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## ALTRUISM, TRUST AND VOLUNTEERING

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**Abstract:** *The paper presents an exploration of the relationships that exist between the concepts of altruism (as a form of a rather deviant behavior in Western societies), trust (concept which is closely related to the concept of "social capital") and volunteering (social practice by which altruism is promoted and contributes to the development of trust).*

**Keywords:** *altruism, volunteering, trust.*

### 1. ALTRUISM WITHIN THE EUROPEAN CULTURAL DIMENSION

Nowadays, the concept of altruism rises keenly in the Western society 'based on the individual interest and priority', with a image of everyday behaviors outlined in selfish shades (Moscovici, 1994/1998, 61-62). Under these circumstances, the relationships between two people - between parents and children, teachers and students, so among people who care for each other – are marked by the uncertainty that falls upon the selfish or altruistic aspect of the other person's feelings or actions. Sometimes it gets so far as to question the nature of their actions and feelings.

In the European cultural dimension, where selfishness is accepted and altruism is rather being seen as deviance, the debate on the origins of altruism has already become an ancient one in the field of sciences on man. Auguste Comte described (in 1875) two types of helping behaviour based on different motivations: the selfish type ('the form of helping behaviour where the ultimate goal of those who offer it is to increase their own welfare') and the altruistic type ('the form of helping behaviour where the ultimate goal of those who offer it is to enhance the welfare of the other without getting anything in return') (Franzoi 1996, 476).

Starting from this, Serge Moscovici (1994/1998, 65-70) distinguishes three forms of altruism:

1) participatory altruism ('altruism without the other'), which doesn't address a specific individual, but the community as a whole. In this case 'the self and the other are not really distinct' but replace each other, and constantly change position;

2) fiduciary altruism - intended to support the relationship between people and to reduce the distance between them. The emergence of this form of altruism is correlated with the degree of trust or distrust that individuals perceive or want to establish in their relationship;

3) normative altruism - based on the social representations of helping behaviours (classifications of help that has to be offered or the sacrifices that we have to consent to).

However, the existence of altruism has been challenged by both philosophers (under the 'hedonic paradox', which states that even the least selfish acts of an individual can produce a form of reward for that matter) and psychologists (especially those of behaviorist orientation, who categorically reject the idea that there is a behavior that can occur repeatedly without any form of reward).

## **2. EMOTIONS AND HELP**

In general, people who experience positive emotions show an accentuated trend of helping others, a trend that has multiple explanations: the positive emotional state leads to a more generous evaluation of personal resources (which may be involved in the intervention itself), correlates with a high level of attention to social factors, increases the confidence of the person concerned, including in terms of their ability to help others.

There are also negative emotions that may favor the emergence of pro-social behaviours, which in this case are motivated by the need to improve the emotional state of the person who offers help ('selfish' altruism) - according to the model of eliminating the emotional state (Cialdini, 1981). In this context, Wilhemina Wosinska (2004/2005, 262) stated that this model only works with negative emotions whose impact on their provisions lies in our power to change.

## **3. SOCIAL CAPITAL, TRUST AND VOLUNTEERING**

Petre Ilut (2009, 120) describes the relations of the 'social capital' concept with a number of other concepts it is strongly associated with: 'sociability', 'cohesion', 'solidarity', 'collective action', 'social networking', 'social efficiency' ('with some of them it intersects and almost overlaps'), focusing on the relationship with the concept of 'trust': 'Of all, however, more obvious seems to be the concept of «trust», which received multiple theoretical developments and it was very closely linked, in addition to «social capital», to concepts such as «love», «friendship», «social networking», «self», «social structure», «power», «time», «information», «forgiveness», «reconciliation»' (Ilut 2009, 120).

In a reference work dedicated to the concept of trust, Barbara A. Misztal (1996, 2) emphasized that 'the notion of trust ' is used increasingly more often by researchers in an attempt to explain the differences in levels of cooperation achieved in different social and political backgrounds. "

Regardless of the type of social capital, volunteering contributes to building trust in people (without which it wouldn't be possible to give and receive help disinterestedly), trust is seen as an essential form of social capital that contributes decisively to community development on long term closely related to the functioning of the democratic system.

Eleanor Brown and James M. Ferris (2007, 95) see social capital as an explanatory factor of individual generosity: when social capital is included in the 'equation of giving' direct influences of human capital (education) and religiosity decrease, suggesting that this factor has been underestimated so far and the investigation of social capital should be part of any approach of volunteering.

## **CONCLUSIONS**

For the reasons described above, it can be said that the skills and abilities developed by volunteers prepare them for an active social and political life, providing them with information and valuable resources on active participation, access to networks to mobilize

community resources, trust, tolerance and skills for building consensus with others and especially the acquisition of a state of *empowerment* ('the capacity of a social actor to self-sustain, to control their living environment' - Sandu, 2005, 215). The absence of this state makes most people not to engage in civic and political life. As such, between volunteering and democratic behavior/ active citizenship there is a positive relationship, and volunteering represents a social practice that should be promoted in societies with a low level of trust between the different categories of social partners, such as the Romanian society.

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SOCIO –  
HUMANITIES

## EVALUATION AND SOCIAL INFLUENCE IN SCHOOL EDUCATION

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***Abstract:** The paper reviews briefly the psychosocial perspective on evaluating school results and the main types of errors associated with them, as well as the influence of attribution within this process. Also, this perspective presents the description of the relationship between social influence and attitudinal change in education.*

***Keywords:** evaluation, social influence, attribution.*

### 1. THE PSYCHOSOCIAL PERSPECTIVE IN EDUCATION

In a work dedicated to the psychosocial perspective on education and training, Jean-Marc Monteil underlined the importance of the psychosocial perspective in this area, stating that 'education and training involve actors, determine or are determined by interactions, have social significance, reflect social stakes and finally, involve dynamics of development and individual and collective change' (Monteil, 1997, 9-10).

Starting from this statement, it is extremely useful to cover several elements of social school psychology that customize the knowledge about attribution (in relation to the assessment of pupils) and particularities of social influence encountered in school.

### 2. PRACTICE AND ERRORS IN EVALUATION

The stake of exploring how the assessment within school systems is carried out is an important one in the social life, in general, as the exams and diplomas play an important role in the Romanian society, with obvious consequences for the individual and social level. Getting a school assessment involves the issuing of an appreciative judgment, hence the multitude of forms practiced in education.

Research conducted in schools has gradually delineated a number of effects that influence how to assess students' written work (Monteil, 1997: 34-37):

- a) The order effect: the works corrected first are subject to an overestimated evaluation 'except for the very first one which suffers the opposite effect';
- b) The anchoring effect and the contrast effect, which make the same work, graded after a good or bad work, to be under- or over- evaluated;
- c) The effect of assimilation: under the influence of knowing about the student's previous performance on the evaluation, the evaluator's behavior shall be modified to reduce the distance between the grade to be given and the previous grade;

d) (Negatively) evaluative distortions due to the fact that the student comes from a 'low grades' class or from a socioeconomic disadvantaged environment.

The listed effects refer to the evaluators who only had written papers in front of them. The distortions in the assessment are more complex when evaluating face-to-face and the evaluative activity in general 'is accompanied by assessments made in terms of personality traits.' (Monteil, 1997, 37).

Specifically, starting with the increasing school performance, slightly stagnating or fluctuating (which is established legitimately as a result of school evaluations an illegitimate extrapolation is made concerning the personality traits of the student (who is either ' *trust worthy*', '*effortless and uninvolved*' or '*does not practice*'). In other words teachers 'forget' they only need to evaluate the results for the educational subjects they teach so they assess the student as a personality, especially their character. However, - obviously - most teachers do not have real possibilities to assess a person, simply because they do not know many aspects of his/her life (which might explain school performance).

### **3. DISTORSIONS OF ATTRIBUTION IN EVALUATION**

The trend to extrapolate school results to the personality traits of the assessed person was explained through the theory of attribution (and the errors that occur in the process) and also as an effect of implicit theories of personality:

1. The fundamental error of attribution occurs whenever the assessor chooses to ignore the influence of situational factors on school performance, preferring to attribute their development exclusively to the person concerned;
2. Motivational biases, particularly teachers' defensive attributions - the trend to consider those with school failure as being solely liable for it and ignoring other situational or school factors that could cause the failure.
3. Implicit theories of personality have been invoked as an explanation of the distortions in the assessment, particularly regarding 'the Pygmalion effect' (Rosenthal and Jacobson, 1971): 'Students getting more effective performance at school, given that nothing objective allows prevision' (Chelcea and Ilut 2005, 129-130). This effect occurs due to the action in teachers of the 'Self - fulfilling prophecy' regarding the initial assessment of the intelligence level of students.

### **4. SOCIAL INFLUENCE AND ATTITUDINAL CHANGE IN EDUCATIONAL ENVIRONMENTS**

Any activity within the school intends to act on the conduct of students (through attitudinal change), exerting a wide range of social influences and obtaining various effects that can be classified into the categories described by Kelman: complacency to the educator requirements; identification with the teacher (desirable), internalization of educational influences exerted in school.

The influence exerted by teachers in school is usually performed by a discursive type communication (direct, immediate and emitted by a source with significant attributes). Therefore, the most common form of influence obtained is conformism that does not actually change the attitudes of the subject, but rather his conduct during the period when the influence is applied.

Of great importance is Jean-Marc Monteil's remark referring to the difficulty of the task undertaken by educators: 'The discursive influence process is only apparently easy' it means to master certain basic elements of persuasive communication in schools (Monteil, 1997, 132 -133)

- a. Attention should be given to special types of arguments used: a bilateral argument (presenting the pros and the cons) is appropriate for trained persons and an unilateral argumentation, which shows only the pros or only those contrary, proves especially effective with poorly educated people;
- b. The form of the conclusion adopted at the end of persuasive communication is important: an implicit conclusion is more effective than an explicit conclusion (we stress here the importance of the sense of freedom, free choice in interpersonal exchanges);
- c. All necessary precautions must be taken in case of any attempt to influence by appealing to fear. To avoid opposite effects to those intended, the message must provide the means to solve the problem and to indicate how the eventual hazard can be avoided;
- d. Avoiding distractions of any kind (noise etc.) potentially disruptive of educational communication, particularly in cases where the targets of influence are of the age at which focused attention capacity is not fully present.

In the social influence exerted in the school environment, particularly relevant for the educator's action are the techniques of interpersonal influence based on obedience.

To master these techniques means to be able to implement in the school context a certain 'technology of circumstances' (Joule and Beauvois, 1997) which would allow the production of desirable social influences, starting from a content of communication that is socially validated (contents of school education).

## CONCLUSIONS

In the current educational context, periodically marked by adverse developments and crises promptly reflected in the media, the psychosocial perspective on assessing and influence in education does not seem to be negligible.

Knowing different types of distortion in evaluation (both in terms of written works and face-to-face evaluations) and explaining these distortions from the perspective of attribution theory (especially regarding their extrapolation in terms of personality traits) should exist in any teacher's 'arsenal', in addition to the psychological and pedagogical elements acquired during the initial training.

Also, obtaining the same educational effect by forms of social influence that do not involve the exercise of power (which the teacher is invested with in relation to learners) appears to be a tempting alternative given that the lack of confidence in the educational system seems to spread a lot.

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SOCIO –  
HUMANITIES



## HYBRID PEDAGOGIES FOR HYBRID WAR

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**Abstract:** *Paper presents the main characteristics of hybrid war and the new requirements for military educational and training system related to the new challenges of these irregular threats. The hybrid wars require innovative thinking, a more flexibility in action, and enhanced cognitive skills. This paper lays out some findings of neuroscience. In this respect we can conclude that neuroscience should be used as a tool in educational policy. Knowing that the education is a powerful form of cognitive enhancement we consider that the neuroscience research could identify the mechanisms of learning and the sources of individual differences in learning ability in order to develop the cognitive skills needed in the hybrid framework of the battle.*

**Keywords:** *hybrid war, cognitive skills, sociology of neuroscience.*

### 1. HYBRID WAR – A NEW FRAMEWORK FOR THE MILITARY EDUCATIONAL AND TRAINING PERSPECTIVES

The hybrid war was identified by the numerous security analysts at least ten years ago. Frank Hoffman's paper on Hybrid Wars at The Potomac Institute for Policy Studies [1] presented a large interest for many military and policy leaders in U.S. Department of Defense and for major military educational institutions. As this paper reveals, hybrid threats incorporate a full range of different modes of warfare including conventional capabilities, irregular tactics and formations, terrorists acts including indiscriminate violence and coercion, and criminal disorder. During the history, many wars have had both regular and irregular components. However, in most of cases, these components occurred in different stages, theaters or formations. In Hybrid Wars, these forces are emerging into the same force in the same time and in the same battlespace.

According with Hoffman's study the emergence of this new type of war does not mean that the traditional warfare is disappeared. Contrary, beside conventional warfare the hybrid war will complicate the defense planning in the future. Even though the aim of this paper is not to present the complexity of this relatively new concept, we will analyze the main dimensions of it in closed relation with new challenges for education and training. Due to the influence of hybrid war we have to think at many other creative pedagogical approaches to develop innovative thinking and stimulate strategic thought. In my opinion this could be very provocative circumstances for military education and training system who is recognized as promoting more obedience, conformity, compliance instead of initiative, creativity and critical thinking. In this respect, the same author expressed the view on role of education as main factor for enhanced readiness.

So, the required cognitive skills to cope with difficulties provoked by hybrid warfare are recognized as the main human capabilities, as it requires mental agility and tolerance for ambiguity or uncertainty to recognize or quickly adapt to the unknown. Also, beside decision-making skills and tactical abilities of our military leaders, the military educational policy could comprise specific actions in order to design and develop the military learning organization as proper educational environment for preparing the future graduates as *Hybrid Warriors* in diverse educational experiences, equipped with all required traditional and new skills, including or together with abilities from domain as cultural intelligence, cyber defense and public diplomacy. This will require not just to modify our mindset but also, in order to achieve all requirements for confronting new mode of war, a rapid adaptation at both individual and institutional level.

In fact, there are also many opinions which consider “Hybrid War” as a combination of previously defined types of warfare, whether conventional, irregular, political or information. More recently, Frank Hoffman defined the hybrid threat as, “Any adversary that simultaneously employs a tailored mix of conventional weapons, irregular tactics, terrorism, and criminal behavior in the same time and battle space to obtain their political objectives.” [2].

Russell Glenn analyses the inconsistent usage of the various manifestations of hybrid warfare. In this context, he concludes that even though are many authors who consider “none-too-consistent usage of the term in light of its applicability to the security challenges of today and tomorrow” he argues that hybrid conflict is ultimately a concept whose character is better described in terms of other constructs that offer superior clarity and will be better understood by students of conflict, that the term may serve to educate even if the concept represents nothing new. [3].

The literature regarding the future security environment has not a precise definition of hybrid war. However, all definitions of hybrid war tend to emphasize the blending of regular and irregular approaches to warfare in novel and unexpected ways. Therefore, within the recent strategies designed for planning and conducting of military operations, in opposition with the material approach, based on the use of violence for political ends and founded on the belief that physical or material advantages represent a decisive advantage on the battlefield, a complementary approach is developing, the cognitive approach.

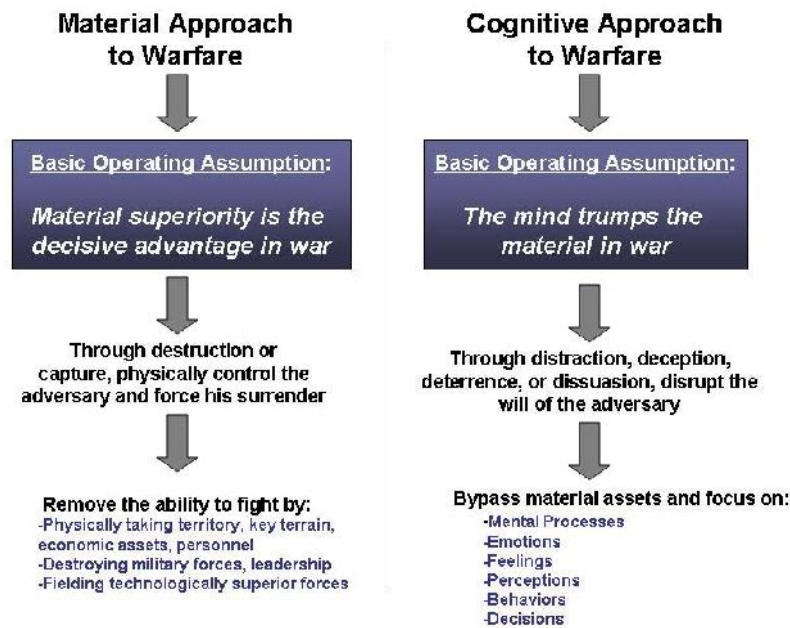


FIG.1. Approaches to Warfare.

Source: D.Sadowski and J. Becker, *Beyond the “Hybrid” Threat: Asserting the Essential Unity of Warfare*, <http://smallwarsjournal.com>

The cognitive approach to warfare is based on the notion that the will of the adversary is central in war. In this approach, belligerents attempt to bypass the material assets of an adversary altogether and focus on the mind, mental processes, emotions, feelings, perceptions, behaviors, and decisions of a person, group, nation, or other community. “By its nature, it is less expensive than the material style of warfare but, to be effective, it also requires a significant level of professional competence, in addition to intangible cultural factors such as social trust, a high degree of discipline, and ideological cohesion.” [4]. According to NATO’s new strategic concept of 2010, hybrid threats are “those posed by adversaries, with the ability to simultaneously employ conventional and non-conventional means adaptively in pursuit of their objectives.” [5].

## 2. COGNITIVE SKILLS TO COPE WITH HYBRID WARFARE

Hybridity of war requests the use of both material and cognitive approaches to warfare, or, with other words, it needs both training and education. As argument for this assumption we use the main ideas and conclusions gathered from a conference organized by Marine Corps Training and Education Command and the United States Naval Academy in 2007 [6], whose paper argued that without a clear understanding of the role of training and education - to regularize the competencies associated with irregular war - all efforts to transform Professional Military Education (PME) to meet new challenges may fail. LtGen Sir John Kiszely (Defence Academy, UK) consider that the educational requirement is far more about teaching officers “*how to think*” than “*what to think.*” He claims that all armed forces need to recognize that grounded on training and doctrine alone as tools for achieving success in post-modern warfare is improper, and that an important factor in the process—more important than in modern warfare—is education. He appreciates the role of education to focus on the development of minds, the development of understanding, wisdom and good judgement and concludes that militaries will need more time for professional military education.

Regarding the role of PME in producing paradigm shifts, Howard Coombs (Queen's University at Kingston, Canada) stressed the role of cultural and cognitive abilities in the contemporary conflict environments. Gil Ariely (Israeli Defense Forces) proposed that requisite qualities for learning are learnable, and appreciated that the result is an adaptive ability that may act as a catalyst for change, so necessary in very dynamic and volatile environment of the war. This vital ability for military organizational evolution should be pedagogically installed through education of commanders in order to help transform the military to develop real-time adaptive-abilities.

According with David Betz (Department of War Studies, King's College, London), the skills evoked by irregular war share some interesting characteristics: they are not strictly 'military' (or indeed principally military in most instances); they are best learned outside of a uniformly military institution; they are depending on the synthesis of deep knowledge across fields, through an integrated programme of study including aspects of political and military history, strategy, international relations, and area studies. Another retained idea from Betz's paper is that if change is the new norm then continuous learning throughout one's career is essential.

From Joseph J. Thomas, director at Lejeune Leadership Institute, Marine Corps University, who is starting from the overall premise that the first step in inculcating a spirit of adaptability is to change the way we teach rather than to simply change what is taught, we retained that a new balance between training and education should be established.

So, an asymmetrical environment calls upon a mind-set not often encountered in entry level training or occupational specialty producing schools. Those environments are organized around the principle that knowledge, skills, and abilities will be provided and assessed. They are *training*. The asymmetric fight does demand thoroughly trained individuals, but recall the axiom "***we train for certainty and educate for uncertainty.***" Education is, in this context, paramount. Speaking on the importance of developing adaptive leaders, he stressed the need of change. "*If the current and future battlefield can be characterized by an uncertain non-uniformed enemy, vague and rapidly changing missions, cultural sensitivity of war-fighters, and a chaotic environment, then leadership development models crafted in times of a certain and predictable enemy, leadership roles, and methods of fighting must be changed*". [7]

In this regard, there is a large opinion according to that we have to identify and deliver the well-adjusted combination of training and education. Therefore, training is viewed as learning process focused on technical and procedural abilities or standard solutions (certainty) applied by personnel to predictable circumstances, *a familiar problem in a familiar context*. Complementary, on the other hand, education is viewed as process by which we transform the theoretical knowledge of the soldier into cognitive skills such as critical thinking, problem-solving, communication and cross-cultural competence, interpersonal skills and cultural flexibility, tolerance for ambiguity, selfregulation, and social initiative. Shortly speaking, all of these represent skills needed to thrive or adapt to VUCA environments (Volatile - rate of change; Uncertain - lack of predictability; Complex - diversity and chaos; Ambiguous - haziness of reality).

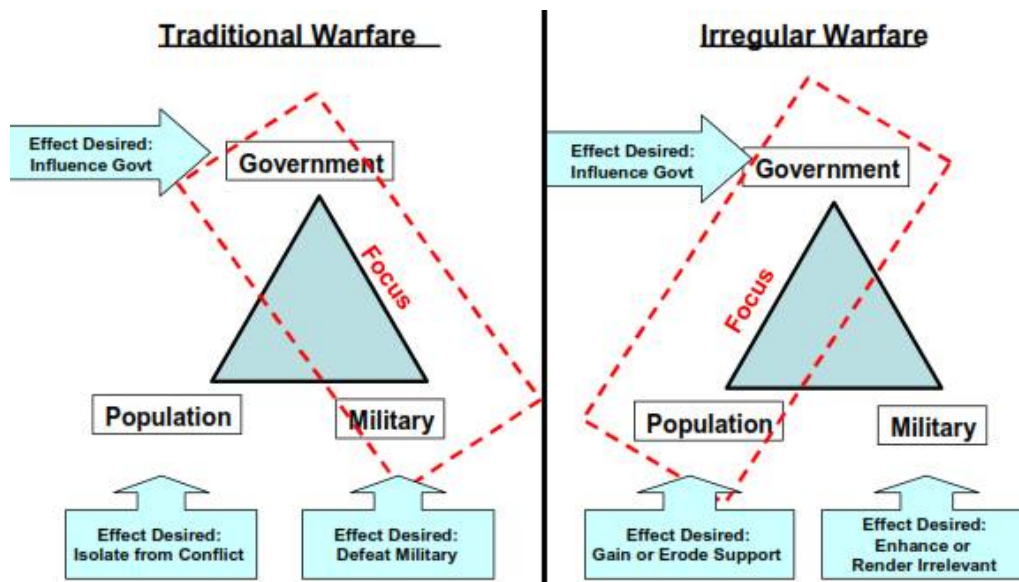
Another presenter at the above mentioned conference, Miriam Weinstein from Israeli Defence Forces Ground Forces Command – Military Psychology Centre, argued that success in the military is not one-dimensional, but consists of different aspects—such as adaptability to the system, combat effectiveness, and suitability for command. In this respect, military action requires distinct qualities for different contexts and the qualities required in training may be different from those in actual fighting, i.e. independence, tolerance to changes, etc. Also, according with Bill Monfries, Head of Education and

Training Systems Branch at Royal Australian Army Educational Corps, the soldiers and military units must be cognitively ready. Cognitive readiness represents the potential of individuals and units to perform well in combat or other military operations, based on an assessment of their mental preparation. In this respect he mentioned the following aspects regarding the cognitive readiness:

- The factors that determine cognitive readiness are associated with not only the traditional cognitive (thinking) factors, but also personality and disposition, motivation and emotion, and beliefs and attitudes.
- Cognitive readiness is a significant concept associated with critical thinking and problem solving for soldiers who must adapt quickly to rapidly emerging, unforeseen challenges.
- In the ordinary course of training, individuals and units must be prepared for tasks that are anticipated for mission success. But the readiness of individuals and units to acquire the additional capabilities required to meet the unexpected, unforeseen challenges associated with the asymmetric battle space is an increasingly vital element of their preparation. Cognitive readiness is a measure of that preparation.

Nick Marano, (Marine Corps Training and Education Command, USA), presented the main paradigm shift between traditional warfare and irregular warfare, the last one being based on the use of indirect, non-conventional methods and means to subvert, erode, and exhaust an adversary rather than defeat him through direct conventional military confrontation.

The figure 2 presents different focus of operations within irregular warfare on the erosion of an adversary's power, influence and will, and gaining the support of the population.



**FIG.2. Differences between traditional warfare and irregular warfare**

Source: Nick Marano, *Building Small Unit Leaders in the Long War*, Marine Corps Training and Education Command

### 3. NEUROSCIENCE AND TECHNOLOGY DEVELOPMENT AS SUPPORT OF COGNITIVE PERFORMANCE AND READINESS

Among military services is observed a very high interest and concern on enhancement of cognitive performance of their own soldiers or reducing performance of an enemy military force's ability to fight by applying different findings of neurosciences or using the development of technologies in order to modify natural human physical and cognitive performance [8].

Cognitive enhancement usually refers to increased mental prowess, for instance, increased problem-solving ability or memory. Such enhancement is usually linked with the use of drugs or sophisticated technology. However, when compared with these means, education seems the most broadly and consistently successful cognitive enhancer of all. Education provides, for instance, access to strategies for abstract thought, such as algebra or logic, which can be applied in solving a vast range of problems and can increase mental flexibility. Literacy and numeracy change the human brain, also enable human beings to perform feats that would not be possible without these cultural tools, including the achievements of science [9]. Sum up, neuroscience researchers from Science Policy Centre, The Royal Society, UK, concluded that education is a powerful form of cognitive enhancement. According to them, findings from neuroscience and cognitive enhancement include the following:

- Education can build up an individual's cognitive reserve and resilience, that is, their adaptive response to stressful and traumatic events and illness, including brain injury, mental disorder, and normal ageing. Cognitive reserve and resilience can be built up at any point during life. Research on cognitive reserve has found an inverse relationship between educational attainment and risk of dementia, which means that keeping the mind active slows cognitive decline and improves cognitive abilities in older adults;

- Physical health, exercise, sleep and nutrition are crucial to physical and mental wellbeing and their effects on cognitive functions are mediated by the brain. For example, neuroscience research on sleep and sleep deprivation can explain some highly specific effects on memory and other mental functions. Both physical and mental exercise are known to benefit older people, for example by acting as protective factors against, and reducing the symptomatic impact of dementia;

- Pharmacological cognitive enhancers, sometimes referred to as *smart drugs*, are typically prescribed to counteract cognitive deficits in diagnosed conditions. But they are increasingly being used *off-licence* in people with normal brain function, along with many other over-the-counter drugs. These smart drugs have been used to overcome jet-lag, reduce the need for sleep, and boost motivation and concentration, by affecting the role of neurotransmitters in certain cognitive processes.

The emerging field of educational neuroscience presents opportunities as well as challenges for education. It provides means to develop a common language and bridge the gulf between educators, psychologists and neuroscientists. Therefore, some recommendations given by the experts are as follows:

- Neuroscience should be used as a tool in educational policy. Neuroscience evidence should inform the assessment of different education policy options and their impacts where available and relevant. Neuroscience evidence should also be considered in diverse policy areas such as health and employment. Stronger links within the research community and between researchers and the education system are needed in order to improve understanding of the implications of neuroscience for education.

- Findings from neuroscience that characterise different learning processes can support and enhance teachers' own experiences of how individuals learn. These findings can be used to inform alternative teaching approaches for learners of different abilities.

- Neuroscience can make valuable contributions to the development of adaptive technologies for learning. New educational technologies provide opportunities for personalised learning that our education system cannot otherwise afford.

However, new findings and knowledge from neuroscience suggests a number of potential military applications [9]. These can be divided into two main goals:

- performance enhancement, i.e. improving the efficiency of one's own forces;
- performance degradation, i.e. diminishing the performance of one's enemy.

There are several areas in which advances in neuroscience might confer performance advantages in a military context, namely recruitment, training, operational performance and rehabilitation. Throughout history the military's need for technical innovation has proved a powerful stimulus for scientific research. According with the new findings, with advances in neuroscience and our increased understanding of the brain, potential military applications for the enhancement of personnel have never been so prominent.

## CONCLUSIONS

Among specialists on the national security policy, there is a relatively new debate on the nature of future threats and, related to it, on the capabilities that will be required to maintain competitive military forces.

The ability to achieve balance between material and cognitive approaches to warfighting is both the essence of the future threat, as well as part of the struggle to build a force that is *adaptive* in organizational design, capabilities development, and campaign design and execution.

Applying the existing NATO doctrines and directives against hybrid threats / challenges is particularly difficult, because in the most cases the multi-layered hybrid tactics are designed to stay below NATO's response threshold. Additionally the hybrid adversary is very flexible and adapts quickly to the changing conditions. In response to the conflict in Ukraine, on the Wales Summit NATO has decided to take on an ambitious task: developing a set of tools to deter and defend against adversaries waging hybrid warfare. During the NATO Foreign Ministers Conference in May 2015 (Turkey) NATO and EU decided to intensify co-operation against hybrid warfare.

I have argued that to move beyond the realm of hybrid wars and threats, it is necessary to examine the present context of pedagogies concerned with military training and education. Failure to address these hybrid aspects of pedagogy can lead to the assumption that educational solutions to contemporary battlefield problems are to be found the addition of more science based military training and education for adaptability to VUCA environments.

Even the most progressive of current curricula approaches requires reflection on pedagogy in terms of questions of theory and educational practice. I have argued that new kind of threats or hybrid wars offer openings for rethinking military education through hybrid pedagogies, but are limited due to the idea that mentality changes have to start from military decision makers, an assumption that should set *education* in advance of particular *training* related to predictable circumstances or contexts. This is not a plea to an absolute solution; it is also a mistake to accord privilege to one or another forms of military grounding, education or training, to traditional or to irregular approach of warfare.

Finally, I have tried to suggest that new pedagogies have to be well-balanced between preparing for both traditional and irregular military actions, to stress more on critical thinking, problem-solving, communication and cross-cultural competence, interpersonal skills and cultural flexibility, tolerance for ambiguity and needed changes, selfregulation, and social initiative and to avoid promotion of obedience and non-rational compliance by education among future military professionals.

The article reveals concerns arising at least ten years ago among foreign military specialists and scholars on the new or hybrid pedagogies with a clear intention or hope that similar efforts would be made by the Romanian military pedagogy in order to find adequate educational solutions for the development of cognitive skills to ensure a cognitive readiness of the military personnel.

**Disclaimer;** Any opinions, findings, conclusions, or recommendations expressed in this paper are those of the author and do not reflect the view of the organization.

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## CHILD ABUSE. CASE STUDY

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**Abstract:** *The family represents for the child, the universe of his existence, and the parents, the family are the stability poles of this universe. When the family environment, rather than being one of comfort and safety becomes a place of deprivation, pain and violence, the child is the one who will suffer the most from the effects of these disorders and conflicts.*

*This work refers to the counselling of abused children and includes a case study on a case of sexual abuse of a minor. We offer practical suggestions on how parents and school can intervene in the education of children so that they grow to become happy, balanced and efficient adults.*

**Keywords:** *sexual abuse, maltreatment, case study, psychological counseling.*

### 1. INTRODUCTION

The family has the central role in ensuring the necessary conditions for the transition through the stages of childhood development, conditions underlying the individual's personality structure. How it interacts, the affective climate and its socio-cultural model are important in social integration and the establishment of social components.

For most parents, getting to understand children, is the work of a lifetime, because each child is different in a unique way. When a child feels misunderstood, rejected and manipulated, he can develop bitterness, conflict or rebellion at the psychological level. Often this happens when parents force severely their ideas on how the child should be educated.

Completely dependent on adults and with their personality in training and development, with a still unstable character, children can easily be target for aggressive behavior and antisociality trends from the adult embodied in various manifestations which have adverse consequences on the development of children's personality.

The treatment and rehabilitation of children victims of abuse is a guarantee for a future adult balanced and adjusted, preventing the perpetuation of the abuse. The abuse requires psychological, medical and social intervention and recovery, conducted by a team of specialists who can use specific techniques.

This work refers to the counselling of abused children and includes a case study on a case of sexual abuse of a minor. We offer practical suggestions on how parents and school can intervene in the education of children so that they grow to become happy, balanced and efficient adults.

### 2. DETERMINANT FACTORS OF ABUSING MINORS

In explaining the phenomenon of child abuse some researchers focus on the pathology of the author of ill-treatment as the main etiology and they identify the following issues:

high scores on the psychopathology measurements, cognitive distortions, negative perceptions and unrealistic expectations towards children.

Some families who apply maltreatment are known by social professionals. It is very difficult for an abused child who comes from this environment to evolve. Even if the fact of growing up in an environment where violence reigns is an educational model, not all adults who were mistreated in their childhood become violent partners or parents. Conversely, not all adults who mistreat their children come from an environment where violence was exercised.

The focus is on family-related factors and environmental context, especially on the low level of education, unemployment, poverty, lack of social support. Parents who maltreat their children in a chronic manner prove a lower social participation. Their children are also less involved socially. A mother who lacks social support is likely to have relational problems with her child more than a mother who is not isolated. The dysfunctional social network of the family can participate in the etiology of child maltreatment.

Often this may be an act of transitory maltreatment related to the moment of crisis. For example, in the event of a divorce, the father can become violent towards the children and the mother can become depressed due to the problems she has to overcome. Once the crisis is over, the parents can restore an effective educational system, without violence or neglect.

### 3. SEXUAL ABUSE

Child sexual abuse can be defined as any participation by the child or a teenager in activities inappropriate to his age and psychosexual development, which he/she is unable to understand, activities the child is being put to through coercion, violence or seduction or which violate social taboos. This abuse includes: attracting, convincing, use, corruption, and forcing minors to participate in sexual activities or assisting another person during activities that serve adults to obtain pleasure.

Children who have been abused are under the terror of physical and mental violence, sexual abuse, severe neglect with serious consequences for their physical and mental development. The child who is abused, assaulted, suffers a distortion of social behavior. In the community the child is withdrawn, fearful, feels threatened, or on the contrary can be aggressive, vindictive, intolerant, domineering.

*Assessment and intervention* are two components of the process of aid support, each with specific purposes and are aimed at ensuring the biological and psychological needs of the child are met. Knowing the case does not stop at the evaluation stage, but on the other hand, the assessment must be conducted so as not to aggravate the child's condition, but to improve it by its curative aspects. With the accumulation of data about child abuse, it is necessary to clarify the boundaries that professionals must take into account in order to avoid exaggeration or understatements.

In cases of child abuse, the first aspect of the assessment is the *investigation* phase because it aims to gather information to confirm or refute the suspicion of committing ill-treatment by persons who are supposed to take care of the minor. The investigation is done by a professional, following the notification of child protection authorities, by the persons who are aware of any form of violence committed against the child or the child itself. The term of investigation has a legal connotation, referring to the gathering of information that could be used in case of a trial for the criminalization of the persons who have committed maltreatment against children.

The evaluation is a process that aims to establish the truth about what took place, in which circumstances was committed an abuse or a child was neglected and in which category of maltreatment those facts fall into. Another part of the evaluation is the *diagnosis*, which covers a special assessment area, namely the psychological diagnosis of the child's personality or persons who committed the abuse.

Psychological and psychodiagnostic evaluation of abused children as well as their families, is the first duty of a clinical psychologist for children and also the school counselor's, without requiring a process of special training. The objectives of child-centered and family psychological investigation do not replace the medical diagnosis approach, contributing through its own evaluation based on standardized methods, techniques and tools which are validated specifying the type, intensity and psychological consequences of the psychiatric and behavior disorder.

Child's assessment unlike adults', lies in the flexibility of how to approach them, the investigation being based on linking a large number of information, observations and psychodiagnostic objective measurements, testing.

#### 4. CASE STUDY

It is a method of qualitative research with a clinical character – it focuses on a detailed assessment of an individual or group in a real life context, using interviews, questionnaires, testimony, evidence, documents, etc. The individual case study focuses on a person trying to focus on their history, studying contextual influence factors and the specific features to the level of biological and psychological development, attitudes and behaviors manifested in certain type situations, psychological, educational, social and professional needs.

The working algorithm in the individual case study: choice of subject, establishing a plan and methodology for gathering information, documenting on the specificities of the subject, data collection, analysis and synthesis of information, analysis on how the specific needs of the subject can be meet.

##### CASE STUDY

##### **Psychological evaluation report**

**Name and Surname:** Daria

**Date and place of birth:** Rupea (11 years old)

**Date of the assessment:** 2015

Daria (11 years old) is the daughter of D. A. and D. M., in December 2015 she was a rape victim. Currently, the child is under protective measures at D.G.A.S.P.C. or emergency placement at the Center for Community Services, Rupea.

During the discussions with the child, her dispositional state was constant, good, without significant changes. Regarding the rape, Daria initially refuses to recount, but later with support from a psychologist at the center, open up, communicating without any particularly heavy emotions the acts she has been subjected to. At the beginning of her speech, the girl repeated several times that her mother knew nothing. The stating of the facts began with the day of the rape, which she speaks about hastily and without being emotional about the effect that rape has had on her, she also talks about the hospitalization and institutionalization.

Daria also declares that one day, when *"I was losing a lot of blood... my mother washed me and said to G. (the rapist uncle) that she was gonna take me to the hospital the next day ..."*

Because during the psychological evaluation we found out that Daria was exposed to numerous traumatic and critical situations and she was exposed to situations of neglect by her mother, it was considered necessary to keep the child in a safe environment, and for a period of time, visits from the mother were limited.

Also, given the effects that sexual abuse has on the development of a child - depressive states, anxiety, low self-image, emotional disorders, relationship problems, development of inappropriate sexual behavior when the child becomes an adult, etc., Daria should be included in an intensive program of psychological counseling.

▪ ***Psychological assessment***

The discussions with the child and the psychological evaluation took place at the Centre for Community Service and were made in the presence of a psychologist. In 2015 (immediately after the abuse) took place the first contact with the child to carry out the psychological assessment, but Daria had a depressive dispositional mood, with frequent episodes of crying, the accommodation in the center had not been yet created - the girl was visited almost daily by her mother and relatives (maternal grandmother, godmother of the child).

▪ ***Psychological instruments:***

The psychological observation, history, semistructured clinical interview, Standard Raven Matrices, Rey test memory, language, perception, projective techniques (Person Test, House test, Family test).

▪ ***Conclusions of the assessment***

The girl sets a good contact with the assessor, building a therapeutic relationship based on emotional security, unconditional acceptance and trust. She communicates easily with the relationship potential broadened in time, collaborating well to the evidence.

*Time-spatial orientation*, self- and allopsychic good. Laterality and orientation related to the body scheme perceived correctly.

No *movement abnormalities*. Some deficit to maintain and mobilize attention.

Low *Mnemonic capacity* at retaining and reproducing information in MSD; recalling events of MLD with slight hesitation or repetitive defense caused by emotional trauma.

*Language* - with no disorders in development but with poor vocabulary acquisitions, below the chronological age. The graphic motion and creative composition of language are deficient. Expressive facial expressions and posture consistent with the emotional state.

*Thinking* - the concrete operational stage shows a slowness at the operational level, the mathematical calculation is done with difficulty. Weak intellect (at the border with the liminar intellect) based on the lack of age appropriate stimulation:  $QI = 80$ ,  $VM = 7$  years and 8 months, perfectible.

*Emotions* - mixed emotional disorder with anxiety-depressive and maladaptive components, post-trauma. She presents an increased emotional lability, low resistance to frustration, excessive crying, being easily influenced. Volitional and motivational level raised, supported during the task.

Initially, in the family drawing only the parents and an older brother appeared, which indicates that the child has not established mentally, a well mapped place within the family.

Backed by questions and open discussion, she places herself in the drawing next to her mother, which may indicate a relation of attachment of the child to the mother. Projective tests and behavioral observations indicate a relation of attachment of the child both to the mother and brother, grandmother, sister, father and godmother.

*The psychosocial maturation level* - immaturity, low capacity for integration in the community, low adaptability to the new environment, low self-image, interacting problems, the development of a age-inappropriate sexual behavior.

*The level of personal autonomy* - presents age-appropriate self-care skills, which she practice by initiative in the center, tracing the limits of personal space.

There were identified feelings of anger or fear when confronted with remembering the abuse or after the exposure to allegations of a sexual nature. Severe disturbance of mood or emotions (eg. Long and frequent periods of depression, irritability, anxiety). The emergence of regressive behaviors (eg. Thumb sucking, baby language, enuresis). Increased mistrust towards others, manifested by social isolation and difficulty in maintaining close relationships.

### **Individual counseling in cases of sexual abuse**

#### ***Long term goals***

Stopping every sexual victimization of children, understanding, controlling emotions and behavior as consequences of resolving the trauma related to sexual abuse, resulting in abilities to establish and maintain close interpersonal relationships. Establishing appropriate limits and general rules for the family to minimize the possibility of sexual abuse in the future. Obtaining healing within the family system, proven by the verbal expression of forgiveness, the desire of liberation and to overcome the situation, eliminating denial from the girl and the family, placing the responsibility for the abuse to the aggressor and providing support for the victim. Building self-esteem and self-confidence, by showing an increased number of positive statements about herself and a wider participation in extracurricular activities.

#### ***Short term goals***

Full descriptions of the abuse, identifying the nature, frequency and duration of the abuse; identifying and expressing feelings related to the abuse; renouncing of secrecy and informing significant family members about the abuse; verbal demonstration of knowledge regarding the sexual abuse and its effects; verbalization of how the sexual abuse has influenced the life of the victim; decrease (intensity) of expressed feelings of shame or guilt and strengthening the belief in her innocence relate to the sexual abuse; stabilized mood and emotional intensity reduction of the sexual abuse.

Greater support and acceptance from family, improving socialization and increased number of friendly relations; the establishment and acceptance of appropriate limits on privacy within the family.

#### ***Specific interventions on sexual abuse (specific recommendations for the case under study)***

- The sustained growth in the level of confidence of the child in individual sessions by using eye contact, active listening, and unconditional positive glances, empathetic acceptance, aiming to boost her ability to identify and verbalize her feelings.
- Encouraging and supporting the child to express and clarify feelings associated with the sexual abuse, the use of individual therapeutic sessions to give the child the opportunity to express herself and work with her feelings;
- Using dolls with anatomical details to allow your child to verbalize and show how she was abused;
- Advising the family members to establish limits on privacy within the family;
- Identifying all ways in which significant family members will support the child;
- Guidance towards a group made up of children with similar experiences to get support for internalizing the belief that she is not the only one who went through what happened to her;

- Psychological evaluation of the child and / or other family members in order to detect severe psychological disorders;

### CONCLUSIONS

After analyzing the clinical history and the observation of personal evolution of institutionalized abused minors, we found increased prevalence of comorbidity of disorders due to stress with other pathological disorders. The factors with increased risk of triggering various disorders or behavior changes over time leading to social isolation, hostility, depression, etc., may be represented by the experience of abuse in infancy. Our study indicates that physical, sexual, emotional abuse of the child coexist with physical, emotional, medical, educational neglect, these methods of ill-treatment occurring in high levels and are repetitive and require protection of the abused child.

Counseling children aims to optimize self-awareness and personal development and remission of emotional, cognitive and behavioral problems. Group and individual psychological counseling of the child or family, informing parents about the possibilities of reintegration in the family environment, instrumentation of the therapeutic team with teaching methods and techniques for implementing recovery programs, awareness of the benefits of continuous activities are part of the conceptualization of the problems of the beneficiaries.

Psychotherapeutic interventions, supportive psychotherapy, psychodrama, integrative therapy, cognitive - behavioral therapy, relaxation methods and techniques are applied depending on the psycho-emotional , relational problem of every child - victim of an abuse.

Children need to be recognized values, to be rewarded for their achievements, understood when they are wrong and should be helped and supported to find appropriate solutions to the problems they face, in order to become balanced and responsible adults.

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## POSTMODERN FAMILY– COORDINATES AND TRENDS

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**Abstract:** *The family is considered a universal institution, specific of any human society. Like society, the family may be a kernel of understanding and explaining reality. Contemporary family is characterized by situations which often make it incapable to solve them by itself. The nuclear family is characterized by choosing the partner based on affection and freedom of choice and aims to mutual happiness of individuals. Modern couple is deeply marked by freedom of choice, having love as the central criterion and exercising their right to self-development. Problems in marriage can have strong effects on partners and often lead to negative states of sadness, anxiety, tension and even depression.*

*In spite of the difficulties encountered in time, family has proven to be viable as a dominant social institution and remained so for decades. Changes which have occurred do not necessarily replace family with an alternative, but rather modify some aspect of its existing structure. Analyzing family in terms of its future or lack thereof, the gradual trends involved do not offer support for the assumptions of an imminent decline of this institution.*

**Keywords:** *nuclear family, divorce, consensual partnership, dissolution of the couple, postmodern family.*

### 1. FAMILY AS THE PROTOTYPE OF SOCIETY

The family, an essential element that is part of the fundamental realities is considered a universal institution, characteristic to any human society. As the society or community nature of man, the family may be a kernel of understanding and explaining reality. As a biological being, the man is placed in a kinship group, i.e. individuals whose homogeneity and independence is related to their physical constitution itself.

Therefore, the family is the purest manifestation of human social life, which contours the profile of the first forms of collective coexistence. The first human communities, clans, tribes or primitive hordes were only loose family structures, kinship groups, where endogamy was the guarantor of group solidarity (primarily physical, of consanguinity). For a long time, actually, the family was the basis and model after which the society was built.

### 2. CONTEMPORARY TRENDS

Contemporary family is characterized by a constellation of problems and situations that often make it incapable to solve them by itself. As a unit / adult couple, it lives the complexity drama of economic, cultural and relational situations of our time. As a group of adults who build together social values, traditions and their own culture, the family feels the pressure of problems concerning economic recession, the culture crisis and interpersonal communication difficulties in recent years. Paradoxically, the more

perfected the means of mass communication become, the more a lack of interpersonal communication especially in terms of socio-affective relationships is felt and therefore, the concern to optimize generally and in various fields, the relationships among people, affective communication and negotiation techniques, cooperation and collaboration extends.

The accelerated pace of contemporary life requires people to adapt quickly to situations that are constantly changing and turn them into very busy people. In this context and in family life important changes have occurred. Even the term *family* began to be understood by specialists in a wider manner than the group composed of parents and their children. It is taken into account the degree of kinship, domestic group etc. Family group is defined by common residence, co-habitation and presence of children. Thus, the family is not only a socio-emotional unit but also a group where there are tensions and conflicts.

Not long ago, most marriages usually lasted until the death of one of the partners, but in recent decades lifestyle has changed. In recent decades we have seen a massive increase in the rate of divorce - a dissolution causing both emotional disorder and financial difficulties.

Even if we know that many relationships fail miserably, most couples are formed with the purpose and desire that their relationship to last. Both partners believe they will stick together and can not imagine the reasons that would make them separate. There is often a perfect fit between their interests, attitudes and lifestyle. Unfortunately, all these can be misleading. After a week, a month, a year or even half a century, the relationship is no longer what it was in the beginning, the partner seems to be a different person than the one known long ago. Choosing a partner has a decisive influence on the future. Joining two separate lives, perhaps even contrasting lifestyles creates a common lifestyle in which the two who have become a couple will live together. The nuclear family is characterized by choosing the partner based on affection and freedom of choice and aims to mutual happiness of individuals.

The modern couple is deeply marked by freedom of choice, having love as the central criterion and exercising their right to self-development. If the central criterion - love - disappears, the conjugal union loses its reason to be (Baran-Pescaru, 2004). Most researchers consider that the main reason for the increasing divorce rate that characterizes the contemporary society is precisely the choice of marriage partner after a preponderant criterion, namely, that of affection and romantic love.

Marriage was and is usually associated with stability, morality, harmony, balance. At the opposite pole stands divorce, i.e., instability, imbalance. This bipolar perception shows its limits currently.

### **3. DIFFICULTIES IN COUPLE RELATIONSHIPS**

Conjugal partners can go through difficult periods and these periods sometimes reach a point where the two, deeply disappointed by each other, begin to wonder if they want to continue to stay married. Usually couples who achieve a high level of disappointment argue a lot and their arguments do not lead to resolution, but to a greater wear of the relationship. Other couples who experience great difficulties may not argue at all, but they live an increasingly feeling that tells them they don't share anything anymore. Partners who are facing these problems cease to do nice things for each other, stop communicating, lose their mutual feelings, their friendship and sex life.

There are also other signs of a serious deadlock in a marriage: contempt, withdrawal, violence and a complete loss of any connection with the partner. It is important to know



that all this happens not only to married couples but are possible in any long-term relationship.

Sometimes couple problems relate only to the communication relationship and solving certain situations, fights, contradictory discussions, things about intimacy and sexuality. This kind of problems begin to occur in couples who can not communicate, do not know how to give each other the support they need. There are couples who get along very well at the beginning of the relationship, during the romantic period, but the partners are not yet ready for a long-term relationship and then is when disagreements arise.

Studies show that the risk of difficulties to occur in marriage is high at the beginning and it increases after the periods of transition in which children are born or when children reach adolescence (Voinea, 1996). Sometimes problems can be directly linked to individual problems of one partner, such as substance abuse, alcohol and others.

Marriages that work well can be deeply troubled by a terrible event like infidelity of one partner. (Bistriceanu, 2005).

Problems that occur in marriage can have powerful effects on partners, often leading to negative states of sadness, anxiety, tension and even depression. If these conditions are prolonged, they can have an effect on physical health. Also the effects on the family may be profound when conflicts are ample, children raised in a conflictual environment will themselves have more difficulties than other children.

Divorce – a psychosocial complex phenomenon which is the final form of the dissolution of conjugal life, changing the life of partners and their descendants. It determined tension, conflicts, frustration and dissatisfaction whose effects extend beyond the pronouncement of the court. Understood as a prescribed social and legal way of dissolution of the marriage (Ilut, 2005), the divorce is actually the last step in a process of erosion and dissolution of the family couple.

At first glance, like marriage, divorce seems to be the result of individual choices and desires of the partners. Systematic analysis of divorce reveals that it can be determined by economic, cultural, psychological, religious factors etc. that work on the partners, inside and outside couples.

As a phenomenon, divorce can be prevented by the action of factors that contribute to the strengthening of marriage and the family. The social factors that can limit the phenomenon of divorce are: prosperous state of health, social protection of population, a pro-family attitude of the population, intolerance of divorce, religious and legal prohibitions. But in the current context, some of these factors can be perceived as being in direct contradiction with human rights.

The contemporary society is facing an increasing number of extramarital relations, consensual unions, divorces with breakdowns of the classic family. The frequency of these events is determined by the processes of industrialization, urbanization, the increasing levels of education and emancipation of women, economic reasons, unemployment, poverty.

Although some general social factors may act on the dissolution of couples, divorce remains the ultimate decision of the partners to separate, to end the existing conjugal union, to try another form of cohabitation, contracting another marriage or living without a partner. Essential in the breakup of a family we find the following factors acting from within the couple: insufficient knowledge of their partner, lack of love, early marriage, significant differences in age between the partners, differences in instruction and education, infidelity, aggressive behavior, differences regarding children's education etc.

The higher the rate of divorce, the more visible and accepted separation becomes; by changing the mentality on divorce, it is no longer considered as a failure but as a solution, a positive response to a critical situation. With this new concept of divorce, which appears

as a start for a better life, positive consequences are presumed, but the surrounding reality, as well as the investigational data also show us the multitude of negative consequences

Regarding the two partners, the psychological effects depend a lot on children, whether or not they exist, on the affective investment made in the marriage, on who initiated the divorce, the value of partners on the erotic and marital market, on the number of relatives and friends of each of the partners.

There are multiple consequences on children. In traditional societies there is a tendency to stigmatize the child whose parents are separated. In modern urban society, this hardly matters. There are a number of psychological effects in relation to the identification of the role of sex and forming attitudes towards family and work.

Divorce causes important consequences for family members at the economic, social, psychological and legal levels. The ties that have united the spouses in marriage cease with divorce, previously set common goals can not be achieved anymore and family relationships break up and leave room for tense and conflictual relations,.

It is said that life is a series of decisions to be taken. We note with regret that, as a rule, the most important decisions are the easiest to pass by. And the choice of the spouse is a special decision, extremely complex, one of the most important in our life. To not set time aside and to not put energy in this decision leads to a premature damage the relationship.

In such cases, the trend must be one of change and not repair. Every relationship suffers in time, but the differentiation is made in terms of values disputed. There are stable and strong relations, where the bond between partners is not achieved through material goods or number of offspring procreated, but simply by the need of one another. Marital problems of this type require only some "adjustments" which are made most efficiently by partners awareness of their status.

According to Maslow's theory on the individual's needs, we can categorize the disfunctionalities of the couple. The first two levels of needs (when they are not met) cause most problems that can be solved very simply by using surrogacy. Marriage is the unity between the two partners, at least theoretically. Practically, it is a unit controlled simultaneously by two different judgments.

This ancient observation serves as motivation to support the idea that every family should have one "head" (usually the man!). This is not the solution, it is only a temporary and convenient solution. Effective non-involvement in decision making of the "secondary part" (usually the woman!) often leads to the permanent alteration of the relationship.

The causes are numerous, predominantly among them we find pride, which not only is responsible for altering the relationship, but prevents dynamic, and often unconsciously, solving the problems occurred by the mere refusal of any kind of help. In couple relationships there are clear rights and obligations. Yes, but these are part of the truths that should never be materialized into words. Their compliance must be instinctive. Mentioning them, drawing attention to them will always bring the desired result, but will also open a new source of problems, so the result is a very short-term workaround.

In any family, a divorce can be interpreted as a dramatic agent of change. We refer to a change in the personal, interior, intimate level of each of those involved. Even though we currently witness more separations it does not mean that they are less painful. When a family is in crisis it is the duty of all to help to some extent, to intervene. It is a collective responsibility still not too well understood, to protect those involved in divorce. Adults divorce each other, but not their children, but for the latter, the perspective seems most often negative.

The family has proven to be viable as a dominant social institution and remained so for decades. Changes which have occurred do not necessarily replace family with an alternative, but rather modify some aspect of its existing structure. Analyzing family from the perspective of the future or the lack thereof, the gradual trends involved offer no support to the assumptions of an imminent decline of this institution.

Currently, the family is in a transition process that is expected to continue for at least a generation, since many of these changes involve the middle-aged and the family interaction patterns for youth are still developing.

Contemporary authors of some controversial studies regarding modern family evolution, such as Judith Stacey, talk about a new concept regarding the interpretation of the direction toward which the contemporary family is oriented. Recent decades led to derisory the concept of modern family, replacing it with a wide range of family arrangements, with which we accustom harder and we reorganize frequently, due to changes in the occupational and personal context.

The term *postmodern* is used here to indicate the disputed, ambivalent and indecisive nature of the family today. Postmodernism does not necessarily mean a new stage of family development. It involves a kind of Brownian motion, because people are inspired by old family patterns, but also try the new. The postmodern family is more democratic, but this occurs at the cost of an instability inducing relativity within the couple, since its founding.

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SOCIO –  
HUMANITIES

## PSYCHOBEHAVIOURAL IMPLICATIONS OF THE CIRCADIAN RHYTHM DISORDER

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**Abstract:** *Circadian rhythm is a cycle of biochemical, physiological or behavioural processes of approx. 24 hours, belonging to living entities, including plants, animals. Many studies showed the removal from any time measurement source, internal "time" seems to operate for a long day of approx. 25 hours. When biological time is desynchronized to that of the society, dysfunctionalities start appearing at physical, mental and behavioural level which shall influence sleep, hormone secretions, body temperature etc. The desynchronizations arisen due to the disorder of circadian rhythm may be an aggravating factor for the appearance of chronic diseases, from high blood pressure, to diabetes mellitus, depression and even cancer.*

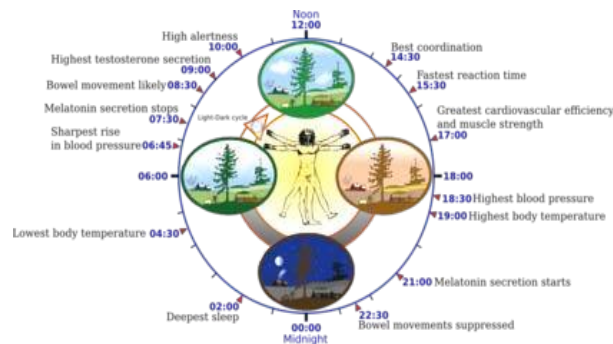
**Keywords:** *circadian rhythm, time belt, disorders, effect, health, management.*

Circadian rhythm is involved in days related temporization but it also is an element in the body physiological and behavioural adaptation, to passing to a new season. Recent measurements performed by Harvard professors showed that such rhythm has 24 hours and 11 minutes, the internal duration of a day being the same for the young, and for the elderly. Many of the functions of the body have a circadian rhythm, from sleep-awake cycle, to the vital signs of the body. As science becomes more and more exact in its measurements, more and more circadian rhythms are recognized; therefore, they recently discovered that bones growth takes place according to circadian rhythm. The human body represents a miraculous universal biological oscillator, subordinated to endogenous stimuli (genetic signals of pace-makers) and environmental factors (zeitgeber – time synchronizers), biorhythms depend upon. Bioperiodicity is a fundamental property of the living matter. The common element of time course is represented by biological rhythms, as all biological functions develop with time. The period of a biological rhythm is well profiled, which reflects the individual, hereditary character, and therefore, transmissible to following generations. The human being is born as such, not only with spatial biological structure, but also temporal.

Physiologically speaking, recent studies showed that circadian rhythm consists of a set of interconnected proteins which have the capacity to generate their own rhythm. Cell physiology is object of an internal "watch" with the length of 24 hours, which consists of interconnected molecular loops. This human biological clock is genetically printed, there existing in our brains a type of "heart stimulator" placed inside the suprachiasmatic nuclei being deeply influenced by factors like light, temperature of the surrounding environment, sleep, social contact, physical activity, and even regular table intervals. Neurotransmitters, neuromodulators and neuropeptides are those controlling the operation of the "circadian watch". Neurobiology of time (chronobiology), with biological infradian

rhythms – more than 24 hours, circadian - 24 hours, and ultradian – below 24 hours is often reminded in biorhythm disorders, major role disorders in the etiology of psychic or other morbidities. In practical activity, chronobiology is used as treatment guide and as source of additional information. Leaving from the idea that all the functions of the body are object of regulate temporal cycles for “opening” (maximum activity) and “for closure” (minimum activity), the use of chronobiology allows depending on the moment the cure of an organ, by administration of remedies during the hours of maximum activity. Our body has a number of 3 regulating times: epiphysis – regulated for 24 hours – endogen rhythm; hypothalamus – regulated adjusted per cycle light / dark; cortex – regulated adjusted per social rhythms.

In vivo, the cells of the nervous system must synchronize not only the day-night cycle, but also coordinate amongst them in order to coordinate circadian behaviour. The lack of coordination may allow peripheral oscillators to anticipate and to quickly respond not only in case of signals transmitted by the CNS, but also to behaviour related physiological signals. More and more evidence shows that the ability to react to larger or smaller perturbations of the light/dark cycle is important in order to preserve healthy metabolic function. The imbalance of the biological clock may lead to much more than sleeping problems, the negative impact on the health condition and general welfare of the body and normal processes in the body, leading to the deregulation of the levels of hormones, obesity, depression, diabetes etc.



**Implications for the circadian rhythm for certain diseases**

Recent studies showed that circadian rhythm is involved in the incidence of certain heart and cerebral-vascular events, like myocardial infarction, sudden cardiac death or heart attack. They are intensively studying pathophysiology and the mechanisms which determine such variations, as well as the effect of various drugs for such circadian rhythms. They also noticed that circadian rhythm may lead to a series of changes as related to body tolerance and to the way cancer tumours respond to anti-cancer agents. It is possible for the circadian rhythm to have implications as well for cancer development, therefore, they have been initiating and performing medical tests which showed by now the effectiveness of the principle of chronotherapy, that is, treatment based on circadian rhythm. Chronotherapy has presenting by now potential for the improvement of treatment options for cancer, as well as for the development of new anticancer agents.

There are diseases, amongst which depressions, with seasonal pattern, exacerbating during colder periods of the year. Circadian rhythm is perturbed, more serious symptoms appearing in the morning, with a slight improvement in the afternoon and evening. Specialists drew the conclusion that most of the symptoms of depression are tightly related to circadian rhythm, like variations of the disposition during a day, deregulations at the level of awake-sleep cycle and periodical recurrences of the disease. As well, there

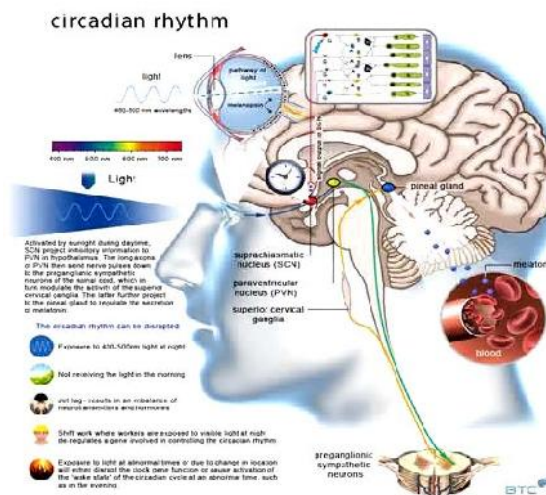
appear for depressive persons frequent deregulations of the circadian rhythm at the level of the body temperature or endocrine and metabolic parameters (secretion of cortisol, thyroid-stimulating hormone, melatonin and monoamine), much more often than in case of healthy individuals. They are also added sleep related issues: depressive patients with melancholic symptoms wake up earlier and undergo aggravation of their state of spirit in the morning. The abnormalities of the circadian rhythm noticed in case of depressive people suggest a possible degradation at physiological level of the circadian system. As well, in case of people with Alzheimer the rest-activity rhythm is deeply affected and correlated with the seriousness level of dementia, their affectation being more serious in case of patients being administered sedatives. Anxiety is a dangerous condition which may appear amongst the flight crew, in case of long time overloads. It is expressed by unrest, mistrust, concern related to what can happen, reactions which lead to strongly generalized fear. An anxious person shall react weakly, which may be easily noticed by another experimented person (a flight trainer or a cabin mate) due to the following signs:

- physical discomfort - expressed by sweat, nervous agitation, dryness of the mouth, heavy breath, palpitations and growth of heart frequency;
- improper conduct like laughing or singing during improper situations, careful self-control, over-cooperation, quick emotional changes, impulsivity or extreme passivity;
- changes of the state of soul, from welfare to depression;
- irrational conduct to other persons, useless fury, irritable and gross behaviour etc;
- tiredness - extreme and deep tiresome which may come from exposure to overloads for long periods of time;
- incorrect reasoning, weak focus or focus on one element only, detrimental to the other, incapacity to ordinate priorities, omission of points from the algorithm of operations (like the omission of the use of the flap at final closure or incapacity to perform routine control of the cabin).

A person in such status may undergo personality changes, a labile behaviour and improper attitude to the people around him/her which leads to low results. Manifestations may start with stomach- and headaches, tendency to drink, smoke and eat in excess. All this lead to premises of accidents. Anxiety is a dangerous disease for a pilot and it is extremely important for it to be lowered before the flight. It is recommended to consult the specialty physician, but, the best antidote is to remove the cause (if identified), as much as possible, and profound relaxation.

Circadian rhythm influences as well the metabolism. More than that, circadian rhythm and metabolism are closely related molecularly. Daily variations between awake/feeding /anabolism and sleep/post/catabolism are coordinated by the internal "clock" from the hypothalamus, connected, in its turn, to surrounding light. There are, in case of metabolism, secondary "clocks", represented by the liver, pancreas and adipose tissues, synchronized with the main clock, but unlike it, they are depending on the times of the meals, especially when it takes place during the rest period. Such clocks control metabolic processes. Metabolism and circadian rhythm are interconnected, and when deregulations appear at the level of the circadian rhythm, dysfunctions may appear as well at the level of the metabolism and the other way round. In case of dysfunctions of the circadian rhythm with an impact on metabolism, it is very possible for obesity to be enabled especially in case of persons working in shifts and where desynchronization appears. They presently develop the so-called approaches based on chrono-therapy which consist of following diets or using pharmaceutical remedies or natural synchronizers (like the daylight or meal time) in order to re-establish the normal circadian rhythm and to fight against metabolic risks.

The meta-analysis of the studies which regarded the administration of certain drugs taking into account the circadian rhythm of patients, concluded that some drugs have higher beneficial effects if administered in the evening (it is the case of corticosteroids, receptor blockants, ranitidine), while in the morning, we recommend the drugs inhibiting the production of gastric acid. In case of other drugs, there is no significant difference of effects depending on the moment of administration (for example, drugs inhaled for asthma). Other medicines have also been considered, but scientific evidence has not been enough in order to draw generalized conclusions. Additionally, there is a need for additional studies which shall catch the long time effect of drug administration depending on the circadian rhythm.



**Implications of the circadian rhythm on the behaviour**

Many institutions or companies assume work in shifts (emergency hospitals, production factories) which assume night shifts as well and/or which assume the change of shifts every few days. Under such conditions, the question arises as related to the changes occurring at the level of the circadian rhythm and its implications for the health of the persons working in shifts. The difference between night sleep and day sleep is that the latter is generally shorter by one hour, one hour and a half than the night sleep, therefore REM sleep being affected and the second step of the sleep. As related to circadian rhythm, the night shift is exposed to the lowest level of alert and energy state. Statistics show that generally the highest disasters due to human errors occurred during nightshifts (Chernobyl, explosion of the chemical factory from Bhopal, oil leakage from Exxon Valdez, Three Mile Island). The effects at the level of the health condition are reflected in chronic tiresome state, sleep disorders or express sleep. Universally, it is considered that a night shift which includes from four to seven nights is to be avoided as the individual may suffer due to lags it undergoes during each and every night shift, and when he/she starts settling into the night shift, they change again their schedule, making them experiment the worst of both systems.

“Jet Lag” disorder appears when the individual travels in an area with a time belt very different from that he/she is used to and consists of a conflict between the internal biological clock and the external clock of the concerned area. Travelling to the East is usually more difficult than to the West as it is easier to postpone sleep than to try to sleep before the time you are used to. Desynchronization between the rhythms of the body and the environment is connected to the transmeridian flights, and involve factors relates to age, flight direction, and number of time areas. Due to the work nature of plane pilots and



flight crews, which many times cross several time areas and light and dark regions in one single day, spending more hours both day and night, they are often impossible to keep a sleep schedule, which correspond to a normal human rhythm, this situation may easily lead to tiresome, sleep disorders, change in the state of spirit, stomach lesions and intestinal symptoms, as well as other health issues.

The studies performed related to circadian rhythm chronic perturbation for a group of flight attendants as compared to a group of professors, found that a travel to large differences of time belt during normal sleep hours led to the affection of both groups, with the specification that the group of flight attendants slept more than the group of professors, and their sleep was more disordered. Therefore, they concluded that the passengers after one flight recover in 1-2 weeks, but the members of the crew with higher exposure or sometimes continuous exposure present chronic perturbation signs of the circadian rhythm with possible harmful effects on their health. Such studies measured more psychological variables, including anxiety, tiresome and performance, besides physical and medical (skin temperature and heart rhythm), all this being correlated per age categories. The psychometric evaluation showed that circadian rhythm desynchronization affected all pilots, consistent effects being found as related to flight direction. Certain results showed as well variability related to age, with more accentuated influence in younger pilots.

The pilots or flight crew suffering from chronic circadian rhythm disorder may experiment one or more of the following symptoms: difficulty to stay asleep, and late in night insomnia, growth of dormancy during the day, general lack of energy in the morning, growth of energy in the evening or late in night, difficulties in staying focused, alert, growth of negative states. The most concerning symptom is, of course, tiresome. Tiresome itself is a very dangerous condition for each and every airplane pilot. Pilots' tiresome is usually characterized by:

- lack of awareness – radio calls or checks remained without answer;
- diminished motor skills - delayed reactions in case of weather reports when flying during rain
- obvious exhaustion – sensation of headache, drowsiness or eyes half open;
- diminished sight - focusing difficulties;
- slow reactions;
- short memory issues - incapacity to withhold long enough an authorization in order to repeat it or to accurately write it;
- focusing channelling - fixing attention on unimportant aspect and neglect of the others, important for the flight;
- easily distracted, or the opposite, impossibility to distract attention from one element, however, both extremes are dangerous and indicate tiresome;
- weak flight qualities – difficulties in focusing on on-board apparatuses, fixation on one of them and neglecting the others, diminished motor skills, weak coordination eye-hand, drowsiness;
- great mistakes, weakly reasoning, weak decisions or indecision;
- abnormal states of soul - from depressions to strange joy, diminished standards.

The activity of the airplane staff is developed in aerial environment, in a hostile and unpredictable space, adverse to the human being, highly complexity as related to the low survival possibilities in case of emergency or catastrophe. Chronic circadian rhythm disorders assume an additional cause leading to premature wear of aviators. As consequence of the flight activities development, this wear is also transposed in alterations of the structures and functions of the body, with direct effect on human reaction speed under conditions lacking of oxygen and low atmospheric pressures, factors

reducing, significantly, life duration as well. High psychic and physical wear leads to alterations of the spine and directly affects professional performances in case of emergency. Physical and chemical effects generated by flight conditions at high altitudes accelerate the biological ageing process and reduce the effort capacity. Dosimetric study of radiations during the flight, performed by international profile bodies, concluded that the level of radiations increases dramatically once with altitude, that the level of radiations doubles every 1.500 m altitude, and that the flight at altitudes of more than 11.000-12.000 meters represents very high risk. Morality amongst the navigating staff increased, during the latest years, by 32%, due to stomach, testicular, brain cancer, especially due to irradiation. Other professional diseases specific to flight staff are: premature ageing, discopathies, stomach diseases, heart, lung, blood diseases, andropause and menopause at premature ages, high stress, reduction of visual and hearing acuity, varied types of cancer of internal organs, breast cancer, leukaemia, premature births or infertility.

Effective management of such overloads starts with the recognition of its existence and the adoption of defence techniques in order to face usual requirements from life, related to profession, the way to reason and to act behaviourally (cognitive/behavioural techniques, relaxation, time organization). The identification of professional, extraprofessional and individual risks must be followed by the implementation of preventive measures categories, to avoid /reduce risk factors, to prevent mental, psychosomatic and behavioural disorders, to preserve the state of comfort and security as well as physical and mental health.

### CONCLUSIONS

The human individual needs to face multiple temporal and other constraints: professional, familial, social in general, biological etc. There appear, in such background, temporal conflicts amongst the biological time, psychological time, social time and technical professional economical times, between work time and extraprofessional time. In case the individual does not succeed in adapting in relation to various temporal constraints, he/she does not find proper strategies to various fix times, often little or at all modifiable, like those imposed by work, they act as temporal aggressors leading to intra and interpersonal imbalances, with psychosomatic, psychic and/ or behavioural manifestations. In relation to the complex system of temporal constraints different in nature and depending on the limits of adaptive capacities of the human body, there may appear inadaptation / disadaptation, phenomena which, in case of excessive types of the lack of intra- and extra-temporal compliance, may lead to serious, irreversible disorders of the security and health state as prove of the harmful character of such type of constraints.

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## MOTIVATION AND PERFORMANCE. CORRELATION STUDY

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**Abstract:** *Through this study, we plan to investigate the role that has reward in the motivation of employees that are determinants of the reward system and the impact of these factors on motivation eg staff in order to promote a culture based on performance increase in organization. Also, this study aims to investigate the correlation between reward and motivation system of employees and the effects caused by the demographic characteristics of respondents. The steps are: : 1. diagnosis motivational research; 2. research on performance diagnosis; 3. motivational factors research; 4. interaction research reasons - performance. To address research problems in a systematic and organized manner, we established the following general research hypothesis: employee motivation is strongly influenced positively by the determinants of the reward system. The methods used to achieve the objectives set were: the documentary study, survey and questionnaire. The conclusion that can be drawn from the research is that, for providing motivational tools, very important is taking into consideration the peculiarity of the situation and the diversity of the group concerned.*

**Keywords:** *reward, motivation, performance, employees, firm.*

### 1. INTRODUCTION

One of the most difficult issues facing the management of most organizations is more efficient workforce. According to studies from the literature, for an organization to be successful, its members must be willing and able to perform in their jobs, having appropriate skills (Wiley, C. 2008). This implies that members of the organization's performance is determined both by their motivation, and the skills they possess. The relationship between motivation and skills is an important one because it is assumed that beyond a certain level, lack of ability or skills can not be compensated by motivation and conversely, lack of motivation can not be compensated by a high level of skills held (Kovach, K.A. 2010). Therefore, research is very important motivation mechanism to strengthen and improve behavior of organizations and to meet the challenges arising. Motivation is a key term in psychology, denoting that managers use the appropriate method to encourage employees to perform constant behavior in the workplace. The mechanism of motivation is a system that stimulates motivation and encourages behavior arouses enthusiasm to keep active staff (Hersey, P. & Blanchard, K. 2006).

### 2. APPROACH OF APPLIED RESEARCH

The study addressed proposes to investigate the role of the reward system in the motivation of employees. Thus, this study explores the determinants of the reward system and their impact on employee motivation in order to promote a culture based on performance increase. Also, this study proposes to examine the relationship between

reward system and employee motivation and the effects of demographic characteristics of respondents.

Considering definierea this end, the main research hypothesis is: *staff motivation is strongly influenced positively by the determinants of the reward system*. The working hypotheses are: 1. Within the organization there is a culture based on a fair motivational system; 2. Professionalism is the main attribute for obtaining performance; 3. Positive climate and safety at work, are the main determinants of employee motivation; 4. The yield performance is determined by increased motivation.

To address research problems in an organized manner, they were formulated following objectives: 1. diagnosis motivational research; 2. efficiency research on diagnosis; 3. motivation-performance interaction research.

### **2.1. The research method**

For this research was to use one instrument in our own building, which was followed data collection, as follows:

- Section A - motivational diagnosis.
- Section B - diagnostic on your performance.
- Section C - interaction and interdependence motivation-performance.
- Section D - respondent profile.

The sample consists of 56 research of employees (42 men and 14 women), regardless of hierarchical position, and for each department, there are two hierarchical levels.

### **2.2. Analysis and interpretation of data**

After sampling of responses revealed a total of 56 valid questionnaires. In what follows, we present the outcomes of the study, broken down according to set objectives and hypotheses.

#### **Section A - motivational diagnosis**

For diagnostic section motivational affirmations that received the highest score are:

Receive support from my supervisor to perform the tasks hierarchically - 4.25; I am appreciated by my supervisor when I do work hierarchically well - 4.21; I can count on the support of colleagues in achieving workloads - 4.21; I am treated with respect by those collaborating with workplace - 4.18; In a day's work and get involved in activities that I enjoy - 4.04; My supervisor has confidence in the work that I develop - 4.00; I participate in decisions that might affect me directly - 3.71; I am encouraged to use my personal skills in accomplishing tasks - 3.61; conditions in the workplace increases my efficiency - 3.46; I have too much to do to make it better - 3.43; in the last 12 months we have received from my superior qualms important - 1.75. From the responses received regarding job satisfaction, there exists respect and support between employees, indisputable values of organizational culture, and reliable guidance from superiors. Meanwhile, it is noted that employees know the expectations of leaders upon receiving tasks, which means a rapprochement between their goals and those of managers, so the company. All this reveals the organization's cohesion and coherence of activities, including sending tasks to subordinates from bosses, there is an environment for developing performance.

Less favorable opinions regarding communication with superiors at work assessing the results of their subordinates, and to freedom of expression of opinions or feelings. No participation employees in decisions that concern them is not well appreciated. Also, the difficulty of getting their free hours, in conjunction with the agreement against the statement "I have too much to do to make it better," reveals an overload of employees in some sectors, which recommends a resizing of activities in those areas. Considering the

average values recorded when the section A, we can say that the hypothesis H1 is confirmed.

### **Section B - diagnosis on performance**

**B 1:** Attributes that define employees on performance: the results mean that define hierarchy sample is as follows: open-minded - 4.25; Professional - 4.14; efficient (productive) - 4.14; Smart - 4.11; efficacious - 4.07; Creative - 3.93; passionate work - 3.93.

We can draw the following conclusions: all items obtained average over 4 (out of 5) with the appreciation trend toward "more". It is the dominant attribute of opening the new sample, which can be translated as desire for modernization, refurbishment, reorganization; the last is the 'creative' in some contradiction "to open the new" This demonstrates a lack of concern for creativity and justify adopting stronger measures to stimulate it.

**B 2** - Endless actions that define employee work performance ratio: professionals on addressing labor - 4.14; solving problems according to priorities - 4.04; concern for updates in the industry - 3.89; manifestation initiative - 3.79; applying innovative ideas - 3.68.

Therefore, we conclude: the biggest difference between the averages of six items was recorded between the manifestation of initiative and implementation of innovative ideas, leading to some detachment in applying for quality, provided a dose of exaggeration in responses compared to concrete realities. Considering the mean responses recorded at section B 2, it can be said that the hypothesis H2 is confirmed.

### **B3** - motivational factors impacting employees.

Scores on the seven motivational factors listed in the questionnaire, it can set preferences ranking employees: positive climate in the workplace - 4.11; Workplace Safety - 3.96; efficient management - 3.93; professional development opportunities - 3.86; assessment results - 3.82; promotion opportunities - 3.68; the possibility of making additional income - 3.18.

Based on this ranking, we can conclude: the last position of the ranking highlights the impact of lower monetary motivation, compared to non-financial motivation; motivations of the first two places invoke a more active role in planning and managing performance management, the determinants for others. Considering the average values recorded at the Section B3, we can say that the hypothesis H3 is confirmed.

### **Section C - interaction and interdependence motivation-performance**

The 10 statements to the section C are ranked according to the average answers: performance are higher when there is a good motivator - 4.21; when the boss appreciates the positive work subordinates, they do better - 4.14; can achieve higher performance than the present - 4.11; recognition and praise received, determine employee to be more competitive - 4.07; Good results increase employee involvement in the works we have done - 3.96; results in the workplace are very good - 3.89; when the boss does not recognize the merits of subordinates, they feel wronged - 3.79; It means work performance and satisfaction - 3.75; employees do an interesting job that allows them knowledge and skills formats - 3.71; motivate existing workplace determine the activity to be efficient - 3.68.

It finds an inconsistent responses may be explained by way of enunciation of the two statements, one from item C10 (ranked first), being more explicit, defining more clearly the performance of the forms in which it manifests (initiative, creativity efficiency), while one in item C1 (located in last place), refers to motivate existence, which seems not up to the expectations of employees polled. Considering the average values recorded in Section C answers, we can say that the hypothesis H4 is confirmed.

### Section D - respondent profile

From the point of view of the respondents, 50% have completed secondary education and 27% have university study. In terms of length of service, 46% work for 3-6 years, while 29% worked for more than six years, while 25% work more than 6 months. In terms of hierarchical level, 59% of respondents are a function of non-management, while 32% are in a position of operational management, and 9% are on a higher level. In terms of age, 88% of respondents they have 26-35 years, and 5% of respondents they have 19-25 years. Regarding respondents' gender, it is observed that the organization prevail males, 75% are men, 25% are women.

### CONCLUSIONS

In essence, this study reveals that the management team can use strategies, policies and different tactics to motivate employees. For successful motivational tools it is very important considering the situation uniqueness and diversity of the group and the individuals in question. The questionnaire in our own building "*Motivation-Performance*", revealed various perceptions and appreciations, some expected, consistent, others less or even contradictory. Less expected were not very positive views on communication with superiors, the appreciation of the leaders of the results of work of subordinates, and those on overload and overwork employees.

Next Section E of the questionnaire represents "*the diagnosis of performance*". Also here, we investigated the perception of employees on professional competence and competitive work environment. The conclusions are the following:

- dominant attribute is "open to new things" which can be translated by the desire to modernize, reorganizations that contradict the attribute "creative", considered less relevant;
- the most important action is considered paying attention to the increased quality of work, while initiative and innovative ideas are viewed with reservations by employees. From this follows a new topic investigated: quality vs creativity;
- 84.5% of respondents consider important and very important participation in decision making, which soon as express the natural desire of employees to make their views known, to get out of anonymity to get involved in things which concern them. Obviously, this must be considered and limited participation in decision-making because a company is not a forum for of participative democracy;
- Faith employees that job stability is the most representative element of the human resources strategy, the obvious result of management's actions, directed for maintenance of jobs even under the circumstances economic recession;
- in the vision of employees, a competitive work environment is defined by respect for discipline in work and technological discipline, by recognizing and correcting their mistakes and less creativity, vision - in the current competitive context - seems somewhat anachronistic. After all, we recognize that discipline is necessary, and if the orientation is complemented by clients and their needs, then the two major traits contribute to the competitiveness of products and services offered;
- Interesting is the perception of employees on the qualities that you have to be a manager: firstly have good communication skills, be professional, open-minded, always involved;
- In view of employees, the ability of application of knowledge acquired and professional results are the defining attributes of professional competence, while creative approach and operative problems are accepted with reservation. This perception again reveals creativity in a lower register;

- The interaction and interdependence motivation-performance investigated to section C of the questionnaire is well defined favorable appreciations of respondents to the statement "the performance are higher (initiative, creativity, efficiency), when there is a good motivator" in opposition to the non-recognition by managers of the results of work of subordinates; It follows that positive motivation is very well received and expected by employees.

Given this reality and especially for reasons related to economics research, this study was aimed fulfilling objectives, this fact inevitably leading to limitations of the research. Among the limitations identified, mention:

- the sample dimension and structure, small number of respondents, research work only at the company in question, requires caution in generalizing the results to other companies in the service sector;

- no doubt, there was a tendency on the part of respondents desirability or dissimulation in relation to the statements in the questionnaire, and that could not avoided.

It can be said that if the organization analyzed, implemented employee motivation tools in correlation with their preferences. Thus, given the positive image of the results, it is recommended in the future achieving of a detailed study concerning the identification of those instruments which have a greater impact on behavior of staff. At the same time as mentioned in specialty literature (Lindner, J.R, 2008), we recommend conducting such assessments at a certain time, just to understand the motivation and the performances of employees.

In broad sense, research results allow promoting motivational programs and thereby improve performance, the results of this study were taken into consideration by the human resources department of the company.

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## THE INFLUENCE OF ENVIRONMENT FACTORS ON THE INDIVIDUAL SUFFERING FROM PHYSICAL IMPAIRMENT

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**Abstract:** *Hypothesis: We assume that physical deficiency is the trigger for the formation and damage of self-image as well as the influence of environmental factors.*

*Environmental factors: unhealthy lifestyle, biological factors, unfavourable environment, obstacles, risk factors related to healthcare, contribute to the damaging of self-image.*

*Objectives:*

- *Identify physical deficiency;*
  - *Identify of self-image;*
  - *Highlight a personality profile;*
  - *The influence of environmental factors;*

**Keywords:** *Factor, deficiency, children, therapy, counselling, temperaments, influence, personality.*

### 1. INTRODUCTION

In the present thesis I wanted to capture specifically the psychological aspect and the influence of self-image on persons suffering from physical impairment.

Throughout my study, while actually working with persons with impairments I managed to notice their needs, the influence of environment factors, the influence of self-esteem over the individual, etc., and by creating a proper environment I ran logopedic therapy, combined therapy, support counselling (parents and children).

People with physical impairment face different types of exclusion due to their difficulties of adjusting caused by the direct effect of the disease and social reaction.

We help individuals with impairment be as independent as possible, lead a life as close to normal as possible, by developing medical-psychological and social programs, but also educational, depending on the needs of each individual.

Self-esteem and success remain important in the construction of a child’s personality but are compromised due to the existing impairment.

If we were to understand the way a physically impaired child perceives himself, his specific situation and accept that in actual fact he is the prisoner of his sensorial experience, the general approach to problems of physically impaired children would have much to gain.

### 2. HYPOTHESIS AND OBJECTIVES OF THE RESEARCH

We start from the following hypothesis: *physical impairment is the triggering factor of the constitution and deterioration of self-image, together with the influence of environment factors.*

Environment factors: unhealthy life style, biological factors, unfavourable environment, obstacles, risk factors related to medical assistance, who contribute to the deterioration of self-image.

Objectives:

- *Identifying physical impairment;*
- *Identifying self-image;*
- *Highlighting a personality profile;*
- *The influence of environment factors;*

As a result of applying the PSB our hypothesis according to which physical deficiency is a triggering factor for the building and deterioration of self-image was confirmed. All subjects have a low self-image.

### **3. SAMPLE**

Our research was conducted on a random, non-representative sample consisting of 25 subjects with physical impairment, with different diagnostics: Osteochondrodystrophy, inequality of inferior limbs, congenital malformations, neuromuscular dystrophies, congenital joint dislocations, myopathy patients that frequent both the Special School (mostly, respectively 22 of the studied subject) as well as normal –mass education.

### **4. RESEARCH METHODS**

In our research we have used tests as study methods.

### **5. METHODOLOGY**

We have applied the BPT (BODY PERCEPTION TEST), the HSPQ TEENAGER PERSONALITY TEST and the BELLOV TEMPERAMENT IDENTIFICATION TESTS.

### **6. DATA COLLECTION AND PROCESSING**

The subjects are between 11-16 years old and have the following diagnostics: Osteochondrodystrophy, congenital joint dislocation, congenital malformations, neuromuscular dystrophies, and inequality of inferior limbs. We have compared the QI of the subjects from rural and urban environment, performed age comparison, comparison between school environment of pupils from rural and urban environment, splitting of subjects depending of following factors: I, C, Q, D, E (H.S.P.Q), distributing subjects depending on their temperament (Belov) and their self-esteem.

#### **6.1 THE BODY SELF PERCEPTION TEST (BSP)**

The BSP questionnaire is conceived by psychologist A. Clinciu and shapes an extensive dimension of the self-esteem by reuniting physical and psychological components. The author starts from the premises: „we each know that we have in view our strong or weak points that are in our advantage or not. The interest in our own body is vital because it is our home, for the good and the bad, the place where our youth, health or the opposite come from. The BSP questionnaire requires objective and sincere answers

and filling in a couple of columns and grading them to express the degree of satisfaction or dissatisfaction towards one's own body or parts of it. Grading is done as follows:

- 3 - deep dissatisfaction with the indicated body part;
- 2 - pronounced dissatisfaction;
- 1 - mild dissatisfaction;
- 0 - indifference;
- 1 - mild satisfaction;
- 2 - pronounced satisfaction;
- 3 - deep satisfaction;

The present questionnaire was applied to identify self-image.

## 6.2 THE PERSONALITY QUESTIONNAIRE FOR H.S.P.Q. TEENAGERS

The present questionnaire is addressed to children of ages between 12-17 years. Each of the 14 factors is measured by 10 items. Since there are two parallel forms of test A, B, there is a possible enhancement of the fidelity of the measurements by administering the same subject both forms of the test and adding the results.

The 14 dimensions of the personality are independent from one another and are assigned by letters of the alphabet. To be noted that dimensions such as: A - cyclothymia/schyzotymia and D - excitability, refer to temperament traits and others such as: E - dominance / submission or F - expansivity / non-expansivity, are what we may call *environment determined traits*, factor C - the self-force, represents the level of integration over time while factor G - the super self-force measures what is commonly the development of the sense of morality. A skill-dimension was introduced, overall intelligence factor B. The next factors offer us information on:

Factor H - threctia (anxiety, shyness) / parmia (courage, insensitivity);

Factor I - harria (toughness, realism) / premsia (emotional sensitivity);

Factor j - dynamic simplicity / neurasthenic tendency;

Factor O - confident adjustment / guilt tendencies; Q2 factor - dependency of the group /self-sufficient;

Factor Q3 - weakness of the self-awareness / strength of the self-awareness;

Factor Q4 - low energy tensions / high energy tension; the present test was applied with the purpose of highlighting an individual personality trait as per the set objective.

## 6.3 THE QUESTIONNAIRE FOR IDENTIFYING THE TEMPERAMENT

**TYPE: Below: taken from Psychology Compendium for Trainers** (Epuran and Holdevici, 1980) with an important amendment: the assertions relative to the four temperament were grouped and put one after another alternatively (choleric, sanguine, phlegmatic, melancholic), the answers are collected per columns, in boxes marked with a bullet to be able to facilitate further processing. The subject has the possibility to allot 2 points for full compliance, zero for non-compliance and 1 point for an intermediate situation, the scoring thus having a larger variability (0 - 40 points for the 20 sentences allotted to each temperament). This method of scoring creates the possibility of statistically treating the data to see if any equivalence exists between environments and standard variances for the 4 temperament types.

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### 7. ANALYSIS AND INTERPRETATION OF DATA

**Table 1 - SUBJECTS INVESTIGATED**

LEGEND: F-female M - male; COM - compact; DI - disharmonic; UA – under average; E - environment; AA – above average U - urban; R - rural

	Name	Gender	Age	Diagnostics	Family	Siblings no.	Ses	M.R	Average
1.	<b>B.D</b>	F	15	Osteochondrodystrophy	COM	1	<b>E</b>	<b>U</b>	<b>8.03</b>
2.	<b>M.A</b>	F	16	Congenital malformations	DI	3	<b>UA</b>	<b>R</b>	<b>6.84</b>
3.	<b>C.R</b>	M	13	Inequality of inferior limbs	COM	3	<b>AA</b>	<b>U</b>	<b>7.58</b>
4.	<b>A.D</b>	M	15	Neuromuscular dystrophies	COM	-	<b>UA</b>	<b>U</b>	<b>7.31</b>
5.	<b>A.D.M</b>	F	16	Myopathy	COM	1	<b>E</b>	<b>U</b>	<b>7.25</b>
6.	<b>B.R</b>	M	13	Neuromuscular dystrophies	DI	3	<b>UA</b>	<b>U</b>	<b>7.00</b>
7.	<b>T.D</b>	M	14	Inequality of inferior limbs	COM	3	<b>AA</b>	<b>U</b>	<b>7.05</b>
8.	<b>B.M</b>	M	14	Neuromuscular dystrophies	COM	-	<b>E</b>	<b>R</b>	<b>8.21</b>
9.	<b>A.T</b>	F	16	Congenital joint dislocation	COM	1	<b>E</b>	<b>U</b>	<b>7.51</b>
10.	<b>O.S</b>	M	12	Neuromuscular dystrophies	COM	-	<b>E</b>	<b>R</b>	<b>8.20</b>
11.	<b>R.D</b>	M	15	Neuromuscular dystrophies	DI	2	<b>UA</b>	<b>U</b>	<b>7.28</b>
12.	<b>A.M.F</b>	M	13	Congenital malformations	COM	-	<b>E</b>	<b>R</b>	<b>7.60</b>
13.	<b>F.M</b>	F	12	Congenital joint dislocation	COM	-	<b>E</b>	<b>U</b>	<b>8.02</b>
14.	<b>A.I</b>	F	13	Neuromuscular dystrophies	COM	2	<b>AA</b>	<b>U</b>	<b>8.18</b>
15.	<b>C.T</b>	F	15	Congenital malformations	COM	2	<b>E</b>	<b>R</b>	<b>8.41</b>
16.	<b>R.B</b>	F	12	Congenital joint dislocation	COM	1	<b>E</b>	<b>R</b>	<b>7.61</b>
17.	<b>C.I</b>	F	13	Neuromuscular dystrophies	COM	-	<b>E</b>	<b>U</b>	<b>8.42</b>
18.	<b>R.P</b>	M	14	Congenital malformations	COM	1	<b>E</b>	<b>R</b>	<b>7.91</b>
19.	<b>D.I</b>	M	15	Inequality of inferior limbs	COM	-	<b>E</b>	<b>R</b>	<b>8.45</b>
20.	<b>D.C</b>	F	11	Neuromuscular dystrophies	COM	-	<b>E</b>	<b>R</b>	<b>8.20</b>
21.	<b>A.T</b>	F	12	Neuromuscular dystrophies	COM	-	<b>AA</b>	<b>U</b>	<b>8.62</b>
22.	<b>M.M</b>	M		Congenital joint dislocation	DI	2	<b>UA</b>	<b>U</b>	<b>7.05</b>
23.	<b>P.A</b>	F	14	Neuromuscular dystrophies	DI	1	<b>UA</b>	<b>R</b>	<b>6.82</b>
24.	<b>F.F</b>	M	16	Congenital joint dislocation	COM	-	<b>UA</b>	<b>U</b>	<b>8.10</b>
25.	<b>B.M.F</b>	F	14	Congenital malformations	DI	3	<b>UA</b>	<b>R</b>	<b>6.83</b>

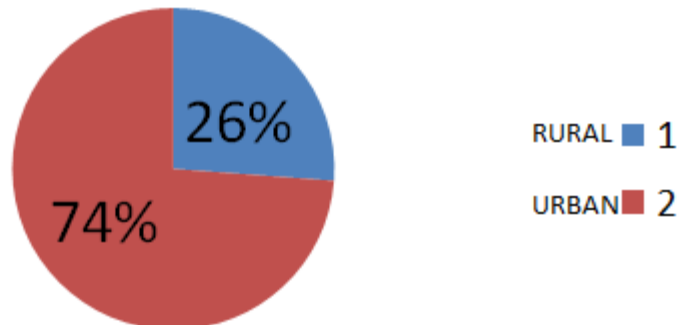
**Table 2 - CENTRALIZATION OF DATA RESULTED FROM APPLIED TESTS**

LEGEND: SC : Low self-esteem C: choleric M: melancholic F: flecmatic S: sanguine HSPQ: - FACTORS  
 C - expansivity – SELF FORCE ; E-submission / dominance;D - excitability;I – realist/anxious  
 ipocondric; Q - adaptation / tendencies towards guilt; Q2 - dependence / independence from group; Q3 –  
 self awareness; Q4 – energy tension

Item No.	Name	REVEN QI	PSC	BELOV	HSPQ							
					c	E	D	l	o	Q2	Q3	Q4
1.	B.D	108	sc	c	-	+	-	+	-	+	+	-
2.	M.A	102	sc	M	-	-	+	+	+	-	-	+
3.	C.R	108	sc	F	+	-	+	+	+	-	-	+
4.	A.D	102	sc	s	-	-	-	-	-	+	+	-
5.	A.D.M	104	sc	c	-	+	+	+	+	-	-	+
6.	B.R	100	sc	M	-	-	+	+	+	-	-	+
7.	T.D	108	sc	c	-	.	+	+	+	-	-	+
8.	B.M	108	sc	M		-	.	+	+	-	-	+
9.	A.T	107	sc	c	-	+	+	+	+	-	-	+
10.	O.S	105	sc	c	-	+	-	+	-	+	+	-
11.	R.D	100	sc	M	-	-	+	+	+	-	-	+
12.	A.M.F	103	sc	M			+	+	+	-	-	+
13.	F.M	103	sc	M	-	-	+	+	+	-	-	+
14.	A.I	107	sc	M	-	-	+	+	+	-	-	+
15.	C.T	106	sc	F	+	-	+	+	+	-	-	+
16.	R.B	105	sc	s	-	-	-	-	.	+	+	.
17.	C.I	103	sc	M	-	-	+	+	+	-	-	+
18.	R.P	106	sc	M	-	-	+	+	+	-	-	+
19.	D.I	104	sc	s	-	-	+	+	+	-	-	+
20.	D.Ca.	102	sc	M	-	-	+	+	+	-	-	+
21.	A.T	105	sc	c	-	+	-	-	-	+	+	-
22.	M.M	103	sc	c	-	+	+	.	+	-	-	+
23.	P.A	102	sc	c	-	+	+	-	+	-	-	+
24.	F.F	101	sc	F	+	-	+	+	+	-	-	+
25.	BMF	104	sc	M	-	-	-	+	-	+	+	-

The graphic presentation, contained further to the description of the questionnaire, highlights the distribution of the data obtained within the research

**Comparison – school environments of the subjects in the rural and urban environment**

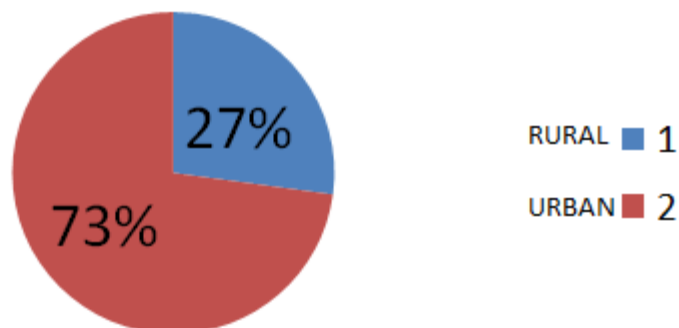


**FIG. 1** – Comparison – school environments of the subjects in the rural and urban environments

School performance is influenced by social and economic status.

School results of children in the urban environment are better than the results of the children in the rural environment.

**Comparison – QI of the subjects in the rural and urban environment**

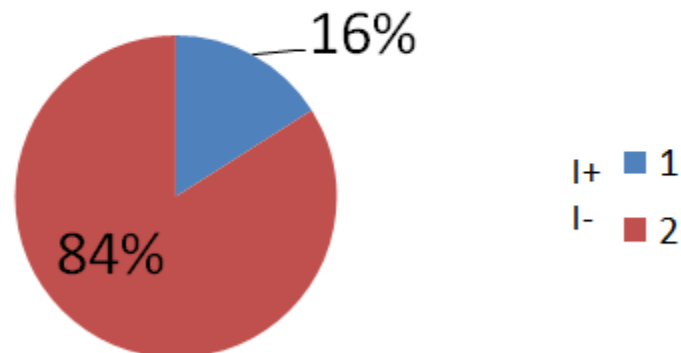


**FIG. 2** – Comparison – QI of the subjects in the rural and urban environment

We notice that in the urban environment the QI is higher than in the rural environment.

As factors that influence the QI we can mention: environment factors, nutrition, genetic inheritance, order of birth, toxins. Factors that influence slow development: limited access to information and reduced capacity of processing and transmitting them, limiting inter-personal and group (feeling of isolation and inferiority). Openness to the new, access to hospitals, clinics, therapy offices according to diagnostics, freedom of expression, education, etc. all contribute the individuals from the environment being influenced by these factors, while noticing a higher QI.

**Repartition of the subjects depending on the I – HSPQ factor**



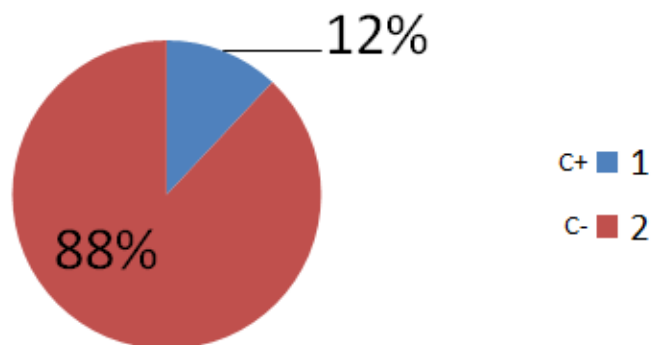
**FIG. 3- Repartition of the subjects depending on the I – HSPQ factor**

The I factor highlights ipochondriac behaviour, realist or anxious. The notice that I+ factor prevails, encompassing 84% of the tested teenagers. These are persons that avoid any tough, adventurous situations, they are artists who like to depend on authorities, are presentable but disorganised. They tend to be solitary, hard to please, often complain of tiredness, nightmares, and imaginary indispositions and have the tendency to escape school physical activities.

Factor I+ highlights the exigent, impatient spirit of the subjects who seek help and sympathy around them.

16 % of the subject fit within factor I- and are characterized by realism, self-confidence and independence.

**Repartition of the subjects depending on the C– HSPQ factor**

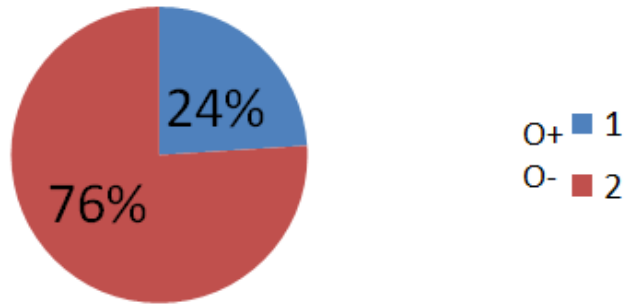


**FIG. 4 – Repartition of the subjects depending on the C – HSPQ factor**

These children are slightly contradicted by things and people, are unhappy with family and school and are making efforts to keep their calm; are discouraged by their inability to comply with behavioural rules. They have neurotic restrictions minimalized under the form of digestive and sleep dysfunctionalities; unjustified fears.

These children have a predominant weakness of the self and can fail badly if taken from the family environment. Those who have the C + factor are characterized through the force of the self \*, maturity, calm, realism and consistency of interests.

**Repartition of the subjects depending on the O – HSPQ factor**



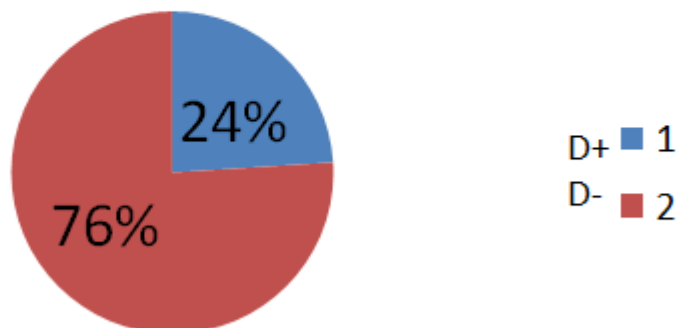
**FIG. 5 – Repartition of the subjects depending on the O – HSPQ factor**

These Q factors highlight the adaptation and tendency towards guilt. They are characterized by tiredness manifested especially in exciting situations; they feel unable to. They prefer quiet occupation instead of relationships with people and noise; having a feeling of insufficiency and solitude. They don't feel accepted or free to participate in group activities, being sensitive to group regulations and ready to comply with them. They are poorly adjusted socially.

Those who pertain to the category Q+ are shy, depressed, ipochondriac and have a high tendency towards guilt.

Those who pertain to Q- category are represented in our study in a proportion 24%, being characterized by joyfulness, resistance, carelessness, and these subjects being less confident in themselves and quiet.

**Repartition of the subjects depending on the D – HSPQ factor**



**FIG. 6 – Repartition of the subjects depending on the D – HSPQ factor**

This D factor is the one who expresses excitability. In our case 76 % of the subjects fit in the D+ factor, which means that they are agitated, easily distracted from their work,



can feel upset or hurt each time they are compelled or punished. Although they are kind and affectionate when compelled they can become impulsive.

Teenagers with D+ factors are characterized by excitable temperaments, exigence, selfishness, being easily distracted. These kind of people cannot be trusted, they present symptoms of nervousness. Teenagers with D- factor are characterized by a phlegmatic temperament, being thoughtful, indifferent, bland and sufficient.

**Repartition of the subjects depending on the E – HSPQ factor**

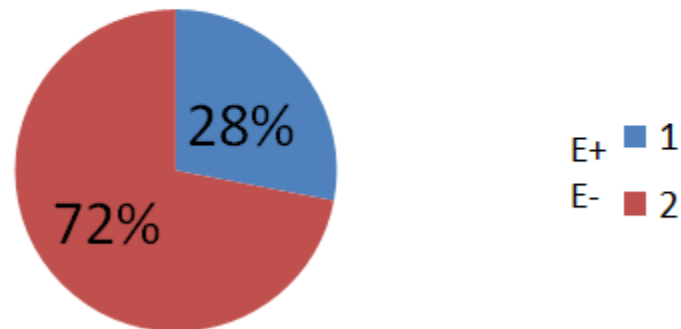


FIG. 7 – repartition of the subjects depending on the E – HSPQ factor

This E factor highlights the submission respectively the dominance of the subject. Dominance tends to be positively correlated with the social status and is higher for recognized leaders than for submissive ones. The two extreme positions of this dimension raise adjustment issues. The high score is part of the pattern associated with teenager criminal behaviour issues the low scores are as pathological because they appear in the case of traditional neurotics. The subjects are characterized by submission, dependency.

**Repartition of the subjects depending on temperament type - Belov**

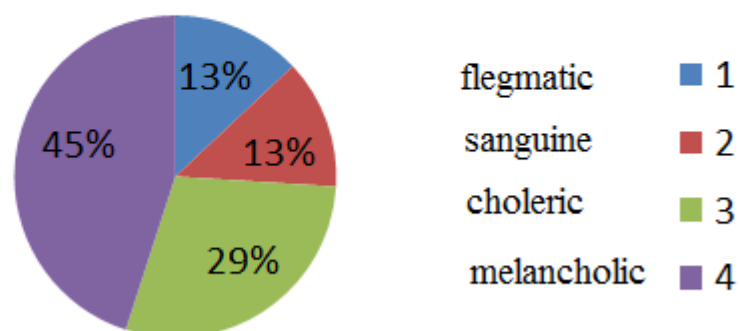
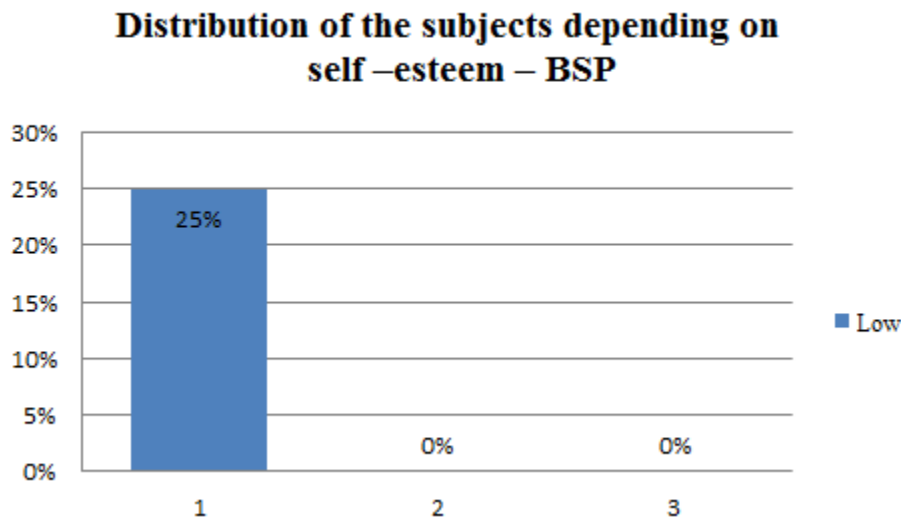


FIG. 8 – Repartition of the subjects depending on temperament type – Belov

As a result of applying Belov test we notice that 45% of our subject pertain to the melancholic temperament, with regards to friendliness as well as hostility; 13% of phlegmatic temperament: persons with lacking the energy, not showing affective

reactions, being introverted; 29% of choleric temperament, characterized by exaggerations stable habits, calm, dedicated to an activity and 13% others of sanguine temperament, social, cheerful, adaptable persons.



**FIG. 9 – Distribution of the subjects depending on self-esteem – BSP**

As a result of this research the starting hypothesis according to which physical impairment and the influence of environment factors are triggering factors for the building and deterioration of self-image was confirmed.

The way in which important persons in the child’s life react to failure determine the child’s self-esteem. A child with a handicap does not have enough self-confidence to prove his creativity, entrepreneur spirit and curiosity.

The basic elements of the impact of the disease during youth: body image, majesty and abilities. Teenagers are very vulnerable to emotional stress, the basic elements being body image, majesty and abilities.

The evolution and interaction of internal and external factors favour self-image.

External factors: events, experiences, consequences that occur from the outside and shape the self-image.

## 8. Conclusions

As a result of applying the tests (H.S.P.Q, PSC and BELOV) the following were noted:

Insecurity of oneself, guilt, inferiority complexes are a reflection of physical shortcomings. A psychological and somatic balance could contribute significantly to the improvement of self-esteem, of the melancholic temperament that prevails in this research.

We notice that these children with impairment are hypersensitive and lack self-experience, an identity of their bodies that healthy persons acquire by their tactile sense, by movement, state and discomfort, these children feel the need for help in perceiving their own bodies and the need for safety in terms of space orientation.

It has therefore been proven that within an organized, structured family environment, with positive educational influences the child will most likely develop a balanced personality.

The social and economic status of the family plays a significant influence on the development of a child's personality. The physically impaired child, if given the opportunity to know its limitations, can as a result form an appropriate image of oneself.

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## STUDY ON THE PERCEPTION OF SCHOOL VIOLENCE BY TEACHERS AND STUDENTS

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DOI: 10.19062/2247-3173.2016.18.2.9

**Abstract:** *The world we live in is invaded by aggression because of the articles full of violence but especially because of the books propelling violence. In this context, the appearance of different forms of violence in school environment seems almost a fatality and becomes, often, an ordinary thing, that fellows coexist with, without even longer sense the danger. Even if it represents a delicate problem, taking possession of violence phenomenon cannot be done unless are known its causes, origins, manifestation forms and prevent possibilities. The problem of violence in schools can and must become a reflection theme for all those involved in the educational act. Especially since the school has, we believe, important resources for creating preventing violence programs and for breaking the vicious circle of violence in the school environment.*

**Keywords:** *school violence, aggression, aggressive behaviour*

### 1. INTRODUCTION

The school violence imposes itself more and more in the attention of the contemporary society and especially in the one of some specialised institution and of some non Government organisations, sensitised by the undisputed magnitude that this phenomenon gains, even in the absence of rigorous and comparative statistics, at different levels of globalizations.

A diversity of violence forms, easy or moderate, but also of tragic events, brought to the public knowledge represents the visible expression of a networking style and of a social behaviour that evaluates violence in the expense of some management strategies and solving conflicts.

The society, as a whole, but differentiated, charges with unrest the increasing of this phenomenon, including it in the complex problem of juvenile violence, considering it a factor that weakens or prevent a society that wants to be democratic. It is not a new phenomenon but in the past it has expressed mostly in the relatively autonomous school space; currently, the school world has acquired increased permeability, as institutional transparency, assimilating the tensions and difficulties faced by contemporary societies.

In the European context is acceptable and it promotes the idea that the school must be a privileged space of security, free of conflict and manifestations of societal violence.

Addressing violence in schools as a form of violence must take into account three factors: violence, school, age. Although age is also an important variable, school violence is not associated with juvenile delinquency, only to the extent that criminal offences of youth are taking place in the school perimeter or at most in its vicinity, criminals having student status. In this final case, violence in schools can be considered institutional youth violence and school violence phenomenon can be integrated in the youth criminality.

School violence can be considered a part of juvenile delinquency, it following and contributing to it: just so we can speak of minor criminality.

**Own assumptions**

**Work Assumptions:**

**1. Main Assumptions:**

**Gender and status influence the perception of the violence intensity in the teacher-student relationship**

1.1. Gender influences the perception of school violence intensity: there are significant differences between the masculine subjects and feminine subjects in terms of their perception of this form of violence intensity.

1.2. Status influences the perception of school violence intensity: there are significant differences between witness subjects and victim subjects in terms of perception of this form of violence intensity.

**2. Secondary Assumptions:**

2.1. If the student was a victim of physical or verbal aggression, then the possibility for him to adopt aggressive behaviour is very high.

2.2. The more school will get involved in the elaboration of anti-violence among students projects the more the chances of its reduction will increase.

**3. The research design**

***The research variables***

**a. Independent variables:**

- The subject gender: male / female
- The subject status: witness / victim

**b. Dependent variables:**

1. The perception of school violence intensity
2. The perception of school violence causes

**The sample of investigated subjects**

The research regarding the forms of manifestation of violence in the school environment has been carried out on a sample of students and teachers from several general schools in the city. The sample used included 100 students and teachers from a general school.

Before applying the instrument a documentary was made on the numbers of classes and on the distribution by gender.

In the first stage of the research we gathered data from subjects, we conducted a pre-test to identify the most common types and causes of violence / inappropriate behavior of teachers in relation to students.

In the second stage of the research behaviours, respectively identified causes were the basis for building a tool to investigate violence in this relationship, teacher-student.

In the third stage of research, the questionnaire application, first, was presented to the subjects a list of five relevant violent behaviours of teachers in relation to students, then they were asked to assess on a five-speed response scale (very often, often, sometimes, rarely, very rarely), the real presence of those in their group. Then, their opinion was request regarding the various causes of teacher-student violence. In this regard, it was presented a list of 12 possible causes of violence, following them to assess each case on the same response scale by the level that explains these behaviours.

## 2. DATA ANALYSIS AND INTERPRETATION

Comparative analysis of the responses of students and teachers show the same four forms of violence appreciated as the most serious: physical violence, drug use, sexual assault on students and alcohol consumption. But while students consider that the most serious form of violence is the sexual one, according to the teachers opinion drug use in school is the most serious form of violence.

There are no differences between students and teachers regarding the evaluation of verbal violence, damaging furniture, insults and threats to teachers, drawings and inscriptions on the school walls and desks and thefts between pupils, all these forms of violence are valued at a slightly level above average scale that measures the severity of actions. Differentiation appear with respect to appreciation of the less serious manifestations of school violence.

We notice from the data that students declare first that witnessed school violence, then victims and, finally, initiators of violence acts. We can say it is a natural tendency for self-protection, even if the answers were anonymous.

The data obtained show that the most common forms of school violence which pupils were victims are verbal violence (insults, offenses) and theft among students. The uncommon, as a victim, are sexual assault and drug consumption. As the aggressor, the first are school absenteeism and second place verbal violence.

## 3. CONCLUSIONS

In conclusion, following the statistical processing of the subjects results from the applied questionnaire, the two main hypotheses were confirmed. Thus, we proved that in the investigated group, subject gender and status influence both the perception of the intensity of violence in teacher-student relationship and the perception of its causes, being significant differences between the perceptions of boys and girls, respectively the witnesses and the victims of such behaviour, the phenomenon in question. Also it was tested whether there is a significant correlation between how is perceived the violence intensity and the perception of its causes.

The study on violence in schools revealed that concepts such violence "and" aggression "have many aspects and can designate diverse phenomena as manifestations and severity forms. Study results showed that events such as noise and indiscipline during classes, verbal violence between students (swearing, insults, humiliation), deterioration of school furniture, refusal to perform schools tasks have a high frequency and, we could say that are part of the daily school. For this reason, although they acknowledge the frequency of such events, both teachers and students, do not appreciate it as a significant increase in recent years of the phenomenon of school violence.

Based on the information suggested by this study it may develop an intervention program at the investigated school group level, that have to consider reducing the intensity with which is manifested the violent behaviour; also it can determine, based on the statistics obtained data if these identified causes are acting isolated or are grouped into causal structure (eg. cases reported in status, self-image).

Information on the issues revealed by this investigation, and respectively the assimilation of these recommendations at the school level, provides the optimum on the promotion of proactive and not reactive strategies.

This study was aimed at investigating the violence of teachers in relation to students, appearance reported to the investigated school group. The limits of this approach refers

to the size of the subjects sample, but also to the fact that did not work out all educational actors involved.

However, the main purpose of the study was realised, namely to provide an overview of the perception that students have over the presence, intensity and causality of this phenomenon among teachers, reported to the own school group.

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## WAYS TO PREVENT AND COMBAT SCHOOL FAILURE

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**Abstract:** *School, family and community have a decisive role in the delicate process of forming the child's personality, any action within them having long term effects on him. Although great emphasis counts on improving the teaching staff and material conditions in schools have improved considerably, many students school results become weaker, have problems of undesirable behavior, show physical violence, verbal or psychological one and begin to attend the courses increasingly rare. Some students arrive in repetition situation, while others abandon the school, school drop outs being the most serious form of school failure. Incidentally, in the last decade was observed worldwide a trend of increasingly early school dropping by young people from ages increasingly smaller. All these situations of school failure are not only individual failures. It should be regarded as failures of the student but of the school, too, of family and community in general, the environment in which the child is formed having major influences on its development. The child must be helped to overcome his limits, to adapt, to build competencies in order to develop life skills that will allow him not only the achievement of academic success, but also a good start in adult life, in an constantly changing society, with increasingly greater demand. Therefore, this paper aims to address the causes of school failure and to find more efficient ways to avoid it, to improve student performance by stimulating him on all plans, enrich acquisitions and improve his performances.*

**Keywords:** *school, family, school dropout, school failure, school ifail, undesirable behavior, school success*

### 1. INTRODUCTION

The entry into the school environment is an important event in the life of every child. Successful adaptation to the school regime, to the various demands and expectations of the school is a premise for school success. We can say that the student is adapted if he realizes the adaptation of teaching to the demands of instructive order and the relational adaptation concerning relations with the teacher and other pupils, the internalization of educational norms and social values, expressed through child's stable attitudes to school environment. School failure does not occur suddenly, but gradually, in stages, with symptoms that a good teacher can observe and recognize and may take corrective and preventive measures in time.

In the precursory failure phase, the child begins to face problems in achieving school tasks, from different causes. The first gaps in preparation appear, slowing or interrupting his rhythm of learning against the one of other colleagues (noticeable by both, the educator and the student), the lack of desire and motivation to learn, that can see both the educator and the parents. The factors responsible for the thorough preparation of student surprise these issues, these changes in homework, in the child's attitude to learning, to teachers or to other children.

During the time of the research (investigations) specific actions have been taken and strategic programs were implemented, both to improve students' achievement and to remove the risk of school failure.

## 2. RESEARCH DATA

### **Research purpose:**

The research aims to improve the collaboration between external determinants factors of small pupil success: family-school-community in order to increase the capacity to adapt to the school system, to improve the school situation and to avoid their school dropout.

### **Research objectives:**

➤ Establishment of the involvement level of families in formal and non-formal education of children.

➤ Establish causes of school failure.

➤ Improving the frequency and school performance by involving students and parents in activities that stimulate their desire, interest and motivation to actively participate in school activities and extracurricular ones, integration in school team and school success.

➤ Training and development of educational parenting skills and mediation of learning act as a factor of child adaptation to the school environment.

➤ Proven necessity and usefulness of counseling students and parents from rural areas.

➤ Assessment of the progress achieved by applying the programs.

### **The general hypothesis:**

By attracting and participation of children in educational programs like "School after school" and advising students and parents is facilitated the adaptation to school regime, the improving of school performance and pupil attendance and reduce the dropout rate.

### **Specific hypotheses:**

✓ The group of students participating in the program "School after school", will record better school results and better school integration.

✓ Cognitive abilities and socio-emotional skills of children in the experimental group will develop more.

✓ Parents participating in the parenting program will realize the importance of education and will be more involved in children's education, in supervising lessons preparation and in organizing their children's free time.

### **Research variables**

❖ **Independent variables:** educational program "School after school", the program of personalized intervention, the parenting education program (changes that will influence the experiment conducting).

❖ **Dependent variables:** cognitive performance, socio-emotional skills of students, the frequency to courses and non-formal education activities, the level of parental involvement (all changes that have occurred and will be explained and measured).

❖ **Intermediate variables:** social and psychological factors: education, training professional and intellectual development of their parents, their gender, origin family (rural) (mediate the connection between independent and dependent variables).

### **Research group**

The research sample included 50 children aged 9-11 years old, pupils of Secondary School, as well as a number of 50 parents. The group was divided into two groups: the experimental group consisting of 25 students and 25 parents and the control group, consisting of as many students as parents.

Children in the experimental group attended classes, extracurricular activities, daily activities in "School after school" program carried out in the Secondary School, as well as counseling sessions for students organized and conducted by psychologist and educational specialists.

Parents in the experimental group participated in parental counseling activities led by the psychologist, educational specialists and teachers who teach children in the experimental group, carried out in the developed program, generic entitled "Together for a real chance to education."

### **Methods used in the research:**

Due to the specific of studied process and objectives pursued during the research, the following research methods were used:

- ❖ Remark
- ❖ Conversation
- ❖ Questionnaire
- ❖ Experiment
- ❖ Interpretation of student work products

### **Tools used in the research:**

- General questionnaire on socio-economic and cultural family (for parents)
- Questionnaire for determining the level of parental involvement in children's education (for teachers)
- Parental education program

## **3. CONCLUSIONS**

After conducting the experiment, it was found that the assumptions on which they started were confirmed. After participating in children's educational program "School after school", after counseling students and parents and conducting parental education programs, students in the experimental group achieved better results at school, their school performance increased, they participated with pleasure and interest to planned activities, having a stronger motivation. As a result, school attendance has improved and any circumstances of school abandon did not intervene. Self-esteem of pupils increased, also the confidence in their forces and capabilities, safe feeling at school, trust in teachers and colleagues. They slashed conflict situations and violent behavior among students, which proves the improvement of socio-emotional skills, confirming the hypothesis. Parental involvement in school and extracurricular activities and family counseling, has had a useful role in preserving and / or obtaining harmony in intra-family relationships, which is the basis for affective, emotional and cognitive development of the child.

Parents involved and advised understood better what is and how to exercise parental role, they learned how, when and to what extent should support their children so they can achieve school success, they adopted new methods and techniques of parental control, of conviction the child without using constraints, quarrels, physical or mental violence. They acknowledged the role of education, a real chance at a better life that education gives anybody.

We also consider it imperative to find and apply ways of literacy and schooling that segment of population that needs it, to raise her level of education and to offer real chances for getting a job and, at the same time, to build a model for their children and to be able to help them and control their homework.

Such literacy courses can be organized in schools where there are needed, benefits brought by them bringing satisfactions and positive track both in the life of the literate ones, in the life of their children and to society, generally.

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## EDUCATION vs. INDOCTRINATION

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**Abstract:** *In recent years the concept of indoctrination has almost become synonymous with Islam. Madrasas are described as incubators for violent extremism and as jihadist factories. They are perceived as places where Muslims are indoctrinated in an ideology of intolerance, violence and hatred against the West. The concept of indoctrination is and will be increasingly used, given the current climate of religious resurgence, religious conflicts and inter-religiously motivated terrorism. Thus, indoctrination will continue to occupy a prominent place both in media coverage and in simple everyday conversations. Therefore, we have an intellectual and moral obligation to critically examine and understand this term as precisely as possible, so we can use it accurately in relation to education and Islamic culture and in order to be able to better analyze its consequences.*

**Keywords:** *critical thinking, indoctrination, religious education, religious studies, freedom of thought*

### 1. INTRODUCTION

*It is not possible for a man, to whom Allah has given the Book and the Wisdom, that he would say to the world: "Worship me instead of Allah." but rather, "Become men of God by spreading the knowledge of the divine writ, in accord with the dictates of the Book you have been teaching and studying" [1].  
Qur'an (Al-Imran (3): 79)*

The difference between education and indoctrination is very subtle and thus difficult to demonstrate. We will take a simplistic attempt in defining the differences between the two concepts - an absolutely necessary step for the introduction of this paper. Education involves learning and growth, it implies the difference between truth and lie, but above all, education means critical thinking with regards to the content of the received information. Indoctrination is intended to influence targets to believe in what they are told without questioning the veracity or authenticity of the conveyed information.

We can be indoctrinated by a political party, a religion or a system of beliefs. In fact, we are all indoctrinated with the convictions instilled on us while growing up. Whether those people who are close to us during our stages of development are understanding and open, or, on the contrary, if they are lonely and do not want anything to do with anyone on grounds of race, religion, or affiliations, in any event, we are subtly indoctrinated into their system of thinking. As we mature, many of us seek to develop our own values and principles through education.

Education should be directly supported by data confirming the theory. Indoctrination tends to use an inclusive language, making general, relative references about everything, or anything, as if making a statement for each individual within the group it addresses. If

such relativization cannot be supported by real data, then the step towards indoctrination has just been made.

Education emphasizes that different solutions to the same problem do exist, while indoctrination accentuates the fact that there is only one solution to the problem at hand. For example, in Nazi Germany, the only solution to all economic problems was the demise of all minorities and the extermination of Jews, as if no other alternative could have been found.

Education is impartial and helps develop one's own convictions based on the discoveries made during the learning process. Indoctrination has an agenda, a goal, and that is to determine targets to embrace the information they are exposed to.

## **2. THEORETICAL FRAMEWORK. FUNDAMENTAL CONCEPTS IN ISLAM**

### **2.1. Historical landmarks**

Since the beginning of Islam education has been of a great importance within the Muslims communities. The first word revealed by Allah to Muhammad was *Read*, so it easy to understand why the quest for knowledge is binding for Muslims.

In view of the Qur'anic verses and prophetic traditions, Muslim rulers have always offered immeasurable and unconditional support to education and to the institutions by which it can be spread, facilitating children's access to knowledge from a very early age.

The mosque played a crucial role in spreading information within the Islamic culture and the association of this type of institution to education remained an unchanged characteristic throughout history, as the school became an intrinsic and indispensable extension of these places of worship. From Islam's onset, the mosque was the centre of the Muslim community - it was the place of prayer, meditation, religious instruction, political discussions and education provider - and everywhere Islam was spread, mosques were built, thus laying the foundations of religious education. Mosques took to an unprecedented scale among religious institutions, with hundreds, even thousands of students and often important libraries [2] [3] [4].

After studying the scientific literature, we find that Muslims were the first who understood the importance of education, of what can be obtained as a result of controlled dissemination of information, namely designed to reach a certain result.

The first school inside a mosque was founded in the year 653 in Medina and not even 300 years later there was no mosque without an elementary school for teaching girls and boys [5]. Children started school at the age of 5 and the first lessons consisted of learning to write the 99 names attributed to Allah and the simple verses in the Qur'an [5].

It is obvious that since the beginning of the 8<sup>th</sup> century, education, training and religious instruction were the privilege of mosques, that had become places of worship and culture; but had they really turned into centres of indoctrination?

We showed at the beginning of this paper that education involves learning and growing, but it also means critical thinking pointed at the received informational content, however when the study is done on the Holy Book of the Islamic culture, is there any room left for critical thinking? Also supported in the paper's forefront was that fact that indoctrination is intended to influence targets to believe in what they are told without questioning the veracity or authenticity of the information - but this is specific to religion in general. Is there any faith tolerant when questioning their dogma?

Worth noting is the fact that religious education started at a young age can cause for an adult to develop a submissive personality, accustomed to accepting the truth of others without reflecting upon his own feelings, thoughts or impressions.

If our basic beliefs system includes concepts such as *rationality*, *critical thinking*, *evidence*, and *autonomy*, which are understood and acquired in a certain tradition, characterized by a distinct type of education, we can undoubtedly conclude that this is not a unanimous trend.

## 2.2. Islamic education

Islamic education can mean any form of teaching and learning based on the principles and values of Islam. From our point of view, Islam can be seen as a cultural system in which there are various approaches to religious schooling tailored specifically for the diverse social categories that we can identify among Muslims, and this assortment of approaches is aimed at making religious instruction accessible to anyone at any level of culture. The concept of education makes us aware that we cannot and should not focus only on formal education, as it also includes a non-formal side, which refers to any educational activity organized outside of the school, and an informal side that we benefit from, in our daily experiences and interactions with the environment [6]. These three facets of education help us attain a comprehensive and complete image of how education takes place Islam, while keeping in mind that the three types education are not always clearly defined, on the contrary, they overlap.

As such, *Islamic education* is specific to any system that emphasizes the spreading of knowledge and values specific to the Muslim culture, while simultaneously trying to cultivate *along the lines of the Qur'anic scripture an Islamic ethos that dominates the curriculum in a formal and discreet manner* [7].

## 2.3. Islamic tradition

A very important concept closely linked to education - especially in the Islamic culture is *Muslim tradition*.

*Tradition* as concept contains within itself the transfer of all necessary elements for its continuance and the need for their transmission both in oral and written form. [8] Muslim tradition is a social process of constructing and transmitting the basic and fundamental values and norms by any means, and identifying the appropriate manner to achieve its specific goals and ideals.

While Islam in general can be regarded as a discursive tradition, we must also recognize the variety of practices present in this framework. For example, Shari'ah contains a variety of customs, each with its own discourse, with its own history, trajectory and its followers. The same applies to other aspects of Islam, such as traditions and customs of Jihad.

So what are the basic features of Muslim tradition? First, tradition requires the existence of a community of followers. A religious tradition is based not only on dogma but also on the social and cultural values and practices essential to the identity of its members. This explains why many Muslim immigrants choose traditional schools for their children - because they have a crucial role in the passing on and in the preservation of not only dogmatic and linguistic knowledge, but also of the cultural heritage. [9] Adhering to tradition implies that members share a common set of basic beliefs that define and are defined by this tradition, which underline its ideology – a reason for

conflict since ancient times – a good example being the way in which Jihad should be interpreted and practiced.

#### 2.4. Terrorism and indoctrination

It is difficult to deal with the topic of education and indoctrination in the Islamic world without addressing the problem of terrorism. *Terrorist* is already a controversial concept and very difficult to define. Jessica Stern [10] sees terrorists as individuals who commit acts of violence, or threats of violence, in order to retaliate, intimidate, or to influence the masses and attract potential followers. Here we can include those who commit such atrocities on the civilian population for the sake of their religion.

The stigmatizing connotation of the word *terrorist* calls for caution using it, as Muslims, feeling ostracized, made a common front to oppose the association between the terrors spread by their fellow men and the Muslim religion. They prefer as a substitute for the word terrorist, the term of Salafi-jihadist in order to emphasize the doctrinal distinction of jihad.

To conclude this incursion and so as to make the transition to the next chapter, it should be noted that not all Muslims are against using the concept of *terrorism*, which they themselves employ to describe some of the militants. For example, Amrozi Nurhasyim [11], a senior member of the Islamic Congregation, said that Muslims are compelled to become terrorists: according to Shari'ah law, Allah Almighty commands believers to become terrorists and in His verse (Qur'an - Al Anfal (8): 60) says: *And prepare against them whatever you are able of power and of steeds of war by which you may terrify the enemy of Allah and your enemy and others besides them whom you do not know [but] whom Allah knows. And whatever you spend in the cause of Allah will be fully repaid to you, and you will not be wronged.* [12]

The terms terrorism and militancy require at least two explanations. First, while there are Muslims who engage in violent acts in order to achieve their goal - to establish an Islamic state in a country or region - there are others who share the same vision, but prefer means somewhat more peaceful, as education and political influence. Secondly, our focus on Muslims does not imply that they are the only ones able to become militants or terrorists. On the contrary, people of all faiths and ideologies are capable to commit acts of violence against their fellow men. There are many examples of Christian activists who attacked family planning clinics and gay bars.

In our opinion, it is the interpretation of religious dogma that leads to fanaticism, and this can happen between the believers of any faith.

In order to find out more on how some individuals can be programmed through means masked as education, we set in a qualitative research endeavour, meant to shed some light on the topics of education, religion and indoctrination.

### 3. RESEARCH METHODOLOGY

The methodology was centred on qualitative research, which we considered necessary and sufficient for the purpose of understanding the education vs. indoctrination ratio, by highlighting the important features and / or types of behaviour viewed as desirable in terms of the subjects belonging to the Muslim world.

In order to develop this study, we used as a research method the qualitative analysis of data based on self-administered semi-structured interview.

The qualitative research presented in this section was intended to identify among our respondents how education can be defined within the Islamic culture, the degree of



traditionalism and the values that it imposes - or inculcates. The interviewees were asked to detail their views on a series of questions intended to give a better understanding of the Muslims' considerations on education, thus, emphasizing the inherent vulnerabilities.

### **3.1. Research objectives**

The qualitative research had as objectives the investigations of the following directions:

Identifying the subjects' knowledge related to formal and informal education systems, both in Muslim and Western society.

Identifying the subjects' knowledge related to the role, place and importance of education in shaping human personality.

Identifying the views on the quality and nature of the types of relationships between teachers and students.

Identifying the subjects' interest in regards to an education centred on dogma or freedom of conscience.

### **3.2. Hypothesis**

Qualitative research hypotheses were as follows:

Most subjects have information, more or less relevant, with regard to formal and informal education systems, both within the Muslim and Western society, which they perceive as different.

Most subjects have knowledge with regard to the role, place and importance of education in shaping human personality, but they are valued in different ways.

Most subjects have opinions on the quality and nature of the types of relationships between teachers and students, which they express with emphasis on their inherent importance.

There are various educational interests of the subjects that are distributed differently on a continuum from education centred on dogma, to education centred on freedom of conscience.

### **3.3. Research subjects**

The research focused on 17 subjects belonging to, or having genealogical connections with the Muslim world. Out of these participants there were 7 female subjects (41.18%) and 10 male subjects (58.82%). The age range was between 20 and 53 years, with a mean of age  $M_v = 30.82$  years. The subjects' nationality array was diverse: Egypt (2), Indian (3), Iranian (2) Palestinian (2), Romanian (1), Romanian-Iranian (1), Romanian-Palestinian (1) Syrian (2) and stateless (2, including 1 of the "middle east" and 1 "citizen of the world"). From the perspective of the educational background 4 subjects have secondary / high school studies (23.53%), and 13 subjects have higher education / university studies (76.47%).

From religious perspective our subjects were distributed as follows: 11 Muslim (64.71%), 1 Near to Buddhism (5.88%) and 5 declared no religious affiliation (29.41%).

### **3.4. Research method and technique**

The study is based on qualitative research method, which according to R. Mucchielli as *any empirical study in the field of humanities and social sciences has the following five characteristics: it is partially designed from a comprehensive perspective; the approach of the subject is open and ample; it includes data collection conducted using qualitative methods, i.e. methods that do not involve quantification in the collection process; it offers*

*the opportunity of qualitative data analysis, where words are directly analyzed by other words, without being passed through a numeric operation and ends with a story or theory* [13]. Norman K. Denzin and Yvonna S. Lincoln [14], assert, in 1994, that: *Qualitative research is the concentration of several methods, an approach involving interpretive, naturalistic of the studied subject.*

The qualitative analysis, as a particularized by M. Bîrsan, was circumscribed to various areas of epistemic interest [15], as follows: *thematic analysis*, by establishing current and important topics (e.g. the relationship between education and indoctrination); *comparative analysis*, which is a continuation of the thematic analysis through which we compared the information / data obtained from different individuals (e.g. the information collected from 17 subjects); *text content analysis*, i.e. the recorded responses with the help of the questionnaire (e.g. the answers we got to open questions, which led to the codification of certain features, or predetermined categories found in the subjects' text); *discourse/conversation/interview analysis*, allows us to ascertain the frequency of utilised words, metaphors, forms of expression etc. (e.g. the frequency of the name of Allah).

Analyzing qualitative data, and qualitative data analysis, as subjects of scientific approach, presume sequential stages meant to convince the scientific community of their inherent value and relevance - P. Iluț [16], E. Cocoradă & all. [17], S.D. Șandor [18], S. Chelcea [19].

### 3.5. Research Tool

For data collection we used as a research tool semi-structured interview, created by us and which consists of 21 questions, as follows: open questions - essay type answer (15), closed questions (3) and questions with multiple choices (2). Table. 1 presents the questionnaire content.

The questionnaire was uploaded on [www.surveypal.com](http://www.surveypal.com), and its link [20] was posted on three Facebook closed group pages: ISLAM; EDUCATION OF ISLAM; and ISLAMIC EDUCATION as of 12.03.2016. The total number of members in these three groups is of about 10.000. The respondents had the opportunity to individually access the link, while maintaining their identity anonymous.

### 3.6. Data presentation and interpretation

**Q1. Can you remember what was your favourite subject matter in school and what drawn you to it?**

*[Essay]*

We find that the Qur`anic teachings appear to be emergent of their lives, thus we can easily deduce that religious studies cannot be seen as a subject matter, but rather a moral duty. From our respondents' answers we can also observe that most favour socio-humanistic studies, as opposed to only two who prefer exact sciences.

**Q2. Which country do you think has the best education system, and why?**

*[Essay]*

As far as the best education system is concerned, more than half of our participants indicated UK as leading country in this field. Some of the reasons being the well-known studies of the British researchers, but also the fame of Great Britain`s top ranking universities which *force the education system to be at its highest in order to maintain that exceptional level.* India and the USA have been mentioned as well, the former for seeking to enhance not only knowledge, but also values, and the latter, as the UK, for its renowned academia.

**Q3. During your education, has the environment allowed for teacher - student interactivity? Are there benefits in this kind of interactive relationship? Can you, please, offer a few details?**

[Essay]

Seen as a luxury, as wishful thinking, or set as a goal, teacher – student interactivity during school years was not part of the educational experience of most of our respondents.

**Q4. What does education mean to you?**

[Essay]

The significance of education fluctuates from just *a life guide to the purpose of life itself*.

As a system, it is seen as responsible for *making good human beings*, none the less, our respondents indicate that its *real sense is the 'Evolution of Consciousness' which involves the ascent of Man from a lower 'animal' state to a higher divine state*.

Education can be understood through its tools: *the transfer of knowledge; book learning; just studying, or simply exercising*, but also through its effects - *social learning, building independence and self-confidence*. Consequently, we have on one side education like a build up of knowledge and information, offering *the opportunity to learn new things*, and on the other side a more holistic approach of this process, as *you educate a whole child, not just their brain*.

Another trait has been obvious from several of the respondents' points of view – namely the humanitarian, charitable, altruistic part of life which an educated person is responsible for. It is deemed as the solution *for eradication of poverty*, and it is through education that we can stop *exploitation and gender discrimination*, in addition, as educated individuals we are *able to help those who cannot help themselves*.

Last, but not least, the spiritual side of education devolves upon us since *the five Pillars of Islam* represent its *true meaning and the shahada is the most important thing you will ever teach your child and this testimony of faith should become imprinted on his heart from a young age until it becomes a natural part of him*. Shahada represents the Islamic creed according to which there is only one God, namely Allah, and Muhammad is His prophet. It is also the ISIS motto and it is represented on the terrorist organization's flag.

*Education gives a sense of accomplishment* as its dimensions are limitless and profound – much like us.

**Q5. What didn't you like, or approve of, during your education? Some details are of great value to us!**

[Essay]

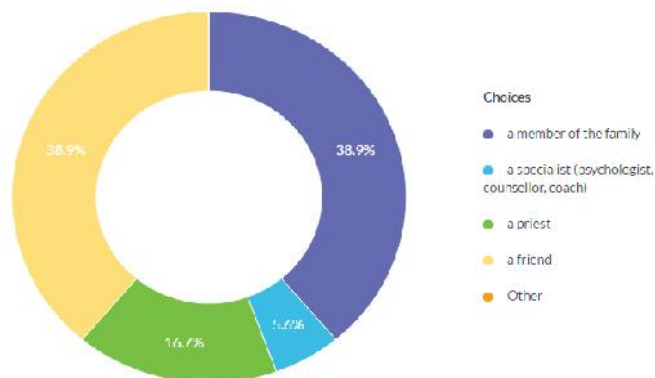
We can assert that a very displeasing factor when remembering school years is the teachers' attitude towards children - the examples varying from harsh behaviour to physical violence, but also the *contradictory and unrealistic policies, lack of budget and other resources*. We have identified an interesting opposition between an answer which incriminates *too much religion* as everything seems to be based on it, and to revolve around it, but for another respondent from the same culture the feeling that not all obey Allah appears to cause distress, as it is an aspect the respondent did not like, or approve of during their education.

**Q6. Who do you turn to when you have a problem you feel like talking about?**

[Multiple Choice]

As the graphic shows, answers are equally divided between our participants' option to turn to *a member of the family* – 38,9%, or to *a friend* – also 38,9% - in case they have a problem that needs discussing. A percentage of 16,7% of our respondents would rather

talk to *a priest*, and that is three times more than the proportion of the individuals who would choose *a specialist* for a therapeutic dialogue - 5,6%.



**Q7. Can you please describe in a few words your educational experience?**

[Essay]

The educational experiences, as described by 14 of our respondents, comprise of a wide array of assertions which can be distributed on a continuum ranging from appreciative to depreciative opinions. Some of the participants (57,14%) see their educational path as a *revelation*, a *life changing event*, as *serious business*, or as a factor which can *broaden one’s horizons considerably*, a *validation* of their personal experience and knowledge. Others consider that their education was *mandatory*, had *nothing impressive*, or was *an imposed experience*. Some of the respondents had to deal with poorly addressed topics, with an educational system which lacks in modernity, or it is not “user friendly” and makes relaxation seem but a goal. 21,42% consider that education can be described as follows: *we pray, we eat, we read, we pray, we pray...*, given that *Qur'an alone is the right path*, and a right life means having *the Qur'an in our hands and Allah in our heart*. A single answer favoured private schooling, considering it a viable alternative to the current educational system.

**Q8. Why is education important for you? The importance of education is the centrefold of our research idea. Your answer is very important to us! Can you please take a few minutes for this question?**

[Essay]

Respondents fully appreciate the importance of education and believe it can be achieved both in a formal manner (78.57%), but also through "homeschooling" - especially for girls. Education *gives us our identity*, ensures *prosperity*, it stands for *the evolution of life*; it represents *freedom of thought* and *social integration* - in the opinion of 12 of our respondents. A percentage of 28.57% believe that education is required by the Qur’an, that *it brings people closer to Allah*, also that *the parents of the child who memorizes the Qur'an will be given a crown more luminous than the sun*, and that *it is of true value to learn, [...] the Qur'an*, which can be done at home, *especially if you are a girl*. As opposed to the vast majority of our respondents, only one participant believes that education is not important.

**Q9. What do you think would be the advantages and disadvantages of the occidental educational models in your society?**

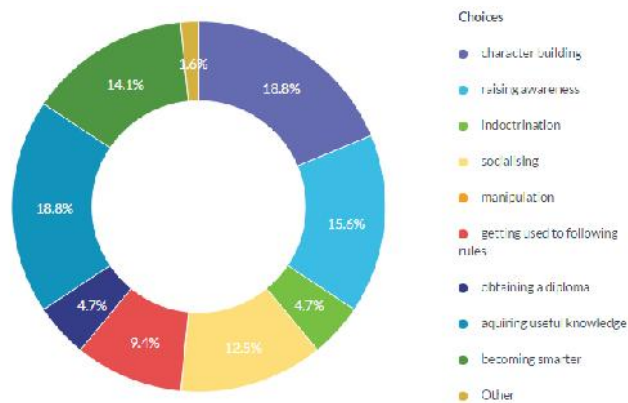
[Form]

Respondents estimate that western-style education can have its advantages and disadvantages when applied in the Muslim world. Some of these advantages, seen as such by 7 respondents, could be summarized as follows: occidental education has wider

horizons of knowledge; it emphasises the pragmatic aspects of existence; it ensures communication, easy access to information and the possibility of bringing together similar mentalities much faster; has a lot of experience in spreading information in line with the evolution of society; it develops continuously the capabilities needed to improve living standards; and it manifests a more relaxed attitude. An equal number of respondents believe that there are disadvantages as well: westerners are not loved by Allah; the deep spiritual sense of brotherhood and compassion for humanity seems to be less explored in western education; politicians pass excessive educational laws; teaching and students' evaluations are designed to test learning strategies; teaching-learning and evaluation methods are still memory based; teaching is done rigorously and students should learn as such; it lacks in discipline; the elites keep the power. Two respondents see no disadvantage, in contrast with a third one, who sees no advantage, on the contrary, there are so many disadvantages that there is no point in him listing them.

**Q10. What are the main purposes of education, from your point of view?**

[Multiple Choice]



On the purposes of education, the following statements were outlined: *character building* (18.8%), *acquiring useful knowledge* (18.8%), *raising awareness* (15.6%), *indoctrination* (14.1%), *socializing* (12.5%), *getting used to follow rules* (9.4%), *obtaining a diploma* (4.7%), *becoming smarter* (4.7%), *other* (1.6%).

**Q11. From the standpoint of the society you come from, why is education important?**

[Essay]

The question related to the importance of education for the society the respondents come from had 14 valid answers, which can be grouped as follows: acquisition of knowledge necessary for understanding the diverse aspects of life, personal development and achieving a social status which represents wealth itself (35.71%); getting a job (21.42%); a socializing and facilitating role in social mobilization for solving the world's greatest problems on freedom and world peace (14.28%); spreading the word of Allah, attending church and prayer (14.28%); training to serve the needs of others (7.14%). One respondent deems education as unimportant, especially for girls, and thinks that his society is rich enough to "buy" foreign experts.

**Q12. Have you ever been part of discussion groups during your school years? Can you please detail this experience?**

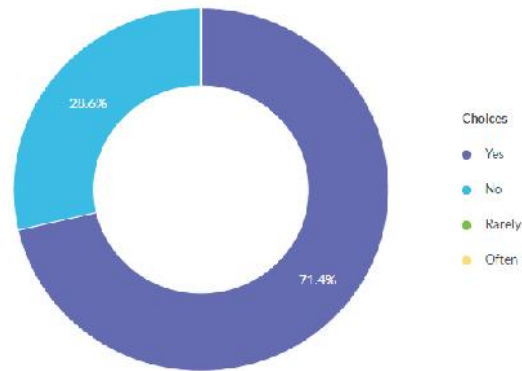
[Essay]

In regards to the freedom of expression and a number of 11 respondents (78.57%) stated that throughout their schooling they have not attended any discussion groups, constituted formally or informally. Out of the 14 respondents who answered this question, only 3 confirmed participation in discussion groups and reported that the debate themes were diverse: social, political, scientific, and cultural. It appears that these discussion

groups took place mostly during high school and university studies, usually at the initiative of students and also that this possibility was provided for by the western education systems, and not in their home countries.

**Q13.&Q14. Have you ever undertaken religious courses and have these courses focused more on ethics/morals, or on dogma?**

[Multiple Choice&Essay]



With a preponderance of 71.4%, our respondents stated that they have attended religious courses, and to further shape our opinion on the content of these courses we asked the participants to give us a sense of what they learnt. Accordingly, the answers show an evident similarity, as can be observed from the following examples: *we are taught that our dogma is our code of conduct, moral guide and holly principles; Islamic ethical and moral dogma; if dogma means the word of Allah, then on dogma, they focused on the Qur'an; heavily on dogma – thus, we can conclude that, for those who undertook this type of courses, religious principles were their main focus. A forceful answer to this is the following: Muslims claim that Jesus prayed using the Muslim prayer posture, along with all the prophets. Yet Jesus instructed his disciples to pray while standing up (mark 11:25) and King David prayed while sitting (2 Sam.7:10). So my question is: if Jesus was a Muslim, why would he instruct his disciples to pray standing up?*

**Q15. Has freedom of thought been the central point of your education? Can you give us some details, please?**

[Essay]

We can consider freedom of thought more as a philosophical concept than a gripping reality, and our perception on it reflects only how we perceive ourselves within the society we were raised in. *For sure our thoughts are free!* – says one participant, but *No. The Qur'an was the central point of your education,* says another. The affirmative and negative answers are equally divided, and this black or white situation is fused by a reconciliatory response: *the acquirement of information has been the central point of my education.*

A reply worth quoting is: *In India we are a secular nation and we express ourselves in the way we please. Once again please understand I come from highly educated part of the country. I have no doubt other parts don't allow for it at all.*

**Q16. Did the environment you've studied in, present you with a perspective on other religions? If so, can you please sum up the essential ideas you were left with? A detailed answer would be highly appreciated!**

[Essay]

For the relevance of this research paper, we considered appropriate to explore the possibility of our respondents being presented with a perspective on other religions and

the answers we received are quite noteworthy. For instance, *Muslims believe that Jesus was one of the mightiest messengers of God [...]. In fact, no Muslim is a Muslim if he or she does not believe in Jesus!* Furthermore, we find that some of them *learnt about Islam and Christianity. [...] We would discuss parts of the Bible and the Quran and common principles in all the religions.* This is an astonishing realization, as there is a common belief that Muslims actually feel at least uncomfortable, if not offended, when presented with a perspective on other faiths – *religions of the nonbelievers*, as indicated by a respondent.

We find out from one of the participants that *Pope Benedict XVI admits Christianity is fake; [...] that CHRISTIANITY IS NOT, [...] a religion of the Book (Bible) [...]. In other words: Christianity is fake / manmade – a disheartening affirmation seeing that we could find no proof of it being true.* This inclination towards “islamisation” persists in a few more responses: *On Christianity, as well as other. In essence Jesus was Muslim.*

A middle way has to exist, and we chose to present it as follows: *we do discuss other prophets [...], but Mohammed is the last one Allah has chosen*, but as another participant summarizes very well, a perspective might have discussed about *all the other prophets, not religions.* And to strengthen this claim, we use another response as explanation: *we learn about Adem - that's Adam, about Jesus who in the Qur'an is called Isa, about Moses, who is called Musa, about Dawud - David, but Muhammad is the last prophet and the text revealed to him is protected by Allah and divine.*

**Q17. In your opinion, do schools encourage creativity, or just the opposite? Why do you feel the way you do?**

[Essay]

Asked if schools encourage creativity, or just the opposite, respondents rather believe that creativity is badly affected.

*Creativity is a type of learning process where the teacher and pupil are located in the same individual, said Arthur Koestler, but when do teachers want to be in the same place with pupils? Teachers do not encourage creativity because they can't handle it.*

From our respondents' point of view schools are rather unable to encourage creativity – *but we are learners, not creators – says one; they should encourage thinking - states another.*

So why would schools support something we ourselves do not consider necessary? Perhaps because *we will need a variety of ideas and facilities to face the challenges to come [...]. So, creativity is natural and required, as well.*

**Q18. Can education be reinvented? Does the statement "the future of education is virtual" seem plausible to you?**

[Essay]

We detect a positive estimation in favour of virtual education as a plausible learning system in the future, fact which can be seen as good news from multiple perspectives. First, any sign of modernisation is a further step towards civilization. The longer a society lingers in obsolete customs, the faster it will reach its demise. Second, if we were to take into consideration the perils which many Muslim girls have to face in order to get a minimal education, we could see this as a solution. Third, we have to address the new trend apparent in the Muslim communities - that of homeschooling children. Perhaps this measure would ensure at least a guide for parents who opt for this method.

If we were to strategise, a glimpse into the future might highlight the importance of better prepared students. *We need to encourage our students to think by themselves. We need to encourage and train our students to solve real problems.*

Seen from an economical standpoint as well, virtual education *reduces variable costs and students focus on the education.*

**Q19. Thinking back, do you feel your education encouraged freedom of speech?**

[Form]

Although this question related to the perceived freedom of speech had the lowest number of total answers, only 12, a clear opinion is emerging – namely that the respondents’ education did encourage freedom of speech. Few participants stated that the aspect has its limitations, consequently, the reasons behind this positive trend are diverse and some are worth quoting. Freedom of speech *is the whole purpose* of education. But these two key words can be interpreted not only as speaking your mind, being inquisitive and raising questions, but also as saying the right things, disseminating a certain message, like the following responses might suggest: *we are encouraged to spread our faith; and we are encouraged to speak the word of Allah.*

In addition, the teachers’ openness to discuss different topics was likewise interpreted as freedom of speech, but one reason for which it is seen as inexistent is *conformism and because you read what the teacher says and you answer questions from what they taught you.*

**Q20. How would you describe the model of education you were taught in one word?**

[Essay]

Asked to describe in only one word the model of education they were taught in, and the concept our respondents chose are:



**4. CONCLUSIONS**

There are numerous factors (social, cultural, national identity, norms and values), which influence the development of education and the way this process and is perceived. Some states might favour totalitarianism, religious control, or just the opposite, where the educational system is concerned. It is important to understand each culture as is, given that no comparison will have kind results on neither of the sides.

Within the Islamic culture education is not felt as indoctrination, although the signs are there – if one were to look.

Starting at a very early age, as young brains absorb information with little effort, Muslims are educated to commit to memorizing the Qur’an, as it appears to have the utmost importance – not only for the child, but also for the parents.



Two major shortcomings can be discussed here: no one source of knowledge should be used exclusively without expecting a long lasting effect on the child's cognitive development; and secondly, in consequence, they are slowly taught to reject other sources of information due to the fact that they deviate from the teachings of Islam. Thus, a "us" versus "them" enclosed mind is shaped, positioning the believer in a state of enlightenment which does not allow for doubt, or for the need of wanting to know more.

Indoctrination masked as education does exist, and it is a process present in all cultures which choose to expose their people to a single worldview, set in a reverberating circuit. To doubt the veracity and authenticity of these teachings is not encouraged, nor tolerated.

The first step towards indoctrination is the deconstruction and reconstruction on one's self in order to better suit the needs of the indoctrinator – be it a group, an ideology, a political party, religious dogma, or the society itself.

Through this study we targeted different dimensions of education, of religion, and the two combined. For example, we sought to find out the degree of religious pluralism, as we consider important to always have a wide spectrum of information. Given the saying *what you do not know does not exist*, we were determined to find out if our respondents have been presented with a perspective on other religions and we can conclude that they consider themselves informed. It was clear that they have studied about *other prophets [...], but Mohammed is the last one Allah has chosen*. This inclination towards "islamisation" persists in a few more responses, but one of them has an astonishing conclusion: *in essence Jesus was Muslim*.

We can conclude that most subjects have information, more or less relevant, with regard to formal and informal education systems, both within the Muslim society and Western society, which they perceive as two worlds colliding - while occidental education has wider horizons of knowledge, westerners are not loved by Allah.

Our respondents show they have relevant information with regard to the role, place and importance of education in shaping human personality, but they are valued in different ways. As an example, *character building* and *acquiring useful knowledge* recorded the highest percentages – 37.6%, and *obtaining a diploma* and *becoming smarter* scored together barely over 9%

To successfully oppose indoctrination, schools, wherever they may be, need to become aware of the immense importance of religious pluralism, logic, reason, and autonomy. Students need to be equipped and empowered to doubt, to ask and to seriously consider both internal and external questions.

In our opinion, it is the interpretation of religious dogma that leads to fanaticism, and this can happen between the believers of any faith.

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## THE PROTECTION OF WOMEN DURING ARMED CONFLICTS

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**Abstract:** *Following the development of the international life during the last decades, major changes occurred within the structure of the armed conflict itself. Nowadays we do not speak out about international armed conflicts only, but non-international armed conflicts or asymmetric ones, as well. However, there is a constant within this amalgam of changes and that is the status of woman, especially the status of woman as one of the most affected categories of civilians during an armed conflict.*

*In Bosnia, Rwanda, Sierra Leone or Congo rape, sexual slavery, constrained prostitution, constrained insemination, as well as many other forms of sexual violence were literally used as methods of war. Therefore there's nothing unexpected in the efforts of the international community to ameliorate and to reduce the number of victims within this category of population. The aim of this paper is to highlight the norms of protection women should be granted with during an armed conflict, as part of the civilian population and taking into account their special needs, also.*

**Keywords:** *international humanitarian law, women, special protection, combatant, civilian.*

*Motto:*

*“[...] it has now probably become more dangerous to be a woman than a soldier in an armed conflict)”<sup>[1]</sup>*

*(Patrick Cammart, former commander of the United Nations Observer Mission in the Democratic Republic of the Congo – MONUC)*

### 1. INTRODUCTION

Alongside history, orders to spare the enemy who begs for mercy, to help women in danger, to keep ones made promises, to prove a humanitarian and generous behavior have crossed the boundaries of a specific timeframe in history or of a certain social context. The idea that the chivalry asks soldiers to behave in a civilized manner is a durable and long-lasting legacy<sup>[2]</sup>, even if for the nowadays fighters the concept of chivalry may be a romantic, idealistic and obsolete notion.

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<sup>[1]</sup> Statement belonging to Patrick Cammart, former commander of the United Nations Observer Mission in the Democratic Republic of the Congo – MONUC, issued with the occasion of the UN Security Council debates to adopt the resolution no. 1820/2008 – *Women, peace and security*. Available at: <http://www.refworld.org/cgi-bin/texis/vtx/rwmain/opendocpdf.pdf?reldoc=y&docid=486248912> (last accessed on 19 April 2016).

<sup>[2]</sup> Theodor Meron: *Bloody Constraint: War and Chivalry in Shakespeare*, New York, Oxford University Press, 1998, p. 118.

In time of armed conflict, women will have to face the same tides, representing infringements of international humanitarian law as civilian population in its whole: torture, summary executions and abusive arrests, forced transfers, taking hostages, threats and intimidations. Beside those women will have to face, also, gender infringements, such as rape, forced prostitution, sexual slavery, forced inseminations. Together with their children women represent the biggest percentage of refugees or transferred population. Having their husbands far from the family, many times engaged in the armed conflict, the social status of a woman is frequently changing. Women will take upon themselves all responsibilities related to taking care of children and elders, becoming the sole and the last keeper of the unity, harmony and identity of a family. In such matters, they become vulnerable and, in case of an armed conflict, the death-rate within the pale of women is alarmingly increasing.

It's estimated that, since 1990, at global scale, from all deaths related to the armed conflicts, 90% are civilians and 80% of this percentage is represented by women and children.<sup>[3]</sup>

In all armed conflicts, women have suffered from the grave breaches of human rights law and international humanitarian law. They were victims of all forms of sexual violence, in a sporadic and incontrollable manner because of the carelessness of commanders or chiefs of armed groups. However these acts of barbarism occur, also, in a continual and methodic manner. In certain situations women become real targets for those seeking to humiliate and to destroy entire communities by using these atrocities. Women are victims of sexual aggression because the assaulters aim to destroy their mental and physical integrity. Usually, women are aggressed in public in an inhuman attempt to exhibit the incapacity of the male part of a group to protect them. Women are, also, victims because they represent the future of the human resource of the group they belong to. That's why acts like mutilation of the genital organs or forced inseminations are widespread, the attackers pursuing partial or total destruction of a nation, ethnic or religious group. Perpetrated during an armed conflict or in time of peace these acts represent a crime of genocide.

In the post-conflict period women continue to suffer because of sexual aggressions they endured, but, in some cultures, the assaults are coming from the members of the group they are belonging to. In time of armed conflict or shortly after its ending, with husbands involved in conflict or killed in action, the status of women is dramatically altered and they, usually, become the only support for their families or, on the contrary, they are cast out because of the sexual aggression they need to confront. Being the victim of a sexual aggression is equivalent with extreme consequences for the victim, consequences like ruling out from community public life, oppressions or losing the marital status judging, in some cultures, that the victims dishonored the family and the group they reside in<sup>[4]</sup>.

## **2. SPECIAL PROTECTION OF WOMEN IN INTERNATIONAL HUMANITARIAN LAW**

International humanitarian law provides women, in time of armed conflict, with the same protection men are entitled to, disregarding if they are civilians or combatants. The

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<sup>[3]</sup> Olara A. Otunu: *Special comment on children and security, Forum du desarmement*, no. 3, United Nations Institute for Disarmament Research, Geneva, 2002, pp. 3-4.

<sup>[4]</sup> Claire de Than, Edwin Shorts: *International criminal law and human rights*, Thomson, Sweet&Maxwell, 2003, p. 347.

principle of indiscrimination is statutory in the texts of the Geneva Conventions (1949) and the Additional Protocols to the Geneva Conventions (1977).

For that purpose, article 27 of the fourth Geneva Convention stipulates that “protected persons are entitled, in all circumstances, to respect for their persons, their honor, their family rights, their religious convictions and practices, and their manners and customs. They shall at all times be humanely treated, and shall be protected especially against all acts of violence or threats thereof and against insults and public curiosity”<sup>[5]</sup>. On the same line any differentiation based on sex, color, language, religion, race, political opinion, national or social origins, level of wealth or any other similar criteria is strictly forbidden<sup>[6]</sup>.

At the same time, taking into account the physical and psychological particularities of women, the authors of the Geneva Conventions and their Additional Protocols have entitled women with a special protection condition. Rules that specify and impose respect for women special needs can be found in all four Geneva Conventions and their Additional Protocols:

- *Geneva Convention I for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field* and the *Geneva Convention II for the Amelioration of the Condition of Wounded, Sick and Shipwrecked Members of Armed Forces at Sea*, in their article 12, par. 4 (similar in both Conventions) states that “women shall be treated with all consideration due to their sex”<sup>[7]</sup>;

- Geneva Convention III stipulates in article 14, par. 2 that “women shall be treated with all the regard due to their sex and shall in all cases benefit by treatment as favorable as that granted to men”<sup>[8]</sup>;

- Geneva Convention IV in its article 27, par. 2 entitles women with special protection “against any attack on their honor, in particular against rape, enforced prostitution, or any form of indecent assault”<sup>[9]</sup>;

- Additional Protocol I to the Geneva Conventions relating to the protection of the victims of international armed conflicts bears, also, special provisions with a view to protect women in article 76, par. 1: “women shall be the object of special respect and shall be protected in particular against rape, forced prostitution and any other form of indecent assault”<sup>[10]</sup>;

- Additional Protocol II to the Geneva Conventions doesn't encompass a particular rule that requires respect for women special needs, but requires, as general rule for everybody, the abstention from violent behavior against life, physical and mental well-being.

The majority of juridical specific norms approach the status of women from two points of view: as component of civilian population, respectively the status of women while imprisoned, especially flashing out security (mainly incriminating the acts of sexual

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<sup>[5]</sup> *Convention (IV) relative to the Protection of Civilians Persons in Time of War*, Geneva, 12 August 1949. Available at:

<https://www.icrc.org/ihl.nsf/INTRO/380?OpenDocument> (last accessed on 19 April 2016).

<sup>[6]</sup> *Idem* [5].

<sup>[7]</sup> *Convention (II) for the Amelioration of the Condition of Wounded, Sick and Shipwrecked Members of Armed Forces at Sea*, Geneva, 12 August 1949. Available at:

<https://www.icrc.org/ihl.nsf/INTRO/370?OpenDocument> (last accessed on 19 April 2016).

<sup>[8]</sup> *Convention (III) relative to the Treatment of Prisoners of War*, Geneva, 12 August 1949. Available at:

<https://www.icrc.org/ihl.nsf/INTRO/375?OpenDocument> (last accessed on 19 April 2016).

<sup>[9]</sup> *Idem* [5], art. 27, par. 2 (last accessed on 20 April 2016).

<sup>[10]</sup> *Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of International Armed Conflicts (Protocol I)*, 8 June 1977. Available at:

<https://www.icrc.org/ihl.nsf/INTRO/470?OpenDocument> (last accessed on 20 April 2016).

violence) and livelihood aspects (ensuring a minimum of decency for women's life – shelter, food, clothes, etc), as well as provisions regarding the mental and physical health, juridical protection, etc.

Therefore, article 12, par. 4, common to Geneva Conventions I and II, designates the fundamental principle in accordance with, in time of armed conflict, women shall receive and be treated with all considerations due to their sex.

From personal security point of view, articles 14 and 15 of the fourth Geneva Conventions specify that the parties to an armed conflict may create hospital and security areas and localities, designed to shelter civilian population from the effects of the armed conflict, especially pregnant women and mothers with children under age of seven years old. Some provisions sight out the protection of minimum life conditions for the civilian population, especially for the most vulnerable categories in time of armed conflict.

Therefore, article 70 of the Additional Protocol I targets the situation when civilian population is ill provided, stage when humanitarian and impartial assistance actions are required. When allocating these humanitarian aids pregnant women and nursing mothers will receive them with priority. Also, both Parties to an armed conflict shall grant right of way to any transport of essential nourishment, clothing and tonics for children under the age of fifteen, pregnant women and maternity cases.<sup>[11]</sup>

From the health protection point of view, many provisions from Geneva Convention IV and Additional Protocol I entitle women with a privileged state of protection because of their physical vulnerability, in certain situations. Hereby, pregnant women, beside wounded and invalid personnel are the subjects of a special protection, in accordance with article 16 of the fourth Geneva Convention. The next article of the same convention asks the belligerents to work together in order to reach an agreement facilitating the evacuation of wounded persons, invalids, elders, children and nursing mothers from an encircled and besieged area. Another special measure asks the occupying power not to limit in any way any actions related to nourishing, medical care and protection against all effects of armed conflict, actions that are deployed in favor of children under the age of seven, pregnant women or nursing mothers<sup>[12]</sup>. Aiming to highlight the special needs of pregnant women and mothers of new-born babies, these categories of population have been, intentionally, included in the category of wounded and sick personnel<sup>[13]</sup>.

As a result from this entirety of provisions, not mentioning again the specific rules that protect women, generally speaking and some vulnerable categories among them, we can conclude that the Geneva Conventions and their Additional Protocols harbor the situation of maternity and the familial unity.

There are, also, specific rules concerning the norms of protections for imprisoned women, in a state of detention or inmates for reasons related to the armed conflict.

Thus, it is forbidden any form of discrimination, women prisoners of war being treated with all consideration due to their sex and having granted in all cases the same treatment “as favorable as that granted to men”<sup>[14]</sup>.

From quarter and ensuring the livelihood point of view women prisoners of war shall be lodged in places that are separate from the men and they will be monitored by women guards<sup>[15]</sup>. Wishing to eliminate any indecent assault, the Geneva Conventions imposed

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<sup>[11]</sup> *Idem [5]*, art. 23, para. 1 (last accessed on 19 April 2016).

<sup>[12]</sup> *Idem [5]*, art. 50, para. 5 (last accessed on 19 April 2016).

<sup>[13]</sup> *Idem [10]*, art. 8, para. 1 (last accessed on 20 April 2016).

<sup>[14]</sup> *Idem [8]*, art. 14, para. 2 (last accessed on 19 April 2016).

<sup>[15]</sup> *Idem [10]*, art. 75, para. 5 (last accessed on 20 April 2016).

the rule that the search of a women prisoner of war shall be performed, also, by a woman<sup>[16]</sup>.

In the field of health, medical care and hygiene, specific provisions can be found within the texts of the third and the fourth Geneva Conventions. Inside of prisoners of war camps the detaining power is bounded to ensure sanitary installations (women will be provided with separate installations than men) and to take any necessary measures in order to prevent epidemics<sup>[17]</sup>. In order to ensure an optimal state of health for pregnant women, nursing mothers and children under the age of fifteen they will be provided with additional food<sup>[18]</sup>.

We take into account in these cases about an entirety of norms aiming to ensure, on one hand a minimum standard demanded by a civilized livelihood considering the exceptional circumstances related to the armed conflict and, on the other hand the provision that some vulnerable categories of women will survive the effects of hostilities.

A special regime is applied from the point of view of juridical protection of women. Therefore, a woman prisoner of war cannot be convicted to a more severe punishment than any other man or woman belonging to the armed forces of the detainee power, punished for a similar crime<sup>[19]</sup>. Also, aiming to protect the familial unity, death penalty shall be avoided against expectant mothers or those with dependent children<sup>[20]</sup>. It can be found out that some of these norms became norms of customary international law, as is, for an example, the rule of women internees shall be detained separately from men.

Focusing on what women suffered during armed conflicts, United Nations Security Council adopted Resolution 1325, on October 2000. This one aims to entitle women with more decisional power in conflict prevention, conflict mediation or during the peace building process, all these being an add-on to the efforts of reducing the sex-based violence.

Following the enactment of Resolution 1325, the Romanian Ministry of National Defence issued a Plan for implementing UN Security Council Resolution 1325 and its related resolutions<sup>[21]</sup>.

The main objectives of the Plan are increasing the number of women involved in military operations abroad, boosting the number of women involved in the decision making process and developing cooperation between ministries, non-governmental organizations and civil society representatives.

Another organism concerned about the protection of women in time of armed conflict is International Committee of the Red Cross, as independent organism that aims, generally speaking, the protection of victims of the armed conflicts, both international and non-international. International Committee of the Red Cross keeps its policy of remaining an independent organism from all political ideologies related to an armed conflict, aiming the protection of women from the effects of hostilities.

Therefore, in Sri Lanka and Afghanistan, International Committee of the Red Cross developed small-scale programs in order to provide assistance and a possible source of income for women. Concerning the internee women, International Committee of the Red Cross aims, by visiting the detaining facilities, that those women are protected from

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<sup>[16]</sup> *Idem* [5], art. 97, para. 4 (last accessed on 22 April 2016).

<sup>[17]</sup> *Idem* [8], art. 29, paras. 1-2 (last accessed on 22 April 2016).

<sup>[18]</sup> *Idem* [5], art. 89, para. 5 (last accessed on 23 April 2016).

<sup>[19]</sup> *Idem* [8], art. 88, paras. 2-3 (last accessed on 23 April 2016).

<sup>[20]</sup> *Idem* [10], art 76, para. 3 (last accessed on 20 April 2016).

<sup>[21]</sup> Plan available at: <http://dmru.mapn.ro/doc/Plan-final.pdf> (last accessed on 18 April 2016).

inhumane treatments, are guarded by women guards, are detained separately from men and have the opportunity of communicating with their families<sup>[22]</sup>.

### 3. INCRIMINATORY NORMS FOR SEXUAL VIOLENCE

We have to notice that the indictment of the acts of sexual violence is relatively recent. Of course, the four Geneva Conventions and their Additional Protocols carry provisions that condemn sexual violence. Thus, article 27 of the fourth Geneva Convention stipulates that women shall be protected against any attack to their honor, against rape, forced prostitution and any other kind of indecent act.

Rightfully, the interpreters of the Geneva Conventions emphasized that the crimes of sexual violence do not take up the well-deserved place they should have in the text of all four conventions. Even if acts of sexual violence are remembered within the substance of the Conventions, they do not fall under the category of serious infringements of international humanitarian law and human rights law. Moreover, depicting the acts of sexual violence as *indecent behavior* or *indecent assault* diminishes, somehow, the severity of these crimes.

Both tactical and strategic tool, rape has been, deliberately, used as a real weapon in all armed conflicts. In time of armed conflict or in case of internal disturbances, rape was used to conquer, hunt or dominate women and the ethnic groups they were belonging to. Gender related crime, rape may, also, be used as a tool to gather information, to punish, terrorize and humiliate. It's a universal weapon that allows those using it to peel away the dignity of their victims and to destroy any feeling of honor. It's a weapon used to spread terror and destruction amidst entire populations.

Even if acts of sexual violence have been perpetrated during World War II, the statute of the International Military Tribunal at Nurnberg or that of the International Military Tribunal at Tokyo did not encompass provisions on sexual violence as a crime.

The tragic events that shook the area of former Yugoslavia and, furthermore, the country of Rwanda, events that involved a pervasive violence against women, led to an unprecedented evolution from the point of view of juridical norms. The statutes of the two criminal courts incriminated the acts of sexual violence. Taking into account the specific aspects of each conflict, these crimes are considered and judged as crimes against humanity or crimes of war. The Statute of the International Criminal Tribunal for former Yugoslavia incriminates the crime of rape as crime against humanity<sup>[23]</sup>. In a similar manner, rape in time of armed conflict is considered a crime against humanity by the Statute of the International Criminal Tribunal for Rwanda, too<sup>[24]</sup>.

A milestone on the way of incriminating these crimes is considered to be the enactment of the Rome Statute, from 17<sup>th</sup> of July 1998 and the building-up of the International Criminal Court, whose jurisdictional competency is to judge crimes of genocide, crimes of war and crimes against humanity. For the first time, crimes of sexual

<sup>[22]</sup> U. C. Jha: *International humanitarian law. The laws of war*, Vij Multimedia, New Delhi, 2011, p. 177.

<sup>[23]</sup> *Statute of the International Criminal Tribunal for the former Yugoslavia*, art. 5, lit. g). Available at: [http://www.icty.org/x/file/Legal%20Library/Statute/statute\\_sept08\\_en.pdf](http://www.icty.org/x/file/Legal%20Library/Statute/statute_sept08_en.pdf) (last accessed on 17 April 2016).

<sup>[24]</sup> *Statute of the International Criminal Tribunal for the Prosecution of Persons Responsible for Genocide and Other Serious Violations of International Humanitarian Law Committed in the Territory of Rwanda and Rwandan citizens responsible for genocide and other such violations committed in the territory of neighboring States, between 1 January 1994 and 31 December 1994*, art. 3, lit. g). Available at: <https://www.icrc.org/applic/ihl/ihl.nsf/Article.xsp?action=openDocument&documentId=08BC7CE5D944A8E1C12563FB0048726F> (last accessed on 17 April 2016).



violence are defined, in a clean-cut manner, as crime against humanity or crimes of war. The fall under one category or another is judged on case-by-case basis.

Therefore, in accordance with the Rome Statute of the International Criminal Court, it is considered a crime against humanity “any of the following acts when committed as part of a widespread or systematic attack directed against any civilian population, with knowledge of the attack: [...] rape, sexual slavery, enforced prostitution, forced pregnancy, enforced sterilization, or any other form of sexual violence of comparable gravity”<sup>[25]</sup>, all these acts being considered “incompatible with the dignity and the value of human being, threatening individual and international community well-being”<sup>[26]</sup>.

The Rome Statute has a considerable contribution to the process of incriminating sexual violence and, it worth mentioning the broadening of the concept in accordance with these acts were considered simple acts of indecent assaults.

## CONCLUSIONS

Relatively recent, the focus, granted by the international community to women protection in case of armed conflict, was extensively enhanced. There are, however, many obstacles in achieving the objectives, as in many other fields of international humanitarian law. Despite some major changes regarding the attitude of international humanitarian law towards women, they remain one of the most vulnerable categories of civilian population that suffer the most for reasons related to the armed conflict.

On one hand, checking up the existing juridical framework, it can be noticed that international humanitarian law possesses the theoretical necessary tools designed to protect women from any acts of violence, related to the armed conflict. On the other hand, when applied in the field, these tools face multiple challenges. For an example, how UN or ICRC employees will be able to provide support for the population affected by an armed conflict if a specific country doesn't grant them access on its territory or if they are asked to leave its territory before accomplishing their mandate?

At the same time, taking into consideration that “you're going to learn that one of the most brutal things in the world is your average nineteen-years-old [...] boy”<sup>[27]</sup>, we conclude that a shift must be operated in the mentality of a combatant that is fighting a conflict. This shift concerns the accountability and the cognizance augmentation in relation with the population that doesn't take part, directly, in the hostilities, at the same time with strict, punitive measures against any infringements of international provisions of protection.

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<sup>[25]</sup> *Rome statute of the International Criminal Court*, art. 7, par. 1, lit. g). Available at: [http://www.icc-cpi.int/nr/rdonlyres/ea9aef7-5752-4f84-be94-0a655eb30e16/0/rome\\_statute\\_english.pdf](http://www.icc-cpi.int/nr/rdonlyres/ea9aef7-5752-4f84-be94-0a655eb30e16/0/rome_statute_english.pdf) (last accessed on 15 April 2016).

<sup>[26]</sup> Eugen E. Popescu: *Drept internațional umanitar*, Universul Juridic, București, 2011, p. 101.

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## THE STATUS OF ARMED CONFLICTS. CASE STUDY: THE CONFLICT IN SYRIA

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**Abstract:** *Even though international humanitarian law targets to diminish the consequences of the armed conflicts, it does not provide us a definition of those situations of armed violence that falls under its field of application. While the Geneva Conventions from 1949 offer some legal outlines on this issue, we need, also, a beam of light directed over this much-debated concept of armed conflict and its multiple particular aspects met within nowadays jurisprudence.*

*The objective of this article is to display how distinctive statuses of armed conflicts may be reviewed in the light of contemporary decisions taken in international legal practice. It, also, investigates the particular case of the conflict in Syria, whose placement under a specific branch of armed conflicts gave birth to a vivid controversy and has been much contested.*

**Keywords:** *armed conflict, international, non-international, Syria.*

### 1. INTRODUCTION

As a general rule, enforcement of the laws of armed conflict (or of international humanitarian laws) is strictly related to its existence as such. The situations of violence which are not considered to be armed conflicts, by law, fall under the authority of the human rights. Therefore, determining the applicable procedure in a particular situation is of crucial importance.

As an example, violence that occurs within the borders of a state will be, first of all, considered to be a matter of internal regulation for that particular state. In such a situation, the use of force by state authorities will be governed by the observance of human rights which allows the use of force only as a means of self-defense.

Consequently, *armed conflict*, as a term, is conditioned by certain criteria applied in its definition: the armed violence occurs between two or more states (international armed conflict), between a state and one or more non-state actors, or between two or more such groups (non-international armed conflict).

### 2. INTERNATIONAL ARMED CONFLICT

The criteria determining the existence of an international armed conflict ensue from Common article 2 of the 1949 Geneva Convention that stipulates that the “... *present convention shall apply to all cases of declared war or of any other armed conflict which may arise between two or more of the High Contracting Parties, even if the state of war is not recognized by one of them. The Convention shall also apply to all cases of partial or total*

*occupation of the territory of a High Contracting Party, even if the said occupation meets with no armed resistance.)”<sup>[1]</sup>*

In other words, in order for armed violence to qualify as *international armed conflict*, the hostilities should occur between two or more states as the opposing parties. The minimum level of violence which determines two or more states to be declared as participants in a conflict is still ardently debated. From the author’s point of view, the comment provided by the International Committee of the Red Cross over Common article 2 of the 1949 Geneva Conventions can be considered a valid one: “*Any difference arising between two States and leading to the intervention of armed forces is an armed conflict. [...] It makes no difference how long the conflict lasts, or how much slaughter takes place. The respect due to human personality is not measured by the number of victims.*”<sup>[2]</sup> The remarks are ever so pertinent, since, from a legal point of view, it is difficult to establish a threshold of violence that determines a state of *armed conflict* to come into force.

From case to case, the situations analyzed below can take the shape of a direct conflict between states, or that of an intervention into an already existing internal conflict. In the second case we are referring to an internationalized armed conflict, that is, a case when a foreign power sends its troops to a territory in order to support a group that opposes a form of local government.

Another possible situation is that in which a foreign power remotely supports the opposing group, guiding the actions of the latter<sup>[3]</sup>. In this case, it is essential that the level of intrusion from the foreign power be determined in order to establish the existence of an international armed conflict since not every form of influence leads to an internationalized conflict. The criteria of the foreign intervention leading to the internationalization of the conflict are considered to be standing when the foreign power has a role in the organization, coordination, and planning of the group’s/opposing movement’s military actions, completed with financial support, training and providing equipment to the group<sup>[4]</sup>.

**2.1 Occupation.** Whenever the actions of a belligerent party are successful, the armed conflict turns into an occupation by the victorious party.

Article 42 of the 1907 Hague Convention stipulates that a territory is considered to be occupied when it “*is actually placed under the authority of the hostile army*”<sup>[5]</sup>.

According to the quoted article, there are two conditions for the occupation to take effect: a) the invader wields control over a territory that is not his, and, b) the intervention has not been approved and accepted by the sovereign, legitimate authority of the opposing state.

Efficient territorial control, the essence of occupation, presupposes a substitution of governing powers. This condition is fulfilled when two conditions cumulate: 1. the defeated government is incapable of exercising authority over the invaded territory and, 2. when the invader is able to replace the former (defeated) government with one of its own.

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<sup>[1]</sup> Common Article 2 to the four Geneva Conventions of 1949. Text available (in English) on International Committee of the Red Cross official site, at: <https://www.icrc.org/applic/ihl/ihl.nsf/Article.xsp?action=openDocument&documentId=41229BA1D6F7E573C12563CD00519E4A> (last accessed on 14 April 2016)

<sup>[2]</sup> Jean Pictet *et al.*: *Geneva Convention I for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field: Commentary*, International Committee of the Red Cross, Geneva, 1952, p. 32.

<sup>[3]</sup> International Criminal Tribunal for the former Yugoslavia (ICTY): *Prosecutor v. Tadić*, Case no. IT-94-1, Appeals Chamber Judgement, 15 July 1999, para. 84. Available at: <http://www.icty.org/x/cases/tadic/acjug/en/tad-aj990715e.pdf> (last accessed on 13 April 2016).

<sup>[4]</sup> *Ibidem* 13, para. 137.

<sup>[5]</sup> *Convention (IV) respecting the Laws and Customs of War on Land and its annex: Regulations concerning the Laws and Customs of War on Land*. Hague, 18 October 1907, art. 42. Available at: <https://www.icrc.org/applic/ihl/ihl.nsf/Article.xsp?action=openDocument&documentId=01D426B0086089BEC12563CD00516887> (last accessed on 13 April 2016).

Implicitly, this condition presupposes that the invading troops are deployed into the territory in question, and, that they are successfully imposing the stability necessary to exercise authority as an invader.

A further possibility is the situation of a belligerent power that doesn't effectively invade a territory but installs an interposed form of authority under the form of a puppet government<sup>[6]</sup>.

In such cases it is difficult to determine the degree of influence that could help establish a legal situation of occupation. As a matter of fact, the influence over an existing form of government on a certain territory does not necessarily qualify as a state of occupation. Such a state, of occupation, would exist if a state could demonstrate "overall control"<sup>[7]</sup> over the local institutions which concretely govern the territory in question.

An example of the situation described above is the case of the Nagorno-Karabakh region. The state of Azerbaijan could no longer exercise authority over this territory due to its conflict with opposing forces supported by Armenia, which were defeated in 1994. This territory was practically ruled (concrete control over the territory) by the government of the Republic of Nagorno-Karabakh, self-proclaimed on January 6, 1992. At that time several aspects pointed towards a possible subordination of the self-proclaimed republic to Armenia. For example, there were Armenian military structures in the Nagorno-Karabakh region and a significant number of military personnel were stationed in the area. Consequently, the role of Armenia was not limited to a mere logistic support but it also meant the organization, coordination and planning of the actions undertaken by the institutions in the Nagorno-Karabakh region. This situation can be considered to be one of occupation<sup>[8]</sup>.

Therefore, in order to determine a situation of occupation a case-to-case evaluation is necessary to establish the intensity of control and the degree of influence of a state over a group or an authority in another state.

### 3. NON-INTERNATIONAL ARMED CONFLICT

Two essential instruments should be employed in the analysis of the notion of non-international armed conflict: Common article 3 of the 1949 Geneva Conventions and article 1 of the 1977 Additional Protocol II to the 1949 Geneva Conventions. My purpose in this chapter is to analyze the criteria contained in the two texts and the way these criteria can be applied in common practice.

**3.1 Common Article 3 of the 1949 Geneva Conventions.** The stipulations of this article are applied in cases of "armed conflict not of an international character occurring in the territory of one of the High Contracting Parties"<sup>[9]</sup>.

The negative phrasing used at the beginning of this stipulation establishes from the very start that its scope of authority refers to "armed conflicts not of an international character"<sup>[10]</sup>

<sup>[6]</sup> International Criminal Tribunal for the former Yugoslavia (ICTY): *Prosecutor v. Tadić*, Case no. IT-94-1, 07 May 1997, para. 584. Available at <http://www.icty.org/x/cases/tadic/tjug/en/tad-ts70507JT2-e.pdf> (last accessed on 13 April 2016).

<sup>[7]</sup> International Criminal Tribunal for the former Yugoslavia (ICTY): *Prosecutor v. Blaškić*, Case no. IT-95-14, Trial Judgement, 3 March 2000, para. 149. Available at: <http://www.icty.org/x/cases/blaskic/tjug/en/bla-tj000303e.pdf> (last accessed on 13 April 2016).

<sup>[8]</sup> United Nations Security Council Resolution 884/12 November 1993, para. 2. Available at: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N93/631/20/PDF/N9363120.pdf?OpenElement> (last accessed on 14 April 2016). United Nations Security Council Resolution A/RES/62/243 adopted on 14 March 2008, para. 5. Available at: [http://www.un.org/en/ga/search/view\\_doc.asp?symbol=A/RES/62/243](http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/62/243) (last accessed on 14 April 2016).

<sup>[9]</sup> Common Article 3 to the four Geneva Conventions of 1949. Available at: <https://www.icrc.org/applic/ihl/ihl.nsf/Article.xsp?action=openDocument&documentId=BAA341028EBFF1E8C12563CD00519E66> (last accessed on 15 April 2016)

Consequently, the article makes an implicit reference to Common article 2 of the 1949 Geneva Conventions, which refers to the armed conflicts between states.

The conflicts that qualify as non-international are those in which at least one of the parties involved is not a governmental one. The armed conflict occurs between one or more armed groups and governmental forces or only between armed groups.

Common Article 3 of the 1949 Geneva Conventions presupposes the installation of an armed conflict, that is, a state that distinguishes it from other forms of violence (“*situations of internal disturbances and tensions, such as riots, isolated and sporadic acts of violence and other acts of a similar nature*”<sup>[11]</sup>).

How can the difference be established between internal tensions and disturbances, on one hand, and non-international armed conflicts, on the other? The present judiciary practice sheds some light on the matter by the analysis of two fundamental criteria: a) the intensity of the acts of violence and, b) the degree of organization of the parties<sup>[12]</sup>. The analysis of the two conditions cannot be a theoretical, abstract one; concrete and specific data of each particular situation is necessary.

Throughout the history and evolution of the 1949 Geneva Conventions relevant comments and analyses have been added to the original texts. One such comment enumerates a series of criteria that enables a distinction between the situations of internal tension/disturbance and non-international armed conflict:

1) The party which is in a relation of conflict with the rightful government of a state disposes of organized military forces and of an authority responsible for the actions undertaken by the group within a defined territory and which disposes of the necessary means to observe the stipulations of the 1949 Geneva Conventions;

2) The rightful government of the state is forced to use its regular armed forces against the insurgents;

3) The rightful government qualifies the insurgents as belligerent;

4) Conflicts between an insurgent group and a rightful government have been submitted for debates on the agenda of the United Nations Security Council as a threat to international peace;

5) The insurgent group is organized in a structure similar to that of a state;

6) The civilian authority of the insurgent group exercises its authority over the population of a particular territory.<sup>[13]</sup>

Concerning the criteria of intensity, it can be observed that the provided data relates to the organized nature of the conflict, mentioning a rightful government compelled to use its military forces in cases when the police can no longer handle the situation.

Other relevant data: the frequency of the acts of violence, the nature of the weapons used in the conflict, the transfer of the civilian population, the territory controlled by the insurgents, the number of victims. Obviously, these details allow a measurement of the intensity of violence and the cumulative presence of all indicators mentioned above is not necessary for an armed conflict to be declared non-international.

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<sup>[10]</sup> *Idem* 9.

<sup>[11]</sup> *Protocol Additional to the Geneva Conventions of 12 August 1949 relating to the Protection of Victims of Non-International Armed Conflicts (Protocol II)*, 8 June 1977, art. 1, para. 2. Available at: <https://www.icrc.org/applic/ihl/ihl.nsf/Article.xsp?action=openDocument&documentId=93F022B3010AA404C12563CD0051E738> (last accessed on 14 April 2016).

<sup>[12]</sup> International Criminal Tribunal for the former Yugoslavia (ICTY): *Prosecutor v. Tadić*, Case no. IT-94-1, Trial Judgement, 7 May 1997, para. 562. Available at: <http://www.icty.org/x/cases/tadic/tjug/en/tad-ts/70507JT2-e.pdf> (last accessed on 14 April 2016).

<sup>[13]</sup> Jean Pictet: *Geneva Convention I for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field – Commentary*, International Committee of the Red Cross, Geneva, 1952, pp. 49-50.

Concerning the criteria of the organized military forces of the parties involved in the conflict, it is assumed, without ulterior analysis, that the governmental forces fulfill this condition. As for the insurgent group, the condition for its military structure to qualify as organized, it is necessary to identify an organizational chart that demonstrates the existence of a command structure with the authority to launch various actions, to coordinate the movement of various units, and to recruit and train fighters based on a set of internal organizational standards<sup>[14]</sup>.

If the two conditions are not fulfilled (intensity of violence and organized military structures of the parties), the conflict can be identified as an internal tension/disturbance.

**3.2 Article 1 of the 1977 Additional Protocol II to the 1949 Geneva Conventions.** The Additional Protocol II of 1977 is applicable in cases of non-international armed conflicts “*which take place in the territory of a High Contracting Party between its armed forces and dissident armed forces or other organized armed groups which, under responsible command, exercise such control over a part of its territory as to enable them to carry out sustained and concerted military operations and to implement this Protocol*”<sup>[15]</sup>. The text of this article does not refer to conflicts of national emancipation that fall within the scope of international armed conflicts, according to article 1 par. 4 of the Additional Protocol I<sup>[16]</sup>.

Similarly to the stipulations of Common article 3, the Additional Protocol II defines a non-international armed conflict by the intensity of violence, identifying a threshold that distinguishes it from internal disturbances<sup>[17]</sup>.

Contrary to the Common article 3, article 1 of the Additional Protocol II has a more limited area of applicability. The conditions apply if the non-governmental forces have a superior level of organization, performing “*under responsible command*”<sup>[18]</sup> taking action within a defined territory in such a way that it is enabled “*to carry out sustained and concerted military operations and to implement this Protocol*”<sup>[19]</sup>.

Another detail to be mentioned is that the Additional Protocol II limits the area of its applicability to the cases in which the armed conflict occurs between governmental forces and insurgent armed groups. Consequently, the definition of article 1 of the Additional Protocol II is not applicable for conflicts between non-governmental groups.

Moreover, article 1 of the Additional Protocol II restates the criteria formulated by Common article 3, according to which the stipulations are applied in the cases of non-international armed conflicts “*which take place in the territory of a High Contracting Party*”<sup>[20]</sup>. A rigorous reading of this condition can pose a question: does article 1 of the

<sup>[14]</sup> International Criminal Tribunal for the former Yugoslavia (ICTY): *Prosecutor v. Boškoski*, Case no. IT-04-82, Trial Judgement, 10 July 2008, para. 199. Available at:

[http://www.icty.org/x/cases/boskoski\\_tarculovski/tjug/en/080710.pdf](http://www.icty.org/x/cases/boskoski_tarculovski/tjug/en/080710.pdf) (last accessed on 14 April 2016).

<sup>[15]</sup> *Protocol Additional to the Geneva Conventions of 12 August 1949 relating to the Protection of Victims of Non-International Armed Conflicts (Protocol II)*, 8 June 1977, art. 1, para. 1. Available at: <https://www.icrc.org/applic/ihl/ihl.nsf/Article.xsp?action=openDocument&documentId=93F022B3010AA404C12563CD0051E738> (last accessed on 14 April 2016).

<sup>[16]</sup> Text of art. 1, par. 4 of the Additional Protocol I available at:

<https://www.icrc.org/applic/ihl/ihl.nsf/Article.xsp?action=openDocument&documentId=6C86520D7EFAD527C12563CD0051D63C> (last accessed on 14 April 2016)

<sup>[17]</sup> Text of art. 1, par. 2 of the Additional Protocol II (*This Protocol shall not apply to situations of internal disturbances and tensions, such as riots, isolated and sporadic acts of violence and other acts of a similar nature, as not being armed conflicts*) available at:

<https://www.icrc.org/applic/ihl/ihl.nsf/Article.xsp?action=openDocument&documentId=93F022B3010AA404C12563CD0051E738> (last accessed on 14 April 2016)

<sup>[18]</sup> Text of art. 1, par. 1 of the Additional Protocol II available at:

<https://www.icrc.org/applic/ihl/ihl.nsf/Article.xsp?action=openDocument&documentId=93F022B3010AA404C12563CD0051E738> (last accessed on 14 April 2016)

<sup>[19]</sup> *Idem* 18.

<sup>[20]</sup> Text of art. 1, par. 1 of the Additional Protocol II available at:

Additional Protocol II apply to governmental forces of a High Contracting Party that are acting on the territory of another state in order to offer support to the government of that state in its fight against a group of insurgents? In this case, the governmental forces are not acting on the territory of their own state. I consider, the phrase “*its armed forces*”<sup>[21]</sup> - referring to the governmental forces of a state – should also include, beside its own forces, those acting in its name and with its authorization, even if they belong to another, supporting state.

#### 4. CASE STUDY: THE CONFLICT IN SYRIA

With preliminary events related to the *Arab Spring* as a background, in Syria, the first protests start in March, 2011, in areas around Damask, the capital city, and in Dar’a, a town situated in the southern part of the country, near the border with Jordan. The protesters are demanding the release of the political prisoners and the reformation of the political system. Despite the peaceful nature of the protests, the governmental forces resort to harsh methods and used real ammunition to suppress the demonstrations which have already spread to other parts of the country. In order to restrain the wave of discontent, president Bashar al-Assad announces a series of concessions, like the dismissal of the government, the release of 240 political prisoners and the revocation of the state of necessity that had been in force since 1963<sup>[22]</sup>.

Towards the end of the spring and the beginning of the summer, in 2011, the level of violence used by governmental forces intensifies. The access to the towns where the demonstrations are taking place is blocked by armored vehicles in order to prevent the distribution of food and medicine.

In August 3, 2011, the UN Security Council issues a statement condemning the violence against the protesters by the governmental forces<sup>[23]</sup>. At the same time, the European Union and other non-member states impose sanctions on Syria: the boycott on Syrian oil, the blocking of bank accounts outside the country, the interdiction to travel for some Syrian officials.

At the beginning of November, the Syrian government agrees to stop violence against the protesters and to apply a Plan of Action to reestablish peace, advanced by the League of Arab States<sup>[24]</sup>. Nevertheless, the violence continues, and the UN High Commissioner for Human Rights estimates a minimum number of 3,500 victims among the civilian population in the period between March and November 2011<sup>[25]</sup>. In December 2011, Syria accepts international observers on its territory, commissioned to monitor the implementation of the Plan proposed by the League of Arab States. In January 2012, however, the mission is

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<https://www.icrc.org/applic/ihl/ihl.nsf/Article.xsp?action=openDocument&documentId=93F022B3010AA404C12563CD0051E738> (last accessed on 14 April 2016).

<sup>[21]</sup> Additional Protocol II, art. 1, para. 1. Available at:

<https://www.icrc.org/applic/ihl/ihl.nsf/Article.xsp?action=openDocument&documentId=93F022B3010AA404C12563CD0051E738> (last accessed on 16 April 2016)

<sup>[22]</sup> Frédéric Pichon: *Siria. De ce s-a înșelat Occidentul*. Trad. Simona Brânzaru, Editura Corint, București, 2015, p. 14.

<sup>[23]</sup> Statement of the President of the Security Council, no. S/PRST/2011/16, 3 August 2011. Available at: <http://www.securitycouncilreport.org/atf/cf/%7B65BF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/Golan%20Heights%20SPRST%202011%202011%202016.pdf> (last accessed on 15 April 2016).

<sup>[24]</sup> Arab League Council Resolution 7438 [Plan of Action], 2 November 2011. Available at:

[http://www.lcil.cam.ac.uk/sites/default/files/LCIL/documents/arabspring/syria/Syria\\_33\\_AL\\_Council\\_Resolution\\_7438.pdf](http://www.lcil.cam.ac.uk/sites/default/files/LCIL/documents/arabspring/syria/Syria_33_AL_Council_Resolution_7438.pdf) (last accessed on 15 April 2016).

<sup>[25]</sup> Human Rights Council report of the independent international commission of inquiry on the Syrian Arab Republic, no. A/HRC/S-17/2/Add.1, p. 8, para. 28. Available at:

[http://www.ohchr.org/Documents/Countries/SY/A.HRC.S-17.2.Add.1\\_en.pdf](http://www.ohchr.org/Documents/Countries/SY/A.HRC.S-17.2.Add.1_en.pdf) (last accessed on 15 April 2016).



suspended and the observers leave the country due to the increased level of violence that spreads throughout Syria. On April 21, 2012 the UN Security Council adopts the 2042 Resolution, authorizing the UNSMIS (United Nations Supervision Mission in the Syrian Arab Republic)<sup>26</sup>. In June 2012, the mission is suspended due to the intensified violence.

As a consequence of the spread and the intensification of violence, the number of refugees and internally displaced persons is growing from one month to the other. In June, 2011 Turkey reports on more than 4,000<sup>[27]</sup> Syrian refugees crossing its border in order to seek shelter from the violence of Syrian governmental forces. In August 2012, the estimated number of internally displaced persons is approximately 1.5 million and more than 100,000 refugees cross borders towards Turkey, Lebanon, Jordan and Iraq. Six months later the updated numbers are two million internally displaced Syrians and other 670,000 refugees<sup>[28]</sup>.

**4.1 The hostile armed organizations.** In the period between March and June 2011 some members of the Syrian armed and security forces are starting to openly manifest their disapproval towards the lethal tactics employed by the governmental forces and they commit desertion. In June 2011, these deserters announce the constitution of the Free Syrian Army (FSA). More and more members of the armed forces are deserting, they are joining the FSA, alongside civilians, with the intention to fight governmental forces, many times constituting *ad-hoc* armed groups. The months following its formation, the group, together with other, adjacent ones, assumes responsibility for the attacks against governmental forces<sup>[29]</sup>. There haven't been trusted sources of information concerning the size or the structure of these groups, or their capacity to carry out coordinated military actions. It is possible that these groups have acted within a limited command structure in certain geographical areas but there is little evidence that such a structure, organized according to military rules, exists. Furthermore, there is no solid evidence that demonstrates that civilian militias (called *Shabbeeha*) have received orders from FSA leaders on the territory of the Syrian state or outside it.

The founders of FSA, including the leader of the group – colonel Riad al-Assad – have continued to act on the territory of Turkey where they established their headquarters after their desertion. Their role has been limited in what pertains to the coordination of the various armed groups on the territory of Syria. Yet, the leaders have had no role whatsoever in the decision-making process. With regards to the observance of the laws of armed conflict, the FSA leaders from Turkey declare that the deserters taking positions of leadership within the FSA in Syria issued their own rules of engagement relying on the training that soldiers have received within the Syrian armed forces. Nevertheless, FSA requests support in order to formulate new rules of engagement, congruent with the norms of international humanitarian laws<sup>[30]</sup>.

<sup>[26]</sup> United Nations Security Council Resolution S/RES/2042/2012 available at: <http://www.securitycouncilreport.org/atf/cf/%7B65BF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/Syria%20SRES%202042.pdf> (last accessed on 15 April 2016).

<sup>[27]</sup> *Syrian Army 'cracking' amid crackdown*, Al Jazeera, 11 June 2011. Available at: <http://www.aljazeera.com/indepth/features/2011/06/201161118126791811.html> (last accessed on 15 April 2016)

<sup>[28]</sup> Data available on United Nations High Commissioner for Refugees official site. Available at: <http://data.unhcr.org/syrianrefugees/regional.php> (last accessed on 15 April 2016).

<sup>[29]</sup> Human Rights Watch report: *By all means necessary – Individual and Command Responsibility for Crimes against Humanity in Syria*, December 2011, p. 3. Available at: [https://www.hrw.org/sites/default/files/reports/syria1211webwcover\\_0.pdf](https://www.hrw.org/sites/default/files/reports/syria1211webwcover_0.pdf) (last accessed on 15 April 2016).

<sup>[30]</sup> Human Rights Council report of the independent international commission of inquiry on the Syrian Arab Republic, no. A/HRC/19/69, p. 20, para. 107. Available at: [http://www.ohchr.org/Documents/HRBodies/HRCouncil/RegularSession/Session19/A-HRC-19-69\\_en.pdf](http://www.ohchr.org/Documents/HRBodies/HRCouncil/RegularSession/Session19/A-HRC-19-69_en.pdf) (last accessed on 15 April 2016).

It seems that in January 2012 there isn't a formal command and control structure between FSA leaders and the various armed groups that claim to be subordinated to FSA. Moreover, there is little coordination among armed groups acting on Syrian territory<sup>[31]</sup>, which doesn't necessarily entail that the groups are inefficient. For instance, towards the end of 2011 the governmental forces are forced to temporarily withdraw from Rif, Dimashqm, Idlib and Homs because of the counteroffensive executed by the local militias<sup>[32]</sup>. In March 2012, FSA took measures to improve its command and control structure. The Joint Military Command of the Syrian Revolution is established with the aim of unifying and organizing all the armed groups, and, also, to coordinate and reconcile the military goals with the political ones. In certain areas of Syria, the FSA founds *military councils* which claim to be the leaders of the military groups acting in those areas, assuming responsibility for operational decisions.

Certainly not all armed groups operating in Syria are organized. More than that, these groups are very different in terms of capability, organization or the tactics they use. Some groups are relatively small, operating on a local level, constituted by local deserters fighting alongside a few civilians. These groups avoid direct confrontation with governmental forces<sup>[33]</sup>.

During this period the anti-governmental armed groups are intensifying their actions, getting involved into conflicts with governmental forces on several fronts, simultaneously. The offensive action of the rebels at Idlib, Hama, and Damask demonstrates the capacity of the groups to launch into coordinated attacks over governmental force positions and engage into direct conflict with them<sup>[34]</sup>.

Until the spring of 2012 the armed groups benefit from an improvement of their weapons, partially obtained from the attacks on governmental force posts (rocket-propelled grenades, mortars and anti-tank missiles). A significant amount of weapons reach the rebels from outside the borders of Syria, Jordan and Lebanon, more exactly. Further plausible evidence reveals that Turkey, Qatar and Saudi Arabia provide weapons to insurgent groups, even if such allegations have been denied by them. It is unclear whether these states are merely used for transit by smugglers or they deliver the equipment themselves. At the same time, there is convincing evidence that Saudi Arabia and Qatar have been paying FSA fighters' salaries since 2012<sup>[35]</sup>.

Despite the dynamic tactical situation, until the spring of 2012, the FSA controls few territories. The rural region, north of Aleppo until the border with Turkey, is held by the rebels after the retreat of the governmental forces. On the other hand, the governmental forces hold authority over Aleppo. The FSA maintains effective control over the rural regions around Homs, Dar'a, Idlib and Hama. Until the middle of 2012 the governmental forces withdraw from the north-east of Syria as well. Still, in March 2013 the forces of the al-Assad regime wield authority over the coastal regions, the area of Tartus, Hamah, the center of Damask, the territories near the Lebanese border and the area around As-Suwayda.

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<sup>[31]</sup> *Idem* 30, p. 2, para. 108.

<sup>[32]</sup> *Idem* 30, pp. 7-8, paras 19-20.

<sup>[33]</sup> Human Rights Watch report of the independent international commission of inquiry on the Syrian Arab Republic, no. A/HRC/21/50, Annex III, p. 61, paras 9-10. Available at: [http://www.ohchr.org/Documents/HRBodies/HRCouncil/RegularSession/Session21/A-HRC-21-50\\_en.pdf](http://www.ohchr.org/Documents/HRBodies/HRCouncil/RegularSession/Session21/A-HRC-21-50_en.pdf) (last accessed on 15 April 2016).

<sup>[34]</sup> Joseph Holliday: *Syria's Maturing Insurgency*, Middle East Security Report 5, Institute for the Study of War, Washington, 2012, p. 19. Available on: [http://www.understandingwar.org/sites/default/files/Syrias\\_MaturingInsurgency\\_21June2012.pdf](http://www.understandingwar.org/sites/default/files/Syrias_MaturingInsurgency_21June2012.pdf) (last accessed on 15 April 2016).

<sup>[35]</sup> *Qatar bankrolls Syrian revolt with cash and arms*, Financial Times, 16 May 2013. Available at: <http://www.ft.com/intl/cms/s/0/86e3f28e-be3a-11e2-bb35-00144feab7de.html#axzz45tb8Y2vD> (last accessed on 15 April 2016).

**4.2 Indication of an armed conflict.** Towards the end of the spring and the beginning of the summer, in 2011, violence escalated to such a level that it is justified to claim that the threshold we have referred to earlier has been reached and that Syria is the site of an armed conflict. The evidence in support of this statement includes the types of weapons used against the protesters (tanks and real ammunition), the facts that the government deployed armed forces in order to maintain control and that it used methods employed in military operations against protesters (bombing the areas inhabited by those who opposed the al-Assad regime). The great number of armed forces deployed into the hot areas of Syria, with the purpose of quenching the protests, indicates the government's belief that these manifestations could not be contained by regular public order actions. The increased number of armed confrontations between governmental and rebel forces have led to a rise of the number of victims and the destruction of private property, indicating a state of generalized hostilities. Also, the growing numbers of those seeking shelter outside the borders of Syria indicates the wide geographical spread of the conflict, as well as the increased frequency of the hostilities. Nevertheless, an armed conflict to be declared non-international is not only conditioned by the intensity of the violence but also by the identification of the organized armed groups that oppose the governmental forces.

Even if FSA founders named a spokesperson, as early as March 2011, they issued political declarations and press releases and established their headquarters in Turkey, there was little evidence to suggest that the leaders were issuing orders to armed groups on Syrian territory, even if the latter were declaring their affiliation to FSA. Yet, in March 2012, FSA fighters established a command structure in Syria which enabled the increasingly frequent cooperation among the different armed groups, and their capacity to conduct military actions against governmental forces. Starting with March 2012, the FSA was able to recruit and train new members. It is also true that the FSA was regularly supplied with weapons from abroad.

The analysis of all these factors demonstrates that starting with March 2012, at any rate, there was a non-international armed conflict in Syria between governmental forces and organized armed forces that were acting under the FSA umbrella, which calls for the application of the laws of armed conflict.

It is difficult to establish if it was *only* the rules of the non-international armed conflict that were applicable in Syria, since such an assessment requires details on the level of implication by other states. There is sufficient evidence to establish that some state supported the Assad regime while others endorsed the FSA.

The Russian Federation continues to sell weapons to the Syrian government and to fulfill its contract agreements on military equipment.

Iran offers support through military equipment and by providing counseling to the Syrian government. At the same time, it backs pro-Assad groups of militia<sup>[36]</sup>.

On the other hand, since the beginning of the violence, Turkey has supported the groups that were opposing governmental forces. It has provided shelter to the FSA leaders, as early as July 2011. FSA leaders have had a considerable freedom of movement between Turkey and Syria. Moreover, Turkey has accepted the highest number Syrian refugees.

Similarly to Turkey, Jordan supports rebel groups, allowing free movement of FSA leaders on its territory.

As already mentioned above, there is a high probability that Saudi Arabia and Qatar may also be financially supporting the FSA.

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<sup>[36]</sup> Will Fulton, Joseph Holliday, Sam Wyer: *Iranian Strategy in Syria*, Institute for the Study of War, Washington, 2013. Available at: <http://www.understandingwar.org/sites/default/files/IranianStrategyinSyria-1MAY.pdf> (last accessed on 17 April 2016).

The European Union and the United States of America are also providing the FSA non-lethal military support and technical assistance, including bulletproof vests, night time vision equipment and communication equipment<sup>[37]</sup>.

On November 13, 2012 France admitted that the oppositional Syrian National Coalition is the only group that is legally representing the Syrian people. Within the period of a few weeks this position of acceptance was assumed by Turkey, Great Britain, The United States of America, Italy, Spain, Denmark, Norway, as well as the Council of the European Union<sup>[38]</sup>.

## CONCLUSIONS

Despite the political and material support received by the two parties of the conflict in Syria, it is my conclusion that, for the moment, the non-international nature should be maintained since there is no evidence to suggest that any of the anti-Assad groups should be totally controlled by another state. The level and nature of foreign intrusion could constitute violations of the international law, nevertheless, this does not modify, as of now, the nature of the conflict. Syria has not signed the 1977 Additional Protocol II and, consequently, the non-international armed conflict falls under the scope of authority of Common article 3 of the 1949 Geneva Conventions, referring to the observance of the fundamental human rights included into the UN Charter as well as the customary international law.

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SOCIO –  
HUMANITIES

## MALPRACTICE VALUATION

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**Abstract:** *People with self-esteem adequately evaluate their performance more favorably, think positively about themselves and others and have high standards of performance, and people with low self-esteem evaluates its performance less favorable and tend to disapprove of others, waiting even being rejected by others.*

*Research, the observant type, underlining the importance of introducing term aims malpractice in education psychology, particularly malpractice in the evaluation. Intervention is supported based on surveys and research on groups of subjects in Brasov County.*

**Keywords:** *valuation, learning, development, malpractice, self-esteem*

Learning is the process that determines a change in knowledge and behavior. Not every change is an expression of learning. Only selective changes permanent and oriented in a determined direction changes can be considered learning. Learning is defined as the acquisition of knowledge, skills and competencies through individual study, experience or teaching. They are actually learning outcomes. What happens with the process?

Learning is always a personal fulfillment learn to act differently, to think differently, feel differently, as something natural that comes naturally and is part of the process of adaptation to changing circumstances very often.

The word education has its origin in the Latin word ”education”, which means „bring to light”, „to shape”. So teachers bring out the resources and skills of students. After G. Mialeret term may have at least four meanings, namely: as a system or institution; the action of a person or group over another person or group (D. Durkheim); in terms of content (literary, scientific, practical, multilateral); the effect (when someone is well educated, bad or mediocre educated). Mechanisms and functional support of education is the learning process, which is based on the plasticity special nerve activity superior human processes conditioning to adaptation processes storage experience (information), organization of conduct useful adaptation, including social contagion, but especially, rationalization and awareness of social values moral, ideological and reporting them (learning direction). Education is reflected in the efforts of parents, educators and aims to achieve a comprehensive development of the potential of personality characteristics, in order to form the abilities, skills useful skills and capabilities, social integration. Education problems were reported, since the time of Aristotle is a process of great social importance. Its effects on the direction of education has many functions, all important. The most complex aspects of education are generation in conjunction with emotion education, attitudes, creativity, adjustment of temperamental sides [1].

In Neuro Linguistic Programming there is an axiom that already have all the resources we need, or if they have, they can get. Teaching can not stand as an activity in itself. "I

taught this, but students have not learned" is the equivalent of the medical anecdote "The operation was successful but the patient died". Simple injection information leads nowhere and examinations can generate real "educational boulimia" - have thrust forcibly knowledge memory learner and swallowed in one breath, then to regurgitate right time [2].

The educational process is one every day, any mistake can have unexpected consequences. School evaluation is a sensitive area is a moment of high emotional impact for children (both positive - they take a good note and the note obtained is negative as they wanted). That is why it is very important for the process to be a fair, otherwise this may cause students to lose confidence in the educator, but also in own forces can lead to disappointment, indiscipline, stress education.

In the paper "forms of malpractice in education and training" an analogy between malpractice in the medical act as committing a misconduct tortious on the patient, involving civil liability of medical staff or supplier of medical products and services and malpractice act trainer - which means erred educational professional, generating harm to the student as a form of negligence or incompetence on the part of the trainer. "There is no proper assessment without clear objectives", said Viviane and Gilbert Landscheer in "Defining operational objectives." "It is impossible to judge the adequacy of conduct, the effectiveness of an action without knowing the effect desired result." [3]

The initial assessment is to determine the preparedness of students at the time of entering the service, the decisive condition for the success of teaching and diagnosis of training in areas that verifies their content. At the same time, and can accomplish the predictive stating the conditions in which students will be able to assimilate the contents of the new training program. No prediction is the most important function, but organizing a program of recovery, support and motivation for learning.

Cumulative assessment (summative) is performed by partial examination during program and an estimate of the balance sheet of the results for long periods. Continuous assessment (formative) search checks during the learning process, conducted on small sequences, can prevent failures.

Of the three components of the spiral education, teaching-learning and assessment, evaluation is the most sensitive, because changes occur not only within the education system, but also outside it, producing long-term effects in the further development of the child.

Educational talks about an academic himself. Students who have self-esteem and a positive image of their better results. Research shows that poor academic results lead to a decrease in self-esteem and low self-esteem tends to be offset by increasing self-esteem in other areas. Children with poor school performance will draw attention to their acts of rebelliousness, which will make them feel respected by her colleagues and even if negatively. School capacity is an important component of self, self-esteem at school, because self-esteem is positive or negative attitude towards their subject and being able to feel how important, valuable. Self-esteem is relatively constant, but actually has a stable and another that changes difficult periods or during evenings failures. If errors occur in the assessment, talk of a malpractice in educational psychology, which will have an effect of great importance in human life, the emergence and development of his personality in the initiation, implementation and development of relations with the group participating in the formation of self-image, the concept of self-esteem. These effects can not be pursued, students will seek opportunities to preserve esteem and self-respect will avoid unpleasant situations, situations where it will be appreciated, losing confidence in them and can and educators, teachers, teachers, coaches or trainers.



It is known that people with self-esteem adequately evaluate their performance more favorably, think positively about themselves and others and have high standards of performance, and people with low self-esteem evaluates its performance less favorable and tend to disprove others, waiting even be rejected by others.

"Halo Effect" can be positive or negative. Halo positive is when a person is assigned attributes positive and mental abilities who might not have, what it negative, when a person is given a trait negative which could not have. Halo effect is established by force suggestive influence. Teacher-student relations are impregnated halo effect[1] when teachers are not longer willing to observe good students gaps or weak student progress.

Robert Rosenthal is most known for his research and studies conducted on experimenter expectancy effects, which is the influence that a researcher can have on the outcome of an experiment. „Pygmalion effect” or Rosenthal effect also known as the advance effect is the phenomenon that higher expectations result in an increase in performance. The effect is named after the Greek myth of Pygmalion, a sculptor who carved the statue in love with him [4], occurs when the teacher's predictions not only expected, but also facilitate the phenomenon. Pygmalion effect is the phenomenon that explains better performances by people when greater expectations are put on them. "Contrast effect" occurs when the student receives the same result in better mark if following the assessment of a lower score, or receives a lower mark if it follows a student responses were rated as very good.

"The effect of order" is when the examiner, because of inertia, maintain the same level of appreciation for a series of answers that actually has some qualitative differences, or "fallacy" when substituting objectives and key parameters of assessment by secondary objectives as accuracy, exposure or systematically the effort of students. There effects related to personal equation examiner, evidenced by the appreciation trend of the results by the efforts, or by penalizing any failure; pointing originality of answers, or, conversely, fidelity responses compared to those taught, and errors related to the state of time assessor, other subjective factors that occur not only in the educational process conducted in school but also outside school in extracurricular activities that students do like sports, music, art ...

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The disciplines accurate lends itself to a more objective assessment to the humanities that can be marked by subjectivity evaluator personality evaluator state time, fatigue factors adventitious that can promote errors in evaluation and hence malpractice in education and training. I chose mathematics.

Objectivity in scoring can be influenced by certain circumstances that may induce significant variation either a teacher to another (variability) or the same teacher at different times (intra-individual variability).

Paper was the following assumptions:

H1. Suppose that teachers know the errors that may occur in the evaluation of the teaching process;

H2. There is subjectivity in assessing oral more than the other methods of valuation;

H3. Children with poor in mathematics scores do not like matter in question.

It worked with a sixth class of 28 students and 16 teachers from secondary schools.

For the first scenario, we compiled a questionnaire seeking to identify issues related to errors that may occur in the evaluation of the teaching process. They followed, equally, the views of teachers linked to their role in the results achieved by pupils and they are

aware of possible types of errors in evaluation. All teachers interviewed know the errors related to personal equation examiner and define it. Pygmalion effect is not known for 14 of them, the halo effect is not known for 9, the effect of order, logic defined but not called, the contrast remains unknown to all teachers surveyed.

So the first hypothesis is partially confirmed. Evaluators know at least one error that can be committed in the evaluation.

For the second scenario, students were corrected and the same works in another school, without knowing names of the students. There were no errors greater than 0.50 points so 1 point by rounding the final mark. We failed to identify where errors have been reduced and that this valuation was made once teachers knew the experiment so that the experiment could be compromised. Also found on this occasion that written in mathematics assessments are objective. Hypothesis two could not confirm because of these limitations and research.

For the third hypothesis, we asked the children if they like math. We wrote down the answers and compared with notes in the catalog at the course. Those with scores over 8 gladly teach this discipline like math. Those with scores below note 7 do not like math and consider the teacher does not give the right notes.

If the teacher believes the student is shone on the matter because this tends to give him all the time higher grades, and if the opinion he has done on the child is to have learning difficulties, tends to lower grades than the deserved. The consequences of such errors are sometimes devastating child feeling powerless and unable has an impact on the teacher's opinion about it.

Medium and long term these errors lead to lower self-esteem, loss of confidence, motivation and sometimes even drop out. The child remains with the idea that no matter how hard they try still will not get good grades, or will fail to change others' opinions of him.

Now the most important task of the school is to teach the student to learn and motivate him to learn. The problem of individual differences capacity pace of acquiring knowledge and learning or processing information, is increasingly attracting the attention of psychologists and pedagogues today, when the volume of knowledge is increasing, and their content is always complicated. When errors occur attitude towards the teacher will be one unwarranted.

The student learns from the teacher because no matter how hard they try, all will fail. When on the contrary, the student is appreciated more than merit, you will learn that you do not need to work harder to defeat. And in one case and the other student will be demotivated teaching, school capacity is an important component of self, self-esteem at school. Lack of self-esteem, self-esteem and self-love will prevent the formation of normal and mature.

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## THE REFUGEES' COUNSELLING – A PREREQUISITE FOR INCREASING THE EFFICIENCY OF THEIR ADAPTATION TO THEIR NEW COUNTRY OF RESIDENCE

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**Abstract:** *The present work brings to attention a phenomenon that currently is a painful actuality to which solutions are still being looked for, namely – the refugees' issue. The survey brings to discussion a few sides of the intercultural adjustment for a group of Iraqi refugees, during one year. Their initial status and the steps carried out for their adjustment in our country draws the attention upon the difficulties of such endeavor and upon some solution possibilities of such. The main purposes of the survey are to identify the refugees' motivation for adjustment, the personal resources and their use in the social and economic context of our country so that in time they could find a place into our country that would represent a "home" for them.*

**Key words:** *refugee, intercultural adjustment, resilience*

### 1. INTRODUCTION

People's migration phenomenon in different places to look for a better life or a better job, leads to more intercultural contacts than before and also these are carried out at a higher speed than before. Such thing leads to a constant change of the world that we are live in and therefore a greater and faster need of adjustment than before. This is one sense of migration, sense that arises from the wish assumed by any person that looks for a better life for himself. However, it is not the same with the refugees that flee their country because they have to, many times in poor conditions, from one day to another.

Once they arrive in the new country they get in touch with the cultural differences and with the specific of each country. The cultural influence for the new ones that came into our country is felt in two ways, one in their culture brought through them in the new context and in our culture as being the context in which their life happens. This influence is visible in carrying out the cultural adjustment process, of socializing or more precisely of socialization in the conditions of a new society, of a new country. "The individual and social behaviors are comprised in these two boundaries: on one hand, the civilization's models and norms that give them meaning and content and on the other hand, the models and norms of the civilization that confer them a concrete and functional form of behavior, on a certain step of the social-historical and technical –economic development" [1]

Buber claims that "If a person walks along the road and meets another person who comes from the opposite direction, she or he only knows her or his own side of the road, not the other one's side. That knowledge can be achieved in the meeting with that person. Communicators can create a space between them if both parties want to share and learn from each other." [2].

The learning process of the new culture is not an adjustment and passive adoption of the new cultural concepts to the new life, but an integration of these through a gradual process of establishing the meaning of this experience so that these could be adjusted to its own life and this to be functional. The sudden coming and in dangerous conditions,

most of the times, makes this process to be more difficult, for the refugees. The adjustment to the new culture supposes the access of the new ones to the country's new language and therefore through the community to its values. One of the culture's characteristics is its axiological side, namely the values landmark system to which the social system relates to as a whole, the group, the organizations and even the members of the society itself. [1]

For the refugees, the access to all these is done through learning the language of the people where they have chosen to live, even if temporary. Their coming into our country brings them in contact with a reality that is much different than the one from their country, therefore the access to the social and cultural reality is done both from the cognitive perspective, but also in terms of needs, aspirations that must be satisfied and also in terms of patterns and values introverted throughout the ontogenesis, of the social experience accumulated, that need to be changed once by coming into a country. "We don't perceive the world, in which we are living, but we are building it; the social reality is an interpretation built through communication, based on human interaction in a certain cultural and historical frame". [1]

The interactions that arise in the social environment necessarily involve the appearance of the social influence phenomenon, as a mechanism of adjustment to the external conditions. Some of its dimensions are the conformism, the compliance and the obedience. Particularly, the conformism interests, of all. Often being the result of the group's pressure, this leads to the fact that the person adopts the new type of behavior or attitude, appropriated it as hers. This does not happen immediately, but gradually, in a long process that most of times is stressful. Sherif claims that the person that wishes to adapt, adopts the group's evaluations and frame marks and that in case of ambiguity, the social norms intervene. Later, two types of different influences have been discovered by Deutch and Gerard, which convinced the participants to the experiments to conform to:

- The informational influence – other people of the group assure a source of information in case of ambiguity and uncertainty

- The normative influence – in the situation in which the ambiguity is reduced, the norms of the group and the strong social pressure will convince people to comply with

It is not comfortable to be the "exception" in a group, because this place you outside the group, therefore the people conform to this in order to become part of it. In order to find their role and place in a group, the person uses coping mechanisms. Starting with defining the stress as being an organism-environment interactional configuration, we can look at the concept of "coping" as being the overall of mechanisms and conducts that the individual lays between him and the events perceived as stressful agents in order to diminish, tolerate, hold the effects on his physical and/or psychological comfort status. Lazarus and Folkman (1984) define the "coping" as "all the cognitive and behavior efforts which are intended for controlling the stress factors that threat or exceed the resources of an individual" [3].

The flexibility of the coping reflects the personal attitudes about the efficiency of coping met in stressful situations and the personal intention to have adequate behavior to these. The flexibility of coping has to be linked to the psychological adjustment to the stressful situations rather than to the intention of giving desirable social answers [4]

In case of the refugees, it is not about simple mechanisms of coping, but adjusting in extreme conditions – at war, flee from one country to another, survival when you lack of material resources and you are a foreigner in a country that you don't know. The resilience, in a simple sense, is adapting to shock conditions, to adversities [5]

The resilience refers to our capacity to succeed in an acceptable way when the conditions in our lives change dramatically and always supposes the existence of

suffering. In finalizing successfully this process, the potential of the person which follows the process is important, the desire of giving sense to the experience and not giving in, the desire of finding a balance in the new conditions, the capacity of believing in his own resources, the possibility of activating them, the feeling of controlling your own life. Starting from these few theoretical concepts, the survey aims to capture some aspects of the refugees' motivation to adapt, developing certain strategies of succeeding in adapting, capturing the sense of adjustment and avoiding to transform the refugees in "outsiders" (persons which understand the meaning of change and adaptation to a new culture, but who cannot make this or even persons which cannot understand the meaning of change and adjustment).

## **2. WORK OBJECTIVES**

*Observation: the objectives of the survey refer to two different categories of subjects, children and adults.*

1. Capturing the differences related to the everyday life, the culture, the dynamics of relations between the residence and origin countries.
2. Pointing out the personal resources involved in the school insertion of the children from the group.

## **3. WORK HYPOTHESIS**

1. The resilience of the refugees can be improved by a psychological counseling process.
2. The efficiency of the cultural identification process has a positive role in the school adaptation of the refugees' children.

## **4. SAMPLE DESCRIPTION**

Ten (10) persons, four (4) children and six (6) adults attended to the survey, grouped in – one family, husband, wife with 3 children, one family, husband, wife with a child and 2 adult brothers among them.

These persons all fled from Iraq, leaving their origin family over there, their business and all assets gained along the years. The purpose for which this group leaves Iraq is due to the war. Initially, this group was larger, namely ten (10) families. They went to Turkey in 2011, where they had the status of refugees for 3 years and then they all came to Romania. In the beginning, they lived in Bucharest and in few months 5 of the 10 families have left to Timisoara where they live currently, and other 2 have left Romania. To be mentioned that the Iraq war has started in 2003 with the invasion of Iraq on 20 March 2003 by an American and United Kingdom coalition, led by the Americans. The main purpose, declared of this invasion was the fight against terrorism. The retreat of the troupes from Iraq has started in 2009, the English forces have closed the fight operations on 30 April 2011, but the Americans have still been there even in 2011. From their statements has resulted that the main reason of their leave was the war and the insecurity brought by it (besides the economic, financial uncertainty, there was always present an imminent danger- you could have lost your life, or your house or your loved ones at any time).

The age of the adults was comprised between 20 and 38 years and of the children between 7 and 13. The meeting took place during 3.03. –12.06.2015.

## 5. METHODS USED

Starting from what Groth - Marnat said *“Probably the only and most important thing in collecting the data, from the psychological evaluation is the interview”* [7]

I chose to use an interview guide in order to collect the data on the subjects and the start indices. The methods used in the intervention have been the drawing, the modeling, the collage, the art therapy

## 6. RESULTS AND DISCUSSIONS

The meetings have started with the description of the problems, done by the subjects, namely: the main problem mentioned by all has been the one of adaptation, other problems - related to children’s education, school insertion, related to labor insertion. Related to the severity degree of the problem, perceived by all subjects, this has been – severity degree -difficult- given by all for the adaptation problem and they have mentioned that this is the most important problem; the others are related to it.

The start indices resulted at the first meeting are: the difficulty to be in contact with their own emotions, the confusion related to the utility of our meetings, the difficulty to be open, direct, and honest with the other members of the group. I consider that the main difficulty has appeared even from the way in which they have come to the meetings with me – they have been sent without being informed what they come for. I have begun this intervention in this group from the very definition of the group, of personal optimization, that was created for those who want to learn to communicate better to each other, having the value of consciousness and personal emotions.

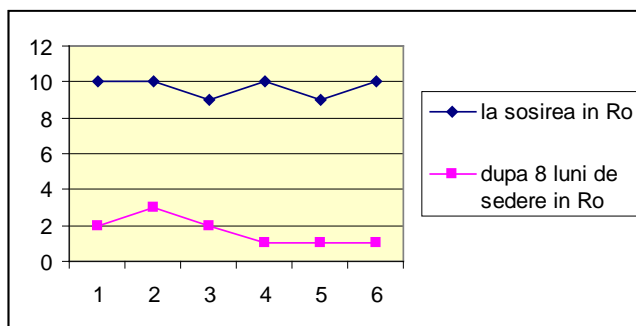
The difficulty consisted in the fact that they did not know exactly why they came to my office for. Noticing their reticence upon the communication, we have talked during the first encounter about the purpose of those meetings and they have succeeded in stating some expectations related to our meetings. They have mentioned that in their country they don’t have such services and therefore they have never taken part of this. Thus, during the first meeting, an assessment of their needs has been done, of their problems to which solutions would be expected, of their personal resources; the determination of the suitability of the potential members of the group within the group. During this stage – I have realized that although they come from different families, the mutual experience in Turkey and Romania has tide them and now they consider themselves friends, thus there is comfort for relating and communication. The next meetings have continued with developing an alliance for work with the participants and between them, then giving information about the themes they requested and also about the value of the group and the way in which this has come to meet the needs of its members.

Some of the objectives established along for the group have been the following:

- ✘ Developing the concept of international culture and of the differences that exist between the residence countries and origin ones
- ✘ Encouraging the participants to achieve a wide personal experience and also to develop their own flexibility and adaptation abilities
- ✘ Developing the tolerance spirit towards other cultures
- ✘ The possibility to reflect upon values and upon the importance of the culture from which they come from and discovering the cultural influence upon their elections
- ✘ The opportunity to share within the group, the success strategies that have been valued differently by each one of them
- ✘ Motivating the children for the educational insertion (and also of their parents for achieving this in the Romanian education)

✘ Supporting the children to achieve and share some knowledge and certain multicultural experience (the story of their success in Turkey, valued as a success story and implementing the success strategies in our country as well).

Deutsch and Gerard indicate two different types of influence that convince the participants to conform: the informational influence and the normative one (both defined previously). Compared to these two types of influence, the adult group benefited of precise and constantly coherent information (related to issues they had to follow) from the foundation that facilitated their adaptation to our country. Unfortunately, the poor motivation for adaptation has made that most of the times this information to be eluded (information related to the professional insertion, related to children's insertion). Though the normative influence existed, it couldn't have been done integrally, due to the absence of validation by the participants of the informational one. The compliance with the responsibilities that their status of refugees in our country involves has been disrupted by the poor level of motivation of the participants. In the intercultural adaptation process, the motivation for adjustment plays a crucial role. The data related to the level of the participants' motivation (at stated level) are:



When arriving in RO

After 8 months residing in Ro

**FIG.1** The self-perceived level of refugees' motivation

From figure 1 it can be seen the great discrepancy between the refugees self-perceived level when arriving in Romania and after 8 months of staying into our country. Aspects that have been disrupted due to the poor level of motivation or more precisely due to the constant decrease in time of it are:

✘ The appropriate perception of reality – poor contact with the reality due to the elusion of the informational data, and this has led them to a weaker adaptation. Those who succeeded to traverse the cultural differences and to value their resources, even if the motivation level was declining, those have succeed better to traverse the adaptation process.

✘ The ability to exercise voluntarily a control over behavior – not valued enough due to the fact that the “blame was always of others” (the teacher was not teaching in a good way, the organization was imposing conditions that were not liked, people in our country are....and something negative was following, etc.). This supposes a reduce degree of responsibility for change.

✘ Gender differences – differences that come from their culture, those between men and women suppose a responsibility in respect of the adaptation centered on the masculine type.

✘ The attitude to create relations full of affection – not learning fast the Romanian language makes them not to be capable of creating tight and satisfying relations with

others (others than the close ones – neighbors, relations with the families from children's school, other friends outside of their culture)

✘ The existence of productivity in respect of the women from the group – the cultural perception about work (women do not work) made these not to search or even to initiate the search for a job. They have succeeded this only when the organization that helped them the entire year intervened in this sense.

Starting from these first indices, we have focused on their personal resources and functional strategies for each one of them. This has drawn the attention upon the differences and similarities between them, having as a result the perception on the fact that they can accomplish the same thing in different ways, that they would not lose from their culture heritage any essential things by trying to adapt, that the will to traverse a road belongs to each one of us.

Following the stages of choosing an activity field has generated discussions related to employment, of the possibility to open a Registered Sole Trader /PFA or a Limited Liability Company/ SRL. Also, the relation between the employer and the employee has been discussed, the financial implications, the responsibility for health services and pension. The professional orientation has been accomplished as a custom activity related to the groups' wishes and requirements, starting from the fact that the persons have been guided to self-development, to know and accept a more complex image of themselves, about the role that they could have in the society; then, to test these personal discoveries in reality, so that this person to be able to integrate in labor and to be motivated to perform a job useful to the society and to himself. An important aspect is the one of the social responsibility, aspect that nowadays is weak pointed out to this group due to the fact that the personal purposes are currently centered on assuring the primary survival needs. It has been worked on optimizing this aspect.

Other aspect that has been worked on, was the desire of staying in Romania–due to the differences between expectations and reality found, one part of them are not decided whether to stay longer (or for how long) in Romania, this being a real obstacle in the adaptation process. The low level of motivation, corroborated with the increased level of disappointment maintains them constantly in a discomfort zone and this makes them to slip constantly to resistance strategies or not to start the action – “we have been tricked, we did wrong by coming here, I'm still thinking if..., I don't know what to do if I won't get any support”. This conduct makes them to choose often as a modality of coping, the support of the divinity. Activating the personal resources made them to realize the transition from passive coping modalities towards some active ones such as – the activism, the planning. No one from the participants of the group manifest the desire to leave Romania soon, but also none of them excludes this option.

The discussions about form and stages of the Romanian education has made the transition from the perception on an education that they do not like, without having solid explanations on the matter, to the desire of finding out which are the steps they have to follow for a good insertion in school. Also, these discussions have led to a short look at the university studies because part of the adult group was interested in continuing their studies. Another theme approach has been the one of extra-curricular activities for the children and its use (sport, artistic activities, volunteering). Thus, the transition has been realized, from a narrow vision upon school and the attendance of children to school (they just don't like it) to what they want to become, which are the steps to follow for this and how this can be achieved.

If we relate the results of this group to the Anderson's model, model built in 3 phases – processing the cultural shock, recovering from it and adjusting to this stress factor, we can say that we have found the participants to this group (most of them) at stage 2 and



together we have tried to finalize it and follow the third stage- adjusting this stress factor. During this process, the participants have succeeded in following some transition stages from the ethnocentric to the ethno-relative status, which comprises the complete adaptation and integration, so that through his experiences to build a state of wellbeing and safe in this country.

During the meetings, several milestones for the adult education have been achieved: identifying the indicators for personal restructuration (referring to the family education, for the career, for the parent), building or reconstructing the motivation for optimizing the quality of life. Other aspects discussed within the group were: to promote health and wellbeing – optimal functioning from the somatic, physiological, mental, emotional, social, spiritual and prevention point of view – of the negative affective mood, of self-distrust, of the difficulties in learning and social de-adaptation.

I mention that during the meetings, the degree of cohesion of the group increased the implication and opening degree of each participant, as well as the level of self-trust in respect of the personal evolution. At the end of the meetings, the results reported were:

- Related to the group of children, these have succeeded to be admitted in school following the exams
- Related to the adult group – from those six, 3 of them were hired and one started the employment procedures. Hiring those 2 women was difficult, due to the cultural differences related to the woman employment (both families have considered that the woman should not work and that this belonged exclusively to the man).

This group of refugees has been supported for a period of one year by a foundation from Romania – they received monthly a sum of money, they had a home, a teacher for Romanian language and counseling services. One of my wishes has been to follow the case even after they stopped receiving support. After 6 months without support, i have ascertained that the family with 3 children has remained in Romania, the adults had a job and the children were at school, and the rest of the persons from the group got back to Iraq, though 2 of them had a job even from the time they had the foundation's support.

## 7. LIMITS OF THE SURVEY

The main limit of the survey is the small number of participants, so that the survey represents only a short scenario in this vast matter. Another limit is that the subjects have arrived to my meetings more at the end of their support program and not in the beginning of it. The moment to start the counseling meetings is important in building the resilience and the moment chosen for them (by the foundation) came only after they were already de-motivated, disappointed and tired, especially due to the fact they did not understand the entire process they were transiting.

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SOCIO –  
HUMANITIES

## EDUCATION FOR SANOGENOUS BEHAVIOURS IN PRIMARY SCHOOL CHILDREN

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**Abstract:** *Education influences health; therefore it is necessary that the education related to this segment, of health, to be started as soon as possible. School has a major role in education, therefore one of the realities on which the speech is built is the health of their children. This study proposes an intervention on short term that brings to discussion the education for sanogeneuous behaviors of children in I-IV grade. Four grades have been involved in this study and the parents of the participant children, in the way they could. The dimensions on which this study has centered are – promoting the health and the well-being, prevention, healthy nutrition, introducing the sport in children's spare time.*

**Key words:** *pupil, sanogenous behavior, prevention, hygiene, health*

### 1. INTRODUCTION

School and family are struggling to establish powerful connections between them for a better education offered to the child, so the parents are juridical responsible for their children's education; the school represents only a part of the child's education. The researches point out the influence of the parental attitude towards the children's school results and also the social groups involved in the school institution influence the way in which the education processes are carried out in school [1]. "In this intersection of the family with the school, throughout the mutual interest related to the pupil's education, health is also as a value. In respect of health, we are interested, as professors and also as parents, in the optimal functioning of the child from the somatic, physiological, mental, emotional, social and spiritual point of view. So that the pupil to understand the health as a value and in order to take care of it and keep it there are needed 2 dimensions in respect of the prevention part and the intervention in case of illness. The orientation for sanogeneuous life habits is conceived as an education activity, in which the psychological preparation of the kids/adolescents in order to elect and develop certain efficient solutions to keeping the health or solutions to the disease, if this happens. The psychological preparation refers to the accumulation of the knowledge, building some habits, developing abilities, building certain motivations for the sanogenous election, developing the self-knowledge and a better contact with his body's potential, related to its construction as well as its healthy development. The school has an important role in this, which is considered a central factor in the guidance and counseling on health through the educational process, through knowledge and information provided, by the continuous concern for the development of the child/adolescent, by developing his own knowledge and also by involving the parents as partners in this matter. [2]

Besides the parents and professors, the counselor professor has a major role in health education in school. The fundamental purpose of the educational counseling is the optimal psychological functioning of the person or of the group. One of the first objectives in achieving this purpose is the facilitation/promotion of health and well-being – optimal functioning from the somatic, physiological, mental, emotional, social and spiritual point of view [3]. The educational mentor is interested first of all in those aspects of the pupils' development that lead to defining his identity and guides him to choose options and take decisions which will lead to the harmoniously integration in the world his living. Some of the objectives related to the health education are: the pupils to be capable of identify themselves through descriptions in terms of physical, psychical health, to be capable to identify their role in maintaining their health, to be capable of defining problems related to health and to ask for help in order to solve them, to carry out the important steps in the health prevention, to succeed in adapting to the changes brought by the illness and to find solutions to this for health recovering.

Health education can be done at informal, formal and non-formal level. At informal level, the health education is done at home, in family and at non-formal level, this is an accumulation of data, actions, social-medical influences together with the knowledge received by anyone from the society through adds, short actions of information dissemination, obtained in the secondary socialization process [4].

The knowledge and habits thus gained, have a lacunal or even non-scientific character because there are not constantly performed, nor by the qualified persons in the field and thus, the education at formal level is necessary even more – education carried out in school on the health matter. It is known that currently, there are no specific classes for health education in school so that this is carried out most of times by the form master or by the counsellor professor.

The first step in our change is to understand the fact that this depends on our self, and the landmarks through which we pass in this process are to be aware of the situation in which we are, of our problems or our needs and only then to assume and making the change pursuant to our desires. In order to do all these, it takes time and a lot of work, because the change does not occur immediately. Education classes for healthy behaviors have been done according to the age of the pupils (the characteristics of the pupils' development was taken into account) and on 3 dimensions: information about health, self-knowledge (centered on the assessment of sanogenous and risk behavior), assumed choice of the sanogenous life skills.

### **2. OBJECTIVES**

1. Pointing out some aspects related to pupils' health that can be improved
2. Catching the differences appeared in the pupils' elections in respect of health after a long term intervention
3. To purpose the efficiency of communication following the psycho-educational intervention in the classroom.

### **3. HYPOTHESIS**

1. During the intervention program in the health field, progress is noticed, related to the elections of sanogenous behavior.
2. The psychological counseling process optimizes the personal relations and communication in the classroom.

#### **4. SAMPLE DESCRIPTION**

The survey comprised 72 pupils from I-IVth grade, of the same general school. The project has been carried out during 5 months in 2015.

#### **5. WORK INSTRUMENTS**

The work instrument was a quiz with an investigation function about the kids' nutrition habits, applied to each classroom. The methods used in the intervention have been the modeling, the drawing, the collage, the story, art-therapy methods in general. These methods have as main function, a function that is mutual to artistic therapies, namely the encouragement and development of a better interpersonal relation and the intensification of the interpersonal communication. The objects, the images built by pupils during the meetings have facilitated the expression of feelings and experiences and have led to building a positive sense of these for the participants.

#### **6. RESULTS**

Starting from several indices related to pupils' health, an educational program has been initiated for the sanogenous behaviors. Beyond the actions that concerned health, it has been observed also the optimization of the socializing in the classroom, for each one of them. From the quiz that was applied initially, the following has been ascertained: from 72 pupils, 15 were obese (20, 8%), at 68%, the parents did not know what their children ate at school (because the children received money for food they had the liberty to buy what they wanted or the parents really did not know whether kids were taking food from home or not), from the total of children, 23, 6% practice sport outside the school. The goals established for the program have been grouped as follows: knowing your own body- ratio of height, weight, body muscle, etc., knowledge of sanogeneous behaviors related to each age, knowledge of the relation between the physical and psychological, emotional, intellectual development, the environmental hygiene, the perception about the physician –patient relation. In this endeavor, the parents who wanted to take part of the actions carried out have been introduced.

After the initial investigation, the next step was the implementation of the program with informative function and only afterwards of the one with formative-educative function. It comprised: prevention actions and fight against children's chronicle diseases, organization of a balanced lifestyle, health promotion. Some of the implemented actions, together with the children have been: debates on different matters related on health and sport, contests on story creation, creation of flyers and posters, open lessons sustained by older pupils for the children, attending to different competitions between schools on themes related to health, participation to different sport competitions.

After each work meeting from the project, the analysis has been carried out on 2 levels- the first one of the personal experience (what exactly did he understand, how does he think that these meanings would influence his next choices, what can he do in concrete actions in this sense, how exactly did he felt during the learning experiences, etc.) and the second one what did he believe that he could do in the sense of transmitting forward the information received (responsibility for results dissemination, social involvement, how the learning experience relates with the following steps that he would make, in his personal life, but also as a model for others, etc.). The last phase of the intervention has targeted the integration of the sanogenous behaviors in the day by day life. The pupils have established during the project, what steps should be done in order to attract changes

in respect of their behaviors, but also what steps can they make to be involved in social projects of sensitizing the population for a healthier life. At the end of the program, the initial questionnaire has been applied once more and the changes recorded have been: from the total of obese pupils (15 pupils), 3 have requested specialized help, the parents have chosen to get involved in the school food matter and so the number of parents that did not know what their kids were eating at school has decreased (from 68% to 40%).

In respect of the sport conduct of pupils and their preoccupation for exercise, the children from the classes that have taken part of this project, have got involved in different sport activities: between classes, schools, marathons, bicycle races, outdoor trips.

In respect of the second hypothesis, related to the effective communication in the classroom, the results have been noticed after the first meetings. The real change is defined by a change of attitude. “The change, the evolution of structures, of groups [...] supposes the evolution of the values set, interiorized by the persons that form those groups”. [5].

Related to the evolution of communication and socialization in each class groups, a change has been seen in the first place in working together but also related to the class professors that have mentioned several times the different changes in the dynamic of the class. The child builds his own image related to the other, by the mirroring effect and giving, followed by understanding and acknowledging certain features, abilities and values, belonging to him. The interiorized and personalized data are used in understanding and assuming his own identity, as effect of other peoples’ reactions towards him” [6]. By the analysis of communication and dynamics of relationship in relation to itself and others, the children have discovered the multiple meanings of the experience, the possibility that each experience to be looked from different angles, giving sense and meaning to the things or actions achieved. The proposed exercises have allowed children to exploit their own classroom space, the role that each one of them has inside of it and also of the personal resources and their use for a better dynamic of them with others. The reflection upon the personal experience that each child had during the project, has led to identify certain mutual themes that preoccupied the children from each class, matters related to the evolution in the group, trust in his own person, communication and especially communication with the adults from their life.

## 7. CONCLUSIONS

The work in such a long term project has a lot of positive parts, found in the results obtained, but it has also some negative parts. Among the negative ones, we mention an aspect related to the work besides the parents and we underline the fact that though there is the wish for collaboration in the project, due to its vast extension, many times the parents could not attend to the activities. The communication with the parents and their attendance to activities was always conditioned by the short time they had at disposal. Another challenge was the work with 4 different classrooms for the same project and the difficulty to find suitable options of schedule in order to perform the activities. Besides these negative aspects, there are the results obtained in respect of the sanogenous behaviors, building of a work space that facilitates the collaboration between parents and school in the health field, building some better health models, improvement of relationships between parents, psychologists and school’s counsellor professor, a practice guide for such projects. The work modalities have been chosen for children pursuant to their age, thus the value of data received to be able to be extended in larger educational contexts (debates, competitions, etc.). The opportunities built by this project have been

materialized in collaborations between classrooms and schools and on other matters, not only on those related to health.

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# METHODOLOGICAL ASPECTS IN MASSAGE AND KINETIC TECHNIQUES EFFICIENCY FROM FACIAL PARESIS REHABILITATION

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**Abstract:** *Facial muscle hypotonic, like main symptom in facial paresis, could be improved or integral rehabilitate applying massage and kinetic techniques appropriated. Massage is a real and efficiently treatment in facial paresis, which replace or complete other therapeutically means, because produce complex reactions in sensitive, motor and nutritive area, as well as a facial tissues characteristics improving.*

**Key words:** *massage, facial muscle, paresis*

## 1. INTRODUCTION

Medical literature present rehabilitation in facial paresis with massage for decreasing edema (lymphatic drainage technique), have a circulatory effects (flask faze) and produce a muscle release after pain point massage (hypertonic faze). In a conscious way, hypertonic muscle massage is associated with progressive and soft stretch for spastic muscle. This massage could be healthy, if it is used properly, but could be harmful if it is a bad execution. Inner mouth massage is applying gentleness and will permitted to verified possible spastic muscle, which could affected big zygomatic muscle, canine muscle, buccinators muscle, triangle muscle and neck muscle (Chevalier, A.M., 1990, p. 135).

Starting with neurological interdependence between body regions, we can assert next fact, massage means and techniques stimulate the termination of dermal and hypodermic external sensors system, also the internal sensors system from muscles, tendons and articulations, these transmit information to the nervous centers, then on reflex way produce reaction to the various functions of tissues and organs (Mârza, D., 2002, p. 25).

Because the incidence more and more increasing of the nervous system level and of the multiple rehabilitation possibility, it is plainly justify the increasing interest in studying the neurological function and pathology, like a new approach in medical assistance for neurological system disease. In our days, we cannot accepted a simple medical prescription or a formula or a few advice, it is indicate complementary and progresses measure for causes, symptoms, psychological and social effects, who are generate by nervous system illness.

## 2. RESEARCH HYPOTHESES

First assumption. We think as the massage application in facial paresis treatment will determinate an increasing of the muscle qualities, a optimal results in regard to a tardily

intervention, also reducing the functional recovery of the facial region and social reinsertion.

Second assumption. We presume as the physical techniques used, like isotonic and isometric contraction, could determinate the facial muscle hypotonic improving, as a capital symptom, to total rehabilitate of the facial muscle function, directing to the paresis symptomless.

### 3. RESEARCH ASPECTS

Bacău Emergency County Hospital was the location, where our study was applied, because there are all evaluation and exploration conditions, means for treatment and a very good professional team.

In Neurological Department, three patients with facial paresis were recommended and follow they evolution, by all stationary period, also I have collaborate with all members of the team (physicians, nurses, psychologist, social workers).

In Medical Recovery and Physical therapy Department, I have participated to the practical rehabilitation through massage and physical means. After that period, I have continued the therapy and rehabilitation in my practice. I used the next exploration and evaluation method: motor function evaluation test, sensitive function evaluation test and facial general tonus evaluation test.

I follow the next physical therapy intervention: heat application (10 minute, infrared), facial massage, inner mouth massage and physical therapy techniques.

### 4. CONCLUSIONS

Facial muscle hypotonic, like capital symptom from facial paresis, could by improving or even better by total rehabilitate, using massage and physical therapy techniques.

Massage could by applied in facial paresis treatment, like a itself treatment, and could replace or complete the other therapeutically means, because produce the next effects: facial tissues function activation; increase the nervous sensibility, conductivity and reactivity; sensitive and motor complex reaction; subjective and psychological effects (cheerfulness, energy and motion in stimulator massage; relaxation, expansion and breaking in relaxation massage).

Earlier application in rehabilitation cures for facial paresis determinate a increasing of the results and reducing the time for facial function recovery and social reinsertion.

An individual treatment produces a facial muscle integral rehabilitation and a symptoms total reducing, but a general treatment is more efficient because produce the next effects: prevention and treatment for muscle power, tonicity, sensibility and sanguine circulation; recovery the motor skills.

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## SPINE THERAPY IN CERVICAL AREA – LIMITS AND EFFICIENCY

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**Abstract:** *Pain on the cranial extremity and superior limb's level is dominant symptom of the vertebral static disorders in cervical area. The diversity in determinants and favorable facts will create a multiple symptoms, as intensity and localization. The vertebral therapy that will be applied in the organized way, individual or in long terms recovery program, sustained a favorable evolution for main symptoms, to remission or to new forms.*

**Key words:** *cervical spine, vertebral therapy, pain*

### 1. INTRODUCTION

The present research was conducted during September 2014 – March 2015, at the Day care Centre for Elder Persons „Hope”, which is subordinated to The Foundation for Community Services, Bacau.

The aim of this study is to underline the limits of spine therapy, applied to the spinal column, in two kinds of affections (cervical spondylitis and cervical brachialgia).

### 2. CASE STUDY

The symptomatology that goes along with the vertebral static dysfunctions of various etiology, (inflammatory processes, degenerative processes, inflammations, unhealthy positions, climacteric period, etc.), is very complex. Starting with the specific manifestations of cerebral ischemia (pain, vertigo, fatigue, lack of concentration, limitation of the physical effort and walking) and continuing with the pathology of the cervical column (localized pain or irradiating ache in the thoracic member, functional impotence, joint blockage and muscular rigidity) we can describe a very vast clinical area, that provoke the complementary disciplines, each with it's specific therapeutic action (medicine, pharmacology, psychology, psychiatry, physical therapy, reflex therapy, bio energy therapy, etc).

The pain experienced at the cephalic extremity and of the superior limbs, is by far the dominant symptom of vertebral static in the cervical zone. The diversity of the etiological and stimulating factors creates a diverse variety, regarding the intensity and the localization.

This study focused on two cases.

First case: patient I.M., age 52, retired (worker at industrial factory), presented a multiple diagnosis (peripheral vertebral arthrosis; cervical spondylitis post-climacterium; essential artery hypertension, second degree; chronically painful cardiopathy ischemia; second-degree obesity). The functional examination revealed: limitation of the

movements and cracks during the mobilization of the coxo-femoral joint and the bilateral knee; thigh paresthesia; limitation of the movements at the cervical spine level; equilibrium loss when sudden movements occur and in the morning when the patient rises from the bed; pain at the cephalic extremities level (cephalalgia, spots at the sinuses and occipital level) and sore neck; psychical discomfort and sleep deterioration.

The recuperation treatment (two sessions a week) was directed towards the following objectives: mobility increment at the vertebral column level; decrease of cephalic pain at the neck level; increasing the psychical comfort; reflex therapy after the normalization of artery tension.

Second case: patient C.M., age 51, retired (driver), had a multiple diagnosis (bilateral cervical-brahialgic syndrome; lumbar discopathy; type two diabetes; essential Artery hypertension, stage II; transitory ischemia accident; hypercholesterolemia; obesity, second degree. The functional examination revealed: mobility limitation of the scapula-humeral bilateral joint, mainly the left one; lumbar soreness along with reduced area mobility; mobility limitation at the cervical spine column level; neck ache and soreness when scapula-humeral joint is mobilized.

The recuperation treatment (three sessions a week) was directed towards the following objectives: mobility increment at the cervical and lumbar vertebral column level; pain decrement at the neck and bilateral scapula-humeral joint level; mobility augmentation at the bilateral scapula-humeral joint level; reflex therapy for the scapular belt and lumbar vertebral column.

### 3. METHODOLOGY

Spine therapy (or vertebral manipulations) suggests a well-structured, complex method, directed towards the soft elements near the joint and the vertebrae. Its applicability is more efficient for the two mobile segments of the spine (cervical and lumbar) compared to the other two less mobile segments (thoracic and sacral).

In my study we have applied vertebral therapy, at the individual level and also included in a long period recuperation program (6 months). Our main objective was the cervical spine and the scapula-humeral joints.

The application technique was structured into a maneuver circuit (the patient is sitting on a chair only he is sitting with his face at the chair hold, he is standing very still, and keeping this position all the time he is going through the procedures):

- Head and neck flexion. The therapist puts his hands on the posterior parietal area and his elbows are on the patient's shoulders;

- Head and neck extension. The therapist sits on the side with his hands on the chin and at the C7 level;

- Lateral inclination of the head. The therapist's hands are on the lateral cervical spine and on the collateral parietal area;

- Twisting of the head. The therapist has his hands on the chin and on the shoulder that is in opposition with the movement;

- Flexion of the head and neck. With his hands on the back head, the therapist inserts his hands from front to back, through the space that is created between the patient's arms and head, over his arms or under them (the key "double Nelson", from free fighting or Greece and Roman fights);

- Traction of the head and neck along an upper axis. The therapist puts his index finger beneath the cheek or on the temples, with his pollex at the occipital level, the area between the two fingers being intimately attached to the patient's skin;

- Extension and crossing the superior members. The therapist holds the patient's fists joints;
- Extension and abduction of a superior member. The therapist holds the fist joint and the counter lateral shoulder;
- Horizontal adduction and crossing of the superior members. The therapist holds the fist joints.
- Horizontal adduction of the superior member. The therapist holds the fist joint and the counter lateral shoulder;
- Abduction and flexion of the superior member from the shoulder. Flexing the elbow and keeping his hand on the patient's back head, the therapist proceeds at the elbow level and the opposite shoulder.

#### 4. RESULTS

For cervical spondylitis the results are good (that are obvious when we look at the mobility of the cervical spine), while they are very good for cervical-brahialgia (especially at the scapula-humeral joint level, but for the cervical mobility as well).

The pain, that represents the main cause for witch patient's resort to rehabilitation, had a favorable evolution.

In the case of M. I., the cephalic extremity pain has diminished. After a week the patient still presents a mild soreness, and the aching areas around sinuses and the occipital appear only in the morning; at the cervical spine column level, the pain occurs when there are sudden temperature alterations and pressure modifications, rarely when unhealthy positions happen.

For patient C. M., the pain has completely disappeared and at the scapula-humeral left joint, occurs when stretching and forced movements happen.

#### 5. CONCLUSIONS

Applying the vertebral therapy for these two cases, we were able to observe a favorable evolution of the main symptoms. Some of these symptoms have been remitted, while others presented special appearances.

Spine therapy is a method that encompasses demonstrated therapeutic valences. The patient's individual features and the characteristics of every therapist's technique account for the differences that have been noted, not only through this study, regarding its limitations and its efficiency.

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## CYBER SECURITY STRATEGIES IN THE INTERNET ERA

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**Abstract:** *The characteristics of the new security environment require new coordinates, especially when we talk about the cyber environment. The threats from this environment have become increasingly large, which led to the appearance of the Cyber Security Strategies at national level as well as NATO and EU level.*

*The real concern is that the cyber attacks have increased in the last years. This thing is the result of the development of technology and easier access to a computer or internet.*

*Cyber Security strategies are created to determine the risks and threats and what are the courses of action in case of a cyber attack, what are the steps to follow in order to minimize the effects and catching the attacker.*

**Keywords:** *cyberterrorism, cyber attacks, cyber space, security, cyber security, cyber defence.*

### 1. INTRODUCTION

Cyber security threats have become increasingly serious in recent years. They are not limited by borders and an increase in the frequency and degree of sophistication. Universal membership of cyberspace, the security risks involved in cyber attacks and global character of their effects require international cooperation efforts for ensuring the security of computer systems.

The Web spread on a global scale, has evolved. Worms and viruses have been transformed from simple threats in serious security challenges and perfect tools of Cyber espionage. Attacks can be executed through the involvement of a large group of processing units that generate requests for a service, resulting in blocking access to that service. If it has been seen as nothing more than some "protest jams", the cyber attacks had become a tool in the information war.

The organizations became dependent on cybernetic systems over the full range of human activities, including trade, finance, health, energy, entertainment, communications and national defense. Globally interconnected, digital information and communications infrastructure known as cyberspace, underpins almost every branch of modern society and provides critical support for the economy, civil infrastructure, public safety and national security.

### 2. WHAT IS ELECTRONIC WARFARE?

The rapid development of information technology and means of communication, which is a necessity today, had a major impact on the social, marking true mutations in economic philosophy, politics, cultural, etc. Practical, easy access to information and communication is a pillar of the functioning of society today.

The information has an especially important role for both, the individual and the organization, therefore requiring appropriate measures of protection. Information security protects the informational structure from threats. In this sense, information security is characterized as being that which produces and maintains confidentiality, integrity, and sustainability. Information security is achieved through the implementation of a set of policies, practices, procedures and organizational structures. These items must be implemented in such a way as to extend certain security goals.

Cyberspace is characterized by the absence of boundaries, dynamism and anonymity, generating opportunities for the development of knowledge based on information about society's risks<sup>1</sup>. If the society is based on information, it will become more vulnerable, and security of cyberspace must become a matter for all stakeholders, particularly at the institutional level, where attention must be directed towards the development of the security policy and its implementation.

Like any other actions, and he follows cyber-attack a number of predefined metodologii: obtaining vital information in relation to the proposed target, finding out and accurate understanding of the weaknesses of the target, exploiting vulnerabilities, actual attack itself for triggering the desired effect and carrying out actions aimed at covering traces of allowing identification of făptaşului. If we take into account the amount of human and material resources used in a classic war, waging a cyber warfare is shown to be much less than constisitoare, so it avoids the losses. This type of warfare is aimed at conquering and maintaining final information superiority over your opponent can be defined as an act of denial, exploitation, distortion or destruction of information and command, control and evolution of the enemy, protecting ones own<sup>2</sup>.

Considering these features and their consequences, the cyber attack was defined as "any action to compromise the functionality of a network of computer systems, for political purposes or related to national security."<sup>3</sup>

Cyber warfare involves attacks motivated leading to sabotage and espionage and information in the information system. Cyber-warfare attacks can destabilize the networks, may affect essential services may alter or even steal information and classified data, encrypting every system. It's basically like an information war that can be used in his private public interest.

Cyber-terrorism is defined as a premeditated, politically motivated attack against computer systems, information, programs or sensitive data that lead to violence against non-combat and civil targets. The attacks are coming from the transnational groups or clandestine agencies. Cyber environment is severely affected by the implications of the globalization process in the development of information technologies because some hijackers may have access to certain systems which can be vital to a whole nation.

### **3. N.A.T.O. CYBER SECURITY STRATEGY**

From year to year , growing cyber security threats are becoming more serious . These threats are facilitated by the lack of borders, that is the reason why it is recorded a growing degree of sophistication. Universal membership cyberspace security risks posed

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<sup>1</sup> Hotărârea nr. 271/2013 pentru aprobarea Strategiei de securitate cibernetică a României și a Planului de acțiune la nivel național privind implementarea Sistemului național de securitate

<sup>2</sup> Intelligence, Nr. 23, noiembrie-decembrie 2012, p. 5.

<sup>3</sup> Oona A. Hathaway, Rebecca Crootof, Philip Levitz, Haley Nix, Aileen Nowlan, William Perdue, Julia Spiegel, The Law of Cyber-Attack, Faculty Scholarship Series. Paper 3852, p.10.



by cyber attacks and the global nature of their effects require international cooperation efforts to ensure the security of information systems<sup>4</sup>.

Cyber defense appeared on the agenda of NATO Summit in Prague in 2002 and was later confirmed as a priority at the summit in Riga in 2006. A policy in this area has been agreed for the first time, the heads of states and government at the Bucharest Summit in April 2008. The evolution of this new concept, the cyber attacks and because of their character and complexity, entered in the attention of all the member states and occupied the first place on NATO security agenda. The documents of the Lisbon Summit ( Summit declaration and Strategic concept acquis ) 2010 confirmed this thing<sup>5</sup>.

Only the events in Estonia in the spring of 2007 prompted the Alliance to radically rethink its need for a cyber defense policy and to raise countermeasures to a new level. Therefore, the Alliance first developed a " NATO cyber defense Policy ", adopted in January 2008, which established three central pillars of NATO policy in cyberspace<sup>6</sup>: *subsidiarity* represents the assistance provided on request only, in this mode is respected the principle of state sovereignty; *unnecessary duplication* expressed by avoiding duplication of structures or capabilities at international, regional and national level; *security* will be achieved through cooperation based on trust, taking into account the sensitivity of information related to the systems and possible vulnerabilities.

The new Strategic Concept qualifies as cyber threats directly targeting vital national security infrastructure, which can reach levels likely to endanger "prosperity, security and national stability and Euro-Atlantic integration". Accordingly, such challenges require the development of the Alliance's ability to prevent, detect and defend itself against their recovery after their occurrence, strengthening and coordinating national cyber defense capabilities. Tasks set by the Lisbon Summit, NATO cyber policy developed and Action Plan reflecting the main changes and demands urgent matter. NATO objectives defined in those documents, identified structures which will be involved in Allied defense mechanisms for coordinated action<sup>7</sup>. Under the new NATO Strategic Concept, revised NATO Policy on Cyber Defence defines cyber threats as a potential source to collective defense in accordance with Article 5 of NATO. Moreover, the new policy and action plan for its implementation, NATO offer clear guidelines and a list of priorities agreed on how to advance cyber defense Alliance, including through increased coordination within NATO and with its partners.

In the events generated by strained relations between Russia and Ukraine, NATO need to strengthen their eastern border, they were adopted new security measures. The appliance and so the idea of creating based on voluntary contribution of NATO member countries, a Support Fund (Trust Fund) for the development of cyber defense capacity of Ukraine. Country's Supreme Council of Defense approved transmission of the decision by NATO and the NATO Summit in Wales since 4-5 September Romania declared its readiness to act as the nation's leading Support Fund for cyber defense of Ukraine. Romania, as a nation-leading involves defining the cyber security specialists, based on dialogue with the Ukrainian side, the technical requirements and architecture of a system to protect critical IT infrastructure against cyber threats. Another task of nation-leader as identifying other NATO member states that participant Trust Fund, so that it can provide the resources necessary for project implementation. In order cyber defense Romania can

<sup>4</sup> <http://nato.mae.ro/node/435>, accesat la data de 05.07.2015, ora 16:20

<sup>5</sup> "The NATO Summit at Prague, 2002" Paul Gallis <http://fpc.state.gov/documents/organization/45219.pdf>

<sup>6</sup> Idem

<sup>7</sup> "Jurnalul Academic" Decembrie 2010, Edi ția 13

[http://nato.md/uploads/Analize%20si%20comentarii/Jurnal%20Academic/JA\\_nr\\_13.pdf](http://nato.md/uploads/Analize%20si%20comentarii/Jurnal%20Academic/JA_nr_13.pdf)

collaborate with specialists in cyber security Ukrainians, bringing problems and incidents common plan, and with the support of the Fund for Support to counteract and neutralize cyberattacks against Ukraine.

#### 4. ROMANIA'S CYBER SECURITY STRATEGY

Romania aims to develop a dynamic information environment based on interoperability and information society services , and ensure compliance of fundamental rights and freedoms of citizens in the interests of national security, in an appropriate legal framework . From this perspective it feels the need to develop a culture of cyber security and communications systems users often poorly informed about potential risks and solutions against them . Knowing widespread risks and threats derived from activities in cyberspace and how to prevent and counter them requires effective communication and cooperation between specific actors in this field<sup>8</sup>.

Romanian state assumes the role of coordinator of activities at national level to ensure cyber security , in line with steps taken at EU and NATO. Cyber security incidents and major cyber attacks have faced in recent years some countries and international organizations have determined the awareness at the international level, the need to adopt strategies and policies in the field of cybersecurity .

Increasing capacity to fight cyber crime at national, European and international level involving<sup>9</sup>:

- increase cooperation and coordination between units responsible for combating cybercrime , other authorities and experts from the European Union ;
- developing a coherent regulatory framework at EU level on the fight against cybercrime , in coordination with Member States and with European authorities and international relevance in the field;
- raising awareness of costs and dangers posed by cyber crime.

The purpose of the Romania cybersecurity strategy is to define and maintain a secure virtual environment with a high degree of resilience and confidence, based on the cyber-national infrastructures, which constitute an important support for national security and good governance, to maximizing the benefits citizens , businesses and Romanian society as a whole<sup>10</sup>.

Romania's cyber security strategy sets out the objectives , principles and major action for understanding, preventing and counteracting threats , vulnerabilities and risks to cyber security and promoting Romania's interests , values and national goals in cyberspace<sup>11</sup>.

To ensure cyber security strategy, Romania establishes the following objectives:

- a) adaptation of the regulatory and institutional dynamics specific threats to cyberspace;
- b) establish and implement security profiles and minimum requirements for national cyber infrastructure, relevant in terms of the correct operation of critical infrastructure;
- c) ensuring cyber infrastructure resilience;
- d) ensuring the security through understanding, preventing and countering vulnerabilities, risks and threats to cyber security of Romania;
- e) the opportunities cyberspace to promote the interests, values and national goals in cyberspace;

<sup>8</sup> ANEXA Nr. 1, Strategia de securitate cibernetică a României

<sup>9</sup> Strategiei de securitate cibernetică a României, 2013 pag 5

<sup>10</sup> ANEXA Nr. 1, Strategia de securitate cibernetică a României

<sup>11</sup> Strategiei de securitate cibernetică a României, 2013 pag 6-7

f) promote and develop cooperation between the public and private sectors at national and international level in cyber security;

g) the development of safety culture by raising awareness of the population to vulnerabilities, risks and threats from cyberspace and to ensure their protection systems;

h) active participation in initiatives of international organizations of which Romania is part in defining and establishing a set of confidence-building measures at international level on the use of cyberspace.

Ensuring cyber security must be the result of risk-based approach, prioritizing resources, implementing and monitoring the effectiveness of security measures identified through the application of risk management and compliance with the following principles<sup>12</sup>:

- coordination - activities are carried out in a unitary, based on convergent action plans designed to ensure cybersecurity, in accordance with the duties and responsibilities of each entity;

- cooperation - all entities involved (in the public or private) working at national and international level to ensure an adequate response to threats in cyberspace;

- efficiency - steps taken aimed at optimal management of available resources;

- prioritization - efforts will focus on securing cyber infrastructure supporting national and European critical infrastructures;

- dissemination - ensuring the transfer of information, expertise and best practices to protect cyber infrastructure;

- protecting values - cyber security policies will ensure a balance between the need for increased security in cyberspace and the preservation of privacy and other fundamental values and freedoms of citizens;

- accountability - all owners and users of cyber infrastructure must take the necessary steps to secure their infrastructures and security infrastructures do not affect other owners or users;

- separation of networks - reducing the likelihood of manifestation of cybernetic attacks, specific Internet network on cyber infrastructures that ensure vital state functions using dedicated networks, separate Internet.

The national cyber-security system (NCSS) is the general framework for cooperation which brings together public authorities and institutions with responsibilities and capabilities in the field, to coordinate national actions to ensure the safety of cyberspace, including through cooperation with academia and business , professional associations and NGOs.

NCSS mission is to provide elements of knowledge, prevention and countering of threats, vulnerabilities and risk cyberspace that may affect national cyber security infrastructure, including consequence management.

## CONCLUSIONS

We live in the Internet age and that is why we can say that we are interconnected and unfortunately every day there are more and more cases where people have fallen victim to cybercrime. When I say cybercrimes I am talking about the identity theft, illegal money transfer etc. While information technology are increasing developed, the society becomes dependent on its scope and cybersecurity gradually falls into the category of areas of national interest.

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<sup>12</sup> Ibidem , pag 8-9

Ensuring cyber security is based on cooperation at national and international level to protect cyberspace by coordinating the actions of national guidelines and measures at international level in cooperation formats in which Romania is part of.

Increased importance of cybersecurity in society led to the creation of new tools for detection and handling vulnerabilities, especially when considering the growing number of internet users. If we take into account the growing number of companies and organizations which use computers and computer network and thus can be accessed through them, we see that the number of cyber attacks is growing both in Romania and in other countries.

It is necessary to implement at national level the minimum standards of procedural and cyber security infrastructure, to substantiate the effectiveness of approaches to protect against cyber attacks and to limit the risk of incidents with potentially significant impact. Being new, cyberspace, have invested resources to develop programs and structures to provide security and safety systems, especially those of particular importance.

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## DECLARATION OF WAR BY BULGARIA AGAINST ROMANIA ON 1 SEPTEMBER 1916. TURTUCAIA AND ITS IMPACT ON ROMANIAN MILITARY LEADERSHIP

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**Abstract:** *The article presents some aspects related to the circumstances in which Romania entered the First World War in 1916.*

*It is shown that in the geopolitical context existing at the time Romania had to cope with the difficult situation of being at war on two fronts and against four actors – Germany, Austria-Hungary, Bulgaria and Turkey. Moreover, the impact of the defeat at Turtucaia, especially on Romanian military leadership, is briefly analyzed.*

**Keywords:** *First World War; Turtucaia; Central Powers; Entente; Southern Dobruja; Transylvania; offensive; defensive*

### 1. INTRODUCTION

Following the Entente complex diplomatic efforts, in the unstable geopolitical context existing between 1914 and 1916, Romania decided to enter the war alongside the Entente powers. Romania's readiness to enter the war was the result of recognition by the Treaty of 17 August 1916 of the legitimate right of Romania over Transylvania and all the territories inhabited by the Romanians ruled by Austria-Hungary.

Moreover, the Alliance Treaty between Romania and Russia, France, Great Britain and Italy, concluded on 17 August 1916, guaranteed Romania's territorial integrity, including stipulations with regard to the territories in Austria-Hungary – Transylvania, Crişana, Maramureş, Banat and Bucovina – that were to become part of Romania following the victory of the Entente [4, p. 216]

The political objective pursued by the officials in Romania in the First World War, namely to liberate Transylvania and to defend Dobruja, was reflected in the Romanian Armed Forces Campaign Plan, a framework document, named *The Plan of Operations in a War against Central Powers and Bulgaria. Romania Allied with Quadruple Entente*, known as the "Z Hypothesis" [3, p. 363]

The overall goal of the war was "to fulfill our national ideal that was to unify the nation", which was achievable through the military action of Romania having as strategic goal "to destroy the enemy forces in Transylvania, debouch into the Hungarian Plain and get to the valleys of the Tisza and the Danube in order to seize the area from which the Austro-Hungarian armed forces were provided with food". The plan was consistent with the set strategic goal, including the strategic disposition of forces, the mission of each army, and the stages of operations development [5, pp. 17-18].

The plan also stipulated, depending on the geopolitical context, the conduct of military operations on two fronts: in the north and northwest against Austria-Hungary, and in the south against Bulgaria, which was the Central Powers ally, in case of its action. Therefore, strategic offensive was considered for the front in Transylvania. For the southern front, strategic defensive was considered in the first phase.

Then, in the second phase – following the mission to cover the Russian troops landing and advance in Dobruja, and to gather them after landing in the area south of Cernavodă-Medgidia line – limited defensive was considered up to the safety alignment in the depth of the enemy disposition Rusciuk-Şumla-Varna [5, p. 364].

## **2. CENTRAL POWERS RESPONDED TO THE INVASION OF TRANSYLVANIA**

On 27 August 1916, Romania declared war on Austria-Hungary with the intention of liberating the Romanian provinces that were under the Dual Monarchy rule, without declaring war on the Austro-Hungarian Empire allies. Shortly after the Romanian armed forces crossed the Carpathians to liberate Transylvania, on 28 August 1916, Germany broke off diplomatic relations with Romania. Immediately, on 30 August 1916, the Ottoman Empire declared war on Romania, followed by Germany and Bulgaria, on 1 September 1916 [5, p. 218].

It was evident that, in the summer of 1916, when clear signs emerged that Romania was to join the Entente, the Central Powers developed a campaign plan against it. The essential elements of the plan were established on 29 July 1916 at the German Great Headquarters located in Pless. At the suggestion of the Austrian-Hungarian Great General Staff, an offensive operation in Southern Dobruja was introduced in the plan in order to mass the Romanian troops in the mentioned area and to reduce the Romanian pressure on the front in Transylvania.

The plan was developed by the Chief of the German Great Headquarters, General Erich von Falkenhayn, his Austrian-Hungarian counterpart, General Conrad von Hötzendorf, and the Bulgarian Great Headquarters representative, Lieutenant Colonel Petăr Gancev [5, p. 384].

Concerned about the attitude of Bulgaria when offensive was launched in Transylvania, I.I.C. Brătianu wanted a guarantee from the Entente representatives, knowing the politics of duplicity conducted by Bulgaria led by King Ferdinand.

The day before Romania entered the war against Austria-Hungary, the Entente ministries in Bucharest – Blondel, Barklay and Poklevski – remitted a note to Brătianu saying that “the Bulgarian Council President, declaring, as officially as possible, in the presence of the minister in Sofia of Her Majesty the Queen of Great Britain, that Bulgaria will preserve strict neutrality and will not attack Romania in case it participates in an action against Austria, the Triple Entente representatives notify Mr. Radoslavov that they take note of this statement”. It is interesting that two months and a half after the mentioned statement, the same Radoslavov cynically declared, during the meeting of the Bulgarian Sobranie on 12 November 1916, that: “While negotiating with the Romanian representative deluding him with my promises, I took all the necessary measures and, when the time was ripe, I flung at the Romanians”. [5, p. 311].

The attack launched against Romania was confirmed by George Georgescu, former Prefect of Kaliakra County, who, on 27 August 1916, while “coming back from Bazargic, after visiting the county, was informed by the administrator of rural district Balchik that several bombs were dropped from an aircraft coming from Cape Kaliakra in the yard of the police station in Balchik, several people being injured.

As he feared that the same aircraft might come to Bazargic, after talking to the General, I ordered to turn off all the lights in the town (Bazargic), and I, together with the gendarmes commander, left for Balchik by car.

As at 12 o'clock at night the Romanian armed forces were to launch offensive on the entire front of the Carpathians and Bulgaria had already entered the war alongside the Central Powers, the troops of the 19th Division that were in Kaliakra County took up position in the field and deployed in defensive, the 40th Regiment Călugăreni from Bazargic, Carapelit, Curt-Bunar to the Bulgarian border, and the 9th Hunter Regiment on the front Balcic-Duvan-Iuvasi-Bazargic to the border". [7, p. 24]

As planned, the Central Powers responded to the invasion of Transylvania with an attack on the southern border of Romania. On 31 August, Field Marshal August von Mackensen, commander of the enemy group in northern Bulgaria, directly subordinated to the German Great Headquarters, moved his headquarters to Tarnovo, in northern Bulgaria, and met with General Stefan Toshev, Commander of the 3<sup>rd</sup> Bulgarian Army. They agreed on the action plan developed by Colonel Hentsch: to harass the Romanians along the entire border, the attack on the fortress of Turtucaia being mainly considered. [9, p. 77]

While the Bulgarian forces planned the attack on Turtucaia, local clashes took place in eastern Dobrogea along the border with Bulgaria. On 30 August a gang of komitadji infiltrated in Bazargic, devastating the properties and determining the municipal authorities and the Romanian citizens to flee in terror. [9, p. 84]

### 3. CONCLUSIONS

In spite of the fact that, on the day war was declared on Austria-Hungary, the Romanian minister in Sofia notified the Bulgarian government that the Romanian government did not nourish any aggressive intent against Bulgaria, warning it at the same time, in a determined tone, about the threat it had to face in case it undertook hostilities against Romania [8, p. 311], the signal of the Bulgarian attack was given on the border of Romania.

On the evening of 27 August 1916, the commissioner and the customs officer at the border crossing point in Ceatal-Ceşme informed that: "along the entire border those wisps of straw were ignited", obviously signaling the attack. [8, p. 25]

In fact, on 12 May 1915, the Special Security Brigade in Silistra informed that: "starting on 1 May, the Bulgarian border guards placed a pillar having a height of 8-10 m for each and every picket. The pillars will be sprinkled with oil and ignited if needed to serve as signals for the inhabitants in the area who should come to help the soldiers at the pickets when they are in danger. The Bulgarians employ this method, as they fear that they cannot timely communicate using the phone whose wires could be cut by the Romanian border guards. [2, f. 197]

On 1 September 1916, in the manifesto of war it was announced that "the time for revenge has come" and that "the national war against the hereditary enemy began", and the Bulgarian detachments crossed the border on the Romanian territory during the previous night, killing the border guards. Romania was at war on two fronts and against four countries: Germany, Austria-Hungary, Bulgaria and Turkey. [2, p. 314.]

According to the campaign plan developed by the Romanian General Staff and the set goal of the envisaged military operations, along the southern border, Romania did not pursue to wage a war of aggression against Bulgaria, but only to thwart the Central Powers ally, in the event of military actions on the border with Romania, in other words, it was in defensive.

The outcome of the campaign in Southern Dobruja has been the topic of many papers in Romanian historiography. The defeat at Turtucaia had a significant impact on the military history of the Romanian people. It had an “even more significant impact on Romanian military leadership, whose morale, as one informed observer puts it, <suffered a great depression> [6, p. 179]. This mood reinforced their already overly timid and indecisive approach to the execution of Hypothesis Z [1, p. 179]. The Romanians had entered Transylvania looking back over their shoulder, and when Turtucaia fell, they quickly took measures to shore up a situation whose danger they overestimated. On 6 September, they took preliminary steps to transfer to the south one division from the northern armies and one from their reserves. A fateful process was set in motion” [9, pp. 178-179].

However, the heroism of the soldiers who made the ultimate sacrifice to defend the frontiers of Romania is remarkable in light of the recently available documents at the Central Historical National Archives. These documents show that, besides the mistakes made by Romanian military commanders and the logistical superiority of the enemy, the attack on the fortress of Turtucaia was developed based on the plan for the defense of the fortress, plan made available to the High German-Bulgarian Command by Bulgarian secret agents in Romania.

This article is written in memory of the 160 officers and 6,000 soldiers who died in Turtucaia.

#### ACKNOWLEDGMENT

This article has not been published in another journal.

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## THE EVOLUTION OF MILITARY THOUGHT AND PRACTICE ILLUSTRATED IN THE JOURNALISM OF GENERAL STAFF

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**Abstract:** *The strategy is a component of the military art, as we learn from the books and specifics manuals. It is focused on the preparation, planning and execution of a military operation or a war.*

*From Alexander the Great to the present day, the strategy used military force to achieve victory in an armed conflict. The old strategist is now the initiator of the current global security system. The revolution in military affairs, the Cold War, the Hybrid War, these are all tools of globalization. For all these achievements were needed a strategic thought, whose reverberations we feel today.*

*This article aims to present several elements of Romanian strategic thought, as they appeared in the journal „Military Romania”, published by the Romanian General Staff. Its purpose is to highlight some important aspects of Romanian history, combined with lessons learned from the universal history.*

**Key words:** *education; command; globalization; strategy; history*

### 1. INTRODUCTION

Globalization is a phenomenon rapacious. It captures and causes the most diverse areas, from economic, social to political, military and cultural, beyond the nation-state. Media is a significant part of globalization and it propagates through everything.

After the Second World War were set up two economic organizations – the International Monetary Fund and the General Agreement on Tariffs and Trade, and then, the World Trade Organization –, that have resulted in another aspect of the world. The new challenges, the other transformations. On the other side, our life, the citizens of this world, seems constrained, marginalized, lacking a sense of existence, almost uncertain. The war itself has taken a different physiognomy. We talk about the „Cold War” and the transition to another stage of development of society – the economic, deeply implicated in all other spheres of life.

The NATO Summit in Celtic Manor in Wales, two years ago, is considered by far the most important event of the Alliance at the end of the Cold War. Perhaps because Vladimir Putin has awakened the Cold War. He gave him a different face, by using unconventional tactics. Certainly, this year, at Summit in Warsaw, NATO will focus their decisions on choosing a political-military way to ensure the application to Art. V of the Treaty.

Today, we talk about asymmetric warfare, the „hybrid war”, which it has five dimensions: land, air, naval, cosmic and, possibly the most pointed, the cyber one. The recent attack in Brussels, in March, was a coordinated attack, with a strategy devised by the smallest details. Ruthlessly, the jihadist group Islamic State claims the terrorist attacks

in the heart of Europe. The „Soldiers of the Caliphate” doing their job. In addition, do it methodically.

The globalization has changed the entire world. In 2011, in Paris, during a seminar held by Société de Stratégie, a former defense minister brought into question the instability of strategic thought [5, p. 2]. He asked rhetorically whether the post-Cold War strategic thought can exist in the current geopolitical context in which, according to Bismarck, not intentions are important, but the ability?!

The globalization has covered the military field in his side less „militant”: in Romanian military doctrine and art. In this material, I try an „illustration” of moments in the evolution of military thinking, without formulate any value judgments, as they were presented, along time, in the „Military Romania” journal, issued by the General Staff of the Romanian Army, in a period of 175 years.

## **2. „THE MILITARY ROMANIA” – THE ROADMAP OF GENERAL STAFF**

The journal appeared in 1864, under the impetus of time and experiences lived in France by a group of officers. They wanted to make a series of proposals to improve the moral status among Romanian army. The officers’ objective was „to spread the idea that our military training, organization and military education must be developed in relation to the nature, tradition, cultural and national aspirations of our people” [1, p. 38].

Near the beginning, the publication was independent, and then it appeared edited by the General Staff. In 150 years, the journal has been the roadmap of the conception’s structure of the army. It had several interruptions caused by the global conflicts, and the lack of money. Many and various studies of art and military history, military geography, military training, as well as reports from the front of the two World Wars were appeared in this journal. The development and dissemination of culture in the army was the mainstay of the publication. In this regard, Prince Charles I had a significant role. He coordinated the Romanian military culture and their publishers.

The journal re-appears after a break of 25 years. It had a new program, changed noticeably, more realistic as in 1864. The editors of the 1890s sought to develop „studies relating to the progress of science, arts and military equipment that were agitating spirit at that time the armies of the West” [1, p. 82]. As founding members of the journal from 1891, I mention a number of names with resonance in the indigenous military thinking: Gen. Ștefan Fălcoianu, Col. I. Lahovari, Maj. Al. Iarca and Capt. Al. Averescu. In 1908, the journal „Military Romania” was under the patronage of HRH Prince Ferdinand of Romania, the heir to the throne.

The journal has made good progress in intellectual activity, becoming an important journalistic organization in the development of our military activity. At that time, it was, among other things, that the physical movement must be entangled with moral, intellectual, to have a strong and courageous army: „Our journal military has a character completely distinctive and can even be considered as a state institution and as belonging to the army” [1, p. 174].

During 1891-1961, the culture has developed in every industries of the country. The number of those who wrote in the journal army has amplified considerably. The issues of concerning military organization, strategy and tactics, weapons and services, studies on land, military history, education, education the issues of concerning military organization, strategy and tactics, weapons and services, studies on land, military history, education, they have appeared in the pages of this journal. The dysfunctions of the military organization it also appeared. Thus, in 1913, General Averescu, on his leaving from the

General Staff, he said that the army is well prepared, but still has some shortcomings such as inefficient organization and command of the army on the front.

In addition, there have been many considerable discussions on the idea of organize our headquarters. The „Military Romania” stressed the importance of organizing the Romanian army not by the model of Italy, France and Germany, which were far from the aspirations of our country, but according to the country near the borders of Romania, that possibly we have any collision or have any alliances: „Romania must have a strong army, large, agile and lithe to lead the war of movement” [1, p. 197].

Starting from the fact that education is one of the fundamental issues training for the army, the editors of the „Military Romania” supported the personal development of each military, at the same time with the discipline in addition to troops, especially in battles. Beyond the words, a soldier must love his motherland. In this context, in one of the studies relating to disciplinary punishments, published in 1897, it shows that in military science, as in other branches of human activity, „nothing is final, nothing is constant. Everything is in constant transformation and evolution. As a result, also the methods for the development of education, instruction and maintenance of discipline in the army should not be based on immutable principles, permanent” [1, p. 208]. The structure of army must be most important in the state, as the editors wrote. The officers have a duty to prepare the nation in peacetime to the war. The moral power is given by an army loss, but also by the presence of discipline.

The military art, this „cornerstone of military life” [1, p. 221], was one of the issues most debated in the pages of the publication. In 1891, into the journal was debated the discovery of smokeless powder. Starting from the reality that all the armies of Europe sought to adapt the principles tactical to the new discovery chemical, the focus is on a number of qualities that commanders must have: an energy physical, intellectual, moral, leadership skills, and thorough research. However, one of the collaborators of the journal show that no matter how refined as powder and arms, because all infantry will be predominant [3, p. 212]. The instruction of troops evolves in relation to technical discoveries and improves weapons. As a result, the military regulations had changed and adapted to the specific time. In addition, they had to move from tactics to application code for the entire military doctrine: „The doctrine consists of principles and rules. The principles are so few, but so sovereign that were written in regulation, lose their value. The regulation was above doctrinal principles. Doctrinal principles are permanent, while the instructions are temporary” [1, p. 224].

Studying the theater of operations Austrian-Romanian, one of the editors show, in 1891, a number of situations in which the Romanian army would fight in a possible war [2, p. 46]. Coincidentally or not, these potential situations even occurred a few years later, in 1916! Thus, they mentioned:

- A war between Austria and Russia, when both countries would be in offensive;
- A war between Russia and Turkey, and Austria would be an ally to Turkey and Romania is ally to Russia;
- A war between Russia and Turkey, while Austria would be neutral, but it is an ally to Turkey and Romania – an ally to Russia.

The author described the theater as possible, the military importance of the land where they are held struggles morale population, geographic features. The author also came with a proposal to establish a railway line in the mountains, to facilitate the transport of army needed.

In the journal of General Staff appeared several pages on the command of the possible war. By 1916, the journal hosted broad debates about development and training arms and services in the Romanian army, about the criminal war in the mountains, focusing on

strengthening passers-by, the organization of artillery, cavalry, about the gun genius, about marine, and aviation. In this context, the aviation was considered both „a research tool in military operations and a combat element in the modern warfare” [1, p. 240].

A special chapter was about the study of military history. In this journal published several biographies of commanders of major units in order to know the material and moral problems that the army has gone over time.

Between 1920 and 1938, the journal has a new organization in step with the times. The Minister of War, General I. Rășcanu, was the one who claimed the recurrence journal as a natural necessity in the life of the military. Since 1921, the rubric about the frontline operations appears into the journal. So, they are debated the topics such as conducting battles, the military situation of the Eastern Front, and the reforms to be introduced in the Romanian military system. The studies are presented in connection with military legislation, the importance of aviation organization army, the war bacteriological, the war potential current and the future doctrines of war of the armies of neighboring countries, weapons, protection of individual and collective tactical applications of large, education military, the army officer role, the acts of war.

### 3. THE NATIONAL DEFENSE BY VISION OF POLITICIANS

In 1931, in the publication „Military Romania” appeared a material relating to national defense through the political factor. The General N. Alevra, the signatory of article, was a personality in Romanian art and doctrine. Through his studies and his opinions, he emphasized the importance of „armed nation” in developing a national military doctrine.

In „The politicians and national defense”, the author makes a comparison between the wars in the time of Napoleon and the World War I. Considering the fact that the state, in peacetime, is „more of an arbiter between producer and consumer” [4, p. 8], the author makes an analysis of the two military conflicts. The central idea is that there are significant differences between the concepts and methods of government in peacetime to the wartime. Is a *sine qua non* condition, which the political class must take into account when making the radical decisions.

In peacetime, the politicians must be taken to avoid threats to the country, proposing the solutions to remedy some adverse situations.

Napoleon said that to waging war, you need three things: money, money and money again [4, p. 11]! In World War I, almost all-warring States did not have a financial plan in place. It was one of the weaknesses of the political factor. General Alevra considers that the political factor should undertake studies for effective preparation of a financial plan, adapted to the conditions of war „requires a background of war with which to make ends meet them causes the mobilization of the army and the nation, and the first military operations” [4, p. 12].

From a strategic analysis to a military thinking is an incursion into the command of WWI. The General Alevra demonstrates in this material that, in addition to a strategy by land, air and sea, there must be a political strategy. Thus, he argues by example of Prime Minister English Lloyd George, who conceived a plan somewhat strange: he proposed reducing troop Franco-British who fought in France and create an armed us of one million people, with which to Austrian attack. In this situation, the Germans could attack the rest of the army from the French and, later, and the Austrians one. It was a plan with terrible consequences. The English General Staff thwarted him. This is an example of misunderstanding the political factor, the status quo in case of war.

Another example is Romania's entry into the Great War. The General Alevra praises the initiative of Prime Minister Ionel Brătianu. It was the period of neutrality. Bratianu was at the negotiating table with the Entente's participation. As a politician, he looked cool situation. However, over time, he had no way of knowing that the Allies would not keep his word. The material in „Romanian Military” presented the vision of Bratianu: the participation of our country in the Great War could not get the victory; I could just to support the Allies and immobilize as many enemy troops on our front. Nevertheless, as often happens, the politicians do not take into account military principles: firstly, we have defeated the enemy army, and then we have occupied their territory!

One of the author's advices is that politicians systematically study on the training and command of a war. In this regard, the author exemplifies with England, who, after the war, he established a department of military studies at the University of London.

#### 4. CONCLUSIONS

In peacetime, the politics is the art of possibilities. In wartime, it becomes the art of realities. From strategic thought to practical military is a difficult road, often undefined and vague.

Eric de La Maisonneuve, in the *Reflexion stratégique et pensée militaire*, talks about a strategically political system. This means rethinking of policy analysis, using information technology, the emergence of triad: security – development – communication. The military thought has always existed. However, it must be adapted to the time. As always, the military has a primary mission to ensure defense of the national territory. In the current global context, the fight against terrorism, against crime is quite fragile and can turn into a real failure if we do not find their mechanisms. Here comes the political factor through its role as moderator of security.

Since 150 years, the writings of the journal „Military Romania” are „up to date” and pertinent. The war has not changed. Only his physiognomy. The methods are adapted to the 21<sup>st</sup> century, but the idea of supremacy is like a century ago: if we look in history, „the wars, without exception, were caused by a type of organization, from to the Macedonian phalanx to the nuclear deterrence, through the brothers artillery's Bureau and the Panzers of Guderian” [5, p. 8]. What kind of military organization shall prevail in this century? Is a question that calls us to reflection. So says us Eric de La Maisonneuve. Moreover, I think we should lean on that question.

#### AKNOWLEDGMENT

This article has not been published in another journal.

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SOCIO –  
HUMANITIES

## THE HILL AND KNOWLTON AFFAIR AND THE MARKETIZATION OF THE FIRST GULF WAR. A POLANYIAN PERSPECTIVE

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**Abstract:** *The 1990-1991 First Gulf War became a classic manual of PR or manipulation, depends on the terms one chooses. Within the whole manipulative framework, Hill and Knowlton, one of USA's foremost advertising brands played a pivotal, ripple-making role. With the money provided by Kuwaiti government in exile, H&K faked several testimonies according to which Saddam's soldiers had been responsible of appalling deeds by pillaging Kuwaiti hospitals, where they stole incubators and left newborn babies to die. Thus, President Bush gained legitimacy in front of the US Congress and international fora to assemble a coalition of the willing to deal with Iraqi aggression. This article will not only dwell upon the abovementioned episode, but shall also sketch an explanatory framework using Karl Polanyi's writings.*

**Keywords:** Gulf War, Saddam Hussein, George Bush, Hill and Knowlton, manipulation, Karl Polanyi

### 1. INTRODUCTION

From the standpoint of mass communication, modernity has brought state and society in a dialectical entanglement. The ability to possess the upper hand in providing information has bounced between political factors and the plural voices of what we have learned no call civil society. Thus, during the Middle Ages, the Catholic Church amassed the knowledge while Western European dukes and kings struggled to gain the territorial authority over their subjects. With the invention of the printing press and Lutheran/Calvinist fronde against Rome's Papacy, one can witness a shift in the capability of mass communication to the grasp of national sovereigns. Such process would never be complete, smooth or linearly, but it will shape collective identities till today. Established bureaucracies maintained the flow of information with regard to administrative matters back and fro citizens. National primary and compulsory education cemented national identities and taught people not necessarily to think alike, but at least to have a common platform of mutual understanding. However, dialectics has made her appearance again, when public sphere has awakend and learned to criticise power, wrestling the monopoly of truth from kings and governments and pressuring political institutions to become more transparent and accountable towards society. Technology played its part in that dynamic affair with increasing intensity as we approach present day.

In those regimes with pluralist lenience (stemming from concurential hegemonies to polyarchies to use Robert Dahl's terminology), communication technology helped enhance participatory culture, whereas in totalitarian regimes the monopoly of legitimate violence along with total dominance over communication left no viable dissenting voices.

However, the need to assure the support of public opinion in extreme case (such as calamity, economic crisis or military conflict) push even democratic elected governments to indulge in authoritarian practices combining propaganda with hampering the free flow of information.

Given all said above, present article aims to present the Hill and Knowlton affair during First Gulf War and reflect the manner in which social sciences can take advantage of Karl Polanyi's double movement concept in order to come up with a theory of manipulation. A further development of such explanatory model may cut across political science, elite theories and media studies displaying untapped potential.

Several motives met each other to produce present study:

- a certain familiarity of the author with the case of Saddam Hussein and US involvement in the Middle East;
- the ideological belief that objectivity comes about if one learns to balance liberalism with Marxism, the two major secular narratives of modernity. Both on the realm of academic debates as well in crafting public policy;
- a beginner interest for the cinematographic universe.

First part sketches in broad strokes the unfolding of the First Gulf War and presents the role played by Hill and Knowlton. The Second dwells upon Karl Polanyi's work and its legacy cast over the last part of the XX century while the third discusses opportunities to combine Polanyian sistem of thought with other perspectives.

## 2. THE ROOT CAUSES OF THE FIRST GULF WAR

Although a fine-grained anatomy of the First Persian or First Gulf War (1990-1991) goes much beyond the scope of our study, we shall restrict to a historical sketch in order to lay the events in their context and base our further analysis. Inspired by Kenneth Waltz's three level<sup>1</sup> model deemed necessary to judge a conflict, one can come with three angles:

### 2.1. The structural level/angle

This level makes justice to structuralism and explain dynamic scenarios following a bird's view. For more than four decades, the post1945 international system has been clustered around Soviet-American rivalry. The only remaining superpowers after the fall of the European balance of power, both Washington and Moscow engaged in an all-out duel carried not only for influence and allies, but mostly to test the primacy of contrasting political philosophies. Although the rest of the planetary map retained some autonomy from the embattled giants, smaller actors were heavily influenced by the consequences of bipolarity.

After the dwindling of the Cold War- how the struggle came to be known- late 1980s have witnessed the decentering of the international structure and the empowerment of regional security complexes with autonomous agendas.<sup>2</sup> Nationalism and Islamic fundamentalism re-affirmed their presences once again on the canvas of history and rekindled the never truly asleep powder keg in the Middle East.<sup>3</sup>

<sup>1</sup> Waltzian analytic framework counsils that we have to understand warfare and international relations on three level: individual level (ex: the psychology of leaders); state (ex: political culture; regime type; the capability to extract resources from society etc) and international level (relations between states; overall distribution of power, number of poles). Kenneth N. Waltz, *Omul, statul și războiul* (Man, state and war), (Iași: Institutul European Publishing House, 2001)

<sup>2</sup> James N. Rosenau, *The Study of World Politics Volume 2: globalizatiion and governance*, (New York: Routledge, 2006), 12 and *passim*. Murat Gül, "The concept of change and James N. Rosenau: Still international relations?" *African Journal of Political Science and International Relations* Vol. 3 5 (May 2009): 199-207. Jackie Smith, Dawn Wiest, *Social Movements in the World-System: The Politics of Crisis and Transformation*, (Russell Sage Foundation, 2012). Haluk Özdemir, "An Inter-Subsystemic Approach in International Relations" *All Azimuth* V4, N1, Jan. 2015, 5-26

<sup>3</sup> Mark Juergensmeyer, *The New Cold War? Religious Nationalism Confronts the Secular State*, (Berkeley, Los Angeles: University of California Press, 1993). Samuel Huntington, *Ciocnirea civilizațiilor și refacerea ordinii globale*,



## 2.2. The Iraqi perspective

After consolidating his authority on the domestic front in late '70, Iraqi strongman, Saddam Hussein embarked on an ambitious and at the same time aggressive policy in the region so as to extend his fiefdom and probably emerge as the preeminent actor of the Gulf area. His aims coincided with those of the West, at least for a while due to the fact that: a) inside he aimed at modernising a desertside backward Iraq inhabited by herdsmen and farmers with the help of American and European technology<sup>4</sup>; b) outside he indulged the plan to slow down the spread of Iranian Khomeinist revolution, measure symphatised by both Washington and fellow Sunni nearby countries such as Saudi Arabia.

After eight-long year strife with Iran, Iraq emerged a weaker nation.<sup>5</sup> Its economy was in disarray and the only short-term available way to be reconstructed was through expanding oil exports. Unfortunately for Baghdad's interest, the pint size Emirate of Kuwait was long ahead of Iraqis in terms of petrol exports, thus engaging in fowlplay competition, according to Saddam's reproaches. After a series of diplomatic trials both with Kuwaiti rulling family as well as with the other regional Arab countries to whom he tried to plead his cause and remind that Iraq bore the brunt of the clash with Tehran so as to stop the march of Shiism, Hussein invoked that Kuwait clung to an artifical statehood built by British imperialism after chipping away a portion of Iraq's historical territorial body so he invaded it on August 2, 1990.

A Frank Morrow documentary- "Secrets of the Gulf War" adds some detail to the overall picture and entertains the hipothesis that the feud between Baghdad and Kuwait City was more than meets the eye:

- In 1988 Kuwaiti authorities hired a drilling company from Santa Fe, USA to exploit some oil fields very near to the Iraqi border. The angle of the drill was oblique, consequently it breached Iraq's territory and drew protests from the bigger neighbor.<sup>6</sup>

- professors Harry Cleaver and Douglas Kellner add a more nuanced perspective full of behind the court realpolitik. According to them, US colluded with Saddam to bully Kuwait and other OPEC neighbors so as to generate an overall decrease in oil price, but Saddam went beyond his designated role, dreaming of personal hegemony in the region.<sup>7</sup>

## 2.3. The American perspective

The demise of the Soviet adversary, forced American policymakers to re-orient their views on many direction and at best write a new archstrategy for a seemingly unipolar international system. The Iraqi aggresion in Kuwait offered Washington the possibility to blend ethical demands with material national interests. On the one hand, President George Bush's rhetorical creed in a new world order based on the rule of law and bringing forth UN Chart once again stood against trumping the sovereignty of others by military means.<sup>8</sup>

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<sup>4</sup> For a friendly biography see Charles Saint-Prot, *Saddam Hussein: un gaullisme arabe?*, (Paris: Albin Michel, 1987). A more balanced account is given by Efraim Karsh, Inari Rautsi, *Saddam Hussein: A Political Biography*, (London: Grove/Atlantic, 1991). The Economist, "The blundering dictator. The life, death and uncertain legacy of an Arab villain and hero" Jan 4th 2007

<sup>5</sup> For an analysis on the effects of Iran-Iraq conflict for the Iraqi economy as well as on Baghdad's military weaponry in late 1980s see: Marion Farouk-Sluglett, Peter Sluglett, "Iraq Since 1986: The Strengthening of Saddam", *Middle East Research and Information Project* Volume: 20 (November/December 1990), accessed March 5, 2015, 12:31. Onur Ozlu, Iraqi Economic "Reconstruction and Development, Center for Strategic and International Studies", Washington, (2006): 13-16

<sup>6</sup> Frank Morrow, "Secrets of the Gulf War, Oil, Saddam Hipocrisy and Unknown History of Kuwait", Alternative Information Network, 1991, <https://www.youtube.com/watch?v=-7eurP-t3Z0>, accessed 27 February, 2016, 21:23, min.15-16:00. There is a certain bias with the opinions expressed by the participants at the documentary, so the author of present article advices a certain skepticism in approaching this bibliographical reference.

<sup>7</sup> "Secrets of the Gulf War", min.21:50 and min.23:52

<sup>8</sup> George H. W. Bush, "Address Before a Joint Session of Congress", Miller Center (September 11, 1990), <http://millercenter.org/president/bush/speeches/speech-3425>, accessed march 5, 2016, 12:35.

Introduction speech of the NWO, George H W Bush from 9 11 90 (speech), <https://www.youtube.com/watch?v=lzzVHXSIJ9s>, accesses March 5, 2016, 12:32

In this logic, America had to act and play the role of global policeman with UN approval. On the other hand, Saddam's aggression sent worrisome ripples across the region, many fearing that his quest would not stop with Kuwait and others might follow soon. Since the OPEC crisis in early 1970s, Western powers have been unsettled by what shortage of petrol can do to their industrialized economies. The Carter Doctrine issued by Jimmy Carter stated clear that any deliberate stop of oil towards Western hemisphere by the Gulf countries was to be considered a direct affront to the American national interest and responded in kind. On the same trail, Bush Sr. administration was compelled to stop the Iraqi president, restore status-quo and reassure Israel and the other Arab allied nations of US continuous protection.<sup>9</sup>

#### **2.4. Enters Hill and Knowlton**

The brilliant yet controversial brand Hill and Knowlton traces its lineage to the name of John Hill, pioneering figure of American public relations. John Wiley Hill (1890-1977) was a journalist, Midwestern Republican in his sympathies later turned to the world of business. In 1927 he opened a PR firm in Cleveland and started work with heavy industrial companies. His first customers were Cleveland-based Union Trust Company, and the Otis Steel Company. In 1933, after the peak of the Great Depression he brought to Cleveland a former partner, Don Knowlton with whom has established Hill & Knowlton, household name that would evolve to become the 'gray lady of public relations' in late 1980s and early 1990s. Operating two headquarters for many years, at New York and Cleveland/ Ohio, H&K specialized in corporate cases that involved names like Kellogg's, Procter & Gamble, Dupont, Xerox, IBM, American Airlines etc. After 1945 John Hill was approached by the CEOs in tobacco industry who were in need of good publicity as public was becoming more aware about the health problems generated by frequent smoking. In 1953 Hill, a former smoker himself who had quit before, advised the representatives of tobacco industry they should try to convince the American citizens that "public health is paramount to all else." More so, he threw support for the creation of a Tobacco Industry Research Committee (later rebranded Council for Tobacco Research).<sup>10</sup> In 1966 H&K have installed their own scientific research department: Division of Scientific, Technical, and Environmental Affairs<sup>11</sup> professing the following creed: " *Our job is not to oppose or fight progressive measures in the public interest [...] but to keep clients informed on the developments affecting them and to keep the records straight regarding their policies.*"<sup>12</sup>

In 1980, three years after the death of the founder, H&K was bought by J.W.T. Group, one of the international giants in public relations. In 1987 a further acquisition followed when J.W.T. was absorbed into W.P.P. Group, an umbrella holding company presided by the British financier Martin S. Sorrell.<sup>13</sup>

With the advent of the First Gulf War, H&K involvement in selling the case against Saddam Hussein to the American nation provides a rich opportunity to study the linkage between elites and institutions converging to shape the public sphere.

Shortly after Iraqi troops stormed the Kuwaiti borders, Citizens for a Free Kuwait, an NGO, hired the services of H&K to rattle a grass-root level case against Baghdad's strongman in order to speed up the decision to intervene already taken at by president

<sup>9</sup> A multi-layered analysis of American motivation to intervene in 1990 is done in Joseph S. Nye Jr., Why the Gulf War served the national interest, *The Atlantic online*, July 1991

<sup>10</sup> David Michaels, *Doubt is their product: How industry's assault on science threatens your health*, (Oxford: Oxford University Press, 2008), 5

<sup>11</sup> Michaels, p.9. Karen S. Miller, *The voice of business: Hill and Knowlton and postwar public relations*, (North Carolina: The University of North Carolina Press, 1999), 171

<sup>12</sup> Miller, 171

<sup>13</sup> Jeffrey Goodell, "What Hill & Knowlton Can Do for You, (And What It Couldn't Do for Itself)", *The New York Times*, September 9, 1990

Bush Sr. H& K were paid around 12 million dollar from the Kuwaiti governments and another few thousand dollar by ordinary donors.

The pivotal moment of the entire public campaign happened on October 10 1990 in front of the bipartisan Congressional Caucus in Human Rights co-chaired by Thomas Lantos (Democrat) and John Porter (Republican) and where a teenage Kuwaiti girl who went under the name of Nahyria spoke about how Iraqi soldiers engaged in appalling acts throwing newborn babies out of hospital incubators.<sup>14</sup> The story had a tremendous success on the emotional level switching many reluctant or pacifists into fastpacing interventionists.<sup>15</sup> Amnesty International came up even with a number : 312 children.<sup>16</sup> President Bush would soon pick the episode and repeat it six times in a single speech.

The truth has been found out only after the end of the military operations when different investigations reached a different snapshot of the dramatic events. Consequently it was discovered that the teary teenager girl was in fact Nahyria (Al Sabah) the daughter of Kuwaiti ambassador to United States and she was trained to behave in front of the camera by H& K people. Further investigation showed how congressmen Lantos and Porter were running the Congressional Foundation for Human Rights which operated in the same building as Hill and Knowlton. Further dubious links came about a year later, when Frank Mankiewicz, vice president of the PR company joined the abovementioned Caucus committee.<sup>17</sup>

Another go-between politics and lobby environment character was Craig L. Fuller who served for many years under President Reagan as Assistant to the President for Cabinet Affairs then as Chief of Staff for President George H. Bush before joining the Wexler Group which was later to be acquired by H&K.<sup>18</sup>

On April 18, 1991 Amnesty backed down from previous statement about incubators, while in May, the same year investigation show the links between members of Kuwaiti elites and Hill and Knowlton.<sup>19</sup>

Bellow one can picture the graphic synthesis of the main characters and organisations involved in the affairs:

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<sup>14</sup> Martyn Gregory (director), Neil Doherty (producer), To sell a war- Gulf war propaganda (1992), CBC Programme Documentary, <https://www.youtube.com/watch?v=yaR1YBR5g6U>, accessed 28 Feb 2016, 09:13, min 2-3; min 5-6; min.15

<sup>15</sup> Tom Regan, "When contemplating war, beware of babies in incubators", *Christian Science Monitor*, September 6, 2002

<sup>16</sup> To sell a war- Gulf war propaganda (1992), min 6:46

<sup>17</sup> To sell a war- Gulf war propaganda (1992), min 23:47-24:00

<sup>18</sup> Louis Day, *Ethics Media Communications: Cases and Controversies*, (Thomson Wadsworth, 2006), 183

<sup>19</sup> Steven Mufson, "The privatisation of Craig Fuller", *The Washington Post*, August 2, 1992. Douglas Walton, "Appeal to pity: A case study of the argumentum ad misericordiam" *Argumentation* 9, 1995, 769-784, esp 774

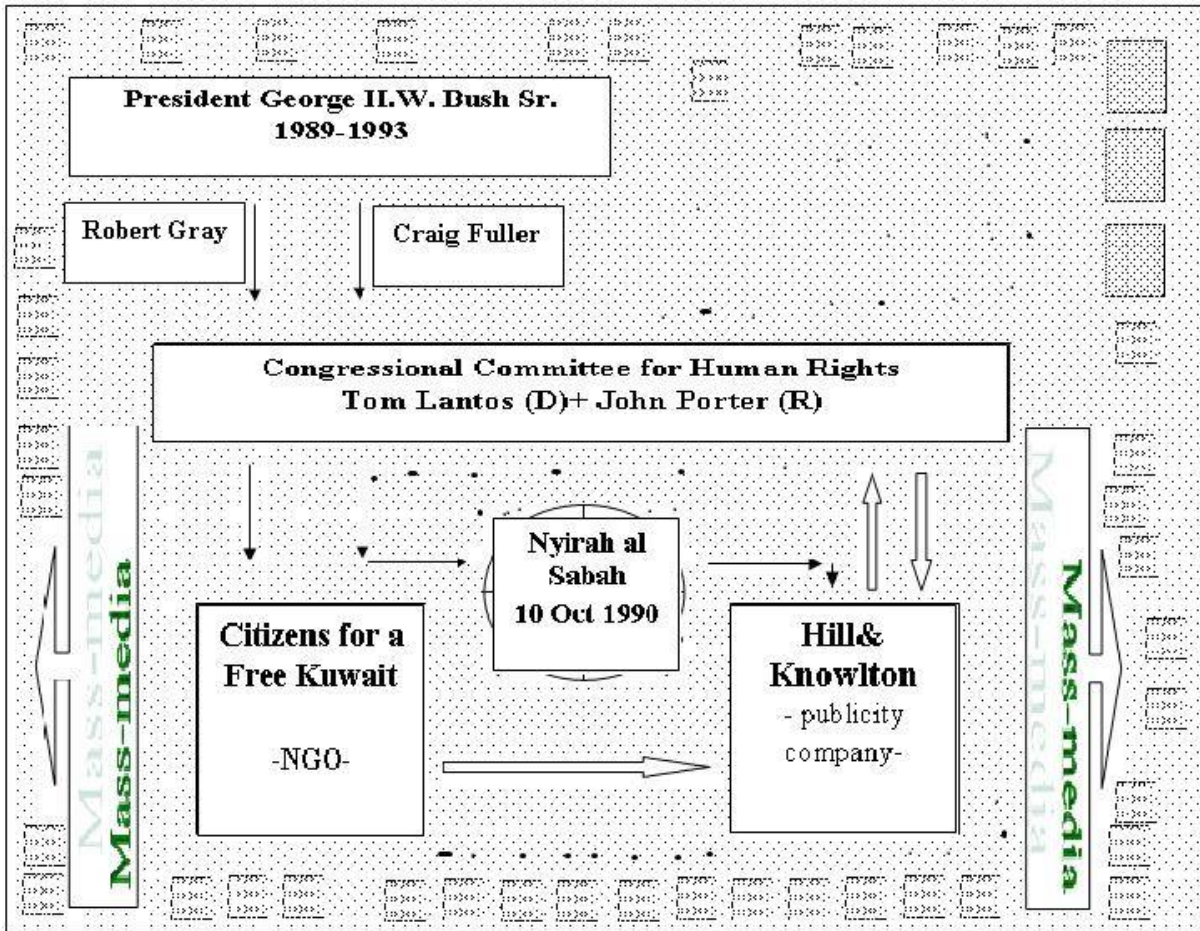


FIG. 1.

### 3. THE WORK OR KARL POLANYI. REDISCOVERING A CLASSIC

Karl Polanyi (1886-1964) was a Hungarian born sociologist and leftwing activist whose writings spell to trace the development of economy from prehistoric times till the Industrial Revolution. Contra the Viennese economic school created by Carl Menger and continued by Ludwig von Mises and Friedrich Hayek that held markets to be something universal, dating back from the days of yore, Polanyi argues that market are a much later phenomena and they are not indispensable to human endeavors. Although trade practices are almost as old as human experience, one should be very careful not to equate tradesmanship with market itself.

Apart from trade, the other three resources-allocating types are: x) reciprocity; y) redistribution, and z) household.<sup>20</sup> One can truly speak of a market-based economy only with the large scale development of capitalism in the XIX century, when three conditioned are met at once: 1) money become an all purpose means of exchange; 2) work and 3) property are commodified.<sup>21</sup> This is the essence of Polanyi's 1944 magnum opus *The Great Transformation*. Moreso, a market based economy goes beyond that and reshapes all collective principles according to its needs, thus giving birth to market

<sup>20</sup> Reciprocity goes back to barter interactions, give-and-take economics. „Redistribution is another form of reciprocity and happens in a group to the extent that in the allocation of goods [...] they are collected in one hand and distributed by way of custom, law, or ad hoc central decision.” Household means production for one's needs and was labeled by ancient Greeks *cræstomatia*. Karl Polanyi, *The Great Transformation. The Political and Economic Origins of our Time*, foreword by Joseph Stiglitz, Introduction, by Fred Block, (Boston: Beacon Press, 1944/1957/2002), 51-55. Karl Polanyi, *The livelihood of man*. Text edited by Harry Pearson, (London/San Francisco: Academic Press 1977), 39-43

<sup>21</sup> Karl Polanyi, *The Great Transformation*. 46-47 and *passim*

society based on the search for profit. Only then Austrian economists should speak of economic rationality and homo oeconomicus, contends the Polanyian logic. Against the Austrians, the Hungarian thinker believes Man (generic term) „does not act so as to safeguard

*in the possession of material goods; he acts so as to safeguard his social standing, his social claims, his social assets. He values material goods only in so far as they serve this end.*”<sup>22</sup> Supplementary ”*The physical existence of a group, its safety life and limb, the totality of its way of life transcend anything that can be reasonably presented as an economic interest.*”<sup>23</sup> Pivotal to understanding the modern economic history of mankind is the <double movement>- a dialectical process that brings civilization back and from market practices: after the market annexes society and molds it according to the tenets of commodification, society, on the brink of destruction, resists and puts up different regulatory measures which limit market expansionism.<sup>24</sup> Loyal to his left lineage, Karl Polanyi hoped that industrial XXth century should find a more planned type of economics able to reinstall order into chaos and generate more equitable outcomes.

### 3.1 Different missions to rescue Polanyi’s legacy

Karl Polanyi’s grim prophecy that capitalism should falter has been contradicted by the turn of events. Western governments adopted the Keynesian consensus and maintained the pro-market approach but with different control checkpoints and extensive social protection programs that would offset Communist allurements within the ranks of the postwar working class. Published in the same year with Hayek’s *Road to Serfdom*, *The Great Transformation* did not gather the same success, eventually being sidelined by the neoclassical mainstream philosophy. In an essay written in early 1960s, Murray Rothbard trashes the later book and dismissed it as a ”farrago of mistakes”.<sup>25</sup> His recuperation came quite later, from the 1980s onward. The failure of the Soviet command economy as well as the stagflation encountered in Western liberal-capitalist economies pushed policymakers to take into consideration what has come to be known as the neoliberal package: state retreat from economic micromanagement; rollback of many welfare programs; strong deregularisation etc.<sup>26</sup> While some gained others lost, so the win-lose outcome of neoliberal turn which gained full throttle after the demise of Communist dirigisme brought back into attention critical thinkers such Antonio Gramsci and Karl Polanyi able to offer solutions or at least discard the optimism of market fundamentalism.

One of the first contemporary authors who redeemed Polanyi was his protégé, Immanuel Wallerstein.<sup>27</sup> Afterwards, in the 1980s John Gerard Ruggie recaptured the term <embeddedness> and spoke of embedded liberalism when describing the above mentioned consensus of the Thirty Glorious Years( 1945-1975). Later on, Bjorn Hettne, writing about regionalism, sees the European Union as the embodiment of Polanyan countermovement. In similar vaneer for James Caporaso and Sydney Tarrow, the

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<sup>22</sup> *The Great Transformation*, 48

<sup>23</sup> *The livelihood of man*, xlvii

<sup>24</sup> *The Great Transformation*, 136-151

<sup>25</sup> Murray N. Rothbard, ”Down With Primitivism: A Thorough Critique of Polanyi”, Mises Institute, (June 1961) September 17, 2004. For a more recent libertarian answer to Polanyi see Alex Nowrastch, ”Karl Polanyi’s Great Error”, *Libertarianism.org/ Cato Institute*, September 23, 2013, accessed 22 Feb, 2016, 14:34

<sup>26</sup> Gavin Kendall, ”From Liberalism to Neoliberalism,” Paper presented to the Social Change in the 21st Century Conference Centre for Social Change Research Queensland University of Technology 21 November 2003

<sup>27</sup> Immanuel Wallerstein, *The Development of an Intellectual Position*, 2000?, <http://iwallerstein.com/intellectual-itinerary/>, accessed March 6, 2016, 17:39

European Court of Justice "re-embeds social regulation at the supranational level".<sup>28</sup> Hannes Lacher claims Polanyi for socialism whereas Naeem Inayatullah and David Blaney gaze at the Hungarian born thinker as a critic of free market but at the same time a sociologist with an interesting methodology.<sup>29</sup>

Gareth Dale, one of his most astute biographers traces the writings of the late master and concludes that one cannot easily fit him in a certain school of thought or other. Thus, Polanyi has reflexes of liberalism combined with elements of Marxism without fully being a disciple of the XIX century revolutionary philosopher; showed enthusiasm for the League of Nation and later on he was seemingly influenced by E.C.Carr.<sup>30</sup>

Other perspectives have come to be indirectly associated with Polanyi. Such is Mark Granovetter's research in social networks. His 1985 article about embeddedness explored the ways one can understand the relationship between economic dynamics and the social cultural fingerprint that enmeshes each profit-seeking pursuit.<sup>31</sup> Frequently quoted since then, Granovetter's 1980s articles have been linked with the late Polanyi and hailed amidst the general return of critical theories. However, Granovetter later dismissed any direct affiliation between his understanding of embeddedness and the one employed by the mid XX century Hungarian writer.<sup>32</sup>

The advent of the 2008 global financial crisis, has rekindled the interest towards embeddedness for militant-prescriptive needs, and not only for academic purpose.<sup>33</sup> Fred Block, sociologist of postindustrialism argues that global civil society is in dire need to re-embed markets and forge solidarity networks across borders to resist what he perceives to be the anvil of neoliberalism.<sup>34</sup>

#### 4. AN INTERDISCIPLINARY EXPLANATORY MODEL FOR PUBLIC COMMUNICATION

After all the above mentioned, for the scope of our study, we shall return and pinpoint the merits for which Polanyi is most acclaimed: the emergence of sociological-economics. In order to craft an explanatory model that could cut-across political science and media studies, we have to address an ideal-type called : homo socio-oeconomicus. First, there is some bad blood that has to be drained from the public debate → for certain years, great names in economics advice that homo oeconomicus does not truly exist in reality and should be looked as a necessary evil useful to make sense of various phenomena. Most recently, with the continuing financial crisis and street protests all over

<sup>28</sup> As a response to Caporaso and Tarrow, Martin Höpner and Armin Schäfer take up the similar endeavor to understand the working of the European Union and bracket in dialogue Polanyi and Hayek. Martin Höpner and Armin Schäfer, Embeddedness and Regional Integration: Waiting for Polanyi in a Hayekian Setting, *International Organization* 66, (Summer 2012): 429–55

<sup>29</sup> Kate Crehan, *Gramsci, Culture and Anthropology*, (London/Virginia: Pluto Press, London, 2002), vii and 1. David Forgacs, *Gramsci and Marxism in Britain* in James Martin, *Antonio Gramsci: Contemporary applications*, Volume 4, (New York: Routledge, 2002), 73. Sallie A. Marston & Geraldine Pratt, Coming of Age: Urban Geography in the 1980s, *Urban Geography* 24:4 (2003): 340-35. Neil A. Burron, "Counter-hegemony in Latin America? Understanding emerging multipolarity through a Gramscian lens" *Revue québécoise de droit international*, Hors-série (Septembre 2014): 33-68

<sup>30</sup> Gareth Dale, "In search of Karl Polanyi's international relations theory", *Review of International Studies*, (September 2015): 1-24, esp. 1-3. Gareth Dale, "Karl Polanyi: Diagnosing Liberal Extremism", *E-International Relations*, 7 December 2015, <http://www.e-ir.info/2015/12/07/karl-polanyi-diagnosing-liberal-extremism/>, accessed March 6, 2016, 17:52

<sup>31</sup> Mark Granovetter, "Economic Action and Social Structure", *American Journal of Sociology*, Volume 91, Issue 3, (Nov.1985): 481-510

<sup>32</sup> Nuno Miguel Cardoso Machado, Karl Polanyi and the New Economic Sociology: Notes on the Concept of (Dis)embeddedness, Translated by João Paulo Moreira, *CCSS Annual Review*, Issue No.3, 2011, <https://ccsar.revues.org/309>, accessed March 1, 2016, 22:36

<sup>33</sup> Kari Polanyi Levitt, Opening Address at the 13th International Karl Polanyi Conference, Concordia University, November 6-8, 2014, <https://www.youtube.com/watch?v=TK0rlsWEMA0>, accessed March 1, 2016, 18:12

<sup>34</sup> Fred Block, Polanyi's Double Movement and the Reconstruction of Critical Theory, *Interventions Economiques*, 38 | 2008, <https://interventionseconomiques.revues.org/274>.

Fred Block: The Tenacity of the Free Market Ideology, <https://www.youtube.com/watch?v=Qw4M8t1cuJo>, accessed March 1, 2016, 19:24

the world, the notion of homo oeconomicus became a favorite target practice for all sorts of pundits, some from the Right<sup>35</sup>, but mostly from the Left.<sup>36</sup>

Far from rejecting any of the points of view laid down here, our socio-economic agent is nearer to the economic than to the social part of the equation and acts as maximiser of gain who always searches for the right social context necessary for that optimum outcome so much desired. Transported into the realm of media studies, homo socio-economicus (HES) values most information- the indispensable currency here- and bestows the best means available to achieve it. (Homo socio-economicus in the universe of mass-media covers both ordinary spectators in front of their radios TV-sets or tablets and also media practitioners, individual or collective: journalists, papers, television companies). We further present two scenarios that operationalize the behavior of HES:

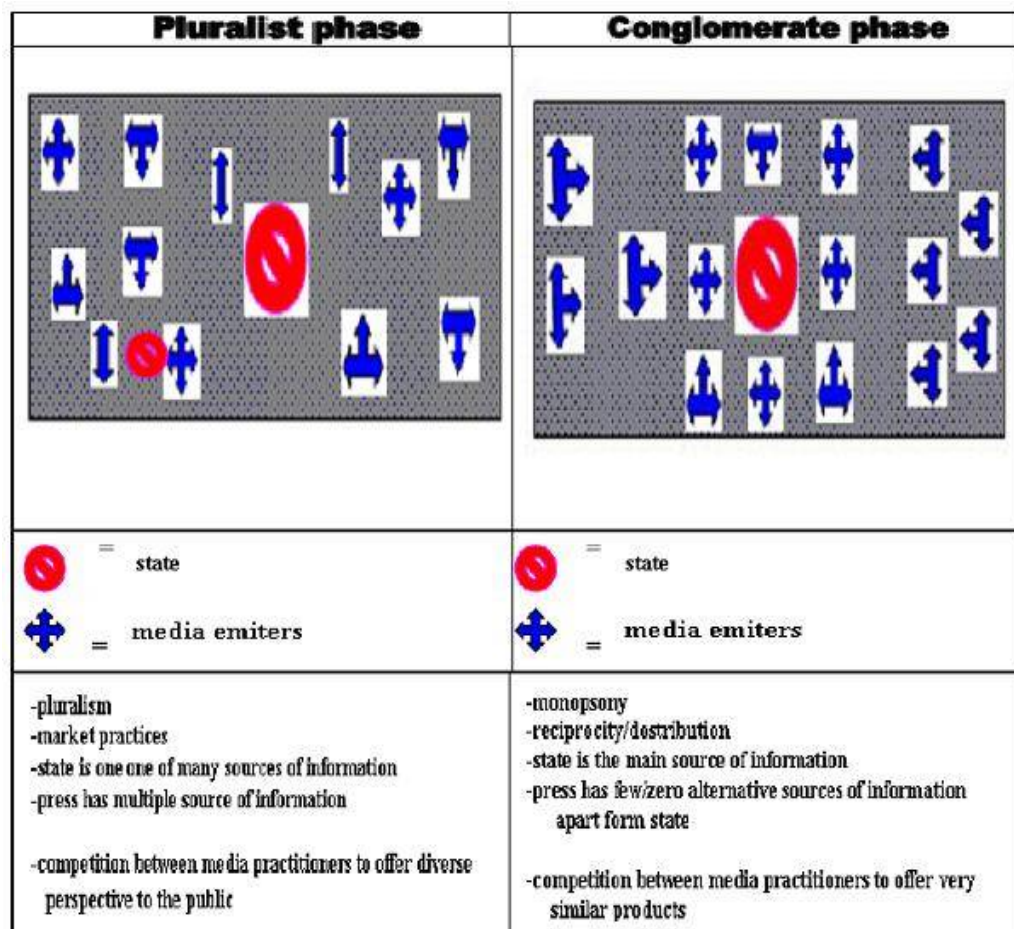


FIG. 2

According to the first scenario (that is the world of a perfect market) information seekers, be day individual citizens, journalists or media companies, have plenty of

<sup>35</sup> Francis Woehrling, "Christian Economics" *Journal of Markets & Morality* 4, no. 2 (Fall 2001), 199-216. Kathryn D. Blanchard, *The Protestant Ethic or the Spirit of Capitalism: Christians, Freedom, and Free Markets*, (Wipf and Stock Publishers, 2010). Justin Emanuel Alexandru, Petru Ciprian Bradu, Alexandru Taşnadi, "The Great Transformation. The Formulation of New Models" *Theoretical and Applied Economics*, Volume XXII, No. 4 605 (Winter 2015): 321-327. Dr. Sigmund Wagner-Tsukamoto, "Ethical Principles of Old Testament Economics: Implications for the Teaching of Business Ethics", Working Paper, ULSM Leicester, University of Leicester, 2015

<sup>36</sup> Martha Fineman, Terence Dougherty (ed), *Feminism Confronts Homo Economicus: Gender, Law, and Society*, (Cornell: Cornell University Press, 2005). Dennis J. Snower, "End of Homo economicus loom's", *The Japan Times*, Sept 23, 2014. See also in this regard the interview given by Sam Bowles. The Death of 'Homo Oeconomicus', Institute for New Economic Thinking, 19 June 2015, <http://ineteconomics.org/ideas-papers/interviews-talks/the-death-of-homo-oeconomicus>, accessed March 2, 2016, 10:13

information sources. Media broadcaster compete with one another for breaking news and ratings.

The second scenario describes a monopsonic world where there are plenty media emitters but only a few reliable sources, perhaps even one alone. Such things happen during great crisis or warfare situation. Market dynamic are replaced by distributive and reciprocity between the donor of information and the seeker, to use Polanyi's terminology. Pressed to outcompete their peers and rivals, media companies and journalists try to forge special relationship with the donors providing them with positive coverage.

The advent of air and ground operations in the Arabian Peninsula, placed military forces in a privileged position granting them an almost unrivaled monopoly over the terrain knowledge. Pentagon experts have learned the lesson of Vietnam and curbed the liberty of the press through several methods:

- special permits for journalists;
- pools created to cluster journalists and restrict them from roaming around<sup>37</sup>;
- preference given to certain media broadcaster such as CNN;
- seducing the public with satellite images, beyond the capability reach of ordinary televisions, which showed a clean motion of the operation, free of casualties or other emotional issues not to chip away the enthusiasm of the audience.<sup>38</sup>

The model proposed can also be construed in dialogue with different other schools of thought such as:

\* John Zaller's views on public opinion. According to Zaller citizens tend to believe elites as long as the later agree to a unified message: "*Individuals will use positions of prominent elites as reference point, providing structure and guidance to opinions concerning war.*"<sup>39</sup>

\* Matthew Baum's structure of public opinion according to which a message has more chances to be believed when there a common ground between the emitter and audience. Such is a war situation when national interest is at stake and both elites and public share a strong common denominator.<sup>40</sup>

\* the communication theory of Douglas Kellner who underpins that media production reproduces class structure because the holders of telecommunication companies collude with political elites so as to manufacture consent.<sup>41</sup>

\* the classic polyarchy introduced by Robert Dahl. More sophisticate than Kellner's, polyarchy does not locate power in a single center, but holds it to be scattered and shared by different actors.<sup>42</sup>

*Where does double movement fit here?*

Base on everything sketched up until now, a future research agenda might explore if double movement takes public sphere between pluralist/polyarchic phase and

<sup>37</sup> The pool method has been instated after the intervention in Granada, 1983. For more on the same topic as well as on the history of military-media relations in the US see: Robert Davis II, *The US Army and the media in the 20th century*, (Kansas: Combat Studies Institute Press, 2011), 64-65

<sup>38</sup> Documentary: 20th Battlefields-Gulf War (1991), BBC/ Military Channel Production, [https://www.youtube.com/watch?v=HMV\\_0iTk1qs](https://www.youtube.com/watch?v=HMV_0iTk1qs), accessed March 2, 2016, 12:24, min.35:01

<sup>39</sup> Adam J.Berinsky, "Assuming the costs of war: events, elites, and American public support for military conflict", *The Journal of Politics*, Vol.69 (Nov.2007), 975-997, esp. 977

<sup>40</sup> Matthew Baum and Tim Groeling, What gets covered? How Media coverage of elite debate drives the really round- The flag phenomenon: 1979-1998 in Lori Cox Han, Diane J.Heith, *In the public domain. Presidents and the challenge of public leadership*, (New York: State University of New York Press, 2005), 49-75, esp. 54. Matthew A Baum, Philip B.Porter, *War and democratic constraint. How the public influence foreign policy*, (Princeton: Princeton University Press, 2015), 6, 10 and *passim*

<sup>41</sup> Douglas Kellner, *The Persian Gulf TV War*, (Westview Press, 1992). The same idea was expressed through email correspondence to the author on January 23, 2016.

<sup>42</sup> Robert A.Dahl, *Poliarhiile. Participare și opoziție*, traducere de Mihaela Sadovschi, prefață de Lucian-Dumitru Dîrdală, (Iași: Institutul European, 2000). For an obituary of Dahl's also relevant for future interdisciplinary endeavor see also: Mihai Zodian, "Poliarhia, reformismul și securitatea internațională", *Colocviu Strategic*, National Defence University "Carol I", No.3, March 2014



conglomerate phase, and if so, in what condition. At the same communication theories which already benefit from neoclassical modelation may take into consideration reciprocity and redistribution as forms of negotiations between emitters- journalists- media stakeholders- politics- audience etc.

Ex: one could explore if the cyclicity encountered in historical processes over long time (like Kondratieff waves) do also exist in the market media with regard :

→to property : periods of merger and acquisition when big companies rule followed by fragmentation periods dominated by small companies;

→ relation to political authority: periods when media is critical to political leaders swung by periods when overall media tends to back the agenda set by elites etc.

## CONCLUSIONS

The present article hoped to be an exercise in method and strove to explore means to bring closer media studies and power diffusion within a given society. We have chosen the First Gulf War as case study and advanced the possibility of employing the sociology of Karl Polanyi to achieve that.

The writings of Polanyi has been sidelined for several decades. When rediscovered in the last quarter of the XXth century they has been strongly associated to leftleaning militantism. Perhaps would not be a bad idea to see them as the kernel for an interdisciplinary effort beset to bridge gaps and not only in ideological terms.

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SOCIO –  
HUMANITIES

## NATIONAL SECURITY AND PUBLIC OPINION

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**Abstract:** *The changes that took place after World War II and, namely, the globalization, have changed the states' perspective of national security insurance and conservation of survival in the anarchic and competitive environment of which the realists were talking about.*

*The international environment is modeled after and influenced by the power, a concept around which the security politics, public agendas, foreign policies, military strategies and all of the government's belongings are being built.*

*In this situation, a new threat appeared - the informational warfare - which designates, essentially, the theft, destruction or distortion of information, from intellectual knowledge to computer databases.*

*In order to assimilate the power and strategic advantage, in the context of informational war manifestation, political leaders resort to the support of public opinion, the variable that bears the greatest importance, through its quality of being a propaganda attacks target on the unseen front of the homo homini lupus manifestation form.*

*To review the stage of public trust in state institutions and to assess the level of security inherent in this analysis, I consider that it is required to analyze an institution with national security achievement attributions, namely the Romanian Intelligence Service. The Romanian Intelligence Service has exploited, in a convenient way, the advantages of virtual communication environments and has attracted, through information materials, the skills testing quiz, testimonies of employees, tens of thousands of new visitors who take part in open dialogue launched by the institution and who contact directly the Service's professional achievements and the operational successes.*

**Keywords:** *public opinion, public agenda, informational war, soft power, Romanian Intelligence Service*

The changes that supervened in the international relationships after the collapsing of the Soviet Union and the inherent transformations of the globalisation have also changed the states' perspective of national security insurance and conservation of survival in the anarchic and competitive environment of which the realists were talking about.

In the world described by them, the behavior of states is driven by human nature, characterized by Hobbes's *Leviathan*, who believes that people's lives are full of cruelty and brutal selfishness, states transposed into insecurity and mistrust on the scale of international relations<sup>1</sup>. People's tendency to attack the opponent is justified by the need to ensure the existence in an environment that offers limited resources which, once ensured, launches the conflict in order to win the wellbeing.

Morgenthau continues Hobbes's assertions by discerning the two forces that generate the individual's selfish behavior. On one hand, he believes that his attitude comes from his inner insecurity, from the desire for power to eliminate this uncertainty; on the other hand he assigns the human behavior to the competitiveness specific selfishness and

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<sup>1</sup> Hobbes, Thomas: *Leviathan*, 1651, [www.gutenberg.org](http://www.gutenberg.org) source

supremacy<sup>2</sup>. It can be easily noticed that the scope which causes the international environment is the power, a concept around which the security politics, public agendas, foreign policies, military strategies and all of the government's belongings are being built.

Whatever the reason underlying the purpose is, all countries seek to gain a certain percentage of power. But in this existence where *Homo Homini Lupus*, existence being possessed by an *animus dominandi*, where the opponent's intentions are difficult to predict, where trust is not attributed to the parties engaged in a conflict and where skepticism dominates the prospects, the traditional power maximizing and, inherently, security ensuring levers are insufficient and redundant for the states. Because the necessity of innovation is taking place, the use of force and military power have left the privilege of primacy, giving way to a new concept, *soft power*.

The complexity of the concept is the reason why nobody can give an exhaustive and comprehensive definition, which is why I will give a definition that is appropriate in the present research. Francois Bernard Huyghe perceives *soft power* as the allurements of the rest of the world towards adopting your own opinions without reaching out to coercion. It means, in his view, a balanced usage of influence. As presented to the world for the first time by Joseph Nye, the *soft power* concept is constituted by several domains that can either interact or be independent, such as the economic, political, cultural, diplomatic and even military domain. A diplomacy component is established by the public diplomacy, whose importance was firstly revealed by Woodrow Wilson, who debated about "winning of hearts and spirit."<sup>3</sup>

The target aimed at is the public opinion, the society, which has, as it will be seen later, an important contribution in ensuring national security by removing the existing vulnerabilities on an institutional level, that one level who compresses the entire governmental mechanism.

Ideas are the foundation on which states strengthen their coherence, their purpose and their characteristics, providing at the same time the means through which citizens are being subordinated to the state's authority.

The materialization of the ideas, of the ideology is realized through institutions which, because of their tangibility, have become more vulnerable to threats, vulnerability born because of the lack of partisans and supporters of their constituent principles.<sup>4</sup>

As a result, the national security insurance is dependent on institutional strengthening, on attracting the public's opinion support in order to eliminate the vulnerabilities.

Gustave le Bon was talking about "*the law of crowds' mental unity*"<sup>5</sup> which shows that the individuals from a social gathering adopt the thinking manifested at the group's level, denying their own individuality in the favor of crowd psychology. The social group is the environment of spreading the mental contagion, a phenomenon of unconscious origin operating without reasoning, the cornerstone of opinion assimilation and beliefs through enhancement of mass communication. The opinion trainer has the duty to know in detail the mechanism of crowd judgment and to try not to change it, but rather to exploit it through the persuasion generator factor, namely the suggestion<sup>6</sup>.

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<sup>2</sup> Morgenthau, Hans: *Politics among nations. The struggle for power and peace*, McGraw Hill, VII edition

<sup>3</sup> Huyghe, Francois-Bernard: *Anthologie de Texte sur l'Influence*, <http://www.huyghe.fr> source, 2008, ag 161

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## 1. THE POWER IN THE CONTEXT OF INFORMATIONAL WAR

A concept generated by modern society, by the diversity and asymmetry of new threats - the informational warfare - designates, essentially, the theft, destruction or distortion of information, from intellectual knowledge to computer databases. The purpose of conducting such a war confirms the ideas acknowledged by realists and authenticates that *animus dominandi* which Morgenthau wrote about, by exclusively tracking the causing of damage to opponents or by ensuring influence in an area of interest.

In this context, Francois Huyghe said that the informational society is jointly exploited by the two instances of threat: on the one hand, the traditional, recurrent violence, which torments the bodies, and on the other side, the current violence, "that bedevils and alters the brains of humans and computers."<sup>7</sup>

Computer sabotage maneuvers, media manipulation, all forms of psychological and ideological action exerted on the human spirit within a conflictual framework or a framework that depicts rivalry relations are considered ways of informational war manifestation. Its catalyst, the information, is manufactured, it appears from a review process to serve the aims of the one who spreads it.

The public relations agent is a connoisseur of collective psychology and takes into consideration the mental contagion impact on the crowd. The integration of this information in the informational circuit has special significance since it is capitalized when it is assimilated and accepted by the social mass.

One way whereby opinion makers can ensure the success of strategic influence operations is propaganda, to whom Manuel Castells attributed the manufacturing and broadcasting of messages that distort facts and include false information in order to promote government interests.<sup>8</sup> Similar definitions conferred to the propaganda have outlined a negative charge to this concept, being perceived as the practice of circumstance modeling and image designing in the minds of individuals, the manner without whom the events, the significant initiatives, whether political, cultural, religious or economic, cannot take place, cannot implement.<sup>9</sup>

In reality, propaganda is no advertising, nor disinformation; it is a process of communication in which the transmitter persuades the receiver, the distinction from other forms of communication being that propaganda is associated with a preset goal.

The existence of propaganda is determined by that of a system, represented by civil society and that of the transmitter, made out of public opinion makers. The interaction between civil society and opinion leaders, who influence each other, is the cause of public agenda on a national level appearance.

This new conflictual climate gives the power prerogatives to the public opinion trainer, the one who owns the information and spreads it to the society to such an extent that it provides support to some values or visions evoked by itself. The assertion can be easily demonstrated through the examples offered by the mass-media world, and by the press trusts in their professional conduct. Sir Roderick Jones, general manager of Reuter news agency, said, in 1930, that "no other factor has contributed to the increase of the British prestige on an international scale more than the agency"<sup>10</sup>, proving that journalistic objectivity is a concept quite difficult to achieve.

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<sup>7</sup> Huyghe, Francois: *Comprendre le pouvoir strategique des medias*, Eyrolles, 2005

<sup>8</sup> Castells; Manuel: *Communication power*, Oxford University Press, 2009

<sup>9</sup> Bernays, Eduard: *Propaganda*, 1928

<sup>10</sup> Char, Antoine: *La Guerre Mondiale de L'Information*, University of Quebec, 1999, pag 40

In order to assimilate the power and strategic advantage, in the context of informational war manifestation, political leaders resort to the support of public opinion, the variable that bears the greatest importance, through its quality of being a propaganda attacks target on the unseen front of this *homo homini lupus* manifestation form.

The elitism is assigning to itself the historic mission to coagulate a nation and to direct it in a positive sense, appropriate for development. Thus, the degradation of the elite concept becomes a negative indicator of the national security state diagnosis, designating lack of public support and citizens' trust in the governing action.<sup>11</sup> Charles Wright Mills spoke about elites as a more complex reality, which coagulates in order to gain the power through which it dominates the society.<sup>12</sup>

The elite's characteristic ideas' abstractness materializes through institutions, since state institutions compress the whole machinery of government, including the legislative, administrative and judicial apparatus. The ideology organization, who provides a social mechanism able to persuade citizens to obey state authority, is closely related to the machinery of government, in this case to the institutions.

Because of the inherent tangibility, the institutions become a prolific environment of vulnerabilities, being exposed to threats. One of the vulnerabilities is exactly the lack of public support, translated by elites' inability to attract the citizens towards consenting to state authority.<sup>13</sup> Without pretending or assuming novelty, being mentioned since the '50s, the institutional vulnerability concept was synthesized by Selznick as "a situation where institutions are prone to social change."<sup>14</sup> Considering these assertions, I find that public opinion is the decisive variable of ensuring institutional sustainability and eliminating vulnerabilities, based on which the opponent's offensive can be countered. Before discussing about institutions popularization methods, I need to define the public opinion, whose importance has been decided.

Research on propaganda and manipulation postulates that public opinion refers to crowds, defined as "a state of mind, a mental condition that occurs when people think and act together"<sup>15</sup>, crowds found inside a whole, designated by the society term, equivalent to a "congregation of people who sacrificed their individual freedom to be part of the group".<sup>16</sup>

In summary, institutions build their power by attracting public opinion, besides the physical security measures against violent attacks, support that will prevent their internal erosion in case of ideational offensives.

The political existence of a state, the activity of the elites appears to the citizens in the form of debates, themes that define the national identity and the current concerns, set up by the generic term public agenda. The public agenda is responsible for presenting the leaders' visions, the foreign policy of the state, the characteristic values, the strategies to achieve the assumed targets, being presented to citizens to ensure their participation in a democracy and security culture.

Talking of the interaction between the public's opinion and the result of producing this set of ideas, it has been well debated in the relevant literature, researchers being tempted

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<sup>11</sup> Puiu, Adriana: *Russian political elite crisis*, *Intelligence magazine*, nr 26, march-may, 2014;

<sup>12</sup> Mills, Charles Wright: *The Power Elite*, Oxford University Press, 1956

<sup>13</sup> Buzan, Barry: *People, States and Fear. The National Security Problem in International Relations*, WHEATSHEAF BOOKS LTD, 1983

<sup>14</sup> Selznick, Philip: *Institutional Vulnerability in Mass Society*, published in *American Journal of Sociology*, vol 114, 1951

<sup>15</sup> Dean Martin, Everett: *The Behavior of Crowds. A Psychological Study*, Kessinger Publishing, 2010, pag 45

<sup>16</sup> *Ibidem* 12



to discern the influence's dilemma. When and how much does public opinion matter? On one hand, some argue vehemently that elites shape the preferences and opinions of the masses by presenting current topics interspersed with others that stir interest, novelty, using propaganda, manipulation.

Combatants of this statement plead to the idea that public opinion dictates the main guidelines for drawing up the public agenda by expressing priorities to certain areas of argumentation.<sup>17</sup> In reality, none of the visions is not deprived of truth; there are some circumstances, particularly the issues related to domestic politics, when citizens are noteworthy involved in the clotting of public agenda and there are certain sensitive decisions that require an attractive presentation in order to be legitimized by the public opinion.

Consequently, the impact of one variable on another one is immeasurable and characterized by instability, but the certainty of the existence of influence cannot be challenged, and the chain of presented concepts - elites, institutions, public opinion, public agenda - follows a circular pattern, emitting idea of continuity and repeatability.

## 2. ELEMENTS OF ROMANIAN INTELLIGENCE SERVICE PUBLIC PERCEPTION - ANALYSIS –

Romanian people are, according to Mihaela Nicola's concept, a nation of "natural born storytellers", for whom "discretion appears rather as an inability to communicate, as a lack of inspiration or as an obsolete accessory" compressing suspicion and inability to capture trust.<sup>18</sup>

Public protection of an institution is not a superficial objective because it is the cover on which perceptions that subsequently lead to its acceptance or disapproval by citizens rely. The elites are in a position to offer increasingly more consideration to the communication alongside the emergence of informational war, a communication done consistently and coherently.

The same CEO of The Group company, Mihaela Nicola, argues that the concerns for improving prestige, for a better delineation of the prestige of an institution, for gaining public confidence in the institution's mission and activities are as important as the interest in the activity itself<sup>19</sup>.

As we discussed in the conceptual delimitation of this analysis, the public institutions' brand is an indicator, although minimal, of power. The image influences, substantiates certain economic, strategic, political based decisions, taken about the institution.<sup>20</sup>

It is said that the bigger the organizations are and the more major activities they display, the better the connections they can create influence their situation, and the image of the organization becomes more able to influence, subtly, the performance<sup>21</sup>. Winning the public support deletes from the institutional structure a vulnerability that can easily be exploited by threats launched by the opponents who aim at internal destabilization and at the discovery of the weaknesses in order to create the right manipulation environment.

The institutional power blocks these malicious initiatives and gives the state a strategic advantage in external crises, as well as international prestige. A pertinent

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<sup>17</sup> Christian, Jennifer: *When does public opinion matter?*, Indiana University, 2007

<sup>18</sup> *Interview with Mihaela Nicola*, published in "Intelligence", nr 26, march-may 2014, pag 100

<sup>19</sup> *Ibidem* 18

<sup>20</sup> Negrescu, Mihaela: *Image of institutions from national security sphere*, , National Academy of Informatic "Mihai Viteazul", 2011

<sup>21</sup> Chiciudean, Ion, Ţoneş, Valeriu *Gestionarea crizelor de imagine*, editura Comunicare 2002

justification for this assertion lies in the concreteness of disadvantages that a negative image would bring to the Romanian Intelligence Service, image that would cause the decreasing of the cooperation degree between citizens and operative officers, thereby generating a decreasing in the efficiency of itself. Extrapolating, the examples may continue with the institution's ability to counter propaganda attacks through the support of the citizens, condition in which trust and prestige, found in gear collective thinking, remain the most important means of censure against the actions of foreign influence and manipulation.

It has been also clarified the issue regarding the interdependence between national security and power - a state having the lowest level of vulnerabilities and, inherently, a high level of security is a state with full rights to embrace the power. To review the stage of public trust in state institutions and to assess the level of security inherent in this analysis, I consider that it is required to analyze an institution with national security achievement attributions, namely the Romanian Intelligence Service.

The study will consist of a comparative analysis of opinion polls on time coordinate, taking into consideration general concepts related to awareness, confidence, prestige, communication, performance and vulnerability to risks. Currently, in public space, regarding the Romanian Intelligence Service, there lies a mixture of respect and trust, of "appreciation and gratitude for the professional intelligence officers, for their effectiveness"<sup>22</sup>.

Importance of the results of public opinion polls lies in the intelligence community's need to be understood as a social mission, to gain support and acceptance from society. As a result of this revelation, it has been noted a revival of the institution's brand in recent years, due to the new strategic vision which the institution has proposed in the Information Age. So, in 2015, 46% of citizens consider themselves quite informed about the activity of the Romanian Intelligence Service, and 57% know the powers of this institution.<sup>23</sup> If in 2012 about 37% of the population had very much and much trust in the Romanian Intelligence Service<sup>24</sup>, some three years later it has been noticed a growth of the institution's public diplomacy, which resulted in achieving 52% in terms of public confidence.<sup>25</sup>

This trend is the result of institutional identity elements refreshment, launching a new website and also launching its own Facebook account. The Romanian Intelligence Service has exploited, in a convenient way, the advantages of virtual communication environments and has attracted, through information materials, the skills testing quiz, testimonies of employees, tens of thousands of new visitors who take part in open dialogue launched by the institution and who contact directly the Service's professional achievements and the operational successes.

Therefore, in 2015, 77% of citizens believe that the activity of the Romanian Intelligence Service is very important, while 40% believe that the institution is very much performant<sup>26</sup>.

The prestige that Francois Huyghe considered to be one of the catalysts of the influence<sup>27</sup>, is a feature that the Romanian Intelligence Service can be proud of, as shown from the survey responses offered by the subjects. Since 2011, the intelligence officer

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<sup>22</sup> Ibidem 18

<sup>23</sup> ROMANIAN INSTITUTE FOR EVALUATION AND STRATEGY

<sup>24</sup> INSCOP Research

<sup>25</sup> Ibidem 21

<sup>26</sup> Ibidem 23

<sup>27</sup> Huyghe, francois-Bernard: *L'influence ou le pouvoir de signes*, revista "Societe de strategie", nr 14 "Puissance et influence"

was ranked third in terms of prestige, followed by the president of the state, about 43% of citizens believing that such a job is very prestigious. The attractiveness of the Romanian Intelligence Service is also demonstrated by the performance factor, depending on which the institution was ranked fourth in the polls in 2011, with a percentage of 57.7%.<sup>28</sup>

An important milestone to be considered in the analysis of the institutional brand consists of the spokesperson, namely the representative person of the organization, in this case the director of the Romanian Intelligence Service, George - Cristian Maior who, in 2011, was known by 11% of subjects undergoing survey.<sup>29</sup> The rise of the institution's image and the efficiency of the PR department are demonstrated by the 2015 survey results, when 64% of the subjects associated George Cristian Maior with the position of Romanian Intelligence Service director. Besides, in the 2015 survey, conducted by the Romanian Institute for Evaluation and Strategy, it has been revealed that 63% of respondents assumed that the reference institution has evolved in the last 10 years<sup>30</sup>, considering the institutional reform as being real, compared with the year 2011, when only 3.1% of respondents knew what the reform, the transformation of the institution meant.<sup>31</sup>

Regarding the credibility of the institution, if in 2011 about 20% of reviewers were satisfied with how the Romanian Intelligence Service communicated with citizens, in 2015 about 64% of those undergoing the survey considered that the communication between the institution and citizens was credible in a very large and large extent.

### 3. CONCLUSION

For an efficient use of the collected data from the analysis, I consider that it is necessary to clarify the importance of institutional stability in the context of a state's power and national security. On this subject, Barry Buzan claimed that unstable institutions do not possess mechanisms of organized transfer of power, but they rely primarily on coercion, which is why they become more exposed to manifestation of power, either within them, such as the famous coup d'etat, or outside of them, represented by social tensions, strikes and riots.<sup>32</sup>

Security has gained importance through its feature as a power derivate, namely as a purpose and its result. Realists have promoted the idea that an actor who has enough power to achieve a dominant position in international relations will obtain the national security as a result of this *status quo*.<sup>33</sup>

Taking into consideration that the power indicators, inherently, the security indicators are the three interdependent elements - vulnerability, threat, risk - it can be argued that a strong state is one that depicts the lowest level of vulnerability. As it has been previously demonstrated, citizens represent an important resort in the democratic exercise and in the process of achieving national security, therefore increasing their confidence in the institutions responsible for ensuring national security proves a real utility.

Analysis of the Romanian Intelligence Service's public perception elements captures an improved public diplomacy institution, an openness to society, their involvement in the effort to protect and promote national values.

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<sup>28</sup> Ibidem 20

<sup>29</sup> Ibidem 20

<sup>30</sup> Ibidem 23

<sup>31</sup> Ibidem 20

<sup>32</sup> Ibidem 13

<sup>33</sup> Gellman, Peter: *Hans J. Morgenthau and the legacy of political realism*, Review of International Studies, anul 1988

Under these circumstances, from the institutional vulnerability view, The Romanian Intelligence Service has initiated important steps to eliminate those weaknesses that can be exploited by opponents, at the same time also harnessing the opportunities to maximize the efficiency of the means and methods applied in the process of collecting information and obtaining intelligence.

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## **PARTICULARITIES OF PREPARING ROMANIA'S TERRITORY IN CASE OF THE COUNTRY'S IMPLICATION IN A HYBRID WAR**

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**Abstract:** *Situated at the sensitive border between information warfare and special forces, still unframed in a tight definition and precise patterns by the military analysts, the hybrid war arouses interest for the political, economic, and social and media areas of responsibility.*

*Based on the characteristics of military conflicts of the early twenty-first century, the article highlights the main tactics used in hybrid war, conducted most often in a covered manner. Classical laws of war have been abandoned somewhere, in history. Propaganda, diplomatic duplicity, deliveries of concealed weapons, demonstrations of force, not the least the cyber attacks, however, all represent a range of threats against the world countries in general, and against our country, in particular.*

*Romania, a NATO member state, and an important strategic point in the wider Black Sea region, needs a new approach to hybrid conflict. And this can only be achieved through the combined efforts of specialized security structures and those of the civil society.*

**Keywords:** *information operations; hybrid war; cross-border crime; national interest*

### **1. INTRODUCTION**

Today's world is the arena of the struggle for power and influence in all areas of human activity. This struggle was manifested constant over the life of humanity and, most likely, will continue to occur as long as shall endure mankind, because human beings want to impose their will on their neighbors not only in individual relationships but also in the intercommunal[1].

The beginning of the twenty-first century represents an international environment which, through the application of the "chaos theory" globally, on behalf of an alleged "order in disorder", is characterized by major changes and rapid situations in time and space, hidden tacit fighting, sometimes with harsh nuances, based on ethnic and religious disputes, fundamentalist propaganda, serious economic weaknesses, poverty, tensions over border disagreements, expanding organized crime, cyber-crime, etc. It is an "ongoing war", generated by permanent confrontation "between individuals, between communities (states, alliances, religious entities, ethnic, professional, etc.), between individuals and communities to impose their interests on multiple fronts: power, influence, territories and resources (human, material and financial)".

New types of conflicts have shown that armies structured on Clausewitzian concepts presented insufficient capacity to meet the new challenges of the war. The current war requires a rethinking of the structure of the armed forces and a continuous adjustment of them to the evolution of its national and international security environment, to the actual requirements of the battlefield.

## 2. HYBRID WAR

War is defined as a social-historical phenomenon, the manifestation of the sharpest conflicting political relations between large groups of people (classes, nations, states, coalitions of states) militarily organized, which uses means and violent methods to achieve economic, political, territorial or religious goals. Some thinkers have claimed the eternity of war, pretending that it would be generated by the very biological "nature" of a human being (the biological design - Gobineau, Chamberlain, Steinmetz, Gumplowicz, Lagorgette Mahan, Wilkinson) or psychological (psychological design - Tarde, Aron); others argue the need for war for the moral purification of society (Hegel, Nietzsche) or for the spiritual "recovery" of peoples (Ferrero), considering it as a driver of social and technological progress, or a regulating factor of the demographic process (demographic concept of Bouthoul)[2].

The soldiers describe war as a particularly violent and costly manifestation of the existing conflict at some point, between large groups of people (states, peoples, nations), structured and equipped with weapons and military techniques, and that use armed struggle to achieve those objectives[3].

Currently, there are views that the future war will be waged against a faceless enemy or that it will be "hybrid" (a combination between the classical war and the non-conventional one, to create hardships for the armies of powerful states that cannot be defeated in direct confrontation conducted following the international laws of war).

The concept of "hybrid war" still lacks a universally accepted definition and, until recently, it was not even included in the military or security doctrines. "Hybrid Wars" are undeclared confrontation by countries where the military component is not assumed explicitly and, it is not unique.

In a hybrid war, both military and especially non-military weaknesses (societal) are "exploited" and the aggressor is trying to capitalize them based on ethnic and religious tensions, weak and corrupt institutions, economic and energy dependence on others. Based on these weaknesses, a hybrid war involves various actions, from terrorism to media propaganda, through irregular and not assumed military action[4].

The new type of war is not limited to the battlefield physically; war actions normally associated with military efforts will expand to other areas such as economy and material resources, religion, culture, environment and information networks.

Hybrid wars include the following tactics:

a) information operations involving a mixture of propaganda, disinformation, diplomatic duplicity, manipulation of media and simple lies, all of which being designed to confuse and divide opinion in the targeted country, trying to exploit political, economic, regional, ethnic and social environments;

b) Psychological Operations using media controlled by the state and its agents of influence, in order to create a favorable climate, instigate the subversive actions of the targeted state's population, through "controlled chaos", intimidate the support networks of civilians (as military contractors), support refugee flows and other actions to diminish the government's ability to resist against the targeted actions of unreported opponents;

c) Concealed deliveries of weapons under the guise of humanitarian aid to distressed populations. This tactic involves offering help to territories that have created conditions for a humanitarian crisis in the first place, thus allowing the initiating state to offer "bullets and bandages";

d) Economic destabilization involving formal sanctions, stopping the work of the people working abroad, threats to reduce energy sales and other vital commercial

elements, as well as implicit or explicit supplementary economic constraints to weaken the target population and deter any foreign intervention on its behalf;

e) Employment of paramilitary forces, unreported military personnel, lacking military insignia, badges or official affiliations, reserves, soldiers on active duty on "holiday" other "volunteers" who join irregular local units and other regional militants, including criminal gangs;

f) "Partial denial" by using irregular forces, patriots, hackers who do not belong to governmental agencies, as well as other groups that are not officially part of the originator state's government or its armed forces;

g) Demonstrations of force involving exercises, military deployments and other intimidation activities that disrupt the military response of the target state and discourage third-party involvement by threats of conflict escalation;

h) The cyber attacks against critical networks of public and private infrastructure that delay and disrupt the target state's response to the actions of the initiator state, together with cyber disruptions or other attacks limiting the NATO access to communications, information and other critical networks

### **3. THREATS TO ROMANIA'S SECURITY**

Romania is located in an area where stability is always a problem and neighbors from the east are in conflict, generated by the policy pursued by Russia. It owes a policy of stability and cooperation regarding the implementation of NATO's and EU's similar policies, being interested in having democratic and stable states in its proximity[5].

Romania's national defense "is defined as the country's defense by fully using military, civil, economic and psychological availabilities, to ensure resistance against any threat"[6].

The national security is the prerequisite for the existence of the Romanian state and nation, being a fundamental objective of governing; it encompasses the values, interests and national objectives.

For the time being, at the level of security strategies in areas of interest for Romania, there are identified risks and threats of political, economic, social and military nature, capable of jeopardizing the national security of our country: regional instability; proliferation of weapons of mass destruction; international terrorism structured in cross-border networks; dissemination of weapons of mass destruction and related production technologies; Transnational Organized Crime; ineffective government.

Threats to Romania's security[7]:

- destabilizing actions at the eastern border;
- frozen conflicts in the Black Sea region and instability in the Western Balkans;
- dissensions on energy markets and competing projects of some state or non-state actors;
- cyber-threats to the information infrastructure of strategic interest of public institutions and companies;
- terrorism;
- proliferation of WMD, their means of delivery and trafficking of dual-use items;
- proliferation and development of terrorist networks, transnational organized crime, illegal people trafficking, drugs, weapons and ammunition, radioactive and strategic materials;
- clandestine migration and the emergence of massive flows of refugees;
- actions of incitement to extremism, intolerance, separatism and xenophobia that might affect Romanian and the promotion of its democratic values;

## SOCIO – HUMANITIES

- economic and financial aggression;
- informative hostile actions.

### **Risks[8]:**

- regional instability, settlement of frozen conflicts, ensuring the energy security, protection of the Romanian communities' rights and of economic activities undertaken in the Romanian Exclusive Economic Zone at the Black Sea;

- failing to achieve the development objectives of the country due to: economic difficulties, massive development of the underground economy and corruption, tax evasion, poor infrastructure, low resistance to major turbulence on foreign markets, especially in the area of banking and finances;

- risks of social nature (demographic decline, labor migration, environment degradation, deficiencies in the national systems of health, education and social assistance);

- radicalization of extremist entities

- cross-border criminality, ranging from trafficking of drugs, people, weapons and goods, illegal migration to economic and financial crime;

- illicit smuggling of conventional arms.

### **Vulnerabilities[9]:**

- limited capacity of state institutions with regard to the European funds absorption, use of public money, energy, critical infrastructure, agriculture, environmental protection, justice, health, education and scientific research;

- capability of central and local administration to implement both national and European public policies;

- inter-institutional response to crises, influenced by quantitative and qualitative shortage of resources;

- corruption.

## **4. PARTICULARITIES**

The methods of action in the hybrid war include over-national combinations of state and non-state actors, over-the art combinations using platforms to attack across the spectrum of conflict, and over-level combinations, to enable small tactical units to obtain direct strategic effects. For the implementation of these methods, there are included the omni-directionality, synchronization, limited objectives, unlimited measures, asymmetry, multidimensional coordination, regulation and control.

Military structures, in their attempt to respond the war and crisis situations, should change their physiognomy gradually, so that to be numerically smaller, flexible, mobile, modular, self-sustaining, with a larger combative capacity, fit to conduct military action far from the homeland, in very diverse geophysical and psychosocial environments.

The current military conflicts oppose individuals, groups and transnational groups, supported by states or international organizations that carry out specific combat actions, both locally, in the conflict zone, and globally. We face different forms of violence such as terrorism, insurgency, crime, focused on targeted areas (cyber attacks) and disorder through intimidation or interference.

The military operations will increasingly depend on other components and non-military capabilities; in addition to the intelligence community, they will involve collaboration with the Ministry of Internal Affairs, as well, with other state or private power structures, decentralized, at the tactical level. The comprehensive approach will mean, in fact, a symmetrical, balanced response to asymmetric and chaotic threats.



In this context, the approach will focus on a series of measures / actions of security structures, as follows:

- an inter-institutional collaboration to identify and meet the strategic objectives of national security;
- development of intelligence systems, able to detect hazards, risks and threats, in due time, so as to prevent their occurrence, combining military means with civilian instruments;
- a real multi-annual budgetary planning, with investment programs able to increase the capabilities of the armed forces to react in case of asymmetric and hybrid threats;
- identification of and countering the activities led by the organized cross-border crime network and dismantling of criminal groups;
- border security, especially the Eastern one, annihilation of illegal migration, human trafficking and other risks impacting on national security;
- increasing the response capacity and emergency management;
- identification of any interference affecting the strategic economic and financial decision and fighting against ample evasion acts;
- identification of and counteracting asymmetric and hybrid actions;
- terrorism prevention and fighting;
- knowledge of, prevention and elimination of risks and threats generated by hostile informative actions, ensuring counterintelligence protection of national interests;
- identification of and fighting against organized cross-border crime networks that run activities with high economic and social risk;
- knowledge of the objectives, resources and development directions of clandestine weapons programs or WMD, conventional carriers, as well as countering illegal shipments of strategic goods;
- promotion of policies to ensure the reduction of developmental disparities between different regions of the country;
- prevention of and fighting against threat generating factors to food security and environmental security of the population;
- support of public diplomacy actions to promote the national security interests and in support of the undertaken objectives, in cooperation with other public or private institutions.

## **CONCLUSIONS**

Hybrid war can be described as an optimized form of war, in which combatants employ all available resources, both conventional and unconventional, in a unique cultural context, having the purpose to produce specific effects against a conventional adversary.

It is a war of the non contact type, conducted by means of smart weapons systems, new technologies, with long-range capabilities and highly precise strikes, UAVs, offensive and defensive cyber techniques, information operations, psychological influencing and large-scale propaganda, strategic communication techniques that appeal to the next-generation information technology, provisions of international law that "are used to support the legitimacy of own actions and illegitimacy of its opponent (enemy) actions"[10].

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## ABSENTEEISM AND SCHOOL DROP-OUT – PREVENTION METHODS IN CASE OF TEENAGERS

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**Abstract:** *Good collaboration starts from the first year of school when the family knows and understands the mission of the school and the school understands that the family is a sincere and permanent ally of the educational process. The two important participants into this relationship must understand that the spotlight is on the child, that beautiful creature, with warm eyes full of life that illuminate the paths of life even when the sky of the soul is full of clouds and storm is forecasted. The child becomes the subject and object of education.*

*The most durable relationship between school and family is achieved at the level of primary education. Teachers are those who know closely the individual peculiarities of students, their living conditions, the family members, friends, taking direct and indirect contact with all those who revolve around the child and know their desires and aspirations. Teaching implies plenty didactic knowledge, pedagogical tact and life experiences.*

*The main requirement for this relationship is communication. It streamlines the relationship and positive opinions can be drawn when bottlenecks occur. If among the parents there are professionals, do not hesitate to request their help. The family-school relationship must be built so that the child entering the school shows the same interest throughout schooling.*

**Keywords:** *level of primary education, positive, pedagogical tact*

### 1. INTRODUCTION

Alongside of the school and youth organizations, the family is one of the factors concerned with human education. Other persons, institutions and social organizations are dealing with education as well, but the educational influences exerted by them are less organized than those from families, schools and youth organizations. The family exerts a particularly deep influence on children. The student owes a significant part of the knowledge about nature, society, hygienic habits, behavioural habits, to his/her upbringing in the family. (Using in the common language of the expression: "Good family upbringing").

In time, the school has emerged as a social necessity, as a tool for solving social problems. It stems from the need of preparing the child for taking up and pursuing social activity. In the context of other factors, the school is considered the main factor in the formation of the younger generation, in accordance with the requirements of the society. This is due to the fact that it has qualified staff, adequate material which enables the organized embodiment of education, of the educational process.

### 2. CONTEMPORARY PERSPECTIVES

The school as an institution is under the influence of social, economic, political and cultural factors, its mission being to contribute to the achievement of the educational ideal imposed by social life requirements. But by its inner organization, the school has a

relationship of autonomy. Its organizational structure and its relations to other factors are governed by the educational law. At certain intervals the need for school (and legislation) reform emerges to align school organization to the evolution of the social system. The role of school in society has always been a concern of specialists who emphasized that the school is a genuine production factor that plays an important role in the evolution of a nation in asserting its material and spiritual culture. Referring to the place and role of the school in the social community, the school cannot be regarded as a bureaucratic invention, it is and should be a natural and necessary expression of the social environment in which it is placed. The school is the primary tool for education and life coaching, for social and professional integration.

The successful professor is an idealist, a different kind of idealist, being convinced that there can be no development without ideals. The professor recognizes himself/herself in each student, realizing which was his/her contribution and influence in the lives of his/her scholars.

A teacher is capable when aspires to all of the above and still more. He/she appreciates truth and fairness, but not his/her popularity. Trying to change the world, such a teacher changes on a daily basis, changing others in his/her turn. A capable teacher is a revolutionary who knows that his/her role is one of the most vital on Earth in preserving the sanctity of life and its natural outcome - elevation of humanity.

In the teacher-student relationship, besides a rich positive experience that has accrued over the years, it is found that sometimes arbitrariness, outdated practices and prejudices prevail maintained by a conservative attitude. To improve the teacher-student relationship it is necessary to take into account, on the one hand, the objectives of education and on the other hand the psychology of contemporary youth, the educational act being a continuous process of social invention.

The relationships between teacher and class are polarized, generally in affinity, mutual trust feelings or to the contrary, dislike, distrust and even hostility. There are cases when spiritual contact between the teacher and the student fails to pass through indifference: the class does not exist for the teacher nor the teacher for the class. The initiative should belong to the teacher who, in view of the essential law on emotional relationships between people based on which affinity and benevolence give raise to affinity and benevolence, antipathy and hostility give raise to same quality feelings, should lead, direct these relations and structure them for collaboration. In the studies performed it was found that some teachers do not react appropriately in the event of good (correct) answers of the students nor in case of wrong (void) answers.

The psychological interest is represented by the reaction of teachers who, in the students' opinion do not enjoy when they give correct answers, but rather feel sorry, show surprised, are surprised that the students answer good, are in doubt whether to give them a mark or not, mock them and so on. It was concluded that in these cases a fundamental principle of education is not complied with: encouragement through a judicious use of praise and of admonition. A teacher who admonishes more than praises or says nothing when he/she should, does not use enough positive assessment criteria for forming and changing student behaviour.

The source of students' dissatisfaction originates in the behaviour of some teachers, in the distorted image that some students have of teachers and the teachers have of students. The use of new teaching technologies such as verified and scheduled training, leading ultimately right to the selection and strengthening of appropriate behaviours, to the achievement under optimal conditions of reverse connection, to assessing students' school performances on a scientific basis and under the condition of known objectivity.

Traditional school practice left us the image of the teacher who wants to dominate students and to subordinate them. In such an environment nothing is performed out of belief and passion. It is necessary to make the transition from the old type of relationship to relationships in which the teacher collaborates with the students. The main activity of the teacher will not be teaching, but engaging students in investigations and independent works. The relationships based on mutual respect and esteem imply an appropriate language. The ironical and insulting expressions disturb the students' attitude towards their teacher and hinder a favourable environment for creative work in the classroom.

Not paying more attention to how to distribute the strengthening forms, the balance of punishments and rewards, positive and negative appreciation, can lead to a depreciation of the student's personality, when using undue rebuke and especially when the rebuke is not limited ("you did not learn the lesson today"), but takes the form of a global depreciation ("what will become of you" or "your parents spend their money on you with no use"). It is not by chance that teachers who encourage their students more through praise, obtain better results in education.

### **3. THE ROLE OF COUNSELLING IN THE FAMILY-SCHOOL-TEENAGER RELATIONSHIP**

Counselling is a process in which a professional establishes a relationship based on trust with a person who needs support. This relationship ensures the expression of ideas and feelings about an issue and provides support in clarifying the fundamental meanings, in identifying value patterns based on which solutions can be formulated.

A deeper understanding of thoughts, of emotional feelings can be achieved through counselling, ensuring the chances for an optimum level in the development of personal resources.

Counselling provides assistance to the individual in exploring and understanding its own identity, it supports the individual in the development of strategies for problem solving and decision making. Four ways have been outlined in counselling to address problems that could arise for the individual during the course of its evolution: intervention in crisis situations, ameliorative intervention, prevention, formative and development intervention.

The first step of counselling is to establish a relationship of trust and a confidential working relationship in the work with student groups or in individual work. The key for all counselling interventions is to develop new strategies for existential evolution, to activate blocked resources, complementary or compensatory, so that people in need find their own solutions using their potential. In counselling the purpose is to support the beneficiaries in order to solve their problems through their own resources, by changing attitudes, perceptions and behaviours manifested in specific existential contexts.

Counselling is never reduced to an exchange of information, namely to the assertion by the counsellor of an opinion or advice to a client who has shared his/her problem, but there are always questions about the profound motivation of the need for counselling. The counsellor should not be the one giving advice, the only one proposing solutions, but it should be the one who determines the client to find the adequate solution, its role being that of facilitator of the client's decision-making process.

In general, counselling is performed in relation to people with difficulty of choice, deviant behaviours, difficulty in family, school or social integration.

The counselling relationship is configured dynamically between two poles: the counsellor and the counselee. The counsellor (and by default the school counsellor) plays several roles such as educator-trainer; counsellor for education, training, social issues,

etc.; conflict mediator; psychologist for students, their families and teachers. Psychological evaluation - part of the complex multidisciplinary evaluation, along with the medical, pedagogical and social evaluation, pursues knowing the psychological characteristics of the personality of each child and teenager, targeting areas of motor, sensory, cognitive, affective-motivational, socio-relational and personal autonomy development.

#### **4. RESEARCH DATA**

The purpose of this study is to ascertain and it aims at identifying the existence of a possible connection between students' absences and their consequences on the teaching-learning-evaluation activities performed in school.

Objectives:

- Identification of the prevailing type of absenteeism: persistent, casual
- Identification of factors and arguments determining students to attend school regularly
- Identification of the attitudes of teachers and parents towards the absences of students

Hypothesis

- If the parents of the students are working abroad it is likely for the students to record more absences and their school behaviour to be inappropriate.
- If the teacher uses active teaching strategies, the students would be more interested in that study subject and they integrate more easily in the class.

#### **CONCLUSIONS**

Because of the many conflicts noticed among students, we need an intervention project focusing on changes in the image of students with high risk of school failure and their integration into the collectives they belong to. From the first data analysis it can be seen the quite low involvement of the family in the educational process and especially in controlling student behaviour, given that in most cases sanctioned school deviations were overlooked by parents. Improving school-family connections is absolutely necessary in this context. Although there is a theoretical basis for intervention, teachers often feel overwhelmed when they find themselves placed in a position to solve a conflict in the classroom or to face special educational needs of the students. The need to develop the teaching-learning skills for students and adapting the working methods according to students' personal learning style is another conclusion that emerges from the study. Intervention may concern, therefore, all three components of the educational process: students, teachers and family.

Possible intervention plan

Positive practice is a strategy that helps students to replace one behaviour with another. This approach is appropriate for academic errors (wrong answers). When students answer wrong, they should be corrected as soon as possible so as to repeat the correct answer. This principle can be applied when students violate class rules. Instead of being punished, the students are required to practice positive action. Another approach to decrease undesirable behaviours is offering an alternative that involves negative cure. Basically, it means telling the students that if they cease to do x and they start doing y, they can easily get out of the predicament. Many teachers tend to offer rewards in a speculative manner. As in the case of praise, granting privileges and rewards contingent to learning or positive behaviour, determines their increase.

Negative behaviours (hitting or forgetting homework) can be seen as an absence of positive behaviour. One way to cope with such behaviour is to reinforce desirable behaviours when they occur. If only trying to stop negative behaviour without providing alternatives, the students will find on their own something to replace the new situation that can be as bad or worse than the original.

The behaviour with a high frequency (preferred activity) may be particularly reinforced for a low-frequency behaviour (less preferred activity). It is like grandma's rule: "First you do what I want, then you can do what you want".

For many students speaking, moving around the classroom, sitting near a friend, reading magazines can represent preferred activities. The best way to select the suitable reinforcements for students is to determine what they like to do in their free time. If we get to tell students „Stop doing that and pay attention!” or „Please put that away until the end of the class” we have found the best reinforcement for that student. For a good application of Premack principle, first the low-frequency behaviour should appear. Another method to apply this principle is by submitting a questionnaire. This way we will identify directly from the students their preferred behaviours.

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SOCIO –  
HUMANITIES



## DEPRESSION AND LOW SELF-ESTEEM AND ITS INFLUENCES ON SCHOOL PERFORMANCE

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**Abstract:** *Often we know what to do to create a good image for the people around us, but it is much harder to convince ourselves to have a good opinion about us. And this, sooner or later, shows in how we relate to the world and how we relate to others.*

*The child's low self-esteem is determined mainly by how parents saw their child. If the father or mother have not valued their child, when the child becomes adult he/she will underestimate his/her qualities and will only see the flaws. In this way the person can develop some inferiority, disability, culpability complexes and can get to hate himself/herself, to speak badly of himself/herself.*

*Self-esteem is a key factor for success in life, because self-esteem or how we see ourselves, how we see our skills and talents, our thoughts are transformed into actions that condition who we are and what we live.*

**Keywords:** *Self-esteem, underestimate, inferiority*

### 1. INTRODUCTION

Self-esteem is how we evaluate ourselves in relation to our own expectations and to others and is directly proportional to the awareness of our value.

Every human being is unique and has a value that deserves to be respected. The value of a human being is the sum of its past, present and future behaviours, actions and potentialities. The capacity of a human being to project itself into the future, to be aware of, desire and anticipate its becoming by referring to past experiences and successes and its belief about its own efficacy contribute to strengthening self-esteem.

### 2. SOCIAL MALADJUSTMENT

Some researchers share a "bleak" vision on people with low self-esteem. According to this vision, people with low self-esteem possess a wide range of impaired cognitive, affective, motivational and behavioural patterns leading to social maladjustment. Such individuals evaluate themselves negatively in most areas, readily accept negative feedbacks about themselves, experience a variety of negative emotions, are prone to anxiety and depression, adopt ineffective strategies when facing obstacles. Research has shown that teenagers with low self-esteem are prone to delinquency, drug abuse, unsafe sexual practices, often have suicidal ideas and behaviour .

Moreover, low self-esteem is involved in a number of mental illnesses that require psychotherapeutic intervention and assistance. According to more "optimistic" researchers, people who have low self-esteem are characterized primarily by being

cautious and insecure without necessarily being social misfit. In fact, such persons have behavioural styles oriented towards minimizing exposure of personal deficiencies.

The concept of self of such persons is often confused, uncertain and rather neutral than negative. Empirical studies indicate that people with low self-esteem acknowledge to possess certain positive aspects of self and engage in some forms of protection of self, only when they feel safe to do it. In whole, the above researches show that people with low self-esteem are not some social misfits who loathe themselves inevitably engaging in self-destructive behaviours.

Like in the previous section we can ask which of the two visions on people with low self-esteem is the correct one? In answering this question, indicating that the studies presenting people with low self-esteem as cautious and insecure ("optimistic" vision) were performed mainly on groups of students while the studies that adhere to the "bleak" vision of low self-esteem subjects were performed on children, adolescents and special participants (drug addicts, juvenile delinquents, patients that were under psychotherapeutic treatment) will help.

It may be that the persons who, beyond having low self-esteem, came to graduate from a college, use effective social integration strategies. It is also possible that only a small number of persons with very low self-esteem reach severe social maladjustment.

*Self-esteem and affective reactions when facing failure:*

Studies have shown that, when facing failure, low self-esteem persons have negative emotional reactions much deeper than the persons with high self-esteem in identical situations. Humility, lack of motivation, shame, are just some of the typical emotional reactions they experience. The downside is that low self-esteem persons are not prone to self-complacency error: they are less able to find the cause of failure as it lies outside. They usually assume responsibility for their failure, blaming themselves for lack of sufficient effort, of required skills etc.

Why? One of the possible explanations is that unlike high self-esteem persons those with low self-esteem believe that particular failures negatively impact global self-assessment, that these failures can be representative.

Due to this belief, when they fail, they come easily to find that they are stupid, incompetent, and generally unable to do anything right. These reflections amplify the negative affective reaction (otherwise normal in case of failure) often demoralizing them and causing them to "let their hands down."

The human individual becomes personality because it is hereditarily endowed with a native human potential that can be achieved, developed and creatively harnessed by social learning, socialization, personal and psychosocial activities.

The personality as a system includes all the attributes, traits, structures and values of the human being and that manifest unitarily in the person's social or interpersonal statuses and roles, especially in terms of temperament, skills and character.

Knowing the temperament types and attributes of students by their teacher has an important relevance for the proper conduct of the training-educational activity, for establishing appropriate socio-educative relationships between teachers and pupils, for training and development, for each temperamental profile of positive valuable instrumental, skill and trait structures.

The abilities determine performance both in general and in particular, this influence is felt through the general abilities that hold a decisive role in the area of performance in various fields of activity.

There are major differences between students, not only in terms of temperamental traits and abilities, but also in terms of the attitudinal, psycho-moral character attributes. In the personality system, the character is the relational-value side, the specific spiritual

and attitudinal instance through which the subject relates in terms of evaluation and options to others, to the activity.

The character plays an important role in performance both through personality traits, and through attitudes. A student characterized by a character focused on positive moral values shall endeavour to obtain good results, while a student characterized by a weak character, besides positive moral values, will be focused more on the motivation to avoid failure, obtaining minimal results based on the principle of minimum resistance.

Traits are sometimes decisive in terms of school performance, listing among them: perseverance, tenacity, discipline, and others such as: neglect, inertia, laziness have a negative impact on performances and school performance.

a. knowing the share of factors influencing and/or maintaining low self-esteem leading to depression set in

b. knowing the influence and role of school and teachers in this context

Objectives

Development of the desire for self-awareness, set up of an assertive behaviour and restoring the self-confidence of the students participating in the research project

Establish effective communication relationships

Awareness of the need for extrinsic and intrinsic motivation of the students for better educational and social integration.

Research hypothesis:

This research is based on the following working hypothesis:

Individualized teaching activities, leading to an increase in school performance, self-confidence of students and particularly an increase in their motivation.

An altered self-image leads to decreased school performance.

Positive attitude of the family toward the needs of the teenager leads to an increase of self-confidence, school performance and of the quality of personal life.

The methods used to collect the data were applied in order to know familial factors and pedagogical issues of these students. We applied the observation method, the survey based on a questionnaire

This research started by an initial assessment of the subjects, consisting of:

- analysis of school results in the first semester of the current academic year;
- submission of a questionnaire to the class masters to obtain a psycho-pedagogical profile of each subject;
- submission of a questionnaire to the students to obtain a profile of the ideal teacher;
- submission of a questionnaire to the parents.

The objectives of this initial assessment were:

- identification of the subjects' type of personality;
- knowing the type of relationship between the subject and his/her family;
- identification of the involvement level of the family in the child's educational activity;
- establish the integration and school and social accommodation levels.

Second stage – active intervention period:

• After completing this assessment, a period of active intervention on the subjects followed, through various educational activities in a formal and non-formal program within the school.

• The aim of creating this program was to increase students' adaptability to school environment, their motivation, awakening their interest for knowing and understanding the study subjects.

- The group of this program includes students who, at the beginning of the intervention period showed difficulty in school adjustment and integration, reflected in poor school performance and in general conduct.

During the teaching activities, they failed in understanding the material taught, easily gave up when facing difficulties, they followed on in error, had a reduced task forecasting capacity and were coping increasingly harder with the requirements. The third stage, the completion period, aimed at highlighting whether there have been improvements compared to the initial condition of the subjects or not.

### 3. CONCLUSIONS

Teenagers are evaluated on a wide range of dimensions differing in personal relevance. Self-esteem can take the form of a global self-assessment or a specific self-assessment. The global self-esteem refers to the extent to which the individual likes, values and accepts himself/herself. Self-esteem is different from self-confidence: the first refers to affectivity, the second to cognition. People with high self-esteem are not even remotely the same: some have a defensive self-esteem being motivated by achieving and maintaining social approvals while others are relatively calm when facing a certain failure. Self-esteem has a component that is conscious (explicit self-esteem) and a hidden one, unconscious, and unknown to the subject (implicit self-esteem);

Some teenagers' self-esteem is strongly determined by the achievement of some objectives, compliance with certain standards and expectations.

Self-esteem can fluctuate depending on the course of self-assessing events and can even oscillate in very short time intervals.

The various aspects of self-esteem are not necessarily contradictory but rather complementary.

Regardless of which would be the main reasons for the existence of self-esteem it is indispensable for self-control: for behaviour planning, monitoring and correcting.

The educational practices and family environment are particularly important to educate a self-esteem adapted to social life and to individual achievement.

The concept of self and self-esteem are two different dimensions of social self: sometimes the connection between them is very weak, other times it is especially strong but they remain in the architecture of social self as distinct intra-psychic realities.

Self-esteem is how we evaluate ourselves in relation to own expectations and to others and is directly proportional to the awareness of our value. Every human being is unique and has a value that deserves to be respected. The value of a human being is the sum of his/her past, present and future behaviours, actions and potentialities. The capacity of human beings to project into the future, to become aware of, to desire and anticipate their becoming by referring to past experiences and successes and the belief about their own efficacy contribute to self-esteem strengthening.

School performance achieved by a student highlight a certain preparation, maturation and intellectual activation level, they reveal certain development parameters which, in turn, refer to factors and conditions related to both the student's powers and, especially, the components of instructional, educational and environmental models. This is where the curricular and extracurricular environmental dimensions, the dimensions of teacher's personality, intervene and combine with strategies, requirements and information contents selected to be transmitted, the dimensions of student's personality with its mental and motivational structures

Based on experimental data obtained under curricular and extracurricular environments about the students subject to this research, we can find that by creating the

conditions for acquiring adequate learning strategies and a positive, stimulating relational environment, the improvement of school performance can be provided. Individualized training has proved to be an effective instructional technique, being reflected in school results, in attitude toward self and the world.

Action plan:

- Balanced and gradual use of psychotherapeutic and counselling methods for the entire family.
- Development, awakening and strengthening the spirit of observation and cognitive interest.
- Using the child's points of interest as a starting point in raising awareness for better collaboration. Using art therapy.
- Collaboration with the family.

Awareness of colleagues and teachers regarding the problems and needs of the student.

Improved collaboration between the boy's family and school.

Preparing together with the family and the boy of a "schedule" for home.

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SOCIO –  
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## THE DYNAMICS GENDER ROLE STEREOTYPES: A STUDY ON CHILDREN IN ROMANIA

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**Abstract:** *The objective of the research consisted in identifying the level and analysing the dynamics of knowledge of gender role stereotypes in various stages of pre-school age. The study assessed gender role stereotypes connected to three aspects of pre-school age: toys, occupations and activities. The research was conducted on a sample of 261 children, aged between 2 years, 8 months and 6 years, 11 months: 128 girls, 133 boys. The analysis of the level of knowledge of gender role stereotypes revealed a special dynamics, both regarding its evolution while the children were growing up, and concerning the differences extant according to the gender of the children. The results marked a relationship between the knowledge of gender role stereotypes and age only for toys. If, in the case of toys, starting at the age of three, the level of knowledge of gender role stereotypes has an ascending trajectory, the occupations and the activities preserve their specificity of association with gender categories no matter the age they were assessed at. The level of knowledge of gender role stereotypes is manifested differently also according to the sex of the children, the boys displaying a higher level of it than girls, this intensity being the same during the entire pre-school interval.*

**Keywords:** *gender-role stereotype, gender knowledge, pre-school children, early socialization*

### 1. INTRODUCTION

In its vast majority, theoretical approaches to gender acknowledge the importance of the gender stereotyping process, based on early socializing of the child. As early as the age of 2-3, most children possess knowledge of gender-role stereotypes [11, 14, 16, 17], especially those who developed the capability of gender labelling of other children, which signals that understanding gender labels may accelerate the process of adopting gender stereotypes. This interval, and up to the age of 5-7, is characterized by children assuming roles, standards and gender behaviour, as children try to organize and process information received from the social environment according to gender categories. Trautner (2005) suggests that the interval of 5-6 years old represents the age at which the level of gender stereotypes reaches its maximum rigidity, children registering, after 7 years old, a decreasing tendency, normal from the point of view of gender development and a “dramatic increase” in their flexibility. Levy’s study (1995) proved the influence of these stereotypes on children’s memory, as they remember more information related their own gender than the one related to the opposite gender. Furthermore, at this age, we may notice the importance of the social power of the same-gender model or even different gender ones, especially with boys who oriented themselves towards the opposite gender model, which held a significantly greater social power than the same-gender model [3, 7, 18]. It is not only society members who influence the process of gender stereotype formation with children, as it is also altered by information provided by the mass media

[1, 2, 9, 20]. Children internalize gender standards promoted by the respective society, considering them to be absolute laws that must not be broken, and they even resort to discouraging or punishing play mates' behaviour inconsistent with gender-role stereotype [4, 6, 15], the exaggeration of manifesting gender-consistent stereotypes and behaviour being caused by the desire to construct the self-image as gender [19] by means of firm classification into one of the two gender categories, gender-related aspects thus becoming very important for the age of 3-7. In this respect, Halim, Ruble and Amodio (2011) present a new phenomenon, PFD ("pink frilly dress"), based on the behaviour of pre-school little girls intent on choosing only this type of outfit. It seems that this phenomenon is not only necessarily due to the process of parental socializing [5].

## **2. METHODOLOGY**

The research aim consisted in identifying the level and analyzing the dynamics of knowledge related to gender role stereotypes at various stages of pre-school ages. Hence, we assessed gender-knowledge regarding toys, occupations, and household activities. These domains were selected because they represent some of the most important aspects of children's and their families' daily lives. Categorizing according to the degree of suitability to gender classes of toys, occupations, features, and certain activities constitutes a founding element of culture in any society.

The general premise of this study was that the level gender-role stereotype knowledge is influenced by the gender and the age of pre-schoolers. Therefore, we assumed that, in choosing toys, occupations and household activities, children will rely on socially-promoted gender role stereotypes, so that we might notice an increase, as the subjects grew up, in their level of awareness, this level being higher with boys than with girls.

## **3. PARTICIPANTS**

This study included 261 children aged between 2 years, 8 months and 6 years, 11 months, with an average age of 60.69 months ( $SD = 13.58$ ): 128 girls, 133 boys. The participants were selected from four state kindergartens, all urban. In establishing age groups, we considered the characteristics of the pre-school education system in Romania: junior group (3 years old: 3 years, 0 months – 3 years, 11 months), intermediate group (4 years old: 4 years, 0 months – 4 years, 11 months), senior group (5 years: 5 years, 0 months – 5 years, 11 months) and pre-school group (6 years: 6 years, 0 months – 6 years, 11 months).

## **4. INSTRUMENTS**

Gender-role stereotypes knowledge related to toys was tested by means of a categorizing procedure. Children were asked to indicate the person (boy, girl, or boy and girl) who could play with various toys (presented as 10 x 10 cm black-and-white photographs) considered to be characteristic of each gender category (12 masculine, 12 feminine, 8 neutral). The items had been established as a result of previous pre-testing. The toy images were presented in a random order. With younger children (2-5 years old), we used three photographs of children (boy, girl, boy and girl) in order to facilitate task comprehension and fulfilment. Two scores may be calculated: the gender flexibility score, by summing up the answers corresponding to the "both" category, its high value indicating greater flexibility of gender related attitudes and awareness; gender stereotyping score, obtaining from adding up the masculine and feminine items classified



as pertaining only to the “for boys” or “for girls” categories, so that its high value represented a high level of awareness of gender related stereotypes.

The items regarding occupations and activities were developed relying on previous pre-testing, so as to ensure their being adapted to the Romanian population. The answer options to the occupation and activity scales include the terms “woman” and “man” because most of these roles are relevant to children only from the perspective of adults being involved in performing them. Moreover, for items whose significance was unknown to children, a definition or a description of the respective item was provided, so that children might understand what it implied.

The children were asked “who could have” each of the 21 occupations (8 masculine, 8 feminine, 5 neutral) and “who could perform” each of the 18 activities (7 masculine, 7 feminine, 4 neutral), while having the possibility to choose among three options: “only men,” “only women,” or “both men and women”. We calculated the number of non-stereotypical answers (e.g. “both”) given to stereotypical jobs/activities, the total score falling within the 0-22/18 interval, as well as the “correct” answers, consistent with the socially-promoted gender stereotypes (the feminine score and the masculine score). A small number of “both boys and girls” answers will indicate a high level of the influence of culturally-promoted gender stereotypes and a lower level of gender flexibility. A high value of the score obtaining from calculating stereotypical answers indicates strong stereotyping. Neutral items are not included in the values measured..

## 5. RESULTS

The analyze of the degree of gender stereotype awareness according to the age of subjects highlighted the existence of significant differences only in the case of the scale made up of toy-items,  $\chi^2(3) = 40.784$ , significant at  $p < .005$ , which means that children’s age influences awareness of gender cultural stereotypes by means of toys, but it does not influence stereotypes as related to occupations ( $\chi^2(3) = .891$ ,  $p = .828$ ) or activities ( $\chi^2(3) = 4.127$ ,  $p = .248$ ).

The investigation of stereotype awareness level with children according to gender lead to noticing significant differences between masculine and feminine subjects, these differences being recorded only in the case of the Toy scale, for which we obtained a coefficient  $Z = -4.712$ ,  $p < .005$ . As with the comparison according to children’s ages, no significant differences were identified between the two gender categories for the stereotypical answers given in the case of the Occupation and Activity scales.

The qualitative analysis of answers provided by children when indicating the gender category suitable for playing with certain toys illustrated the presence of some options inconsistent with the gender stereotypes promoted at a socio-cultural level.

If we analyze the answers given by children according to belonging to a gender category, we may notice differences between boys and girls regarding considering an item as being suitable for their own gender category, the opposite category or both. In the case of masculine toys, considerably more girls (10.3%) considered them to be suitable for their gender as well, than boys did (1.6%), the value of  $\chi^2(1) = 104.767$ ,  $p < .005$  confirming a higher frequency of non-stereotypical answers with female participants than with the male ones.

We notice that there are some toys that were considered by all male participants as being suitable only for this gender, items such as “towing-car,” “tool set” and “tractor,” whereas items such as “all road car” and “race car” fell into the “for both girls and boys” category by 19.5% and 18.8% of the female subjects.

Feminine toys were assigned to the “both” category by 3.7% of the boys’ answers and by 9.7% of the girls’, the value of  $\chi^2(1) = 43.718$ , significant for  $p < .005$ , recording a statistically significant difference between the answers of the two sexes, in favour of the female subjects. The highest frequency is evident in the case of the “sowing set” item, considered to be suitable “for both girls and boys” by 10.9% of the boys and by 25.6% of the girls, or of the “doll house” item, this being considered as non-stereotypical by 5.5% of the boys and by 18.8% of the girls, whereas, with the “doll clothes” item, there were very few cases of considering it as being consistent with the opposite gender stereotype category, being considered as such by only .8% of the boys and 2.3% of the girls.

Both boys ( $\chi^2(1) = 109.329$ ,  $p < .005$ ), and girls ( $\chi^2(1) = 81.857$ ,  $p < .005$ ) considered that masculine occupations are significantly more stereotyped than the feminine ones, for the typically feminine occupations being recorded a significantly larger number of choices that contradict socio-culturally promoted gender stereotypes (69.3% of the boys, 66.2% of the girls) than for occupations related to masculine stereotypes (30.7% of the boys, 33.8% of the girls).

As far as the masculine items of the Activity scale are concerned, the highest values of frequency of answers that contradict gender-stereotypes were calculated for the “goes fishing” item, 27.3% and 21.1% for boys, respectively girls, whereas the lowest values were recorded for the “drives a race car” item, just 3.1% of the male subjects’ answers and 5.3% of the female subjects’ answers being non-stereotypical.

Another aspect we focused on was the difference in choices contrary to gender role stereotypes operated by boys and girls for the two types of items. Consequently, we noticed that the non-stereotypical choices of boys for the items associated with the masculine are significantly different from those performed for the items related to the feminine,  $\chi^2(1) = 101.531$ ,  $\alpha < .005$ , only 26.6% of the male subjects’ answers for masculine items being of the “both” type, whereas, for the typically feminine items, this option was selected in a ratio of 73.4%. Still statistically significant, there is the difference between the non-stereotypical choices selected for the two categories of items by the female subjects,  $\chi^2(1) = 108.806$ ,  $\alpha < .005$ , 25%, respectively 75% of the options contrary to social stereotypes being for masculine, respectively feminine items.

Comparing the frequency of answers inconsistent with the gender stereotypes assigned by boys in the case of feminine items to that of non-stereotypical answers of girls for the masculine items, the conclusion may be drawn that there were significantly more non-stereotypical choices made by boys than by girls,  $\chi^2(1) = 124.326$ ,  $\alpha < .005$ , the boys considering that feminine activities may also be performed by opposite sex individuals, more so than girls considered in the case of masculine activities.

## 7. DISCUSSION

The level of gender stereotype awareness registers an increase at the same time as age increases, this result being consistent with previous research [13, 15], the lowest level registering at the age of three, when the child is granted more freedom regarding assuming gender role, the social pressure being much more diminished than with older children. However, even at the age of three, children are aware of adequate behavior for their own gender or for the opposite gender, their level being quite high, 30% of them obtaining the maximum score. An interesting fact is that this relation obtained only in the case of gender stereotypes promoted by means of toys, as it is not present in the case of the other two dimensions, namely occupations and activities. A similar result was obtained by Brown and Bigler (2004), who noticed the absence of a relation between activities related to gender stereotypes and the age of subjects. A possible explanation

might be that, unlike the toys that the child comes in daily contact with and whose connection to gender may be altered by certain factors, occupations and activities keep their specific association to gender, the child noticing models provided by his/her own family or by society, which generally remain constant. If, concerning toys, the boy is allowed to play with dolls, kitchen ware or the iron, especially at very young ages, having them replaced by parents and other social agents at older ages, he/she will notice that the fire-fighter is a man, the hunter is the same, that only the mother or the father takes out the garbage, these behaviors not altering too much from year to year. Hence, the child is allowed to play with opposite-gender toys, but, as far as daily occupations and activities are concerned, most often than not, he/she stands corrected, being rewarded only for that behavior, those attitudes or beliefs consistent with the gender stereotype, the ones which are not being discouraged and, often, sanctioned.

Once more [8, 10, 12, 13, 16, 21] we found evidence of difference between the two sexes regarding their relating to gender behavior and stereotypes, at least in the case of toys, boys proving to have a higher level of awareness in this respect than girls do, which can be explained by more stimulation of gender specific behavior with boys, whereas girls enjoy a certain freedom in this respect.

We noticed an increase in the level of gender stereotype awareness as the age grew, which is partly due to greater awareness in this respect and/or to a growing influence of the social environment and/or by the increase in expectations of the stereotypical type, all these causing greater stimulation of gender specific behavior and discouragement of that which contradicts gender role social rules. Under the circumstances of social alterations that lead to the ever greater involvement of women in the activities stereotypically considered as being specific to men, girls have started being educated in this respect, so that masculine toys such as “all road car,” “race car” are perceived as suitable for their gender as well. Nevertheless, these gender contradictions appear to be more frequent with girls than with boys [10], their assessment of toys mostly conforming to norms and values promoted at a social and cultural level, this situation being more obvious with regard to typically masculine toys. At the same time, toys typically associated with the feminine gender are considered to be more compatible with both sexes than the typically masculine ones, particularly by the boys. Thus, our results confirm, on the one hand, previous remarks according to which boys are much more stereotypical than girls concerning the level of toys being adequate for a certain gender category, regardless of their type. On the other hand, however, we may notice that typically feminine toys are perceived, by the boys, as being more consistent with both the masculine and the feminine gender than the ones corresponding exclusively to the masculine gender, from the point of view of socially-promoted gender role stereotypes.

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## PRE-SERVICE LANGUAGE TEACHER EDUCATION IN TURKEY

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**Abstract:** *In this paper, critical analysis of language teacher education and educational planning following a historical overview in Turkey is presented. The analysis intends to cover both pre-service and in-service language teacher education with the sole idea that they both complement each other and without one the other lacks an important component in terms of teacher development.*

*Historically, it is possible to classify pre-service language education into three categories as Pre-Ottoman Period, Ottoman Period, and Post-Ottoman Period; however, for in-service language teacher education, only Post-Ottoman Period is analyzed since there is limited information about the issue before this period so far.*

**Keywords:** *pre-service language teacher education, Turkey*

### 1. INTRODUCTION

Education is one of the most discussed issues in academia; however, a comprehensive solution has not been offered yet. In my opinion, it will not be possible to offer such a solution as to what the best education model is since we are in an ever-changing world whose speed is enormously increasing day by day. The best offered solution is out of date the moment it is released which is quite ironic. Rather than offering solid solutions, proposing frames could be more suitable and practical.

Given this, when it comes to teacher education in general and language teacher education in specific, the issue gets much more complicated: education of educators. Every concern needs to be taken into account with a more serious attention than general education then. Each country has experienced a different pattern of language teacher education; therefore, language teacher education in Turkey is studied in this paper.

### 2. PRE-SERVICE LANGUAGE TEACHER EDUCATION

Pre-service language teacher education refers to education and/or training of language teachers taken before they begin the profession. Education will be used as a more comprehensive term including training in the present paper. There are various models and approaches to language teacher education; however, the scope of the present study is to provide a historical perspective of language teacher education in Turkey.

#### 2.1 Pre Pre-Ottoman Period

The Turkish history is very old and it dates back to years even BC. Turks lived a semi-nomadic life in Ural-Altay region for many years. Later on, they dispersed to

various places like Indian peninsula, the Caspian Sea, and the west which definitely had an effect on language [6, 16, 19]. Some of the people moved above the Black Sea and some of them met Islam and converted to Islam. They definitely should have faced the language issue. When there is an issue of a new language, there must be an issue of learning and teaching of it which makes it necessary to consider the question 'who' in the sense that who should teach? It can be inferred from this that there was teachers of newly faced languages teaching those languages for a variety of purposes ranging from social reasons to military or intelligence reasons.

Having a diverse history, Turks have moved various places in the world including Anatolia where majority of them live today. The more they changed their locations the more variety of languages they must have met and the more learning and teaching languages must have been an issue for them. Teacher education is not an exception to this. There is little document about this and according to one in Attila the Hun's lands, a couple of languages like Turkish, Gothic, Latin, and Chinese were spoken by people according to Orkhun scripts [4]. The greatest change has occurred when Turks met Islam since religion is one of the most influential assets in human life. People needed to learn Arabic, being the language of their religion [13]. Additionally, Persian language has had considerable effect on Turkish language during Anatolian Seljukis as well [4]. These languages must have had implications for language learning and teaching thus language teacher education; however, there is little information available.

Since it is history and we need chronicles to claim, the present exposition of the issue does not go beyond assumption as for language teacher education pertaining to Pre-Ottoman period. What we know is they faced a lot languages they had to handle.

## 2.2 Ottoman Period

Although I provided a separate section for the whole Ottoman period, even this period has not been studied comprehensive enough in order to give sound information about language teacher education of the time. Studies begin to discuss the issue beginning from 18th century onwards [3, 4] although Ottoman history starts in 1290s. Fortunately, there are a lot of documents pertaining to this period though since bureaucracy was important to them and they kept detailed chronicles. The thing is they have not been fully accessed yet.

In the 18th century, relations with France resulted in increasing French language teaching movement [4, 8]. There were basically two kinds of schools: Sibyan (meaning child) schools providing primary education where Arabic was taught and Medrese schools providing higher education where Arabic was the medium of instruction [5]. Another type of school was Enderun schools where leading people were educated regardless of their religion. Arabic and French were two languages taught as foreign languages [4, 5, 18].

Due to failures of attempts to send learners to France to learn French, the government decided to establish a secondary school with French medium instruction approach; therefore, Galatasaray Sultanisi was established in 1868 which is a cornerstone in language teacher education since it led to paradigm shift in the issue [1, 4, 5, 13]. Another school with English medium instruction called Robert College was established in 1863 which marks the beginning of English language teacher education in Ottoman Empire later in Turkey. Shortly before those years in 1848, teacher education institution was established with the name Darülmualimin (Teachers' House). But it is difficult to find anything about language teacher education much in detail in this institution [5, 12].

Ottoman Empire experienced glory for more than 300 years between 1400 and 1700 as the leading country in the world; therefore, they must have had a sound education system whatsoever and it is worth delving into I believe. This education system must have covered language teacher education as well. A giant country with a lot of languages spoken throughout and lived with harmony for a long time... This forces me to assume that they must have had a very quality education system if we take the importance of education as the top granted regardless of time in history.

### **2.3 Post-Ottoman Period**

A This is the period when the Turkish republic was announced marking the end of Ottoman Period according to some historians and a-marking a transition according to others. Since this is not an issue for the present paper, it is not elaborated on in detail.

Following the War of Independence, the Republic was announced in 1923. Since people experienced harsh conditions of life losing the 'brains' of the country in the various battle especially the one fought in Gallipoli, there was the need to restructure in almost every single area. Education was in the top priorities [8]. Within this scope, 'the law on unification of education' was passed from the parliament in 1924 with the idea of organizing and restructuring educational institutions giving the authority to the Ministry of National Education [6].

When we look at the initial years of the new Republic, we see that there are teacher training schools designated for boys and girls with the number of 20. Every year the number of teacher training schools was increased. Moreover, curriculum development practices were also conducted in these schools as well [18]. I think these schools were heritage from the Ottoman ancestors since it would be difficult for a country to establish such organized schools within a year or two.

John Dewey, the man who grew the USA (rather than the man grew up in the USA), was invited to Turkey by Atatürk, the founder of the new Republic, himself in 1924 for educational reforms which gave rise to the establishment of 'Village Teacher Training Schools' with the aim of teaching how to read and write to villagers in Turkey in 1926 [18]. Those schools were at high school level. Then in 1926, first educational institution was established in Konya with the name of "Gazi Education Institution" which was at the higher education level. The aim of the graduates of those schools were to provide villagers with the knowledge of reading and writing, i.e., literacy [1].

Teacher training institutions were unable to fill the teacher gap in education; therefore, the government came up with alternative solutions like assigning non-professionals as teachers and language teachers. It almost sufficed to speak a language to be assigned as a language teacher [4].

Some 30 years later than the establishment of the new Republic, the popularity of French language declined whereas the popularity of German increased since Turkish people migrated to Germany for occupational reasons [4]. The reaction of the government to this rapid demand was practical: open evening classes and summer distance education in 1970s which have always been debated. But I think, this is better than nothing. They at least tried to meet the new demand.

In 1982, all the teacher training institutions were transformed into universities. However, full transition of two-year teacher training schools and all other sort of teacher training schools into education faculties and/or universities took almost a decade [3, 10]. There were great differences among ELT programmes then in specific according to Sali [15] in terms of content.

In 1997, a project funded by the World Bank was embarked upon in higher education in Turkey and new decisions were made and put into action. The need for this move was due to the increase in compulsory elementary education period: it was increased to 8 from 5 in those years. This required more teachers [6]. This also influenced language teachers as well.

There was another restructuring movement in 2006 in teacher education in order to catch up with the developments in the world in education; therefore, language teacher education programmes were revised then [16]. Priority was given to practicum in the last regulation and school experience courses have been increased.

Another movement came with 12-year compulsory education which resulted in the vacancies in terms of teachers of almost all braches and language teachers were among the top vacancies. Foreign language teacher educations departments were opened with the demand.

For the last three decades, it is clear that there is a planning problem in terms of education which in turn influences language teacher education. It is like constructing the floors first and then trying to embed infra-structure which is quite weird indeed. A system is changed, for instance, from 5-year compulsory education to 8-year compulsory education and then changes in language teacher education programmes are initiated which is too late because the system will be changed to 4+4+4. Now new demands and new regulations. We see that first decision is made and then the reasons are provided. There is few studies in terms of content change in language teacher education approaches.

### 3. IN-SERVICE LANGUAGE TEACHER EDUCATION

The Turkish This refers to education during the service, i.e., teaching. To broadly speak, it is difficult to find evidence for earlier practices in Turkey let alone Ottoman period.

In-service programs in Turkey have been conducted by the Ministry of National Education, local schools and universities, and other private organizations such as Cambridge ESOL (now Cambridge English), British Council, and various teacher training centers in general.

The Ministry of National Education announced the goals of in-service training programs in the website as follow:

- to orientate the new (novice) teachers in the institution,
- to help the personnel grasp the aims and principles of Turkish National education,
- to compensate for the drawbacks of pre-service training with respect to professional competency,
- to improve the professional perceptions and competencies of the teachers,
- to assign eager and skillful personnel (teachers) to higher ranks,
- to provide necessary skills and knowledge for those coming from out of the profession,
- to provide integrity in the interpretation of Turkish National Education policy,
- to integrate the applications of basic principles and techniques,
- to help improve the educational system by training in-the-service teachers.<sup>1</sup>

These are the general aims of the ministry and are for the EL teachers as well. Therefore, the ministry has organized a number of in-service language teacher education

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<sup>1</sup> accessed at [www.meb.gov.tr](http://www.meb.gov.tr) as of May 15, 2015 13:24



programs. Those programs are generally in the format of periodical courses run during the summer break. The content of the programs is announced as methodology, recent developments, and techniques; however, teachers report that they do not find these programs effective in general [2, 10, 15, 21]. The method of delivery for most of the time is an experienced teacher or teacher trainer instructing and sharing her/his experience with the audience. As can be easily concluded, these programs are for all teachers rather than EL teachers.

The effectiveness of the programs was discussed by many scholars (for example Alan [2], Gökmenoğlu [7], 2012; Kervancıoğlu [11], Sabuncuoğlu [14], Şallı-Çopur [17], Ümit-Öztekin [20], Ünal, D. [21], Ünal, E[22]) earlier. Overall conclusion of the studies is that teachers are not satisfied with in-service language teacher education especially with those provided by the Ministry of National Education.

#### 4. PULLING IT TOGETHER

I had submitted a paper for Syllabus design course during my MA. I am citing my ideas from there in the form of voice-thinking here since I find it relevant:

"I have received formal education on a longitudinal basis that is over the years. I am still undergoing formal education as an PhD student. When I count the years, five years for primary school, three years for secondary school, four years for high school (lycee) plus four years for university plus two years for MA make up eighteen years. Eighteen years of my childhood and youth and even adolescence... When I think about the impact of that much education on me, I can hardly see direct concrete results. As an educated citizen and as a teacher who is familiar with at least what education is and how its outcomes are observed, I do not claim to see the effects fortnight. I know that it takes years to observe the results of education and training of one's life. However, I behold from the other side of the fence, I imagine that what would happen if I were not formally educated that much? Would not I be able to produce as much things as now I do? Or would not I contribute to my environment in any way? The answers to the questions above are basically YES... In some way or other I would definitely be able to... I might not be within the field of education but I would be contributing somehow though... If the main aim of formal education is to prepare people for the real life situations, then I can heartily say that there is something wrong... There must be something wrong..."

Despite individual success stories and despite small-scale success stories, there is something to consider from the perspective of comprehensive overall planning of formal education, I believe. If we are talking about effective planning, it should be able to maximize effectiveness in real life. What is the role of Teachers?"

I still have similar feelings when it comes to language teacher education. After this monologue, I can say that rather than increasing the meaning and content if changing the ongoing plan becomes the system itself, it gets difficult to be able to mention a real long-term plan. I think every component of education has been influenced by this planning issue. Teachers are not exception.

Go find somebody in the street and ask what the most significant problem in Turkey is; the response will more or less be 'education'. Moreover, when you ask about the most important component in education, the answer will definitely be "teacher". Therefore, if the perception is so, it is worth considering, I believe. Both education in general and teacher education in specific.

When we think of the current situation, that is the attitudes towards educational planning and planning about teacher education as well in Turkey, they are basically 'save-the-day' planning practices rather than holistic and comprehensive ones aiming at

meeting expectations and aiming at finalizing basic problems. When we look from the distance, it looks like changing a pattern embodied earlier has become habitual to imply that there is something carried out for the sake of education. And since the results of such changes can only be observed after several years, there is no choice but wait for another 'change'.

This is the general picture of what I see in terms of overall educational planning and language teacher education in Turkey. When it comes to planning foreign language education, I can assert that in spite of the effort, money, and more importantly time devoted, reaching a high language proficiency level has remained a serious problem in Turkey as Işık [9] mentioned which has references to language teacher education I think.

The solution to the problem is clear: designing a curriculum based on needs analysis following the steps: data collection and context analysis, defining the aims, planning, piloting, application, feedback analysis, testing and evaluation, and re-planning. Within this scope, teacher education and training is of great importance, I believe. It should be well-placed in the overall planning process. There are good practices at Boğaziçi and Yeditepe.

All in all, attitudes to educational planning in general and foreign language planning in specific should be aiming at fundamental solutions rather than 'save-the-day' policies. All other components of education like language teacher education, materials development, curriculum development etc. should be considered within this holistic approach I think. In specific, Early Ottoman period should be delved into in terms of language teacher education since there is little information available today since they must have a very effective education system along with language teacher education system including language teaching system and language teacher education. What we see is late Ottoman period teacher training practices in the current literature both for pre-service and in-service phases. As for in-service language teacher education, it should be planned in such a way that it should scaffold practicing language teachers increasing their interest and motivation in the profession decreasing teacher burnout. Earlier practices and current practices for in-service language teacher education should seriously be considered and should be well-documented. Moreover, since it is in a way learning process, general learning principles should be incorporated in the process of language teacher learning in the form of pre-service and in-service. More importantly, daily politics should interfere the least; otherwise, all the gain from research and science is left defunct.

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## INFORMATION MANAGEMENT LYING ON CRISIS WITHIN US INTELLIGENCE COMMUNITY

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**Abstract:** *The most respected source for surviving in crisis management is Information. Nevertheless, information sharing represents, for the Intelligence Community, the act of exchanging intelligence between collectors, analysts and users in order to improve security. This is seen inside as essential rather than a courtesy. Efforts are directed to act according a mind-set in intelligence - the responsibility to provide instead, of the former practice of need to know. For now, more than a few challenges face information exchange in crisis management.*

*The main idea is to foster a culture of information sharing, all levels of government, the private sector and foreign partners. Within the Intelligence Community this process is “at the end of the beginning” - a beginning has been made but much work remains to be done.*

**Keywords:** *information exchange, intelligence sharing, cooperation, crises management, intelligence management, security*

### 1. INTRODUCTION

Exchange of information - formula based response to threats and intelligence reform.

Recent developments in the security field, the activated or latent conflicts from claiming a significant share require more difficult decisions to be taken by state actors alone or in an alliance.

The security environment is marked by deep changes lately in the main areas of social existence: NATO and the EU expanded eastwards towards the Black Sea, Caucasus and Near East (between the Baltic and Black Sea), the EU accede to the status global player, the rivalry with the US and the Russian Federation has rekindled political and military influence, especially by the Ukrainian crisis.

Globalization security environment amid various actions and ambitions manifested world or regional actors, highlights the genesis of asymmetric and unconventional threats, which in turn determines equally risks for world states.

In this context, the exchange of information becomes a powerful support to develop action in one direction or another, to support a decision within a system of alliances in order to prevent harmful interventions of external actors opponents.

Current security threats combined formulas response calls. In the field of information exchange this report cause - effect can be summed up thus: the new challenges and threats, whatever their nature (environmental, physical or virtual), require that security actions by intelligence, is that of a complex network information curable, disposing of proactive and reactive sources of information, with a accelerated flow and a high degree of accuracy. In order to keep up with the pace of change and threats it must accelerate these types of actions within the intelligence community.

Today, technology can influence, direct and rapidly changing future, so that unhindered access to information, sharing of personal information massive - from the individual or business - corporate environment is realized today through the Internet. The Internet has the ability to facilitate the connection, communication and sharing of information; through the use of technology at different levels of development, without any computers, applications or identical security level can access information in a uniform manner.

Thus, in the intelligence community collaboration and cooperation is necessary to improve inter-departmental and inter-agency; relying on the information technology industry, policymakers must find and implement a workaround Internet, the only difference being that the network should be secured and interconnection policies strictly controlled.

Exchange of information mean more than technology and culture is based on responsibility to provide information in Intelligence, in many cases the two concepts substituting one another. In the US Intelligence Community, information exchange can be defined as the act of exchanging information between intelligence collectors, analysts and policy makers in order to strengthen national security.

Efforts recent years is characterized by trying to adopt the exchange of information not only as a complex technology, but as a rule of conduct for the exchange of information and the objective of establishing a trusted partnership for the exchange of information between all available information and ensuring that those who need the security of information you receive in a timely. Promoting the exchange of information was accelerated after 9/11 events.

The exchange of information was one of the key recommendations of the 9/11 Commission, subsequently turning the cornerstone of American strategy for intelligence reform. 9/11 Commission Report issued conclude that the necessary information about the attacks there, but they were not available to those who needed them, largely due to the "wall" created in the exchange of information between law enforcement institutions (in this case CIA FBI). The report raises the question of necessity for new procedures concerning the exchange of information and a widening technological advancement and exchange framework.

The report clearly highlight the state of the US Intelligence Community: it was created during the Cold War, when information was limited, restrictive trade flow and enemies were moving at a pace slow and easy enough to predict; The situation is totally different, contrasting fast evolving threats demanding answers as: fast, imaginative and agile. To develop such capabilities, the information must change into a much larger framework and be freed from the standard need to know that proves to be exceeded, the actual principle of the need to share information.

Weapons of Mass Destruction (WMD) Commission report 2005 - Commission on the Intelligence Capabilities of the United States Regarding WMD, makes a number of recommendations on information sharing.

Overall, the Commission recommended establishment of an information exchange unit and standardization of practices, procedures and rules for US citizens access to information and simplifying procedures for classification.

## **2. COLLECTION AND DECISION PROCESS IN CRISIS MANAGEMENT - A NEW APPROACH TO INFORMATION EXCHANGE**

In 2008, the US was drawn first strategy information sharing among the intelligence community in order to improve the ability of intelligence professionals to exchange

information to strengthen US national security; document formulated broadly, how to remove institutional barriers and technical, so the federal government could be in a position to take decisions of vital importance to national security.

US intelligence community is involved in an extremely complex associating two major processes: risk management and improve the exchange of information; also we must not lose sight of issues such as achieving a fair balance between benefits and costs - calculated in advance, ensuring the success of missions, civil liberties and the protection of sources and methods.

This offers a new vision of sharing information, exposing a model for implementing that vision through the Community Information interconnections between exchanging information, making a thorough knowledge and enhanced security.

Information exchange is influenced by some challenges, which makes it difficult for entities to proceed successfully in decision-making, some of them being summarized here:

- Crisis are diverse and unbreakable to forecast.
- Information may vary and modify in a timely manner.
- Different information types and sources
- Missing awareness about information demands
- Dealing with information doubts
- Redundancy
- Policy/Procedure issues.

The new model is totally opposed to sharing information the exchange of information from before 9/11 events and includes:

- adopting of a dominant exchange of information to characterize the entities involved and be based on responsibility to provide the information necessary (need to share versus need to know);
- position in which agencies must act is that of belonging to a complex institutional expanded the type of enterprise and information exchange to proceed accordingly in this larger context: between agencies with different partners and across international borders ;
- type of collaboration needed is dynamic, based on a rapid adaptation to the needs which are constantly changing and the inclusion of new partners in the exchange of information;
- security is built into the database, and access to focus on attributes that go beyond classification levels - focusing on missions, environment and affiliation;
- giving up ownership of information, facilitating information exchange to remove barriers "culture" and to further the analysis (intelligence) which use multidimensional security protocols to follow appropriate.

The strategy specifies the main key points, goals and objectives envisaged in the development process of information sharing between all partners involved in the community and among allies. The objectives identified in the Strategy explicitly described the actions to be implemented, are considered a bridge between the current state in which the exchange of information and the targets set in its implementation in the future.

Moreover, the complexity of effective implementation of the special high information exchange and areas is reflected in the smooth functioning of the process involved: government, politics, technology, culture and economics.

Subsequently, this strategy was seen as a new form of organization for intelligence, a mix of policies, procedures and technology for the exchange of information between all entities entitled, at the local, state and federal external partners and the private sector.

In the current major objectives within the Intelligence Community to the United States remain: creating a culture of information sharing, reduce barriers to facilitate the exchange of information, improving practices exchange internally and with external partners, institutionalized exchange information.

### 3. CONCLUSION

Assessments on the effectiveness of promoting the exchange of information throughout American community does not have a unified position; US Department of Justice concluded that law enforcement agencies are fully satisfied in the exchange of information on terrorism held. On the other hand, all those law enforcement agencies in the US who do not have operational units, expressing their dissatisfaction.

Assessments on the operations centers fusion of information, however, are negative: many of their representatives complain that, although centers merger they run receive sufficient information from federal agencies, it appears that these centers do not get "never" correct information necessary, or is received in an inefficient manner. Leaders fusion centers consider that most times the appropriate targeting intelligence threats should be called fusion centers more than being proactive federal agencies in providing this type of information. A difficulty found is that members manifested fusion centers manifest inability to request such information.

Other assessments point out flaws at the level of personnel training in the sense of lack of control over it; He insists on the idea that change should occur and how people perform their activities and the need to establish a system of rewards and sanctions and awareness and accountability for information exchange to be built by programs go through documentation.

Thus, it can be said that exchange information is crucial in the current security environment, eroded and attacked new challenges, risks and asymmetric threats. Instead, the danger for such information fusion center may come with sharing information unreal, based only on the interests of a single actor, usually the issuer.

This practice has shown that the information war has become permanent, multidisciplinary and dual. Permanence refers to the strategy of an actor collection, protection, management and limiting access to others / opponent to information and outside of conflict or crisis periods.

Multidisciplinary refers to the interconnection of systems, organizations, objectives, views, ways and measures used to achieve them. Duality refers to the fact that disappeared differences between the military and civilian, to the fact that the means of retaliatory violence are not strict monopoly of armed forces, being caught up and sometimes overrun by violence information that statewide facilitated migration to banking, financial, energy, communication, distribution of resources and infrastructure.

About the benefits of institutionalizing the exchange of information estimates are generally characterized by formulations in the future; while the world is moving towards service-oriented system, everything is subject to change, generating new areas of action; It is expected to further increase the opportunities to develop services that will allow rapid exchange of information so that the parties are entitled to correct information in an optimal timeframe.

Regarding the need to enhance cooperation and exchange of information between national intelligence agencies in the context of escalating regional conflicts, progress is in an early stage; It requires states to produce intelligence - and this depends on their individual commitments - for their turn to receive intelligence.

An example taken into account in NATO is the exchange of information developed by the US that have the most extensive system of intelligence in the world and the exchange



of information with Britain, which facilitates in some cases the information transfer terrorism coming from US to Europe.

Implementation exchange of information on different levels in the European Union can be a contributing factor blurring the differences between consumers and producers of security transition to status holders / guarantors of global security.

The exchange of information will become the expression enhancing the products of intelligence, in terms of quality of activities in systems / organizations charged with the management of security in relation to the efforts of collection, storage, processing, analysis, information processing, so as to be able to draw relevant conclusions and information products, to be made available to decision makers and responsible for implementing various policies in order to develop response options / riposte risks and threats identified.

Efficiency measures to ensure regional security awareness, prevention and counteraction of any kind of threat, will be directly proportional to the value and performance of information submitted by beneficiaries. Efficient management of security issues will have to develop an effective operational management of landing intelligence activities and enhancing exchanges of information.

Cooperation by exchanging information is based primarily common interests in clarifying a situation, but given the way the laws of each state allows this type of joint action. The lack of legislative harmonization at Community level is currently an impediment to counter potential risks and threats. Therefore, legislative harmonization is important to be satisfied, other measures arising as a direct and natural.

Information is an significant thing when making the proper decisions and therefore for the achievement of the entire operation. In this study we tried to analyze crisis management practices within the US Intelligence Community, and pointed out some challenges in sharing information between different organizations.

Thus, it can be said drawing conclusions for a work in full swing turns out to be difficult; therefore I consider that the evaluation / quantification efficiency on the exchange of information at different levels of government, state and local level, can compensate for lack of explicitly formulated conclusions.

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# HEALING OF BELIEF IN ONESELF AS A GENERATOR OF THE ACT OF CREATION OF THE COURSE OF THE EVENTS IN THE UNIVERSE

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**Abstract:** *To observe the world is, in itself, an act of creation. Consciousness is the one that creates. When we look at life – our spiritual/material abundance, our relationships and careers, our deepest loves and our greatest accomplishments, our fears and the absence of all these things – we might look directly into the mirror of our most sincere and, sometimes, most unconscious beliefs. The leaders’ convictions about themselves are what generates high aspirations, the things that make the universe of humankind be as it is.*

**Keywords:** *consciousness software, the individual’s beliefs*

## 1. INTRODUCTION

The object of our attention alters the reality and it suggests the fact that we live in an interactive universe. We live our lives based on what we think about the world, about ourselves, about our aptitudes and our limits. The science of management is a language – one of the very many languages that describe us, the universe, our bodies and the way things function under the aspect of the methods of measuring the reality and the laws according to which phenomena take place. If the particles that we are made of can instantaneously communicate with one another, they can be in two different places at the same time and even change the past through the choices that we are making at present, then we can do the same thing.

The act of observing the world is an act of creation in itself. Consciousness is the creator. When we look upon life – our spiritual/material abundance, our relationships and careers, our deepest loves and our greatest accomplishments, our fears and the absence of all these things – we might look directly into the mirror of our most sincere and, sometimes, most unconscious beliefs. The power of the convictions about ourselves is the one that gives rise to our highest aspirations, creating the things that make the universe be what it is. Our beliefs have the power to change the course of events in the universe, to literally interrupt and re-direct time, matter and space, as events that take place within them. Just as we play a simulation software that seems real, studies suggest that the universe itself might be the result of a huge ancient simulation – a computer software – that started a long time ago. If this is true, to know the framework of the software is to know the very realities.

**2. THE CORRESPONDENCE BETWEEN THE INSTRUCTION IN AN ELECTRONIC SOFTWARE AND THE INSTRUCTION IN THE CONSCIOUSNESS SOFTWARE**

When we think of the universe as some software, the atoms represent the “bits” of information, which operate just as the computer bits do. They are either on the “on” position as physical matter, or on the “off” position as invisible waves. Wheeler suggests that “the things that make the universe and life be what they really “are” are really information, small scraps of polarity”. Everything goes down to oppositions: pluses and minuses, female and male, on and off, as invisible waves. If the bit is the smallest unit of information that a computer processes, than the atom, as the smallest particle of matter that preserves its elementary properties is its equivalent. From this perspective, all we see/feel/touch in the universe is matter consisting of atoms in the “on” position or, in the binary code, in code “1”. What we cannot see, the atoms that exist in the “invisible” or virtual state, but which we can intuit, is in the “off” position, respectively the state expressed by figure “0” in the binary code.

Benoit Mandelbrot sees the structure of the world as it is now, i.e. made of patterns inside other patterns, inside other patterns etc. These patterns are called fractals. No matter how small, each part of a fractal resembles the larger pattern that it belongs to. Thus, in fractal geometry, the whole has the same shape as one or more of its parts.

Nature uses some simple, self-similar and recursive patterns (fractals) in order to build the familiar patterns of everything that exists out of atoms, from elements and molecules to rocks, trees and ourselves. Consciousness is an operating system (Gregg Breden, the Spontaneous Healing of Belief, 2008).

Operating systems represent the connection between the input data and the electronic components of the computer, and the consciousness of the universe represents the bridge between the data we input and the matter it is made of. In Gregg Breden’s vision, in order to change reality we need to change the software and not the operating system, which is fixed, just as a computer’s operating systems. In the case of our universe, the software consists of our beliefs. The comparison between a computer and the universe is summarized in table 1.

Table no. 1

FUNCTION	COMPUTER	UNIVERSE
Main unit	bit	atom
Obtained results	images, graphs	reality
Operating system	Unix, Windows	consciousness
Software	Word, PowerPoint	beliefs

If the universe is made of recursive patterns, than the small scale understanding of things offers us a great open-mindedness to similar forms, but at a larger scale. Belief is „the software that creates reality patterns. What we believe to be true in life might have a greater significance than what others accept as true. Free will is the acceptance of the power of Belief in our lives.

### 3. THE RELATIONS BETWEEN THE INDIVIDUAL'S BELIEFS AND THE CHANGES THAT THEY CREATE IN THE PHYSICAL WORLD

Belief is the certainty that comes from the acceptance of what we think is true, plus what our heart feels is true. Belief is also:

1. A language that accesses the quantum matter of our world and bodies (the access key to the „material” that the universe is made of).
2. The acceptance of what we have lived/seen/found out ourselves.
3. The inner power required for any change that we choose to make: to send healing instructions to our immunity system, to the stem cells and the DNA, to stop violence in our neighbourhood, to give birth to the greatest joys, to effectively forge our day-to-day reality.

For our Beliefs to have an effect upon the surrounding world, two conditions need to be met:

- There must be something through which our Beliefs are transmitted (i.e. some sort of medium that should carry our inner experiences beyond the body);
- They must have the power to create something in the physical world (by rearranging the atoms that the universe is made of in order to make things happen).

The demonstration of Belief is given by “PLANK’s Matrix” (a conclusion that resulted from the double slit experiment carried out in 1909 that consisted in highlighting a form of energy, a field that filled the empty space and reunited everything at any moment) that entails 2 things:

1. As long as everything exists in the Divine Matrix, everything is connected (so that what we do in one place must influence what happens in other places; the influence might be slight or huge, depending on a number of factors, and it may include the occurrence of physical effects).
2. The Divine Matrix is holographic (any part of the field contains everything there is in the field), i.e. the changes that we trigger in ourselves are already present everywhere as a pattern in the matrix, which makes our task be more than to just give life to the possibilities that we create under the shape of our Beliefs and less than to send positive thoughts to the other person.

The scheme of the relationship between our Beliefs and the changes they generate in the physical world is presented in Figure 1.

The report published in 1998 by the Weizmann Institute of Science in Israel confirmed the double-slit experiment. The report entitled “Quantum Theory has demonstrated proven that observation influences reality” announced a new discovery: the longer the particles were observed, the more they were affected by the observer. This 2<sup>nd</sup> experiment, which was conducted in 1998, is important for our lives for the following incontestable reasons:

- our bodies and the world are made of the same quantum material, which changed during the experiments, when it was observed;
- we are all observers.

Apart from its already known role of blood pump for the body, the heart is a translator of Belief into matter. It turns the perceptions of our experiences/beliefs/imagination into a codified language of the waves that communicate with the world beyond our bodies. (Heart conditions are due to the practise of lying by the ill persons who have systematically lied to their peers). The energy fields that alter our world and that are created by the heart contain our deepest Beliefs. The purpose of the heart’s prayer is to lower the mind down to the heart. Religion has intuitively known this truth.

Belief is expressed within the heart, where our experiences are translated into electric and magnetic waves that interact with the physical world.

Our reality is given by our inner experiences, which are a mixture of emotions, thoughts and feelings. Emotions are either love, or the opposite of love: for some it is fear, for others it is hatred. Our feelings represent the source of the power that pushes us forward in life. Just like the power of an engine that needs to be controlled to be useful, the power of emotion needs to be channelled and focused in order to be of use in life.

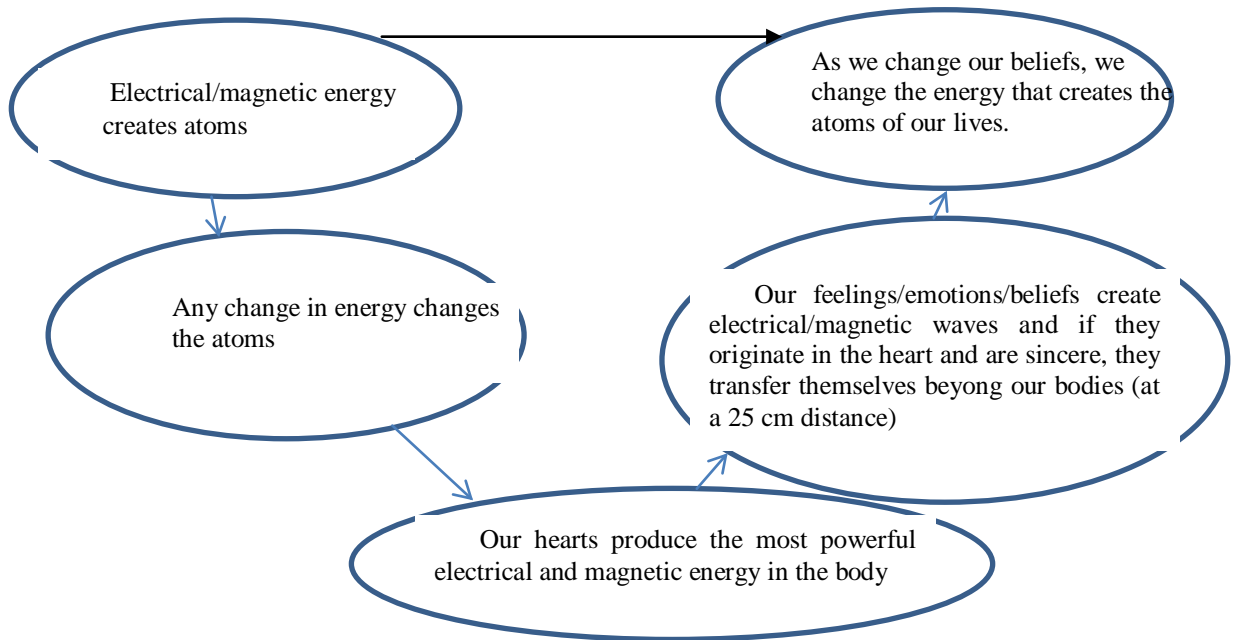


FIG.1

Emotions are a double-edged blessing, as they can either help us, or destroy us. The experiences we live are determined by our capacity to get a hold of our emotions, offering them a direction through the power of thought.

#### 4. THINKING AS THE POWER TO IMAGINE THE CONSEQUENCES OF OUR ACTIONS

Thoughts are a guidance system that directs the emotions, while concentrating them in very precise ways. Thoughts have very little power and they represent the scalar energy (a potential force) that cloaks a possible situation, rather than a vector energy (i.e. the real force) of something that is real and can be encountered in our life. An ordinary human being has about 1,000 thoughts per hour (according to the announcement made by the National Science Foundation). The people who are assessed as “thinkers” can have 12,000 – 15,000 thoughts every day. Thoughts (respectively the multitude of decisional options) are short flashes about what the present could hold, about what the future could hold or about what there has been. Fortunately, not all the fleeting thoughts that cross our mind get to turn into reality. In itself, the thought does not have too great of an effect, and whatever remains in the mind is the image of a possibility, the seed of what there might be, suspended in time, harmless and relatively powerless.

Desire is a thought that lacks the emotional fuel that is needed to make it real. Even though we sometimes mean well, our desires have a reduced effect upon our body or world, until we are able to wake them up.

Feeling is the fusion between thought and the power of the emotions emanated by the inferior energy centres of creativity, and it represents what we think plus the fuel of love/fears/hatred towards the respective thought.

There is an infinite number of feelings (Gregg Breden, *The Spontaneous Healing of Belief*, 2008):

- anger (it is based on love),
- compassion (it is based on love),
- rage (it is based on hatred),
- envy (it is based on fear),
- gratitude (it is based on love),
- peace (it is based on love),
- doubt (it is based on fear),
- sadness (it is based on fear).

Belief is the individual's real position, whether acknowledged or not, in relation to ethical topics, expressed by the individual through the intensity of his emotional reaction throughout a conversation and its role is to reveal what underlies said feelings.

Teaching the evolutionism in schools, abortion, euthanasia, work performance etc. are listed among the ethical topics. Belief seems to be formed without any conscious thoughts.

The beliefs and feelings associated with thoughts are the language that "speaks" to the quantum material that our reality is made of. It is to the individual's best interest to abide by his/her beliefs, because these are the body's (the true body's) resonance. Resonance is the energy exchange between two things. To abide by one's own beliefs is to be psychologically congruent. To rephrase, it is the resonance between us and the facts that we face.

When thoughts direct our attention towards a place that we see, towards words that are spoken or any other kind of experience, the physical reacts to the energy of that particular experience. When we act according to our beliefs, i.e. when we resonate with ourselves, a reaction occurs within our body, which simply tells us that what we have seen or heard is real, or at least it appears to be so for us at that particular moment. The real information/experience doesn't matter. The person who feels the resonance believes it is true. (The individual's knowledge, perceptions, judgments, past conditioning shape that experience into what he/she feels at that moment.) the same individual may face the same situation at different intervals, but he/she might discover that he/she does no longer resonate with it and, consequently, the situation is no longer "real" for him/her. What has happened? That person's filters of perception have changed (they have evolved/devolved), and he/she does no longer have the same beliefs as he/she used to.

To feel the truth of one's own belief translated into physical sensation (goose flesh, blushing of the cheeks, red skin on the chest/upper arms, tinnitus) that tell us that we resonated with that precise experience. When the truth of our body does not resonate with what we experience, our belief is exposed by our own physical sensations of weakness (as if anyone had pumped out all our energy), cold sweat or sudden paleness of the face. Such sensations, which we might be aware of or not, may be experienced when we are lied to or faced with unreal information. It takes courage to follow one's beliefs (the resonance of the body). Psychological congruence is courage. Without courage we only imagine certain potential scenarios and logical results by speculating about what it could be like, by thinking about beliefs/convictions and rationalizing about our own beliefs. To think

about feelings, thoughts and emotions is to simulate a situation before actually being confronted with it, while determining exactly the things that we imagine and choosing whether these creations of ours should become real or not. According to the model (Gregg Braden, *The Spontaneous Healing of Belief*, 2008) presented in Figure 2, the result is the ability to imagine the consequences of our behaviour before acting.

When one does not obtain the expected result despite the person asserting / praying for things such as “I’ll be the best at....”, or “I am prosperous now and so have I been and shall be in all my past, present and future manifestations” etc., that is due to the fact that all the respective individual does is to utter words, without feeling any emotion beyond those words. For such assertions to materialize in the individual’s life, he/she must nourish them with the power of love, as if he/she has already got his/her wish. The wish is a thought. Without the emotion that turns it into will, any thought will remain the image of what might have been possible.

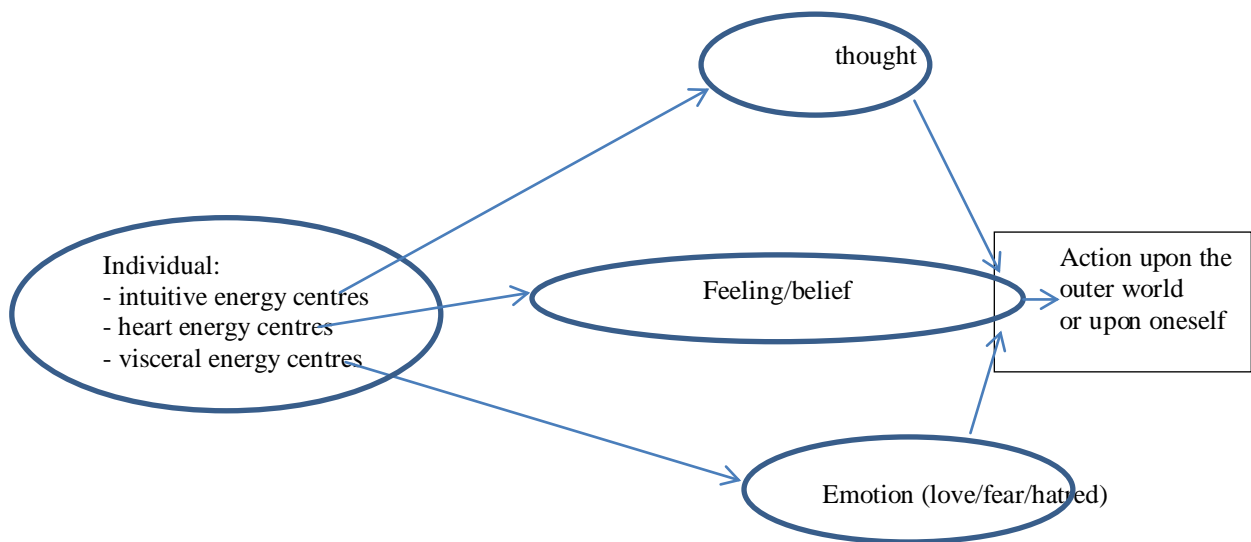


FIG.2.

Belief is the certainty sprung from the acceptance of what we believe to be true, associated with what we feel to be true in our case (the resonance in our body), which turns will into reality. A thought that is impregnated with the power of emotion will give birth to the feeling that will transpose it into life (we are speaking of the feeling that the result has already been obtained). The chance to obtain the expected result depends (as scientific research has already demonstrated) on how clear/precise we are. “Feeling is prayer” a monk said. A prayer for healing will be heard if it relies on the feeling that the result has already been attained. Gratitude towards what has already happened determines the change mirrored by our feeling that will trigger the healing in the physical body.

Belief can be regarded as a software. If one wishes to create a new belief, or to change an old one, we need to be absolutely sure of what we want to accomplish. An uncertain belief will undoubtedly bring an uncertain result (Gregg Braden, 2008), according to the correspondence between the roles of a computer program and human consciousness, as briefly presented in Table 2)



Table 2

Instruction of the software	Instruction of the consciousness
Initiation	Thought
Perform	Emotion
Complete	Feeling/belief

The “initiation” instruction offers all the information that the software needs to operate, while offering the needed information and designating values in the faith software in order to examine an experience before actually living it.

The “perform” instruction tells the computer what to do by processing the initial information for the purpose of obtaining a useful and meaningful whole, indicating the love emotion or fear emotion in the belief software that will give life to our actions starting from the information of our own life experiences.

The “complete” instruction indicates that we have obtained the *software* that will be used hence forward, signalling the feeling, respectively the moment when our belief, in its final form, has become a pattern in our life, i.e. the language that talks to the quantum material that the universe is made of.

We choose thoughts that become initiation instructions, emotions that signal the fact that we are ready to transpose them into reality. Through the agency of our beliefs, we become the architects of our own lives. Everything starts where our experiences converge into an eternal recording of a moment in time.

The subconscious is faster than the conscious and it coordinates 90% of our daily activity. The subconscious coordinates such elementary activities such as:

- inhaling/exhaling air;
- digestion/walking;
- splitting information into smaller parts and sending them to different regions to be processed simultaneously (the processing speed of the subconscious is extremely high – 20 million bits per second).

The conscious focuses on emotions, feelings and images, but it processes this information slowly (sequentially); the processing speed of the information in the conscious register is 40 bits per second.

Studies have revealed that, before the age of 7, the brain is in a state of reverie (hypnagogic) in which the child’s mind takes in everything it can about the environment. The points of view of others (of the grown-ups representing the authority) become the child’s beliefs that may sometimes accompany him/her his/her entire life, and some other times they become, for good cause, reasons to contest such points of view.

Many of the most profound beliefs are subconscious and they start shaping when the brain allows us to absorb the others’ ideas, before the age of 7. At least 90% of our daily actions are reactions that come from the reservoir of the information that we have accumulated during the first 7 years of life. Few are the people who had the misfortune of not being born in an environment in which acquaintances have reacted to the world in an exclusively positive way. Most of us have taken over the unconscious customs in quite a varied environment. This makes some of the subconscious beliefs lead to positive methods of overcoming the trials of life, and others to do just the opposite.

**CONCLUSION: REPAIRING THE BELIEFS THAT INFLICT PAIN UPON US AND IDENTIFYING OUR TRUE BELIEFS**

The idea is that we must believe that we are same by accepting to believe that to the depth of our being, i.e. to believe that life is a precious/rare gift that should be honoured, searched and explored. This will bring longevity and health.

The expression of beliefs in the body is a blessing because it allows us to identify the signals of fury, giving us the resource to solve them before it is too late. The pattern of our making judgments about the people around us based on our beliefs of what is good or evil, of darkness and light, of right and wrong represents a magnet that attracts the relationships with those people to us, respectively the bond that maintains them. Once the pattern is acknowledged by us in a relationship, the cascading echo is transmitted to many other levels of our lives. This cascade of healing often manifests itself in our lives and it does so with such speed that it is hard to notice and it consists of healing the bond of a perception that has the effect of breaking that respective relationship. Our experiences become real only when we focus our attention upon them, and we are a part of the reality that we create. We might notice that everything is not about good prevailing over evil, light prevailing over darkness, beauty prevailing over ugliness, but rather about choosing the kind of relationship that we want to have with them. John Wheeler said that each individual plays the leading role in what he calls an “interactive universe”. The act of focusing our consciousness while examining the world is an act of creation in and through itself. In an interactive universe, each of us, together with our fellow human beings are a part of the equation, and we are both the catalyst of the events in our lives and the ones who live the experience of what we have created. Both take place simultaneously. Even abnormalities help us discover the subtle keys of the manner in which the world operates.

When we ask God for something in our prayers (such as power, honesty, money, love etc.), the divinity will give us those life occurrences in which we might earn what we have asked for, plus the bonus of the consequences of the manner (be it fair or unfair towards the people around us) in which we choose to fight for what we have wanted or asked for. The quality of our beliefs and expectations has a direct impact upon the events in our daily life.

The manner in which we perceive the world and what we believe of what we see can no longer be minimized or cancelled based on the consideration that it does not matter. Experiences suggest that consciousness itself is the matter that the universe is made of and that his “consciousness” might be the “missing link” in the theories that would unify classical physics and quantum physics. John Wheeler clearly states: “the very materials that the universe is made of are the acts of observation and participation. The act of watching while expecting to find something there will create exactly what we expect to see. In 1998, scientists confirmed that fact that photons are influenced by the mere fact of being observed and they discovered that, the more intensely they are looked at, the more the observer’s influence upon the behaviour of the particles increases. The fundamental rule of the reality that ensues from this is that, in life, we have to become what we have chosen to experiment. Starting from the fact that in our minds “observation influences the reality”, there are two ways of transposing our possibilities/opportunities/choices:

- The certainty that reality changes in the presence of our focused attention;
- The more we focus, the greater the change.

Reality is as real as we believe it to be. We identify most with what we experience in life. We call our reality something frail/malleable/subject to change and something that is compliant with our expectations/beliefs. The key is to discover the experience that is favourable to us and to recognize it when it occurs (Gregg Braden, 2008).

In life, there is a tendency to live those occurrences that we identify with in our beliefs. The world that we see and that seems so absurd is the result of a system of beliefs that does not function. In order to be able to rewrite the framework of our reality, we need a reason to change what we believed in in the past. The change of our beliefs is the most difficult thing we do in life, because it does not resume to deciding that we want to change them, but to finding the will to do so. It is all more difficult because of what we think that these beliefs say about us. Practically, to change one's beliefs is to change one's identity.

When we are in situations in which we give in our power, self-respect, trust in ourselves we feel pain (due to the depreciations of the love for ourselves) and we stick exactly to the experiences that hurt the most. Why do we cling to the damaging beliefs, thus perpetuating the experiences that we want to heal? Why do we cling to the beliefs that limit us most in life? Our beliefs (the programs of our consciousness), hatred, fear make us feel the pain alone. We perceive our emotional experiences and we sicken our body. How could we repair those beliefs that give us pain? We can either convince our consciousness of a new belief through the power of logic, or we can by-pass the mind's logic and go straight to the heart. In the first alternative, once the mind sees a reason to think differently of the world, it will allow the heart to take this possibility as a new belief, feeling that this belief is true. In the second alternative we do not think what we believe while feeling forced to accept the miracle through a new belief determined by the presence of an experience that is situated beyond the rational experience. Both logic and miracles offer us a path towards our deepest beliefs. We can identify our true beliefs by analysing the manner in which they reflect in the relationships/career/abundance/health. The logical method of altering our beliefs is to make connections between different flows of information, aiming to get convinced of a new possibility with certain data that lead to a clear conclusion (for example when we see that someone accomplishes something that we thought would be impossible to accomplish).

The logical process of a person who plans and acts in order to attain a goal may seem a miracle to the other people.

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MANAGEMENT

# MANAGEMENT

## MODERN MANAGEMENT - A NEEDED SOLUTION FOR INCREASING THE COMPETITIVENESS OF INDUSTRIAL COMPANIES

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**Abstract:** *In the current economic context, implementing a modern management system is a "sine qua non" condition for the survival of Romanian companies in the domain of industrial production. Implementation within production systems of management methods and techniques enshrined as "lean manufacturing" or more recently "lean six sigma" can lead to achieving exceptional results in terms of performance of the organization. Managerial theory does not offer recommendations on how business managers must choose the most effective methods of production management systems to meet performance and competitiveness objectives.*

*In this paper are presented the results of theoretical research of authors on the issue of the most effective methods and techniques of production management systems that managers should adopt in order to increase their performance. The study shows as approach model to operations, diagnostic model organization and a model of proactive assessment management system in terms of effectiveness. The paper aims to open a gate to the development of tools to assist managers in the capable leadership, regardless of their abilities (like car navigation systems).*

**Keywords:** *management, competitiveness, management methods, performance.*

### 1. INTRODUCTION

In an environment characterized by economic and business dynamism, the success and very existence of companies also depends on the capability of the industrial processes taking place within these companies and the accuracy of management processes.

To face the competition the organizations must adapt their processes in order to respond as promptly to all customer requirements and even anticipate future demands too.

In this context, over time, there were a series of management concepts that support managers in their attempt to take the best decisions in order to increase competitiveness of the companies they manage.

Grouped under the generic name of World Class Manufacturing (WCM) these methods and techniques are based on the famous model of the Toyota Production System (Toyota Production System), which revolutionized the industry since the second half of the twentieth century [1].

The implementation of management systems based on methods and concepts as Kaizen, 5S, Just-in-time, lean manufacturing, have been proved by the success that companies have had these systems works.

The literature is replete with descriptions of these management tools, and industrial practice are common in cases of enterprises that consider appropriate to use such instruments.

Analyzing Romania's capital structure of companies that have implemented modern management systems, we concluded that these are mostly private and most of them are subsidiaries of foreign multinationals.

Also, research led us to the conclusion that the share of small companies that adopted modern management methods is extremely low, although they represent over 90% of all companies.

A brief overview of the main factors influencing the performance of the company (owner-manager's influence, access to the latest technology, flexibility, etc.) and highlights reveals the reasons why SMEs are among "latest" modernizing management (entrepreneurship training owner reduced financial strength, etc.).

Starting from these premises, we tried to create a model, a tool, at least in theory, able to guide in the competitive and extensive managerial methodology "jungle".

## 2. THEORETICAL CONSIDERATIONS

The evolution of a company, regardless of the activity, is the direct result of the concerted action of all factors of influence on the endogenous and / or exogenous environment of the organization.

Nicolescu and Verboncu [2] states that the functionality and competitiveness of an organization requires a management system adapted to the situation therein and the socio-economic context in which it operates.

This may be supplemented considering that a company's success depends to some extent on its ability to project the future activity that is the ability of managers to anticipate future developments in environmental conditions and act accordingly.

The management theory and practice speaks about the organization's performance and about competitiveness as well. Although they can be dealt with separately, in practice these two concepts are indivisible.

**2.1 Organization Performance.** Enterprise performance can be briefly defined as the degree of fulfillment of the objectives.

Peter Drucker [3] states that in order to be efficient, an organization must establish its goals in several "key areas of performance 'market position, productivity, innovation, profitability, resources, management development, the attitude at work, public accountability.

Băcanu [4] states that objectives must present a number of features in order to be useful:

- Relevance
- Specificity
- Comprehensibility
- Acceptability
- Realism
- Flexibility

Porter [5] states that there are three generic strategies for businesses to obtain performance:

- Product cost management, achieving reduced costs while maintaining a level of acceptable quality;
- Differentiating creating differences are real or only perceived between its products and those of competitors;
- Concentration-focused attention on a smaller market segment or a narrower range of products.

Rahman and Ramli [6] supporting the performance of the enterprise is a variable that depends on the other two as shown in figure 1.

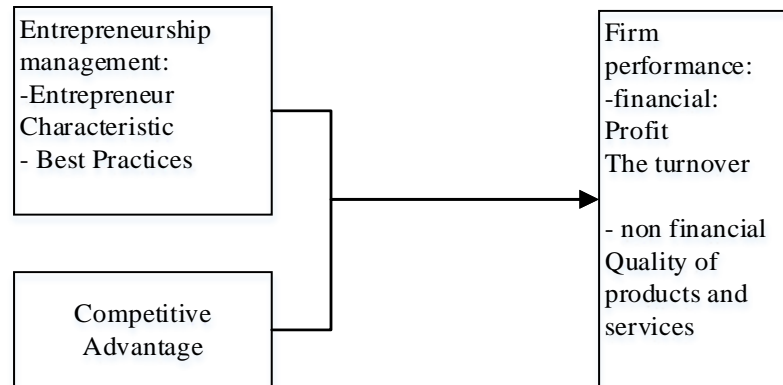


FIG. 1. Interdependence performance - management / competitive advantage [6]

According to Rylková and Bernatik [7] organization's performance is influenced by several factors: the adopted strategy, innovativeness, cooperation with other organizations to develop new products and technologies, managerial methods.

**2.2 Organization Competitiveness.** The competitiveness of the enterprise is its position in relation to competing companies.

Somesan [8] shows that factors influencing the competitiveness of the organization are:

- External factors: changing markets, development of competition, macroeconomic control;
- Key role of leadership, ability to obtain and use scientific and technological information, flexibility, strategic orientation to-wards the market.

Using the model of the "10 + 1" of cycle management competitiveness described by Popa H. [9] and shown in Figure 2 can be identified major directions of action in order to achieve the organization's ability to cope with competition from business in which it operates.

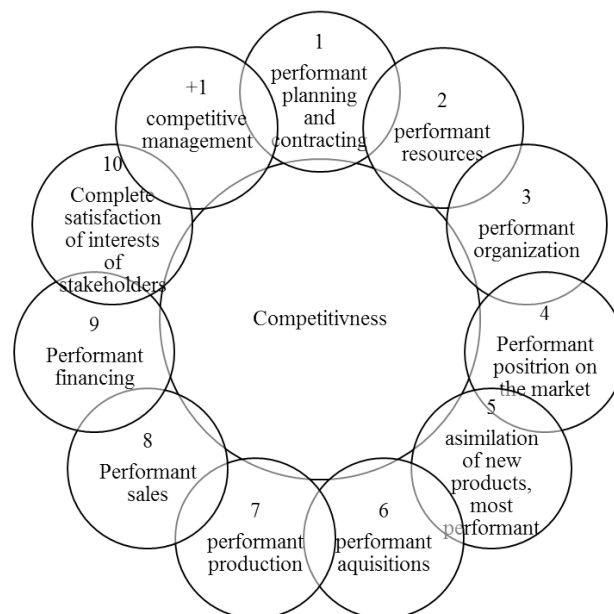


FIG. 2. „10+1” model of competitiveness cycle [9]

It is easy to see that, in order to provide some competitive advantage, the company is forced to provide resources performing to re-lease performance products both qualitatively and in price (e.g. to have a production system performance) have a competitive marketing mix.

So the factors 2, 8, 10 are external factors over which the manager can intervene in a limited way, and the factors "1", 3, 4, 5, 6, 7, 9 are key factors that may influence management organization directly.

Certainly effects of these factors are different according to geographical and socio-political conditions existing at a given time.

A particular importance is the strategy adopted by the company management. To ensure the company a stable position on the market, managers must consider sustainability and social responsibility [10].

Maylor, Turner and Murray-Webster [11] have created a model approach to operational strategy to develop the competitiveness of industrial companies. Analyzing the model shown in figure 3 shows the obvious link between competitiveness, enterprise management and functionality.

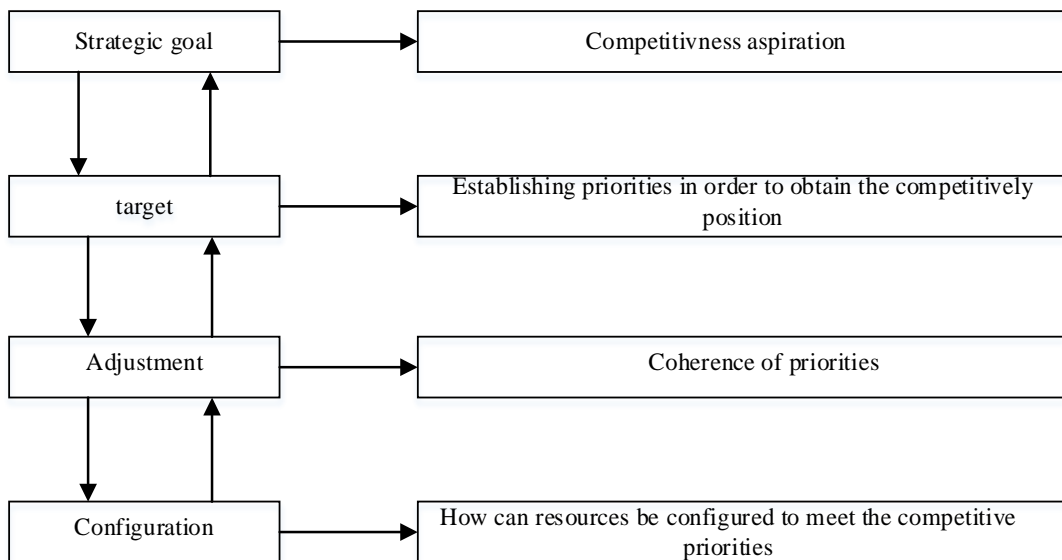


FIG. 3. Model of operational strategy approach [11]

A new model of strategy of operations is shown in figure 4.

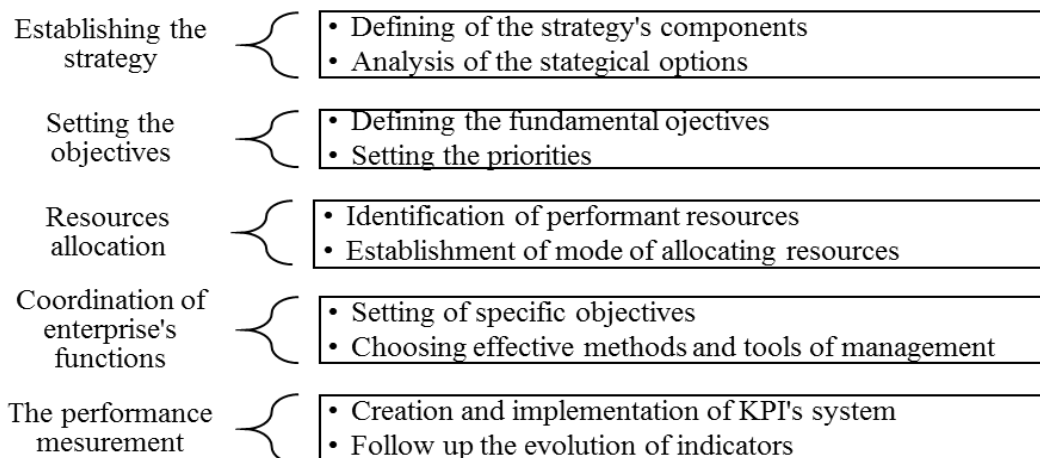


FIG. 4. Model of operational strategy approach created by authors



Obviously based on measuring the performance of remedial measures can be taken, both on short term and especially long-term, as appropriate.

**2.3 The functioning of the company.** When referring to the functionality of the enterprise, we must take in consideration the organization functions and interdependence between them.

Analyzing the interdependence as it is shown in figure 5, it is observed that the smooth operation of the organization depends on the quality of management, since it directly influences the activity of the whole company.

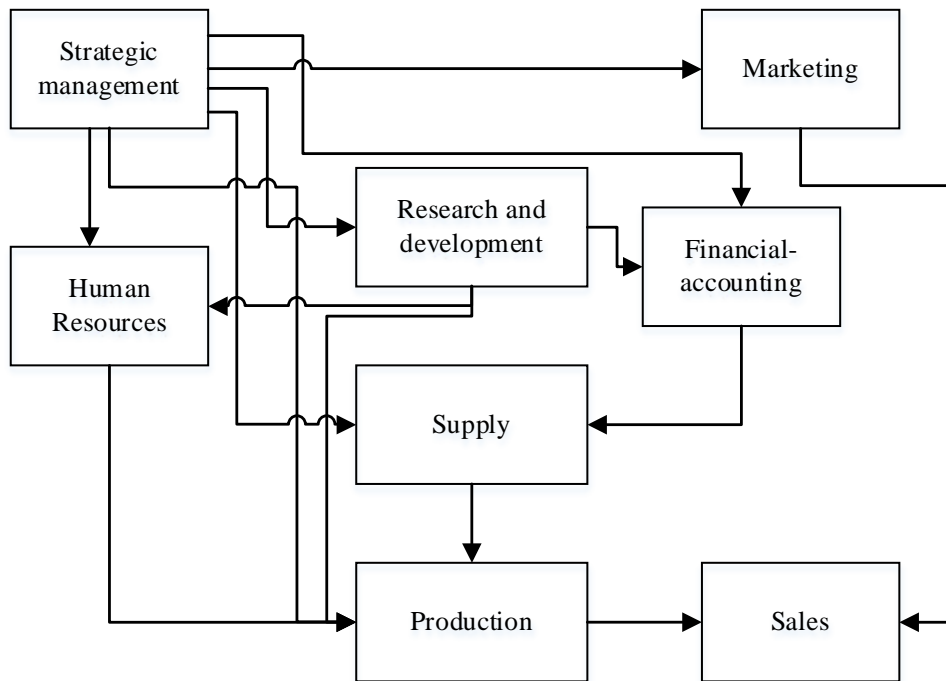


FIG. 5. Interrelation between functions of enterprise [12]

Based on management functions: foresight, organization, coordination, training, evaluation, control, and taking into consideration new trends [2,9] as shown in table 1 can be achieved a diagnosis of the production system to be analyzed.

It can be said that the extent to which an enterprise is situated closer to or further from these trends, it's development depends on the medium and long term.

Table 1. Trends in organization management [compiled by authors]

Function	Trend
Forsight	<ul style="list-style-type: none"> <li>Centering on objectives</li> <li>Amplification of importance of the long-term strategy</li> </ul>
Organizare	<ul style="list-style-type: none"> <li>Reducing of hierarchical levels</li> </ul>
Coordination	<ul style="list-style-type: none"> <li>The team work has a growing significance</li> <li>Improvement of comunication</li> </ul>
Involvement	<ul style="list-style-type: none"> <li>Emphasizing of motivational factors</li> <li>Overlappig of the company's interests with the interests of employees</li> </ul>
Evaluation-control	<ul style="list-style-type: none"> <li>Emphasizing of preventive character of control</li> <li>Increasing of flexibility and adaptability of control-evaluation methods</li> </ul>

### 3. MODERN MANAGEMENT AND ENTERPRISES PERFORMANCE

The theory and practice of international management is full of methods and techniques that managers can use to obtain the best results.

This speaks more and more about established methods such as Lean, Kaizen, TQM (Total Quality Management), Six Sigma, but also the methods relatively new such as EFQM (European Foundation for Quality Management), BSC (Balanced Score Card).

In the previous paragraphs it was shown the close link between performance and competitiveness of the enterprise and its management.

But because management methodology adopted to yield the expected results it must be adapted to the realities of the moment.

In other words, there must be a diagnosis of the production system to highlight the weaknesses and strengths of the company.

**3.1 Diagnosis of organization.** Diagnostic analysis is one of the managerial methods common in managerial practice.

This is the main means of assessing the economic potential of an industrial enterprise. With this method are highlighted determinants for each activity management process [13].

In theory there are four models for diagnosing a company [14]:

- Open systems model;
- Diagnosis tiered hierarchical model;
- Nadler and Tushman model;
- The Weisbord model

Figure 6 presents a model that complements the others because it takes into consideration both external and internal environment of the enterprise.

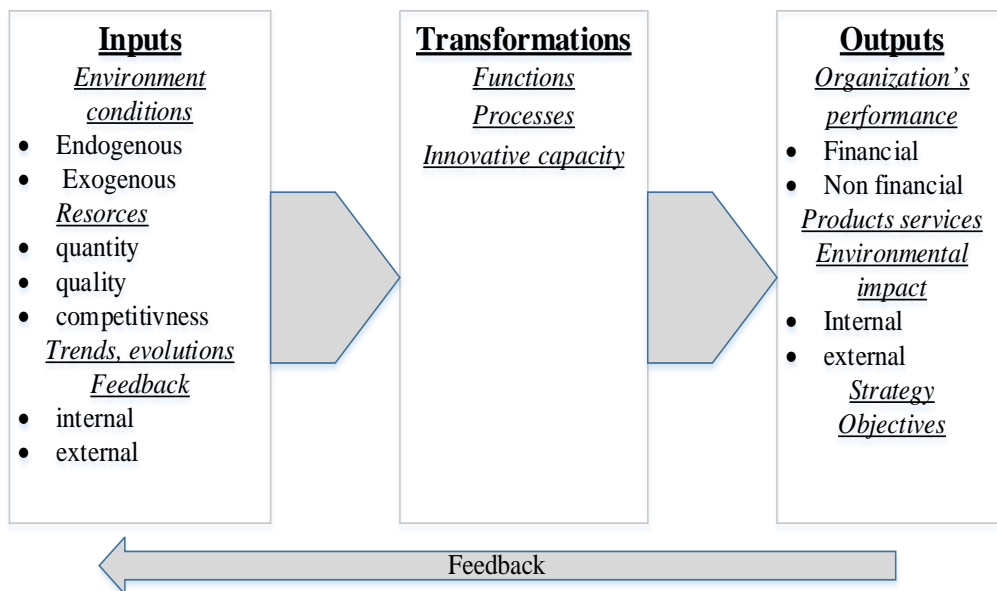


FIG. 6. Model of enterprise's diagnosis

Analysis of environmental conditions involves considering all factors: socio-political, economic, environmental, market conditions.

Analysis of the internal environment takes into account in particular the conditions under which the employees operate.

All resources (human, material, financial, informational), are analyzed through three main characteristics: quality, price, availability.

Obviously can not miss from the inputs the feedback came from both the external and the internal environment.

When analyzing the change is necessary, besides undertaking analysis functions and processes that take place within them, also the analysis of the innovation, because it can provide the company a considerable competitive advantage.

Evidently that the outputs analysis must be done reporting the obtained results with propose objectives. Also important is the feedback that management receives from both within and beyond the organization.

**3.2 Designing a modern management system.** Based on the results obtained after diagnosis, we have a direction in which the organization must move to fulfill its mission.

A first step in this process is to concentrate data in a SWOT matrix (see figure 7) in wich are highlighted the possible strategies:

	<u>S</u>	<u>W</u>
<u>O</u>	Strategies for use of the advantages in order to exploit oppotunities	Strategies to eliminate weaknesses by using the opportunities
<u>T</u>	Strategies to eliminate threats leveraging the strengths	Strategies for minimizing the disadvantages to eliminate threats

FIG. 7. SWOT Matrix [10]

The goals of performance and competitiveness and the choose of the most effective management methods in achieving this objective are established based on these strategies.

If we analyze the connections between the three factors that contribute to the achievement of the objectives, as suggested in figure 8, we realize that in order to increase the performance level (degree of achievement of objectives) we need to allocate an additional amount of resources, or extension deadlines, or using more complex management tools.

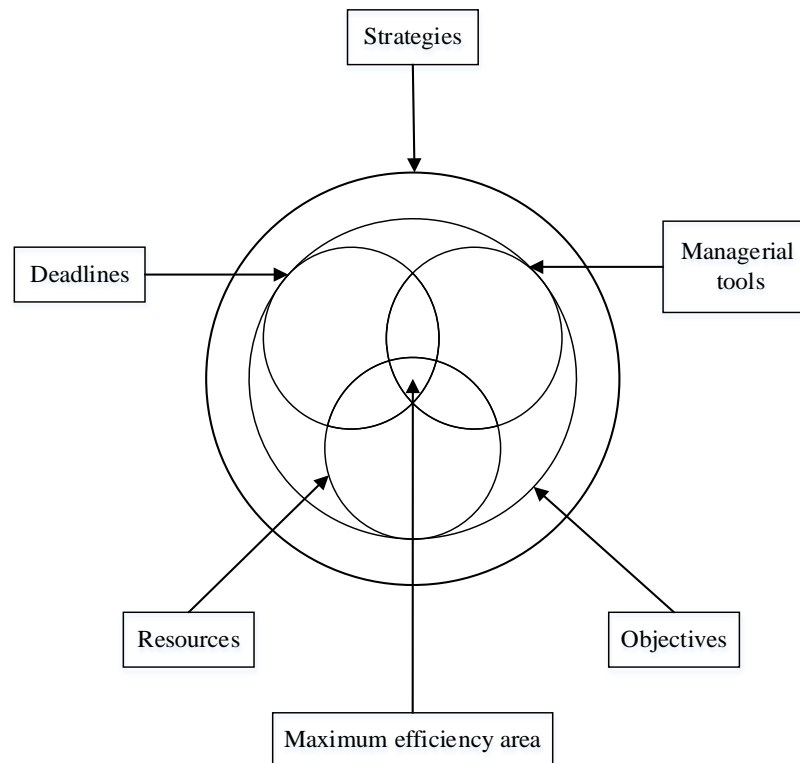


FIG. 8. Interrelation between resources, deadlines and management

Looking through competitiveness, the additional resources (who generate additional costs) or an extension of time (causing delays) are unacceptable. The only viable alternative is a modernization of the management tools.

The next step is to conduct a multi-criteria analysis which compares the methods and techniques of management rated as most effective in achieving its purpose.

The managerial methods are compared according to the following criteria:

- Applicability (A) - compares the possibility of methods that are not in conflict with other aspects of the organization
- Costs (C) - comparing the costs of implementation;
- The implementation (D) - compare the necessary durations for applying methods;
- Effectiveness (E) - compare the effectiveness of methods through the experience of other organizations;
- Radical, (R) - by comparing the degree of organizational change required to implement the chosen methods.

It further notes with hints methods (Ni) from 1 to 10 (where 1 is given to the most disadvantaged in relation criterion variants, and 10 is given to the best variant).

The share of criteria in the analysis shall be calculated with FRISCO formula:

$$\gamma_i = \frac{p + \Delta p + m + 0.5}{-\Delta p' + \frac{N_{crt}}{2}} \quad (1)$$

where:

p - sum of points obtained by the criterion;

$\Delta p$  - the difference of points obtained by the criterion taken into account and the points obtained by the criterion situated in last place;

m - the number of criteria surpassed in the ranking ;

$N_{crt}$  - number of criteria considered;

$\Delta p'$  - The difference between points scored by considered criterion and points scored by criterion considered in the top position.

The scoring of criteria is done by comparing them two by two and giving one point to the most important point, zero point to the less important and 0.5 points when the criteria are equal.

The final classification of variants is determined based on the coefficient obtained as a product of Ni grade and share.

Finally, selected managerial instruments is integrated in management system with a set of performance indicators to allow assessment of the achievement of objectives.

Based on this methodology we developed an adjusting and analyzing model of enterprise management system which we have named "ARMS" (Analysis and Regulation of Management System) shown in figure 9.

The model is based on PDCA cycle and has two main components:

- The mechanism of self - management / results / diagnosis
- The adjustment mechanism - diagnostic / development strategy / management

Just as the PDCA, ARMS model is characterized by cyclicity, relying on periodic managerial analysis and carried diagnosis performed regularly.

Important to this model is that its application allows intervention "on the fly" on the management system to correct any deviations.

The model enables the adoption of techniques and leadership methods that are able to meet future developments of external environment.

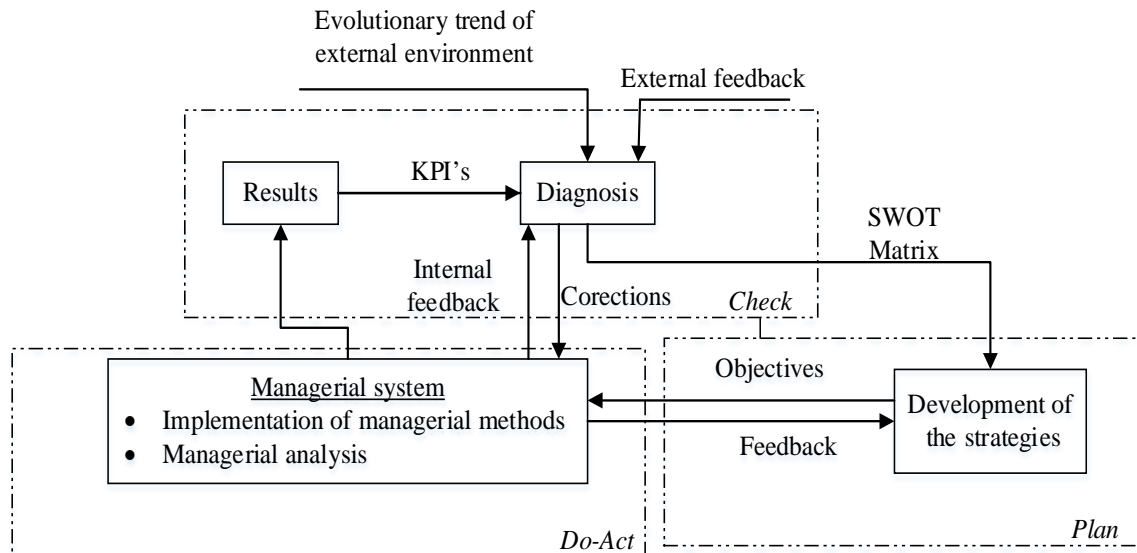


FIG. 9. A.R.M.S. model

## CONCLUSIONS

This paper reveals the close connection between quality of management and its methodological subsystem and performance of an organization.

The functionality and enterprise competitiveness are the result of the synergy of endogenous and exogenous factors influence.

Enhancement of the positive factors and decrease the negative action, should be the main goal of management, regardless of the activity.

For this, managers must be able to adopt the most effective and efficient methods of production management systems, which in a dynamic business environment can be a major challenge.

What was proposed in this paper is meant to be a beginning in the creation of tools in order to help the business managers in their quest to adapt their management systems to the economic, social, political or business of the moment.

The results of practical application of the models presented will be the subject of future work.

## ACKNOWLEDGMENT

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## ECO-MANAGEMENT FOR SUSTAINABLE DEVELOPMENT USING THE CIRCULAR ECONOMY

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**Abstract:** *The eco-management is considered a key issue regarding the sustainable development of industrial products using circular economy principles. The article is focused on eco-management as a new way to solve the challenges for Romanian green industry according with European Union requirements.*

*Thus, were identified the correlation between the elements of eco-management and eco-sustainable development..*

**Keywords:** *eco-management, product eco-design, circular economy, eco-sustainability, eco-design, sustainable development*

### 1. ECO-MANAGEMENT

Eco-management is the science or art to develop productive activities or doing business that have a minimal impact on the environment. Sustainable Development Strategy of the European Union has the overall objective of continuously improving the quality of life for present and future generations through the creation of sustainable communities able to manage and use resources efficiently and to tap the potential of eco-innovation and social economy, ensuring prosperity, environmental protection and social cohesion. The rapid technological advance in the field of industrial production led to the phenomenon of obsolescence of products due to the emergence of new models performing shortly, with the ensuing consequences such as lowering the value of equipment, increasing the amount of waste from throwing trash such equipment considered to be obsolete technical and technological and thereby increases in pollution. For this reason, industrial technologies have been developed for secondary materials recovery and recycling of components, which may prove costly and inefficient however.

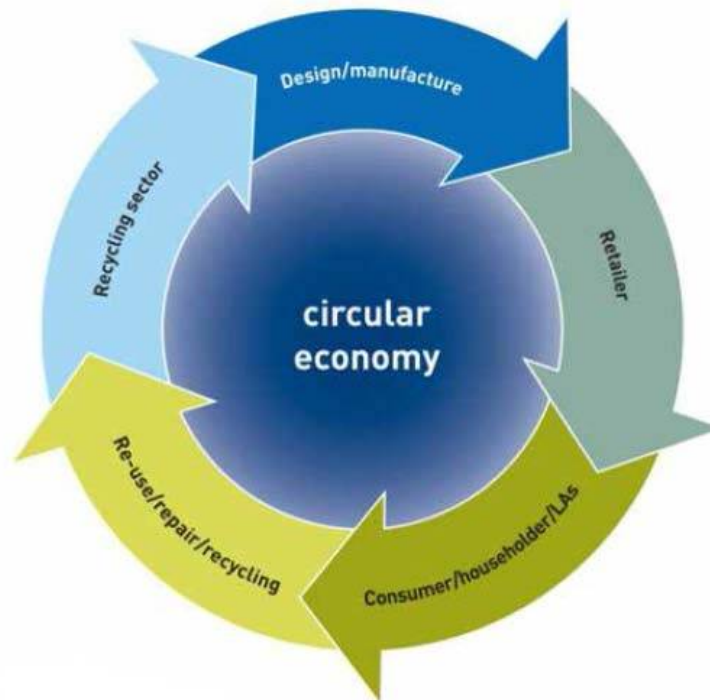
This will include action on intelligent design of products, reuse and repair of products, recycling, sustainable consumption policy on waste, recycling rates, intelligent use of raw materials, development of stronger markets for secondary raw materials and domain specific measures. It might have been that those industrial products to be designed and constructed in compliance with the eco-design (eco-design). In conclusion, the technological development cannot be separated from eco-development, human development and the concept-design - build - use - recycling of products by a vision of eco-cyclical so in a word, sustainable development (sustainable).

Modern society needs to redesign products as a means of avoiding harmful incineration processes or other harmful waste disposal. [1]

Eco-management and eco-sustainable development are important keys to the success of a circular economy, which is why we propose a common approach. Thus, were

identified the general principles which are specific for industrial product eco-development.

In the industrial eco-design are identified and defined use and operating eco-products characteristics, as their life cycle, with positive results for the environment. It requires intense encouragement to designing products that favor lower use of resources, longer life span of products and facilitate their repair and recycling. The FIG. 1 shows the circular economy concept.



**FIG. 1.** The circular economy concept  
<http://www.wrap.org.uk/content/wrap-and-circular-economy>

## 2. ECO-SUSTAINABILITY

Eco-sustainability is aimed, achieving a dynamic balance between human and social needs with the eco-system through a policy of stimulating human creativity in finding solutions to the serious problems of the contemporary world such as pollution, depletion natural resources, overpopulation, hunger, housing needs, the need for human self-realization and education.

The practical definition of sustainable development leads to new requirements imposed by socio-economic and ecological urban ecosystems, which adapt industrial cities through a process of adjustment and remodeling [2] geared towards improving the living conditions of a city called urban regeneration, in which housing policies play a critical role.

Sustainable development is development that aims to satisfy the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable development allows reconciling economic and social progress without harming the natural balance of the planet. The concept of sustainable development has emerged as a solution to the ecological crisis caused by intense industrial exploitation of resources and the continuous degradation of the environment and seeks primarily to preserve environmental quality. Today, the concept has spread, at least at the declarative level, the quality of life through wealth



distribution between developed and less developed countries, decent living population standards at risk in certain areas where the planet seems already suffocated by overexploitation natural resources, especially what is the way to create a healthy planet to future generations.

The eco-development concept was set by Maurice Strong in 1972 at the Stockholm Conference on the environment and human. It is considered a neo-Malthusian theories antidote to the pessimistic included in the World Conservation Strategy (SCM), the depletion of raw materials and energy resources and long-term sacrifices economies. This concept highlights the necessity to combine economics with eco-friendly by launching the idea of "economic development through environmental". This concept was reinforced by the 1992 Rio Conference through Agenda 21 document outlining practical lines of action in adopting a common strategy of the world to meet the requirements of eco-sustainable development.

The overall objective of eco-sustainable development is to find an optimum interaction between four systems: economic, human, environmental and technological. The optimal level corresponds to the long-term development that can be sustained by these four systems. For the model to be operational, its viability must support or apply to all subsystems that form the four dimensions of sustainable development, ie starting from the energy, agriculture, industry, and to investments, human settlements and biodiversity.

The environment is not confined to exploitable resources in any circumstances; It could be considered true milking cows for entrepreneurs, but offers multiple opportunities for investment and creating new jobs, source of income for every human. We need to bring back the human "on the agenda".

### **3. ECO-SUSTAINABILITY DEVELOPMENT AND THE CIRCULAR ECONOMY**

The circular economy, promoted by the European Commission, involves increasing the life span of products or reduce the use of hazardous materials or difficult to recycle "When last year the European Commission launched generic package called" circular economy ", this launch marked another important step in trying to implement the desire" Resource efficient Europe in terms of resources". Why we did get here? Because natural resources that underpin the functioning of the European and global economy and ensure life quality are becoming less.

Unlike economic model characterized by "take-make-consume and dispose", "the circular economy" seeks to preserve the value of the materials and energy used in products as much as possible, minimizing the waste and resources use. The transition towards a circular economy in Europe will promote competitiveness, contribute to economic growth, create jobs and protect our environment.

It can also provide consumers with innovative more sustainable products, help them to save money and improve their quality of life. The environmental, economic and social dimensions of circular economy will go hand in hand. By my opinion, three main principles should be applied for the eco-design of a product: a multi-steps approach must be developed, i.e. a "life cycle thinking" must be adopted, which means that the different steps of the life cycle must be described (FIG. 2).

Starting with the industrial revolution the waste has constantly grown. This is because our used economies have a "take-make-consume and dispose" pattern of growth - the linear model assumes that that resources are abundant, available and cheap to dispose of.

We must ensure that products are designed to be repaired, reused, reprocessed and then recycled. European Union encourages the transition towards a circular economy and spur

private investment in the field. According with my view, the pillars of sustainable development in circular economy are shown in the FIG.3.

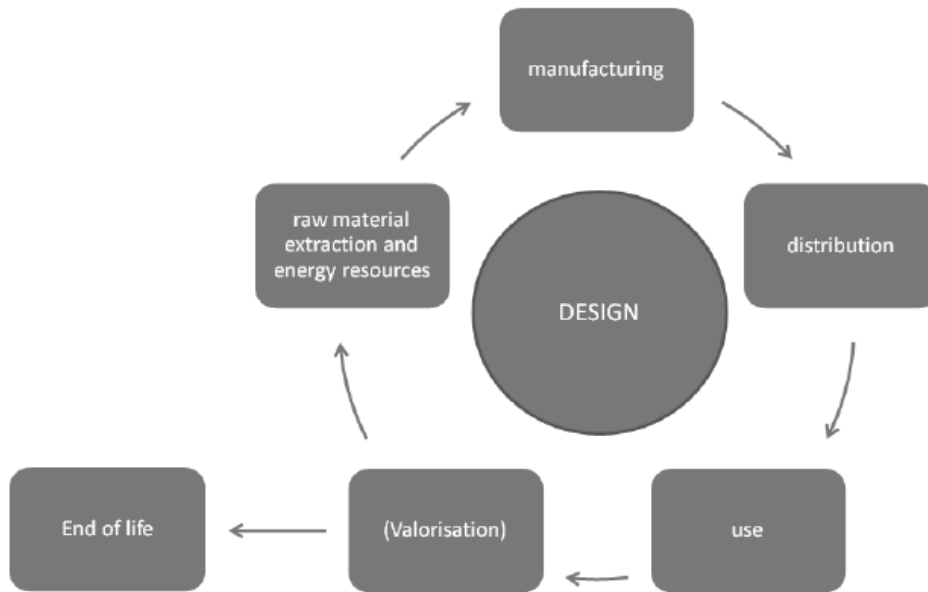


FIG. 2. Life Cycle Assessment for a design process[9],

With the market introduction of new technologies, some existing equipment to a certain extent becomes useless.

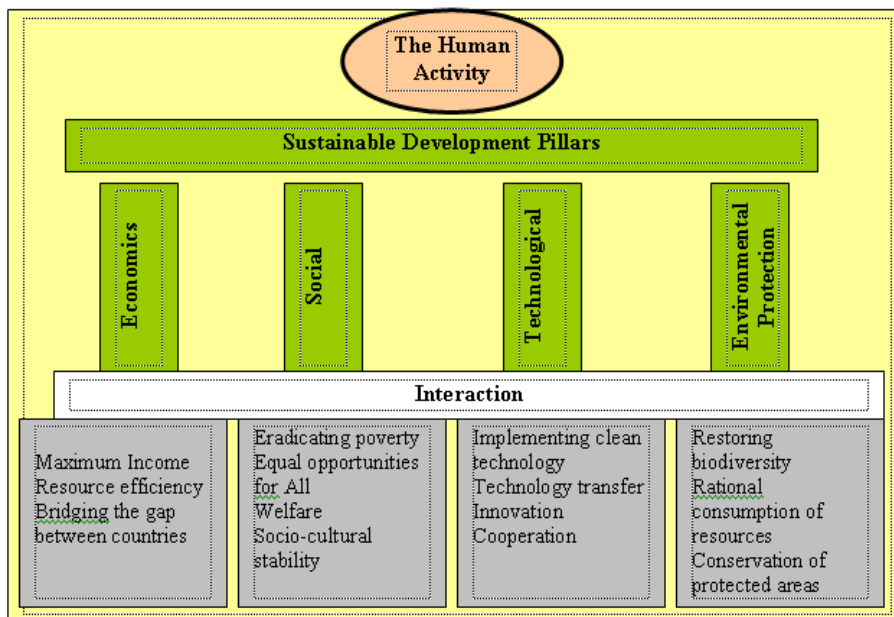


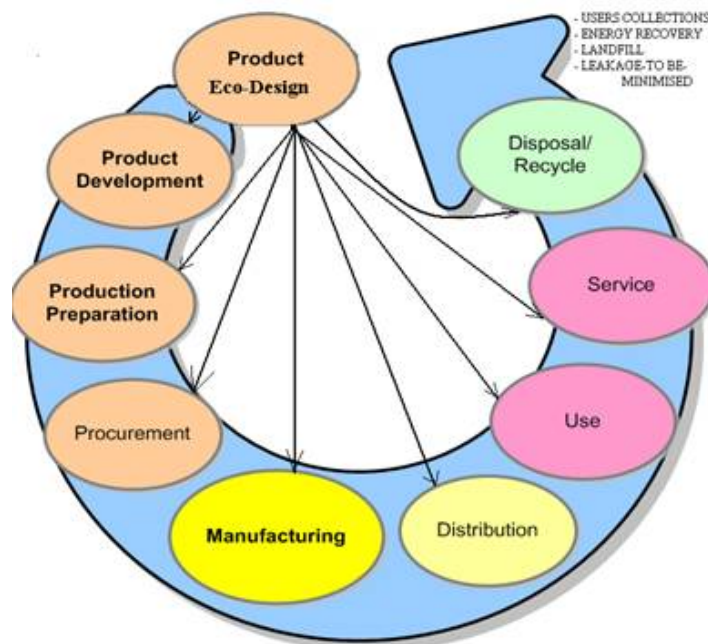
FIG.3 . The pillars of Sustainable Development in Circular Economy (realized by the author)

## 2. THE FUTURE AREAS OF CIRCULAR ECONOMY

In 2014, the Ellen MacArthur Foundation and the World Economic Forum released a report contending that over US\$1 trillion a year could be generated for the global economy by 2025 and 100,000 new jobs created within the next five years if companies focused on building circular supply chains to increase the rate of recycling, reuse and

remanufacture. Using the circular economy concepts, some companies will find new markets, moving from selling products towards services and develop business models based on leasing, sharing, repairing, upgrading or recycling products individual components. In this new approach it is estimated to result in numerous business opportunities for SMEs. The European Platform for resource efficiency [6] (EREP) identified several promising areas that may concern the companies, such as better information on the resources contained in a product and how it can be repaired and recycled, as well as new business models and principles for sustainable supply standards. In addition, "financial frameworks are needed to encourage new accounting and resource efficiency and circularity, no wasteful consumption." To help institutional investors to invest more in circular economy, it has been analyzed the potential bond market, including for smaller projects and SMEs.

According with I. L. Popa ,N. V. Popa, [8], eco-design is the integration of environmental aspects in the design phase, taking into account the whole product life cycle from procurement of raw materials to product disposal. The authors have realized *Eco-design of electronic products according with Circular Economy Principles during Life Cycle* (FIG. 4).



**FIG. 4.** Eco-design of electronic products according with Circular Economy Principles during Life Cycle [8]

## 5. CONCLUSIONS

Low dependence on imports of strategic resources can be an explicit goal of circular economy, but European production consumers systems depend on imports and cannot operate in isolation. It is essential to understand the environmental pressures that occur along the value chain (these pressures will be felt critically) and how that transition towards a circular economy can influence these pressures. Only then political efforts can be directed to resources and actors for the economic, social and environmental needs are greatest circular approach. The main categories of resources are relevant to the environment and human well-being are food, water, energy and materials (including chemicals), food systems, mobility and housing which creates pressures dominant.

Switching to circular economy is central to resource efficiency agenda, set by the Europe 2020 Strategy. The current linear economic model, in which we exploit, process, use and manufacture the resources, has no future. The circular economic model relies on reuse, repair, reprocessing and recycling of materials and products. The objective of such an economic model is to increase resource productivity and separating economic growth from resource consumption and environmental impact.

We have identified some solutions as following: applying existing legislation and effective implementation of fines stipulated by law for firms failure recovery target; defining the generator targets and immediate implementation of the legislation adopted to increase the storage fee; applying the principle of "pay as you throw"; rethinking public funding policies and interventions programs in an integrated environment.

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## ECO-RESOURCES MANAGEMENT AND THE CIRCULAR ECONOMY

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***Abstract:** Eco - Efficiency of resource use is to produce more value with fewer resources and change our consumption habits. This will limit the risk of shortages and maintain environmental impact in the planet's natural limits. It is a general principle that applies to all natural resources from food, timber and biodiversity to energy, metals, soil, water, minerals, air and earth. Increasing resource efficiency in Europe is a means by which the objectives of economic policy, social and environmental development can achieve easier, safer and more cost effectively.*

***Keywords:** eco-efficiency, eco-resources management, circular economy*

### 1. ECO-RESOURCES MANAGEMENT

Eco-management is a component of the general management system which includes organizational structure, planning activities, responsibilities, practices, procedures, processes and resources for developing, implementing, achieving, reviewing and maintaining environmental policies. Resources management must pursue performance indicators, which must be fixed targets such as: quality of management, innovation, the attitude and decisions of managers, technological performance, motivation, profitability and public accountability.

There are several characteristics that emphasize the importance of natural resource management. First, the world is moving towards a situation of absolute scarcity of certain resources and capacities, and this scarcity can become an indirect constraint, which involves both difficulties and opportunities in terms of identification of integrated solutions. Second, resources are increasingly interdependent. Be resolved deficiencies of coordination between policies on water, energy and land to avoid the negative impacts of these interlinked. Third, although there are markets for pricing on traditional resources ( labor and capital), markets for pricing land and water - and prerequisites for clear property rights and data on conditions resources - are often inadequate, especially in countries in the developing world; or, if atmospheric carbon storage capacity, they are lacking. As the world is moving towards an absolute rarity of some of these resources, the poor people are the first to feel the pressure on their livelihoods.

### 2. NATURAL RESOURCES AND CIRCULAR ECONOMY

World natural resources are subject to new pressures due to increasing world population and economic growth globally.

It is estimated an increase of energy and water demand with 40% and with 50% of food by 2030 compared to current levels. In an interconnected world, these demand

pressures are exacerbated when solutions to resource constraints in one area creates additional difficulties in another area. It needs a new vision on the consumption of resources through inclusive and sustainable economic growth. Current economic system encompasses too many market failures to record positive results at all levels. Growing problems of climate change illustrates this clearly as possible difficulty. To face the challenges and to seize opportunities is appropriate to combine public and private actions. Three types of actors must tackle the difficult issues of resource consumption in order to achieve inclusive and sustainable growth. The public sector establishes the legislative framework and national regulation and, uses public expenditure and take coordination and facilitation actions.

The private sector can respond by enhancing inclusive and sustainable nature of its business models and investments for sustainable results. European Union can support poorer countries through internal policies on production and consumption, as an important trade partner and investor and through contributions to a global governance, and promoting greater coherence of development policies. All great actors must consider the full range of options in terms of managing the pressures acting on natural resources using circular economy principles. Because of the magnitude and urgency, it is needed transforming actions by combining four pillars: demand paradigms influencing to reflect scarcity values (sustainable consumption and production by reducing waste and changing lifestyles); qualitative and quantitative increase of supply ( partnerships on renewable energy, soils, water storage through appropriate financing, regulatory action and dissemination of knowledge); increasing efficiency ( technology transfer, national innovation systems); enhancing resilience to shocks and benefits for the poorest (benefit-sharing, social protection, Corporate Social Responsibility, inclusive land policy).

The ideal circular economy environment is composed of green companies and natural environment. Not all companies can adapt to circular economy new requirements. Some declare themselves as part of the green industry, but in reality belong to this business model. Businesses are within circular economy environment if implemented specific circular economy practices and have outstanding results in preventing pollution and restoring the environment. Opportunities and challenges in scientific research in the field of circular economy have no limits.

Natural resources are often used globally in a way that is not sustainable, resulting in additional pressure on raw materials, environmental degradation and threats to ecosystems. This trend is likely to increase, causing changes in the global population and economic growth models. By preventing the loss of valuable material streams, it creates economic opportunities and competitive advantages on a sustainable basis. Linear economy, based solely on the extraction of resources is no longer a viable option. Using resources more efficiently will also bring new growth and job opportunities. With the transition to a circular economy, the manager focus moves to reuse, repair, refurbishment and recycling of materials and existing products.

All resources need to be managed more efficiently throughout their life cycle. A successful transition towards a circular economy requires action at all stages of the value chain: from extraction of raw materials to the design of materials and products, production, distribution and consumption of goods, systems repair, remanufacture and reuse until to waste and recycle management. Areas of interest in the industry from top global green are: wind, water, solar energy, fuel cells, efficient construction, pollution control, waste reduction, reduction of pesticides, green environment [1]

These areas, meaning investment in research and technology development and production of green products, are covering clean energy resources and control of the main polluting industries, investment in shares of listed companies and equipment investments

(fixed capital). The circular economy and environmental resources management is shown in the FIG.1.

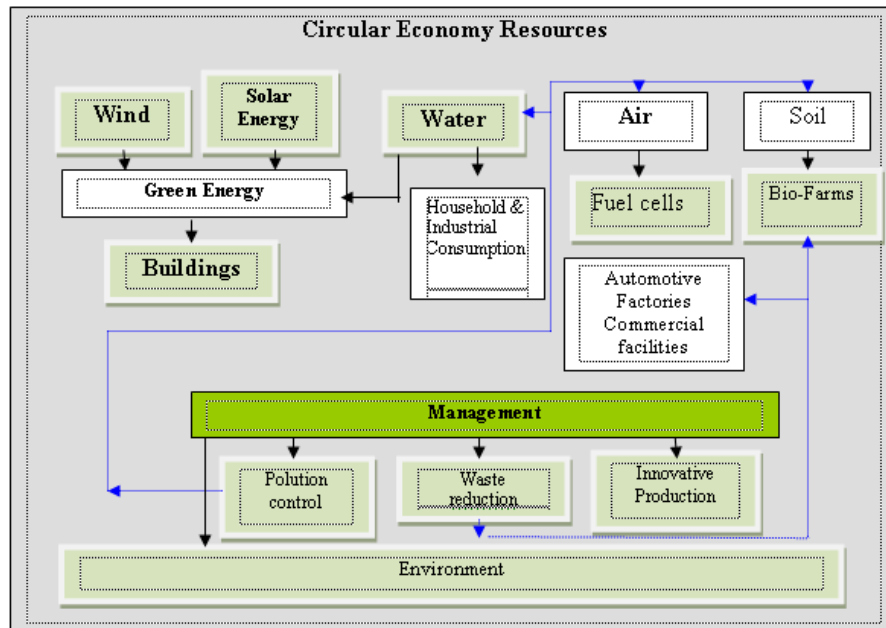


FIG.1 . Circular economy and environmental resources management (realized by the author)

### 3. ENVIRONMENTAL MANAGEMENT SYSTEMS (EMS)

Environmental Management System includes organizational structure, planning activities, responsibilities, practices, procedures, processes and resources for developing, implementing, achieving, reviewing and maintaining the environmental policy.

EMS objectives are defined by: improving environmental performance; compliance with relevant legislation; informing the public of the action taken in the field of environmental protection; Continuously circular economy environmental performance improvement of organizations is achieved through: the organizations development and implementation of circular economy environmental management systems; the systematic, objective and periodic performance evaluation of these systems; providing information on circular economy environmental performance and maintain a dialogue with the public and other interested outside organizations; the active involvement of employees in their appropriate, initial and advanced environment training.

The steps implementation of the Circular Economy Environmental Management System are: identifying and prioritizing environmental issues; the organization should consider the direct and indirect environmental aspects of activities, products and services; identification of environmental aspects of circular economy factors: water discharges, air emissions, noise, leaking into the soil and groundwater, waste, energy and water use, dangerous substances and preparations, etc, ; setting circular economy environmental objectives and targets; implementation of an environmental management system; - Identify the circular economy legal requirements and other requirements; determining and ranking the competencies levels of all general management responsibilities within the organization; training and awareness of employees (Environment, Safety, Firefighting); internal and external communication.

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The relationship between the environment and socio-economic activities within the circular economy can be presented synthetically by assessing the activities environmental socio-economic impact and is performed on two main directions:

- One, with mandatory character for economic agents, to obtain approvals, agreements, operating licenses in relation to relevant institutions for environment protection. In this situation, the environmental impact assessment forms are regulated by national and E.U. environmental legislation.
- Other, with a voluntary nature for economic agents, stimulated by certain potential advantages, is committed to improve environmental performance.

The benefits of implementing a circular economy environmental management system are the next: improved circular economy environmental performance through the organization; easy integration into a quality management system; legal safety due to systemic observation of national circular economy environmental legislation; increase employee's engagement, motivation and commitment; cost savings through a systemic and proactive thinking and action; increased consumer confidence, government agencies and insurers; participate actively in minimizing pollution scourge.

With the new standard of Environmental Management Systems (ISO 14001), organizations will find it easier to incorporate their environmental management system into the core business processes and get more involvement from senior management. Figure 2 shows how the clauses of the new high level structure could also be applied the Plan-Do-Check-Act cycle. The PDCA cycle can be applied to all processes and to the environmental management system as a whole.



**FIG.2 .** The PDCA cycle can be applied to process and to the environmental management system as a whole.[7]

Figure 3 shows an integrated risk assessment of multiple factors including social responsibility, energy efficiency, carbon footprint or water usage. This risk assessment can be integrated with the aspects and impacts of risk assessment conducted in ISO 14001.



**FIG.3 .** Integrated risk assessment methodology for EMS including Energy, Social Responsibility (SR) and Sustainability . [7]



#### 4. ECO-EFFICIENCY, ECO-SUSTAINABILITY AND ECO-DESIGN CONCEPTS

Eco-efficiency is generally defined as the delivery of competitively priced goods and services that satisfy human needs while progressively reducing environmental impact and resource intensity of goods and services throughout their life cycle (WBCSD, 2000).

Within circular economy, eco-efficiency concept aims to combine ecological and economic efficiency so that firms are able to save money in the production and supply of goods and services, while reducing environmental impacts and resource intensity throughout the life cycle a product.

According with Vasile N. Popa, and Luminita I. Popa [6] eco-efficiency is a new concept in environmental management, which integrates environmental considerations with economic analysis to improve products and technologies and is a strategic tool and it is one of the key factors of it sustainable development. Eco-efficiency analysis allows finding the most effective solution taking into account circular economy aspects and environmental compatibility of products/technologies. The circular economy environmental impact should be as low as possible while the economic performance should be as high as possible. Eco-efficiency means reducing, slowing and delaying consumption of resources and generation of waste for a given output.

According with Vasile N. Popa, and Luminita I. Popa [6], eco-sustainability of electronics systems is an integration factor of eco-supportability, eco-maintainability, eco-reliability and eco-availability. By their opinion eco-sustainability of electronic products is a combined approach to balance environment with their sustainability. They have represented the role of eco-sustainability of electronics systems as an integration factor of eco-supportability, eco-maintainability, eco-reliability and eco-availability in the figure 4, below.

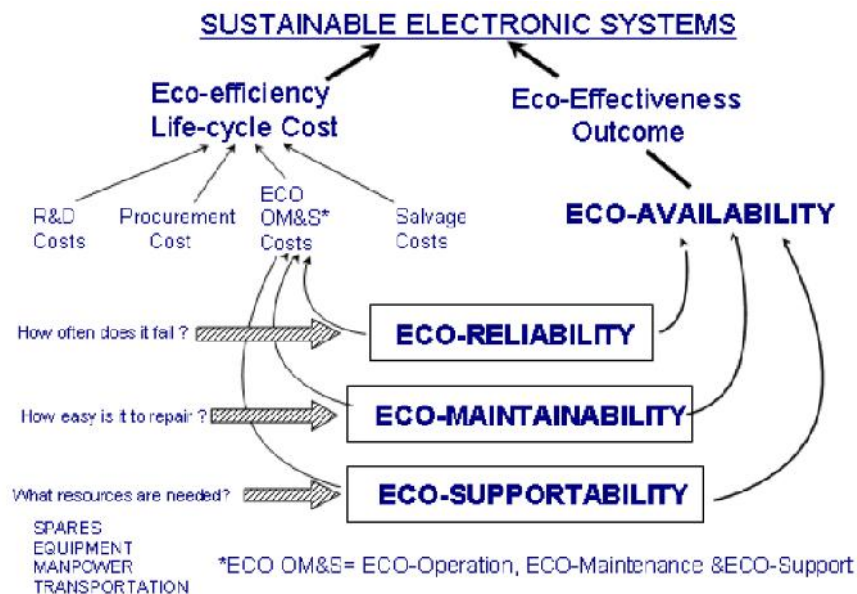


FIG.4 . Eco-sustainability of electronic systems[7]

#### 5. CONCLUSIONS

There are five golden rules for maximizing economic growth while reducing pressure on resources reserves:

1. Saving: we must seize opportunities to save resources whenever possible - some EU

## MANAGEMENT

economies are 16 times more effective than others;

2. Recycling: it is necessary to increase the level of recycling materials and reusing elements in the composition of products.
3. Substitution: we need to replace some key resources with alternatives that offer greater efficiency and which have a lower impact on the environment throughout their life cycle.
4. Reduction: it is necessary to change the way we meet people's needs, through new business models or goods and services that require an intake of less resources.
5. Evaluation: policy makers need to find ways to get properly consider the proper amount of natural resources in decision-making, thereby facilitating better management of natural resources reserves.

Learning to evaluate ecosystem services and natural resources and their right to determine the price, we will reduce pressure on the environment. Today, the companies within EU countries, as those who have business relationship or partnership with such organizations, are doing serious efforts to implement these eco- resources management systems by introducing these tools in new areas of activity and groups of products and services according with circular economy principles. It is necessary to use the earth's limited resources in a more sustainable way. Our society is based on metals, minerals, fuels, water, timber, fertile soil and clean air, which is equally vital to maintaining the functioning of our economy. We are using these limited resources much faster than they can recover, and if we do not change the approach, significant shortage may occur.

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## THE ECOLOGICAL DIMENSION OF SUSTAINABLE DEVELOPMENT

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**Abstract:** *The concept of sustainable development means all forms and methods of socio-economic development, whose foundation is the first to ensure a balance between the socio-economic systems and elements of natural capital. Sustainability starts from the idea that human activities are dependent on the environment and resources. Health, safety, social and economic stability of society are essential in defining the quality of life. A long time to prioritize growth, excluding environmental problems. Serious forms of manifestation of environmental damage imposed the change of this view.*

**Keywords:** *sustainable development, environment, eco-economy*

### 1. INTRODUCTION

By the early '70s, economic development was seen as a phenomenon of continuous GDP growth, both in the overall economy and per capita (economic development is considered in most cases, only a phenomenon of growth) phenomenon the beneficial effects of population by creating new jobs and by increasing the supply of goods and services.[1] That approach, based primarily on an extensive development largely overshadowed intensive development factors and do not take into account social problems: poverty, unemployment, unequal distribution of income. These social problems have led international organizations to accord a high human issues related to population growth, the impact of industrialization on the environment and quality of life effects of pollution, depletion of natural resources and food issue.

So it concluded that sustainable development has many dimensions, it is not only green issues. And the three dimensions of sustainable development - economic, social and environmental - are interconnected. Therefore, sustainable development and dimensions must be addressed in a concrete view, realistic and complex.

### 2. SUSTAINABLE DEVELOPMENT – DEVELOPMENT MODEL FOR FUTURE GENERATIONS

Although initially sustainable development was meant to be a solution to the ecological crisis caused by intense industrial exploitation of resources and the continuous degradation of the environment and seek primarily the preservation of environmental quality, now the concept has spread to the quality of life in its complexity, and in terms economically and socially. It is now the object of sustainable development and concern for justice and equity between countries, not only between generations.

## MANAGEMENT

The concept of sustainable development has experienced over 60 definitions. At one extreme are the supporters of "deep ecology", which gives a value of nature, independent of human needs and advocates absolute protectionism leading to a steady state economy. Opposite lies "ecocentrism" who consider that it is always possible to substitute natural and produced capital assets, as such, there were no real environmental constraints; for them the nature has only an instrumental value and technical progress will always offer solutions to repair the damage before they become too important. Between the two diametrically opposing ranks debate main between those who believe that natural resources and environmental services are a specific form of capital, thereby creating a strong substitutability between natural capital and capital items and those who refuse this, less for a number of natural assets whose stock must thus kept constant (or above a critical level). Beyond the differences that characterize these views on sustainable development, the common idea refers to binding sustainability of some capacity to provide certain constants on the duration, even if discussions on the specificity of what must remain constant and National Development Strategy Durable.[2]

Sustainable development deals with the concept of quality of life in complexity, economically, socially and environmentally, promoting the idea of balance between economic development, social equity, efficiency and environmental conservation. The key element of sustainable development is reconciliation between the development and the environment, promoting the integrated development and decision-making, both globally and regionally, nationally or locally. Also, sustainable development depends on the fair distribution of costs and benefits between generations and developing nations.

The essential characteristics of sustainability are:[3]

a) equity, which implies a fair distribution of costs and benefits of development, both between rich and among generations and nations;

b) long-term approach, which involves taking into account the needs of future generations of design scenarios and equitable development, which upon in the planet's limited natural resources;

c) systemic thinking involves understanding the complex interactions between subsystems planet, the effects spread from local to global, and interrelationships between the environment, economy, technology and society.

Sustainable development aims to eliminate disparities in access to resources, both for poor communities often marginalized, and for future generations, trying as much as possible, to ensure every nation the opportunity to develop according to their own social and cultural values, without denying other states or future generations that right.

### **3. SIZE OF ENVIRONMENTALLY SUSTAINABLE DEVELOPMENT**

Environmental concept definitions and meanings are still very varied.

Environment means all the conditions of the Earth and natural elements: air, water, soil and subsoil, all layers of the atmosphere, all organic and inorganic materials and living beings, natural systems interact, material and spiritual values. The environment consists of three subsystems: biotic, abiotic and human.[4]

The environment is all natural and anthropogenic elements, events and energies that are in constant action and that contribute to maintaining the ecological balance of the planet. Elements of human action is due to anthropogenic effects on topography, vegetation.[5]

The environment is represented by a combination of living and non-living factors that are not influenced in a significant way to human beings. Most often the term is used to

describe an ecological complex consists of biotic factors (plants, animals, microorganisms) and abiotic factors (minerals, rocks or magma, water, atmosphere).[6]

Environmental legislation defines the legal dimension of the term "environment" in the following aspects:

- ❖ total environment as a resource and natural biosphere and lithosphere processes, as well as a system of natural resources;

- ❖ total environment as a resource to be protected against pollution or degradation, which is composed of the following elements: water, air, soil, subsoil, flora, fauna, natural energy sources and floor space;

- ❖ total environment as a resource for human needs.[7]

The relationship between the environment and sustainable development is based on the following:[8]

- ❖ increase sustainable development can be ensured by the scientific understanding of ecosystem functioning and a profound change of mentality at the social level, making it possible to apply the philosophy of sustainable development;

- ❖ promote sustainable development can be based on equal opportunities in public and private sector, both engaged in ensuring efficiency in the relationship between the environment and sustainable development;

- ❖ solutions for future requirements imposed by the relationship between the environment and sustainable development can be useful and effective by using the general theory of systems analysis and action and involvement in subsystems economic, social, environmental, technological;

- ❖ systemic-cybernetic approaches and may multifunctional helps to explain both the ecological and geographical sense functionality processes and technical-economical and influence, effectiveness interrelationship between environment and sustainable development.

Regarding the ecological balance and sustainable development, currently the strategy for environmental protection policies, detaches two fundamental guidelines:[9]

a) anticipatory strategy - was done progressively, by using different methods:

- forecasting of sustainable development and technical progress in those sectors that may influence the quality of the environment and changes in the consumption of natural resources and waste production;
- ways of expanding the use of the "polluter pays" and determining prices of resources;
- studies of environmental impact in the design and planning of development projects;
- ways of expanding the production and use of chemical control.

b) integration strategy:

- it is closely related to anticipatory strategy and frequently complement this;
- intensifies use plan, after 1985 when the OECD countries began to pay greater importance to integration, which can manifest itself in two forms:
  - in the formulation of environmental policy goals;
  - to refine the means of achieving the objectives on the one hand, within the environment and, on the other hand, the environment and other sectors of sustainable development.

Currently, environmentalists are beginning to take an increasingly important role in economic decision-making process. This is because they bring to the whole system, a package of environmental practices aimed at enhancing socio-economic development and long-term perspective that emphasizes prevention. Environmentalists increasingly involve more development projects, coming up with solutions to protect air and water quality,

conservation of natural resources and fostering economic development for achieving effective environmental management.

By its nature, the relationship between the environment and sustainable development determines minimize the adverse effects of human activities on the environment. Therefore, to ensure compatibility between the environment and sustainable development, sustainable development management should encourage sustainable ecological point (eco-development).

Term eco-development should safeguard the biosphere, i.e. biodiversity and the normal course of events and bio-geo-chemical cycles.[10]

Term eco-development appears as a new strategy of development of the economy in general. She is able to provide improved quality of life and protecting the environment, while maintaining an increased pace of sustainable development. At the same time, term eco-development, the compatibility between the environment, the greening of production and the technologies employed, can lead to prevent damage to the environment.

Term eco-development is based on three fundamental ecological principles:[11]

a) human economic activity is a subsystem operating within a larger but finite - ecosystem. Clutter in the ecosystem (e.g., resource depletion and pollution) interfere, ultimately, life support systems, which are based economy;

b) as human activity expands and the population is growing, they are used increasing amounts of natural resources, which generate a growing volume of waste, risking exceeding the tolerance limits of ecosystems;

c) in some cases produce environmental changes impact the development of long-term or irreversible.

Now that environmentalists are increasingly involved in the development, has formed a sense of development, which aims to:

- the integration of environmental issues into economic and sectorial development policies;
- the design of preventive strategies and looking for development projects;
- highlighting the positive impact of environmental policies on development.

#### 4. CONCLUSIONS

❑ Sustainable development has many dimensions, interconnected: economic, social and environmental. Therefore, sustainable development and dimensions must be addressed in a concrete view, realistic and complex.

❑ Sustainable development promotes the idea of balance between economic development, social equity, efficiency and environmental conservation.

❑ Environmentalists are beginning to take an increasingly important economic decision-making process as they bring a package of environmental practices aimed at enhancing socio-economic development and long-term perspective that emphasizes prevention.

❑ To ensure compatibility between the environment and sustainable development, sustainable development management should encourage sustainable ecological point (eco-development).

❑ Eco-development is able to provide improved quality of life and protecting the environment, while maintaining an increased pace of sustainable development.

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## PSYCHOLOGICAL OPERATIONS

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***Abstract:** The paper has the purpose of shading some light upon what is a very interesting concept, yet still not a common one, that being the concept of „Psychological Operations”.*

*The first part is about defining the concept, because in order for us to be able to further understand it, theoretical aspects are imperative to be understood.*

*The second section of the text is about the types of missions and methods used in order to achieve expected results. Additionally, it is exploring the importance of logistic support.*

*In the last part we have two examples. The psychological operations initiated by America during the war in Korea in 1950, and operation “Just Cause” from Panama, in 1989. These two examples perfectly demonstrate the critical importance of extensive planning. In this domain superiority will be gained by the one who is best prepared.*

**Keywords:** *Interests, influence, feelings, morale, behaviour, domination.*

### 1. THE CONCEPT OF “PSYCHOLOGICAL OPERATIONS”

Everybody knows about the visible part of a conflict, the physical one, but actually it has two parts, the physical and the psychological one. The psychological operations are those types of operations of which purpose is to affect the psychological side of the conflict. Those are planned operations to convey selected information and indicators to foreign audience, in order to influence the emotions, motives, objective reasoning, and in the end, their behaviour.

*“The supreme art of war is to subdue the enemy without fighting” [1]*

By influencing the enemy personnel’s behaviour, we can reduce their combat efficiency, and lower their moral. In such circumstances aggressive actions can be discouraged until the point when the enemy will surrender. There are three categories of military psychological operations, strategic, operational and tactical operations.

#### 1.1. Military psychological operations

Military psychological operations are classified as follows according to their importance or magnitude.

##### 1.1.2. Strategic psychological operations

Strategic psychological operations are international information activities conducted in order to influence foreign attitudes, perceptions and behaviour in favour of our forces, or country’s interests during peacetime and during conflict. These activities predominantly take place outside the military arena, and support initiatives such as international counterdrug mass-media programs. This type of operations can be used to influence the world-wide perception when it comes for a specific subject. This operations can be used with no negative outcomes in time of peace.

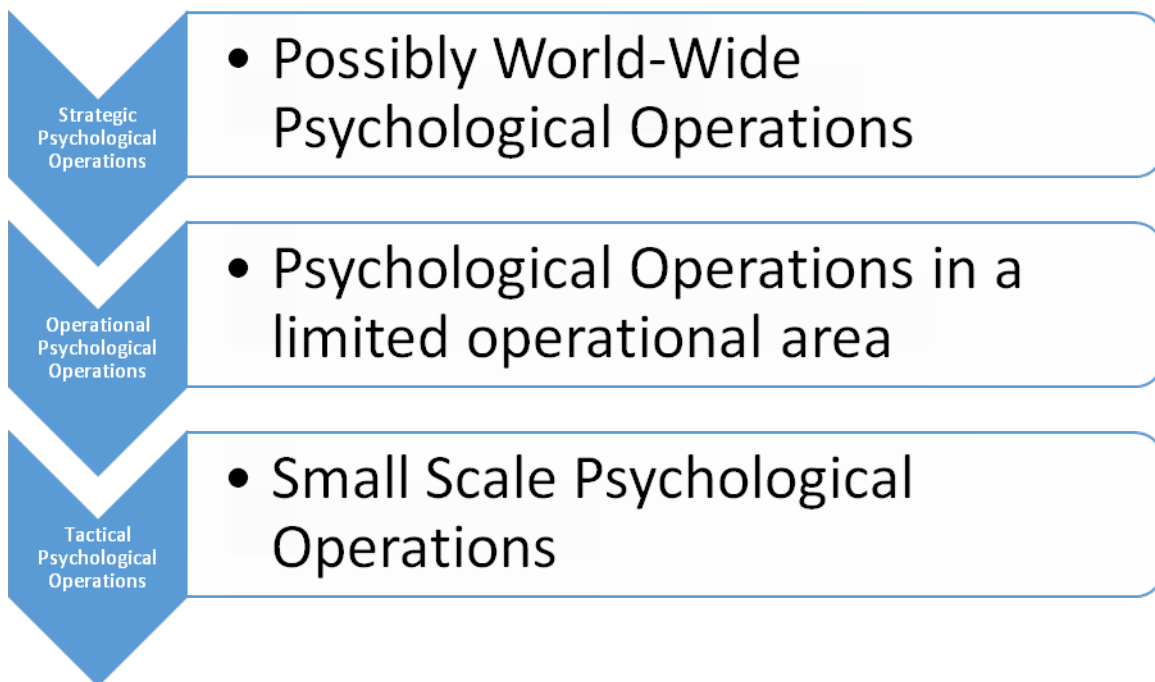
**1.1.3. Operational psychological operations**

Operational psychological operations are conducted across the range of military operations, including during peacetime, in a defined operational area, with the same thing in mind, to promote our interests, and to persuade foreign personnel to submit to our will.

**1.1.4. Tactical psychological operations**

Tactical psychological operations are being conducted in an assigned area, and has the purpose of supporting tactical missions against opposing forces.

All military operations must be planned having in mind these two components, the physical and the psychological one.



Types of psychological operations

In order to be able to influence the perception of others psychological operations are being carried by the usage of mass-media (newspapers, television broadcasts, radio broadcasts, internet), and other ways, as seen fit. When it comes for mass-media, those planning the operations must take in to consideration a whole range of factors. The best way to influence others is to make them think that whatever new idea they have, it is one of theirs. If you succeed, then you have already won the fight, even before it starts.

The first factor, and a very important one is to use, as much as possible the types of media that are compatible with the way foreign populations are accustomed to receiving information. For that outcome there are a few problems that must be studied. Those problems are the type of language, journalistic style, theatre, art, music, visual cues, and media format.

Once these problems are solved then there comes the problem of large scale dissemination. Those attending to this problem will attempt to leverage as many different media as possible to ensure access to all target personnel.

In case of an open conflict, military forces conducting these operations, understand they usually are handling, and to a large extent, controlling, the lives of people who are demoralized, desperate, apprehensive, and distrustful. These emotions can create a volatile atmosphere that is dangerous to the military forces. The psychological operations are conducted in such way that they will have the function of dispelling rumours, create

dialogue, and pacify or indoctrinate designated targets in order to minimize violence, facilitate efficient camp operations, and ensure safe and humanitarian conditions persist.

“If we do go to war, psychological operations are going to be absolutely a critical, critical part of any campaign that we must get involved in.” [2]

## **2. TYPES OF MISSIONS**

The specific missions come as related to the theoretical aspects of the psychological operations, and are specific to their scale and complexity level.

The most complex mission types are those that are at the highest level, strategic operations, because the amount of workhours, manpower and other type of resources is very high. Their effectiveness, if the job is done well is one of the greatest. Like this entire countries can, at least at theoretical level, be indoctrinated in such way that a military intervention in the area, would no longer be necessary. One of the most important resources in this case is time. The bigger the cultural differences between the two countries, the greater is the amount of time required. There is no possibility to reduce the time consumption, because of the fact that, the indoctrination must seem to occur naturally. If things are to be in some way forced, the whole operation will fail and more than that, it will have the opposite effect.

Even if the strategic psychological operations succeed sometimes military presence and classic confrontation, are necessary.

When it comes for influencing such great amount of people attention must be given to each of the fallowing activities, as being so closely related, or intricately involved, in audience impact, civic action, civil affairs, community relations, public information, intelligence, troop behaviour, populace and resources control. At this level, the operations are being sustained by agencies and organizations that must act as pieces of a bigger puzzle in order to ensure the necessary logistic support that is of great importance.

Given all those above we can say that at this level the most important objectives are to prepare the target country's population for the introduction of foreign military forces, to minimize civilian interference with military operations, to capitalize on opponent's defeats, to counter the enemy propaganda and to encourage disaffection of opponent's forces and population.

The next type of psychological operations are those at the operational level, and are operations that, as theory says, are conducted in a defined operational area, with the purpose of supporting military operations in that area. The logistic support can at this level be assured by the navy or by the air force. Broadcast platforms can be installed on airplanes or on ships. The most important objectives, at this level are, to lower the opponent's morale and combat efficiency, to increase the psychological impact of lethal weapons, to support deception operations, to facilitate the occupation of opponent's areas by delivering ultimatums and giving rallying point locations or directions for the cessation of hostilities, to support strategic operations by furnishing timely information on local vulnerabilities that might be used in strategic plans and operations, to give information and directions to friendly forces that are operating in the area, to give direct, specific support to commanders on short notice and to build a favorable image of friendly forces.

The last type of operations, those at tactical level request the least amount of effort and resources and have objectives as to promote a favorable image of allied and friendly forces, to promote the support of key communicators, to enlist the cooperation of the population in restoring order, to reduce support for saboteurs and to promote rebuilding and reorganization of a functional system of government.

### 3. PSYCHOLOGICAL OPERATIONS DURING THE WAR IN KOREA

The war in Korea, was a war that caught America and its allies unprepared, because CIA did not believe that North Korea will attack the South Korea or that China will support North Korea.

“While North Korea could take control of parts of the South, it probably does not have the capability to destroy the South Korean government without Soviet or Chinese assistance...” [3].

“There is little Chance of a large-scale Chinese intervention.”[4].

The next day 30,000 Chinese troops entered North Korea. Under these circumstances psychological operations had to be initiated as fast as possible. Psychological operations were used by both sides.

Propaganda was used extensively by both sides during the Korean conflict. Aircraft and artillery delivered United Nations leaflets. B-29 bombers dropped strategic propaganda deep behind enemy lines. Front-line tactical propaganda was dropped by light bombers and spotter aircraft, or fired from 105mm howitzers. More than 20 million leaflets a week were prepared and disseminated by United Nations Forces at the height of the conflict. When the conflict evolved toward its final days loudspeakers were also used in addition to leaflets. The messages used were informing the hostile troops that they would be treated in a godly manner if they surrendered and that it is useless to die for an unjust cause.

“Cease resistance! Come over to the United Nations side. Do not die for nothing! Your safety is absolutely guaranteed! The United Nations will give you good treatment.”[5]

In the end the communist invasion was stopped, this being one of those occasions where even if psychological operations were efficient, a very important military force was also necessary.

### 4. OPERATION “JUST CAUSE”

This operation began on December 20, 1989. Its purpose was to defend a building complex from where the civilian personnel could not be totally evacuated. Therefore the situation had to be solved, if possible, without a fight that would have endangered the lives of civilians.

During the following night the troops got in to position, and using loudspeakers, the enemy troops were warned that any resistance would be useless, facing the strength of the opposition. As demonstration, multiple categories of weapons were used, even 105 howitzers. These actions made the enemy to surrender the next day without firing a single shot.

General Noriega, the enemy leader, fled into a Vatican embassy, the problem being the fact that the military could not assault the embassy. The problem had to be solved without violence, and still in a favorable manner. During the next day, the embassy was surrendered by loudspeakers that played rock music at a deafening level. The effect was that the general, and the staff inside could not withstand the psychological pressure so the general surrendered in a very short amount of time.

### CONCLUSIONS

All the theoretical aspects presented in the first part of this paper are of the utmost importance as the two conflicts presented showed us.

If psychological operations are well prepared and executed they can win battles without firing a single shot, and by doing that, they achieve their maximum potential, but if they are not well prepared, and the involved services make mistakes, then, like it happened in Korea, the psychological operations will not be able to play a major role and the military confrontation will be longer and will cause more casualties on both sides.

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## CURRENT STATE OF INVESTIGATIONS REGARDING THE QUALITY AND RISK MANAGEMENT OF SPECIFIC INTELLECTUAL PROPERTY RISKS

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**Abstract:** *The paper delineates a research regarding the current state of quality and specific IP risk management at a national and international level. The research starts with a study that demarcates the main specific IP risk categories followed by an analysis of the national and international intellectual property legislation.*

*Statistical data regarding the current national and international state of IP was centralized by using OSIM and WIPO databases followed by an interpretation of charts that contain data regarding applications for trademarks, patent acts, industrial drawings, utility models etc.*

**Keywords:** *quality, risk, intellectual property, management, legislation, evolution.*

### 1. INTRODUCTION

From a general perspective, **quality** fulfills all the characteristics that a product must have based on the client’s initial requests.

J.M. Juran has defined a qualitative product as “appropriate for usage” and the quality as “a moving target”.

**Quality management** – objective of **ISO 9001:2015** standards – is based on numerous advantages that define the whole quality management system (QMS), namely: expedience growth by improving processes; significant cost reduction; competitiveness growth; quality, services, costs and technology improvements; improved efficiency due to optimized processes; acceptance on contractor lists (organizations request that their partners should be ISO 9001:2015 certified); improving client and employee satisfaction; reducing the number of internal audits and reducing the number of non-compliances and also motivating employees.

**Risk management** is a main component of every organization’s strategic management, ensuring an efficient administration of potential possibilities and of the impact generated by different risk categories. [6, 7].

In order to understand the notion of “risk”, the “**incertitude**” term must be initially analyzed, a term that expresses the **future’s uncertainty**. [2]

**Uncertainty** can become a possible **risk source**, when there is an incomplete awareness or when there are incompatible sources. Most economical agents consider necessary the measurement risk methods realized with the help of the **probability theory**. We want to mention the fact that probability and risk are two different concepts. Probability [6, 7], represents the measure in which the production of an event in well-

established conditions is possible. As such, for each event there exists an apparition probability.

According to some previous studies [6, 7], in **intellectual property, important category risks** can be **identified**:

1. Conception/creation risks;
2. Production risks;
3. Marketing risks;
4. Administration risks;
5. Social risks.

Respecting the standards and quality and risk management principles can lead to performances and excellency while ignoring the specific intellectual property risks means assuming a risk that can lead to significant losses and even the company's bankruptcy.

## 2. THE DELIMITATION OF RISK CATEGORIES

Risk is associated with the apparition probability of unwanted events. „The more unwanted the consequences are, the more risky the decision is.” [6, 7]

Two main risk categories are defined:

„**Pure risks**: are the consequence of some accidental events that can't be foreseen. They are defined as the probability of capital loss without the possibility of its retrieval.” [6, 7].

„**Speculative risks** are connected with the decisions that are taken by a company and encompass events with a high probability of apparition, largely depending on profit and the medium in which they act.” [6, 7]

In comparison with the previous risks, and seen from an accidental point of view, „**the intellectual property risk can't be a pure risk** as a capital loss probability without the possibility of its retrieval because it doesn't appear as a consequence of some accidental events but as a result of certain events: breach of rights.” [5]

From a mathematical point of view, the probability that the breach of intellectual property risk becomes real is of 50%. It actually represents the decision of the harmed part to start or not a right retrieval process: [6, 7]

$$P_{\text{risk}}(\text{the risk that the intellectual property breach becomes real})= 0,5 \quad (1)$$

From another, more realistic point of view, the factors that can influence the actions against right breaches can be divided as follows (Fig. 1) [6, 7]:

### a) internal company factors:

1. The existence of a performant quality management.
2. The existence of a performant intellectual property management:
  - knowing the protection legislation;
  - knowing the active preventive forms;
  - knowing the legislation regarding the action against counterfeit, piracy activities and disloyal competition.
3. Understanding the concept of marketing risk.
4. Forming a correct employee attitude regarding colleague's rights and the company's rights.
5. Forming a correct company attitude towards employee's rights.

### b) external company factors:

1. A weak or inefficient customs control with regard to intellectual property rights in the customs activity both at import and export. [18, 20]



2. Contradictory legislation regarding the intellectual property rights. [19]
3. On purpose breach of intellectual property rights by physical or juridical external entities in or outside the country, on the relevant market.
4. An incorrect settlement by official instances of intellectual property right processes.



FIG. 1. The text “FIG. 1.”, Factors that can influence the actions against intellectual property rights breach. [12]

### 3. NATIONAL AND INTERNATIONAL LEGISLATION REGARDING THE QUALITY AND INTELLECTUAL PROPERTY RISKS MANAGEMENT

#### 3.1 National legislation regarding the quality and intellectual property risks management

Generally speaking, the normative acts that mention risks are usually defining the methodologies for establishing purposes, objectives, responsibilities as well as elements and steps that have to be followed in order to elaborate analysis and risk coverage plans.

The risk analysis must allow the knowledge of all production / manifestation mechanisms and conditions, their possible effects and how they are realized on risk types based on data and statistic evidences as well as other available documents – studies, prognosis etc. The elements that are taking into consideration are [6, 7]:

- natural risks;
- technological risks;

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- biological risks;
- fire risks;
- social risks;
- other types of risks.

We must remark that even here, the technological and social risks are considered as having a capital importance.

We will continue by enumerating **the main laws regarding intellectual property in Romania**, namely:

1. Law number 8/1996, Author's right law, Updated in 2014.
2. ACTA in Romanian.
3. 2010 regulation for applying Law number 84/1998 regarding trademarks and geographic indications.
4. Law number 84/1998, Republished in 2010, regarding trademarks and geographic indications.
5. Law number 66/2010 for modifying and the completion of Law number 84/1998 regarding trademarks and geographic indications.
6. OSIM Decision number 10/2010 regarding the transmission of documents emitted by National Register Service.
7. Law number 109/2005 (Republished in 2009), regarding the institution of the allowance for the activity of freelance artists from Romania.
8. Decision number 69/2009 regarding the constitution of a Commission for negotiating the Methodology regarding the remunerations representing patrimonial author rights for the production of musical creations on audiovisual recordings.
9. Law number 451/2004, regarding temporal trademarks.
10. OSIM 3/2008 Decree, for the approval of Instructions regarding the Envelope with idea service.
11. Law number 8/1996, regarding author rights and connected rights.
12. Decision number 547/2008 for the approval of the Regulation for the appliance of Law number 64/1991 regarding inventions brevets. Published in the Official Monitor, Part I number 456 from 18/06/2008.
13. Decision number 112/2008 for the approval of Instructions regarding the submission of invention patents through electronic means.

Regarding the specialty Romanian legislation [4], for example, the notion of counterfeit has sustained content changes in the last 10 years. However, dictionaries even the specialty one, explain the notion in vague terms. There is not a clear delimitation between the concepts of piracy, counterfeit and false. Furthermore, the majority of sources are connecting the three notions only with the "trademark" intangible. The consequence is represented by a limitation of the action of tracking this infraction. [6, 7]

### **3.2 International legislation regarding the quality and intellectual property risks management**

The main agreements and multilateral treaties that Romania is part of in the area of invention patents, model drawings, utility models, factory or commerce trademarks, service trademarks, commercial name, origin names as well as the suppression of disloyal competition are listed down below:

A) PARIS CONVENTION for the protection of industrial property from 20 March 1883 revised at Brussels on 14 December 1900, at Washington on 2 June 1911, at Hague on 6 November 1925, at London on 2 June 1934, and at Stockholm on 14 July 1967 and modified on 2 October 1979.

**B)** STRASBOURG ARRANGEMENT REGARDING THE international CLASSIFICATION of PATENTS from 24 March 1971.

**C)** Worldwide Intellectual Property Organization Constitution convention, 1967.

**D)** DECREE number 81 from 2 March 1979 for the ratification of the Cooperation Treaty in the patent domain adopted at the Diplomatic Conference from Washington from 19 June 1970, issued by R.S.R State Council and published in the Official Bulletin number 22 from 8 March 1979.

**E)** LAW number 75 from 3 May 1999 for the adhesion of Romania to the Budapest Treaty regarding the international acknowledgement of microorganism deposit in the patent procedure, signed at 28 April 1977 and modified on 26 September 1980, published in M.Of. number 210 from 13 May 1999.

**F)** CONVENTION from 5 October 1973 regarding the emission of European patents, M.Of. number 844 from 22 November 2002.

**G)** REVISION ACT from 29 November 2000 for the Convention regarding the emission of European patents (European Patent Convention) from 5 October 1973, revised on 17 December 1991\*), M.Of. number 844 from 22 November 2002.

**H)** EUROPEAN AGREEMENT from 1 February 1993 establishing an association between Romania, European Communities and their state members, M.Of. number 73 from 12 April 1993.

**I)** AGREEMENT from 10 December 1992 between Europe Association Free Exchange states and Romania, M.Of. number 75 from 16 April 1993.

**J)** AGREEMENT from 12 April 1997 regarding the adhesion of Romania to the Central European Free Commerce Agreement, M.Of. number 108 from 30 May 1997.

**K)** MARRAKECH AGREEMENT from 15 April 1994 regarding the creation of the Worldwide Commerce Organization, M.Of. number 360 from 27 December 1994.

**L)** MADRID ARRANGEMENT regarding the international trademark registration from 14 April 1891, revised at Bruxelles on 14 December 1900, at Washington on 2 June 1911, at Hague on 6 November 1925, at London on 2 June 1934, at Nice on 15 June 1957 and at Stockholm on 14 July 1967, B. Of. Number 1 from 6 January 1969.

**M)** LAW number 5 from 8 January 1998 for the ratification of the Protocol regarding the Madrid Arrangement regarding the international trademark registration, adopted at Madrid on 27 June, M.Of. number 11 from 15 January 1998.

**N)** NICE ARRANGEMENT regarding the international classification of products and services for trademark registration from 15 June 1957, revised at Stockholm on 14 July 1967 and at Geneva on 13 May 1977 and modified on 2 October 1979.

**O)** WIEN ARRANGEMENT that established the international classification of trademark figurative elements, realized at Wien on 12 June 1973 and modified on 1 October 1985.

**P)** LAW number 44 from 28 April 1992, for the adhesion of Romania to the Hague Arrangement regarding the international industrial drawings and models deposit, from din 6.11.1925, with ulterior changes and completions, M.Of. number 95 from 15 may 1992.

**Q)** LOCARNO ARRANGEMENT regarding the international classification of industrial drawings and models, signed on 8 October 1968 and revised on 28 September 1979.

**R)** Treaty regarding the intellectual property of integrated circuits, signed at Washington D.C. on 26 May 1989.

**S)** Economical European Communities Council Directive number 87/54/CEE from 16 December 1986, regarding the juridical protection of semiconducting products topography.

## 4. THE INFLUENCE OF GLOBALIZATION OF INTELLECTUAL PROPERTY

### 4.1 Intellectual property at a global level

Taking into consideration the economic development encountered by many states in the 1990's we have identified political changes that were generated by creating knowledge and using new management practices and also technological changes caused by new technologies. The enforcement of connections between commercial law and intellectual property policies is included amongst the consequences of the new global commerce model from the beginning of the 1990's when many countries have started to use commercial measures in order to reduce the piracy from the worldwide intellectual property domain. [3]

This aspect has led to the inclusion of the TRIPS Agreement in multilateral commercial negotiations within Uruguay Round. This agreement established which are the main global standards regarding intellectual property [9, 10, 11], that were to be imposed both in developed countries as well as developing countries. They also included measures for ensuring the abidance of customs laws and rights. The development of new technologies has led to the adoption and critique of dominant intellectual property regimes. "This fact has represented a complex technological revolution that infiltrated many domains such as technology information and communication, biomedical research and new medicine development, digital technology, high performance materials, artificial intelligence and virtual marketing in the cybernetic space. The adaptation of IP protection to biotechnology and especially the protection of Intellectual Property in the cybernetic space has led to many challenges." [8, 15, 16]

In the biotechnology domain, the new research instruments that have appeared in the genetic engineering have created a profound impact on agricultural and biotechnology research programs. In agriculture the relevance of intellectual property was limited because the research and development belonged to public institutions. However, biotechnology is predominantly directed towards the private sector and is based more and more on intellectual property. "By using some biological or genetic research materials from a world full of development, rich in genes, a new complexity level was supplementary introduced." [1]

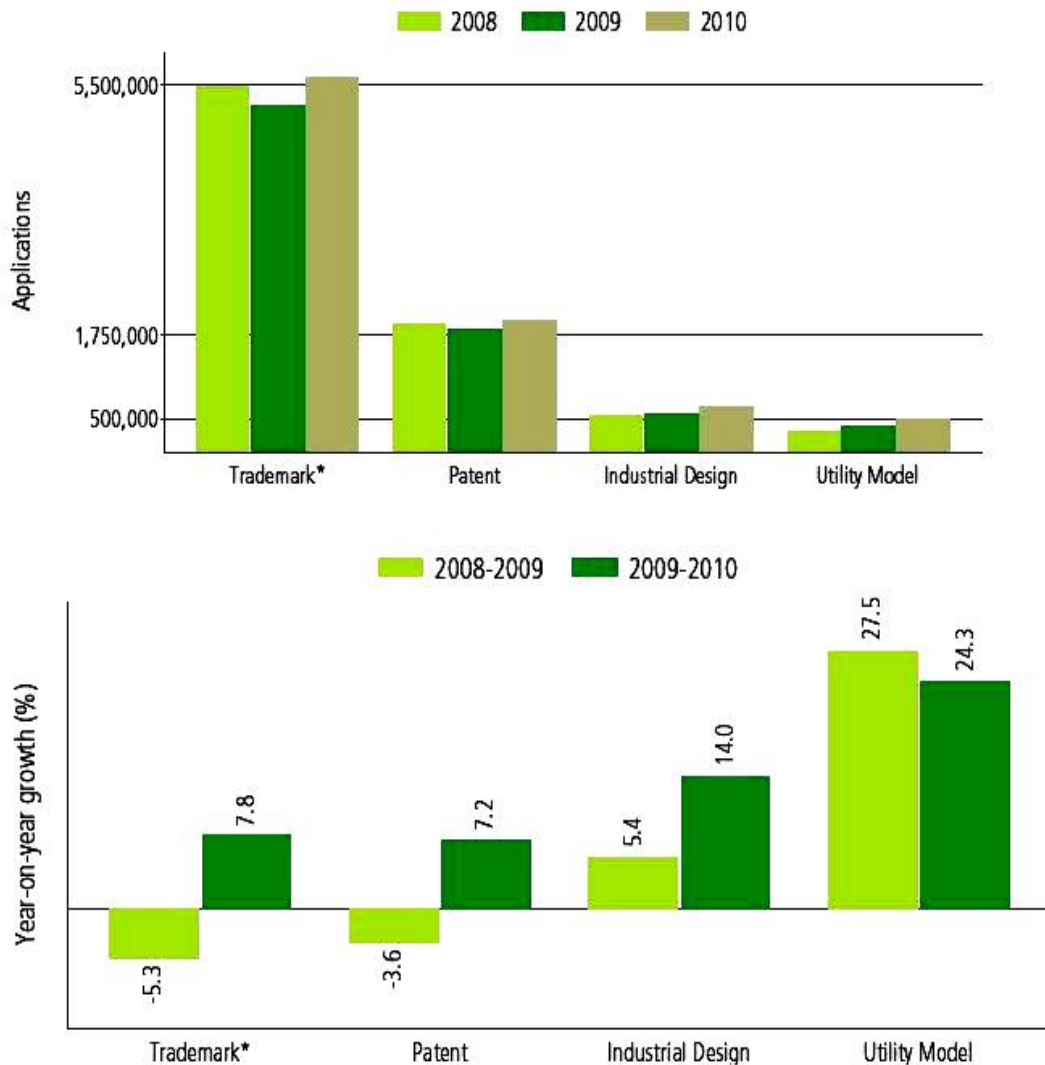
By combining the application of computerized technology with telecommunications, another set of problems for the regimes of intellectual property is created. The purpose and extension of liabilities between the suppliers of information on the Internet and the owners of rights must be better clarified. [8]

These facts represent just a few examples of the way in which "the IP system is integrated in an economy based on knowledge and in which it offers interesting challenges for the industry, government strategies, specialists and researchers both from developed and developing countries." [8]

**The influence of intellectual property** is reflected by the growing value that is added to the PIB by industries based on intensive knowledge (for example, this has grown in the USA from 21% to 27% from PIB from 1982 until 1995). In the 1990's, the rapid expansion of the global commerce system has appeared as a consequence of the establishment of the Worldwide Trading Organization (WTO) and has attracted the request of IP protection especially for high technologies and in other industry sectors based on intensive knowledge. The interest of companies in patenting their inventions has significantly grown. The invention patents and the imparted patents have known growths even in developing countries where the rate of submitted requests was usually very low. (Fig. 2 ) [8, 13, 17]

Figure number 2 centralizes data regarding the application for trademarks, patents, industrial drawings, utility models from the 2008-2010 period at a worldwide level.

### A.1. TRENDS IN APPLICATIONS



WIPO Statistics Database, May 2012

**FIG. 2.** The text “FIG. 2.”, Graphic Data regarding the application for trademarks, patents, industrial drawings, utility models from the 2008-2010 period at a worldwide level. Source: WIPO Statistics Database, Mai 2012.

### 4.2 Intellectual property in Romania

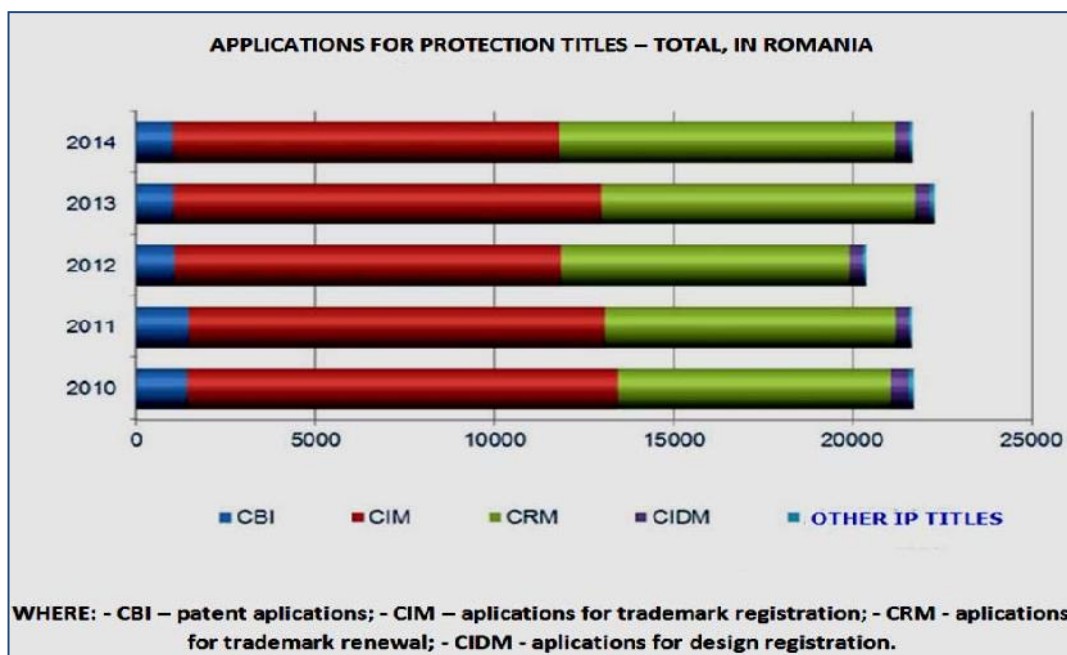
According to OSIM, the request for protection titles for IP actives from Romania for the period 2010-2014, is as follows (Table 1, Fig. 3):

Table 1. Application for protection titles in Romania.  
Source: OSIM Database 2014.

## MANAGEMENT

### APPLICATIONS FOR PROTECTION TITLES - TOTAL , IN ROMANIA

	2010	2011	2012	2013	2014
1. <i>Patent applications</i>	1418	1463	1077	1046	1036
2. <i>Variety patent applications<sup>1</sup></i>	54	15	-	-	-
3. <i>Applications for TSP registration<sup>2</sup></i>	6	4	0	0	0
4. <i>Supplementary protection certificate applications</i>	21	15	30	46	51
5. <i>Utility model applications</i>	73	64	75	67	56
6. <i>Applications for trademark registration</i>	12033	11600	10789	11937	10763
7. <i>Applications for trademark renewal</i>	7597	8135	8042	8756	9381
8. <i>Applications for geographical indications registration</i>	0	2	2	0	0
9. <i>Applications for design registration</i>	500	357	356	425	381
<b>TOTAL</b>	<b>21702</b>	<b>21655</b>	<b>20371</b>	<b>22277</b>	<b>21668</b>



**FIG. 3.** The text “**FIG. 3.**”, Application for protection titles in Romania. Source: OSIM Database 2014.

According to Table 1 and Fig. 3, the request of protection titles for IP actives from Romania has known a growth in 2011 for invention patents and then a constant decrease in 2012, 2013, 2014.

The trademark patents requests are also in a constant decrease between the years 2011-2014. Regarding the renewal requests for commercial trademarks they have known a significant growth, especially between 2010-2011 and 2013-2014.

## 5. THE EVOLUTION OF INVESTIGATIONS REGARDING QUALITY AND SPECIFIC INTELLECTUAL PROPERTY RISK MANAGEMENT

In the context of a global competition and a free information traffic, a growth of the protection of the realized investigation results as well as new projects is mandatory.

“Invention patents are important because not only do they protect these goods, but also because they can generate profits resulted from the merchandising of the product claimed in the patent, either directly by the titular producer of the invention patent, or indirectly by accorded licenses or by the patent’s cession.” [6, 7]

“Finding that in a productive domain approximately 75% of technical information are gathered in corresponding invention patents is extremely relevant.” [6, 7]

According to the study realized for the number of recorded invention patents (Figure 2), it can be observed a significant growth of invention patents offered in the period 2009-2010. This fact proves the preoccupation for protecting inventions as well as their support by specialized organisms which has led to the acknowledgement of the importance of patenting inventions with the purpose of their capitalization as well as motivating inventors.

Based on some previous studies, „we can’t broadcast the pretention of the existence of a IP management, namely a management integrated in this domain” [6, 7], but the links between Quality Management, Risk Management and Intellectual Property Management are starting to be delineated in the years 2005, 2008, 2015. [6, 12, 14]

## 4. CONCLUSIONS

Based on specific IP national and international legislation, the legislation regarding counterfeit is really vast while the complete definition of the notion doesn’t appear in any legislative act; „the immediate consequence of national counterfeit in the industrial property domain is the lack of prevention actions and wrong activities at least in the consumer protection domain.” [6, 7]

The intellectual property risk notion is emphasized only in Law number 84/98 in the trademark domain where the possibility of a public’s confusion risk apparition is explained, including the risk of association with a previous trademark; there, OSIM, through its specialized service, can evaluate the risk and allow or not the registration of a trademark. Even so, there is still the possibility of some opposition especially from existing commercial names. As a consequence, the establishment of some intellectual property risk criteria is mandatory. [6, 7]

Based on the study regarding the evolution of investigations regarding the quality management in the industrial property risk strategy it can be observed a growth of international patent requests offered in the period 2009-2010. This fact proves a preoccupation towards the protection of patents as well as their support by specialized organisms which has led to the acknowledgement of the importance of patenting inventions with the purpose of capitalizing them as well as motivating inventors.

As a general conclusion, the interest for reducing specific intellectual property risks exists at a national as well as international level with the purpose of protecting industrial companies and capitalizing non-material actives.

Acknowledging the importance of investing in intellectual material – engineering, creative, at a technical and engineering level in Romania represents one of the future research priorities.

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# INVESTIGATIONS REGARDING THE MANAGEMENT OF SPECIFIC INTELLECTUAL PROPERTY RISKS IN COMPANIES FROM ROMANIA

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**Abstract:** *The paper is dedicated to a market research regarding the way in which managers from Romania are acknowledging the importance of protecting the company's intellectual property actives. Based on interpreting results in SPSS, the research allows us to find out which are the main specific intellectual property risks faced by Romania's managers as well as identifying the protection means for the used intellectual property actives and the importance given to some reduction risk managerial strategies.*

**Keywords:** *research, intellectual property, risks, management, market research , strategy.*

## 1. INTRODUCTION

According to ISO 31000:2009, the risk represents a combination between the probability of an event and its consequences.

$$R = P \times C \quad (1)$$

Regarding the specific risks of intellectual property [1,2,5,7,11], they can represent the source of some illegal incomes by using without right some forms of intellectual property. Breaching the intellectual property rights represents a possible bankruptcy source.

From a mathematical point of view, the probability that the risk for the breach of intellectual property to become real is of 50 % [12]. The probability represents the decision of the blighted part to start a process for recuperating the intellectual property rights [12]. In order to prevent these specific intellectual property risks, they have to be acknowledged by the company's management.

Due to this cause, we have realized a market research regarding the way in which managers from Romania [9], are acknowledging the importance of protecting their company's IP actives.

## 2. INVESTIGATION DESCRIPTION

The quantitative research has implied interviewing 258 managers from Romania. The data was then interpreted in SPSS by table and graphical reports that represent the obtained statistical data.

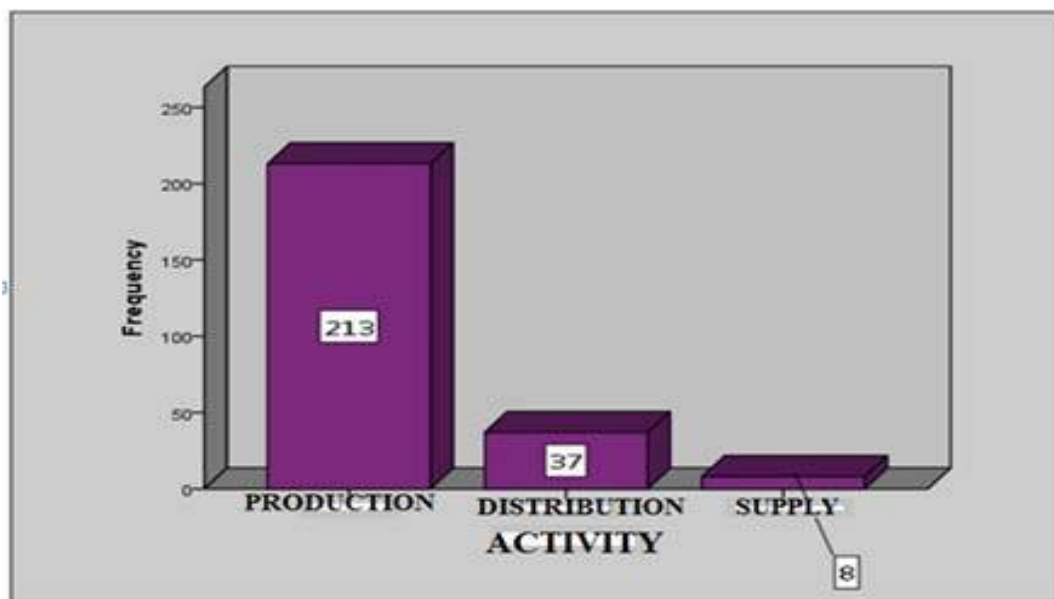
In order to realize this study, the questionnaire method was used as an investigation technique and the question grill as its investigation instrument. A questionnaire composed of relevant questions for our study was created and used.

The further paragraphs will analyze and interpret the results that we have obtained.

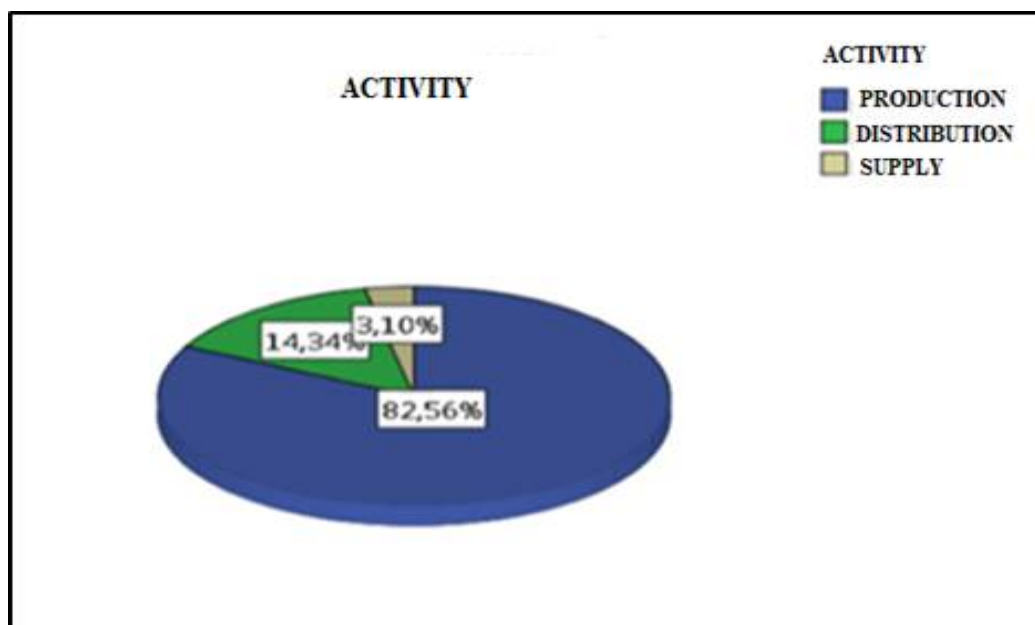
### 3. INTERPRETING THE INVESTIGATION'S RESULTS IN SPSS

In order to correctly define and interpret the results, the research started with the question: „Which is the main activity of your company?”

Based on the answers obtained from the managers, the following results, presented in the graphics from **FIG. 1 and 2**, were obtained:



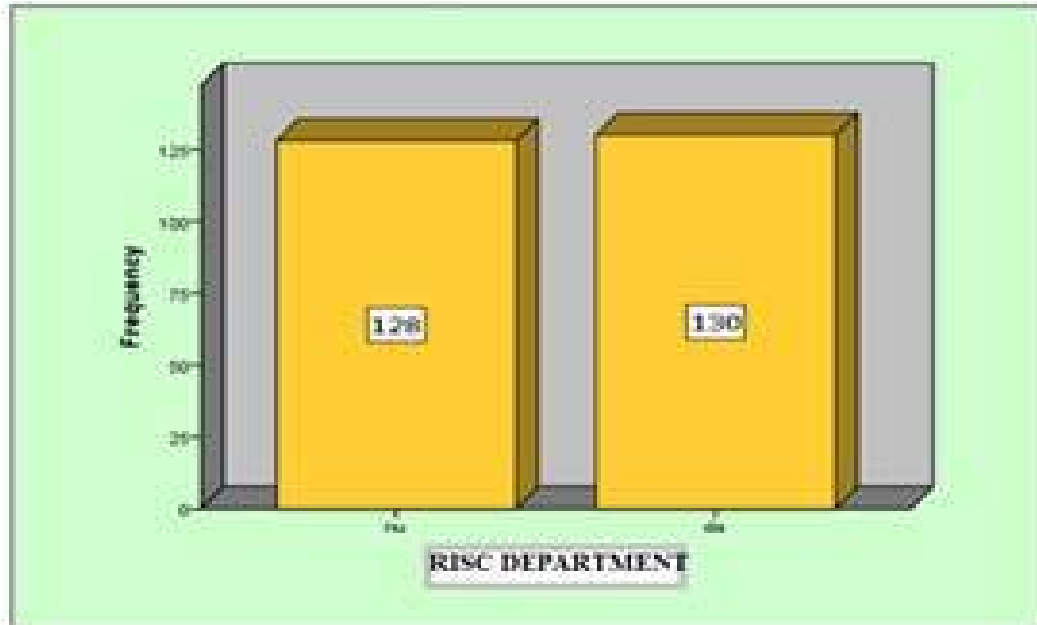
**FIG. 1.** The text “**FIG. 1.**,” The basic activity of the company. [11]



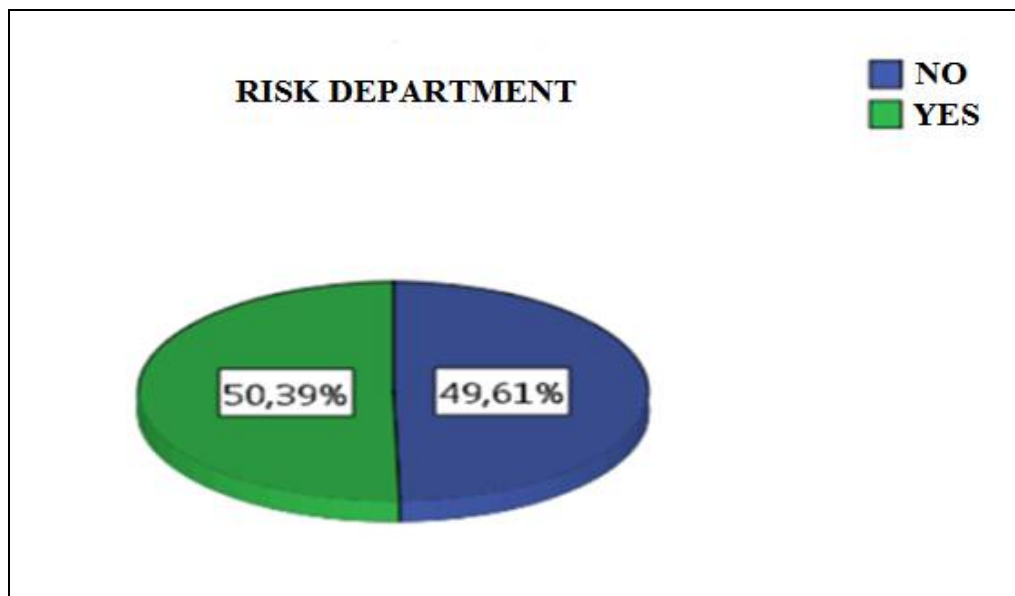
**FIG. 2.** The text “**FIG. 2.**,” The basic activity of the company. [11]

Based on the results obtained in **FIG. 1 and 2**, it can be ascertained that the majority of the managers that completed our questionnaire, namely 82,56 % are leading companies that specialize in production whereas 14,34 % specialize in distribution and only 3,1 % in provision.

For the question: „Are there one or more departments in your company that specialize in protecting Intellectual Property actives?” the graphics from **FIG. 3 and 4** were obtained as follows:



**FIG. 3.** The text “**FIG. 3.**,” Department of protection of intellectual property assets. [11]



**FIG. 4.** The text “**FIG. 4.**,” Department of protection of intellectual property assets. [11]

From **FIG. 3 and 4** it results that 50,39 % of managers have at least one department in their company that deals with protecting the intellectual property actives while 49,61 % do not have any department in their firm. The resulted percentage is really tight and shows us that almost half of the interviewed managers either don’t know the risks for their company or aren’t interested in this aspect.

For the question: „Which of the following Intellectual Property categories of risks have you encountered?“, the obtained data was centralized in SPSS and the **FIG. 5 and 6** graphics were obtained, as follows:

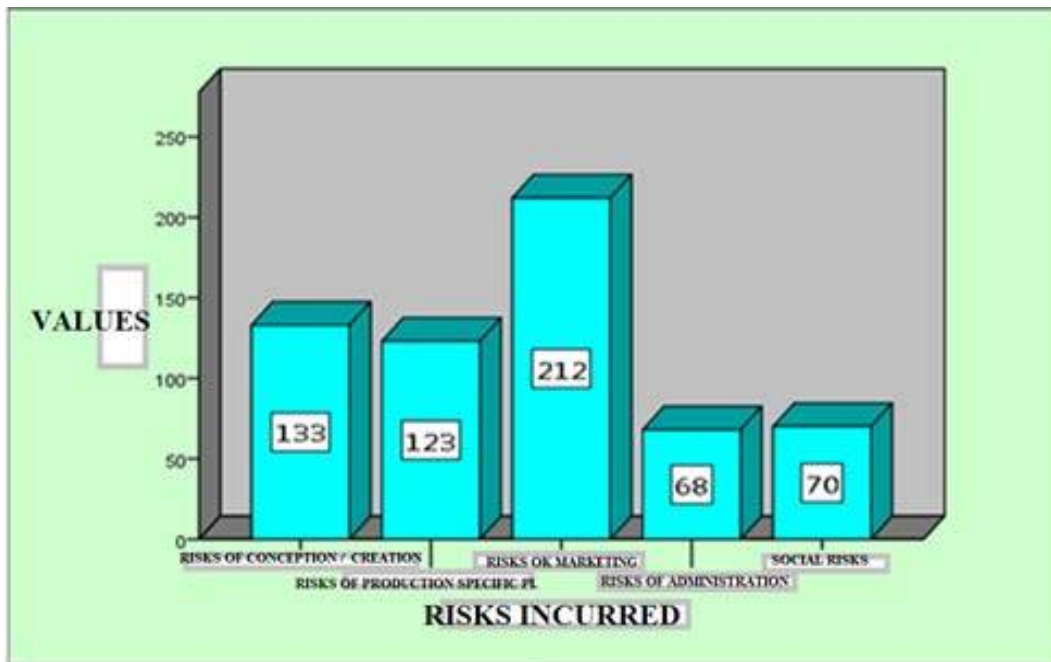


FIG. 5. The text “FIG. 5.,” Intellectual property risks encountered. [11]

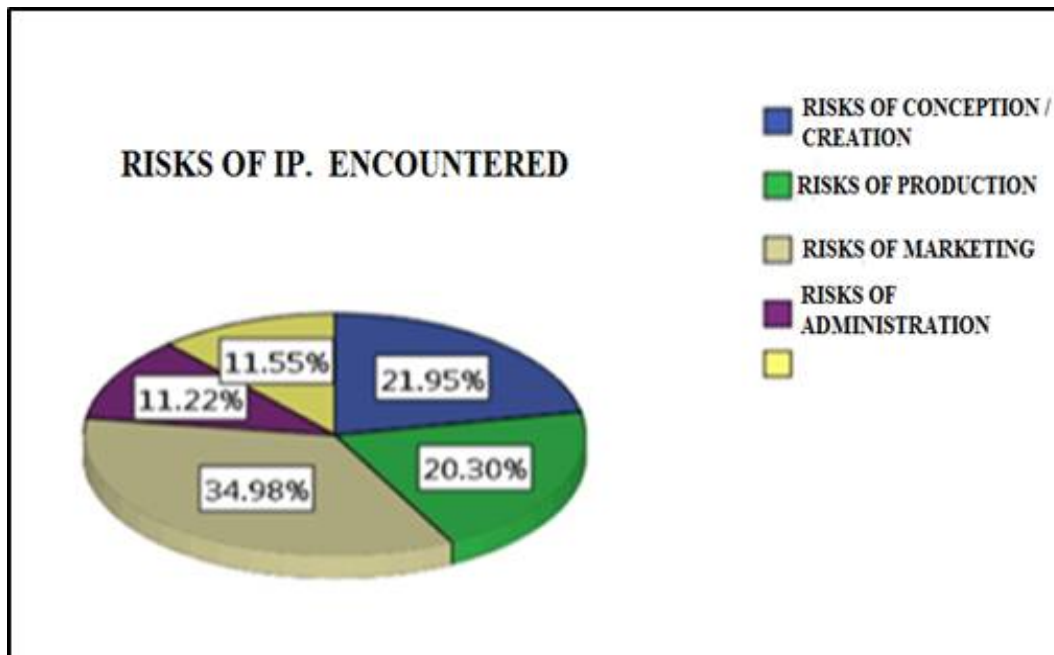
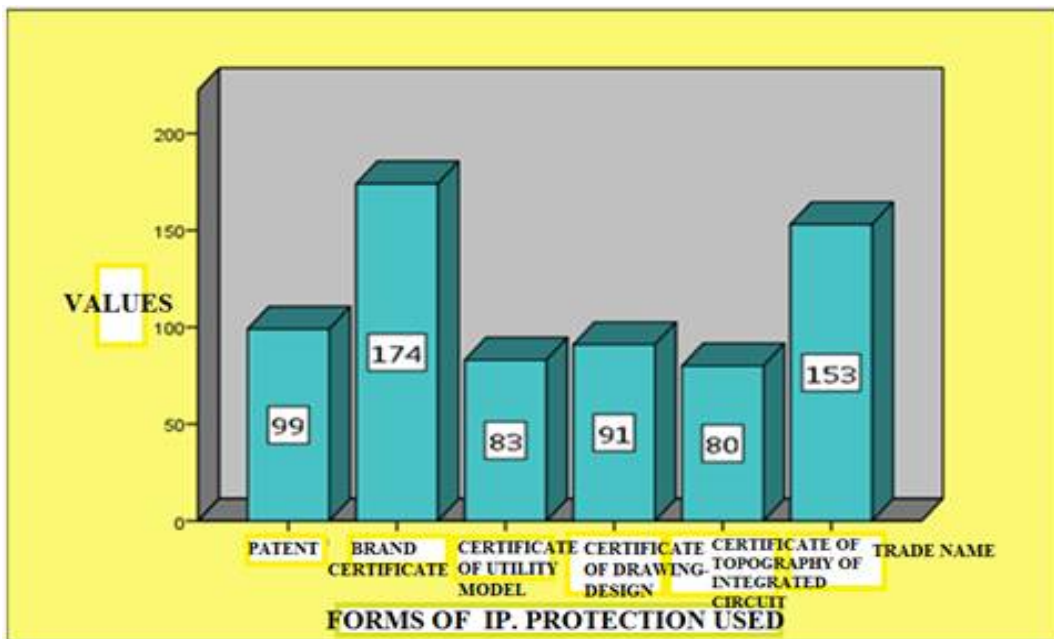


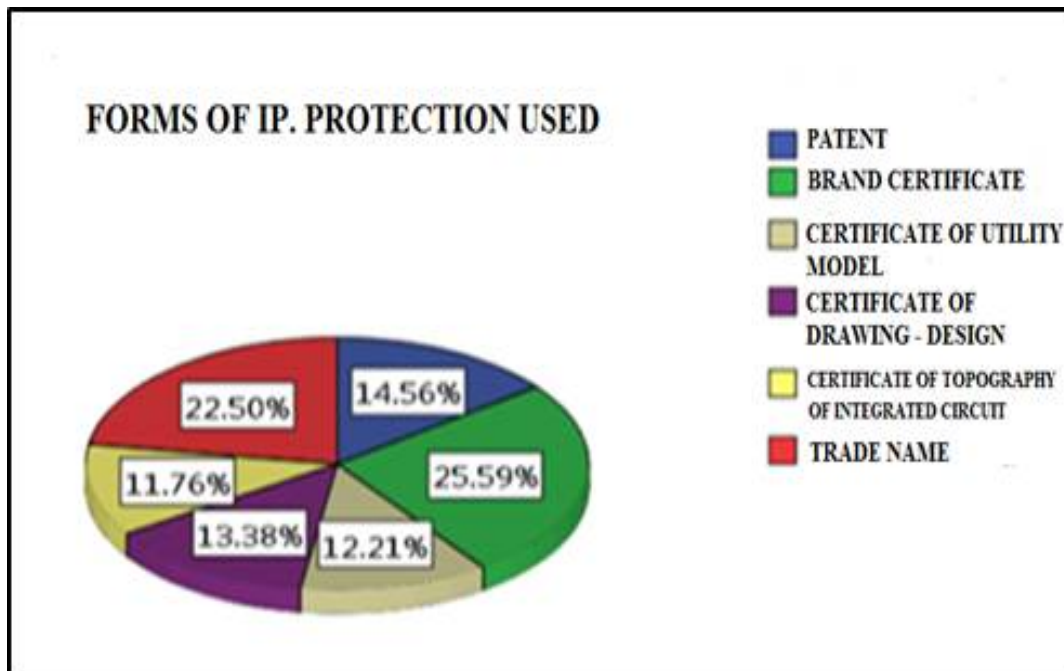
FIG. 6. The text “FIG. 6.,” Intellectual property risks encountered. [11]

From **FIG. 5 and 6** results that 34,98% of the encountered risks were specific marketing intellectual property risks and 11,22% were administrative risks. These were the least encountered types of risks. A high percentage was also recorded for the conception/creation production 21,95%, respectively 20,30%. This fact is problematic as 82,56% from the interviewed managers lead firms that have production as main activity.

For the question: „Which of the following Intellectual Property protection measures was used by your company until now?” the obtained data was centralized in SPSS and presented in **FIG. 7 and 8**, as follows:



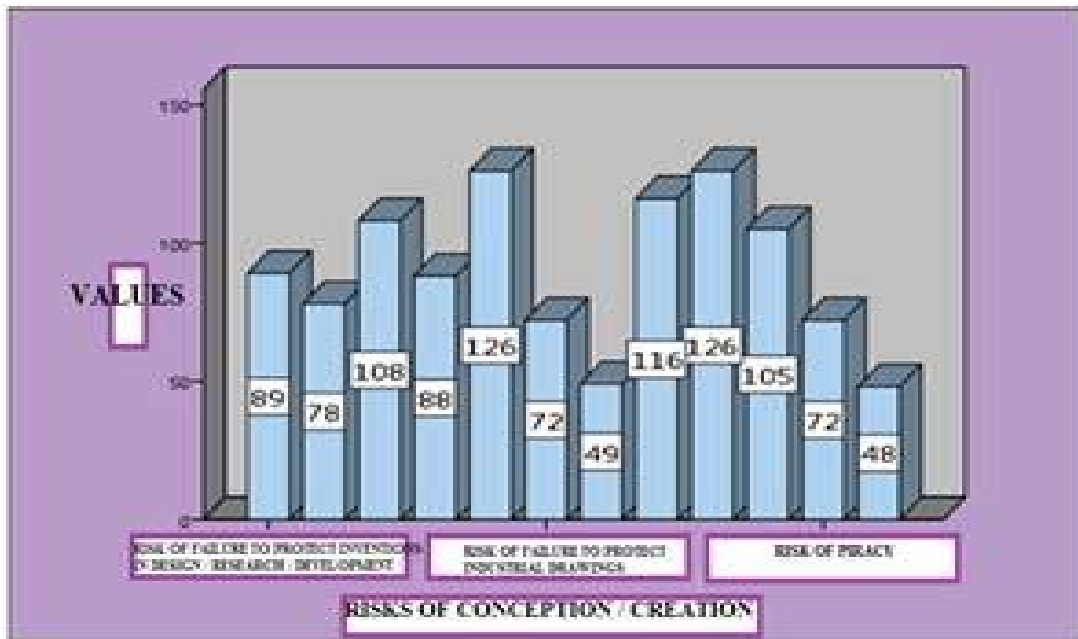
**FIG. 7.** The text “**FIG. 7.**,” Forms of intellectual property protection used so far. [11]



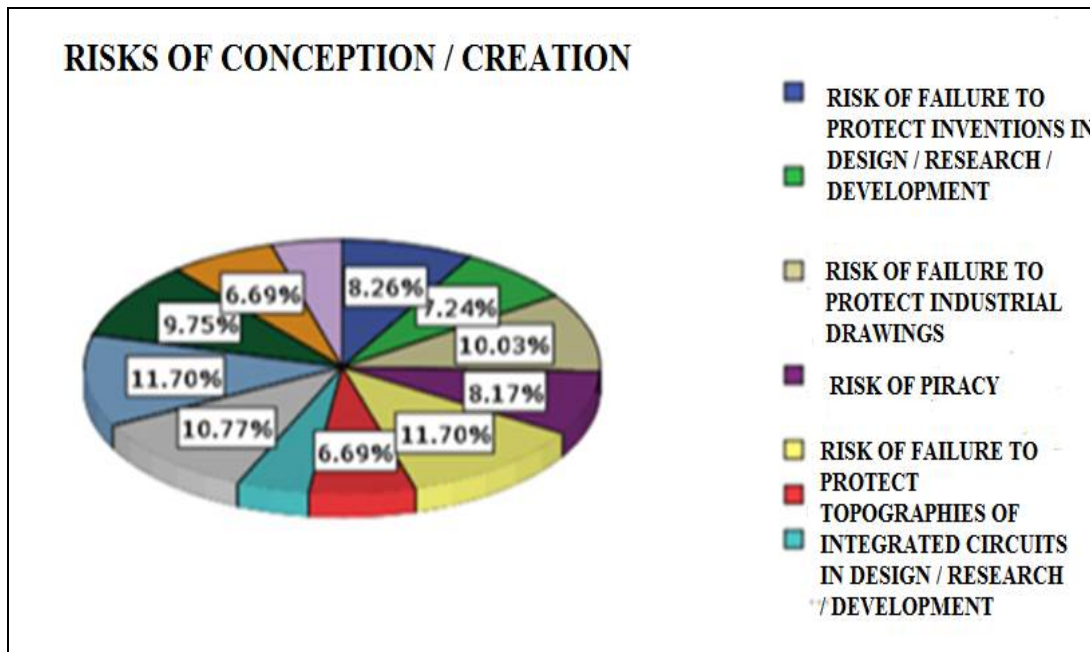
**FIG. 8.** The text “**FIG. 8.**,” Forms of intellectual property protection used so far. [11]

From **FIG. 7 and 8** results that the most used intellectual property protection forms are the hallmark certificate with a percentage of 55,59%, followed by the commercial name with a percentage of 22,50 %, the invention brevet with a percentage of 14,56 %. The lowest percentages were obtained by the topography integrated circuit with 11,76 % and the utility model certificate with 12,21 %.

For the next question: „Which of the following conception/creation Intellectual Property risks [3,4] do you think can affect your company’s well-functioning?” the obtained data was centralized in SPSS and presented in **FIG. 9 and 10**, as follows:



**FIG. 9.** The text “**FIG. 9.**,” Risks of conception / creation specific to intellectual property. [11]



**FIG. 10.** The text “**FIG. 10.**,” Risks of conception / creation specific to intellectual property. [11]

From **FIG. 9 and 10** results that from the mentioned conception/creation intellectual property risks [3,4], the highest percentage was recorded for intellectual theft risks and counterfeit risks each with 11,7 %, followed by the other conception/creation risks that recorded almost similar percentages. This fact proves that the intellectual theft and counterfeit risks are considered the most threatening risks by managers.

For the question: “Which of the following specific Intellectual Property production risks do you think can affect your company’s well-functioning?”, the obtained data was centralized in SPSS and presented in FIG. 11 and 12, as follows:

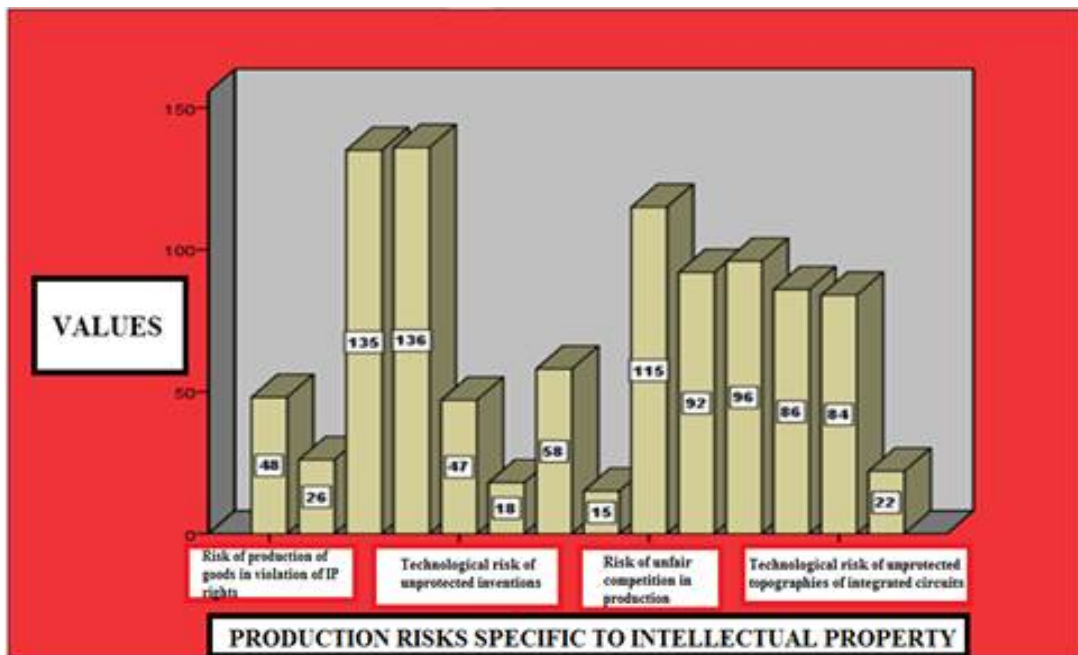


FIG. 11. The text “FIG. 11.,” Production risks specific to intellectual property. [11]

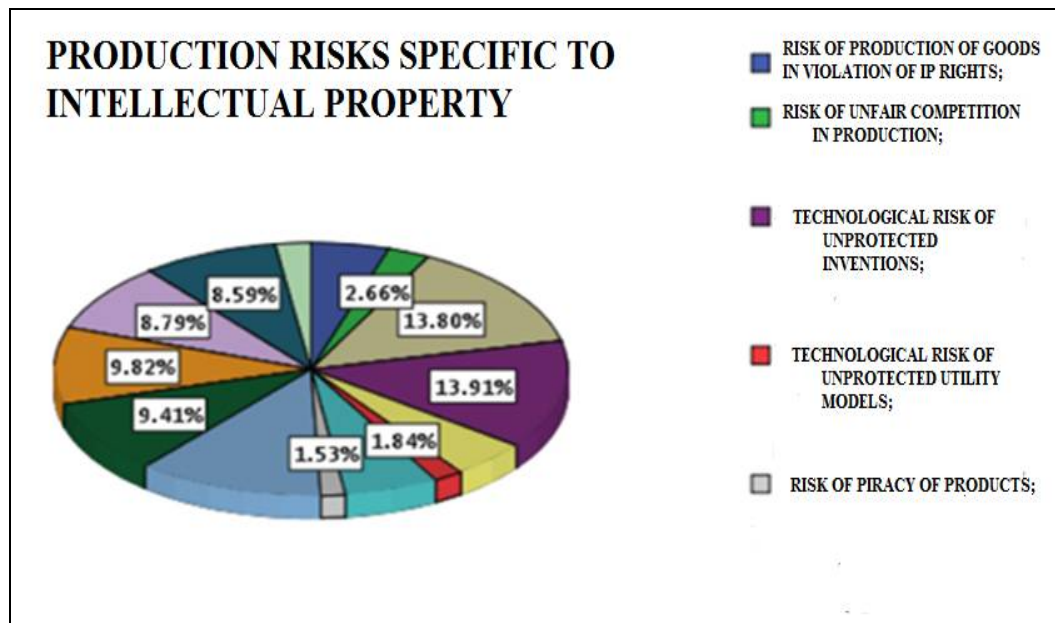
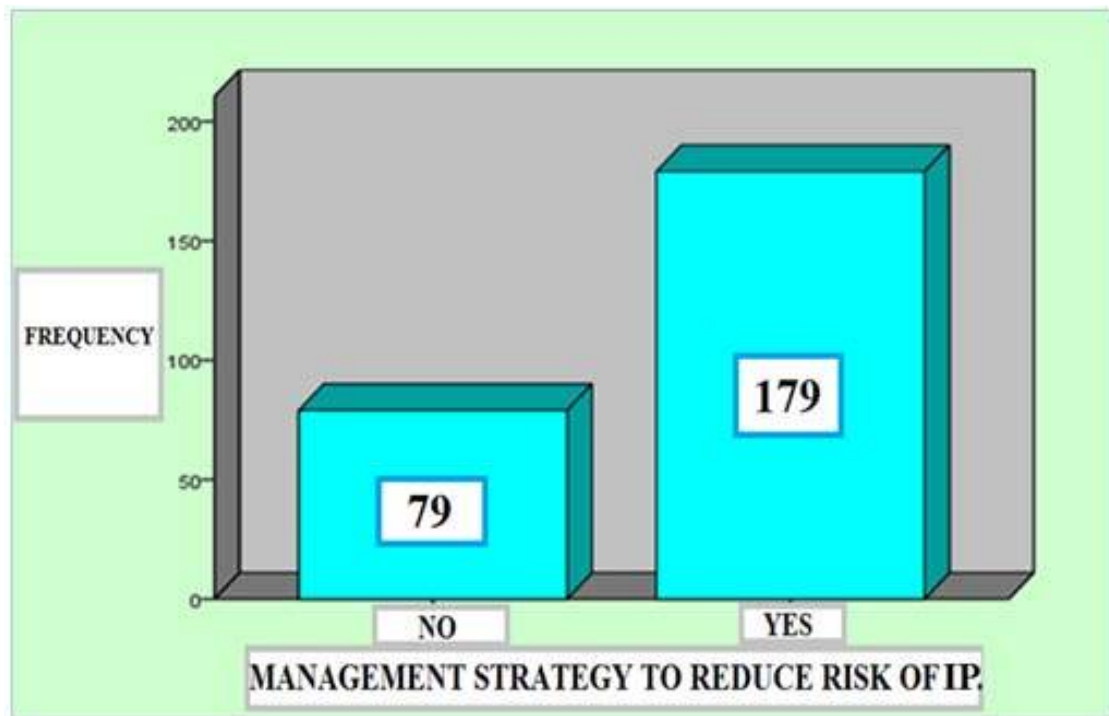


FIG. 12. The text “FIG. 12.,” Production risks specific to intellectual property. [11]

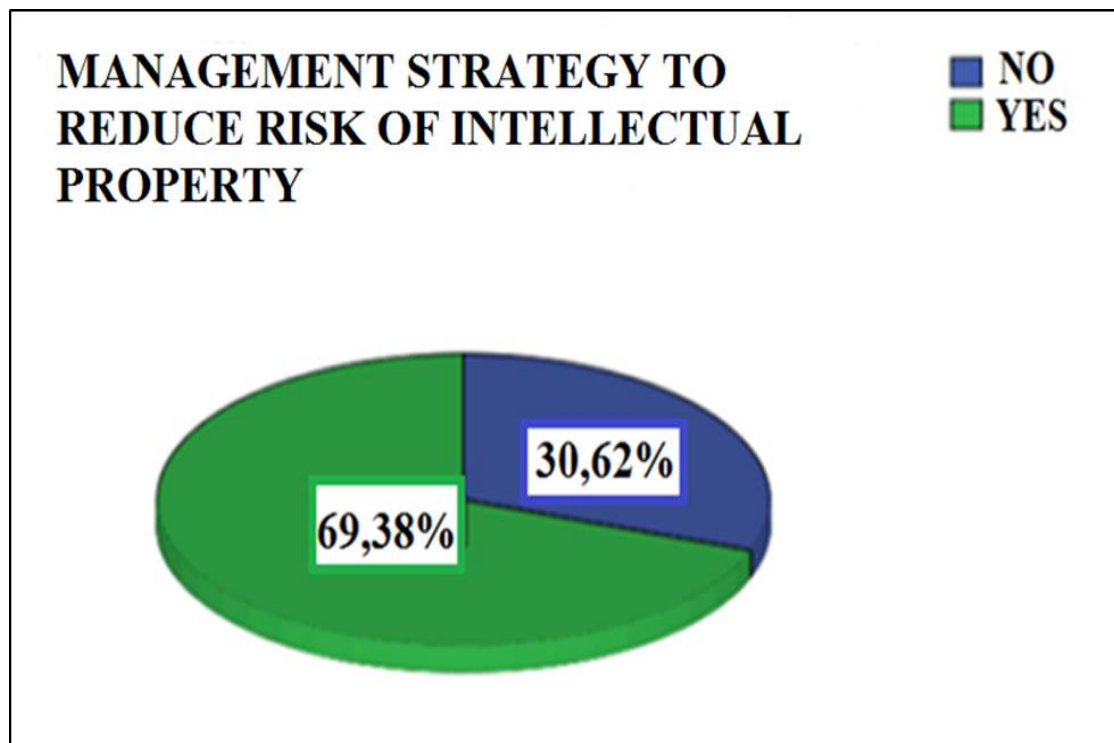
From FIG. 11 and 12 results that from all the listed intellectual property production risks, the following are considered the most threatening and with a high negative impact on the company: know-how leakage risk, production knowledge, fabrication secrets with a percentage of 13,9 %, followed by the disloyal production competition with a percentage of 13,8 %, and the unsecurity of modernization development projects with a percentage of 11,8 %.

## MANAGEMENT

For the question: “Do you consider that the implementation of a managerial strategy [6,10,12] for reducing specific Intellectual Property risks will be useful for you?”, the obtained data was centralized in SPSS and presented in **FIG. 13 and 14**, as follows:



**FIG. 13.** The text “**FIG. 13.**,” Management strategy to reduce risk of intellectual property. [11]



**FIG. 14.** The text “**FIG. 14.**,” Management strategy to reduce risk of intellectual property. [11]

From **FIG. 13 and 14** results that 69,38% of managers consider the implementation of a managerial strategy for reducing intellectual property risks benefic for their company, while 30,62% consider such a step pointless.



#### 4. CONCLUSIONS

After interpreting the results in SPSS it has resulted that from the category of *conception/creation risks*, the intellectual theft and counterfeit risks are considered by managers as the most threatening types of risks.

From the *specific intellectual property production risks* category, the most threatening risks that can have a high negative impact on the company are: the know-how leakage risk, production knowledge, fabrication secrets, unfaithful production competition and the insecurity of modernization development projects.

Amongst the most encountered intellectual property risks that managers had to deal with are the marketing risks followed by the conception/creation risks and the production ones.

Regarding the implementation of an intellectual property protection strategy, 69,38% of managers considered it benefic for the firm, while 30,62% have considered it pointless. This fact leads us to the conclusion that the managers have begun to acknowledge the value of their firm's intellectual property [8], and wish to protect it through active means of protection.

A general conclusion of this research is the fact that there exists an interest for preventing intellectual property risks and that the implementation of some strategies for protecting it are necessary. They are obligations of an internal management system, namely of a modern management often called the *Management of Intellectual Property*.

#### ACKNOWLEDGMENT

We like to express sincere appreciation and deep gratitude to all participants in this work.

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MANAGEMENT

# MANAGEMENT

## **RISK ASSESSMENT – STEP BY STEP IN IMPROVING SAFETY MANNER WITH REGARD TO VOLCANIC ASH CONTAMINATION**

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***Abstract:** With regard to the volcanic ash in the last 30 years there have been 10 serious accidents which led to engine failure. Dealing with hazards is always challenging to aircraft operation. Like icing conditions, wake turbulence or microburst, volcanic contamination poses operational risks that must be identified and mitigated in order to achieve a safe flight. Aircraft are not specifically designed nor certified for flight in a volcanic ash. Large variation in physical and chemical characteristics of the ash, type and condition of the engine at the time of impact and length of exposure makes it impossible to implement any simple approach to impact assessment. The challenge to all professionals with the argument of flight safety is the creation and establishment of standards for evaluation. Risk analyses and risk assessments are significant and fundamental base for identifying the steps needed in order to avoid and mitigate the risks.*

**Keywords:** Hazards, volcanic ash, risk analysis, risk management, sources of volcanic ash

### **1. INTRODUCTION**

Volcanic phenomena are common in some areas of the world. Traces of volcanic ash may be found in the atmosphere worldwide. With regard to the volcanic ash in the last 30 years there have been 10 serious accidents which led to engine failure. In all these cases, the crew managed to land the plane safely, but some of the incidents were very serious.

From 1980 to 2004, more than 100 aircraft suffered damage from flying through a cloud of volcanic ash. Repair and maintenance cost over \$ 250,000,000 dollars. At least 7 of those 10 cases are classified as engine failure on all engines. These failures were recorded at distances from 150 to 600 nautical miles from the volcano eruption and also damages to the aircraft have been registered and reported up to 1800 miles from the source.

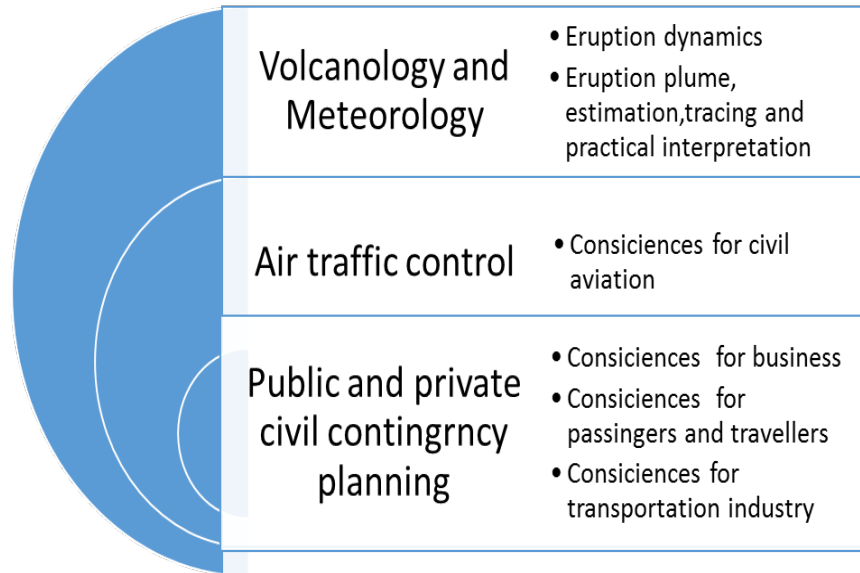
### **2. APPROACH FOR DEVELOPING CONTINGENCY PLAN FOR ORGANIZATION AND MANAGEMENT OF AIR TRAFFIC IN TERMS OF VOLCANIC POLLUTION AT THE NATIONAL LEVEL**

#### **2.1 THE SCOPE**

Several lessons learned from Eyjafjallajökull eruption crisis in 2010. First, all national and international regulatory bodies need to make a more serious effort to evaluate the risks to civil aviation of volcanic eruptions. Scenarios should consider eruptive sequences that are longer and more catastrophic than the events of April 2010. They should consider the widest possible range of pollution and also how the various agencies such as (EUROCONTROL, EASA, ANSP's, and Airlines etc.) should act together (Fig.1). Secondly, thresholds for safe flying should be more precisely defined on the basis of

evidence-based practice and in close relation to appropriate meteorological and geological remote sensing. Thirdly, international coordination and regulation of European airspace needs to be expanded and more focused on natural hazards.

Fourthly, an integrated plan is needed at European (i.e. pan-national) level for cases in which air travel needs to be substituted by other modes of transportation[1].



**FIG.1.**Schematic depiction of different competencies and responsibilities in managing a volcanic ash emergency for civil aviation

Lessons learned from large-scale crisis should be evaluated and based on them to devise a national strategy which to include an action plan in the event of volcanic ash contamination. Apart from aircraft incidents involving volcanic ash, the aviation industry is now facing two newly recognized hazards.

Radioactive materials and toxic chemicals released into the atmosphere following industrial accidents have the similar behavior as volcanic ash in terms of spreading. The accident at the Chernobyl nuclear power plant in 1986 and Japan's Fukushima nuclear plant in 2011 where a cloud of radioactive debris spread across international borders caused difficulties for aircraft operations and brought attention to the potential risk for en-route aircraft to destinations which are in the path of such radioactive clouds.

The actions that need to be taken from the control and interested / affected parties must follow the mandatory SARS of ICAO Annexes and documents related to the safety. The establishment of the Volcanic Crisis Plan (VCP) on the national level for organization and management of aviation industry are needed as a strategic platform for future actions. In addition, there are economic costs associated not only with the rerouting of aircraft and delays in the air traffic system, but also with physical damage to the aircraft and its equipment.

The scope of the action plan applied to aviation should be directed to the aviation players at strategic and tactical levels with clearly defined duties and responsibilities.

Identification of the parties at the national level in terms of responsibility and actions in case of volcanic pollution in the Republic of Bulgaria are shown (fig.2):

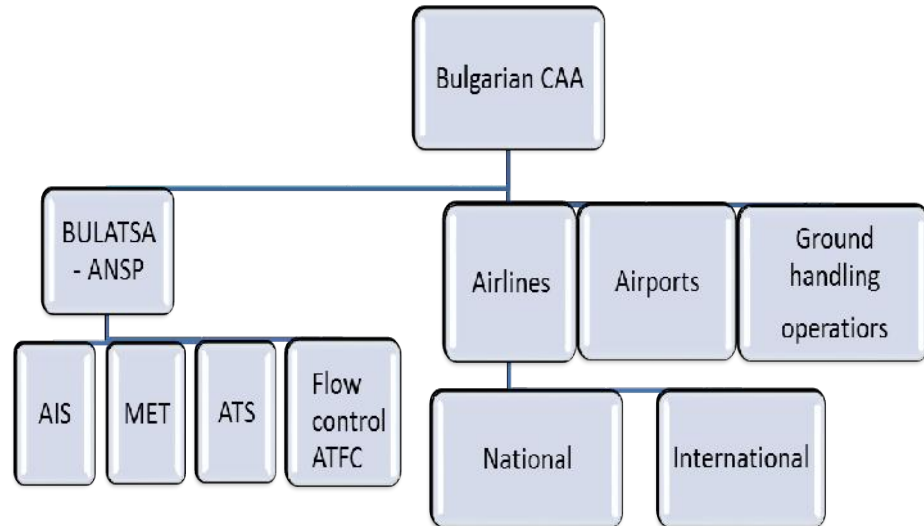


FIG. 2. Organogram of the involved parties in case of volcanic ash with regard to Bulgarian law

## 2.2 THE METHODOLOGY

The methodology must be based on implementation of principles of Operational Risk management (ORM) as a well-based platform for development of VCP. Risk management must be a fully integrated part of planning and executing any operation, routinely applied by management. Determination of risks, with analysis and control of the hazards create adequate reaction and real actions in case of appearance of some adverse conditions in aviation system in general [2].

The VCP should be based on some pre-developed assessments and analysis in terms of presence of volcanic ash. The complex analysis and research should be based on pre-assessment of behavior of natural disasters as identification of sources of volcanic ash, detailed analysis of every source as a probability of volcanic eruption, probability of volcanic eruption with fixed VEI and etc.

As a scientific approach is considered global assessment of disaster risk (GAR) reduction. The assessment includes the results of probabilistic risk assessments across a range of hazards including volcano eruption.

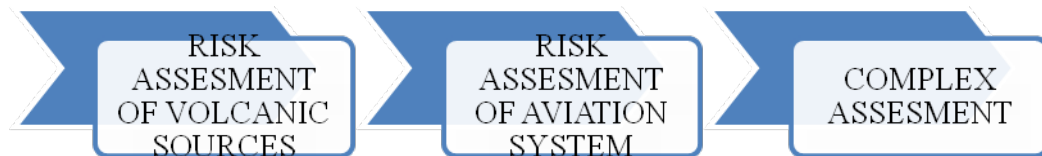


FIG. 2. Flow chart diagram for developing of risk assessment process with respect to volcanic ash

The methodology for development of Volcanic Crisis Plan is the establishment of dynamic conceptual model for assessment of how to volcanic ash is affecting the aviation industry

## MANAGEMENT

The major elements of the model are:

- **BUSINESS CASE**, containing an assessment of the business environment, the possible scenarios and their economic dimensions in case of presence of volcanic ash;
- **SAFETY CASE** - a safety organization and management of flights in all aspect - from the maintenance of aircraft to the flights;
- **HUMAN FACTOR CASE** - contains an assessment of the human factor in process and impact on human from health aspects to the passenger's satisfaction in case of volcanic ash;
- **ENVIRONMENT CASE** - assessing the impact of volcanic ash on the environment in the large scale limits-from nature of disaster to environment aspect of behavior of impacted population in case of presence of volcanic ash.

The general model provides on fig.2 is a framework for analyzing systems and determining the relationships between the elements that work together to perform the tasks.



**FIG.3.**Collaboration between cases

The results of the interactions of four cases form the “Mission” as real operations environment that should be applied for Risk management [3].

### **3. RISK ASSESSMENT – IN CASE OF VOLCANIC ASH CONTAMINATION**

#### **3.1 DATA ANALYSIS**

Risk identification is the process of finding, recognition and recording risk. Risk analyses consist of determining the consequences and their probabilities for identified risk events. The consequences and their probabilities are combined to determine a level of risk. The main tasks include identifying of causes and sources of risk [4].

Based on statistical data base of Smithsonian Institute, USGS, USA sources of volcanic ash for Europe are defined as 37 active volcanoes.

Measuring the size or strength of natural events has always been a challenge for natural scientists. Volcanic eruptions produce different types of products, have different durations and develop in different ways. The primary eruption characteristic used to determine the volcanic explosivity index is the volume of pyroclastic material ejected by the volcano. The height of the eruption column and the duration of the eruption are also

considered in assigning a VEI level to an eruption. The VEI scale begins at 0 for eruptions that produce less than 0.0001 cubic kilometer of ejecta. Eruptions rated at VEI 1 produce between 0.0001 and 0.001 cubic kilometers of ejecta. Above VEI 1, the scale becomes logarithmic, meaning that each step in the scale represents a 10X increase in the amount of material ejected. VEI 2 eruptions produce between 0.001 and 0.01 cubic kilometers of ejecta. VEI 3 eruptions produce between 0.01 and 0.1 cubic kilometers of ejecta.

### 3.2 CLASSIFICATION OF SOURCES OF VOLCANIC ASH FOR BULGARIAN AIRSPACE

For detailed assessment of volcanic sources for Europe are used the Smithsonian Institution's Global Volcanism Program (GPV) catalogue of Holocene USGS, USA. The GVP reports on current eruptions from active volcanoes around the world and maintains a database repository on historical eruptions over the past 10,000 years.

The analyses of all possible sources of volcanic ash, which may impact to Bulgarian airspace, are recognized 37 sources. In fact, for 25 of them there are fully recorded records. For scope of this research are used all records from A.D. to 2013. The number of all eruption in Europe for this period is 533. As the feeble explosive eruptions are classified 417 as well the intense are 59 eruptions. The results include only classified examples with VEI 1 to VEI 7, despite existing 21 examples with VEI 0. According to the most important characteristic of volcanoes - volcanic explosive index (VEI) and frequency of eruption, the most significant volcanoes in the region of interest (Bulgarian airspace) are selected in table 1. In respect of volcanic ash and spread of volcanic clouds forming in atmosphere, the major sources for Bulgarian air space are:

**Table.1** Major sources of volcanic ash for Bulgarian air space

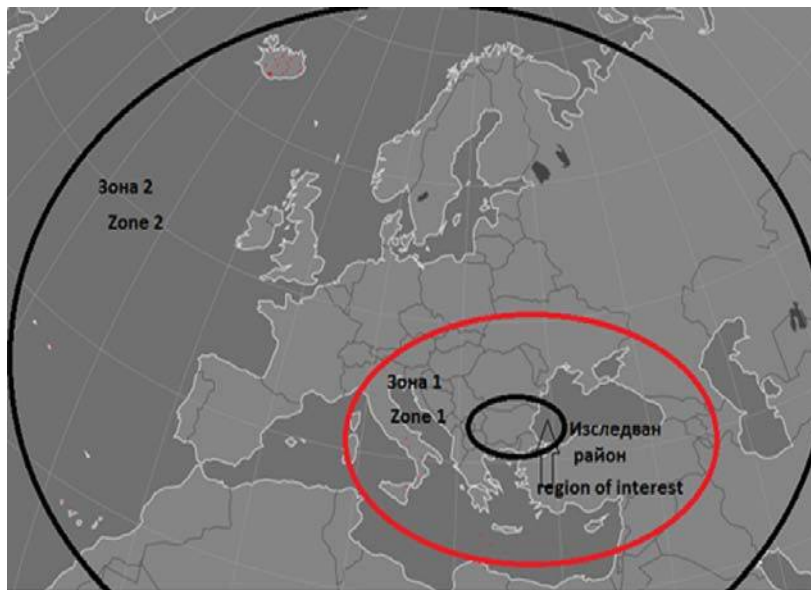
Volcano	Volcanic explosive index <b>VEI</b>	Frequency of eruptions
Etna, Italy	1,2,3	167
Stromboli, Italy	2,3,4	11
Vesuvius, Italy	1,2,3,4,5	54
Bardarbunga, Island	1,2,4,6	31
Grimsvotn, Island	1,2,4	46
Eyjafjallajokull, Island	2,3,4	4
Santorini, Greece	2,3,4	10
Furnas, Portugal	3	6

Regarding VEI the volcanic eruption may divide in two groups.

- Feeble explosive volcanic eruption – VEI 1 to VEI 3
- Intense explosive volcanic eruption - VEI 4 to VEI 7

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The identified sources are grouped in two zones with respect of distance to the region of interest:



**FIG.4.** Scheme of potential sources of volcanic ash and region of interest

In fact, the distance is one of the major parameter that provides information and defines the necessity of prospective measures in applying VCP contingency plan.

The lessons learned after Eyjafjallajökull eruption in 2010 are shown that despite of the significant distance from the source of volcanic ash to the region of interest, the impact on aviation might be devastating.

## 4. CONCLUSIONS

The risk assessment of sources of volcanic ash and identifying of different scenarios in case of presence of volcanic ash is one of the most important tasks for aviation community. The risk assessment must include clearly definable scenarios, and must result in recommendations to all aviation personal dealing with the risk, on real actions, training and other forms of mitigations.

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## INTEGRATED COMPUTER SYSTEMS DEDICATED FOR PRODUCTS LIFECYCLE

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**Abstract:** *PLM is a comprehensive vision for management of all data related to product design, production, support (service) and final withdrawal from the market of manufactured products. The article is focused on integration between PLM (Product Lifecycle Management) and Enterprise Resource Planning & data management programs (SAP).*

*Thus, were identified the correlation between the elements of integrated information systems (SAP-Systems, Applications and Products) and traceability of finished goods according with customer complaints.*

**Keywords:** *Product Lifecycle Management, Enterprise Resource Planning, SAP-Systems, Applications and Products.*

### 1. PRODUCT LIFECYCLE MANAGEMENT

Product lifecycle management (PLM) is the process of managing the entire lifecycle of the product, from conception, through design and manufacture, to service and market disposal. Product Lifecycle Management integrates people, data, processes and business systems and is the backbone of digital product data for enterprise and extended enterprise. PLM is associated with manufacture, but the management structure can be used for software development and service delivery. PLM concepts were initially placed where safety and control were highly important, namely aerospace, medical devices, military and nuclear industries. In recent years, manufacturers of instruments, industrial machinery, consumer electronics, packaged goods and other complex industrial products have discovered the benefits of PLM solutions and have adopted effective PLM software in increasing numbers. PLM has the next fundamental elements: people, processes and technology (CAD, CAM, CAE, PDM) (Fig. 1)

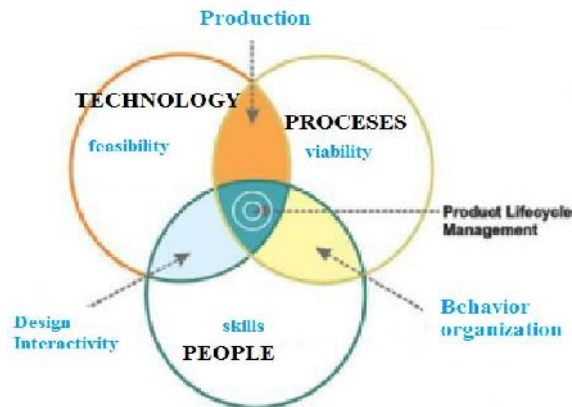


FIG. 1. The PLM Fundamentals elements

A company cannot simply buy PLM as software application, though software technology is essential component, the implementation must take into account all the PLM fundamentals.

Product lifecycle management (PLM) needs to be separated from trade lifecycle management product

While PLM is describing the engineering aspects of the product, from idea generation, to product development and operational life, trade lifecycle management refers only to the product commercial life management on the market, regarding with sales and costs. PLM aim is to include issues related to management and processes information, created and used during the "life" of the product. PLM objectives are to increase revenue on products, to reduce costs associated with products and maximizing the value of its product portfolio. PLM is considered as a part of flexible production model.

In any organization we can distinguish three components: management system; information system; operating system. An information system includes all internal and external information used within the organization and the data that formed the basis for obtaining it, procedures and techniques for obtaining information (based on primary data), dissemination of information and personnel involved in collection, transmission, storage and data processing. The PLM information system has two components: information storage component and information processing component.

The functions of an information system are as following: to collect information from operational and decision-making systems and the information coming from the external environment; to memorize this information as well as information resulting from its processing; to ensure the access to memory in order to communicate the stored information; to process the information at the request of operating system and management system. The concept of information system is linked to the computerization work of the organization, so using hardware and software for organizing and managing information. The use of computers in the information system (IS) of an organization leads to defining the component of the Automated Information System (AIS) – which comprises only the work carried out with the help of computers. The IS-AIS relationship is represented in Fig. 2.

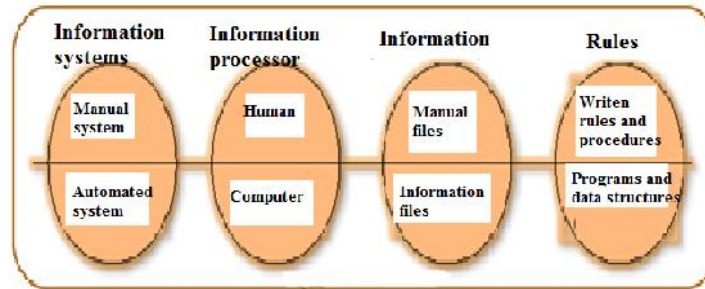


FIG. 2. The IS-AIS relationship (authors contribution)

The software systems for product life-cycle management enable companies to facilitate the control of product life cycles and manage the wide range of information on these products in an efficient manner.

Optimized processes in multiple locations are allowing rapid reaction to changes in market demand. Thus, the right product at the right time will appear on the market at the right price. The PLM software system should be used for coordination of training programs offered on the market to vocational training providers and to control processes and products portfolios offered by these providers, thus facilitating monitoring and optimal viewing of economic processes and products.

On the market were developed many PLM software such as: Teamcenter, Siemens PLM Software; ENOVIA MatrixOne and ENOVIA SmarTeam, Dassault Systems products; SAP PLM; Windchill, PTC product; Oracle PLM; Software as a Service (SaaS) - a software application company Arena Solutions.

In many applications, PLM refers to a set of software tools used for machining, analysis and manufacturing to support products from initial concept, continuing with the distribution and withdrawal from the market. Once assembled from different software, a PLM system will manage specifications and product formulas. PLM will provide a history of production and will follow overall quality of the product. Due to the nature and stages involved in PLM software, it tends to be centered on engineering.

PLM involves the next managerial activities: Document Management; Component Management. Configuration/BOM Management; Classification Management; Change Management; Portfolio Management; Project/Resource Management; Quality & Compliance Management; Requirements Management & Systems Engineering; Workflow/Process Management; Manufacturing Process Management (MPM); Maintenance and Repair Operations Management (MRO); Sourcing & Supply Chain Management.

## 2. SAP (SYSTEMS, APPLICATIONS AND PRODUCTS)

SAP (Systems, Applications and Products) is a German Software Company whose products allow businesses to track customer and business interactions. SAP is especially well-known for its Enterprise Resource Planning and its data management programs.

SAP DP (Systems, Applications & Products in Data Processing) is responsible for the production of software for other companies and organizations with a turnover of over €9 billion in 2006. The SAP program is very complex being helpful in Business, Technology Solutions in areas such as Accounting, Customer Relationship Management, Supply Chain and Procurement, Banking, Insurance, IT Infrastructure and Software Services.

With a strong global brand, SAP is the largest European software producer (generating 39% of software revenues in Europe, Middle East and Africa) and is the only

producer of software in the top 10 largest global players which are not from States United.

### 3. THE CORRELATION BETWEEN THE ELEMENTS OF INTEGRATED INFORMATION SYSTEMS (SAP-SYSTEMS, APPLICATIONS AND PRODUCTS) AND TRACEABILITY OF FINISHED GOODS ACCORDING WITH CUSTOMER COMPLAINTS

**3.1 Customer complaints registration .**Traceability of finished goods is essential for strong companies. Products tracking are a critical feature in the product life cycle management, its can improve the assembly process, eliminating unnecessary processes and materials from manufacturing and to reduce the time required for assembly. A finished product may present visual imperfections or performance out of customer specified tolerance. Where a product is claimed by a client, a notification is created in SAP database as following(Table 1)

Table 1

Internal identification ID	The responsible person
Customer identification ID	Customer and location
Type of complaint	Current Status
Creation date (completion)	General comments.

:

This notification is sent by officials of the company and begins the procedure for investigating the problem:

1. In the first phase the product necessary background information is filled in the *Event Registration* dialog box. (Fig. 3):

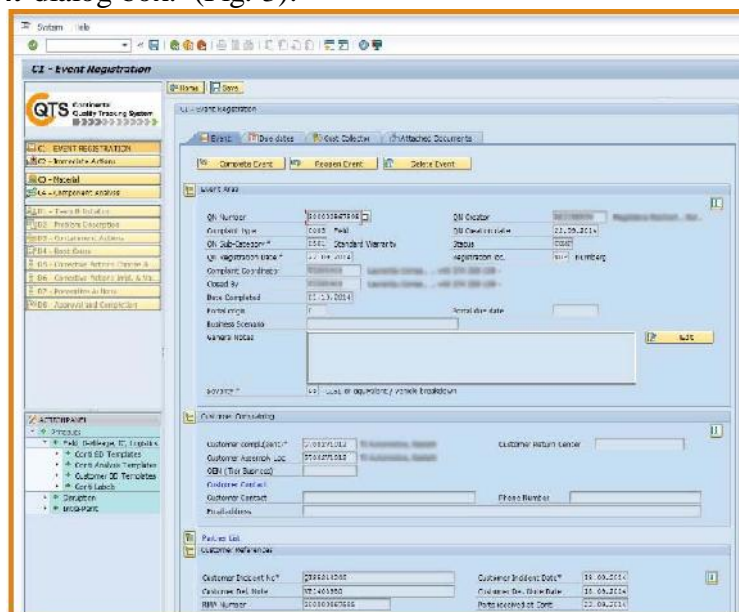


FIG. 3. *Event Registration* dialog box: the necessary background information about the product

**3.2 Immediate Actions** dialog box.- depending on the weight of the complaint (where applicable):If the customer requires immediate action on troubleshooting, the actions are put in the *Immediate Actions* dialog box. The dialog box is filled usually in complex cases. (Fig. 4):

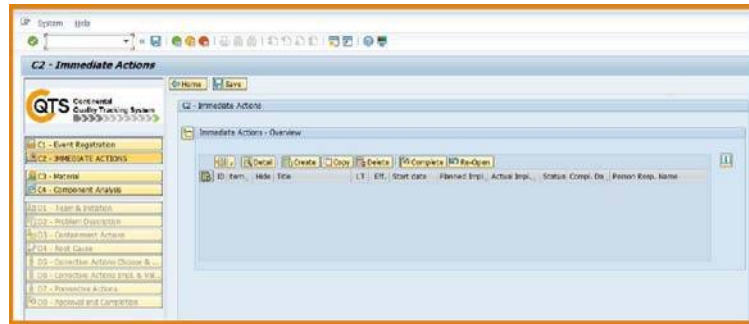


FIG. 4. Immediate actions

### 3.3 Material dialog box

**Material** dialog box will be filled with all the necessary information regarding: **Product:** Internal and external product ID - to identify and track their complaints; Coordinator noncompliance; Product Description (unique identifier code), date and location of manufacture; The number of execution and design review; The date of manufacture.

**Client:** Client ID; The assembly factory; Date of problem notification; Severity / importance; The amount claimed products; Decision: accepted / rejected.

**Description of the problem:** Concrete description of the problem (e.g. Engine Will not start); The used language.

**Vehicle data:** Information about the type of car; Country of origin, date of manufacture; Mileage.

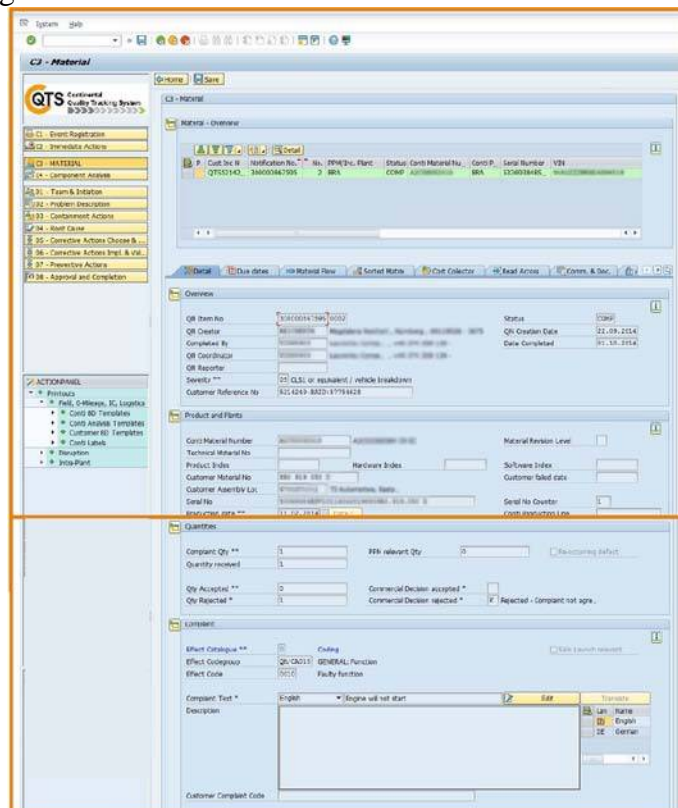


FIG. 5. Material dialog box

**3.4 The components analysis** dialog box will be filled with all product necessary information regarding (Fig. 6): Pre-analyzed – the first checks of the claimed product - usually visual inspection; Final test results (detailed) - description and analysis of

measurements taken (these results will be communicated to the customer); Type of failure.

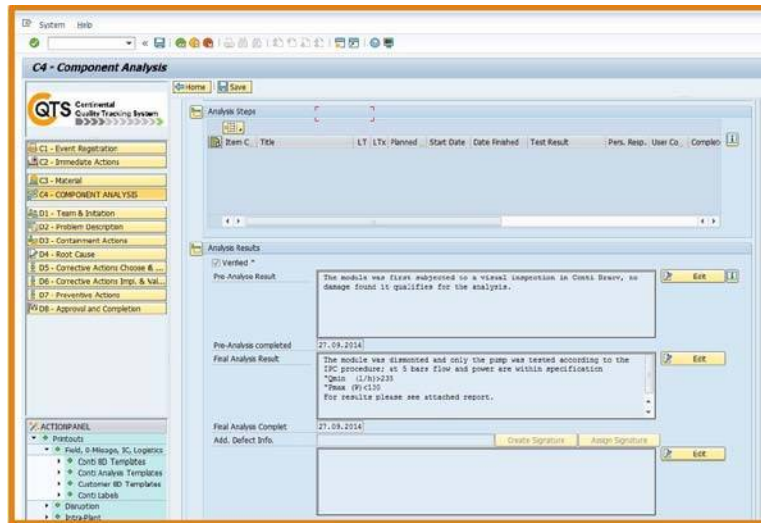


FIG. 6. Components Analysis dialog box

The filling of **Components Analysis** dialog box with the final results of the measurements is taken later. After necessary data collecting, is formed a group (analysis team) that will deal with the complaint. This group usually consists of: author (initialize), champion (with right of approval), specialists, internal members and/ or external members (engineers, laboratory assistants, heads of line, etc. - depending on the complexity of the complaint) - Fig. 7

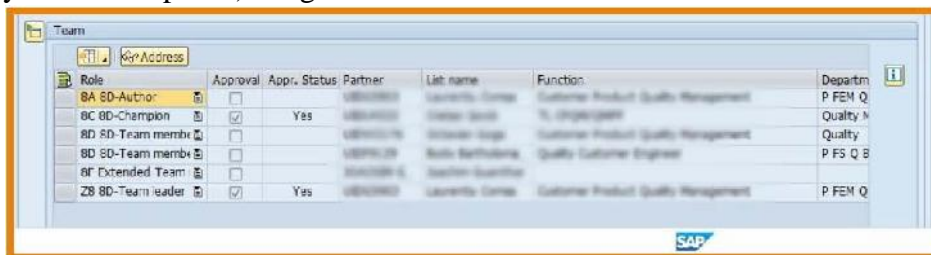


FIG.7. The analysis team dialog box

### 3.5 Actions and improvements

In an assembly factory, products tracking after manufacture (traceability), product and complaint details are extremely important regarding improvement of assembly processes. Thus, if is known data about the product claimed, a group of professionals can determine the cause of the problem, take corrective and preventive actions in order to eliminate future incidents and problems. Teamwork is inevitable in this situation; the group of specialists has to communicate any information relating to the complaint. The main phases of tests and measures are:

1. **Establishing the root-causes of the problem** arisen (description) is made by filling the next dialog box Fig. 8). Problems can be caused by: the assembly station, operator errors, material errors or incorrect handling of parts. Malfunctions are not always caused at the factory. It happens that parts to be deteriorated during the transport or customer assembly process. These situations are also taken into account and analyzed by the team of specialists.

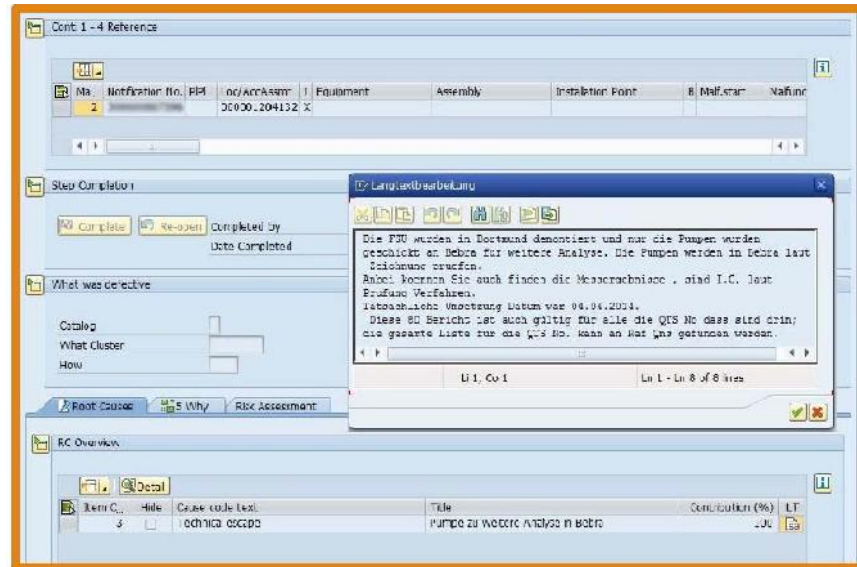


FIG.8. Root Causes of the problem dialog box

2. **Corrective action (testing and implementation):** Measures taken after establishing the causes of the problem may vary. If it is confirmed that the problem is caused after the assembly process, these measures may lead to station or assembly parameters change, warning and retraining of operators, additional checks or even change the finished product characteristics, material used, etc. Action communication to the customer is necessary; in some cases is required customer approval for various measures that can lead to change product performance characteristics (Fig. 9).

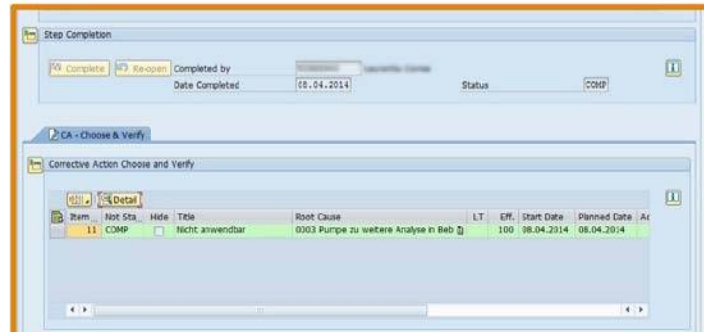


FIG.9. Corrective Actions dialog box

3. **Ensuring customer on eliminating the problem (providing stock):** Once assembly processes changes have been made, depending on the complexity of the problem, the client asks to be provided in terms of actual stock. Sometimes is necessary the parts re-sorting in the factory or customer magazine. These screenings can be made by quality inspectors or other external firms (which leads to additional costs).
4. **Preventive actions:** After eliminating the problem of the assembly process, inspectors create an alert for operators and line heads with the arisen adjustments from analyzes made. These alerts (usually) remain valid for a period of one month and are notified to operators (e.g. Table 2). If during this period we still have errors, the process of investigation opens again.

Table 2 Quality Alert

Quality Alert			
OK Part	NOK Part	<b>Reported on:</b>	04. June 2014
«picture»	«picture»	<b>Valid until:</b>	04. July 2014
Problem description:		«description»	

**5. Approval and completion dialog box (Fig. 10):**

At every complaint there is a leader, a specialist, with the approval rights of changes, communicating the results to his supervisor and to the customer. He is responsible for fixing the problem. A specialist may be a leader for several complaints in the same time.

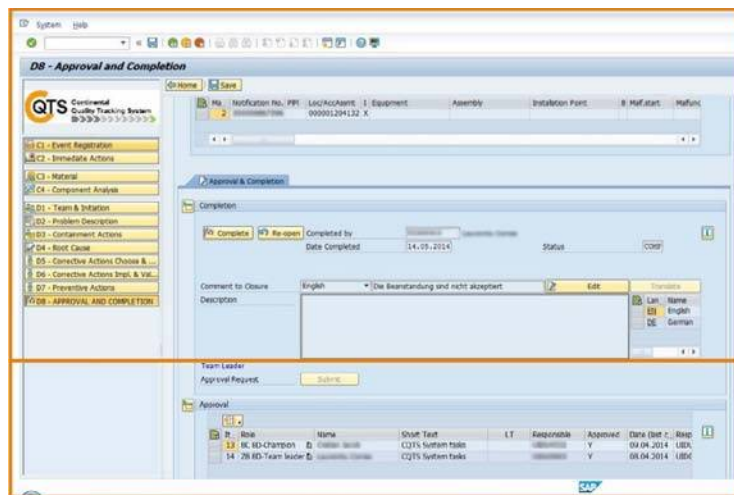


FIG.10. Approval and completion dialog box

**3.5 Response and confirmation:** Corrective actions following improvement processes are communicated to affected customers. If the analyzes it turns out that the problem appeared in the assembly process the complaint is accepted and the root causes will be studied. On the other hand, if damage, such nonconformities occur, for example after transporting or customer assembly process (inadequate assembly process, incorrect handling, etc.) complaint is rejection.

All data (information relating to the analysis, measurements, photos) are stored in the SAP database and are accessible by team analysis.

Observation: This ; “factory and customer” complaints system , is as valid and vice versa, in the case of providers, “supplier and factory” complaints system. Complaints may be initiated by the assembly factory, when misalignments occur on ordered products parts (Fig. 11).

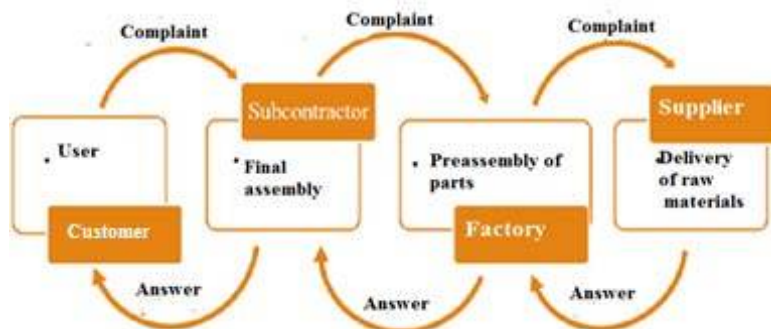


FIG.11. Customer-Supplier Relationship



## CONCLUSIONS

Lifecycle Management Products focuses heavily on embedded computing systems. These dedicated systems to product life cycle are inevitable in the case of multinationals.

They pursue product assembly processes during the entire course: from raw materials to the sale and every day use. Following assembly steps can lead to high product quality, reduced production time, unnecessary costs elimination, etc.

Integrated computer systems are present not only in quality, but also in production (database of drawings, BOM - Bill of Material (components used), assembly processes), research and development, logistics (transport, stock, parts handling), sales (selling and negotiating prices) and purchasing (buying raw materials, negotiation), finance (database transactions), etc.

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MANAGEMENT

# MANAGEMENT

## AN INTEGRATED RESEARCH OF AIRCRAFT MAINTENANCE OFFICER COMPETENCIES

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**Abstract:** *A precondition of the proper functioning of our organizations and the success of their operations is a sizeable body of well-trained professionals. The execution of their tasks requires their taking part at a standardized, professional development scheme. In order to ensure that the next generations of military professionals can face the challenges of the workplace, regular research is necessary to clear what competencies they need. Such a research may add new information to the development and improvement of teaching programmes, the educational portfolio and their coordination with the labour market needs. This article summarizes the results of such a research.*

**Keywords:** *qualitative research, aviation engineering, military engineer, education, competency, model, military officer*

### INTRODUCTION

Human resources does seem to be evaluated more and more important for military aviation organizations – what's more, it has become one of the most important and most difficult tasks for their management to provide for a healthy supply of qualified and experienced professionals. A healthy age structure of the workforce may guarantee long-term functioning, therefore proper recruitment and selection, training of young, competent staff members is essential. The resources invested into the new engineer-officers, their training and education, development and mentoring are crucial. The return of such investments can be expected only and exclusively if such areas as motivation, career management, positioning, remuneration etc. are also reasonably provided for. It is the foundation of building a professional culture and identity that will be missing if we forget about such details.

To form an ongoing education and development strategy that should serve the proper maintenance and operation of military aviation technology, it is necessary to offer professional knowledge and experience to be given over to one generation to another. Such a strategy may also create a positive reaction in both the target group (young officers-to-be) and the contractor.

### KNOWLEDGE MANAGEMENT

The competence-based education must be tailored, targeted and professionally managed. As the needs and expectancies of the contracting parties change from time to time, their continuous monitoring is unavoidable. The question is only what to monitor and how to assess the findings. Besides, the rapid pace of technological developments in

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military aviation makes it unavoidable to keep an eye on such trends too. A complex knowledge management scheme creating, collecting, storing and channeling the data, information and knowledge to the places where they should be used may be the proper solution for the improvement needs. They can cover all the necessary areas from engineering to competence development. [5][6][7][8][21][23][26][27]

## COMPETENCIES

Competencies cover how – i.e. by what means, behavior, capabilities, motivation and/or know-how – the individual can realize or reach targeted objectives. The behavior and activity leading to success has to be therefore supported by certain characteristics of the individual. Competencies in practice may be defined by those behavior patterns the consist of. In order to be able to study and develop them, they must be defined, described, quantified and analyzed. [6][9][11][12][13][14][15][24][25][26][30]

## RESEARCH OBJECTIVES

Social and technological changes effecting the defense sector have caused alterations in the structure, tasks and concepts of the Hungarian Defense Force and, within it, the Hungarian air force. A continuous reassessment of its competencies and the communication of the results is an elementary interest of the organization. The aim of the research is to show a way how it can be done.

## SAMPLING

A representative set of information on the present status of the air force and military aviation engineering would be the result of the analysis of those knowledges and competencies that are necessary to fill a position requesting an aviation engineering degree. It could be the basis of a competency model tailored to the needs of the organization. After analyzing the information collected by desk research and interviews, we identified those individuals whose work situation may be representative to show the overall standing of military aviation engineering. Each interviewee was asked to offer further name to grow and improve the sample. The rolling research went on as long as the provided data and information became repetitive, that is we reached a theoretical saturation. [18][19]

Personal interviews were made on 32 different sites with 45 individuals. The interviews covered information on the interviewees' life, military career, motivation, professional experience, interests etc.

## QUALITATIVE RESEARCH

In order to verify or falsify our hypotheses, we tried to get answers to the who's, why's and how's of the topic. Due to the nature of qualitative research it concentrates on getting “soft” information instead of “hard”, quantitative ones. [1][2][3][4][16][17][19][22]

We chose the method of semi-structural interviews. After informing the interviewee about the aims and objectives of the research and their role, and legal issues (e.g. concerning the video recordings made), we asked for their agreement to continue.

## THE INTERVIEWS

The semi-structured interviews followed the scenario presented in Table 2. Within the time limits set and the relevance to the questions we let them freely communicate their answers and expand on details, opinions and thoughts that occurred to their mind.

Table 1: Interviews, dates, and numbers of people interviewed

	Place	Date	People interviewed
1	Szolnok SHM dept.	11. 05. 2015.	1
2	Szolnok SHM dept.	11. 06. 2015.	1
3	Budapest HM II. office	11. 11. 2015.	1
4	Szolnok SHM dept.	11. 16. 2015.	1
5	Szolnok RMZ	11. 17. 2015.	1
6	Szolnok FRT dept.	11. 18. 2015.	1
7	Kecskemét, hangar classroom	11. 23. 2015.	3
8	Kecskemét, RMZ. office	11. 23. 2015.	1
9	Szolnok, SHM dept.	11. 24. 2015.	2
10	Székesfehérvár, MH ÖHP 3/1 classroom	11. 25. 2015.	3
11	Kecskemét, Gripen office	11. 30. 2015.	1
12	Kecskemét, hangar classroom	11. 30. 2015.	1
13	Kecskemét, AN-26 office	12. 01. 2015.	2
14	Kecskemét, Gripen office	12. 01. 2015.	1
15	Kecskemét, RMZ. office	12. 01. 2015.	1
16	Budapest, HM II, office	12. 02. 2015.	2
17	Budapest, logistics office	12. 02. 2015.	1
18	Kecskemét, LJÜ, conference room	12. 03. 2015.	2
19	Kecskemét, LJÜ, office	12. 03. 2015.	1
20	Pápa, RM szd. commander's office	12. 07. 2015.	2
21	Pápa, RM szd. commander's office	12. 08. 2015.	1
22	Veszprém, home	12. 08. 2015.	1
23	Budapest, Zrínyibarackoffice	12. 09. 2015.	1
24	Budapest, logistics association	12. 09. 2015.	1
25	Kecskemét, RMZ. office	12. 10. 2015.	1
26	Budapest, Zrínyibarack office	12. 10. 2015.	1
27	Szolnok SHM dept. classroom	12. 11. 2015.	1
28	Szolnok, SHM dept. classroom	12. 14. 2015.	4
29	Szolnok, SHM dept. classroom	12. 15. 2015.	2

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30	Szolnok, 86 barack commander office	12. 16. 2015.	1
31	Szolnok, SHM dept. classroom	12. 17. 2015.	1
32	Szolnok, SHM dept. classroom	12. 18. 2015.	1

Table 2: The interview scenario

Scenario	
Semi-structured (career) interview	Main line
Pensioned, inactive, or active military officers with military aviation (or similar) degree and/or experience	Selecting sample
Meeting at an agreed date and place, agreement to take part and to recording the interview.	Doing the interview
Interview outline	
Introduction of the interviewer, informing the interviewee about legal issues and freedom of opinion, giving background information on the research objectives, structure, time needed etc.: Free talk on military career and profession. Warm-up: Why did you choose the military aviation engineering career? Whos opinion did you ask for when choosing this profession? <ul style="list-style-type: none"> <li>• Who or what motivated you?</li> </ul> What were the years at the Military Academy or College like? <ul style="list-style-type: none"> <li>• Tell me about your professional development and career!</li> </ul>	Introductions, interview objectives and topics. Warm-up. Creating the atmosphere. (15 minutes)
Unbound discussion	50 minutes
Thanks	5 minutes

## ANALYSIS

The content analysis of the interviews aimed at a standardization of the received data, the formation of an understanding (the creation of information), and doing a causative analysis (the creation of knowledge). With the help of the videos also the meta-communication of the interviewees could be analyzed.

The interdisciplinary content analysis provided us with documents showing data, connections, relationships and causations to draw our conclusions. The data were kept in a database of defined categories that were elucidated on the basis of the data themselves. They were not fully mutually exclusive due to the qualitative nature of the competencies. As a result, we identified competency groups as shown by Table 3.

Table 3: The results of the qualitative research

„WHAT?“	„HOW?“	Competencies	Forms of Behaviour
<i>13 qualities in all</i>	<i>12 qualities in all</i>	<i>12 qualities in all</i>	<i>19 qualities in all</i>

The identified behavioral forms provided us with the basis of the next phase, the questionnaire research.

### THE QUANTITATIVE RESEARCH

With the help of the quantitative research statistical relationships between the data can be identified. [16][17] Essentially it aims at representativity and the receipt of statistically analyzable data. It may provide us with results that can be generalized. In case it is repeated in due course, it may provide input for trend analysis. [1][2][3][4]

### THE QUESTIONNAIRE

In the first part we concentrated of general data like:

- education type(s) needed for the present job,
- highest professional qualification,
- highest professional training in which the respondent took part.

Then came questions concerning their professional careers, the positions they filled

- as a commander/manager (with masters degree)
- as a subordinate (with masters degree)
- as a commander/manager (with bachelors degree)
- as a subordinate (with bachelors degree)
- as a senior leader.

Another question asked here targeted information on which aviation technologies they worked with in the course of the careers.[29]

The answers provided information for the grouping of respondents in order to show what groups may possess relevant information on which professional competencies (see Table 3).

### The pilot research

The testing of the questionnaire started on 23.02.2016 and finished with 26.02.2016. Out of the 24 questionnaires sent around, we received 11 answers (45,83%). On this basis we improved and finalized the questionnaire.[28]

### THE QUESTIONNAIRE RESEARCH

152 were involved in the research executed in the EvaSys system between 03.03.2016 and 16.03.2016 where we received 89 answers (58,55%). The high ratio of respondents

proves the interest of the profession in such research and their future. The analysis of the data received is still in process. [20][28][29]

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## SOME SIMILARITIES BETWEEN F-16 PROGRAM IN POLAND AND ROMANIA

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***Abstract:** By making a comparison between historic acquisition of the F-16 by two European countries, Poland and Romania, we can affirm that in both states, the procurement process was a lengthy one, not easy, sometimes controversial, but gave them a certainly status within NATO as well as the security guarantee.*

*By the time of the actual purchase of F-16, people who supported the purchase, always bring into discussion the need that Air Forces should be equipped with such an airplane due to its capabilities and performances.*

*However, indirectly, the purchase of F-16 was dominated by the political factor and guarantees to the states holder the national security in front of Russia regional dominance or in front of other elements that could provide a regional insecurity state.*

***Keywords:** F-16, Air Force, acquisition process, security statue, interoperability.*

### 1. INTRODUCTION

In the context of the economic crisis that Romania has faced in recent years and being threated by ethnic and territorial conflicts deployed in the eastern part of the country, the resources management, whatever these may be, has become an essential element of the defense system. Military resources management is very complex and highlights the continuing need to improve institutional systems, budgeting and decision-making of all military structures.

An efficient resources management in military transactions must consider the combination of three key issues, namely technology, doctrine and organization. So, the used technologies must belong to the newest generation, the doctrines need to be combined, interoperable and multinational, and the military structures must be flexible and mobile.

Considering all these elements and referring, especially, to our country, we can affirm that the military resources management (resources allocated to the Ministry of National Defense), represents the fulfillment of commitments undertaken by our country within NATO and EU, in line with the Army transformation process.

Also, in the Air Force, the resource management is an extremely important process, being the cornerstone of the performance of all security objectives.

In this context, we can say that the effectiveness of a state air power depends, to a large extent, by the Air Forces endowment in line with their objectives and tasks, through the acquisition of specific equipment. The purchase of modern military combat systems, reliable, with outstanding performance, with low-cost maintenance and operation, that

meet all operational requirements, in accordance with the environment characteristics in which they are used, but also the full support of military systems logistics are binding principles for achieving Romania's air power.

## **2. THE F-16 ACQUISITION PROCESS IN POLAND - SHORT PRESENTATION**

In December 2002, Poland made public the decision to purchase 48 F-16 combat aircraft from Lockheed Martin and this transaction was called by many international officials "the deal of the century" [1] and was sealed on April 2003 with the signing of the contract by Polish and USA officials, and Lockheed Martin senior executives. The acquisition involved three separate, but related, agreements: the sale of 48 F-16 52+; an offset package to invest in Poland over a 10 year period; and favorable USA Government-backed low-interest financing.[2]

Poland's decision to purchase the F-16 had interwoven capability, interoperability, economic, and political dimensions. The main issues that determine Poland to adopt such a decision (the purchase of the F-16 multirole aircraft) included a technical analysis of: competing aircraft, their prices/costs, financing, offsets, and politics. The mass media and the business community, particularly in Poland, portrayed the deal primarily in economic terms, emphasizing the favorable financing offered by the USA and the unprecedented offset agreement. Polish officials and politicians painted a picture of a more balanced decision for their constituents, one that emphasized price, tactical, and operational criteria over offsets.[3]

But academics, pundits, and officials from the losing bidders, Dassault and Saab/BAE, weighed politics more heavily in their assessment of the decision process than aircraft capabilities or economics. The hypothesis of this paper is that although capability, interoperability and economic interests played important roles in the Polish decision to purchase the F-16, political considerations dominated.

When the Iron Curtain fell, Poland found itself with a fairly robust, but eroding Air Force. The country had a total of approximately 800 combat aircraft in 1990. This number decreased rapidly to 300 in 1998, with a target of about 100 slated for 2002. The deteriorating fighter aircraft inventory and the target plan of 100 influenced the mindset of the Polish decision-makers leading up to the decision at the end of 2002 to purchase the F-16.

In the post-Cold War period, existing Polish aerospace companies were divided, fragmented, their production capacities visibly decreased, even deteriorated in some cases and, also, their capabilities deteriorated. One company that has resisted to the disintegration of the Soviet Union was PZL-Mielec, and it became the largest Polish aircraft manufacturer. But, this company was not able to produce a modern combat fourth generation aircraft. In addition, Mielec fought unsuccessfully to produce the PZL M-93M, an advanced trainer aircraft.

Internally, there was a strong sense that justified the desire to invest in the purchase of a fourth generation fighter aircraft. As a matter of national pride, Poland, a NATO member nation, no longer wanted to feel like a second-class state compared to other Western countries. Also, Poland wanted as the purchasing of this type of aircraft to reflect the recent country transformation in the military domain. To ensure a rapid reaction force within NATO (NRF - NATO Reaction Force ), composed of 48 modern fighter aircraft, Poland should put at NATO disposal interoperable aircrafts and which had to meet all NATO standards.[4]

Therefore, Poland's decision to purchase F-16 aircraft was adopted by taking into account a series of issues such as aircraft interoperability with NATO systems and its its

high capabilities. But, also, the economic, financial and political issues were not ignored in the F-16 purchase decision making. So, the next steps adopted by Poland in the purchase of F-16 aircraft, included a detailed technical analysis of: competing aircrafts from this class, their prices, the financing mode, the offset packages that were offered by competitors and the political implications.[5]

Polish officials and politicians built in their voters' eyes, vis-a-vis by this acquisition, an image of a wise and balanced acquisition, highlighting the price, tactical and operational aspects, and the advantages of the offset package. The officials from competing companies, who lost the tender, namely Dassault and Saab/BAE, found that their failure stems from the fact that, in the purchase decision making process, the Polish state put a greater accent on political issues and not on the aircraft capabilities or on the economic criteria. The hypothesis of this business is that although the aircraft capabilities and interoperability and economic implications have played a very important role in the decision to purchase the F-16 aircraft, the political considerations were more dominant, in fact the most important element.

There were many voices and controversial discussions around this subject. Thus, in August 2002, a former Defence Secretary of State published an article entitled „Fly or think?“, arguing that the threat that may arise from the east has been replaced by a terrorist threat and this issue does not justify a so large investment, namely the purchase of so expensive combat aircraft. In the same article, he claimed the purchase of second-hand combat aircraft. His opinion was rejected by the Poland Deputy Defence Ministry of that time, in an article entitled „Thinking and Flying“. He demonstrated that used combat aircraft, even if they would cost half the price of the new ones, would have a life duration much more smaller than half of the life duration of the new ones, both in terms of flight hours number and in terms of technology level.

### **3. SOME SIMILARITIES BETWEEN POLAND AND ROMANIA F-16 ACQUISITION PROCESS**

We could start this section with an important aspect, namely the fact that both in Romania and Poland, the military aircraft status and military aircraft industrial production capability were not excellent ones, and the requirement for an advanced fighter aircraft was more and more necessary.[6]

Also, in both states, the political factors were decisive in choosing the F-16 multirole aircraft, although this aspect was not the primordial one.

If we strictly referred to the acquisition process, we may affirm that both in Romania and Poland, there were voices which vehemently opposed to this important acquisition. Both this a long discussion and could be observed in press and mass-media.

Both Poland and Romania, before starting the multirole aircraft acquisition process, conducted an analysis of military aircraft endowment of its own forces, the ability of industry to manufacture/produce military aircraft, but also the need to hold a fighter aircraft with advanced capabilities.[7]

It is important to remark that, in both countries, the purpose and the necessity of equipping Air Force with a multirole fighter aircraft went from the objectives set by the National Defense Strategies of these countries, in order to accomplish the Air Force missions for defending the national territory in peacetime, in crisis and war situations and for the fulfilling of the commitments assumed by these states within NATO and EU adherence.

In both states, the acquisition process had as a starting point several negotiations stages, followed by a decision making process, amid economic difficulties and political

disagreements. Also, the acquisition process tracked, with small but sure steps, many of the initially set out stages. It is a certainty that, in present, Poland operates this multirole airplane and, in September of 2016, the first F-16s squadron will arrive in Romania, and will become operational next year.

In both countries, the acquisition process was a very difficult one, a highly complex acquisition with implications that aimed several plans.

Poland and Romania, before taking the purchase decision, made many comparative studies between the capabilities of aircraft that could be purchased. In this regard, the competitors in Poland were: the F-16 from Lockheed Martin, JAS-39 Gripen from Saab/BAE Systems, and the Mirage 2000-5 Mk II from Dassault. In Romania, the specialists studied the offer of the following competitors: the F-16 from Lockheed Martin, JAS-39 Gripen from Saab/BAE Systems, Rafale from Dassault and the Eurofighter Typhoon from the three partner companies consortium: Alenia Aeronautica, BAE Systems, and EADS.

Following these analysis, both countries established the principles relating to the purchase of the F-16 aircraft, the institutional structure of the procurement, the procurement mechanism, and the responsibilities who will be implied in the development of the acquisition process.

Further, in the development of the multirole aircraft acquisition process, there were studied the bids financial construction, the economic issues, the political pressures exerted by governments where competitors came from and the analysis of advantages in the industrial domain offered by offset packages.

Another similarity of the F-16 acquisition was the fact that both countries operated old generation aircraft, and the maintenance and operation of these existing fighters were very expensive/costly. Also, these old generation aircraft did not operate with NATO systems and, therefore, both states could not fulfill their commitments assumed as NATO member states. As Romanian officials, the Poles considered that the existing equipments modernization and the F-16 acquisition will substantially strengthen the state's position within NATO and will help modernize the army.

In the same time, it was understood that the introducing of a fourth generation fighter aircraft would have had a cascading effect and we refer here at the personnel formation and training, including a considerable improvement of the pilots general training who will use these airplanes. Also, the technical, engineering staff and missions planification personnel will be positively „affected” by the implementation of this program in these two countries.

Another similarity of the F-16 acquisition process in Poland and Romania is that both countries planned as this aircraft to enter into the Air Force endowment as close to the time the flight resource for MiG-21 could not be extended, taking into account that these old generation airplanes will be gradually removed from the Air Force endowment.

Another similarity of the F-16 acquisition process in both states was the status of this aircraft within the NATO member states. In this regard, F-16 was considered the backbone of combat aircraft that operate within NATO.

Therefore, in 2002, eight NATO member states hold this type of airplane. It is also possible that the popularity of the F-16 under NATO member states, to have played a determining role in the choice made by Poland and Romania.

Lastly, top representatives of the two governments stressed that the acquisition of a modern combat aircraft will contribute to the country status strengthen within the alliance and, also, to the strategic partnership with the most developed democracies in the world. Another major advantage of this purchase is that these two states are able to protect their

own airspace and to react, in an effective way, if they are faced of with terrorist threats that may arise through air space.

Another common and important aspect of the procurement process conducted in the two countries is represented by the fact that NATO, through its representatives, offered to support both Poland and Romania by training, in a certain period of time, a number of pilots and specialized personnel (engineers, non-commission officers specialized in aviation technique manipulation, missions planning personnel, etc.).

Also, there are other similarities between the multirole aircraft acquisition process in the two states and, certainly, by far, the most important are those related to the political factor pressures and to the advantages in security guarantee that would follow to benefit, subsequently, the two NATO members states.

In this chapter, we should remark that an aspect which was not at all similar is that, unlike the case of Poland, in Romania it has not been concluded an offset contract. In this case, the economic and social impact of the acquisition process in our country was an insignificant one.[8]

In conditions in which the full purchasing contract would have included an offset program, the foreign investments in Romania, certainly, would be amplified, technology transfers would have caught a different shape, and the Romanian and foreign firms would have developed beneficial partnerships for both sides. Therefore, an offset program would have been given our country the chance to develop itself, to develop the jobs market, and to contribute to the creation of a development of a medium and long term strategy.

Therefore, the F-16 acquisition strategy in Poland should have been a lesson learned for the Romanian state in terms of military equipments procurement.

In conclusion, at the unspeakable level of this procurement process, the fact that NATO is the security umbrella in the face of increased potential threats (e.g. Russia, the Middle East threats, etc.) and, implicitly, the political entity that can ensure the NATO member states sovereignty and, on the other side, the fact that USA is the number one power of this international organization, represented the essence of the F-16 choosing by Poland and Romania.

In conclusion, we can affirm that the choice made by these two states authorities identified the optimal solution to ensure the state security and to comply with its obligations as a NATO ally.

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- [5] U.S. Congress, House of Reps, Committee on Armed Services, “*Full Hearing on Impacts of Defense Trade Offsets*”;
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