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PROFESSIONALISM AND LEADERSHIP RESPONSIBILITY IN PANDEMIC TIME AND CHALLENGES TOMORROW

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Abstract
The rapid and unprecedented spread of COVID-19 has quickly eclipsed other epidemics, both in size and scope.
In addition to the deadly human toll and disruption to millions of lives, the economic damage is significant and far reaching. It is appropriate to use this phrase Volatile, Uncertain, Complex, and Ambiguous now normous challenge for leaders across the world. The uncertainty embedded in this situation makes the ‘leadership challenge’ even more complex. Today, leaders face innumerable ‘leadership dilemmas and conflicting demands, and most of these do not have a simple binary answer. Considering opposing perspectives is vital, especially in a situation where both the perspectives seem logical, it almost is like a game that cannot be won. In short, leadership demands are of an unprecedented nature.
Leadership in action and the impact that the presence or absence of leadership in situations like these can make are clearly visible, and how the new technology can transform leadership for the good of employees.

Key words: *leadership, effectiveness, teaching, new technologies*

1. Introduction

The coronavirus pandemic has become one of the most serious public health crises in living memory. It has brought the world to its knees, shutting down entire countries and causing an exponential spike in the disease and death rates. Due to this pandemic, those people who drive the organisations (employees and customers) are put into vulnerable positions. The unpredictability, overabundance of information, and sheer magnitude of this crisis is becoming overwhelming for people, who are looking for a sense of calm, surety, and a reliable source of support to tide over testing times.
One of the most fundamental asks from leaders has been to act from ‘their heart.’ As the pandemic started to make its presence felt, we saw overwhelming evidence of leaders recognising and empathising with the human side of the upheaval—acknowledging the radical shift of their employees’ personal priorities towards family health, extended school closures, and the human angst of life-threatening uncertainty. Leaders engineered and executed communication campaigns to communicate to their employees that the organisation understands their changing priorities. In a public letter to employees and customers, the CEO of a leading telecom company acknowledged that the first priority of its employees ‘must be your and your family’s health and well-being”. The MD of a leading car manufacturer stressed that safeguarding the health and safety of its employees and stakeholders was their top priority during the COVID crisis. Apart from recommending work from home, as done

by several organisations even before the country went into a lockdown, we also witnessed instances where leaders’ actions have shown their employees’ best interests in mind. Organisations started to focus on emotional, mental, and physical well-being of employees through counselling, yoga, and mindfulness practices.

A leading engineering and construction conglomerates stopped work at multiple live projects and earmarked huge money every month to support its contract workers. It also assured the food provision and basic amenities at labour camps, while maintaining COVID-19 prevention and containment protocols.

It was evident that great leaders prioritised people over business. Their initial efforts were focused into securing people, whether it came to working from home, ensuring the safety of all employees, solving for safe return of teams that were deployed overseas, providing support to employees needing special assistance, or being concerned with the mental and emotional wellbeing of employees and their families.

Resilient leaders often applied the same principles to better serve their customers, especially during a crisis. Designing for the customer’s heart starts with understanding how it may have changed dramatically from earlier perceptions. Consider that in a crisis, customers often come down to the

basic desires in Maslow’s Hierarchy of Needs, such as safety, security, and health. How should you shift the nature and tone of your customer communications and the sensitivity of customer experience amidst the COVID-19 crisis? Customers relish the same grace and kindness that leaders extend to their employees—they are also navigating through the crisis and expect empathy.

As organisations begin the recovery process, leaders will need to stay committed to the principles of empathy and well-being of their employees. The focus would be on physical, psychological, and financial concerns. Physical well-being will include emphasis on health and safety, the cleanliness

of workplaces, and the availability of testing and treatment. Psychological well-being will include workplace practices, such as flexible schedules that address workers’ mental and emotional health. Equally the commitment to wellbeing should extend to well-being at home, as workers continue to take care of children and elderly family members.

2. Put the mission first

Amidst the entire crisis, a resilient leader’s focus on his or her organisation’s purpose remains steadfast: it is never negotiable. Making decisions that tie back to the organisation’s purpose is particularly important, when companies are under increased pressure and stakeholders are paying close attention to every move Many organisations have tackled the outbreak by tying their actions to their purpose and business model.

Businesses are using their unique capabilities to meet society’s immediate needs. Indian Railways’ decision to convert train coaches into COVID-19 isolation wards (in response to the growing number of cases in the country) reinforces their mission of service to the nation. The ongoing evacuation of Indian citizens by the national carrier Air India from affected countries reinforced their mission to always be on the forefront and augment the efforts of the Central Government in times of national calamities. Leaders of leading FMCGs in India decided to reduce the prices of soaps and hygiene products and ramped up production of such items to fulfil increased demand. A leading manufacturing company in India leveraged its manufacturing facilities for making ventilators for COVID-19 patients. Another leading healthcare and biomedical engineering company publically shared the complete design specifications and product manual of its portable ventilator, and contributed towards fast production of the much-needed ventilators. Leaders are synchronizing their actions with the purpose of their organisations to deliver a socially relevant, and purpose-driven plan of action.

It is equally important for leaders to define their priorities and mission at a time when organisations face a flurry of urgent issues across innumerable fronts. Resilient leaders zero in on the most pressing of these issues, establishing priority areas that can quickly be cascaded. They should address multiple priorities that will vary as organisations navigate from the initial days of the crisis to the next phase. The initial days required an urgent response to the crisis and the next phases will involve finding novel ways to recover from the crisis, and finally thriving by capitalizing on the opportunities that the new normal presents.

3. Aim for speed over elegance

Perfect is the enemy of good, especially during crisis when prompt action is needed. Most companies do not have the infrastructure to deliver perfect information or data in real time on operations that could be affected during an epidemic. There will be many unknowns in the days and weeks ahead. Are you ready to accept that you will need to act with imperfect information? Collect as much proxy data as you can to inform your decisions so as to not fly blindly. When the crisis is over, you will be able to conduct a thorough review and analyze how to improve the quality of information during future crises—but during this one, you will have to set aside that kind of analysis.1

The COVID crisis placed unprecedented challenges in front of leaders, and we saw how timely decisions made a difference between uncontrolled spread vs containment of the virus. India and Belgium were the only two countries that called for a lockdown at very early stages of the contagion.

Leaders need to focus on quick solutions that help combat the situation to the extent possible. A hospital in Chiari, in the Brescia area of northern Italy (hit hard by the virus) had many coronavirus patients in intensive care, and was short of venture valves (which connects the ventilator to a patient's
face mask), and needed replacement for each patient. The hospital was unable to obtain a digital model of the part, so its team decided to reverse-engineer its structure themselves. The first prototype was ready within six hours, with a good number of working valves printed and supplied to the hospital within a day.

As the health challenges move towards the economic challenge, organisations are attempting to find a way to recover through new products, solutions, and services for their customers. Other challenges around supply chain, cash flows, workforce, and digitization require alacrity in response as against waiting for the perfect solutions. Leaders must demonstrate courage, risk taking capabilities, and an ability to experiment.

As leaders confront situations that were unanticipated, this is also the time to encourage more initiative and decision making across levels of the organisation. Trusting teams and individuals, who are deeply embedded in a specific context, might be in the best position to come up with creative approaches to address unanticipated needs. Make the objective clear, but allow more flexible local autonomy.

4. Own the narrative

Communication at all times is important, but during a crisis it assumes a completely different significance. There is plethora of information available for everyone to consume. It is critical for leaders to own the narrative by explicitly sharing their perspective on the situation, what it means for the organisation, and also clarifying what they expect from their teams.

We have seen effective leaders adopt an approach of frequent, shorter communication with their teams. At times like this it is also clear that leaders may not have the complete information and it is all right to communicate this transparently.

Authenticity in communication, and being equally open about what is clear and what is not clear is critical to establish trust.

In the absence of a narrative from leaders, teams and stakeholders may start to fill the void with misinformation and assumptions. Setting a regular cadence with a clear voice is critical.

An ongoing communication from the leaders serve multiple objectives. For one, it helps reinforce the mission and priorities of the organisation. A constant reminder of who we are and what we stand for re-energises

the organisation and engages teams below in the call for action. It provides direction on how to respond to the crisis enabling others to find their own ingenious ways to serve customers and add value. Hence, it is important for the leaders to state facts and frame the problem in a way that helps people understand the importance of the problem and what it means for the organisation. A leading hotel chain CEO in his video did not state sugar-coated facts to his organisation. He placed the numbers in perspective leaving no room for confusion. In addition, he spoke about a more severe and sudden financial impact on their business than 9/11 and the 2009 financial crisis combined due to COVID-19. He said, in most markets their businesses were already running significantly below normal levels. Incomplete or conflicting communication can slowdown the organisation’s response rather than providing a better guidance.

In his address to the nation, Singapore’s prime minister highlighted about the situation and unanticipated and massive spread of the virus. He enumerated systematic actions on medical, economic, and psychological fronts taken by the state to tackle the situation while focusing on the citizens’ needs. He outlined the reasons for restricting all public gatherings and clearly articulated his belief in Singapore’s ability to respond calmly and responsibly to the ongoing situation. Singapore Prime Minister’s communication clearly focused on transparency and assessment of all stakeholders’ needs.

Authenticity in communication helps to establish trust especially, in a crisis. Trust starts with transparency— admitting what you know and what you don’t. This is the time where leaders will need others to comply with tough actions. In Korea’s war against coronavirus, amongst many other things that stood out, one clear winner was the communication from leaders – giving strong messages with empathy. Leaders warned against premature optimism, kept sharp focus on the crisis, and shared the plan to defeat the coronavirus. Korea’s plan on dealing with the situation required public support, because they did not impose a full-fledged lockdown. The leadership’s transparent communication tried to establish trust, which was critical to enable public cooperation.

Communication is also important to engage and keep the teams energised. One way to do this is by communicating the wins and success stories. In difficult times like this, it adds cheer and uplifts the positivity. Equally important is the need to connect with people at the more personal level. The prime minister of Singapore, one of the most recognised leaders in the fight against COVID, publically acknowledged that the rise of the virus was unanticipated but that they were in it together. Through the careful use of words such as ‘confidence in each other’ or ‘we are Singapore united,’ he was able to articulate empathy and in turn, connect with his people. Leaders connecting frequently and checking into the well- being of their teams reinforces the strong bond and helps the team feel understood. While this is critical at all times, in times where people are dealing with high levels of stress, insecurity and anxiety, it becomes even more critical. More conscious efforts are required to create that connect because of the virtual working environment. Leaders are spending more time than ever in strengthening these relationships.

5. Embrace the long view

We believe that a typical crisis plays out over three-time frames: respond, in which a company deals with the present situation and manages continuity; recover, during which a company learns and emerges stronger; and thrive, where the company prepares for and shapes the ‘next normal’ (heart of resilient leadership). While most leaders were busy attending to the basics in the respond phase, the view changed gradually as we progressed into recover phase and gradually into the ‘thrive phase’.

Coronavirus crisis has given to us a new normal. Several experts are pointing to structural changes that will take place as a consequence of coronavirus crisis. As COVID-19 impacts every aspect of our work and life, we have seen two years’ worth of digital transformation within two months. Work from home is expected to be accepted at a greater level. Remote meetings are likely to become the norm. Multiple technology collaboration platforms have seen millions of meeting participants every day generating billions of meeting minutes. Now, we know that touching things, being in close proximity with other people, and breathing the air in an enclosed space could be risky. How quickly that awareness recedes will be different for different people, but it can never vanish completely for anyone who lives through this year. It could become our second nature to recoil from shaking hands or touching our faces— and we will not be able to stop washing our hands. Even the education sector has witnessed various changes. In spite of a whole lot of online learning options available, much of education was classroom driven. With schools and colleges turning into virtual classes during the pandemic, the trend towards more online interaction is likely to become larger. We are also likely to see new respect for those on the frontlines against coronavirus— doctors, nurses, pharmacists, teachers, caregivers, store clerks, utility workers, small-business owners, and employees.

Each industry will have its unique challenges and industry leaders need to recognise and plan for these changes. Leaders must be able to think of long-term implications and start preparing for those by anticipating structural changes and their lasting effects. They should shape the market by creating new value emerging from unanticipated crisis and creating new business models. During the current crisis, organisations have been able to respond with a sense of urgency, willing to embrace agile ways of working with teams focused with clear goals and rapid decision-making. These learnings need to be imbibed in the ways of working going forward to become an enduring source of competitive advantage. The pace of disruption in pre-COVID times was much more than ever. The 33-year average tenure of companies on the S&P 500 in 1964 narrowed to 24 years by 2016 and is forecast to shrink to just 12 years by 2027. At the current churn rate, it was predicted that about half of S&P 500 companies will be replaced over the next 10 years. The big swan event of COVID-19 has further changed the game too much. Those who step up their game are expected to be better off and far more ready to confront the challenges—and opportunities—of the next normal than those who do not.

6. The leadership DNA

The leaders who exhibit these behaviours share a common DNA. Their ability to think from the head and the heart, put the mission first, prioritise speed over elegance, own the narrative, and take the long view is derived from clearly distinguishable leadership characteristics or DNA. All these actions together constitute the response of resilient leaders in times of crises.

When the situation is that of crisis, the accent on these asks from leaders is even more heightened. The following constitutes the DNA of leaders who have shone through in these times and have created impact on people and societies they lead:

Demonstrate the ability to grasp the complexity of the situation.

It is important for leaders to be able to rapidly grasp the situation and draw meaningful insights from the situation. There is a slew of data and information regarding COVID-19 circulating around us. Resilient leaders have the unique responsibility to grasp this complex information and draw unique insights, which enable them to take the right decisions.

Demonstrate the ability to view the situation from different perspectives.

In addition to the human health challenge, COVID-19 posed an enormous economic challenge. The gloom of a global recession became a major worry as countries went for lockdowns stopping the economic activity. After the safety of their teams, great leaders quickly gathered around the table to devise Plan Bs for the economic questions confronting them. They thought about the best course of action in the current situation, came up with alternate ideas, and channelised everyone towards it.

Demonstrate passion for experimenting and change.

As organisations move towards 'Recover' and 'Thrive' phase of the crisis, agile innovation is expected to become a defining characteristic for organisations. New business models are emerging and organisations need to be adaptive to capitalise these models. Leaders need to drive a mind-set of experimenting and change. Coupled with quick decision making and risk taking, this will be a critical trait that leaders will need to steer organisations to thrive in the new normal.

Demonstrate the ability to take quick decisions.

Leaders have to be comfortable in taking fast decisions as their decisions or lack of it can create a big difference in such critical times. Timely decision making during COVID became the distinguishing feature between containment versus unfettered spread of the virus. Countries such as South Korea, India, and even China took drastic measures to contain the community spread. The resultant impact is evident.

Have a relentless desire to excel, even in the most demanding situations.

Leaders need significant energy and drive in dealing with a crisis. A crisis places enormous demands on the leader—both in terms of managing business outcomes as well as dealing with stakeholders.

Be mentally tough and persevere in difficult times and rapidly changing situations.

These are times when people are looking towards their leader for hope of a better place. As individuals, leaders grapple with their own fears and insecurities during the crisis. They need enormous self-care and self-management to ensure that they remain mentally tough.

While it is acceptable for leaders to display emotions, they cannot get bogged down by them to be able to think straight and navigate through the complex situation.

Demonstrate boldness in the face of ambiguity.

In a crisis situation, leaders have to bolt on towards tough decisions that require courage and risk-taking ability. The crisis has brought upon us unchartered territories, which need to be navigated. The bold are likely to be able to tread these paths by getting comfortable in taking the tough calls both concerning the safety of the employees and in dealing with the aftermaths of the pandemic.

Understand and accept new perspectives and ways of thinking and working.

Leaders have to be truly and inherently inclusive to lead. This comes from a genuine belief and trust in their teams. Leaders have to create a circle of safety for their teams and have the inherent belief that their role as the leader is to make people feel safe, which in turn inspires commitment.

Great leaders clearly prioritised people over the business and in doing so, they unlocked people’s discretionary efforts. The sense of trust and comfort that the teams felt inspired them to go out of their way to contribute.

Collaborate seamlessly and naturally with different stakeholders.

Some great learnings on leadership emerged from the ways effective leaders went about creating strong collaborative bonds with their teams during such times. Resilient leaders drove technology usage swiftly to enhance collaboration and also found ways to infuse a human touch in their conversations.

Pictures of employees ‘working from home’ were circulated in work WhatsApp groups. People started sharing photos of their meals and discussed their woes about the added household chores. Virtual happy hours, coffee sessions, lunch get togethers, the game of tambola, and online cooking classes became ways to strengthen the personal relationships.

Exemplify confidence in taking the lead in any situation.

Leaders have to be seen leading from the front, especially during a crisis. They have to take a stand, communicate with authenticity and purpose, and need to get people to come together. At times, they need to persuade their people to follow through on tough decisions, even though these come at a personal cost. It is equally critical that they should be authentic in their communication by ensuring that the problem and the associated risks are communicated appropriately for people to take the right decisions.

In such times, leadership matters the most. Organisations that respond, recover, and thrive through crises such as these aregoing to be generally those that are led by leaders having these fundamental characteristics. In addition, such expectations are not limited just for the top level, but should be also be demonstrated within all levels in the organisation. These lessons are expected to serve as a guide as leaders find more effective ways to direct and invest in building these capabilities for the future.

7. How technology can transform leadership – for the good of employees

Right now, available technology can automate much of what we call management, giving leaders more time to lead. This is vital. As digitization disrupts at an ever-increasing rate, leaders are challenged to accurately anticipate shifts in the business environment, and to make their organizations markedly more agile. Leaders need to be liberated from routine work to focus more on strategic transformation.

A digital race to the bottom

Organizations today face a technology maelstrom. The Internet of Things, robotic process automation, 3D printing, blockchain, augmented reality and virtual reality all promise to do things faster, cheaper and – thanks to AI – more autonomously.

Executives have little option but to adopt these technologies as quickly as possible. Every marketplace is a war zone, rife with technology-enabled attempts to disintermediate, commodities and bypass. Meanwhile customers, now faced with proliferating options, expect their needs met swiftly, conveniently and for the lowest possible price. If one company does not meet their expectations, they'll shift their business to one that will.

Technology has always been essential to creating greater customer value at lower cost. On the surface, this seems an infallible formula for profitable growth, but in practice companies often find it hard to hold on to the gains from their digital advances. Most of the benefits must be passed on to customers, as is required to remain competitive. Further, many markets are constrained and so cannot reward technology investments with commensurate revenue growth. These harsh realities can lure companies into a digital race to the bottom.

There is also widespread social concern about the future of work as technology replaces people and jobs are lost. It actually seems more likely that the nature of work will change, as technology will amplify the human potential to yield unprecedented levels of efficiency and effectiveness.

The challenge for leadership is to deploy new technologies in ways that not only yield fresh efficiencies, but also to amplify human creativity, ingenuity and judgment. Augmenting leadership with technology will greatly increase leaders’ ability to meet that challenge, and so achieve real future prosperity.

Agile teams and minimum viable products are not good enough

Overwhelmed by the magnitude of becoming a “digital organization”, leaders often default to creating autonomous teams, then try to create space for these teams to innovate effectively.

However, this approach can limit both immediate impact and long-term success in a digitized world. With much of the organization unchanged, it can be extremely difficult to deploy unfamiliar solutions at meaningful scale. Much of the human talent of the organization remains unengaged, which means their growth and adaptation potential stay largely untapped. These shortcomings may be compounded by the tendency to apply advanced analytics, AI and other technologies where they are easiest to deploy, with a goal of quickly delivering minimum viable products. Over time this approach can prove a trap, as it is much easier to find a few things new technologies can do than it is to pinpoint how to derive lasting value from them.

Using technology to amplify human insight and talent

Depending on the task at hand, new technologies such as analytics and AI can be immensely powerful – or outright useless. Navigating the uncharted waters of industries in turmoil requires imagination, judgment and a sense of context of which machines are incapable. Humans, in contrast, often excel at this kind of thinking. Unfortunately, most have neither the information from which to draw insights, nor the capacity to advance their insights into action.

The solution is to use new technologies to augment rather than replace human activity. The goal is not merely to apply new technologies, but to collectively align the most resourceful people to take on the organization’s most daunting challenges and chase the most compelling business opportunities.

This requires a substantial reframing of leadership, away from leadership teams at the top of pyramids, dishing out instructions, and toward a form of leadership-on-demand or leadership-as-a-service. Technology empowers integrated leadership systems that blend human qualities throughout the organization into a single resource, focused on what matters most.

Three principles for augmenting leadership

The three principles to guide the application of new technologies to boost organizational performance and augment leadership.

1. Human centric

Human centricity means using technology to boost human qualities of ingenuity, judgment, contextualization, creativity and social interaction. In other words, putting human beings in the centre of your approach and viewing technology as an enabler of rather than a replacement for human achievement.

Technology should make people’s lives easier (although this is often far from the norm), as well as more productive and more fulfilling. This begins with making user interfaces and experiences inviting and hurdle-free.

For organizations to meet the challenges ahead, people require more than just the information necessary for their own tasks: they need to understand their impact on the whole, so they can coordinate their efforts and make continuous adjustments. As such, companies should prioritize technologies that connect people and leverage their collective expertise. This, in turn, gives people evidence that they are making a difference, revitalizes their spirits and greatly enhances organizational cohesion.

2. Full circle

Strategy without action is just fantasy. To fulfil strategy, people must be able to effectively work together, and their experiences must be captured to create a source of shared learning that improves future efforts.

Technologies can promote shared understanding and alignment around strategic goals. However, technology should not be a policeman. Leadership must resist the temptation to use technology for corporate control or unnecessary compliance, as this will jeopardize efforts to engage people in driving towards objectives. Rather, technology should serve as a coach, helping people to explore their potential as they pursue goals set by the organization's integrated leadership.

Collaborative and social enterprise tools, particularly task-based systems, enable teams to work across organizational boundaries, providing information, guidance and expertise to support effective outcomes. Such systems enable leadership to connect and align up, down and across the organization, and to frame missions the organization can pursue.

Such systems also allow real-time data capture of what is being contributed by whom, and about what actually works and what does not. This provides a new source of leadership guidance and shapes immediately applicable coaching for everyone. Feedback can be tightened up through analytics and AI, while insights can be enhanced with external data (particularly customer sentiment) and internal "ambient" data (such as the organization's email and messaging traffic).

3. Followership

Leadership is ultimately defined by its ability to create followership. As leadership becomes more distributed, it morphs from the idea of a wise group at the top guiding willing minions, to a broad group of leaders in a collective enterprise. This requires people to be truly engaged with the tasks at hand, and to have a greater collective role in defining the organization's future.

Behavioral economists have shown that motivation for challenging cognitive work is not driven by monetary rewards so much as by a sense of purpose, personal growth and autonomy. Technology needs to amplify both the understanding of mission and the feeling that people can have a personal impact on outcomes.

Augmented leadership hits all these buttons. Task-based systems allow individuals to contribute and be recognized by their peers. Guidance and coaching drawn from cumulative captured data and relevant external sources provides individuals unprecedented means to grow.

It is time to move beyond the struggle merely to apply the latest technologies. Safeguarding and promoting an organization's future begins with understanding what machines do well, then using those functions to enhance human strengths and create new organizational capabilities.

How Technology is Shaping Leadership Roles of the Future

With the evolution of mobility, collaboration technologies and advanced analytics, workers and managers can be more productive and more effective than ever.

With an emerging arsenal of connected devices, artificial intelligence, and cloud services, there is a greater ability for distributed and remote teams to collaborate efficiently and drive successful results.

Analytics and Performance Management
Ever since Tom Davenport’s book Competing on Analytics, leaders in business across all industries have been embracing business analytics technologies. The technology has evolved from the Executive Dashboard systems of the 1990s to today’s big data-driven applications. There is now more data available than ever generated by activities of people in the business, and aligning understanding of data with business context and analytical tools is critical to drive competitive advantages.

Operational Visibility

The ongoing trend of digitalization means that an increasing number of paper-based and manual processes become digital, and the rise of IoT technologies (sensors, low-power connectivity and cloud computing) mean that businesses can track, analyze and manage processes across the supply chain, on the factory floor, and across remote facilities.

The COVID pandemic of has been a catalyst to accelerate many digitalization initiatives, and effective leaders should be well versed in the capabilities and potential of new tools and applications.

Distance Collaboration

In the recent past, real-time collaboration was practical only in person or over the phone – with exchange of documents through emails or portals often clunky and unreliable. The COVID-19 pandemic has propelled Zoom meetings into the forefront of business and education – but there are advantages and disadvantages to collaboration technologies. Effective leaders need to know how to manage the shortcomings of remote conferencing to drive the most productive use of time. Additionally, it is incumbent to take advantage of the range of collaborative platforms such as Microsoft Teams, Slack, Atlassian and many others to match the best technology to the circumstances.

Remote Workforce

Related to collaboration is the availability of remote workforce tools and platforms. VPNs and remote access platforms such as Citrix have been around for decades, but what had been used mostly for contingencies in case of disruption is now foundational to daily business. Effective leaders understand how to work with a remote workforce, and how to use communications tools to manage projects and people together.

Strategic Vision - Communications and Amplification

With the explosion of communications mediums such as mobile, text, social media, email and other electronic channels, leaders need to be able to leverage the best approach for the message. Communicating the strategic goals is critical to align the organization to common purpose, and with the distributed nature of pandemic-era work, the successful leader will learn how to best make use of the right tools at the right times.

We’ve barely touched on the vast array of technologies at the disposal of workers and managers today, but what doesn’t change is the need for effective leaders to stay informed and up to date with how the ever-increasing tools and applications at our disposal can be used most effectively to drive growth, operational effectiveness and motivated teams.

8. Conclusions

One of the most fundamental asks from leaders has been to act from ‘their heart.’ As the pandemic started to make its presence felt, we saw overwhelming evidence of leaders recognising and empathizing with the human side of the upheaval. It was evident that great leaders prioritised people over business.

Resilient leaders often applied the same principles to better serve their customers, especially during a crisis. Designing for the customer’s heart starts with understanding how it may have changed dramatically from earlier perceptions. As organisations begin the recovery process, leaders will need to stay committed to the principles of empathy and wellbeing of the employees.

Making decisions that tie back to the organisation’s purpose is particularly important, when companies are under increased pressure and stakeholders are paying close attention to every move. And it is equally important for leaders to define their priorities and mission at a time when organisations face a flurry of urgent issues across innumerable fronts. Resilient leaders zero in on the most pressing of these issues, establishing priority areas that can quickly be cascaded.

Leaders need to focus on quick solutions that help combat the situation to the extent possible. As leaders confront situations that were unanticipated, this is also the time to encourage more initiative and decision making across levels of the organisation.

Each industry will have its unique challenges and industry leaders need to recognise and plan for these changes. Leaders who step up their game are expected to be better off and far more ready to confront the challenges — and opportunities — of the next normal than those who do not.

The leaders must be able to understand and adapt to changing technologies and guide an organizations towards accepting and implementing that change.

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ASSESSING THE IMPACT OF THE COVID-19 PANDEMIC ON THE BANKING SYSTEM IN ALBANIA

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Abstract

The overall situation of the COVID-19 pandemic has brought tremendous global effects on human and economic life. Policymakers have faced numerous challenges in managing the overall situation regarding the establishment of effective policies in preventing the negative effects experienced in all economic areas. The purpose of this paper is to analyze the role of the central authority and the selected instruments in terms of managing the situation and measuring the impact of the pandemic through the most important performance indicators in Albanian commercial banks.

The study is based on a comparative analysis between the period before the COVID-19 pandemic and the period during it. The aim is to identify all the effects followed on the most important aspects of banking performance and supervisory policies by the Central Bank. Despite somewhat negative expectations, the responses drawn from this study provide a positive empirical picture and an even more promising forecast for the future. The empirical data used are derived from *the annual financial reports of commercial banks and the Albanian Association of Banks.*

Keywords: *banking sector, central authority, performance , supervisory policies, stability*

I. Introduction

The Albanian economy, which appears limited in the alternative of the capital market, presents an increased interest for the well-functioning of the banking market, thus representing the dominant and representative pillar of the financial system. The regulatory authority plays an important role in ensuring and guaranteeing a low-risk, stable and healthy banking system. As an authority whose main activity is to safeguard and protect the public interest, the Central Bank also faces the challenges of maintaining a banking system with satisfactory levels of competition, where market players can play a fair game within it. Breaking the balance of competition would have negative effects on the functioning of the market which would be paid by all market consumers.
For this reason, the Central Bank is cautious both in licensing new market players and in preventing further expansion of market share by some banks which would gain control positions by deteriorating banks' concentration indicators.

More and more importance is being attributed to the important role that the regulatory authority plays in ensuring a satisfactory level of competition and sustainability, application of advanced technologies, expansion and opening of existing banks with branches and banking agencies, the possibility of involving non-bank financial institutions in banking activities etc. The significant impact that the banking system has as one of the main contributors to the well-being of the economy, gives a special importance to this study.

In addition to the importance, this study seeks to analyze the effects that the global Covid-19 pandemic brought to the Albanian banking system and the role that the regulatory authority showed in managing the situation and preventing undesirable negative effects.

II. The effects of the COVID-19 pandemic on the Albanian banking system

Over the past two years, the global macroeconomic situation has faced numerous challenges caused by the COVID-19 health crisis, which has paralyzed many aspects of economic and social life. Like 90% of the globe countries, Albania was hit by the pandemic which forced the government to take strong measures and temporarily suspend many public life activities. The immediate effects dictated in all countries affected by the pandemic were economic downturn, rising unemployment, and weak inflationary pressures. The Albanian government was forced to declare a state of natural disaster in March 2020, constantly accompanied by extreme restrictive measures as a result of increasing the level of infections until their mitigation in mid-2021. In the face of the problematic situation created both domestically and globally, the Bank of Albania was forced to take immediate measures to support the economy in order to minimize the negative effects and make the recovery more effective.

In the face of a general contraction of the Albanian economy, the Bank of Albania took interim measures to alleviate the financial burden of the banking system and to ensure the continuity of the lending process in the economy. This measure served to ventilate the problematic sectors by guaranteeing the supply of liquidity and the functioning of the payment system. Among the deepest decisions taken by the BoA we can mention the reduction of the base interest rate from 1% to 0.5%, which continues to be today.

Despite the several-year downward trend of the base interest rate followed by the decision-making policies of the regulatory authority, the current level is among the lowest that our economy has known to date. This policy served to provide opportunities for individuals and businesses to be financed at a reduced cost and on the other hand to increase consumption and investment. Also, another decision in the framework of solving liquidity problems for individuals and business entities was related to the decision to temporarily suspend the requirements for credit classification and provision. Furthermore, was allowed the restructuring of no-charge loans with additional provisions on borrower status. This measure facilitated the postponement of loan payments by borrowers without incurring penalties, giving more flexibility to lending activity in the economy.

According to data from the Institute of Statistics, during the first three quarters of 2020, economic activity in the country shrank by 5.5%, employment fell by 1.2% and the unemployment rate rose to 11.6%[1]. The sectors most affected by the crisis were the sectors most exposed to government restrictions, and more specifically the service and trade sectors.

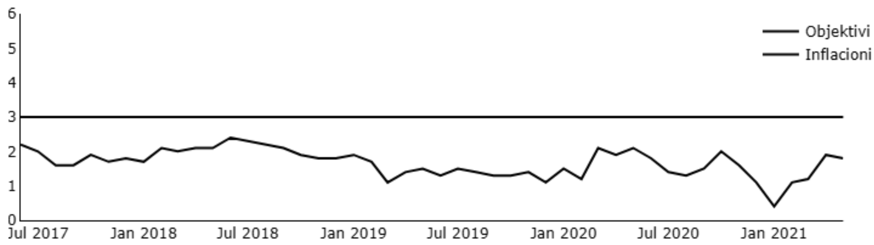
In the face of the financial support that the government undertook in the context of crisis management and declining fiscal revenues, a rapid increase in the fiscal deficit and public debt was signaled. At the end of 2020, the public debt ratio according to INSTAT was 77.8% of GDP from 66.2% at the beginning of 2019.

[1] INSTAT

The International Standard & Poor's Assessment Agency (S&P), in its assessment of July 30, 2021, confirms for Albania the current rating in "B +" and with a "stable" perspective.[2]

The monetary policy strategy pursued was that of a stimulating and supportive policy where the BoA reduced the base interest rate, from 1.0% to 0.5%, and that of overnight credit, from 1.9% to 0.9%. It changed the form of liquidity injection auctions from limited value to fixed price and unlimited value auctions. Average inflation for 2020 was 1.6%, which improved during 2021 but again remained below the set target of 3% due to the impact of weak demand and low price growth abroad[3]. Inflation performance from 2017 to 2021 is presented in Chart 1:

Chart 1: Inflation performance (in percentage)



Source: Bank of Albaniam

As can be seen graphically, the inflation indicator has remained for a long time below the 3% target but staying in the 2% lower limit line. The largest decline affected by the pandemic situation was recorded in January 2021 where the level reached 0.4% after a steady decline during 2020.

Despite the shocks experienced, the most important indicators of banking capitalization and profitability have recorded stable values, reflecting a controlled exposure to the systemic risks posed by the global pandemic.

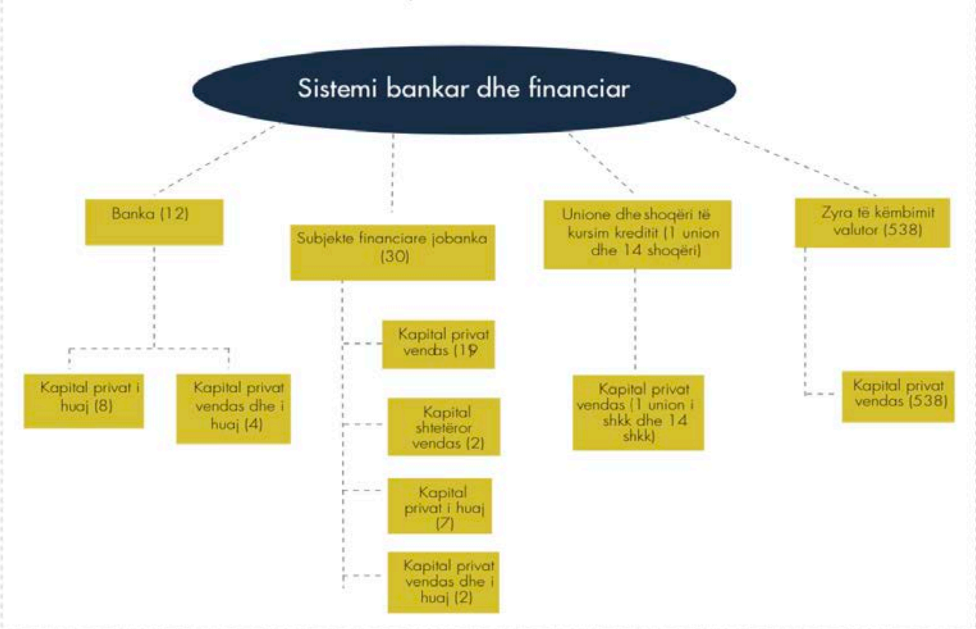
III. The structure of the Albanian Financial System

The structure of the banking and financial system, at the end of 2020, consists of 12 banks, 30 non-bank financial institutions, 538 foreign exchange offices, 14 savings and loan associations and 1 union of savings-credit[4]. The structure is somewhat similar to last year except the number of foreign exchange offices which have increased from 503 that were last year. The most positive performance has been

[2] Bank of Albania
[3] Annual Report BoA-2020
[4] Annual Supervision Report, 2020

shown by the foreign exchange offices, which even in pandemic conditions have continued with an increase in demand to open new offices by young entrepreneurs who want to be part of this market.

Chart 2: Structure and ownership of the banking / financial system



Source: Annual Supervision Report 2020

At the end of 2020, in the Albanian banking system operate 425 branches / banking agencies. Table 1 provides information on the distribution of branches over the years. What is noticeable is the continuous tendency of recent years towards reducing their number, this caused until 2019 by the merging effects of banks with each other resulting in the closure of some of them and throughout 2020 the decline has resulted from the striker effect of the global pandemic. Expectations regarding the downward effect of the number of branches and agencies were more negative than those actually experienced by the banking system (a decline of only 4 banking branches), a result which once again proves a relatively good response of the banking system to the pandemic effect.

Table 1: Number of branches and banking agencies in the Albanian banking system

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
No. of branches / agencies	529	534	534	529	499	500	493	472	447	429	425

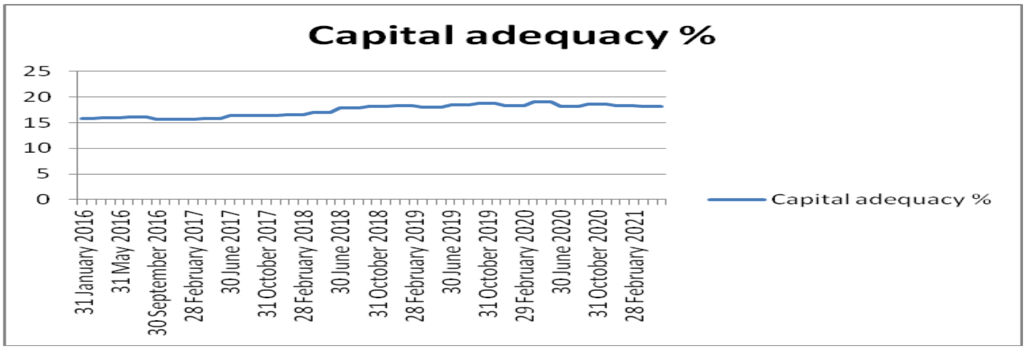
Source: Edited by the authors

IV: Performance of financial indicators in the banking system

- *Capital Adequacy*

The most important indicator of supervision (capital adequacy), at the end of 2020, is reported at 18.32%[5]. Compared to the same period last year, this indicator shows a decrease of 0.34 percentage points. As presented in Chart 3 below, the capital adequacy ratio trend has always been positive by advertising a well-capitalized Albanian banking system over the years. The slight downward effect of the last year is conditioned by the pandemic effect, which is not show a worrying element for the regulatory authority.

Chart 3: Capital adequacy



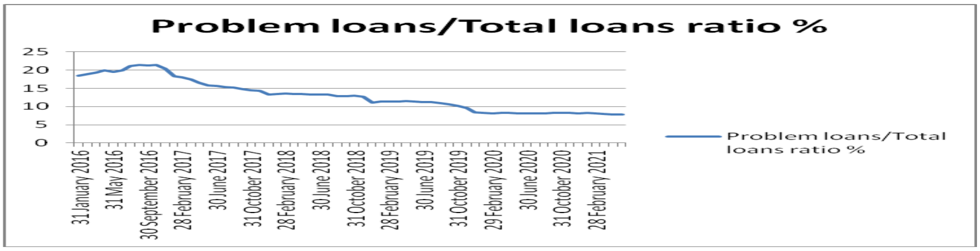
Source: Albanian Banking Association

- *Non-performing loans*

According to official data published by the Bank of Albania, at the end of 2020, non-performing loans reached the level of ALL 49.4 billion or 8.11%, a value which is reduced by 0.26 percentage points in annual terms compared to a year ago. In parallel with the decline of this indicator, there is an increase in the loan portfolio thanks to the stimulating policies pursued by commercial banks to help the situation. More specifically, the loan portfolio results in an increase of ALL 13.74 billion or 2.39%, during this year.

Graph 4: Problem loans / Total loans (in percentage)

[5] Annual Supervision Report, 2020



Source: Albanian Banking Association

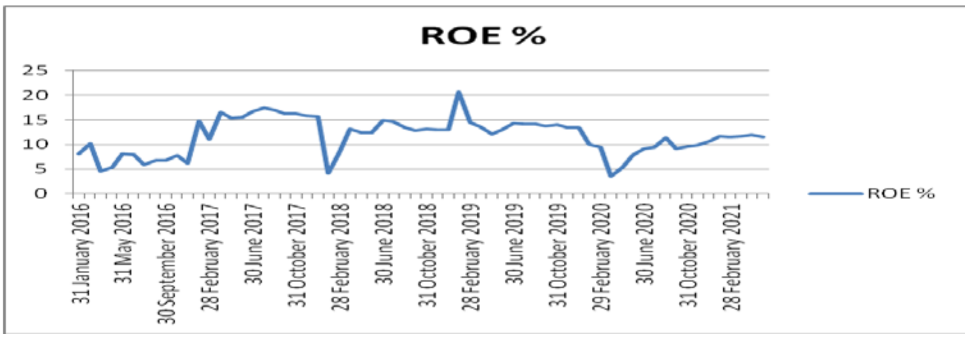
- *Liquidity indicators*

The most important liquidity indicators during 2020 appear above the norms provided in the regulatory acts of the Bank of Albania. The ratio of liquid assets to short-term liabilities for the banking system is minimally required by the regulator to be 20%, for 2020 it was 47.4%, with a decrease of 2 percentage points compared to the same period a year earlier[6]. This indicator shows the satisfactory level of liquidity risk that banks are exposed to, reflecting a more prudent activity that Albanian banks have undertaken towards long-term investments and high risk.

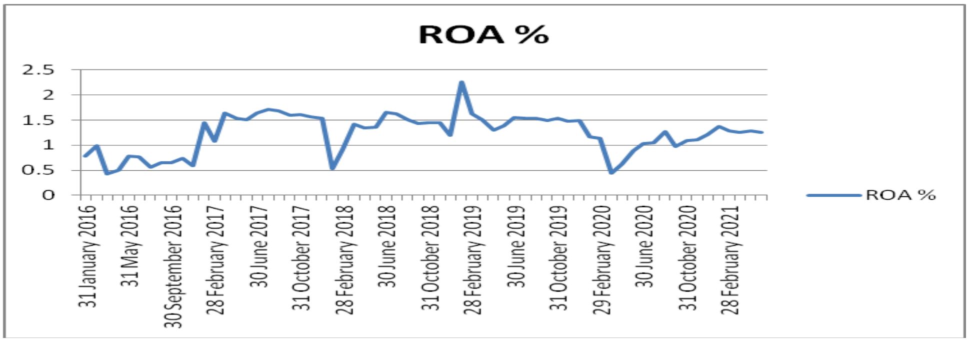
- *Profitability indicators*

Profitability indicators - ROE (return on equity) and ROA (return on assets) as the two most important indicators of profitability and banking performance appear with a downward trend, especially during the last quarter of 2019, experiencing the largest decline in March –February 2020. Average values have increased throughout 2020 but again show a decrease compared to 2019. At the end of 2020, ROE reached 10.65% and ROA 1.10%, while at the end of the year 2019 these indicators were respectively 13.45% and 1.39%.

Chart 5: ROE and ROA (%)



[6] Annual Supervision Report, 2020



Source: Albanian Banking Association

Conclusion:

The worldwide headline of the last two years "COVID-19", brought extraordinary effects in all dimensions of public life which continue to be still present today. The assessments that can be made about the effects that this situation brought to the economies affected by the pandemic are of short duration as we are still today under the continuing influence of the pandemic effect. In order to make a full assessment of the situation, it is necessary to wait for the end of the pandemic and further make accurate impact measurements in all spheres of economic and social life.

Despite all the difficulties and challenges that the global economic and financial system faced during the period of the COVID-19 pandemic health crisis, the Albanian banking system had a quick response, with mild negative effects and with an effective intervention of the Bank of Albania. These measures temporarily implemented by the government and BoA have aimed at mitigating the negative effects towards the recovery of the affected sectors, the supply of liquidity and the creation of expectations towards a faster recovery of the economy in the future.

The response shown by the Albanian commercial banks over the last two years is more positive than expected in the face of a global health crisis. The effects are visible in all dimensions of performance and risk indicators of the banking system but with a moderate and controlled decline. This was also observed during the analysis performed in this paper in terms of capital ratios, non-performing loans, liquidity ratios and profitability ratios. The most important indicator of supervision (capital adequacy), at the end of 2020, is reported at 18.32%. At the end of 2020, non-performing loans reached the level of ALL 49.4 billion or 8.11%, a value which is reduced by 0.26 percentage points in annual terms compared to the previous year. In terms of liquidity, the ratio of liquid assets to short-term liabilities for 2020 was 47.4%, with a decrease of 2 percentage points compared to the same period a year earlier. Regarding profitability, ROE reached 10.65% and ROA 1.10%, while at the end of 2019 these indicators were 13.45% and 1.39% respectively.

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[7] Bank of Albania [Online]. Available: https://www.bankofalbania.org/

SFIDAT E REALIZIMIT TË MËSIMIT ONLINE GJATË PERIUDHËS SË PANDEMISË COVID-19 V.S MUNDËSITË PËR AVANCIMIN E CILËSISË SË ARSIMIT

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Abstrakt
Pandemia solli sfida plotësuese në organizimin e mësimit në distancë, duke theksuar nevojën për digjitalizim të mëtejshëm dhe më të shpejtë të shkollave dhe procesin arsimor. Nëse nuk investojmë në digjitalizim, mbyllja e shkollave mund të rezultojë në humbje të mëdha në zhvillimin e kapitalit njerëzor dhe të ketë implikime ekonomike dhe sociale afatgjate. Prandaj, edhe nëse kriza është një stres-test i fortë për sistemet arsimore, ajo gjithashtu është mundësi për adaptimin e shpejt dhe zhvillimin në arsim në hap me trendet moderne.
Me qëllim të sigurohet zhvillimi i aftësive digjitale të nevojshme në shekullin 21 dhe transformimin digjital, në Republikën e Maqedonisë së Veriut, të krijuara janë disa politika, siç është vendosja e mësimit të detyrueshëm të informatikës në arsimin fillor në klasën e gjashtë- shtatë dhe në klasën e tetë dhe të nëntë si lëndë zgjedhore, dhe për mbështetje te aftësitë digjitale në vendin tonë, realizohet programi i Shkollave të Shekullit 21, me mbështetjen e Këshillit Britanik.
Programi zbatohet në nivel rajonal me nxënësit e moshës 10 deri në 15 vjeç në Ballkanin Perëndimor që të fitojnë aftësi për mendim kritik, dhe zgjidhjen e problemeve. Ajo iu mundëson nxënësve të zhvillojnë aftësitë kryesore të të menduarit dhe zgjidhjes së problemeve në mënyrë argëtuese, në mënyrë interaktive dhe inovative, edhe ata të kenë mundësinë t`i zbatojnë këto aftësi në praktikë.
Fjalët kyçe: *Mësimi online, pandemia, nxënësi, aftësi digjitale.*

Hyrje

Ministria e Arsimit dhe Shkencës dhe Byroja për Zhvillimin e Arsimit, duke ndjekur planin aksionar digjital të ri të BE-së, përgatisin plane dhe programe mësimore të reja që do të sigurojnë arsimim digjital me performancë të lartë përmes përmbajtjes dhe cilësisë së lartë, përmirësim të infrastrukturës si dhe të aftësive dhe kompetencave të mësimdhënësve.
Samiti i tretë Digjital, i cili mbahet në kuadër të Procesit të Berlinit, përqendrohet në bashkëpunimin rajonal dhe shkëmbim i përvojave për transformimin digjital në nivelin më të lartë. Samiti Digjital WB6 ka për qëllim t`i shfaqë praktikat e mira të Ballkanit Perëndimor, t`i potencojë arritjet dhe rezultatet e agjendës digjitale dhe t`i

kërkojë mundësitë për ndërtim partneriteti me sektorin privat në kontekstin e procesit të transformimit digjital. Samiti e promovon perspektivën digjitale të Ballkanit Perëndimor në kontekstin e integrimit në BE, njëkohësisht përcakton agjendën Digjitale me qëllim t`i jepet përparësi qëllimeve kryesore për rajonin.
Platforma nacionale e arsimit (http://www.eduino.gov.mk/) dhe transmetimi ditore të mësimeve të strukturuara në televizion u iniciuan me shpejtësi, me qëllim që të mbështetet mësimi në internet (onlajn). Rreziqet sociale dhe sfidat e përjetuara nga fëmijët në Maqedoninë e Veriut gjatë pandemisë Covid-19 janë të drejtpërdrejta dhe të tërthorta. Rreziqet e drejtpërdrejta sociale janë shkaktuar nga mbyllja e ambienteve të kujdesit ditor, përfshirë objektet parashkollore, shkollat, si dhe qendrat e kujdesit ditor, siç janë ato për fëmijët me aftësi të kufizuara.

Derisa zhvendosja e mësimit në formatin në distancë tani më është bërë funksional në gjithë botën për shkak të përhapjes së pandemisë COVID-19 (UNESCO 2020), kërkesa për të përshtatur këtë format të mësimit për nevojat individuale të nxënësve dhe krijimi i një sistemi edukativo-arsimor online gjithëpërfshirës dhe mbështetës, janë ndër kërkesat kryesore të adresuara nga organizatat botërore (p.sh., European Disability Forum, 2020; United Nations Children's Fund [UNICEF] 2020b, UNICEF 2020c, UNICEF 2020d). Izolimi, distanca fizike dhe ndryshimet në formatin e mësimit, në ndërveprim me faktorë të tjerë ekonomik dhe kontekstual, konsiderohet t'i kenë ndikuar në masë më të madhe grupet e cenueshme, në kuadër të së cilëve bëjnë pjesë edhe fëmijët me aftësi të kufizuar dhe familjet e tyre. Përpos sfidave të përhershme që kanë të bëjnë me gjithëpërfshirjen (p.sh., World Health Organization 2020), përgjatë periudhës së pandemisë COVID-19, familjarët dhe fëmijët me aftësi të kufizuar janë duke përjetuar sfida të veçanta krahasuar me familjet e tjera. Këto sfida konsiderohet të kenë ndikim negativ në mirëqenien e tyre dhe mundësitë për përfshirje në edukim dhe pjesëmarrje në proceset mësimore online. Në aspekt të shëndetit,
ndonëse fëmijët nuk kanë shumë të ngjarë të tregojnë simptoma të COVID-19, fëmijët me aftësi të kufizuar konsiderohet të kenë më shumë nevoja shëndetësore (UN 2020) ngase infektimi me COVID-19 mund të rëndojë gjendjet ekzistuese shëndetësore, veçanërisht ato që lidhen me funksionin e frymëmarrjes, funksionimin e sistemit imunitar, sëmundjen e zemrës apo diabetin (Halfon, Houtrow, Larson dhe Newachek 2012). Për më shumë, përpos rrezikut për infektim, burimet e limituara dhe mungesa e shërbimeve në rrethanat aktuale konsiderohet se mund të ngritin shqetësimin e prindërve dhe familjeve me aftësi të kufizuar (European Disability

Forum 2020; Priestley dhe Hemingway 2006; National Council on Disability 2020). Rrjedhimisht, përpos sfidave të vazhdueshme që kanë të bëjnë me gjithëpërfshirjen (p.sh.,World Health Organization [WHO] 2020), papërshtatshmëria e mësimit në distancë dhe online konsiderohet tjetër sfidë për nxënësit me aftësi të kufizuar dhe prindërit e tyre (UNICEF 2020b, 2020c)

Mësimi në distancë (online) gjatë pandemisë

Përpos atyre që ndërlidhen me pandemi, një numër i faktorëve të ndërlidhur ekskluzivisht me mësimin në distancë (online) janë raportuar me ndikim për grupe të ndryshme të qytetarëve të përfshirë në sistemin e edukim në mbarë botën, e në veçanti në shtete të cilat nuk është praktikuar më parë një çasje e tillë e mësimit. Në kuadër të shqetësimeve kryesore të ndërlidhura me këtë situatë të raportuara nga prindërit janë mos përgatitja e tyre për të mbështetur fëmijët me mësimin në distancë (online), mungesa e qasjes në teknologji dhe vështirësitë ekonomike (UNESCO 2020c). Shqetësime të mësimdhënësve konsiderohen të jenë niveli i njohurive dhe shkathtësive për të realizuar mësimin në distancë (online) dhe qasja në teknologji (UNESCO2020c). Ngjashëm sikurse gjetjet e raportuara nga vendet e tjera, përgjatë periudhës së pandemisë dhe realizimit të mësimit në distancë (online) mësimdhënësit dhe prindërit në Kosovë kanë raportuar për një sërë faktorësh me ndikim në mundësitë për të realizuar me sukses mësimin në distancë (online). Si faktor me ndikim në këtë proces nga mësimdhënësit është raportuar mungesa e përvojës paraprake me mësimin në distancë (online), dhe niveli i ulët i njohurive për përdorimin e teknologjisë për proceset mësimore, ndërsa **COVID-19 ka ndryshuar papritmas jetën e përditëshme të fëmijëve duke krijuar një rutinë të re online.**
Deri më 3 prill 2020, COVID-19 ka sjellë mbylljen e shkollave në të paktën 188 vende, duke prekur mbi 90% të popullatës së nxënësve në mbarë botën. Në vende ku aksesi në teknologjinë digjitale është i përhapur, gjithnjë e më shumë aspekte të jetës së përditshme të njerëzve po kalojnë drejt sistemit online, pasi njerëzit zgjedhin ose iu kërkohet të qëndrojnë në shtëpi. Pas shpërthimit të COVID-19, përdorimi i internetit është rritur me 50% në disa vende të botës. Po ashtu, përvojat e të nxënit të shumë fëmijëve po marrin një trajtë tjetër që nga fillimi i papritur i mësimit në distancë, duke përfshirë, aty ku janë të disponueshme, teknologjinë dhe platformat virtuale si zëvendësuese të klasës dhe mjediseve shkollore. Lojërat online, media sociale dhe programet e komunikimit përmes videove (videochat) po ofrojnë mundësi për fëmijët që të lidhen dhe të luajnë me shokët, prindërit dhe të

afërmit e tyre gjatë izolimit. Megjithëse fëmijët 13-vjeçarë ose më të mëdhenj mund të jenë të familjarizuar tashmë me median sociale, pandemia i ka njohur edhe fëmijët e vegjël me mjetet e rrjetëzimit social, që mund të mos jenë parashikuar për ta dhe për të cilat ata mund të mos kenë përgatitjen e duhur.
Ndërkohë, prindërve dhe kujdestarëve po iu kërkohet të mbikëqyrin kalimin e fëmijëve të tyre drejt mësimit dhe argëtimit online, duke mbajtur në ekuilibër punën dhe pasiguritë e tjera lidhur me pandeminë.
Përdorimi gjithnjë në rritje i internetit mund t'i vendosë fëmijët në rrezik më të madh ndaj lëndimeve online, si shfrytëzimi seksual dhe bullizmi kibernetik. Jo të gjitha rreziqet do të përkthehen në lëndime reale, por fëmijët që përballen me problematika të tjera në jetët e tyre mund të jenë më të cenueshëm. Është e rëndësishme që masat për zbutjen e rreziqeve të balancohen me të drejtat e fëmijëve për lirinë e shprehjes, aksesin në informacion, dhe privatësinë. Mbajtja e fëmijëve të informuar dhe të angazhuar, si dhe aftësimi i tyre për përdorimin e internetit në mënyrë të sigurt është një mënyrë thelbësore e mbrojtjes. Për ta ndihmuar kujdesin e fëmijëve gjatë pandemisë, Qeveria e miratoi një vendim për lirimin nga puna (mes tjerash) të: prindërve të vetëm, njërit nga prindërit e punësuar të fëmijëve deri në moshën 10 vjeçare, si dhe prindërit e fëmijëve me aftësi të kufizuara që i frekuentojnë qendrat e kujdesit ditor.
Për më tepër, Qeveria e miratoi një vendim (Gazeta Zyrtare nr. 90/2020) për zgjatjen e pushimit të lehonisë deri në fund të masave për parandalimin e Covid-19 për të gjitha nënat që janë të punësuara. Përgatitjet për rihapjen e sigurt të institucioneve parashkollore sipas protokolleve të përcaktuara shëndetësore dhe në kushte të një infrastrukture të kufizuar, përfshinin një hulumtim të realizuar anekënd vendit nga Ministria e Punës dhe Politikës Sociale me prindërit e fëmijëve të të gjitha kopshtet publike. Sondazhi vlerësoi strukturën e fëmijëve që kanë nevojë të kthehen menjëherë në kopsht dhe fëmijët që do të ktheheshin pas përfundimit të masës për lirimin e një prindi nga puna. Shefi i Sektorit për mbrojtjen e fëmijëve në Ministrinë e Punës dhe Politikës Sociale prezantoi rezultatet, sipas së cilave vetëm 22 për qind të prindërve me fëmijë në kopshte për fëmijë e kanë potencuar nevojën e menjëhershme për shërbimet e kujdesit në kopsht, ndërsa 45 për qind janë përgjigjur se fëmijët e tyre do të ktheheshin pas pezullimit të masës për lirim të njërit prind. Rezultati i këtij sondazhi tregon se shqetësimet për shëndetin midis prindërve mund të kontribuojnë në ulje të mëtutjeshme të përfshirjes në institucione për edukim dhe kujdes në fëmijëri të hershme.
Angazhimi i prindërit duhet të jete permanent për të siguruar që përvojat online të fëmijëve të jenë të sigurta dhe pozitive.

Garantimi i sigurisë online të fëmijëve gjatë pandemisë së COVID-19 kërkon veprime urgjente të bashkërenduara nga ana e prindërve dhe kujdestarëve, autoriteteve shkollore, shoqërive dhe ofruesve të teknologjisë digjitale, punonjësve të shërbimit social dhe qeverive. Si me rastin e me institucionet dhe ente tjera, pandemia i mbylli edhe qendrat ditore në vend. Për dallim nga transferimet e parave të gatshme, këtu mungon një bazë e të dhënave të harmonizuar nacionale të përfituesve dhe ofruesve të shërbimeve sociale, gjë që e pamundëson analizën e profilit të fëmijëve (d.m.th. përkatësinë etnike, vendndodhjen, moshën, etj.) të prekur nga bllokimi. Sipas një hulumtimi për vitin 2018 (Bogoevska et al. 2019), kishte 370 ofrues të shërbimeve sociale në Maqedoninë e Veriut, nga të cilat 47.8 për qind për familjet kujdestare, 18.6 për qind qendra ditore, 9 për qind për shërbime të këshillimit dhe 1.9 për qind për qendrat e strehimit.
Bazuar në të dhënat e Ministrisë së Punës dhe Politikës Sociale, ekzistojnë 25 qendra ditore për fëmijë me aftësi të kufizuara, me afro 400 përfitues, përfshirë edhe të rritur me aftësi të kufizuara. Ata vizitohen nga fëmijë të moshës 5-18 vjeçare, duke u siguruar një kujdes 8-orësh për çdo ditë. Ndër ato që u mbyllën ishin qendrat ditore dhe klubet shoqërore për adoleshentë dhe të rritur me aftësi të kufizuara intelektuale të mbështetur nga Qendra e Republikës "Poraka" në Shkup (Aerodrom dhe Kapishtec), Radovish, Përlep dhe Shtip. Pas mbylljes ata i adaptuan aktivitetet e tyre, në mënyrë që të kryheshin në shtëpi.
Përveç mbylljeve, fëmijët që i përdorin qendrat ditore janë prekur edhe nga kufizimi i lëvizjes, që u është caktuar në orë të veçanta të ditës. Përderisa qeveria iu përgjigj kërkesës fillestare për t'i përjashtuar organizatat e personave me aftësisë së kufizuar nga kufizimet e lëvizjes, megjithatë një lëvizje e tillë e kufizuar bie ndesh me nevojat terapeutike të fëmijëve të shoqëruar me aktivitet fizik dhe detyra në natyrë. Lëvizshmëria e kufizuar ndikoi gjithashtu në lëvizjen e rregullt të ofruesve të kujdesit dhe ndihmësve personalë, gjë që përkeqësoi më tej sigurimin e kujdesit për fëmijët me aftësi të kufizuara. Përgjatë krizës së pandemisë, qendrat ditore morën mbështetje aktive nga organizata ndërkombëtare qeveritare, donatorët e huaj si dhe OJQ-të e vendit. Në këtë drejtim, partneriteti i vazhdueshëm midis UNICEF-it, OJQ-së Open the Windows (Hapni dritaret) dhe Ambasadës Britanike në Shkup, rezultoi në trajnime për stafin e qendrave të kujdesit ditor që kanë të bëjnë me hartimin e procesit të tranzicionit të qendrave të kujdesit ditor në qendrat e mbështetjes së komunitetit për fëmijët me aftësi të kufizuara dhe familjet/kujdestarët e tyre.
Prindërit dhe kujdestarët mund t'i ndihmojnë fëmijët që të aksesojnë burimet online, të domosdoshme për mësimin online, socializimin dhe argëtimin në periudhën e pandemisë së COVID- 19. Njëkohësisht, prindërit dhe kujdestarët duhet të tregohen vigjilentë ndaj rreziqeve online ndaj fëmijëve.

Qeveritë, shoqëritë dhe aktorë të tjerë duhet t'i mbështesin prindërit me udhëzime dhe mjete të përshtatshme, duke përfshirë mënyrën se si të reagojnë dhe, nëse është nevoja, se si të raportojnë kontaktet, sjelljen dhe përmbajtjen e dëmshme. Prindërit dhe kujdestarët mund të vendosin me fëmijët e tyre rregulla se si, kur dhe ku mund të përdoret interneti. Për të vendosur një ekuilibër të shëndetshëm ndërmjet kohës online dhe veprimtarive të tjera duhet të përcaktohen disa kufij. Po ashtu, prindërit dhe kujdestarët duhet të sigurojnë që pajisja/pajisjet e fëmijëve të tyre të kenë përditësimet më të fundit të softuerit dhe programet e antivirusit, dhe të garantojnë se niveli i privatësisë në cilësimet të jetë përzgjedhur si 'i lartë'. Në rastin e fëmijëve të vegjël, veprime si kontrollet prindërore mund të ndihmojnë në zbutjen e rreziqeve online. Prindërit dhe kujdestarët mund të diskutojnë hapur me fëmijët e tyre se si dhe me kë komunikojnë fëmijët online. Fëmijët duhet të dinë se ndërveprimet e sjellshme dhe mbështetëse janë të pranueshme, ndërsa kontakti i dëmshëm, diskriminues ose i papërshtatshëm nuk është i pranueshëm kurrsesi.

Fëmijët duhet të kenë vetëbesim për t'i treguar menjëherë një të rrituri të besuar kur ndodh diçka shqetësuese ose e papërshtatshme. Prindërit dhe kujdestarët mund t'i ndihmojnë fëmijët që të bëjnë dallimin ndërmjet përmbajtjes së rregullt dhe reklamave, dhe të bisedojnë me ta me qëllim përballjen e duhur ndaj mesazheve negative. Prindërit dhe kujdestarët duhet të tregohen vigjilentë ndaj shenjave shqetësuese që mund të shfaqen në lidhje me veprimtarinë online të fëmijëve. Për shembull, nëse një fëmijë përjeton bullizëm kibernetik, ai mund të shfaqë shenja paralajmëruese, si përdorimi më i shpeshtë ose më pak i shpeshtë i pajisjes së tij, ose të qenit i tërhequr ose i shqetësuar. Qeveritë, shoqëritë dhe administratorët e shkollave duhet t'i njohin prindërit dhe kujdestarët me politikat përkatëse, si dhe me mekanizmat online dhe offline të raportimit. Prindërit duhet të kenë në dispozicion numrat mbështetës të linjave të dobishme telefonike dhe të ndihmës, dhe të kontaktojnë policinë nëse shqetësimi i fëmijëve të tyre lidhet me kërcënime, krime të mundshme ose sjellje të tjera të paligjshme.

Forcimi i shërbimeve për parandalimin, reagimin dhe mbështetjen e femijeve nga keqperdotime e platformave online.

Qeveritë duhet të monitorojnë në mënyrë aktive se si lëvizja e kufizuar dhe izolimi mund të përkeqësojnë forma të ndryshme të dhunës, si offline ashtu edhe online, duke shfrytëzuar të dhënat më të fundit dhe modelet ekzistuese për mbështetjen e politikave. Qeveritë duhet të zbatojnë rregulloret ekzistuese dhe të forcojnë zbatimin e ligjit për të lehtësuar monitorimin dhe reagimin ndaj shtimit të rreziqeve online. Qeveritë duhet të alokojnë burime të mjaftueshme për të mbështetur,

trajnuar dhe pajisur punonjësit bazë të mbrojtjes së fëmijës, për të siguruar që ata të vazhdojnë të garantojnë sigurinë e fëmijëve gjatë gjithë kohëzgjatjes së pandemisë.
Sa herë që është e mundur, shtetet duhet të vijojnë ofrimin e mbështetjes në qendra dhe nëpërmjet vizitave në shtëpi për personat e prekur rëndë, ose të përshtatin dhe të ofrojnë shërbime sociale në mënyrë virtuale. Qeveritë duhet t’i trajnojnë punonjësit e shërbimit shëndetësor, arsimor dhe social lidhur me ndikimet që pandemia e COVID-19 mund të ketë në mirëqenien e fëmijëve, duke përfshirë shtimin e rreziqeve online. Ata që ofrojnë mbështetje psikosociale/të shëndetit mendor të vijës së parë duhet të jenë të aftësuar për të folur me fëmijët rreth pandemisë së COVID-19, dhe për të adresuar ankthin dhe pasigurinë e tyre. Vëmendje e veçantë i duhet kushtuar fëmijëve më të cenueshëm, duke përfshirë ata të ndarë, në lëvizje, me aftësi të kufizuara, në mjedise konflikti dhe ata që mund të kenë humbur prindërit ose kujdestarët parësorë gjatë pandemisë.
Qeveritë duhet të jenë të informuara për shtimin e rreziqeve të mundshme online ndaj fëmijëve gjatë pandemisë, dhe duhet të kërkojnë t’i adresojnë ato nëpërmjet shtimit të monitorimit dhe zbatimit të rregulloreve ekzistuese. Agjencitë ligjzbatuese duhet të mbështeten për të monitoruar një rritje të mundshme në sjelljet kundërvajtëse online, dhe të sigurojnë funksionalitetin për të reaguar ndaj tyre. Qeveritë duhet të sigurojnë që ofruesit e shërbimit social, shkollat, prindërit, kujdestarët dhe fëmijët të jenë të informuar për mekanizmat vendase të raportimit, dhe që të kenë numrat mbështetës të linjave vendase telefonike dhe të ndihmës. Nëse ato nuk ekzistojnë, duhet të vendosen linja vendase telefonike dhe të ndihmës për të mbështetur fëmijët që përjetojnë ankth. Rrjetet më të mëdha ndërkombëtare të raportimit përfshijnë Linjat telefonike INHOPE dhe portalet IWF. Fëmijët mund të gjejnë mbështetje direkte nëpërmjet Linjës Kombëtare të Këshillimit për Fëmijët. Publiku duhet të këshillohet që të kontaktojë policinë kur paraqitet rrezik i pashmangshëm. Në përpjekjet për t’i lidhur fëmijët në burimet e mësimit online, socializimin dhe argëtimin, qeveritë duhet të ndërmarrin iniciativa edukuese lidhur me sigurinë e fëmijëve online. Këto duhet të përfshijnë ndërgjegjësimin lidhur me burimet dhe rreziqet online, duke përdorur median dhe kanalet e tjera të komunikimit për shpërndarjen e mesazheve kyçe.

PËRGJIGJA FINANCIARE E SISTEMIT TË MBROJTJES SOCIALE DHE TË FËMIJËVE GJATË COVID-19

Përhapja e pandemisë Covid-19 ka ndodhur pothuajse një vit pas miratimit të ligjit të ri për mbrojtjen sociale dhe ndryshimit të ligjit për mbrojtjen e fëmijëve. Kjo mund t’i dëmtojë pritjet e parashikuara të sistemit të reformuar të mbrojtjes sociale dhe të fëmijëve, siç është ulja e nivelit të varfërisë, veçanërisht varfëria e fëmijëve, si dhe rritja e aktivizimit midis përfituesve të garantuar të ndihmës minimale.

Në fakt, pandemia e ka rritur kërkesën për mbrojtje sociale dhe mbrojtje të fëmijëve në kontekstin e zvogëlimit të kapaciteteve të Qendrave të Punës Sociale. Siç është paraqitur në Pjesën 2.1.1, qeveria e ka miratuar vendimin për: ta zbutur kriterin për fitimin e së të drejtës për ndihmë minimale të garantuar, subvencionimin e energjisë, asistencën mbi bazë të aftësisë së kufizuar dhe asistencën me para për ndihmën dhe kujdesin e një personi tjetër; zgjatjen e kohëzgjatjes së të drejtave financiare të skaduara nga mbrojtja e fëmijëve; dhe zgjerimin e kriterit për personat e papunë, puna e të cilëve është ndërprerë me marrëveshje, me kërkesë ose ndërprerje të kontratës së punës dhe të personave të papunë me regjistrim të parregullt në Agjencinë e Punësimit.
QPS-të kanë ngelë të hapura përgjatë gjithë pandemisë, duke pranuar vazhdimisht aplikime për të drejtat financiare nga mbrojtja sociale dhe e fëmijëve. Dy persona nga Ministria e Punës dhe Politikës Sociale ishin pjesë e Qendrës për thirrje telefonike në kudër të Sekretariatit të Përgjithshëm të Qeverisë; ata ishin në dispozicion në telefon për t’iu përgjigjur kërkesave dhe nevojave për informacion shtesë rreth procedurave dhe dokumenteve të dorëzuar për aplikim për të drejtat rreth mbrojtjes sociale dhe mbrojtjes së fëmijëve. Prandaj, pjesa relative e fëmijëve të varfër do të ndryshojë jo vetëm si rezultat i një ndryshimi në të ardhurat e amvisërisë së tyre, por edhe si rezultat i ndryshimeve të të ardhurave mesatare. Kjo është arsyeja pse treguesi relativ i varfërisë plotësohet me nivele absolute të varfërisë së fëmijëve, të cilat përftohen duke llogaritur përqindjen e fëmijëve nën një prag të përcaktuar (në këtë rast 1.9 “për të ardhura ekuivalente të rritur” është për pragun e varfërisë së ulët ekstreme dhe 5,5 dollarë amerikan në ditë është për pragun e varfërisë në rastin e amvisërive me të ardhura mbi mesatare).

FËMIJËT QË PËRBALLEN ME HUMBJE TË MËSIMIT

Qeveria mbylli institucionet shkollore dhe parashkollore më 10 Maj 2020. Vendimi i parë ishte që procesi edukativo-arsimor të ndërpritet për 14 ditë me qëllim që të parandalohet shpërndarja e virusit korona. Njëkohësisht, një vendim tjetër u mor në të cilin njërit nga prindërit e fëmijëve të moshës deri 10 vjeç (klasës së katërt së shkollës fillore) i mundësohej të merr pushim me pagesë me qëllim kujdesi ndaj të vegjëlve, edhe pse vendimi i përjashtonte prindërit e fëmijëve që nuk ishin pjesë e arsimit parashkollor formal. Derisa numri i rasteve me Covid-19 u shtua, më 13 mars, Qeveria, me rekomandim të MASh-it, këshilloi televizionin kombëtar që të ndajë kohë të caktuar për transmetim të emisioneve me përmbajtje arsimore në të gjitha gjuhët. MASh-i dhe Byroja për Zhvillimin e Arsimit (BZhA), me mbështetje teknike dhe financiare nga UNICEF-i, punoi në gjetjen e mësimdhënësve të duhur, në krijimin e orareve javore si dhe në përgatitjen e planeve të mësimit për çdo lëndë që do transmetohej në TV.

Gjithashtu, MASh-i siguroi që përmbajtja të ndahet në të gjitha rrjetet sociale dhe kanalet e tjera të komunikimit. Më 24 mars, Qeveria vendosi që procesi edukativo-arsimor i shkollave fillore dhe të mesme të organizohet përmes mësimit në distancë, megjithëse çdo shkolle iu dha mundësia që të vendosë së cilën mënyrë të komunikimit elektronik të përdor me qëllim mbajtjen e komunikimit të drejtpërdrejtë mes mësimdhënësve dhe nxënësve.

Mësimdhënësit morën udhëzime nga BZhA-ja se si të vlerësojnë dhe notojnë nxënësit duke përdorë provime me gojë dhe me shkrim. Më 30 prill, u vendos që të vazhdohet me modelin e mësimit në distancë deri në mbarim të viti shkollor (10 qershor 2020).

Regjistrimi i fëmijëve në klasën e parë në shkolla fillore u prolongua nga maji në qershor, ndërsa matura shtetërore u anulua për ata që e mbarojnë shkollimin e mesem. Disa ditë pas mbylljes së shkollave, MASh-i, me ndihmën e UNICEF-it, e lëshoi në përdorim platformën Edulno. Platforma në fjalë fillimisht ishte planifikuar të shërbejë si hapësirë ku mësimdhënësit, edukatorët dhe prindërit mund të gjenin ide për të aplikuar metoda të reja të nxënies nëpërmes lojërave dhe mjeteve kreative të cilat do të nxisnin zhvillim socio-emocional të fëmijët e moshës 3 - 10 vjeçare. Megjithatë, UNICEF-i krijoi një e-klasë në këtë platformë ku u përfshinë video leksionet e mësimdhënësve që ishin në përputhje me programin mësimor nacional. Qëllimi i platformës ishte ta mbështesë procesin mësimor të fëmijëve gjatë pandemisë. Megjithatë, sigurimi i cilësisë së procesit arsimor dhe kujdesi për nevojat e të gjithë nxënësve gjatë Covid-19 ishte i mbushur me plot vështirësi.

Konteksti i pandemisë i përkeqësoi dhe i nxori në pah një mori të çështjeve paragjykuese brenda sistemit arsimor. Disa palë të interesuara shtetërore dhe private u mobilizuan për të siguruar vazhdimësi në procesin arsimor, megjithëse veprime të mëtutjeshme nevojiten për të përgatitur sistemin për të ardhmen. Kjo pjesë tregon përgjigjen e autoriteteve arsimore në Maqedoninë e Veriut ndaj pandemisë, veprimet që janë marrë, si dhe vlerëson ndikimin e mundshëm të mbylljes fizike të shkollave në qasjen në arsim, vazhdimin e funksionimit të sistemit arsimor gjatë mbylljes, praktikave premtuese dhe parandalimin e një ulje të madhe të të nxënit.Të dhënat nga PISA 2018 në zbulojnë mendimet e drejtorëve të shkollave në lidhje me politikat dhe praktikat në përdorimin e pajisjeve digjitale në procesin e mësimdhënies dhe mësimnxënies. Pavarësisht nga diskutimet në lidhje me pajisjet digjitale për qëllime pedagogjike, shumica e shkollave nuk kanë marrë në konsideratë gatishmërinë për të përdorur pajisjet digjitale.

Kjo mungesë politikash në nivel shkollash ka gjasa të ketë vështirësuar implementimin e mësimit në distancë ngase në fillim të pandemisë qeveria i kishte dhënë liri secilës shkollë të vendosë për organizimin e procesit. Kjo bëri ndryshimin e arsimit jo të barabartë për nxënësit: disa shkolla u adaptuan shpejt derisa disa të tjera ende kanë vështirësi në funksionim. Të intervistuarit theksuan që shumica e stafit mësimdhënës kanë përdorur platformën Viber për komunikim me nxënësit, derisa mësimdhënësit që janë teknikisht më të përgatitur, kanë përdorur mjete të njëkohshme komunikimi, si Zoom, Google Classroom, Microsoft Team.

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DISTANCE LEARNING – A RESPONSE TO COVID-19 OR AN OPPORTUNITY FOR FOSTERING INTERNATIONALISATION AT HOME

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Abstract
Due to the emergence of the pandemic, the field of education has witnessed a sudden migration of teaching to online platforms. While some believe that this unplanned and rapid transition to online learning – without appropriate training and rather little preparation – means a poor user experience that does not facilitate sustainable growth, others believe that a new hybrid model of education will emerge, with significant benefits for all stakeholders. However, the challenges faced by educational institutions and students must be well examined and turned into opportunities, as online learning in some hybrid form will continue in the future. Advanced forms of using online learning environments provide many opportunities to achieve the goals of an internationalised home curriculum. Successful implementation of quality online learning, into which we also systematically include an international and the intercultural dimension, requires careful and targeted planning, as both technological and didactic adequacy are required. The purpose of this paper is not only to present the theoretical basis and recommendations for excellent implementation of online learning in the virtual diverse or international classroom, but also to present the planning of its concrete implementation at the Ljubljana School of Business, which in the transition to online platforms recognized, used, and upgraded opportunities for the implementation of the concept of internationalisation at home.

Key words*:* *e-learning, Covid-19 epidemic, quality of education, internationalisation at home*
JEL classification*:* *I23 Higher Education • Research Institutions, I25 Education and Economic Development, A2 Economic Education and Teaching of Economics*

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1. Introduction

The pandemic has globally caused the physical cessation of countless activities, among which education is no exception. As a result, the transfer of business onto online platforms took place virtually overnight in all areas of life, facing the global education market with a major challenge. Online learning, defined by Fry (2001) as the use of the internet and other significant technologies for the development of materials for educational purposes, teaching, and management, is becoming our new reality. Hrastinski (2008) understands the term online learning as two different types of learning, namely asynchronous and synchronous online learning, which are intertwined, however, teachers, organizations and institutions must be familiar with and understand the advantages and limitations of both in order to utilize them for effective and successful online learning. COVID-19 has closed schools all around the world. Globally, more than 1.2 billion children are being outside their classrooms. As a result, education has changed dramatically, notably in the increase in e-learning, with teaching being carried out at distance and on digital platforms. Research shows that online learning increases the memorability of information in a shorter amount of time, which may mean that the changes caused by the coronavirus may remain a fixture forever. With this sudden transition from classrooms to an online environment in many parts of the world, some are wondering whether online learning will stay even after the pandemic and how such a shift would affect the global education market. While some believe that an unplanned and rapid transition to online learning – without training and with little preparation – will lead to a poor user experience that does not facilitate sustainable growth, others believe that a new hybrid model of education will emerge, with significant benefits. Some argue that the integration of information technology into education will be further accelerated and that online education will eventually become an integral part of compulsory school education which is a good spring-board for the implementation of the concepts of internationalisation at home and/or internationalisation of the curriculum.

There is evidence that for those who have access to the appropriate technology, online learning can be even more effective than in-person learning and can include the international and intercultural dimension in the home environment. Some studies show that students memorize, on average, 25-60% material in online learning, while only 8-10% in the classroom. This is mainly because students can learn faster online. In online environments, learning takes 40-60% less time than in normal classrooms, as students can learn at their own pace, go back and read again, skip things, or progress faster if they wish. However, the effectiveness of online learning varies between age groups. It is generally accepted that younger children in particular need a more structured environment because they lose attention more quickly. It is different at the university level, but here, too, in online environments it is necessary to go beyond copying a physical lecture in video-only lectures, as well as to include a range of tools that encourage cooperation, inclusion, personalization, and intelligence (Li and Lalani, 2020). This is especially important if we want to achieve the goals of the internationalised home curriculum.

Digital transformation is not a new phenomenon and has been accompanying higher education institutions for several years (Kopp et al., 2019; Leszczyński et al., 2018). The digital transformation of higher education institutions is a topical issue affecting all those involved in education. The demand for ICT in all areas of life is on the rise, and therefore universities must train potential future experts to meet such challenges and provide them with appropriate solutions (Bond et al., 2018; Sandkuhl and Lehmann, 2017), as this transformation requires the inclusion of sustainable management in order to adapt to changes resulting from new technologies (Abad-Segura et al., 2020) and from the recent pandemic. Modern global society also requires interculturally skilled individuals who can function successfully both in everyday life and in the international labor market. Digital transformations in the context of higher education institutions can be understood as the sum of all digital processes required to carry out such transformation process, which enables higher education institutions the optimal use of digital technology (Kopp et al., 2019). This process also includes appropriate strategic preparation, trust building, procedural thinking, and uniting and strengthening all parties, collaboration, and organizational skills involved (Cameron and Green, 2019). Hiltz and Turoff (2005) argue that modern transformation over the next 50 years will be seen as a revolutionary change in the specifics of higher education as a process and as an educational institution, as it shifts from an objectivist approach, which is teacher-centered, to online and hybrid programs, using digital technologies, and thus strengthening the constructivist approach and cooperative pedagogy, which is learner-centered, which is also essential in the internationalised curriculum.

The researchers have also noted that online learning is a new social process that is gaining momentum as a substitute for the usual face-to-face approach in the lecture hall, in the context that they might have formerly been seen as alternative processes that were regarded as somewhat undesirable and unacceptable in many educational institutions in the recent past. The Covid-19 pandemic has triggered the digital transformation of higher education, and, as a result of the Covid-19 pandemic crisis, innovations in higher education were introduced in a matter of days, whereas due to various regulations and the rigidity of the management of many faculties, that would have probably normally taken several years (Strielkowski, 2020), which actually turned the brand of “online learning” perceived as disruptive and unwanted process into the status of a “savior”.

This fact has also facilitated the establishment of a good ICT support for introducing internationalisation at home into higher education environments. Namely, internationalisation is traditionally based on mobility processes, while international or diverse classrooms are rather a rarity in terms of the physical presence of international students. In this context, internationalisation at home is “the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen & Jones, 2015), and its product can be considered as an internationalised (home) curriculum.

The task of an educational organization is therefore to establish a computer-assisted environment for collaborative learning (fora, blogs, videoconferencing, etc.), which it provides with tools that are part of the virtual learning environment. In the context of the internationalisation of the home curriculum, a computer-assisted environment is not a goal per se, but rather a tool and/or the way to achieve higher content-related goals, such as the development of intercultural competence, as well as transversal and employability skills of the 21st century, including digital competences, and broadening students' horizons in terms of the impact of different cultural and national traditions on the development and implementation of academic disciplines. The teacher’s key task in distance education and the implementation of internationalisation at home is, inter alia, to provide counselling, inclusion, motivation and encouragement of communication within a heterogeneous group of (international) students and collaborative learning in such a way that the selected learning tasks require such learning activities that cannot be successfully carried out without the cooperation between different cultures or students’ backgrounds.

How the planning and implementation of e-learning actually takes place in a real virtual international or heterogeneous learning environment, and how the online classrooms can be used also in terms of achieving the goals of internationalisation at home, is described below, where we outline an example of the Ljubljana School of Business.

2. A case of planning and implementing e-learning in higher education institution, including elements of internationalisation at home

The Ljubljana School of Business, provides distance learning in the form of technologically advanced e-education, constantly striving for quality and for technological and didactic adequacy. The quality of e-learning is the leading motive in educational policy, both a requirement for providers and the expectation of the school’s customers (students). Quality is a concept that is not characterized by a precise definition, but rather by a positive connotation. The perception of quality is thus influenced by a wide range of arguments (criteria and/or indicators), but also by beliefs (Ehlers, 2007). In discussions about the quality of e-learning it seems necessary to ensure the quality of its components: learning content, subject implementation (from implementation planning to implementation itself and evaluation) and the technology that supports pedagogical processes (Lapuh Bele and Rozman, 2007). If we want to implement a good and successfully internationalised curriculum, it is necessary to include international, intercultural and global elements in all steps of the so-called *constructive alignment of the internationalised curriculum*, i.e. into planned internationalised learning outcomes, into teaching and learning activities with related international contents, into testing and assessment strategies, and, last but not least, into assessing the long-term impact of such internationalised curriculum (Aškerc Zadravec, 2021).

The high quality of educational content, which must be subject to global pluralism in internationalised curriculum, as students also come from different cultural backgrounds (ibid.), plays an important role, because learning content is a fundamental learning resource in distance learning. Quality online learning content is not comparable to the traditional printed materials, as it is interactive (allows users' inputs and responds to them), it is enhanced with multimedia (static images, diagrams, screenshots, animations, simulations, sound recordings) and allows participants to evaluate their acquired knowledge (questions and knowledge tests with feedbacks on their knowledge and performance). In an internationalised curriculum, formative and summative evaluation and assessment of knowledge through feedback are extremely important, since they provide students with the awareness of the impact of global, international, and intercultural elements on academic discipline and the systematic development of intercultural competence, as well as transversal and other employability skills (ibid.).

Implementation planning and the implementation itself are also extremely important. It is necessary to plan within the context of the study program and the relevant study subject, and to foresee the period and time provided for the implementation of an individual subjects, activities, learning materials, and learning forms, including international and intercultural elements. During the course, the mentor guides and directs the learning process. The tutor encourages social contacts, motivates the participants, and forwards any questions and problems to those responsible (lecturer, organizer, technical department, etc.). Without a significant human factor, the chances of achieving the set goals are meager. In this context, this means a constructivist approach with the active role of the student, whereas the teacher and/or the mentor is in the role of a mediator and facilitator, which is essential also for internationalised curriculum (Biggs, 1999, 2014; Biggs & Tang, 2007; Aškerc Zadravec, 2021).

The third component is technology and the solutions derived from it in terms of a support mechanism for the implementation of internationalised curriculum. The usability, accessibility, and user-friendliness of the portal and/or the platform are a necessary basis for successfully provided education.

The following are the principles we follow in the implementation of internationally and interculturally supported education, especially in distance learning:

- promoting (intercultural) contacts between students and the educational institution
- promoting contacts within the heterogeneous (international) student population
- encouraging cooperation among students from different cultural backgrounds
- promoting active learning
- providing immediate feedback
- determining a time frame for the tasks with the awareness that they must also have a long-term effect in terms of gradually developing students' intercultural competence or transfersal and employability skills
- expressing high expectations (if expectations are low, knowledge results are also low)
- considering the heterogeneity of students due to different cultural and other backgrounds, the related different learning styles of students, their different talents, motivation, etc.

2.1 Effective technology-supported education at Ljubljana School of Business

According to Chickering and Ehrmann (1996), we consider the fact that the above mentioned principles are also crucial in technology-supported education. In e-learning, communication and collaboration are not physical, but take place through ICT. According to many authors, student-centeredness is the key to student satisfaction (Achtemeier et al., 2003; Ardito et al., 2006; Holzinger, 2005; Squires and Preece, 1999). Student-centered design puts the student at the heart of the learning process. This means that when designing education, we consider students' needs, requirements, prior knowledge, abilities, and limitations. Based on these findings, we also include different learning strategies, learning styles, experiences, and motivations to learn. The student-centered paradigm also includes evaluation and process' improvement (Notess, 2001). Taking this paradigm into account, we try to improve students' satisfaction, and thus also motivate them for more effective learning. This has also been emphasized by the constructivist approach to learning and teaching and the alignment aspect within the scope of constructive alignment theory (Biggs, 1999; Biggs and Tang 2007).

Namely, Laurillard (2002) finds that active learning, feedback, and reflection are important steps in acquiring knowledge. Also considering Piaget's findings on the construction of knowledge, we can conclude that successful education requires continuous consolidation of knowledge and continued learning based on the knowledge acquired. We support this strategy with the course's correct planning and implementation, as well as with educational content that enables constant assessment of knowledge and immediate feedback.

Barron (2006) presents the ten secrets of effective e-learning, which we should fully consider when planning e-learning. In the context of an internationalised curriculum, we have also included the international and intercultural dimensions into these elements:

- common student-centered vision, shared by all stakeholders in the process
- comprehensive course design process based on a template, which includes the structure, form, and expectations regarding (international and intercultural) content, and is designed by the mentor individually and by considering the results of the evaluation of previous implementations
- customized scoring guides and feedback on the achieved level of knowledge, both numerical and narrative
- group work and collaborative learning of culturally mixed groups of learners
- effective facilitators, which can only be achieved through properly motivated and trained mentors
- staff training and support, which ensures training for the use of technology and appropriate didactic approaches, and provides advice and other support services in the implementation of the internationalised home curriculum
- clearly expressed expectations, which include deadlines for the completion of activities and the consequences of missed deadlines, structure and form of submitted student work, rules of conduct in the course, expected level of participation and involvement, and announced consequences of "intellectual property theft" (clarification of these criteria is especially important when working with (internationally) mixed groups of students who come from different (cultural) traditions and have different expectations and perceptions)

- meaningful feedback with which students receive fair and positive information about their work (in an intercultural environment, feedback is crucial for the students to become aware of the elements of the development of their own cultural capacity)
- monitoring and evaluation provided to the administration and the mentor by the learning platform and recorded data
- continuous improvement based on summative and formative evaluation

By following these guidelines, the management seeks to establish a special approach to both students and lecturers. The school management is aware that a successful business requires both the satisfaction of students and lecturers. Management therefore communicates the student-centered concept to all employees, who, in the same way as the internationally and interculturally mixed groups of students, are provided with intensive introductory meetings with educational content upon entering the educational process, i.e. at the beginning of their contract, and we also hold annual educational meetings with content that is necessary for lecturers to perform well. Above all, it is important that instructions and expectations are clearly expressed to both students and lecturers, and that the achieved goals and the satisfaction of all stakeholders are determined on an ongoing basis, as only on the basis of such findings can we follow the process of continuous improvement. In this context, we can say that we include marketing knowledge from local, international, and global environments in education, and that we pay attention not only to external marketing, but also to the internal marketing, which is strong in our organization, as one of our goals is to build a high degree of employee loyalty.

The importance and necessity of feedback in e-learning is emphasized by many researchers and practitioners. Barron (2006) points out that in addition to the quantitative results obtained from summative evaluations (for example, obtained through tests), students also expect substantive feedback that cannot be given automatically but is given by a teacher in person. It is important that the feedback is properly embedded in the student population's international and intercultural context, a practice that is also emphasized by various authors in the context of the internationalised curriculum (e.g. Bache, Kane and Meth, 2015; Deardorff, 2014). Barron (2006) claims, "students vehemently agree in their desire for a quick, accurate, and meaningful feedback". Students need both group and personal feedback. Besides the publicly accessible forum, where all students and the mentor communicate, students have the additional option of personal communication and consultation with their mentor throughout their course of study. The diverse or international virtual classroom therefore needs tools for communication and collaboration, such as fora, blogs, chat rooms, and tele- or video conferencing systems, which we fully provide at our school. We do not consider these tools as a goal in itself, but as a way to achieve higher content goals – i.e., for generally raising the level of educational quality in the virtual diverse or international classroom and as a path to the development of intercultural competence, international perspective, as well as transversal and employability skills.

The positions of the European Universities Association's 2006 report are important in ensuring the quality of e-learning (Ehlers, 2007). Based on this report, Ehlers (2007) highlights the culture of quality, which depends on two factors:

- on quality management: a technocratic element that provides tools and mechanisms for measuring, evaluating, assuring, and improving quality,
- on commitment to quality: a cultural element that is important both at the level of individuals and at the groups' level.

Ehlers (2004) finds that a student's perception of the quality of e-learning is influenced by factors that he classifies into the following seven groups: support for lecturers, participation (cooperation), technology, expectations and benefits, pre-course information, course structure, and/or study subject and didactics. The importance of adequate training of academic staff for the implementation of the internationalised curriculum is emphasized by many authors (cf. e.g. van der Werf, 2012; Beelen and Jones, 2015; Green and Whitsed, 2015; Leask, 2009, 2015; Carroll, 2015; Agnew and Kahn, 2014; Teekens, 2000; Aškerc Zadravec 2021, etc.). However, the quality of e-learning cannot be viewed only from the student's perspective, but from the point of view of all participants in the e-learning process (Ehlers, 2007), that is, also from the point of view of the school's founders and/or owners, management, supervisory bodies, lecturers and other employees, as well as potential employers who employ (or will employ) the school's graduates. In addition to pedagogical aspects, organizational, economic, and legal aspects must also be considered.

2.2 The quality of e-learning at Ljubljana School of Business

The Ljubljana Business School has established a quality management system and it promotes individual and group awareness about for the implementation of quality education, in which we try to include the international and intercultural dimension as intensely, comprehensively, and systematically as possible. An important factor in distance learning is communication, namely between the school or its employees and students, as well as among students themselves. We technologically support this with communication and collaboration tools that are included in the school’s (international) virtual learning environment. For asynchronous communication we use emails and/or messaging system and forums.

For synchronous communication we use the forum and the MS Teams videoconferencing system. We use fora and a videoconferencing system to establish an environment for collaborative learning. Students and teachers have at their disposal a general forum and a forum for each subject separately.

The general forum is intended for general topics related to school. The organizer of the distance study monitors it and, if necessary, moderates it, and uses the results of the monitoring for evaluation. Said organizer adds information to the forum as needed to guide study, improve the study climate, and increase trust in the school. They also monitor the forum daily and can delete messages that are in contradiction to the school's code or with the order on the educational portal. The general forum has no expiration date. The course (subject) forums are intended for discussions about the content of the course and the submission of work such as seminar papers, exercises, etc. The course forum is intended for the concrete implementation of the course (in a given academic year) and in a specific study form. The course forum therefore opens when the course begins. Forum topics can be opened by both mentors and students. Personal messages (e-mails) are intended for non-public communication. They can be used between two individuals or between an individual and a selected group of individuals. The chat room is intended for socializing and discussing general issues. For some subjects, diaries or blogs also seem to make sense. The school provides an open source, such as a blogger, in a virtual learning environment, if needed. We include the international lecturing body as much as possible in the entire course's implementation, strive for the largest possible number of international students and lecturers (eg. also in virtual environment), consider global and cultural pluralism in the topics discussed, as well as in learning outcomes.

Courses are taught in special (international) virtual spaces or e-classrooms, where everything a student needs to learn is available:

- contact information on mentors and tutors
- a list of peers (classmates) and information they choose to reveal publicly
- basic information about the subject (course) and its implementation
- time schedule of the course implementation and review of activities
- international educational content
- communication and collaboration tools
- knowledge tests, etc.

An important component of quality is the technology required for course provision. The usability, accessibility, and user-friendliness of the learning environment are a necessary basis for successful education (Nielsen, 1997;

Holzinger, 2005). B2 uses its own eCampus learning platform, on whose basis we have established an educational portal, which is accessible via the website www.e-studij.eu.

A learning platform should be easy to use. The basic requirement for such applications and e-materials is that students do not actually need to learn how to use them and that they do not need to install anything on their computers. However, part-time students, who are usually older and do not yet use technologies as intuitively as younger generations, need a basic introduction to modern technologies and communication channels. An even bigger challenge is in training teachers, as they need new knowledge for the use of technologies with which we provide e-learning, as well as new didactic approaches. Our school holds seminars for mentors and educational content producers, and we offer training on internationalisation at home and on the internationalisation of curriculum. Each lecturer receives individual training before they start planning their course in the e-environment. Based on empirical research, Ehlers (2004) finds that technology interestingly affects students' perceptions of the quality of e-learning. If the technical requirements are met, it does not increase the student's perception of the quality of e-learning; however, if they are not met, their opinion on the course's quality decreases. If it works right and if functional requirements are fulfilled, technology is hardly noticeable.

E-materials (with international and intercultural content), which are accessible online, are a fundamental source of knowledge in e-education, while in blended and traditional education they are merely one of the many extant learning resources or serve as an additional learning resource. Good e-materials are not comparable to traditional printed materials, as they are interactive (allow user input and responds thereto), are enriched with multimedia elements (static images, diagrams, screen images, animations, simulations, videos, audio recordings, etc.), and allow participants to evaluate their acquired knowledge (contain questions and tests to check knowledge and provide feedback), including awareness about the development of their intercultural competence. Such materials encourage active learning. However, such e-materials lose a part of their functionality, because animations and videos, for example, cannot be printed.

E-learning can utilize learning materials that are technologically developed in various ways. On the school's website, and/or in the virtual learning environment, students have access to traditional digitized materials, for example in PDF format or in the form of static HTML pages. However, this type of material is technologically and pedagogically outdated. Teaching and learning methods cannot be drastically changed with "two-dimensional" materials. Distance education or e-learning, however, if provided under these antiquated methods, does not yield results that we would find satisfactory. The appropriate complexity of contemporary technologically developed teaching materials is of key importance in the internationalised curriculum. Contemporary, high-tech didactic e-material should not merely mimic traditional materials in an electronic format, but should be enriched and adapted to the medium, as well as to the current trend, which we refer to as Web 2.0.

It makes sense that traditional materials are also available to students on the website, as they can be printed, and students can learn on paper. It would also seem a shame to neglect good traditional materials. However, it also makes sense to develop new e-materials adapted to the time we live in, to advanced technology, and to the online medium.

The method of interpretation in e-materials is slightly different than in a lecture hall or in a traditional textbook, especially if it is placed into an international and intercultural framework. We take into consideration the findings that students read web pages superficially and are reluctant to listen to long texts (Nielsen, 2001). For this reason, we avoid verbosity, long sentences, and the use of pronouns for which it is not entirely clear to which nouns they refer. When creating e-materials, we shall consider the following didactic principles: gradualness, systematicity, clarity, applicability of knowledge, and above all the activity and the possibility of the individualization of learning for students. The material, which is accessible online, shall meet several other requirements related to the use of ICT and be based on constructivist theories of learning and the cognitive theory of multimedia learning (Mayer, 2005).

The planning of the course implementation is adapted to the method of implementation and the ICT we have at our disposal. Without the adequate ICT equipment, excellent educational content and the significant efforts of pedagogical staff, the chances of achieving the goal, namely that learning outcomes should be at least the same or better than with classical teaching methods, are meager. In practice, there are different ways of conducting technologically advanced distance learning, which differ in the method of management/guiding, i.e. the method of the lecturer's and/or the mentor's work and the degree of independence of the students. Quality distance learning is provided in the form of guided e-learning, which basically means that the lecturer directs and controls the learning process. Interactive and multimedia e-materials are available for each subject, which the students use to acquire the basic course knowledge, while the systematic development of intercultural competence, international perspective, as well as transversal and employability skills are purposefully included in learning outcomes and thus planned in the materials. Managing the learning process and/or the course requires from the lecturer to perform the following tasks (Horton, 2000):

- course planning
- curriculum design and established (internationalised) learning outcomes
- preparation of necessary information, e-materials, and other learning materials (considering the global pluralism of resources)
- drafting of a time schedule for the course, including student requirements, learning activities, and deadlines
- definition of rules of conduct
- publication of learning outcomes and expectations (required knowledge, acquired competencies)
- course implementation
- monitoring the work of students and observing their progress
- assisting and guiding students in learning, coursework, and other learning activities
- facilitating communication and cooperation among students in (an international) virtual lecture room
- active (intercultural) cooperation, facilitation, and management of interactive discussions
- responding to questions and directing the learning process
- checking and assessing students' products, providing substantive feedback and recommendations regarding learning activities or the submitted products
- evaluating and assessing students' work

Distance learning courses are guided and last an average of five weeks. During a course, the lecturer (mentor) guides, directs, and motivates students in their learning activities, and the tutor facilitates social contacts, motivates participants, forwards any questions and problems to those responsible (lecturer, organizer, technical support, etc.), provides relevant study information, etc., all of which is essential for the development of intercultural competence and international perspective in parallel with the acquisition of the basic academic discipline. While the lecturer only accompanies students during the course itself, a tutor is available to them throughout the academic year.

The mentor makes a course schedule, with a list of learning activities. As suggested by Horton (2000), schedules of learning activities should be made by week. For each week, synchronous activities and/or real-time meetings (through the MS Teams learning environment and in the chat room) are defined, along learning materials to be processed by the student and other activities to be completed (assignments, projects, term papers, tests). The activities have defined deadlines.

All of this is used primarily to motivate and support students in order for them to achieve better learning outcomes, including intended internationalised outcomes, and to prevent dropout rates.

Study takes place through an educational portal, in the form of guided learning. Students learn from e-materials according to their work schedule, submit their assignments on a weekly basis, and perform real-time check-ups in the form of tests. The mentor monitors their work, facilitates and leads interactive discussions via the course forum, answers public or private questions, and provides feedback and recommendations regarding learning activities or student assignments. As much as possible, the mentor systematically includes international and intercultural content in the discussions, and systematically formulates as many tasks as possible in such way that they cannot be solved without cooperation between students of different backgrounds, cultures and nationalities. Synchronous communication also takes place twice a week, via the MS Teams videoconferencing system. Knowledge assessments take place in a controlled online environment, as defined by the subject curriculum. In order to achieve the goals of the internationalised curriculum, guest foreign lecturers or domestic lecturers working in international organizations in the local environment are included in lectures in the virtual learning environment as often as possible. Modern technology makes it possible to have high-quality international lecturers at hand, and through them forge active connections between domestic and foreign lecturers, and consequently among students, which not only increases their digital competences but also develops their intercultural competences if the tasks are set out properly.

A very important component of courses’ guided implementation and the entire study program is the facilitation of communication and collaborative learning, which is based on constructivist theories of learning (Vigotski in Marentič Požarnik 2003), which cannot be avoided in the internationalised curriculum (cf. Aškerc Zadravec, 2021). At the beginning of the academic year, in the first year, it is extremely important to establish new peer contacts as soon as possible, especially if they come from different countries and cultures. As students cannot physically meet during the pandemic, the school ensures that online contacts are made as quickly as possible, with special attention paid to the planned integration of international students. For this purpose, chat rooms in local and foreign languages are set up on the learning portal, where students can socialize informally online. In this way, they get to know each other better and make friends. On this basis, they build trust, exchange information, and start helping and encouraging each other. Chat rooms are especially important for students during the first months of their study, after which some groups move to a more private environment (for example, Facebook). Informal forms of socializing are also important for the development of the intercultural abilities, transversal, and soft skills of the 21st century.

The fundamental aspect of the quality and improvement of e-learning is embedded in the implementation of the following circular process: planning, implementation, evaluation, post-evaluation improvement, commonly known as the PDCA (plan, do, check, act,) methodology for quality assurance. Based on the claims of numerous authors highlighting academic staff as the primary actors in the internationalised curriculum, in 2012 Leask upgraded the four-phase plan-do-check-act process cycle with an additional 'imagine' option, which puts teachers at the heart of the process (Leask 2012). This model represents the process of internationalisation of the curriculum, where academic staff (facilitator) encourages the whole process or negotiations (with students or staff) for the proper implementation of the concept are of key importance both in the lecture hall and at the institution. This principle applies to both the school as an institution, as well as to individual providers (lecturers or mentors, tutors). The self-evaluation of the entire implementation of an individual course or the entire study program in a certain academic year are important and based on this evaluation also the planning of improvements to the provision of future courses.

3. Conclusion

Although the Covid-19 epidemic has brought many challenges to the education process, it has at the same time encouraged shifts that would otherwise most likely have taken years and decades to be successfully implemented. With the transition of education to the online environment, the epidemic has laid a good foundation for the realization of higher goals – a well-functioning and adequately technologically supported learning environment providing conditions for the implementation of internationalisation goals at home even in those learning environments where only a handful or no foreign students are present. Virtual international learning environments enable the development of intercultural competence and international perspective even among the majority non-mobile student population and at the same time the development of other transversal and employability skills of the 21st century, which can also be ascribed to well-developed digital competences.

The Ljubljana School of Business is facing challenges that we aim to overcome in the context of e-study as a tool for implementing internationalisation at home. Nevertheless, based on our previous experience, we are convinced that the combination of online learning and physical presence in the lecture hall, and the combination of a "national" and "international" (virtual) learning environment, provides a good basis for the integrated development of future graduates equipped with modern knowledge and competencies enabling them to compete successfully in the international labor market, which also expands into the local environment.

Academic staff, adequately trained in using innovative virtual forms of education and incorporating elements of internationalisation at home in curriculum, play the key role on the path to excellent education, imbued with international and intercultural dimensions, as emphasized by numerous authors (e.g. van der Werf, 2012; Beelen and Jones, 2015; Green and Whitsed, 2015; Leask, 2009, 2015; Carroll, 2015; Agnew and Kahn, 2014; Teekens, 2000; Aškerc Zadravec 2021, etc.). Consequently, we include in the strategic planning of our college the constant professional development of staff in the innovative use of web technologies, as well as in internationalisation at home and general higher education didactics.

It also proves to be of key importance to implement the so-called PDCA circular process, which Leask upgraded with the additional dimension of 'imagine' (Leask 2012) and which puts academic staff at the heart of the internationalised curriculum. Our school is aware that constant monitoring of the study process in accordance with the above circle is an important mechanism for improving educational quality, so we try to follow it as systematically as possible at the micro level of an individual subject, as well as the macro levels of study program and institution.

Although the presented practice of the concept of internationalisation at home at the Ljubljana Business School is only the basic foundation for this concept's implementation, it is nevertheless an important step forward for our institution, as well as for the general Slovenian higher education area, since distance education is not understood as a goal, but rather as a tool and mechanism for the development of complex competencies that are necessary in a modern global and intercultural knowledge society.

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THE ESTABLISHMENT OF A GENUINE REFORM IN THE FIELD OF RESEARCH AND INNOVATIONS PERFORMED BY ALBANIAN HIGHER EDUCATION INSTITUTIONS

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Abstract

The purpose of this study is to provide a set of proposals which would contribute to the debate surrounding the slowed down reform on the field of research in Albania. An overview in the field of research in Albania shows that: (1) the research in Albanian universities is characterized by an adverse status and (2) there is imperative a need for recognition and implementation the western research models. Based on the French model the study provides a list of implications for the university system in Albania, some of the which are: (a) The country needs a national research agency, responsible for the entire work in the field of research; (b) The universities should establish their permanent innovation and research offices which would bridge research and innovation work within higher education institutions with the national agency; (c) The agency would open annual calls for proposals and track the universities research work based on the system of earned points. The study concludes with a number of recommendations, aimed at facilitation and effective cooperation between the agency and university research offices.

Keywords: *Research, universities, agency.*

1. INTRODUCTION

In every country the work of universities is characterized by four dimensions, namely, those of creating knowledge through research, transmitting it through education, exploiting it through technology transfer and ensuring a responsible use of that knowledge. Since no transmission and use of knowledge is possible without knowledge generation, the dimension of creating knowledge is vital for the life of universities. Much of today’s public discourse concerning the state of higher education in Albania is guided by how the universities in this country are completing the mission of creating knowledge and whether they are following the recent trends and fashions that typify universities in the rest of

Europe. In this paper I begin with a broad review of the current trends that outline the work for research carried out by the modern higher education system in Western world, in general, and in France, in particular. Then I move to a summary of main ideas that articulate the need for adaptation and reform on the part of Albanian university system. Finally I propose an efficient implementation of these main ideas in our public universities. What directly follows is an attempt to isolate some broader features of the continuously evolving educational landscape of the Western world.

2. Current Trends of Higher Education System In Western Countries

In terms of research and innovation the European decision makers are currently facing a dilemma: finding the point of balance between freedoms of the "ivory tower", traditionally implemented in Western European universities, and the productivity of the entrepreneurial model, a characteristic of American universities (Rohrs & Hess, 1987). It is clear that theinjection of economic values and criteria into academia has helped push researchers out of the ivory tower. However, there are policy makers, especially in Europe, who worry that the incentives in the entrepreneurial model are too unidirectional, leading, in the long term, to a complete corporatization of universities (Ruegg, 2004). They do not see any mechanism which would guarantee the openness and freedom of intellectual inquiry which are responsible for the global success. Establishment of the balance between entrepreneurial model and the retention of academic freedom constitutes a compromise that Europe is currently searching. It is exactly this compromise underlying all efforts for reforming the current university system in Western Europe(Ruegg, 2004).

It seems likely that, as in other fields, initiative and leadership comes from the national level. In the case of France, examined below, it is important to note that even though French academic culture does not have the natural affinity to entrepreneurship of its American counterpart, the importance of the contact with the private sector is not a completely newconcept. Incremental steps in this direction have been made since the 1980s. For the time being the French system is undergoing a flow toward enhanced productivity and performance, a systemwhich attempts to reflect the required academic balance. It is moving on four main directions: autonomy, flexibility, evaluation, and funding (RCLC, 2008).

The autonomy reform, which is already under way, changes the decision-making structure of universities. Broadly speaking the contact between the university and the government will be limited to its budget, which would come in one installment per year. By relaxing some of the imposed regulation and controls, a more flexible academic experience would be possible. Instead of a rigid division of work between research and teaching, faculty would be able to adjust their emphases as needed. Those with above average research productivity, teaching ability or with a stronger record of technology transfer and contacts with industry would be allowed to spend more time on what they are best at. Regarding evaluation, academic work is notoriously difficult to evaluate due to the long-term nature of its. This is why the only evaluation which has been implemented on a large scale is peer-review. However a more comprehensive evaluation approach is now required. Under consideration is the suggestion for the creation of a national evaluation agency. This would factor, in addition to publication rates in peer-reviewed journals, in aspects such as the international visibility and initiatives. The funding of French research has seen a very gradual evolution from permanent funding dependent on the position, toward funding based more and more on the activity and performance (project based).It is exactly this evolution the cause of creation of the National Research Agency (ANR), which awards projects to groups based on proposals (Langlois-Berthelot et al., 2007).

3. THE NEED FOR REFORM IN ALBANIA

Albanian higher education is in very bad shape. In fact it ranks last in Europe on all relevant and available indicators of quality and performance (Thelwall, 2009). In its research component the system follows a traditional ivory tower model. However, the lack of funding andthe limitations on free inquiry over several decades of communism, combined with an exodus of talent, immediately after the fall of totalitarian system, led to a system dominated and tightly controlled by a privileged caste of highly conservative and scientifically old-fashioned faculty. Obviously the obstacles to change are the mentality and the administrative structure. The very low intensity and quality of scientific activity in Albanian universities is the result of decades of financial neglect combined with a systematic promotion on criteria of loyalty, obedience and conformism. This has produced a pathological academic medium with a strong hostility to novelty, reform and innovation. With rare exceptions today instructors of our universities simply teach without any other scientific activity. The recent governmental initiative for using Brain- Gain program, intended to support the return in Albania of the highly qualified specialists educated in western countries, is being compromised due to the old mentality and fierce resistance on the part of existing administration. You can hardly find scientific articles written by Albanian professors or students and published in international journals. In addition, academic journals that at a time used to be published periodically by Albanian scientific institutions and public universities, now have ceased to appear or are too discretely published. Meanwhile, smaller and less scientifically capable countries are presented significantly better in the international arena. The lack of genuine academic publishing and scientific conferences and workshops is creating a fearful devastation for the future of this nation (Shaska, 2009). In this case, the ivory tower is not a mechanism of freedom and independence (as originally intended), but on the contrary, it has become a mechanism of control and censorship. Resistance to renewal and reform is possible due to the architecture of the decision making structure. This architecture has been designed by old-fashioned high hierarchs and implemented by the universities in such a way that decision making power is concentrated in the hands of those who occupy certain key positions. The system by which one is promoted to these key positions is carefully controlled in order to ensure the perpetuation of the system of values based on loyalty and obedience, leading to the continuity and resilience of the pathology.

Guided by the four previously mentioned directions we saw how the French system has implemented a drift toward enhanced productivity and performance. This is what must happen in Albania, except that we do not have the luxury of gradual adaptation, over several decades, as the French system has had. In Albania the situation is alarming, and it requires stronger measures. What follows is simply a collection of ideas from which policy makers can pick and choose those they find most useful.

4. RECOMMENDATIONS FOR THE IMPLEMENTATION OF REFORM

The majority of faculty members at Albanian universities today have a very weak or non-existent research activity, and they concentrate on teaching to such an extent that certain individuals have double or triple time teaching loads. Consequently, for faculties within 11 public universities in Albania I would propose their grouping into two categories: (1) research faculties and (2) teaching faculties. Faculties of the first category would operate in two tracks: the research and the teaching track.

Aligned with an earlier proposal of Hasimja (2006), the research track would be organized around a research center, which would employ only researchers with very small teaching loads in M (master) and D (doctoral) levels.

The two tracks would be regulated by two private agencies, research agency and education evaluation agency. The national research agency would rely on expert referees who would be either individuals withpermanent positions obtained using the above research track, or foreign researchers of international standing and recognition. The European Commission may be able to make available some of the experts from the Framework Program expert pool for this purpose (EC, 2006). At the beginning, therefore, the national research agency would rely exclusively on foreign experts, since no permanent researchers will have been appointed yet. Only after several years, when some researchers had won permanent positions on this track, would some of them be recruited asreferees.

All current faculties would start out in the teaching track. In order to start a career on the research track one would first have to win a project from the national research agency. The agency would open annual calls for proposals of two main types: subject calls and white calls. The subject calls would finance research in predefined directions decided through a multi-annual national research strategy. The white calls would be researcher driven; individuals would be able to propose a research direction of their own choosing. The white calls will be designed to encourage and support researcher freedom and originality.

Each project would include not only financing for the research expenses such asequipment, bibliography or travel, but also the compensation of the researcher who hadsubmitted the proposal. In order to obtain a permanent research position, a researcher would need to accumulate a certain number of points. The points are given according to the projects won, and to the number and impact factors of peer reviewed publications. The algorithm may evolve, but it would involve the number of project-years divided by the number of authors. For example, if a 4 year project is won by a proposal with two authors, each of them would gain 2 points. The point system may also take into account European projects. All proposals will have to clearly distinguish between the authors of the proposal, and the other researchers and group memberswho will be working on the project if and when it is awarded. A group will be composed, ingeneral, of faculty from both career tracks, research and teaching; it is the authorship of project proposals that will distinguish between the two. Salaries of permanent positions would be fixed by the ministry of education and would evolve based on seniority and quality of research and teaching activity, with the added bonus that a permanent researcher who wins a project and doesnot use it to hire someone in his or her group, may add that salary to their own, up to a certain ceiling fixed by the ministry of education. The net result of this measure would be thatpermanent researchers who do not produce projects on a regular basis will be paid less thanresearchers with a sustained level of research activity. Thus, the distinction between the authorsand the other participants to a submitted project would be important to permanent researchers as well, though for a different reason than to fixed term researchers. The teaching duties of faculty on the research track would be lighter than of faculty on the teaching track, and they would generally teach M and D courses. Faculty on the teaching track would teach most of the B(bachelor) courses.

The existence of two career tracks, research and teaching, would allow the equilibrium between the two to drift. By changing the relative amounts of funding given directly to universities as wholes and to individual researchers (or groups) through projects, the balance of power between faculty members on the two tracks can be adjusted. Also the number of hours of teaching of research track members can be adjusted.

Note that according to the description above, when evaluating the quality of education, departments and universities are treated as wholes, while the quality of research is evaluated onan individual basis, for each researcher, according to the number of projects awarded. In short, the public authorities will be concerned only with the quality of education offered by public institutions (through the education evaluation agency), and with the quality of research projectssubmitted by researchers (through the national research agency). Note also that researchers willbe interested in the teaching evaluation and ranking of their university because it will eventuallybe correlated with the quality of the students in their M and D programs, students which theywould later recruit as part of their research projects. Thus the fact that universities as institutionsare evaluated on the basis of teaching quality alone would force researchers to have an activeinterest in the quality of education in their institution.

The importance of the separation of the research and teaching in the evaluation process, by the separation between the two national agencies, is due to the different natures of these activities. Broadly speaking, while research happens in the international arena, education is a national concern. Albanian higher education is financed by the Albanian taxpayer, and its mission is above all to contribute to the development of the Albanian society and economy. The international relevance of higher education therefore derives in a large part from its connection toresearch. Research and teaching are activities of quite different natures and objectives, and it is natural that two separate agencies and evaluation mechanisms be implemented in Albania. The European Union has already implicitly acknowledged the distinction between the two, as can be seen from its concern with the European harmonization of the university systems only (the Bologna reform), while leaving secondary and primary education to the latitude of the national governments (Kok, 2004).

In my view the distinction between research and education is generally valid in any country, but the argument has exceptional relevance in the Albanian case. In Albania this separation is the only way to allow researchers to work effectively, and avoid friction with the existing faculty members, who are overwhelmingly teaching-oriented. An additional, and crucial, feature of this separation is that, if correctly implemented, this reform will not constitute a threat to the existing faculty because in the short term it will not aim to remove them, but only to bypass their inefficient management methods. This aspect is essential, because this group of faculty control the current system to such an extent that the chances of success of any reform which they perceive as threatening, or which places them in control of research policy, are nil.

There are several knobs that this proposal provides. These should be adjusted to minimize

friction between the teaching and research parts of the faculty of universities, and to bring their interests in alignment wherever possible. Any reform should be designed to be as non-invasive as possible to the existing educational establishment. Note that in my proposal the situation of all existing faculty is left unharmed. At no point do any of them lose their current status (aside from the possible closing of several small and underperforming universities), and they will continue toplay an important role in the new order.

For instance they will make up the initial composition of the evaluation agency. The reform should endeavor to bind their undeniable teaching experience for the best result and in the most constructive way possible. Change is not a zero-sum game and everybody has something valuable and important to contribute.

CONCLUSIONS

The international status and confidence of a European Albania depends in a crucial way on the advancement of true achievement rather than of obedient immobility. Based on the French experience this article is meant to provide directions for a reform in the research field. These directions may be summarized in a set of recommendations that discuss the number of points required for obtaining a permanent position, the proportion of funding reserved for white calls, the number of teaching hours required (or perhaps allowed) of researchers, the remuneration of research track members for their teaching activity (which would be in addition to their research related remuneration), and the difference between the salaries of permanent research and teaching track faculty member. The above proposals are certainly incomplete, and inevitably so, since, in a subject as versatile and complex as this, no single individual can be expected to be in possession of the "ideal solution". The most that can be hoped is that these ideas will help decision makers better integrate upcoming initiatives in the context of higher education evolutionand reform.

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THE EVOLUTION OF HEALTH BUDGETS IN PRE-PANDEMIC AND PANDEMIC PERIOD. PREDICTIONS AND ESTIMATIONS FOR THE POST-PANDEMIC PERIOD

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Abstract
Throughout history, there was an entire list of pandemics that changed the course of people’s lives worldwide. Without exception, all pandemics, even the ones who were not worldwide, had a great influence over the economies of the affected countries. Although directly influenced was the health branch with all its collaterals – hospitals and companies providing materials for hospitals, the economy as a whole suffered from the repercussions of the pandemics. In Covid19 pandemic, every country acted economically different, because every economy had its particularities. What is special about nowadays pandemic, compared to other nowadays pandemic (AIDS) is the lack of Government defense, all measures taken by every country, measures that were and are more or less expensive, could not highly limit the spread of the disease. This is why health budgets are in a continuous movement in order to adapt to new scientific researches. The purpose of this paper is to discover how was from budget-adapting point of view pandemics until now, what were the economic challenges and what did we learn from previous and nowadays experiences. The main conclusion of the study is that having a proper healthcare budget, leads to having a proper healthcare infrastructure and proper healthcare specialists, all these leading finally to having a lower mortality rate. Adapting the health budgets to new conditions was a highly challenging task, as the main purposes were to align the allocations with the needs, to ensure efficiency and, in the same time, to make the system as transparent as it can be. The conclusions of this study are that health budgets adapted step by step, but quickly, health being the most important branch of human activities, as without healthy citizens, there is no economy at all. The exponential growth in health budgets is fully justified by a wide range of measures. For post-pandemic period, health

budgets will still grow, but slower than in pandemic period, trying in the same time to assure the correct balance between flexibility and accountability.

Keywords: *health, pandemic, budget, Covid19, measures*
JEL classification: *I12, I31, I38*

1. Introduction

We are from more than a year now, passing through the first pandemic of modern era. During these times of crisis, the EU and its member states are working together and helping each other.

The EU has already mobilized resources to support the emergency response to the virus: ensuring supply of protective equipment, boosting research and supporting global partners in need. Planning, organization and reconfiguration of services to meet immediate needs are a priority. The response to the pandemic is under control only by having efficient health financing measures. More specifically, the health financing response must support de delivery of appropriate population-based and individual services in two categories, two main objectives that should be pursued concurrently: ensure sufficient funding for common goods for health and remove financial barriers in health services.

2. Priorities for the health financing response to COVID-19

In order to ensure sufficient funding for common goods for health and remove financial barriers in health services, there were identified a series of key health financing actions to support the objectives above.

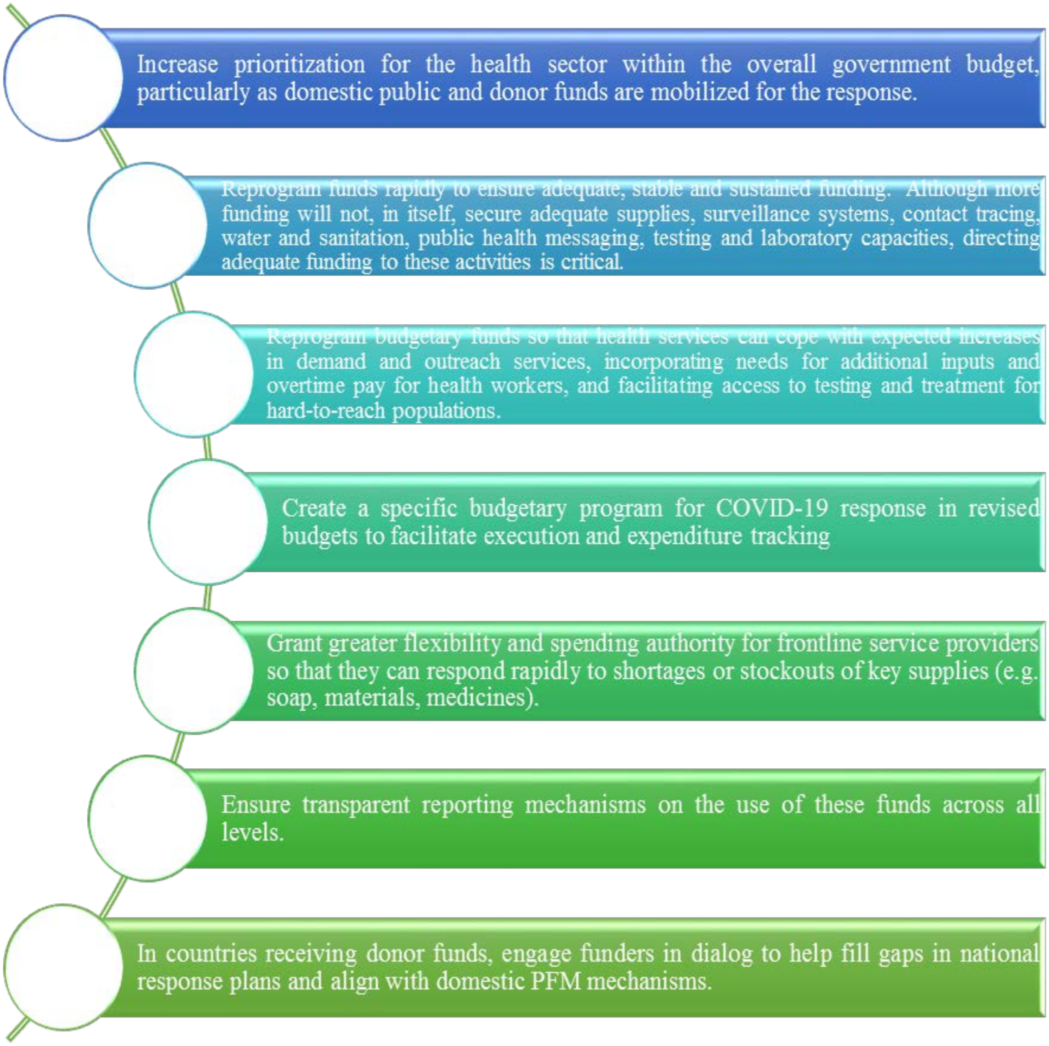

Figure 1. Objectives in reaching the first main goal: sufficient funding for common goods for health.

Source: https://p4h.world/en/who-priorities-health-financing-response-covid19

The second main goal is to remove financial barriers in health financing policies, making services free at the point of use. Co-payments should be suspended. Encouraging home care and tele-consultation where feasible should be taken into account seriously, in order to cope with the pandemic for other diseases, and not necessary COVID-19. This measure is not meant to encourage everyone to come to health facilities, but rather to remove financial considerations as a factor in someone's decision to seek care because the evidence is overwhelming that fees at the point of use do not selectively deter “unnecessary” care but reduce use of all services, particularly for poorer persons.

If people believe or are unsure whether or not they will have to pay, they may delay or forego seeking care, making the pandemic harder to control and putting entire societies at risk. Therefore, persons needing treatment or in quarantine and isolation should not be asked to pay for services, including treatment of co-morbidities, because the expectation of payment, even for non-COVID-19 services, can inhibit people from obtaining necessary care. (“Health at a Glance: Europe 2020, State of Health in the EU Cycle”, 2020).

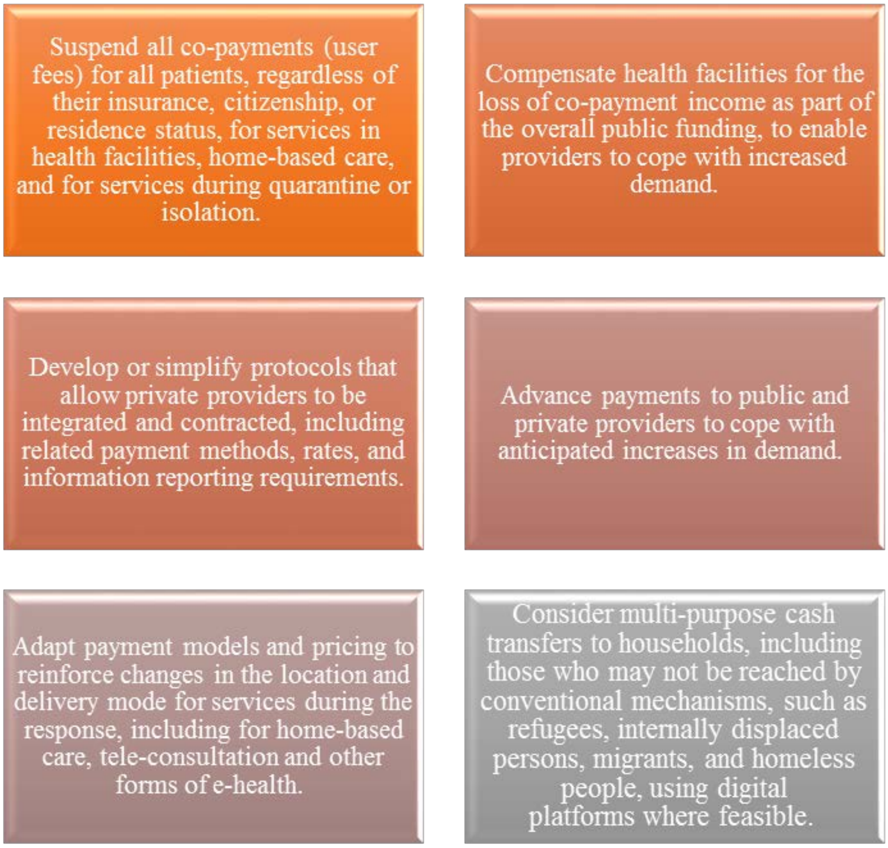

Figure 2. Objectives in reaching the second main goal: remove financial barriers in health financing policies

Source: https://p4h.world/en/who-priorities-health-financing-response-covid19

3. Recovery financial effort

On 23 April 2020, EU leaders decided to work towards establishing a EU recovery fund aimed at mitigating the effects of the crisis. They tasked the European Commission to urgently come up with a proposal, which would also clarify the link between the fund and the EU's long term budget. The proposal, a recovery plan for Europe, was presented by the European Commission on 27 May 2020. On 21 July, EU leaders agreed on a **€750 billion recovery effort** to help the EU tackle the crisis caused by the pandemic. Alongside the recovery package, EU leaders agreed on a **€1 074.3 billion** long-term **EU budget for 2021-2027**. Among others, the budget will support investment in the digital and green transitions and resilience.

Together with the €540 billion of funds already in place for the three safety nets (for workers, for businesses and for member states), the overall EU's recovery package amounts to **€2 364.3 billion.** On 9 April 2020, the Eurogroup put forward three immediate safety nets, worth €540 billion, which were finalized in May 2020. They are designed to support: jobs and workers, businesses, member states. (European Commission, 2020). The EU established an instrument providing **temporary support to mitigate unemployment risks in an emergency (SURE)** to help people keep their job during the crisis. The scheme provides loans on favorable terms to member states to cover part of the costs related to the creation or extension of national short-time work schemes. This financial effort is partially meant for health issues, as health is the main topic on all European tables, not only, but accentuated by the nowadays pandemic.

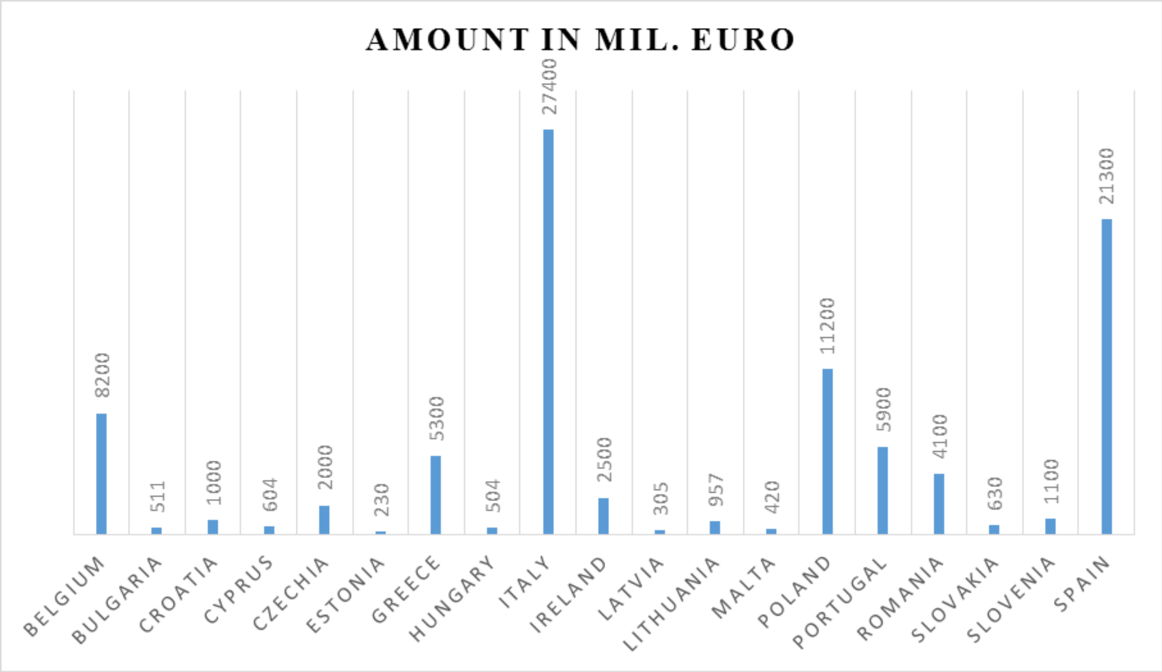

Figure 3. Financial support for EU members - 94.3 billion Euro
Source. https://www.consilium.europa.eu/en/policies/coronavirus/covid-19-economy/

The European Union and its member states are working in order to fight against the coronavirus (COVID-19) and are mobilizing all resources available to help member states coordinate their national responses. EU leaders have agreed on a number of priorities to coordinate the EU's response to COVID-19, namely: limiting the spread of the virus, ensuring the provision of medical equipment, boosting research for treatments and vaccines, supporting jobs, businesses and the economy.

Tabel 1. Already mobilized amounts for health objectives, 2020

Already mobilized	Million euro
Societal Challenge 1 (Health) - First dedicated call (March 2020) for research & innovation to develop diagnostics, treatments and vaccines - 18 projects	**48.2**
Innovative Medicines Initiative (IMI) Public-Private Partnership between the EU and the pharmaceutical industry	**72**

Contribution to Coalition for Epidemic Preparedness Innovations (CEPI)	**100**
European and Developing Countries Clinical Trials (EDCTP)	**25.25**
European Institute of Innovation and Technology (EIT) Health 2020 COVID-19 Rapid Response Call and Extension for Headstart	**6**
European Innovation Council (EIC) Accelerator pilot	**165.63**
Societal Challenge 1 (Health) - Second call for Expression of Interests - complements earlier actions by strengthening capacity to manufacture and deploying readily available solutions, including understanding of the behavioural and socio-economic impacts – 24 projects	**133.4**
Reinforcement of InnovFin Infection Diseases Financial Facility (IDFF): EUR 75 million to CureVac; EUR 30 million credit enhancement via Horizon 2020 InnovFin financing mechanism to BioNTech (which allowed the EIB to provide EUR 100 million loan through the EFSI), EUR 10 million to Scope Fluidics, EUR 24 million to Atriva, EUR 24.5 million to Immunic, EUR 15 million to AB Science, EUR 20 million to the AMR Action Fund and EUR 20 million to Bioversys	**218.5**
Societal Challenge 1 (Health) Extension activities COVID-19 related projects including clinical trials	**54.2**
Infrastructure and Data sharing EU COVID-19 platform (extension activities and re-orientation of on-going grants) Public Health Information Research Infrastructure	**15.5**
Total mobilized	**838.68**

Source:https://ec.europa.eu/info/research-and-innovation/research-area/health-research-and-innovation/coronavirus-research-and-innovation/financing-innovation_en

The amounts already mobilized for COVID-19 were used for a different range of issues, mainly for diagnostic, treatments and vaccines. As there are many other diseases that affect the population worldwide (cancer still being the main mortality disease worldwide), health budgets knew a boost all over the word, not only in the EU.

4. Conclusions

Health has always been an important concern for EU authorities, COVID-19 accentuated the preoccupation for it nowadays. Health budget is difficult to estimate, as more and more concerns are being affected to health. Statistics are difficult in pandemic situation. Also, every country has its own range of expenditures, its own gaps in the systems, gaps which can be filled only with financial effort.

All statistics ended in 2018. In 2018, health expenditures were 9,9% from GDP, in 2020 they are 10%. The modifications of health budgets could not be made as fast as the pandemic evolved, so the funds were just redirected from one health filed, to COVID-19. The new EU4Health 2021-2027 is the EU’s ambitious response to COVID-19. The pandemic has a major impact on patients, medical and healthcare staff, and health systems in Europe. The new EU4Health programme will go beyond crisis response to address healthcare systems’ resilience. With EU4Health, the EU will invest €5.3 billion in current prices in actions with an EU added value, complementing EU countries’ policies and pursuing one or several of EU4Health´s objectives: to improve health, to tackle cross-border threats, to improve medicinal products and to strengthen health systems efficiency. Besides COVID-19, EUs concerns are about cancer and about pharmaceutical researches.

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THE RISKMAN PROJECT AS AN EXAMPLE OF THE UCB INTERNATIONAL PROJECTS DEVELOPMENT DURING THE COVID-19 PERIOD

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Educational Capacity Strengthening for Risk Management of Non-native Aquatic Species in Western Balkans (Albania, Bosnia and Herzegovina and Montenegro)/RiskMan[9]

Introduction

Along with climate change, the introduction of non native (NN) species (“non indigenous” in European Frameworks) is widely recognized as one of the main threats to aquatic biodiversity and impact to human well-being. A large proportion of NN species is widespread in the Balkans countries. Major corridors for their spread are transboundary rivers and lakes, such as Ohrid-Drin-Skadar rivers system that drain a number of countries in the Balkans and create conflicts of interest since water resources are unevenly distributed among the States. Current research has also revealed the extent of the knowledge gaps on the current state, distribution and

[9] **RiskMan Consortium** includes 13 international partners from EU countries and Western Balkans and was funded by the European Union through the ERASMUS+ CBHE program 2020.The project main aim is to promote the education of stakeholders and high education in the field of risk assessment of non-native species and to stimulate research and cooperation on the management of non-native species in the Western Balkan Region.

RiskMan Partners:
- Muğla Sıtkı Koçman University (Turkey- Coordinator)
- University of Palermo (Italy)
- University of Zagreb (Croatia)
- Ekomenlog (North Macedonia)
- Hydrobiological Institute Ohrid (North Macedonia)
- Albanian Center for Environmental Protection and Sustainable Development (Albania)
- ALB ADRIATICO 2013 (Albania)
- Agricultural University of Tirana (Albania)
- University of Sarajevo (Bosnia and Herzegovina)
- University of Montenegro (Montenegro)
- iSea (Greece)
- University of Bihać (Bosnia and Herzegovina)
- University College of Business (Albania)

impacts of NN aquatic species in the Balkans. These gaps should be targeted through coordinated research to increase understating on the extent of invasive phenomena and inform stakeholders and decision makers to design future and effective conservation measures. NN invasive species are considered the major driving force being able to impair socio-ecological systems (Petrosillo et al. 2015; Petrosillo I., Aretano R. and Zurlini G , Socioecological Systems, Reference Module in Earth Systems and Environmental Sciences, Elsevier, 2015. 22-July-15) creating significant impacts on human well-being. The EU Alien regulation (EU-No 1143/2014) sets guidelines for the management of NN invasive species and underline the importance of invasion prevention, early warning and control measures as most effective solutions. Scientific evidence can help the mitigation of this issue such as the ability of scientists to translate evidence in useful and manageable knowledge by stakeholders and decision makers. For example, public education at Universities is an essential step to build the knowledge framework that from the data collection in field will feed the decision making process. Additionally, concern of introduced NN species has also been raised on public health for poisonous and harmful species. Citizen Science Actions are crucial to increase public awareness. Such actions rapidly increased during the last decade, and when properly designed, they provide scientifically robust and reliable evidence. Also, it is highly crucial to educate fishers, aquaculture practitioners, aquarium and touristic operators, health care providers about how to manage alien species in health clinic infirmaries in the coastal regions.

Albania has made some progress on the aquatic biodiversity conservation after the creation of the Ministry of Environment (actually The Ministry of Tourism and Environment) and the relative institutions. In 2015, the Strategic Policies on Biodiversity Conservation adapted the law frame to the EC acquits and provided a list of Invasive NN Species. On the other hand, the capacity of the institutions responsible for handling this issue in the country are quite limited and financing has always been a problem. In fact, almost all deliverables which have been developed in the past are on a project-basis financing and there is a lack of investment of the national government in undertaking such activities.

Role in The Project: The UCB will assist the Project Consortium to reinforce the Institutional Partnerships within the scientific world and the Public and Private Sectors about the Risk Management for NN species in the Partner Countries. They will work to increase the opportunities for the students and to strengthen the attractiveness of graduates according to the local labour market needs. UCB will be involved in Wp1 (Preparation), WP4 (Development), WP6, Quality, WP7 (Dissemination and WP8 Management.

Review and analyzing of existing European practices[10]

Along with climate change, the introduction of non-native species (NNS) is widely recognized as one of the main threats to aquatic biodiversity and human well-being. The first large piece of European legislation on NNS addressing invasive alien species (IAS) came into force in 2014 by the EU Regulation 1143/2014 on the "Prevention and management of the introduction and spread of invasive alien species". Based on Regulation, Member States (MS) should take action on pathways of unintentional introduction, measures for the early detection and rapid eradication of these species, and to manage species that are already widely spread in their territory. However, it is still not known if this regulation affected further actions in non-EU Balkan countries although MSs are obliged to foster cooperation with third countries regarding the regulation on IAS (Article 22). NNS and biodiversity are generally of low priority in the political agendas of many countries, which particularly is true for the European countries outside the EU. Furthermore, non-EU bordering countries are not obliged to enforce EU laws concerning NNS, and this could leave open invasion corridors. Hence, the objectives and tasks addressing NN species in Western Balkans under WP1 were to analyse: (1) the non-native species policy regulation; (2) environmental definitions and management plans; (3) educational level and practice in education; and (4) socioeconomic perception. Also, risk management practices and roadmap plans are developed for implementing and managing risk for NN species in Western Balkans. Education development has also been analysed.

EU Alien regulation (EU No. 1143/2014) related to the NNS is implemented in EU Programme countries (Italy, Greece and Croatia) and Montenegro as Partner country. Albania and Bosnia and Herzegovina did not report specific Policy regulations on alien species. An additional problem with Bosnia and Herzegovina is its complex governmental structure and lack of a unique legislative at the national level. Albania is more oriented on marine biodiversity protection than inland waters. National lists of alien species are not very well developed in Western Balkans and need updates. Various definitions of alien species have been reported and usually are regulated by the Policy act in countries which already implemented NNS in legislation. Monitoring programmes specifically designed for alien species are established in all EU Programme Countries (Italy, Greece, Croatia) in the context of the MSFD. Obviously, lack of funding prevents countries from starting with such activity. Risk Management Tools like AS-ISK experiences were used only at an academic level, but risk management of NN species has not been done in the field in any of the investigated countries. Most countries are addressing NNS through educational courses related to project activities which represent the main

[10] University of Zagreb Faculty of Agriculture. http://www.riskman.mu.edu.tr/en/outputs-7271

educational practice. Programme countries (Croatia, Turkey) and Partner countries (Albania and Bosnia and Herzegovina) organized undergraduate and master/PhD lectures on ecological and/or socio-economic impacts of NNS and IAS.

Education level corresponds with the implementation of NNS policy regulation and still is undeveloped. Citizens' awareness and educational preparedness addressing NN species in Partner countries are identified as low and different visions of approach were identified. The target group for NNS educational programs in the region could be students, stakeholders such as SMEs in fisheries, agriculture, tourism industry (National park, fishermen's association, sports, and recreational associations, etc.) and stakeholders as policymakers (local self-government and central government authorities). Based at the identified current state in Western Balkan Partner countries following opportunities were identified:

(1) development of National Invasive Species Strategy and Action;
(2) development of consistent national legislative according to Strategy and Action plan;
(3) communication strategy inside and outside of territorial frameworks;
(4) better control over the introduction, release and establishment of new species
(5) establishment of border control and biosecurity;
(6) risk analysis;
(7) to develop a strategy on raising awareness;
(8) and to develop a strategy on education based on identified target groups. With joint effort and good communication these opportunities could be implemented in Western Balkan to prevent further biodiversity losses.

Preparation

The assumption of the Working Package 2 (WP2) is to build a robust background of all the available information and data on Non-Native (NN) aquatic species in the targeted countries that will be continuously updated by the outcomes derived by the WP2: an online platform and a database. The relative tasks to be fulfilled to complete the implementation of WP2 are (a) literature review and survey of main watercourses of Partner Countries, (b) interview with industry representatives and stakeholders, (c) combining the findings for producing an online platform, (d) creating an online database and (e) pilot testing together with assessments reviews. The presented summary is referred to the literature review and survey of the main watercourses of Partner Countries.

The pioneer studies on NN or Non-Indigenous species (NIS) date back to the 1970s. Since then, global research in this field has grown rapidly. Globally, the introduction of marine NIS can happen deliberately or accidentally. Available data from European Environment Agency (EEA) show that around 1 223 NIS are present in European seas, of which almost 81% (1 039) were recorded in the period 1949-2017. The trend in the introduction of NIS to the Mediterranean Sea peaked in 2000-2005, with approximately 21 new species per year. The main introduction vectors of alien species known in the Mediterranean are (i) aquaculture activities (44 species, 41%), (ii) the Suez Canal (28 species, 26%), (iii) maritime transport (17 species, 15%), (iv) fishing activities (3 species, 3%) and (v) aquaria trade (1 species 1%).

Balkan Peninsula, one of the world biodiversity hotspots, possesses the highest proportion of range-restricted endemic fish species in Europe. However, recent surveys from several Balkan countries have revealed that 15%–23% of their freshwater fish fauna is alien, with catchments, such as the Danube River and Pamvotis Lake (Greece) having ichthyofauna comprised of more than 50% and 80% of alien fishes, respectively. Until the early 1950s, introductions were primarily of North American and Asian species, while the interest for the species from Northern and Western Europe arose later. In total, 60 fish species have been introduced in the Balkan Peninsula intentionally, accidentally, or by natural dispersal. The first introductions in inland waters were documented in the 19th century in Bulgaria (two species), Croatia (one species), and Slovenia (four species). Alien species inventories constitute a fundamental first step and a critical tool for the implementation of relevant policies and the delineation of management approaches. Although management efforts/policy initiatives to tackle alien and invasive species intensified at the global and regional level, such inventories must be regularly updated and remain current since the introduction rate of new NN species globally does not appear to level off. The inclusion of alien species (or NNS) descriptors and indicators in policy instruments has created reporting obligations at national level (e.g., see Tsiamis et al., 2019) and triggered a surge of scientific activity focused on the detection, quantification, exploration, and mitigation of their impacts. Also, Citizen Science (i.e., the involvement of the public in the production of scientific data – McKinley et al., 2017) has emerged as a powerful contributor to the early detection of new alien species. Further, surveillance of established invaders (Giovos et al., 2019) and novel genetic methods are more routinely employed to clarify uncertainties concerning species identities and geographic origins (Bayha et al., 2017; Viard et al., 2019). As a result, the time lag between the first detection of a new alien species and the publication of the corresponding record has decreased in recent years, largely aided by the willingness of scientific journals to publish such biodiversity observations.

The Balkan Peninsula is bordered by the Adriatic and Ionian Seas to the west, the Mediterranean Sea to the south, and the Aegean, Marmara, and Black Seas to the east. The great biodiversity of fish species is a result of the region's geological and paleo-climatic history and the geophysical variety of inland water bodies. The climatic differences between the various parts of the Balkan Peninsula further contribute to these biogeographical differences.

Albania has a high level of biological diversity at the landscape, ecosystem, and species levels, especially concerning its small land area. This diversity is the result of (a) the wide range in climate, altitude, and geology in Albania; (b) its location at the intersection of two major biogeographic zones (Central Europe and the Mediterranean); (c) its location astride an important bird migration route; (d) its coastline on the Adriatic and Ionian seas; and (e) an abundance of ecologically diverse freshwater ecosystems. Albania is ecologically linked to neighbouring countries through shared ecosystems, habitats, lakes, and rivers as well as migrations of birds and marine organisms. So far, there are 20 registered marine invasive alien species (IAS). They represent different taxonomy classification such as: Rhodophyta (4 species), Chlorophyta (1 species), Phaeophyta (1 species), Spermatophyta (1 species), Annelida (1 species), Decapods (3 species), Molluscs (5 species), and Pisces (4 species). Different methodologies were used for the identifications of the NN species in Albania. Some of the identifications were made by direct sampling of the NN individuals by the researchers. In other cases, the collection of the samples was done by the fishers and the identification and description of the species from the scientists later on or through the citizen science projects, such as “Is it Alien to you? Share it!!!” and “Local Ecological Knowledge - LEK”.

Bosnia and Herzegovina (BIH) is a geomorphologically, hydrologically and climatically very diverse country, which has resulted in pronounced ecological heterogeneity. Published reports include almost 5,100 identified taxa of higher plants, which underlines its floristic richness and places the country among the richest ones in biodiversity in Europe. This is also confirmed by a great deal of endemic and relict species, especially among the invertebrates. BiH's fauna is characterized by the occurrence of refugia and development centers, and by the most unique fauna of karst sources, mountain torrents, and canyons. Fish fauna in BIH is relatively well investigated. There are 119 freshwater fish species in total. The highest diversity is recognized within the family *Cyprinidae* (26 genera and 51 species) and *Salmonidae* (5 genera and 8 species). During floristic research of the area along the lower course of the Una River in the spring of 2009, 14 alien invasive species were recorded, which mainly spread because traditional agricultural practices had been abandoned. BiH possesses only a 27 km-long shoreline at the Adriatic sea. However, the field of marine science is, in general, still underdeveloped and underutilized in the country.

Montenegro is characterized by high genetic, species, and ecosystem biodiversity. The main characteristic of the biodiversity of Montenegro is the high concentration of different species and ecosystems in a limited area. Specific investigations and monitoring of NN species in Montenegro have not been conducted. Present records of NN species originated from various projects and monitoring programs, including national and international surveys. In recent years, the application of LEK was conducted in the framework of the FAO AdriaMed and BALMAS projects which allowed to set transnational collaborations among researchers of Adriatic countries. LEK of fishers has been investigated to gain alternative information on species presence, while qualitative and quantitative indices of species abundance have been performed in parallel by the scientists. These projects have recorded the presence of six species of macroalgae, one species of sponges, 11 species of molluscs, three species of arthropods, two worms, one bryozoan, one ascidia, and 12 new fish species. Regarding freshwater ecosystems, a compilation of bibliographical records of introduced fish species is presented in Piria et al. (2018), where 16 fish species have been identified in the Montenegrin region as species that represent NN species in this country.
Managing IAS is one of the biggest challenges for terrestrial, freshwater, and marine native biodiversity conservation. Invasive species have been reported as the second most common cause of species extinctions, while their ecological impacts can propagate along the food web. These impacts can affect the function of, socio-economy and health of an ecosystem, and cause severe loss of ecosystem services. Their management is crucial for biodiversity conservation and human wellbeing. In several cases, the application of such strategies has led to many successful eradications. In the marine environment, high environmental connectivity through the water medium fosters the dispersal of species, rendering efforts to control biological invasions more challenging. Eradication of marine invasive species has been achieved in rare cases characterized by early detection and rapid response in restricted areas. In case of established populations of invasive species, eradication is unlikely, and the management is aiming to reduce their populations to levels that exert lower impacts considered as acceptable. A comprehensive approach to invasive species management should be considered: the expected impacts of these species on native ecosystems, the available technical intervention options, their expected likelihood of success and their cost, the risks associated with management, and the extent of public support and stakeholder support for the proposed interventions. The range of most marine invasive species has mainly been

represented by 12 model species, distinguished by differences in their dispersion capacity (low vs. high), their distribution in the area under management (localized vs. non-localized), and their taxonomic identity (macrophyte, invertebrate, or fish). None of the management actions was considered ideal (fully applicable) to control any of the 12 model species. However evidence shows that managing marine invasive species is more likely to succeed when the species are detected early and authorities' response is rapid.

In **Albania**, limited data are present actually in a literature review, mainly due to the limited research on several groups, especially invertebrates, and on aquatic habitats (both marine and freshwater). Most of the data related to the IAS has been gathered sporadically, through general studies focusing on several groups of flora and fauna. Though little has been done by the institutions, there are several international conventions and agreements ratified by Albania that also involve NN or IAS. The main research institutions that may relate to the NN and IAS in Albania are the Agricultural University of Tirana, the University of Tirana (and other Universities in the districts), the Food Safety and Veterinary Institute, and the Institute of Public Health.
Database of Aquatic NNS identified in Albania, the national language name, pathways and vectors together with the corresponding published literature

Bosnia and Herzegovina still does not have a developed program for monitoring invasive species, as well as there is no law that regulates the monitoring, control, and reduction of the negative impact of invasive species. Strategy and Action Plan for the Protection of Biological Diversity of Bosnia and Herzegovina 2015-2020 states the country’s obligation to work on the control of invasive species. According to this strategy, allochthonous animal species have arrived onto the territory of BIH directly by human impact, for breeding and production, or indirectly by different activities. Besides, the problem of invasive aquatic species in BIH is also described in the Strategic Study on the Environmental Impact of the Water Management Plan for the Sava River Ties in the Federation of Bosnia and Herzegovina. Currently, there is an ongoing project entitled “Sava TIES - Preserving Sava River Basin Habitats through Transnational Management of Invasive Alien Species" deals with the identification and control of invasive species within the Una National Park. The Sava TIES project will address these challenges and develop a strategic framework for cross-sectoral, transnational management, control, and eradication of IAS in the Sava River basin. This will be the first-ever attempt to tackle this demanding issue on a transnational corridor level in the region, while bringing benefits to the greatest Danube region and beyond through the gained experience.

In **Montenegro**, there is no specific monitoring program focused only on NN and IAS. Data on those species are collected through various national and international projects, monitoring and surveys, but no specific monitoring is conducted. In Montenegro, there is no developed program for monitoring invasive species. Regulation EU No. 1143/2014 has been implemented in Montenegrin legislative framework through Law on Alien and Invasive Alien Species of Plants, Animals, and Fungi. This law regulates the manner of preventing the introduction and spread of foreign and invasive alien species of plants, animals, and fungi, to mitigate and minimize the harmful impact on biodiversity, ecosystem services, and/or human health.

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The full rights and information of the project can be found at the link http://www.riskman.mu.edu.tr/

THE IMPACT OF MOTIVATION ON THE DEVELOPMENT AND PERFORMANCE OF THE ORGANIZATION

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Abstract
This study aims to provide a description of the concepts and terms of motivation in the organization. Taking the essence from various literature and publications, attempts have been made to create a guide with a concise structure regarding this study.The study of human resource motivation is concerned with the nature and regulation of the employment relationship and is an area to which a variety of disciplines contribute, particularly sociology, psychology, and industrial relations.
A skilled, supervised and motivated staff is a condition for the development and performance of the organization. Motivation is a hypothetical construct used to explain behavior; he should not be equated with it. Employees are very different from each other, so their personal goals or in other words what they want to achieve from being and their self in the organization is diverse. It is the manager's job to identify and understand individual differences and help employees meet all they want from the organization.
This paper aims to present theoretical and practical contributions and provide guidance for future research. The paper present key ideas on how we can manage employees and motivate them in order to achieve high levels of their performance at work. The organization should provide a sufficient number of employees in the right places, then the formula right person in the right place, in order to achieve efficiency and effectiveness at work. Motivation is represented by the forces acting on or within a person and forcing him to behave in a certain, goal-oriented way. Since employees are very different from each other even their personal goals, or in other words what they want to achieve from being and their work in the organization is diverse.The paper begins with a brief introduction to the concepts, giving some possible reasons why the study of Motivation is important. He then presents the basic theories of motivation as well as various concepts on employee motivation. Finally, some study findings and recommendations will be presented.
Keywords: *Motivation, organization, performance, human resources, stress.*

1. The impact of motivation on employee productivity

Motivation is the readiness of an individual who strives to achieve the goals of the organization by putting to use a large amount of energy and effort, provided that these efforts bring the fulfillment of the objectives. Simply put motivation is the motivation that makes people work to achieve personal goals and organizations use it to achieve their goals. Motivation is defined as the psychological process that drives behaviors (Kreitner, 1995); a predisposition to behave in a deliberate way to meet specific and unmet needs (Buford, Bedeian, & Lindner, 1995).

Employees are very different from each other even their personal goals, or in other words what they want to achieve from being and their work in the organization is diverse. It is the manager's job to identify and understand individual differences and help employees meet all they want from the organization.

It should be borne in mind that like many other processes, motivation cannot be seen. The only thing that is seen and evidenced is the behavior. Motivation is a hypothetical construct used to explain behavior; he should not be equated with it. The motivation process begins with identifying the person's needs. Need is a perceived lack that triggers a behavior, which aims to remove this lack. Absences can be physiological, psychological or social. In the field of motivation there are some consolidated classical theories, which were published around the '50s of the last century, theories which have inspired the most modern theories and which are based on the latter. One of the main theories is the one developed by A. Maslow, known as the theory of the hierarchy of needs. Other theories are theories X and Y, followed by Theory Z, theory of dual factors (hygienic motivation), etc.

2.1. Concepts of employees Motivation

All organizations are interested in what needs to be done to achieve high levels of performance through people. This means that organizations need to pay attention to how the best individuals can be motivated through mechanisms such as: incentives, rewards, leadership and most importantly have an impact on the work they perform as well as in the context of the organization in which they perform that work. The goal is to develop such motivational processes as well as work environments that will help ensure that individuals deliver results according to management expectations.

Motivation theory examines the motivation process as well as explains why people behave at work in terms of their efforts and the decisions they make. This theory describes what organizations can do to encourage people to apply their skills in order to meet the organization's objectives as well as meet their needs. So motivation is a very important process for the organization and treatment of the individual. This is a process as well as one of the human resource management practices that engages a lot of human resource management and is quite related to performance. By many authors studying management or organizational behavior, motivation is defined as a process that implicates psychological elements that promote a goal-driven behavior.

There are many definitions of motivation and what they have in common is that a motive is a reason to do something. So, motivation is about the factors that influence people to behave in certain ways. Arnold et al (1991) listed the three main components of motivation as: direction, on what an individual strives to achieve; effort, how much an individual strives to achieve the goal; and perseverance, as an individual strives to achieve goals. Motivating others means making them move in the direction where they can achieve the results we want. Individuals tend to be motivated if the actions they take will lead them to fulfill their goals or reward that meets their needs and desires. Creating benefits for employees is the right way to motivate them in order to improve performance.

Some authors recognize the important role of motivation and its impact on performance in important aspects of work such as: direction, intensity and consistency of individual behavior in the expectations required by the organization. Motivation at work can come in two ways: first, people can self-motivate by looking for, finding, or doing work that satisfies their needs, or at least makes them expect their goals to be achieved; second, there are people who can be motivated by management through methods such as payment, promotion, thanksgiving etc.

Herzberg et al (1957) identified two types of individual motivation at work:

(1) Intrinsic motivation - factors that influence people to behave in a certain way or to behave in a certain way. These factors include responsibility (feeling that the work you do is important), autonomy (freedom to act), challenges to develop the skills and competencies to have personal and professional achievements. Internal motivating factors, which have to do with quality of work life are likely to have a profound and long-term effect because they are inherent to the individual and not imposed from the outside.

(2) External motivation - what is done to motivate people? This includes reward, salary increase, thanks, promotion, and appreciation for the work done, reprimand, disciplinary action and criticism, etc. These external motivation factors have a direct and rapid effect, but not long-term.

The most influential theories regarding motivation are classified as:

- Instrumentalization Theory, which states that reward or punishment (carrot or stick), serves as a means to ensure that people behave or act in desired ways. This theory was based on the principles of Taylor (1911) scientific management. According to her, employees are motivated if their reward is closely related to the level of performance.

- Needs Theory, which focuses on the content of motivation. She emphasizes that motivation is essentially behavior that satisfies needs, for taking action to satisfy needs, and identifies human needs that influence behavior. This theory is based on need-driven motivation, and is based on the principle that an individual who fails to meet his or her needs is plagued by tension and an unbalanced state. This theory points out that: (1) people have a variety of needs which are determined by the individual himself and the situation in which they find themselves; (2) people undertake objectives and actions to meet their needs; (3) the identification of motivating factors varies in different individuals. This theory was developed by Maslow (1954), and by Herzberg et al (1957) with their two-factor model.

- Process Theory, which focuses on psychological processes that affect motivation, referring to expectations (Vroom, 1964), objectives (Locke and Latham, 1979) and the perception of equality (Adams, 1965). This theory places emphasis on the psychological processes and factors that influence motivation, and is based on individuals' perceptions of their work environment and how they understand and interpret it. This theory, unlike the needs-based theory, presents a more realistic view of motivation techniques.

So the result of a motivated behavior of an individual at work is performance. Motivation is a psychological state, which affects the behavior of the individual. Performance is related to several external factors: factors that are related to work and its conditions (physical conditions, work design, rewards, social norms, culture) as well as internal individual factors such as: (skills, competencies, personality, values). It is clear that external motivators are beyond the control of the individual such as: salary, incentives or material goods.

The definition of motivation, which we refer to in this study, is one that relates to the direction of a behavior and the factors that influence people to behave in a certain way Armstrong (2009). So, motivation refers to the goals that individuals have, the way individuals choose goals as well as the way others try to change their behavior.

In the end we can say that motivation and approaches around is very important as a studied and implemented practice of human resource management in relation to the performance of the individual at work. So motivation is an internal impulse that has psychological implications and that directs the individual towards a behavior desired by the organization. Precisely, this motivation must be studied to achieve the proper behavior of the individual towards what the organization wants.

2. Methodology

This paper includes quality techniques, the work is focused on the collection and processing of quality information. Questionnaires were used as primary data. A considerable part of the secondary data is provided through the use of electronic libraries of various universities, journals and foreign articles. The study is primarily non-superficial informative, at the same time it includes a series of practical analyzes that everyone can easily understand. To carry out the work as a start, the

information structure that would be needed during the study was designed, and then the work started using keywords such as: Motivation, Stress, Public Administration, Human Resources.
This study aims to determine the importance of Motivation in the organization as a component that affects the increase of productivity and efficiency, as well, to understand how employee motivation affects the organization giving some conclusions and recommendations for improving the productivity of organizations by effectively using employee motivation.

1.1. Research Questions (Hypotheses)
Hypothesis 1
Employee motivation is an important component in the development of the organization.
Hypothesis 2
Human resources performance influence the development of the organization.
1.2. Groups that benefit from the study
This study reflects analysis, guidance, basic knowledge about employee handling and the importance of motivation.
The importance of this study concern to the aid of all general managers and those of human resources in organization and beyond.
Future researchers and not only who can use this paper as an impetus to do more in-depth studies, as this process is almost unknown in the organizations of our country.
2.1. Independent variable: Motivation
Table 1 presents the statistical results tested through EFA for the study variable, Motivation. Through the procedural stages for testing this variable, these data were summarized in the table below.
For this variable we have realized 9 questions (m> 3) while 6 of them are validated. On the other hand, analyzing the KMO coefficient we notice that the value in our case is 0.773 (satisfactory value) which indicates that we need to be sure that the sample size is appropriate for the analysis of the factors of this measured variable. Meanwhile, the value of the significance measured through the Bartlett Sphericity Test in our case is 0.000 (p <0.001) which indicates that the test is important and therefore the factor analysis is appropriate. In our case this indicator is 0.00 <0.001, so the sample is very reliable for the population taken in the study. Regarding the importance of the vector in our case component 1 has the value of eigenvalue 3.171 (> 1) which explains 52.850% (> 50) of the total variance of the variable we are testing. This is the factor that explains in 52.850% the variance of the variable in the test respecting the statistical data.

EFA (Exploratory Factor Analyses)		
Motivation		
Theoretical condition	**Condition values**	**Statistical results**
3-30	9	6 të validuara
KMO Test (Kaiser-Meyer-OlkinMesaure of Sampling Adequancy)	>0.6 e pranueshme 0.7-0.8 ekënaqëshme > 08-09 shumëtëmira	0.773
Barlett's Test Significance (Sig.)	< 0.05 imirë p < 0.001 shumëimirë	0.000
Total Variance Explaine Kasier	Initial Eigenvalue > 1	3.171
% of Variance	> 50 %	52.850 %
Component Matrix	> 0.4	6 të validuara
Reliability Analyses Cronbach alpha	<0.7 vlera të dobëta 0.7-0.8 të pranueshme 0.8-1 të kënaqëshme ɑ> 0.7	0.820

Table 1: Statistical Results (Motivation)

Regarding the components that should explain the independent variable of section E (Motivation) according to the extraction method (Principal Component Analyzes) in our case if we look at the Component Matrix table we notice that 6 of the questions used are validated and representative for the variable tested after have a value> 0.4.

Regarding the control of the level of reliability using the method of reliability analysis (Reliability Analyzes) in our case, the value of the Cronbach alpha coefficient has the value 0.820 thus expressing a satisfactory level of internal consistency of the questionnaire. So, for this variable, the value $\alpha = 0.820$ confirms the internal reliability of the questionnaire as a method for collecting this data at different times and choices.

2.2. Performance evaluation

Table 2 presents the statistical results tested through EFA for the eighth study variable, Performance Evaluation. Through the procedural stages for testing this variable, these data were summarized in the table below.

For this variable we have completed 10 questions (m> 3) while 5 of them are validated. On the other hand, analyzing the KMO coefficient we notice that the value in our case is 0.814 (very good value) which indicates that we need to be sure that the sample size is suitable for analyzing the factors of this measured variable. Meanwhile, the value of the significance measured through the Bartlett Sphericity Test in our case is 0.000 ($p < 0.001$) which indicates that the test is important and therefore the factor analysis is appropriate. In our case this indicator is 0.00 <0.001, so the sample is highly reliable for the population taken in the study. Regarding the importance of the vector in our case component 1 has the value of eigenvalue 2.775 (> 1) which explains 55.494% (> 50) of the total variance of the variable we are testing. This is the factor that explains in 55.494% the variance of the variable in the test respecting the statistical data.

EFA (Exploratory Factor Analyses)		
Performance evaluation		
Theoretical condition	**Condition values**	**Statistical results**
3-30	10	5 të validuara
KMO Test (Kaiser-Meyer-OlkinMesaure of Sampling Adequancy)	> 0.6 e pranueshme 0.7-0.8 e kënaqëshme > 08-09 shumëtëmira	0.814
Barlett's Test Significance (Sig.)	< 0.05 I mirë p < 0.001 shumë i mirë	0.000
Total Variance Explaine Kasier	Initial Eigenvalue > 1	2.775
% of Variance	> 50 %	55.494 %
Component Matrix	> 0.4	5 të validuara
Reliability Analyses Cronbach alpha	<0.7 vlera të dobëta 0.7-0.8 të pranueshme 0.8-1 të kënaqëshme α> 0.7	0.799

Table 2: Statistical Results (Performance Evaluation)

Regarding the components that should explain the independent variable of section I (Performance Evaluation) according to the extraction method (Principal Component Analyzes) in our case if we look at the Component Matrix table we distinguish from the 10 questions used 5 of them are validated and representative for the variable tested as they have a value> 0.4.

Regarding the control of the level of reliability using the method of Reliability Analysis (Reliability Analyzes) in our case, the value of the coefficient Cronbach alpha has the value $\alpha = 0.799$ (satisfactory value) which confirms the internal reliability of the questionnaire as a method for collecting these data at different times and choices.

2.3. Dependent variable: Organizational performance

Table 3 presents the statistical results tested through EFA for the dependent study variable, Organization Performance. Through the procedural stages for testing this variable, these data were summarized in the table below.

EFA (Exploratory Factor Analyses)		
Organizational performance		
Theoretical condition	**Condition values**	**Statistical results**
3-30	5	4 të validuara
KMO Test (Kaiser-Meyer-OlkinMesaure of Sampling Adequancy)	>0.6 e pranueshme 0.7-0.8 ekënaqëshme > 08-09 shumëtëmira	0.680
Barlett's Test Significance (Sig.)	< 0.05 imirë p < 0.001 shumëimirë	0.000
Total Variance Explaine Kasier	Initial Eigenvalue > 1	1.914
% of Variance	> 50 %	47.852%
Component Matrix	> 0.4	4 të validuara
Reliability Analyses Cronbach alpha	<0.7 vlera të dobëta 0.7-0.8 të pranueshme 0.8-1 të kënaqëshme α> 0.7	0.721

Table 3: Statistical results (Organization performance).

For this variable we have realized 5 questions (m> 3) while 4 of them are validated. On the other hand, analyzing the KMO coefficient we notice that the value in our case is 0.680 (acceptable value) which indicates that we need to be sure that the sample size is suitable for analyzing the factors of this measured variable. Meanwhile, the value of the significance measured through the Bartlett Sphericity Test in our case is 0.000 (p <0.001) which indicates that the test is important and therefore the factor analysis is appropriate. In our case this indicator is 0.00 <0.001, so the sample is extremely reliable for the population taken in the study. Regarding the importance of the vector in our case component 1 has the value of eigenvalue 1.914 (> 1) which explains 47.852% of the total variance of the variable we are testing. Although within the limits of the theoretical condition (> 50%) this indicator is acceptable as it explains 47.852% the variance of the variable in the test while respecting the statistical data.

Regarding the components that should explain the dependent variable of section A (Organization Performance) according to the extraction method (Principal Component Analyzes) in our case if we look at the Component Matrix table we distinguish from the 10 questions used 4 of them are validated and representative for the variable tested as they have a value> 0.4. Regarding the level of reliability control using the method of Reliability Analysis (Reliability Analyzes) in our case, the value of the coefficient Cronbach alpha has the value $\alpha = 0.721$ (satisfactory value) which confirms the internal reliability of the questionnaire as a method for collecting these data at different times and choices.

4. Linear regression analysis for certification of study hypotheses

Regression analysis is a statistical procedure that can be used to express the relationship between variables by means of a mathematical equation. Consistent with regression terminology, the variable predicted by the equation is called the dependent variable (Y), while the variable or variables used to predict the value of the dependent variable are called the independent variables (X) (Statistics., 2005). Regression analysis is a way to predict the outcome of a dependent variable through an independent variable (simple regression) or through several independent variables (multiple regression). This method is incredibly useful because it allows us to go one step further from the data we have collected (Field, A., 2009).

Linear regression serves to model the relationship between the dependent variable Y and one or more independent explanatory variables x. The case of an independent variable is called simple linear regression. For more than one explanatory variable, the process is called multiple linear regression. The variable or variables used to predict the value of the dependent variable are called independent variables. The general form of simple linear regression is:

$$Y = b0 + b1x$$

Where *b0* - the point of intersection with the ordinate axis, *b1* - the angular coefficient, while Y - the value of the dependent variable. These parameters, b1 and b0 are known as regression coefficients.

The line equation found by the least squares method is an estimate of the line, or of the real regression equation. The estimate for the linear regression equation has the above form.

This analysis is related to the verification of the operational hypotheses that we raised earlier:

1. H1: perceptions on motivation have a positive impact on the Performance of the Organization

2. H2: perceptions on the performance appraisal process have a positive impact on the Performance of the Organization

- *Motivation*, represents a value of b1 high and different from 0 (b1 = 0.194) which shows that the slope angle is significant to influence the regressive performance increase. On the other hand the value of t is a high value (t = 3.097) which coupled with the value of Sig = 0.02 which is a value less than 0.05 (p <0.05) indicates that this variable is significant in our model. So the condition is that the smaller the value of Sig. (P <0.05) associated with a larger value of t, the greater the contribution of the corresponding variable to explain the regression relation to the dependent variable of study model, organizational performance. In our case, motivation has a significant contribution and is significant (p = 0.02 <0.05) for the study model and has a regressive effect on increasing the performance of the organization.
- *The performance rating* has a low value b1 (b1 = 0.091) which indicates that the slope angle is almost negligible to affect the regressive performance increase.

On the other hand the value of t is small (1.319) and the value of Sig. = 0.189 (p = 0.189> 0.05) so the variable is not significant in our model. Since the condition is that the smaller the value of Sig. (P <0.05) associated with a larger value of t, the greater the contribution of the respective variable to explain the regression relation to the dependent variable. of the study model, the performance of the organization. In our case, performance appraisal has no significant contribution and is not significant (p = 0.189> 0.05) for the study model and does not regressively affect the performance growth of the organization.

5. Conclusion

The main purpose of this study was to assess the impact of human resource practices on organizational performance. Based on a comprehensive review of the existing literature, we hypothesized in our study that human resource management practices such as: Motivation and Performance Appraisal are related to organizational performance.

Consequently, this paper argues that the selection of specific human resource practices should be transformed into a strategic decision-making plan within the organization. Therefore, human resource managers should be able to report on the concrete results of specific human resource practices on organizational performance. In short, based on the analysis of data collected through the questionnaire, we get the perception that human resource management practices have an impact on the performance of the organization. The study findings demonstrate an interesting overview of implications for Human Resource Management theorists and practitioners.

Our study variables such as: Motivation and Performance Evaluation were predictors of perceived increase in organizational performance. From the analysis of the results related to regression, it resulted that the Performance Evaluation did not directly contribute to the perceived improvement of organizational performance. While, Motivation is one of the most important human resource management practices with an impact on the performance of the organization. Motivation is the practice of human resource management which involves through mechanisms such as: incentives, rewards, leadership and most importantly to have an impact on the work they perform as well as in the context of the organization in which they perform that work. From the analysis of the results of the study it results that the practice of Motivation was directly related to the relationship with perceived organizational performance, being a strong predictor of organizational performance. The link between motivation and performance can be explained through a strong correlation between this variable and organizational performance improvement.

6. Literature

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ONLINE LEARNING AND PSICHOSOCIAL CONSEQUENCES AT STUDENTS

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Abstract: Through this research we aimed to study the relationship between online learning and psychosocial consequences in students, arising from this type of distance learning. We used the questionnaire survey in this regard. Digital resources have become an increasingly used working tool to provide quality education that meets new pedagogical trends and student interests. Thus, both the formative valences of the online teaching-learning method and its deficiencies with psychosocial consequences on students can be noticed. How technology supports learning as well as how it affects students mentally and psychosocially may play a positive role in identifying ways in which new learning technologies can be improved and / or combined with traditional teaching methods, both for continuing education and its efficiency, and for increasing the well-being of students.
Key words*: teaching, learning, online environment, education, student, psychosocial, well-being.*

1. INTRODUCTION

Professional development and learning in the traditional model are already becoming history. There are no classroom experts, things are moving fast, and teachers and students need to team up to create a learning environment using modern technologies. Today, the best and most important distribution channel is online. The online environment supports 21st century skills such as collaboration, communication and creativity.

Online resources allow the development of the educational system, not only because they are convenient and accessible, but because they allow the whole process of teaching and learning to become more interesting and adapted to the digital student. Thus, a personalization of learning is achieved. Today, students and teachers benefit from free online resources and paid online resources. Each student prefers different resources depending on the topics of interest and learning style. Teachers and students want good quality tools that are free.

2. DEFINITION OF CONCEPTS

Online learning can be defined as an alternative form of education in which the continuation of the educational process is ensured in normal conditions or of self-isolation, weather, etc., through various computer tools for distance communication.
Online learning is usually understood as education that takes place on the internet. It can be part of distance learning programs, but it can also be used to complement classroom teaching (mixt learning) (Pânişoară, 2019).
This alternative way has been studied for decades by pedagogues, experts in curriculum design and experts in new communication technologies. Numerous studies, theories, models, standards and evaluation criteria focus on at least three pedagogical areas: quality online learning, online teaching and online training design (Pânişoară, 2019).
What we know from these studies is that effective online learning results from careful design and planning of training. Careful planning of online learning involves not only identifying the content of the course, but also carefully designing the types of interaction, in order to support the learning process. Then, it must be adapted to the age and even individual peculiarities of the students, better suited to old age, high school, students and adults in training contexts (Sălăvăstru, 2004).
Looking at how learning is made more efficient by using the internet, we can list several advantages, but we can also see some disadvantages. We will observe after the analysis of the data what they are according to the students' perception.
From the advantages and disadvantages of online learning, derive a series of psychosocial consequences. The psychosocial consequences of online learning during the pandemic may include a number of emotions, cognitions and behaviors generated by this situation, changes in the quality or quantity of interactions between students and teachers, a number of psychosomatic symptoms, increased time spent online, new skills as a result of this new education system, changes in eating behavior, as a result of the pandemic situation (generating insecurity and anxiety), changing the dynamics of relationships with colleagues, etc. (Neacşu, 2015).

3. METHODOLOGY

3.1. Research objectives

The general objective of this research, conducted on the basis of sociological survey (opinion poll), is to assess students' perceptions of online learning and its psychosocial consequences.

The specific objectives are to assess students 'perceptions of online learning, to assess students' perceptions of traditional learning and to identify the psychosocial consequences of online learning for students.

3.2. Research hypotheses

Hypothesis 1. It is assumed that the general perception of online learning is predominantly positive.

Hypothesis 2. It is assumed that the general perception of traditional learning is predominantly positive.

Hypothesis 3. It is assumed that following the pandemic and online learning, students perceived a number of psychosocial consequences, both positive and negative.

3.3. Study participants

The sample consists of 150 subjects, students.

The type of sampling is non probabilistically, the target group being represented by students, regardless of the field studied in the faculty or specialization.

The data collection method was online, and the data collection period was between December 2020 and March 2021.

The data analysis was performed by procedures specific to the descriptive or inferential statistics of each item in the questionnaire.

3.4. Working methods and tools

The present research is based on the sociological survey - the opinion poll, based on a questionnaire. The latter is self-constructed, and contains 21 items.

RESEARCH VARIABLES = online learning is the independent variable, and students' perception of it and its psychosocial consequences is the dependent variable.

To verify the fidelity of the constructed instrument, the test-retest method was applied on a sample of 50 subjects. The significance level is .951, which indicates an increased level of fidelity of our instrument.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
.889	.889

The Alpha Cronbach's coefficient also indicates an increased fidelity, which is equal to .889. The test is also valid, following the analysis of the R Pearson coefficient. The value of the significance threshold is .801, which indicates a satisfactory level of validity of the constructed questionnaire.

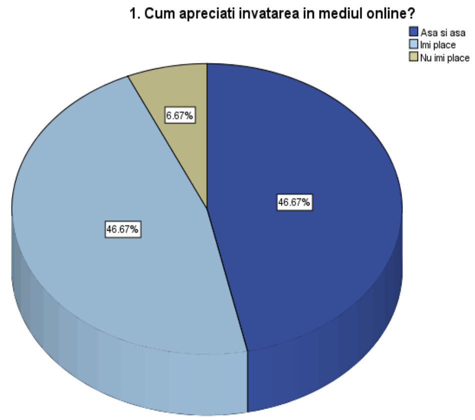
3.5. Hypothesis testing

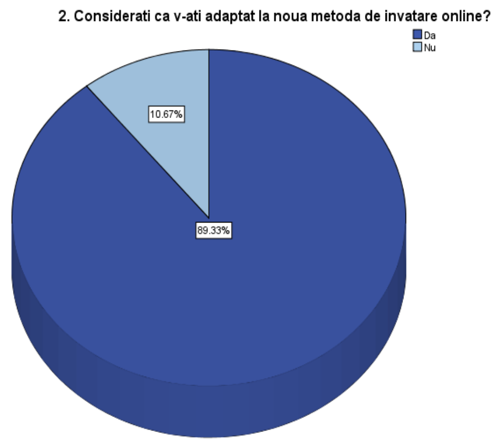
It is assumed that the general perception of online learning is predominantly positive.

46.67% of students rated online learning positively, 46.67% were undecided, and 6.67% rated online learning negatively. 89.30% of students said that they had adapted to the new online learning method, while 16.67% stated that they had not been able to adapt to the online learning method.

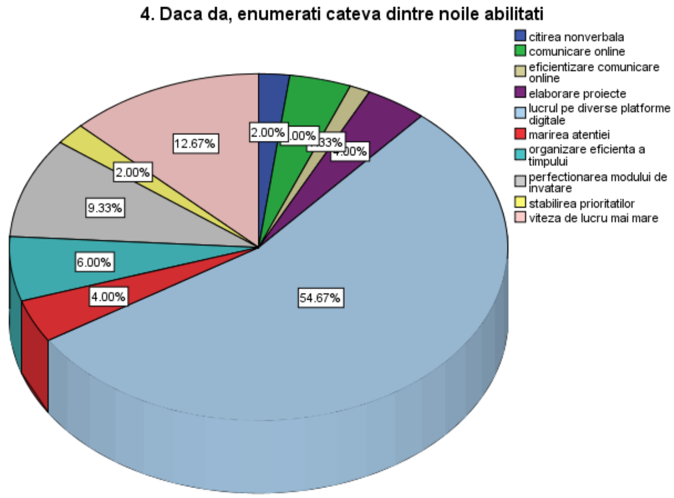
47.33% of the students stated that they developed a series of new learning skills in the online environment, during the pandemic.

These skills include: working on various digital platforms, faster work speed, improving learning, more efficient organization of time and increasing the level of attention.





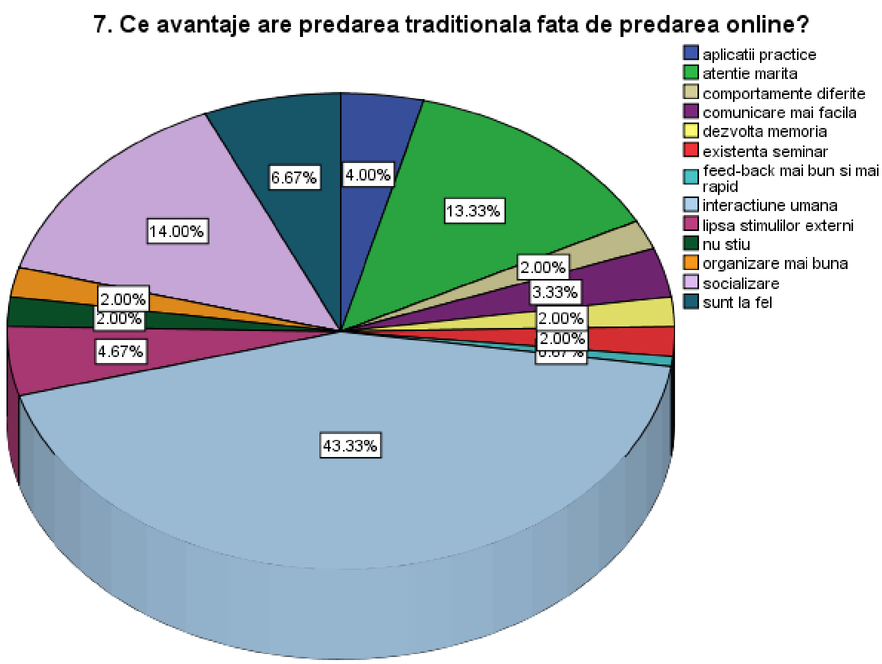
The new learning skills acquired through online learning can be seen in the figure



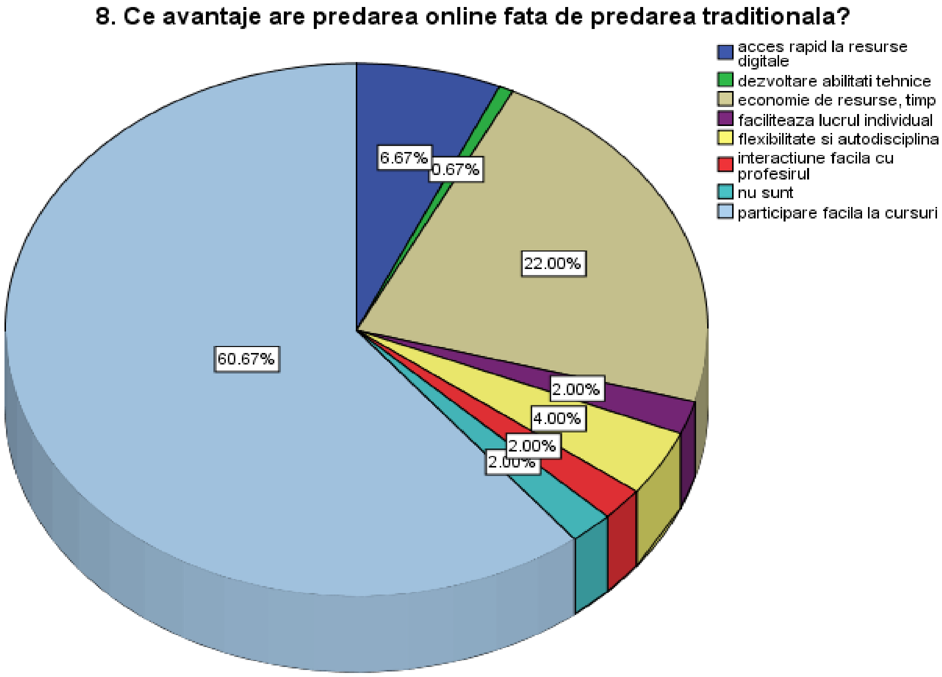
below.

84.67% of the students stated that they developed a series of new learning skills in the online environment, during the pandemic. These skills include: working on various digital platforms, faster work speed, improving learning, more efficient organization of time and increasing the level of attention.

The most important acquired new skill identified by students, extended use of the Internet on new various digital platforms, was noted by far, in a percentage of 54.67% (figure 4).



Unlike online learning, the traditional learning method contains a very important aspect, which is missing from the online method, namely human interaction, appreciated as an advantage of the traditional method, by 43.33% of students, and socialization, in proportion of 14% (figure 7).



Among the main advantages of online learning, students mentioned easy participation in courses (60.67%) and saving resources, such as time (22%) (figure 8).

44% of the students appreciated that the online teaching style was more interactive than the traditional teaching method, and 16% considered that the structure of the courses was improved. Although most of the students positively appreciate the online teaching method, most of the students appreciated that in order to improve it, more practical examples would be needed, within each course, in a percentage of 78%.

It is assumed that the general perception of traditional learning is predominantly positive.

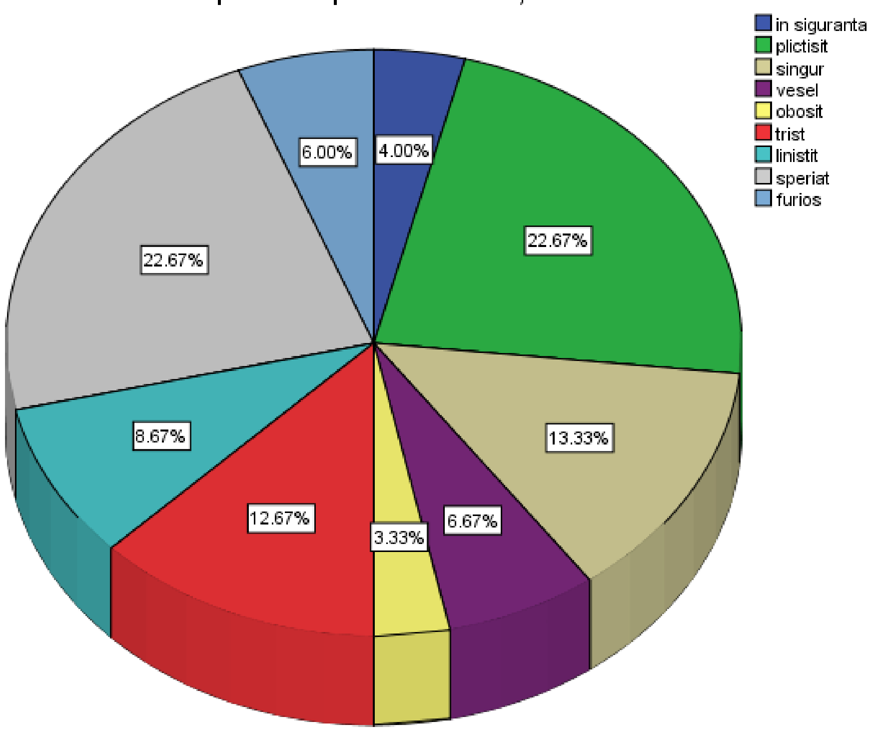
Most students see the course in the future through the mixed method (70.67%), considering it a way to increase the level of motivation to participate in courses and for learning.

Another aspect that supports the traditional learning method is the fact that students lacked face-to-face communication, the atmosphere generated by the university environment and relationships with colleagues.

It is assumed that following the pandemic and online learning, students perceived a number of psychosocial consequences, both positive and negative.

During the e-learning period during the pandemic, students perceived their own motivation as increased, in a percentage of 37.33%. More than half of the students (58.67%) claimed that they had a good ability to concentrate during this period, and their performance as a result of online teaching is identical to that recorded by the traditional method. 69.33% of the students considered that the relationship with the teachers was a close one, despite the physical distance.

29.30% of students state that during the pandemic and online teaching they went through stress, depression, anxiety and panic attacks. Psychosomatic problems reported by students include case pain, gastrointestinal symptoms and muscle pain.



During the pandemic and online teaching, most students said they often felt bored, scared, alone, sad, and their eating behavior changed, with 36.67% of them reporting an increase in the amount of food consumed, and 20.67% of students claimed that their meals had become irregular.
The pandemic period prompted students to engage in a variety of activities to maintain emotional balance, such as reading, family recreation, watching movies, personal development and yoga classes, sports, and online counseling / psychotherapy. The quality of social life, implicitly of the relations with the college colleagues, was perceived as low.

4. CONCLUSIONS

Hypothesis 1 is verified, according to the majority perception of students regarding the items related to online learning, the perception was a positive one.
Students have adapted to this method of learning, identified a number of advantages, such as working on various digital platforms, faster work speed, improved learning, more efficient organization of time and increased attention span. Among the benefits of online learning, students mentioned easy participation in courses and saving resources, such as time, and developed a number of new online learning skills during the pandemic.

Hypothesis 2 is verified, the general perception regarding the traditional learning is a predominantly positive one. Even if students have a positive perception of online learning, the positive perception is maintained in the case of traditional learning, which has a number of undeniable benefits, such as human interaction, socialization, physical proximity and the atmosphere generated by the environment. university.
Hypothesis 3 is verified, following the pandemic and online learning, students perceived a series of psychosocial consequences, both positive and negative. These are: new learning skills (working on various digital platforms, faster work speed, improving learning, more efficient organization of time and increasing attention levels), stress, depression, anxiety and panic attacks, problems psychosomatic symptoms such as case pain, gastrointestinal symptoms and muscle pain, decreased social function, feelings of insecurity, fear and loneliness due to the pandemic situation and social isolation, including in the education system.

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THE IMPACT OF MATERIAL PISTON NODE OF ROD CRANK MECHANISM IN THE DYNAMICS OF DIESEL ENGINES

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Abstract
This study serves to show influence that material (mass) of the node of the piston of rod crank mechanism has in the dynamic and power of diesel engines. In the study is using method of analytical study of the dynamics of the rod crank mechanism. In the study is get diesel engine T75 , to the which given the force of the pressure of gases and for this are calculated forces of inertia of the piston node and are analyzed mass of the integral parts piston node . Then it is determined tangentially force in crank and specific couple to the unit of piston surface. Dynamic study is performed by pick un change of mass piston node to decrease 10% and un increase with 10%, 20% and 50%.
The results show that in the case of decreasing the mass of the piston joint we get a reduction of the dynamic loads on the pin and in the neck of the crankshaft by 20%. In the case of increasing the mass of the piston joint by 10% we get a increase of dynamic loads on the pin and neck of the crankshaft up to 22%, while for the increase by 50% we will have an increase of dynamic loads on the pin and neck of the crankshaft up to 54%.
For the change of the motor torque in case of reduction or increase of the mass of the piston joint by 10%, it is too small, and the same in the case of the increase of the mass of the piston joint by 50%, the increase of the motor torque is small.
These results are important for specialists dealing with the repair of vehicle engines, who when changing materials should not exceed the mass of the piston joint, because the changes that lead to their increase, greatly increase the dynamic loads on the details of the rod crank mechanism and this requires control of their solidity and reconstruction of the rode and crankshaft bearings.

Keyswords : *Rod crank mechanism , mass of the piston node, dynamic loads.*

1. Introduction

The rod crank mechanism is the main mechanism in the constituent mechanisms of engine, which are
currently widely used in vehicles and other sectors. Despite the criticism made of this mechanism in relation to the mass that perform rectilinear motion back and forth, no other type of engine has been able to compete with its use in vehicle engines.
From the analysis of the dynamic study of the crank mechanism of the engine . (Popik, 1980) [1], it results that the mass of the translational motion of the mechanism consists of the mass of the parts of the piston joint, which make rectilinear translational motion and the reduced mass of the

rod in the eye of the piston, which makes plane moves. In engine design engineering practice (Popik 1980), (Karapici 1986)

[1,2] the masses of the rod crank mechanism parts are given per unit area of the piston depending on the type of engine and the sectors of use associated with its rotation. These technical recommendations are derived from experimental engineering studies, which have taken into account ensuring the solidity of the details in accordance with the material used. This is because these details work under difficult mechanical load conditions operating due to the high gas pressure and inertial forces of the mechanism masses, but also the additional loads, which arise due to the high temperatures at which they work. In the given recommendations (Popik 1980) (Karapici 1986) (Kollcin 1980) [1,2,3], there is a large tolerance in the mass of the piston and that of the rod, which goes from 40 to 80%.

Meanwhile in the process of assembling the parts of the crankshaft mechanism of the engines is required from the manufacturing factories, only to have small tolerances of changing the masses of the piston joint and the crankshaft between the engine cylinders, in order to ensure external balancing of the engine

The piston joint consists of the piston, the compression rings, the oil rings, the spin and its latches or caps. The piston in the early engines with small rotations is made of gray cast iron and then due to the improvement of the detonation phenomenon, but also the increase of rotations, from aluminum alloy with casting (Al 5). This constitutes the main mass of the node. Un particular importance is the mass of the spin, which during repairs through service can be increased due to the reduction of the inner diameter, which is considered unimportant, but maintaining the same mass for all cylinders.

The rod consists of the body, the eye of the rod, the ring of the eye, the cover and the rings of the rod. The rod body in the early engines was made of mild steel with casting and then of specially stamped steel, reducing its mass.

Numerous studies and experiments to increase engine performance are mainly related to the improvement of the fuel system (Kollcin 1980) (Hajderi 1990), (Halderman 2012) [3,4,5], while in the constructive aspect they are related to improving the shape of the combustion chamber on the piston and improving the production technology for increasing the quality of parts produced in order to increase their and the life of the engine and at the same time trying to reduce the weight of the engine per unit of engine power produced.

Based on the dynamic study of the rod crank mechanism of the engines, it seems that in the work created during a cycle, in addition to the compressive forces of the gases, the inertial forces of the translational masses also participate, which depend on the masses of these parts, related to their material. Therefore, the object of our study is related to *the influence of mass and materials used in the piston joint on engine dynamics in order to reduce dynamic loads and increase power*. In the following we will study the impact only for diesel engines, since for numerical concretization of gas pressure and mass of a cylinder of diesel engine T 75 is taken. This study is important not only in the theoretical aspect of the impact of the joint mass of the piston in the dynamics of diesel engines, but also for the automotive service sector, where there is the possibility of changing the materials of the piston joint and spin.

2. Materials and Methodology

The method used in the study is analytical, through the dynamic study of the crank mechanism. The most important loads acting on the piston are the force of inertia and the force of pressure of the gases, which change magnitude and direction, creating in the engine details tiring loads and vibrations (Popik 1980) (Kollcin 1980) (Hajderi 1990) [1, 3,4].

In our study the forces of friction and the forces of weights will be neglected, because they remain constant and the study has a relative character.

The inertial forces acting on the rod crank mechanism are the inertial force of the translational mass, which acts on the piston, and the inertial force of the rotational mass, which acts in the direction of the axis of the crankshaft. This does not affect the power of the engine, therefore the inertial force of the rotational masses will not be treated.

Thus, in the beginning, the inertial forces acting on the piston are determined, based on the calculation of the masses of the parts of the mechanism, then the gas pressure forces are determined, continuing with the determination of the total force on the piston, the tangential force and the torque. The calculations are performed for 36 positions of the crankshaft for the given mass of the piston and for a reduction of it by -10%, then by increasing by 10%, 20% and 50%. For the concretization of the numerical results for the study, the measures of the parts of the crank mechanism of the cylinder of the T75 diesel engine have been taken. To have a more general discussion of the effect of mass on diesel engines the calculations of forces and moments are made for the specific power, for 1 cm2 of piston surface in order to draw general conclusions

a. Inertial force of translational measures

The inertial force of translational measures can be calculated (fig 1) (Popik 1980) [1]:

$$P_j = - m_j R\, \omega^2 \left(\frac{\cos(\alpha+\beta)}{\cos\beta} + \lambda \frac{\cos^2\alpha}{\cos\beta} \right) \quad \text{(N)} \qquad (1)$$

or

$$P_j = - m_j R\, \omega^2 (\cos \alpha + \lambda \cos 2\alpha) = P_{j1} + P_{j2} \qquad (2)$$

Where :

R - radius in m

ω - angular velocity in rad / sec

λ - the ratio of the radius of crank R to the rod length L.

mj - represents the reduced mass of rectilinear motion, which is calculated:

$$m_j = m_p + m_{bj}$$

where m_p is the mass of the piston joint, where the mass of the piston, of the compression rings, of the oil rings, of the spin with the plows and ring of the rod eye are inserted, which for the engine taken in the study are given in table 1 (Hajderi 1990)[4].

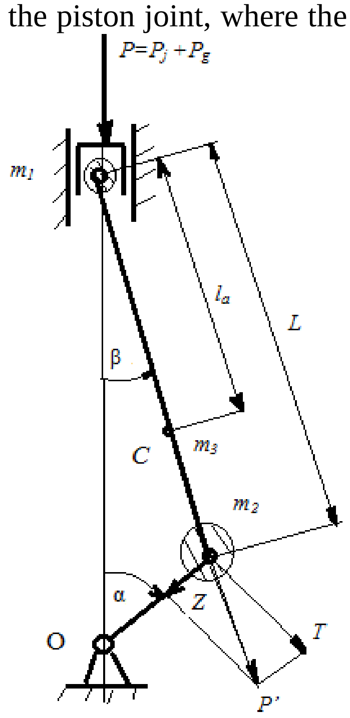

Fig 1 Scheme of the rod crank mechanism

Table 1 Measures of the crank mechanism parts of the T 75 engine

Nr	Detail naming	Quantity	Mass in kg
1	Aluminum piston	1	2.47
2	Compression rings	4	0.16
3	Oil rings	2	0.11
4	Spin and ferm (Φ 48)	1	0.88
5	Ring of rod eye	1	0.244
6	Rod with caps, bolts and bronzes	1	5.74

m_{bj} - constitutes the reduced mass of the plane motion of rod. For complete dynamic equivalence the replacement system of the rod consists of 3 mass: m1 located in the eye of the rod, m2 in the neck of the rod and m3 in the mass center of rod (fig 1), which must meet the conditions Popik 1980),(Hajderi 1990)[1,4]:

1. Have the same mass
2. Have the same center of mass
3. Have the same moment of inertia

Since from the calculations the mass m3 turns out to be very small, it is neglected and the first 2 conditions are used, which are expressed:

$$m_b = m_1 + m_2$$
$$m_1 l_a = m_2 (L - l_a) \qquad (3)$$

From these is determined the mass of the translational motion of the rod:

$$m_1 = m_{jb} = m_b \frac{L - l_a}{L}$$

The mass of the translational movement of the crank mechanism will be calculated:

$$m_j = m_p + m_{jb}$$

The dimensions for the rod crank mechanism of the T 75 engine are given in tab 2

Tab 2 Crank mechanism dimensions in mm

The dimensions of the rod crank mechanism in mm					
Dp	R	L	la	λ	ω rad/sek
125	76	330	247	0.23	157.08

Based on the mass given in tab 1 and the dimensions in table 2 we obtain:

m_p=3.86 kg, m_{jb}= 1.44kg *dhe* m_j= 5.3 kg .

Eventually the force of inertia results in a sum of two periodic forces known as the first-order inertia force Pj1 and the second-order inertia force P_{j2}. For a given engine cylinder, based on formulas 1 and 2 the inertia force is given in fig. 2.

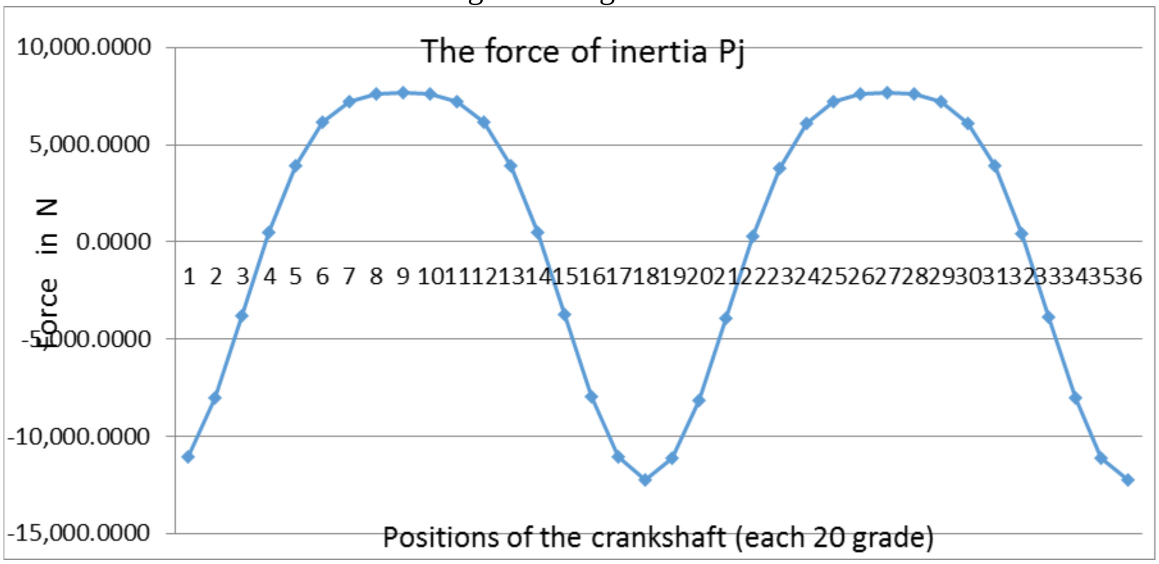

Fig. 2 Inertia force of the engine T75

b. Gas pressure force

The gas pressure force is determined based on the indicator diagram of the engine, built according to thermal calculations, known in the technical literature (Karapici 1986), (Kollcin 1980 [2,3]. Thus according to the calculations made for the T75 engine (Hajderi 1990) [4] (Direct injection diesel engine with N = 75kf, n = 1500 rpm, compression rate ε = 14) the pressure values in dN / cm2 are given for 36 positions of crankshaft(each 20^0 of the rotation), which are given in table 3

Table 3

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.91	1.2	1.4	1.85	2.73	4.7	10.1	26.4	48.5
19	20	21	22	23	24	25	26	27	28	28	30	31	32	33	34	35	36
60.6	35.6	17.4	10.4	7.2	5.6	4	2.9	2.2	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1

The force of the gas pressure acting on the piston is calculated:

$$Pg = 10(p_g\text{-}p_o)\ Fp \qquad (N) \qquad (4)$$

Where:

po - is the pressure in the crankcase, which for 4-stroke engines is the same as atmospheric pressure 1,033 dN / cm2

c. Work performed during a cycle

The force acting on the piston per unit area of the piston will be calculated:

$$P= Pj/Fp +10\ (Pg\text{-}1.033) \qquad (N) \qquad (5)$$

Where:

$Fp=\pi D^2/4$ *në* *cm2*

While the specific tangential force acting on the crank, which creates the torque will be calculated (fig 1) (Popik 1980),(Hajderi 1990) [1, 4]:

$$T = P\frac{\sin(\propto+\beta)}{\cos\beta} = P\frac{\sin\propto\cos\beta+\cos\propto\sin\beta}{\cos\beta} \quad (\mathrm{N}) \qquad (6)$$

Where:

$\sin\beta = \lambda \sin\alpha$

$\cos\beta = \sqrt{1-(\lambda\sin\alpha)^2}$

The specific motor torque created and the specific work performed during a cycle per cm2 of piston, neglecting the frictional forces and the weights of the details, will be calculated:

M = T R (7)

And the work of this force:

$A = M\varphi = T R\, 2\pi$

The positive work of force T is calculated when the moment created is according to the sense of rotation of crankshaft(right). In the interval (π-2π) and (3π-4π) when the force P is positive, the force T generated creates negative work, therefore the sign of the force T is changed.

3. Results and discussions

Based on formulas 2, 5, 6, 7, force calculations were performed for 36 positions, for the given mass of the T75 engine mechanism. To discuss about engine power it is enough to discuss torque change

The calculations of the forces Pj, P, T are performed for the case of changing the values of the mass of the translational motion with a decrease of 10% (mj = 4.77 kg), and with an increase of the mass + 10% (mj = 5.83 kg), 20% (mj = 6.36 kg) and 50% (mj = 8 kg). The results for the change -10 and + 10% are shown in fig. 3 and 4.

The results of calculations of inertial forces show that the change of mass by 20% (fig 3) leads to the increase of dynamic loads in the eye of the rod up to 2445 N (22%), which also acts on the neck of the rod and the crankshaft. Increasing the number of rotations indicates that the dynamic loads quadruple. While by reducing the mass of the piston joint, we do not get an increase in tangential force and torque as thought by specialists, on the contrary this increase is very small.

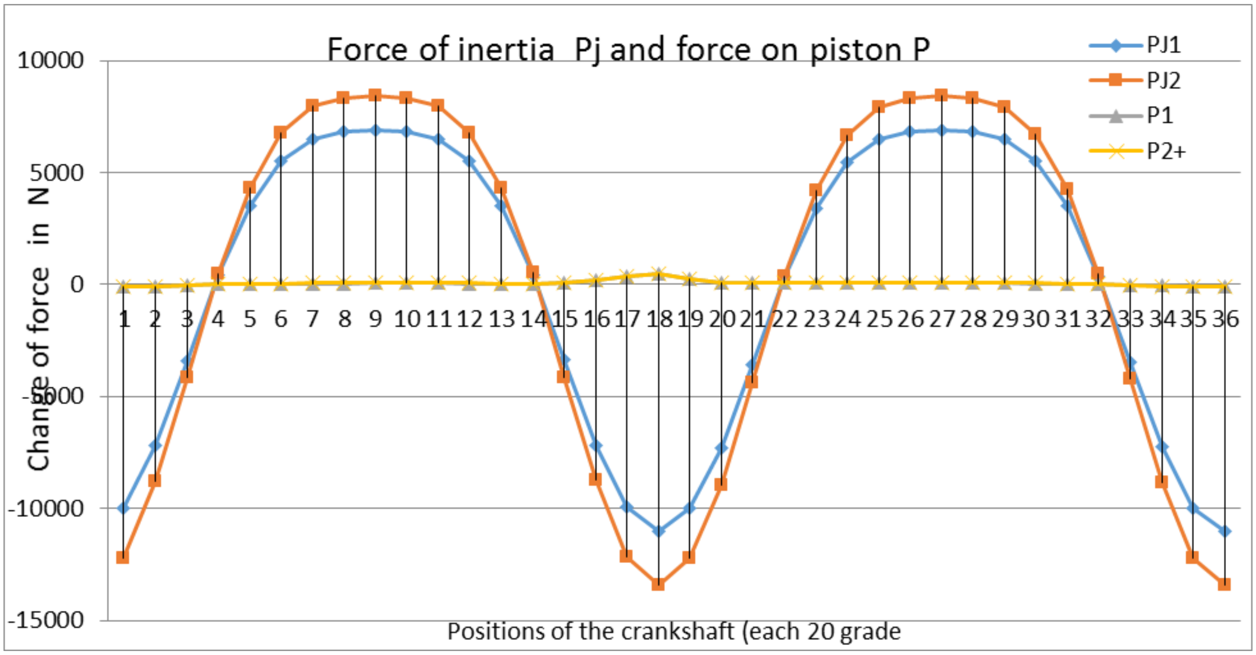

Fig 3 Force of inercia for mass change with -10% dhe +10%

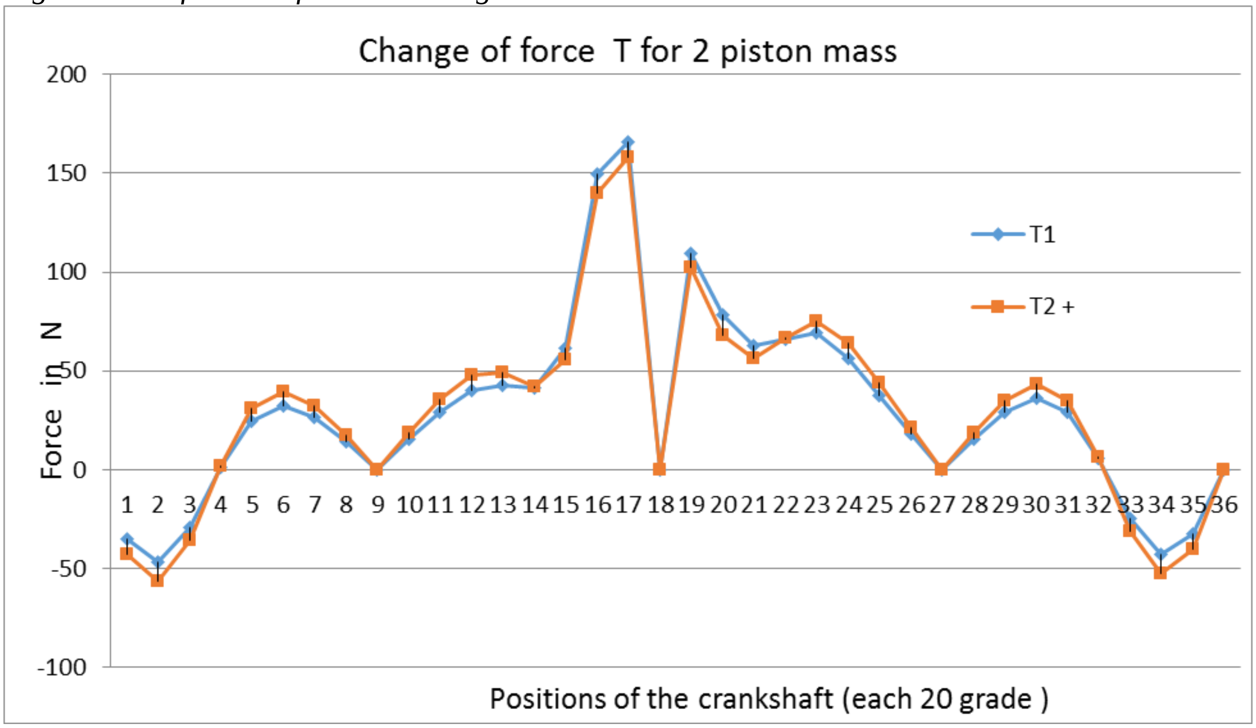

Fig 4 Force for change of mass by -10% and + 10%

The change of force T for the case of mass change by 50% relative to the initial mass is shown in fig. 5

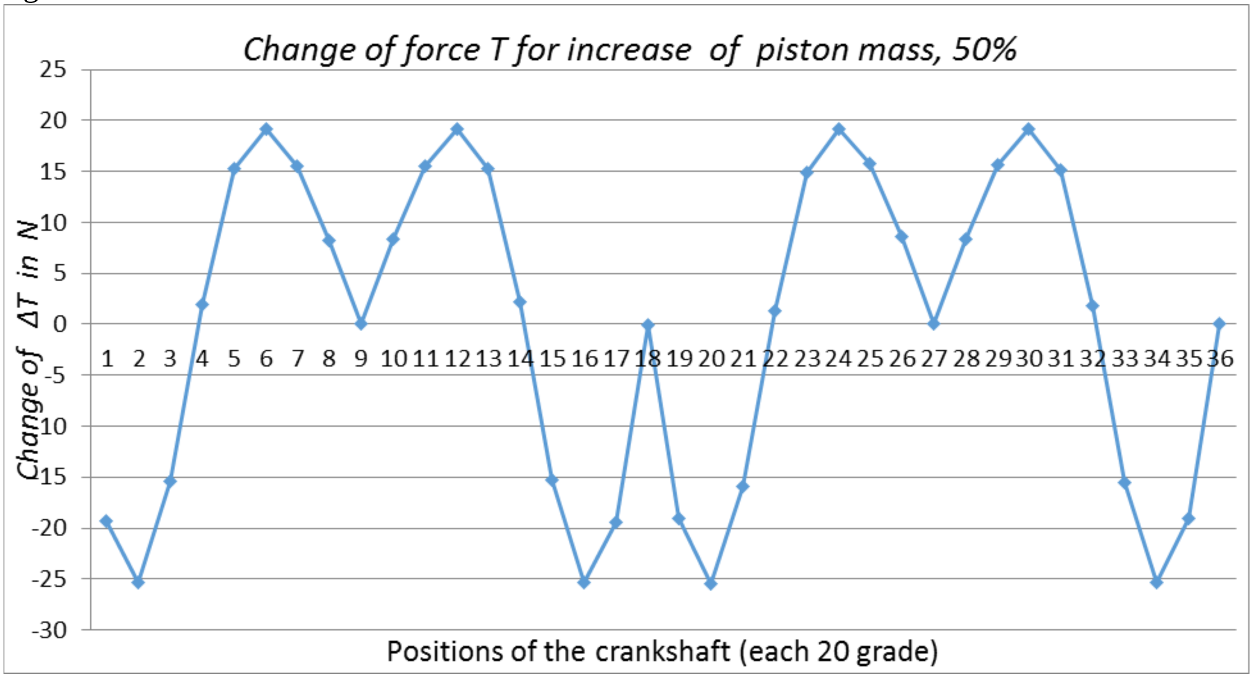

Fig 5 The change of the force T with changing the mass of the translational motion to 50%

While the results of the torque for the given translational mass and its increase by 50% are shown in fig. 6.

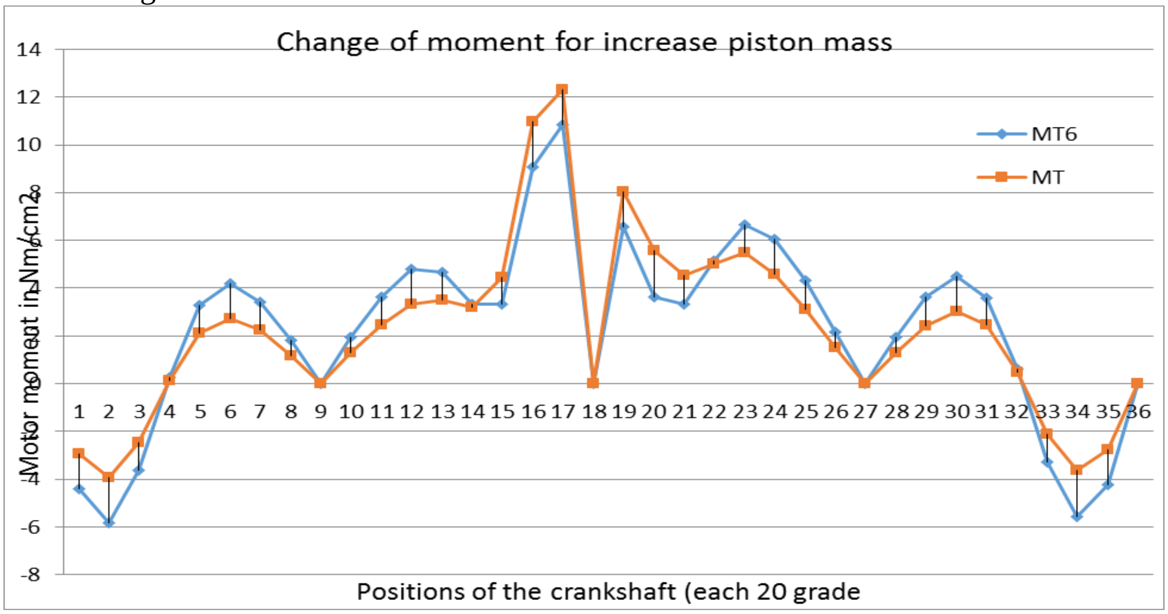

Fig 6 The Change of the specific moment with increasing the mass of the translational movement by 50%

The results of the calculations show that increasing the mass of the piston joint by 50% leads to an increase in dynamic loads on the eye and neck of the rod and the neck of the crankshaft up to 5645 N

From the calculations made is the sum of the specific torque created by the force T for 36 positions (one cycle) depending on the change of the mass of the transitive motion, which is shown in tab 4:

Tab. 4

Mass in kg	*4.77 (-10%)*	*5.3*	*5.83(+10%)*	*6.36 (+20%)*	*8.02 (+50%)*
Torque in Nm/cm2	79.6237	79.6307	79.6376	79.6445	79.6660

From the graphs shown in Figures 4-7 and Table 4 it appears that with increasing piston mass we have a small increase in force T and torque. Thus for decreasing and increasing the mass by 10% the difference is too small by 0.008%, while also for increasing by 50% the momentary increase is too small up to 0.043%.

The results show that the impact of mass on performance enhancement is negligible. Meanwhile it should be noted that the increase in the mass of the piston joint greatly affects the increase of dynamic loads on the spin, in the neck of rode and the supporting axles of thecrankshaft. This requires checking the solidity of the details of the rod crank mechanism and reconstructing the eye and bearings of rod and the support bearings. Increasing the mass of the piston joint also affects in the engine balancing problems, increasing the rotation of the crankshaft and increasing the weight of the engine.

4. Conclusions

1. Changing the piston joint mass from -10% to + 20% has almost no effect on the engine torque, but this small increase causes a large increase in the dynamic loads on the rod and on the crankshaft necks up to 22 %
2. From the increase of the mass of the piston joint up to 50% we benefit a very small increase of the engine torque, but the increase of the dynamic loads in the necks of the rod and the crankshaft is too big up to 51%
3. From the changes in the mass of the piston joint, the dynamic loads on the details of the crank bearing mechanism increase a lot and this requires control of their solidity and reconstruction of the rod bearing and crankshaft bearings

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FUNDAMENTAL RIGHTS AND FREEDOMS IN EXCEPTIONAL SITUATIONS

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Lecturer Ph.D.Tomescu Raluca Antoanetta

Although the doctrine tends to establish the genesis of fundamental human rights to be contemporary with the very notion of civil society, everyday life constantly puts us in front of new challenges. Apodictically, the legal systems of a state have developed and transformed with the socio-cultural evolution of mankind, but beyond the common law, the sphere of fundamental rights and freedoms have imposed themselves, as a permanent and perpetual constant of society. . A delimitation of the sphere of fundamental rights and freedoms in relation to the law system of the modern state would seem irrational, between the two notions being an indissoluble link, of the whole party type. Therefore, when society is exposed to exceptional situations, state law systems are generally prepared to respond to such situations, but beyond that, the impenetrability of fundamental rights and freedoms will be affected. Through this study, I therefore set out to analyze how and for how long, in such a context, classified as an extraordinary situation, which could not be foreseen, but which concerns the general public interest, they will be able to impose measures. which undermine these fundamental rights and freedoms.

Key words: *human rights, fundamental rights, fundamental freedoms.*

Fundamental rights and freedoms are recognized as rights that must be enjoyed by all human beings, regardless of their nationality, sex, national or ethnic origin, race, religion, sexual orientation or language or other characteristics. Their scope includes civil and political human rights, such as the right to life, liberty and freedom of expression, economic, social and cultural rights, including the right to participate in cultural life, the right to food, the right to work and the right to education. . Human rights are therefore "understood as fundamental inalienable rights to which a person has an inherent right, simply because he or she is a human being." .

Today, fundamental human rights and freedoms, being considered universal and egalitarian, are guaranteed and protected by a number of international treaties, which come to complement national systems, but without replacing them. These rights have been analyzed, in the specialized legal literature, from two perspectives, respectively as natural rights, but also as legal rights, being recognized and defended, in the legislative systems of most countries of the world, or through international conventions.

In a current definition, natural rights have been defined as "the totality of innate rights inherent in human nature. All people have an equal measure of natural rights, regardless of sex or age, social status, time, place and state order in which they live. Natural rights are supranational and therefore unchangeable, "eternal" rights; they differ from state provisions and legal norms that may change throughout history, ie from positive law, claiming that they have a higher legal quality than the latter ", and can be summarized by the tetralogy" freedom-equality -property-resistance to oppression ". Therefore, the state and implicitly civil society will be left with nothing but the role of guarantor of these natural laws, fundamental human rights and freedoms as enshrined in law or treaty, being essentially 'human rights finally enacted, delimited, sanctioned, guaranteed and streamlined (…) the social state is only the institutionalization of the natural state ".

In July 1776, the United States Declaration of Independence proclaimed the right of people to life, liberty, and happiness, as rights emanating from a natural law, and it was accordingly established that by the systems of law to be established in the future, these rights should only be defended or guaranteed: "We consider as telling truths the fact that all human beings were born equal, that they are endowed by the Creator with certain inalienable Rights, that and in search of Happiness. That, in order to secure these rights, the people establish Governments, which derive their rights and powers from the consent of the governed. That whenever a Form of Government becomes a danger to these goals, it is the right of the People to change or abolish it and to establish a new government based on those principles and organized in those forms of exercising its prerogatives. they will seem the best to guarantee Security and Happiness to this People ".

Jean Jacques Rousseau also, while acknowledging the natural rights of man, argued that they belong to a distant and happy past, while the rights of the citizen are found in civil society, being fixed by law, thus moving from a " natural law "to a" rational natural law ", which involved a long and painful but irreversible process.

In the Draft Declaration that La Fayette (July 11, 1789) supported and what came to be the cornerstone of the Declaration of the Rights of Man and of the Citizen, but also by which they were placed on August 26, 1789, in France and in the world , the foundations of modern democracy, it was also stated that: "Nature has made people free and equal; the distinctions necessary for the social order are based only on general utility. Every human being is born with some inalienable and inalienable rights, such as freedom of all his opinions, care for his honor and life, right to property, full disposition of the person, ingenuity and all his faculties, communication of all his thoughts through any possible means, the pursuit of happiness and resistance to oppression. The exercise of natural rights has no other limits than those which ensure it for the other members of society. (…) Every government has as its sole purpose the common good. This interest requires that the legislative, executive and judicial powers be distinct and defined, and that their organization ensure the free representation of citizens, the responsibility of agents and the impartiality of judges ", so that Article 1 states that:" People are born and remain free and equal in rights. Social differences can only be based on public utility. "

We note that the doctrine of human rights, in international practice, has been the point of reference, from which public policies have sprung up almost all over the world, the American theorist Charles Beitz stating in one of his works that: "The international doctrine of human rights is one of the most ambitious parts of the solution to World War II. Since then, the language of human rights has become the common language of social criticism in global political life. "

On December 10, 1948, the General Assembly of the United Nations adopted the first international document establishing common standards for all states, under the name of the Universal Declaration of Human Rights, a document that has since been the basis of the international human rights system. Every year, on this date, International Human Rights Day is celebrated.

The Declaration is a vision of human dignity, which transcends authority and political boundaries, leading governments to commit themselves to guaranteeing the fundamental rights of every human being in the 30 articles of the document, enshrining the civil, political, economic, social and cultural rights common to all. people.

Its preamble states that: “Recognition of the inherent dignity of all members of the human family and of their equal and inalienable rights is the foundation of freedom, justice and peace in the world, and that the creation of a world in which human beings will enjoy freedom of speech and belief and be free from fear and misery has been proclaimed as the highest aspiration of men,

Considering it essential that human rights be protected by the rule of law so that man may not be compelled to resort, as an extreme solution, to revolt against tyranny and oppression,

Considering it essential to encourage the development of friendly relations between nations, Considering that in the Charter the peoples of the United Nations fundamental values of man, in dignity and value per human rights, equal rights for men and women and that they have decided to promote social progress and the improvement of living conditions in greater freedom, whereas the Member States have human rights and fundamental freedoms, and their universal and effective observance. " Today, more than 70 years after the adoption of the Universal Declaration of Human Rights, the central role and moral, legal and political importance of human rights at international level have become indisputable.

After the end of World War II, ending its atrocities, European countries decided to ally in the common goal of ensuring a lasting peace, based on respect for democracy, the rule of law and human rights, which coordinate and shape their legislative systems and public policies. Human rights, democracy and the rule of law have become essential values of the European Union.

Initially, on November 4, 1950, the Convention for the Protection of Human Rights and Fundamental Freedoms, also known as the European Convention on Human Rights, was signed in Rome, which entered into force on September 3, 1953 and is a catalog of fundamental rights. prepared by the Council of Europe. The Convention has been ratified by almost all the member states of the Council of Europe, being one of the newest constructions of the international institutional system. The Convention and its Additional Protocols defend several fundamental rights and freedoms, which are held by individuals, individuals, or various social entities, legal entities, with the exception of any state structures.

Subsequently, on 7 December 2000, fundamental human rights and freedoms were enshrined in the founding treaty of the European Union, being strengthened by the adoption of the Charter of Fundamental Rights of the European Union, which was proclaimed by the European Commission, the European Parliament and the Council of the European Union. At the Nice European Council. The Charter of Fundamental Rights brings together in a single text all the civil, political, economic and social rights of European citizens and all those living in the territory of the Union, the preamble of which states the Member States to share "a peaceful future based on values but "being aware of its spiritual and moral heritage, the Union is founded on the indivisible and universal values of human dignity, freedom, equality and solidarity; it is based on the principles of democracy and the rule of law. "

Regarding fundamental rights, enshrined and guaranteed by the European Convention for the Protection of Human Rights and Fundamental Freedoms, Union staff stated that they result from the common constitutional traditions of the Member States and are part of Union law as general principles. However, the European Union Agency for Fundamental Rights recommends in its 2020 Fundamental Rights Report that legal practitioners and public administration officials need specialized training in the effective implementation of the Charter, a relatively new tool.

The use of the charter presupposes a thorough knowledge of the jurisprudence of the Court of Justice of the European Union (CJEU), because, unlike the Romanian legal system, the Court recognizes jurisprudence as a source of law. However, in the case of many legal practitioners due to the fact that they completed their studies a long time ago and the charter was not part of their curriculum. For uniform case law, in the spirit of non-discriminatory application of law in general, and of fundamental rights and freedoms in particular, legal practitioners will need to be familiar with the Charter, first and foremost to understand when it applies, but also to closely whether a specific provision thereof is a right or a principle and whether it can be applied between private entities (horizontal direct effect) in a given context.

Under the auspices promoted by all these consecrated documents, we can note that the freedom of the person, as well as the free movement of persons, goods, services and capital or the freedom of establishment are rights defended and guaranteed within the European Union, the legal basis being inserted in the provisions contained in the Charter and in the Convention. It is strictly forbidden to prejudice the specific provisions laid down therein, as well as any discrimination on grounds of nationality.

Although the Preamble to the Universal Declaration of Human Rights states: "Recognition of the inherent dignity of all members of the human family and their equal and inalienable rights is the foundation of freedom, justice and peace in the world", which in principle would create a presumption of intangibility of all rights inserted in it, in the literature, but without prejudice to the merits or interests defended, the rights protected by these conventions are classified into two broad categories: intangible (or inalienable) rights and rights respectively conditional.

Intangible rights are recognized as inalienable attributes of the human being and which, as a rule, in any democratic society, they do not know any derogation.

The following are considered inalienable rights:

• the right to life and the right not to be tortured, rights protected by Articles 3 and 5 of the Declaration of Human Rights, respectively by Articles 2 and 4 of the Charter of Fundamental Rights of the European Union, taken over in Article 22 of the Romanian Constitution. Death is not considered to have been caused by a violation of this article in cases where it would result from an absolutely necessary use of force:

a) to ensure the protection of any person against unlawful violence;

b) to make a lawful arrest or to prevent the escape of a person lawfully detained;

c) to repress, according to the law, violent disturbances or an insurrection

• the right not to be held in slavery and the right not to be forced into forced labor (Article 4 of the Declaration, respectively Article 5 paragraphs 1 and 2 of the Charter of Fundamental Rights of the European Union), protected by Article 42 of the Romanian Constitution.

• the right to non-retroactivity of the criminal law (protected by Article 4 of Protocol No. 7, taken over in Article 15 of the Romanian Constitution).

Conditional rights, which include all other rights and freedoms governed by the conventions in question, will constitute, so to speak, the common law regime of human rights, which may include by way of example:

• the right to individual liberty,

• the right to a fair trial

• the right to respect for private and family life, home and correspondence

• freedom of thought and conscience
• the right to free expression
• the right to free association
• property right
• the right to training
• the right to free elections
• freedom of movement and prohibition of expulsion of nationals
• the right to dual jurisdiction in criminal matters
• the right to compensation in case of judicial error
• the right not to be tried twice for committing the same criminal act

These rights may be restricted or limited when certain exceptional circumstances require such measures to be taken. Their limitation or restriction will, however, be censored in an extremely strict manner by the forums responsible for respecting fundamental rights and freedoms, ensuring that the restrictions imposed are not likely to call into question the very substance of the rights affected.

Exceptional situations means the interruption of the normal living conditions and activity of the population, due to technogenic, biological-social or natural situations, arising from a damage, catastrophe, natural or biological-social calamities, which lead, or may leads to human and material losses. Also considered are exceptional situations, transport accidents (catastrophes), fires, explosions or imminent danger of explosion, accidents with the release (or danger of release) of dangerous chemicals, accidents with the release (danger of release) radioactive substances, sudden collapse of buildings, constructions, dangerous geophysical phenomena: earthquakes, landslides, landslides, soil erosion, strong storms (9-11 degrees) of at least 25-30 m / sec, hurricanes (12-15 degrees) of at least 34 m / sec, etc. They are also subject to exceptional situations, changes in the state of the earth (soil, subsoil) or changes in the composition and properties of the atmosphere (atmospheric environment) or the state of the hydrosphere (aquatic environment), contagious human diseases, human poisoning, mass animal poisoning, attack agricultural plants of diseases and pests.

Exceptional situations were also classified according to other criteria, respectively according to the number of people who suffered as a result of these events, who were affected by the conditions of vital activity, the size of the material damage, the size of the area of destructive factors such as and other peculiarities of the situations that occurred.

The rights and freedoms recognized to human beings and enshrined in national or international acts or pacts may be restricted in the event of any of these exceptional situations, but only conditionally and as an exception, and the restrictions must be provided by law and imposed so that the substance of these rights and freedoms is not affected. To this end, it has been established that any restriction or restriction of fundamental rights and freedoms should be made only in compliance with the principle of proportionality, ie that restrictions may be imposed only for the purpose of supporting public authorities to fulfill their missions, and only to the extent they effectively meet the recognized general interest objectives, without in any way giving up the legal protection that fundamental rights and freedoms offer to the person.

The Romanian legislator, in the spirit of respect for the democratic values of the rule of law and the fundamental values of human rights, inserted in the Romanian Constitution, article 53 which states imperatively that: "*The exercise of certain rights or freedoms may be restricted* *only by law and only if required, as the case may be, for: the defense of national security, order, health or public morals, the rights and freedoms of citizens; conducting criminal investigation; prevention of the consequences of a natural disaster, a disaster or a particularly serious disaster. (2) Restriction may be ordered only if it is necessary in a democratic society. The measure must be proportionate to the situation which gave rise to it, be applied in a non-discriminatory manner and without prejudice to the existence of a right or freedom*. '

Considering, on the one hand, the extremely important role of respect for fundamental human rights in a democratic society, but also to avoid the risk of achieving a result that would harm these invaluable values of humanity, by the abusive imposition of restrictions, international treaties and national legal systems, provided for the regulation of abuse of law in this area. Abuse of law is an illegal act consisting in the exercise of subjective rights in a manner contrary to their social or economic purpose.

Remaining faithful, thus, to the old principle of Roman law "*male enim nostro iure uti non debemus"* (we must not misuse our right), the abuse of law was expressly and imperatively prohibited, in the acts and documents regarding the rights and fundamental human freedoms. In the event that, by restricting these rights, the State pursues purposes other than those which justified the infringement of such a measure, or the restriction is manifestly disproportionate to the situation which caused it, then the injured citizen would be he was entitled to invoke the abuse of rights and to claim the legal consequences which it would cause.

In conclusion, the fundamental human rights and freedoms, beyond the subjective rights of the citizen, constitute not only a certainty or reality of the development of society, but also a finality of the whole human activity, in a democratic and progressive society.

It remains, therefore, that not only their defense and implementation by the states of the world be a permanent concern, but moreover, an important task falls to civil society, which has the duty to respect, but also to ensure the permanent observance of these rights, because fundamental rights and freedoms are essential for the life, freedom and dignity of the human being.

In one of her speeches, Eleanor Roosevelt answered the question, "*Where do universal human rights actually begin?*" *In mundane places, close to home - so close and so mundane that they can't be seen on any map of the world. They are part of each person's daily life: the neighborhood in which they live; the school or high school where he studies; the factory, farm or office where he works. These are the places where every man, woman and child hopes to enjoy equality before justice, equal opportunities and equal dignity, without discrimination. These are the places where rights must have meaning in order to have meaning everywhere. If citizens do not care to respect these rights in the places around them, we will try in vain to make progress in the world.* "

3 FACTORS THAT IMPACTED OUR SOCIETY IN THE FIELD OF EDUCATION AND ECONOMY DURING THE PANDEMIC POST - COVID 19

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Abstact

Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world.
And ready to fight for it.

In this research the main objective is to provide imperative the factors on how psychological state of individuals, the health of everyone and businesses were impacted by pandemic in Albania and secondly, discussing about strategic measures and technological measures initiated by Albanian government to overcome the adverse impact of this pandemic.

Everyday life happens to encounter us with many cases, where we see the closure of high schools, universities and where students neglect their classes only to attend various bars which in this period have been left open and no different alternatives have been offered such as take and go service. Effective good management and avoidance of indoor attendance directly affects the reduction of infections, thus helping all those doctors that many of them today are taking care of our lives.The society in cooperation with the government of the country should raise awareness and not reduce vigilance in the face of Covid-19. Building a plan of measures and implementing them rigorously reduces the risk of infections and improves the situation.

The methodology used is focused on the collection, processing and analysis of information data throughout the pandemic situation, as well as on the use of comparative method between aggregated data. Technology this time has played a vital role for our survival throughout this extraordinary situation and has created opportunities for the development of many new technologies and start-ups.

In conclusion, this study aims to understand all the risks and consequences that brought and is still bringing this pandemic and how to be ready in the near future if another pandemic comes.

Keywords: *Innovations, risk, technology, economy,Covid-19, management*

I. Introduction

The outbreak of Covid 19 has had caused significant social, political and economic consequences worldwide. It’s a global crisis, a great challenge and a health crisis; however, it is much more than that.

The coronavirus COVID-19 is an on-going pandemic that made the World Health Organization declare outbreak. The coronavirus (Covid −19) had been generated from China as the very first case was noticed in Wuhan, city of China in December 2019. In due course of time, this contagious disease was spread-out throughout China. Hence on 30th January 2020, World Health

Organization (WHO) declared Covid-19 outbreak as a Public Health Emergency of International Concern (PHEIC) which sooner or later became a global pandemic. The infection was so contagious that it is spreading every single day and the healthcare professionals and healthcare bodies are struggling hard to safeguard every infected individual around the globe, including our country Albania.

However the physiognomies of this unique coronavirus are not well known, we can conclude its behavior from the statistics report such as higher rate of spread, susceptibility is higher for those having low immunity, aged people having diabetes, extensively dissimilar pattern of recovery rate and other pertinent information and believe that it spreads by a human to human transmission through direct contact or by droplets and the propagation period for the infection has been projected within 2–14 days.

Due to the fact that COVID-19 spreads between people who are in close contact, it has caused a global, social and economic disruption that lead to the cancelation and the postponement of many things. The COVID-19 created many crises and risks that will leave scars.

People now have to stay in door by choice or by the order of the government. Hence, across the globe, the spread of the disease has affected a vast region of the world and major sectors (Airlines, tourism, small and medium enterprises and many more) of the economy have also been prone to great challenges.

The diverse sectors in Albania have been subjected to great challenges caused by the widespread pandemic to the citizens. Most of the country's diverse sectors that have faced challenges as a result of the disease have ceased to operate while only a few of them operating for specified hours only. The COVID-19 pandemic is fast moving, making some existing crisis plans unable to handle it, and making businesses suffer quite an impact, the huge drop in revenues forced them to adjust their strategies and forced businesses to change the way they operate. Small and micro business suffered larger decline than medium and large businesses in business activity. Thus, the impact of the pandemic depends on the nature of the business, size and complexity; furthermore, the diverse sectors are unevenly affected by COVID-19 pandemic. The Challenges that were faced by the pandemic were dreadful to many, from individuals, to businesses, all the way up to even countries. Away from conspiracy theories and irrelevant details Covid-19 it's the pandemic that changed the world as we know it.

II. Literature review

The selected sectors are of particular importance to the Albanian economy, which were severely affected during the pandemic.

2.1 Educational Institutions

The COVID-19 pandemic could be one of the most significant events of the decade because it directly affected our social and professional life. All sectors seemed to be freezing for a while. Education was one of the most sensitive sectors affected. In the context of the rapidly evolving situation due to coronavirus, finding alternative learning pathways, as soon as possible, became an emergency and was the main priority of the Ministry of Education, Sports and Youth in Albania.

Since 10 March 2020 all public and private universities/ schools were closed to control the pandemic. Remote teaching forced students in Albania to adapt to a new way of learning on digital platforms. Adjusting to educational technology, however, was not easy for everyone.

Some students faced many difficulties throughout the school year and some did not even follow the online classes.
The share of access by all students and pupils of online learning was not the same for everyone, as in the case of rural areas. One of the biggest risks that continues to accompany our education system during this period is the increase of the level of uneducated people. Given the fact that students can not be checked in the same way as they are in the classroom, making this seem boring to most of them and as a result they show no interest in attending online learning.
Another risk that has existed during this period is the infection of pedagogical staff leading to lack of learning development often times when there was a lack of reserve staff for this process.
As noted above, the lack of internet in many areas, the lack of technological equipment to access and develop learning in all its forms creates a huge gap for society today, where most have opportunities and the rest do not.

2.2 Health sector

As of early November 2020, Albania is officially into the second round of national restrictions due to COVID-19; this after the total lockdown occurred in spring. By all statistics into consideration the second wave is more intense and more threating than the first, further limitations are announced and might soon become reality. As the country is shut down only for the nighttime and gathering of more than ten persons are forbidden, the dramatic spike in number of new cases has deepened social anxiety, while uncertainties for near future has led to visible frustration. Most of all, the burden of the society lies into the healthcare system, to be precise, in its shortcomings.
The biggest risk lies in the fact that in most cases there is not enough medical staff and there is a lack of management of the most risky situations referring to the fact that during February 2021 the numbers of infections have increased as never before. Every day more and more doctors are calling on people to raise awareness and maintain social distance in order to ease the burden on the medical system. During 2020-2021 also the largest hospitals in the country have turned into hospitals specifically for the treatment of the virus, hospitals that are meant to deal exclusively with COVID-19 patients are the Infectious Disease Services at the University Hospital Center "Mother Teresa" (120 beds), named Hospital COVID 1, and the University Hospital "ShefqetNdroqi" (193 beds), named Hospital COVID 2.

2.3 Tourism Industry

The impact of COVID-19 on tourism goes beyond the health risk considerations and a lost 2020 season; the economic recession will play an important role too. When incomes go down, spending on holidays and leisure will go down. All over Europe, the economic recession that commenced in 2020 will lead to higher unemployment and income losses. This will have an as yet unknown negative effect on the volume of international tourism. The difficulty is that tourism is among the first sectors to be hit by the COVID-19 pandemic and probably the last that will fully recover, because travel and leisure will be overtaken by the population's need for food, education and security in a time of economic and social crisis.
The pandemic is causing major economic disruptions on a global scale, and in Albania. Given the uncertainties arising in the global economy due to the COVID-19 pandemic, the world is headed towards much tougher times. The tourism sector, a key driver of growth, was hit especially hard because of containment measures and travel restrictions. In absolute value are €

904 million less revenue to the economy in this period, as a result of the impact that the pandemic gave to the tourism sector in the country. Albanians have also spent less on their travels abroad. According to the Bank of Albania, they spent € 507 million on trips abroad, with a contraction of 58%. For the first 9 months of 2020, Albania was visited by a total of 2.12 million foreign nationals, consisting so in a decline of 61% compared to the same period of 2019.

The COVID-19 pandemic is the first disaster for tourism, and it is unknown how the tourism sector will develop after the shock in a period with economic and social stress.

2.4 Airline Industry

Since the lockdown and the travel ban, all countries have banned traveling to and from their airports. Airlines were the first affected sectors due to the pandemic.

2020 was a difficult year for many industries around the world but aviation was among the hardest hit sectors and the one feeling the impact of the pandemic the most. Flight prohibitions, temporary suspensions measures and increased measures during 2020 significantly reduced the number of flights and air passengers.

Air passenger numbers in January-December 2020 dropped by 60.7 percent compared to 2019. The air industry came to total a standstill by the end of March following widespread lockdowns in European countries. The overall number of air passengers in 2020 was 1.3 million. The same numbers were confirmed by the Civil Aviation Authority (AAC). According to the aviation authority, Hungarian low-cost carrier Wiz Air had 24 percent of the passengers' share in 2020.

It was followed by Air Albania and Blue Panorama that accounted for 14 percent of the market each. Also Albanian citizens who didn't hold an EU or Schengen area member country citizenship or residence permit couldn't travel to those countries. Moreover, many European countries tried to prevent nonessential visits to non-safe travel destinations. In the segment of freight transport, uplifted cargo by air declined by 24.3 percent compared to 2019. In the meantime, maritime passenger transport dropped by 75.9 percent. The difficult situation in Italy and the restriction measures in place were among the main reasons for passenger decline both through the air and maritime transport. Italian cities are the main destinations operated by airlines and ferries.

2.5 Small and Medium Enterprises

COVID-19 affected business of all sizes, in all sectors from big enterprises to small and medium businesses. In Albania the losses were worse than predicted, the recovery will take more than one year (what was initially estimated) and the aid declared for the ones in need is not even half of what was publicly claimed. 2020 has tested the resilience of the Albanian economy and it has placed immense social and economic strain on households and businesses, and has forced the authorities to act hastily in order to address the health crisis and to introduce major policy initiatives to contain its impact. In the beginning of this year, economic forecasts for Albania were calculated with a projected growth of 3.4–3.6% in Gross Domestic Product (GDP) according to the main international financial institutions. It was expected that this growth would spark from internal/private consumption, investments and tourism. Sadly, all three main hopes were heavily impacted by the lockdown and uncertainties afterwards, thus the consequences were extensive and far-reaching.

In just four months, about 2800 businesses went into passive status (which for a small country like Albania is a real disturbing figure).

Almost 80% of this group declared closure of activity due to drop in turnover from COVID-19, high local taxes, fines, cancellation of contracts and other related. Many entities, which acknowledged that they had received assistance with Financial Packages 1 and 2, but declared that state aid was insufficient to survive.

The international institutions AMF and World Bank predict a rapid recovery of Albania's economy next year, based on the forecast that the negative effect of the pandemic will decrease in the coming months. The return of high rates of economic growth will be slow. The hope is that normalcy will return in 2022-2023 given the severe rate of the pandemic of tourism, services, transport, construction, tailoring that are the sectors that support the Albanian economy and will take at least 1-2 years to fully recover.

III. Scientific research

3.1 Study methodology

Implementation of Strategic Measures and Technological Strategies to Overcome the Adverse Impact Faced by Key sectors of the Albanian economy.

Global governments are striving to concurrently save human lives, and alleviate the economic and financial impact of the coronavirus .The possible treatment throught a vaccine is a long term procedure, which might take couple of months or almost a year to accomplish. Hence, social distancing measures such as isolation, mass gathering prohibited, and the closing and shut down of universities and colleges, shops, malls are currently more effective ways to lessen the transmission rate, which in turn will avoid the collapse of healthcare systems, and minimal death rate (Anderson et al. 2020).

Having a clear and distinct strategic vision is the cornerstone of building and achieving an effective strategy, as the vision is not just a race in selecting attractive words, slogans, and phrases, but an approach in creative strategic thinking about the future of the sectors, the quality of its desired activities, and its expected market position. Therefore, we will discuss in this research how Albania has managed to implement its strategic planning and technological strategies to overcome the adverse impact during the Covid-19 Pandemic. We will shed light on the strategic planning that has been adopted by five sectors including the airline, tourism, small and medium enterprises, and services industry inclusive of (healthcare and educational institutions).

3.2 Economic measures for five key sectors SME, Turisoum, Airline, Education and Health Care.

Even though what hit the Albanian economy the most was the total lockdown of the country for three months due to the pandemic, the effects of the same were present prior to that time; in the first quarter, Albania's main trading partner, Italy, was hit during February, so slight setbacks, especially in travel, and exports anticipated the coming of the downturn. The first quarter noted a decline on the overall GDP by - 2.5%, while investment contracted sharply by 16.7%, consumption growth was marginal at 1.1 % and net exports decreased by 8.13%. However, the total economic devastation arrived starting from March, when the total lockdown was executed.

While almost all small businesses had to either close or partially operate, thousands of families were left without income.

During the second trimester of 2020, Albania was standing in the shock-phase of this new economic setting due to COVID-19 and the first support package from the government was granted. A special Normative Act allocated a Financial Package of 12 billion Albanian Lek (ALL). Initially the salary subsidy scheme support was just for small businesses and the selfemployed but was quickly expanded to over 75,000 businesses and self-employed that together had 170,000 employees. The total cost was €76 million.

A credit guarantee scheme (€85 million) was introduced for Small and Medium Enterprises (SMEs) to pay three months of wages, which enabled local banks to issue loans totaling €53 million for salaries to 550 companies, benefiting about 46,000 employees.

Still the damage of this period is immense, according to INSTAT (the official governmental institute of statistics in Albania) the GDP shrank by -10.2% in the second quarter and -6.6% in the first half of 2020 compared to the corresponding periods of the previous year. However, according to data from the World Bank, the decrease in tourism inflows and exports of goods and services, together with lower incomes, widened the account to roughly 12.1 % of GDP in the second quarter of 2020.

Inflation rates peaked at 2.1% in March and May because of supply chain disruptions and minor inflationary pressures from imports during the lockdown. While the third trimester exposed Albania’s heavy dependence on tourism, an industry that in 2020 has seen the worst of its existence since 1997.

This was also the time where the economic ramifications of the pandemic started to be clear, small and medium businesses were the ones hit harder and the evident truth is that the situation only highlights the structural weaknesses of the country’s overall economy. As these new economic indicators suggest a slower growth and a longer readjustment period, the hopes were placed into government intervention asked to reshape the economy towards more sustainable development and be present where mostly needed.

The Government of Albania presented 2 packages of financial assistance:

- **For the first package of financial assistance** from the government, determined based on the Decision of the Council of Ministers (DCM) no. 254, dated 27.03.2020 "On determining the procedures, documentation and measure of receiving financial assistance for employees in entities with annual income up to 14 million ALL, economic assistance and payment of unemployment benefits during the period of natural disaster, of declared as a consequence of COVID-19 ":

- Financial assistance 5, 85 billion ALL;

- categories that benefited from financial assistance no. 1 were: Self-employed / employed persons in entities with an annual income of up to 14 million ALL for 2019 (small businesses);

- the categories of beneficiaries received 3 minimum wages, namely 26,000 ALL / month;

This assistance was foreseen for the months April - June 2020.

- **The second package of financial assistance**, determined based on the Decision of the Council of Ministers (DCM) no. 305, dated 16.04.2020 "On determining the procedures, documentation and measures for obtaining financial assistance for electricity to employees and employees fired as a result of Covid-19" includes the following:

- financial assistance ALL 7.04 billion;

- categories that have benefited from financial assistance Nr. 2 are: employees of entities, natural / legal persons, who operate in the activity of accommodation structures;
- direct payment is 40,000 ALL where they benefited: 176 thousand families, 100 thousand employees in small businesses, 66 thousand employees in large businesses and 10 thousand employees in the tourism sector;
- this assistance was provided for the period April - June 2020 and was received only once as a single amount.
- European Union: 50 million Euros for social protection and business recovery.

After the assistance provided, many businesses could survive as well as many individuals having income to meet basic needs during the lockdown months.

- **Tourism Measures**

The Ministry of Tourism and Environment, in cooperation with its subordinate institutions, is in constant close contact with the tourism industry and other tourism actors to discuss the current situation / problems, facts and recommendations for action to provide guidance to all tourism actors for further steps. The aim is to minimize the possible damage to the image of Albanian tourism through passenger protection and restoration of trust. About 3641 entities in the field of tourism benefited from both packages of financial assistance from the government, namely:

a) 2694 Accommodation structures;
b) 148 tour operators;
c) 536 Travel agencies;
d) 245 Tourist guide;
e) 18 subjects of Agrotourism.

The tourism sector continues to be even more affected as Europe is still in a semi-lockdown and individuals are unable to move on holiday without getting the Covid vaccine because they will have to stay in quarantine for 14 days and if have no symptoms can move. This is what limits them the most because most do not have the opportunity to have a full month of vacation where 15 days to stay in quarantine and the rest to take vacation emphasizing the fact that this is an added cost for each individual .

- **Following Are Some Strategic and Technological Measures to Protect the Educational and Healthcare Institutions from Covid 19.**

Like in many other countries, Albania’s education system was not built to deal with extended shutdowns like those imposed by the COVID-19 pandemic, which have negative short- and long-term impact. Teachers, administrators, and parents have worked hard to keep learning alive; nevertheless, these efforts are not likely to be as effectives as education that’s delivered in the classroom. Learning loss will be unavoidable and considerable, disproportionately affecting the disadvantaged, with a larger share of students likely to fall back into functional illiteracy and potentially dropping out of school altogether. Estimates suggest that the percentage of “low performers” has likely increased by about 8% due to school closures from mid- March to June, which means that the pandemic will deepen the equity challenges for the most vulnerable students who will consequently require additional support and resources.

Medium to long-term measures

Designed and conceived in 2019 to bring a virtual way of learning to all pre-university system students, Akademi.al was the first choice of the Ministry of Education, Sports, and Youth. From the platform are donated more than 2,000 lessons to enable students to learn from home.

Learning in the traditional way already seems very far from reality. Many universities in Albania are currently using platforms such as Google Classroom, Microsoft Teams and Zoom.
While the Akademi.al platform is being used for schools, where at this time of pandemic serves to alternate online learning with physical learning.
Online teaching had its pros and cons. We learned how to adapt and learn very quickly to unusual situations. In the other side our country was not prepared for such a closure, where suddenly everything from the physical went online.
As a start, some measures were taken. Implementing safe school operations and risk communication by operationalizing safe school guidance, helping equip schools with minimum hygiene packages, circulate live-saving information material on handwashing and recommended behaviours, and sensitize teachers and care givers.
• Develop and promote free and open digital tools to support large-scale remote learning; including educational TV and radio programmes, online content, internet-based and learning, supported by increased teacher capacities in ICT in education.
The teaching developed through the Albanian Radio and Television during the first months of the lockdown gave a considerable impact to many students, where according to certain hours teachers of different classes explained the teaching from there and thus many students who did not have the necessary equipment for attending the lesson, they found it easy to watch it on TV, To some extent this brought a positive impact and approach.
At the same time, immediate measures were taken for the university, which, without completing the first month of closure, created the opportunity for students to attend online education through various platforms.
It should be noted that Albania was not prepared for such a transition in terms of education in the conditions we are in, but that I adapted very quickly and we are successfully succeeding in being able to become the best.

Health Care Measures

The first months of 2020 were challenging for health. Many systems collapsed where fear and anxiety were endless. However, this did not happen in Albania. Measures were taken in time and closure or quarantine yielded its result minimizing the risk of infections. But since then, the numbers have continued to rise and the system is getting worse. Many measures have been taken by building two more hospitals Covid 3 and Covid 4 to help individuals as the number of infected people continues to increase even more.
Also a great help to the health sector came from technology which as never before has played a key role in obtaining information, processing it and turning it into concrete results. Listed below are the measures taken based on mood technology to come to the aid of people infected or suspected with Covid.

Digital Tech

The technological impact of this period has been higher than ever before. Using technology like TeleMedicine Platform, E-referral, and E-prescription.

Home Testing

Using home test kits and consulting doctors without leaving home s it was a much needed and indispensable for all of us. This implies that if an individual infected or suspected with Covid 19 can consult a doctor without having to leave the house thus avoiding contact with other people.

Telemedicine

Telemedicine software is the platform used by providers to connect with patients, and share video and images in real time. The laboratories also created specific applications to assist individuals in performing the Covid 19 test.

Conclusions

The pandemic will further impoverish Albanians: in the best-case scenario it turns out that about 100 thousand citizens and in the worst case more than 250 thousand individuals will suffer a serious decrease in economic well-being.

Several uncertainties, mainly influenced by the change in expectations for the recovery time from the pandemic are sending shockwaves of fear to all. And what is more worrisome is that, the more data become available the more it is realized that the full picture of the actual losses is not complete yet.

The hope is that normalcy will return in 2022-2023 given the severe rate of the pandemic of tourism, services, airlines, health, education. These sectors will take at least 1-2 years to fully recover.

The COVID-19 pandemic is fast moving, making some existing crisis plans unable to handle it, and making businesses suffer quite an impact, the huge drop in revenues forced them to adjust their strategies and forced businesses to change the way they operate.

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POST-COVID CHALLENGES REGARDING THE CONSULAR SERVICE\

Florentin-Titov Gherghe

Abstract:
The consular service, as an extension of the national administration abroad, has evolved to a more complete and diverse public service. The Coronavirus crisis has put a strong pressure on the consular network of every country, especially regarding consular protection, communication with people, information of those in need and allocating resources.
Throughout the year 2020 we have faced a mass population moving around the globe in different flows than usual. Even travelling has been dramatically reduced, large numbers of people came home and, in the same way, another part of diasporas remain abroad, stranded or not, and request assistance, protection and consular services.
The COVID-19 crisis has challenged the ministries of foreign affairs to reach to their citizens and manage long distance relationships, the main tool being technology. Even the concept of crisis has modified through the year, taking into account that almost all activities were crisis management and very few normal, making all the institutions working in crisis as a regular.
George Haynal has said in ”The Consular Function in the 21st Century Analysis of research findings” that medialization raises public expectations, creating a “moral hazard” as current assistance raises expectations for future assistance. The way that a distance relationship has managed now will define tomorrow procedures, citizens requesting consular services with no physical presence *(George Haynal, Michael Welsh, Louis Century & Sean Tyler, 2013)*.
How this migration freezing has influenced the consular activities, as we can see in the second pandemic year, shall be a guide for the next period. Will some tools used in this period have the potential to shape the future relation between a consulate and citizens abroad? Digitalization and reducing physical bureaucracy is representing a result of the pandemic period in the consular affairs.
Keywords: *consular service, consular protection, Covid crisis, consular diplomacy, foreign ministries, duty of care, consular affairs, consular assistance, consular crisis, citizens abroad, diaspora, domestic engagement, domestic abroad*

Overview

On the last day of 2019, December 31, Wuhan Municipal Health Commission from China reported to the World Health Organization a cluster of cases of pneumonia in Hubei Province, informing that a novel coronavirus was identified (WHO, 2020). During the next month, the cases in China begin to raise and spread across the country. After one month, on January 30, the World Health Organization declared the novel coronavirus outbreak (2019-nCoV) a public health emergency of international concern (WHO, 2020). This was followed by declaration of pandemic on March 11.
In January 2020, the events in China became a crisis and many countries considered it a regional problem in Asia, without any clues about future pandemics long-term effects. As the city of Wuhan, an urban area with more than 8 million people and an economic hub in China, had also

an important number of foreign citizens, diplomatic missions and consular offices focused their attention to the nationals in need. First measures taken by the consular staff were to review the travel advice to prevent their citizens to come in China, inform and assist the citizens who were there and facilitate their return home.

On January 23, 2020, the Chinese government introduced a strict lockdown to the Hubei province, to prevent the spread of infection. Among these measures, the suspension of all kind of transportation made all foreign countries to have a consular crisis reaction.

Methodological references

The research for the article is based on secondary documents analysis to extract key data and analysis of consular protection measures and reactions of the consular network during the Covid-19 crisis in 2020. These includes press releases, reports and statistical data provided by the national and international institutions, as well as non-governmental actors.

On the other hand, the article focuses on news and data relating Romanian consular network reaction to the Covid-19 crisis, during the entire year 2020.

The aim of the article is to identify the most important challenge of the Covid-19 crisis for the consular network, seen as process during at least one year, highlight ideas generated by this crisis and suggest lessons learned.

Repatriation challenge

Following the high restrictive measures taken by the Chinese authorities within the entire country and especially the Hubei province and its provincial capital Wuhan, the consular staff managed the consular assistance and protection in a similar way to other previous crises, like those provoked by a natural disaster or a regional conflict. All the actors responsible for crisis management, like ministries of foreign affairs, ministries of transport or ministries of defense have cooperated to bring home quickly all the citizens who were affected or in danger abroad. Even there was not some assets destroyed and infrastructure affected by something, as an earthquake or tsunami wave, in order to prevent the virus spreading all transportation means were suspended and blocked and the reaction need to be appropriate.

On 28th of January 2020, Janez Lenarčič, EU Commissioner for Crisis Management, said: "The EU does not forget its citizens in need, wherever they are in the world. Two aircraft will be mobilized through our EU Civil Protection Mechanism to repatriate EU citizens from the Wuhan area to Europe. Our EU Emergency Response Coordination Centre is working 24/7 and is in constant contact with Member States, the EU Delegations in the region and the Chinese embassy in Brussels. Further EU support can be mobilized if requested." (Commission, 2020) After this moment, in less than a week, from 28th of January until 2nd of February, 558 European citizens and theirs family members were evacuated and repatriated from Wuhan through two flights organized by France and one by Germany, all three supported by the EU.

In the same period, many other countries organized special flights from Wuhan Tianhe International Airport, especially during first half of February, and until the end of the month. We can mention as examples the two flights organized by the United Kingdom to repatriate 283 British nationals, European citizens and family members or three flights organized by the United States evacuating more than 500 persons. There were also flights organized by the Japan for more than 500 persons, South Korea for more than 700 persons, India for more than 650 persons or Australia and New Zeeland for around 300 persons.

Countries were solidary one another to help persons in distress this period. An example for this initial approach was the second flight organized by France from Wuhan on 2nd of February 2020 with an aircraft carrying 291 people from 30 countries in a spirit of European solidarity, like the official press release said (Diplomatie, 2020). Through this operation 135 other nationals from the EU (Austria, Belgium, Bulgaria, Croatia, Denmark, Estonia, Finland, Greece, Hungary, Italy, Latvia, the Netherlands, Poland, Portugal, Czech Republic, Romania, Slovakia and Sweden) and 55 nationals of third countries (Brazil, Georgia, North Macedonia, Mauritius, Mexico, Peru, the United Kingdom, Rwanda, Serbia, the Seychelles and Switzerland) have returned home as they left behind the coronavirus.

At this point, the crisis seems to be manageable using procedures and resources the countries already had. Many of the flights were carefully organized by the consular staff, were chartered and financed by the states and the operations received all the attention of the national authorities.

Once the China phase has passed and their nationals were repatriated, the crisis looks to be diminishing, but this was an illusion. We saw a new set of measures for Diamond Princess Cruise ship and beginning with March the infection spread in Italy.

From March to June 2020, it begun a new stage for consular protection, caused by closed borders and suspended transport lines. Associated with this blockade was the lockdown of many social and economic activities, pressurizing millions of people across the globe to go back home. There was no business to do, education went online, tourism has stopped, many jobs were evaporated and those people call for help.

For European citizens, the EU Civil Protection Mechanism has been activated on January 28 following the request for assistance from France to provide consular support in Wuhan and is still active. If on March 23 there were 1.804 European citizens repatriated through the mechanism, until March 30 the number raised at 4.932 persons from across the world. The trend of coming home for European citizens was very intense within the first half of the year 2020, finishing in July when the European Commission report a number of 100.313 persons of whom 90.060 European citizens (Commission, 2020).

This period can be named as the repatriation challenge because many countries tried to struggle with an unprecedented number of repatriation request from their nationals.

Countries around the globe collaborated to help their citizens to travel back home, organizing special humanitarian flights. In this stage, the repatriation operations consisted of flights operated by commercial airlines and facilitated by the states, generally passengers paying for tickets. But one country has not exactly the number of passengers to make all the flights economically efficient and they need to cooperate with any other foreigners to organize the trip.

One of the best examples of cooperation between states is the European model, which is based on the provisions of the Treaty on the Functioning of the EU[11] and of the EU Charter of

[11] Article 20(2)c - the right to enjoy, in the territory of a third country in which the Member State of which they are nationals is not represented, the protection of the diplomatic and consular authorities of any Member State on the same conditions as the nationals of that State;

Article 23 - Every citizen of the Union shall, in the territory of a third country in which the Member State of which he is a national is not represented, be entitled to protection by the diplomatic or consular authorities of any Member State, on the same conditions as the nationals of that State. Member States shall adopt the necessary provisions and start the international negotiations required to secure this protection.

Fundamental Rights[12]. According to Directive 2015/637 on consular protection for unrepresented European citizens living or travelling outside the EU, European citizens have the right to consular protection from another EU Member State in a third country, on the same conditions as its own nationals, if their own country is unrepresented. European citizens are considered unrepresented if there is no embassy or consulate from their Member State established in the country, but also when their embassy or consulate is for some reason unable to provide consular protection.

To provide consular protection during this crisis, EU early activated the Civil Protection Mechanism, sustaining repatriation flights from China, and after that from all over the world. From February to July, 408 flights from 85 countries were organized through the mechanism. Germany organized half of them, 208 flights, bringing home 50.470 German and European citizens, France 33 flights for 8.191 persons, Spain 30 flights for 6.960 persons, Nederland 29 flights for 5.929 and so on (Commission, 2020).

Nevertheless, the cooperation was not an easy task. Analyzing the measures taken by the Slovenian Government, Boštjan Udovič considered the first repatriation, from the Diamond Princess cruise ship blocked in Yokohama, Japan, "as a sort of milestone in which it was already clear that the consular assistance of the EU would remain in words, while consular practice would be executed by national governments" (Udovič, 2020).

Karen Anne S. Liao, writing about the Filipinos workers repatriation process during Covid-19 crisis appreciate that repatriation needs to be further unpacked as a complex process of facilitated return movement, involving an interplay of actors, policies and practices that shapes, and even complicates, a sending state's capacity for migrant worker protection. This encourages a more nuanced understanding of repatriation not just as a form of assistance or migrant protection by sending governments, but as a facilitated movement, that impacts migrant experiences of return. (Liao, 2020)

In the case of Romania, travel restriction measures have been taken, the most important being the suspension of almost all regular public transport: flights, buses and trains. This set of measures were in force between March and June for many destinations and affected a high number of Romanian citizens.

From February to March, Romania has begun to organize flights from Italy to repatriate Romanian citizens and their family members, as from Spain, Morocco or Egypt to bring home people stranded abroad by the suspension of commercial flights.

According with the official figures, from the beginning of the crisis until September, more than 12,500 Romanian citizens abroad have been repatriated through flights organized by the Ministry of Foreign Affairs. Over 1,800 Romanian seamen and cruise ship staff were also supported to return to Romania, after all cruise line were closed. Another 11,000 Romanian citizens benefited

The Council, acting in accordance with a special legislative procedure and after consulting the European Parliament, may adopt directives establishing the coordination and cooperation measures necessary to facilitate such protection.

[12] Article 46 - Every citizen of the Union shall, in the territory of a third country in which the Member State of which
he or she is a national is not represented, be entitled to protection by the diplomatic or consular authorities of any Member State, on the same conditions as the nationals of that Member State.

from the assistance of diplomatic and consular missions in airport or land transit procedures on their trip back home (MFA, 2020).

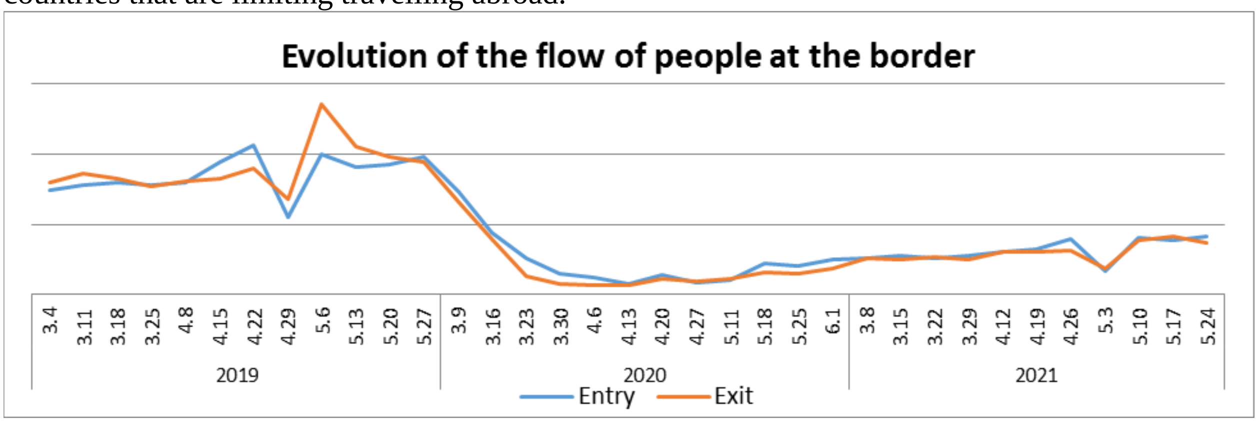
Not least, through the EU Civil Protection Mechanism, 200 Romanian citizens stranded in third countries returned to Europe using flights organized by other member states. At the same time, Romania supported over 2,500 foreign citizens, by facilitating their repatriation, by special flights organized for the evacuation of Romanian citizens or by facilitating transit through Romania for their return to their home or residence (MFA, 2020).

Another major challenge, which involved the mobilization of numerous resources at various levels, was to facilitate the return to the country of Romanian freight carriers stranded on various transit routes to Romania, in Slovenia, Croatia, Serbia, Austria and Hungary. Consular efforts have been doubled and supported by extensive political efforts, including repeated and numerous direct contacts with counterparts, making it possible to resolve very complex situations in a very short period of time. (MFA, 2020)

Travel challenge

Taking into account that the main part of the Romanians abroad are staying, working or studying in Europe, these communities are generating intense travelling from or to Romania. We have analyzed the border traffic data from 2019 until the present and have observed a very important reduction from an average of 87.825 persons/day entering of exiting Romania in the 1st semester 2019 to a an average of 20.675 persons/day in the 1st semester 2020 with a minimum of 6.300 persons/day entering on April 2020.

Even the restrictions have been lifted partially at this moment, we are still at an average of 28.611 on the 1st semester 2021. We still have quarantines and self-isolation measures in many countries that are limiting travelling abroad.



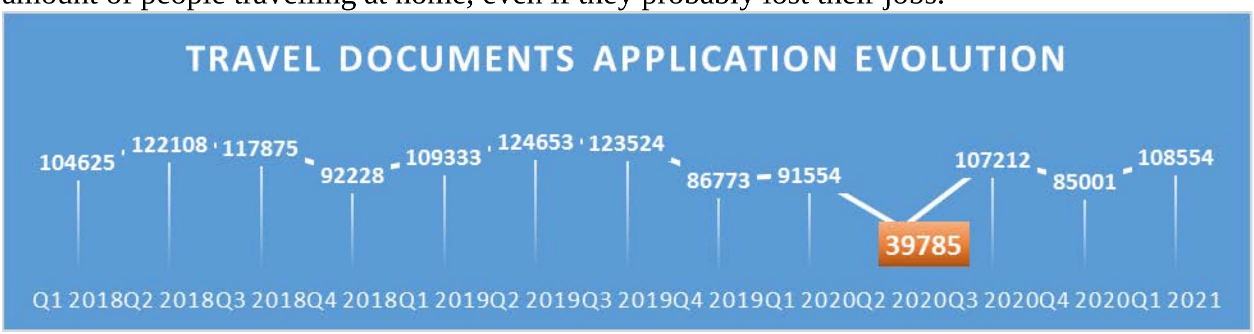
Source: Data compiled by the author based on open data provided by the National Border Police Inspectorate, https://www.politiadefrontiera.ro/ro/main/n-date-deschise .

At the beginning of the crisis, Romanian Ministry of Foreign Affairs issued a general travel advice addressed to Romanian citizens domiciled or residing abroad to strictly follow the recommendations of the authorities in those states and emphasizes that travel to Romania is not recommended. These movements may be affected by restrictions imposed by transit states and may be an additional factor in the spread of Covid-19 infection, thus endangering the safety of those at home (MFA, 2020). The authorities request the Romanian citizens to show understanding and asses responsibly the opportunity to travel abroad. They warned potential travelers that such trips could pose major risks, endangering the safety of citizens and their ability to return to the country (MFA, 2020).

Following these restrictions, prolonged for all the year 2020, the main part of the Romanian community abroad remain locally and avoid travelling home or visiting their relatives. The figures regarding people repatriated and border transit are quite low if we compare with the volume of the Romanian community abroad, which means just a small part moved during this period.

Consular services challenge

In order to confirm that an important part of Romanian citizens remain abroad, we have analyzed the evolution of the travel documents requests processed by the consular network and as can be seen on graphic below, there is a visible reduction on the first quarter and high reduction on the third quarter. Taking into consideration that for next period these services are uprising quickly, we can draw the conclusion that diaspora community was stable during the crisis, only a small amount of people travelling at home, even if they probably lost their jobs.



Source: Data compiled by the author based on open data provided by the Ministry of Foreign Affairs, https://data.gov.ro/dataset/servicii-consulare.

On the other hand, the impact of travelling reduction can be seen also from the important reduction in the number of passports applications in Romania. If the total number of passports applications received by the General Directorate for Passports in 2019 was 1.812.311, in 2020 there were received only 918.217 applications, almost half, similar with downward trend experienced by the consular network in the same field[13] (GDP, 2020)

The volume of passport applications at local offices in Romania decreased in 2020 by 49.33% and at the diplomatic missions and consular office by 39.32%. The main cause of this reduction is represented by the travel rand movement restrictions. There was difficult to travel abroad, but in the same time was difficult to travel to the passport office or to the diplomatic mission.

A key measure to manage the lockdown of economic, social and administrative life taken by the governments regarding documents like, ID's, passports, driving licenses and so on, was to adopt regulations on validity extension. Romania has firstly adopted the Decree no. 195/2020 regarding the state of emergency in order to take measures against pandemics at the national level. One of these measures, according to article 14, referred to expired and expiring documents and establish that all the documents issued by the public authorities are considered valid during emergency state. Following a period of two months, the status was changed to alert state, which is an intermediate one, for the next year and is still ongoing.

[13] According with the data presented within the Annual evaluation report of the General Directorate for Passports in 2020, page 11.

During emergency and alert state all documents expired inside this term are considered extended and another three months after the state alert. So there no need to renew your ID card if you cannot do this or your driving license, all authorities and private actors will accept them. But this measure is effective only national, for people living abroad is not enough, expired documents are not recognized automatically as valid.

In European Union, especially in March and April 2020, there was a concern regarding this issue, based on free movement right. In this respect, the Commission recommend to the members states to use in a flexible manner the provisions of the Directive 2004/38/EC of the European Parliament and of the Council on the right of citizens of the Union and their family members to move and reside freely within the territory of the Member States[14], considering an expired paper as other means of proof. This was not a mandatory, only a recommendation, to help European citizens and consular offices to pass through the pandemics.

After the crisis peak, beginning with summer of 2020, public services and consular desks reopen the schedule and received applications. If at home the pressure has no reason to be high on renewing papers, because the law extends those, for Romanian citizens abroad became an urgent issue to have a valid passport or ID card.

This is the first reason, having in mind the restrictions and difficulties to travel, to consider that the consular office is now the main provider for a new passport, raising the level of requests for an appointment. The second reason for the pressure on consular desk in post-Covid period is the fact that ID cards, used as travel documents within EU, cannot be renewed at consulate in case of Romania, but can be replaced with a new passport.

However, the pandemic affects not only the customers, but also the consular staff. For every case of Sars-cov-2 infection within an office, the schedule is postponed, generating remaining appointments and raising the public pressure.

Is the social distancing influenced the relation between a citizen abroad and the consulate?

Taking into account the measures imposed by the authorities, the answer is shall be positive, the measure of social distancing and travel restrictions have changed the relation with the consulate. In this period, at least for a Romanian citizen abroad, he needs more than before a consular service. We consider social distancing as the sum of measures taken to keep one person far from another, even if they have at least 2 meters between or they are not visiting themselves, traveling from one city to another, from one country to another.

Covid-19-related travel restrictions and lockdowns also pose unique logistical, administrative and economic hurdles to operations to repatriate migrants to their home countries. Individuals in hard-to-reach locations and with limited consular presence are finding it extremely difficult to reach exit points and find onward transportation (Mzezewa, 2020; NY Times).

In an analytical snapshot, IOM emphasize the role of technology in consular assistance for stranded nationals. Many countries have used technology to get in touch with their nationals and

[14] Art. 5, p. 4 – Right of entry: " Where a Union citizen, or a family member who is not a national of a Member State, does not have the necessary travel documents or, if required, the necessary visas, the Member State concerned shall, before turning them back, give such persons every reasonable opportunity to obtain the necessary documents or have them brought to them within a reasonable period of time or to corroborate or prove by other means that they are covered by the right of free movement and residence."

provide them with the necessary information and assistance amidst the COVID-19 crisis. (IOM, 2020)

The highest level of travel restrictions was in May and June 2020, according with the data collected by the IOM 74 – 75% of routes being suspended or with restrictions

Sandra Mantu evaluate Romania’s approach to mobility during Covid-19 crisis as “discouraging return while encouraging emigration” and without safeguarding rights or ensuring protection. (Mantu, 2020). She refers to the recommendations to not travel at home, combined with the facilities to leave the country for the seasonal workers.

Digitalization - result of this social distancing

The main idea generated by travel banning and social distancing is digitalization of public services, at home and abroad. If we could once, we are capable to use from now on public services online.

Within a consular network of a country, the distance from an office to a national is representing many times a challenge. In contrast to the home country administration, with offices opened in every territorial unit, in a foreign country we may have or not a diplomatic mission or a consular office and travelling to a desk require distance and even a

On Gallup Blog, Rajesh Srinivasan make a comprehensive review of digitalization challenges and trends within and beyond pandemics, based on the polling experiences. First, he analyze the technological and infrastructural challenges, emphasizing the connectivity issue for some regions across the world. Secondly, people challenge is representing another part of the problem, because digitalization needs operators and they shall have an appropriate training. (Srinivasan, 2021)

Arthur D. Little, a global management consultancy, describe in a report publish in 2018 some challenges on digitalization under the subtitle ”Piecemeal approaches yield less-than optimal results” (Duneja, et al., 2018):

- Lack of leadership vision;
- Cast-iron bureaucracy and siloed sources of power – Data and administrative controls are the source of power for many departments, which results in reluctance to share data.
- Lack of a citizen-centric view: Service levels are based on convenience for administration and do not necessarily consider the requirements of, and benefits for, citizens.
- Service delivery channels: Exclusively government controlled delivery channels;
- Disparate organizational systems: Different systems lack a shared/interoperable process, data and technology architecture.
- Limited capabilities.

Following the experiences and idea of this report, we can draw a conclusion that consular services cannot be digitalized independently, as public services related to national administration services. For example, is difficult to imagine a full-digital system for passport or notary papers only for the individuals living abroad and unavailable across the country. It si necessary this process to be made in the same time at home and abroad, in a similar approach.

Another analysis this year is made by Ilan Manor and is centered on the question ”what digital technologies, leveraged during Covid-19, will remain integral to diplomacy once the pandemic has passed?”. He mentions the videoconferencing to meet together, chat bots to interact with

citizens or big data modelling. The conclusion is that Covid-19's digital legacy will be centered on distance (Manor, 2021).
The use of chat bots reflects one the challenges within the consular field during this crisis, the limited human resources available. When you have thousands or tens of thousands of nationals in need for information and assistance, you cannot achieve results with a handful of employees. What can machines do better is to multiply themselves and discuss simultaneously with high amount of persons.

What have improve the technology during the pandemics and what have made new for masses?
One possible answer is to shorten the distance to zero or to eliminate it. We can also talk about time, reducing periods to receive a service or a document and on the other hand extending the schedule to even 24h, 7 days/week. However, the key answer is distance and travel, which are related to the main social challenges of this health crisis.
On 7th of March 2021, the Chinese Foreign Minister Wang Yi has informed through a virtual press conference some measures to improve the relation with his compatriots, who are overseas and unable to come back home due to the Covid-19 pandemic. One of the most important and sustainable measure is a full digitalization of consular services by the instrumentality of an app.

Challenge of digitalization – digital identity
Digital identity versus physical identity means high confidence in our instruments, means discussions about security and forging, because the identity and travel papers, as ID cards, passports or residence permits, are using an important set of security measures.
Across the history, for thousands of years people need no identification papers. First mention of an earliest identity document is a kind of passport called "safe conduct", introduced by King Henry V of England with the Safe Conducts Act in 1414. Nevertheless, for the next five centuries most people need no identity document (Wikipedia, 2015).
The photography, a secured proof of person identity has invented in the 19th century, but it was widely used for identity documents in second decade of the 20th century.
The actual ID cards system is new one, initiated after de World War II. First ID Cards were handwritten and used artistic photos, now we have special printed papers, biometric photos and even an electronic microprocessor chip embedded.
Identity papers thus generated by the economic evolution and historical shocks. We had document when a legislator considered necessary, as we have a photo inside the document when it has invented. Based on a historical analysis, digitalization is representing an evolution step towards a new generation of documents and identification of individuals. In the same time, Covid-19 crisis is representing a shock, which will influence our future, reasons to consider that digital identification, facial recognition, digital signatures and on-line papers are representing the future.
The wide use of biometric verification has begun recently and is evolving fast. In 2013 Apple surprise the consumer with a fingerprint sensor in their iPhone and later with a face identification

tool. Now many smartphone manufacturers are offering these technologies for a low price and biometrics are becoming standard across mobile phones.

Legislation is one of the key issue for the development of a digital service and legal implications within this process need to be validated. Legal instruments we are using now are based on the IT technology capabilities existing at the time such legislation was issued.

In many cases, there is no other option than amend the existing legislation or promulgate a new one. For example, notary papers must be signed in personam, in front of public notary or a consul, but now the advanced digital signature or biometric facial recognition identity system can achieve the same purpose. Many countries need to amend the legislation to accept this kind of technologies and to benefit from digitalization.

Therefore, digitalization challenge has an important legal dimension to be solved, very different from the technological one.

Nonetheless, even we pass the legal barriers and find solution, new technologies always costs and every authority needs to allow an important budget for these investments.

As an example, British Foreign, Commonwealth and Development Office (FCDO) has awarded a contract of £4.5 million for Consular Digital Services Partner, in order to support nationals travelling or living abroad. The objectives of the project are to improve and develop new digital services (FCDO, 2020).

According with the public release, British authorities we want to scale their specialist digital service capability to match their ambition. They seek a delivery partner to support the development of services around how our users contact and interact across multiple digital channels to meet the Government Service Standard.

Another example from technological innovations is the introduction of chatbots to manage de interaction with the people. VFS Global, one of the most important commercial partner for consular services, has launched in 2018 a chat bot herald for Australia visa centers in India (Global, 2018). The systems is a costumed one, with unique technology, adapted to the visa and consular services. It offers applicants support and can handle 10,000 enquiries per second 24x7, 864 million in a day, significantly reducing the response time for applicant queries.

The chatbot is powered by Artificial Intelligence, the greater the interaction with applicants, the smarter the chatbot gets. Over time, the responses given by the chatbot get more nuanced and accurate.

Conclusions

In this article, we have sought to review the main challenges encountered during the Covid-19 crisis in the field of consular protection for people outside national borders and to draw general conclusions about possible changes that will be determined on long term.

We did not perform an analysis of crisis management, although most procedures in this area are reviewed and completed based on lessons learned during this period, based on the premise that crisis management is not new in the consular or administrative field. After each major crisis, an assessment of the response and an update of the contingency plans are carried out, as part of a normal, natural process.

The purpose of this article is to highlight that thing that will lead to long-term changes in the way of relating to citizens, especially in terms of the relationship between a consular post and his own nationals.

Therefore, we appreciate that digitalization and online interaction with our own citizens has been a challenge in this pandemic and has the potential to generate a long-term trend. The facilities offered by the technology, experienced during the pandemic, are also useful during a non-crisis period and are worth exploring and improving. In addition, in the consular field this is much more important than at the national level, because citizens abroad are distributed over a much larger geographical area, the distance from national institutions being much wider than inside their own country.

Consular services are not independent and separate ones, they are provided to people abroad in the same manner and based on the same procedure as they were at home, based on their citizenship and belonging to a certain state. Changes and improvements brought in the services provided at home was generally reflected also within the consular services abroad.

Do we see the same pattern in the post-Covid world? Changes and improvements will be make at home and abroad or it will be different? Or the management of distance relationship will be different abroad than at home?

In an article about innovation within pandemics, Bhaven N. Sampat and Kenneth C. Shadlen explain that the response to the Covid-19 crisis brought forth major changes in innovation policy. The crisis called for innovation within medical field and change the approaches of funding and relations between public and private actors (Sampat & Shadlen, 2021). Can we have an analogy within the administration? Does this crisis have the potential to produce changes in innovation? Moreover, if the answer is positive, what kind of changes do we preview?

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DEVELOPMENTS ON STRESS AND WELLBEING AT WORK DURING THE COVID - 19 PANDEMIC

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Abstract: The COVID-19 pandemic has signalled new developments into the field of psychological risks and the concept of wellbeing at work. The aim of the present article is to identify the perceived risk of burnout for public servants working in social services, as we will examine the association between occupational stress and the impact on working conditions of the measures to stop the spreading of Sars-CoV-2. Secondly, this article traces how the pandemic affects the key component of wellbeing at work and in this context, we have identified the need to explore the role of the epidemic as a potential stressor in the workplace. There is a highlighted need to investigate the overlapping of stressors and the implications for the level of stress and burnout for public servants working in social services. Work overload, increased job demands, burnout and their intersection with the pandemic challenges are presented here in order to better understand the complex intersection between the phenomenon and the long-term implication for working conditions.

Key words: *work environment, pandemic, burnout; COVID-19 pandemic*

1 Introduction

The SarS-CoV-2 outbreak in 2020 has affected countless professions, industries and impacted the work relations that had to navigate around a public health crisis. In Romania, the effects of the pandemic had reverberations across health and social services as the Sars-CoV-2 spread affected in particular the most vulnerable groups, who have needed more than ever the support and accompaniment of social workers. This article proposes to report and analyse, in a preliminary manner and for the period from March 2020 to March 2021, how the social work of the public sector in Romania was impacted by the health crisis. We also seek to identify what were the responses and, perhaps, the new practices that have emerged from the measures to limit the Sars-CoV-2 infections.

In the initial phase of the state of emergency in Romania, the issue of the protection and safety of essential workers challenged the workflow of many public organisations. As Romania implemented stay at homes orders except for essential activities, measures were also taken to implement telework in order to reduce the number of workers physically present in the offices. From the start of the pandemic, during the state of emergency and nationwide state of alert, the curfews and restrictions imposed to limit the spread of the virus influenced the offer of social services that had to adapt in order to provide benefits to marginalized and vulnerable people.

Romanian social services maintained have experienced a form of organizational changes due to health protection measures, which have had the effect of limiting face-to-face interventions. The legitimate security concerns of the government have led to a likely reduction in services, which remains to be measured, even though essential activities have been maintained. Telework and rotating physical work with telework (remote consultation over the phone or sending documents online) have been the main options that many public service authorities took, but it is difficult to assess their effectiveness, as the online forms of social work were difficult to implement in the rural areas.

Social services have not been favoured by government strategies during the state of emergency declared in the pandemic, as the government has relied on certain components of the network of public services contributing to the maintenance and social assistance services. These services were proved crucial for the well-being of the population, through the support provided to the vulnerable communities.

2 Pandemic and wellbeing at work

Given the context of the emerging health risks, many workers experienced a continuum between the pre-existing work stress and the stressor created by the Sars-CoV-2 pandemic. Thus, through the example of the wellbeing at work of social workers from Romania, we propose to better understand the link between stressors, the burnout they experienced and the consequences for the health and efficiency of the employee. The pandemic caused a reorganisation of work and public services and has thrown challenges for many organisations for the delivery of social work and digital challenges. In this group, the transformations brought about by the crisis have led to hindering the exercise of work, due to problems of cooperation within the collective, difficulties in mastering digital tools. For social workers that were able to use digital tools in their work, this new development made them encounter difficulties. Many workers report less adaptation of the means available to perform their work correctly (hardware, software, information, training, workspace, etc.). For the sectors working with public, health protocols were established, work practices have evolved and forms of work activities have been modified to adapt to this context.(Jaeger, 2020) In the public social sector, teleworking was impossible in these circumstances (childcare, activity that can't be done by telework, etc.) and organisations had to establish preventive measures (limiting the contact with the public and between colleagues).

Is important to establish that even in the absence of the pandemic context, the psychosocial risks in Romania are worrying, and the heath crisis brought by the surge of COVID infections has exacerbated the effects (Nita, 2011). Our study aims to underline the links between the previously studied factors of psychosocial risk (workload, decision-making latitude, organizational justice, self-esteem) and professional burnout during pandemic. These factors are explored to try to understand what meaning the causes have, how they emerge, what role they play in the behaviour, or even , how they intervene in the regulation of difficult situations. (Malard et al., 2015)

As previously noticed in France, in a study conducted in 2018 by the National Research and Safety Institute in France (INRS) psychosocial risks are an emerging issue and include the following situations: "stress, imbalance between a person's perception of the constraints of their work environment and the perception it has of its own resources to deal with it; internal violence committed within the company by employees, moral or sexual harassment, exacerbated conflicts between people or between teams; external violence committed on employees by people outside the company by insults, threats, assaults." In this context leads many European countries to focus more on the emotions at work. Is then important to underline that for many workers the pandemic contributed to the intensification of work, as many sectors were faced with the influx of issues to address and / or the reorganization of structures to protect the vulnerable groups, or the need to welcome the public and respecting health protocols. This overload of work, which is accompanied by an increase in value conflicts and an absence of adaptation of the objectives to be reached in the health crise lead to the outcome that one in four workers experienced more emotional demands at work. (Rotonda et al., 2021)

For this purpose, is important to evaluate the involvement of social work professionals in the COVID-19 situation, as it can be said that they are part of the public sector affected by budgetary reduction, personnel cuts. Social workers were able to maintain their active presence on the “frontline” without the focus and visibility that health actors have benefited from. At the start of measures for the limitation of the infections, public organisations were confronted by the lack of specific solutions for their activity that is generally public oriented and the lack of protective equipment. That said, in the medias interest, social workers were professionals considered as having a diminished importance, especially when compared to medical personnel and first respondents. (Peinado & Anderson, 2020). The urgency of the pandemic was so glaring that many public organization took local initiative and social workers were more present in the heart of the interactions with vulnerable groups. (Côté et al., 2020)

However, some social workers were in difficulty when working remotely, conducting a telephone or videoconference interview, follow up visits, or to conduct evaluations. Faced with the new challenges, certain services made resources available: allowed the direct use of email for the processing of the administrative files, allowed the preparation by the social service via a remote telephone interview in a department, proposals via telephone to support the families needing assistance.

3 The concept of wellbeing at work

The “quality of life at work” precisely allows us to get out of this sterile debate. Indeed, it is no longer a question of the responsibility of some which would exclude that of others, but of the levers that each must operate to reconcile the challenges of the company and those of the individual. Individual approaches consist of studying and developing individuals' room for manoeuvre in the face of the constraints exerted on them. With equal workload or working conditions, they learn, through training in “stress management”, to develop their efficiency while being made aware of the physical and mental health issues linked to stress.(Ganster & Schaubroeck, 1991)

The quality of life at work, at a given time, corresponds to the level reached by the individual in the dynamic pursuit of their goals within the fields of their work where the reduction of the gap between the individual of its objectives translates into a positive impact on the general quality of life of the individual, on organizational performance and, consequently, on the overall functioning of society.(Danna & Griffin, 1999)

This definition places the notion of wellbeing at work in the perspective of the WHO definition of quality of life by making the achievement of work life goals the central element of wellbeing at work measurement: "the perception that has an individual's place in existence, in the context of the culture and value system in which he lives, in relation to his goals, expectations, norms and concerns. (Organization, 2001)

However, the health crisis calls for innovation, because the needs are exploding due to the economic recession, its consequences on the negative outcomes of the pandemic, the effects of confinement (including those on consumption and addictions), the lack of access to community support organizations, the loss of social support from those around them and the weakening of mental health(Bourque & Avenel, 2020) . For many social workers they had the feeling that they were working more than usual, which was reflected in particular by an increase in their fatigue. Increased working time: fewer breaks, increased working hours. Meetings by audio or videoconference: no more cognitive fatigue, requiring more resources to concentrate and be understood.

The consideration of psychosocial risks(Chakor, 2015) at work dates to the 1970s with the development, in the United States, of individual stress management actions in large companies, with employers wishing to reduce the cost of health care. In an entrepreneurial "insurance" system. In Europe, in the 1990s, governments were encouraged to worry about poor working conditions or stressful situations to cope with high absenteeism and many premature retirements. The aim was to reduce the high cost of labour and social policies in a context of strong international competitiveness and to a lesser extent to be concerned with the ethical and social aspects associated with these risks. According to the definition of the World Health Organization, psychosocial risks are understood as risks for mental, physical and social health, generated by exposure to employment conditions, organizational and relational factors in the workplace likely to interact with mental functioning.(Brun et al., 2008) Under the label of psychosocial risks at work we mean stress, but also internal violence (concerning the employees of the organization in the context of work) and external violence (exerted in the context of work by people outside the organization against of employees.(Sauvezon et al., 2019)

Psychosocial risks over time, have been known by various designations: stress, suffering, bullying, suicides, depression, anxiety disorders, post-traumatic stress, psychosocial risks and more recently burnout or bore-out until the very recent emergence of the brown-out(Golembiewski et al., 1986). At the origin of chronic stress at work, are the "stressors" or "sources of stress" of which some authors distinguish two types even if the terms of one and the other vary considerably in the publications. constraints, often referred to as "psychosocial factors" in the international literature, which correspond to the subjective perception of working conditions, and organizational factors such as factual, identifiable and objectifiable working conditions.

3.1 Stress

Chronic stress and mental hardship at work pave the way for psychological suffering characteristic of professional burnout and bullying at work, the consequences of which on the health of companies are colossal and the consequences on the health of employees serious and, sometimes irreversible. Stress factors correspond to physical and relational working conditions: ergonomics, management practices, work organization, customer behaviour, etc. For both genres, decision latitude, job strain and the lack of rewards have deteriorated. In addition, in men, the impeded quality and work-family imbalance have also worsened, while for women it is psychological demand and emotional demand that have increased. The interactions showed that only the middle professions suffered a decline in decision-making latitude and psychological demand among women, and that only the public sector was affected by a deterioration in decision-making latitude and emotional demand for women. women, and psychological demand for both genders.(Malard et al., 2015)

In their genesis and their consequences, psychosocial risks therefore have a multifaceted character involving at the same time the individual, the social and the organization. The latter refer to the organization of work and social relations (roles in the organization, support, decision latitude, management styles, etc.). The effects of constraints relating to the task and to the roles in the organization are the most frequently at the origin of damage to health at work. Desrumaux mentions that the psychosocial risk would benefit from being renamed psycho-socio-organizational risk (psychosocial risks), to really highlight the role of the organization and its constraints.(Desrumaux & Bouterfas, 2002)

Faced with the scale of psychosocial risks and stress at work, which constitute a major public health issue (ILO, 2016), European policies are committed to reducing them. Promoting employment, improving the quality of working conditions, guaranteeing health and well-being throughout the working life of each worker are all goals to be met in order to achieve the objective of employment growth defined in the Europe 2020 strategy. On the basis of the European framework Directive (89/391 / EEC) and national inter-professional agreements (ANI 2008 made compulsory by ministerial decree of 23 April 2009), the employer is required to diagnose and prevent occupational risks, including psychosocial risks and stress. It must protect the health and safety of these workers by carrying out a systematic and exhaustive diagnosis of all risk factors. The approaches based on stress and health at work focus more particularly on the confrontation between the individual (operator, subject, actor) and the organization of work (task, means, objectives, colleagues, hierarchy) from the point of view of the formulation of explanatory models, standardized measures and specific evaluation tools.

In practice, the problems of studies on psychosocial risks conventionally focus on interactionist and transactional approaches to stress, which offer explanatory models and specific assessment tools.(Lippel & Quinlan, 2011) For example, the epidemiological models of demand-latitude-support and imbalance-effort-reward give a preponderant place to exposure to certain psychosocial factors such as psychological demand or efforts, lack of control-support-recognition, known vectors of deteriorating health at work. Six major families of psychosocial factors evaluated by various synthetic indicators were proposed: work intensity and / or working time, emotional demands, autonomy, social and work relations, conflicts and values, insecurity of the work situation and changes. This classification is the result of a synthesis of international scientific literature, data from national and international statistical surveys and hearings of multidisciplinary scientific personalities and representatives of employees and employers.

3.2 Burnout

Burnout exceeds stress as the result of prolonged stress, chronic stress is unlike a temporary adjustment process resulting from transient voltages. The term burnout describes the state of a candle which, after having lit for long hours, offers only a discreet and weak flame. It therefore involves the idea of internal combustion for professionals, particularly caregivers faced with the suffering of others. This metaphor of combustion is sometimes illustrated by the image of a building fire which would have completely burned the interior of the dwelling while leaving the facade intact.(É. Grebot, 2008, p. 35).

Burnout stems in particular from a feeling of inability to respond to daily stressors linked to the depletion of an individual's personal resources. These resources are defined there as all the means, characteristics, states, and energy that an individual has to face the stressors of his life. Health professionals and community workers are subject to various sources of stress, making this a population with particularly high prevalence of burnout and psychological distress problems. In a three-year longitudinal study of social workers, Kim, Ji, and Kao (Kim et al., 2011), reveal that the presence of a higher level of burnout at the start of the study is a predictor of a higher level of physical problems three years later, but is also associated with deterioration in physical health from the first year of the study. In this same article, we also mention certain avenues of intervention to reduce burnout. Among the strategies aimed at the individual, we find the improvement of coping strategies with stress, social support, sense of gratitude at work, etc. Regarding organizational strategies, we mention the reduction in workload, role ambiguity and role conflicts, an increase in resources, an improvement in positive feedback and recognition, autonomy and sense of belonging.(E. Grebot, 2011)

Work overload, the pace of tasks to be performed, time pressure, long, unpredictable hours, monotonous work, not very stimulating, with standardized procedures, are examples of variables reflecting the content of the activity but the context must also be taken into account. In particular, the workload is incriminated in burnout. Quantitative overload is the most important source of emotional exhaustion. Indeed, professional exhaustion, in particular its “emotional exhaustion” dimension is correlated with the load (heavy schedules).(Prikhidko et al., 2020)

Support, in general, represented by material, emotional or psychological help is fundamental for those who receive it. Indeed, in a human environment, mutual aid aims to consolidate links within populations and constitutes a source of well-being. Among the forerunners who have studied this concept, figure Cassel ,(Cassel, 1976) doctor and epidemiologist, who underlines the preponderant role of support as a protective factor against stress and disease in general.

The study by Desrumaux and Bouterfas (Desrumaux & Bouterfas, 2002) of 136 social workers showed that 59% of emotional exhaustion was explained by negative affectivity and positive affectivity. Depersonalization was explained at 39% mainly by negative affectivity and then by low decision-making latitude, low resilience and non-satisfaction of the needs for autonomy and social affiliation. It represents the interpersonal dimension of burnout. It refers to impersonal, negative, detached, cynical, contemptuous attitudes towards people for whom we are responsible or responsible: students for teachers, patients for caregivers, customers for salespeople, etc. Dehumanization is diagnosed when a person becomes negative towards colleagues, clients or patients. They are perceived as disturbing, boring elements that we would gladly do without. Depersonalization can take very harsh forms and express itself through acts of abuse, stigmatization, rejection, etc.(D’Cruz, 2015) Caregivers invoke arguments pertaining to medical science, jurists invoke legal arguments, and teachers invoke pedagogical authority. Each professional streamlines their practice as they see fit, using science, pedagogy, law, administrative regulations, etc.

Burnout starts with emotional exhaustion. This leads to depersonalization. Emotional exhaustion reduces personal fulfilment, either directly or through depersonalization. These three dimensions are assessed using the Maslach questionnaire.(Maslach et al., 1997). Burnout is the result of persistent work stress and DC voltages. It constitutes the final stage of a breakdown in adaptation which results from a long-term imbalance between the professional requirements and the resources of the individual. Burnout exceeds stress as the result of prolonged stress, chronic stress is unlike a temporary adjustment process resulting from transient voltages. The term burnout describes the state of a candle which, after having lit for long hours, offers only a discreet and weak flame. It therefore involves the idea of internal combustion for professionals, particularly caregivers faced with the suffering of others. This metaphor of combustion is sometimes illustrated by the image of a building fire which would have completely burned the interior of the dwelling while leaving the facade intact.(É. Grebot, 2008)

The COVID-19 pandemic and the containment implemented since March 17, 2020 are plunging the population into unprecedented isolation and collective concern. This phase will generate an inevitable post-traumatic stress, more or less acute according to the capacities of each one to manage the unforeseen ones (Côté et al., 2020). As soon as they return to work after COVID-19 containment, companies must face specific management of stress and potential mental disorders, also known as psychosocial risks (PSR), with their employees. In the absence of preventive actions, it would be foreseeable to observe in the future a monotonous inflation of mental disorders of employees and of company performance. Companies therefore need relevant guidelines to guide their employees' mental health prevention action plans as effectively as possible. They must also assess the return-over-investment of the actions implemented in order to identify cost-effective levers of action. New practices had to be put in place to adapt to the health rules in force and reduce the risk of transmission of the virus to employees and patients / customers when presence in the workplace is essential (e.g. nurses, clerks). 'grocery). In occupations in which presence in the workplace is not necessary to perform tasks adequately, many workers have been propelled to work from home. This precipitous increase in teleworking represents for many managers and employees a major change in practices that can affect their well-being and their performance at work. This situation is all the more worrying for worker-parents who have to combine work at home in the presence of their children due to the closure of schools and day care services. pandemic.(Fessell & Cherniss, 2020)

In Romania, social work is currently experiencing profound upheavals and is trying to move towards new forms of support, both in terms of postures and tools. However, it remains to deepen and support the hypothesis that the health crisis is an opportunity for change that accompanies new forms of social work in the sense of greater proximity, transversality and participation.

We can find some precursors to the concept of burn-out. In 1768, Dr. Tissot already described the harmful effects of hard work on health. Annunciator of the psychopathology of work, he proposed a hygienic and preventive approach to this question.(Preda, 2011) In 1959, Claude Veil, psychiatrist, developed the concept of burnout, and in 1969, Loretta Bradley was the first person to designate under the term of burnout a particular stress related to work. This term was taken up in 1974 by the psychoanalyst Herbert J. Freudenberger and by Christina Maslach in 1976(Hyman, 2021). This syndrome which has three dimensions: emotional exhaustion, the dehumanization of the relationship to the other and the loss of sense of self-fulfilment at work was thus defined by Freudenberger: "Burnout is a condition caused by the excessive use of one's energy and which causes the feeling of being exhausted and exhausted. to have failed.".(Freudenberger, 1977) Thus to clarify this concept that it is not a diagnostic triad since only one of the three criteria is sufficient to identify a burnout. This syndrome, which often involves unrealistic objectives, is linked to multifactorial and heterogeneous causes, comprising factors of a personal, organizational, ethical, social order ... If it affects a "normal" subject and raises "risk factors" (individual, organizational, quantity of work, managerial…), and risky operating methods (professional idealism and high standards), it is not reserved for specific personalities or to so-called "subjects". fragile ". Burn-out is then conceived as a specific syndrome of the "helping" professions. This notion will prevail for some time, but the current trend is to extend the risks of manifestations of a burnout syndrome to all individuals at work, whatever their activity, in particular if "there is a relationship between 'help or support towards a person and whenever the quality of this relationship depends on the quality of the help and its effectiveness". Burnout specialists sometimes insist on external factors, sometimes on internal burnout factors. Christina Maslach will first insist on the importance of working with others and the helping relationship which, according to her, is at the heart of the phenomenon.(Maslach et al., 1997) Then, she will focus on the work environment and its conditions, drawing attention to the fact that burnout is not a problem linked to the people themselves, but to the environment. human in which they work. Herbert Freudenberger will insist on personal factors. We can note here that the approaches to burnout put little emphasis on the notion of interaction between the subject and his environment, at least explicitly.

In the event of burnout in a company, employees are not the only ones to suffer. The consequences for the company itself are not negligible in organizational and economic terms. Taking these issues into account in particular, the notion of " psychosocial risks " appeared at the beginning of the 2000s, based on the work of work psychopathology which revealed as a cause of suffering the major transformations of companies and work organizations. : emergency constraints, complexity of organizations… So many factors that destroy the bonds of solidarity and cooperation leading to an ambivalent relationship to work and to an increase in suffering. The identified causes of psychosocial risks are: workload, emotional demands, insufficient individual or collective autonomy, poor quality of social relationships at work, value conflicts, insecurity of the work situation.(Adam, 2008) And the classic psychosocial risks indicators are: absenteeism, turnover, work accidents, the number of spontaneous visits to occupational medicine.

4 Conclusions

The COVID-19 pandemic has put extreme strain on a health system based primarily on local and regional organization. This health crisis has been indicative of many ills in our 21st century society, but also highlighted the enormous capacities of response and mobilization in the face of a new infectious risk. Health professionals, including doctors, nurses and caregivers, have all worked in recent months, in an extremely trying context, both physically and emotionally, to take care of patients affected by the Covid-19 epidemic. These observations have prompted us to study the quality of working life of professionals at

The quality of working life is a concept well suited for an exploratory study which aims to identify the main components of the problem of the demobilization of professionals and to define their scope, significance and sources. This concept encompasses various concerns about the nature of tasks and the physical, social and organizational context in which they are performed.

The quality of professional life is studied from two main angles: the first relates to the sources of satisfaction or dissatisfaction at work (the richness of the task, the objectives of excellence to be achieved, the conditions facilitating the work, the advantages employment economics, career prospects, relations with office colleagues and immediate supervisor's management practices); the second addresses the symptoms of job dissatisfaction (absenteeism, propensity to quit, emotional crises and physiological disorders). This paper particularly analyses whether the quality of life at work varies according to certain situational factors related to the status of the administrative unit, the nature of its activities, the management style of its manager and the quality of its employees.

In this context, practice can be oriented towards the joint assessment of psychosocial risks (PSR), well-being and conative elements such as motivation or organizational commitment. It is also possible to observe the establishment of intervention methods which seek to elucidate, discuss and negotiate the criteria for evaluating the quality of the work, this being conceived as a prerequisite for a real well being at work.

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MENTAL HYGIENE DURING COVID-19 AND GLOBAL PANDEMIC

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Abstract
The purpose of this paper is to develop solutions and implement modern strategies for creating a new concept of education of the population of North Macedonia created for the civil sector through non-formal education, especially in conditions of and after Covid-19 crisis and global pandemic. After monitoring and evaluation of the situation from Covid-19, we saw that a seriously large percentage of citizens in North Macedonia need support and further education when it comes to mental health. The point of this paper is during the global pandemic and after it to find new opportunities and solutions for all social phenomena that will emerge as a problem in North Macedonia. Motivation for this key goal is to encourage individuals in quarantine, self-isolation as well as all those who have children with mild mental retardation, children practicing online, but also to all other stakeholders to provide support and help from the NGO sector to activate, calm down and focus and realize their potential. To cope with the normal stress of life caused by a pandemic in the interest of giving directions and new solutions despite the new situation to work productively on themselves, and thus be productive in family, work and society.
The general goal is to create a stimulating environment that will contribute to a positive outcome for society. The intention is to improve standards and practices as a non-governmental sector and to contribute to the involvement of all stakeholders by contributing to the establishment of a socially sustainable globalization. Stopping the spread of the coronavirus and alleviating the pandemic with a focus on the most vulnerable categories of citizens through quality information, encouraging positivist speech (not hate speech).
At the moment we are all living with the same problem, the same situation and we are facing the same challenge, and that is the most appropriate motive to fight the Covid-19 crisis. The pandemic still affects us all, not choosing gender, age, religion, party or national affiliation. We are faced with a direct impact on our business activities because our security depends on them. I point out that although the constraints have posed a new challenge to us in light of the new situation, we must mentally prepare to offer new opportunities and solutions to work on a defined communication strategy, to enable a normal course of action in today's post-pandemic " reality. This paper provides guidance for improving, improving and developing better communication in the private and professional environment. The primary goal is, instructed by the overall situation, to make a positive change in our lives! The ultimate goal of this paper is to contribute to society and support and help improve the creation of our own quality mental and mental health that is part of general health. A healthy civil society also means a healthy state. "Your body is your temple", so I believe that each of us loves ourselves enough to start thinking differently and really taking care of ourselves.

Key words: mental health, stress, positive impact, sustainable civil society, vulnerable category of children with mild mental retardation, online teaching and challenges.
JEL classification:I12, I14, I24, J11, J13.

INTRODUCTION

In February / March 2020, the world faced a global pandemic caused by the Covid-19 virus, which led to nearly 190 million registered infections and more than 4 million deaths by June 2021 globally. When and how the pandemic will end, as well as its effects on the economy, peace, stability, security and democracy after the pandemic, is still a matter of great uncertainty around the world. This situation also creates a global opportunity for the spread of misinformation and malignant, domestic and foreign influences that aim to create confusion and mistrust among the population and further limit the governments of the countries in the fight against the pandemic through, without arguments and real and material evidence, challenging measures to combat the pandemic.

CONTENT:
1. Stress
2. Mental health
3. Important tips for vulnerable children with mild mental retardation, as well as children with all other types of disabilities
4. Online teaching and challenges for parents and children (with quality mental health) and educational staff

1. STRESS

Stress has become a serious problem on a worrying and global scale.
Many of our family members, friends, colleagues, neighbors, acquaintances, as well as their friends, colleagues, neighbors have severe chronic stress caused by the pandemic, a problem they can not cope with. In addition, in our culture it has somehow become "good" to be stressed because it means you are busy. However, of course the stress is by no means "correct". It is a serious blow to health.

Stigmatization of people who are ill or in self-isolation which we define as their negative marking, marginalization and avoidance due to the current new situation. The key goal is to motivate individuals in this category (quarantine, self-isolation and all interested in this problem) to realize their potential, to cope with the normal life stress caused by the new pandemic, to be able to work productively. on themselves (or if they are in a good physical and mental ability to find a way to do the work at home) despite self-isolation, all in order to contribute to their own quality mental and mental health that is part of general health.

Anyone who may currently be positive or a carrier of the virus is automatically labeled and marginalized. Everyone in today's conditions of a pandemic can realize and realize their own potential and cope with the daily stress caused by this situation. The point of this mental hygiene is to be able to function productively, work and contribute to your community.

The promotion of mental health is possible in a financially supportive environment where it would be realized with small proportions of finances and coverage of different strategies in order to achieve a positive impact on the well-being of mental health as a whole.

We focus on promoting mental health in conditions of pandemic and prevention of certain mental illnesses in these moments of crisis in the population of children, young people and adults.

2. MENTAL HEALTH

We define mental health as well-being in which each individual realizes his own potentials, is able to face normal stressful life circumstances (during the crisis, but also after it), encouraging and giving a concrete proposal for achieving results through productive and fruitful work and thus giving the opportunity to contribute to the community.
There is no health without mental health.
The essence of mental health is clear in the WHO definition, "Health is complete, physical, mental and social well-being, not just the absence of disease and infirmity.".
Through this paper I believe that importance will be given to the mental health of each one of us in these conditions of pandemic and isolation, it is an integrated part of these two elements.
For the purpose of public health of the entire population of the planet earth and the promotion of health in general, I consider it useful to apply action in the field of mental hygiene.

The quality of our mental health is more than the existence of an actual medical condition of a mental disorder as a medical condition.
Mental health can be conceived as a well-being where each individual becomes aware of their own disabilities, but can cope with the current normal stress in life, is able to work productively, so everyone is able to make a personal contribution to the community.
In this positive sense, we place mental hygiene as a foundation for well-being and efficient functioning for both the individual and the community. I believe that this key concept is applicable to all types of different cultures in our country.
By promoting mental health through this mental hygiene paper, we include all tips and activities arising from actions taken during 2020 and 2021 aimed at the vulnerable category of children with mild mental disabilities as well as online teaching as a challenge for parents and educational staff.
Support and assistance to the civil society sector is crucial as well as building a supportive environment that will enable citizens to build and implement healthy living habits.

Mental hygiene is determined by the socio-economic influences and actions in the environment. Mental health and the caused mental disorders are a consequence of multiple and interactive factors such as social, psychological, biological factors of general health and diseases. The clearest records are related to power indicators, which of course include a low level of education.
In today's pandemic situation, the growth and persistence of socioeconomic barriers for individuals or groups can be a risk factor for mental health.

The greatest sensitivity is found in people who are in an unenviable position, and we explain this through factors such as feelings of insecurity and hopelessness in moments and conditions of self-isolation (quarantine), sudden changes in behavior and risk of possible violence, even physical disease.

Through this paper, I believe that the social climate that respects and protects basic human, socio-economic and cultural rights and is fundamental to the promotion of mental hygiene will improve. I emphasize that if in the society there is no security and a certain freedom that is guaranteed by respecting these rights, it is very difficult to talk about mental health at a higher level.

Mental health is also linked to behavior

Mental and social problems can often affect both behavior and well-being. People who are in self-isolation and feel marginalized, feel and have the potential for depression, anxiety that are emphasized by the new situation and know because of this new situation to express themselves at times through hate speech.

It is much more difficult to communicate with such people, so I suggest a special approach through work of empathy, compassion, additional education for positivism through motivation in self-isolation, to help them overcome social exclusion, and thus their violation of human rights.

Through motivation conducted with the help of digital channels, which as an association for educational research development we implement in continuity of the pandemic but also after, I believe we have contributed to increasing the value of each member of society in the territory of RS Macedonia and thus in the meaning and promotion of mental hygiene, and thus overall mental health.

Through research by the EU INSTITUTE Skopje we came to important findings and identified much broader issues that are urgent for the promotion of mental well-being in conditions of and after the end of Covid 19 crisis and global pandemic. We include the socio-economic, but also the surrounding factors, their meaning and behavior, which I explain in this paper.

I consider this type of action as a profitable, minimal investment in our poor population, ie it is a cheap intervention to promote mental health.

Improving mental hygiene in the face of a crisis and a global pandemic will have a positive effect on all stakeholders in society.

This is support primarily for youth and adults, socio-economic empowerment, support for people in self-isolation (children, youth and adults), here we specifically propose the approach to education as microtherapy, intervention of people who are just infected and do not go at work, an activity in young people who are temperamental and can not yet understand the severity of this virus.

3 Mental Hygiene for a vulnerable category of children with mild mental retardation as well as children with all other types of disabilities

Support for parents with children with disabilities, children with mild mental disabilities, for individual work with children at home, tips and guidelines that will be useful for improving the mental health of children, animation and relaxation

Association for educational research activity EU INSTITUTE Skopjeas part of the project: "Mental hygiene during Covid-19 and global pandemic" with the project covered the vulnerable category of children with disabilities and children with mild mental disabilities.

Through this work, we have contributed, supported and helped parents who have such children to find an easier approach to explaining the new situation with Covid-19. All in order to improve the quality of life of these categories of children and their parents in this area and issues. I believe we have contributed to improving parent-child and child-environment communication skills in these Covid-19 emergencies and global pandemics.
In this review, the focus is on children with disabilities, children with mild mental retardation as well as children with other types of disabilities are a vulnerable category. It is therefore necessary to have a very careful and sensitive approach with them both by professionals and by the family.
The basic thing we need to know is that children with mild mental disabilities are not sick. It is not a curable disease and can be cured with therapy. It is a lifelong medical condition that with early treatment by a professional team of special educators, reeducators, psychologists, speech therapists and pediatricians can help improve the abilities of children within a certain determined quotient of intelligence.
The IQ of children with mild mental disabilities ranges from 50 to 70 IQ. We cite this fact in order for the professionals to know that these children can be brought up and educated according to certain individual plans and professional approaches.

What work materials can be used for this category of children at home !?
The material that can be used for work is cheap and very simple to make. It consists of plain white paper or harder cardboard. Watercolors or wooden crayons and felt-tip pens can also be used.
By showing the procedure of the activity by the parent (or the one who is in charge of the child) we involve the child in the activity, enabling him / her to encourage his / her own creativity. In this way the child is shown that it is possible to do all this independently.
Making games together at home is especially important for the educational and mental balance of this category of children. The child will be animated to paint, cut and the like.
With this approach, children will feel satisfied and fulfilled. It is important that the time will be organized for them, but even more important that they will feel useful and their attention will be focused on positive and creative thoughts.
This type of games intended for this category of children with special needs should be used regularly. By the parent or someone from the family who is with the child, all orders and requests addressed to the child, it is necessary to define, refer and direct to him, giving the child to perform only one activity.
It is important to be patient and keep things simple.
Complex explanations and setting larger types of requests to be performed at the same time are not appropriate for this category of children.
Tip: This more complex approach can be practiced for children with normal intelligence who do not have this medical condition!
Therapy through physical activity

In the context of the global pandemic and Covid-19, parents with children with disabilities and children with mild mental retardation were allowed to engage in activities outside the comfort of their own home with only one parent, guardian, during the months-long quarantine.
As a physical activity, the basic elementary games that are practiced in the physical education and health education class are recommended, which can now be played in a park at a certain distance with protective equipment.
Such games are games with balls, rubber bands, tights, wedge tiles, blinking and hiding, day and night.
I will mention that especially favorite games of these children are ball games. They want to compete and win. It brings them great happiness, joy, a smile on their faces and pleasure.

Therapy through music activity

Singing children's songs combined with rhythmic body movements relaxes these children, and at the same time improves their mental state.

This type of games intended for this category of children with special needs should be used regularly. By the parent or someone from the family who is with the child, all orders and requests to the child need to be defined and expressed by giving the child only one activity to perform. It is important to be patient and keep things simple. Complex explanations and setting larger types of requests to be executed at the same time are not appropriate for them

This more complex approach can be practiced for children with normal intelligence who do not have this medical condition!

Speech therapy games
for the development of cognitive functions and abilities of the brain in children with developmental dysphasia or slow progression of the child.
For this category of children we say that they are lagging behind, but still they are not placed in the category of children with mental retardation.

Note:These same games that are simplified, so they consist of one specific request to the child who needs to realize them, are suitable and desirable for practice at home and for children with mental retardation.
By practicing this type of games and with them comes a certain level of development of cognitive functions.

LEVEL 1 OF DEVELOPING KNOWLEDGE FUNCTIONS
Play with 18 shapes.
Thats all:
- 3 circles
- 3 squares
- 3 triangles

- 3 stars
- 3 flowers
- 3 children

All shapes are in 6 colors and three sizes (small, medium and large).

Required colors:

- Blue
- green
- white
- red
- pink
- yellow

Required size dimensions of the forms:

- 3 cm - small
- 5 cm - medium
- 10 cm – large

LEVEL 1 OF KNOWLEDGE REQUIREMENTS THAT THE CHILD NEEDS TO ACT!

Note:If the child has difficulties, work on each request part by part, and it is desirable to hold the child's hand.
Short, clear and concrete sentences are said.

Request No.: 1
Divide all the shapes based on the color and put them in different piles.
Request No.: 2
Put the shapes on separate piles based on the size regardless of the color.
Request No.: 3
Collect all the small shapes of figures regardless of color.
Request No.: 4
Collect all shapes of medium-sized figures in a pile
From the pile of mixed forms of figures based on a verbal order is required from the child to draw only one form of figure.
Request No.: 5
Find a small yellow star.

Direction:The child is instructed to go over the ends of the form,
to compare it with an object from our immediate environment.
Like a small chair, like a house, like a ball.
Speech therapy games for the development of cognitive functions and abilities of the brain in children with developmental dysphasia.

LEVEL 2 OF EXERCISES FOR DEVELOPING KNOWLEDGE FUNCTIONS

This is a more complex exercise that requires developed speech skills in children aged 7 years and older.
It is possible that this same exercise can be practiced with children who have slow psychomotor and speech development that does not correspond to the appropriate calendar age.
It is also suitable for children with special needs and mild mental retardation who are of calendar age and over 10, 11 and over.

How to act !?
Step by step with encouragement and help it is necessary to approach the children. Speech therapists, parents, special educators and educators know that patience and perseverance in working with children always pays off and gives results. Sometimes these are small steps, but they are very important for the psychomotor development of the child.

What materials are used for this exercise !?
The required material is solid cardboard or maybe A-4 format sheets that differ in thickness from plain white paper that we use for printing.
6-circles
6-squares
6-triangles
6-stars
6-flowers
6-boys

All are in 3 sizes: small, medium and large.
All are in 6 basic colors: white, black, red, green, blue and yellow.

We define the size of a child through words: small, medium, large.
To perform these exercises, we use appropriate commands with the help of which the children perform the games independently or with additional help and encouragement.

ORDERS:
1. Divide the mixed shapes according to the appropriate shape - circles, triangles, squares, stars, flowers and boys.
2. Divide the mixed shapes according to the appropriate color.
3. Arrange the mixed shapes one by one according to size.
Sort the triangles according to size.
Sort the squares by size.
Sort the circles by size.
Sort the flowers by size.
Sort the boys by size.
Note:In the case of younger children who have difficulty understanding, they are given to arrange 2 to 3 forms, no more!

If they are given more requests, they get frustrated and fail, so they give up coming to the right solution and the whole game.
These are just some of the goal setting shareware that you can use.
The appropriate requirements realized through games further in relation to the child, age and his mental development remains to be individual and according to the creativity of professionals who will recommend adequate work and procedure with the child.

It means enriching with new concepts and knowledge about everything that surrounds the child. With this it becomes mentally stable and believes in his abilities.
The positive image is the one that the child will build for himself as a person who adapts and responds to the demands of the social environment.

Practical recommendation to parents for individual work with children with autism, tips that in times of pandemic will be useful for relaxation and will contribute to improving their mental health.

a. Paint the child's room in matte blue without gloss. The blue color soothes them!
b. If it is for children who do not have developed speech, it is desirable to put pictures in front of each room, to show the child visually, in a picture, what he needs to do.
c. For the types of activities that the child performs at the table, it is necessary to practice changing the sheet. And that, for each purpose to be the sheet in a different color. For example, for playing with toys in one color, for writing in another color, for eating, for example, blue.
d. If such children happen to be upset, it is most desirable to make them a box of solid cardboard with a large opening, so that they can be more there and linger for a while until they calm down.
e. This category of children very often have outbursts of anger and know how to injure themselves. It is advisable to wear rubber or thicker silicone gloves.
f. For these children it is necessary to provide a personalized workplace with a desk and chair. It is advisable for the desk to partition them from the sides, so as not to distract them, because even so their attention is constantly. When sitting at their workplace, they need to face and look at the wall.
g. When explaining, it is always necessary to make sure that it is an example of only one image or one object.
h. The sentences we address to this category of children should be short and by no means ambiguous
i. In addition, one must be careful what is said and explained to them, because they are understood and understood literally.
j. These children need a daily walk in nature, as well as all other children.
k. Many of these children have special talents in music, math and painting. Find out what affinities the child has and direct him in that area.
l. The memory of these children is photographic, they are like a film camera, they memorize every detail. They memorize visually and are also detailed when they need to reproduce.

Tips for children and food consumption in a pandemic

Every child needs to eat healthy with properly balanced and always well-checked food. This is important throughout the growing season of children especially in winter.

Children with special needs need to have a special, individual healthy diet adapted to their medical condition and need.
What should not be used in the diet of children?
Under no circumstances should products containing: artificial colors, emulsifiers, preservatives, monosodium glutamates, genetically modified foods (GMOs) be used.
What ingredients aggravate mild and mild mental retardation in children?
It is fast food and industrial food.
What are the recommendations?
A healthy, balanced individual diet is the right formula for healthy and happy children.

4. Online teaching and challenges for parents and children (with quality mental health) and educational staff

The new situation with Covid-19 and the adaptation of ourselves, as well as the children to work and study from home, brought us new challenges that we need to deal with. What should we keep in mind regarding children and their cognitive functions?
By the age of ten, children still do not have an abstract opinion. They absorb what they see. Especially the youngest ones up to ten years old. The older ones (I mean the high school students here) have already created the skeleton and construction of their personality.
They already have their own critical opinion and attitude.

Young children up to the age of ten who will be educated on the basis of online classes and practice this type of formal education will have a serious mental problem when they are told that they will have to attend physical education and go to school.

Children at this age (up to ten years old) still receive the information of those years through a picture, which means that it is impressive. Their perception is visual, the whole process is visual. It is therefore advisable not to bother with textualization when learning. This is desirable to avoid.

Why is it desirable for children up to the age of ten not to be burdened with textualization in learning?
Psychologists advise and advise that children will not be able to hold their attention through the text. They need complete visualization through which they will master everything that is necessary for their age through pictures.

HOW TO OVERCOME THE PROBLEM OF MORE CHILDREN OF DIFFERENT AGE IN A FAMILY LIVING IN A SMALL SPACE !?

Challenge 1
Families with many children and all those who have children do not have the conditions to be isolated in one room to attend online classes. They will be left to the creativity of the parents or those who will be with them and keep them while they attend classes without physical presence in school.

HOW TO OVERCOME THE PROBLEM OF MORE CHILDREN OF DIFFERENT AGE IN A FAMILY LIVING IN A SMALL SPACE !?

From whom do children receive help in online teaching?
They will receive help from factors grandparents, people who take care of them. Somewhere it will be impossible, as mentioned above with families where there are many children of different ages, and there is no room for each child to have their own room and work and study in the comfort of their own home. This challenge will have to be solved.

Challenge 2
Of course, there is the challenge that not every child has a computer or the Internet, and probably more children in the family can not work on one computer at the same time. But these are other types of technical challenges that will need to be overcome in order to be able to practice this type of online teaching that takes place at home.
Note: At this age up to 10 years, the brains of these children are still developing.

OTHER PROBLEMS FROM THE PARENTS!
The fact of the matter is that parents are resisting online education.
Knowing that we are not digitally literate enough, this is very normal and understandable.
Among other factors, parents fear that they will not be able to provide their own child with adequate technical support and knowledge if the child has trouble showing them how to do online homework.

How does a different everyday life with protocols affect children?
Affects the opposite of human nature. That is why we reject protection measures and protocols. Adults still can not or unconsciously, non-verbally do not want to adapt to the protocols that a mask must be worn indoors and always in contact with another person to wash their hands with soap and water and disinfect with adequate hygiene products.
The children, on the other hand, are learning now. As we program them, so they will do and behave. If they go to school physically and are told that every child when they enter school must reach out and disinfect themselves, just sit on a bench, just eat their snacks and everything that follows as a protocol for working in schools, so and children will accept it and adapt and learn.

WHAT POTENTIAL PROBLEMS WOULD ARISE FROM THE LONG SITTING?
Prolonged sitting on a bench or at home will help reduce motor development and potential atrophy. At this age when the child is still developing, long sitting is not recommended. There is a serious risk of curvature and scoliosis.
Because of all of the above, reducing children's self-esteem is definitely something that needs to be taken into account.
These causes will have consequences for children up to the age of 10.
The risk of physical presence teaching is probably higher, but if there is a way to conduct live teaching it will contribute to the activity of the child, not only physical but also mental.

HOW DO TEACHERS EXPERIENCE THE CHALLENGE WITH ONLINE TEACHING?

The teachers themselves and the entire educational staff experience the challenge of online teaching differently. Depending on which teacher is technically and digitally prepared, the reactions are different.

A certain percentage of teachers are afraid and will need to psychologically prepare for the challenge by maintaining and creating online instruction.

It is recommended that a team of psychologists work on preparations with them and that they primarily prepare psychologically and prepare for the new way of realizing teaching.

HOW TO HELP CHILDREN IN THE CONDITIONS OF THE GLOBAL PANDEMIC AND COVID-19 CRISIS !?

Let us first ask the children what they need within the family.

This approach is best done individually.

Everyone with their own child.

Patiently and persistently the parent to get information from the child.

HOW CAN WE FACILITATE CHILDREN?

Children as such, at this age up to the age of ten, had difficulty expressing and describing emotions. They do not know exactly what is happening to them.

Parents need to patiently seek answers from the child about the child's feelings, expressed in words. Too often children do not know how to find the right words to express themselves, especially young children.

INCREASED NUMBER OF PARENTS SEEKING PSYCHOLOGICAL ASSISTANCE IN THIS GLOBAL PANDEMIC AND COVID-19 CRISIS!

The factual situation at the moment is that the global pandemic is leaving traces everywhere. With that, another problem arises that is worrying in the family, and that is the need for professional therapies by professionals, psychologists and performing therapies by them, the children, but also the parents, the whole family.

The recommendations of psychologists are generally that they can not only work with children, but that it is necessary for at least one of the parents to be present at those sessions.

WHAT ARE THE PROBLEMS OF CHILDREN WITH A HEALTHY MENTAL CONDITION IN CONDITIONS OF THE GLOBAL PANDEMIC AND COVID-19 CRISIS !?

Considering that we are an association for educational research development and we are in daily contact with the educational staff which is part of our education on various topics, as an experience with this category of staff we came to the realization that today children (especially those up to ten years old) have a specific fear of death.

They ask questions like, will I die? When will I die?

In young children, the pandemic caused existential fears.

HOW DOES OUR BODY REACT TO STRESS SITUATIONS !?

We should all have information that our body does not react immediately but afterwards when stress and stressful situations occur. We must be both mentally and psychophysically ready to overcome this challenge with this global pandemic.

Fear and anxiety are the first signs that something is wrong with our child. In such conditions of a pandemic, all children react differently, which is normal. Not all children are the same. Some children manifest this mental state by expressing nervousness, dissatisfaction.

Some children have manifested this stressful situation by displaying various types of fears and phobias. Other children manifest this stressful situation with tics that appear to them, for example children from the age of ten onwards.

WHAT SHOULD PARENTS PAY ATTENTION TO IN THESE TERMS OF THE GLOBAL PANDEMIC AND KOVID-19 CRISIS !?

The fact is that every parent knows their child best. He can best recognize his changes in communication and mood. Symptoms of fear and anxiety are the first signs in a child that something is wrong.

Just the fact that last year children listen and follow everything that their parents follow, news and cases of the dead, infected or isolated people, contributes to the children creating a bubble that inflates daily and is filled with all kinds of information that are placed on the air.

Let us think positively that this pandemic caused by this virus will subside, as predicted, and thus the bubble will subside.

RECOMMENDATION FOR PARENTS!

Every parent knows their child best.

We need to mobilize our forces and knowledge for the good of the children.

This project was created and intended for all those who needed information and advice related to the new situation in which children and parents had to adapt with great skill and speed to the global pandemic and in their activities to implement the necessary work protocols, including digital literacy in the education sector.

I believe that through this author's work we have contributed to diagnosing the problems and encouragement to find solutions to them.

CONCLUSION AND SUGGESTIONS

The conclusion of this research project is that we must stay up to date with the times and challenges that modern living brings in terms of mental readiness and integration in digitalization. However, the factual research situation in North Macedonia (I believe the global) is that it is desirable to always put the human factor in the foreground and focus.

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RESTRICTING CONSTITUTIONAL RIGHTS DURING THE COVID-19 PANDEMIC

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Abstract

During the existence of any society, situations may arise that test its integrity and health, whether we are discussing about the political, social, cultural or any other nature. Ensuring the integrity and health of society requires difficult decisions for state officials to make. An important part of these decisions involves the application of deliberate but exceptional treatments to restore the health of society, when it faces an acute condition, with important implications for its fundamental elements. These measures include, inter alia, suspending the application of certain components of the Constitution. However, in order to ensure the continuity of the democratic state of society, it is imperative that the measures we are discussing be in place for as short a period of time as possible. Otherwise, there is a significant risk that the effects of applying this treatment will not be nearly as desired, ie to have side effects, which affect the very foundation of democracy.

Keywords: *suspension, constitution, democracy, fundamental rights.*

1. About the state of emergency and the state of alert

In Romania, as in most states of the world with a democratic regime, human rights and fundamental freedoms are enshrined, legislated, defended and respected. It is based on Article 20 of the Romanian Constitution, according to which:

”*(1) The constitutional provisions on the rights and freedoms of citizens shall be interpreted and applied in accordance with the Universal Declaration of Human Rights, the Covenants and the other treaties to which Romania is a party.*

(2) If there are inconsistencies between the pacts and treaties on fundamental human rights, to which Romania is a party, and domestic laws, international regulations take precedence, unless the Constitution or domestic laws contain more favorable provisions.”[17]

Their limitation is a measure that can only be taken by the competent national authority, ie a competent court, for a certain period of time.

The current situation generated by the CoVid-19 pandemic has forced the authorities to resort to exceptional measures to overcome it. Thus, it was necessary to limit certain rights and freedoms. However, in order to take these exceptional measures, in order to avoid the procedure

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[17] The Romanian Constitution, published in the Official Gazette no. 767 of October 31, 2003

to be carried out before the court, there is, at the disposal of the state authority, the instrument of establishing the state of emergency and the state of alert.

And because measures are to be put in place to limit fundamental rights and freedoms, both the executive and the legislature must be actively involved in this process, as bodies representative of the political will expressed indirectly by the people.

The establishment of the state of emergency is provided in the Romanian Constitution, as an exceptional measure, in article 93, as follows:

"(1) The President of Romania establishes, according to the law, the state of siege or the state of emergency in the whole country or in some administrative-territorial units and requests the Parliament to approve the adopted measure, within 5 days from its taking..

(2) If Parliament is not in session, it shall be convened by law no later than 48 hours after the establishment of the state of siege or the state of emergency and shall function throughout their duration.."[18]

The constitution does not go into detail to define the state of emergency. It leaves this concern to the legislature, but includes this area in the class of those for whom it stipulates that legislation be made through an organic law.

The constitutional text goes further with regard to the legislative process and offers the possibility for the Government, as part of the executive branch, to be empowered to legislate, in an emergency procedure, by delegation from Parliament, in accordance with Article 115 paragraph 1:

" *Parliament may adopt a special law empowering the Government to issue ordinances in areas not covered by organic laws*"[19].

Moreover, in paragraph 6 of the same article, the Constitution also states that:

" *Emergency ordinances may not be adopted in the field of constitutional law, may not affect the regime of fundamental state institutions, rights, freedoms and duties provided by the Constitution, electoral rights and may not concern measures of forced transfer of public property*"[20].

Therefore, the Emergency Ordinance no. 1 of January 21, 1999 on the state of siege and the state of emergency, issued by the Government of Romania and published in the Official Monitor no. 22 of 21 January 1999. the state of emergency was defined here, in Article 3, as follows:

" *The state of emergency is the set of exceptional measures of a political, economic and public order nature applicable throughout the country or in some administrative-territorial units that are established in the following situations:*

a) the existence of current or imminent serious dangers to national security or the functioning of constitutional democracy;

b) imminent occurrence or occurrence of calamities which make it necessary to prevent, limit or eliminate, as the case may be, the consequences of disasters"[21].

Regarding the alert status, this was defined by the Emergency Ordinance no. 21 of April 15, 2004 on the National Emergency Management System, amended by Law no. 55 of 15 May

[18] The Romanian Constitution, published in the Official Gazette no. 767 of October 31, 2003

[19] Idem.

[20] Idem

[21] Idem.

2020 on certain measures to prevent and combat the effects of the COVID-19 pandemic, in Article 4[1], as follows:

"The alert state is the response to an emergency situation of particular magnitude and intensity, determined by one or more types of risk, consisting of a set of temporary measures, proportionate to the level of severity manifested or predicted and necessary for prevention and removal of imminent threats to life, human health, the environment, important material and cultural values or property"[22].

2. Establishing a state of emergency in Romania, in the context of the pandemic

Here, therefore, that, following the Decision of the Supreme Council of National Defense no. 30/2020 on the need to establish the state of emergency and the action plan to establish the state of emergency, at the proposal of the Government to establish the state of emergency, pursuant to the provisions of Article 93 paragraph 1, Article 100 of the Romanian Constitution, republished, and Articles 3 and 10 of the Government Emergency Ordinance no. 1/1999 regarding the state of siege and the regime of state of emergency, approved with modifications and completions by Law no. 453/2004, with subsequent amendments and completions, the President of Romania issued Decree no. 195 of March 16, 2020 on the establishment of the state of emergency on the territory of Romania, for a period of 30 days.

In issuing this decree, the constitutional provisions regarding the observance of civil rights and freedoms were taken into account. Thus, Article 2 provided that:

"*In order to prevent the spread of COVID-19 and to achieve the management of the consequences, related to the evolution of the epidemiological situation, during the state of emergency the exercise of the following rights is restricted, proportional to the degree of realization of the criteria provided by art. 4 para. (4):*

a) free movement;
b) the right to intimate, family and private life;
c) home inviolability;
d) the right to education;
e) freedom of assembly;
f) private property rights;
g) the right to strike;
h) economic freedom"[23].

At the end of the said Decree, Annex 1 was inserted which contained a series of first aid measures with direct applicability. Those that interest us, in the context of this article, are those that concerned the limitations or suspensions of the exercise of certain rights and freedoms, respectively:

- the right to strike: "*During the state of emergency, the declaration, initiation or development of collective labor disputes in the units of the national energy system, in the operative units of the nuclear sectors, in the units with continuous fire, in the health and social assistance units,*

[22] Emergency Ordinance no. 21 of April 15, 2004 on the National Emergency Management System published in the Official Gazette no. 361 of April 26, 2004

[23] Decree no. 195 of March 16, 2020, published in the Official Gazette no. 212 of March 16, 2020

telecommunications, public radio and television, rail transport, public transport and sanitation, and the supply of gas, electricity, heat and water to the population"[24]

- free access to justice: "*the trial of civil proceedings, other than those provided in par. (1), is suspended by right during the state of emergency established by it, without the need to carry out any procedural act for this purpose*"[25]

- the right to privacy, family and private life: "*in the execution of sentences and measures of deprivation of liberty, the exercise of the right to receive visits, the exercise of the right to intimate visit, the exercise of the right to receive goods through the visit sector, and the rewards of permission to leave the penitentiary is suspended*"[26]

- economic freedom: "*during the state of emergency, in relation to the needs and operational situation existing at the level of the penitentiary unit where he is employed or of another unit of the penitentiary police, the place and / or manner of labor may be changed without his consent*"[27]

- the right to education: "*During the state of emergency, courses in all educational units and institutions are suspended*"[28]

Also, part of the mentioned decree is Annex 2, which included a series of first emergency measures with gradual applicability, most of them aiming at limiting the right to free movement, respectively:

"*1. Isolation and quarantine of persons from risk areas, as well as those who come into contact with them; quarantine measures on buildings, localities or geographical areas;*

2. Gradual closure of state border crossing points;

3. Restriction or prohibition of the movement of vehicles or persons in / towards certain areas or between certain hours, as well as exit from those areas;

4. Gradual prohibition of road, rail, sea, river or air traffic on various routes and the metro;

5. Temporary closure of restaurants, hotels, cafes, clubs, casinos, association headquarters and other public places"[29].

As the ordered measures did not lead to the reduction of the number of diseases with the CoVid virus, at the expiration of the 30 days, a new decree was issued, no. 240 of April 14, 2020 regarding the extension of the state of emergency on the Romanian territory. At the beginning of Annex 1 with the first urgency measures with direct applicability, a new series of constitutional rights and freedoms were restricted, namely the prohibition of organization and deployment:

" *- rallies, demonstrations, processions or any other gatherings, in open spaces*

- any other gatherings of the nature of cultural, scientific, artistic, religious, sporting or entertainment activities, indoors.

- the servants of the religious cults officially recognized in Romania can officiate in the places of worship, in public spaces or in private spaces:

- practices and rituals of a public nature specific to the cult, without public participation;

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[24] Decree no. 195 of 16 March 2020, Article 36

[25] Idem., Annex 1, Article 42 (6)

[26] Idem., Annex 1, Article 47 (1)

[27] Idem., Annex 1, Article 47 (6)

[28] Idem, Annex 1, Article 49

[29] Idem, Annex 2, points 1 to 5

- private practices and rituals specific to the cult, such as baptisms, weddings or funerals, with the participation of the minimum number of people according to the canonical norms and with strict observance of individual and collective protection measures to prevent the spread of COVID-19"[30]

In the context of observing the new normative acts, the Criminal Code was amended, by Government Emergency Ordinance no. 28 of March 18, 2020 for the amendment and completion of Law no. 286/2009 regarding the Criminal Code. Thus, the offense of failure to declare information was introduced:

" *The omission of the person to disclose to the medical staff or to other persons among those provided in art. 175 or a unit in which they operate some essential information on the possibility of coming into contact with a person infected with an infectious disease shall be punished by imprisonment from 6 months to 3 years or by a fine*"[31]

At the same time, the crime of thwarting the fight against diseases was modified, by introducing 7 new paragraphs, thus:

"(3) The transmission, by any means, of an infectious disease by a person who knows that he suffers from this disease shall be punished by imprisonment from 2 to 7 years and the prohibition of the exercise of certain rights.

(4) If the deed provided in par. (2) is committed through guilt, the penalty is imprisonment from 6 months to 3 years or a fine.

(5) If by the facts provided in par. (1) and (2) the bodily injury of one or more persons has occurred, the punishment is imprisonment from 2 to 7 years and the prohibition of the exercise of certain rights, and if the death of one or more persons has occurred, the punishment is imprisonment from 5 at the age of 12 and the prohibition of exercising certain rights.

(6) If by the deed provided in par. (3) the bodily injury of one or more persons has occurred, the punishment is imprisonment from 3 to 10 years and the prohibition of the exercise of certain rights, and if the death of one or more persons has occurred, the punishment is imprisonment from 7 to 15 years, and prohibition of the exercise of certain rights.

(7) If by the deed provided in par. (4) the bodily injury of one or more persons has occurred, the punishment is imprisonment from one to 5 years and the prohibition of the exercise of certain rights, and if the death of one or more persons has occurred, the punishment is imprisonment from 2 to 7 years, and prohibition of the exercise of certain rights.

(8) The attempt at the crime provided in par. (3) shall be punished.

(9) Quarantine means the restriction of activities and the separation from other persons, in specially arranged spaces, of persons who are ill or suspected of being ill, in a manner that prevents the possible spread of infection or contamination.."[32]

At the same time, a series of new contraventions were provided, which can be ascertained and sanctioned, as a result of non-compliance with the provisions contained in the Military Ordinances issued by the Ministry of Internal Affairs, respectively:

[30] Decree no. 240 of 14 April 2020, Annex 1, Article 1
[31] Penal Code, article 352^1
[32] Penal Code, Article 352, paragraphs 3 to 9

- the suspension of activities of "*serving and consuming food and alcoholic and non-alcoholic beverages, organized by restaurants, hotels, cafes or other public places, in the spaces intended for this purpose inside or outside the location*”[33]
- suspension of activities "*cultural, scientific, artistic, religious, sports, entertainment or gambling, spa treatment and personal care, carried out indoors*”[34].
- prohibiting the organization and conduct of any event involving the participation of more than 100 persons in open spaces”[35].
- prohibition ”*of isolated persons at home, quarantined or interned, as a measure to prevent the spread of COVID-19, to leave the place where they were placed, without the approval of the competent authorities*”[36].
- temporary suspension of the activities of "*retail sale of goods and services in shopping centers where several economic operators operate, except for the sale of food, veterinary or pharmaceutical products and dry cleaning services*”[37].
- ” the movement of persons outside the home / household is carried out only in compliance with the general measures to prevent the spread of COVID-19 and to avoid the formation of any group of persons”[38].
- ” isolated persons at home, as a measure to prevent the spread of COVID-19, who leave the place where they were placed, without the approval of the competent authorities, are considered persons at high risk of contagion and are led by law enforcement and quarantined institutionalized, under guard”[39].
- prohibition of the movement of all persons outside the household / dwelling, whith exceptions [40].
- ” *the movement of persons who have reached the age of 65, outside the home / household, is allowed only between 11.00 - 13.00*”[41], strictly for a limited number of reasons.
- ” *the measure of isolation at home or, as the case may be, quarantine is established for all persons entering Romania*”[42].
- ” *public institutions and economic operators have the obligation to mark the area intended for access to citizens / customers and the public relations / sales area with visible signs to guide people in respecting a safety distance of at least 1.5 meters*”[43].
- ” *the movement of persons who have reached the age of 65, outside the home / household, is allowed outside the time interval 11.00-13.00 if it is done to solve medical problems, such as planned oncological treatments, dialysis, etc. using their own means of transport or that of their family / supporters or, as the case may be, the means of special transport*”[44]. This article has

[33] Military Ordinance no. 1 of March 17, 2020, art. 1, para. 1
[34] Military Ordinance no. 1 of March 17, 2020, art. 2, para. 1
[35] Military Ordinance no. 1 of March 17, 2020, art. 3, para. 1
[36] Military Ordinance no. 1 of March 17, 2020, art. 8, para. 1
[37] Military Ordinance no. 2 of March 21, 2020, art. 2, para. 1
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[42] Military Ordinance no. 3 of March 24, 2020, art. 5, para. 1
[43] Military Ordinance no. 3 of March 24, 2020, art. 7, para. 1
[44] Military Ordinance no. 4 of March 29, 2020, art. 1, para. 1

ceased to be applicable according to letter b), article 5 of Military Ordinance no. 10 of April 27, 2020.

- ”*persons who do not comply with the conditions of isolation at the declared place / where they have chosen to carry out the isolation and are identified outside the isolation space will be obliged to enter quarantine 14 days, bearing the expenses incurred with their quarantine, and will be sanctioned*”[45]

After the completion of the two periods of 30 days in which the decrees of establishment, respectively of prolongation of the state of emergency took effect, the legislator and the executive power resorted to another legal instrument, that of the state of alert. This is due to the massive negative impact on the social, political, cultural, educational and economic life of society.

Therefore, the following normative acts have been adopted:

- Government Emergency Ordinance no. 11 of 4 February 2020 on emergency medical stocks, as well as some measures related to the establishment of quarantine [46]
- Law no. 20 of March 17, 2020 for the approval of the Government Emergency Ordinance no. 11/2020 on emergency medical stocks, as well as some measures related to the establishment of quarantine [47]
- Emergency Ordinance no. 70/2020 on the regulation of certain measures, starting with May 15, 2020, in the context of the epidemiological situation determined by the spread of the SARSCoV-2 coronavirus, for the extension of certain terms, for the amendment and completion of Law no. 227/2015 on the Fiscal Code, of the National Education Law no. 1/2011, as well as other normative acts[48]
- Law no. 55 of 15 May 2020 on some measures to prevent and combat the effects of the COVID-19 pandemic[49]
- Decision of the National Committee for Emergency Situations no. 24 of 14 May 2020 on the approval of the establishment of the national alert status and of the measures for prevention and control of infections, in the context of the epidemiological situation generated by the SARS-CoV-2 virus[50]. The time period for which the alert status was established was 30 days from its publication in the Official Gazette.

These normative acts allowed the adoption, by the Romanian Government, of Decision no. 394 of 18 May 2020 on the declaration of the state of alert and the measures applied during it to prevent and combat the effects of the COVID-19 pandemic[51]

Next, the Romanian Government issued a series of decisions to extend the alert status, as follows:

[45] Military Ordinance no. 4 of March 29, 2020, art. 3, para. 2
[46] Published in the Official Gazette no. 218 of March 17, 2020
[47] Published in the Official Gazette no. 218 of March 17, 2020
[48] Published in the Official Gazette no. 394 of 14 May 2020
[49] Published in the Official Gazette no. 396 of May 15, 2020
[50] Published in the Official Gazette no. 395 of May 15, 2020
[51] Published in the Official Gazette no. 410 of May 18, 2020

- Decision no. 476 of June 16, 2020 on the extension of the alert status on the Romanian territory and the measures applied during it to prevent and combat the effects of the COVID-19 pandemic[52]
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- Decision no. 967 of 12 November 2020 on the extension of the alert status on the Romanian territory starting with November 14, 2020, as well as the establishment of the measures applied during it to prevent and combat the effects of the COVID-19 pandemic[57]
- Decision no. 1.065 of December 11, 2020 on the extension of the alert status on the Romanian territory starting with December 14, 2020, as well as the establishment of the measures applied during it to prevent and combat the effects of the COVID-19 pandemic[58]
- Decision no. 3 of January 12, 2021 regarding the extension of the state of alert on the Romanian territory starting with January 13, 2021, as well as the establishment of the measures applied during it to prevent and combat the effects of the COVID-19 pandemic[59]
- Decision no. 35 of February 10, 2021 regarding the extension of the alert status on the Romanian territory starting with February 12, 2021, as well as the establishment of the measures that will be applied during it to prevent and combat the effects of the COVID-19 pandemic[60]
- Decision no. 293 of March 10, 2021 on the extension of the state of alert on the Romanian territory starting with March 14, 2021, as well as the establishment of the measures applied during it to prevent and combat the effects of the COVID-19 pandemic[61]
- Decision no. 432 of April 8, 2021 on the extension of the state of alert on the Romanian territory starting with April 13, 2021, as well as the establishment of the measures applied during it to prevent and combat the effects of the COVID-19 pandemic[62]

[52] Published in the Official Gazette no. 515 of June 16, 2020
[53] Published in the Official Gazette no. 627 of July 16, 2020
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- Decision no. 636/2021 on the extension of the alert status on the Romanian territory starting with June 12, 2021, as well as the establishment of the measures applied during it to prevent and combat the effects of the COVID-19 pandemic[64]

3. Conclusions

Overcoming a situation that fundamentally affects the life of the society requires, on the part of the state authority, the taking of fast and efficient measures, which presuppose the intervention on the application of the imperative norms provided in the Constitution.

However, these measures can be adopted only in compliance with the constitutional provisions, respectively the declaration of the state of emergency and the state of alert. There is also a need for real collaboration with the constitutional subject of sovereign power, which is the people.

Therefore, the state of emergency and the state of alert must take effect as soon as possible, so that the suspension of a series of fundamental rights and freedoms ceases as soon as the reasons which were at its disposal have been overcome.

This constitutional approach proved, during this period, that it functioned exemplary in the situation of Romania. Nothing would have worked, however, without the existence and manifestation of the maturity of the members of the society, which allowed the process of delegating the popular will to its representative bodies.

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[63] Published in the Official Gazette no. 488 of May 11, 2021
[64] Published in the Official Gazette no. 586 of June 10, 2021

TURKEY IS LOOKING FOR ITS OWN CADENCE IN FOREIGN POLICY EVEN IN PANDEMIC TIMES

Dr. Adrian Filip[65]

Abstract

Two decades after embracing a Neo-Ottoman doctrine, Turkey finds itself isolated from Europe, NATO and a majority of Arab states, while being used as a Trojan horse by Russia. Nowadays Turkey is facing a financial crisis evolved into a chronic one after four years, with 20% of the population under the poverty line and last, but not least, entangled in the Syrian conflict due to Ankara’s mistakes in correctly evaluating the events, false suppositions and exaggerated expectations. Under the circumstances, it is quite probable that NATO will relatively diminish Turkey’s role in its region, keeping it just strong enough to counteract on Russia’s actions, as Europe will be even more restrained as far as a common future with Erdogan’s state is concerned. Meanwhile, the Western Balkans are being subjected to centrifugal forces by the Russian Federation, Turkey, China and the European Union to lure small states to their side in their pursuit of influence and markets. The Western Balkan states must choose a model, either autocratic or democratic, in the near future.

Keywords: *Geopolitics in pandemic times, geopolitical changes; Western Balcans; Turkey, Russia, Middle East conflicts; the end of neo-Ottomanism; global balance of forces.*

Geopolitics is generating effects during the pandemics, too

For over a year the inhabitants of our “big blue ball” have been blocked by a minuscule virus of a peculiar form that has thrown into confusion all the short- and medium-term plans of the humankind. The end of the pandemic – that would come at some point – will not mean the return to the old social habits, state interconnections, regional debates or tensions, as they used to be before the emergence of the first SARS-CoV-2 cases in China, at the end of 2019. We shouldn’t as ourselves rhetorical questions about where the Bubonic Plague or other “seasonal flue” that decimated half the population of Europe have come from, although their recursiveness, as I’ve noted before[66], has had geopolitical effects along the history. Now it is the time to ask “what comes after?”.

During this time, good or bad, the world continued its evolution; some processes were frozen, others accelerated, revealing realities we still have to digest. In the same time, the pandemic has revealed the ability of some states or unions of states - or the lack of it, thereof - to face global challenges. We have witnessed the capacity of some states to act forcefully, coordinated, balanced and coherent, but we have seen sometimes the pantomime game of others, played only to hide the inefficiency of a system these actors have promoted for decades. We have seen some clowns, as well, pretending to be chiefs of states or governments who “acted” in the highest levels of world politics delaying the implementation or the mandatory imposition of some measures that could have saved human lives. On one hand we had the rapid repositioning of some major states, and on the other the countries busy on diminishing the damaging effects of the pandemic on their populations and economies, as in the same time the failed or about to fail

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[66] Adrian Filip, *O lume în continuă schimbare. Mari crize – mari schimbări*, Revista *Geopolitica*, Anul XVIII nr. 84 (3/ 2020).

states we witnessed their total inability to act in any significant way. We are talking again about states being the subject matter of the history vs. the ones identified as the simple objects of it.

The geopolitical games have continued on a rapid pace during the pandemic as well, highlighting the aggressive behavior of the People's Republic of China, sustained this time by its ability to come closer to the table of major international powers, while the United States has forcefully reentered the global scene. In the near future China's ballet towards the status of global power could be counter-balanced only through a coordinated action of the entire Occident. This is something the new US President seems to have understood, as he already moved into mending his country's relations with the EU. Today the battles for world supremacy are not fought militarily, but using methods backed by forces armed with high technology weapons supported in turn by huge financial capacities. In this race for supremacy the Us has to choose between accepting China as a partner in the superpowers game and to put in place a military-economical coalition of the entire Western World – i.e. the EU, Canada, Australia, New Zealand, South Africa and Japan. The geopolitical game has already higher bets than the ones of the end of the Cold Ward, three decades ago, when Russia was expelled from the lot of the super-players.

The Putin phenomena

In a regional scape, at the junction between Occident and Orient, the pandemic highlighted, if need be, a Russia unprepared to face a crisis, be it medical this time, as this country is facing simultaneously a food crisis and they intend to cope with this by means of food stamps. We observe in the same time Russia as a country not being able to connect to the realities of the 21st century, haunted by the regrets of Kremlin's rulers for the soviet era. At the beginning of the pandemic Russia has tried a PR stunt only to prove the inability of its army bio-protection forces, on the occasion of a military "help" sent to Italy. By contrast, the West has proved it is ready to reasonably manage a pandemic with its civilian medical institutions. The rude, good for nothing and counterproductive behavior of Russia's foreign minister Lavrov during his meeting with the chief of EU's diplomacy, Josep Borrell, has had no other result but to stress Moscow's isolated and increasingly distanced from the Occident. This act is not singular, of course, as it has been noted before that Turkish president Erdogan had to wait in Putin's anteroom at the Kremlin much longer than it would be admissible by diplomatic standards and protocol, or receiving of the German Chancellor by the Russian president along with his unleashed Labrador, although everybody knew about her nervousness in the presence of dogs. These are gestures unconceivable in the civilized world! We witness the effects of Putin phenomena as Russia turns its back to the West, in trying to assert the Russian civilization, as described by Françoise Thom[67]. It is a simple conclusion that isolationism and manipulation of one's own population is easier during a pandemic, as the penetration of Western soft power are diminished, with long lasting effects.

Russia manifests an increased aggressiveness: diplomatically, in the strict military sense, but in the areas of hybrid and informational wars, as well. It massed 180,000 troops in April, along the Ukrainian border and in Crimea, deploying a massive naval force in the Black Sea, with ships brought from Caspian Sea as well, al in the name of a so called "surprise" exercise, unannounced to the international community, that alarmed NATO and UE to a possible invasion

[67] Françoise Thom, *Comprendre le poutinisme*, © 2018, Groupe Elidia, Édition Desclée de Brouver 10, Paris.

in Ukraine. Part of these forces have been withdrawn, part of the heavy weaponry was left in place, as a way to directly dissuade Ukraine and indirectly the whole Occident. In the frame of the hybrid war, Russia has focused on a new "market, very attractive given its efficiency and relatively low costs: manipulation of the web space. And they have notable success during the elections, in the US as well as in Europe, while influencing the British public's perception of the Brexit. While hard to prove, the results of Russian activities on the web are real and they do give serious headaches even to the highly developed countries. In the same time, the Kremlin continues to eliminate, using classic means, individual enemies capable of damaging its foreign image, or whole adverse groups, by using private military companies like *Wagner Group, Vegacy, E.N.O.T., Vostok* and *Patriot Battalions* in operations spread across four continents and over 30 countries. It is well understood that such an offensive would generate a serious counteraction, as NATO and EU states have proved to have the necessary resources to counterbalance this game. It is true that a bureaucratic system like those of the EU and NATO would generate slower reactions, but would imply bigger, capable resources. Performing all this geopolitical ballet, Russia wants to hide its downfall from the status of world power, 30 years before, to a medium regional one. It all happens in the framework of serious financial and economic difficulties, with a depreciating ruble and halting economy prefacing the parliamentarian elections coming this September. One should remember, though, that Russia has always acted aggressive when weaker internally.

Turkey is dancing perfunctory in a rapid tempo, from Tchaikovsky to Beethoven and Berlioz

The medieval Oriental empires – i.e., the Czarist and Ottoman ones – have always been entangled in a historic conflict, inherit by their successors after World War I: The Russian Federation and Turkey. These passionate autocracies have found their resources to synchronize on the surface actions meant to prove the West they are regional forces one can't ignore at the Occident-Orient border areas. At the end of it, this sudden changes from love to hate and back to convenient friendship create economic, political and credibility losses both in the face of the West and between themselves, too. The tandem of the two regional powers is unnatural, it can't work but for a short time, with alternate and limited gains of image and no effect whatsoever in the win-win area. The unpredictability of the two leaders conjunctural related is obvious and marked by sudden alterations. Notable is the upper hand of the Russians, who act calmly, calculated, carefully directing their moves. The downing of the Russian warplane which violated the Turkish airspace in 2015, the exchange of excuses and then hugs after the failed military coup in July 2016, the signing of a bilateral accord in October 2016 for the construction of the Turkish Stream gas pipe, the signing of an agreement for the Turkish purchase of Russian S-400 air defense system, the killing of 33 Turkish troops during an air bombardment by Syria in the Idlib province, in February 2020, the support the Turkish of Ukraine by granting the latter armaments and military equipment, all of the above happening in only 5 years or so, resemble a Turkish-Russian ballet on Tchaikovsky' partitur. The Turkish performance in this dance is dotted with humiliations and debatable victories as Ankara tries to find its pace in the international arena. In January, after the ending of the Karabakh conflict, the two presidents, Recep Tayyip Erdoğan and Vladimir Putin, have convened about the result in what one can describe as a major geopolitical change in the Caucasus frozen conflict. The Russians mimicked helping the Christian Armenia, getting in exchange to estrange this country further from the EU, plus some future concessions from Turkey. On the other hand, Turkey has proved its military prowess by successfully supporting the Azeri side and gaining in regional influence. Nonetheless, the Russians are the ones deploying troops guarding the road linking Armenia to the Karabakh province. For the last months, though, the Russians are watching in awe as Turkey is supporting Ukrainian military by offering them state of the art, war tested Bayraktar drones, and selling to Kiev 4 corvettes of the Ada class, project MILGEM. Russia finds itself at a disadvantage and the whole picture reveals the inconsistency or Russia-Turkey relations on short- and medium-term. What Turkey has done in the last decade in its relations with The United States, the EU and Russia is simply bewildering for the international observers.

For over ten years Ankara has been looking for the proper cadenza in its foreign policy. After playing Oriental, Anatolian rhythms of an Ottoman reverie, Recep Tayyip Erdoğan thought about approaching Russia exercising its Tchaikovsky abilities in trying to prove the US and EU that his country is strong enough to implement independent defense policies heavily affecting the state international posture. And he did it! The Turkish absolute ruler did just that in a world nobody can nowadays act all alone, ignoring the rest but with the risk of being considered a dreamer.

The contract for the Russian S-400s is not just of military importance, but political, as well. It led to a cooler relation between the US and Turkey. It is well understood that political relations based on strategic interests last as long as they are the motives behind them are alive. For more than 5 years by now we see a dialogue between deaf when it comes to what happens between Washington and Ankara. This relation has been built along 7 decades, after Turkey joined NATO and had a s foundation Turkey's desire to develop in peace in one of the most troubled area of the world, as well as the interest of the Nord Atlantic Treaty countries in having an ally in a strategic position. The mutually advantageous co-operation started mostly militarily, from the army regulations, standards, training programs, weaponry, military bases and common actions in some operations. But that was not all: it continued successfully at the economic, financial and educational levels. At the beginning of the second decade of our century it was hard to find a Turkish officer without a training stage in the US, unable to speak English or not expressing a real closeness to Western values. All these changed after the July 2016 failed coup. Hundreds of senior officers were jailed or fired. The effects were visible in Syria, where the Turkish army performed erratically in the following years in the absence of experienced commanders. Currently, Turkey is unable to use the whole of its air force, since it jailed hundreds of airmen. Let us mention that a pilot able to fly an F16 plane is fully prepared in about 8 years, at huge costs. In April, 2021, almost 500 other army officers were arrested by Turkish regime. It is true that Turkey has one of the largest armies of the world, though...

Lately, Turkey has increasingly threatened to limit the US access to the Incirlik airbase and to close the NATO radar station at Kurecik. There were restrictions to military American flights on Incirlik, as those require the approval of Ankara authorities who simply denied them on occasions. Given this situation the US experts and congressmen are studying the possibility of moving the arsenal of 50 gravitational B61 atomic bombs and the American personnel from Incirlik to some other base, in Europe or, maybe, the Arabian Peninsula, although the base and Kurecik radar are optimal military positions. Incirlik was the spearpoint of the 2015 and 12018 aerial attacks of the US Airforce against IS in Syria and Iraq, respectively. Possible locations of the nuclear arsenal are the Aviano base, in Italy, Heraklyon, in Greece, a base that was closed in

1993 and needs modernizing, or Souda, on the Greek island of Crete. The United Arab Emirates is another candidate, possible locations being given consideration in the Southern Yemen or Socora Island.

The cooling of relations between Turkey, on one side, and the US and EU on the other, due to increasing aggressiveness of the Turks towards the Western world had consequences, as expected, in the economic-financial arena. It is seriously wrong to think economics are not influenced by politics. It seems Ankara did not understand why signing of a contract for producing a new type of truck or bus was postponed indefinitely; why delivering machinery to a state you have excellent relations is denied in the last moment for derisory reasons: why the essential negotiations on joining the EU are suspended sine die. Ankara has seen its relations with a lot of states going South and many projects postponed indefinitely, while its currency notably devalued and exports to formerly friendly markets becoming very difficult if not impossible.

In this globalized world, when you burn bridges, threaten or blackmail allies you've worked closely for decades, you see the situation degrading rapidly and getting very hard to mend. Trust in a partner is hard to re-gain, once lost, which is the case with the US and the EU, although the civilized world smile and talks nicely. Behind it is a lot of inaction. The graphic of the foreign investment in Turkey shows a dominant decrease starting with the middle of 2013 (see Fig. 1).

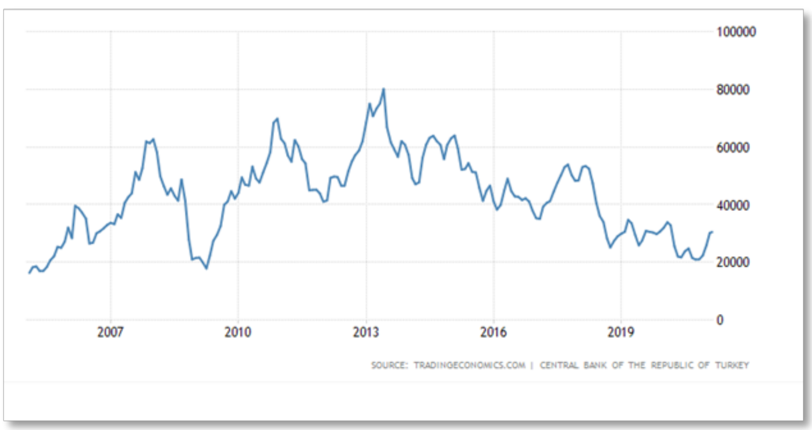

Fig. 1 The evolution of foreign investment in Turkey for the last 20 years[68]

For those of us who lived in autocratic or dictatorial regimes it is relatively easy to decipher an article written in a country where the freedom of expression has been missing for the last four years. When we read something like: "The Turkish decision on S-400s should be considered in the bearing in mind the principles of sovereignty. Turkey has chosen to solve its antiaircraft defense problems using the most adequate system and the most suitable supplier. Since the US has refused to supply Turkey with the Patriot systems, it had to search for new sources. Now, the US, according to CAATSA, could impose political and military sanctions against Turkey, with obvious economical consequences. But these sanctions will not lead to anticipated changes in the behavior of the country, on long- and medium-term. An if the US

[68] https://tradingeconomics.com/turkey/foreign-stock-investment, accessed on April 15, 2021.

believes that by punishing Turkey it will straighten it up, it should foresee the opposite effect"[69]. We can't note here an isolated opinion of a professor working in a prestigious national Turkish university, but the deployment of a message that once official would have a lot of repercussions.

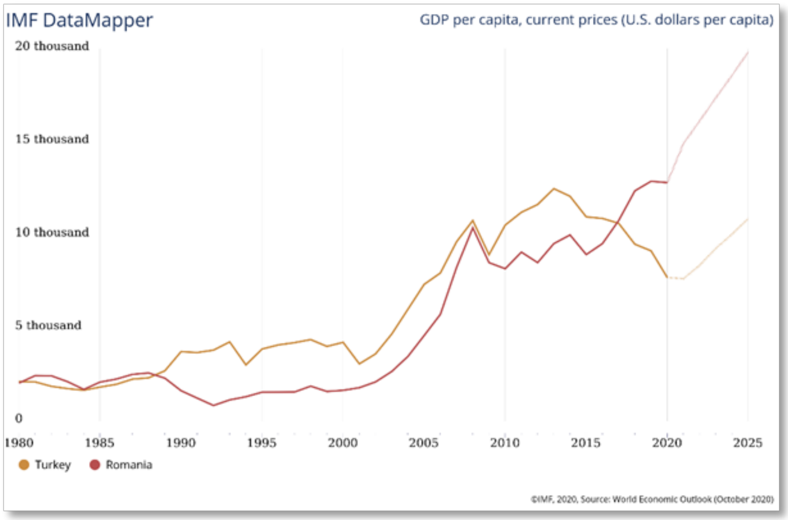

Fig. 2 Comparison between Romanian (red) and Turkish (orange) GDPs.[70]

If we analyze Turkey's economical evolution we can see o long period of development starting at the end of the 90s, then fluctuations linked to the world economy sinusoidal path. 10 years ago some people talked about the "Turkish miracle" in terms of its economics. All took a nose dive in 2013 due to Turkey's policies toward its Western partners: inflation followed, economic blockages, lack of liquidities, diminished investments and, eventually, necessities. The graph representing variations of the GDP pe capita is a telling barometer (Fig. 2)

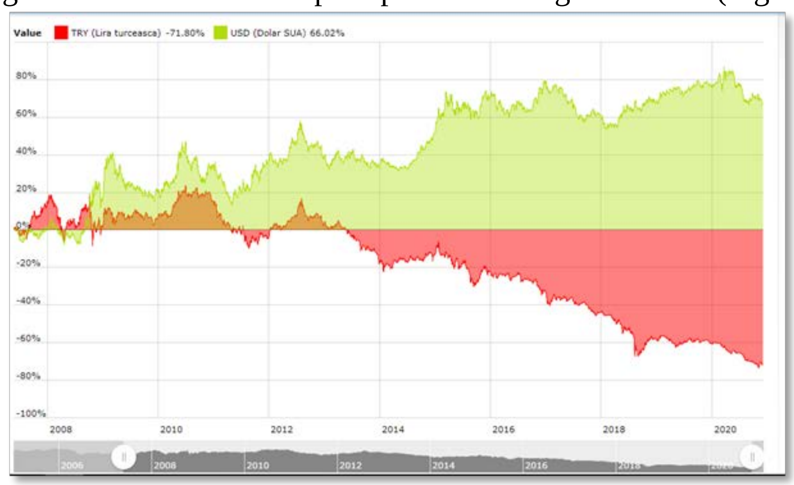

Fig. 3 Fluctuations of the Turkish Lira comparted (red) to USD (green)[71]

[69] Salih Yılmaz, *De ce Turcia cumpără S-400?*, *TRT Română*, from 2019/06/14, https://www.trt.net.tr/romana/programe/2019/06/14/de-ce-turcia-cumpara-s-400-1218788, accessed on April 15, 2021.
[70] https://www.imf.org/external/datamapper/NGDPDPC@WEO/ROU/TUR, accessed on April 20, 2021.
[71] https://www.imf.org/external/datamapper/NGDPDPC@WEO/ROU/TUR, accessed on April 20, 2021.

The downfall of the Turkish Lira paralleling the rising value of the USD has generated a true financial drama in Ankara, ever since the second half of 2013 (Fig. 3). The financial imbalance, gaping more every day, has no end in sight, no foreseeable solution. The IMF, seen as a threat, is a scary entity in Turkey.

The variations of the Turkish Lira starting in mid-2016 (Fig. 4) are generated by the national economic-financial policies, but offer a clear scanning of Turkey's foreign policy as well.

Fig. 4 Turkey's inflation rate for the last 10 years[72]

After the nonperformance of its financing the Muslim Brotherhood during the 2010 Arab Spring, a sponsorship that still carries on, Turkey has planted a thorn in the Arab world, especially in Egypt and Saudi Arabia, who disapprove of the neo-Ottoman politics of Erdoğan. The new sultan followed the act of a former Foreign Minister in Ankara, Davutoglu, and brought neo-Ottoman aspirations to the rank of state doctrine. Currently, the Muslim Brotherhood, still supported by Turkey, is considered a terrorist organization throughout the Arab world. At the beginning of 2000s, Davutoglu was claiming his country, led by Erdoğan's party, AKP, and its leader will become the front-runners of the entire Middle East since Turkey had a numerous Muslim population, a powerful army, a democratic system, strong ties with the West and a flourishing economy. Of all these, in less than 20 years, all that's left is a big army with its senior commanders decimated and a numerous Muslim population. Following its international ambitions, Turkey seems to have forgotten the negative image its history has upon the Arabs and the fact these states do not want to see a re-emerged Ottoman empire. As a result, summarizing, we observe an increasingly authoritarian regime very much resembling Russia and China. What's complicating matters is Turkey's NATO membership for the last 7 decades. Ankara makes for an impossible ally with its grand openings towards Russia, tough stance against the Kurds, military intervention in Syria, the Mediterranean East and Libya, the permanent blackmail of the EU speculating the opening of its borders for millions of illegal immigrants and unpardonable attitude on France and its president, Emmanuel Macron. To top all these, in April this year, in his palace in Ankara, Erdoğan left the president of the European Commission, Ursula Von der Leyen, standing with no ranking seat, while he sat with Charles Michel, the president of the European Council, but a man, nonetheless. Pure Ottoman etiquette! All said and

[72] https://tradingeconomics.com/turkey/core-inflation-rate, accessed on May 15, 2021.

done, though, nobody thinks seriously about expelling Turkey from NATO, since this country is too important of the Alliance.

I was mentioning the Turkish "ballet", getting away from the music of Tchaikovsky and getting closer to the German and French partiture, spinned by the diary economic-financial situation and an uncertain future. While the tensions with the EU were palpable, Recep Tayyip Erdoğan had changed his stance in talking to Angela Merkel, who is approaching the end of her mandate. The Turkish supremo knows he has a big problem with the EU, besides a particular one with Macron, especially after Brussels sanctioned Turkey last December for entering the exclusive Cypriote economic zone in the Mediterranean Sea, for oil drilling. Erdoğan's diplomacy tried in vain to minimize the sanctions and regain the position of a EU candidate during Portugal's rotating presidency of the European Council, betting on its good relations with Lisbon, but today Turkey's approach to membership has been completely obliterated from any agenda in Brussels.

Western Balkans at the crossroad between the interests of the EU, Russia and Turkey

Rebeca West[73], a writer, has completed between the two World Wars one of the most profound analysis of the Balkans. In her book, Black Lamb and Grey Falcon, she wrote: "The Turks have ruined the Balkans in such a measure that this area has not yet recovered". Nothing much changed in terms of recovery, after the Yugoslav wars of the 90s, but now there's not that much interest on this part of the planet, as the first page titles concern Syria, Iran, Crimea, Ukraine, Russia and China. Nonetheless there are people that continue to write studies on the Western Balkans, mainly the ones who have gone through the nightmare of the conflict that disintegrated Tito's Yugoslavia.

In 1862 Marx said that "History repeats itself, first as a tragedy, secondly as a farse"y[74]. He was thinking about Napoleon's Europe. I am applying this quote to the Balkans, this melting pot of history mixing ethnic groups, religions and geography, creating explosive mixtures that blow from time to time on destruction and huge suffering. In the Western Balkans nothing is forgotten, as all happened just the other day, be it about the Ottomans, the Hapsburgs, the Catholic priest Stepinac, who with the Croat Ustasha murdered thousands of Serbs and gypsies at Jasenovac, Tito or Miloshevic. Everything is unnaturally fresh in the Balkans memory, a phenomena not known in Western Europe, where people made peace with their past, as difficult as it is, getting along with victories and defeats altogether.

In the Balkans one can hear about Greater Bulgaria, Greater Serbia, Greater Albania, Greater Romania, Greater Hungary (a former Balkan power) and so on. Each of the countries in the region post their respective maps of maximum expansion. Geography is not generous enough and should be pumped up to satisfy the territorial ambitions of some countries. Alas, this is not possible! But geography was not involved in the re-creation of separate states like Croatia, Serbia or Slovenia, and history marked even the apparition of an independent Kosovo, a certain and unchangeable sign of a new era in the Balkan's history. The former Ottoman occupation is all but forgotten, and the modern times with their globalizing power in so many domains leave

[73] Rebecca West, *Black Lamb and Grey Falcon – a Journey Trough Yugoslavia*, Penguin Books, 1941.
[74] Karl Marx, *The 18th Brumaire of Louis Napoleon*, Progress Publishers, Moscow, 1937.

the nostalgia of some rulers far from passable plans. The world has changed, and the Balkans, as traditional and anchored in the past as they are, could not resist that change.

Conclusion

The Republic of Turkey, very much resembling an ambitious country eager to live again the glory of a former empire, is a peculiar case of a state with a very promising recent past and a very disappointing present. In the same time, it is a vivid example of how geopolitics can become very entangled and unpredictable when personal ambitions of a relevant leader are elevated to the status of national and, mainly, external policy. Pandemic or not, it seems politics and geopolitics are not losing the step, following different rules and rhythms than a disease which, by all means, should have united humanity in a common cause. The big wheels of current history, be those NATO, the EU, the conjunctural alliance between Russia and China, the dangers and uneasiness of hybrid or local wars attracting by proxy the world powers, multipolar developments and so on, are not stopping. We've learned that humankind overcame pandemics before. Its thirst for action on a bigger scale, from the expeditions of the Vikings to the discovery of the New World, from Alexander the Great to Napoleon, from the first flight to conquering the Moon, never!

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IMPACT OF COVID-19 ON CONSUMER PURCHASING BEHAVIOR IN FOOD PRODUCTS MARKETS

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Abstract

The Covid-19 pandemic brought significant impacts worldwide, to all economic sectors, including the food sector. Retail markets have undergone many changes during the Covid-19 pandemic. For food markets, household food spending patterns have shifted primarily from food service sales to food retail. The food and beverage markets have been affected by the intensification of the online shopping model. While impacts are found in food retail markets, it is of interest to study the pattern of consumer buying behavior under the effect of a new lifestyle model as a result of the austerity measures taken as a result of the Covid-19 pandemic.

Retail trade and especially the food market represents an area of interest because it is a very important aspect in meeting the needs of consumers. The new lifestyle with changes in consumer behavior should put the food sector in the face of constant adaptations. This response to the situation has been found for both European and American consumers, as well as for all consumers regardless of their experience with this purchase model.

This paper aims to investigate findings on changes in the food market as a result of the impact of Covid-19 with a focus on consumer purchasing behavior analysis in exercising its decision-making role in food purchasing. This paper aims to summarize data on consumer purchases in quantity and shape as a result of the situation caused by the Covid-19 pandemic, as well as socio-demographic differences in the sustainability of these behaviors in the future.

Key words: *Covid-19, food markets, consumer behavior, situational factors*

JEL classification: D11, M31, Q02

1. Introduction

The Covid-19 pandemic has brought about a fundamental change in economic, trade and human relations. People are experiencing new ways of being each other and as consumers behaving differently in the market. Many businesses experience periods of uncertainty often faced with testing or even closing them for certain periods. Consumers all over the world are looking at

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product markets from a new perspective. In parallel with research in the fields of medicine a lot of research was also driven into the recognition of how new habits formed in response to the new lifestyle will stand beyond this crisis. It is of interest to evaluate how and where we buy, how we live, work, etc. Experiencing fear about the impact on the economy of the Covid-19 pandemic seems high, 88% of consumers say they are concerned, while 82% worry about the health of others, overcoming fears about personal health or the safety of personal work (Accenture, 2020).

These changes in behavior have highlighted consumer priorities focused on the most basic needs, increasing demand for hygiene products, cleaning and basic products, while the need for non-essential categories has declined accompanied by increased propensity for "local shopping". Digital commerce has also seen an increase as new consumers migrate online for grocery shopping - an increase likely to support after the explosion (Euromonitor International, 2020). Based on statistical data, the level of internet use by consumers has increased significantly. As of January 2021, it is estimated that there are 4.66 billion Internet users worldwide or 59.5% of the world's population. From this figure it is estimated that 92.6% of the population access the Internet via mobile phone. (Statista, 2020). This very large number of internet users turns out to be taking advantage of this opportunity to conclude an online purchase. This results from 0.16% to 2.77% by usage platforms. From this number of visitors it results that in the third quarter of 2021 the average value of online food orders ranged from $71.75 - $121.64 (Statista, 2020). Taking advantage of such an opportunity to make online purchases shows that consumers are looking at it as a very good opportunity to provide the products they need. What is an issue of interest is to know whether this opportunity is an equally good alternative for consumers to buy food products? What impact is the experience of the Covid 19 pandemic situation bringing to this market?

As the literature suggests, the increase in online sales for different products has seen an increase over time, although not uniformly for all product categories (Anesbury, et al., 2016). Online shopping for food products turns out to be a relatively new environment and as a result are modest compared to other product categories. Yet they experienced steady growth throughout the world. (EuroMonitor International, 2020).

In terms of distribution channel, the purchase of food online has seen a huge increase since the advent of Covid 19 (EuroMonitor International, 2020). This has been driven by restrictions that governments have placed on maintaining social distance. Under these circumstances created by Covid 19, some consumers may have had a first experience with online shopping and for others it may have been a recurring experience from a longer history.

Notwithstanding the foregoing, online shopping represents a new shopping model that deserves to be analyzed for all types of products, in order to provide a convenient distribution channel for the customer. Distributors are also interested in better understanding consumer behavior even when it comes to online grocery shopping. Through this paper it is intended to bring to attention through the literature information about the fact that:

Do consumers have similar behaviors in using online shopping for food products in terms of factors that motivate them to buy online? What impact could the Covid-19 situation have had as a situational factor in promoting the use of online food purchasing channels? Should we expect this behavior to continue even after the situation has changed and the world has regained its behavioral habits?

According to EuroMonitor International (2020), the effects of Covid-19 can be ascertained in three stages of impact:

a. Short-term impact - closure by restrictions on food providers has shifted home-taking; consumers have increased purchases at food retail units.
b. Medium-term impact - the growth of food purchases through e-commerce will continue to be high as social distancing continues. Even when food service begins to return, the shift to eat at home is likely to stay in place to some extent as a result of financial uncertainties and pressures. Buying cooking food and ready-made meals at home will continue to have priority.
c. Long-term impact - consumers will spend less money eating out. The drive towards online food shopping will increase and many will buy this way, although some consumers have had little experience with e-commerce.

From the above it is interesting to understand what would motivate consumers to continue shopping online?

2. Convenience in shopping as a motivator of online shopping

Many consumers point out convenience and time savings as their main motivation for buying food products online (Morganosky and Cude, 2000). According to Morganosky and Cude (2000), the key factors in choosing product acquisition through online channels are: time savings and convenience in purchasing. They see online shopping as a way to save time in choosing and evaluating alternatives, coupled with increased internet usage and familiarity with electronic devices. At the end of 2019 the world faced the spread of the Covid-19 virus. Until then the data in the literature regarding online shopping, which were measured under normal living conditions, focused on identifying several factors that may motivate consumers to use marketing channels to secure their products online.

2.1. Convenience

Convenience is also a motivating factor in online shopping. According to Aylott and Mitchell, 1998; Cassill et al., 1997, the convention deals with psychological cost and other forms of non-monetary costs such as time, effort, and stress.

Morganosky and Cude (2000) also noted that convention was a particularly important motive when there were limitations of the situation such as: health status or the presence of young children in the family. This suggests that situational factors may be important in shaping and strengthening online shopping motivations. The situation created by Covid-19 can be considered as such (Zhuang et, al., 2005). Factors such as: product characteristics or seller, product information but also the impact of the situation affect online shopping (Alaimo et, al., 2020).

Online shopping offers various conveniences regarding home or office shopping. Morganosky and Cude (2000) even point out that consumers order a list for a period and send it when it is complete. Thus they are able to check the recipes or shelves for the products needed during the purchase, checking the execution of the order periodically, which is impossible or difficult to do when shopping in the store.

2.2. Time saving as part of the cenvenience of online shopping

The literature provides information about the time the consumer spends on purchases in physical stores. Results from many authors suggest that more educated and somewhat higher-income consumers may be more likely to shop online, primarily for time-saving and convenience aspects. Hence they suggest that the online environment potentially reduces the amount of time required to shop (Bellman et al., 1999; Huang and Oppewal, 2006; Morganosky and Cude, 2000; Ramus and Nielsen, 2005; Sorensen, 2009). This is also reinforced by Richmond (1996) where it turns out that shoppers shop online to save time and have more bargain (Richmond, 1996).

Various authors acknowledge that online shopping saves time compared to shopping in physical stores as it avoids movement, parking, communication in a physical environment. The latter is of interest because as reported by Hui et, al., (2009) "A significant part of the time in the store does not go to the selection of goods, but is moving through the store."

Huang and Oppewal (2006) suggest that efforts to promote online food purchases may focus just as well on communicating the time savings earned from online purchases rather than reducing shipping tariffs. On the other hand, Anesbury et. al., (2016) estimate that the time of choosing online shopping for food items is fast, with an average of 19 seconds. They also point out that comparing the results of this online study with those conducted in-store shows that shoppers behave in a similar way across the two purchasing methods (Anesbury et. Al., 2016). Considering the data it would be an interesting look at what happened to this factor by studying the time spent online as a result of the impact of lifestyle in isolation conditions as a result of Covid-19 which to some extent pushed consumers spend more time online.

According to Alaimo et al., (2020), who have measured the impact of the time factor as a result of Covid-19, suggest that the opportunity to save time by making online purchases is high and the chances of being more satisfied are 4,011 times more than those who state that this possibility is low, keeping all other variables constant.

3. Online shopping behavior after Covid-19

Based on the consumer decision-making process, knowing the post-purchase phase is of interest to understand whether consumers will repeat the experience with the purchase or the new form of purchase. According to Oliver (1977), Expectation Confirmation Theory (ECM) is the cognitive theory that aims to explain beliefs about post-purchase, or post-adoption, satisfaction as a function of purchasing expectations and perceived performance.

Lee (2010) used an extension of ECM with information systems theory that models how users accept and apply a particular technology in an empirical model to explain and predict the purpose of user continuity in online learning.

Based on this model Shang and Wu (2017) suggest that the determinants that affect the continuity of online use by users may vary between different product categories. Shang and Wu (2017) explain that among food buyers, the purpose of continuity, ie the adoption of this purchasing model is determined by several factors:

- Ease of use of equipment
- Satisfaction
- Value for money
- Confirmation

Among these factors, it turns out that the value for money, which is the perceived usefulness derived from a purchase through an app as a cost function, affects the continuity goal more than all other factors. So according to Shang and Wu (2017), the link between the tendency to buy food online and the value for money is high. Cost factors in the study of Shang and Wu (2017), are those related to the change in monetary cost perceived by consumers when comparing food purchases online and in stores. Purchasing costs include both fixed and variable costs. Bell et al. (1998), identify fixed costs as travel expenses associated with going to a store plus a buyer's natural preference and loyalty to the store. Travel expenses such as: fuel cost or parking are clearly an expense that consumers would like to get rid of. So online shopping saves monetary value for the consumer and consequently affects the tendency to continue online shopping.

Retailers expect online shopping to continue after restrictions, driven by social distancing, are removed as part of a new way of shopping. In the US., For example, Amazon is adding 100,000 new positions to its distribution network including Amazon Fresh and Whole Foods (EuroMonitor International, 2020).

Situational factors like Covid-19 can be considered as incentives to motivate various customers who probably would not have been involved in online shopping. This situation can also affect the reduction of frequency after changing the initial conditions. Significantly, situational factors seem to have been important factors not only in initiating but also in reducing the frequency or complete cessation of online shopping for food products, especially when the initial situation returns to normal (Hand et, al. 2009).

From a managerial perspective, discovering the importance of situational factors as incentives for consumers to start (or stop) buying food online is important (Hand et, al. 2009). This suggests that efforts to promote online food purchases may focus just as well, if not better, on communicating the time savings earned from online purchases than on reducing shipping tariffs (Huang and Oppewal, 2006). For food buyer groups, marketing policy strategies can focus more on increasing customer value through promotions and rewards, among other strategies by increasing perceived profit by the consumer. On the other hand online food providers should use simple platforms in use so that the consumer is easily oriented and encouraged to look at online shopping bargaining.

4. Conclusions

The level of internet use by the consumer has increased significantly. A very large number of internet users turn out to take advantage of this opportunity to conclude an online purchase. Online grocery shopping turns out to be a relatively new environment. As far as the distribution channel is concerned, online food purchases have seen a huge increase since the advent of Covid-19. Many consumers cite time savings and convenience as the main motivators for buying food products online.

The opportunity to save time by making online purchases is high and the chances of being more satisfied are greater than those who state that this opportunity is low. Value in money results as the main factor influencing the purpose of continuity.

Factors related to the change in the monetary cost perceived by consumers when comparing grocery shopping online and in stores as travel expenses associated with going to a store plus a buyer's natural preference and loyalty to the store. Travel expenses such as fuel or parking costs are clearly an expense that consumers would want to get rid of. So online shopping saves money for the consumer and therefore influences the tendency to continue them. Online food service providers need to focus on improving time-saving factors and increasing consumer convenience so that online shopping is an alternative to securing products..

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EFFECTIVE INCORPORATION OF THE 4 CS IN TEACHING ESP IN THE 21 ST CENTURY

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Abstract

This study aims to highlight the importance of effective incorporation of creativity, critical thinking, communication and collaboration in teaching English for Specific Purposes in the 21st century. ESP lecturers might find useful to have a clear vision of the effects of the 4 Cs in their classes and the skills needed in facilitating the acquisition of English for Specific Purposes. What is the impact of integrating the 4 Cs in the 21st century ESP classes? Can this new approach be embraced by teachers and students at the same time? Globalization has affected our lives profoundly. It has affected many different fields including education as well. Foreign language teachers improve intercultural communication of students with one another. Can the incorporation of these skills help students during this era of globalization? Is communication related to learning outcomes in ESP classes? The study provides insights regarding cooperative learning. What is cooperative learning? What are its main features? A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future. How is technology helping students and teachers to meet their study needs? Has the incorporation of technology facilitated the learning process? What are some of the benefits of using technology in our classes? Are teachers encountering difficulties while getting adapted to innovation in technology? As an ESP lecturer I will share my experience and provide my recommendations why the effective incorporation of creativity, critical thinking, communication and collaboration is vital in teaching English for Specific Purposes in the 21st century.

Key words: *4Cs, ESP, Creativity, Critical Thinking, Communication, Collaboration*

Introduction

The twenty-first century is an era of globalization that has affected and revolutionized several fields such as economy, science, information, and education as well. The speed of communication and the low cost of processing information have helped people overcome the barriers of distance. In order to be integrated in this globalized world, students must be able to acquire new skills demanded by the rapidly changing society. The rapid changes in technology and science make learning a continuous process for both teachers and students. Globalization is creating opportunities for sharing knowledge, technology, social values, and behavioral norms and promoting developments at different levels including individuals, organizations, communities, and societies across different countries and cultures. What are some of the skills which are considered to be the 21 st century skills? The concept of 4 Cs refers to "creativity", "critical thinking", "communication" and "collaboration" as 21st century skills. The "Four Cs" strengthen students ability to succeed professionally in today's fast changing world, while fostering at the same time other life-enhancing Cs: curiosity, confidence, caring and cooperation. Give students challenging opportunities to be successful in their language-learning experience so they can develop confidence and become independent, lifelong learners. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

Technology in Education

Technology has been extensively used in the world, particularly in the developed countries (Murgor, 2015). The responsibility to help its citizens to communicate with members of other societies successfully belongs to the education system of a country especially the foreign language teachers as foreign language teaching improves intercultural communication competence (Ellis, Ginns, & Piggott, 2009).

Using technology for educational purposes in higher education has successively been established (Ellis, Ginns, & Piggott, 2009). Today universities are incorporating technology into their ESP classes. They use these new technologies to facilitate the learning system. Universities have adopted technology not only because of the pandemic situation, but also due to the fact that technological changes have also affected the changes in social life and work life**.** Currently, many institutions have empowered their status by providing effective distance teaching thanks to innovative changes in communication and information technologies (Varis.T, 2007).

Technology use in education is not limited to computer use. Students and teachers make use of many other tools such tablets and mobile phones as well. All these tools at their disposal have facilitated the process of acquiring new languages and specific terminologies. Online distance learning has become a powerful tool.

Whenever technologies are employed, the roles of teachers and students change (Robert G. Powell & Dana L. Powell, 2010, 225). According to Chizmar and Walbert (1999), technology allows the teacher to move from the "sage on the stage" to the "guide at the side." When technologies become infused into the curriculum, the teacher's role shifts from being primarily an information source to a facilitator, a coach, a guide, and a co-learner. Jones, Valdez, Nowakowski, and Rasmussen (1995) outlined the way in which these teacher roles are enacted in technologically rich classrooms. They contended that teachers are facilitators when they provide environments and opportunities for students to work collaboratively and solve authentic problems. When they act as a guide, teachers mediate, model, and coach. Teachers model when they competently demonstrate the use of technology. They coach by giving hints and encourage students to refocus and practice their skills. Finally, teachers are co-learners when they participate with students in the discovery and management of new information and insight. Training ESP teachers for this process and developing English language materials that foster these skills are fundamental steps for this purpose.

There are several benefits of using these new technologies such as computer networks, distance learning systems, software and video materials (Han.T & Aybirdi.N, 2) . First, they can enable individualized instruction and this contributes to establishing best learning environments (Usun, 2013). Comparing e-learning to face-to-face learning, e-learning is more powerful in terms of the superiority in interaction and well-timed feedback. As learning styles have become more innovative, there has been a shift from traditional web-based learning environments to individualized adaptive e-learning environments (Özyurt & Özyurt, 2015) because if the learning environment includes learning differences and learning needs of learners, it is possible to respond students about their needs (Brusilovsky, 2001). Technology has enriched e-learning environments and also enabled individualization of them (Özyurt & Özyurt, 2015).

Second, discussion forums and online tests, as well as video- and audio-conferencing ease group discussion and self-evaluation. They are also used to enhance an innovative learning environment. (Wu, Chen, Zhang, & Amoroso, 2015).

Third, e-learning has become successful because e-learning systems (e.g. interactive digital video technology) boost student learning engagement resulting in improved learning effectiveness (Hiltz, 1993; Wang & Wang, 2009; Zang, Zhou, Briggs, Nunamaker, 2006). So, there is an overall positive link between the use the technology, student commitment and learning.

Technology has reshaped all aspects of society and especially the education system. Although the capability to achieve information has been improved by digital technologies, it is still challenging for teachers to incorporate these competencies into this changing process (Varis, 2007).

Bransford, Brown, and Cocking (2000) offer five ways to effectively use technology:

• Bringing real-world problems into the classroom.
• Providing scaffolds and tools to enhance learning.
• Giving students and teachers more opportunity for feedback, reflection and revision.
• Building local and global communities that include teachers, administrators, students, parents, practicing scientists and other interested people.
• Expanding opportunities for teacher learning.

Creativity and critical thinking

Creativity and critical thinking represent inseparable attitudes and abilities for innovation which, contrary to popular belief, can be learned, taught and implemented in any classroom. Many teachers have heard of different learning styles. Some students tend to be more visual learners (learning by seeing), while others are more hands on or kinesthetic (learning by doing). To develop creativity in students, teachers need to be aware of these differences and conduct a range of activity types in the classroom. Allowing students opportunities to be creative means that teachers need to be flexible and give students choices whenever possible (Halvorsen, 2018). Finally, developing creativity works naturally with problem solving activities in the classroom. Whenever students are asked to find solutions to complex problems, they are given the chance to think about the problem in new and creative ways.

Creativity is a cognitive concept often linked with creative thinking, imagination and innovation in education. Teachers' promotion of creativity in ESP classrooms can be significantly influenced by their good knowledge and understanding of the concept and their awareness about effective strategies for its integration.

According to Ravitch (2009), it is impossible for an individual to think critically, if she/he does not have adequate core knowledge to think about. For this reason, to be able to think critically one needs to compare, contrast and synthesize what she/he has learned beforehand (Ravitch, 2009).

Critical thinking is one of the 4Cs, and it is one of the valuable thinking skills our students will need in the future. To think critically about an issue or problem means to analyze it from many viewpoints and perspectives with an open mind (Halvorsen, 2018). The process requires that we analyze evidence to think through issues and challenges before coming to solutions. In truth, critical thinking is a skill built on our ability to conduct careful and thoughtful analyses of issues. Some of the activities which can help students improve critical thinking are as follows:

- analyzing data (graphs, charts)
- collaborating over a problem
- comparing (charts)
- defining concepts

- evaluating information with a rubric
- individually solving problems
- predicting outcomes
- ranking
- reaching consensus
- summarizing concepts

Communication and Collaboration

Communication and collaboration are fundamental life skills that students can draw from in their everyday experiences at school and shape their ability to live, connect with others and work well in their future. Many of the things that language teachers are already doing in the classroom, like pair and group work, peer review, and project-based learning, are excellent to support the development of collaboration and communication. Employers of today are increasingly looking to hire people who not only understand their field, but who also have developed skills in communicating and collaborating in teams. When students leave our English classes, we of course want them to have improved their language skills, but we also want them to have developed confidence in their ability to communicate and collaborate in the language. Communication is dynamic and complex, but it can be learned and understood if we carefully examine it in "chunks" and apply what we learn to real-world circumstances (Robert Powell and Dana Powell, 2010). Contemporary theorists also emphasize the powerful relationship between learning and communication (Robert Powell and Dana Powell, 2010, 24).

Collaboration implies the sense of cooperation and sharing responsibility and accountability. In the context of teaching and learning, it refers to students working together to achieve a shared goal when every member has a role to play in accomplishing tasks towards that goal. Johnson, et al. (2013, 3) defined cooperative learning as "the instructional use of small groups so that students work together to maximize their own and each other's learning"(Salama Embark Saleh, 2019). Cooperative learning has become a feature of progressive education and an essential component of effective teaching and learning. It has been offered as a way for improving instructions at university (Johnson et al., 2013) and for better teaching of English language learners and for ESP teacher education (Beltran & Peercy, 2014). Moreover, it represents a solid foundation for other forms of active learning such as problem-based learning, team- based learning and peer-assisted learning. Developing the perception of 'positive interdependence' through promoting the feeling of belongingness towards the group with a clear 4Cs in the ESP Classroom understanding of the need for others in completing the tasks and achieving the goals. "Individual accountability" is another important factor for successful collaboration. Every member should be personally responsible for performing his share and for helping others in completing their tasks. Promoting positive interaction among the members of the group through estimating each member's effort and praising achievements. This interaction can develop social skills of participating in discussions, challenging others' reasoning and conclusions and supporting and motivating others.

Johnson, D. W, Johnson, R. T, & Holubec, E. J, (1993) identified six essential features of cooperative learning.

1. Positive interdependence. The success of the group is dependent upon the cooperative activities of the members. Positive interdependence is achieved when students believe that one cannot succeed unless all succeed. Without positive interdependence cooperation is impossible.

2. Individual and group accountability. There are two types of accountability. At one level, the group must be held accountable for achieving its goal and each individual must be held accountable for his or her contribution to the group goal. Individual accountability achieved when the performance of each individual is assessed and the results are given to the group. Cooperative learning strengthens individual performance through continuous feedback and the opportunity to take corrective action.

3. Face-to-face interaction. Students need to do real work in which they promote each other's achievements, share resources, and encourage learning. The importance of face-to-face communication cannot be understated. Learning and understanding are facilitated when students orally explain, correct, and re-explain ideas, processes, and concepts. In cooperative learning situations, students interact; assist one another in learning tasks, share diverse ideas, and beliefs and work as a team to accomplish instructional goals.

4. Interpersonal and small group skills. In cooperative learning, students are not only required to learn academic subject matter but also learn the social skills necessary to work in a group. Cooperative learning requires students to simultaneously engage in task work and teamwork. Among the skills necessary for successful group participation are leadership, decision-making, conflict management, and trust building. These skills must be taught as precisely as academic skills.

5. Group processing. Group processing exists when group members monitor their progress on task and working relationships. Improvement requires an analysis of what works and what creates problems in the group. Each student is held accountable for his or her academic work. The final evaluations come from teachers, peers, and self.

6. Development of social skills. Cooperative learning helps students develop the types of interpersonal skills necessary to succeed in work, school, and home. Students enhance interpersonal skills, develop conflict management skills, and increase critical thinking.

Effective communication is related to teaming, collaboration, interpersonal skills, social responsibility and interactive communication. A simple definition of language is a means of communication and therefore developing learners' ability to communicate in the target language represents the main aim of language teaching and learning. Communication is the third skill of the 21st century and recently its integration in ESP classrooms becomes a must, not an option. It refers to any interactive mutual attempt of two interlocutors to negotiate a meaning in different communication situations.

Communication activities should be a noticeable feature of those ESP teachers who are really concerned with developing their students' communication skills. Different communication activities can be implemented for this purpose such as role-play, oral presentations, group work, pair work, discussion, games, class circles, countdown, and word association, (Patterson, D. 2013). These activities should be around interesting topics for students in order to enhance their motivation to participate actively. However, these activities should not introduce much new material and should provide opportunities for students to activate the language items they already know (Patterson, 2013).

Nowadays, language classrooms are significantly distinctive from classrooms of the previous century that mostly concentrated on grammar, memorization and rote learning (Eaton, 2010, p.16). Current, communicative language teaching constructs a community in which students learn by collaborating and sharing information (Richards, 2006, p. 23). In general, overall of the

21st century skills underline the things that learners are able to do with knowledge and how they implement that knowledge in authentic settings (Larson & Miller, 2011). Today, authentic necessities are created in classrooms for learners to communicate, interact and negotiate meaning by doing activities including role plays, switching information and solving problems (Richards, 2006, p. 23). Today's world requires learners to use creativity to explain themselves and prove what they know by facilitating from technology;

Conclusion

The concepts of creativity, critical thinking, communication and collaboration have been discussed in this article. They have been introduced as the main skills of the 21st century. However, achieving this important aim in these contexts requires implementing some necessary actions in order create the appropriate environment for integrating these skills in language teaching and learning. Creativity is a cognitive concept often linked with creative thinking, imagination and innovation in education. Critical thinking is one of the 4Cs, and it is one of the valuable thinking skills our students will need in the future. Communication is vital since it enhances cooperative learning and improves the spirit of cooperation within the class. Collaboration implies the sense of cooperation and sharing responsibility and accountability. Cooperative learning has become a feature of progressive education and an essential component of effective teaching and learning. Training ESP teachers for this process and developing English language materials that foster these skills are fundamental steps for this purpose. Research in ESP contexts should address exploration of teachers' and learners' attitudes, beliefs, perceptions and practices of these skills. It should also focus on reviewing and developing the current English curriculum to include tasks and activities that promote these skills.The use of technology has facilitated the learning system especially during the pandemic situation. When technologies become infused into the curriculum, the teacher's role shifts from being primarily an information source to a facilitator, a coach, a guide, and a co-learner. 21st century students should be encouraged to develop 21st century skills.

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DOCUMENTATION AND RECORDING IN ACCOUNTING ACCORDING TO STANDARDS IN THE GLOBAL FIGHT AGAINST CORRUPTION

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Abstract

Today documentation and recording in accounting is a very important for everyday business activity, because all the business have their activity and registration of accounting data has their importance.
There is an increasing focus on the subject of corruption around the world. Some essential changes have been suggested by the respondents to increase government accountability and transparency such as shifting from cash-basis to accrual-basis accounting, adopting international accounting standards, changing budget system from input-line to performance programme budget system, strengthening audit especially external auditors, updating the accounting curriculum and computerising the accounting system. These will improve the accounting system and thus aid in fighting corruption.
In this study we will discuss some problems about accounting standards, corruption and accounting systems as a important part of business activities.

Keywords: Accounting; Corruption; Accounting Standards; Public Sector; Corruption Systems etc.

1.Introduction

Accounting or **accountancy** is the measurement, processing, and communication of financial and non financial information about economic entities such as businesses and corporations. Accounting, which has been called the "language of business",measures the results of an organization's economic activities and conveys this information to a variety of users, including investors, creditors, management, and regulators. Practitioners of accounting are known as accountants. The terms "accounting" and "financial reporting" are often used as synonyms.Accounting can be divided into several fields including financial accounting, management accounting, external auditing, tax accounting and cost accounting. Accounting information systems are designed to support accounting functions and related activities. Financial accounting focuses on the reporting of an organization's financial information, including the preparation of financial statements, to the external users of the information, such as investors, regulators and suppliers; and management accounting focuses on the measurement, analysis and reporting of information for internal use by management.

Corruption is a very complicated and debatable phenomenon. Many definitions have been used to determine its meaning, while there is no one universally accepted definition. However, corruption, in simple terms, means a person or an organisation who takes advantageof money or position, whether in the public sector or the private sectorin order to achieve purely individual gains. Corruption is a barrier that postpones the economic development of a country. The World Bank indicated in its annual report, in 1997, that corruption is a serious threat that hinders the social and economic development, increases social inequality, and perpetuates poverty. In addition, it impedes the enhancement of the quality of general services which are delivered by governments for the poor citizens and rural areas, especially in the developing countries. Its impacts are not only on the government institutions or private sector, but also on the society as a whole. Spector states that in the developing countries, corruption is regarded as the most dangerous problem and has more negative impactsthere than in the developed countries. Sandholtz and Koetzle argue that corruption is a big challenge for developing countries. Further, Koetzle argues that corruption has affected many aspects of life and created many economic, financial, educational, administrative, and social problems. Thus, fighting corruption in developing countries is regarded as the essential step towards economic development. Corruption occurs in public and private sectors and has negativeimpacts on both these sectors. In the private sector, it reduces competition, weakens efficiency, and effectiveness, and increases the cost of businesses. In the public sector, it increases the general expenses, decreases the amount of taxation and thus, increases financial deficitsand creates macroeconomic uncertainty. Therefore, fighting corruption is not limited to only the government, but all parties that take part in this fight.

2.Corruption in developed countries

Campos et al, explains that corruption is a global problem and does not directly relate to a particular country or region. Corruption is without borders, that exists everywhere and creates various problems for governments, firms, businesses, people, and society in many countries, whether they are developed or developing. However, certainly, the level of corruption in developing countries is higher than in developed countries. In the light of this, Sandholtz and Koetzle state that corruption has a priority for discussion in agendas of international platforms such as the International Monetary Fund, World Trade Organization, and World Bank. As a result, many suggestions are being proposed internationally for developing anti-corruption strategies and helping poor nations to fight corruption.

3.Corruption and accounting system

Everett et al. conducted a study, examining the role of accounting in the global fight against corruption. They state that accounting and auditing systems have an important role in any organisation. According to them, accounting is an information system that provides information about economic entities through financial statements and reports. These statements and reports are important for decision makers. Audit is a monitoring system, which provides neutral andprofessional opinions about the financial statements. Further, they state that, Accounting serves a dual role: Financial statements provide information about economic transactions, and the auditing profession serves as a monitoring mechanism to check on the accuracy of this information Accounting as an information system, and auditing as a monitoring or check on the accuracy of the accounting information system, provide an enormous potential for establishing accountability and detection of corrupt activities. A similar argument is made by Malagueño et al. They conducted a study to discover the existence of a relationship between accounting and auditing and the level of corruption. The authors have collected data by a cross-country survey. They found out practical evidence that the level of corruption in a country enormously depends on its accounting and audit systems. According to the findings, financial reports with high transparency and disclosure show a lower level of corruption. Malagueño et al. argue that any country will be able to reduce the level of corruption by strengthening its accounting andaudit systems. They point out that stakeholders can assess the organisation's performance through accounting and audit reports; these reports allow them to make decisions in a relevant time. However, since a poor accounting and control system does not provide accurate financialreports they become less reliable for stakeholders while making decisions. In addition, poor accounting and auditing systems generate a situation that makes it easier for employees to work against accounting and auditing rules for fulfilling private gains. In this context, statethis is an important discovery because if, as our research suggests, better accounting and audit systems are associated with less perceived corruption, then governments may be able to decrease corruption by improving accounting and audit standards thus improving their business climate, encouraging investment by both nationals and foreigners and increasing overall their productivity and GDP.

4.Accounting system

Before illustrating the accounting system in developing countries,there is a need to understand to the role of accounting system in general.

Accounting is an information system which is regarded as an essentialpart in an organisational structure. It provides financial informationto the related parties, whether internal or external. Audit is a part ofthe accounting system which verifies the information provided by theaccounting system. Accounting and auditing system together work toproduce accurate, relevant, comparable, and transparent information.

Thus, in this case, accounting system is considered to activelycontribute in a country's economic development. The accountingcontribution was confirmed by the World Bank. The World Bank in1997 emphasised the role of an accounting system in strengthening acountry‘s economic development by stating that, ―there is no doubtthat weak accounting and auditing capabilities, as well as the highincidence of financial mismanagement in the public and private sectorsare major constraints to sustainable economic development.Traditionally, the role of an accounting system is merely toprovide financial information about an organisations' performancefor interested parties, in order to facilitate decision making. However,the role of an accounting system has evolved significantly, especiallyin the developed countries. It now ensures concepts of transparencyand accountability, not only in public organisations, but also in theprivate organisations and in the wider scope of national economicdevelopment as well. In other words, it provides to citizens the financialand non-financial information about an organisations‘ performance,whether they are public or private. In addition, it has an active role inthe socio-economic development by providing information about thegeneral national income, general resources, social values, fairness, andenvironmental considerations.

5.Accounting change

Barth et al. argue that some factors have affect the accounting system; these include increasing international trades, international flow capital and foreign investment, financial crisis and accounting scandals, information technology and globalization process. These factors have encouraged accounting federations and associations in some developed and industrial countries to invent and change the existing accounting system to improve it to deal with the new and competitive era. As a result, the international accounting and auditing standards have been issued. The majority of countries, especially developed countries, made the essential changes in their accounting system and adopted these international standards. In the light of this, Mangualde state that, over the last 30 years, the public sector has passed through a wave of reforms worldwide, usually towards the adoption of business-like practices as a way to better manage the public resources. With respect to financial reporting, these reforms have as cornerstones the adoption of accrual-accounting (AA) in place of the traditional cash-basis accounting and the discussions towards the use of a set of international accounting standards (IAS) such as the International Public Sector Accounting Standards (IPSAS) or the International Financial Reporting Standards (IFRS).

6.Adopting the International Accounting Standards (IAS).The role of International Accounting Standards Committee (IASC).

The IASs are a set of international standards that were invented by international organisations and federations of accounting. The main aim of IASs is providing international harmonisation and coordination in relation to accounting issues. Further, financial statements underIAS have comparability, accuracy, reliability, and validity.

The **International Accounting Standards Committee** (**IASC**) was founded in June 1973 in London at the initiative of Sir Henry Benson, former president of the Institute of Chartered Accountants in England and Wales. The IASC was created by national accountancy bodies from a number of countries with a view to harmonizing the international diversity of company reporting practices. Between its founding in 1973 and its dissolution in 2001, it developed a set of International Accounting Standards (IAS) that gradually acquired a degree of acceptance in countries around the world. Although the IASC came to include some organizations representing preparers and users of financial statements, it largely remained an initiative of the accountancy profession.

At the core of the IASC was the committee, or board, consisting of delegations from the member bodies. The board typically met three to four times a year for two or three days in locations around the world. It was served by a permanent secretariat based in London. The technical agenda of the board was prepared by working groups known as steering committees, each appointed to develop proposals for a new or modified standard on a specific topic. Steering committee membership was on an individual, not institutional, basis, but appointment was based on recommendation by an IASC member body, industry organization or similar grouping.

Starting with IAS 1 Disclosure of Accounting Policies, published in 1975, the IASC issued 41 International Accounting Standards, each dealing with a specific financial reporting topic. Over time, standards were amended or replaced. When the IASC was replaced by the IASB, 34 standards were still extant and adopted by the IASB.

The original aim of the IASC was to issue 'basic' standards. In practice, this meant that the standards often reflected common, rather than best practices in the board member countries. Several standards contained alternative treatments (options), reflecting the diversity of practice. For instance, IAS 2 Valuation and Presentation of Inventories in the Context of the Historical Cost System (1975) allowed a variety of practices including the LIFO, FIFO and base stock methods. For this reason, the IASC was sometimes criticized for taking a 'lowest common denominator' approach.However, some of the early standards prescribed practices that were not yet commonly followed in many countries, including several board member countries. IAS 3 Consolidated Financial Statements and the Equity Method of Accounting (1976) required the presentation of consolidated financial statements by parents of subsidiary companies. This was well before the Seventh Company Law Directive (1983) made this mandatory in the member states of the European Economic Community. IAS 17 Accounting for Leases (1982) required the capitalization of finance leases, a practice that was as yet unusual or unknown outside the United States.

According to the IASC's Constitution, the member bodies were committed to use their 'best endeavours' with reporting companies, their auditors, governments and securities market regulators to ensure that published financial statements complied with IAS, and that audit reports referred to any non-compliance.

High quality financial reporting cannot be guaranteed solely by developing accounting standards with the strongest theoretical bases; financial reporting may be weak if conceptually sound standards are not rigorously interpreted and applied. If accounting standards are to satisfy the objective of having similar transactions and events accounted for in similar ways, preparers must recognize their responsibility to apply these standards in a way that is faithful to both the requirements and intent of the standards, and auditors and regulators around the world must insist on rigorous interpretation and application of those standards. Otherwise, the comparability and transparency that are the objectives of common standards will be eroded.

In this respect, it is difficult to evaluate the effectiveness of certain of the IASC standards at this stage. First, there is little direct use of IASC standards in developed capital markets. Second, even where IASC standards are used directly in those markets, a number of the new or revised standards may not have been implemented yet.For that reason, financial statements currently prepared using IASC standards may not reflect the improvements achieved by the IASC in the core standards project. Therefore, preparers, users and regulators may not have significant implementation experience with respect to those standards to assist us in our evaluation of the quality of the standards as they are applied.

In order for any body of standards to be able to be rigorously interpreted and applied, there must be a sufficient level of implementation guidance. The IASC standards frequently provide less implementation guidance than U.S. GAAP. Instead, they concentrate on statements of principles, an approach that is similar to some national standards outside the United States. Also, the IASC has formatted its standards by using bold (`black') lettering to emphasize basic requirements of the standards while placing explanatory text in normal (`gray') lettering. We believe that the requirements of an IASC standard are not limited to the black lettered sections and that compliance with both black and gray letter sections of IASC standards should be regarded as necessary. Additionally, the IASC has published a basis for conclusions for only two of its standards. The basis for conclusion in U.S. standards often is useful in promoting consistent understanding of the standard setter's reasoning and conclusions.

Comparability may be achieved with respect to less detailed standards through common interpretation and practice by companies and auditors who are familiar with the standards. Earlier standard-setting organizations in the United States, such as the Accounting Principles Board, followed this approach and developed less detailed standards. Our experience with that approach was not favorable, however, and led to the current organization and approach to standard-setting under the FASB.

6.1 The Need for a Financial Reporting Infrastructure

Effective financial reporting begins with management, which is responsible for implementing and applying properly a comprehensive body of accounting principles. Rigorous and consistent application of accounting standards also depends on implementation efforts of the standard-setter, auditors and regulators. There are concerns that current IASC standards may not be rigorously and consistently applied. For example, a recent study authored by the former IASC secretary-general identifies non-compliance with IASC standards by a number of the 125 companies surveyed. It also cites examples of auditors who failed to identify properly a lack of compliance with IASC requirements in their reports on an issuer's financial statements.

In addition, the SEC staff has noted inconsistent applications of IAS 22, *Business Combinations*. The staff has received a number of requests to accept characterizations of business combinations as "unitings of interests" despite IAS 22's clear intention that uniting of interest accounting be used only in rare and limited circumstances. In addition, the SEC staff, based on its review of filings involving foreign private issuers using IASC standards, has identified a number of situations involving not only inconsistent application of the standards but also misapplication of the standards. In these circumstances, the SEC staff has required adjustments to the financial statements in order to comply with IASC standards.

6.2 The Restructuring of the IASC(International Accounting Standards Commettee)

The IASC has published a restructuring plan which is expected to result in an independent Board whose members are selected based on technical expertise, with oversight provided by an independent set of Trustees. The restructuring also is expected to integrate the roles of the IASC and those of national standard-setters.

At this time, we do not anticipate adopting a process-oriented approach (like our approach to the FASB) to IASC standards. Instead, we expect to continue a product-oriented approach, assessing each IASC standard after its completion. Nonetheless, the quality of the standard-setter has relevance to our consideration of the IASC standards, particularly with respect to implementation and interpretation questions. Since many of the IASC standards are new or relatively new, application issues may arise that require the response of an effective and high quality standard setter. Additionally, the quality of the standard-setter has critical implications for the development and acceptance of future standards.An effective high quality standard-setter is characterized by:

- an independent decision-making body;
- an active advisory function;
- a sound due process;

- an effective interpretive function;
- independent oversight representing the public interest; and
- adequate funding and staffing.

6.3The Role of the Auditor in the Application of the Standards

High quality accounting standards and an effective interpretive process are not the only requirements for effective financial reporting. Without competent, independent audit firms and high quality auditing procedures to support the application of accounting standards, there is no assurance that the accounting standards will be applied appropriately and consistently. As discussed in the introduction to this release, increasing globalization of business and integration of capital markets raise challenging questions of how to provide oversight of audit professionals on a world-wide basis to ensure consistent high quality and ethical audit and accounting practices.

In the United States, implementation and application of U.S. GAAP are supported through professional quality control practices and professional and governmental (state and federal) oversight and enforcement activities. National technical offices of U.S. accounting firms serve an important role in ensuring an appropriate and consistent interpretation and application of U.S. GAAP and U.S. auditing standards.

6.4 The Role of the Regulator in the Interpretation and Enforcement of Accounting Standards

While the Commission has the authority to establish accounting standards, historically we have looked to the private sector for leadership in establishing and improving accounting standards to be used by public companies.As a result, the Commission has recognized the FASB as the private sector body whose standards it considers to have substantial authoritative support. This partnership with the private sector facilitates input into the accounting standard-setting process from all stakeholders in U.S. capital markets, including financial statement preparers, auditors and users, as well as regulators. Our willingness to look to the private sector, however, has been with the understanding that we will, as necessary, supplement, override or otherwise amend private sector accounting standards.

The SEC staff is involved with the application of accounting standards on a daily basis through its review and comment process. This review process, administered by the Division of Corporation Finance, allows the staff to review and comment on a company's application of GAAP and related SEC disclosure requirements. The SEC staff would have the same significant interpretive and enforcement role in the application of the IASC standards when those standards are used to prepare financial statements included in SEC filings.To perform that role, our staff would need to develop expertise regarding the IASC standards.

However, other jurisdictions accepting IASC standards may develop conflicting interpretations or may accept applications of IASC standards that would not be acceptable in the United States and other jurisdictions, in part, because of lack of expertise, resources, or even the authority to question a company's application of accounting standards. We are seeking to identify ways to reduce the development of diverging interpretations of IASC standards.

To facilitate its investigations of possible securities law violations, the SEC staff may need to obtain access to a non-U.S. auditor's working papers, as well as testimony, in connection with audit work done outside the United States. In some prior investigations, we have obtained access to information through the voluntary cooperation of the company or its foreign auditors. We also have the potential of using domestic compulsory mechanisms or enforcement tools such as memoranda of understanding and other arrangements with non-U.S. regulators. However, these approaches for obtaining information about an auditor's work can cause delays in investigations, and may still not permit obtaining access to working papers and testimony that are needed to assess information the issuer has provided to its auditors and to investigate the adequacy of the work supporting the auditor's report. The circumstances in which we need this information have grown, due to the expanded multinational activities of U.S. companies and the increasing number of foreign issuers that are listed on U.S. exchanges. Greater acceptance of the IASC standards may increase further the instances in which an issuer's auditor is not based in the United States.

7.Conclusion

Following receipt and review of comments, we will determine whether rulemaking or other further action is appropriate. In addition to responding to the specific questions we have presented in this release, we encourage commenters to provide any information to supplement the information and assumptions contained in this release regarding the role of accounting standards in the capital-raising process, the information needs of investors and capital markets, and the other matters discussed. We also invite commenters to provide views and data as to the costs and benefits associated with the possible changes discussed in this release in comparison to the costs and benefits of the existing regulatory framework. In order for us to assess the impact of changes that could affect capital formation, market efficiency and the protection of investors, we solicit comment from the point of view of a variety of groups, including, without limitation, foreign and domestic issuers, underwriters, broker-dealers, analysts, investors, accountants and attorneys involved in the registration process and other interested parties.

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SIMULATION OF COLLAPSE MECHANISM OF A RC FRAME STRUCTURE USING APPLIED ELEMENT METHOD

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Abstract

Numerical methods are an effective tool for the linear and non-linear analysis of structures. In the last two decades is developed a new method, known as Applied Element Method. The concept of this method is based mainly on the Finite Element Method and Discrete Element Method. Applied Element Method can be used for the static and dynamic analysis, either to analyze the progressive collapse of structures.
The aim of this paper is to assess the efficiency of this method for non-linear dynamic analysis, by simulating the collapse mechanism of a RC frame structure with blast demolition. For this purpose, is used a new software based on AEM, Extreme Loading of Structure (ELS), developed by ASI (Applied Science International). The results obtained by the simulation are compared with the real demolition scenario, observed in field.
This study highlights the fact that Applied Element Methods is an effective method for modelling and analyzing the progressive collapse of structures, for non-linear dynamic analysis.

Keywords: Applied Element Method, Extreme Loading for Structure, RC frame

1. Introduction

In recent decades, the study of progressive collapse of the structures is one of the challenges for the researches. The progressive collapse of Ronian Point Apartment, in 1968, in London led to the necessity for new studies and improvement of the existing code. This was followed by many other tragic events as a result of human error or terrorist acts, mentioning: here the tragedy that occurred from the collapse of the World Trade Center in New York in 2001, Tacoma Narrow Bridge, Washington, 1940, Sampoong Supermarket, Korea, 1995, Alfred P. Murrah Federal Building, Oklahoma, 1995, etc.
Recently in Albania, the National Inspectorate of Territory (IKT) has demolished several buildings, for the implementation of the urban plans. For the demolition of these buildings, the engineer corps of the Ministry of Defense used two methods, the mechanical demolition or blast, depending on the type of structure, material used, the height of the building, and the distance from the surrounding buildings. In some cases, their blast demolition did not result in compliance with the requirements and expectations of specialists. This for several reasons: lack of

construction designs (illegal building construction cases), limited literature, lack of an Albanian manual for demolition scenarios of the structure, insufficient experience of specialists, as well as poor explosive quality.

The Applied Elements Method has attracted the attention of many researchers, as a very important tool to assess the progressive collapse of structures. In Albania, due to the increase in demand in recent years for the demolition of structures with explosion, but also to enable the design of robust structures and resistant to progressive collapse (due to seismic events), the development of the Applied Elements Method and the use of the ELS software, are key elements to enable the drafting of a structure design manual against progressive collapse, a concept which to date has not been taken into account during design.

2. Applied Element Method

The Applied Elements Method (AEM) is a relatively new method which has found use in the last 15-20 years in numerical analysis of structures. The development of this method was initially related to the demand for numerical modeling of reinforced concrete structures, which under static and dynamic loading, passed to the beginning of cracks (plastic behavior). The use of FEM required complex artifices since the continuity of the material is realized at the nodes of the elements. Hence, the field of nodes displacements of several elements is the same, i.e. it does not allow their separation from each other.

The first definition of this method was given by the researcher Hatem Tagel-Din, according to whom, "*AEM is a new efficient method for non-linear analysis, analysis of large deformations, as well as analysis of the collapse of structures.*" (Meguro K., Tagel-Din H., 2000)

In the applied elements method, the structure is modeled as a set of small rigid elements, with distinct geometric shapes and defined dimensions. These elements are non-deformable, while their union forms a deformable body. These elements are connected to each other by means of springs placed on their contact surface. These springs represent the priorities of the rigid elements.

Hence, the continuity of the material is ensured by connecting the elements with a series of contact points. For the 2D-problem, a spring for normal force transmission and one for shear force are placed at each point of contact. Meanwhile, in the case of the spatial problem, one spring of normal force and two of shear forces are placed, perpendicular to each other. Since we are dealing with structures with different materials, such as. reinforced concrete, or brick masonry structures, or any other type of material without any restrictions, in this method three types of springs are used: material springs, reinforcement springs and contact springs (linear / non-linear). Matrix springs (also known as material springs) represent the main material of the structure. Reinforcement springs are used in the case of RC structures, where steel rebar are modeled by means of these springs. Contact springs are used to model the collision between adjacent structures or contact between element. There are three types of contacts: edge to surface contact, edge to edge contact, and edge to ground contact.

Taking into account the properties of the material, the maximum force that can be withstood by the spring is calculated. Once this force is reached, the spring is removed, so it is no longer

considered in the following analysis. If at a certain stage of loading, all the springs of an element go through the stage of failure, then this element is removed from the structure.
AEM is the only numerical method which can accurately analyze the reaction of the structure in its three loading phases: elastic-linear and non-linear phase (for small deformations), non-elastic phase (for large deformations), and the stage of progressive collapse.
Another advantage of using springs is the avoidance of the need to use transient elements to connect elements of different sizes (for irregular shapes), as the connection is made through the faces of the element and not the nodes, as shown in figure 2 (Applied Science International, 2020).

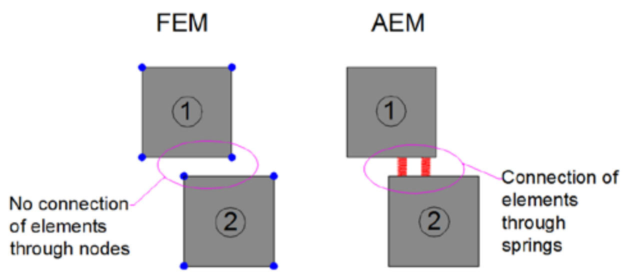


Fig. 1. Connection of elements through a) nodes, b) springs

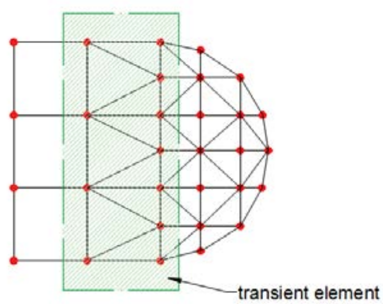


Fig. 2. Connection of elements through a) nodes, b) springs

In the plan each element has 3 degrees of freedom, represented by rigid body displacements. Despite the fact that each element is a rigid body, the stresses and strain can be calculated from the springs placed on the faces of each element. The stiffness of the spring can be defined by:

$$K_n = \frac{E \cdot T \cdot d}{a} \quad \text{(normal spring)} \qquad \text{Equation 1}$$

$$K_s = \frac{G \cdot T \cdot d}{a} \quad \text{(shear spring)} \qquad \text{Equation 2}$$

where, E and G - modulus of elasticity and shear modulus, T –thickness of the element, a- distance between the elements (center of mass), d- distance between adjacent springs.

3. Case Study

In this paper is studied a six floor RC frame structure located in Durrës city. This structure is regular in plan and height. The height of the ground floor and the first floor is 3.50m, and the other floors 3.15m. The perimeter walls of the building are made of solid brick, with a thickness of 25m, while the partition walls with a thickness of 25cm and 12cm. The columns have a rectangular section 70x25cm up to the quota +3.50 (ground floor), and further the section is reduced to 60x25cm (first technical floor to the fifth). They are distributed uniformly in plan. Beams are designed with a rectangular section (hxb) 25x50cm. The ribbed concrete slabs are filled with polystyrene (b=20cm). The width of the rib is 10cm and the axial distance between ribs is 30cm. The total height of the slabs is 25cm (5cm topping concrete).

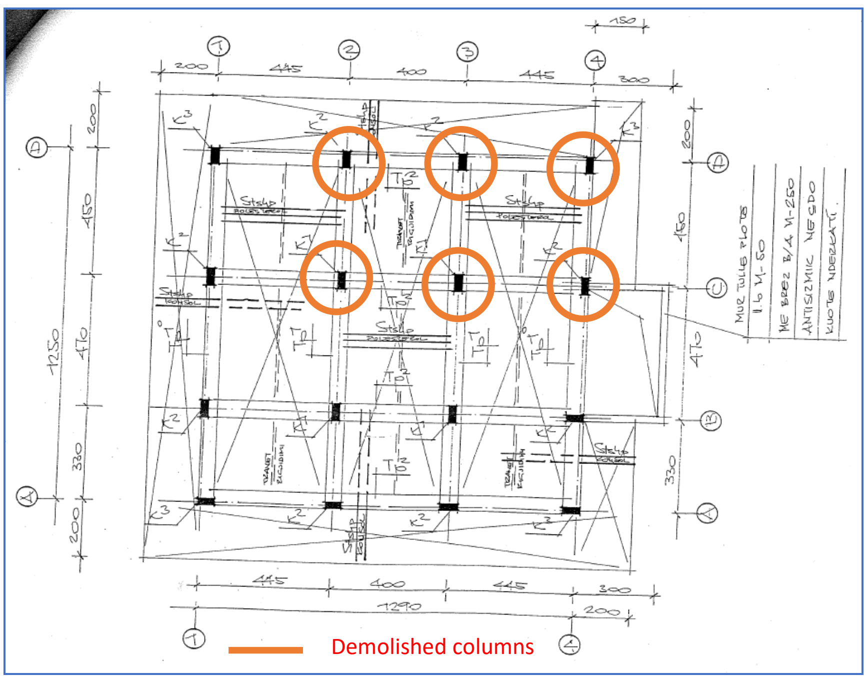


Fig. 3. Layout in +3.50 m

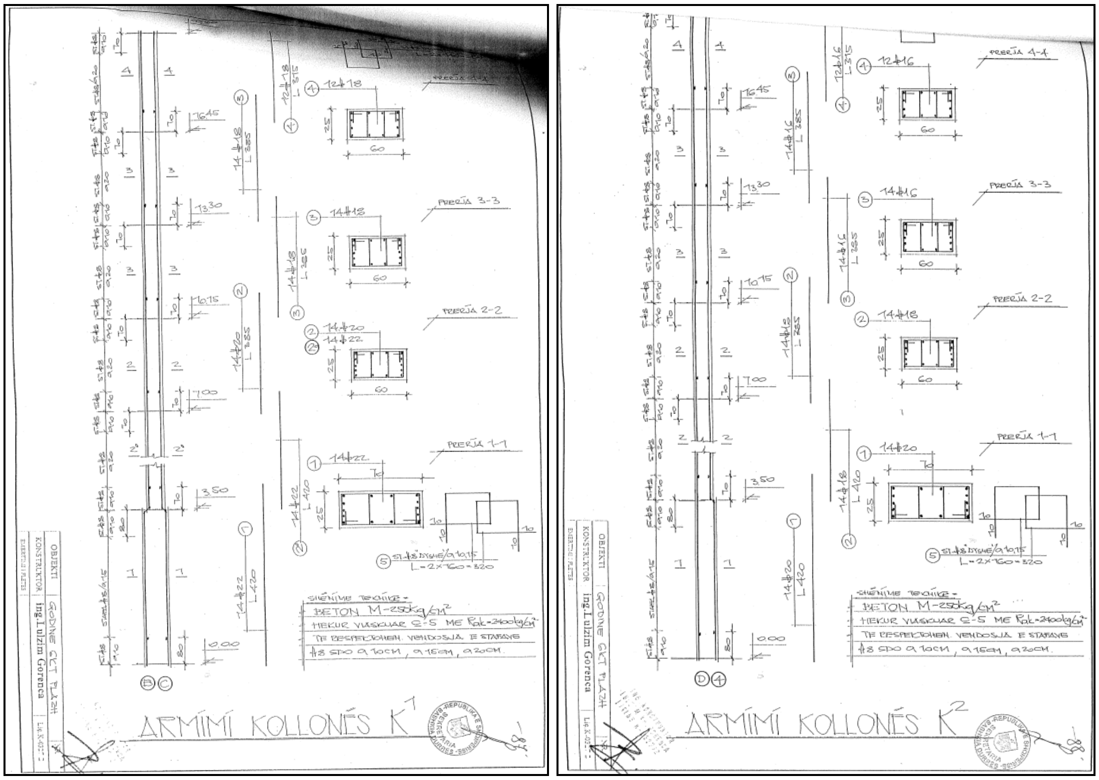


Fig. 4. Reinforcement of columns type K-1 and K-2

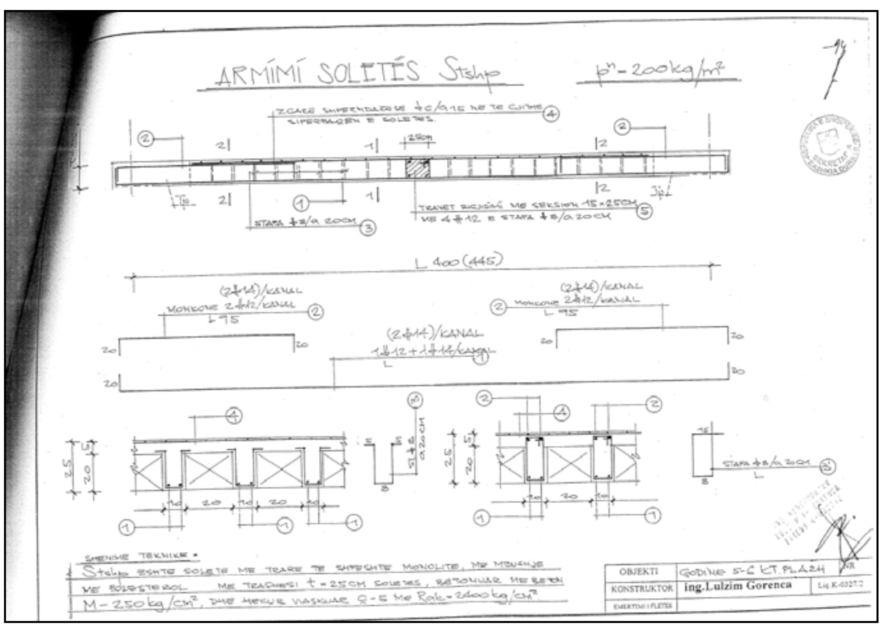


Fig. 5. Reinforcement of slabs

3.1 Proprieties of the materials

Referring to structural design, it results that the compressive strength of concrete is $f_{ck,cub}$ = 25 MPa and the yield strength of the steel is f_{yk} > 240 N/mm^2. Therefore, for structural modelling are taken the characteristics of materials shown in Table 1.

Table 1 Properties of steel Ç-3

Characteristics of reinforcing steel	**Ç-3**
Characteristic yield strength	f_{yk} =250 MPa
Characteristic tensile strength	f_{tk} =320 MPa
Modulus of elasticity	E_s = 210 000 MPa =210GPa
Partial factor	γ_s = 1,15
Design yield strength	f_{yd} = 215 MPa
Design yield for shear	F_{ywd} = 180 MPa
Poisson's ratio	v = 0.30

Table 2 Proprieties of concrete C16/20

Characteristics of concrete	**C16/20 MPa**
Characteristic compressive cylinder strength	f_{ck} = 20 MPa
Characteristic cubic strength	R_{ck} = 16 MPa (fck,cube)
Mean value of axial tensile strength of concrete	f_{ctm} = 2,2 MPa
Characteristic axial tensile strength of concrete	f_{ctk}(5%) = 1,5 MPa
Characteristic axial tensile strength of concrete	f_{ctk}(95%) = 2,9 MPa
Secant modulus of elasticity of concrete	E_{cm}=30GPA
Design value of modulus of elasticity of concrete	E_{cd}= 25GPa
Partial factor for concrete	γc = 1,5 α=0.85
Design value of concrete compressive strength	$f_{cd} = \alpha * f_{ck} / \gamma_c$ = 11,3 MPa
Poisson's ratio	v = 0.20

3.2 Model in ELS

The 6-storey structure is modelled in ELS 8.0 (Extreme Loading for Structures), using AEM, in accordance with the details given in the structural design. The structure is meshed in cuboid elements (3D element) connected by normal and shear springs.
The loading scenario meets the requirements of KTP-6-78 (Academy of Sciences, Ministry of Construction, 1978) as follows:
Dead loads: the self-weight (multiplier 1) of the elements is automatically generated by the software. In addition is applied a uniform load of 8 kN/ml to take in account the weight of non-bearing walls.
Live loads: 2 kN/cm^2 (multiplier 1.4)

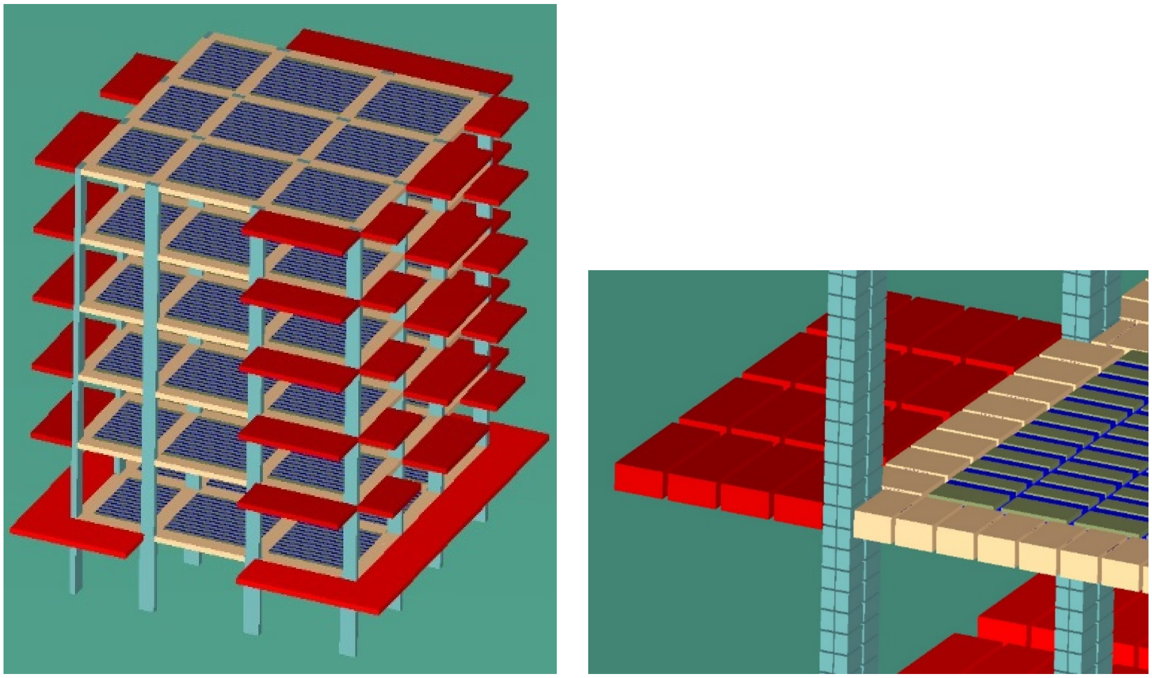


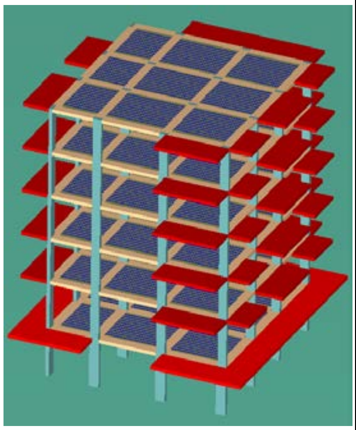
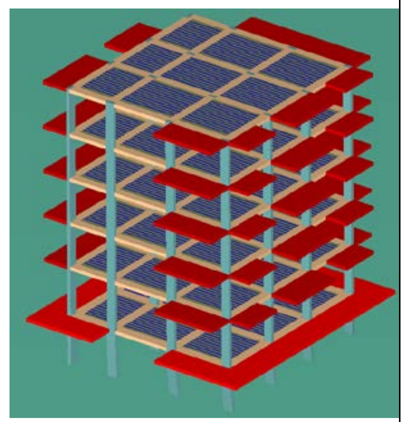
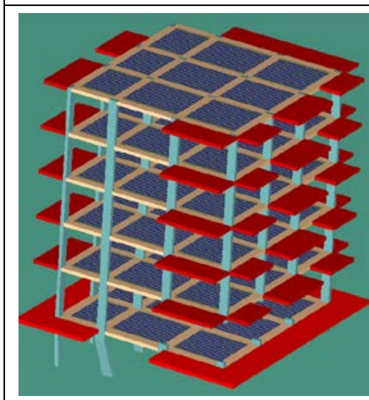
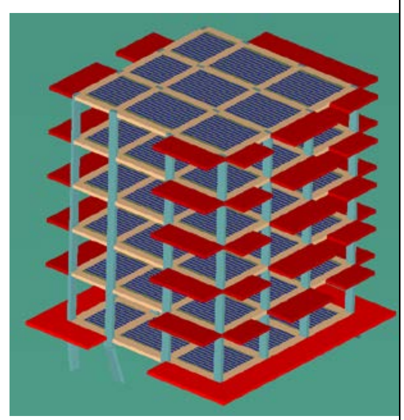
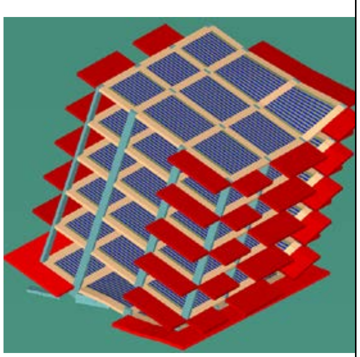
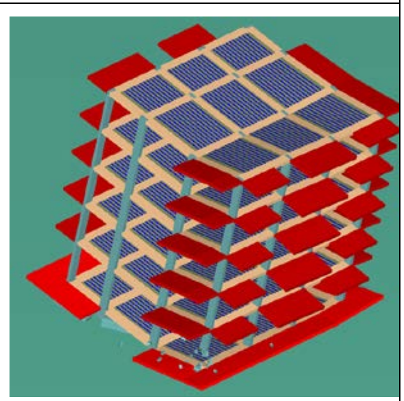
Fig. 6. Model and meshing in ELS 8.0

4. Analysis and Results

To analyze the behavior of the 6-storey structure under seismic loading is used a non-linear dynamic method, known as "Time-History" type. To solve the differential equation of motion, the Newmark direct integration method was used in the mathematical concept. (Meguro K., Tagel-Din H., 2000).

In ELS a demolition scenario by blasting simulation was performed, which lasted 10 secs in total, as the object collapse simulation time is estimated at about 9.5 sec by the model. This scenario was performed by removing the vertical elements (EN 1991-1-7, 2006) (corresponding with the vertical elements explosed in the field) using the "demolition scenario" option. This option allows the total removal of the applied column element, together with their connecting springs. (Applied Science International, 2020)

In the ELS 8.0 program, two different scenarios have been simulated, namely one with the removal of 6 columns in the ground and first floor (according to the scheme of application of explosives), and the other with the removal of 6 columns only in the ground floor. These scenarios are used to predict the real collapse conditions.

Removel of 6 columns in the ground and first floor	**The real scheme**	**Removal of 6 columns in the ground floor**
		
		
		

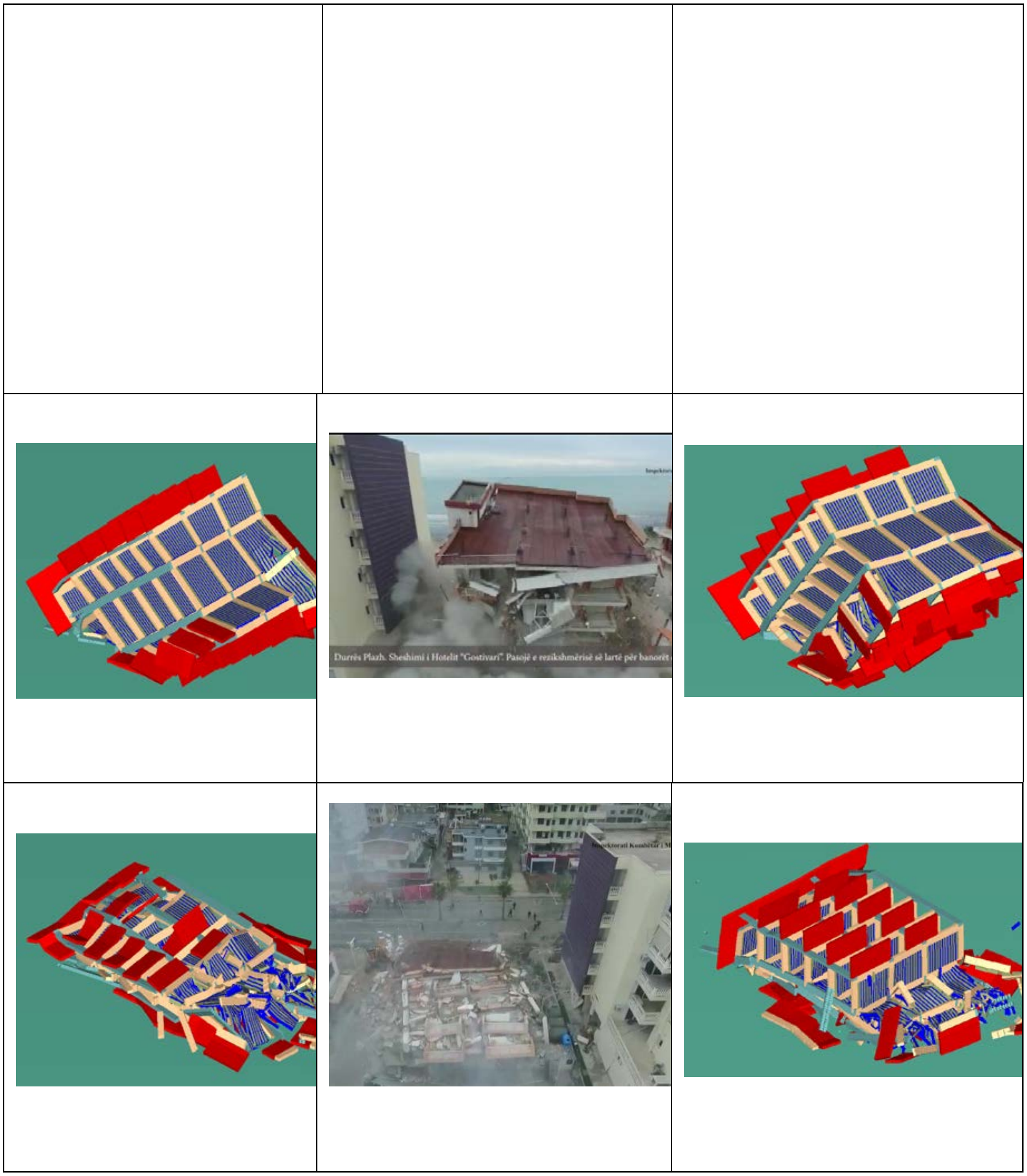


Fig. 7. Progressive collapse of the building a) first scenario, b) real scenarios c) second scenario

As can be seen in the collapse scenario shown in the figure 8, after the removal of the columns, occur the failure of the vertical elements in ground and first floor along the axis C and D. This local collapse spreads progressively in the entire structure. Comparing the two studied cases, results that the first one (by removing the columns in the ground and first floor) which is in the same conditions as the real scenario, gives more accuracy results than the second scenario (by removing only the columns in the ground floor). Hence, by using ELS we can predict the real scheme of structure failure or collapse.

5. Conclusions

In this paper a 6-storey building is simulated by the Extreme Loading for Structure (ELS) software, basing on a new numerical method known as Applied Element Method. The purpose of this study is to present the collapse mechanism of this structure, to point out the accuracy of this method in non-linear dynamic analysis. Two demolition scenario are simulated, the first one by removing 6 columns in the ground and first floor, in accordance with the real demolition scenario, and the second one by removing only the columns in the ground floor. From the results obtained it can be concluded as follows:

- In AEM the structure is meshed by 3D elements, as rigid body, connected by normal and shear springs, providing the continuity of the elements. This ensures an easy meshing (no-irregularity in element connection), and no need for transition elements.
- AEM can be effectively used to predict the collapse mechanism of the structure, under extreme loading (blast).
- The time for the non-linear dynamic analysis of the two cases (CPU time) results almost the same (a short time).
- The simulation of the real demolition scenario in ELS, results with high accuracy.

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HUMAN RESOURCES AND WORK RELATIONSHIP POST COVID-19

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Abstract

The Covid-19 pandemic has marked the world in every aspect and field. It has moved a step forward in the development of the information technology and the computerisation of the data but at the same time it has moved a step back in all the human relations and levels within the social elements and direct contact. As one of the most basic life aspects of the individual, it is presented the work relationship from where Human Resources are closely related to this relationship as the basic regulatory structure of the factors participating in it. As a consequence of the changes dictated from the work location and conditions, their derivative will certainly be reflected even in the management structures. In this way the necessity arose to make changes in the Human Resources departments which would undoubtedly be reflected in all other aspects of life; ecessity for the digitalization of HR, the discipline of remote work and the preparation of workers to adapt easily to the new situation. If human resource management in the digital age had brought about significant changes, now is the time to change the structure again. Perhaps companies did not anticipate this situation when designing their strategies in early 2020, this is what the environment and current needs require.

Key word : *Post Covid, Human Resources, Work Relations, Contract.*

Human Resources has always been and remains the most intelligent and valuable link between the company and its employees, especially in emergency situations such as the Covid-19 pandemic or other situations with specific needs. The main mission and function of this basic structure, in every company and organization, is to ensure stability in the circle of employees and to have the ability to calm imbalances and "troubled waters" induced by difficult situations. The expectations that the managers and executives of these companies have for the good organization of human resources are as important as the development and growth of the company itself.
This goal, identified by researchers and experienced managers in the field, serves as the arm of the mechanism that orients companies towards guaranteed success.

Uncertainty and fear of new challenges that the companies are facing today, have not only a need but a necessity to have HR as a potential and reliable catalyst to offer them a guarantee in the management process.
The post Covid-19 situation has given the individual, the economy and human relations a virtual dimension. In this new dimension, the main challenge of Human Resources remains to cultivate

a different vision of "work" and "organization" by creating an imagination, so that people understand their value when facing them. The elements that characterize a human relationship do not always differ in their strength, they often have to adapt to the circumstances and situations that characterize it.

In such situations, this fundamental role is expressed in its entirety, because every single employee needs answers, indications, reassurance even when the latter are difficult to give. We are all affected and overwhelmed by this sudden emergency, the characteristics and implications of which we are not yet able to fully understand and appreciate. Company executives faced a completely new challenge, where elements such as: instability; uncertainty; the complexity and ambiguity of situations and relationships are presenting us with a new, transformed world.

However, it is not only the Human Resources that are involved in the role of managing this emergency, as it is not only the role of HR in managing these situations, but there are other structures inside and outside this department, which in unison give a more complete vision to the entire governing structure of companies and organizations.
Human Resources can not work and function without the cooperation and contribution of Management, which has the effective and direct responsibility to help make the right decisions and above all to put them into practice in daily work with their collaborators. In this regard, different attitudes and behaviors have been seen and are being seen in management, in these dramatic instabilemonths of the war against Covid-19.

In this destabilized situation there is no common denominator and no reference model to derive a clear and serious proposal of the leadership levels induced by the pandemic situation.
This new, created world needs structure over the parties to represent the continuity and reference that every fear, mistrust, and emotional fluctuation even though it touches the individual is kept in motivating balance.

The first challenge for crises of this magnitude is the need for adaptation to the necessary transformation for companies and employees. It is also dictated by the history and experiences of mankind that crises and great events dictate the need for change. The role of Human Resources is precisely in providing assistance to these companies by identifying these needs for change.
Within this perspective, to achieve the necessary level of stability, a series of concrete and operational guidelines must be followed.
From a synthesis of all the information that was spread in the time of Covid, the need arose for the computerization of work and other related processes.
Other important processes besides the application of technology in Human Resource management we can also mention:

- Staff renewal
- Identifying talents differently bymassifying participation in processes
- Adapting work processes to pandemic needs
- Focus on staff training to adapt to change
- Coherence with market innovations

If we focus on the training, our attention is immediately drawn by the question: How is it possible to implement these working measures after Covid-19?
We begin with the necessary deepening of the acquaintance with the skills and strengths of each of the employees to make their adaptation to this new reality of work. At this point, we need to mention two terms that have been talked about a lot lately:
1. Replenishment: this is the investment in staff training so that it can be reallocated, especially from a technological point of view. During the blockade, some companies were found to have difficulty with teleworking because they did not have the necessary tools.
2. Upskilling ("growing" skills): The more skills employees gain, the more they can contribute to their companies. Some organizations compete for e-learning, learning on demand and very innovative things.

The process of reorganization is sometimes very important and defining. Here too we can mention some important terms such as digitalization and automation. These two terms summarize the strategies on which human resource departments should begin to focus if they are to adapt their organizational processes to the new reality. It’s about being nimble and efficient and not being left behind. Therefore, it may be necessary to apply new digital tools to the needs for process automation.
To accomplish all of the above we need human resources to engage as efficiently as possible in all of their involvement. And not just in the workplace. There has always been talk of this trend in human resources, but it is important to emphasize once again the importance of making employees so engaged and motivated in today’s companies that they do not want to leave.

And rightly speaking as an option in mutual relations we can say that a good salary helps, but there are other measures that cost little and will say a lot about employees: a good working environment, fluent and transparentcommunication, sense of appreciation and the ability to make the work day more flexible are some of the most important actions appreciated.

In fact, the latter option is no longer so difficult to obtain because for companies after the pandemic, the managers have realized the advantages that this formula actually entails.
It is important in the global labor market to do an in-depth analysis of the data.
In order to do these analysis you need a certain training. As a result of the pandemic, the demand for some professionals has increased, and that of data analysts differ among themselves.

In addition to new profiles emerging, there is also a tendency to swap positions within the workforce. Basically, Gyg economy involves doing sporadic and short-term work within a project, within your company or in a company that employs you on a random basis.
The labor market is a difficult and rapidly changing market. But nowadays the very diversity of labor relations in the field of human resources has turned into a school with large spaces.

Conclusion:
The covid-19 pandemic dealt a severe blow to the world economy and consequently to the health system. The employment relationship is the most risky and respectively the relationship between the employer and the employee. Labor law must reflect the changes and adjustments that were

dictated by this critical test of humanity, and everything must be regulated in employment contracts. Human Resources Departments must challenge this situation and guarantee the rights of employees to cope with this situation and the like in conjunction with management charts.

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KULTURA ORGANIZATIVE DHE MENAXHIMI I BURIMEVE NJERËZORE

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Abstrakt

Mjedisi në të cilin veprojnë sot organizatat është në ndryshim të vazhdueshëm dhe po bëhet dinamik dhe gjithmonë dhe më i paparashikueshëm. Sektori privat në ekonominë shqiptare zgjerohet dita ditës dhe sektori publik përdor gjithnjë e më shumë praktika menaxhimi konkurruese me ato të sektorit privat. Duhet theksuar se gjatë këtij procesi mbyllen, ristrukturohen drejt privatizimit shumë ndërmarrje, duke ndikuar në këtë mënyrë në nivelin e punësimit.

Kushtet e përgjithshme të ekonomisë kanë një efekt të gjerë në Menaxhimin e Burimeve Njerëzore. Niveli i aktivitetit ekonomik, fakti nëse ai është në rritje apo në ulje, ndikon në numrin dhe llojin e punonjësve që kërkon një organizatë. Legjislacioni i punës dhe modifikimet e tij ndikojnë shumë në Menaxhimin e Burimeve Njerëzore. Kështu, kalimi në ekonominë e tregut bëri të domosdoshme modifikimin e legjislacionit të punës. Burimet njerëzore ndryshojnë nga lloje të tjera të burimeve. Për ndihmesën e tyre në produktivitetin e ndërmarrjes ato kërkojnë drejtësi dhe barazi. Burimet njerëzore janë jetësore jo vetëm sepse luajnë një rol kryesor në formimin dhe arritjen e objektivave të ndërmarrjes, por sepse qeniet njerëzore meritojnë drejtësi dhe ndershmëri. Koncepti i angazhimit të punonjësve ka ngjallur interes të gjerë në dekadën e fundit (Hallberg & Schaufeli 2006). Ndërsa gjetjet e studimeve ndryshojnë lehtësisht, shumica ndajnë një konkluzion: punonjësit e angazhuar përbëjnë një burim të rëndësishëm të avantazhit konkurrues të organizatës (Teng et al. 2007; Salanova & Schaufeli 2008). Punimi synon të prezantojë një qasje teorike mbi rëndësinë e kulturës organizative, komunikimit, dhe angazhimit të punonjësve në produktivitetin dhe kontributin për suksesin e organizatës. Punonjësit e angazhuar e shprehin tërësisht vetveten fizikisht, mendërisht dhe emocionalisht gjatë kryerjes së roleve që kanë në organizatë. Ka pasur një përhapje dhe përkrahje të gjerë të literaturës për rezultate që mbështesin fuqishëm idenë se punonjësit e angazhuar kanë ndikim pozitiv në performancën dhe qëndrueshmërinë e organizatës (Towers Perin-ISR, 2006).

Fjale kyçe: Burimet njerëzore, angazhimi i punonjësve, qëndrueshmëria në organizatë etj.

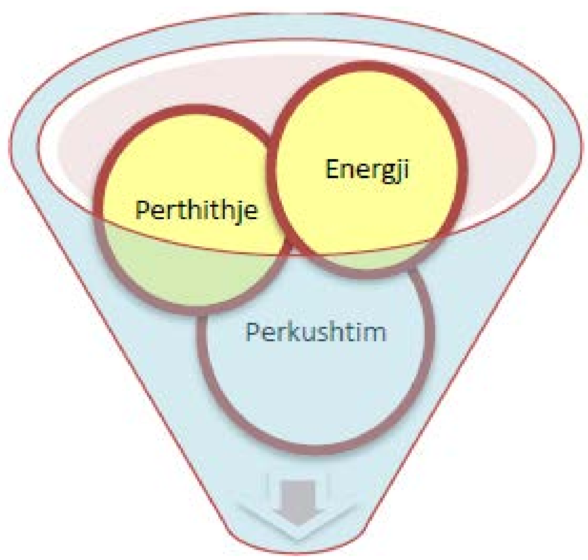
Hyrje

Sipas, (Barney,1991) burimet çojnë në një avantazh konkurrues kur ato janë : 1) të çmueshme; 2) të rralla; 3) të pa imitueshme, dhe 4) të pa zëvendësueshme. Ndërsa teknologjia, burimet natyrale dhe ekonomia e shkallës mund të krijojnë vlera, teoria e bazuar në burimet argumenton që këto burime të vlerës janë gjithnjë e më të arritshme, gati kudo dhe te secili, dhe të lehtë për t’u kapluar, sidomos kur krahasohen me sisteme komplekse sociale të tilla si sistemi i burimeve njerëzore.

Sot, çështjet rreth menaxhimit të burimeve njerëzore (MBNJ) janë themelore për ekonominë e çdo vendi. Çdo organizatë bën përpjekje maksimale që të ketë në radhët e saj njerëz me aftësitë dhe shkathtësitë e duhura për nevojat e saj. Studimet kanë treguar se, në mjaft vende të botës, përgatitja e burimeve njerëzore, që fillojnë punën rishtazi, por edhe përmirësimi i nivelit të përgatitjes së burimeve njerëzore ekzistuese, përbëjnë probleme serioze. Pra, për të qenë konkurrues në treg, me rëndësi të veçantë është rritja e kapaciteteve të burimeve njerëzore brenda organizatës.

Planifikimi i nevojave për burime njerëzore është një proces shumë i rëndësishëm i MBNJ sepse ka të bëjë me përdorimin drejtë dhe efiçent të njerëzve në punë. E rëndësishme është që të kryhet një planifikim i mirë. Një planifikim jo i mirë i nevojave për burime njerëzore mund t'i kushtojë ndërmarrjes jo pak. Parashikimi sistematik i kërkesës dhe i ofertës mbetet me rëndësi në çdo kohë. Planifikimi strategjik i burimeve njerëzore prezantohet nëpërmjet një modeli që tregon se ekziston një lidhje midis planifikimit tradicional të Burimeve Njerëzore dhe strategjisë globale të organizatës. Globalizimi shumë i shpejtë dhe zhvillimi teknologjik ka bërë që ndërmarrjet të jenë më të kujdesshme në mënyrë që të qëndrojnë në treg dhe të krijojnë avantazh konkurrues. Por, një gjë duhet të jetë e qartë: sot ndërmarrjet janë individët. Burimet njerëzore dallohen nga burimet e tjera që mund t'i ketë një organizatë. Burimet e tjera të organizatës mund të blihen, të ruhen apo të fshihen në çdo kohë por burimet njerëzore kanë nevojë për trajtim të veçantë Çelik (2001).

Angazhimi i punonjësve në punë, lëvizjet e tyre duhen planifikuar. Angazhimi i punonjësve mbështetet në tre dimensione : ***përthithje, energji dhe përkushtim*** (figura 1).



Burimi: Salanova et. al (2002).

Figura 1: Angazhimi i punonjësve.

Menaxhimi pret që stafi i Burimeve Njerëzore t'i ketë të gjithë aftësitë e nevojshme administrative që janë thelbësore për efiçencën. Ekspertiza e specializuar është e rëndësishme, por ajo duhet të jetë e kombinuar me njohuritë për biznesin dhe perspektivën. Në organizatat fleksible, zgjidhja e problemeve dha aftësitë për konsulencë janë jetësore për drejtimin dhe mbështetjen e praktikave të reja të menaxhimit.

Energjia

I referohet niveleve të larta të energjisë dhe elasticitetit mendor gjatë punës, si dhe vullnetit dhe gatishmërisë për investimin e përpjekjeve në punë. Energjia është pjesë e dimensionit fizik të angazhimit të punonjësve. Ka të bëjë me nivelin e përpjekjeve që vendosen për realizimin e një detyre të caktuar. (Kahn W. A., 1990) sugjeron se energjia fizike mund të ndahet në aktivitete të ndryshme që përfshijnë: aktivitete të lidhura me detyrat; aktivitete jashtë detyrave; aktivitete të vet-rregulluara.

Përkushtimi

Ka të bëjë me lindjen e sensit të rëndësisë ndaj punës, nga të ndjerit entuziast, krenar, i frymëzuar dhe i sfiduar nga puna. Përkushtimi i referohet një përfshirjeje të fortë me punën. Nuk përfaqëson vetëm gjendje besimi dhe vlerësimi por përfshin dhe dimensionin afektiv (Schaufeli W. B., 2002).

Përthithja

Ky dimension i referohet përqendrimit dhe zhytjes totale në punë, si dhe vështirësisë në shkëputjen prej saj. (Kahn W. A., 1990) e përshkruan përthithjen si një gjendje të vazhdueshme përqendrimi dhe fokusimi. Është një dimension që ngjan me motivimin e brendshëm, dëshirën për të qenë pjesë e një aktiviteti me vullnet personal.

2. Orientimi i Burimeve Njerëzore

Ai përfshin politikat e ndryshme të burimeve njerëzore që ekzistojnë në organizatë. Këto pasqyrojnë filozofinë e organizatës në lidhje me trajtimin e burimeve njerëzore. Ai përcakton besimin dhe respektin që ata kanë për të punuar. Ky dimension është matur nëpërmjet pyetjeve të mëposhtme:

1. Vlerësimi i performancës merret shumë seriozisht.

2. Punonjësit kanë informacionin e duhur dhe të nevojshëm për funksionet që kryejnë .

3. Seleksionimi i punonjësve të rinj bëhet me shumë kujdes.

3. Orientimi drejt përmirësimit

Ai përfshin shkallën në të cilën një organizatë përpiqet për të përmirësuar dhe përtërirë duke i dhënë punonjësit fleksibilitet dhe fuqizimin të mendojnë ndryshe nga zakonisht. Punonjësit lulëzojnë në organizatat ku ata janë të lejuar për të bërë gabime, të mësojnë dhe provojnë vazhdimisht. Ky dimension është matur nëpërmjet pyetjeve të mëposhtme :

1. Punonjësit e monitorojnë sipas mënyrës së tyre punën që kanë për të kryer.
2. Punonjësit kërkojnë mundësi për përmirësimin e organizatës.
3. Ka iniciativa nga punonjësit për të përmirësuar bërjen e punës.

4. Komunikimi në organizatë

Komunikimi në organizatë shihet si pjesë e pandarë e trajtimit të dukurive të lidhura me angazhimin e punonjësve. Kjo duke filluar me përkufizimin e tij por edhe me rezultatet e studimeve që lidhen me mënyrat dhe kanalet e komunikimit në organizatë si edhe me elementë të tjerë që mund të lidhen me të. Studiuesit e përkufizojnë komunikimin në organizatë edhe si "një forcë qendrore e cila lejon koordinimin e punonjësve dhe krijon kushtet për një sjellje organizative" (Myers & Myers, 1982) dhe e lidhin me bazat e mirëfunksionimit të organizatave moderne (Von Krogh, Kazuo, & Ikujiro , 2000), (Witherspoon, 1997).

Studimi i komunikimit i cili nuk shfaqet vetëm vitet e fundit por po haset në trajtime të ndryshme në fusha që nuk lidhen vetëm me organizatat, po ngjall gjithnjë e më tepër interes për lidhjet dhe forcën ndikuese në fushën e biznesit dhe jo vetëm, duke u ndërlidhur me mënyrat e komunikimit të drejtuesve apo fjalimet e liderëve të botës së biznesit dhe politikës, por edhe me strukturat, komunikimin e kulturës së organizatës etj, duke arritur në emërtimin e organizatave si entitete komunikuese (Clegg, Kornberger, & Pitsis, 2005).

Komunikimi në organizatë shfaq gjithashtu rëndësi për studime të mëtejshme, sepse lidhet me informacionin mbi punonjësit, mbi sjelljet dhe qëndrimet e stafit. Në veçanti komunikimi i brendshëm, i lidhur edhe me format e përcjelljes së informacionit shfaq reagime dhe sjell pasoja të ndryshme mbi punonjësit dhe performancën e tyre. Përcjellja e ndryshimeve në organizatë apo perceptimi i identitetit të organizatës dhe përcjellja e vlerave të përbashkëta janë gjithashtu përbërës të rëndësishëm të një analize mbi ndikimin dhe peshën që zë komunikimi në organizatë lidhur me sjelljen organizative dhe të punonjësve si individë të veçantë dhe si pjesë e organizatës. Punonjësit e angazhuar janë përparësia më e madhe e konkurrueshmërisë së kompanive në ditët e sotme. Forumi Menaxhimi dhe Performanca e Individëve thekson se "Industria e shërbimeve financiare, në mënyrë që të konkurrojë për të tërhequr dhe mbajtur klientët, kërkon një nivel shumë të lartë dhe fleksibël të shërbimeve nga punonjësit, cilësi të shërbimit të klientit, që nga front-line tellers dhe i gjithë stafi tjetër mbështetës i klientëve. Prandaj, menaxherët në industrinë bankare duhet të gjejnë mënyra të reja për të angazhuar punonjësit (Forum for People Management and Measurement, 2014).

Mos angazhimi i kushton ekonomisë amerikane, për shkak të humbjeve në produktivitet, gati 550.000.000.000 $ në vit. Në industrinë e financiare dhe bankare, 17,2% e të punësuarve kanë në plan ta lënë punën së shpejti (Casserly, 2013). Që nga Korriku 2009, niveli i punëve në dispozicion është rritur me 73 %, (Jolts, 2014). Në këtë mënyrë punonjësit kanë mjaft opsione për të zgjedhur. Udhëheqësit në shërbimet financiare dhe industritë bankare duhet të rishikojë mënyrën se si të angazhojnë më mirë punonjësit, është koha për të krijuar një strategji të fortë njohje.

Punonjësit e angazhuar në sektorin financiar largohen rreth 87% më pak nga organizata ku punojnë se punonjësit e paangazhuar (Haydon, 2013). Angazhimi është i rëndësishëm dhe po aq e rëndësishme është masa apo shkalla sa këta punonjës janë të angazhuar dhe nëse deri më sot kompania nuk e ka matur, është moment që duhet bërë, dhe nuk bëhet kjo matje duke pritur një herë në vit, por çdo ditë.

5. Kultura Organizative

Një profil social kulturor i ndërmarrjeve më të suksesshme i skicuar nga studiuesit është si më poshtë:

- Vënia e theksit në cilësinë e produkteve apo të shërbimeve, në orientimin ndaj klientelës;
- Inkurajimi dhe nxitja e punonjësve për të përdorur dhe zhvilluar kapacitetet e tyre krijuese;
- Mobilizimi i punonjësve rreth një apo disa vlerave;
- Thjeshtësia e strukturës, e karakterizuar nga reduktimi i niveleve hierarkike dhe decentralizimi i marrjes së vendimeve.

Angazhimi nga ana e punonjësve nuk është një element i cili arrihet vetëm përmes një përpjekjeje fillestare, është një çështje që kërkon më tepër impenjim dhe ka nevojë për ushqyerje të vazhdueshme. Për të arritur një avantazh konkurrues përmes angazhimit të punonjësve, organizatat duhet të mundësojnë përfshirjen e tyre në nivelin dhe me energjinë e dëshiruar në vendin e punës. Akoma më e rëndësishme është krijimi dhe ruajtja e marrëdhënieve të tilla afatgjata. Sipas (William H. Macey, 2009) mënyra më e mirë për ta arritur këtë është përmes ofrimit dhe mbështetjes së një kulture në organizatë ku individët do të ishin të gatshëm të ruanin angazhimin e tyre.

5.1 Koncepte dhe përkufizime të Kulturës Organizative

“Kultura është një sistem dallues normash që përbëhet prej modelesh psikologjikisht të ngjashme në mesin e pjesëtarëve të grupit, modele të cilat shfaqen në emocione, sjellje dhe orientime të përbashkëta. Ato transmetohen brez pas brezi dhe i diferencojnë komunitetet nga njëri-tjetri” (House, Wright, & Aditya, 1997).

Tjetër autor (H. Schein, 2010) në mënyrë analogjike shprehet se kultura është për grupin ajo çka personaliteti dhe karakteri janë për individin. Ne mund të jemi dëshmitarë të veprimit apo sjelljes por nuk jemi në dijeni të stimujve dhe shkaqeve që çojnë në ndodhjen e tyre.

Në literaturën ekzistuese disa autorë i mëshojnë lidhjes së fortë që mund të ekzistojë midis kulturës organizative dhe performancës në organizatë. Morrison (Morrison J.M., 2006) ka identifikuar si më të rëndësishme disa dimensione kulturore: përshtatshmëria; toleranca ndaj ndryshimit; toleranca ndaj riskut; risia; bashkëpunimi; puna në grup mes departamenteve; theksimi i detyrimeve; rezultatet; performanca e lartë; shkalla e formalitetit; struktura; kontrolli; theksi tek konsumatori; mjedisi i jashtëm; përqendrimi i fuqisë; komunikimi; motivimi; racionaliteti dhe sinqeriteti në organizatë. Autorë të ndryshëm sugjerojnë dhe një ndërlidhje mes qëndrimit të punonjësve dhe kulturës organizative. Menaxherët mund të rrisin kënaqësinë e punonjësve duke krijuar dhe ofruar një kulturë me karakteristika të shprehura në termat e bashkëpunimit (Xin Ma/MacMillan, 1999).

May (2004) pohon se kultura në vendin e punës, përcakton qëndrimin e punonjësve lidhur me nivelin e angazhimit kundrejt organizatës. Sipas tij kjo lidhet ngushtësisht me faktin nëse kultura në organizatë përfaqësohet nga koncepti i një familjeje të madhe, apo është aq e fokusuar në arritjen e objektivave saqë kujdesi për punonjësit dhe marrëdhënia me ta, nuk janë pjesë e strategjisë. Më tej thekson se organizatat që sigurojnë mjedise pune me detyra të ndara në mënyrën e përshtatshme dhe që pasurohen me kohën, me siguri dhe disponueshmëri të lartë, kanë më tepër mundësi të kenë punonjës të angazhuar.

Një kulturë e fortë karakterizohet nga niveli i lartë i përputhshmërisë së mendimit mes punonjësve për atë çka vlerësojnë më tepër dhe nivelin e lartë të angazhimit kundrejt përkrahjes së këtyre vlerave (A. Chatman & Cha, 2003). Shpeshherë grupet nuk bien dakord lidhur me prioritetet në organizatë. Por kemi dhe raste kur anëtarët e organizatës bien dakord lidhur me prioritetet por nuk janë të interesuar realisht në angazhimin maksimal për realizimin e tyre, në mënyrë që të kontribuojnë në arritjen e objektivave organizative.

Aktivitetet kryesore të cilat mund të çojnë drejt krijimit të një kulture të fortë në organizatë janë: Rekrutimi dhe selektimi; Orientimi dhe trajnimi i punonjësve; Sistemet e shpërblimit dhe lidershipi (A. Chatman & Cha, 2003). Harrison (2006) thoshte se kur organizatat zgjedhin njerëzit e duhur për punën, i trajnojnë mirë dhe i trajtojnë ata në mënyrën e përshtatshme, këta njerëz jo vetëm që prodhojnë rezultate pozitive, por gjithashtu kanë tendencë të qëndrojnë me organizatën më gjatë. Një organizatë mund të posedojë teknologjitë më të fundit dhe burimet më të mira fizike, por nëse nuk ka njerëzit e duhur, ajo do duhet të luftojë shumë për të arritur rezultatet e dëshiruara (H. Schein, 2010).

“*Kultura funksionon kur është e qartë, e qëndrueshme dhe e kuptueshme. Kultura për një organizatë është shumë e rëndësishme për t’ia lënë shansit. Organizatat duhet ta përdorin kulturën e tyre për të përmbushur plotësisht strategjitë dhe për të frymëzuar risitë”* (A. Chatman & Cha, 2003).

6. Çfarë është Komunikimi në Organizatë

Komunikimi në organizatë shfaqet në punimet më të hershme nën analizën e M. T. Myers dhe G. E. Myers (1982), ku përkufizohet si “një forcë qendrore e cila lejon koordinimin e punonjësve dhe krijon kushtet për një sjellje organizative”. Për t’u vendosur në këtë kornizë, komunikimi në organizatë ka kaluar një sërë zhvillimesh dhe ndërkohë edhe sot vazhdon të jetë në evoluim. Berndard (1938) e identifikon komunikimin si një aktivitet të rëndësishëm të menaxhimit me një forcë të madhe në organizatë. Sipas tij komunikimi është pjesë themelore e formësimit të një strukture të mirë duke ndikuar në krijimin e një sistemi bashkëpunues dhe duke lidhur punonjësit me qëllimet e organizatës. Megjithatë ende ka diskutime për përkufizimet mbi komunikimin në organizatë (Luthans, 2002), pasi studimet mbi individin në shekullin e ri kanë ngritur pikëpyetje të shumta dhe nevoja të reja për analiza ndaj faktorëve të sjelljes në organizata dhe jashtë tyre. Me fjalë të tjera, sjelljet që ndodhin në një organizatë janë elemente të rëndësishme në procesin e komunikimit të organizatës (Luthans, 2002).

Komunikimi në organizatë është studiuar nga autorë të rëndësishëm të fushës (Francis, 1989), (De Ridder, 2003), siç edhe citohet në punimin e Wim J. L. Engling, mbi rolin e komunikimit në ndryshimet organizative (2005). Të dy kanë gjykuar se komunikimi në organizatë ka zakonisht dy qëllime kryesore, të cilat i lidhin me marrëdhëniet brenda organizatës. Qëllimi i parë lidhet me komunikimin që i bëhet punonjësve mbi detyrat, politikat dhe çështjet e tjera të organizatës. Qëllimi i dytë lidhet me krijimin e një fryme të përbashkët në organizatë, e cila bëhet baza për zhvillimin e identitetit të organizatës, e trajtuar edhe në vijim gjatë punimit tonë. Këto dy qëllime Engling i ka trajtuar si përbërës të ndryshimeve organizative, gjatë të cilave vihet re ndryshimi i vërtetë mes informacionit të dhënë mbi ndryshimin dhe gjendjes së grupit në organizatë ndaj ndryshimeve. Por të dy elementët e përmendur më sipër lidhen edhe me metodat dhe kanalet e komunikimit.

7. Ekonomia. Objektivat e natyrës ekonomike dhe juridike.

Në planin ekonomik, organizata duhet të synojë dy objektiva: efiçencën dhe efikasitetin. Kështu, puna duhet të rregullohet në mënyrë të tillë që të evitojë humbjen e kohës në mënyrë të panevojshme (ekonomizimi i kohës), të energjive dhe të parave. Për të arritur këtë qellim duhet që organizimi i punës të jetë i tillë që të mos harxhohet kohë e panevojshme për sigurimin e burimeve apo për të marrë aprovimet për veprimet e ndryshme që do të kryhen dhe të disponohet numri i nevojshëm dhe i mjaftueshëm i personave për realizimin e punëve.

Rregullimi i punëve duhet, gjithashtu, të ndihmojë lëvrimin në sasinë dhe cilësinë e përshtatshme të produkteve apo shërbimeve të organizatës. Përcaktimi i qartë i roleve dhe i detyrave, evitimi i dublimit të përgjegjësive dhe caktimi i një ngarkese të përshtatshme në punë favorizojnë efikasitetin.

Ruajtja e shëndetit mendor dhe fizik të individëve përbën një ndër objektivat e natyrës sociale. Puna duhet të rregullohet në mënyrë të tillë që të plotësojë kërkesat e kuadrit juridik. Në legjislacionin tonë këto kërkesa lidhen me shëndetin dhe sigurime në punë dhe me oraret e punës, pushimin javor apo vjetor etj. Në disa vende te Bashkimit Evropian (BE) si p.sh. në Gjermani por dhe në Suedi ku punonjësit mbrohen fort, fusha është më e gjerë dhe përfshin ndër të tjera dispozita për pjesëmarrjen e punonjësve në organe të ndryshme. P.sh. në Gjermani ku sindikatat dhe të drejtat e punëtorit janë të forta për çdo periudhë punësimi që zgjat më shumë sesa një muaj, punëdhënësit i kërkohet të përpilojë, nënshkruajë dhe t'i dorëzojë punëmarrësit elementet e kontratës së punës. Këtu përfshihen: Emri, fillimi dhe kohëzgjatja e punësimit, përshkrimi i punës, orët e punës, pagesa, pushimet, periudhat e njoftimit, informacioni mbi marrëveshjet e pagës dhe shoqërisë. Jo të gjitha pushimet nga puna janë të lejueshme ligjërisht. Duhen respektuar periudhat ligjore të njoftimit. Pushimet nga puna duhet të justifikohen. Pushimi nga puna mund të ndodhë për motive personale apo lidhur me sjelljen ose për arsye biznesi (p.sh., shkurtim vendesh pune) nuk duhet të punohet sipas ligjit gjerman për më shumë sesa 48 orë në javë (nga e hëna në të premte). Përjashtime mund të ndodhin. Puna jashtë orarit duhet të paguhet apo të jepet si kohë pushimi.

Përgjithësisht, gratë shtatzëna nuk duhet të punojnë gjatë gjashtë javëve të fundit përpara lindjes dhe tetë javë pas saj. Gratë nuk mund të pushohen nga puna gjatë periudhës së shtatzënisë dhe gjatë katër javëve pas lindjes. Gratë shtatzëna me qëndrim të paligjshëm në Gjermani kanë, gjithashtu, të drejtën të përfitojnë kujdes mjekësor.

Shëndeti dhe siguria nuk duhet të rrezikohen në punë. Punëmarrësit ne Gjermani mund të kërkojnë përmirësime, në rast se kushtet e shëndetit dhe sigurisë janë të pamjaftueshme dhe nuk duhet të jenë subjekt i disavantazheve, nëse e bëjnë këtë. Aksidentet në punë duhet t’i raportohen sistemit ligjor gjerman të sigurimit ndaj aksidenteve. Në rast aksidenti, ju keni të drejtë të përfitoni trajtim mjekësor dhe, kur është e nevojshme, një pension. Paga e punonjësve në Gjermani nuk duhet të jetë nën nivelin minimal ligjor të pagave në disa sektorë dhe, përgjithësisht, duhet të zbatohet në nivele të pranuara kolektivisht.

P.sh., më poshtë po paraqesim disa institucione të rëndësishme në Gjermani që mbrojnë të drejtat e punonjësve dhe ku punonjësit interesohen për probleme të ndryshme :

- Agjencia Federale e Punësimit www.arbeitsagentur.de ;
- Ministria Federale e Punës dhe Çështjeve Sociale www.bmas.de ;
- Konfederata e Sindikatave Gjermane www.dgb.de ;
- Instituti për hulumtime të punës www.iab.de .

Shtete të ndryshme kanë institucione të ndryshme por që mbrojnë të drejtat e punonjësve.

Kushtet e përgjithshme të ekonomisë kanë një efekt të gjerë në Menaxhimin e Burimeve Njerëzore (MBNJ). Niveli i aktivitetit ekonomik, fakti nëse ai është në rritje apo në ulje, ndikon në numrin dhe llojin e punonjësve që kërkon një organizatë.

Përveç nivelit të aktivitetit ekonomik (në rritje apo në ulje), ndikim në menaxhimin e burimeve njerëzore ushtrojnë dhe ndryshimet strukturore që ndodhin në ekonomi. Aktualisht ne po asistojmë në ndryshime të ndjeshme të strukturës së degëve të ekonomisë sonë.

Krijimi i shoqërive tregtare, ristrukturimi i vazhdueshëm i ndërmarrjeve dhe evolucioni teknologjik ndikojnë në menaxhimin e burimeve njerëzore.

Për motivimin dhe mobilizimin e njerëzve në punë duhet të mbahet parasysh rëndësia që ka puna për ta dhe kënaqësia që ajo u sjell atyre. Shkalla e kënaqësisë në punë është e ndryshme për punë të ndryshme. Motivimi mbetet thembra e Akilit për të nxitur punonjësit të punojnë mirë dhe me cilësi.

8. Konkluzione

Pffefer,1994; Wright dhe Mc Mahan theksojnë se burimi njerëzor mund të jetë burimi më i mirë i koncepteve bazë të cilat mund të çojnë në avantazhe konkurruese.

Performanca organizative ndikohet më së shumti nga procesi i rekrutimit dhe trajnimit, por pa dyshim motivimi dhe shpërblimi janë forma po aq të suksesshme që ndikojnë në rritjen e mëtejshme të kësaj performance gjithashtu.

Menaxhimi i burimeve njerëzore është shumë i rëndësishëm në një organizatë. Menaxheri i burimeve njerëzore duhet të procedoje me një mbledhje të informacionit të nevojshëm, në mënyrë që kultura aktuale apo ajo që duhet të adoptohet të jetë e përshtatshme për misionin dhe objektivat e përgjithshme që ndërmarrja synon të ndjekë sot por dhe në të ardhmen. Sigurisht që punonjësit e një organizate do të kooperojnë në mënyrë efektive për realizimin e objektivave dhe planeve afatmesme dhe afatgjata, nëqoftëse ata i dinë mirë detyrat dhe rolet që do të luajnë, mënyrën se si lidhen midis tyre këto role dhe këto detyra, nëqoftëse nuk do të kenë mungesa në pajisje dhe materiale dhe nëqoftëse do të kenë kushte të mira pune.

9. Rekomandime për udhëheqës të organizatave.

Duke marrë parasysh të gjithë këta faktorë me ndikim dhe në bazë të rezultateve të analizës empirike atëherë rekomandimet janë si më poshtë:

• Organizatat duhet të hartojnë një plan rekrutimi transparent dhe njerëzit të punësohen në bazë të aftësive të tyre dhe të promovojë individin në bazë të aftësive të tij.

• Organizatat duhet të ngrenë struktura të veçanta që merren me drejtimin e karrierës dhe kjo gjë do të ndikojë pozitivisht në performancën duke bërë që individët brenda organizatës të ndihen të vlerësuar dhe të punojnë në përmbushjen e objektivave të saj. Një organizate që vlerëson individët me performancë të mirë është e suksesshme. Në ekonominë e tregut vlerësohet jo vetëm puna por dhe individi i cili realizon punën me përkushtim.

Çdo organizatë, duhet thëne në epilog, që duhet të respektojë legjislacionin në fushën e marrëdhënieve të punësimit. Krijimi i kushteve të punës, mjedisi ku punohet, shpërblimet e ndryshme etj. janë elementë që duhet të mbahen në qendër të vëmendjes për të pasur sot dhe në të ardhmen një staf të përkushtuar. Menaxherët, veçanërisht ata të Burimeve Njerëzore janë dhe duhet të jenë në vijën e parë me orientimet dhe veprimet e tyre.

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HUMAN RIGHTS DURING AND AFTER THE PANDEMIC

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Abstract

The spread of Coronavirus Disease 2019 (COVID-19), the respiratory illness from the latest known variant of Coronavirus, has in just a few short months been relentless and its impacts exponential. The virus, which is believed to have initially infected people near live animal markets in Wuhan city in Hubei province in China, has today reached around the globe. Health systems are under severe strain, resulting in alarming numbers of deaths and serious illness. The World Health Organization (WHO) has declared COVID-19 a pandemic and health experts are not yet able to predict when the spread will slow, nor when a vaccine will be available. Scientists are hard at work trying to understand COVID-19 and how it can be fought.

Many governments have passed firm rules to stop all activity in order to slow the outbreak's pace, so that local health infrastructure can cope with the crisis. Until an effective vaccine is developed, tested, and rolled out, the only way forward is through 'social distancing'. Global healthcare systems would collapse otherwise. Experience suggests that of the cases identified, as many as 80% of the infections may be mild, 15% would need hospitalisation, and 5% would need critical care.4 COVID-19 is believed by some experts to be substantially more lethal than seasonal flu, which has a fatality rate of 0.1% - which means that if the virus spreads widely, the global death toll may run into millions.

The economic impact has been devastating. One after another, three of the world's largest economies, China, Europe, and the United States, have been affected severely. The de facto shutdown of businesses large and small in many countries has crippled the global economy, affecting primary producers in Latin America and Africa, and manufacturing supply chains in Asia. The disease may spread further to poorer countries with weak public health infrastructure, which would accentuate and prolong the crisis.

Millions of workers face uncertain futures, as companies where they work may not survive. With contradictory instructions from governments and agencies, companies are acting on their own, taking steps to protect their workers, and sometimes their supply chains, with no certainty about when the crisis will end.

Key words: *Human rights, covid-19, pandemic*

1. Introduction

The latest variant of Coronavirus, known as Coronavirus Disease 2019 (COVID19)11 is a form of Severe Acute Respiratory Syndrome Virus 2 (SARS-CoV-2). Governments around the world reacted to the outbreak in an uncoordinated way in spite of warnings from the World Health Organization to take the threat seriously, ultimately declaring the disease as a pandemic. Some governments were slow to publicise the seriousness of the situation, imposed censorship, and threatened journalists. Some governments denied the significance of the disease, views echoed by media outlets, and their delay has cost thousands of lives. Others are using the crisis as an opportunity to assert controls that would restrict human rights. A few governments, to their credit, have taken appropriate steps. Some acted early and showed amazing flexibility, but in an interwoven world, many were not able to stay immune for long and have needed to impose further restrictions. While the dithering goes on in some countries, disinformation has proliferated, and complicated efforts to combat the challenge.

The Internet is full of spurious advice and dubious claims, including conspiracy theories and fake claims of cures, and it is the responsibility of governments to ensure such lies are countered effectively. But government credibility is also questionable, given how some have attempted to minimise the nature of the crisis, or are treating COVID19 as a routine matter, which has led to decline in trust in official communication and increased reliance on alternative communications, some of which may be propaganda or disinformation, including alluding to unfounded conspiracies.

The right to health is an internationally recognized human right. As early as 1946, the World Health Organization declared the enjoyment of the highest attainable standard of health as a fundamental right. The International Covenant on Economic, Social, and Cultural Rights, which 170 nations have ratified, includes the right to health as an international legal obligation that should be realised progressively. As the UN Committee on Economic, Social and Cultural Rights has stressed, the right to health is an “inclusive right extending not only to timely and appropriate health care but also to the underlying determinants of health, such as access to safe and potable water and adequate sanitation, an adequate supply of safe food, nutrition and housing, healthy occupational and environmental conditions, and access to healthrelated education and information, including on sexual and reproductive health. A further important aspect is the participation of the population in all health-related decision-making at the community, national and international levels.” Speaking at the UN Human Rights Council recently, UN High Commissioner for Human Rights, Michelle Bachelet, described the COVID-19 outbreak as “a serious threat to the rights to life and to health of people everywhere,” and added that the international human rights framework can bring “crucial guideposts that can strengthen the effectiveness” of global collective response.

On 24 March 2020, the chairs of ten UN human rights treaty bodies called for a human rights approach in fighting COVID-19. In calling on global leaders to ensure that human rights are respected when governments plan measures to tackle the public health threat posed by the epidemic, the experts said that the strategies to combat the virus must include everyone and stressed the importance for governments to protect the rights to life and health and ensure access to health care to everyone who needs it, without discrimination. Particular attention should be paid to the vulnerable, including “older people, people with disabilities, minorities, indigenous peoples, refugees, asylum seekers and migrants, people deprived of their liberty, homeless people, and those living in poverty.” They added that women are at a disproportionately high risk because in many societies they are the main caregivers for the sick within families.

The experts emphasised that governments should offer continued education through distance learning and ensure access to the disabled. Provision of essential goods and services is also a state obligation. They also warned that fears and uncertainty that the pandemic poses can lead to scapegoating and prejudice, and states must actively root out racism and xenophobia. Many states have imposed restrictions on movements and increased surveillance, which must be done within a legal framework, and such measures should be “exceptional and temporary, strictly necessary and justified due to a threat to the life of a nation,” and not be an excuse to quash dissent.

The following succinctly summarises the experts’ key human rights concerns that must be addressed in facing the challenge posed by the pandemic, involving a balance between the legitimate use of state powers to protect public health, and restraints on those powers to ensure human rights are respected:

- Respect rights
- Include everyone\
- Ensure access
- Protect the vulnerable
- Focus on women
- Eliminate racism and xenophobia
- Deploy technology
- Limit restrictions and surveillance
- Permit dissent

Subsequently, 60 UN human rights experts issued a joint call stressing that “everyone has the right to life saving interventions”, and that the COVID-19 crisis cannot be solved only with public health and emergency measures, but must address all other human rights too. The call stated that the principles of non-discrimination, participation, empowerment, and accountability need to be applied to all health-related policies. In addressing the crisis, “states must take additional social protection measures so that their support reaches those who are at most risk of being disproportionately affected by the crisis. That includes women, who are already at a disadvantaged socio-economic position, bear an even heavier care burden, and live with a heightened risk of gender-based violence.” They commended health workers around the world who face huge workloads and risk their own lives and face painful dilemmas when resources are scarce. Calling COVID-19 a serious global challenge, the mandate holders singled out the role of business, saying, " the business sector in particular continues to have human rights responsibilities in this crisis. Only with concerted multilateral efforts, solidarity and mutual trust, will we defeat the pandemic while becoming more resilient, mature, and united."

All governments bear the primary responsibility to respect, protect, and fulfil human rights. International human rights law permits governments to suspend certain rights while ensuring realisation of other rights, provided the suspension follows certain specific norms. For example, the Siracusa Principles set out where rights can be suspended to protect public health, so that a "state can take measures dealing with a serious threat to the health of the population…. (these) measures must be specifically aimed at preventing disease (and) due regard shall be had to the international health regulations of the World Health Organization." International law experts say such suspension must be duly-authorised, time-bound, and proportionate, and the principles list peremptory norms, or certain rights which cannot be suspended under any circumstances. Indeed, human rights restrictions hinder, rather than facilitate responses to public health emergency and undermine their efficiency.

To be sure, governments must use all the resources at their command to invest in public health infrastructure and protect lives. But the COVID-19 experience also shows that going forward, governments will have to be clear, honest and transparent; not restrict free flow of information; not prosecute or penalise those who raise questions or challenges about public health. Governments announcing lockdowns will also have an obligation to ensure that the lockdowns are humane and not worsen the conditions of the vulnerable, in particular migrant labour. Under-reporting is not an option, nor is it an option to minimise threat. Governments will have to plan for worst-case scenarios so that they are not under-prepared. Transparency is an effective weapon during crisis, as the Nobel Laureate Amartya Sen's pathbreaking research comparing famines in India and China has shown.

Quarantines, Lockdowns, and Restrictions

Quarantining large groups of people or isolating them can only be done as per the law, be strictly necessary to achieve a specific and legitimate objective, rely on scientific evidence, and should not be arbitrary or discriminatory. The rule of law and legal processes do place restrictions on a state’s actions in such situations, which is one reason why quarantine decisions have not been as swift in some countries.

The decision to quarantine should be time-bound, respect human dignity, and be subject to review. Quarantined people should have access to basic necessities of life, including food, water, shelter, and healthcare. Human rights experts also recommend that quarantines where needed should be compatible with human rights norms and laws, which means coercion should be used only where strictly necessary, and the measures should be transparent and fair. These decisions are resource-dependent.

The quarantining of patients and suspected carriers of COVID-19 has become necessary and establishing specialist hospitals and wards too is critical. But such quarantine periods should be limited, should respect the dignity of those being quarantined, and provide access to facilities that they need to lead their daily lives. Even where quarantining areas or cities may become temporarily necessary, it should be noted that mass restrictions hit the poor more than those who are better off.

Human rights law allows states to impose temporary restrictions on certain rights in times of emergency. These rights can include the right of free expression (to prevent dissemination of rumours, for example), the right to free assembly (to prevent the spread of the virus), and the right of free movement (to prevent the dispersion of the virus in unaffected areas). As the risk of spread of the virus is real, it is legitimate for states to impose limited restrictions on those rights. But as noted earlier, such derogation should be limited, time-bound, specific in response to the crisis and not wide-ranging, and be overseen by appropriate authorities. There are grave human rights risks of government taking over more powers nd establishing a surveillance infrastructure that may become permanent.

Surveillance Risks

Technology can provide valuable clues to governments trying to trace the spread of the virus by monitoring telecom traffic, and telecom companies can provide valuable insights that can help in identifying areas and individuals that require special attention. Companies have provided governments with 'heat maps' that can help determine movements of people during the spread of the disease.

At the same time, such surveillance is a real threat to respect for human rights. Some governments have reportedly used facial recognition technology to identify infected individuals if they defy restrictions on their movements. In other parts of the world, machine-readable codes are being used. Other surveillance techniques have included speech-enabled drones operated by police to monitor locked-down streets. Uber drivers in some cities are being alerted about potential virus-carrying passengers. More rudimentary but intrusive forms include stamping individuals with indelible ink.

Technological developments have significant long-term implications. For example, experts believe future airline passengers may have to consent to allow airlines to track their movements following flights. While not yet implemented, it is possible for passengers to be monitored through their cell phone and contacted should it become necessary, for example, in a case where other passengers on their previous flight were later found to have an infectious disease. Such technology may even send alerts to passengers if others in their vicinity has been infected. Similar requirements may become part of the future when entering large venues and arenas, such as sports stadia, auditoriums, political rallies, concert halls, with ubiquitous temperature scanners assessing individuals. Similarly, workplace devices which can enable colleagues to find out where their colleagues are in large offices can be embedded with technology that can allow employers to track their movements.

The real costs of such intrusive surveillance will be borne by the marginalised and economically weak sections of the society. They are likely to have inadequate access to healthcare or may live in congested localities such as urban slums, and where diseases may break out more easily. They are less likely to travel easily, and their jobs will become more precarious. Immigrants, asylum seekers, undocumented workers, and those who may have a prison record may find another constraint in their attempt to belong and prosper. Technological algorithms may eliminate them from the pool of potential employees, leading to hidden discrimination.

Companies that make devices and software that enable surveillance on a mass scale should bear in mind the potential misuse of such technologies and establish safeguards against such misuse through contractual obligations and take other steps to minimise the potential for misuse.

Racism and Xenophobia

The threat of racism and xenophobia linked to COVID-19 is also real. People who may have visited impacted areas have been barred entry in some countries. There have been racist and xenophobic attacks on Asians, including the Chinese, or those judged by appearance to be from China, in a number of countries over recent months over fears relating to COVID-19. Individuals infected by the virus, or assumed to be affected by it, deserve protection from hostility and human rights abuses.

Businesses must offer services to all users, regardless of their ethnicity, nationality, or any other distinguishing characteristics while safeguarding the rights of their own workers.

Migrant Workers

Migrant workers – international as well as within a country – have been particularly vulnerable during this crisis. In some cases, migrant workers have either been quarantined in places where they work, or have faced restrictions in their hometowns, as they are now unable to return to work. In some cases, migrant workers are made to feel unwelcome back home, out of fear that they might be infected or have had to walk hundreds of kilometers to return to their hometowns, as public transport had been suspended due to the outbreak. Some feel trapped in a choice between starvation or coronavirus, and have in some cases been gathering in large numbers, which makes them even more vulnerable to exposure to the virus.

Migrant workers typically do not enjoy the same rights as citizens of the host country, which leaves them in a precarious situation during a crisis such as the one at present. Many have lost their jobs arbitrarily, their dues not being paid to them; they have been forced to vacate the premises where they live; and they lack adequate health coverage or other benefits, including unemployment insurance, should they lose work. Their access to health facilities available to citizens is limited. They also lack access to technology, such as high-speed internet, to do their jobs, and often they are hired to perform jobs that can only be performed at the site itself, e.g., farms, mines, oilfields, and construction projects.

During the current coronavirus crisis, migrant workers returning to Myanmar from China presented a terrible dilemma. According to reports, many of the thousands crossing the border into China since late January had left their jobs working in chili and eggplant plantations without their salary or savings because their bosses did not want them to leave. Many internal migrant workers in India were forced to walk hundreds of kilometers to return to their homes when their employers left them without accommodation or wages when the government suddenly declared a three-week nationwide lockdown.

Businesses must pay attention to the rights of migrant workers directly employed by them, and particularly focus on workers in their supply chain who may be working for their sub-contractors so that their security and safety are ensured.

Women

The impact of COVID-19 on women is important. Women may not find it easy to work from home because in many societies, they are expected to bear a disproportionately large workload at home. This includes caring for children and the elderly, cooking, and performing other household chores, which their male partners may be unwilling to perform. Women in abusive, violent, or manipulative relations with their partners or within their families may be at heightened risk when they are forced to stay at home for longer hours, increasing their vulnerability. There has been an alarming surge in domestic violence against women during the current COVID-19 outbreak. Furthermore, being primary caregivers, they are more prone to be exposed to the virus and fall sick. There are also other concerns, including their access to healthcare and services. The fact that 70% of the world's health and social workers worldwide are women means they are more exposed to the virus at hospitals.

Traditional hierarchy roles where men enjoy more privileges means that even if a household has access to a personal computer, the woman working from home may get access to it for fewer hours than her male partner or children. Concerns have been raised that the statistical data of COVID19- affected patients does not distinguish between men and women, making it harder to devise policy responses that affect women. Some illnesses, for example, are more severe for pregnant women. Business should assess all consequences, even though they may be unintended, of all actions they take in the context of COVID-19 as these may impact women disproportionately.

The Poor

The virus is indiscriminate and affects everyone. Wealth, religion, dietary habits, gender, physical fitness, or social status offer no immunity to individuals or groups. But it is already clear that COVID-19 disproportionately impacts the poor, in part because they lack the resources to take adequate precautions.

In A World at Risk, the WHO’s Global Preparedness Monitoring Board has shown how the poor suffer the most during a massive disease outbreak. “Disease outbreaks disrupt the entire health system, reducing access to health services for all diseases and conditions, which leads to even greater mortality and further economic depression. Negative impacts are particularly profound in fragile and vulnerable settings, where poverty, poor governance, weak health systems, lack of trust in health services, specific cultural and religious aspects and sometimes ongoing armed conflict greatly complicate outbreak preparedness and response,” the WHO report said.

Businesses offering consumer credit, or essential products and services through groceries and supermarkets should be particularly mindful of consumers from economically weaker sections of the society as well as the newly-unemployed and create special facilities and solutions for them to manage their debt or purchasing power.

All Rights are Important

In conclusion, it is worth remembering that human rights are universal, interdependent, inalienable, interrelated and indivisible. The COVID-19 crisis has shown that in addition to the right to health and life, other important rights, including the rights to equality, livelihood, safety, security, housing and food, are also at stake. As some of these rights are not easily enforceable, and jurisprudence on economic, social, and cultural rights depends on progressive realisation, there is the risk of disaggregating the rights, implying that some are more important than others. In such situations, human rights groups have no choice but to appeal to the state to offer more generous benefits and relief packages, or urge companies and wealthy individuals to make philanthropic contributions. What are in actuality rights are too often seen in terms of needs, and the state grants them as privileges.

Conclusions

2020 has been a disastrous year for human rights in entire world. While, increasingly, commitment to upholding human rights standards has been faltering all over the world for several years, the COVID-19 pandemic has accelerated the erosion of the democratic fabric of our society, on which protection of human rights ultimately depends. It has also provided many governments with an ideal pretext to exploit fears and crackdown on dissent, restrict people's rights and pass emergency legislation that risks having long-term consequences, beyond the health crisis.

"The COVID-19 pandemic has provoked unprecedented restrictions to human rights even in democratic regimes and highlighted the obstacles to international cooperation. But it also underscored the crucial importance of protecting the right to health and other social rights to preserve human life and dignity as well as functioning economies and states. This shows how pandemics can be fought from a human right - based approach and what can be done to seize this opportunity to adopt transformative policies to overcome structural inequalities."

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CHALLENGES TO TEACHING, LEARNING AND MANAGEMENT DURING PANDEMIC TIMES OF COVID-19 IN HIGHER VOCATIONAL EDUCATION INSTITUTIONS

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Abstract

The COVID-19 pandemic brought about changes in the way teachers teach, the way students learn and how authorities manage the situation. The coronavirus disease (COVID-19) pandemic and related lockdown and physical distancing measures caused not only unprecedented disruption in the provision of education and training but also catalyzed innovation in distance learning. While access to learning and skills development was maintained in some contexts through a rapid shift to distance learning in vocational education and training (VET), the pre-existing social and digital divides deprived the most marginalized groups of continued learning and put them at risk of falling further behind.

As the government mandated universities to close their campuses, learning activities have been forced to move online. In this difficult situation, many university administrators, lecturers, as well as students found it difficult to adapt to the new ways of learning and teaching. In such a situation the question was: Could students learn in the so-called traditional way? Could teachers teach in the conventional way? Could managers manage the VET institutions as they did before the pandemic?

Key words: *Covid-19 pandemic, teaching, learning, managing, online.*

1. Introduction

The COVID-19 pandemic has caused global disruption, affecting every aspect of human life in many ways. A telling example of the disruption caused by COVID-19 is the temporary closure of educational institutions worldwide. To ensure the continuity of education for students, face-to-face classes have been moved online, ushering a new version of online learning in which lectures, lessons, and all learning activities are conducted remotely. In developed societies, online learning is not new. It is part of the curriculum and students are generally familiar with different aspects of online learning.

Due to Information and Communication Technologies this kind of learning is now used even in developing countries like Albania. Both lecturers and students are now familiar to some remote ways of teaching and learning.

However, the Covid-19 pandemic imposed drastic changes in the ways of teaching and learning. Both lecturers and students had to face the challenges of how to teach and learn in the new situation being far from the auditoriums and labs, not face-to-face. As schools and universities were ordered to close to contain the spread of the coronavirus, traditional physical classes were transitioned to an online mode of teaching and learning. The transition was abrupt, posing a lot

of challenges for students, teachers, school administrations, and even parents. The challenges may vary across countries, systems, institutions, and groups of students.
In this paper, we to look at the challenges the Covid-19 brought to teaching, learning and management in College of Higher Administrative Studies of University College of Business. (UCB).

2. Literature review

The success of an information system is dependent upon acceptance of its users (Almaiah et al. 2020)[i] There have been numerous studies on the literature of user acceptance of e-learning. Lack of consideration for factors that influence user acceptance of e-learning may prove to be challenges in e-learning.
A study by Selim (2007) specify critical success factors (CSFs) for e-learning in higher education institutions. The CSFs are grouped into four categories, namely lecturers, students, information technology, and institution support. For lecturers, CFS include IT competency and attitude whereas in terms of information technology, CSFs include reliable infrastructure. For students, CSFs include time management and discipline, while for higher education institutions CSFs include technical support.
As OECD states in its brief “VET in a time of crisis: Building foundations for resilient vocational education and training systems” the global COVID-19 crisis is imposing sudden and unprecedented pressures on governments and industries around the world, with virtually all sectors affected. However, vocational education and training (VET) systems are being uniquely impacted, not only in relation to how they provide VET in the context of current social distancing and travel restrictions, but also in terms of how they are being forced to anticipate and adapt to what could very well be a significantly changed labor market in the coming months and years (OECD, 2020).
The ongoing lockdown in many countries has interrupted learning in both workplaces and the classroom. It has been particularly disruptive to work-based learning, including apprenticeships, and systems used to assess skills and ultimately award qualifications. While in the short-term this presents serious challenges for VET teachers, trainers and learners alike, the lockdown may ultimately result in stronger and more resilient VET systems if the right choices are made today. In particular, if the lockdown continues over a long period of time, wholesale closures of education and training institutions may force learning providers to adopt system and technology innovations that will expand the use of distance learning and distance or alternative assessments.
Rapid advances in Information and Communication Technologies (ICT) in the 1990s have created both opportunities and challenges for the design and delivery of education and training in Albania like many other countries. The development and use of ICTs for the delivery of instruction in a face-to-face classroom setting so far was a good help for teachers and students to assist them move onto distance learning. In normal times teachers and students used ICT in a synchronous way whereas in the pandemic times of Covid-19 they used it an asynchronous way. These learning options serve all students including those with disabilities, providing them with greater flexibility, and eliminating time and place barriers to learning. (Havice and Havice, 2005).

Sinclair (2003) states that "while many of the practices that are used in face-to-face instructional delivery modes can be adapted and utilized using different technologies in an e-learning context, both the instructor and learner must be able to use the technology and the resources for quality delivery and learning in vocational training. The quality of distance learning, should consider among other factors, the Learning Management System (LMS) and its capability; technology used for instructional strategy; learner and instructor interactivity; support services and resources; assessment of learning, and financial viability of the learning system.

Despite the experience gained in asynchronous teaching, the recent COVID-19 pandemic has revealed a number of shortcomings related to decisions to quickly move education to an online environment without providing educators the necessary training to teach online. It is important to understand teachers as they are, the group of people charged with teaching, training, encouraging, and inspiring students to learn (Okeke-James, Igbokwe, Anyanwu & Obineme, 2020). This is especially the case for teachers worldwide who are being impacted by the pandemic at university levels. This is the case for teachers in various fields of study and academic disciplines (Flaherty, 2020), ranging from science, technology, English, business, history, and vocational education.

In general, internet-based learning is considered an option, an alternative to traditional learning, during the Coronavirus pandemic it became an essential element for maintaining the activity of schools and universities. This paradigm shift could generate changes in students' perception of this way of teaching and their perception might be different from the one found in studies previous to the pandemic… Previous studies show that E-learning offers many benefits for students because this type of learning involves student-centeredness, it is more flexible, and it can also improve interaction with students by providing asynchronous and synchronous tools such as e-mail, forums, chats, videoconferences

Furthermore, internet technologies facilitate the distribution of content at the same time, to a large number of users; E-learning platforms offer many advantages to learners such as control over the content, control over the time spent learning, and thus the process can be adapted according to the learner needs and objectives of learning. This might contribute to better communication with the students and in spite of some inherent challenges brought by this time of crisis, E-learning might enhance the learning process for students.

However, when using E-learning platforms there are also some elements that might be considered obstacles in students' process of learning, such as decreased motivation in students, delayed feedback or help due to the fact that teachers are not always available at the time students may need help while learning, or feelings of isolation due to lack of physical presence of classmates.

During Covid-19 pandemics, governments and education providers faced a challenge of making education system more flexible and adjustable to drastic changes imposed, of maintaining teacher's jobs, wages and benefits, and particularly of ensuring their well-being. Education providers had to take measures to ensure the continuity of education in a new way without harming its main goal.

Anyway, it is worth mentioning that, the three components of the triangle, i.e. lecturers, students and education providers at university level, were not fully prepared to switch to on-line teaching and learning due to Covid-19 pandemic.

In University College of Business (UCB), after the Albanian government decided to shut down all the institutions of higher education and switch to teaching and learning on-line, a number of measures were taken:

1. Financial support for the improvement of facilities by choosing the right platform for on-line teaching and learning. UCB chose Google Classroom and Google Meet as the right platform which could facilitate teaching and learning.
2. Design of a regulation for teaching and learning on-line.
3. Instructing lecturers on how to use Google Classroom and Google Meet.
4. Instructing students on how to use Google Classroom and Google Meet.
5. Giving daily support to lecturers and students who faced difficulties in using these platforms.
6. Keeping the IT expert in alert to give assistance to lecturers and students whenever they needed it, especially in the first days.
7. Controlling the process of teaching and learning on-line.

All these measures helped to make lecturers and students familiar to the platforms and have an effective teaching and learning process.

3. Challenges in teaching process during Covid-19 pandemics

The COVID-19 pandemic is the most significant health crisis that the world has faced in the past 100 years. It has disrupted our way of living with unprecedented consequences for our daily lives, including how we work and learn (ILO, 2021). Major disruptions were faced in the education sector. According to International Labor Organization (ILO, 2021): "At the peak of the crisis, in late March 2020, close to 1.6 billion students worldwide were affected by school closures (World Bank 2020). Education and training institutions struggled to achieve a timely compliance with physical distancing measures in order to contain the spread of the pandemic and to switch from face-to-face training to distance learning. (ILO, 2021)" Many teachers and trainers were not adequately prepared to adapt to alternative modalities of teaching, keeping students engaged and motivated in distance learning, and managing classes remotely. In some cases, teachers were not properly equipped with the necessary technology and internet access, and reorienting their training strategies in a short period of time created a great deal of stress, pressure and anxiety, undermining working conditions of the teaching staff. For some teachers, balancing professional and personal responsibilities, such as their own caregiving duties, was challenging and, in some countries and regions, continued in-person training brought concerns regarding their safety and health. (ILO, 2021).

In the above-mentioned report ILO counts a number of factors that can lead to serious longer-term consequences caused by the disruption of Technical and Vocational Education and Training (TVET) programs:

1. Difficulty with TVET student engagement and quality assurance in the remote learning format.
2. Drop in access to and affordability of TVET programs during the crisis.
3. Increased opportunity cost of completing TVET programs during the crisis.
4. Increased risk of learner dropouts from TVET programs.
5. Lack of motivation of teachers and managers. (ILO, 2021)

The College of Higher Vocational Studies in UCB, as part of Vocational Institutions of the country, faced some of the above factors in its activity during Covid-19 pandemic.
At the beginning of the pandemic there was a kind of hesitation and confusion among the academic staff about switching to online learning, as a result of the immediate change of the situation. The dilemma that many staff members had was: What to do and how to do it?
This dilemma was most pronounced in the department of higher technical studies and for specific subjects. There was also uncertainty about the way students were assessed. The Academic Senate and the Rectorate intervened very quickly by drafting and approving the regulation of online learning where answers were given to many questions and uncertainties regarding online learning. The Rectorate decided to use the Google Classroom and Google Meet platforms for teaching throughout the institution, judging that they were platforms that provided opportunities not only for lectures but also for seminars, knowledge control, student assignments and course topics and developing online quizzes and tests. Following this action, the online learning guide for academic staff and students was drafted and approved. A workshop was held with the academic staff on the use of these teaching platforms and the IT expert at UCB and the teaching secretaries at the beginning of the online teaching process provided daily assistance until the platform was well mastered by each lecturer.
On the other hand, the administration took measures to supply powerful video cameras to all auditoriums and laboratories which enabled lecturers to use whiteboards for handwritten illustration or schemes of certain concepts. There were difficulties at the beginning about how the laboratory work in the department of higher technical studies had to be developed. It was thought that some of them would use and translate various videos from YouTube and at the end of each semester a week of laboratory work would take place in the respective laboratories.
Another dilemma for the academic staff was the way of organizing and conducting subject exams at the end of each semester. This dilemma was resolved by instructing staff to use the Google Classroom platform but using a larger number of theses to minimize cheating cases or abuse.
At the end of the first semester of the academic year 2020-2021 the Quality Assurance Unit at UCB surveyed all students for the development of online learning. Their thoughts and suggestions were analyzed and used to make the necessary improvements in the second semester.
All students who for various health reasons or due to lack of Internet access, had the opportunity to conduct consultations in the auditorium before the exams, according to a schedule drawn up by the relevant departments, approved by the governing authorities and strictly adhering to anti-Covid-19 rules.
Despite the difficulties and challenges it created, the Covid-19 pandemic period also served as a real school on how educational institutions should respond to emergency situations quickly and effectively and how to prepare academic staff for the development of the teaching process, even in exceptional conditions without harming the main purpose.
This period also highlighted the need for a review of regulations regarding student participation in lectures and seminars. Perhaps for these students it should be flexible, creating the opportunity to attend and receive online lectures and in special cases to conduct online exams.

4. Challenges in learning process during Covid-19 pandemic

Due to the unprecedented situation generated by the Coronavirus pandemic, the impact of the pandemic on education, universities, teachers and students, became a subject of great interest for researchers. Investigating students' perception about online learning during the Coronavirus, (Allo, 2020) showed that students had a positive attitude towards E-learning, considering it helpful and useful in the time of the crisis created by the pandemic. A study involving 424 universities around the world revealed that institutions were affected by the pandemic in terms of research, conferences, international mobility and education delivery, most universities stating that they had to adopt online learning and had to face many challenges, the most important being access to technology and teachers' ability to deliver online courses.

E-learning was the best option available to ensure that epidemics do not spread, as it guarantees spatial distancing. (Lizcano et al.,2020).

During the period of the Covid-19 pandemic, online learning provided by information and communication technology (ICT) can be said to have been the lifeboat which did not allow the education system to collapse. The experience gained even before the pandemic of the use of technology in education (EdTech), the willingness and dedication of the academic staffs as well as the propensity of the younger generations to quickly acquire these technologies, helped that the Covid-19 virus, despite the damage it caused, could not bring the education system to its knees.

Even before COVID-19, there was already high growth and adoption in education technology, with global education technologies (EdTech) investments reaching US$18.66 billion in 2019 and the overall market for online education projected to reach $350 Billion by 2025. Whether it is language apps, virtual tutoring, video conferencing tools, or online learning software, there has been a significant surge in usage since COVID-19 (World Economic Forum, 2021).

One of the dilemmas that plagued both academic staff and students during online learning was: Is this effective?

According to World Economic Forum: "For those who do have access to the right technology, there is evidence that learning online can be more effective in a number of ways. Some research shows that on average, students retain 25-60% more material when learning online compared to only 8-10% in a classroom. This is mostly due to the students being able to learn faster online; e-learning requires 40-60% less time to learn than in a traditional classroom setting because students can learn at their own pace, going back and re-reading, skipping, or accelerating through concepts as they choose." (WEF, 2020)

E-learning has great importance in the E-learning process for it has the ability to improve its quality, offering the possibility to personalize and adapt courses to the needs of the learners (Babu, D.G.S.; Sridevi, D.K, 2018). Due to its flexibility, E-learning eliminates barriers of space and time, the user can have access to a wide range of information, it facilitates collaboration, allows students to learn in their own rhythm, it motivates them to interact with their peers, discuss and exchange points of view and ideas (Arkorful, V.; Abaidoo, N, 2014). Other studies mention as benefits the fact that online learning is faster, it saves time and money because it does not involve traveling (Cantoni, V.; Cellario, M.; Porta, M., 2004), and the uploaded content is consistent and can be easily updated (Sadeghi, M. A, 2019). Furthermore, while studying the perception of students and teachers about E-learning, Al-Dosari found that from benefits such as accessibility, focus on the students, flexibility, and collaboration, participants considered accessibility to be the most significant benefit of online learning (Al-Dosari, H., 2011).

Undoubtedly, E-learning has many benefits, but some drawbacks of it can also be identified. Online learners may easily get distracted, lose focus, or miss deadlines, E-learning is dependent on technology: the internet and computers, which students may not have access to, and interruptions or other system errors may appear during courses (Sadeghi, M. A, 2019). For students, the ability to organize how they study and the amount of time spent on learning can sometimes result in decreased motivation, and the lack of physical interaction and presence of colleagues may determine students to feel isolated (Dhull, P.I.; Sakshi, M., 2017). Drawbacks of E-learning can be seen in terms of physical health too. Because they spend many hours seated and in front of a screen, online learners and teachers may develop sight or back problems, and their outdoor activity may be reduced (Nazarlou, M.M., 2013).

Although familiar with the various forms of use of information and communication technology in lectures and seminars before the onset of the Covid-19 pandemic, the closure of educational institutions and the switch of the entire learning process online, to some extent found CHPS students at University College of Business unprepared and surprised. The problems they encountered were of various kinds ranging from the lack of computers or laptops for the development of online learning; lack of internet access or poor internet connection; lack of the sufficient knowledge of Google Classroom and Google Meet platforms and as a result difficulties in using them and responding properly to the requests of the lecturers. Many students felt frustrated due to the lack of lively contact in the auditorium.

In order to mitigate the negative effects of these issues, the academic and support staff worked to help the students by reacting quickly to the situation by: instructing and orienting them to use the Google Classroom and Google Meet platforms by helping individually with all the students who at the beginning had difficulties in using them; clarifying to students that the online learning process would also bring some innovations in teaching methods and assessment; equipping auditoriums with powerful video cameras to allow lecturers work on the whiteboard to solve formulas or draw various graphs or schemes; the creation of the UCB portal where each lecturer would download lectures on his subject; following student attendance at lectures and seminars on a daily basis; dynamic communication with students via email.

Thus, despite the difficulties, students quickly became familiar with on-line learning and their response was positive, with some even considering online learning more attractive.

However, a number of students, for economic reasons, found it difficult to attend classes online regularly, as such a process was costly and as a result some of them suspended their studies. Many students who did not have computers or laptops at home attended online lessons from mobile phones, which often made it difficult to access the Internet and became a financial burden for their families. Students of the Higher Technical Studies Program have had cases complaining that they could not properly acquire practical knowledge and skills as they could not conduct laboratory work. For this reason, CHPS programmed a period of one week at the end of each semester only for this category of students to have laboratory work in the laboratories.

With regard to student assessment, the continuous assessment scheme set out in the UCB Examination Regulations was observed. Regarding this issue, special attention was paid to transparency to avoid misinterpretations. The Google Classroom platform used by our institution creates the opportunity to upload tasks, topics, projects or essays and give them the evaluation through this platform. Those lecturers who managed to use this platform effectively made the students satisfied as well. This platform was also used effectively for the development of subject exams and mid-term tests.

5. Challenges to university administration

At global level school boards and administrators dithered about what to do. Government support for schools and families was ambiguous. Uncertainty reigned everywhere. The global pandemic spread rapidly and most schools struggled to react both quickly and adequately. Although at a lower speed, today COVID-19 continues to spread across the planet, with many countries–facing their worst rates of infection and death to date. While some schools are fully open, others have closed again or have moved to remote instruction for nearly all of their students.

By now it is evident that the global pandemic has created an unprecedented challenge for university authorities. Although they were used to handling smaller crises such as complaints about the teaching quality, the curriculum, the management of examination process, a better student life, most university managers had never dealt with a crisis of this scale and this scope for this long. Even the immediacy of larger crises that often force school closures–such as a powerful earthquake, a flooding situation, or severe winter weather conditions–typically expires after a few days or weeks. Like no other crisis before, the COVID-19 pandemic has illustrated the deficiencies of our educational systems and the lack of administrator preparation regarding crisis leadership.

Since crises occur regularly in the lives of organizations, several researchers have attempted to create conceptual models and sense-making frameworks to help leaders and institutions think about effective leadership during crisis events. Boin et al. (2013) created one of the most comprehensive crisis leadership frameworks. Noting that crisis episodes bring out instant "winners" and "losers" when it comes to leadership, they articulated ten key executive tasks that accompany successful crisis management. Initial tasks include early recognition of the crisis, sensemaking in conditions of uncertainty, and making critical decisions. Other tasks include vertical and horizontal coordination within the organization and across organizations, as well as coupling and decoupling systems as necessary. Other critical tasks include robust communication, helping others engage in meaning-making for others, and, finally, reflecting on and learning from the crisis and rendering accountability regarding what worked and what did not. The authors noted that the overall goal of a leader should be to increase organizational resilience before, during, and after a crisis (Boin et al.,2013).

During the pandemic, Fernandez and Shaw (2020) recommended that academic leaders focus on best practices, try to see opportunities in the crisis, communicate clearly, connect with others, and distribute leadership within the organization. Harris and Jones (2020) offered seven propositions for consideration and potential research attention, including the ideas that "most school leadership preparation and training programs… are likely to be out of step with the challenges facing school leaders today" and that "self-care and consideration must be the main priority and prime concerns for all school leaders". They also recognized that "crisis and change management are now essential skills of a school leader… [that] require more than routine problem solving or occasional firefighting".

The management level at the University College of Business (UCB) reacted quickly to the crisis imposed by Covid-19 in order for the teaching and learning process to continue uninterruptedly in new conditions. First, decision-making institutions such as the Academic Senate and the Rectorate, drafted and approved the regulation of online learning, which clearly defined the platforms with which teaching would take place and how it would take place. Based on the tasks set by them, the online learning guide for students and academic staff was drafted. Portal, as part of the website of the University College of Business was reorganized and each lecturer could have the opportunity to upload lectures or reference materials for students to download and use to study. A seminar was organized with the academic staff by IT experts for each lecturer to learn the use of online teaching platforms. On the other hand, the governing authorities of UCB, encouraged cooperation among educators to benefit from those who were more advanced in the effective use of online teaching platforms. In order to facilitate the provision of assistance, the lecturers were required to develop the online learning from the premises of UCB, where they had better access to the Internet and the necessary equipment for the lesson. To enable professors of exact sciences, economics or technology, auditor computers were equipped with powerful video cameras that allow the lecturer to draw diagrams or write various formulas on the whiteboard. In addition, the teachers of these subjects were instructed to download from YouTube various videos according to the specifics of each subject, translate them into Albanian and use them for illustration in the lesson.

Although in pandemic conditions, the academic staff and support staff did not suffer the financial consequences. They did not have salary cuts and they were paid without any delay. This influenced that certain lecturers who were infected by Covid, when they felt more relieved of their health, continued teaching at home. In cases when the condition of the infected was aggravated and did not allow them teach, departments took replacement measures.

In every subject and every day, students' attendance was evidenced, to let them understand that the process, although online, was going on normally and was followed normally. The seminars, mid-semester exams and subject exams at the end of each semester were also conducted online through the Google Classroom and Google Meet platform in accordance with UCB exam regulation and strict procedures followed by the respective departments. To enable this process run smoothly students who had difficulties in using the Google Classroom and Google Meet platforms were constantly instructed by IT experts and

Secretaries.

All this period, in addition to the difficulties and obstacles, served as a school in itself for the management levels of UCB, who not only saw the maximum commitment of the academic staff and students to cope with the situation, but also served as period to draw some lessons on how to get prepared and react in such situations. They served to give the management the message that they should to be adapted in time, situational and local context.

6. Conclusions

The period of Covid-19 pandemic has offered a number of opportunities for change and a number of risks and challenges.

We know that the more engaging learning styles are ones that are more interactive, and that face-to-face learning is better than 100 percent online learning. We also know blended learning can draw on the best of both worlds and create a better learning experience than one hundred percent face-to-face learning. If, after having done 100 percent online at the end of this, it's quite possible that we can then think about rebalancing the mix between face-to-face and online. Lecturers will have started to innovate and experiment with these online tools and may want to continue online pedagogies as a result of all this. That's really exciting.

Schools aren't just buildings where students go to learn, and that lecturers are irreplaceable. There's something magic about that in-person connection, that bond between lecturers and their students. Having that face-to-face connection with learners and being able to support them across their unique skills—that's very hard to replicate in a distance learning environment. Thus, lecturers and universities will receive more respect, appreciation, and support for their important role in society.

Quality teaching and learning materials will be better curated and more widely used. Educators are looking to other educators as well as trusted sources to help curate high-quality online learning tools. Collaboration among academic staff will grow and help improve learning.

Distance learning will reinforce teaching and learning approaches that we know do not work well. The worst form of learning is to sit passively and listen, and this may be the form that most students will receive during school closures. It serves no one well, especially those who are the furthest behind.

Educators will be overwhelmed and unsupported to do their jobs well. Poor experiences with ed-tech during the pandemic will make it harder to get by-in later for good use of ed-tech.

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COVID-19 DHE IMPAKTI MBI TË DREJTAT E NJERIUT

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Abstrakt

Viti 2020 ka qenë një vit katastrofik për të drejtat e njeriut, kudo në botë. Angazhimi për të mbështetur standardet e të drejtave të njeriut është lëkundur për vite me radhë, por pandemia e Covid-19 ka përshpejtuar erozionin e strukturës demokratike të shoqërisë sonë, nga e cila varet përfundimisht mbrojtja e të drejtave të njeriut. Ai gjithashtu u ka ofruar shumë qeverive një "justifikim" ideal për të shfrytëzuar frikën e këtij virusi të padukshëm, për të kufizuar të drejtat e njeriut dhe për të miratuar legjislacionin e emergjencës që rrezikon të ketë pasoja afatgjata, përtej krizës shëndetësore.

Drejtimi që vendoset nga qeveritë do të formësojë llojin e shoqërisë në të cilën duam të jetojmë, zgjedhje kjo që do të përcaktojë nëse forcojmë liritë tona ose heqim dorë nga to, promovojmë pjesëmarrjen ose "minojmë" demokracinë, fuqizojmë njerëzit ose i "margjinalizojmë" ata.

Shpallja e gjendjes së pandemisë e ka vendosur botën në një situatë e cila ka shkaktuar kufizimin dhe ndërprerjen e një sërë aktivitetesh me fokus shoqëror, ekonomik, social, kulturor e me radhë. Qëllimi kryesor i kufizimeve dhe masave të ndërmarra nga qeveritë është mbrojtja e shëndetit, e cila paraqet një interes kolektiv të përbashkët.

Covid-19 pati impakt dhe kufizim edhe tek të drejtat e njeriut, të cilat nuk mund të jenë dytësore në një situatë kaq të vështirë me të cilën po përballemi ende sot.

Fjalë kyçe: *pandemi, të drejtat e njeriut, kufizim i lirisë, izolim, shtet demokratik.*

Hyrja:

Pandemia globale e Covid-19 është një nga krizat më të vështira që prej Luftës së Dytë Botërore, e cila ka trokitur vrullshëm kudo nëpër botë. Të ndodhur përballë një virusi të padukshëm ku jeta e njerëzve nuk është aspak e sigurt, shtetet në mbarë botën kanë ndërmarrë masa emergjente për të përballuar sfidat që kjo pandemi paraqet dhe për të minimizuar pasojat e saj të cilat përgjithësisht kanë qenë fatale me humbjen e miliona jetë njerëzish. Ishte Covid-19 që gjunjëzoi edhe shtetet më të fuqishme që kanë dominuar arenën ndërkombëtare për vite me radhë.

Globalisht, pandemia Covid-19 ka pasur një efekt deri më tani që tejkalon atë që do të shkaktonte një "luftë" për sa i përket vuajtjeve dhe shkatërrimeve të cilat kanë prekur të gjitha fushat dhe dimensionet e jetës. Covid-19 është një krizë masive, jo vetëm sepse shumë njerëz janë shtyrë në varfëri, por edhe sepse kjo varfëri ka të ngjarë të zgjasë më shumë nga sa ishte menduar. Shkalla dhe ashpërsia e kësaj pandemie globale rritet qartë në nivelin e një kërcënimi për shëndetin publik që mund të justifikojë kufizime mbi të drejta të caktuara. Të tilla si ato që rezultojnë nga vendosja e karantinës ose izolimi që kufizon lirinë e lëvizjes brenda dhe jashtë vendit, vendosja e orës policore, ndalimi i tubimeve apo grevave, mbyllja e shkollave, detyrimi për të mbajtur maska etj. Duke i dhënë përparësi mbrojtjes të së drejtës së jetës dhe të shëndetit, këto masa mund të dëmtojnë në përgjithësi statusin që mbrojtja e të drejtave të njeriut ka sot, si një gur themelor i shoqërive moderne. [77]

Në të njëjtën kohë, rëndësi e veçantë i kushtohet të drejtave të njeriut siç janë mos-diskriminimi dhe parimet e të drejtave dhe lirive themelore të njeriut si transparenca dhe respektimi i dinjitetit njerëzor që mund të nxisë një përgjigje efektive mes trazirave dhe përçarjeve që në mënyrë të pashmangshme rezultojnë në kohë krize dhe kufizojnë dëmet që mund të vijnë nga imponimi i masave tepër të gjëra.

Shtetet u gjendën të papërgatitura përballë "armikut" të padukshëm, po ashtu edhe vendi ynë. Në Shqipëri, më 8 mars 2020 u konfirmuan dy rastet e para me COVID-19, identifikimi i të

[77] Council Of Europe, Respektimi I Demokracise dhe Shtetit te se Drejtes ne kohe pandemie, Prill 2020, fq. 13

cilave bëri që qeveria të ndërmerrte më 9 mars 2020 masa të rrepta të izolimit të parashikuara nga gjendja e emergjencës. U ndalua plotësisht funksionimi i sistemit arsimor, lëvizja e lirë e qytetarëve, aktiviteti i sipërmarrjes private, grumbullimet dhe protestat si dhe aktivitete të tjera të lidhura me shëndetin publik, por u autorizuan njëkohësisht edhe forcat e armatosura ushtarake për të kryer patrullime me mjete të blinduara dhe armatim të rëndë në rrugët e qyteteve.[78]

Të ndodhur përballë një situate të tillë Shqipëria ka shpallur gjendjen e fatkeqësisë natyrore me Vendimin e Këshillit të Ministrave nr. 23 datë 24.03.2020. Bazuar në Kushtetutën e Republikës së Shqipërisë gjendja e fatkeqësisë natyrore mund të vendoset nga Këshilli i Ministrave për një periudhë 30 ditore në një pjesë apo në të gjithë territorin e vendit dhe zgjatja e kësaj periudhe bëhet vetëm me pëlqimin e Kuvendit (neni 174 i KRSH, 2016). [79]

Po cilat janë të drejtat që mund të kufizohen gjatë një situate pandemie?

Rregullat që aplikohen gjatë periudhës së pandemisë kanë për qëllim ndërgjegjësimin dhe detyrimin e qytetarëve për të mos u angazhuar në aktivitete të cilat përbëjnë rrezik për përhapjen e sëmundjes, duke vendosur edhe kufizime në ushtrimin e disa të drejtave. Këto rregulla përfshijnë edhe të drejtën e autoriteteve shtetërore shëndetësore për të identifikuar qytetarët të cilët potencialisht mund të jenë mbartës të sëmundjes, dhe për të ushtruar tek ta kontrollet e nevojshme shëndetësore. Të gjitha këto veprime të autoriteteve duhet të kryhen duke respektuar në çdo rast të drejtat e njeriut.[80]

Në nenin 7, pikat 4 dhe 5 të ligjit nr. 15/2016 "Për parandalimin dhe luftimin e infeksioneve dhe sëmundjeve infektive", parashikohen disa nga masat kufizuese për të mbrojtur popullatën nga sëmundjet infektive që kanë impakt në shëndetin e saj, të cilat miratohen nga ministri përgjegjës për shëndetësinë", si:

- Mbyllja e shkollave;

[78] Vendim i Këshillit të Ministrave Nr.211, datë 11.03.2020
[79] Euro Speak, "Derogimi i të drejtave të njeriut në rastet e gjendjes se jashtezakonshme", 2021, fq. 3
[80] Avokati i Popullit, "Informacion lidhur me çështje të të drejtave të njeriut gjatë COVID-19", 2020, fq. 2

- Mbyllja e aktiviteteve publike apo jopublike;
- Anullimi i grumbullimeve masive në vende të mbyllura apo të hapura;
- Kufizimi apo ndalimi i lëvizjeve me mjetet e transportit publik;
- Kufizimi i lëvizjeve brenda vendit.[81]

Cilat janë të drejtat që nuk mund të kufizohen në një situatë pandemie?

Në Kushtetutën e Republikës së Shqipërisë (neni 175, pika 1) parashikohet se gjatë gjendjes së luftës ose gjendjes së jashtëzakonshme nuk mund të kufizohen të drejtat dhe liritë si vijon:

Neni 15-Parimet dhe të drejtat e liritë themelore të njeriut; Neni 18- E drejta e mosdiskriminimit; Neni 19- E drejta e shtetësisë; Neni 20- Të drejtat e pakicave kombëtare; Neni 21-E drejta e jetës; Neni 24- Liria e ndërgjegjes dhe e besimit fetar; Neni 25- Ndalimi i torturës dënimit apo trajtimit mizor, çnjerëzor poshtërues; Neni 29 – E drejta e mosdënimit pa ligj; Neni 30 – E drejta e mosdënimit pa vendim të formës së prerë të gjykatës; Neni 31 – Të drejtat e të pandehurit në procesin penal; Neni 32 – E drejta e mosdetyrimit për të dëshmuar kundër vetes ose familjes ose për të pohuar fajësinë; Neni 34 – E drejta e mosdënimit më shumë se një herë për të njëjtën vepër penale; Neni 39/1 – E drejta e mosdëbimit nga territori i shtetit; Neni 41/1,2,3 dhe 5 – E drejta e pronës private; Neni 42 – E drejta për një proces të rregullt ligjor; Neni 43 – E drejta e ankimit ndaj vendimeve gjyqësore; Neni 48 – E drejta e ankimit pranë autoriteteve publike; Neni 54 – E drejta e mbrojtjes së veçantë nga shteti për fëmijët, të rinjtë, gratë shtatzëna dhe nënat e reja; Neni 55 – E drejta për kujdes shëndetësor nga shteti, si dhe për sigurim shëndetësor. Ndërkohë në po këtë nen përcaktohet se cilat të drejta prek gjendja e fatkeqësisë natyrore duke përjashtuar të tjerat.[82]

Qeveritë kanë një përgjegjësi të qartë për të përcaktuar ndikimin e masave të karantinës, izolimit dhe distancimit shoqëror, mbi të gjithë gamën e të drejtave të KEDNJ-së, ku si prioritet primar është mbrojtja e jetës dhe shëndetit të njerëzve dhe së dyti, ekziston gjithashtu një detyrim i qartë procedural për shtetet që të respektojnë procedurat legjislative kombëtare, të zbatueshme për

[81] Avokati i Popullit, “Informacion lidhur me çështje të të drejtave të njeriut gjatë COVID-19”, 2020, fq. 3
[82] Po aty

situatat emergjente në mënyrë që çdo masë të mund t'i nënshtrohet shqyrtimit të organeve të zgjedhura në mënyrë demokratike dhe gjykatave. [83]

Kufizimet në kohë pandemie "tkurrje" në të drejtat e KEDNJ-së.

Masat e izolimit në kohë pandemie të miratuara nga shtetet kudo nëpër botë, përbëjnë kufizime në shumë prej të drejtave të mbrojtura nga Konventa Evropiane për të Drejtat e Njeriut. Të drejtat mund të kufizohen kur ato janë potencialisht të ligjshme dhe i shërbejnë një qëllimi legjitim dhe janë proporcionale. [84]

Një ndër masat e para qeveritare në mbrojtje të shëndetit publik ishte dhe kufizimi i lirisë së lëvizjes. Shumë shtete vendosën izolim total për të minimizuar përhapjen e virusit. Kufizimet sollën probleme të shumta. Kur zbatohen në praktikë për më shumë se disa ditë, këto masa ndërhyjnë jo vetëm në lirinë e lëvizjes apo të drejtën e lirisë, por edhe në një sërë të drejtash të tjera të garantuara nga KEDNJ, në veçanti në të drejtën e respektimit të jetës private dhe familjare.[85]

Së dyti, Covid-19 ka sjellë mbylljen e kopshteve, shkollave, universiteteve dhe marrjen e masave të distancimit fizik në mbarë botën. Deri më 3 prill 2020, Covid-19 solli mbylljen e shkollave në të paktën 188 vende në botë. Mësimi dhe auditorët u shndërruan në platforma online.

Së treti u kufizuan të drejtat për lirinë e fesë dhe besimit, ku individët nuk u lejuan të predikojnë ritet fetare në vendet e tyre të besimit.

Në vijim të masave kufizuese përmendim dhe "orën policore" ku individët duhet të zbatonin me përpikëshmëri orarin e lejuar të lëvizjeve pasi në të kundërt kishte gjoba dhe penalitete.

Grumbullimet e individëve në grupe të mëdha për mitingje, tubime, ceremoni të ndryshme familjare etj ishin gjithashtu të ndaluara. Siç edhe vërehet masat kufizuese ishin të shumta dhe

[83] The Aire Centre, "Covid-19, The Impact on human Rights", 28 Prill 2020, fq. 13
[84] The Aire Centre, "Covid-19, The Impact on human Rights", 28 Prill 2020, fq. 5
[85] Po aty.

ndikuan negativisht jo vetëm tek ambientimi i tyre me individët por mbi të gjitha sollën një sërë problematikash me karakter ekonomik, social, ligjor etj. Ekonomia pësoi ulje si rezultat i ndërprerjes së disa veprimtarive, falimentimit të bizneseve të ndryshme, etj.

Izolimi shërbeu si katalizator për rritjen e dhunës në familje, për shkak të rritjes së stresit, kushteve të vështira të jetesës dhe mungesës së mekanizmave të mbështetjes së komunitetit. Karta Sociale Evropiane parashikon specifikisht të drejtën për mbrojtjen e shëndetit [86] dhe të drejtën për ndihmë sociale dhe mjekësore.[87]

Shtetet janë plotësisht të justifikuara në marrjen e masave proporcionale për të izoluar pjesërisht ose tërësisht popullsinë e tyre, me qëllim ngadalësimin e përhapjes së pandemisë, duke mbrojtur në këtë mënyrë të drejtat themelore të garantuara nga KEDNJ.[88]

Edhe pse në kohë pandemie duhet të mbizotërojë shteti i së drejtës ku të gjitha veprimtaritë e tij duhet të jenë në përputhje të plotë me ligjin duke respektuar në këtë mënyrë parimin e ligjshmërisë. Gjatë reagimit ndaj pandemisë COVID-19, qeveria shqiptare plotësoi parimet e ligjshmërisë dhe kuadrit të caktuar kohor për masat emergjente, ndërsa plotësoi pjesërisht parimet e domosdoshmërisë dhe shpërndarjes së pushtetit përmes kontrolleve mbi veprimin ekzekutiv. [89]

Nëse masat kufizuese në kuadër të mbrojtjes së shëndetit publik, janë ndërmarrë nën mbikëqyrjen e nevojshme legjislative, ato ende mund të çojnë në kufizime jo proporcionale dhe të panevojshme të të drejtave individuale të njeriut, nëse organet administrative të ngarkuar me ekzekutimin e masave të tilla veprojnë me ashpërsi dhe dhunë të panevojshme. Në një situatë të tillë, roli i institucionit të ombudsmanit është me rëndësi thelbësore për udhëheqjen e organeve administrative në punën e tyre të vështirë në këto rrethana të jashtëzakonshme dhe për të siguruar që ata të kryejnë rolet e tyre në përputhje me standardet e kërkuara.[90]

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[86] Neni 11 i Katws Sociale Europiane
[87] Neni 13 i Katws Sociale Europiane
[88] The Aire Centre, "Covid-19, The Impact on human Rights", 28 Prill 2020, fq. 10
[89] Wfd. "Siguria publike vs mbrojtja e tw drejtave tw njeriut nw situate emergjente", 2021,fq 11
[90] The Aire Centre, "Covid-19, The Impact on human Rights", 28 Prill 2020, fq. 13

Shtetet duhet të mbajnë parasysh se çdo masë e marrë duhet të jetë një përpjekje për mbrojtjen e rendit demokratik nga kërcënimet ndaj tij dhe se duhet të bëhet çdo përpjekje për ruajtjen e vlerave të shoqërive demokratike, si pluralizmi, toleranca dhe të qenit mendjehapur. Ndonëse dërgimet janë pranuar nga Gjykata për të justifikuar përjashtime të caktuara nga standardet e Konventës, ato nuk mund të justifikojnë asnjëherë asnjë veprim që bie në kundërshtim me kërkesat tejet të rëndësishme të Konventës për ligjshmëri dhe proporcionalitet.[91]

Konkluzione:

Respektimi dhe përmbushja e të drejtave të njeriut është kryesisht përgjegjësi e autoriteteve shtetërore. Në kontekstin aktual, është thelbësore të sigurohet që legjislacioni i emergjencës të mbetet në fuqi vetëm për kohën e nevojshme për të ndaluar pandeminë dhe për të implementuar masat më pak kufizuese të mundshme, për të siguruar në këtë mënyrë rikthimin e normalitetit që autoritetet të kenë nën kontroll situatën.

Të gjithë së bashku duhet të angazhohemi në përballimin e kësaj pandemie që ka trokitur kudo nëpër botë. Studiuesit, intelektualët, qytetarët e interesuar etj, duhet të angazhohen me shoqërinë në përgjithësi për të kapërcyer keqinterpretimet që kjo gjendje e jashtëzakonshme na solli.

Media gjithashtu duhet të jetë pjesë e zgjidhjes së problematikave dhe polemikave të shkaktuara, duke përdorur terma të saktë që informojnë publikun, duke shmangur sensacionalizmin, dhe raportimin e fakteve jo reale.

E rëndësishme gjithashtu është të mbrojmë dhe promovojmë konceptet e mbështetura në Deklaratën Universale të të Drejtave të Njeriut, si të drejta universale dhe të pandashme, duke synuar në mbrojtjen e të drejtave tona dhe të të tjerëve. Gjithashtu të tregojmë se të drejtat e njeriut nuk janë koncepte abstrakte por konkrete, mungesa e të cilave mund të ketë pasoja të rënda sa vetë pandemia. Ne konstatuam se mbrojtja e jetës së njeriut është primare ku kërcënim është virusi dhe jo njerëzit. Të drejtat e njeriut duhet të garantohen dhe të mbrohen nga shteti

[91] https://rm.coe.int/sg-information-document-albanian/16809e2116

brenda kuadrit të sigurisë publike. Në kohë pandemie u vërejt rritja e rolit të pushtetit ekzekutiv dhe zbehja e pushteteve të tjera.

Së fundmi shkëputja dhe shmangia e kontekstit politik nga situata e krijuar do të jetë një kthesë me shumë rëndësi për mbarë botën, ku rikthimi në normalitet do të na garantojë sigurinë dhe paprekshmërinë e konceptit të të drejtave të njeriut.

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SFIDAT PËR MBROJTJEN E TË DREJTAVE TË PERSONAVE TË PRIVUAR NGA LIRIA GJATË COVID-19

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Abstrakt

Përgjigja e shteteve ndaj pandemisë COVID-19, duke i dhënë prioritet të drejtës për jetë dhe shëndet, nuk duhet të anashkalojë misionin thelbësorë, pra të sigurojë standarde adekuate të jetesës në përputhje me të drejtat e njeriut, si dhe parimet e mosdiskriminimit dhe duke ruajtur dhe respektuar parimet e Konventës Evropiane për të Drejtat e Njeriut. Të drejtat e njeriut janë universale, absolute dhe të patjetërsueshme, të pandashme, të ndërvarura dhe të ndërlidhura, dhe duhet të dënohet çdo përpjekje për t'i relativizuar ato. Objektivi kryesor i masave kufizuese është mbrojtja e shëndetit e kuptuar, jo vetëm si një e drejtë themelore e individit, por edhe si një interes kolektiv, i konsideruar si esencial ndaj interesave të tjerë që qëndrojnë në themel të normave të ndryshme kushtetuese të kufizuara gradualisht. Çështja delikate e të drejtave të të burgosurve ende sot është e mbështjellë me një re misterioze mosbesimi, me synimin për të përshkruar dhe mbrojtur profilet thelbësore të një dënimi njerëzor dhe dinjitoz. Duke marrë shkak nga kushtet e burgjeve në Shqipëri, mbipopullimi i tyre, mungesa e hapësirave për tu izoluar në raste infektimi e të burgosurve dhe mungesa e kushteve higjeniko sanitare, kërkohet një ndërhyrje e shpejtë dhe deçizive. Në këtë skenar kompleks, për këtë arsye është e vështirë të sigurohet që të paraburgosurit dhe punonjësit e burgjeve të marrin masat e nevojshme për të parandaluar infeksionet, duke rrezikuar çdo ditë jetën dhe shëndetin e tyre. Pra në parim çdo Shtet nuk duhet të kapet në befasi në raste të pandemisë globale, pasi këto institucione penitenciare kanë gjithmonë të hartuar plane për parandalimin e sëmundjeve ngjitëse të çfarë do lloji ato të jenë, duke ndërmarrë masa të caktuara higjeniko sanitare. Kjo është pjesë thelbësore e detyrimit që ka shteti për të garantuar kujdesin shëndetësor të personave të privuar nga liria, sikurse kërkohet nga legjislacioni ndërkombëtar për të drejtat e njeriut.

Fjalë kyçe: Pandemi, të drejtat e njeriut, të burgosurit, të paraburgosurit, trajtim çnjerëzor, shëndet, jetë.

Hyrje

Urgjenca epidemiologjike nga Covid-19, që ka vënë në krizë të gjithë planetin, ka amplifikuar në masë të madhe problemet tashmë të pranishme brenda shteteve të brendshme. Midis shqetësimeve të panumërta që karakterizojnë "pandeminë Covid-19" janë dhe kushtet e të burgosurve në burgjet shqiptare, të cilat shpesh e kanë kaluar atë kufirin midis "dënimit" dhe "torturës", veçanërisht në lidhje me numrin e konsiderueshëm të të burgosurve krahasuar me hapësirat në dispozicion brenda ndërtesave të burgut.

Personat që ndodhen në mjedise të privimit të lirisë, janë më të rrezikuar nga COVID-19 ndryshe nga pjesa tjetër e popullsisë, për arsye të kushteve dhe hapësirave të kufizuara ku ata jetojnë. Qëndrimi bashkë me të dënuar ose të paraburgosur të tjerë duke u grumbulluar në afërsi të njëri tjetrit mund të kthehen në vatra dhe burim infeksioni.

Kjo gjendje kronike e mbipopullimit mund të përkeqësojë problemet e pandemisë, e cila e sheh distancën shoqërore si protokollin e saj të parë të parandalimit. Në fakt, është e qartë se brenda burgjeve të mbipopulluara është e pamundur të garantosh distancën ndërpersonale të kërkuar për të parandaluar dhe ngadalësuar përhapjen e virusit dhe imponuar shoqërisë së lirë si një masë e domosdoshme për të përballuar emergjencën.

Problemi i dytë përfaqësohet nga kushtet e vështira të jetesës në burgje dhe, në veçanti, nga standardet e ulëta sanitare. Në institucione të ndryshme nuk ka dushe në qeli, por vetëm dushe të përbashkëta për të gjithë seksionin; për më tepër, uji i nxehtë nuk është gjithmonë i pranishëm dhe në disa raste tualetet janë të dukshme dhe jo në një zonë të një veçantë.

Së fundmi, kësaj situate tashmë veçanërisht të ndërlikuar, ne duhet t'i shtojmë një konsideratë të përgjithshme realitetit të burgut si një e tërë: siç parashikohet në fillim të këtij punimi, ideja e burgut si një vend i mbyllur, i izoluar dhe i ndarë nga pjesa tjetër e shoqërisë dhe, prandaj, i sigurt është thellësisht i gabuar. Së pari, të burgosurit kanë kontakte të vazhdueshme dhe të përditshme me botën e jashtme përmes atyre që punojnë brenda burgjeve: drejtorë, edukatorë, punonjës të Policisë së Burgjeve, avokatë, magjistratë, ndërmjetësues kulturorë, psikologë, personel mjekësor dhe infermieror, vullnetarë dhe mësues. Për më tepër, disa të burgosur lejohen të lënë ambientet për të kryer punë ose aktivitete vullnetare gjatë ditës dhe më pas të kthehen në mbrëmje, në kontakt të ngushtë me të burgosurit e tjerë.

Ekzistojnë pra të gjitha kushtet që mjediset e privimit të lirisë të kthehen në amplifikues dhe përhapës të sëmundjeve infektive si koronavirusi, pasi distancimi social brenda institucioneve të mbyllura është i pamundur dhe lëvizja brenda dhe jashtë këtyre institucioneve është fenomen i zakonshëm.

1. Parimet e miratuara nga deklarata për trajtimin e personave të privuar nga liria në kontekstin e sëmundjes së virusit Corona: pandemisë (COVID-19).

Deklaratë e parimeve në lidhje me trajtimin e personave të privuar nga liria në kontekstin e sëmundjes së virusit Corona: pandemisë (COVID-19), 29 Mars 2020[92] e Këshillit të Evropës, ka parashikuar disa parime që duhet të zbatohen nga të gjitha autoritetet përkatëse përgjegjëse për personat e privuar nga liria brenda zonës së Këshillit të Evropës të cilat janë si më poshtë:

1) Parimi themelor duhet të jetë ndërmarrja e të gjitha veprimeve të mundshme për të mbrojtur shëndetin dhe sigurinë e të gjithë personave të privuar nga liria.
2) Udhëzimet e OBSH-së për luftimin e pandemisë duhet të respektohen dhe zbatohen plotësisht në të gjitha vendet e privimit të lirisë.
3) Disponueshmëria e personelit duhet të përforcohet, dhe personeli duhet të marrë të gjithë mbështetjen profesionale, mbrojtjen e shëndetit dhe sigurisë, si dhe trajnime të nevojshme në mënyrë që të jenë në gjendje të vazhdojnë të përmbushin detyrat e tyre në vendet e privimit të lirisë.
4) Çdo masë kufizuese e marrë ndaj personave të privuar nga liria për të parandaluar përhapjen e COVID-19 duhet të ketë një bazë ligjore dhe të jetë e nevojshme, proporcionale, në respektim të dinjitetit njerëzor dhe e kufizuar në kohë.

[92] https://rm.coe.int/16809d569f

5) Ndërsa kontakti i ngushtë personal inkurajon përhapjen e virusit, duhet të bëhen përpjekje të bashkërenduara nga të gjitha autoritetet përkatëse që të përdorin alternativa për privimin e lirisë. Një qasje e tillë është e domosdoshme, në veçanti, në situata të mbipopullimit.
6) Për sa i përket ofrimit të kujdesit shëndetësor, vëmendje e veçantë do të kërkohet për nevojat specifike të personave të ndaluar, në lidhje me grupet e lëndueshme dhe/ose grupet në rrezik, siç janë personat e moshuar dhe personat me kushte mjekësore të mëparshme.
7) Ndërsa është e ligjshme dhe e arsyeshme të pezullohen aktivitetet jo thelbësore, të drejtat themelore të personave të ndaluar gjatë pandemisë duhet të respektohen plotësisht. Kjo përfshin në veçanti të drejtën për të ruajtur higjienë adekuate dhe të drejtën e daljes ditore në ajër në ambient të hapur (të paktën për një orë). Për më tepër, çdo kufizim në kontaktin me botën e jashtme, përfshirë vizitat, duhet të kompensohet me gjetjen e mundësive me mjetet alternative të komunikimit (të tilla si telefoni ose komunikimi përmes protokollit të Zërit-ndërmjet-Internetit).
8) Në rastet e izolimit ose vendosjes në karantinë të një personi të ndaluar i cili është i infektuar ose dyshohet se është i infektuar nga virusi SARS-CoV-2, personit në fjalë duhet t'i jepet një kontakt njerëzor kuptimplotë dhe çdo ditë.
9) Masat mbrojtëse themelore kundër keqtrajtimit të personave të cilët janë të ndaluar nga forcat e rendit (mundësimi i një avokati, mjeku, dhe njoftimi mbi ndalimin) duhet të respektohen plotësisht në të gjitha rrethanat dhe gjatë gjithë kohës.
10) Monitorimi nga organet e pavarura, përfshirë Mekanizmat Kombëtar Parandalues (MKP) dhe KPT, mbetet një mbrojtje thelbësore kundër keqtrajtimit. Shtetet duhet të vazhdojnë të garantojnë qasjen në organet monitoruese në të gjitha vendet e ndalimit, përfshirë edhe vendet ku personat mbahen në karantinë.

Pra sipas standardeve përkatëse të të drejtave të njeriut, siç tregohet në Deklaratën e Parimeve të Komitetit Evropian për Parandalimin e Torturës dhe të Trajtimit ose Dënimit Çnjerëzor dhe Poshtërues (KPT) për COVID-19-ën, është i domosdoshëm përdorimi i alternativave të ndryshme nga privimi i lirisë në situata mbipopullimi dhe mbi të gjitha në situata emergjence.

1. **Masat e marra nga shteti shqiptar për përballimin e situatës emergjente në institucionet penitenciare në Shqipëri.**

Shteti shqiptar nuk duhet asnjëherë të harrojë se parandalimi i torturës dhe i trajtimeve çnjerëzore dhe poshtëruese, me anë të përdorimit të masave izoluese dhe pushtetit të tepërt të dhunës, është përgjegjësi e tij e drejtpërdrejtë dhe nuk mund të dërgohet apo shkelet as në gjendje emergjence duke njohur karakterin e tij universal.

Ekzistojnë sfida specifike dhe intensive për stafin që punojnë në vende të ndryshme të privimit të lirisë, duke përfshirë institucionet e paraburgimit policor, institucionet e burgjeve, qendrat e ndalimit të imigracionit, spitalet psikiatrike dhe shtëpitë e kujdesit shoqëror, si dhe objektet /zonat e ndryshme të reja ku personat vendosen në karantinë.

Disa nga këto sfida janë ndalimi i torturës, trajtimit mizor, çnjerëzor dhe poshtërues, mbrojtja e shëndetit dhe sigurinë e të gjithë personave të privuar nga liria, marrja e masave mbrojtëse ndaj keqtrajtimit të personave në paraburgim, duke respektuar të gjitha afatet procedurale dhe njoftimet procesuale, dinjitetin dhe garanci të tjera si takimet me mbrojtësin, mjekun) duhet të respektohen plotësisht gjithmonë dhe në çdo rrethanë, dhe duhet të garantohet e drejta për të ruajtur higjienën adekuate personale dhe të drejtën e daljes ditore në ajër në ambient të hapur (të paktën për një orë).

Neni 3 I KEDNJ[93] cakton detyrimin e çdo Shteti që të mbrojë në mënyrë edeguate shëndetin dhe mirëqenien e njerëzve për të cilët Shteti merr përsipër përgjegjësinë, duke përfshirë dhe atë kategori që mbahen në burgje, në qendra paraburgimi dhe në spitale psikiatrike, si dhe ata që banojnë në shtëpitë e kujdesit. Standardi cilësisë së kujdesit që u ofrohet personave që ndodhen në institucione të privimit të lirisë duhet të respektojë dinjitetin njerëzor të të burgosurve dhe paraburgosurve në përputhje me natyrën e veçantë të nevojave nisur nga gjendja shëndetësore, mosha, seksi, dhe çdo cilësi dhe dobësi tjetër.

Shqipëria ka 24 institucione burgimi, 17 prej të cilave janë të sigurisë së lartë dhe të mesme, me seksione të posaçme paraburgimi (Tiranë, Fushë-Krujë, Rrogozhinë, Peqin, Shkodër, Lezhë, Korçë); qendra paraburgimi (Tiranë, Elbasan, Lushnjë, Berat, Vlorë); 1 institucion të posaçëm

[93] Neni 3 KEDNJ, Ndalimi i tortures, "Askush nuk mund t'i nënshtrohet torturës ose dënimeve ose trajtimeve çnjerëzore ose poshtëruese".

për personat që marrin trajtim të detyruar dhe për të dënuarit me moshë mbi 65 vjeç (Krujë); 1 qendër për rehabilitimin e të miturve (Kavajë), 1 burg të grave dhe një spital burgu (Tiranë).

Për të parandaluar përhapjen e pandemisë Covid-19 në institucionet penitenciare, Ministria e Drejtësisë dhe Drejtoria e Përgjithshme e Burgjeve ndërmorën një sërë aktesh normative.

Aktet normativë, që rregullojnë gjendjen e emergjencës në burgje, radhiten si më poshtë:

Ministria e Drejtësisë:

1. Urdhrat Nr. 91 dhe Nr. 92, datë 09.03.2020 "*Për marrjen e masave në Institucionet e Ekzekutimit të Vendimeve Penale për parandalimin e përhapjes së COVID-19*".
2. Akti Normativ Nr.15, datë 15.04.2020 "*Për disa ndryshime dhe shtesa të ligjit Nr.88 / 2019 "Për zbatimin e buxhetit të vitit 2020*”
3. Urdhri Nr. 95, datë 10.03.2020 i Ministrit të Drejtësisë " Për marrjen e masave për shërbimet në sportele".
4. Urdhri Nr. 90, datë 14.03.2020 i Ministrit të Drejtësisë “*Marrjen e masave për krijimin e infrastrukturës karantinë në Institucionin e Veçantë Shëndetësor të Burgosurve*”.
5. Urdhri Nr. 103, datë 16.03.2020 i Ministrit të Drejtësisë “*Për miratimin e planit të masave organizative dhe administrative për mbarëvajtjen e punës dhe veprimtarisë së Ministrisë së Drejtësisë dhe të institucioneve të varësisë së saj, në kuadër të parandalimit të përhapjes së COVID 19*”
6. Udhëzimi Nr. 6, datë 19.03.2020 i Ministrit të Drejtësisë “*Për marrjen e masave për shërbimin e karantinës me qëllim trajtimin e rasteve të dyshuara më COVID 19, në Institucionet e Ekzekutimit të Vendimeve Penale*”.
7. Akti Normativ Nr.7, datë 23.03.2020 i Këshillit të Ministrave “*Për lirimin e përkohshëm të të burgosurve për një periudhë tre-mujore*”

Drejtoria e Përgjithshme e Burgjeve:

1. Urdhri Nr. 2729, datë 09.03.2020 i Drejtorit të Përgjithshëm “*Për marrjen e masave higjeno-sanitare për parandalimin e përhapjes së infeksioneve respiratore, akute përfshi*

dhe COVID-19”. (Miratim i Protokollit për shërbimin shëndetësor dhe parandalimin e virusit COVID-19)

2. Urdhri Nr. 2846, datë 11.03.2020, i Drejtorit të Përgjithshëm "*Për ngritjen e Task Forcës në DPB dhe IEVP, për zbatimin e masave parandaluese të përhapjes së COVID-19”*
3. Urdhri Nr. 2996, datë 14.03.2020 "*Për vizitat dhe inspektimet në IEVP, për zbatimin e masave parandaluese ndaj COVID-19-ës*"
4. Urdhri Nr. 2729/1, datë 27.03.2020, i Drejtorit të Përgjithshëm "*Për marrjen e masave higjeno-sanitare për parandalimin e përhapjes së infeksioneve respiratore, akute përfshi dhe COVID-19*”. (Miratim i Protokollit për shërbimin shëndetësor dhe parandalimin e virusit COVID-19)
5. Urdhri Nr. 2729/2 Prot, datë 20.06.2020 “*Mbi zbatimin e masave shtesë të protokollit për parandalimin e përhapjes së virus COVID-19*”

Sistemi shqiptar i burgjeve reagoi duke zbatuar të gjitha aktet rregullatore, urdhrat, udhëzimet dhe plane veprimi të cilat e vendosnin përparësinë tek masat parandaluese dhe izoluese.

Ministria e Drejtësisë përdori masa alternativave të ndryshme nga privimi i lirisë për të shmangur mbipopullimin e burgjeve dhe paraburgimit në situata emergjence**.**

<u>Masat parandaluese ishin si më poshtë:</u>

- ulja e dënimeve,
- lirimi i hershëm dhe lirimi me kusht;
- rivlerësimi i nevojës për të vazhduar mbajtjen e pavullnetshme të pacienteve të psikiatrisë;
- lëshimi ose lirimi në kujdesin e komunitetit, ku është me vend.

<u>Në rastet e marrjes së masave izoluese është e sanksionuar që ato duhet të respektojnë disa kushte:</u>

1. Përdorin izolimin mjekësor vetëm si zgjidhje të fundit pasi të kenë marrë në konsideratë dhe lirimin.
2. Të rishqyrtojnë rregullisht domosdoshmërinë e izolimit, duke marrë parasysh impaktin në shëndetin mendor.

3. Të kompensojnë kufizimet e kontakteve me botën e jashtme duke shtuar qasjen në mënyrat alternative të komunikimit (si komunikimet telefonike dhe internetit).
4. Në rastet e izolimit ose vendosjes në karantinë personi në fjalë duhet të ketë kontakte njerëzore kuptimplotë çdo ditë me një mjek ose me një psikolog.
5. Të ofrohet mbështetje e shtuar psikologjike.

Një kujdes i veçantë, në respektimin e të drejtave dhe lirive themelore, u adresua ndaj personave që ndodhen në izolim sipas nenit 41-bis[94]. Izolimi është aplikuar në raste të veçanta, kur për një të dënuar apo të paraburgosur që ka kryer një nga 22 vepra penale të përcaktuara në ligj, ka dyshime se vijon kontaktet me botën e jashtme, në funksion të aktivitetit kriminal. Por edhe në këtë rast masat e marra në kohë pandemie, në fokus kishin jetën dhe shëndetin e personave të privuar nga liria.

Një hap parësore, me qëllim zvogëlimin e mbipopullimit në burgje, Ministria e Drejtësisë miratoi një akt normativ[95] në lidhje me lirimin e kushtëzuar tre-mujor dhe gjashtë mujor për 450 individë të burgosur, të cilët i kanosin rrezik të ulët shoqërisë, që përfshijnë të burgosurit në moshë, të burgosurit jo të dhunshëm dhe me rrezik të ulët dhe ata/ato me sëmundje të rënda mendore të cilët mund të ndiqeshin nga familjarët e tyre.

Me urdhër të DPB-së Nr.90, datë 14.03.2020 i Ministrit të Drejtësisë “Marrjen e masave për krijimin e infrastrukturës karantinë në Institucionin e Veçantë Shëndetësor të Burgosurve” dhe Udhëzimin Nr.6, datë 19.03.2020 "Për masat për shërbimin e karantinës së rasteve me COVID-19 brenda sistemit të burgjeve", Spitalit të burgjeve iu dha statusi i mjedisit të karantinës për COVID-19-ën, i cili ktheu dy seksione në pavijone karantine brenda Spitalit të Burgjeve. Përveç këtij statusi, ai vepron si mjedis për çdo rast tjetër urgjence, si dhe për pritjen e të burgosurve nën trajtim mjekësor të detyrueshëm. Ky status i veçantë rrit ngarkesën e punës së personelit mjekësor dhe të atij të burgjeve.

[94] Ligji nr. 8328, datë 16 prill 1998, “Për të drejtat dhe trajtimin e të dënuarve me burgim dhe të të paraburgosurve”.

[95] Urdhri Nr. 2729, datë 09.03.2020 i Drejtorit të Përgjithshëm “*Për marrjen e masave higjeno-sanitare për parandalimin e përhapjes së infeksioneve respiratore, akute përfshi dhe COVID-19*”. (Miratim i Protokollit për shërbimin shëndetësor dhe parandalimin e virusit COVID-19)

Aktualisht draftin për Strategjinë Ndërsektoriale të Drejtësisë, 2021-2025 e paraqitur nga Ministria e Drejtësisë është parashikuar ndërtimi i një qendre mjekësore për të dënuarit me sëmundje mendore prej 13 milion Euro[96].

Gjithashtu u krijua një task forcë e posaçme me përgjegjësinë për të ndjekur zbatimin e kuadrit të emergjencës, e cila ka si detyrë kryesore marrjen dhe adresimin e ankesave të paraqitura nga të burgosurit, si dhe marrjen e të gjitha masave për përshtatjen dhe zbatimin e të gjitha komunikimeve emergjente nga administrata e burgjeve. Parimi bazë i masave të marra është respektimi i barazvlefshmerisë së kujdesit shëndetësor.

Një impakt të madh në jetën dhe shëndetin mendor të personave të privuar nga liria pati mbyllja në burgjet shqiptare, e cila preku familjaret e të dënuarve, këshilltarët ligjorë dhe përfaqësuesit ligjorë për të cilët vizitat në burgje u pezulluan *de facto*. Institucionet penitenciare me mekanizmat e tyre mbikëqyrës hasën vështirësi në përgjigjen dhe reagimin e drejtpërdrejtë ndaj ankesave të të burgosurve.

Një ndër sfidat më të mëdha të shtetit shqiptar ishte parandalimi i shkeljes së karantinës dhe sanksionet që duhen zbatuar ndaj shkelësve. Duhet bërë shumë kujdes pasi masat e rënda të ndëshkimit mund të kthehen në vatra infeksionesh duke marrë parasysh dhe mbipopullim e institucioneve të paraburgimit, pra mund të krijojë një barrë të shtuar për sistemin e burgjeve duke rritur numrin e individëve, që vendosen në karantinë të detyruar për 14 ditë me të filluar gjykimi paraprak. Duhet bërë kujdes që dëmi i shkaktuar mos të jetë me i madh se dëmi i zmbrapsur, në respekt gjithmonë të mbrojtjes së shëndetit. Një aspekt tjetër i veçantë është se masat parandaluese mund të sjellin pasoja në jetën e individëve, dëme ekonomike të pariparueshme, si për shembull në humbjen e vendit të punës, falimentimin e një biznesi privat, përgjegjësive prindërore etj.

Një parim tjetër që ka një rendësi madhore në rastet e emergjencës, është pezullimi i pafajësisë, i cili duhet të merret parasysh përpara çdo masë të mundshme penale. Në këtë kontekst, ndëshkimi i personave duke privuar lirinë e tyre duhet të jetë masa e fundit dhe strukturat e drejtësisë duhet gjithmonë të marrin parasysh arsyet qe e kanë shtyrë personin të

[96] https://www.konsultimipublik.gov.al/Konsultime/Detaje/357

thyej rregullat e karantinës dhe interesin e mbrojtur nga ai. Gjatë gjendjes së emergjencës, sistemi shqiptar i burgjeve u përball me rritje të numrit të personave në paraburgim.

Sipas statistikave zyrtare të DPB-së, muaji maj, numri i personave në paraburgim krahasuar me numrin e të burgosurve dhe numrin e mjediseve shkon sa 52- 58% e popullsisë në burgje. Ndërsa në burgje aktualisht po vuajnë dënimin 2184 të dënuar, ne paraburgim ndodhen 2439 persona[97].

Distancimi fizik në burgjet shqiptare mbetet i vështirë në shumicën e burgjeve/ mjediseve të paraburgimit në Shqipëri, si p.sh. në Fushë-Krujë, Fier, Shën Koll, “Jordan Misja”, “Ali Demi”, Peqin, Rrogozhinë, etj., veçanërisht në rastet e diktimit të të burgosurve/ personelit të infektuar. Mungesa e hapësirës për person është shqetësim që ngrihet vazhdimisht nga vizitat e KPT-së në Shqipëri. Po të faktorizojmë edhe kriteret e OBSH-së për rregullin e distancimit social/ fizik prej dy metrash, situata kthehet në shkelje të të drejtave të njeriut.

Duke parë vazhdimësinë e pandemisë, DPB-ja do të përballet përsëri me situatë emergjente që kërkojnë ndërhyrje të menjëhershme. Praktikisht, kjo do të thotë se do të ketë nevojë për një plan shpërndarjeje, karantinimi dhe kushte qëndrimi të posaçme, në përputhje të plotë me standardet ndërkombëtare. Kthimi nga lirimi me kusht duhet të nënkuptojë kushte qëndrimi të posaçme dhe kontroll mjekësor të përshtatshëm nga autoritetet e burgut dhe jo vetëm izolim.

Konkluzione

- Duhet të kemi një reagim të menjëhershëm nga sistemi i burgjeve në Shqipëri, duke miratuar akte normative dhe udhëzime të shumta si pjesë e një plani parandalues gjithëpërfshirës.
- Ndalimi i torturës, trajtimit mizor, çnjerëzor dhe poshtërues nuk mund të dërgohet asnjëherë[98].

[97] http://www.dpbsh.gov.al/newweb/?fq=brenda&m=shfaqart&gj=gj1&aid=934
[98] 30 Këshilla e Nënkomitetit për Parandalimin e Torturës dërguar Shteteve Palë dhe Mekanizmave Parandalues Kombëtarë në lidhje me Pandeminë e koronavirusit (miratuar më 25 mars 2020); [internet] https://www.ohchr.org/Documents/HRBodies/OPCAT/AdviceStatePartiesCoronavirusPandemic2020.pdf (përdorur për herë të fundit më 1 qershor 2020)

- Procesi i lirimit me kusht ose i hershëm për personat e burgosur, të cilët i kanosin rrezik të ulët shoqërisë, ishte lëvizja e duhur për të menaxhimin e nivelit të mbipopullimit.
- Në rast izolimi, apo vendosjeje në karantinë të një të dënuari të infektuar, personit duhet t’i ofrohet kontakt i njerëzor çdo ditë, pasi shëndeti mendor luan rol parësorë.
- Programet e rehabilitimit, trajtimi psikologjik dhe terapitë në kontekstin e burgut, luajnë rol thelbësor për mirëqenien e të burgosurve. Rehabilitimi qëndron në bërthamë të burgimit dhe, si i tillë, riaktivizimi i këtyre programeve duke trajtuar nevojat individuale mund të zvogëlojë, ndër të tjera, dhunën ndërmjet të burgosurve dhe shkeljet e tjera të regjimit të burgut.
- Duke marrë parasysh orët e gjata të punës dhe kushtet e vështira, puna e personelit të burgjeve dhe mirëqenia personale mbeten përparësi. Vazhdon të ekzistojë nevoja për trajnime profesionale dhe të përshtatura që i kushtohen jo vetëm personelit mjekësor, psikologjik dhe psikiatrik, por edhe personelit të sigurisë dhe drejtuesve të lartë.
- Shqetësues është fakti se nuk ka raste denoncimi nga ana e të burgosurve shqiptar për krime të torturës dhe trajtimit çnjerëzor dhe poshtërues. Kjo si pasojë e mungesës së mbikëqyrjes së saktë të burgjeve, dhe frika e të burgosurve për të denoncuar raste të tilla.
- Monitorimi nga organet e pavarura, përfshirë Mekanizmat Kombëtar Parandalues (MKP) dhe ata ndërkombëtarë mbetet një mbrojtje thelbësore kundër keqtrajtimit.
- Trajtimi i personave nën mbikëqyrje do të ketë si qëllim ruajtjen e shëndetit dhe dinjitetit të tyre, zhvillimin e ndjenjës së përgjegjësisë dhe inkurajimin e qëndrimeve a aftësive që do t’i ndihmojnë ata të riintegrohen në shoqëri.
- Mbrojtja e të drejtës së të paraburgosurve për një proces të rregullt gjyqësor, si dhe e të burgosurve për mbikëqyrje gjatë fazës së ekzekutimit të vendimit të kufizimit të lirisë personale duhet të garantohet nëpërmjet kontrollit të një autoriteti gjyqësor ose një organizëm tjetër i pavarur, i cili ndjek dhe viziton të burgosurit, me kusht që të mos jetë pjesë as e administratës së burgut dhe as strukture e Drejtorisë së Përgjithshme të Burgjeve.

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PROCESI GJYQËSOR GJATË PANDEMISË

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Abstrakt

Zhvillimi i një procesi të rregullt ligjor, brenda një afati të arsyeshëm, në përputhje të plotë me hapat e parashikuara në ligjin procedural është garanci e rëndësishme e funksionimit të një shteti demokratik. Në një situatë normale kjo ka të gjitha premisat për t’u realizuar në mënyrën më të mirë të mundshme. Situata e jashtëzakonshme (Covid-19) nga e cila u prek e gjithë bota pati ndikimin e saj në të gjitha sferat e jetës së njeriut, përfshirë edhe sistemin e drejtësisë. Shumë hallka të këtij zinxhiri e humbën funksionin normal dhe kërkoi nevojën e përdorimit të mënyrave alternative dhe teknologjive të reja.

Në këtë punim do të trajtojë disa aspekte të rëndësishme të procesit gjyqësor në këtë situatë të jashtëzakonshme. Së pari, do të ndalemi te vështirësitë që pati zhvillimi i një procesi të rregullt ligjor në vendin tonë, problematikat dhe sfidat të cilat ju vendosën përpara për ti zgjidhur. Së dyti, hapat që u ndërmorën për kapërcimin e kësaj situate nisur nga burimet ekzistuese dhe të tjera që ju vunë në ndihmë. Së fundi, disa rekomandime që mund ti vinë në ndihmë procesit gjyqësor përballë çdo situate të vështirë që mund të përballet.

Fjalët kyçe: *Drejtësi, sistem gjyqësor, proces, e drejtë, teknologji.*

HYRJE

Situata e jashtëzakonshme nga Pandemia Covid-19 preku gjithë botën dhe solli mosfunksionim dhe paralizim në shumë sektorë të jetës publike dhe private.

Ndikimi i saj u ndije edhe në sistemin e drejtësisë dhe në organet e pushtetit gjyqësor. Referuar të dhënave dhe raporteve të deritanishme nga organizata të ndryshme rezulton se aksesi në drejtësi i qytetarëve është bllokuar në një shkallë tepër të lartë veçanërisht gjatë periudhës së parë të pandemisë.[99]

E drejta për një proces të rregullt ligjor është një e drejtë jo vetëm procedurale por mbi të gjitha një e drejtë Kushtetuese. Gjykimet duhet të vazhdonin edhe në kushtet e rregullave të distancimit fizik dhe kufizimeve të udhëtarëve të cilat u vendosën në këtë situatë për të mbrojtur jetën dhe shëndetin e qytetarëve. Pikëpyetja e madhe ishte cila rrugë alternative do t'u siguronte palëve mundësinë për të qenë të pranishme në gjykim, edhe pse fizikisht ishte e pamundur.

Më datë 24.03.2020, Këshilli i Ministrave me Vendimin Nr. 243, vendosi të shpallë gjendjen e fatkeqësisë natyrore në të gjithë Republikën e Shqipërisë, për shkak të epidemisë së shkaktuar nga Covid-19.[100]

Kjo situatë diktoi nevojën marrjes së masave dhe nxjerrjes së disa akteve normative mbi realizimin e seancave gjyqësore online[101]. U shtynë të gjitha seancat e planifikuara gjatë gjendjes së pandemisë si dhe pezullimi i afateve: për ngritjen e padive, për paraqitjen e ankimeve, si dhe për kryerjen e çdo veprimi procedural në çështjet administrative, civile dhe penale për një periudhë kohe. E gjitha kjo që qytetaret të mos kumbisnin të drejtën për paraqitjen e ankimit dhe as për fillimin e një procesi gjyqësor. Veç sa më sipër përjashtim bënë vetëm:

- Çështjet administrative me objekt gjykimin e masave të sigurimit të padisë, në rast se gjykata vlerëson se shqyrtimi pas përfundimit të gjendjes së epidemisë, mund të shkaktojë një dëm të rëndë e të pariparueshëm për palët.

[99] https://www.reporter.al/pezullimi-i-gjyqeve-nga-covid-19-vonoi-drejtesine-per-qytetaret/
[100] 6 https://shendetesia.gov.al/wp-content/uploads/2020/03/VKM-nr.-243-date-24.3.2020.docx..pdf
[101] Aktin Normativ nr. 9, dt. 25.03.2020 "*Për marrjen e masave të veçanta në fushën e veprimtarisë gjyqësore, gjatë kohëzgjatjes së gjendjes së epidemisë së shkaktuar nga Covid-19*"

- Çështjet familjare me objekt gjykimi kujdesin, detyrimet dhe respektimin e të drejtave të të miturve, kujdestarinë dhe birësimin, masat mbrojtëse ndaj dhunës në familje, ushtrimin e përgjegjësisë prindërore, përkujdesjen dhe detyrimet për ushqim, si dhe në ato çështje civile në të cilat, përjashtimisht, gjykata vlerëson se shqyrtimi i vonuar i tyre mund të shkaktojë dëm të rëndë e të pariparueshëm për palët.
- Çështjet penale që lidhen me vleftësimin e arrestit në flagrancë ose ndalimit, caktimin, verifikimin e kushteve e të kritereve të caktimit dhe nevojat e sigurimit, zëvendësimin, revokimin, bashkimin ose shuarjen e masave të sigurimit të “arrestit në burg” ose të “arrestit në shtëpi”, kur të arrestuarit, të pandehurit ose mbrojtësit e tyre kërkojnë që të vijohet me shqyrtimin e tyre, si dhe në çështjet penale që lidhen me caktimin e masës së sigurimit pasuror “sekuestro preventive”;

Pas këtij akti u ndërmorën edhe shumë masa të tjera, në kuadër të vazhdimit të procesit gjyqësor gjatë situatës së pandemisë Covid-19. Këtu përmendim aktin normative Nr.9, datë 25.03.2020 i cili parashikonte:

a) Rifillimin e zhvillimit të seancave gjyqësore në çështjet administrative, civile dhe penale, duke zbatuar masat organizative specifike për zhvillimin e proceseve gjyqësore, të nevojshme për të shmangur grumbullimet në ambientet e gjykatave dhe brenda sallave gjyqësore;

b) Shfuqizimin e parashikimeve përjashtuese dhe parashikimeve me karakter pezullues të afatit të ngritjes së padisë, depozitimit të ankimeve apo kryerjes së veprimeve të ndryshme procedurale;

c) U kufizua hyrja e publikut në ambientet e gjykatave;

d) Të gjitha seancat gjyqësore publike do të zhvillohen me dyer të mbyllura;

e) Zgjerohet kategoria e subjekteve të cilat kanë të drejtë të marrin pjesë në distancë në seanca gjyqësore. Konkretisht parashikohet pjesëmarrja e palëve, ndërhyrësit kryesor, ndërhyrësit dytësor, personit të tretë ose përfaqësuesve të tyre, prokurorit, të pandehurit, të paraburgosurit, avokatit mbrojtës, viktimës, viktimës akuzuese, paditësit, të paditurit civil, avokatit të shtetit, dëshmitarëve, ekspertëve, përkthyesve si dhe çdo pjesëmarrësi tjetër të përfshirë ose të interesuar. Kjo pjesëmarrje do të sigurohet nëpërmjet ndërlidhjes audiovizive në distancë, vetëm pasi palët të kenë dhënë pëlqimin brenda afatit të parashikuar nga gjykata.

f) Provat, dokumentet shkresore si dhe çdo akt tjetër procedural i paraqiten gjykatës ose edhe palëve nëpërmjet mjeteve të komunikimit elektronik si dhe dërgohen, brenda të njëjtës ditë, nëpërmjet shërbimit postar, me dërgesë të porositur.

Një tjetër çështje që kërkon vëmendje janë ndryshimet e bëra me aktin e mësipërm normativ, në të cilin parashikohet që seancat gjyqësore do të zhvillohen me dyer të mbyllura, ndërkohë nëse i referohemi dispozitave përkatëse të Kodit të Procedurës Civile dhe Kodit të Procedurës Penale ajo është një e drejtë ekskluzive që rast pas rasti i përket trupit gjykues. Në një situatë të zakonshme në mbështetje dhe respektim të vendimit të Gjykatës Kushtetuese duhet të mbahet parasysh se "Akti normativ me fuqinë e ligjit nuk mund të rregullojë çështje të cilat janë objekt i rregullimit të ligjeve që kërkojnë shumicë të cilësuar"[102].

Nisur nga parimin e respektimit të hierarkisë së akteve normative, është i rëndësishëm respektimi i piramidës së përcaktuar në nenin 116 të Kushtetutës së Republikës së Shqipërisë, që nënkupton epërsinë e Kodit i cili është miratuar me shumicë të cilësuar dhe aktit normativ me fuqinë e ligjit, i cili është miratuar me shumicë të thjeshtë parlamentare.[103]

Në këtë drejtim, edhe kuadri ynë ligjor procedural që rregullon veprimtarinë e gjykatave rezultoi se kishte mangësi në lidhje me dispozitat që do duhet të rregullonin vijueshmërinë e punës së gjykatave online, duke mundësuar këtu përdorimin e videokonferencës për zhvillimin e seancave gjyqësore, në kushtet e kësaj pandemie globale.

Nisur nga kjo situatë por edhe të tjera, të cilat mund të kërkojnë nevojën e pezullimit të veprimtarisë normale në kohë për zhvillimin dhe pjesëmarrjen në distancë në seancat gjyqësore, duhet të parashikohet zhvillimi i seancave gjyqësore me mjete të përshtatshme audiovizive në

[102] Vendim i Gjykatës Kushtetuese të Republikës së Shqipërisë Nr. 5, datë 5.2.2014.
[103] Vendim i Gjykatës Kushtetuese të Republikës së Shqipërisë Nr.29, datë 21.10.2009.

kodet e procedurave. I gjithë procesi gjyqësor duhet të zhvillohet në përputhje me Nenin 6 (Proces i rregullt ligjor) të Konventës Evropiane të të Drejtave të Njeriut.[104]

Sfida e radhës me të cilën u përballë ky sistem ishte ajo e teknologjisë së informacionit. Ju duhej shumë punë në një kohë të shpejtë të përshtatnin gjithë veprimtarinë e tyre me risitë teknologjike në qëllim të funksionit dhe objektivave të tyre. Lindi nevoja e ndjekjes së seancave gjyqësore me videokonferencë, metodë që deri në këtë moment përdorej shumë pak, vetëm në rastet e parashikuara në Kodin e Procedurës Civile dhe atë Penale.

Seancat gjyqësore duhet të përdorin një teknologji bashkëkohore, sepse cilësia e saj është faktor kyç për të garantuar që e drejta për gjyq të drejtë është e siguruar meqenëse pjesëmarrësit përmes videolidhjes duhet të jenë në gjendje të ndjekin procedurat dhe të dëgjohen pa pengesa teknike. Njëkohësisht, duhet të ofrohet edhe komunikimi efektiv dhe konfidencial me një avokat, një element i rëndësishëm i një procesi gjyqësor të drejtë.

Vënia në dispozicion e këtyre teknologjive gjatë seancave gjyqësore në situatë të jashtëzakonshme është në funksion të zbatimit të të gjitha garancive procedurale të tilla si:

- pjesëmarrja në distancë e dëshmitarëve dhe e viktimave dhe vlerësimi i dëshmive;
- prezantimi i provave gjatë seancave në distancë dhe shkëmbimi i dokumenteve shkresore;
- natyra publike e seancave dhe aksesi i publikut dhe medias;
- përkthimi;
- komunikimi privat me avokatin gjatë seancave online;
- Etj.

[104] https://www.coe.int/en/web/national-implementation/newsroom-hfii-initiative-for-legal-certainty-in-thewestern-balkans/-/asset_publisher/1zAUlfhO3BQP/content/the-second-regional-online-round-table-on-theimpact-of-the-covid-19-pandemic-on-human-rights-and-the-rule-oflaw?_101_INSTANCE_1zAUlfhO3BQP_viewMode=view/

PËRFUNDIME

1. Pavarësisht problematikave me të cilat u has në këtë situatë të jashtëzakonshme, vendi ynë bëri përpjekje të shpejta dhe efektive për respektimin e Nenit 6 të Konventës Evropiane të të drejtave të njeriut (Proces i rregullt ligjor) duke përdorur të gjitha kapacitetet ekzistuese në sistemin e drejtësisë.

2. Kjo situatë diktoi nevojën për plotësimi të kuadrit ligjor me mundësinë e zhvillimeve të seancave gjyqësore në distancë nëpërmjet videokonferencave dhe formave të tjera teknologjike. Kjo mënyrë jo vetëm që do të ndihmonte procesin gjyqësor, por mbi të gjitha do të garantonte vazhdimësinë e punës së gjykatës, aksesin në drejtësi dhe të drejtat e individëve pavarësisht situatave të jashtëzakonshme me të cilat mund të përballemi;

3. Plotësimi i nevojave teknologjike të diktuara nga kjo situatë në funksion të respektimit të të gjitha parimeve për një proces të rregullt ligjor.

4. Pavarësisht sa më sipër, kjo përvojë e krijuar nga pandemia Covid -19 do të shërbejë në të ardhmen për përmirësimin e shumë aspekteve në procesin gjyqësor.

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