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Neutrosophic social structures specificities

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Abstract

This paper is an extension of "(t, i, f)-Neutrosophic Structures" applicability , where were introduced for the first time a new type of structures, called (t, i, f)-Neutrosophic Structures, presented from a neutrosophic logic perspective.

In any field of knowledge, each structure is composed from two parts: a space, and a set of axioms (or laws) acting (governing) on it. If the space, or at least one of its axioms (laws), has some indeterminacy of the form (t, i, f) ≠ (1, 0, 0), that structure is a (t, i, f)-Neutrosophic Structure. If the structure is applied to social environment, we have (t, i, f)- Neutrosophic Social Structures.

The (t, i, f)- Neutrosophic Social Structures [based on the components t = truth, i = numerical indeterminacy, f = falsehood] are exponential remodeled in social space from the perspective of social actor.

The social structure allows an infinite freedom of opinion, that is, everybody believes what he wants. The neutrosophic effervescence of social space is more powerful than of scientific environment for the case of natural sciences.

1   Introduction

The specifics of indeterminacy, of the hesitation between truth and false in social space is given by the fact that this uncertainty is not just a status of variables, but a status of the epistemic subject.

Therefore, in the social environment the indeterminacy is raised of two: that we have a first neutrosophic indetermination specific any epistemic object, but we additionally have an indeterminacy induced by the epistemic subject. To natural entropy it is added exponentially an entropy generated by the people's perceptions variability. Man is the most important entropy inductor. The society, the first of all is not the issue of true and false, but it is the issue of opinion and belief compliance. Social structures so, are double and exponential neutrosophic articulated: indeterminacy also introduce the epistemic object, and epistemic subject, in addition the respect of each other's opinion in society makes that the probability of indeterminacy to increase with every opinion.

Any uncertainty is an uncertainty of creativity. The superior minds have uncertainties, the mediocre one have indecision. In fact, the uncertainty involves a decision in terms of unpredictability. As it is known, Immanuel Kant postulated intelligence as the ability to bear the uncertainty: the more ability to bear the uncertainty is greater, the higher the intelligence is. Uncertainty is inextricably bound by a decision: there is not uncertainty without a thinking direction of estimation, prediction, forecasting, alternative future type. When we are talking about neutrosophic social structures, we have to take into account that the social structure is not a homogeneous and uniform construction. Its uni-plan appearance is the result of a correct conjecture on horizontal dimension. However, on the vertical dimension of social structure are identifiable three levels of the social mechanism of interaction-communication presented as network. The first level is the individual one, of the actor and the relationships he has with other actors individually. The second level is that of structure / structures of which the actor belongs (family, group, clique, clan etc.). Finally, the third level is the social network as an integer as a whole. The social structure is configured as a whole what comprises and crosses the individuals relational (Vlăduțescu, 2013).

2   Arguments for Neutrosophical Social Structures

In specialty literature, T. L. Duncan and J. S. Semura emphasize that „the uncertainty about the detailed state of a system cannot decrease over time – uncertainty increases or stay the same". This conducts to enunciate a principle of

"information loss" : "No process can result in a net gain of information" (Duncan & Semura, 2007, p. 1771), and uncertainty reducing: „The construct entails obtaining greater quality, decreases dimensionality, and reduced uncertainty" (Blasch, 2005, p. 5).

In the same context, Tom T. Mitchell, asserts "the information gain would be made on two issues: entropy and uncertainty, reduction of entropy is associated with uncertainty reduction" (Mitchell, 1997). Similarly, E. Blasch correlates uncertainty reduction with entropy: "uncertainty reduction: gain knowledge from entropy" (Blasch, 2005, p. 18). E. Blasch considers that in information fusion, „all the methods are based on the simple idea: uncertainty reduction" (Blasch, 2005, p. 13).

In the structure plan, in fact we deal with two components: the part (actor and micro-social structure of membership) and the whole (the social network). As part, the actor is defined through role and the concrete relationships they develop with other actors. On the systemic- abstract dimension, the actor appears as a way of meeting, arrival, "departure" of some connections, bridges, links. On the other hand, as node are also shaped the sub-structures of the individual actor belonging (organizations, associations, groups, etc.). Depending on the relations between the actors, we have to deal with casual acquaintances, buddies, friends, relatives, business partners, members of the interest groups (cliques, clans, cliques, factions, etc.) (Vlăduțescu, 2012).

These relationships are reflected on systemic plan as weak or strong connections. The sub-structures, on the other hand, appear as sub-sets of nodes that are in the strength connection. Within the social structure the actors develop among them interdependencies and constraints subsumed to some ideas, objective values, financial exchanges, specific relations of friendship, enmity, hatred, violence, trade etc. As a whole, the social structure appears as the panel of nodes and connections that represent abstract actors and relevant relations between them. The main elements of a social structure are the actor and his relationships (Vlăduțescu, 2012).

The agent has a decisive role in „structuring of social relations". Anthony Giddens suggests an analysis procedure of social relationships on two dimensions: a) „a syntagmatic dimension, the patterning of social relations in time-space" and b) „a paradigmatic dimension, involving a virtual order of modes of structuring recursively implicated" (Giddens, 1984, p. 17).

From interpersonal interactions result an impersonal structure. About the mode how appears such as structure, John Levi Martin shows: „Structure emerges,

perhaps, out of unstructured interactions quite like the emergence of crystalline structure in a seeming fluid" (Martin, 2009, p. 3). It is nameable in this context that Georg Simmel saw the "systems" and the "super-individual-organizations" as „immediate interactions that occur among men" and „have become crystallized (…) as autonomons phenomena" (Simmel, 1950, p. 10). In his opinion, „society, as its life, is constantly being realized, always signifies that individuals are connected by mutual influence and determination" (Simmel, 1950, p. 10). Therefore, in society the systems-organizations permanently crystallize, being the result of instant interactions of individuals connected by influence and determination relationships.

3   (t, i, f)-Neutrosophic Social Structures

In general, each structure is composed from: a space, endowed with a set of axioms (or laws) acting (governing) on it. If the space, or at least one of its axioms, has some numerical indeterminacy of the form (t, i, f) ≠ (1, 0, 0), we consider it as a (t, i, f)-Neutrosophic Social Structure.

Indeterminacy with respect to the space is referred to some elements that partially belong [i.e. with a neutrosophic value (t, i, f) ≠ (1, 0, 0)] to the space, or their appurtenance to the space is unknown.

An axiom (or law) which deals with numerical indeterminacy is called neutrosophic axiom (or law).

We introduce these structures to social structures because in the real world we do not always know exactly or completely the space we work in; and because the axioms (or laws) are not always well defined on this space, or may have indeterminacies when applying them.

Elements of a group/set/space of a social structure:

Type 1   -individual; Type 2 -group, family, click…; Type 3 -social network;

3.1. Numerical Indeterminacy (or Degree of Indeterminacy), which has the form (t, i, f) ≠ (1, 0, 0), where t, i, f are numbers, intervals, or subsets included in the unit interval [0, 1], and it is the base for the (t, i, f)-Neutrosophic Social Structures.

3.2 Indeterminate Space (due to Unknown Element).
Let the set (space) be NH = {4, 6, 7, 9, a}, where the set NH has an

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unknown element "a", therefore the whole space has some degree of indeterminacy. Neutrosophically, we write a(0, 1, 0), which means the element a is 100% unknown.

Example

We establish a space structure NS = {e1, e2, e3, z}

The established a relation for elements of the space. According to this releation the neutrosophic social structure looks like: e1(1, 0, 0); e2(1, 0, 0); e3(1, 0, 0); z(0, 1, 0)

The element "z" does not belong to this space, it is unknown, it does not observe the law that decide the appurtenance to group/space, this element is an uncertainty 100%.

3.3 Indeterminate Space (due to Partially Known Element).

Given the set M = {3, 4, 9(0.7, 0.1, 0.3)}, we have two elements 3 and 4 which surely belong to M, and one writes them neutrosophically as 3(1, 0, 0) and 4(1, 0, 0), while the third element 9 belongs only partially (70%) to M, its appurtenance to M is indeterminate (10%), and does not belong to M (in a percentage of 30%).

Example 1

We build the space L = {e1, e2, e3, e4}

We establish the relation/law of the structure, opinion about assertion: "In Bucharest the sky is overcast, it's raining".

Element	Place	neutrosophic structure	status
e1	Bucharest	(1, 0, 0)	is certainty 100%
e2	Bucharest	(1, 0, 0)	is certainty 100%
e3	Brasov	(0.7, 0.3, 0.2)	is partially certainty 70%
e4	Iasi	(0, 0.8, 0.1)	is uncertainty 80%, this element does not belong to this space/set

Any other new element of space can be inducer of uncertainty if he is not from Bucharest, he is entropy generator, increase the uncertainty.

Example 2

We establish relation/law: Observing the Law of Moses

We establish the T, I, F as neutrosophic status

T : Stone throwing sinful woman to respect the Law of Moses, the woman dies, Jesus is not the Savior of the world;

F : Do not throw the stone; it is not observed the Law of Moses, the

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woman survives, Jesus breaks the laws;

I : To throw the stone in sinful woman, the first man without sin; the woman is not punished according to the Law of Moses; Jesus is the Savior; But who is without sin?

We define a space M = {a1, a2, a3} composed of three elements a1, a2, a3.

The neutrosophic structure looks like: a1 (0.8, 0, 0); a2(0.2,0.83,0.12); a3 (0.2,0.4,0.85) and the relation/law was mentioned above.

Element a1 partially appurtenances to the space M, 80%.

Elements a2 and a3 do not belong to the defined space because; a2 has 83% indeterminacy comparing 20% true and a3 has 40% indeterminacy and 85% false.

4   Conclusion

Social structures comply essentially with the neutrosophy rules, it is observed the idea of neutrosophy behavior, these structures fall into states (t, i, f) of neutrosophy, they have a multiple spectrum structures, the structure elements are inducing entropy producing uncertainty. A space with an item, it means an opinion, another element induces another opinion, another element in turn induces another opinion, and so on. The opinion of each element of the structure must be respected. In this way it builds a neutrosophic social structure. The result is a very large socio-neutrosophic structure that is intended to be filtered, evaluated, analyzed by scientific algorithms.

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Curricular premises and strategies in order to develop students' intercultural competences

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Abstract

The relationship between cultural diversity's factors and the development of some structures belonging to students' personality, represents a basic premise in studying intercultural education. One theme of this issue is related to curricular strategies focused on training situations, which enable students' intercultural learning experiences and social performances awareness, as part of the multicultural society. The article Curricular premises and strategies in order to develop students' intercultural competences develops the following coordinates: 1) theoretical foundation of the development process of students' intercultural competences, as part of the school curriculum; 2) results of some previous personal researches in intercultural education, relevant with regard to the theme; 3) suggesting a suite of curricular strategies, which facilitate intercultural learning and structuring of specific competences; 4) the process and results of an empirical research study, which reveal subjects' expectances and opinions (didactic staff, specialists in intercultural education, students attending Social Sciences) regarding the curricular development, from the perspective of intercultural education methodology.

Keywords: intercultural education, intercultural competences, intercultural learning; intercultural curriculum; curricular strategies.

1 Introduction

The intercultural perspective provides a new vision upon the culture concept, for the purpose of approaching its dynamic dimension, by emphasizing not only the thesaurus of material and spiritual products (historically and descriptively speaking), but also the processes the subjects and social groups are involved in. Taking into consideration the dynamic aspect of the relational coordinate, culture "is represented by values in flux, by traditions, social and political relations built everywhere, belonging to a group of persons brought together by a combination of factors including common history, geographical position, social class or religion, as well as the modalities in which they are transformed by those who share them" (Nieto, 1992, p. 138).

As far as education is concerned, the intercultural paradigm implies a comprehensive approach of the trends specific to philosophy, sociology and cultural anthropology correlated with educational principles, policies and methodologies, in order to promote and instill the values of inter-subjective relations as part of the multicultural areas. In a broad sense, the intercultural education represents „a dialectics project meant to structure an open cultural identity, having the purpose of: guiding youngsters in order to assimilate a culture of anthropological perspective; understanding other's point of view, through relativistic intelligent placement; legitimating cultural identity, by discouraging the beatification; ensuring the respect of differences, but as part of some systems of mutual attitudes" (Cucoş, 2000, 173-174). Regarding the perspective of the intercultural education's terminology principles, we stick to Rey' point of view, based on intercultural education's strategic approach, which facilitates (Rey, 1991, apud Dasen, Perregaux, Rey, 1999, 154):

- overtaking ethnocentric prejudices and stereotypes;

- increasing chances of social assertion for underestimated individuals and groups, in order to manifest their cultural references and develop their social competences;

- acknowledging the relations settled between cultures, social categories, school institutions, educational disciplines, as well as between individuals, regardless of their ethnicity, language, culture, age;

- intercultural learning and communication of the abilities in order to negotiate cultural diversity's norms and values;

- assessing each individual's social attributions, as far as the local context,

national and international community are regarded.

The mission of the intercultural school is based on two categories of general purposes (Cucoş, Cozma, 2001, 46-47): a) preserving and capitalizing the school population's cultural diversity, through strategies that facilitate students' adjustment to cultural aspects of their area, by developing behaviors and attitudes in order to capitalize the cultural identity of understanding, respecting and socializing in groups having diverse cultural backgrounds; b) preserving school's unity character, by capitalizing the specific characteristics of surrounding cultures and facilitating culture's comprehension from a dynamic perspective, of permanent construction.

As far as the European Council is regarded, the intercultural education's desideratum aims two dimensions, as part of formal and non-formal contexts: a) asserting the cultural diversity, as part of the European multiculturalism; b) developing the intercultural competences, as part of the permanent education process.

Understanding the approaches in analyzing intercultural competences implies multiple conceptual perspectives to take into consideration. Thus, the conceptual evolutions are progressively influenced by the following perspectives:

1. *Approaches based on the intercultural communication component, as the intercultural competence's core*. The efficiency of the intercultural networking and communication is provided by a series of linguistic capacities and abilities, which imply cognitive, affective, motivational, attitudinal and behavioral processes. To this effect, the intercultural competence represents "individuals' capacity in order to efficiently communicate with interlocutors of different cultures, based on abilities of social networking, comprehension and adjustment to different cultural environments" (Georgiu, 2010, 125).

2. *Argumentative speeches of the pedagogy centered on competences*. The competences paradigm has determined, as far as the intercultural education subject is regarded, a complex and contextualized analysis of the intercultural learning results, which determines the educational vision, curricular planning models and strategies in order to deploy curricular projects. Thus, the intercultural competence represents an operational and transferable ensemble of knowledge, abilities, attitudes and skills desirable to some cognitive, affective and active processes as part of multicultural contexts: understanding cultural alteration, empathy, adjustment of behaviour,

communication, interaction, socialization, acculturation, cultural integration.

3. *Implications of the situational approaches as part of the intercultural pedagogy.*
From a situational perspective, the transverse intercultural competences are structured and manifest themselves in accordance with the model of the tridimensional logic (Jonnaert, Ettayebi, Defise, 2010, 83). To this effect, the intercultural competences are being approached through: action logic as part of adjustment, absorption and socialization situations; curricular logic, regarding curriculum's re-dimension and development (school programs, textbooks, auxiliaries, contents, training methodologies), in the spirit of the intercultural principles and in order to accomplish the synchronism between cultural identity and values of the co-existence as part of the multicultural society; cultural and intercultural learning logic, by capitalizing interacting models and having as backing students' results (intercultural learning experiences, social performances).

The intercultural competences are defined by relating the characteristics of the multicultural context with those of the intern factors, which are involved in emphasizing social performances. Given this premise, the intern resources activated in developing and asserting intercultural competences are: "a) attitudes: esteem and recognition, spiritual opening, non-evaluative attitude, respect, anxiety control, science knowledge curiosity; b) knowledge: proper cultural and intercultural awareness, knowing the plurality of interpretations, positive expectations, linguistic and cultural codes, self-consciousness of analogies and distinctions in relation to others; c) abilities in order to: create new categories, empathize, tolerate uncertainty, adjust communication, efficiently identifying and utilizing information, adjusting behavior, utilizing diverse codes, managing interaction" (Butnaru, 2001, 97).

The development strategies of students' intercultural competences are derived from the curricular framework of the educational policy, in order to promote intercultural values and it aims multiple sub-domains:

- curricular planning, in the spirit of the model based on competences and of the constructivist ones;

- training strategies specific to intercultural education, as part of the postmodernism context;

- evaluation strategies of students' social performances, by reference to criteria and modalities of holistic evaluation, relevant for transverse competences;

- managerial strategies in order to optimize and develop the curriculum, as far as the institution and students care regarded.

As part of the activities that promote intercultural education's values, application of the curricular planning model based on competences facilitating curricular projects' development, focuses on networking and involving all training variables with the aim of structuring the intercultural competences' component elements. To this effect, while planning and programming activities, didactic staff deploys multiple decisional stages, given the forecast of the intercultural learning's final results (adaptation after Killen, 1999):

- decisions regarding the social performances students have to prove, by selecting those relevant from a set of diverse behaviors, as part of the cultural diversity context;

- decisions regarding the selection of contents relevant in order to facilitate intercultural learning experiences and adequate teaching strategies;

- decisions regarding modalities and tools of evaluating the aimed intercultural competences.

The constructive model planning has a few distinctive characteristics of the methodological stages, which are relevant for the training as part of intercultural education, too (Richey, 1995, apud Joița, 2006):

- analyzing students' needs of knowledge and tasks accomplishment, which determines the curricular context of learning;

- mentioning, together with the students, the specific purposes, in order to motivate and involve them in capitalizing personal experiences and abilities, necessary for the accomplishment of new assignments;

- describing organizational and coordinating strategies in order to implement the curricular project, the modalities of guiding and motivating students, by manifesting teacher's role, of assistance, tutoring and counseling;

- specifying evaluation procedures and tools, related to the progress accomplished from one stage to another, to the self-evaluative capacities;

- rebuilding the actual curriculum as part of the students class, from the perspective of personalizing the knowledge building.

The training and evaluation strategies, utilized as part of the intercultural education, aim multiple dimensions:

a) expressing cultural identity;

b) knowing, understanding and capitalizing cultural diversity, as an optimal environment in order to develop personality's social dimension;

c) intercultural communication;

d) work capacities and abilities as part of multicultural groups;

e) abilities in order to establish some accurate relations as part of the students community, having diverse cultural backgrounds;

f) participating in extra-school activities and projects, as part of intercultural environments;

g) meta-cognitive capacities and abilities, regarding the intercultural competences' self-evaluation and the deployment of personal development projects, as part of multicultural contexts.

2   Methodology

2.1. Objective

The purpose of the empiric research aims systematizing relevant data in order to support the research project *Directions of developing the intercultural curriculum, from the perspective of the European educational dimension,* financed by the Romanian Academy, as part of the POSDRU project 159/1.5/S/136077 "Romanian culture and European cultural models: research, synchronism, durability".

To this effect, the study belongs to methodological micro-researches cathegory, based on defining the theoretical premises and on developing tools in order to implement the above mentioned research project.

The purposes of the investigation are:

1. Determining the curricular strategies in order to develop students' intercultural competences, having a higher impact as part of multicultural educational environments, by reference to subjects' perceptions and opinions.

2. Developing some strategic directions in order to develop intercultural competences, given the micro-research's results, correlated with other personal researches in the field.

2.2. Participants

The subjects have been selected by means of the mixed sampling technique and present characteristics that are similar to the sample of subjects that will be involved as part of the *Directions of developing the intercultural curriculum, from the perspective of the European educational dimension.* The sample's structure and

subjects' distribution on categories and professional environments has the following composition: 50 didactic staff teaching as part of the pre-University education, in Oltenia's South-West; 25 specialists in intercultural education (University didactic staff, having studies and experience in the socio-human field and related researches); 40 students attending educational and social sciences faculties, also attending the psycho-pedagogic training program.

2.3. Instrument

The main tool of the empiric research is the questionnaire, applied to each of the three subjects categories. The questionnaire includes 24 items, distributed on curricular strategies' sub-domains: a) modalities in order to plan the curricular strategies, based on intercultural education subjects (items 3-7); b) efficient training strategies as part of the intercultural curriculum (items 8-13); c) evaluation strategies, moalities and tools, relevant in order to assess intercultural competences' development level (items 14-18); d) strategies and procedures specific to the educational management, aiming the psycho-social dimension of the students class (items 19-24).

2.4. Instrument

The questionnaire has been directly and face-to-face applied to students, as part of some applicative activities, and as far as the didactic staff is regarded, there have been conducted some actions to this effect. In order to achieve detailed answers, we have conducted and coordinated two focus-groups meetings, on the same topic, with subjects belonging to each of the three sampling categories.

2.5. Data analysis

Data analysis has been accomplished within the meaning of ensuring answers' relevancy and merging the quantitative and qualitative methodology as part of the educational research:

a) systematizing quantitative data and distributing it on criteria that makes operational research's specific purposes, specified as curricular strategies' sub-domains; b) answers' quantitative and qualitative analysis that positively assess the variables indicated (by bringing together those on „to a large extent" and „to a larger extent" scales or the values 4, 5); c) synthesizing the consistent and relevant answers, recorded with regard to open and detailed items as part of the focus-

groups items.

The data achieved and its significance have been related with the results of a previous personal research in the field regarding: a) perceptions with regard to the Romanian intercultural curriculum, from the perspective of relevancy for the intercultural education's values as part of Europe; b) development directions of the intercultural curriculum; c) optimizing the planning and implementation of intercultural educational programs; d) teachers' training in European curriculum's methodology. In general, the results of these researches confirm the consistency of the curriculum issue from a theoretical and methodological point of view, but also the necessity in order to re-dimension the Romanian intercultural curriculum and to train teachers in the field of intercultural education.

3 Results

Analyzing the quantitative data reveals the following results, grouped on categories of curricular strategies in order to develop students' intercultural competences:

a) *Models and methodologies of the curricular planning*:

1) the curricular planning model based on competences, defined in the spirit of curriculum's comprehensive approach (Potolea, 2002); to this effect, the relation between curricular variables is regulated by educational finalities, defined within the meaning of capacities, knowledge, abilities and attitudes that can be transformed into cognitive and social performances, as part of the cultural diversity context (Ciolan, 2002, Cristea, 2002, Jonnaert, P., Ettayebi, M., Defise, R. 2010, EACEA/Eurydice, 2012);

2) the curriculum planning model approached from a constructivist point of view, which details the curricular model based on competences and on the purposes of the cognitive and constructivist training, as premises in order to assert competences of comprehension, of interpreting cultural alteration and building adequate intercultural relations (Bunăiaşu, 2011, Joiţa, 2006, Wilson, Lowry, M., 2000);

3) situational models of curriculum conception, which, by adjustement and development, are adequate in order to develop transverse competences, assessed as part of educational situations in multicultural contexts (Goodlad, Skilbeck, apud Bunăiaşu, 2011);

4) planning methods, which facilitate tools' development and optimization

of the curricular projects' implementation: task and context analysis; comparison method; up-scaling; utilizing the multimedia systems (Joița, 2006, Jonassen, 1999).

Table 1. Quantitative data regarding the variable models and methodologies of the curricular planning

Groups	Criterion no. 1	Criterion no. 2	Criterion no. 3	Criterion no. 4.
Pre-University didactic staff	68%	46%	48%	42%
Experts	80%	64%	68%	64%
Students	72,50%	57,50%	62,50%	65%

b) *Training strategies specific to intercultural education*:
1) capitalizing the characteristics of multiple training strategies, which are flexibile when it comes to intercultural learning situations and which facilitate asserting empatethic capacities and creativity (Cerghit, 2002, Iucu, 2001, Mikolajczak, M., Quoidbach, J., Kotsou, I. , Nelis, D., 2014): 1.1. affective and motivational strategies; 1.2. analog strategies, by utilizing models of cohabitation and networking in multicultural contexts; 1.3. heuristic and creative strategies students utilize in order to solve problematic situations and to learn by descovering and capitalizing elements of their own culture or of the cultural alteration;
2) group communication methods and techniques, which facilitate interaction relations as part of the students class, developing multicultural group's creativity: 2.1. methods and techniques of interactive teaching-learning; 2.2. methods in order to cultivate creativity and solving problems; 2.3. methods based on group debate (Pânişoară, 2003, 2006, Oprea, 2008); 2.4. "practical communication intervention which includes communication practical knowledge, meaning communicative know-how" (Smarandache, Vlăduțescu, 2014) and "actions in information processing" (Vlăduțescu, Smarandache,

2014).

3)   methods and techniques of constructive training, based on developing capacities in order to process information, to develop abilities of building knowledge and understand alteration and intercultural relations (Joiţa, 2006): methods in order to configure mental image, methods in order to accomplish comprehension, methods in order to organize cognitive experience, methods in order to constructively solve problems, methods in order to make decisions;

Table 2. Percentage data regarding the variable training strategies specific to intercultural education

Groups	Criterion no. 1.1	Criterionno. 1.2.	Criterion no. 1.3.	Criterion no. 2.1	Criterion no. 2.2	Criterion no. 2.3.	Criterion no. 2.4.	Criterion no. 3
Pre-University didactic staff	68%	66%	78%	68%	82%	84%	62%	48%
Experts	72%	64%	84%	80%	76%	72%	80%	72%
Students	72,50%	67,50%	75%	67,50%	77,50%	75%	65%	57,50%

c) *Evaluation strategies, relevant in order to assess intercultural competences:*

1) capitalizing the training evaluation paradigm, based on utilizing meta-cognitive strategies as part of the evaluation process (Potolea, Manolescu, 2005, 6);

2) utilizing to a larger extent the criteria of global evaluation and the alternative evaluation methods, relevant in order to assess the development level of the intercultural competences;

3) utilizing the work portfolio as part of the multicultural group, as a

complex method of intercultural learning, self-evaluation, inter-evaluation and holistic assessment of students cognition and social performances.

Table 3. Quantitative data referring to the variable evaluation strategies, relevant in order to assess intercultural competences

Groups	Criterion no. 1	Criterion no. 2	Criterion no. 3
Pre-University didactic staff	52%	84%	78%
Experts	76%	80%	88%
Students	57,50%	77,50%	72,50%

d) Strategies specific to institutional management and students class:

1) introducing intercultural education programs as part of school institutions' curricular offer;

2) managerial strategies that aim the psycho-social dimension of the students class, which can be operational while interacting, communicating and managing educational crisis situations (Iucu, 2008, Level, Galle, 1988);

3) adequate and flexible application of teacher's managerial roles, in order to plan, organize, coordinate, guide, evaluate and advise students (Iucu, 2008, Joița, 2000).

Table 4. Percentage data regarding the variable strategies specific to institutional management and students class

Groups	Criterion no. 1	Criterion no. 2	Criterion no. 3
Pre-University didactic staff	84%	65%	56%
Experts	88%	72%	68%
Students	72,50%	77,50%	62,50%

4   Discussions

The quantitative analysis of the answers reveals significant differences between the categories of subjects as far as some variables are regarded, whom experts have capitalized to a larger extent: situational models and methods of planning the curriculum, methods and techniques of the constructive training, training evaluation paradigm. Despite these differences, which can be explained through the expertise degree as part of the intercultural education, we assess subjects' adhesion to postmodern pedagogy strategies, which are applied as part of the intercultural curriculum. Given the detailed answers as part of the focus-groups and individual interviews, we have ascertained didactic staff's experience in applying interactive strategies, but also the awareness in methodic improvement in the field of planning and evaluating the curriculum based on competences, especially the transverse competences cathegory.

The results recorded confirm the basic supposition of the empiric micro-research, according to which knowing and assessing intercultural education's values, along with opinions and methodological experiences in the field of the curriculum focused on student, facilitates developing curricular strategies and tools in order to train students' intercultural competences.

The results of the micro-research will be capitalized on two coordinates: the one of the research's methodology and the coordinate of students' intercultural education process. As far as the methodological research is regarded, we have decided some of the questionnaire's items to be integrated as part of the questionnaire applied to didactic staff and experts belonging to the target group of the research project din grupul-țintă al proiectului de cercetare *Directions of developing the intercultural curriculum, from the perspective of the European educational dimension.*

By cummulating and correlating relevant answers with results of personal documentary and empiric researches in the field, we have achieved a useful data base that will be capitalized in implementing the research project. Thus, the variables regarding the curricular planning model, training, evaluation and managerial strategies will be adjusted and diversified with methodological elements relevant for the development process of the intercultural competences and for the assessment of students' social performances, belonging to the target group of the above mentioned research project.

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Neutrosophic elements in discourse

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Abstract

Discourse analysis is a synergy of social science disciplines, including linguistics, education, sociology, anthropology, social work, cognitive psychology, social psychology, area studies, cultural studies, international relations, human geography, communication studies, and translation studies, subject to its own assumptions, dimensions of analysis, and methodologies. The aim of this paper is to present the applicability of (t, i, f)-Neutrosophic Social Structures, introduced for the first time as new type of structures, called (t, i, f)-Neutrosophic Structures, and presented from a neutrosophic logic.

Neutrosophy theory can be assimilated to interpret and evaluate the individual opinion of social structures. This type of analyse already tested and applied in mathematics, artificial inteligence as well can be applied in social sciences by reseachers in social sciences, communication, sociology, psycology.

Keywords: discourse, neutrosophy, truth, false, uncertainty

JEL classification: A10, Z10, H0

1   Introduction

The specifics of indeterminacy, of the hesitation between truth and false in social space is given by the fact that the uncertainty is not just a status of variables, but a status of the epistemic subject. Related to subject the status can be accordingly, ecquivalent of truth, diagreement, equivalent of false, or neutral. Any uncertainty is an uncertainty of creativity. In this context, neutrosophy considers a propositon, theory, event, concept, or entity, "A" in relation to its opposite, "Anti-A" and that which is not A, "Non-A", and that which is neither "A" nor "Anti-A", denoted by "Neut-A". Neutrosophy is the basis of netrosophic logic, netrosophic set, netrosophic probability and netrosophic statistic.

When we are talking about neutrosophic social structures, we have to take into account that the social structure is not a homogeneous and uniform construction. Its uni-plan appearance is the result of a correct conjecture on horizontal dimension. On the other hand, on the vertical dimension of social structure are identified three levels of the social mechanism of interaction-communication presented as network. The first level is the individual one, of the actor and the relationships he has with other actors individually. The second level is that of structure / structures of which the actor belongs (family, group, clique, clan etc.) and the third level is the social network as an integer, as whole. The social structure is configured as a whole it comprises and crosses the individuals relational (Smarandache, 2005; Teodorescu, Opran, Voinea, 2014).

In his writes, Immanuel Kant postulated intelligence as the ability to bear the uncertainty: the more ability to bear the uncertainty is greater, the higher the intelligence is. The superior minds have uncertainties, the mediocre one have indecision. Uncertainty is inextricably bound by a decision: there is not uncertainty without a thinking direction of estimation, prediction, forecasting, alternative future type (Vladutescu et al, 2010; Voinea, 2014). The novelty of this neutrosophic structure is that the uncertainty is the object of discussing, how can it to modify the structure, to which of truth or false status is going.

2   Previous work . The discourse between true and false

Neutrosophy Theory is a new science, it is applied in algebraic structures, geometry, physics, artificial inteligenge, robotics, philosophy, aestetics, communication, arts, literature. For example in communication, professor Smarandache together professor Vladutescu asserts: "Some communicational relationships are contradictory, others are neutral, since within the manifestations

of life there are found conflicting meanings and/or neutral meanings. In case of arts, M. Teodorescu and M. G. Paun shows: "what is beautiful coincides with what is good, and indeed in different historical epochs were set very close connections between beautiful and good. But if we judge by our daily experience, we tend to define as good not only what we like, but what we would like to have for us" (Teodorescu & Păun, 2014). In hermeneutics, also we have neutrosophical interpretation. Hermeneutists agree that there is an irrepressible tendency to project modern meanings of words on the texts that represent a neutrosophic approach. The hermeneutist cannot entirely escape from the condition of present time being. The interpreter's limit is the author quality. Once written, the work refuses whoever produced it, and it isolates and wrongs him. The author will never provide the best interpretation of his own work, if such an interpretation is there somehow. The author does not have a right of interpretation derived from the right he has previously had to write (de Figueiredo, 2014). In the same context, looking in arts, we can assert that an evaluation of Ugliness has some traits in common with an assessment of Beauty. First, we can only assume that the ordinary people's taste would correspond to some extent with the artistic taste of their times. "If a visitor came from outer space would enter into a contemporary art gallery, and would see female faces painted by Picasso and would hear that visitors consider them beautiful, would make the mistaken belief that the everyday reality men of our times considere beautiful and enticing that female creatures whose face resembles to that represented by the painter" (Eco, 2007). The same visitor from space could change opinions if they attend a fashion show or a Miss Universe contest, which will see that are agreed other Beauty models.

We should like to investigate the neutrosophy structures on discourse. Every discourse is the work of formatting techniques, enunciating of a message. The discourse is the original way in which the message is sent.The engaged authors in discourse study started from the finding that "the success in communication depends not only on interlocutor's linguistic competence, but the general competence of communication comprehending: a referential dimension (of the field); a situational dimension (interpersonal norms and types of discourse), a textual dimension, micro and macro-structural" (Rovența-Frumușani, 2000).

Finally, "producing discourse is both controlled, selected, organized and redistributed through a number of procedures that were meant to conjure powers and dangers, to dominate the random event, to avoid overwhelming, her redoubtable materiality" (Foucault, 1998).

Truth and false are a seemingly indestructible syncretism. Cogitations effort must focus on veridic processing of the "credible" material. For this, as for any other substantial undertake, and not thorough ceremonial, is required an impulse, a triggering internal necessity, a set of tools, a set of rules and principles work (Stan, 2008; Voinea, 2011; Vlăduțescu, 2013). The veridic procedure works as the result of procedural engagement of relationships and veridic forces. The most used tools for opinion influence, all of time, are conviction and persuasion. Conviction corresponds to a communicational act aiming to alter the mental state of an individual in a context where he retains or believes that retains a certain freedom. Conviction is an effective method to influence, in that it allows to achieve the objective, but it is not always effective, i.e. it is limited in time and is uneconomical. Persuasion is more subtle, seemingly more mobile, it is directly insidious. Its objectives are the same: to change finally an opinion, an attitude or behavior, but with the agreement and through pseudo-convictive internalization from the target. Persuasion, a verbal method par excellence, it has become definitive in the current acceptance in our century, reaching the postmodern era to be theorized and widely used in complex strategies such as political techniques (Negrea, 2014). In this vast space of individual opinions, group or entire network, they can be classified in three states (truth, uncertainty, false), in part or entirely. Persuasion is a method of influencing the mind to truth or false depending on the aim of the discourse.

3   Work methodology. Arguments for Neutrosophical Social Structures

In any field of knowledge, each structure is composed of two parts: a **space**, and a **set of axioms** (or **laws**) acting (governing) on it. If the space, or at least one of its axioms (laws), has some indeterminacy of the form *(t, i, f) ≠ (1, 0, 0),* that structure is a *(t, i, f)* - Neutrosophic Structure. If the structure is applied to social area, we have *(t, i, f) - Neutrosophic Social Structures.* The *(t, i, f) - Neutrosophic Social Structures* [based on the components *t* = truth, *i* = numerical indeterminacy, *f* = falsehood] are exponential remodeled in social space from the perspective of social actor (Smarandache, 2005).

3.1. *Numerical Indeterminacy (*or *Degree of Indeterminacy)*, which has the form *(t, i, f) ≠ (1, 0, 0),* where *t, i, f* are numbers, intervals, or subsets included in the unit interval *[0, 1],* and it is the base for the *(t, i, f)*-Neutrosophic Social Structures.

3.2 Indeterminate Space (due to Partially Known Element).

Given the set *M = {3, 4, 9(0.7, 0.1, 0.3)}*, we have two elements *3* and *4* which surely belong to *M*, and one writes them neutrosophically as *3(1, 0, 0)* and *4(1, 0, 0)*, while the third element *9* belongs only partially (*70%*) to *M*, its appurtenance to *M* is indeterminate (*10%*), and does not belong to *M* (in a percentage of *30%*).

Example

Let suppose we have 2 candidates in final confronting of election, each one having own voting pool. After voting, we evaluate data from point of view neutrosophic.

Neutrosophic analysis looks like:
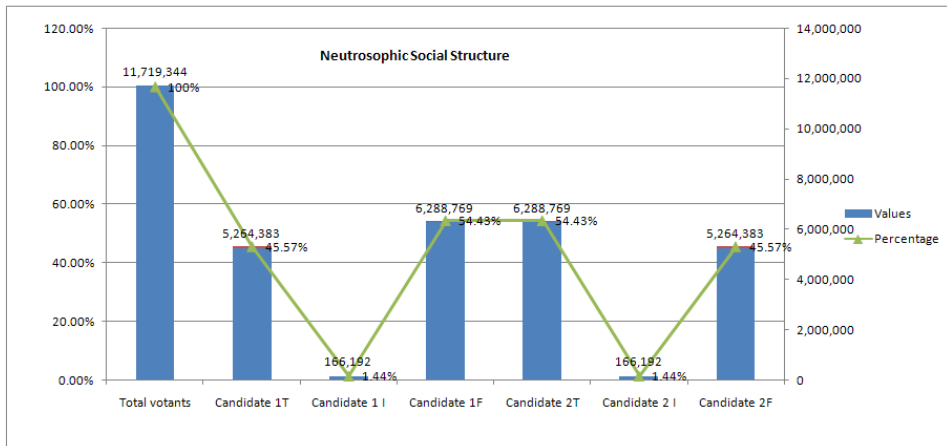
Figure 1. Analysis of votings

The neutrosophic space M = {c1(t1, i1, f1), c2(t2, i2, f2)} where the law of neutrosophic social structure is: winning the election.

Data obtained of two candidates are:

In values, representing the votes:

Candidate	T		I		F	
C1	t1	5.264.384	i1	166.111	f1	6.288.769
C2	t2	6.288.769	i2	166.111	f2	5.264.384
Percentage						
C1	t1	45,57%	i1	1,44%	f1	54,43%
C2	t2	54,43%	i2	1,44%	f2	45,57%

This analysis is for the votings.

We have also the analysis of whole situation of all possible votants.
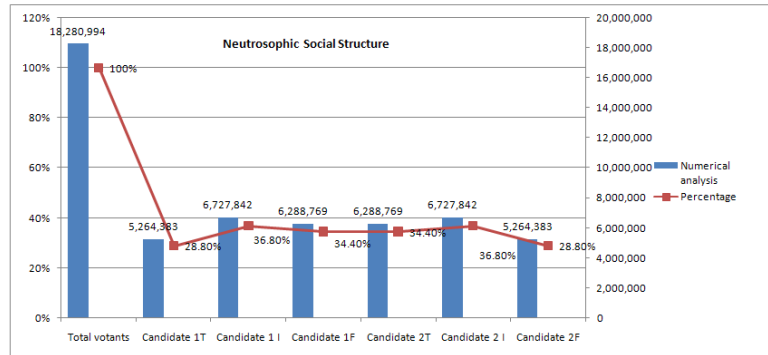
Figure 2 Analysis of possible votants

In values, representing the votes:

Candidate	T		I		F	
C1	t1	5.264.384	i1	6.727.842	f1	6.288.769
C2	t2	6.288.769	i2	6.727.842	f2	5.264.384

Percentage

C1	t1	28,8%	i1	i1	36,8% f1	34,4%
C2	t2	34,4%	i2	i2	36,8% f2	28.8%

The result is relevant, indeterminacy has a very high rate, 36,8%, this evaluation can be interesting for sociologist, how to decrease indeterminacy and increase both truth and false. Important decision is how to decrease this iincertaity percentage in favor of candidates. Anyway this is interpretation from Neutrosophic Social Structures point of view (Waiyaki & Brits, 2015).

4   Conclusion

As a whole, the social structure appears as the panel of nodes and connections that represent abstract actors and relevant relations between them. The main elements of a social structure are the actor and his relationships. The actors's opinions of a structure are of infinite variety in relation to a relationship / law, with total or partial agreement, total rejection. Through this new theory of

neutrosopfy can make a qualitative and quantitative assessment and analysis of opinions, evaluation that can be used for analyze of the evaluated actors's space taken as part and then evaluated as part analysis in whole.

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Public Interest, Procedural and Discursive Limitations

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Abstract

We discuss in this paper the ambiguity of the journalistic key-concept, "public interest". We present a few scientifically approaches and we analyse the very comfortable misunderstanding cultivated not only by the press, but also by politicians and other social actors. This theoretical concept is in relation with another key-concept, "the state secret" and this is the most frequent and abusive, answer that the politician use for reject the press questions. As case study, we analyse the relation between Romanian president and prime-minister with the media.

Keywords: public interest, state secret, journalism, politicians, ambiguity

JEL classification: K00, I10

1   Introduction

Public interest has become a phrase that goes unnoticed by the public, a public seduced by the the tabloidisation and infotainment expressiveness and show. Although the stakes in the struggle between officials and media is public interest, yet the public seems to have nothing to say. Tom Morton & Eurydice Aroney showed that: „A more reflexive and responsible conception of the public interest for journalists, we argue, requires us to pay more careful attention to the voices and perspectives of people who are themselves excluded from participation in the public sphere". (Morton & Aroney, 2015). Of course, this discussion is much larger and it goes to the educational role of the media too.

Public interest - in terms of media content - is defined, on one side, from

the perspective of the idealistic truth told by the media (e.g. we speak about a qualitative component) and, on the other hand, by the number of persons affected by that truth. We consider here the definition of journalism as Brock presented: "the systematic, independent attempt to establish the truth of events and issues that matter to a society in a timely way" (Brock 2013). From our perspective, not only the truth is the stakes of this dispute, but the omission. There are many categories of information sleeping under the generous phrase "state secret" and "national interest", and the journalists, and implicit the public, don't find them. Truth is an abstract notion, extremely difficult to quantify, and lie, when information has already reached the press, is pretty hard to accept. Many tactics and resources are available to journalists to detect the facts and the overinterpretation. A problem occurs when state institutions refuse to provide information to the press. Another aspect comes from a kind of over-interpretation: on the one hand, from the part of state institutions on what it means violating state secrecy and national interest, on the other hand, any journalist over-interpretation of the public interest.

Many researchers are leading this discussion in the privacy, usually they say, over-interpreted by the journalists. (Morton &Aroney, 2015). From our point of view, it is not yet clear where the public's right to be informed ends. How much of the privacy of an official, for example, must be hidden and how much unveiled to the public or, in the case of options at the international level, how much from what affect social life is hidden. We can build a sophism, we can mirror the reverse: if journalists misusing the term "public interest", the public institutions abuse the phrases "national interest", the "public interest," "state secret", "privacy". Which of these slippages have the most serious consequences? What can happen if the political authorities are abusing the name of "national interest"? What can happen (as it happened, moreover, in the case of Dominique Strauss-Khan) if the media passes over the behavioural or medical problems of those who decide in a society? As shown both the deontological codes, as well as many international legal acts, the public has the right to be informed, and the press is obliged to inform him. Therefore, researches on this topic have led to full acceptance of the supervisory role which the press is obliged to exercise it in a democratic society. The public's right and the obligation of the press converge in the administrative forums obligation to correctly inform the media on the decisions that they adopt. Up to the situations that can be judged as right or wrong, we cannot say that the media has access to sufficient information to

provide the public, so as to consider it well informed and, in particular, to take decisions knowingly. As it turned out in many cases, not enough information release more than enough. Another professional duty of journalists is to supervise, to control the Establishment. The public expects the information received to be real, selected, ranked, and properly contextualized. The public does not exercise control over the media role and its interest is necessarily based on the ability of the press to provide the specifying information that the public can use to improve quality of its life. The public, therefore, cannot have the same access as media has to the information sources. In the dispute between the media and public institutions, the press is, we believe, the right and the only representative of the public and it can only seek to obtain as much information for the latter.

Brock shows that the public interest is justified, above all, the collective identity over the individual identity. Public interest means also benefits immanence, preventing evil. Brock also referred to a fair proportion, a balance between access to information and the need to limit communication (Brock, 2013). Public interest is defined from public benefit perspective, but mostly, we would add, from the perspective of prevention of evil. So "truth", correct information, relativistic said, means defending and improving the quality of life of the person. Who defends press and whose help (and we are not referring here only to the individual but to the community following Brock) these are approaches or criteria that removes the journalist from an institutional information.

Another problem of this socio-communicational requirement is the passivity of the actors involved. Often, both journalists and state institutions accept - even develop - a semantic ambiguity, resigning in the hermeneutical games. This resignation, this acceptance conceal, however, the immense temptation of the media to manipulate, to dominate the audience – against the public and dialog, on the one hand; on the other hand, public institutions seek to gain as much leeway, without control, without press supervision.

A key concept intervenes here, one which public can hardly evade: "moral panic" (Thompson, 1998). Panic means power of the issuers, it means control. As the quoted researcher show, beyond the inevitable sources panic (although here it can lead discussions about both the role of the media and of the institutions), there is one more hidden, "moral", as he calls it: "something held sacred by or fundamental to the society" (Thompson, 1998). As the British sociologist Stanley Cohen show, since 1972, the periodicity is an intrinsic feature of moral panic. These types of affect institutional handled (or mediatic or otherwise) take some of the mechanisms of *fait divers*, too: changes in the frames, mundane, domestic, and

extremely predictable. Moral panic arise from disturbances appeared in immediacy, in well-known space. The threat, the bizarre - like the *fait divers* - insinuated in the banal offers both actors analyzed in this article some extraordinary control areas (Cohen, 1999). Apparently, the press has benefited from this strong disorder of society. The major advantage is a cheap audience. In the long term, however, the press lost enormous: lost trust. Beyond those few minutes or clicks is publicly grip and sensitivity, that once eroded, they are extremely difficult to rebuild. But, regarding public institutions, in what it concerns policy makers more accurately, things are different. We know that public attention deviation from a subject to another is a very used technique of communicators. Behind moral panic generated by politicians, there are hidden decisions affecting the life of the entire society, not just the up and down game of a few audience points.

Therefore, we can say that this type of communication is an informal but powerful way to block the road of the media to the public information, to truth, to correct information. As it is shown in the volume of studies coordinated by Bob Franklin, beyond legal, ethical, the public interest should be linked to concepts such as reputation, intimacy, and privacy: "This term is used specifically in legal contexts, and in a wider sense in media contexts of ethics, communications policy and social responsibility. It can denote specific criteria by which the usual legal rights of an individual or organization, e.g. to defend their reputation, or protect confidential matters, privacy or copyright, are justifiably over-ridden by the need for information to be published to benefit society, e.g. to help it understand events or scrutinize people in the public eye (Franklin, 2005).

Public interest in Romania is currently legislated not only very poor, but little understood, both at institutional level, but even at employers and the public one. In fact, in Romania, we speak rather about the importance of free access to information and far less about public interest. Law talks about limiting access as an exception, requires public institutions to communicate ex officio certain categories of information, establish bureaucratic procedures for public information, specify - in paradox – the limited access to information, except in legitimate categories of information. By law, by the public information, the law signify 'any information related to or resulting from the activities of public authorities or public institutions, whatever their medium, form or way of expression of information (art. 2 lit. b).

2 The public interest in media discourse and in major Romanian politicians

An official report of the US State Department shows that Romanian press has gone extremely tough battles, politicians controlling the media, and journalists being intimidated in their work: "Threats against journalists personal and professional undermined press freedom. A characteristic of the Romanian public discourse is seemingly schizoid structure. Between statements and action there is almost invariably an insurmountable syncope.

For example, on the occasion of the press anniversary, Romanian politicians declared their support and especially understanding for the mission of the press, which is to act in the name and spirit of the public interest. In the last decade, however, the relationship between the press and government institutions has become not only highly conflictual, but media content became even campaign theme (see Many of Basescu's presidential campaign), but also permanent everyday speech politicizing. Former President of Romania, Traian Băsescu, addressed a tactic of demonization, on the one hand, media ownership (Vântu Voiculescu), and of ridicule of individual journalists, having apparently as a strategy for discrediting the field of public space.

Right from the beginning of its mandate, the President expressed his concerns to the media sense, but especially his incompetence in decoding "public interest". We will not reproduce in this study the vulgar speech practiced by president on the news. We emphasize just this inability of the Romanian highest state official to understand the role of the press and the actions which must be carried out in the name of public interest. We will limit ourselves to the sequence in which Basescu "appointed" jukeboxes "on journalists whom he considered subservient". We will now discuss the polarity that defines today's Romanian press.

The end of mandate brought only a confirmation of themes and the communication tactics used: "President Traian Basescu says Wednesday at his campaign headquarters that" the moguls "behind Johannis are like sharks, revolve round December 6 because "they find their prey is there" and that he would defend the Romanian of their greed". As the FreeEx report notes for 2014-2015, even at the end of term, the Romanian president continued to threaten, to mock, to insult the media.

When he was leading the opposition, the current Prime Minister of Romania, Victor Ponta, public militated against such practices, degrading both the presidential institution and the press, he said. Today, however, the same

person, Victor Ponta, which is found in the position of prime minister, so on top of administrative power, former president continued the same strategy, taking it to the generalizations.

In a first phase, the strategy of the public discourse of the politician Victor Ponta assumes only a contradiction of the statements of President Basescu. Eventually, advocate for things that could not handle: "I think it is good to come now begin to say that the press is allowed to write and not" he decided in the context of a public debate on a law to improve media. The same person, however, as Prime Minister, has refused to answer questions from some journalists, arguing that media institutions from which they come have not paid taxes to the state, making public information in its possession the nature of its function currency.

We note, another slippage of the Romanian prime minister that undermines the media discourse in its entirety: "So I do not know whether to laugh or cry when I hear so many fools who publish news, but, well, that's it, you're used I think, in the two and a half years, with all kinds of things like that. "The comment came in response to information published in the press on the ethnicity of one of his close associates. Victor Ponta has not considered public this information and therefore used appellation quoted. The same prime minister called them "mujahedin" MEDIAFAX reporters.

On another occasion, he tempered his tone, but he didn't abandon irony: "I haven't news, bad luck" said Prime Minister Victor Ponta to journalists after he went to greet the president Klaus Johannis, during reception at Cotroceni Europe Day". In many occasions, the Prime Minister - like many other politicians with public responsibilities - refused to answer media questions regarding his actions. In the context of a press conference, as it is shown in the FreeEx Report, Victor Ponta left Petrescu Ioana (then Minister of Finance) to answer questions from journalists. The moment appeared uncomfortable questions, coming from journalists and media institutions belonging to hostile - at least apparently - Government microphone was turned off, and the minister left the room: "I wanted but made signs to the technical discontinue microphone Petrescu took it on and ran with it. I went after them and told them: That jerk! I consider the gesture as simply CENSORSHIP ". Not only microphones were cut, but also the speaker sound system for fear not to support any uprising journalists.

After violently expressed distrust in the press, Victor Ponta sent on 3 May 2015 (on the celebration of the values promoted by the media) to "colleagues in the media," including those who criticize him success in business: "on the

occasion of World Press Freedom Day, I wish all my colleagues in the media, including those who criticize me no matter what I do, success in their work! We got together to raise debt to help Romanian society, including the quality of public debate, and you can count on me in building a constructive public agenda with respect to arguments and citizens" wrote Victor Ponta on his Facebook page.

Many other politicians have publicly expressed offensive on the quality of the press or, of course, refused to provide information. In March 2014, Mihai Neamțu, politician, former president of the New Republic right party, attended with 500 people at a gathering of boycotting the Voiculescu family television (Antena 1, Antena 3). For about two hours, Neamțu was core of a group participant of the rally, chanting messages critical of television, CNA, Dan Voiculescu's Victor Ponta. Moreover, Neamțu advocated closing the antennas and chanted: "Open your eyes close the antennas."

3   Conclusions

The public interest and the right to information are notions far from finding a procedural matrix not only in Romania but also in traditional democracies. The absence of laws to protect the citizen, to ensure the inviolable right to information, will be covered by discursive practices that feed other interests than those of the community. Moral panic is not just a stylistic image of vocabulary, proxemics, but rather, a sign of a dissimulation extremely dangerous to society. Public interest information should be removed from the limited and subjective interpretation of politicians who does not hesitate to turn it into money, as should be removed from the interpretive media sphere, to avoid becoming a suitcase concept.

Notes

For the case study we used following web sources: http://www2.cji.ro/userfiles/file/Resurse_oportunitati/Studiu%20final%20IPP_informatia%20de%20interes%20public%20octombrie%202009.pdf

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Review of the theoretical and empirical literature of consumer ethnocentrism

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Abstract

This article presents an analysis of the concept of consumer ethnocentrism measured by the researchers with the use of the Consumer Ethnocentric Tendencies Scale (CETSCALE) developed by Shimp and Sharma in 1987. The communication campaigns promoting the consumption of goods produced in Romania were revised together with the European legislation regarding this type of campaigns. While country-of-origin and ethnocentrism have been extensively researched, the link between CE and the attitude toward locally made products, as well as the link between CE and the attitude toward a buy local campaign has not been fully explored. The results will be useful for marketers, policy makers and businessmen to find what is especially important in consuming local products in Romania, why consumer ethnocentrism is relevant and what is influenced by consumer ethnocentrism. Such information could help them in taking strategically decisions.

Keywords: consumer ethnocentrism, buying local, CETSCALE, EU legislation, consumer behaviour.
JEL classification: P00, R00

1   Introduction

The liberalization of political and economic systems such as the regional integration in the European Union (EU) has led to a large unified market for international firms. These changes have added to the rate of growth of world trade which "has been higher than that of world GNP since the mid-1950s" (Porter, 1986, p.15). Even as tariff barriers have come down considerably in the past decade or so, non-tariff barriers persist. Given the wide scope of non-tariff barriers, some authors such as Jeannet and Hennesy (1995) have contended that any barrier to international trade other than formal tariffs can be classified as a non-tariff barrier. The focus of international trade negotiations has been increasingly shifting to non-tariff barriers with countries and regional blocs attempting to achieve uniform product-related regulations in a wide variety of industries. Even as substantial progress has been made towards globalization of businesses through the elimination of tariff and non-tariff barriers, Porter (1986, p.3) foresaw the emergence of new forms of protectionism to ward-off international competition that he labelled them "cross-currents" of globalization.

One of the most enduring forms of non-tariff barriers is that of "consumer ethnocentrism (CET)" (due to Shimp and Sharma, 1987). CET indicates a general proclivity of buyers to shun all imported products irrespective of price or quality considerations due to nationalistic reasons.

Sumner (1906) was the first to provide a formal definition of ethnocentrism (Shimp and Sharma, 1987). He defined ethnocentrism as: "… the view of things in which one's own group is the center of everything, and all others are scaled and rated with reference to it… Each group nourishes its own pride and vanity, boasts itself superior, exalts its own divinities and looks with contempt on outsiders (p. 13)."

Shimp and Sharma (1987) formulated CET as "a domain specific concept for the study of consumer behaviour with marketing implications" (Sharma et al., 1995). CET was regarded as a "unique economic form of ethnocentrism that captures the beliefs held by consumers about the appropriateness and indeed morality of purchasing foreign-made products" (Shimp and Sharma, 1987, p. 280).

Shimp and Sharma were the first to develop a comprehensive scale to measure CET even though other instruments to measure "attitudes towards foreign goods" existed at that time. Notable among these is the Reirson's (1966) scale which was widely used by early researchers such as Dornoff et al. (1974). The

international validity of the CETSCALE, originally developed in the US, was confirmed by several studies such as Durvasula et al. (1997), Hult et al. (1999) and Luque-Martinez et al. (2000).

The CETSCALE is an additive 17-item scale that measures CE by using a seven-point Likert (strongly disagree to strongly agree) scale for each item. Thus, CETSCALE scores can range from 17 to 119. Justification for using the scale was based on confirmation of its reliability and validity by a number of researchers (Luque-Martinez et al., 2000; Durvasula et al., 1997; Sharma et al., 1995; Herche, 1994; Netemeyer et al., 1991). Additionally, the CETSCALE has been used and validated in central and eastern Europe (Lindquist et al., 2001; Good and Huddleston, 1995) and in Africa (Saffu and Walker, 2006). As reported by Durvasula et al. (1997), high-CETSCALE scores indicate a high level of ethnocentrism, while low-CETSCALE scores indicate a low level of ethnocentrism.

2   The factors that influence the consumer ethnocentric tendencies

Economic environment

Several studies came to the conclusion that when discussing about the consumer ethnocentrically tendencies, the economic environment should be an important factor to be taken into consideration. Therefore, Schuh (1994) developed a framework trying to connect the different stages of the economic development to the consumer's preferences towards foreign products. His recommendations are that in the first years of transition from a planned economy to a market economy, consumers tend to prefer more foreign products (usually western), due to the fact that they are something new, have a better quality, a better status and because they are curios. However, as the economy progresses to an intermediate period to the market economy, the nationalistic motives behind the purchase are becoming dominant. But as the economy reaches the state characterized by lots of MNCs (Multinational corporations) then the ethnocentric purchase behaviours start to change again. This theory was supported by researches made by Good and Huddleston (1995) in Poland and Russian and also by Durvasula et al. (1997) in Russia.

Political environment

Rosenblatt (1964) named the political propaganda as one of the

antecedents of ethnocentrism. He argued that the leaders can influence the ethnocentrism of a group by pointing out the foreign danger. However, this issue still needs further empirical research together maybe with fact that if consumers come from a more democratic country they are more difficult to manipulate as those coming from an authoritarian society.

Besides the political propaganda, the political history of a country plays an important role in measuring the CET level in a country. Good and Huddleston (1995) explained that the higher level of CET in Poland in comparison to Russia has its roots in the fact that consumers coming from societies who have been during its history under oppression might be more ethnocentric than the ones coming from conquering societies. In contrast, it can also be commented that consumers coming from the conquering countries might see their national products superior and in favour for buying them as by the ones coming from oppressed societies might see foreign products more attractive. Therefore, the political history and CET should be more researched.

Demographical factors

These kinds of factors have showed in different studies that they influence the ethnocentric purchase behaviour. The advantage of using demographic antecedents lies in the opportunities of segmenting consumers according to their favourable and unfavourable disposition to foreign products. Hypotheses pertaining to four such antecedents, namely, age, gender, education and income are discussed below.

Age. The argument for a positive relationship between age and CET is based on increased cosmopolitanism in recent years and its socio-cultural influence on the belief patterns of the youth. Even though the empirical evidence is mixed, there seems to be more empirical support for the argument that younger people will have lower CET scores than older people (Klein and Ettenson, 1999; Caruana, 1996). It must also be mentioned that some studies did not find any statistically significant relationship between age and CET (Sharma et al., 1995; Festervand et al., 1985) and other older studies in fact found a positive relationship between age and favourable foreign product evaluation (Schooler, 1971; Bannister and Saunders, 1978).

Gender. An overwhelming body of evidence supports the proposition that women have higher ethnocentric scores than men (Bruning, 1997; Sharma et al., 1995). The underlying logic is that women are more conservative, conformist

(Eagly, 1978; Han, 1988) and collectivistic concerned about maintaining social harmony and positive feelings among group members (Triandis et al., 1985). However, there are some studies that found no significant gender differences (Caruana, 1996) and other studies that found men to be more ethnocentric than women (Bannister and Saunders, 1978).

Education. But for a few exceptions, the findings on the relationship between education levels and CET have almost been consistent pointing to a negative relationship (Klein and Ettenson, 1999; Caruana, 1996). The underlying rationale is that more educated people are less likely to have ethnic prejudices (Watson and Johnson, 1972) and tend to be less conservative (Ray, 1990). However, studies such as Han (1988) did not find education to be a significant factor in explaining consumer patriotism.

Income. A majority of studies (Sharma et al., 1995; Bruning, 1997) point to a negative correlation between income levels and CET. Increased income levels provide more opportunities for travel and purchase of foreign products thus resulting in more cosmopolitan views (Sharma et al., 1995). However, some studies (Han, 1988) found no income effects and other studies (Tan and Farley, 1987) reported a positive relationship between income and CET.

Ethnocentrism and attitudes

The intention to adopt a certain course of action logically precedes actual performance of the behaviour (Ajzen, 1991). According to the theory of planned behaviour (Ajzen, 1985, 1987) intentions to perform a given behaviour are influenced by three major factors. These are as follows: a favourable or unfavourable evaluation of the behaviour (attitude toward the behaviour); a perceived social pressure to perform or not perform the behaviour (subjective norm); and self-efficiency in relation to the behaviour (perceived behavioural control). Intentions are generally found to be good predictors of behaviour (Ajzen, 1991)

We believe that ethnocentrism affects attitude formation. Since ethnocentrism implies a general preference for homemade products (Herche, 1992), we argue ethnocentrism may also imply a favourable attitude toward a buy local campaign. This is consistent with ethnocentrism as a means by which the in-group is considered to be better than the out-group (Adorno et al., 1950). The subjective norm will be important in accepting a buy local campaign. Finally, based on the theory of planned behaviour, we suggest that consumers have the ability to accept or not accept the buy local campaign.

Attitude has been shown to impact the final action, i.e. the purchase, taken by a consumer (Fazio et al., 1989). Prior empirical research has constantly established a positive relationship between ethnocentrism and attitude toward imports (Javalgi et al., 2005). Several of these studies suggest that the more ethnocentric the consumer, the more the consumer will be against imports (Kaynak and Kara, 2002; Sharma et al., 1995; Watson and Wright, 2000).

A consumer who has ethnocentric tendencies may buy imported products as a result of a perception of quality associated with products from a particular country (Han and Terpstra, 1988). There may also be a willingness on the part of an ethnocentric consumer to buy foreign goods that are considered very necessary (Sharma et al., 1995; Javalgi et al., 2005). An ethnocentric consumer may also buy foreign product in the absence of product availability in the local market (Watson and Wright, 2000).

3 A comparison between the campaigns promoting domestic products in Romania to other countries

Description of the programs

The mechanism was pretty similar: there are some local producers who gather, pay a fee to an association, which then will help them to promote their products. This means by building a collective brand and also with the supports of lots of promoting campaigns. Such a campaign was successful used by Barack Obama at the beginning of his nomination for the USA Presidency, a moment that coincided with the debut of the recession. The campaign was named "Buy American", and it triggered an international real hysteria.

But for such a campaign to work properly, it needs the trust of the consumers in the collective brand and also on the team behind it. Or, in the Romanian context, the interference of the state in this matter, through launching of these hybrid-programs for stimulation of the consumption of local products within the national framework of the strategies for long term development (in which Romanians did not trust) could only lead to mistrust. The state should leave these actions to businessmen, because, by copying similar programs, it creates confusion and compromises the whole idea.

The program 'Buy Romanian" was presented "as a program for revival of the internal production, for protecting and generating new workplaces (...)", an important component of this national anti-crisis program was also the attitude and the rediscovering of the national identity.

Why are these types of campaigns like 'Buy National' successful only by others?

The first campaign of this type was initiated in 1985 by Sam Walton, one of the main shareholders of the chain stores Wal-Mart. The slogan of the "Buy American" campaign was "Keeping America Working and Strong" and appealed to the American nationalism, in order to promote the chain stores.

Afterwards, other similar initiatives started to grow in number, with different arguments such as supporting the regional economic and social development, restauration of the national values endangered by globalization or the protection of the environment and of the population health.

The programs that have started till now in Romania tried to imitate those in the western societies, where the economic and social context is different. Unfortunately, the patriotic sentiment was flattened because of the general disappointment and today such an appeal for patriotism is seen as a joke. On the other side, the national campaigns encouraging consumption of the Romanian products mixed over the private campaigns led to mistrust within the consumers, because the Romanians don't trust anymore state programs.

Along with lying off thousands of workers due to the financial crisis, several politicians and business representatives launched an initiative encouraging the population to buy Romanian products. The representatives of the employers led campaigns with the slogan such as "Romanians, don't let the economy to die! Consume food produced in your country." Or "If you would buy a 100% Romanian product, you will save a job." The objectives mentioned by these companies were meant to support the Romanian agriculture and food industry, encouraging the usage of raw material from our country, to maintain the activities of the local enterprises and keeping the jobs of the people working in these fields.

But, under the circumstances of a inconsequent communication, the Romanians don't understand anymore where are these voices coming from, being very similar to the ones of the politicians, which always tell them about the programs of coming out of the crisis with no concrete results.

On the other side, the Romanians haven't got bored of the global brands, the standard ones. They haven't reached that saturation, in order to make them go back to the national products, as it happened in the western world. The phrases "Manufactured in Romania" and "Produced in Romania" don't say anything positive related to the reputation of the manufacturing places, of their competences of the people working there, it is an extra quality guarantee, as it

happens in other countries. But, on contrary it still has negative connotations. (Cercelescu 2010, Săptămâna Financiară)

Romanians will buy cheap products no matter where they are coming from

Besides these reasons related to the national disappointment, there are also the economic ones: "Consumption is determined mainly by 2 factors: price and income. By us, on side have the prices raised since 2010, because of the VAT rate, on the other side have the earnings fallen, because of lowering the wedges of the budgetary, which had consequences in the businesses area. In such a context, the consumption cannot be compensated through an advertising campaign. Romanians will turn to cheaper products, unconcerned about their provenience", believes Liviu Voinea, Director of the Applied Economy Group.

The program "Manufactured in Romania" repositions itself

The first program for stimulating the autochthonous consumption was initiated by the Association for Promoting Products and Services – Romania (APPSR). The program "Manufactured in Romania" was launched in 2000 due to a significantly and continually decrease of the internal production, as also of losing of some important national economic highlights. This was aiming to support the autochthonous businessmen in the unequal competition and also often disloyal – with the imported products, proposing its members a coherent promotion to break down the image of bad quality products and to restore the trust in the Romanian products. Unfortunately, the program worked only at the beginning achieving to give a hope and to unify the businessmen representatives, local authorities, trade unions, etc. Valentin Ionescu, its project manager, answered that he was working hard to reposition this program (Cercelescu, 2010)

4   European Union Law with regard to the support of the national government given to local products

State aid under EU law

When I discovered the concept of consumer ethnocentrism and about the national campaigns supporting the consumption of local products, I was confronted with the idea this action was against EU law regarding competition and free trade among member states. Therefore, I had to research and to answer to this issue. According to the founding treaties of the European Commission the objective of the state aid control is to ensure that the government interventions

do not distort competition and trade inside the EU (Cini, 2001). In this respect, under state aid it is understood the advantage of any form conferred on a selective basis to undertakings by national public authorities. (Mihle, 2013).

State aid effects trade between member state

To fall within the scope of state aid, it is not necessary for businesses to operate at an inter-state level in the EU, i.e. in the markets of more than one Member State. In a situation where the business only operates at a local level i.e. it does not export its products, it may still affect trade in the internal market, since the beneficial aid may strengthen the business position in the local market, which may be a disadvantage for other businesses from a other Member State and thereby a potential barrier for them to enter the market. (Mihle, 2013)

Derogations

The Treaty pronounces the general prohibition of state aid. Nevertheless, the founders agreed that in some circumstances the government interventions are necessary for a well-functioning and equitable economy; especially during periods of financial crisis. Therefore, the Treaty leaves room for a number of policy objectives with which state aid can be considered compatible. Article 107 (3) TFEU provides five exceptions that may be compatible with the internal market:

a) aid to promote regional aid; (b) projects of common European interest or see- king to counter serious disturbance in the economy of a Member State; (c) the development of certain economic activities or of certain economic areas; (d) cultural aid; and (e) aid specified by a decision of the European Council (Council).

In addition to the general exemptions, there is also a range of sector specific regulations governing grants of aid, and the Council has recently introduced new categories that the Commission may exempt from the obligation to prior notification. These new categories include aid for innovation, culture, natural disasters, sport, certain broadband infrastructure, other infrastructure, social aid for transport to remote regions and aid for certain agriculture, forestry and fisheries issues. (Mihle, 2013)

Ethnocentric campaigns affecting the internal market

Campaigns aiming to increase ethnocentrism are often framed as a desire to 'support our own', especially in times of economic hardship (Williams, 1983),

such as the on-going financial crisis, where it may be difficult for states to act with fairness in the internal market. 'Buy national' campaigns are by their nature intended to encourage consumers to purchase national products in preference to imported goods. Boosting ethnocentric consumer behaviour may contravene the principles of the EU internal market and undermine the hard and long process of integration of the EU single market and removal of age-old barriers between states. (Hojnik, 2012)

The "Buy Irish" campaign

Janja Hojnik describes some of the various so-called 'ethnocentric campaigns of EU member states' that promote national products. Ethnocentric campaigns on EU territory have been carried out for years. In the famous "Buy Irish" case, (Hojnik, 2012) the Irish government tried to encourage its own nationals to buy Irish rather than imported goods. The ECJ stated that the association's campaign was '… a reflection of the Irish government's considered intention to substitute domestic products for imported products on the Irish market and thereby to check the flow of imports from other Member States (Whitehouse, 2013) and declared that the campaign did constitute measures having effect equivalent to quantitative restrictions on imports pursuant to Article 34 TFEU. The ECJ held that Ireland had failed to fulfil its obligations under EU law by organizing a campaign promoting its own national goods within its territory. (Mihle, 2013)

Quality labelling

The Hungarian government has established a 'helping hand' to promote and advertise Hungarian products in domestic and export markets. Furthermore, it has also introduced a quality label entirely for Hungarian products in order to make them stand out from other products. The Czech Republic, Slovenia, Lithuania and even Croatia (which at the given time was an acceding country to the EU) have also introduced quality labels and promotions of national products. Ethnocentric market campaigning therefore seems an on-going tendency and a particularly well-used tool by national governments during financial crises. (Hojnik, 2012)

A new approach and other comments

In light of Buy Irish and the general prohibition of ethnocentric

campaigns, the Commission has, in its recent Green Paper on promotion measures and information provision for agricultural products, adopted a new approach to local and regional food markets. Janja Hojink argued that the Commission's fresh approach could have significant consequences on the legitimacy of promoting national products and on the ruling set by Buy Irish. Furthermore, the promotion of agricultural products on the EU internal market is covered by specific EU law. In this way, the EU is trying to encourage consumers to buy EU agricultural products. However, as the ruling in Buy Irish established, the promotion of production based on national region is prohibited, except in cases of specific regions recognised by EU law (Hojnik, 2012).

The case law has shown that some ethnocentric campaigns are in accordance with the EU provision on the free movement of goods (Article 34 TFEU) under the condition that the campaign is solely organised by a private body or by the EU itself.

5   Conclusions

After going through the literature associated with everything it had to do with consumer ethnocentrism, we managed to see the evolution of the theory regarding this concept, to find the campaigns supporting local products consumption even in Romania and also to understand the EU legislation that is regulating different protectionism attempts. We also found that the CETSCALE has never been used by researchers to measure consumer ethnocentrism in Romania. Therefore, we have decided to use CETSCALE in my next empirical research, where we will try to measure the situation in Romania and also to see how attitudes towards local products and the attitudes towards the campaigns supporting the consumption of the local products are influencing this scale.

Acknowledgments

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Approach to social conflict

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Abstract

Around the concept of "conflict" turns our lives, of all, each of us, at one time, I was involved directly or indirectly in certain conflict situations, states that either remained at the level of perception, or have exceeded it on this and have become manifest, reaching even to different forms of violence. For this reason, it is said that the existence of conflict is as old as the world, which is an "ingredient" of everyday individuals; some of them seem to be born for the simple reason to cause conflicts, and others to address them.

Most of us are afraid of conflicts, so that when we feel we are close to this phenomenon, try, wherever possible, to avoid, to postpone any decision related to it, and for this reason, conflicting situations are put directly related stress, the psychological discomfort and other tensions that they can cause.

We have chosen to address this issue because *conflicts* have a strong impact on our society, the time which focuses much research of psychologists, sociologists, legal practitioners, etc., and from my point of view, as a specialist in communication, conflict is as important as communication is a feature of the living world, and for this reason it is important that we know how to design appropriate behavior, as a means to respond to conflict and be able to distinguish between functional and dysfunctional conflicts , the first to generate, and the latter avoid them.

Keywords: conflict, communication, company

JEL classification: Z10, I10

1   Conflict defining

Conflict is the subject for various fields, such as sociology, psychology, political science, economics, strategic management, communication or organizational behavior.

Both in literature and in the opinion of ordinary people, who have no specific training in this area, there are several successful attempts, but also the failures of definition, characterization and typology of the concept of *conflict,* which led in time to give birth to more confusion. When we refer to the *conflict,* we must try to distinguish it from other similar terms, but not synonymous such *problem, disagreement, tension, competition* etc.

Regarding the relationship between competition and conflict, there are different views. Some say that the first would be a subset of the conflict, others, on the contrary, support the idea that conflict is a subset of the competition and while some sources insist to put competition and conflict equivalence foot.

In Morton Deutsch view there are conflicts even without competition, the latter being regarded as a special type of conflict, which involves the incompatibility of goals, while conflict may be triggered when two people want to meet the same objectives but not put in agreement in terms of their achievement. (Deutsch 1973 cited Boncu, 2006, p. 21)

Other authors contradict the Deutsch, arguing that competition purposes not related to the incompatibility of two or more individuals, but their motivation, their desire for affirmation, despite the success of others. If we consider the definition found in the dictionary specialist, competition differs clearly from the conflict, but there are situations where it can degenerate into conflict and violent demonstrations. (Called ..., 2007, p. 31)

Unlike conflict, in a competition there are certain rules or rules to be followed by competitors, and their violation is one that can turn the competition into a conflict. However, a common behavior, which are found both to competition and if the conflict is that the parties involved in conflict or competition focuses its attention on achieving their own benefit, not the other party actions or characteristics. Another element that differentiates the competition is to raise awareness of conflict parties. The competition exists notwithstanding the perception of individuals, however, we see in what follows

that in order for there, the conflict must be first acknowledged by the parties involved in it.

From my point of view, more than obvious, the competition is not synonymous with the notion of conflict because I believe competition as a factor not found in any social group, consciously or unconsciously, with varying degrees of intensity.

For example, in family, children, unconsciously, are always competing to show who is better in front of their parents; college students are always in fierce competition in terms of getting the best results, while at work employees are competing, even if it is not manifested, it certainly is aware, to show the manager that of them is more effective.

Another term that is associated by some authors to the notion of conflict is the problem (in this case social problem). Indeed, this is a factor that has the power to harm any social group, if not resolved in time, but should not be confused in any way with the conflict itself. In light of the fact that not all problems that exist in a social group are acknowledged, they can not trigger a conflict. In order to delineate more clearly the concept of the problem, the conflict, emphasize that it is a rule that all problems occur in the system to generate a conflict, it is clear that, always, a conflict starts from a problem not timely identified and solved.

According to the Dictionary of communication, negotiation and mediation, conflict comes from the Latin "conflictus" which means "to take with force", while being perceived as a misunderstanding, dispute, clash of interests, strife, even Violent discussion and so (Called ..., 2007, p. 31)

In the same paper, the conflict is presented as an open opposition battle between individuals, groups, classes, communities and parties, countries with economic interests, religious, racial, divergent and incompatible that can have destructive effects on social structures. (Called ..., 2007, p. 31)

As highlighted above, unlike the competition, when two entities are in conflict, they do not take account of any rule or norm, they can make use of all the resources we have at hand, to exhaustion.

From a sociological perspective, conflicts are considered to be "manifestations antagonistic open between two actors (individual or collective) interests temporarily inconsistent regarding possession or management of rare goods (material or symbolic)." (Coanda & Curta, 1994, p. 34 -35) Furthermore, it should be noted that, from the same perspective, conflicts are seen as the source of warfare between states or confrontations within a company, i.e. the divergence of

different intensities of different ethnic groups, religions and so on

It is important to separate intrapersonal conflict of social. Intrapersonal or intrapsychic conflict occurs within an individual and occurs when our conditions are not in consonance state or irrelevance, but in a state of dissonance, tension or discomfort interfering factors such as psychological, that lead to interpersonal conflict. According to Stephen Boncu, the concept of "social" social conflict that forms the phrase refers to the fact that the parties who are in a conflict are social entities, i.e. individuals, groups or organizations. (Boncu, 2006, p. 19)

So, unlike the internal conflict, social conflict can occur between two or more persons; between individuals and organizations of which they are part or in contact; between two or more organizations who are interrelated, and for social conflict to go dormant state and become manifest, both parties involved in it must have a uniform conscious behavior.

In the international literature when studying organizational behavior, Robbins believes that social conflict may arise when one actor considers that one of the other actors, by its actions, has adversely affected or may affect, deliberately, something which is directly related to him. (Robbins, 1998, p. 921)

Another theorist which considers the defining issue of conflict is Adrian Petelean who insist, in particular, on the view offered by a dynamic field of social sciences, namely conflict resolution -conflict resolution- that, when reporting to conflict, in addition to concepts such as those of opposition or opposing interests, plus other new terms, and that awareness of conflict. (Petelean, 2006, p. 8)

It is understandable that, in fact, the conflict is primarily a problem that is directly related to individual perceptions. Thus, two or more individuals can enter into a conflict, considering that they have good reason, but in fact, these reasons are subjective and have nothing to do with reality or, conversely, even if their real reasons for entering -a conflict, if they are not aware of what happens, we can not talk about a conflicted.

However, we must not forget that this incompatibility is not always the one that is the basis for a conflict because the same author concluded that in most cases, conflicts arise when two or more individuals wishing to meet the same objectives that are impossible to achieve simultaneously, and because resources are limited, they enter into opposition.

In fact, a conflict is made up of emotional feelings, personal motivations, beliefs or values. In the context of such conflict situations, they occur often, pride,

anger and other resentments that prevent us from thinking rationally.

But, besides interests, goals, emotions or incompatible values, which are the individual's perception, a state of conflict must involve, necessarily, and inconsistent a behavior between the parties. For this reason, Bernard Mayer argues that conflict is a psychosocial phenomenon consisting of three components: a cognitive component in falling thinking, perceptions, etc., an affective component that includes emotions and feelings and a behavioral component, component entering and communication between the parties to the relationship of interdependence. (Mayer, 2000, p. 6)

Leaving aside the traditional approach, which concerned the conflict as something bad, dysfunctional, to be avoided or removed by any means, a modern vision, it is understood as being among the few ways in which man evolved. An example of this is given by wars, they are known as periods which led to progress both technically and socially.

Since 1996, the specialist in sociology, philosophy and political science, Ralph Dahrendorf associated the conflict with our freedom, going on the assumption that the absence of conflict is not changed, so there can be no freedom. (Dahrendorf, 1996, p. 23)

Moreover, in his Conflict Mediation refers to the concept of managing the conflicts, pointing out that, in essence, conflicts are even necessary, because they are the ones that lead to change, to innovation. (... Sirbu, 2013, p. 73)

According to the authors of the work mentioned above, Heraclitus regarded the conflict as the "mother of all things", Plato and Aristotle saw him as a "social disease" and Nicolo Machiavelli's vision is a symptom of political conflict and instrumental element of political order.

From my perspective, even though we live in a modern society than than, we should not all conflicts as beneficial because not all contribute to the progress of society, not all make a change for the better, some are even harmful, not do nothing but bring immense damage, it is important to distinguish them in time to be able to manage them in an appropriate manner. The research conducted by Adrian Petelean, the new approach to the conflict, which also called interactional, perceive the conflict as not only inevitable, but also necessary, encouraging group leaders to ensure a minimum level of conflict to stimulate creativity self-criticism, self-overcoming, etc. (Petelean, 2006, p. 23-24)

2 Sources of Conflict

As if trying to define the concept of conflict, and in terms of identifying

the causes leading to the outbreak of conflict situations, opinions are divided, but, first, we must see if we are dealing with psychological causes or organizations involved and other features.

Author Bernard Mayer in his book, The Dynamics of Conflict Resolution: a Practioner's Guide, when is the nature of conflict, proposes that the main sources of conflict following factors: communication, emotions, values, history, structure, and as a central factor which underlies all conflict situations outbreak, the author puts human needs. (Mayer, 2000, p. 9)

The authors suggest Communication and Conflict Management, in turn, 11 sources of conflict, namely the differences and incompatibilities between people; needs / human interests; poor communication or lack of communication; self esteem; individual values; explicit or implicit non-compliance; inappropriate behaviors; aggressiveness; social competence; the external; status, prestige, "principles" of those involved, the use and dissemination of their culture and information. (Bocoş ..., 2008, p. 13-14)

When the air, water or food, which are vital factors of life, is not enough to parties interacting inherently conflicts arise. Also on the psychological needs, as sources of conflict, love, honesty, happiness, to which we all aspire, they are essential because they depend on the peace of mind of all of us, and if these needs are violated we are triggers, what I called above, inner conflict, intrapsychic, which can lead easily to other social conflicts.

Poor communication can be a trigger of conflict when one party provides either incomplete or insufficient or erroneous, inappropriate transmission channels when using that message, when one party uses an inappropriate party in perception when the message is not formulated in a clear and concise etc.

It is also important to note that a faulty communication can be caused in turn by differences in age, culture or class. Thus, two or more individuals may have different perceptions about the same problem, especially in light of the fact that, in general, tend to solve a problem before you understand it.

The communication also can be in a state of conflict when it is lacking, individuals accumulate over time a higher voltage, and at some point I need to be discharging and it is impossible to do it in a manner and at adequate intensity.

Systems are treated as another driver of conflict aiming in general ethical aspects of individuals or organizations who believe in the values by which guides its existence. When our values are incompatible with those of people we interact when we are prone to conflict, because we feel that our integrity is compromised.

As I said above, emotions can cause the onset of conflict. As regards the role they have in the outbreak of a conflict situation, they are regarded as "fuel" that ignites conflict, especially because they are generated by our previous experiences (Mayer, 2000, p. 10).

Because emotions people can not think and behave rationally, representing a source of energy that helps the parties have the courage, strength and perseverance necessary conflict situation.

From my point of view, the most powerful trigger of conflict is limited resources here entered: time, money and other material resources, human resources, and in light of the fact that we live in information society, as well as information can enter the category of limited resources.

When Bernard Mayer tries to identify factors that impel us most often to a conflict, it focuses on the interests of our practical concerns include: temporal or permanent, conscious or unconscious, individual or group, and recommends that, when we try to understand the conflict and find solutions for it to be solved, to focus mainly on the parties. (Mayer, 2000, p. 10)

Regarding other causes that can start a conflict, Ion-Ovidiu Pânișoară takes to analyze the following: previous conditions that the individuals experienced, emotional states, such as stress, tension etc. moods and cognitive styles of individuals and existence of conflict behavior that is often hard to identify. (Pânișoară, 2004, p. 141)

Thus, if we consider these four characteristic elements of a conflict situation, a conflict may be triggered when one of the protagonists of the conflict perceive each other that said or acted in a manner frustrating against him.

As we have seen with the help of previously reported causes that can generate a conflict situation are multiple. From these sources originate, frequently, many conflicts, with ourselves, with our friends, at school, at work, etc. It is important that when trying to resolve a conflict, to identify, firstly, that were sources that led to the firing; thus identified and resolved, and the conflict is solved itself.

3 Typology options

In most cases, ordinary people use the word conflict without taking into account how broad and ambiguous meaning may be his. Due to the complexity and diversity of conflicts, their classification is a pretty difficult test. When you are considering this issue, the authors of literature take into account factors such as: parties involved in a conflict, the location of the conflict, the way he carries his

intensity, the effects they produce etc. Thus, there are several ways the concept of conflict typology.

Depending on the location criteria or who develop, distinguish internal and external conflicts. (Constantin Stoica, 2004, p.30-41) inner conflict, as noted above, when I tried to delimit the social conflict intrapsychic, is characterized in particular by cognitive dissonance that occurs when two cognitions of the same person is in a relationship of opposition.

External conflict or what I called above social conflict, involving two or more parties (individuals, institutions, organizations, groups, etc.), which are interdependent or so are levied in different or even opposite Relations terms of values, attitudes, goals etc.

In turn, external conflicts can be: interpersonal conflicts, intra-group, intergroup, intra and inter-organizational. Interpersonal conflict is between two or more people who perceive them to be opposed in terms of goals which aim to meet, attitudes etc. These conflicts can be between spouses, between employer and employee, between two colleagues at work etc.

Intra-group conflict is the kind of conflict that occurs within a group, such as one that occurs within a political party within a department, a class of students etc. Unlike the intra-group, intergroup conflict breaks out between two different groups, such as the conflict between PDL and PSD, the conflict between two different racial groups, between union and management, etc.

Going forward, intra conflict is the conflict which locates, as the name suggests, in an organization and can take place between management and employees, between two or more departments, between an employee and his other co-workers etc. . Therefore, the conflict within an organization may take the form of a vertical conflict that takes place between boss and employees, a horizontal conflict between parties (employees or departments) which is at the same hierarchical level, a conflict linear or anui Role conflict. Interorganizational conflict is the conflict that takes place between the two organizations, corporations, national or even international is in an interdependent relationship, being either cooperative or competitive. However, this conflict may erupt between the two organizations competing government between agencies or between two types of providers.

Other criteria according to which conflicts are classified essence that distinguishes conflicts of substance and emotional conflicts; intrinsic nature of the conflict into which meet: biological conflicts generated by organic diseases,

socio-cultural and psychological conflicts and conflicts of evolution, caused by adolescence, retirement, migration etc .; or purpose criterion showing clashes that left-oriented problem by itself when it resolved the problem of conflict and conflict-oriented structure, aimed at changing the structure of the system. (Bocoş ..., p. 25-27) For example, a strike that occurs in an organization because of decreasing salaries is a problem-oriented conflict that goes off when management and union reach an agreement, and revolutions falling within conflict-oriented structure that always, is considering changing the structure.

Depending on the duration and evolution encounter clashes spontaneous, acute and chronic. Unpredictable spontaneous conflicts are the conflicts that occur suddenly, but it also ends the same; the short duration are low, but they have a higher intensity and chronic, whose causes are usually difficult to identify occult and are longer lasting and evolve slowly. (Petelean, 2006, p. 41)

It also should not be missed classification conflicts in terms of the effect they produce on average it takes place, meeting: functional conflicts that have beneficial effects on the level of which takes place systems and dysfunctional, which often produce chaos, preventing the good of society; these effects have exhibited extensively above, when I referred to the three perspectives of which is the conflict.

However, when we aim to analyze a conflict, and we must relate it to a dress form, ie if it is a latent, or, on the contrary, manifested.

4   Dynamics of conflict

Conflict situations are not static phenomena, they, on the contrary, is a very dynamic process, changing its intensity is according to their life cycle. Therefore, to understand, analyze and address a conflict, it is important to identify, first, in what stage, and depending on it to choose how, when and by what means to intervene on it.

In literature there are two models for analyzing the structure of conflicts, namely: Johan Galtung's model and that of Bernard Mayer. (Constantin Stoica, 2004, p. 15)

The model proposed by J. Galtung regarded conflict as a triangle whose three sides are: the contradiction, attitudes and behavior, the latter representing how the parties wish to address this situation: through cooperation, by coercion, by hostility or, extreme cases, violent. Mayer's model, like that of Galtung, look at conflict as a structure made up of three components: cognitive perceptions pertaining to the parties in conflict, emotional and behavioral element

component.

Addressing conflict by using violence is that which gives individuals pay only negative connotations of this process and generate various emotional states such as anxiety, hostility, aggression open or undertaking various actions that they seek at all costs to avoid to enter into a conflict.

In general, in an attempt to describe the life cycle of a conflict, the theorists have identified the following steps: disagreement; confrontation; escalation; de-escalation and resolution (Botezat..., 2007, p. 59)

The first phase disagreement occurs when misunderstandings occur or insignificant differences that can be justified or not, but if not kept under control, may turn into actual conflicts.

In the next step, confrontation, conflict actors uphold their every position, usually on the basis of an ideology, the phase in which each side is convinced that it is what is right and tries to prove his opponent to give up his position. This may degenerate into violence, coercion, etc., and the emotional side dominating the rational, logical arguments is fewer. In this new stage jam occurs at communication and encounter stress, tense atmosphere, frustrations, fighting for pride, suspicion etc.

When conflict becomes intensely takes place next step escalation stage where all the good intentions disappear, and the parties in this process no longer have any consideration to each other. Therefore, when conflict is at this stage can be raised theory snowball that rolls and becomes very difficult to stop speed, communication relations between the protagonists is practically blocked and hard to resume. In time it was noticeable that tensions and actions of the parties get out of control, reaching "the point Cumin" or "peak" which has the power to physically and mentally destroy parts if action is not taken quickly.

Clearly, after the escalation of escalation occurs and it is the stage where the parties need to focus and find solutions to the subject matter of the conflict, finding a solution themselves, without involving a third party, or, Instead, through the intervention of a third party such as the mediator, expert, arbitrator, judge, etc.

Finally, if the parties reach a compromise and find a mutually acceptable solution, or, on the contrary, it imposed on them by an authority, the conflict is resolved and returns to normality.

We must also consider the situation in which one of the two parties involved in the conflict situation is canceled out the other side. Also on this issue,

there are specialists who consider the conflict as a series with multiple episodes, concluding that there are five milestones of the conflict, namely latent; Step charged; stage felt; show stage and final stage of the conflict, the conflict resolution, which is also known as assume the consequences of the conflict phase. (Bertcocci, 2009, p. 77)

When you are in the first stage, the conflict can not be charged, the participants are not yet aware, and because of this there is the possibility that this situation does not lead to a manifest conflict, remaining latent.

The second stage begins when one party considers that the other Party may hinder or prevent them achieve their goals, which is the phase where you start escalating the conflict, both sides trying to discover the "origins" of the conflict, perceiving it in a different way.

In the next stage of the conflict, stress and anxiety appears, and scale and gains conflict rages.

At this stage it is already in a state manifested one party begins to take vindictive attitude towards the other hand, there is the stage where discussions can take place aggressive or even violent. Finally, the last step occurs resolve or dissolves conflict and when it establishes peace.

If the conflict is not resolved in an appropriate manner that satisfies both sides, there is a possibility that he might take again a latent form

That said, we can say that essentially triggers conflict between those who may consist of individuals, groups or organizations who are in a relationship of interdependence (mutual dependence), which implies either that the two have different goals, whether they have the same objective, but resources are limited.

For this reason, due to the context in which the conflict occurs, it may remain in the first stage or, alternatively, they may traverse all of them.

5   Conclusions

Whatever type of conflict and its life cycle, one thing is certain: the conflicts can not be permanent; at a time, as they arose, they must also disappear because, if they would last forever, would lead to depletion and even destruction from occurring levels. It is therefore important to understand in what stage is the conflict that we want to analyze it or fix it to see if we are in a situation of conflict prevention, management (management's) a settlement of the conflict or situation conflict, which is applicable to the life cycle of conflict.

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Olfactory metaphors in the online environment

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Abstract

The main objective of this paper is to analyze the main aspects of the olfactory metaphor in online perfume reviews and to identify its main characteristics in the non-specialized perfume discourse. Using as a starting point the approach whose overall view is guided by conceptual metaphor theory, we will identify, analyze and classify the main elements of the metaphorical schema associated with the olfactory metaphor related to fragrance perception and description. We will illustrate this category by examples taken from a corpus of excerpts of online non-specialized perfume discourse.

Managing the issue of perception and description of fragrance in the online environment allows us an orientation of the research by multiple approaches of the semantics of perfume-speak: the recognition of essential aspects of perfume imaginary, with a focus on the olfactory metaphor in our research corpus; the analysis of sensory impressions and representations in online non-specialized discourse about fragrance.

Our main aim is to organize conceptualizations of perfume notes into several categories, following the model inspired by the research of Lakoff and Johnson (*Metaphors we live by*, 1980).

Keywords: conceptual metaphors, description, odour, online perfume reviews, olfactory metaphor, perception, senses.
JEL classification: A10, Z10, H0

1   Introduction

One of the main tendencies of the current semantic research at international level is represented by the focus on cognitive semantics, following the model inspired by the conceptual metaphor theory, as it was conceived by Lakoff and Johnson in their book *Metaphors We Live By* (1980/2003).

The cognitive conceptualization of metaphor suggested by Lakoff and Johnson lays its foundation on the premise that metaphors are not mere linguistic expressions or simple figures of speech whose aim is to illustrate vivid poetic images, but conceptual structures or metaphorical concepts that can be identified and pinpointed at a level "prior to their manifestation in language" (Faur, 2004: 340).

Lakoff and Johnson's theory provides an extension of the use of the concept of metaphor outside the literary and rhetorical domain since for them metaphor is conceived as a cognitive category of thought by which new cognitive contents within the framework of mental spaces are created and these conceptual domains of thought are "prior and independent to language functioning" (Faur, 2004: 341):

"Metaphor is for most people a device of the poetic imagination and the rhetorical flourish – a matter of extraordinary rather than ordinary language. Moreover, metaphor is typically viewed as characteristic of language alone, a matter of words rather than thought or action. For this reason, most people think they can get along perfectly well without metaphor. We have found, on the contrary, that metaphor is pervasive in everyday life, not just in language but in thought and action. Our ordinary conceptual system, [...], is fundamentally metaphorical in nature". (Lakoff, Johnson, 1980: 2-3)

On the basis of exemplifications with current expressions, certainly metaphorical, but which, by continuous use have become routine and have been deprived of the novelty that characterizes metaphors in literary context, the two authors contend that it is possible to reconstruct a "pattern" of thinking, situated at the origin of these expressions, everything being integrated into a coherent and systematic structure.

Metaphor proves to be a creation of new imagistic semantic contents, a verbal materialization of certain mental processes into everyday language, of mechanisms of thinking that permit the representation, the expression and the organization of abstract cognitive contents. Thus, conceptual metaphors allow the structuring and restructuring of our common conceptual system and their study making use of current semantic theories allows the orientation of research based

on the approach of the metaphor as problem of thought, while the favorite framework of analysis is the cognitive one, since the "metaphor is a major and indispensable part of our ordinary, conventional way of conceptualizing the world", and since "our everyday behavior reflects our metaphorical understanding of experience" (Lakoff: 1993: 203-204 following Reddy, 1979: 286-287). The understanding of everyday language as locus of manifestation of the metaphor began at the end of the 20th century and the study of the metaphor focused, starting from this new perspective, on specialty languages: medical language, juridical language, winespeak, language of perfumery and fragrance and so on.

The conceptual metaphor is a surface manifestation of latent, underlying conceptual relationships which is materialized at the level of speech, and represents a projection of the way in which the speaker can operate with abstract concepts, hardly cognoscible, by comparison to the empiric world, through direct experience.

The corpus chosen for the study of figurative language used by non-specialists in online discourse and online reviews about perfume and fragrance is analyzed starting from an approach whose perspective is directed by conceptual metaphor theory. The main objective is to analyze the main aspects of the olfactory metaphor in non-specialized perfume discourse. We will illustrate this category by examples taken from a corpus of excerpts of online perfume discourse and online perfume reviews such as: *www.fragrantica.com*, *www.nstperfume.com*, *www.basenotes.net* and *boisdejasmin.com* [1].

Tackling the issue of perception and description of perfume in online fragrance reviews allows us an orientation of the research by several approaches of the semantics of perfume-speak: the recognition of essential aspects of perfume imaginary, with a focus on the olfactory metaphor in our research corpus; the analysis of sensory impressions and representations in online non-specialized discourse about fragrance.

Several authors and researchers (Howes: 2002, Velasco-Sacristán and Fuertes Olivera: 2006) have contended that conceptual metaphors are pervasive in perfumery and fragrance discourse. In order to explain the wide range of sensations and perceptions in perfumery and fragrance discourse, several metaphorical extensions are used and these depend on different source domains such as human fingerprint, light and so on.

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[1] Within the corpus of examples we will use the following abbreviations: FGR for www.fragrantica.com, NST for www.nst**perfume**.com, BSN for www.basenotes.net and BDJ for www.boisdejasmin.com.

Velasco-Sacristán and Fuertes Olivera (2006: 218-220) assert that olfactory metaphors do not appear alone in print ads for perfume, but that the advertiser manages to use olfactory and olfactory-mixed metaphors, as part of the overall underlying advertising communication.

We selected the media genre of online perfume reviewing as primary source of information about sensory perceptions related to olfactory cognition since almost all the excerpts of online fragrance reviews in our corpus provide descriptions of all sensory experiences - that is smell, taste, vision and touch, which permit holistic remarks on the understanding and perception of the experience of perfume on the basis of all four.

2   Olfactory metaphors in online English perfume discourse

Particular conceptual metaphors have been recognized as characteristic of specialized discourses (Lungu Ştefan, 2012: 4). Starting from primary categories of conceptual metaphors identified in the language of perfume reviewing in English – 1) PERFUMES ARE LIVING BEINGS, 2) PERFUMES ARE CLOTHES, 3) PERFUMES ARE BUILDINGS, – our corpus-based research aims to check whether or not evidence is given of a main category of conceptual metaphor related to   perfume (the organicist-animist metaphor) in   online English perfume discourse.

The metaphorical expressions in English are not to be considered as mere figures of speech, but rather as terms with a referential function, terms which belong to a specialized language and vocabulary. This lexicon is reflected in both specialized and non-specialized websites whose target-public is represented by perfumists, as well as non-specialist perfume lovers. That is why our data sources are represented by perfume reviews and articles published in English online blogs and reviews. Most of the metaphorical expressions in our corpus are conveyed by adjectives followed by nouns and by verbal collocations.

The organicist-animist metaphor PERFUME IS A HUMAN BEING is reflected in our corpus by a wide range of instantiations:

(1)   Marc Jacob's Daisy Eau So fresh perfume review 2011: "That anyone on earth would smell Daisy and think 'wow, that's just too *mature*..." (NST)

(2)   Britney Spears Fantasy 2007: "If you like *young* and *sweet*, you just might like Fantasy, if not, for the antidote, try Cumming- The fragrance (quite possibly the only celebrity fragrance with a sense of humor) or Sarah Jessica

Parker's Lovely or Covet (quite possibly the only fragrance line from a celebrity who was known to care about perfume before she came up with her own). (NST)

(3)   Aqua Sextius by Jul et Mad - review by Darvant 2014: "This new generation « *fleshy* » aquatic ransoms the previous infamous genre giving it definitely back its previously (and too much often yet currently) lost dignity". (BSN)

(4)   Vol de Nuit by Guerlain –perfume review by Darvant 2015: "A classic landmark opening with a sort of *fleshy* classically chypre mossy (oakmoss-galbanum) vibe combined with luxuriant hesperides and with a traditional Guerlain's smooth "*edible-silky*" amber not so far in consistency from the one we are historically used to admire in Shalimar and L'Heure Bleue […]Oakmoss adds *character*, but it is not the inky, *bitter* blackness that provides other chypres with their backbone - here it is a sprinkling of woodiness and salt in the *gentle* green".

(5)   Tango by Aftelier, review by Way off Scenter, 2014: "It's quite some time before the floral notes emerge, and when they do they're sweet, potent, and exotic. I soon recognize the champaca flower from Ayala Sender's wonderful Rebellius, with its *fleshy*, *sweet-smoky* aura, and it's this, along with leather and spices, that forms the heart of Tango. The whole effect is indeed strangely Latin in its steamy, smoky extravagance".

The organicist-animist metaphor triggers an intricate metaphorical schema which emphasizes different aspects of fragrance and scent, such as physical qualities: *full-bodied, sexy, sensual, fleshy* and personal qualities: *balanced, bright, intelligent, full of surprises.*

(6)   Dyptique 34 Blvd Saint-Germain, review by Victoria 2011: "For a niche launch, it especially seems too safe and traditional: a *soft-spoken* fougère that would not be out of place on the *masculine* side of the fragrance bar at Macy's". (BDJ)

(7)   Soft Musk Avon, review: "[…] an *intimate* and *warm* musk fragrance with additional notes of jasmine, rose, spices and vanilla. *Sexy* and *deep* […]". (FGR)

(8)   Love's Baby Soft by Love's, review by JackTwist: "[…]it is quite *pleasant, soft* and *powdery* […] (BSN)

(9)   Chanel pour Monsieur Eau concentrée, review by Chanel 1 2015: "*unpleasant* and slightly *harsh* […]". (BSN)

(10)   Chanel pour Monsieur Eau concentrée, review by Landshark 2015: "I like it to Ralph Lauren's Safari in this respect: it's *sophisticated* and *classic*, being just enough "*old man*" but also *fresh* to create a fragrance that can really be a

signature […] it's a decently *strong* but not *overwhelming* […]". (BSN)

(11)   Guerlain Mitsouko: "Nor do I like the Youth Dews and Opiums of the world that are so *overtly, heavily sensual*, so *obvious*". (BDJ)

(12)   Jennifer Lopez Live: "Molasses-sweetness with a *savoury* undertone. Weird, I know". (FGR)

(13)   Etat libre d'Orange: "I really like it and I think that if you are someone who likes *exotic* smells (or food) and likes *savoury* fragrances, with a hint of *sweetnes*s, then you will like this". (FGR)

(14)   French Lavender and Honey, review by Suhaesa: "oh wait a minute the lavender is coming ever so softly after a while it turns a bit mellow a bit soft with a hot heart though it's *full bodied* it's clean, crisp, *bright, intelligent, dewy,* full of surprises." (FGR)

The organicist metaphor can be subdivided into a five-patterned design which highlights olfactory, visual, tactile and gustatory facets of fragrance:

Metaphorical design	Perfume element	Linguistic metaphor
Age within human lifecycle	Perfume's evolutive state	*mature, very young, timeless*
Physical traits/anatomy	Structure	*fleshy, soft, edible*
	Body and balance	*full-bodied, sensual, sexy, masculine, voluptuous*
	Notes' level	*corpulent, warm, overwhelming*
Personality and temperament features	Composition, balance, ingredients/notes and flavours	*savoury, full-bodied, balanced, strong, fresh, soft, pleasant, gentle, obvious, intelligent, exotic, full of surprises, soft-spoken*
	Intensity and persistence of scent /sillage (vapour trail) or range	*austere, bright, dewy, hard-edged*
General appearance	General appearance	*sophisticated, classic*
Economic status	Perfume wealth	*rich*

(15)   Hermès Hermessence Vetiver Tonka: "Pure, earthy and

resembling Encre Noire from Lalique (in a matter of fact this entirely fragrance seems to be a *corpulent* version of this designer fragrance)" (FGR)

(16)   "[...] *Soft* and *pleasant* scent of exotic woods harmonizes with *warm*, *bitter* spices such as pepper, cloves, nutmeg or cinnamon." (FGR)

(17)   L'Artisan Parfumeur Couer de Vetiver Sacré: "A *hard-edged, bitter*, *austere*, herbal mixture of aggressive, peppery spices in a similar style to Malle's French Lover and the Ormande Jayne masculines" (FGR)

(18)   Review by Kewart 2015: "I have come to the conclusion, after years of experimenting with samples and purchases of all kinds that I am, at heart, totally enamored with those wonderfully, *rich* orientals so magnificently created by the likes of Christine Nagel (Mauboussin) and Alberto Morillas (Le Baiser du Dragon)" (BSN)

(19)   Serge Lutens Chergui: "As long as it is *balanced* out in some way, I do not mind it" (BDJ)

(20)   Serge Lutens Fleur d'Oranger: "[...] just too *buttery* without the *balancing l*uminosity that FdO or TC have". (BDJ)

(21)   Dries van Noten par Frédéric Malle: "The sweetness of vanilla and toasted almond is *balanced* out by the citrus and earthy violet notes. The hint of something *savory* is an accent that shouldn't work but does [...]". (BDJ)

If we pay attention to the subdivisions in the metaphorical schema - physical appearance and personality - temperament, we discover that at the core of them we come upon a large number of metaphors describing fragrance ingredients bearing upon two senses – vision and smell *(austere, bright, dewy),* accompanied by the   intensity of flavours or scent/aroma compounds (odour and taste) *(austere)*, which is defined in correlation with composition *(warm, corpulent, overwhelming)*, as well as with balance (i.e. balanced blend of notes) and general appearance *(balanced, sophisticated).* Perfume balance and composition are metaphorically conceived in terms of physical strength (*full-bodied, strong, corpulent*), physical attractiveness (*sensual, sexy, exotic, voluptuous*), as well as by an inner quality – that is distinction in terms of style and behaviour (*sophisticated and classic).*

We also observe that metaphorical expressions built around the perfume's body and its balance refer to a human being's physical structure and gender role (masculine or feminine, see example no 6). Gender metaphors assign a sexual role to a perfume as well as male or female properties, but they could also convey sexual ambiguity or unveil a combination of feminine and masculine characteristics, as in the example below:

(22)   Bond no 9 The Oud: "Enter New York Oud, which launches in time for Valentine's Day 2011. Though we chose to retain the *androgynous* nature of the Old World oud, there is otherwise nothing traditional or incense-laden about our new version". (FGR)

With the animist metaphor PERFUME IS AN INDIVIDUAL, linguistic terms referring to the metaphorical design domains personality and temperament are appraising and critical, while terms related to age and anatomical structure are, in general, depictive and illustrative.

We also discover some metonymical implications of the body-part of the body based expressions in English: associated with palm's fingers or with hand writing, perfume is referred to as an (olfactory) *fingerprint* or as an (olfactory) *signature*:

(23)   "Perfume is meant to be smelled on the body, not in the air, and there is no other way to get a sense of its *fingerprint*, its individual characteristics, as they will develop on the wearer's skin" (De Mandy, 2004)

(24)   Empreinte de Courrèges: "(as the human fingerprint on the Moon in 1969) [...] the moving *fingerprint* of a woman's (fragrance) trail, a woman who reveals her warm and sensual presence".

(25)   Guerlian L'Heure Bleue: "Guerlain L'Heure Bleue is the embodiment of refinement. When I read that Catherine Deneuve wore it for many years as her *signature* fragrance, I was not at all surprised. Its luminous orange blossom is beautifully contrasted with the rich plushness of vanilla, iris and incense. L'Heure Bleue's *sillage* is among the most beautiful of great classics—bright, radiant, enveloping" (BDJ)

The second category of conceptual metaphors illustrated in the language of online perfume reviewing in English – PERFUMES ARE CLOTHES is based upon features of scent conveyed through visual, gustative, tactile and olfactory perception. We can organize the metaphorical schema into a four-patterned metaphorical design containing the following sub-divisions:

Metaphorical design	Perfume element	Linguistic metaphor
Article of clothing	Visual trait	*veil, soft veil*
Material	Type of material/perfume's anatomy	*laced*

	The touch and feel of cloth	*velvety*
	Properties: shading, specularity, reflectivity, color, transparency	*opaque, bright, shadowy, viscous, translucent, radiant, dark, opalescent*
Texture	Type and structure	*silky*
	Physical feel	*smooth, rough*
Exterior appearance	Exterior appearance	*elegant, classic, sophisticated, luxurious*

(26)   "[...] the best perfumes in the world – they're all *laced* with something nasty and foul" (BSN)

(27)   Aoud velvet by Montale: "It is rich, not overwhelming but very *smooth* and, *velvety*! [...]

(28)   Alien by Thierry Mugler: "It would be pleasant if the sweetness didn't make the construction so *opaque* [...]". (BSN)

(29)   Lampblack by Bruno Fazzolari: "There is also a synthetic dustiness all around providing (bright/*shadowy*) *translucent* modernity and atmosphere". (BSN)

(30)   Patchouli Leaves by Montale, review by Way off Scenter 2014: "The amber and patchouli sit on a base of *viscous* vanilla, and the whole composition unfolds in a gratifyingly warm, *smooth* manner". (BSN)

(31)   Vetiver by Santa Maria Novella: "The vetiver itself is solid and *strong, bitter* and *pungent*, but the *soapy powdery* potpourri smell rounds off the *rough* edges, leaving it more perfumey than many vetivers" (BSN)

(32)   Hermès Voyage d'Hermès: "*Elegant, luxurious* and *timeless*, like most Hermès merchandise. [...] After all, it is *elegant, radiant*, and streamlined in the best of Jean-Claude Ellena's style. [...]" (BDJ)

(33)   Serge Lutens Chergui: "The floral accord folded into the smoky layers of Chergui lightens density and sweetness, lending a *voluptuous silky* quality [...]". (BDJ)

(34)   Opium by Yves Saint-Laurent: "What you have is a voluptuous scent contrasting the richness of resins and woods with *creamy* jasmine. The subtle crunch of peppercorns is enough to give *texture* to the *soft veil* of Opium. Except for a *flirtation* with orange and pale carnation, the perfume hits one *dark*

note after another–incense, amber, patchouli. Nevertheless, there is an *opalescent, radiant* sensation to Opium, and it doesn't feel heavy and oppressive". (BDJ)

The metaphor PERFUMES ARE PIECES OF GARMENT incorporates four schemata: the article of clothing schema, the material schema, the texture schema, and the exterior appearance schema. While texture conveys the physical feel of perfume on one's skin – *silky, smooth, rough* –, the material conveys basic properties of a fragrance body and composition such as shading, specularity, reflectivity, color and transparency (*opaque, bright, shadowy, viscous, translucent and radiant*). In expressing feelings associated with sensing a scent on someone else's skin or on one's own skin, olfactory metaphors don't stand alone, on the contrary, non-specialist fragrance reviewers use olfactory-mixed metaphors or metaphors bearing at the same time upon several senses: taste, smell and feel (as in the example 31 above).

The third category of metaphorical expressions PERFUMES ARE BUILDINGS refers to a perfume's body, composition and structure in terms of properties and actions of building and of architectural traits. The architectural representation of fragrances is suggested by reference to the action of building a structure (the perfume's structure (*built*) –

(35)   Perfectly Marvelous by Diana Vreeland: "The end result is an unforgettable fragrance, *built around* a lacquered red sandalwood pimento accord, draped in a daring Jasmine bouquet". (BSN)

or to the type of building (a *blockbuster* building):

(36)   Voyage d'Hermès review by Alfarom 2014: "I've to admit that I miss the point of releasing a perfume version of such a simple fragrance such as Voyage and, more generally, I miss the point of this new tendency of releasing perfume versions of basically every *masculine blockbuster*". (BSN)

as well as by reference to the properties of the building (*sumptuous*):

(37)   Acqua di Parma: "*Smooth*, *sensuous,* and *sumptuous* are words that come to mind whenever I wear this […]". (BSN)

We can conceive the metaphorical schema of PERFUMES ARE BUILDINGS as a four-patterned metaphorical design containing the next architectural sub-divisions:

Metaphorical design	Perfume element	Linguistic metaphor

Structure	Perfume's structure	*a perfume's foundation* and *base, roof* and *top* or *top* and *base*
Material	Type of material/ ingredients	*woody, spicy, earthy*
Texture and shape	Type of texture and textures of perfume building	*polished, varnished, rough,*
Composition and function	Perfume construction	*good structured*

(38)   Reihan by Madini: "Some green tea, some rose and something plastic that felt like it was coating the *roof* of my mouth" (BSN).

(39)   Idole de Lubin: "All wrapped up in a *golden, warm, spicy-resinous* amber aura. In short, a warm, brownish *spicy-woody* bomb with *boozy, earthy, balsamic* nuances.

(40)   Touch for Men by Burberry: "It's woody in a *polished, varnished* wood sense rather than anything having to do with the original trees, and is rather sweet but avoids being candy-like" (BSN)

(41)   Chrome by Azzaro: "It is is *heavy, synthetic* with a harsh *metallic* note [...]". (BSN)

(42)   Rock Crystal by Olivier Durbano: "dry cedar, boggy patchouli, warm musk, milky sandalwood and foresty oakmoss, all combine to conjure a *cavernous* illusion". (BSN)

In the example 42 above we notice the language used to describe a physically tangible natural environment and we understand how it overlaps with the language referring to the sense of place and space (*cavernous* as with an underground cellar).

(43)   Armani Privé Myrrhe Impériale: "This perfume benefits from floating in the air as a consistent cloud of abstract oriental happiness because it lacks a *good structured* and evolving blending, it somehow lacks a smooth transmission from *top* to *base*.

If good structured, a perfume undergoes a long journey as odour molecules merge and evolve on someone's skin so as to unveil its character and its secret or it will take the wearer on a long journey or on a "pleasant trip down the memory lane":

(44)   Roger et Gallet Eau de Thé Vert: "There are perfume novels and perfume short stories. Guerlain Mitsouko will take you on a *long journey* with

many subplots and supporting characters, while Estée Lauder White Linen will reveal it all within the first few musk and rose lines of its composition.

(45)   Love's Baby Soft: "Its soft powdery scent is a pleasant *trip* down memory lane". (BSN)

3   Conclusions

In conclusion, we assert that the organicist-animist and the architectural metaphors illustrated in online perfume discourse and non-specialized perfume reviews do not only uncover the way non-specialists (perfume lovers and perfume wearers) conceptualize scent and fragrance, but that they also function as effective means for rendering the intricate sensory experience of sensing and smelling perfume.

The current research consists in a systematic corpus analysis of the range and occurrences of olfactory metaphor associated with perfume and sensing perfume in English online discourse. This analysis reveals the lexical richness in English and it also makes us become aware that the metaphoric configuration of perfume and perfume perception in online English reviews emphasizes the high frequency and centrality of the organicist-anthropomorphic metaphor and of the architectural metaphor, without excluding other mental images of fragrance, peculiar images, such as that of perfume as a fingerprint or signature, that rather rely upon the conceptualization of perfume smelling and sensing as a system of complex experiences and sensations, involving the mastership of visual, olfactory, gustative and tactile mental imagery.

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The Role of University in Seniors' Education: A Romanian Perspective

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Abstract

The continuous education of university professors gets new valences and supplementary elements of quality and innovation, if it is studied from the perspective of the university mission to initiate, organize, and launch seniors' education projects. In this study, using the method of comprehensive interviews, we analyzed the state of the art of the cooperation between universities and seniors education providers in Romania with the aim of identifying the best practices and suggesting new ways of approaching this field, unjustly ignored in education sciences literature. The conclusions highlight the fact that, although the educational infrastrucure may be available to seniors, consistent efforts must be done in the direction of stregthening the cooperation between seniors' education stakeholders, at both European and Romanian level.

Keywords*: seniors' education, popular universities, qualitative research, adult education, digital competences

JEL classification: I10, H10, O52

1   Introduction

Whether the education for seniors is a well-developed research area or not, the importance of studying the education of seniors has compelling arguments. First, let's take into account the aging process of European population and its ramifications in economy, technology and education: EUROPOP Convergence Scenarion by Eurostat shows a *rapid growth of the seniors' age group* (EUROSTAT, 2008). The same report shows that the *old age dependency ratio* is growing proportionally. This demographic phenomenon suggests that in the next decades we can expect a massive change in the European education as well: education for seniors will be the *next important challenge in adult education* and there will be a great demand for specialists working in this field. Of course, in order to create the offer we must know the educational demand of seniors (the desire of customers for goods and services they wish to buy or use) i.e. we must investigate curriculum preferences. We think that this particular type of research is a *sine qua non* condition for the adult education providers if they want to successfully adapt to the educational market (Strunga, 2009).
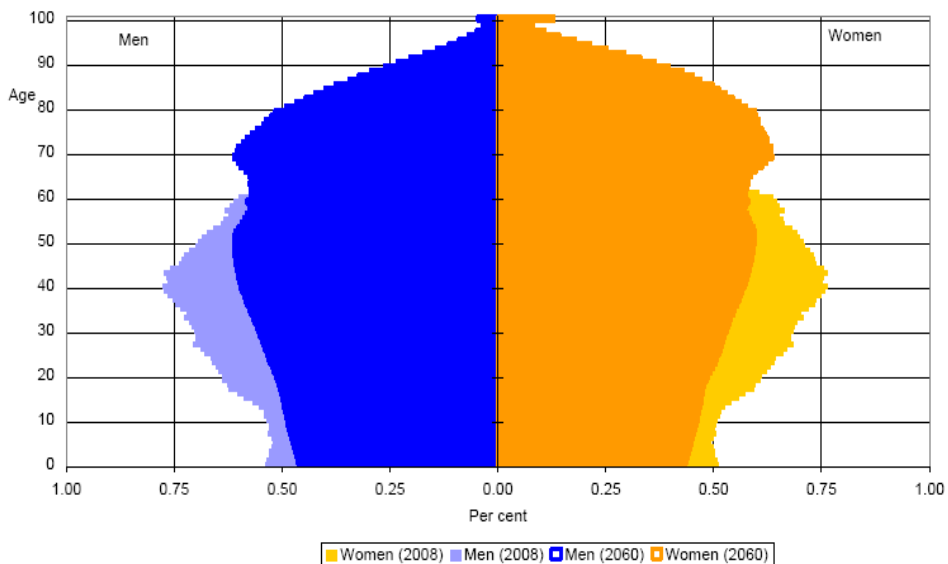
Source: Eurostat, EUROPOP2008 convergence scenario

Figure 1: European Population Projection for 2060 according to Eurostat

These developments have been observed by the European Comission and other experts working in this particular domain, key events being: First World Assembly on Aging held in Vienna (1982), United Nations Assembly (1991), European Year of Older People (1993), European Year of Lifelong Learning (1996), International Year of Older People (1999), Madrid World Congress on Aging (2002), and web4seniors Conference (2007). The International Plan of Action on Aging was created to support the Madrid World Congress on Aging (Cámara & Eguizábal, 2008; Osorio, 2003).

In Romania, there is no framework and no clear strategy for the development of the seniors (people with ages 55+) education. Initiatives that have reached this area have old roots especially since the interwar period, but *the first university of the third age - "University Nicolae Mioc"* worked for 10 years in Timisoara, offering courses such as: foreign languages, economics, Romanian literature, arts etc. After the closure of the university, seniors' education was conducted almost exclusively through traditional universities (without any curricular or institutional adaptation but), popular universities (without a substantial impact yet) and the rather less efficient and fragmented network of specialized NGOs (financed usually through European projects e.g. Grundtvig). Although in the National Education Law (published in the *Romanian Official Monitor*, part I, no. 18/ 10.01.2011) there is a section concerning *Lifelong Learning* (Title V), **seniors' education isn't mentioned**: 'Lifelong learning includes early education, pre-university education, higher education and professional education and formation of adults'. In the next paragraph, the law adds: 'Lifelong learning centers on the formation and development of the key competences and specific competences of a field of activity or qualification'. It is very clear that *the official representation of the lifelong learning doesn't include seniors' education*, even if a growing number of seniors seems to legitimate such a need. Also, *adults' education is rigidly reduced to the professional education and formation of adults* which doesn't include other learning possibilities which are not directly related to work, such it is the case of seniors education, where a significant part of the students are retired (and no longer active in their field). The omission of seniors' education from the National Education Law is very important because it regulates the *financing* of adults education and the immediate conclusion is that seniors' education programs and projects are not a priority for the Romanian government. According to the same documents, there are several *institutions responsible* for lifelong learning and these are (National Education Law, 2011, Title V, Article 343, first and second paragraphs): Ministry

of National Education; Ministry of Work, Family and Social Protection; Ministry of Culture and National Heritage; National Authority for Qualifications; Permanent learning community centers. These centers should be created by the local authority in cooperation with other institutions such as: education institutions, culture houses, continuous formation providers, social partners, NGOs. It is also mentioned in the Law that the activity of these centers is regulated by the National Education Ministry (Strunga, 2009).

2   Methodology

The methodological procedures used in this are two-fold: a) comprehensive interviews with 20 providers of seniors education from Romania (including university managers, NGO and project coordinators), including: Popular University of Timișoara and Culture House of the Municipality of Timișoara (represented by rector Pavel Dehelean); Popular University of Bucharest 'I. Dalles' and Culture House 'F. Schiller' (rector Mariana Duliu and expert Ileana Boeru); University of Bucharest (vice-rector Professor Romiță Iucu); Cultural Association 'Constantin Brâncuși' from Timișoara (President Professor Engineer Horia Ciocârlie, PhD); Liga Scriitorilor Români, Filiala Timișoara-Banat (President Doina Drăgan); Romanian Institute of Adult Education (Professor Simona Sava, PhD); 'V.A. Urechia' County Library from Galați (expert Zamfir Ilie); Orizont Cultural T NGO from Craiova (President Rodica Mială); EDUNET NGO (President Victor Dudău); Board of Seniors and Senior Association from Timișoara (President Nicu Vlad); Principess Margareta of Romania Foundation (President Mugurel Mărgărit) concerning the modalities university; b) we have also gathered data about the best practices in the field used especially in European projects in which Romanian institutions were partners or coordinators like: SEELERNEZ Project (IREA); Aging Well! Workshop (EDUNET); Colourful Ageing Workshop (EDUNET); Empowering Marginalized Elders Project (EDUNET); Computer Basic Traing for seniors over 50 years old ('V.A. Urechia' County Library); Grandparents School; GRU-09-GIVE-5-DJ-PT- "The Voice of European Seniors" (Orizont Cultural T); GRU-09- P-LP-121-DJ-CY "Audiovisual Languages in Social Inclusion Programmes for Disadvantaged Young Adults' (Orizont Cultural T)'; GRU-10-P-LP-57-DJ-TR - Mainstream of Integrating Adults through -Soul of the Music Energy" (Orizont Cultural T); GRU-10-GIVE-DK-DJ- "European Seniors Exchange Experience from a Social Café" (Orizont Cultural T); GRU-11-GIVE-12-DJ-IT/ Elder's

solidarity in Local Communities (Orizont Cultural T).

3   Results and discussion

The surveyed organizations are focused on the organization of social - educational, cultural - artistic and literary activities for seniors such as: shows, *cenacluri literare* (a particular Romanian form of artistic manifestation), conferences, book receptions, painting and photo exhibitions and so on; we observe a tendency among intellectuals, former professors and teachers, engineers for conversation-based educational activities instead of the traditional ones (focused on lectures, mostly). They like to discuss with young people, to offer advices (sometimes in a more informal form of mentorship) and to participate in various creative activities (poetry, music, dancing, translation and so on).

An important component of these institutions' activity is the organization of courses in the field of foreign languages: English, German, French, Italian (in Timisoara) and English, German, Arab and Chinese (in Bucharest). These courses are organized in 2 modules: spring (march - may) and autumn (october - december); at the request of the students it can be organized intensive courses by summer (june, july and august). At each module (from both Popular University of Timisoara and Popular University of Bucharest) have participated about 500 students (and from these, 100 seniors); the courses were taught by teachers from the state education through the system of payment by hour. Popular education institutions do not have tenured staff, except the administrative and technical personnel. One of the most successful projects of the Popular University of Timisoara was *'Grandparents School'*, with hundreds of participants, and here the courses were taught by experts from the Romanian Institute for Adult Education (and we want to particularly mention one of the best Romanian experts in this field - Professor Simona Sava, PhD from the West University of Timisoara). Popular Universities are also organizing all kinds of conferences with subjects ranging from: oriental religions, paranormal phenomena, gerontology and other medical themes (for example, the diet for people with heart conditions), international tourism, dog and cats care etc. These institutions usually have several classrooms (in Timisoara 2 rooms and a big hall and in Bucharest a classroom and a hall/auditorium) but if they need additional space, they can easily rent other rooms. The Popular Universities have usually 5-7 old and used computers and most of the time some beamers, audio and video hardware, illumination equipment and so on). In the same time, *cenaclul* seems to be one of the most important form of artistic expression for seniors: catalyzed by

intergenerational learning activities, this rather local event is intensively used by many cultural organizations from Timisoara like: Cultural Association 'Constantin Brâncuşi' from Timişoara, Liga Scriitorilor Români, Filiala Timişoara-Banat and many others. The participation of seniors in such kind of events is largely the result of a steering group of volunteers, themselves authors, painters and composers. The people who are participating to these courses are mostly women; men don't seem to be interested so much with the possible exception of *cenaclul* who is an intergenerational learning event that includes both men and women, young and old, in a more genderwise adequate approach. Seniors are often proud to be Europeans and to be able to travel free in Europe. They are very interested to know writers and artists from other European states (Germany, United Kingdom, France) and this could be a great opportunity for organizing virtual conferences (like those from DALEC1 and DALEC2), artistical activities and *cenacluri*.

The surveyed institutions, especially popular universities from Timisoara and Bucharest are organizing courses certified by the National Qualifications Authority of the Ministry of Education, Ministry of Work, Family and Social Protection and Ministry of Culture and National Heritage. One of the most frequently organized courses includes: photography, floral arrangements, ambiental design (ikebana), hairstyling, tailoring. These courses had a great success especially at Popular University of Bucharest 'I. Dalles'

One of the most important conclusions is that, even if the above institutions organize courses for seniors, the use of ICT is still relatively low, very fragmented and depending a lot of the institutions' technical infrastructure and financing and also of the instructional design (especially trainer's pedagogical strategy). Intensive ICT courses were organized especially by 'V.A. Urechia' County Library, Culture House 'F. Schiller' and Popular University of Timisoara.

The initiatives for seniors' education are not included in a national or county strategy; rather they are the result of local communities which try to offer some educational opportunities for the large number of population which is represented by the seniors; some of the time the institutions that are organizing the courses are *public* (as it is the case with Popular Universities and Culture Houses, County Library 'V.A. Urechia', Romanian Institute of Adult Education) but most of the time they are *private* (Seniors' Board of Timisoara, Seniors' Association of Timisoara, Cultural Association 'Constantin Brâncuşi' from Timişoara, Liga Scriitorilor Români, Filiala Timişoara-Banat, Orizont Cultural T

and so on). The latter category is also the most active in developing and promoting European projects and included many seniors who are, of course, interested to promote the interest of their social and demographical group. The involvement of private institutions is reinforced by the participations in many European projects, most of the time using the sectorial programme Grundtvig.

One of the most important issues that plagues seniors' education is *financing*. From the discussions we had with the above mentioned persons, public institutions receive very little money to organize seniors' education courses: the ICT dimension is even more neglected, since it needs rather large investments in technical infrastructure (computers, monitors, beamers etc). Private institutions get their money from European projects (Grundtvig or European Structural Funds available for the sector of human resources).

Most of the time, the trainers who are responsible for this courses are teachers themselves, as it is the case with almost all the interviewed organizations. Most of the time seniors, they devote their time to develop this field but without keeping in touch with each other (which is unusual, because some infrastructure still exists - as it is the case with ANUP, National Agency of Popular Universities). One exception could be Principess Margareta of Romania Foundation and Adam Muller Guttenbrun House which receive support from abroad.

The participation of adult to educational activities is still *very low* in Romania (with a several percent figure); the participation of seniors is *even lower* and the penetration of ICT in seniors' education seems to be *casual and fragmented* across institutions and organizations. Thus, in our opinion, there is a *great potential* for a joint project in this field. We could strenghten the existing infrastructure, developing in the same time more interest and exchange of best practices from Germany and other states that are more advanced in this field; a major point in this effort would be to connect the existing institutions: Romanian Institute of Adult Education, 'V.A. Urechia' County Library, Popular University and others in a national umbrella network that supervises and coordinates the seniors' education framework. This could be done in a European project only if we develop in the same time the ICT dimension because all this organizations are in different cities, regions but are, however, led by people who appreciate the potential of the new medias. This is the way in which we see the role of ICT in regional networking which adds, of course, to the formative dimension of ICT courses for seniors. A strong point in the Romanian setting is that the President of the Cultural Association 'Constantin Brâncuşi' from Timişoara - Professor

Engineer Horia Ciocarlie is also the Dean of the Faculty of the Computer Sciences from the West University of Timisoara. This could be a great opportunity to make intergenerational learning activities in the ICT field and to make use of the existing infrastructure to organize courses for seniors Saturday or Sunday when the regular students don't use them (or maybe an Academic Week in the summer holiday). Another opportunity would be to buy several computers for the institutions that are in need of such equipment in the framework of a larger European project (e.g. Erasmus For All).

The role of ICT for seniors was best described by one participant of the study from Craiova as follows: 'Technology and advanced communication have transformed the world into a global community, and its main roles are: to help adults, senior citizens and volunteers to reflect and acquire competences necessary; to become effective educators, and the impact their actions can have on future learning; to provide adults, senior citizens and volunteers with creative languages to generate opportunities for intergenerational learning; to train adult's trainers to adopt methodological approach, becoming aware of the role that adult's as educator can have on social cohesion, and hence, reconsidering the value of adult's training institutions; to give the seniors the chance to be informed, to work with partners at local, national and international levels who support and share this vision; to create a world where every learner has access to a standard of education which can help them to improve their lives, a knowledge society for all; to improve a better quality of adults' learning, an easier integration in community life; ITC tools represent nowadays the key for an active involvement on everyday life as active European citizens; ICT is by itself an interesting and important educational theme, one of the necessary 'keys' for 'unlocking' understanding and participating in the world; use of ICT tools can enhance, promote and extend the practices of a human and democratic educational setting'. Even more, 'the acquisition of Digital Competence is an important element of supporting active ageing, opening up new learning opportunities for this group, either in formal or in informal settings. Using ICT is also a privileged means of learning while creating benefits across different generations, bringing young people and seniors together and tackling the "digital divide" or digital gap'.

4   Conclusions

The participation of adult to educational activities is still *very low* in Romania (with a several percent figure); the participation of seniors is *even lower* and the penetration of ICT in seniors' education seems to be *casual and fragmented* across institutions and organizations. One of the most important conclusions is that, even if the above institutions organize courses for seniors, the use of ICT is still relatively low, very fragmented and depending a lot of the institutions' technical infrastructure and financing and also of the instructional design (especially trainer's pedagogical strategy). Thus, in our opinion, there is a *great potential* for developing numerous European projects in this field. We could strengthen the existing infrastructure, developing in the same time more interest and exchange of best practices from Germany and other states that are more advanced in this field; a major point in this effort would be to connect the existing institutions: Romanian Institute of Adult Education, 'V.A. Urechia' County Library, Popular Universities and others in a national umbrella network that supervises and coordinates the seniors' education framework. This could be done in a European project only if we develop in the same time the ICT dimension because all this organizations are in different cities, regions but are, however, led by people who appreciate the potential of the new media. This is the way in which we see the role of ICT in regional networking which adds, of course, to the formative dimension of ICT courses for seniors. This could be a great opportunity to make intergenerational learning activities in the ICT field and to make use of the existing infrastructure to organize courses for seniors Saturday or Sunday when the regular students don't use them.

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Telejustice – a phenomenon at the border between the right to information of the public and the right to image of accused persons

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Abstract

In this article we analysed a new fast-growing phenomenon – Telejustice which seems to spread more and more in Romania and we proposed a solution - the open justice system. In our opinion, if the open-justice system would be adopted in Romania, it would be a gain both for Justice, which could provide the evidence of transparency, as well as for journalists, who could provide exact information, not taken from sources.

Keywords: telejustice, mass-media, legislative system, open justice, courts, journalists, legislative framework.
JEL classification: P37, A10, O10

1   Introductive considerations

In the 21ˢᵗ century, when information circulates by an amazing speed, and events occurring at hundreds of kilometres are learnt just in a few seconds, mass media represents one of the main means of communication. It has a role of utmost importance, and this is why many internal and international organisations provided it protection, creating a global legal framework, in order to guarantee freedom of expression of journalists, and among these are the United Nations Organisation, the European Union, the Council of Europe, the International Telecommunication Union, the European Court of Human Rights or UNESCO. International institutions and organizations, listed above, pay great attention to the Mass Media regime because it came to influence almost all the good development of the society. Mass media, through its institutions, controls, supervises the State's actions, carried out by the decision making factors, and in most of the cases elevates itself as their judge. "The media explosion actually radically modified the style of political life, the way in which is gained, exercised, even theorized the power".

This movement at the level of political society seems to accompany a modification of the sense of communication." (Dănişor, 2006). Once the press succeeded in gloriously entering the political life, a new character was created – the journalist who became a really specialist in forming public opinion, who shapes ideas and at the same time sends them to the member of the society, sharing them from his/her experience.

The press is considered the fourth power in the state, the "watchdog of society" or the "guardian" who watches over the society's institutions. The role of the press as the fourth power in the state is defined as supervision and control exercised over the three powers." (Szabo, 1999) Practically, with the occurrence of press, there have been modified the rules for the constitution of public space and public opinion, thus being formed a new system of relations between the political class and the electors, which is generated and exposed through this institution.

In the last 50 years, the media influence exponentially increased with the evolution of technology, first through the telegraph, than the radio, newspapers, magazines, television and now Internet. We live in a society which depends on information and communication influencing our daily activities.

At present, newspapers and radio lost from the role they had 50 years ago,

and the public is more attracted by Internet and television in the classic or online form.

Thus the influence the televisions have over the economics, society and politics arrived in the last years to make an impression on the justice, too.

2   Telejustice – a fast-growing phenomenon

In Romania, in the last five years, almost all the time we switch on the TV on news stations, we see cases of high-level corruption, controversial characters who arrive behind the bars following excessive exposure to media or even magistrates arrested under the eyes of the press. We notice politicians or business persons walking in handcuffs in front of TV cameras, and then become subject of TV debates. We see how verbatim reports in criminal files are sometimes presented integrally, sometimes truncated or taken out of context, on the TV and are long commented and interpreted. Moreover, in the press arrived even films from flagrante delicto which, normally, are not provided to press. We may say that in the last 5 years we assist at justice on TV and we are in front of a phenomenon called even by media "Telejustice". Moreover, the term was taken and used frequently by magistrates, politicians or people having key positions in the state, as well as by the chiefs of Secrete Services.

This phenomenon seems to spread more and more in Romania. News televisions, in their rush for audience or pursuing the interests of owners behind the media trusts, present each detail of a criminal investigation in the situation of a famous case. From the moment of accusation until the final conviction of a person, the journalists watch step by step the approach of magistrates and most of time that subject is debated in numerous TV programmes. Practically, the information sent through media channels is transformed into merchandise, products which must be sold and thus is increased the risk that the information be deformed by the interpretation of the journalist. Repeatedly, in exercising the function of interpretation of information mass-media has the journalists launch deductions over the end point of some events, to allow the public to understand the information presented, and this happens especially in the moments when the facts presented by authorities are incomplete.

The problem is that in such situation, really can the magistrates make correct decisions without thinking about the media impact may have the solution they will give, in case it is not the situation anticipated by press or that considered

correct?

For example, very often in cases of high-level corruption, such of arrested members of the Parliament, the journalists have no direct access to the file, but they receive very much information from sources from different interested persons. Then, they form an opinion about the degree of guilty of an accused person and implicitly, in turn, disseminate the news even from sources, automatically influencing the viewer. But not always the data provided from sources coincides with that in the files in prosecutor's offices or courts. Even so, some magistrates feel the media pressure, and some of them arrive at making decisions depending on the mass media. Such situation was found in the case of a mayor, arrested in a corruption file, together with other businessmen. The lawyers of the mayor asked the High Court of Cassation and Justice to transfer the trial because of the media pressure. The High Court of Cassation and Justice (ICCJ) admitted the request for transfer formulated by the mayor's lawyers. The transfer request was grounded on the fact that "the file of the two was intensely exposed to media both in the national press, but especially in the local press, so that it was created a media pressure over the judges, who could give an erroneous or biased solution" (High Court of Cassation and Justice, 879/1/2011)

This is not the only case of this kind, and the magistrates arrived at mentioning in the motivation of some decisions the media impact created in certain cases and argued making such decision based on this fundament. Moreover, in cases intensely exposed to media, the lawyers built their defence especially on the influence of mass media and on the pressure created by journalists around these cases. (Olt County Court, 4691/104/2011)

On the other hand, if we take into consideration the influence of media on the political class, we will see that telejustice left its mark also on the legislative system. And this happened because of the desire to be in the attention of the press, and many politicians bring legislative proposals in the Parliament to be promoted their activity, under the conditions where many of their initiatives lack any substance. And this is how it was reached, at the present moment, a real legislative inflation in Romania. There are thousands of legal acts of all categories, and many of these contradict themselves and repeatedly it was needed the intervention of the Constitutional Court to clarify the divergences.

A concrete example in this sense is the case of a senator who, following the frequent press debates about corruption, proposed that politicians be exempted from the humiliation of handcuffs and preventive arrest. The initiator of the

project mentioned that behind the bars must appear only those who committed offences with violence. (www.senat.ro) The proposal was passed by the Legal Commission of the Senate after its members tacitly voted it. At this point in time the law was not promulgated.

These aspects are not at all neglected, especially under the conditions in which in every democratic state the justice must be independent. In all states, the independence of justice is guaranteed by the Constitution and must be ensured by the State. "Independence of justice is necessary just to guarantee to each person the fundamental right to be examined his/her case equitably, based only on the application of law and without any inappropriate influence. And also for the same reasons, individual independence of judges is guaranteed by the independence of the legal system as a whole, the independence of judges being a fundamental aspect of the rule of law." (Spânu, 2012)

Under these circumstances, how could the state intervene to guarantee this independence, because if it would be taken measures in this respect, it would limit another fundamental right, that to freedom of expression of journalists?

3   Open-justice instead of Telejustice

One of the members of the Superior Council of Magistracy, Cristi Danileț, recently asserted in an article that he would prefer "open-justice" instead of telejustice. It means that he proposes that "*all trials carried out in public session be transmitted online, and the content of all files in the courts be published on Internet*"(Danileț 2015). Starting from the idea that the public loves sensational things, stolen images and news from sources, C. Danileț considers that once the trials are made public, there would not be information from sources on TV, but official information which could make the public understand exactly how the things happen and not to jump at a conclusion before the magistrates based on information appeared on TV.

This open justice type system works in several states. "Thus, in the USA, UK and Australia the trials held at the Supreme Court are transmitted online. Even in South Africa last year was integrally transmitted on TV, by an inferior court, the trial of the sportsman who shot his girlfriend". (Danileț, 2015)

Basically, open justice is a fundamental law principle guaranteeing freedom and promoting transparency in justice.(*Jaconelli, 2002)* In particular, it allows the public to have access to information in the courtrooms during the trials, by facilitating the access of journalists within the legal institutions. Also, are

allowed films made in the courtroom, and reporters have full access to the files, in order to report, as correct as possible, the information of public interest. But this extended freedom of journalists may have negative effects on the society, on the whole, because, once they have this information, they may interpret it as they like, it may be used for other purposes than those to inform, as well as for the interest of the owners of media trusts, for political revenge or just may be exaggerated some matters for the sake to attract audience. It would be serious if this information is presented as being certain, while at present, being taken from sources, the viewer has the variant to think if the data could be false or taken from uninformed persons.

In Romania, this is allowed in the guide of good practice for magistrates and other specialists in communication who activate, in capacity of spokesmen and spokeswomen, in courts and prosecutor's offices. Pursuant to art.10, paragraph 1 "The president of the formation of the court has the obligation to allow journalistic photographers to film inside the courtroom, for an interval from 1 to 3 minutes". But, in fact, this thing happens extremely rare. Being afraid of excessive exposure to media, the presidents of the formation of the court categorically refuse to allow the journalists to make audio or video recordings in the courtroom.

If the open-justice system would be adopted in Romania, it would be a gain both for Justice, which could provide the evidence of transparency, as well as for journalists, who could provide exact information, not taken from sources from different characters involved in investigations.

4   The risks of "Open justice" system

A study carried out in the United States by the Department of Sociology of the University of California, reveals that most of the population has knowledge about the cases in justice from the TV and forms the opinion based on the commentaries and debates on TV. **www. Albany.edu** Thus, sometimes they come at having wrong opinion formed before a person be definitively convicted, following a fair trial. This is the major risk in Romania, too, where, as we specified above, debates are on the agenda, and some televisions do not respect the presumption of innocence. For example, if there would be access to important evidence in the files during the progress of the trial, the discussions could be brought to a certain area, showing pregnantly only the evidence against a defendant and not the evidence in his favour so that the viewer make a correct

opinion about the respective case. This is why I consider important to be adopted the open justice system, but, at the same time, there should be regulated a series of measures to ensure the observance of the presumption of innocence, the respect of the right to own image of accused and suspected. This approach could be realised by ensuring penalties in case of unbalanced presentation of the evidence in the file.

The veracity of information is absolutely compulsory so that the above mentioned rights be observed. In order to support citizens, for a report as fair as possible of true and correct information, mass media shapes not just as an instrument of transfer of this information, but especially as a great supporter of the right of citizen to truth. Regardless if it is called the objective or the relative truth, the veracity of information crossing the media channels to the final recipient, the citizen, must be respected. Of course, any information, as real, sure and objective may be related by the journalist, the individual who is to receive it may perceived it subjectively. Each individual, in part, shapes the reality through the media channels, depending on the different social conditions where he/she finds himself/herself. This is way any reality transmitted by the journalist must reflect a high dose of veracity so that the public opinion may build its perception as close as possible to the initial conditions in which took place. An information with gaps of veracity or, on the contrary, with a subjective persuasion of the journalist, can create not only false perceptions, but also confusions, contradictions and, therefore, real dangers for the life and social rules. Finally, the public interest is dictated depending on the realities present at a certain moment in a society. The contribution of public is imperative to recreate a truth perceived through mass media and which is compared to the existent conditions. For example, a news which is true at the present moment may be perceived as an information less truthful in another period, when the society at that date did not put great emphasis on the respective social signals.

5   The necessity to adopt a law of the press

At present, the legal regime of the press is very complicated under the conditions in which it is absent completely a legal act dedicated to journalists, to regulate in a unitary manner all the freedoms of journalists, but also their limits of expression. Even if at present there are several legislative acts internal and international or deontological codes according to which are guided the journalists and which, at the same time, guarantee them the freedom of expression, it is a

huge need for a law of the press, as it is in most of the states of the European Union and not only. It is notorious the fact that at present, in Romania, there is a major risk for this theme. At this very moment, we have the Constitution which guarantees the right to freedom of expression, we have a law which guarantees the free access to public information, a code of the audiovisual, as well as two new codes (criminal and civil) which impose certain restrictions to the representatives of mass-media, but I consider that it is not enough. In Romania, as well as in many of the countries of the European Union, it is needed a unitary law, which shall contain all these aspects related to the organisation and functioning of the mass-media system. The de lege ferenda proposals regarding Mass media deserved to be analysed at the scientific level, in order to improve and continuously retrain the legislative system in Romania, in line with the norms within the European Union.

6   Conclusions

In the current legislative ambience, telejustice became a phenomenon difficult to control, a phenomenon which affects the right to image in case of certain persons, if it is not respected their presumption of innocence, which influences the perception of public about certain concrete cases and which growths from one day to another, depending on the importance of presented cases. (Bucharest Court of Appeal, 22674/3/2014) The Supreme Council of Magistracy tries to fight against the phenomenon, at least in case of accused of corruption who are moved in handcuffs on TV, being affected their right to image, but did not find the modality to make this approach. This decision it desired to be made in order to avoid the conviction of Romania at CEDO because of this reason, as there are already three cases of this kind. A variant to diminish the impact of this phenomenon over the society is the open justice, but which in many states where was adopted has several minuses. But, many of these minuses may be corrected by adopting a legislative framework perfectly adapted to current social conditions, respecting simultaneously the presumption of innocence of accused persons, the right to information of citizens, the right to free expression of journalists.

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The journalists' obligation of protecting the victims of sexual assault

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Abstract

The most debated media story of 2015 in Romania was related to a case of sexual assualt. On the 19th of July 2015 seven teenagers were released from house arrest in the case where they were accused of collectively raping an 18-year-old high school student. The Romania media landscape was quickly overtaken by this story: we had in depth media reports about the alleged assailaints and their home town, scandal regarding a facebook group created by a parent of one of the former mentioned and even a TV appearance from the victim and her mother on live television. The present article will attempt an analysis of the responsabilities that journalists have in protecting victims of sexual assault, according to the European law, Romanian legislation and in the media code of ethics. The questions we are starting from are these: were the Romanian journalists really disgusted by the actions of the seven or was it just a race for larger readership and viewership? What did the journalists do wrong when reporting n this story? What could they and should they have done more in order to protect a victim of sexual assault? And why was this case so widely reported while other cases of rape are constantly ignored by the Romanian media and society?

Keywords: ethics, journalism, romanian media, sexual assault, protection of victims
JEL classification: O10, Z10, H10

1. Introduction

Stories about rape are usually not on the media agenda in Romania – similar incidents as the one this analysis is founded happen frequently - and for

nine months, the alleged rape (alleged until there is a decision from the court) was only treated in local media and did not gain any national attention. A similar act that happened last year in Iasi was completely ignored by the media, when another teenager was also a victim of an aggravated sexual assault. The main difference in this case is how the alleged assailants were treated by the judicial system – which scandalized both the public opinion and mass media – they were allowed to leave house arrest after the court deemed them not to be a social risk, having no prior records, even though a group sexual assault can be classified as a highly antisocial and illegal act. The seven men, aged between 18 and 27, clamied they were innocent and that the girl had consented.

The reaction triggered by their release was unexpected and out of control – the media recounted the events in which the rape took place with explicit details, somehow managing to shame both the victim and the agressors: "*she was approached in the bus stop. (...) Instead of taking her home, the young man and one of his friends took her to a field in Valeni, where he called other friends to take part in the rape. For three hours, the girl was subject to all kind of perversions, being abused until she passed out.*". (Voicu, 2015). Journalists tend to fall back on readymade clichés involving sex and gender, when reporting incidences of abuse against women, instead of giving an unbiased account of the facts. (Boyle, 2012). Their descriptions were highly specific, to an unnecesarary and irrelevant point: "*she was sprinkled with alcohol to regain conciousness so the agressors could mock her again. (...) she was barely able to walk*". (*Voicu, 2015). "She passed out twice in that terrifying sexual <<fun>>*" (*Voicu, 2015).* The victim shaming was not done directly by the authors, but through the opinion of the victims neighbourghs, which the journalist and editor chose to include: "*<<She had it coming, since she got in a car with seven. Had she been a good girl nothing would have happened>>, said a local. (...) <<The girl is to blame>>*".

A few days later aftel the scandal broke, the victim was convinced by a TV presenter, Cătălin Măruță, to appear live on his TV show, along with her mother. The show "La Măruță" of Tuesday 21 July 2015, in which the Vaslui rape victim offered an interview failed to get significant viewership, but garnered public outrage against the presenter for taking advantage of the victim and her fragile state. The ratings for the show was below the stations average for the day, with only 513.000 viewers (Obae, 2015). The National Audiovisual Council of Romania received 25 complaints about the show and decided to take the case into advisement – but dismissed Pro TV of any blame, considering that the written

agreement from the victim was enough to dissuade any deontological issues. Greer noticed that "*many newspapers were increasingly using the soft pornography of rape, and reports of other sex crimes, as a mechanism to sell news papers*" (Greer, 2003, p. 94) and we think the Romanian media tried the same thing in this case – by overexploiting the details of a sexual assault they wanted to earn higher viewership and readership, in a race to the bottom of quality media. Following this, many publications raced to publish online and print the "*first pictures of Raluca, the raped student from Vaslui*".

The case was handled differently not only by the press but also by the public opinion. "*Differences in the coverage seem to revolve around journalists' handling of three main topics — the victims, the suspects and the larger cultural and societal aspects of rape*". (Tenore, 2013) In our case, the victim was a young student, which her teachers described as disciplined and smart, the suspects were seven arrogant teenagers from a very poor Romanian town, overcoming the social ignorance and shame that rape brings in modern Romanian society. The public opinion was outraged, according to Daniel David, beause "*when people feel that justice is not very efficient, they return to more primitive mechanisms of social organization.*" (Ivascu, 2015).

The Vaslui rape scandal is about one thing: notoriety at all costs, in terms of total amorality. It is a monster that feeds on ratings and likes and for which there is no right and justice. (Câmpeanu, 2015). "*If the media wants to help stop rape, they need to focus on the survivors, the prevalence of rape and sexualized violence, the underlying reasons why men rape, and tell people they have more agency to improve our world than simply shaking their heads at an atrocity and talking to their sons about it.*" (Shahryar, 2013). Most of Romanian media decided instead to cover the tabloid side of the story and not the facts, stigmatizing both the agressors and the victim, while leaving the true problem - the way sexuality and violence is romanticized in the Romanian society undiscussed.

The freedom of the press and the importance that it has the right to cover any topic is undisputed in this day and age - it is "*necessary for newspapers, broadcasters and other branches of the media to perform their vital role in the political and social life of a liberal society*" (Barendt & Hitchens, 2001, p. 1). Such protections exist in the Romanian Constitution, which under Article 30 (1) states that "*Freedom of expression of thoughts, opinions, or beliefs, and freedom of any creation, by words, in writing, in pictures, by sounds or other means of communication in public are inviolable.*". More protections are offered by the Article 10 of the European Convention on Human Rights states that; "*Everyone*

has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers."

"*The recipient should receive the journalistic text framed by convention: the text is unbiased, the text is fair. Both principles require the recipient to accept the journalist's decision regarding the selection of sources (the first case) and of the facts believed as important (in the last case).* " (Negrea, 2014).

What is in question is where do we draw the lines of our freedom when they risk overcoming the freedom of others? Do victims of sexual crimes or any crimes for that matter deserve an extra layer of protection? This layer was definitely not granted to victim, R. M., who had her name published in some minor online publications and her photo blasted on TV stations and all online tabloids. To make matters worse, the mother of one of the accused created a facebook group named *"Apel către cei care o cunosc pe R. M."* or "A call to those who know R.M." (the victims name was fully disclosed), where she was asking for information regarding the victim. Her actions were picked up by the media, making the search for the victims name as quick as a google search for the name of the group. In a society as traditional as the Romanian society is, being the victim of a rape brings more social shame then being the perpetrator. Discourse at European level (also) focuses on the protection of the rights of victims. Romania, as an EU member state, has committed to protect the victims of crimes and to establish minimum standards in this respect through Directive 2012/29/EU, referred briefly as the Victims Directive. (Dumbravan, 2015). Has Romanian media offered protections for our victim? A romanian blogger summed it up in an insightful way: "*in the end I have only one question: who actually raped that young girl: the seven teeagers or the Romanian media?*" (Bibire, 2015)

2. Code of ethics in media

The most important Code of Press Ethics of Romania media was established by the member organizations of the Media Organizations Convention, signatory of the "The Journalist's Statute" adopted by the media Organizations Convention held in Sinaia between July 9-11th 2004. The enforcement of the provisions set forth by the Code of Press Ethics are made thanks to the care of specialized bodies of each signatory organization, this code of ethics being an effort of self regulation of the Romanian media landscape. No journalist has the obligation to follow this code, but major media organizations

have tried to establish it as the starting point when talking ethics in the Romanian press. There are three aspects that are relevant to are case covered by the Single Code of Press Ethics: the right to private life, the protection of victims and the protection of minors. (Vlăduțescu, 2013)

The protection of private life: "*A journalist has the responsibility to respect the private life of the individual (including those aspects that regard family, residence and correspondence). Interfering into one's private life is permitted only when the public interest of finding the information prevails. In this context it is irrelevant whether a public person actually wanted or not to obtain this information. An activity is not considered private just because it is not publicly developed.*"

The protection of victims: "*The identity of the victims of accidents, disasters or crimes, mainly those sexually abused, should not be revealed with the exception of the situation in which there is a consent from those victims or when there is a major public interest that prevails. The same treatment should benefit vulnerable persons (the sick, the disabled, refugees, etc).* " (Romania Code: The Journalists Code of Ethics)

The protection of minors: "*A journalist has the responsibility to bear in mind the legitimate interest of a minor. He/she will protect the identity of minors involved in felonies, whether as victims or as felons, with the exception of the situation in which the public interest demands that they are properly identified, or if their parents or legal representatives so demanded, so as to protect the superior interest of the minor.*"

3. Legal protection

The Ministry of Justice boasts that, at the legislative level, most provisions of the Victims Directive are found in the new Code of Criminal Procedure and in Law 211/2004. However, in practice, we stand badly: they do not work and are not fulfilling their purpose, particularly with regard to legal aid, psychological and medical care, which should be available to victims of crime, fact substantiated by crime victims and their representatives, and NGOs that face these cases. (Dumbravan, 2015). If the right to the victims privacy would be properly implemented, it would have been possible to prevent the public dissemination of information leading to the identification of the victim. The state could encourage the media, considering the provisions of the Directive, through self-regulatory measures to protect personal data of the victim.

Directive 2012/29/UE offers the following protections in article 17: „*Gender-based violence is understood to be a form of discrimination and a violation*

of the fundamental freedoms of the victim and includes violence in close relationships, sexual violence (including rape, sexual assault and harass- ment), trafficking in human beings, slavery, and different forms of harmful practices, such as forced marriages, female genital mutilation and so-called 'honour crimes'. Women victims of gender-based violence and their children often require special support and protection because of the high risk of secondary and repeat victi- misation, of intimidation and of retaliation connected with such violence." . These protections should be transpode in national law, but unfortunately they are not.

The Romanian Constitution does not have any special provisions regarding the rights and protections of victims, the closest aplicable article to our case would be art. 26 – "(1) The public authorities shall respect and protect the intimate, family and private life.". Through this article, citizens of Romania are granted the right and the protection of their private life, including the cases where they are victims.

The New Civil Code also lacks provisions regarding the protections of victims – but some of them can be drawn out from other articles. Article 71 (1) states that "Any person has the right to have his/her privacy respected", while Article 72 and Article 73 bring protections for a persons dignity and their image. The New Civil Code does define some limits, so called violations of private life, through article 74 – relevant in our case being the following paragraph: "f*) the dissemination of news, debates, surveys, written or audiovisual reports on the intimate, personal or family life, without the consent of the person concerned;*" is forbidden.

The Romanian legislation does not regulate written press with the exceptions of the provisions of the New Civil Code and the New Penal Code, but there are special reglementations for broadcast media. According to the Regulatory Code of Audiovisual Content, established through Resolution nr. 220/2011 of the National Audiovisual Counci, article 41 (1): "*Audiovisual media service providers can not broadcast: a) images of a person in the position of the victim without his/her consent;*" and, according to article 44 (2), "*The persons who are victims of crimes involving sexual life can not be disclosed in any way; exempted situations are where victims gave their written consent, subject to compliance with the limits of identification set by the agreement.*".

4. Conclusions

The legal protections in place in both european and national Romanian legislation are not sufficient and do not come into action fast enough in cases that need a very quick reaction regarding the protection of victims, especially of in the cases of victims of sexual assault. The victim in our studied case was a minor at the time of the crime, theoretically being protected by two layers of law – the protection of the victim of a sexual crime and the protection offered to a minor. Those protections failed to stop the romanian media from publicizing every detail of the sexual assault, shaming the victim and, in some cases, even giving very easy access to sensitive information regarding the victim – her full name and picture.

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