporaţii de mare succes din SUA. Bazându-se pe propria lor experienţă, ce le conferă girul unor oameni care ştiu ce spun, de vreme ce practica le-a confirmat convingerile şi strategiile de abordare în cariera lor profesională, aceşti „campioni" ai managementului eficient îşi sfătuiesc cititorii cum să reuşească atât în afaceri, cât şi în viaţa personală, imitând exemplul lor. Nivelul de argumentaţie al acestor scrieri este însă destul de subţire, iar gradul de generalitate al diferitelor „soluţii" recomandate drept chei universale pentru dezlegarea tuturor problemelor este, în realitate, foarte scăzut. Utile, desigur, prin cazuistica semnificativă pe care o prezintă, acest gen de lucrări „populare" nu răspund decât în mică măsură celor care doresc nu doar să imite exemplul altora, ci să înţeleagă în profunzime aspectele de ordin etic ale iniţiativei private, pentru a lua ei înşişi propriile decizii juste, în funcţie de datele concrete în care îşi desfăşoară activitatea.

3. Specificul normelor morale

În concluzie, se disting de „poruncile" religioase, de prescripţiile juridice şi de instrucţiuni prin câteva trăsături distinctive: se referă la actele noastre *libere*, cu consecinţe asupra celorlalţi sau / şi asupra propriei noastre persoane; forma cea mai caracteristică sunt expresiile normative *categorice* şi *universalizabile* care formulează anumite *obligaţii* sau datorii de a săvârşi fapte de natură să potenţeze valoarea intrinsecă a umanităţii. se bazează pe *autonomia voinţei*, fiind impuse de către o *autoritate imanentă* subiectului – conştiinţa morală, sunt însoţite de *sancţiuni* spirituale şi au drept funcţie socială promovarea unui *maximum de sociabilitate*. În cea mai succintă caracterizare, vom spune că norma morală este datoria autoimpusă de către fiecare conştiinţă liberă şi care îi cere omului să vrea – prin tot ceea ce gândeşte şi face – să fie *om la nivelul maxim al posibilităţilor sale*. Rostul specific al normelor morale în fiinţa umană, pe care nu-l împart cu nici un alt tip de norme, este optimizarea condiţiei umane şi, prin aceasta, un maximum de sociabilitate. „Omul este, într-adevăr, destul de profan – spune Kant – dar *umanitatea* din persoana lui trebuie să-i fie sfântă. În întreaga creaţie, tot ce vrem şi asupra căruia avem vreo putere, poate fi folosit şi *numai ca mijloc*; numai omul [...] este *scop în sine*" (Kant, 1972, p. 176).

4. Principiile morale

Majoritatea teoriilor etice admit că libertatea voinţei este fundamentul moralităţii în formele ei cele mai evoluate. Acţionăm moral numai atunci când ne supunem unei reguli venite dinăuntrul propriei noastre conştiinţe, în măsura în care credem cu adevărat că oricine ar trebui să facă la fel, în orice împrejurări, deoarece aşa este bine. Acest gen de *autolegiferare* pune cel puţin o problemă dificilă: cum şi de unde ştie subiectul moral ce trebuie să facă atunci când se află în situaţii atipice şi cu totul neprevăzute? Libertatea este incompatibilă cu o listă completă de modele comportamentale, reglementând strict fiecare moment din viaţa noastră. Nu mai trăim într-o societate primitivă, ducând o existenţă simplă şi extrem de precară, ce putea fi guvernată numai de tăria tradiţiilor şi a obiceiurilor, susţinută de o credinţă religioasă puternică. Miturile străvechi erau vii în sânul culturilor arhaice, iar faptele glorioase ale zeităţilor le arătau oamenilor cum trebuie să se poarte, imitând modelele divine. Viaţa noastră este mult mai complicată şi, de multe ori, imprevizibilă. Ştim cu toţii şi suntem de acord că o persoană morală trebuie să îşi respecte întotdeauna promisiunile. Dar ce se întâmplă atunci când am promis ceva fără să cunoaştem toate urmările pe care le-ar aduce cu sine îndeplinirea promisiunii făcute? Să spunem, de pildă, că i-am promis unui prieten că-i

împrumut nişte bani, după ce mi-a spus că soţia lui are nevoie urgent de o operaţie costisitoare. Ce să fac în momentul în care aflu că amicul meu are nevoie de bani ca să-i cumpere un cadou scump amantei sale, să-şi plătească o datorie făcută la masa de joc într-un cazinou ori ca să-şi cumpere un pistol cu care să se sinucidă? Mai este bine şi corect să îmi ţin promisiunea sau nu? Norma spune: „Să nu ucizi!" şi sunt absolut de acord că este o regulă cu deplin temei. Însă ce-ar trebui să fac dacă un psihopat sau un asasin cu sânge rece vrea să-mi omoare fata în faţa mea? Sau dacă s-a întâmplat să mă aflu chiar lângă un atentator sinucigaş care se pregăteşte să arunce în aer avionul în care călătoresc şi singura modalitate de a evita dezastrul ar fi să-l împuşc mortal? Cred că oricine ar trebui să se poarte respectuos faţă de părinţi; dar ce-i de făcut dacă tatăl cuiva este un beţiv? un hoţ? dacă are obiceiul să-şi bată cu sălbăticie nevasta? etc. Destul de frecvent ne găsim în situaţii încâlcite, în care se iveşte un conflict între scopurile noastre, fiecare fiind asociat cu altă normă morală. De exemplu, trebuie să îmi apăr familia dar, pe de altă parte, trebuie şi să spun adevărul. Aflu că fiul meu a violat o fată sau că face parte dintr-o bandă, care fură maşini şi terorizează cartierul. Ce trebuie să fac? Să-mi ţin gura, spre a-mi proteja băiatul ori să-l dau pe mâna poliţiei? În astfel de situaţii complicate şi atipice, agentul moral trebuie să ia decizii pe cont propriu. El nu poate să aplice pur şi simplu un model abstract şi inflexibil de comportament, comprimat în doar câteva cuvinte: „Să nu minţi!", „Să nu furi!", „Să nu înşeli!" etc. Ca elemente de autolegiferare, trebuie să fie comparate, evaluate şi ierarhizate. Aceste operaţii necesită o supraregulă sau o metanormă, ce arată întotdeauna calea Binelui. Această regulă supremă este *principiul moral*. Principiile morale sunt acele norme de maximă generalitate care îşi propun să integreze şi să coordoneze într-un sistem coerent diferitele reguli morale, oferind totodată un criteriu universal de decizie morală justă într-o cât mai mare varietate de situaţii posibile. Metaforic vorbind, principiul moral (căci într-un sistem etic nu poate exista decât unul singur) joacă rolul busolei sau al Stelei Polare, care arată invariabil Nordul, în speţă acel comportament care satisface în cea mai mare măsură exigenţele moralităţii. Cel mai des susţinut şi mai comentat principiu moral este, neîndoielnic *Regula de aur*, uşor de înţeles şi cu mare forţă persuasivă, chiar la o minimă reflecţie. Ideea de bază a *Regulii de aur* este reciprocitatea şi afirmarea implicită a valorii egale a indivizilor sub aspectul umanităţii lor. Potrivit acestui principiu, în luarea deciziei moralmente corecte, agentul trebuie să răspundă cu sinceritate la întrebarea dacă lui i-ar conveni şi dacă ar accepta fără rezerve ca el însuşi să fie tratat de către ceilalţi la fel cum intenţionează să procedeze el în relaţia cu semenii săi. În formele sale „populare", *Regula de aur* prezintă însă un inconvenient major, care conduce la *relativism* – adică tocmai ceea ce urmăreşte să evite, oferind o regulă universal valabilă: indivizii sunt destul de diferiţi în ceea ce priveşte nevoile, dorinţele şi aspiraţiile lor, astfel încât ceea ce place sau displace unora nu coincide câtuşi de puţin cu ceea ce place sau displace altora. Un sado-masochist adoră să chinuie şi să fie chinuit, dar este îndoielnic că mulţi ar fi încântaţi să fie trataţi aşa cum ar dori să fie tratată persoana în cauză. Un om care adoră puterea sau faima, bogăţia sau contemplaţia teoretică, frumosul sau distracţia, cu greu ar putea să acţioneze de fiecare dată moral, călăuzit fiind exclusiv de acest principiu al reciprocităţii. Cu unele amendamente însă, *Regula de aur* poate fi ridicată la rangul unui principiu moral rezistent la o astfel de obiecţie. În Capitolul 4 vom trece în revistă şi alte principii morale, roade ale străduinţelor marilor filosofi de a găsi acea călăuză sigură prin labirintul vieţii. Dar de unde ştie agentul moral că regula *lui* de acţiune are o semnificaţie şi o validitate supraindividuală, nefiind numai o toană sau o preferinţă subiectivă a sa? Cum poate fi el sigur că oricine altcineva ar trebui să recunoască şi să urmeze acelaşi principiu moral? Şi cum se explică faptul obişnuit, însă şocant, că atât de frecvent *ştim* ce este bine să facem şi, totuşi, facem pe dos? Acestea sunt, probabil, cele mai dificile probleme ale eticii, iar încercarea noastră de a găsi un răspuns ne duce în pragul unei alte teme fundamentale în filosofia morală: conceptul de *valoare*.

5. Principii etice

Principiile etice se referă la conduita curentă, la obiceiurile si atitudinile oamenilor cu privire la conceptele generale de *bine* si *rău*, de *adevăr* si *minciun*ă, de *echitate* si *discriminare*, *libertate* si *constrângere* etc.

Etica reprezintă un sistem de principii morale si de metode pentru aplicarea acestora, furnizând instrumentele pentru elaborarea judecăţii morale.

În acest sens, trebuie să se ţină seama de o serie de principii etice ce caracterizează conduita curentă: ce trebuie să facem, cum trebuie să facem; de obiceiurile si atitudinile oamenilor cu privire la conceptele generale de bine si rău, de adevăr si minciună, echitate si discriminare, libertate si constrângere etc.

Principiile eticii în afaceri trebuie dezvoltate si aplicate în toate sferele de activitate ale actorului economic. În această viziune, promovarea unui comportament etic adecvat, atât din partea managerilor cât si a subordonaţilor, are o importanţă capitală, cu impact decisiv pentru rezultatele finale ale întregii organizaţii.

Orice întreprindere are o anumită responsabilitate în plan economic si social; acesta este un punct de vedere acceptat în prezent de toţi "actorii" lumii afacerilor. Dar măsura în care această responsabilitate se împarte între cele două planuri — economic si social - este percepută în mod diferit, în ceea ce priveste latura economică, se vorbeste în principal despre două abordări:

- abordarea clasică - firmele există pentru a aduce beneficii proprietarilor sau pentru a reduce costurile de tranzacţie; Milton Friedman susţinea că principala răspundere a managerilor este de a gestiona afacerea astfel încât să maximizeze beneficiul proprietarilor, respectiv al acţionarilor; iar acestia, la rândul lor, au o singură preocupare: rezultatele financiare. În viziunea autorului, orice "bun social" plătit de firmă subminează mecanismele pieţei: "bunurile sociale" vor fi plătite fie de acţionari (se diminuează profitul), fie de salariaţi (se reduc salariile), fie de clienţi (prin cresterea preţurilor); în acest din urmă caz, vânzările ar putea scădea si firma ar avea dificultăţi.

- abordarea socio-economică - "maximizarea profitului este a doua prioritate a firmei; prima este asigurarea supravieţuirii acesteia". Argumente:

-societăţile comerciale sunt persoane juridice înregistrate într-o anumită ţară si trebuie să se conformeze climatului legal si de afaceri din ţara în care operează; deci ele nu sunt responsabile numai faţă de acţionari;

-orizontul de timp al existenţei firmei este unul lung, deci ea trebuie să urmărească rezultatele economice pe termen lung si în acest scop va accepta si unele obligaţii sociale (ca nepoluarea, nediscriminarea etc.) si costurile ce le sunt asociate;

-practica arată că firmele nu sunt instituţii economice pure, ci ele se implică si în politică, în sport (sponsorizări), sprijină autorităţile naţionale sau locale etc.

Konosuke Matsushita (creatorul mărcii Panasonic) arăta, la începutul secolului al XX-lea, că: "Misiunea industriasului este să învingă sărăcia, să elibereze societatea în general de mizerie si să-i aducă bunăstarea. Afacerile si producţia au scopul de a îmbogăţi nu numai magazinele si fabricile firmei respective, ci întreaga societate". El arăta că firma este obligată să obţină profit prin faptul că o parte din acesta este alocat societăţii prin plata impozitelor si taxelor; în acest sens, este de datoria omului de afaceri, în calitate de cetăţean, să obţină un profit rezonabil. Dar "raţiunea afacerilor este, desigur, să facă disponibile bunuri de bună calitate si la preţuri rezonabile în vederea acoperirii nevoilor consumatorilor. Acest punct de vedere este reprezentativ pentru viziunea modernă în ceea ce priveste responsabilitatea firmei.

1. Responsabilitatea socială este considerată ca fiind obligaţia fermă a unei firme, dincolo de obligaţiile legale sau de cele impuse de restricţiile economice, de a urmări obiective pe termen lung care sunt în folosul societăţii. Firma se consideră responsabilă nu

numai faţă de proprietari (acţionari), ci si faţă de clienţi, furnizori, angajaţi, organisme guvernamentale, creditori, comunităţi locale, opinie publică.

2. Încrederea între participanţii la viaţa economică

Etica afacerilor este esenţială pentru succesul pe termen lung al activităţii. Acest adevăr este probat atât din perspectivă macroeconomică, cât si din cea microeconomică. La nivel macroeconomic, etica afectează întregul sistem economic; comportamentul imoral poate distorsiona piaţa, ducând la o alocare ineficientă a resurselor.

Din perspectiva microeconomică, etica este adesea asociată cu încrederea. Etica este necesară, dar nu suficientă, pentru a câstiga încrederea furnizorilor, clienţilor, comunităţii, angajaţilor, întreaga literatură economică apreciază faptul că încrederea este deosebit de importantă în relaţiile de afaceri.

Încrederea înseamnă de fapt micsorarea riscului asumat, încrederea, bazată pe experienţa bunelor relaţii cu alţi oameni, firme, grupuri etc., va asigura protejarea drepturilor si intereselor, deci riscul va fi mai mic. Încrederea si bunele relaţii ale firmei se referă la:

1. încrederea în relaţiile cu furnizorii - furnizorii sunt parteneri de afaceri foarte importanţi, direct afectaţi de deciziile organizaţiei, de comportamentul acesteia. Mai ales dacă este vorba de relaţii pe termen lung, încrederea între doi parteneri este foarte importantă. Ea se câstigă prin respectarea obligaţiilor de către fiecare parte si prin minimizarea surprizelor de orice fel. Încrederea determină o mai mare eficienţă, în timp, a schimbului. Iar relaţiile de schimb bazate pe încredere se dezvoltă atunci când fiecare partener îl tratează pe celălalt asa cum ar vrea el să fie tratat.

2. încrederea în relaţiile cu consumatorii - un vânzător câstigă încrederea clientului său atunci când este onest, competent, orientat către nevoile clientului si plăcut. Clienţii asteaptă de la vânzător produsele/serviciile de calitatea promisă, precum si informaţii reale, pertinente.

3. încrederea în relaţiile cu angajaţii - încrederea trebuie acordată atât sefilor, cât si subordonaţilor. Un climat de încredere duce la o mai bună comunicare, la o fidelitate mai mare a angajaţilor, la confidenţă, la reducerea conflictelor de muncă sau a conflictelor dintre grupurile de muncă etc. Un studiu realizat la General Motors a identificat cinci factori corelaţi cu încrederea în relaţiile cu angajaţii:

a) percepţia unei comunicări deschise si oneste, în sus si în jos pe scară ierarhică;

b) tratamentul corect pentru fiecare grup de muncă;

c) împărţirea obiectivelor si a valorilor între muncitori si supraveghetori;

d) autonomia, ca un semn al încrederii în angajat;

e) feedback din partea managementului privind performanţele si responsabilităţile salariaţilor.

f) încrederea este în relaţie directă cu unele tehnici moderne de management si anume: cresterea responsabilităţii, managementul participativ, managementul prin obiective, cercurile de calitate etc.

Etica în afaceri se referă de fapt la acel echilibru care ar trebui găsit între performanţele economice si cele sociale ale firmei.

6. Concluzii

a) În privinţa clienţilor firmei

Produsele trebuie să fie de calitate, sigure, să aibă instrucţiuni de folosire, avertismente asupra efectelor nedorite ale pericolelor posibile pentru consumator.

Supoziţia generală pe care se bazează comerţul este cea a consumatorului adult, dotat cu discernământ, inteligent, capabil să-si dea seama de riscuri, este responsabil (ceea ce, de exemplu, nu se potriveste copiilor când este vorba despre jucării cu un grad de pericol, de ţigări, băuturi, filme excesiv de violente sau obscene). În cazul producătorului există presupoziţia că este matur,

inteligent, responsabil, bine intenţionat. Acestea sunt în general cazuri ideale, adesea arătând totusi comportamente reale frecvente. Ce se întâmplă însă în cazul în care consumatorul este iresponsabil iar producătorul este necalificat? Piaţa singură nu poate să reglementeze astfel de situaţii. Uneori ceea ce se oferă pe piaţa nu doar că nu satisface o nevoie (de menţinere, de autodezvoltare, de autoafirmare), dar, mai mult, poate să lezeze cele mai semnificative datorii faţă de sine ale consumatorului si datorii faţă de alţii ale producătorului. De exemplu, utilizarea excesivă a imaginilor de femei în reclame la obiecte de uz casnic le circumscrie acestora o imagine de eterne servitoare ale familiei iar utilizarea excesivă a imaginii femeilor ca trup întăreste imaginea că femeile sunt obiect sexual. Reclama promovează utilizarea femeilor ca obiecte si a sexului ca mijloc de manipulare. Ea poate întării prejudecăţile rasiale. Reclama uzează de minciuni, iluzii pozitive (vei cuceri lumea dacă folosesti parfumul X), de seducţie, kitsch. Este sistematic încălcat principiul adevărului (al veridicităţii). În numele unui astfel de principiu ar trebui permisă doar prezentarea informaţiilor despre calitate si utilizare. Producătorii mizează pe faptul că un consumator mediu poate să nu le înţeleagă, dar că astfel are si el responsabilitatea în faţa alegerii pe care o face. Responsabilitatea, pentru a fi etică, trebuie să fie reciprocă.

b) În privinţa angajaţilor

Angajaţii sunt trataţi adesea ca o marfă - forţă de muncă, desi sunt fiinţe umane, scopuri în sine. Cele mai dezumanizante tratamente se aplică mai ales în zonele în care există o piaţă a forţei de muncă caracterizată de monopson (un singur cumpărător al forţei de muncă).

Etica în relaţiile dintre angajat si firmă presupune introducerea si utilizarea următoarelor categorii de principii si norme: − drepturile angajaţilor si reglementari în privinţa loialităţii faţă de companie. Tratarea angajaţilor ca pe o piesă pur înlocuibilă, respectiv un simplu mijloc, conduce la faptul că si ei tratează compania ca pe o staţie de tranziţie, o simplă sursă de salariu si beneficii. Loialitatea faţă de companie se conturează prin obligaţiile reciproce: companie-angajat, prin atribuire de roluri si responsabilităţi. Unele dintre acestea sunt contractuale si legale, dar ele nu ajung decât pentru îndeplinirea sarcinilor si nu au o componenta etică: *O slujbă nu e niciodată doar o slujbă*. Există mereu o dimensiune morală: mândria faţă de propriile produse, spiritul de echipă, grija faţă de bunăstarea companiei, atasamentul faţă de colegi etc. Afacerile nu sunt scop în sine.

Există uneori conflicte de valori între valorile companiei si cele personale. În acest caz, unii angajaţi trag semnale de alarmă, îsi critică public propria companie. Categoria de angajaţi despre care discutăm nu are o viaţă linistită, riscă foarte mult (în primul rând îsi riscă slujba), sunt percepuţi de către companie ca trădători, indezirabili iar succesele lor sunt ocazionale.

c) Faţă de acţionari un comportament etic presupune gestiune corectă, loialitate, informare, transparenţă, confidenţialitate;

d) Faţă de comunitate - protejarea mediului, contribuţie la soluţionarea problemelor sociale, respectarea diversităţii culturale.

Tot din categoria principiilor etice fac parte:

-consideraţia specială - adică tratamentul corect standard poate fi modificat pentru situaţii speciale cum ar fi: ajutorarea unui vechi angajat, prioritatea la angajare pentru o persoană cu nevoi speciale, comanda dată unui furnizor loial, aflat însă în impas;

-competiţia onestă - prin evitarea mituirii si a altor mijloace care nu sunt oneste în vederea obţinerii unei comenzi;

-responsabilitatea faţă de organizaţie - acţionând pentru binele întregii organizaţii nu doar în interes propriu, evitând risipa si ineficienţa;

-respectarea legii - evitarea pe căi legale a impozitării nu prin evaziune ci prin urmarea spiritului si literei legii.

Principiile liderilor etici în afaceri sunt:

1. Tratează toţi angajaţii drept persoane unice, valoroase. Nu tratează niciodată pe cineva ca si cum ar fi dispensabil, fără valoare sau drept „un simplu membru al echipei”.

2. Susţin libertatea, cresterea si dezvoltarea fiecărui angajat. Nu analizează niciodată pe cineva prin stereotipuri si imagini sau lucruri fixate si imposibil de schimbat.

3. Comunică cu angajaţii folosind numele cu respect. Nu folosesc si să nu impun niciodată celorlalţi alte înţelesuri sau nume nepotrivite.

4. Formează si încurajează un regim echilibrat de muncă si odihnă. Nu adoptă politici sau cereri asupra angajaţilor care să submineze echilibrul zilnic.

5. Onorează si respectă familiile angajaţilor. Nu subestimează niciodată semnificaţia familiei si a prietenilor pentru angajaţi.

6. Protejează viaţa, siguranţa si sănătatea angajaţilor. Nu pune în pericol siguranţa fizică a vreunei persoane.

7. Creează un mediu de lucru fără hărţuire sexuală. Nu permite comunicări sau activităţi inadecvate din punct de vedere sexual.

8. Sunt corecţi si echitabili în probleme financiare. Nu tolerează niciodată salarii, preţuri sau practici financiare injuste.

9. Comunică deschis cu subordonaţii. Nu caracterizează niciodată gresit persoanele, produsele, serviciile sau faptele.

10. Cultivă o atitudine pozitivă faţă de celelalte persoane si realizările acestora. Nu cedează tendinţelor de invidie sau tentaţiei de a-si însusi meritele muncii altora.

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