

International Journal of Euro-Mediterranean Studies *Table of Contents*

- 3 The Impact of Demographic Characteristics on the Relationship Between Trust, Individuals' Attitudes Towards Social Media and Intention to Use Social Media in an Emerging Economy
Nergis Aziz
- 31 Cultural Heritage in Mediterranean Countries: The Case of an IPA Adriatic Cross Border Cooperation Project
Piermichele La Sala, Francesco Contò, Alessandra Conte, Mariantonietta Fiore
- 51 Employing Learner Autonomy in the Use of English as a Lingua Franca in International Communication Pedagogy
Tina Orel Frank
- 71 EU Mediterranean Policies Still Lack a Unified Scientific Approach
Albina Osrečki
- 87 Round Table: Refugee and Migrant Children and the Enjoyment of Their Rights During Integration in Local Environments
Ms. Pilar Gonzales Rams, Ms. Tara Beattie, Mr. Miha Horvat, Ms. Marina Uzelac, Ms. Katarina Štrukelj
- 93 Résumés
- 97 Povzetki
- 101 تاصخلملا





The Impact of Demographic Characteristics on the Relationship Between Trust, Individuals' Attitudes Towards Social Media and Intention to Use Social Media in an Emerging Economy

| 3 |

NERGİS AZİZ,
Istanbul, Turkey

This research investigates the role of demographics such as age, gender, education, and marital status on the relationship between trust towards social media, individuals' attitudes towards and intention to use social media. A face-to-face questionnaire was conducted to a convenience sample of 706 participants in different districts in Istanbul (Turkey). Study results showed that there was positive relationship between trust towards social media and attitudes towards social media use and age was only variable among control variables influencing this relationship. Attitudes towards social media use were positively related to behavioral intention to use social media and control variables such as age and education influenced this relationship. However, gender and marital status had no significant impact neither on attitudes nor on behavioral intention. Study findings can be used as a basis for developing different strategies that cultivate positive attitudes for different demographic segments.

Key words: Social media, demographics, trust, the theory of planned behavior (TPB), Turkey, the Euro-Mediterranean region

INTRODUCTION

The popularity of social network services (SNS) have increased over the past years. According to information on the most popular networks worldwide as of January 2016 provided by Statista



(2016), one of the world's largest statistics portals, Facebook was ranked as a market leader which currently has 1.55 billion monthly active users. Instagram had over 400 million monthly active accounts. Meanwhile, Twitter had 320 million active and LinkedIn had 100 million users. YouTube is reported to have over a billion users and everyday people watch hundreds of millions of hours on YouTube and generate billions of views (YouTube 2016).

| 4 |

Social media can help companies generate brand awareness, build a good reputation, reinforce the brand name, and increase its brand value (Edosomwan et al. 2011). Erdogmus and Cicek (2012) show that brand loyalty of the customers is positively affected when the brand appears on various platforms and offers applications on social media. Therefore, companies should understand attitudes and behaviors of consumers in order to design effective marketing communication strategies. Approximately one-third of global advertising spending is forecasted to be in digital channels by 2017. Hence, future consumer marketing will largely be carried out in digital settings, particularly social media and mobile, therefore, it is important to examine and understand consumer behavior in digital environments (Stephen 2016). Though such a social media phenomenon can now tremendously impact a company's reputation, sales, and even survival, many executives avoid or ignore this form of media because they simply do not understand what it is, the various forms it can take, and how to engage with it and learn (Kietzmann et al 2011). Nevertheless, there are many companies too that understand the importance of social media. For example, findings of the research data collected from 145 respondents working with 103 companies operating in different industries in Turkey has shown that 84% of companies reported that they currently use social media platform and 13% indicated that they are planning to use in the near future. These research findings show that Turkish companies started to realize the importance of social media (Toker et al. 2012).

The Theory of planned behavior (Ajzen 1991) has been widely applied in research in order to contribute to understanding of information technology use (Harrison et. al 1997; Venkatesh



et al 2000). For example, member attitudes toward the virtual community predicted behavioral intention (Lin 2006). However, the impact of demographics on the relationship between attitudes towards and intention to use social media has not been addressed sufficiently. Previous research investigated how differences between groups of respondents moderate the structure of relationships. Suksa-ngiam and Chaiyasoonthorn (2015) found that the path from subjective norm to behavioural intention was moderated by age, and that this path was stronger for older people. However, the impact of demographics on attitudes-behavioral intention can vary from country to country. For example, demographic variables such as gender and age that have been reported to be important moderators of the influences of attitude, subjective norm and perceived behavioral control on behavioral intention in other cultures were found to be non-important in Saudi Arabia (Baker et al. 2007). Kourouthanassis et al. (2015) acknowledge that the investigation of effects of individual differences such as demographics on continuance intention in an SNS website is needed. Boyd and Ellison (2007) have clearly indicated that there is a limited understanding of individual characteristics and usage purposes of social media users outside of the United States.

Turkey is one of the 43 countries that form Union for the Mediterranean which is an intergovernmental organization and has a goal to enhance regional cooperation and dialogue in the Euro-Mediterranean region. The region has one of the highest rates of unemployment in the world, therefore, union prioritizes the micro, small and medium enterprises development as a way for innovation and economic growth in the Mediterranean region (UFM 2016). The interest of Turkish people, particularly the youth, in the Internet and new social media networks has grown profoundly in the last six years (Ugurlu and Ozutku 2014). There are more than 46,1 million Internet users (Internetlivestats.com, 2016) – a figure that represents 58% of the population (Internet Users by Country 2016). Bosnia and Herzegovina has more than 2.3 million Internet users (61.6% of the population), Croatia – 3.1 million (74.2%), Slovenia – 1.4 million (72%), Albania – 1.8 million (62.8%), Morocco – 20 million (57.6%),



Tunisia – 5.4 million (48.1%), Jordan – 3.5 million (45.7%), Egypt – 30.8 million (33%), respectively (Internet Users by Country 2016). In addition, social media usage in Turkey is 47%, Jordan – 48%, Tunisia – 42%, and Egypt – 23%. Bosnia and Herzegovina, Croatia, Slovenia, and Albania have the same social media usage level 40% (Statista, 2014). As the data shows social media usage level countries stated above is similar. These countries alongside with Turkey are emerging economies, therefore, the study findings can provide entrepreneurs new frontiers for effectively reaching their customers on social media.

The study was conducted in Turkey with Turkish consumers. The specific demographic variables considered in the present study were selected because of past research documenting their relationship to social media use. This current study aims to shed light on the role of demographics in social media use in Turkey and contribute to the social media literature and to our understanding of social media use behavior. The study is conducted within a marketing discipline. The main objective of this study is therefore to investigate the role of age, gender, education, and marital status on the relationship between individuals' attitudes towards and intention to use social media. The research was an empirical investigation based on face-to-face questionnaires conducted to a convenience sample of 706 participants in different districts in Istanbul (Turkey). In the first section of study, a problem definition is provided. The second section contains the explanation of using the demographics and the proposed conceptual model and hypotheses are then provided. The third section details methodology and results, while the last section provides a discussion of the results as well as marketing implications and future research.

PROBLEM DEFINITION

Profound changes and developments in technologies have led to the increase of social media in the last decade (Cao 2011). Social media definitions will probably continue to change as it continues to transform and its uses change and expand (Zeng and Gerritsen 2014, 28). Social media can be defined as "... a



group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content” (Kaplan and Haenlein 2010, 61). Safko and Brake (2009, 6) defines social media as “activities, practices, and behaviors among communities of people who gather online to share information, knowledge, and opinions using conversational media. Conversational media are Web-based applications that make possible for one to create and easily transmit content in the form of words, pictures, videos, and audios”. Zhang et. al (2015) identify seven types of social media such as collaborative projects, blogs, content communities, social networking sites, virtual game world, virtual social world, and mobile social media.

| 7 |

Ajzen’s (1991) Theory of Planned Behavior was used as the theoretical basis for this study. The theory can be described as “a behavior determined by one’s intentions to perform the behavior, where intention is influenced by attitude, subjective norms and perceived behavioral control” (Pelling and White 2009, 755). The theory was used by Casaló et al. (2010) and Chang and Zhu (2011) in social media context to predict users’ behavior from intention to action. However, this study does not have a purpose to test TPB, but instead to leverage this theory to expand our knowledge of factors influencing the relationship between attitudes and behavioral intention. Therefore, the relationship between attitude and behavioral intention is tested with control variables (gender, age, education, and marital status).

There is evidence suggesting that attitudes toward social media use influence behavioral intention to use social media. Attitude can be defined as the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question (Ajzen 1991). Behavioral intention explains how hard people are willing to try and how much effort they plan to spend in order to perform a behavior that is under volitional control (Ajzen 1991). Attitudes and behavioral intention variables will be used and modified to better fit the context of the present study. Whereas attitude is defined as individuals evaluations of social media use which may be either positive or negative, behavioral intention refers to individuals’ willingness to use social media.



Positive attitudes towards social media use increases the likelihood of individuals' intentions to use social media. Study results show that member attitudes toward the virtual community were important in predicting behavioral intention (Lin 2006; Pelling and White 2009). According to Hanson et al. (2011) many health educators are using social media and intentions to use in practice are associated with social influence and performance expectancy. Presley and Presley (2009) who investigated factors influencing student acceptance and use of academic portals, stated that a user's attitude toward using an intranet portal site positively affects the user's behavioral intention to use the site.

Trust can be defined as "the willingness of a party to be vulnerable to the actions of another party based on expectation that the other will perform a particular action important to the trusted, irrespective of the ability to monitor or confront that other party" (Mayer et al 1995, 712). Chen and Sharma (2013) define trust in the context of social media as the "expectation that the social platform will act predictably, will fulfill its obligations, and will behave fairly even when the possibility of the manipulation of personal information is present". Trust was one of the factors that influenced the intention of using social media to organise and take vacation trips (Parra-López et al. 2011), to use the host firm product (Casaló et al. 2011). Trust among community members (such as trust in ability, benevolence and integrity of other members) and providing user friendly website systems was important for forming favorable member attitudes and online communication behavior (Lin 2006).

LITERATURE REVIEW

The specific demographic variables considered in the present study were selected because of past research documenting their relationship to social media use. For example, past research has documented a relationship between younger age and social media use (De Cock et al. 2014; Haight et al. 2014; Kontos et al. 2010; McAndrew and Jeong 2012), gender and social media use (Acar 2008; McAndrew and Jeong 2012), education, income, marital status and race are variables that most often



associated with demographic-based differences in social media use. However, there is a limited research which investigates the impact of demographics on the relationship between attitudes and behavioral intention to use social media. We argue that demographic factors impact the relationship between attitude and behavioral intention, therefore we investigate four variables: gender, age, education, and marital status.

The importance of gender differences in social media has been stressed in prior studies. Gender differences in the adoption and usage of social media platforms were explored by Weiser (2000) who revealed that male users prefer to use the Internet for experiential values, whereas female users prefer to use the Internet for social and functional values. Another study findings show that while females tend to engage in more relationship maintenance, family activity, and pay attention to the self-presentation (Muscanell and Guadagno 2012), males are more likely to show their social status (Tifferet and Vilnai-Yavetz 2014). Female students were more active SNS users but they were less active on Wikis, blogs, and Internet forums compared to male students (Kim and Sin 2014). Additionally, while females used Facebook to maintain their relationships and entertain, males used it to develop new relationships (Sheldon 2009). Shi et al (2016) found that, in general, males are more motivated by functional values to continue interaction, while females are more attracted by social and emotional values. Women are more sensitive to other's opinions to use technology (Venkatesh and Morris 2000), therefore, their attitudes towards social media use were less positive. Furthermore, women and men attribute different social presence to the same mode of communication and they may also have different perceptions of the usefulness of a medium, therefore, managers need to know how to create more favorable communications environment, one that depends not only on organizational contextual factors, but also on the gender of its users (Gefen and Straub 1997).

Previous research results show that age is a significant factor influencing social media use. For instance, study which investigated factors affecting the use of online social networks by active older Internet users in Slovenia found out that these individuals



mainly use online social networks for socialising and staying in touch with their families and friends, which in turn, help them maintain existing contacts (Vosner et al. 2016). Young adults in the USA used Facebook in order to facilitate social relationships and interestingly, they did not use it to keep up with their parents or get in touch with strangers (Pempek et al. 2009). Teens, for example, used social networking sites to make new friends (Lenhart and Madden 2007). Age differences influence the way individuals use social media. For example, younger users of MySpace were using different functions of social media, having larger friend networks, and having more MySpace friends than older users (Pfeil et al. 2009). Additionally, research has found that the 18–35 age grouping made up 48% of social networking site users (Hampton et al. 2011). Barker (2009) revealed that older adolescents who reported a disconnection from their peer groups had negative collective self-esteem use social media to realize companionship.

Education is significant factor that may influence social media use. High school students in Turkey used Facebook for communication, entertainment, and sharing news, pictures and songs (Kaya and Bican 2016). Study investigating education level differences in the use of social media suggests graduate students are regular social media users, although they are not as active as undergraduates in terms of social media use (Park 2010). The USA undergraduate students' use of Facebook and multitasking presented a significant difference and impact on their GPA (Junco 2015). More educated users tend to perceive the information-centric social media such as online forums to offer more connectedness utility (Chan-Olmsted et al. 2013).

Study investigating factors that influence individuals' intentions to purchase touristic products or services through social media suggests that disposition to trust seems to be more significant than trustworthiness to explain the disposition to trust for unmarried users, while trustworthiness tends to be more relevant than disposition to trust for married users (Escobar-Rodríguez et al 2016). Also, married, educated females within the lower age ranges of older adults tended to be the ones who used social media (Hutto and Bell 2014).

Turkey was ranked as 45th country out of 143 economies in terms of individual social media usage (e.g., Facebook, Twitter, LinkedIn; 41th – among businesses use ICTs for transactions with other businesses and 53rd in businesses use of Internet for selling their goods and services to consumers (Dutta et al, 2015, p. 310, 315–316). The most popular social network in Turkey as of fourth quarter 2014 was Facebook with a 26% penetration rate, WhatsApp – 23%, Twitter –17%, Skype –13% and LinkedIn – 8% (Statista 2014).

| 11 |

According to Information and Communication Technology (ICT) Usage Survey on Households and Individuals (Turk Stat2015), Internet usage of individuals aged 16–74 was 55.9%. Proportion of male that use computer and Internet were 64% and 65.8%, while these proportions were 45.6% and 46.1% for female, respectively. 69.5% of households had access to the Internet at home. In the first quarter of 2015, 80.9% of Internet users participated in social networks which was followed by reading online news, newspapers, news magazines (70.2%), seeking health-related information (66.3%), uploading self-created content to any website to be shared (62.1%) and finding information about goods and services (59.4%) (TurkStat 2015). Also, online shopping increased as 33.1% of Internet users aged 16–74 bought goods or services over the Internet for private purposes (57.4% – clothes and sports goods, 27% – travel arrangements, 25.5% – household goods, 22.4% – electronic equipment, 18.4% – books, magazines, news in the last twelve months between April 2014 and March 2015. Interestingly, 23.2% of individuals which bought goods or services over the Internet at the same time period faced problems such as “longer speed of delivery than indicated” (47%) and “wrong or damaged goods/services delivered”(45.4%) (Turk Stat 2015).

Furthermore, according to the survey results on the 92.5% of enterprises with at least 10 persons employed used the Internet in 2015 and this proportion was 89.9% in 2014. While 65.5% of enterprises had website, 12.4% of enterprises received orders for products or services via web sites, “apps” or Electronic Data Interchange (EDI) in 2014. 38.8% of enterprises with at least 10 persons employed used social media in 2015 while this rate was

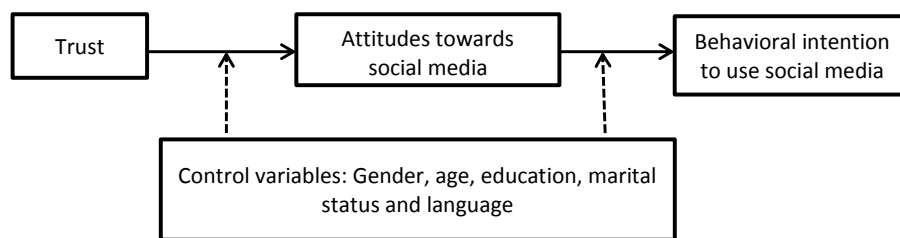


27.7% in 2014. Social networks were the most common type of social media used by enterprises by 85.7% (Turk Stat 2015).

Research Model and Hypotheses

Demographic variables have been found to be significantly associated with user attitudes and social media use. The conceptual model presented here was developed based on Ajzen’s (1991) Theory of Planned Behavior. The model seeks to explain the impact of social media trust on attitudes towards social media use, and the impact of attitudes of social media use on the behavioral intention to use social media. This study explores the relationship between trust towards social media use, attitudes towards social media use and behavioral intention to use social media while controlling for the effects of the demographic variables age, gender, education, and marital status. Demographics might influence attitudes towards and behavioral intention to use social media.

FIGURE 1: Research model



Source: The research model was developed based on Ajzen’s (1991) Theory of Planned Behavior.

Based on the previous literature, the following hypotheses are put forward:

H1. There is a difference in relationship between trust towards and individuals’ attitudes towards social media when age is held constant.

H2. There is a difference in relationship between trust towards and individuals’ attitudes towards social media when gender is held constant.



H3. There is a difference in relationship between trust towards and individuals' attitudes towards social media when education is held constant.

H4. There is a difference in relationship between trust towards and individuals' attitudes towards social media when marital status is held constant.

H5. There is a difference in relationship between individuals' attitudes towards social media and behavioral intention to use social media when age is held constant.

| 13 |

H6. There is a difference in relationship between individuals' attitudes towards social media and behavioral intention to use social media when gender is held constant.

H7. There is a difference in relationship between individuals' attitudes towards social media and behavioral intention to use social media when education is held constant.

H8. There is a difference in relationship between individuals' attitudes towards social media and behavioral intention to use social media when marital status is held constant.

METHODOLOGY

Participants

The aim of this research is to investigate the impact of demographics in relationship between trust towards social media, attitudes towards social media use and intention to use social media in Turkey in order to provide insights for marketing managers to develop effective strategies. The questionnaire was originally created in English. It was translated into Turkish and then back-translated into English by three Turkish bilingual individuals to assure that the translated version reflected the meanings of the original questionnaire. No important differences were detected after the comparison of questionnaires. Roberson and Sundstrom (1990) achieved the highest response rates in an employee attitude survey when significant questions were asked first and demographic questions were asked last. Prior to the main survey, a pre-test was instituted on 13 undergraduate



students to refine the instrument's design and wording. After they filled out questionnaires, each statement was went over in order to address problems such as unclear questions to help participants answer questions truthfully and to the best of their knowledge. Then, same students collected 52 questionnaires in Asian side of Istanbul. Based on their feedback, minor amendments were done in order to increase clarity of the questionnaire and maximize data quality.

| 14 |

According to SR Level1, percentages of households with access to the Internet in TR1 Istanbul (67.1%), TR2 West Marmara region (59.4%), TR3 Aegean region (56.9%), TR4 East Marmara region (59.2%), TR5 West Anatolia region (61.2%) were above the averages of Turkey (TurkStat, Information and Communication Technology (ICT) Usage Survey in Households and Individuals, 2015). Therefore, Istanbul – the largest city in Turkey – was chosen as the research venue.

A self-administered survey allows respondents to complete a survey instrument on their own. The main advantages of self-administered questionnaires are the ability to reach large research populations, discard interviewer bias, and acquire an acceptable response rate (Haydam and Mostert 2013; Burns and Bush 2012). The low-response rate if distributed through mail or online (Bhattacharjee 2012) and difficulty to acquire large quantities of information from respondents if the questionnaire was too long (Blumberg et al. 2011) are among the disadvantages of self-administered questionnaires. In order to overcome the disadvantages, questionnaires were collected on a face-to-face basis. Also, each respondent was told that it will take only 15 minutes to complete a survey. Moreover, respondents were offered a pen as an incentive. In order to increase realibility self-administered questionnaires were spread at different districts with different socio-economic features on both Asian and European side of Istanbul. Participants were recruited via convenience sampling which is a form of nonprobability sampling.

The author acknowledges the following limitations to this study. First, convenience sampling was used in this study. As a non-probability sampling method it does not calculate a sampling error, therefore, stratified sampling may be needed in order



to reduce a possible sampling error. Next, the research was conducted in Istanbul – the largest city in Turkey which is an urban center. In the future, additional studies may be needed in other parts of the country to create generalizability of the findings. In addition, self-reported data was collected by surveys used. Self-report has limitations such as individuals tendency to report what they believe the researcher expects to see or report what reflects positively on their own abilities, knowledge, beliefs, or opinions. In addition, concern about such data underlines whether subjects are able to accurately recall past behaviors (Cook and Campbell 1979).

| 15 |

Of the 726 completed surveys, twenty of them were found to have incomplete data and they were discarded. The resultant general population sample numbering 706 (males, 60.3%; 30.3% females, 0.3% others) included participant aged from 17 to 69 (M= 31, SD= 10.88). 56.6% of respondents were single, 39.5% were married, 2.9% were widowed, 0.8% were divorced. 2.7% of respondents had disabilities. While 41.4% of respondents knew foreign language, 54.5% did not know. In all, 6.9% had primary school education, 9.7% had middle school degree, 42% had high school degree, 33% had university degree, 5.7% had Master's degree and 1,4% had PhD degree. Respondents used Facebook (90.5%), Twitter (46.4%), YouTube (72.6%), and Instagram (56.2%), 10.5 % used other social media such as LinkedIn, Snapchat, Periscope. The most often used social media channel was Facebook (50%), YouTube (28.2%), Twitter (12%), Instagram (5%). 52.6% of respondents used social media on PC or tablet, 13.9 % – on work computer, 1.8% – on a school computer, 89.1% – on a smartphone and 1.9% at Internet cafe. Majority of respondents used social media channels several times a day: Facebook (66.4%), Twitter 24.9%, YouTube (41.4%), Instagram (39.4%), and other social media (5.5%).

It is indicated that main purpose of using social media is to follow sharings of contacts (Facebook (84.5%), Twitter (59%), YouTube (23%), Instagram (71%)), to comment on friends' shares ((Facebook (65%), Twitter (28%), YouTube (7%), Instagram (45%)), to keep in touch ((Facebook (70%), Twitter (36%), YouTube (7%), Instagram (26%)), to upload videos and pictures



((Facebook (57.4%), Twitter (21%), YouTube (12%), Instagram (64%)). In addition, Facebook was the most used channel to participate at events organized by others (40%), share comments on brands, products and services (23.4%) and to organize an event (30%). 12.3% of respondents had income as of “1300 TL or less”, 25.6% – “1301–2000TL”, 27.5% – “2001–3000TL”, 11.2% – “3001–4000TL”, %6.8 – “4001–5000TL”, 2.6% – “5001 or more”.

Measures

Trust, attitudes and behavioral intention constructs were measured by using a 5-point Likert scale, with options ranging from strongly disagree to strongly agree. Most of the measurement items were adapted from previous research with small modifications to fit the research context. The items measuring attitude and behavioral intention to use social media were adapted from Taylor and Todd (1995). The items measuring trust were adapted from Mital et. al (2010). Four questions measured Trust (I think that it is safe to exchange information on social media sites; I think that the exchange of information on social media sites is truthful; I think that information is dependable enough for me to make a decision; I trust other persons on social media sites), 3 questions measured attitudes (bad/good, unpleasant/pleasant, not satisfactory/satisfactory). Respondents were asked how likely are you to use the social media and networking sites within the next 12 months (very likely; somewhat likely; neither likely nor unlikely, somewhat unlikely, very unlikely) in order to measure behavioral intention to use social media.

DATA ANALYSIS AND RESULTS

The quality of the data sample was assessed and evaluated for common biases and errors. The data were analyzed using multiple regression analyses. The reliability of the constructs were evaluated before they were used in the regression analysis. Cronbach's Alpha was used to assess the construct reliabilities. The scales used in this study reflected reasonable reliability scores based on Cronbach's Alpha coefficients such as 0.76



for attitudes, 0.75 for behavioral intention and 0.66 for trust. Though the “generally agreed” lower limit for acceptable reliability is 0.70 (Nunnally 1967), Hair et al. (2006) proposed that it may decrease to 0.60 and still be acceptable, especially in exploratory studies and in research in the Social Sciences. These results indicate that the scales provided adequate measurement properties and were appropriate for further analyses. The study explored the relationship between trust towards social media, attitudes towards social media use and behavioral intention to use social media while controlling for the effects of the demographic variables such as age, gender, education, and marital status.

TABLE 1: Multiple Regression Analysis: Results of testing the relationship between trust and attitude with control variables (gender, age, education, and marital status)

Model		R	R square	Standardized Coefficients		T	Sig.	Collinearity Statistics	
				Beta				Tolerance	VIF
1	(Constant)	0.27 ^a	0.07			25.410	.000		
	Trust			.273		6.449	.000	1.000	1.000
2	(Constant)	0.32 ^b	0.10			14.263	.000		
	Trust			.272		6.428	.000	.974	1.027
	Age			-.158		-3.156	.002	.696	1.436
	Gender			.077		1.777	.076	.934	1.071
	Education			.084		1.813	.070	.808	1.238
	Maritalstatus			-.013		-.264	.792	.706	1.417

a. Predictors: (Constant), TRST

b. Predictors: (Constant), TRST, Age, Gender, Education, Marital status

c. Dependent Variable: ATTDS



A multiple regression was conducted to examine if IV1 predicted DV while controlling for the effects of the aforementioned demographic variables. Using the 2-step enter method it was found that IV1 explain a significant amount of the variance in the value of DV ($p = .000$, $R^2 = .10$). The effect of age on the trust-attitude relationship was significant at $p < 0.05$ ($B = -.158$; $t = -3.156$; $p < 0.002$). As age increases, the relationship between trust and attitude gets weaker. Most probably, as age increases, other factors alongside with trust (f.e purpose of use) can be related to attitude. In contrast, gender ($B = 0.77$; $t = 1.77$; $p > 0.07$), education ($B = 0.08$; $t = 1.81$; $p > 0.70$), marital status ($B = -0.01$; $t = -0.26$; $p > 0.79$) did not explain the variance the relationship between trust and attitude. Hence, only age explained a significant amount of the variance in the value of DV.

TABLE 2: Multiple Regression Analysis: Results of testing the relationship between attitude and behavioral intention with control variables (gender, age, education, and marital status)

Model		R	R square	Standardized Coefficients		T	Sig.	Collinearity Statistics	
				Beta				Tolerance	VIF
1	(Constant)	0.25 ^a	0.06			10.672	.000		
	Attlds			.258		6.346	.000	1.000	1.000
2	(Constant)	0.39 ^b	0.15			8.148	.000		
	Attlds			.216		5.442	.000	.965	1.036
	Age			-.203		-4.279	.000	.674	1.483
	Gender			.043		1.073	.284	.942	1.062
	Education			.154		3.534	.000	.800	1.249
	Maritalstatus			.023		.493	.622	.692	1.445

a. Predictors: (Constant), ATTDs

b. Predictors: (Constant), ATTDs, Age, Education, Gender, Marital status

c. Dependent Variable: BI2

A multiple regression was conducted to examine if IV1 predicted DV while controlling for the effects of the aforementioned demographic variables. Using the 2-step enter method it was found that IV1 explain a significant amount of the variance in the value of DV ($p = .000$, $R^2 = .15$). Attitude towards social media use predicted behavioral intention to use social media. Gender at $p < 0.05$ ($B = 0.04$; $t = 1.07$; $p > 0.28$) and marital status ($B = 0.23$; $t = 0.49$; $p > 0.62$) effect on the attitude – behavioral relationship was non-significant. In contrast, age negatively influenced the relationship between attitude and behavioral intention ($B = - 0.20$; $t = - 4.27$; $p < 0.000$). As age increases, the relationship between attitude and behavioral intention gets weaker. Education ($B = 0.15$; $t = 3.53$; $p < 0.000$) explained the variance of the relationship between attitude towards social media use and behavioral intention to use social media. As education level increases, the relationship between attitude and behavioral intention gets stronger.

DISCUSSION AND CONCLUSION

Social media provide individuals an opportunity to communicate with high number of individuals simultaneously. They share their opinions, thoughts, experiences related to events, products and services. Therefore, social media companies, advertisers, and marketers should understand factors influencing consumers' attitudes and behavioral intentions towards social media use in order to design effective marketing communication strategies. The main objective of this study was to investigate the role of demographics such as age, gender, education, and marital status on the relationship between trust, individuals' attitudes towards and intention to use social media. The effect of age on the trust-attitude relationship and the effect of age and education on the attitude-behavioral intention relationship is significant, whereas gender and marital status effect relationship was proved to be non-significant.

Trust towards social media is positively related to attitudes towards social media use and age was only variable among control variables influencing this relationship. As age increases,



the relationship between trust and attitude gets weaker. One possible explanation may be that as age increases, other factors alongside with trust (f.e. purpose of use, cost of use, time and energy constraints) can be related to attitude. This finding is consistent with previous research which highlights the fact that age plays a large role in determining the likelihood of Facebook use, and that the lack of access, perceived security and privacy issues, cost and perceived complexity of the technology each contribute to why some seniors do not use social media applications (Hutto and Bell 2014; Porter and Donthu 2006). The intensity of the relationship between trust and attitudes was higher for younger individuals. This finding is consistent with previous research that states that youngsters are likely to disclose more information on social networks than adults and use the networks' privacy protection tools less than older people (Christofides et al. 2012). In addition, Turkish high school students were found to know how to control their privacy settings, be conscious about their privacy, and do not make public shares in order to receive more likes (Kaya and Bicen 2016). Basically, seniors do not trust social media. Older individuals can be educated regarding the usefulness of social media, which in turn may lead to the formation of positive attitudes towards social media. For example, Profilo, one of Turkish companies producing household appliances, produced advertising campaigns for mothers that explain "TBT", "mention" and "retweet" concepts in a very simple manner. Such a strategy may reduce concerns of older people regarding the hardness of using social media and by doing so, lead to trust formation which can lead to positive attitudes towards social media use.

Attitudes towards social media use were positively related to behavioral intention to use social media and control variables such as age and education influenced this relationship which is in accordance with the previous research findings (Barker 2012; Correa et al. 2010). The intensity of the relationship between attitudes and behavioral intention is higher for both young and educated customers. This finding is in congruence with the information provided by TurkStat, Information and Communication Technology (ICT) Usage Survey in Households and Individuals

(2015), according to which 75% of the frequent users were aged less than 34, only less than 10% of the higher age group indicated that they use the Internet communication frequently. Finally, almost 94% of the highly educated individuals but less than 50% less educated individuals reported to use frequent Internet communication. These statistics presented in this report show a clear pattern of heavy Internet communication usage by the younger and highly educated consumer groups in Turkey.

Previous research highlights that positive influence of usefulness on continued intention to use social media indicates that users' continued intention to use social media increases when the user believes that social media improves the efficiency of their information sharing, connecting with others, or provides them an opportunity to know more people (Kwon and Wen 2010). As age increases, social network size decreases (Brandtzaeg 2012; Pfeil et al. 2009). That is, younger individuals use many different types of social media rather than older ones. Positive attitudes towards social media use increases the likelihood of individuals' intentions to use social media. Social media marketers should take into consideration demographic factors to form positive attitudes towards social media and stimulate behavioral intention to use social media in order to succeed in the market.

Social media reshaped the way how businesses communicate with their customers. Consumers are becoming more powerful in social media and more demanding, therefore, companies should be agile enough to adopt new strategies in responding to customer preferences (Kohli et al. 2015) and design strategic plans and implement tools to improve the performance of social media. Social media can provide great opportunity to companies to build strong relationships with their customers. Research demonstrates that the social media represent a potential vehicle to help small companies create better brand awareness, better relationships with customers, and increase sales via these mechanisms (Jones et al. 2015). Especially, micro and small enterprises which are lack of abundant financial resources can use social networking tools to promote their products and services and interact with their customers. The results of the study show that



different demographic segments have different effects on social media use. Companies can develop different strategies that will lead to the formation of positive attitudes towards social media and reinforce behavioral intention to use social media for different demographic segments. For example, companies should spend more efforts toward females and older individuals that have less intention to use social media. Social media companies, advertisers or marketers may convince older ones regarding the ease of use and usefulness of social media channels and foster positive word-of mouth communication among them by encouraging to share their experiences. Also, Facebook was the most used channel to participate at events organized by others, share comments on brands, products and services and to organize an event, therefore, companies can focus on this social media channel in order to stay connected to their customers by interacting with them , listening to them, and solving their problems as soon as they evolve.

Social media can be used as one of the important customer touchpoints which will help companies to contact the complaining customer as quickly as possible and resolve the complaint. Such a quick respond will maximize customer satisfaction and lead to customer loyalty. Overall, social media provides multiple benefits to companies; besides nourishing brand building and company image, social media can support collaborative communication between current and potential customers, acquiring their feedback, and delivering customer service and support (Basu 2015). Not only large companies can get the benefits of incorporating of social media in their marketing activities, but at the same time entrepreneurs and small and medium sized enterprizes can benefit as a result of low cost. Small and medium sized companies significantly contribute to the economy of Turkey and social media use may help those companies to prosper by effectively reaching their customers. Moreover, social media can contribute to the socio-economic empowerment of women and enhance employment opportunities which are among priorities of Turkey and other emerging economies in the Euro-Mediterranean region.

Future research may consider conducting a longitudinal study that will deal with revealing additional factors that might have influenced attitudes and behavioral intentions of individuals. Furthermore, the study can be conducted in other emerging economies in the Euro-Mediterranean region. A host of other factors influencing attitudes and behavioral intention to use social media should be considered in future research. For example, studies may investigate personal characteristics, interests, and activities of individuals as factors influencing intention to use social media. The understanding of the role of different factors would also provide useful insights to companies.

TABLE 3: Results Summary

H ₁	There is a difference in relationship between trust towards and individuals' attitudes towards social media when age is held constant.	Confirmed
H ₂	There is a difference in relationship between trust towards and individuals' attitudes towards social media when gender is held constant.	Declined
H ₃	There is a difference in relationship between trust towards and individuals' attitudes towards social media when education is held constant.	Declined
H ₄	There is a difference in relationship between trust towards and individuals' attitudes towards social media when marital status is held constant.	Declined
H ₅	There is a difference in relationship between individuals' attitudes towards social media and behavioral intention to use social media when age is held constant.	Confirmed
H ₆	There is a difference in relationship between individuals' attitudes towards social media and behavioral intention to use social media when gender is held constant.	Declined
H ₇	There is a difference in relationship between individuals' attitudes towards social media and behavioral intention to use social media when education is held constant.	Confirmed
H ₈	There is a difference in relationship between individuals' attitudes towards social media and behavioral intention to use social media when marital status is held constant.	Declined



REFERENCES

- Acar, A. 2008. 'Antecedents and Consequences of Online Social Networking Behavior: the Case of Facebook.' *Journal of Website Promotion* 3 (1-2): 62-83. Available at: <http://dx.doi.org/10.1080/15533610802052654>, March 2016.
- Ajzen I. 1991. 'The Theory of Planned Behavior.' *Organizational Behavior and Human Decision Processes* 50: 179-211.
- Barker, V. 2012. 'A Generational Comparison of Social Networking Site Use: The Influence of Age and Social Identity.' *International Journal of Aging and Human Development* 74 (2): 163-187. Available at <http://dx.doi.org/10.2190/AG.74.2.d.>, March 2016.
- Barker, V. 2009. 'Older Adolescents' Motivations for Social Network Site Use: The Influence of Gender, Group Identity, and Collective Self-esteem.' *CyberPsychology and Behavior* 12 (2): 209-213.
- Basu, A. 2015. 'Roles and Uses of Company Websites and Social Media for Fortune 500.' *SIES Journal Of Management* 11 (1): 37-42.
- Baker, E. W., S. S. Al-Gahtani, and G. S. Hubona. 2007. 'The Effects of Gender and Age on New Technology Implementation in a Developing Country: Testing the Theory of Planned Behavior (TPB).' *Information Technology & People* 20 (4): 352-375.
- Bhattacharjee, A. 2012. '*Social Science Research: Principles, Methods, and Practices*'. USF Tampa Bay Open Access Textbooks, Tampa, FL.
- Blumberg, B., D. R. Cooper, and P. S. Schindler. 2011. 'Business Research Methods'. London: McGraw-Hill.
- Brandtzaeg, P. B. 2012. 'Social Networking Sites: Their Users and Social Implications – A Longitudinal Study.' *Journal of Computer-Mediated Communication* 17 (4): 467-488.
- Boyd, D., and N. Ellison. 2007. 'Social Network Sites: Definition, History and Scholarship.' *Journal of Computer-Mediated Communication* 13 (1): 210-230.
- Burns, A.C. and F. R. Bush. 2012. 'Basic Marketing Research'. New York: Pearson.
- Casaló, L. V., C. Flavián, and M. Guinalíu. 2010. 'Determinants of The Intention To Participate in Firm-Hosted Online Travel Communities and Effects on Consumer Behavioral Intentions.' *Tourism Management* 31 (6): 898-911.
- Casaló, L. V., C. Flavián, and M. Guinalíu. 2011. 'Understanding the Intention to Follow the Advice Obtained in an Online Travel Community.' *Computers in Human Behaviour* 27 (2): 622-633.



- Chan-Olmsted, S. M., M. Cho, and S. Lee. 2013. 'User Perceptions of Social Media: A Comparative Study of Perceived Characteristics and User Profiles by Social Media.' *Online Journal of Communication and Media Technologies* 3 (4): 139–149.
- Chang, Y. P., and D. H. Zhu. 2011. 'Understanding Social Networking Sites Adoption in China: A Comparison of Pre-adoption and Post-adoption.' *Computers in Human Behavior* 27 (5): 1840–1848.
- Chen, R., and S. K. Sharma. 2013. 'Self Disclosure at Social Networking Sites: An Exploration Through Relational Capitals.' *Information Systems Frontiers* 15 (2): 269–278.
- Christofides, E., A. Muise, and S. Desmarais. 2012. 'Hey Mom, What's on Your Facebook? Comparing Facebook Disclosure and Privacy in Adolescents and Adults.' *Social Psychological and Personality Science* 3 (1): 48–54.
- Cook, T. D., D. T. Campbell, and A. Day. 1979. *Quasi-experimentation: Design and Analysis Issues for Field Settings*. Boston: Houghton Mifflin.
- Correa, T., A. W. Hinsley, and H. G. de Zuniga. 2010. 'Who Interacts on the Web?: The Intersection of Users' Personality and Social Media Use.' *Computers in Human Behavior* 26 (2): 247–253.
- De Cock, R., J. Vangeel, A. Klein, P. Minotte, O. Rosas, and G. Meerkerk. 2014. 'Compulsive Use of Social Networking Sites in Belgium: Prevalence, Profile, and the Role of Attitude Toward Work and School.' *Cyberpsychology, Behavior, and Social Networking* 17 (3): 166–171.
- Dutta, S., T. Geiger, and B. Lanvin. 2015. *The Global Information Technology Report 2015*. World Economic Forum. Available at: http://www3.weforum.org/docs/WEF_Global_IT_Report_2015.pdf, retrieved March 2016.
- Edosomwan, S., S. K. Prakasan, D. Kouame, J. Watson, and T. Seymour. 2011. 'The History of Social Media and Its Impact on Business.' *Journal of Applied Management and Entrepreneurship* 16 (3): 79–91.
- Erdoğan, İ. E. and M. Çiçek. 2012. 'The Impact of Social Media Marketing on Brand Loyalty.' *Procedia – Social and Behavioral Sciences* 58: 1353–1360.
- Escobar-Rodríguez, T., M. A. Grávalos-Gastaminza, and C. Pérez-Calañas. 2016. 'Facebook and the Intention of Purchasing Tourism Products: Moderating Effects of Gender, Age and Marital status.' *Scandinavian Journal of Hospitality and Tourism* 2: 1–16.



- Hair, J. F., W. C. Black, B. J. Babin, R. E. Anderson, and R. L. Tatham. 2006. *'Multivariate Data Analysis'*. Upper Saddle River, NJ: Prentice Hall Pearson Education.
- Hampton, K. N., Goulet, L. S., Rainie, L. and Purcell, K. 2011. Social Networking sites and our lives. Available at: <http://www.pewinternet.org/files/old-media/Files/Reports/2011/PIP%20%20Social%20networking%20sites%20and%20our%20lives.pdf>, retrieved April 2016.
- Harrison, D., P. P. Mykytyn Jr., and C. K. Riemenschneider. 1997. 'Executive Decision About Adoption of Information Technology in Small Business: Theory and Empirical tests.' *Information Systems Research* 8: 171–195.
- Hutto, C., and C. Bell. 2014. 'Social Media Gerontology: Understanding Social Media Usage among a Unique and Expanding Community of Users.' In System Sciences (HICSS), 47th Hawaii International Conference, Waikoloa, HI, USA, Jan. 6– 9, 2014, 1755–1764. Available at <http://ieeexplore.ieee.org/stamp/stamp.jsp?arnumber=6758820>, retrieved 30 June 2016.
- Venkatesh, V., M. G. Morris, and P. L. Ackerman. 2000. 'A Longitudinal Field Investigation of Gender Differences in Individual Technology Adoption Decisionmaking Processes.' *Organizational Behaviour and Human Decision Processes* 83: 33–60.
- Haydam, N., and T. Mostert. 2013. *'Marketing Research for Managers'*. African Paradigms Marketing Facilitators: Cape Town.
- Hanson, C., J. West, B. Neiger, R. Thackeray, M. Barnes, and E. McIntyre. 2011. 'Use and Acceptance of Social Media Among Health Educators.' *American Journal Of Health Education* 42 (4): 197–204.
- Haight, M., A. Quan-Hasse, and B. A. Corbett. 2014. 'Revisiting the Digital Divide in Canada: The Impact of Demographic Factors on Access to the Internet, Level of Online Activity, and Social Networking Site Usage.' *Information, Communication and Society* 17 (4): 503–519. Available at: <http://dx.doi.org/10.1080/1369118X.2014.891633>, retrieved March 2016.
- Gatto, S. L., and S. H. Tak. 2008. 'Computer, Internet, and E-mail Use Among Older Adults: Benefits and Barriers.' *Educational Gerontology* 34 (9): 800–811.
- Gefen, D., and D. W. Straub. 1997. 'Gender Differences in The Perception and Use of E-mail: An Extension to the Technology Acceptance Model.' *MIS Quarterly* 21 (4): 389–400.
- Turkish Statistical Institute. 2014. *'Information and Communication Technology (ICT) Usage Survey on Households and Individuals'*



Available at: <http://www.turkstat.gov.tr/PreHaberBultenleri.do?id=16198>, retrieved 30 November 2015.

Turkish Statistical Institute. 2015. 'Information and Communication Technology (ICT) Usage Survey on Households and Individuals.' Available at: <http://www.turkstat.gov.tr/PreHaberBultenleri.do?id=18660>, retrieved March 2016.

Internet Users by Country 2016. Available at: <http://www.internetlivestats.com/internet-users-by-country/>, retrieved October 2016.

Jones, N., R. Borgman, and E. Ulusoy. 2015. 'Impact of Social Media on Small Businesses.' *Journal of Small Business and Enterprise Development* 22 (4): 611–632.

Junco, R. 2012. 'The Relationship Between Frequency of Facebook Use, Participation in Facebook Activities, and Student Engagement.' *Computers and Education* 58 (1): 162–171. Kaplan, A. M., and M. Haenlein. 2010. 'Users of the World, Unite! The Challenges and Opportunities of Social Media.' *Business horizons* 53 (1): 59–68.

Kietzmann, J. H., K. Hermkens, I. P. McCarthy, and B. S. Silvestre. 2011. 'Social Media? Get Serious! Understanding the Functional Building Blocks of Social Media.' *Business Horizons* 54 (3): 241–251.

Kim, K. -S., S. -C. J. Sin, and E. Y. Yoo-Lee. 2014b. 'Undergraduates' Use of Social Media as Information Sources.' *College and Research Libraries* 75 (4): 442–457.

Kohli, C., R. Suri, and A. Kapoor. 2015. 'Will Social Media Kill Branding?' *Business Horizons* 58 (1): 35–44.

Kontos, E. Z., K. M. Emmons, E. Puleo, and K. Viswanath. 2010. 'Communication Inequalities and Public Health Implications of Adult Social Network Site Use in the United States.' *Journal of Health Communication: International Perspectives* 15 (3): 216–235.

Kwon, O., and Y. Wen, 2010. 'An Empirical Study of The Factors Affecting Social Network Service Use.' *Computers in Human Behavior* 26: 254–263.

Statista. 2016. 'Global social networks ranked by number of users.' Available at: <http://www.statista.com/statistics/272014/global-social-networks-ranked-by-number-of-users/>, retrieved 2 February 2016.

Lenhart, A., and M. Madden. 2007. 'Teens, Privacy and Online Social Networks: How teens Manage Their Online Identities and Personal Information in the Age of MySpace.' Washington DC: Pew Internet and American Life Project.



- Lin H. 2006. 'Understanding Behavioral Intention to Participate in Virtual Communities.' *Cyberpsychology and Behavior: The Impact Of The Internet, Multimedia And Virtual Reality. Behavior And Society* 9 (5): 540–547.
- Mayer, R. C., J. H. Davis, and F. D. Schoorman. 1995. 'An Integrative Model of Organizational Trust.' *Academy of Management Review* 20 (3): 709–734.
- McAndrew, F. T., and H. S. Jeong. 2012. 'Who Does What on Facebook: Age, Sex, and Relationship status as predictors of Facebook Use.' *Computers in Human Behavior* 28 (6): 2359–2365.
- Mangold, W. G., and D. J. Faulds. 2009. 'Social Media: The New Hybrid Element of the Promotion Mix.' *Business Horizons* 52 (4): 357–365.
- Mital, M., D. Israel, and S. Agarwal. 2010. 'Information Exchange and Information Disclosure in Social Networking Web Sites: Mediating Role of Trust.' *Learning Organization* 17 (6) : 479–490.
- Muscanell, N. L., and R. E. Guadagno. 2012. 'Make New Friends or Keep the Old: Gender and Personality Differences in Social Networking Use.' *Computers in Human Behavior* 28 (1): 107–112.
- Nunnally, J. C. 1967. *'Psychometric theory'*. New York: McGraw–Hill.
- Park, J. H. 2010. 'Differences Among University Students and Faculties in Social Networking Site Perception and Use: Implications for Academic Library Services.' *The Electronic Library* 28 (3): 417–431.
- Pelling, E. L., and K. M. White. 2009. 'The Theory of Planned Behavior Applied to Young People's Use of Social Networking Web Sites.' *CyberPsychology and Behavior* 12 (6): 755–759.
- Pempek, T. A., Y. A. Yermolayeva, and S. L. Calvert. 2009. 'College Students' Social Networking Experiences on Facebook.' *Journal of Applied Developmental Psychology* 30 (3): 227–238.
- Statista. 2016. *Turkey social network penetration*. Available at: <http://www.statista.com/statistics/284503/turkey-social-network-penetration/>, retrieved March 2016.
- Pfeil, U., R. Arjan, and P. Zaphiris. 2009. 'Age Differences in Online Social Networking –a Study of User Profiles and the Social Capital Divide Among Teenagers and Older Users in MySpace.' 25 (3): 643–654. Available at: <http://dx.doi.org/10.1016/j.chb.2008.08.015>, retrieved March 2016.
- Parra-López, E., J. Bulchand-Gidumal, D. Gutiérrez-Taño, and R. Díaz-Armas. 2011. 'Intentions to Use Social Media in Organizing and Taking Vacation Trips.' *Computers in Human Behavior* 27 (2): 640–654.



- Porter, C. and N. Donthu. 2006. 'The Technology Acceptance Model To Explain How Attitudes Determine Internet Usage: The Role Of Perceived Access Barriers And Demographics.' *Journal of Business Research* 59 (9): 999–1007.
- Presley, A. and T. Presley. 2009. 'Factors Influencing Student Acceptance And Use Of Academic Portals.' *Journal of Computing in Higher Education* 21: 167–182.
- Roberson, M. T., and E. Sundstrom. 1990. 'Questionnaire Design, Return Rates, And Response Favorableness in An Employee Attitude Questionnaire.' *Journal Of Applied Psychology* 75: 354–357.
- Safko, L., and D. K. Brake. 2009. *'The Social Media Bible: Tactics, Tools, And Strategies For Business Success.'* Hoboken, N. J.: John Wiley and Sons.
- Sheldon, P. 2009. 'Maintain or develop new relationships. Gender differences in Facebook use.' *Rocky Mountain Communication Review* 6 (1): 51–56.
- Shi, S., Y. Chen, and W. S. Chow. 2016. 'Key Values Driving Continued Interaction On Brand Pages in Social Media: An Examination Across Genders.' *Computers in Human Behavior* 62: 578–589.
- Statista. 2014. *Active social media penetration in european countries.* Available at: <https://www.statista.com/statistics/295660/active-social-media-penetration-in-european-countries/>, retrieved October 2016.
- Statista. 2014. *Active social media penetration in arab countries* Available at: <https://www.statista.com/statistics/309668/active-social-media-penetration-in-arab-countries/>, retrieved October 2016.
- Stephen, A. T. 2016. 'The Role Of Digital And Social Media Marketing In Consumer Behavior.' *Current Opinion in Psychology* 10: 17–21.
- Suksa-ngiam, W., and W. Chaiyasoonthorn. 2015. 'The Adoption Of Social Media By Thai University Students : Multiple Group Moderating Effects.' *Information Development* 31 (1): 69–82.
- Taylor, S., and P. A. Todd. 1995. 'Understanding Information Technology Usage: A Test of Competing Models.' *Information Systems Research* 6 (2): 144–176.
- Tifferet, S., and I. Vilnai-Yavetz. 2014. 'Gender Differences in Facebook Self- Presentation: An International Randomized Study.' *Computers in Human Behavior* 35: 388–399.
- Toker, A., M. Seraj, and B. Bıçakçı Ersoy. 2012. 'Social Media Marketing Trends.' Available at: http://www.iabturkiye.org/sites/default/files/social_media_marketing_trends_turkey.pdf , retrieved 30 June 2015.



- TurkStat. 2015. *Information and Communication Technology (ICT) Usage Survey in Households and Individuals*. Available at: <http://www.turkstat.gov.tr/PreHaberBultenleri.do?id=18660>, retrieved 20 Nisan 2016, retrieved 30 July 2015.
- Ugurlu, H. and F. Ozutku. 2014. 'An Evaluation on the Use of Social Media in Turkey.' *Procedia – Social and Behavioral Sciences* 147: 453–457.
- Turkish Statistical Institute. 2015. *Use of Information and Communication Technology (ICT) by Enterprises*. Available at: <http://www.turkstat.gov.tr/PreHaberBultenleri.do?id=18647> , retrieved March 2016.
- Union for the Mediterranean (UfM). 2016. *Business development*. Available at: <http://ufmsecretariat.org/business-development/> , retrieved October 2016.
- Venkatesh, V., and M. G. Morris. 2000. 'Why Don't Men Ever Stop To Ask For Directions? Gender, Social Influence, and Their Role in Technology Acceptance and Usage Behavior.' *MIS Quarterly* 24: 115–139.
- Vošner, H. B., S. Bobek, P. Kokol, and M. J. Krečič. 2016. 'Attitudes of Active Older Internet Users Towards Online Social Networking.' *Computers in Human Behavior* 55: 230–241. Available at: <http://doi:10.1016/j.chb.2015.09.014>, retrieved April 2016.
- Weiser, E. B. 2000. 'Gender Differences in Internet Use Patterns and Internet Application Preferences: A Two-Sample Comparison.' *Cyber Psychology and Behavior* 3 (2): 167–178.
- YouTube. 2016. *Statistics*. Available at: <https://www.youtube.com/yt/press/statistics.html>, retrieved February 2016.
- Zeng, B. and R. Gerritsen. 2014. 'What Do We Know About Social Media in Tourism? A Review.' *Tourism Management Perspectives* 10: 27–36.
- Zhang, X., W. Wang, P. O. de Pablos, J. Tang, and X. Yan. 2015. 'Mapping Development of Social Media Research Through Different Disciplines: Collaborative Learning in Management and Computer Science.' *Computers in Human Behavior* 51 : 1142–1153.

Cultural Heritage in Mediterranean Countries: The Case of an IPA Adriatic Cross Border Cooperation Project

PIERMICHELE LA SALA,

Department of Economics, University of Foggia, Italy

FRANCESCO CONTÒ,

Department of Economics, University of Foggia, Italy

ALESSANDRA CONTE,

Department of Economics, University of Foggia, Italy

MARIANTONIETTA FIORE,

Department of Economics, University of Foggia, Italy

| 31 |

The aim of this paper is to analyze the role of tourism in achieving economic, social and environmental objectives. Relevant literature highlights the importance of networks in tourism sector. The focus is on how an international project can valorise cultural heritage in Mediterranean countries by enhancing their management by means of the involvement of local communities too. We take in account such a case study an IPA Adriatic project involving 19 partners, belonging to 8 Adriatic countries. We carry out an analysis of cultural tourism strategies and relevant policies in each country and perform a systematic collection and review of previous successful experiences. Starting from Delphi methodology, we create a consistent strategic framework that can widely be disseminated. Our research hypothesis verifies if variables strategic to the development of tourism systems in the Adriatic countries can be identified. Policy implications draw outlines for strengthening the cultural heritage and tourist system.

Key words: tourism, cultural heritage, Mediterranean countries, IPA Adriatic project.



INTRODUCTION

Local development strategies of many of the EU policies target tourism as one of the principal areas of development (Dinis et al. 2010; Scott 2002). Despite tourism declined until the end of 2009 and rebounded in 2010 and in 2011 (UNWTO 2011), in recent decades, the tourism sector can be considered one of the industries with the highest development potential and fast rate of growth (Zarkesh et al. 2011). According to World Travel and Tourism Council, more than 1500 million people will be able to find employment, directly or indirectly, in tourism sector (Zarkesh et al. 2011, 693). Then, thanks to tourism development a country may achieve economic objectives but also cultural, environmental and social. Particularly in Adriatic countries, that are rich in cultural heritage traditions, tourism can be the engine of an economic growth with strong impact on employment. In these countries, the strategic importance of a tourism policy that puts in the foreground government incentives to tackle the current problems deriving from high competition and high transaction costs of the tourism market stands out.

There is a need for alternative strategies and a transition to sustainable business models including a diversification of tourism services. A tourism policy has as its pillar the design and the development of a strategy that encourages and supports the private sector and its relevant initiatives, supporting innovation and the creation of networks (OECD 2016). Several scholars advocate the importance of collaboration in tourism endorsing the crucial role of mutual network in an integrated tourism system (Michael and Hall 2007; Scott et al. 2008; Svensson et al. 2006; March and Wilkinson 2009; Bramwell and Lane 2000). Comparative analysis applied to tourism sector involving general topics as networks, partnerships and collaboration are attracting increasing interest and gaining attention (Tremblay 2009). In the concept of «integrated rural tourism» (Saxena and Ilbery 2010), the key crucial elements are the networks based on relations (strong, weak, formal or informal) between the different local players, as well as on their respective traditions and models of behaviour. A consultation panel of scholars highlights the



role of tourism in economy and which may be strategies to optimise or reinforce its influence, with particular attention to integrated forms of tourism (Saxena et al. 2007; Saxena and Ilbery 2010; Ballesteros and Ramirez 2007). In fact, landscapes, the main tourist attraction in several tourist centres of the world, should not be segmented into monuments, architecture, natural elements etc., but considered in an integrative way too (Panizza 2003). Sustainable tourism, for example, is based on specific assets as heritage, cultural and natural, or economic aspects that are local productivity and adaptability of the territory (Fassoulas 2012). From this perspective, the perceived success of a tourist system is strongly influenced by a well-developed heritage theme.

Finally, the ultimate goal of a repositioning of the tourism destinations of the Adriatic countries will lead to a competitive advantage that involves a strengthening of cooperation between the involved countries. It is crucial to create a real network government that promotes the Adriatic as a single “tourism destination” and cooperates in the development of innovative tourism products, characterized by “service packages” that express the uniqueness and peculiarities of the “destination” itself, differentiating both the product offered and the marketing message. The horizontal and vertical co-operation, for example, creates competitive advantages such as economies of scale, lower costs and greater competitiveness on market in terms of price, as well as image and improvement of services and products quality. So the cooperation between Adriatic countries can be seen as a strategy to meet the new needs of the international tourism market and to fight the tourism seasonality and, at the same time, it can be considered the engine of development of the involved countries.

There is a need for greater efforts in terms of the development of new tourist products and services (high quality oriented strategic tourism packages), of the improvement of professionalism and specialization level of the operators of the sectors throughout the supply chain, of the adoption of new business model, more results-oriented and in terms of the development of an Adriatic brand image that will involved the uniqueness of each country. The different Adriatic countries tourism policies are characterized by a high market-oriented approach, based on



public/private partnerships on extensive and transparent co-operation between the different actors, with the aim of reaching a competitive and sustainable tourism that may create a favorable framework conditions for the tourism sector. Adriatic tourism has fallen behind its direct competitors at various levels. First, the old and outdated hotels and tourism infrastructure that require massive investment for their renewal in short and medium term; second, the quality growth of the tourism services is not on a par with the international best practices, especially in small Adriatic countries, so a constant qualitative and not only quantitative development in tourism is required; third tourism creates jobs, but wages in this sector are relatively low compared with average wages, with a negative impact on service quality and more efforts in training and education are required.

Finally, the landscape and the natural heritage are a key competitive asset for tourism of the Adriatic countries. It is therefore necessary to preserve the attractiveness but, at the same time, to adapt it to the many “demands” of tourism market in terms of presence and quality of infrastructures and variety of facilities and activities for leisure time. So Adriatic countries has to act in terms of sustainable development, with tourism policy oriented on preserving natural resources, focusing on the development of a quality tourism and not just on a mass tourism, which will generate higher revenue with low environmental impact.

In this context, the project HERA “Sustainable tourism management of Adriatic HERitage”, constituted by 8 Mediterranean countries, is placed in order to investigate a potential overcoming of these problems by means of strengthening sustainable cultural tourism routes. Cultural route evaluation is one of the basic requirements of the Council of Europe (CoE) Cultural Routes Programme. The project HERA proposed methodology in line with the Council of Europe criteria that are used in the process of CoE cultural routes (activities and networks) performance assessment¹. The main aim of the CoE assessment is to increase

1 Khovanova-Rubicondo, Kseniya. 2012. Evaluation of the CoE Cultural Routes: from measurement to management, Cultural Routes Summer Seminar Strasbourg, 3-7 September, Council of Europe

trans-national connectivity of the cultural route networks bringing economic and social benefits to their communities and taking advantage of common marketing strategies. Finally, the principal objective is the preservation of a unique in its diversity European heritage by creating cross-border communities transcending national states and interests of individual Adriatic countries. So our aim is to understand, through the analysis of the project case studies if some variables can be identified in order to develop strategic tourism systems in the Adriatic countries.

The paper is structured as follows: after a description of the HERA project such as our case study (Eckstein 1975), materials and methods are described: starting from the Delphi-based study of Monavari et al. (2012), we analyze and assign weight to the successful experiences by the involved partners so creating a Best logical framework with the aim to be able to widely be disseminated. Then, we shed some light and some suggestions concerning the policy implications by summarizing the key issues. Finally, we draw our conclusions.

THE IPA ADRIATIC PROJECT

In the framework of HERA project (Project Code 1°str./0008/1) within IPA Adriatic Crossborder Cooperation 2007–2013 programme, 8 are the involved Mediterranean countries: Greece, Italy, Croatia, Montenegro, Serbia, Slovenia, Albania and Bosnia and Herzegovina. In particular, the HERA project involves 19 partners² by this 8 countries: Zadar County, Split Dalmatia County, Sibernik-Knin County, Dubrovnik Neretva County, Region of Istria, County of Primorje and Gorski Kotar, City of Mostar, Development Agency of the Una-Sana Canton

2 The project has undergone two final beneficiary replacements and one final beneficiary legal succession. The Ministry of Culture has replaced the Ministry of Sustainable Development and Tourism; the Region of Epirus/Regional Unit of Thesprotia has replaced Region of Ionian Islands/Regional Unit of Corfu; Ministry of Finance and Economy of Republic of Serbia has been replaced by the Ministry of Trade, Tourism and Telecommunications of the Republic of Serbia.



Bihac, Albanian Development Fund, Municipality of Postojna, Municipality of Piran, Ministry of Finance and Economy of Republic of Serbia, Province of Rimini, Province of Ravenna, Consortium Europe Point Teramo, Ministry of Sustainable Development and Tourism, Region of Ionian Islands, Abruzzo Region and University of Foggia. The project was born in 2012 and it is scheduled on three years (29 months) from November 2013 to March 2016 so the expected results are planned in March 2016. The start of the project implementation was delayed due to the gathering of the necessary documentation for IPA Subsidy Contract signature and because of the delay in the transfer of the pre-financing payment.

The aim of projects is to promote and valorize Cultural Heritages in Adriatic countries by enhancing their management and promotion. “For this reason, project activities are specifically addressed at developing and integrated Joint Action Plan for standardization of Adriatic cultural heritage sites through direct and constant involvement of local and regional actors” (Heradriatic 2016). In the project, the partners use a systematic benchmark of projects implemented by involved stakeholders and experts as instrument to capitalize previous experiences and develop Joint Action Plan. The expected result of the project is to achieve reduction of the “seasonality in tourism demand through the valorization of tourism products connected to the cultural and natural heritage of the Adriatic coasts and hinterland” (ibid.), developing coast and hinterland cultural routes and related tourism packages in order to extend and diversify the tourist season. In addition, the purpose is to achieve strengthening of sustainable tourism through the promotion of innovative tourist products based on cultural and environmental networks that will satisfy tourist demand and future supply requirements, and will create a better understanding of cultural tourism and its contribution to the territory’s economy. Cross-border institutional networks shall involve key stakeholders and joint agreement/proposal for policy formulation for the management of cultural heritage site of Adriatic area and sustainable tourist routes.

In detail, HERA Project is formed by several workpackages and activities. The Work Packages (WPs) are as follows:

- WP0: Project Preparation;
- WP1: Crossborder Project Management and Coordination, it shall ensure timely and quality achievement of all project objectives, coordinating at the consortium level the activities of the project and providing decision making, quality control and conflict resolution mechanism and efficient financial and administrative coordination;
- WP2: Communication and Dissemination, it aims to ensure the communication and dissemination of the project's objectives, activities and achievements towards target groups inside and outside the IPA territories in accordance with EU and Program's requirements;
- WP3: Capitalization and Sustainability, it aims to define Joint Action Plan from a systematic benchmark among National policies and results from on-going and previous projects in the project's theme within IPA Adriatic CBC (Cross Border Cooperation) and EU, National or sub-national Programs;
- WP4: Creation of Adriatic Cultural tourism destination trademark;
- WP5: Pilot Project for developing cultural tourism routes;
- WP6: Pilot Projects for promoting info centers.

| 37 |

A crucial driver of the project is to reach local population consensus on the wide level and to understand the consequences of changing image. Therefore, it is important that in aspiring to develop and to promote cultural heritage location it is clearly to be understood (among all stakeholders) what the opportunity of the destination is, and to identify the market niche in order to revitalize the involved countries.

MATERIALS AND METHODS

The current research was conducted within 6 months in 2014 from May to October. There were several detailed steps. Here, in this paper, we focus on WP3 named "Capitalization and Sustainability"; this WP, as above said, aims at carrying out a



systematic benchmark among National policies and results from on-going and previous projects of the several involved partners. The considered projects are from IPA Adriatic CBC and EU, National or sub-national Programs. Three Working Groups (WG) were formed according to each partner's competences and experiences, as follows:

- WG Promotion (Awareness and promotional activities);
- WG Education (Raising and building capacity);
- WG Heritage (Cultural tourism development activities).

| 38 |

We performed an analysis of cultural tourism strategies and relevant policies in each country and a systematic collection and review of previous successful experiences and results (Case Studies). We deeply investigated and evaluated them in order “to create a reference framework of best strategic practices with high degree of repeatability and generalization that have a likelihood of being transferred in the involved territories” (Heradriatic 2016) and not only.

The research ahead was conducted through multiple stages, describe in the following part. Starting from the Delphi-based study of Monavari et al. (2012), a collection of strategies and policies by 18 involved partners were carried out. Two Delphi panels were implemented: it was composed of experts and specialists in the context of tourism management; 1. an Analysis, Research and Evaluation panel (ARE panel) and 2. a Check and Monitoring panel (CM panel) with control variable function. As first step of the ARE panel, the internal and external factors were identified as strategic pillars for each case studies. They are four: General Information; Management framework; Impact; financing resources. Each factor is composed and divided in several variables (Table 1) useful to a complete description of each case study. A draft form template was defined in order to support and make homogeneous the description of several case studies.

Then, this draft template was finalized and accepted by all partners during a workshop in the Kick-off meeting of the HERA Project, in which the study methodology was defined in order to get accurate results. The template was filled-in by all partners according to instructions given. Then partners

sent to the ARE panel 36 case studies. The second step was to select best practices from case studies by assessment criteria that enables fair and objective review to each case studies submitted by partners (Table 2). The final score of each factor is defined by the sum of the score of each variable. A panel of experts belonging to the CM panel assigned a score from 0 (if absent or not argued) to 5 (very good) to variables. Each score assigned is in turn “weighed” in function of the three strategic areas of action (Awareness and promotional activities, Raising and building capacity, Cultural tourism development activities) defined by the HERA project, which measure a strategic value from 0 to 5 for each variable identified. Table 3 draws the weight of the 18 selected case studies, that obtained best total score. In figure 1, you can see 18 selected case studies with the related country.

The evaluation of case studies, as stated in the HERA project manual, aims at documenting what happened in Adriatic tourism scenario in order to establish a logical framework of best methods and strategies.

In designing case studies evaluation 18 cases were selected in order to be studied on the basis of their comparability and usefulness of submitted data and information for preparation of the Joint Action Plan. The case studies were analyzed on the basis of their impact on the three pillars of the Joint Action Plan: 1. Awareness and promotional activities; 2. Raising and building capacity; 3. Cultural tourism development activities.

RESULTS

The analyzed case studies confirm that Adriatic countries are working on building and raising capacity and awareness and promotional activities in tourism sector. Here, we give evidence of the strength common point related to analyzed Case Studies that are as follows:

- Clear objectives and planning;
- Structured management model;
- Cooperation between local actors and partners;
- Involvement of local communalities (educational initiatives);



- Innovation of the project, the management model or the communication strategy;
- Project based on local strengths and valorization of heritage;
- Multi channel promotion and communication activities;
- Economic resources availability.

and the common point of weakness or lack of the submitted projects:

| 40 |

- Absence of analysis to define tourism target;
- Absence of target point of view (market researches, interviews, studies, target perception of the existing tourism offer, etc) functional to understand how to achieve a more competitive market position:
- List of specific actions or plan that they use to create network;
- Absence of local communities need analysis to understand how stimulate local economic growth (income-generating activities);
- Necessity of monitoring activities during and after the project implementation;
- Absence of an external evaluation of the project (media, institution, public opinion, etc);
- Better definition of the differences between protection and valorization of heritage project;
- Re-investment plan.

However, it is important to achieve a clearer and more comprehensive common definition of what is meant by “capacity” in order to clarify the basis on which to establish the guidelines. All countries’ project has been implemented to face the same problems related to Adriatic tourism background: seasonality in tourism demand, request of cultural and environmental tourism offers, importance of valorization of cultural heritage, creation of institutional and stakeholder network (at this time not strong enough), guarantee of high quality standard of tourism offer (from infrastructures, services, etc.).

IMPLICATIONS

An explicit tourism policy of the Adriatic countries needs in order to improve the development of the tourism sector in general and the economy of these countries in the specific. Following surveys, interviews and direct observations (our primary data) and by means of the analysis of national and international policies by project's partners and of secondary sources (Canadian Tourism Commission 1999; Whyte et al. 2012; USAID 2009; Beyer 2014; Robinson 2006), the prime emerged objective is to improve the country's competitiveness as a destination in respect of following suggestions; the latter are borrowed from "Swiss Tourism Policy – background report" (Organisation for Economic Co-operation and Development 2000) and "Licensing Case Studies: tourism sector (FIAS 2009), that explain how a country with a long tradition of tourism, characterized by natural resources and unique geographical location, as Adriatic countries are, may become an example of modern tourism destination.

| 41 |

Those are as follows:

Creating favourable conditions

- To create acceptance of tourism in native population;
- To adopt an innovative approach to compete in an international scenario;
- To defend Adriatic Countries' interest on the international market with an approach based on co-operation and increasing of investment.

Improving market presence

- To refine Adriatic's brand image;
- To develop integrated tourism products;
- To ensure high service quality.
- To promote Adriatic countries as a destination enhancing use of internet and its different applications to offer access to correct information at any time and from anywhere.



Increasing the international attractiveness of the destination

- To build capacity of human capital, creating tourism specialists;
- To improve the image and the labor condition of the sector to attract native labor force;
- To encourage structural change to enhance tourism sector's profitability;
- To safeguard the quality of the environment of the countryside and its sustainable development.

| 42 |

Finally, as expected from the aims of the HERA project manual (Heradriatic 2016), the cross-border cooperation approach of the HERA project gives an added value based on participated processes: It appears how a systematic benchmark of national policies and projects of all involved stakeholders/experts (through participation in thematic workgroups – Promotion, Education and Heritage) for sharing results, experiences and for elaborating a Joint Action Plan. Measures and strategies structured by every single country do not allow enhancing and normalizing tourism flows; so a project as HERA can face new challenges of word tourism competition.

CONCLUSIONS

Empowerment of local communities, protection of natural resources, promotion of social cohesion and cultural identity are just some of the benefits that can be drawn from the development of tourism policies (Polnyotee and Thadaniti 2015) and creation of a strong network between the different countries. So it is fundamental to ensure that tourism policies may be based on a participatory approach, that actively involves local communities by promotion of residents' employment and local ownership over the natural resources (ibid.).

Adriatic countries, as countries like Thailand, characterized by natural and cultural heritage and by the need of a sustainable development of local tourism, as suggested in the work "Community-Based Tourism: a strategy for sustainable tourism development of Patong Beach, Phuket Island, Thailand" (Polnyotee and Thadaniti, 2015), may focus on policies about:



- Including, actively, local communities and stakeholders;
- Supporting the creation of tourism-oriented enterprise;
- Providing specific support to tourism development by raising and building knowledge and skills of community;
- Encouraging and providing incentives for major tourist businesses;
- Developing a local transport industry and integrating local transport services in order to generate employment and income;
- Supporting employment in tourism sector;
- Evaluating and monitoring a sustainable development of tourism activities.

Another aspect to be not forget is socio-economic empowerment, so results suggest to focus on policies developing skills assessments to identify current and future skills needs, and invest in education and training by raising and building capacity, operational requisites for quality of the sector (International Labour Organization 2011). Furthermore, also private enterprises may focus investment on training programs and skills development for workers and employers (International Labour Organization 2011).

Finally, HERA project is aiming at the creation of a strong network so policies may support the connection between different actors involved:

- Improving access to telecommunication services, which can help connect Adriatic countries to online tourist networks and strengthen supply and demand dynamics;
- Promoting inter-sectorial linkages and public-private partnerships, social dialogue among employers, workers and authorities;
- Creating and implementing tourism development strategies based on specific local resources and needs, with the active involvement of social partners;
- Strengthening a two-way communication between the tourism industry and local communities to facilitate high quality results;
- Catching opportunities by effective national policies, strategies and regulatory frameworks that support local development.



In conclusion, as argued by relevant and eminent literature, the key element are networks based on relations between the different players, as well as on their respective traditions through adopting integrated forms of tourism (Saxena et al. 2007; Saxena and Ilbery 2010; Ballesteros and Ramirez 2007) that promote resources to be considered in an integrative way too (Panizza 2003). From this perspective, results highlight the perceived success of a tourist system is strongly influenced by a well-developed heritage theme. Furthermore, results seem to be in line with the philosophy by Lisbon Strategy, UNESCO's Global Strategy and the Maastricht Treaty (where Article 128 emphasizes the protection of cultural heritage).

This research conclusively provides practical strategic planning directions for tourism sector operators and local authorities of Adriatic countries. In particular, EU project manager can have insight by these case studies and first result that are functional for the upcoming programming calling strategic policies aimed at promoting cultural heritage across the Mediterranean as places of life for local population and at encouraging dialogue between generations, integrating awareness raising and education at all levels.

TABLE 1: Factors and variables selected for assessing the case studies

General Information
Description of case study
Description of geographical area of implementation
Local context
Objectives
Actors and partners involved in the case study
Process of the project implementation (optional)
Management Framework
Management Model
Communication
Innovation
Participation level of involved communities
Problems encountered
Impact
Sustainability
Market effect

Transferability
FINANCING SOURCES
Financing sources

Source: Authors' processing

TABLE 2: Assigning to factors and variables the strategic assets weight

Factors and variables	Strategic assets weight (Score 0-5)		
	Awareness and promotional activities	Raising and building capacity	Cultural tourism development activities
General Information			
Description of case study	1	1	1
Description of geographical area of implementation	1	1	1
Local context	1	1	1
Objectives	2	2	2
Actors and partners involved in the case study	2	2	2
Process of the project implementation (optional)	1	1	1
Management Framework			
Management Model	3	4	5
Communication	5	4	3
Innovation	5	3	5
Participation level of involved communities	3	5	3
Problems encountered	2	2	2
Impact			
Sustainability	4	4	4
Market effect	3	3	3
Transferability	5	5	5
Financing sources			
Financing sources	2	2	2
<i>Legenda: 0 = if absent or not argued; 1 = very poor; 2 = poor; 3 = sufficient; 4 = good; 5 = very good</i>			

Source: Authors' processing



TABLE 3: Case studies and total score

CASE STUDY	TOTAL SCORE
Holy Week in Apulia	513
Regional Restoration Camp in Gjirokastra	535
Peaks of the Balkans	447
Green Karst	478
Via Francigena di Capitanata	522
Development and implementation of a trans-boundary pilot tourism product valorizing the ethno-gastonomic heritage of the Shkodra/Skadar Lake Basin	470
EX.PO.AUS – Extension of Potentiality of Adriatic Unesco Sites	492
Eco-ethno villages of Split-Dalmatia County	417
PADNA - OLIVE oil and Chard festival	492
Development of eco-zone NP Una and Enrichment of Its Tourist Offer	500
Roman Rimini	512
Museumcultour-The Adriatic's museums enrich cultural tourism	538
Romagna Visit Card	474
Revitalization of St. Michael Fortress	535
Sacred mount in Varallo	520
REVITAS-Revitalization of the Istrian hinterland and tourism in the Istrian hinterland	420
Way to Jerusalem	538
Reconstruction of Mascovika Han and economic revitalization of Vrana Settlement	515

| 46 |

Source: Authors' processing

FIGURE 1: Selected case studies

Selected Best Practices		
Country	Partner	Project
CROATIA	Sibernik-Knin County	Revitalization of St. Michael Fortress
SLOVENIA	Municipality of Postojna	Museumcultour-The Adriatic's museums enrich cultural tourism
ITALY	Province of Rimini	Roman Rimini
ITALY	Province of Ravenna	The Romagna Visit Card
ITALY	Consortium Europe Point Teramo	Holy Week in Apulia



MONTENEGRO	Ministry of Sustainable Development and Tourism	Peaks of the Balkans
MONTENEGRO	Ministry of Sustainable Development and Tourism	Development and implementation of a trans-boundary pilot tourism product valorising the ethno-gastronomic heritage of the Shkodra/ Skadar Lake Basin
CROATIA	Zadar County	Reconstruction of Maskovica Han and Economic revitalization of Vrana Settlement
CROATIA	Region of Istria	EX.PO. AUS - Extension of Potentiality of Adriatic Unesco Sites
CROATIA	Region of Istria	REVITAS- Revitalisation of the Istrian hinterland and tourism in the Istrian hinterland
BOSNIA HERZEGOVINA	Development Agency of the Una-Sana Canton Bihac	Development of eco-zone NP. Una and Enrichment of Its Tourist Offer
ALBANIA	Albanian Development Fund	Regional Restoration Camp in Gjirokastra
ITALY	Consortium Europe Point Teramo	Ways to Jerusalem
CROATIA	Split Dalmatia County	Eco-ethno villages of Spit-Dalmatia County
SLOVENIA	Municipality of Postojna	Park Green Karst
SLOVENIA	Municipality of Piran	PADNA - OLIVE oil and Chard festival
ITALY	University of Foggia	Via Francigena di Capitanata
ITALY	Consortium Europe Point Teramo	Sacred Mount in Varallo

Source: Authors' processing



REFERENCES

- Ballesteros, E. and M. Ramírez. 2007. 'Identity and community – reflections on the development of mining heritage tourism in Southern Spain'. *Tourism Management* 28: 677–687.
- Beyer, M. 2014. 'Tourism Planning in Development Cooperation: A Handbook; Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)', March 2014.
- Bramwell, B. And Lane, B. (Eds.), 2000. 'Tourism Collaboration and Partnerships: Politics, Practice and Sustainability.' Clevedon: Channel View Publications.
- Canadian Tourism Commission. 1999. 'Packaging the Potential: A Five-Year Business Strategy for Cultural and Heritage Tourism in Canada.' Ottawa: CTC.
- Dinis, G., E. Panyik, and Z. Breda. 2010. 'O papel dos Grupos de Acção Local do programma LEADER no desenvolvimento do turismo em áreas rurais em Portugal'. Paper presented at IV CER e IV Congresso de Estudos Rurais. University of Aveiro, 4.–6. February 2010.
- Eckstein, H. 1975. 'Case Studies and Theory in Political Science.' In *Handbook of Political Science*, vol. 7, edited by Greenstein F. and Polsby N., 94–137. Reading, Mass.: Addison-Wesley.
- HERA Adriatic 2016. *About the Project*. Accessed October 7. <http://www.heradriatic.eu/project/background>.
- IPA Adriatic Cross-Border Cooperation Programme 2016. Accessed October 7. www.adriaticpacbc.org.
- Fassoulas C., D. Mouriki, P. Dimitriou-Nikolakis and G. Iliopoulos. 2012. 'Quantitative Assessment of Geotopes as an Effective Tool for Geoheritage Management'. *Geoheritage* 4: 177-193.
- FIAS 2009. 'Licensing Case Studies: tourism sector'. Accessed October 7. www.scribd.com.
- International Labour Organization 2011. 'Stimulating Rural Growth, Jobs and Income Through Tourism'. Accessed October 7. www.ilo.org.
- Michael, E.J. and C.M. Hall. 2007. 'A path for policy'. In *Micro-clusters and Network: The Growth of Tourism.*, ed. Michael, E.J., 127–140. Oxford: Elsevier.
- Monavari, S. M., N. Khorasani, and S. S. G. Mirsaeed, 2013. 'Delphi-based Strategic Planning for Tourism Management – a Case Study'. *Polish Journal of Environmental Studies* 22 (2): 465–473.
- Panizza M. 2003. 'Géomorphologie et Tourisme dans un Paysage Culturel Intégré'. In 'Géomorphologie et Tourisme', edited by Reynard E., C. Holzmann, D. Guex and N. Summermatter 11–18. Lausanne: Institut de Géographie.



- Organisation for Economic Co-operation and Development 2000. 'Swiss Tourism Policy – background report.' Accessed October 7. <http://www.oecd.org/cfe/tourism/33651085.pdf>.
- Polnyotee, M. and S. Thadaniti. 2015. 'Community-Based tourism: A strategy for sustainable tourism development of Patong Beach, Phuket islan'. *Thailand Asian Social Science* 27 (11): 176–89.
- Resolution of Committee of Ministres on 8. December 2010 about establishing an Enlarged Partial Agreement on Cultural Routes No. (2010/53). Accessed October 8. http://www.longobardways.org/download/documenti/18815_RES_2010_52_EN.pdf.
- Robinson, M., and D. Pickard. 2006. 'Tourism, Culture and Sustainable Development'. France: Culture and development section UNESCO.
- Saxena, G., G. Clark, T. Oliver, and B. Ilbery. 2007. 'Conceptualizing Integrated Rural Tourism'. *International Journal of Tourism Space, Place and Environment* 9 (4): 347–370.
- Saxena, G. and B. Ilbery. 2010. 'Developing Integrated Rural Tourism: Actor Practices in the English/Welsh border.' *Journal of Rural Studies* 26: 260–271.
- Scott, N., R. Baggio, and C. Cooper. 2008. 'Network Analysis and Tourism: From Theory to Practice.' Clevedon: Channel View.
- Svensson, B., Nordin, S., and A. Flagestad. 2006. 'Destination Governance and Contemporary Development Models'. In "Tourism Local Systems and Networking", ed. Lazzeretti, L. and C. S. Petrillo, 83–95. Amsterdam: Elsevier.
- Tremblay P., and A. Wegner 2009. 'The Costs and Implications of Inter-firm Collaboration in Remote Area Tourism', 1st ed. Queensland: CRC for Sustainable Tourism.
- UNWTO 2011. 'Barómetro OMT del turismo mundial.'
- USAID 2009. 'Project Development for Sustainable Tourism a Step by Step Approach.' Accessed October 8. <http://business.gwu.edu/wp-content/uploads/2014/05/Project-Development-for-Sustainable-Tourism.pdf>.
- International Institute for Tourism Studies. 2016. 'Business strategies.' Washington, DC. Accessed October 8. www.business.gwu.edu.
- Whyte, B., T. Hood, and B. P. White. 2012. 'Cultural and Heritage Tourism: A Handbook for Community Champions'. Québec: Canada.
- Zarkesh M. M., N. Almasi, and F. Taghizadeh. 2011. 'Ecotourism Land Capability Evaluation Using Spatial Multi Criteria Evaluation'. *Research Journal of Applied Sciences, Engineering and Technology* 3 (7): 693–700.





Employing Learner Autonomy in the Use of English as a Lingua Franca in International Communication Pedagogy

TINA OREL FRANK,
University of Primorska, Slovenia

| 51 |

Language reflects our realities and in times of greatest globalisation effects ever it is no surprise that one particular language started to take the role of the language of communication among various nationalities and cultures. How that came to be the English language is not discussed in this paper. It is a fact that it took the role of lingua franca on multiple levels, in various fields, and areas – science, academic circles, tourism, business, etc. This paper intends to put a perspective on English as a lingua franca (ELF) in the pedagogical process of English language learning inside an International Business Communications Classroom. It aims to stress the significance of giving students their autonomy in the learning process, as they are active contributors of ELF communication community. The result of this research is a model of employing learner autonomy intended for educators dealing with ELF.

Key words: English, lingua franca, learner autonomy, international communication, intercultural communication, pedagogy.

INTRODUCTION

It has more than ever become important to redefine the communicative behaviour in relation to English becoming a world language. One of the aspects in need of this is education due to the increasing trend to use English in tertiary education as the language of communication among non-native English speakers. Some authors even claim that already nowadays ‘the language of higher education is English’ (Doiz et al. 2013, 13) and that English is already ‘replacing other languages as medium of instruction’ (Marsh 2006). Nevertheless, in times of intensive



internationalisation of education English is often used as a language of communication mediating among many languages, nations, cultures in various situations and with many possible purposes. It has been predicted that English will become the second language for many, if not most, of the world's citizens by 2050 (Graddol 1997). Hence English is no longer influenced and created solely by native speakers but it has spread to all people using it as the language that two parties use when they do not share a common mother tongue. English used in these situations has become known as English as a lingua franca (ELF). According to all stated a shift in educational process is needed. The article aims to establish firstly, whether allowing more autonomy to students participating in multi-national classrooms, cultural and language backgrounds, will result in improved outcomes, and secondly, how to do that.

In order to achieve this aim, the article starts by elaborating on terminology and provides definitions of ELF. It explains why it should be distinguished from English as a foreign language (EFL), especially for educational purposes, and introduces the term English as a medium of instruction (EMI). Further on, the paper presents insights into teaching ELF and places it in the international discourse. Afterwards it focuses on the term of learner autonomy and discusses it from the perspective of international communication classroom pedagogy. It elaborates on whether to foster this type of classroom communication, focusing especially on international surroundings, and how to do that. The latter results in the main contribution of this paper – a proposal of a model of employing learner autonomy in an international communication ELF classroom. It provides 6 steps for educators to employ learner autonomy and include students as equally important and active participants in classroom communication by providing more grounds for their inner motivation in studying.

The debate in this paper is not solely of pedagogical nature as it touches upon highly discussed issues of internationalisation and multiculturalism. World's migrant flows have affected educational systems on every level, forcing the pedagogical process to be reconsidered and redesigned to suit the current

needs. For example, according to OECD report on education (OECD 2014), the number of students enrolled outside their country of citizenship has risen dramatically, from 0.8 million worldwide in 1975 to 4.5 in 2012. They also report (ibid) that Europe has become the top destination for students at the tertiary level of education enrolled outside their country of origin, hosting 48% of those students where 'English has become the main foreign language that is used as a means of instruction at universities in Europe and worldwide' (Doiz et al. 2013, xvii). According to a research done by *Wächter* and *Maiworm* (2008) over 400 European Higher Education Institutions provided a total of more than 2400 programmes taught entirely in English in 2007. These data show that the issue of the language of communication in tertiary education has to become a relevant issue around the world, across European countries and has to enter the discussions also inside the Euro-Mediterranean area. Hence the proposed model of this article aims to provide educators of the Euro-Mediterranean area using English as a lingua franca in the communication with foreign students with a supportive tool to deal with the arising issues in a foreign language communication.

ENGLISH AS A LINGUA FRANCA (ELF)

The term *lingua franca* originates from Arabic and it was first used as a pidgin trade language of communication among Arabic and European travellers that clearly did not speak any other common language (Brosch 2015). This description is irrelevant nowadays, but with regard to its original meaning, it generally refers to a language that is used to communicate among the speaker that share no other common language and speak other diverse languages. In times of rapid globalisation, the need for this type of communication increased and hence the number of English non-native speakers exceeded the one of native English speakers (Graddol 1997). Later Graddol (2006) observes that there is an increasing number of people starting to learn English, and that they are younger as ever. According to Brumfit (2001, 116) English is no longer 'owned' by English native speakers,



making them less potent in the power to adapt and change their language. Hence, by being used by non-native speakers for a range of public and personal needs and in isolation from native speakers it began to change from its original form, especially in its role of use. It is now not only ‘an international language but rather *the* international language’ (Seidlhofer, 2011). It serves as a ‘contact language between persons who share neither a common native tongue nor a common national culture, and for whom English is the chosen foreign language of communication’ (Firth 1996, 240). Vienna-Oxford International Corpus of English (VOICE 2013), slightly differently describes EFL as ‘an additionally acquired language system which serves as a common means of communication for speakers of different first languages’, where they claim the key issue to be the fact that this definition does not exclude native speakers.

The use of English as a lingua franca in many environments might present an obvious threat to national languages and multilingualism. House (2003, 556) argues the opposite by claiming that there is a distinction between ‘languages for communication’ and ‘languages for identification’. ELF is a language of communication, used to enable communication with others and it is highly unlikely for a speaker to conceive it as the language of identification as this is the language that determines one’s identity.

Teaching English as a Lingua Franca

There is now an increasing trend to use ELF in European tertiary education in order to become more internationalised and adapt to today’s globalised market. Despite this change in the means of communication in educational systems there is a lack of discussion how globalisation affects our languages and the methods of their teaching. Nevertheless, Seidelhofer (2011) claims that the teaching models are very resistant to change and instead of elaborating on what they teach, teachers dwell on how, the latter being more manageable. According to Jenkins (2011) there is a lack of detailed discussion about how different varieties of English, or how the ‘dynamic variability’ of EFL can affect language teaching models or methodology. However, in need of

a twist, English as a native language still remains the 'default referent', despite the need to consider many possible concepts of English. When English is used as a lingua franca, it is 'no longer founded on the linguistic and sociocultural norms of native English speakers and their respective countries and cultures' Gnutzmann (2000, 358).

Similarly teachers need to keep apart the notions of 'English as a lingua franca' (adapted to different needs of intercultural communication, the main objective is to use usually the only language both parties involved in communication are able to speak, they are not trying to achieve the native-speaker norm but rather to achieve the goal of their communication, linguistic norms are here ad hoc and negotiated during communicational process) and 'English as foreign language' (the focus is where the language comes from, the culture, the linguistic norms are pre-existing and re-affirmed), according to Seidlhofer (2011). Teaching ELF tends to be based on the assumptions different from teaching English as a foreign or second language.

| 55 |

The third notion that needs to be mentioned in this context is the notion of English as a medium of instruction (EMI) increasingly used at tertiary education level, especially for academic subjects such as science, mathematics, geography and medicine (Dearden 2014). Dearden (ibid) in her report for the British Council also claims that there was little empirical research done into why and when EMI is being introduced and how it is delivered, despite this they still label it is a phenomenon with very important implications for the education in non-anglophone countries.

Canagarajah (1999) presents two pedagogical approaches to teaching a foreign language. The first, called Mainstream Pedagogy, continues with today's attitude toward Standard English, but the second, called Critical Pedagogy, carefully questions the present teaching practice. The latter suggests that by accepting a foreign language one also inherits the politics, ideologies, racial tenets and economic values of the dominant group, by stating that language is an inseparable part of that group. By contrasting the two pedagogical approaches, Mainstream Pedagogy puts language as a separate entity, implying that all



people learn it in the same way, and viewing knowledge as simple undisputed acts. However, the Critical Pedagogy tries to involve individual's personal background, realizing that knowledge might be relative, contested and highly political.

| 56 |

This paper argues that it is necessary for educators to make a move toward the Critical Pedagogy, and that can be done by including students in the learning process as active participants on all levels, and by giving them autonomy. This is seen as one of the key changes that need to be made in order to achieve effective ELF teaching. In order to capture the nature of English we need to acknowledge the vital role and the authority of ELF users as active contributors to the development of the language by appropriating the language in a process Brutt-Griffler (2002) called macroacquisition¹.

It is not argued here that everything students say or do should be considered correct, as it still seems important for students to know the Standard English. Rather than that it is suggested that teachers have to change the attitude towards students who speak different varieties of languages. Because a 'learning environment that values the students' cultures and languages, that allows students to engage in activities where they can show their expertise and that capitalizes on the students' linguistic and cultural experiences will foster academic success' (Mermann-Jozwiak and Sullivan 2005, 273).

ELF in International Discourse

Alptekin (2002, 58) sees learning a foreign language as enculturation, meaning that by learning a language one also acquires 'new cultural frames of reference and a new world view, reflecting those of the target language culture and its speakers'. That is a fact when one learns a language with a set frame of speakers, but, as already mentioned before, according to Brumfit (2001, 116), English is no longer a language owned solely by English native speakers. It is sometimes thought that native speakers have 'no right to intervene or pass judgment. They are irrelevant'

1 Macroacquisition is seen as second language acquisition by speech communities, that links language change to its spread Brutt-Griffler (2002).



(Widdowson 1994, 385). The English language changed its shape due to various aims of communication and ELF became widely used in business communication among non-native speakers, allowing the language to adapt to given communicative situations. Nevertheless, English of native speakers tends to be more difficult to understand and learn to non-native speakers from other varieties of English. Consequently, this might represent a problem in international business communication where communicational skills tend to be considerably more valuable than grammatical or pronunciation accuracy. Due to its frequency and scope of use ELF is 'undoubtedly the currently most prevalent language for intercultural communication' (Hülmbauer et al. 2008, 25).

LEARNER AUTONOMY

The topic of learner autonomy has been discussed for many decades now and it has been widely promoted in literature. Many teachers, especially foreign language ones, have desired to make a move and change their approach to teaching. The new approach frequently involved encouraging students to participate in their learning more fully (Miller, 2009). Student-centered approach has been put into focus in new syllabuses designed to promote learner autonomy (Gardner and Miller 1999). That does not necessarily imply that the teacher is absent, but it rather suggests that their role changes by giving the autonomy to their students. Davies and Williamson (1998:10) state that the shift of responsibility helps in motivating learners in the processes of learning (Schweinhorst 2003). Teachers do not have to completely lose their role. They design and create opportunities and environments in which learners employ their new role of being autonomous, actively assist students in their learning processes (Hafner and Miller 2001: 69).

Many authors are prone to this shift in pedagogical processes for various reasons. Changes in the role of English in the world have significantly influenced the perspectives on teaching and led to an increased socio-political and intercultural awareness (Seidlhofer 2011). When it comes to ELF the autonomy over the



English language is no longer solely in native speakers' hands and it has been shared among all its users and participants in communication. Hence the educational process of learning ELF should give the autonomy to learners more than ever before.

Even though it seems logical to conclude that learner autonomy means giving the autonomy to learners it is not nearly that simple to define this term precisely. It is broadly defined as "the ability to take control over one's learning" Holec (1988), or "a capacity for detachment, critical reflection, decision-making, and independent action" (Little 1991, 4), characterized "by readiness to take charge of one's own learning in the service of one's needs and purposes. This "entails a capacity and willingness to act independently and in cooperation with others, as a socially responsible person" Dam (1995, 1).

In literature there are many opposing views and issues surrounding the term learner autonomy. Taking into consideration the views of other authors Little (2003) noticed that they debate about it being "a capacity" (Little 1991, 4) or a skill and they also question whether it is a type of behaviour or an attitude. Duruk and Kecik (2014) debate whether it is a right or a responsibility. (Benson 2001) claims that it is characterized by learner's responsibility as well as their control, the questions whether students should take control or take charge, and finally the author decides it is better to talk about *control* than about *taking charge*. He sees the construct of control as more amenable to being observable as those kinds of behaviours provide better guidelines for teachers' actions in order to promote autonomy (ibid).

Apart from that, the term has been subdivided into types. For example, Benson (1997) presents three types of autonomy. Firstly, he talks about the technical (associated with positivism emphasizing learning-to-learn and promoting life-long learning). Secondly, the psychological (associated with constructivism, stressing the inner transformation of one's attitudes, behaviours and personality, and aiming to take charge of one's learning, by emphasising authentic and real learning environments, negotiation and social mediation, self-awareness and self-regulation, and the role of the teacher as a facilitator or a guide). And thirdly, the political autonomy (stressing the control



of learners' learning processes and the content of learning where students need to become aware of the context of learning, its purpose and implications of learning a foreign language, as well as the potential for personal and social change).

Omaggio (cited in Wenden 1998, 41) lists seven attributes that seem to characterise an autonomous learner. He sees him/her as learners who (1) have insights into their language styles and strategies; (2) take an active approach to their learning tasks; (3) are willing to take risks, to communicate in the target language at all costs; (4) are good at guessing; (5) attend to form as well as content; (6) develop the target language into a separate reference system and are willing to test and change rules if they do not apply; (7) are tolerant and outgoing in terms of approach to the target language. If we simplify and take the stance that learner autonomy is the autonomy of learners to accept that they are responsible for their own learning, an autonomous learner is one who 'understands the purpose of their learning programme, explicitly accepts responsibility for their learning, shares in the setting of learning goals, takes initiatives in planning and executing learning activities, and regularly reviews their learning and evaluates its effectiveness' (Holec 1981; Little 1991; Little 2003). An autonomous learner therefore, contributes the aims, materials, techniques, and methods to the learning process inside and outside a classroom.

By giving the autonomy in the learning process to learners one might consider teachers redundant. There is still an intense debate on the subject whether the support of a mentor or a teacher is still needed inside as well as outside classrooms. Learners also have to learn how to be autonomous and mentors are there to provide guidance and knowledge, and are still a vital part of a classroom. They are to include learner autonomy as a part of a structured learning environment by which it can become a part of the pedagogical objectives of a language course (Hafner and Miller 2001, 67). Making a shift in classroom learning procedures is of course something to be taught and there is a great need for teaching the teachers how to give up their safe environment of having the whole autonomy inside a classroom and partly giving it to students. The dimensions of the learning



process completely change by doing that. It might seem that this demands less of a teacher, but it clearly does not. By employing autonomy to learners the teacher has to consider more factors as well as to coordinate them in a way that the learning process is efficient. This is of course much more demanding than building a subject on the assumption that whatever and however a teacher decides is the only reality.

| 60 |

The shift towards giving learners their autonomy works in favour of efficiency as well as motivation of learners. As we know, no two learners are alike and only they know what works for them. By giving them the option of contributing and becoming a part of decision making process, we motivate them more than in the case where a teacher sets the objectives and provides the materials inside the learning process. Inner motivation tends to be more long-term and efficient in terms of language learning. Little (2003) states that by making learners autonomous they are more likely to be efficient. If they are actively involved in the process of learning, they are more likely to be motivated and they are proactively committed to their learning. In terms of foreign language learning the third dimension is added by stating that effective communication is developed only through use and by gaining the autonomy in social interactions students are generally likely to master the full range of discourse roles.

Giving learners the autonomy to actively participate in their own learning process is a vital part when considering the use ELF inside an international communication classroom. It gives a voice to each and every student as an equal part of ELF language community and by that it equalizes the intake of every present nation or culture. The following chapter makes the connection among learner autonomy, ELF and international communication in the pedagogical perspective clearer and presents a model of employing learner autonomy in ELF international communication classroom.



DESIGNING THE MODEL OF EMPLOYING LEARNER AUTONOMY IN ELF INTERNATIONAL CLASSROOM

ELF, as we have seen, is a specific style or type of English, which by no means can any longer be seen as having only one real set of native speakers creating the language. Globalisation forced the world to 'find' a common language and English is beginning to take the spot. Nowadays English language learning starts at ever younger age, but the English used is still based on native speaker English, regardless of the fact that non-native speakers are nowadays larger in number and can be seen as co-creators of the language as well. Due to this reason this paper discusses a model of ELF learning inside an international communication classroom. The model stresses the need for learner autonomy as being a part of ELF communication group. Students are no longer learners of a pre-described and fixed language system, but active contributors. The shift also to be expected here is the one of the teacher that has to allow students to become participants in the teaching and learning process.

| 61 |

There have been attempts to contribute to this topic in a conceptual model functioning as a proposal. Alptekin (2002, 63), by collecting other author's thoughts, proposes a set of 5 criteria for a new pedagogical model in the use of international language in cross-cultural settings: (1) successful bilinguals should become pedagogic models in English as international language instead of monolingual native speakers; (2) Hyde (cited in Alptekin 2002, 63) claims that intercultural communicative competence should be developed among learners which will enable their effective communication and awareness of differences; (3) Kramsch and Sullivan (cited in Alptekin 2002, 63) say that pedagogy should prepare learners to be local and global speakers; (4) materials should involve local and global settings; (5) Widdowson (cited in Alptekin 2002, 63) adds that materials should have native and non-native interactions involved. The Alptekin's model does not tackle the need to give students their autonomy as active participants of the language community, which is seen as a vital issue in this kind of communication in the ELF educational process. Hence this paper stresses the



need for embedding learner autonomy and proposes a model for educators of ELF as an answer on how to give students their autonomy in the learning process. Next to including the need for learner autonomy, its main contribution is that it no longer stands on the grounds of the present native-speaker language system. Instead it treats students as equally important contributors of the language community as the native speakers.

| 62 |

The 6 steps are designed to be followed from the beginning till the end in the given order due to the fact that they upgrade each other. The first two steps are the base for further work and are two ground guidelines in effective ELF teaching and learning.

Step 1: Realise that English as a foreign language (EFL) is not equal to ELF teaching

There is a kind of ‘conceptual gap’ as Seidelhofer (2011) describes it. People are still unaware that English as a lingua franca, as a new and still developing concept, really exists. Most of the teachers, even inside intercultural studies, still base their implementation plans on native English materials. Nevertheless, they tend to use new methods of learning, but instead of focusing also on what they teach they merely develop the methods on how they teach. This shift is incredibly important in employing learner autonomy as active participants in ELF learning process. Therefore, the ‘what’ they teach in EFL teaching is not the same as the ‘what’ they teach in ELF teaching. EFL is based on one of the native styles of the English language but the ELF is based on the fact that it is a language with native but, most importantly, as well as a language shared among non-native speakers bringing in many other mother tongues, language systems, culture, etc. Teachers must hence realise that the ‘what’ they teach belongs equally to them as experts as to the international classroom of learners that need to be given the autonomy in this process. Teachers need to, next to realising that ELF is different from native English, also clearly understand that it is meant to serve different purposes and for different functions (Hülmbauer et al. 2008, 32).



Step 2: ELF is not 'owned' by native speaker

To upgrade the step 1, teachers have to be aware that English is no longer owned by native speakers solely (Brumfit 2001, 116). ELF is a language of communication among many speakers from different countries and cultures, and it has become the international language that is still based on the native English language, but as every living language it tends to develop in its own course. Teachers in this case need to go beyond viewing at other languages' cultures as bounded entities. In this perspective it is advisable that the teachers know English as a foreign or a second language which gives them the power to understand the language from an 'outside' perspective, the perspective they share with their international students. What is linguistically speaking wrong is still wrong, we are not claiming that everything 'goes' and students still need to learn the proper English. Teachers just need to be adaptable in this case and not consider the only proper English to be British, or American ones.

| 63 |

Step 3: Integrate language and culture

To upgrade step 2, that made us realise that ELF belongs to many countries and cultures, teachers need to be careful when integrating language and culture. In ELF teaching process, the culture of native English becomes just one of the cultures to be integrated. Integrating language and culture is the key issue in language learning but in ELF the teacher must adapt and realise that the target cultures are no longer just those of native speakers of the English language, but actually those of everyone involved in communication. There is no need to stress how native speakers use the English language and adapt to only their way of using it as 'communicative competence, with its standardized native speaker norms, fails to reflect the *lingua franca* status of English (Alptekin 2002, 60). Widdowson (1998) also claims that language that is real for native speakers is not likely to be perceived as such by non-native speakers.

English to be used to express and enact cultural values, forms and realities connected to a variety of communities, is moving from what is local to being global for a speaker in a dynamic way. The main goal is to move away from viewing English as owned by



the English speaking cultures, but rather as a mediator among many communities. In traditional English language learning classrooms cultures other than the ones of British speaking countries have been completely ignored. By taking into consideration that the culture of ELF is basically every culture on the planet and that 'no nation can have custody over it' (Widdowson 1994, 385), the horizons spread, and the autonomy is given to learners. This is done as well by realising that they are equal parts of its language community.

Step 4: Process and not a product

The steps so far indicate that learning should become a process not a product with a set of given and prefixed language systems and a defined language community. It has to become a process instead of being viewed as a product that needs to be learned. This may be achieved by giving students their autonomy. By that we mean that they actively participate in the process of preparing the programmes' objectives, materials, activities, etc, to become active participants. Alptekin (2002, 58) sees the role of teachers in this communication as 'gatekeepers' who equip their learners with four competencies of communication – grammatical competence, sociolinguistic competence, discourse competence, and strategic competence and help students get access to real-life target language communication.

Step 5: Prepare activities

After realising the basic notions of this model, it is time to get to the practical part and prepare activities. We advise to consider students in the process of preparing activities (step 5) as well as in step 6 (preparing materials). On the one hand, because as already claimed, they are active participants in EFL language community and should be treated as such by giving them the autonomy. On the other hand, because the educational systems have not changed drastically over the past 50 years although the world has, and students tend to function in the ways different from teachers. For example, the 'traditional' educational processes are based on sharing data, but students quickly realise that the data could be found in a matter of seconds on the



internet and lose motivation in learning them. Hence, they should not only be taught the data themselves, but also about where to find them, what the credible sources are, etc.

Therefore, students must once again be given the autonomy in preparing the activities in which they will later participate. In case of ELF they can be from every topic students are interested in and/or are relevant to the study programme as long as ELF is used as a mediator, a joint code in intercultural communication. Bearing this in mind, activities involving computers and especially the Internet match all of the criteria, and by using the ELF in international communication and employing activities we move closer to the younger audience.

Step 6: Prepare materials

Materials have to be chosen according to the facts that ELF is a type of English no longer owned by native English speakers and that it has a wide group of international speakers. That means that all listening and reading materials should be selected from native as well as from non-native speakers of as many different languages and cultural backgrounds as possible to highlight all the possibilities. It is especially important to include and examine reading and listening materials from the nationalities or cultures present in the classroom, because it offers a mirror to students allowing them to observe their own styles and learn from them.

One of the problematic aspects of discussing the materials or styles of English to use in ELF classrooms is that there are no comprehensive dictionaries of ELF. There are only native English dictionaries. Therefore, we advise teachers to use those, but to also use the opportunity to compare and contrast different pronunciations and uses that might occur in non-native written and spoken communication.

CONCLUSION

The article establishes that it is beneficiary to foster learner autonomy in students participating in classrooms with many nationalities, cultural and language backgrounds. As an answer to



how to do that the article provides us with the proposed model of employing learner autonomy in an international communication ELF classroom. The model is intended to be used in international and multicultural classrooms where English as a *lingua franca* is used. It is based on presumptions of what ELF and learner autonomy are, and it answers the basic question of how to deal with the necessary differences this type of a classroom brings. On the other hand, it tends to join the differences into a unique whole by accepting students as equal and active participants in ELF language community. The cornerstone of the model is a teacher who considers and accepts two facts: that EFL teaching is not equal to ELF teaching, and that native speakers of English are not the sole participants in creation of ELF. This gives room for other nationalities and cultures to step in and take the place. This can only be achieved by giving students their autonomy in creating, selecting, preparing, etc. the objectives as well as activities and materials for the study programme they joined. Despite thinking that this shift changes the role and by that also diminishes the role of a teacher, the procedure of sharing autonomy with students puts a lot of stress on teachers' work, and consequently a lot more effort is needed than to just select materials and activities to the teacher's liking. The teacher's role is transformed in a way that not only 'how' but also 'what' is taught get changed, and that is considered to be a shift more than needed in today's changing educational world.

The main strength of the proposed model is that it presents a possible answer to today's much needed shift in educational practices when dealing with ELF. It sees English as a language no longer owned by native speakers, which implies the need for autonomy of students as active participants in creation and development of the English language. It could be of great use in the tertiary educational systems inside the Euro-Mediterranean countries as an area with an increasing number of foreign students with different national languages and cultural backgrounds entering educational systems.

REFERENCES

- Alptekin, C. 2002. 'Towards intercultural communicative competence in ELT'. *ELT Journal* 56 (1): 57–64.
- Benson, P. 1997. 'The Philosophy and Politics of Learner Autonomy.' In *Autonomy and Independence in Language Learning*, edited by Phil Benson and Peter Voller, 18–34. London: Addison Wesley-Longman Ltd.
- Benson, P. 2001. 'Teaching and Researching Autonomy in Language Learning'. London: Longman.
- Brosch, C. 2015. 'On the conceptual history of the term *lingua franca*'. *Apples – Journal of Applied Language Studies* 9 (1): 71–85.
- Brumfit, C. J. 2001. 'Individual Freedom in Language Teaching: Helping Learners to Develop a Dialect of their Own'. Oxford: Oxford University Press.
- Brutt-Griffler, J. 2002. 'World English: A study of its development.' Clevedon: Multilingual Matters Press.
- Canagarajah, A. 1999. 'Resisting linguistic imperialism in English teaching.' Oxford: Oxford University Press.
- Davies, T. and R. Williamson. 1998. 'The Ghost in the Machine: Are "teacherless" CALL programs really possible?' *Canadian Modern Language Review* 55 (1): 8–18.
- Dam, L. 1995. 'Learner Autonomy 3: From Theory to Classroom Practice.' Dublin: Authentik.
- Dearden, J. 2014. 'English as a Medium of Instruction – a Growing Global Phenomenon: Phase 1.' UK: British Council. Available at: <https://www.britishcouncil.org>. Accessed 3 October 2016.
- Doiz, A., D. Lasagabaster and J. M. Sierra. 2013. 'English-Medium Instruction at Universities. Global challenges.' Bristol: Multilingual Matters.
- Duruk, E. and I. Kecik. 2014. 'Investigation of Teacher Autonomy and Learner Autonomy in Turkish EFL Setting'. *International Journal of Education and Research* 2 (10): 145–160.
- Firth, A. 1996. 'The Discursive Accomplishment of Normality. On 'lingua franca' English and Conversation Analysis.' *Journal of Pragmatics* 26 (2): 237–260.
- Gardner, D. and L. Miller. 1999. 'Establishing self-access: From Theory to Practice'. Cambridge: Cambridge University Press.
- Gnutzmann, C. 2000. 'Lingua Franca.' In *Rutledge encyclopaedia of language teaching and learning*, edited by Michael Byram and Adelheid Hu, 356–359. London: Rutledge.
- Graddol, D. 1997. 'The Future of English?' London: British Council.



- Graddol, D. 2006. *English Next: Why Global English May Mean the End of English as a Foreign Language.* London: British Council.
- Hafner, C. A. and L. Miller. 2011. 'Fostering Learner Autonomy in English for Science: A Collaborative Digital Video Project in a Technological Learning Environment.' *Language Learning and Technology* 15 (3): 68–86.
- Holec, H. 1981. 'Autonomy and Foreign Language Learning.' Oxford: Pergamon.
- Holec, H. 1988. 'Autonomy and Self-Directed learning: Present Fields of Applications.' Strasbourg: Council of Europe.
- House, J. 2003. 'English as a Lingua Franca: A Threat to Multilingualism?' *Journal of Sociolinguistics* 7 (4): 556–578.
- Hülmbauer, C., H. Böhringer and B. Seidlhofer. 2008. 'Introducing English as a lingua franca (ELF): Precursors and partner in intercultural communication.' *Synergies Europe* 3 (9): 25–36.
- Little, D. 1991. 'Learner Autonomy 1: Definitions, Issues, Problems.' Dublin: Authentik.
- Little, D. 2003. 'Learner Autonomy and Second/Foreign Language Learning.' *Subject Centre for Languages, Linguistics and Area Studies Guide to Good Practice*, Available at: <https://www.llas.ac.uk/resources/gpg/1409>, accessed 14 April 2016.
- Marsh, D. 2006. 'English as a medium of instruction in the new global linguistic order: Global characteristics, local consequences.' In *Proceedings of the Second Annual Conference for Middle East Teachers of Science, Maths and Computing*, 4–29. Edited by Sean M. Stewart, Janet E. Olearski and Douglas Thomson. Abu Dhabi: METSMac.
- Miller, L. 2009. 'Reflective Lesson Planning: Promoting Learner Autonomy in the Classroom.' In *Maintaining Control: Autonomy and Language Learning*, edited by Richard Pemberton, Sarah Toogood and Andy Barfield, 109–124. Hong Kong: Hong Kong University Press.
- Mermann-Jozwiak, E. and N. Sullivan. 2005. 'Local knowledge and global citizenship: Languages and Literatures of the United States-Mexico borderlands'. In *Reclaiming the local in language policy and practice*, edited by Athelstan Canagarajah, 269–286. New Jersey: Lawrence Erlbaum Associates.
- OECD. 2014. 'Indicator C4: Who studies abroad and where?' In *Education at a glance 2014: OECD Indicators*. Paris: OECD Publishing. Available at: [http://www.oecd.org/edu/EAG2014-Indicator%20C4%20\(eng\).pdf](http://www.oecd.org/edu/EAG2014-Indicator%20C4%20(eng).pdf), accessed 3 October 2016.

- Seidlhofer, B. 2001. '*Understanding English as a lingua franca.*' Oxford: Oxford University Press.
- Schweinhorst, K. 2003. 'Learner Autonomy in a Task-based 3D World and Production.' *Language learning and technology* 15 (3) : 50–67.
- VOICE (Vienna Oxford International Corpus of English). 2013. Available at www.univie.ac.at/voice, accessed 25 July 2016.
- Wächter, B. and F. Maiworm. 2008. 'English Taught Programmes in European Higher Education. The Picture in 2007.' Bonn: Lemes.
- Widdowson, H. G. 1994. 'The ownership of English.' *TESOL Quarterly* 28 (2): 377–389.





EU Mediterranean Policies Still Lack a Unified Scientific Approach

ALBINA OSREČKI,
Zagreb, Croatia

The plurality of approaches to understanding Euro-Mediterranean relationship represents a challenge for the EU policy formulation. This article provides an overview of the approaches' potential overlap in giving EU policy-making advice via an integrative approach called Analysis of Foreign Policy (AFP). The novelty in applying AFP approach provides parallel analysis of EU Mediterranean policies that other approaches lack, and enables application of their comparative analysis thanks to its two main components: levels of analysis of foreign policy and phases of foreign policy process.

| 71 |

Key words: Euro-Mediterranean Partnership, European Neighborhood Policy, Union for the Mediterranean, Analysis of Foreign Policy.

INTRODUCTION

For the last two decades the EU has been addressing the Mediterranean as its south neighborhood with three different policies: Euro-Mediterranean Partnership (EMP) from 1995–2008, European Neighborhood Policy (ENP) since 2004 and Union for the Mediterranean (UFM) since 2008. The first two were initiated as EU policies (Gillespie 2008, 278) whereas UFM as substitute for the unsuccessful EMP was initiated by one of its member states¹ and at later stage has been accepted in a modified version by the EU institutions and has been implemented in parallel with the ENP. So far, a number of different approaches in the field of social sciences and particularly

1 UFM was launched on the initiative of the (then) French president Nicholas Sarkozy during the period when France presided over Council of the EU in the second half of 2008.



in discipline of international relations (IR) have been applied in analyzing the EMP, the ENP and the UFM. However, the plurality of approaches to understanding Euro-Mediterranean relationship and prescribing various policy solutions, represent a big challenge for the EU policy formulation. The aim of this review article thus is to provide an overview of the approaches' potential overlap in giving EU policy-making advice via an integrative approach called Analysis of Foreign Policy.

| 72 |

VARIETY OF IR-GROUNDED APPROACHES TO UNDERSTANDING THE EURO-MEDITERRANEAN AREA

At first impression the reason for this observation is understandable in view of divergent character of EU Mediterranean policies (the latter including discourse, strategic vision, modes of cooperation with Mediterranean Partner Countries – MPC, and different ways of financing their activities). I will briefly illustrate the differences in character between the EMP, the ENP and the UFM based on the analysis of their founding documents.²

With regard to *discourse*, the EMP was placing an emphasis on comprehensive cooperation in different issue areas³ and solidarity in keeping with privileged nature of the links forged by neighborhood and history (Barcelona Declaration 1995, 2) while the UFM has focused on the quality of cooperation by putting an emphasis on equality of EU member states and MPC e.g. envisaging summit meetings taking place alternatively in the EU and in MPC, as well as establishing a co-presidency from the EU and the elected Mediterranean Partner Country respectively (Joint Declaration of the Paris Summit for the Mediterranean 2008, 14). However, the ENP has defined the Mediterranean region as

2 Barcelona Declaration (1995) of the First Euro-Mediterranean Summit inaugurating EMP; ENP Strategy Paper (2004) and Joint Declaration of the Paris Summit for the Mediterranean (2008) launching UFM.

3 These are trade, migration, political cooperation, and forging cultural and social links. (Council of the European Union. 1995. First Euro-Mediterranean Summit: Barcelona Declaration. D(95) Barcelona, November 27–28.)



an area undergoing serious problems of stagnation, social unrest and unresolved conflicts (ENP Strategy Paper 2004, 3) while partners have been in an inferior position in relation to the EU.

On the subject of *strategic vision*, the EMP had a long term aim of achieving Euro-Mediterranean cooperation, the ENP has focused exclusively on safeguarding its (security and energy) interests, while the UFM represents a technocratic idea based on short term practical technical projects that are easy to reach an agreement on and enable avoidance of political deadlocks that were so frequent in the framework of the EMP (Gillespie 2008, 277; Delgado 2011, 41).

| 73 |

On the issue of *modes of cooperation* with MPC, the EMP applied non-governmental type of cooperation in which the emphasis was put on strengthening decentralization that made room for activities of civil society (Johansson-Nogués in Bicchi and Gillespie ed. 2012, 35). On the other hand, the ENP has been based on co-operation between EU institutions (European Commission) and governments of individual MPC. In fact, the ENP has been created at a time when the common discourse with Mediterranean partners was lacking (after terrorist attacks in the US in 2001) and therefore it has not developed closer ties with civil society institutions (ibid). The UFM in comparison with the ENP has represented the 'classical type' of intergovernmental cooperation on individual basis between EU member states and MPC without discrimination and interference of the EU institutions (Xenakis and Charalambos 2009, 131).

In terms of *financing*, the activities in the EMP were financed from the EU budget as has been the case with activities in the ENP since 2004. However, the UFM as intergovernmental body has had the possibility to secure funds from different sources: from the EU institutions as well as its member states with interest in particular Mediterranean projects; from funds that MPC have provided by themselves; and from private donors or other interested actors (particular country, banks, other intergovernmental organization etc.)⁴

4 The World Bank, the African Development Bank, the Arab Development Bank, Gulf Cooperation Council (Hunt 2012, 174).



This short description of divergence in character/nature of the EU Mediterranean policies is accompanied with parallel differentiation in approaches that have been applied in analyses of the EMP, the ENP and the UFM. For Del Sarto (2006, 9) the EMP was prompted by security reasons but the EU was dealing with problems of security in the EMP in an unconventional e.g. non-military way. Along this line the EU extended cooperation with MPC on issues of economic as well as social security that characterize a *security community* (SC) approach; within the latter, a security community is defined as a community of sovereign states that do not resort to force in settling their disputes (Deutsch et al 1957, 5). Given the fact that SC was the model for unification of the EU itself, those researchers who have applied this approach in analyzing the EMP (Bellamy 2004, 11; Adler and Barnett in Adler and Barnett ed. 1998; Adler and Crawford in Adler et al 2006; Attinà in Adler et al 2006) have adjusted it in a way that all MPC cooperating in the EMP have not gained the perspective to the EU membership but have only got the opportunity to work closely with the EU on countering negative consequences for the EU of illegal migration, terrorism and organized crime.

Kodmani (in Crocker et al 2011) applied *regional* approach to analyzing the EMP. This approach advocates broadening of regional cooperation on as many different areas as possible, for which the EU as well as MPC have expressed their interest. Although the concept of the EMP was suited to regionalism approach that advocated creation of common Euro-Mediterranean region, the actual processes were drifting towards regionalization defined as informal and spontaneous processes of interaction and exchange of ideas in many areas of cooperation (Hettne and Söderbaum 2005, 545). For this reason, Bojinović Fenko when dealing with processes of regionalization in the Mediterranean apply *New Regionalism Approach* (NRA) as a sub-branch of regionalism which (in relation to 'old' regionalism applied in the second half of 20th century) does not conceptualize Mediterranean region as a physical entity but as a region in perpetual process of changes e.g. as a region in the process of becoming rather than being (Bojinović Fenko 2012, 5).

The UFM with its intergovernmental character signifies a move from regionalism of the EMP towards functionalism (Holden 2011) which can be observed in promotion of regional projects of common interests for the EU and the MPC. In the context of the UFM, it means co-operation of private businesses and interested international agencies as donors in areas of common interests. At the same time, commitment on the part of MPC regarding implementation of political and economic reforms is omitted (Schlumberger in Bicchi and Gillespie ed. 2012, 144), which is in accordance with classical functionalist approach. However, due to political influences (continuing tensions between Israel and Mediterranean Arab Partner Countries) there has been a continuing politicization that has made co-operation in UFM more complicated than it had previously been in the EMP, which makes argument for *neo-functionalism* (rather than classical functionalism) as the approach describing the functioning of the UFM (Holden 2011, 157). Neo-functionalism is characterized by strong influences of EU institutions, which is not entirely consistent with 'pure' functionalism that can explain realization of practical (apolitical) Mediterranean projects. Therefore it comes as no surprise that a great many academic works written on the UFM are dealing with the question of how to strengthen functionality in relation to politicization (Aliboni 2009; Aliboni and Ammor 2009; Bicchi 2011; Darbouche 2012; Delgado 2011; Del Sarto 2011; Gillespie 2008; Gillespie 2012a; Gillespie 2012b; Johansson-Nogués 2012).

Manners (in Whitman and Wolff 2010, 35) has applied *constructivism* to understand the functioning of the ENP. Constructivism starts from the assumption that international relations are a social construction that is guided by material structure (propitious as well as unfavorable external influences) and collective norms that are agreed upon principles of conduct by actors and shape their identities, interests and actions (Checkel in Smith et al 2008, 78; Behraves 2011, 5). For Manners (in Whitman and Wolff 2010, 35) the adoption of the ENP introduced changes in identities of actors that led into their different interests visible through divergent aims of the ENP in comparison with the aims of previous EMP and subsequent UFM. Identity means an understanding that actor gets about themselves and their place in social



world when identifying others against whose alleged identity they form their own identity (Kubálková 2001, 33). The ENP signaled the changes in identity from 'partners' (visible in the official name of the EMP) to 'neighbors' (again visible in the official name of the ENP). The basic characteristic of partnership is equality and non-discrimination between partners, which is not visible in relations with neighbors as neighborhood is a category of physical closeness but it does not say anything about legal status of this type of interrelationship (Biscop 2003, 7). The ENP signifies the shift in the EU perception of identity of MPC (particularly Mediterranean Arab Partner countries) that were treated as security threat for the EU especially after the September 11th 2001 (and 2004 and 2005 Madrid and London terrorist attacks). The latter prompted the introduction of the ENP with the aim of protecting the external borders of the EU immediately after its biggest enlargement (in 2004) from 15 to 25 member states. Constructivism thus offered a new understanding of EU Mediterranean policies. Constructivists understand immaterial ideational structures in terms of international rules and norms which motivate actors' identities and via identities they construct interests (Bojinović Fenko 2012, 11). Thus interests of actors change if identities change (internalization of new norms via logic of appropriateness) or if norms are not internalized but follow only instrumentally (logic of consequences). In the case of EU Mediterranean policies interests of the EU institutions changed in parallel with changes in identities of MPC, which was visible through change of aims from joint Euro-Mediterranean security (in EMP) to security of the EU borders only (in ENP) thus labeling the status of MPC from partners (in EMP) to neighbors (in ENP).

After 2011 *Euro-Mediterranean regional security complex (EMRSC)* as a new approach to analyzing the UFM has been introduced. It represents the adapted version of Regional security complex (RSC) approach of Buzan and Waever (2003) according to which the degree of interdependence is more intense between actors within RSC which have the same (securitized⁵) problems

5 Securitization is a speech act that moves one topic away from politics and into an area of security concerns thereby legitimating extraordinary means on the part of state authorities against the socially constructed threat (Buzan and Waever 2003, 481).

rather than between actors among different RSCs. Regional level thus becomes the main level of analysis, and regions are not defined by geography or common culture but are social constructs of its member states designed according to processes of (de)securitization having impact on their security (Buzan and Waever, 2003). Boening (2014) was the first to apply EMRSC approach in her analysis of the UFM. The UFM territorially encompasses all EU member states and all non-EU states that share the Mediterranean coast, which broadens the territorial scope compared to its predecessor – by including Balkan Mediterranean states. After the onset of ‘Arab Spring’ in 2011, the countries of the whole Euro-Mediterranean area share the same security problems, which according to Boening has led to macro-securitization of the area by identifying the same existential threats that call for joint protection measures of their common interests (Boening 2014, 5–6).

| 77 |

Here we can identify areas of overlap between different approaches in analyzing EU Mediterranean policies. The first overlap regards their common area of interest or more precisely the issue of securitization. SC approach and (EM)RSC deal with security concerns although SC approach broadens their scope beyond military aspects of security and processes of securitization (as seen by (EM)RSC in UFM) on economic and social security in EMP, while constructivism explains the shift in EU Mediterranean policies’ interests from joint Euro-Mediterranean security in EMP to security of the EU only in ENP. The second overlap regards defining the space in which EU Mediterranean policies apply. In this regard SC approach together with EM(RSC) and regionalism define regions by elements other than geography, which in the case of SC and (EM)RSC applied in the Mediterranean area are processes of (de)securitization, while regionalism places emphasis on common historical links between north of the Mediterranean (EU) and south (MPC).

However, the major difference between the analyzed approaches which makes it more prominent in comparison to their overlaps concerns three different areas of interests, which make the substance of EU Mediterranean policies and can be summarized as follows. Security is the first area of interest that is prominent in three approaches as stated above in the context of overlapping SC, (EM)RSC and constructivism approaches. The



second area of interest is creating common regional space for EU Mediterranean policies in EMP that is in the focus of regionalism. And finally, the third area of interest that lies in the core of (neo) functionalism approach concerns the realization of common regional projects in UFM for EU institutions and/or its member states, MPC, other interested regional/international agencies, banks and private business. These findings call for an integrative approach that could be applicable to EMP, ENP and UFM.

| 78 |

I argue that *Analysis of Foreign Policy (AFP)* could be such an approach. AFP originates from the end of 20th Century in Europe and differs from the *Foreign Policy Analysis (FPA)* that came into existence in the USA during 1950-ies at a time when Realism was the main theory in International Relations and state was the main foreign policy actor. Unlike FPA, the AFP has introduced a new type of foreign policy actor such as international governmental organization. As the EU is such an organization, it qualifies as a foreign policy actor *per se*. Also, the AFP focuses on different levels of analyzing foreign policy (Hudson 2014, 213; Russett and Starr 1996, 13–16; White in Carlsnaes et al 2004, 246) and thus it is applicable to regional level of analysis that applies to EU Mediterranean policies, as well as ‘bureaucracy’ level as pointing below by linking domestic environment and politics of MPC to the EU foreign policy.

In my opinion, the AFP has two advantages in comparison to all other approaches which allow its future application as a scientific approach for analyzing all three EU Mediterranean policies. The first one is its applicability for a comparative analysis of all three EU Mediterranean policies thanks to its two main components: levels of analysis of foreign policy and phases of foreign policy process. Levels of analysis explain who the actor in foreign policy process is (Russett and Starr 1996, 19). In the case of EU Mediterranean policies, levels of analysis are bureaucracy (Osrečki, 2016, 93–96) pertaining to the EU institutions that formulate and then adopt EU Mediterranean policies, and regional level due to the fact that all three EU Mediterranean policies are implemented jointly by EU institutions and MPC on regional level. The shift to regional level of analysis also represents the move from foreign policy adoption to foreign policy



environment (Hudson 2014, 161) e.g. to the implementation phase of adopted EU foreign policies in regional (Mediterranean) setting. In this context, the AFP can be described as multilevel approach (Hudson 2014, 6; Ruggie 1993, 172) when applied to the analysis of EU Mediterranean policies.

Phases of foreign policy process (phases of formulation, decision-making and implementation of EU Mediterranean policies) are the second component of the AFP that makes comparative analysis possible in cases of all three EU Mediterranean policies. Phases of foreign policy process show the extent to which the EU institutions are capable to initiate, adopt and consequently implement EU Mediterranean policies thus revealing the capability on the part of the EU to act as a regional actor. In fact, the AFP has evolved round the idea of the EU as a foreign policy actor. Thus the AFP is also actor-specific approach that explains the conduct of the EU as a concrete actor and not a state as an actor in general (Hudson in Smith et al 2012, 14).

The second advantage of the AFP in comparison to all other approaches in analyzing EU Mediterranean policies lays in the fact that it combines some elements of the other approaches (see table 1). First, the AFP combines elements of RSC and regionalism by applying regional level of foreign policy analysis [although RSC and regionalism differ in one aspect: RSC focuses on security threats that tend to split the Mediterranean region on the EU side (the north) and Mediterranean partners' side (the south), while regionalism places emphasis on processes of integration within the Mediterranean region]. Secondly, the AFP includes elements of functionalism that are visible through phases of foreign policy process. In fact, the implementation phase reveals the extent to which Mediterranean projects that are both in the interest of the EU as well as MPC are implemented and the quality of this implementation. Thirdly, the AFP is linked to constructivism through international *norms* that according to the latter shape interests and thus actions of actors (the EU and MPC), and their second overlap is seen in *actors* (EU institutions) which according to the AFP act according to domestic values (potentially inferred via international norms) to maximize their interests.



Table 1: Overlapping of approaches in analysis of EU Mediterranean policies

Approaches	Number of overlaps	SC	(EM)RSC	Regionalism	(Neo) functionalism	Constructivism	AFP
SC	3	-	Securitization Mediterranean region not defined by geography	Mediterranean region not defined by geography		Securitization	
(EM)RSC	3	Securitization Mediterranean region not defined by geography	-	Mediterranean region not defined by geography		Securitization	
Regionalism	2	Mediterranean region not defined by geography	Mediterranean region not defined by geography	-			
(Neo) functionalism	0				-		
Constructivism	2	Securitization	Securitization			-	
AFP	4		Regional level of foreign policy analysis		Phases of foreign policy process (implementation)	International norms and actors (EU institutions and MPC)	-

Source: Author's own analysis



CONCLUSION

A brief overview of approaches applied so far in analyzing the EU Mediterranean policies points to their moderate overlapping. However, the existing overlap between approaches regarding the definition of the problems is not getting any stronger, but is possible via application of the AFP as an integrative approach. Thus the novelty in applying AFP approach is in providing us with parallel analysis of EU Mediterranean policies that other approaches lack, and additionally in giving us more complete assessment of effectiveness on the part of actors involved in all phases of foreign policy process in which two existing EU Mediterranean policies (ENP and UFM) are being created, adopted and implemented.

| 81 |

NOTE ON CONTRIBUTOR

Albina Osrečki received her PhD in IR at the University of Zagreb (Croatia), Faculty of Political Sciences in 2016. She is currently employed as an analyst in the Ministry of Interior, the Republic of Croatia. Her research interests include Mediterranean policy of the EU in general, with particular emphasis on phenomena of incoherence and inconsistency in EU's external action towards the Mediterranean. Her recent publications include: (1). OSREČKI, Albina. *New Media and Arab Spring*. Political Thought, Zagreb, ISSN 0032-3241. [Online ed.], 2014, vol. 51, no. 3, pp. 101-122. file:///C:/Documents%20and%20Settings/intkor428/My%20Documents/Downloads/Politicka_mis-ao_3_2014_101_122_OSRECKI.pdf. (2) OSREČKI, Albina. *Partial Coherence of Aims in the Mediterranean policies of the EU*. Political Analyses, Zagreb, ISSN 1847-4977. [Online ed.], 2015, vol. 6, no. 23, pp. 53-58. file:///C:/Documents%20and%20Settings/intkor428/My%20Documents/Downloads/PA_23_Osrecki.pdf. E-mail: albinaosrecki@gmail.com.



REFERENCES

- Adler, E., and M. Barnett 1998. 'A Framework for the Study of Security Communities.' In *Security Communities*, ed. Adler, E., and M. Barnett, 29–65. Cambridge: Cambridge University Press.
- Adler, E., and B. Crawford. 2006. 'Normative Power: The European Practice of Region Building and the Case of the Euro-Mediterranean Partnership.' In *The Convergence of Civilizations; Constructing a Mediterranean Region*, ed. Adler, M., Crawford E., Bicchi and R. Del Sarto, 3–47. Toronto: University of Toronto Press.
- Aliboni, R. 2009. 'The Union for the Mediterranean; Evolution and prospects.' *Istituto Affari Internazionali IAI 09* (2009): 1–19. Accessed October 11, 2014. http://www.researchgate.net/publication/242582504_The_Union_for_the_Mediterranean_Evolution_and_Prospects.
- Aliboni, R., and F. Ammor. 2009. 'Under the Shadow of Barcelona; From the EMP to the Union for the Mediterranean.' *EuroMeSCo 77* (2009): 1–14. Accessed October 10, 2014. <http://www.euromesco.net/euromesco/images/paper77eng.pdf>.
- Attiná, F. 2006. 'The Building of Regional Security Partnership and the Security-Culture Divide in the Mediterranean Region.' In *The Convergence of Civilizations; Constructing a Mediterranean Region*, ed. Adler E., Crawford B., Bicchi, F. and R. Del Sarto, 239–265. Toronto: University of Toronto Press.
- Behraves, M. 2011. 'The Relevance of Constructivism to Foreign Policy Analysis.' *E-International Relations* (2011): 1–5. Accessed August 14. <http://www.e-ir.info/2011/07/17/the-relevance-of-constructivism-to-foreign-policy-analysis/>.
- Bellamy, A. 2004. *Security Communities and their Neighbors; Regional Fortresses or Global Integrators.* Hampshire: Palgrave MacMillan.
- Bicchi, F. 2011. 'The Union for the Mediterranean, or the Changing Context of Euro-Mediterranean Relations.' *Mediterranean Politics* 16 (1): 3–19.
- Biscop, S. 2003. *Euro-Mediterranean Security; a Search for Partnership.* Ashgate: Aldershot.
- Boening, A. 2014. *The Arab Spring; Re-Balancing the Grater Euro-Mediterranean.* Heidelberg: Springer.
- Bojinović Fenko, A. 2012. 'Theorizing the Role of Identity in the Change of the Level of Regionness; From Regional Society to Regional Community in the Case of the Mediterranean.' *22nd IPSA World Congress*. Madrid, 08–12 July, 2012. Accessed July 20. http://www.paperroom.ipsa.org/papers/paper_7147.pdf.



- Buzan, B., and O. Waever. 2003. *Regions and Powers.* Cambridge: Cambridge University Press.
- Checkel, J. 2008. 'Constructivism and Foreign Policy.' In *Foreign Policy; Theories, Actors, Cases*, ed. Smith, S., Hadfield A., and T. Dunne, 71–82. Oxford: Oxford University Press.
- Council of the European Union. 1995. First Euro-Mediterranean Summit: Barcelona Declaration. D(95) Barcelona, November 27–28. Accessed December 2. <http://ec.europa.eu/external-relations/euromed/bd.htm>.
- . 2008. Joint Declaration of the Paris Summit for the Mediterranean. D(08). Paris, July 15. Accessed May 12. http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/er/101847.pdf.
- Darbouche, H. 2012. 'Third Time Lucky? Euro-Mediterranean Energy Co-operation under the Union for the Mediterranean.' In *The Union for the Mediterranean*, ed. Bicchi F., and R. Gillespie, 191–209. London: Routledge.
- Delgado, M. 2011. 'France and the Union for the Mediterranean; Individualism versus Co-operation.' *Mediterranean Politics* 16 (1): 39–57.
- Del Sarto, R. 2006. 'Contested State Identities and Regional Security in the Euro-Mediterranean Area.' Hampshire: Palgrave MacMillan.
- Del Sarto, R. 2011. 'Plus ça change ... Israel, the EU and the Union for the Mediterranean.' *Mediterranean Politics* 16 (1): 117–134.
- Deutsch, K., S. Burrell, R. Kann, M. Lee, M. Lichterman, R. Lindgren, F. Loewenheim, and R. Van Wagenen. 1957. *Political Community and the North Atlantic Area; International Organization in the Light of Historical Experience.* New York: Princeton University Press.
- European Commission. 2004. Communication from the Commission: European Neighborhood Policy – Strategy Paper. COM(2004) 373 final. 12 May. Accessed October 14. http://ec.europa.eu/world/enp/pdf/strategy/strategy_paper_en.pdf.
- Gillespie, R. 2008. 'A 'Union for the Mediterranean' ... or for the EU.' *Mediterranean Politics* 13 (2): 277–286.
- Gillespie, R. 2012a. 'The UFM Found Wanting: European Responses to the Challenge of Regime Change in the Mediterranean.' In *The Union for the Mediterranean*, ed. Bicchi F. and R. Gillespie, 211–223. London: Routledge.
- Gillespie, R. 2012b. 'Adapting to French 'Leadership'? Spain's Role in the Union for the Mediterranean.' In *The Union for the Mediterranean*, ed. Bicchi F., and R. Gillespie, 57–76. London: Routledge.

- Hettne, B., and Söderbaum, F. 2005. 'Civilian Power or Soft Imperialism? EU as a Global Actor and the Role of Interregionalism.' *European Foreign Affairs Review* 19 (4): 535–552.
- Holden, P. 2011. 'A New Beginning? Does the Union for the Mediterranean Herald a New Functionalist Approach to Cooperation in the Region?' *Mediterranean Politics* 16 (1): 155–169.
- Hudson, V. 2012. 'The history and evolution of Foreign Policy Analysis.' In *Foreign Policy; Theories, Actors, Cases*, ed. Smith S., Hadfield, A. and T. Dunne, 13–34. Oxford: Oxford University Press.
- Hudson, V. 2014. *Foreign Policy Analysis; Classic and Contemporary Theory*. Second Edition. Maryland: Rowman and Littlefield.
- Hunt, D. 2012. 'The UFM and Development Prospects in the Mediterranean; Making a Real Difference.' In *The Union for the Mediterranean*, edited by Federica Bicchì and Richard Gillespie, 169–190. London: Routledge.
- Johansson-Nogués, E. 2012. 'The UFM's Institutional Structure; Making Inroads towards Co-ownership?' In *The Union for the Mediterranean*, ed. Bicchì F. and R. Gillespie, 19–36. London: Routledge.
- Kodmani, B. 2011. 'The Imported, Supported and Homegrown Security of the Arab World.' In *Rewiring Regional Security in a fragmented World*, ed. Crocker A. C., and P. Aall, 221–252. Washington DC: United States Institute of Peace Press.
- Kubáľková, V. 2001. 'Foreign Policy, International Politics, and Constructivism.' In *Foreign Policy in a Constructed World*, ed. V. Kubáľková, 15–37. Armonk: M. E. Sharpe.
- Manners, I. 2010. 'European Union Normative Power in the European Neighborhood Policy.' In *The European Neighborhood Policy in Perspective; Context, Implementation and Impact*, ed. Whitman, R. G., and S. Wolff, 29–50. London: Palgrave Macmillan.
- Osrečki, A. 2016. 'European Union External Action: Inconsistency of Political Process and Incoherence of Aims in the Case of the Mediterranean Region.' Doctoral thesis. University of Zagreb.
- Ruggie, J. 1993. 'Territoriality and beyond: Problematizing Modernity in International Relations.' *International Organization* 47 (1): 139–174.
- Russett, B., and H. Starr. 1996. *World Politics: The Menu for Choice*. New York: W. H. Freeman and Co.

- Schlumberger, O. 2012. "The Ties that do not Bind; the Union for the Mediterranean and the Future of Euro-Arab Relations". In *The Union for the Mediterranean*, ed. Bicchi F., and R. Gillespie, 133–151. London: Routledge.
- Xenakis, D., and T. Charalambos. 2009. 'Greece's Mediterranean Perspective and the French Initiative.' *Hellenic Studies* 17 (2): 123–146.
- White, B. 2004. 'Foreign Policy Analysis and the New Europe.' In *Contemporary European Foreign Policy*, ed. Carlsnaes W., Sjursen M., and B. White, 11–31. London: SAGE Publishers.





Round Table: Refugee and Migrant Children and the Enjoyment of Their Rights During Integration in Local Environments

| 87 |

Venue: Hotel Slon (Ljubljana), 3 October 2016

Organisers: Ministry of Foreign Affairs of the Republic of Slovenia and Partners from Civil Society

Panelists:

MS. PILAR GONZALES RAMS (*Unicef – Child Rights Specialist*),

MS. TARA BEATTIE (*Council of Europe – Legal Advisor*),

MR. MIHA HORVAT (*Deputy Ombudsman*),

MS. MARINA UZELAC (*Slovene Philanthropy*)

MS. KATARINA ŠTRUKELJ (*Head of Accommodation, Care and Integration Division in Ministry of the Interior*).

Rapporteur: FARIS KOČAN, *student, University of Ljubljana*

The main reason for the organization of this conference was to raise public awareness about the issue of refugee and migrant children and their integration in local environment. In the last two years as the world has been facing multiple mass migrant and refugee flows, the Republic of Slovenia (Slovenia) was no exception. However, the latter remains different for it does not represent the final destination of migrants from Mashreq region but rather a transit country.¹

Due to the fact that the relocation of migrants at the EU level is already happening, the biggest challenge for Slovenia lies in the effective integration of migrants and refugees into the

1 Mashreq is the region of the Arab world to the east of Egypt. This comprises Lebanon, the Palestinian territories, Jordan, Syria and Iraq (Jones and Emerson 2005, i).



local environment. In the light of current situation in several countries of the EU (xenophobia, hate speech, extremism) this debate serves as a reminder that politicians and citizens often forget about the most vulnerable and exposed group – children. The round table revealed some practices and issues that migrants face when they start integrating in local communities and become a part of society. In this process, the government institutions and civil society take the role of ensuring that human rights of refugee and migrant children are respected, and moreover adequately protected by existent legal mechanisms. The panelists who were discussing the given issue, were Pilar Gonzales Rams, Miha Horvat, Marina Uzelac, Katarina Štrukelj and Tara Beattie. The event moderator was Božena Forštnarič Boroje.

Since the children's rights and child welfare, alongside development cooperation and humanitarian aid, are one of the Slovenia's foreign policy priorities, the topics concerning refugee and migrant children are not only important to the expert public, but bear high relevance for the country as a whole. For example, through the work of its national association of the International Committee of Red Cross Slovenia provides the necessary help for children from crisis-hit areas (Syria, Yemen, Iraq). Also, in 2005, Slovenia launched the project named 'Our Rights' that enabled approximately 185.000 children from the relevant areas (Middle East, Western Balkans) to receive comprehensive education about human rights. Learning materials developed within this project were later translated in 22 languages. Children's rights are also a priority of Slovenia when it comes to Common Foreign and Security Policy of the EU; while Slovenia held the Presidency of the Council of the EU in the first half of 2008 the Council of the EU adopted Guidelines for the Promotion and Protection of the Rights of the Child.²

The first speaker at the round table was Pilar Gonzales Rams, child rights specialist, currently working for UNICEF interim mission in Slovenia. She opened the round table with

2 More about the Guidelines is available at: <http://www.consilium.europa.eu/uedocs/cmsupload/16031.07.pdf>.

addressing the situation of 1.3 million people becoming refugees in the first three months of 2015, whereas almost half of them were children who were in need of appropriate accommodation, food, clothes and guidance. Later, she focused on the mission of UNICEF and stopped at the so called 'triangle', which serves as a core instrument for aforementioned organization. This triangle, based on best interests of children, principle of non-discrimination and participation, was worth bearing in mind through the whole discussion because it served as an excellent reference point. Next panelist was Tara Beattie, legal adviser in the field of implementation of the rights of refugee and migrant children. She started her speech with the introduction of the work of a pan-European organization, namely the Council of Europe (CoE). She addressed education as one of the key factors in the process of integration and acclimatization of refugees in local environments and exposed some guidelines of the CoE in this field. Next in line for discussion was Katarina Štrukelj from the Ministry of the Interior. She started with the asylum seekers and said that 262 children had applied for asylum in Slovenia and that some of them are less than 15 years old. They are currently installed in residence hall for students in towns of Nova Gorica and Postojna. In the end, she informed the audience about specific EU introduced Dublin procedures (regulation), in which Slovenia is actively included. Later she gave word to Katarina Uzelac, project manager from Slovenian philanthropy and the only representative from civil society. In the introduction, the Moderator exposed positive movements in the field of diversity management, but at the same time expressed concern over the process of age determination and legal guardianship of those children. Finally, she focused on an issue that needs to be addressed as soon as possible, and that is the phenomena of disappearing of refugee children without any trace. And last but not least, Miha Horvat, deputy Ombudsman built his speech around everyday practice. He highlighted the importance of children's wants and needs and continued that he talks with them about sports, food, accommodation and their activities throughout the day. Later, he warned the audience that the right to complaint is not exercised comprehensively,



because refugees are not familiar with the legal framework of Slovenia, let alone with the institute of Ombudsman and their work. Finally, he stressed the importance of openness in local communities and cultural facilitators, who help the refugee and migrant children to overcome elementary difficulties regarding language, behavior, etc. Last twenty minutes were reserved for the cross-panelist discussion, where they concluded that the most important thing for children is that cultural facilitators are available to them in formal proceedings.

| 90 |

The conclusion of the round table belonged to the initiative 'My piece for peace', with slogan: "Help us change the picture of the world". Main drivers of this initiative were Slovenian-based expert institutions: Institute for Slovenian emigrants and migrations (ZRC SAZU), Institute STEP, Institute for Psychological Counseling and Development Educational Projects (ISA), two elementary schools and Association Ključ (Slovenian Center for fight against human trafficking). The main purpose of this initiative is that children from all around the world get engaged by thinking about the initiative's name and drawing their 'piece' for peace. The closing words of this initiative's representative were: "A child is a child, and we should listen to them".

OPEN QUESTIONS FOR FURTHER RESEARCH

Since the EU has not yet agreed on the common asylum policy, and the latter rests on shared powers, member states can easily act merely with respect to their domestic policy (national interest) orientations, disregarding EU values or guidelines. However, the protection of children's rights is something that we should not bargain about, and for that reason it should be necessary that the academia addresses this problem through the prism of International Law. To be more precise, one of the core problems that countries of Europe currently face is that refugee and migrant children are not able to enjoy all the rights entitled to them if they do not start with the official asylum procedure. And for that reason the academics in the field of International Relations and European studies should discuss about the possibility of children's rights becoming a part of peremptory norms



(*jus cogens*). Even though there is no universal agreement regarding precisely which norms make up *jus cogens* nor how a norm reaches that status, it is generally accepted that *jus cogens* status encompasses prohibition of genocide, slaving in general, torture, maritime piracy, etc. The debate whether protection of children's rights is a norm that does not sustain any derogation should be an indispensable part of the agendas of all the relevant experts, faculty teachers and also the politicians and jurists.

REFERENCES

- Council of the European Union. 2008. EU Guidelines for the Promotion and Protection of the Rights of the Child. Available at: <http://www.consilium.europa.eu/uedocs/cmsupload/16031.07.pdf> (6 October 2016).
- Jones, Stephen and Michael Emerson. 2005. 'European Neighbourhood Policy in the Mashreq Countries: Enhancing Prospects for Reform.' Centre for European Policy Studies, no. 229. Available at: <https://www.ceps.eu/publications/european-neighbourhood-policy-mashreq-countries-enhancing-prospects-reform> (6 October 2016).





Résumés

L'IMPACT DES CARACTÉRISTIQUES DÉMOGRAPHIQUES SUR LA RELATION ENTRE LA CONFIANCE, DES ATTITUDES INDIVIDUELLES À L'ÉGARD DES MÉDIAS SOCIAUX ET L'INTENTION DE LEUR UTILISER DANS L'ÉCONOMIE ÉMERGENTE

Nergis Aziz

| 93 |

Cette recherche examine le rôle des données démographiques, tel que l'âge, sexe, éducation et le statut matrimonial sur la relation entre la confiance, des attitudes individuelles à l'égard des médias sociaux et l'intention de leur utiliser. Le questionnaire face-à-face a été conduit sur l'échantillon de 706 participants dans des districts différents d'Istanbul (Turquie). Les résultats de cette étude ont montré la relation positive entre la confiance à l'égard des médias sociaux et des attitudes à l'égard de l'utilisation des médias sociaux, tandis que l'âge ne servait qu'une variable entre des variables de contrôle, influant cette relation. L'attitude à l'égard de l'utilisation des médias sociaux a montré une relation positive à l'égard de l'intention de comportement d'utiliser les média sociaux, tandis que les contrôles des variables comme l'âge et l'éducation ont influencé cette relation. Toutefois, le sexe et le statut matrimonial n'a pas montré un impact important ni sur l'attitude, ni sur l'intention de comportement. Conclusions de l'étude peuvent être utilisées comme la base pour le développement des stratégies différentes, qui cultivent des attitudes positives pour des segments démographiques différents.

Mots clés: médias sociaux, confiance, Théorie du Comportement Planifié (TCP), Turquie, région Euro-Méditerranéenne
IJEMS 9 (1): 3–30

PATRIMOINE CULTURELLE DANS DES PAYS MÉDITERRANÉENS: LE CAS D'UN PROJET D'IPA COOPÉRATION TRANSFRONTALIÈRE ADRIATIC

Piermichele La Sala, Francesco Conto, Alessandra Conte And Mariantonietta Fiore

L'objectif du présent article, c'est de faire analyse du rôle de tourisme vers l'atteinte des objectifs économiques, sociaux et environnementaux.



Une vaste revue documentaire souligne l'importance des réseaux dans le secteur touristique. L'accent de cet article, c'est comment un projet international peut valoriser le patrimoine culturel dans des pays Méditerranéens par le renforcement leur gestion, aussi par l'implication des communautés locales. Nous prenons en compte l'étude de cas du projet IPA Adriatic, comportant 19 partenaires de 8 pays adriatiques. Nous menons l'analyse des stratégies du tourisme culturel et des politiques pertinentes dans chaque pays et nous pratiquons la collecte systématique et la révision des expériences réussies précédents. À compter de la méthodologie Delphi, nous créons un cadre stratégique cohérent, prêts à une large diffusion. Notre hypothèse de recherche vérifie si les variables stratégiques pour le développement d'un système touristique dans l'Adriatique peuvent être identifiées. Des implications politiques désignent des contours pour renforcer le patrimoine culturel et system de tourisme.

Mots clés: tourisme, patrimoine culturelle, pays Méditerranéens, projet IPA Adriatic
IJEMS 9 (1): 31–49

APPLICATION DE L'AUTONOMIE DES APPRENANTS DANS L'UTILISATION DE L'ANGLAIS COMME LA LINGUA FRANCA DANS LA COMMUNICATION INTERNATIONALE PÉDAGOGIQUE

Tina Orel Frank

La langue est la réflexion de nos réalités et en temps des effets de la mondialisation immense, il n'est pas surprenant qu'une langue a occupé la fonction de la langue de communication entre nationalités et cultures différentes. Cet article n'adresse pas la raison pourquoi l'anglais est devenu la langue principale. C'est un fait que l'anglais a pris la fonction de la lingua franca sur plusieurs niveaux, dans les domaines différentes: science, cercles académiques, tourisme, entreprises etc. Cette article a l'intention de mettre le perspective sur l'anglais comme la lingua franca dans les processus pédagogiques de l'apprentissage de l'anglais dans la classe sur la communication international d'entreprises. Il vise à stresser l'importance de donner aux étudiants leur autonomie dans le processus d'apprentissage, car ils sont des contributeurs actifs à la communauté de communication des processus pédagogiques de l'apprentissage. Le résultat de cette recherche, c'est

une model d'emploi de l'autonomie d'apprentissage, désigné aux éducateurs, manipulant le processus pédagogiques de l'apprentissage.

Mots clés: anglais comme lingua franca, autonomie des apprenants, communication Internationale, communication interculturelle, pédagogie
IJEMS 9 (1): 51–69

PLURALISME DES APPROCHES, POUR COMPRENDRE
LA POLITIQUE EU MÉDITERRANÉEN, PEUVENT
SE SUPERPOSER VIA L'ANALYSE DE LA POLITIQUE
EXTÉRIEURE

| 95 |

Albina Osrečki

Au cours des deux dernières décennies, l'UE adresse le Méditerranéen comme le voisinage du sud avec trois politiques différentes: le Partenariat Euro-méditerranéen (PEM) de 1995 à 2008, la Politique Européenne de Voisinage (PEV) dès 2004 et l'Union pour le Méditerranéenne (UPM) dès 2008. Les premiers deux ont été lancé comme la politique de l'UE (Gillespie 2008, 278), tandis que l'UPM, substituant le PEM échoué, a été lancé par l'un des états membre et était plus tard accepté dans une version modifiée par des institutions de l'UE et était mis en œuvre en parallèle avec la PEV. Jusqu'à présent, le nombre des approches différentes sur les domaines des sciences sociales et particulièrement dans la discipline des relations internationales ont été mis en œuvre d'analyser la PEM, la PEV et l'UPM. Toutefois, le pluralisme des approches pour comprendre la relation Euro-Méditerranéenne et prescription des solutions politiques différentes représentent un grand défi pour la formulation de la politique de l'UE. Cet article de synthèse a pour le but d'offrir un aperçu de chevauchement possible des approches différentes donnant un conseil pour construire la politique européenne via une approche intégrative, à savoir l'Analyse de la politique extérieure.

Mots clés: le Partenariat Euro-méditerranéen, la Politique Européenne de Voisinage, l'Union pour le Méditerranéenne, l'Analyse de la politique extérieure
IJEMS 9 (1): 71–85



RAPPORT D'ÉVÉNEMENT ET RÉFLEXION

Rapporteur: *Faris Kočan*, étudiant, Université de Ljubljana

TABLE RONDE: ENFANTS RÉFUGIÉS ET MIGRANTS ET LA JOUISSANCE DE LEURS DROITS DURANT L'INTÉGRATION DANS L'ENVIRONNEMENT LOCAL

Lieu: Hôtel Slon (Ljubljana), 3 October 2016

| 96 | Organisateur: Ministère des affaires étrangères de la République Slovène et des partenaires de société civile

Conférenciers:

Mme. Pilar Gonzales Rams (UNICEF – Spécialiste des droits de l'enfant),

Mme. Tara Beattie (Conseil d'Europe – Conseiller Juridique),

M. Miha Horvat (Protecteur adjoint),

Mme. Marina Uzelac (Philanthropie Slovène)

Mme. Katarina Štrukelj (Chef du Logement, Soins et la Division d'Intégration, Ministère des affaires intérieures).

La raison principale pour l'organisation de cette conférence était de susciter la connaissance sur les enfants réfugiés et migrants et leur intégration dans l'environnement local. Au cours des deux dernières années, quand le monde entier fait face à multiples flux des réfugiés et migrants, la République de Slovénie n'est pas une exception. Mais la Slovénie reste un exemple différent, car elle ne représente la destination finale pour des migrants du Machrek, mais plutôt le pays transitaire.

IJEMS 9 (1): 87–91

Povzetki

VPLIV DEMOGRAFSKIH ZNAČILNOSTI NA ODNOS MED ZAUPANJEM, POSAMEZNIKOVIM ODNOSOM DO DRUŽBENIH MEDIJEV TER NAMENOM UPORABITI DRUŽBENE MEDIJE V RASTOČIH GOSPODARSTVIH

Nergis Aziz

Raziskava preučuje vlogo demografskih faktorjev kot so starost, spol, izobrazba in zakonski stan na razmerje do zaupanja v družabne medije, ter posameznikov odnos do namena njihove uporabe. Vprašalnik je bil izveden na vzorcu 706 udeležencev iz različnih okrožij Istanbula (Turčija). Rezultati študije so pokazali, da obstaja pozitivna povezava med zaupanjem do družbenih medijev in odnosom do njihove uporabe, pri čemer je bila starost edina spremenljivka izmed kontrolnih spremenljivk, ki je imela vpliv na ta odnos. Odnos do uporabe družabnih medijev je pozitivno povezan z zavestnim namenom njihove uporabe, pri čemer kontrolni spremenljivki starost in izobrazba prav tako vplivata na ta odnos. Vendar pa spol in zakonski stan nimata pomembnega vpliva na omenjeni odnos, niti na zavestno namero. Ugotovitve, izhajajoče iz študije, se lahko uporabijo kot osnova za razvoj različnih strategij, ki gojijo pozitiven odnos do raznovrstnih demografskih segmentov.

| 97 |

Ključne besede: družabni mediji, demografija, zaupanje, teorija načrtovanega vedenja, Turčija, Evro-Mediterranska regija.

IJEMS 9 (1): 3–30

KULTURNA DEDIŠČINA V SREDOZEMSKIH DRŽAVAH: PRIMER PROJEKTA ČEZMEJNEGA SODELOVANJA IPA ADRIATIC

*La Sala Piermichele, Contò Francesco, Conte Alessandra In Fiore
Mariantonietta*

Namen članka je analizirati vlogo turizma pri doseganju gospodarskih, družbenih in okoljskih ciljev. Literatura s tega področja izpostavlja pomembnost mrež v turističnem sektorju. Središče tega je, kako lahko mednarodni projekt ovrednoti kulturno dediščino v sredozemskih državah s krepitvijo njenega upravljanja kot tudi vključevanja lokalnih skupnosti. Za primer smo vzeli projekt IPA Adriatic, ki vključuje 19



partnerjev iz osmih jadranskih držav. Izvedli smo analizo strategij kulturnega turizma in pomembnih politik v vsaki državi ter predstavili sistematično zbirko in pregled preteklih uspešnih izkušenj. Z metodologijo Delphi začnemo ustvarjati konsistentni strateški okvir, ki ga lahko uporabimo širše. Naša raziskovalna hipoteza preverja, če lahko identificiramo strateške spremenljivke razvoja turističnih sistemov v jadranskih državah. Vplivi na politike predstavljajo izhodišča za krepitev kulturne dediščine in turističnega sistema.

| 98 |

Ključne besede: turizem, kulturna dediščina, sredozemske države, projekt IPA Adriatic

IJEMS 9 (1): 31–49

UPORABA UČITELJEVE AVTONOMIJE PRI UPORABI ANGLEŠČINE KOT *LINGUE FRANCE* V MEDNARODNEM PEDAGOŠKEM KOMUNICIRANJU

Tina Orel Frank

Jezik odraža našo realnost, pri čemer ni presenetljivo, da je v času velikega učinka globalizacije le en jezik pričel jemati vlogo sporazumevalnega jezika med različnimi narodi in kulturami. Prav zato se prispevek posveča razpravi in obravnavi angleškega jezika. Ta prispevek postavlja pozicijo angleškega jezika kot *lingue france* na različnih ravneh in področjih kot so znanost, akademski svet, turizem, poslovanje itd. Prispevek prevzema posebno vlogo angleščine kot *lingue france* v pedagoškem procesu učenja angleškega jezika znotraj mednarodne poslovne komunikacije v razredu. Njegov namen je izpostaviti pomen modela samostojnega učenja študentov angleškega jezika kot *lingue france*.

Ključne besede: angleščina kot *lingua franca*, samostojno učenje, mednarodno komuniciranje, medkulturno komuniciranje, pedagogika

IJEMS 9 (1): 51–69

PRISTOPI K RAZUMEVANJU PREKRIVANJA POLITIK EU V SREDOZEMLJU Z ANALIZO ZUNANJE POLITIKE

Albina Osrečki

V zadnjih dveh desetletjih Evropska unija (EU) naslavlja Sredozemlje v okviru južnega sosedstva s tremi različnimi pristopi: Partnerstvo za

Sredozemlje (PZS) od 1995 do 2008, Evropska sosedna politika (ESP) od leta 2004 in Unija za Sredozemlje (UZS) od leta 2008. Prvi dve politiki je uvedla EU (Gillespie 2008, 278), medtem ko je UZS nastala na pobudo ene izmed njenih članic kot nadomestek za neuspešno politiko PZS. Ta je bila kasneje s strani evropskih institucij dopolnjena in se je začela izvajati vzporedno z ESP. Na področju družbenih ved in še posebej v mednarodnih odnosih je bilo do sedaj uporabljenih že veliko različnih pristopov za analiziranje PZS, ESP in UZS. Različni pristopi k razumevanju evro-sredozemskih odnosov in podajanje različnih političnih rešitev predstavljajo velik izziv za snovanje politik EU. Namen članka je tako ustvariti pregled prekrivanja različnih pristopov in podati nasvet, kako oblikovati politike EU preko integrativnega pristopa, t. i. analize zunanje politike.

| 99 |

Ključne besede: Evro-sredozemsko partnerstvo, Evropska sosedna politika, Unija za Sredozemlje, Analiza zunanje politike
IJEMS 9 (1): 71–85

POROČILO Z DOGODKA IN VTIS

Poročevalec: *Faris Kočan*, študent, Univerza v Ljubljani

OKROGLA MIZA: OTROCI BEGUNCI IN MIGRANTI TER UŽIVANJE NJIHOVIH PRAVIC V ČASU INTEGRACIJE V LOKALNO OKOLJE

Kraj: Hotel Slon (Ljubljana), 3. oktober 2016

Organizatorji: Ministrstvo za zunanje zadeve Republike Slovenije ter partnerji iz civilne družbe

Govorniki:

Pilar Gonzales Rams (Unicef – Strokovnjakinja za otrokove pravice),

Tara Beattie (Svet Evrope – pravni svetovalec),

Miha Horvat (Namestnik Varuha človekovih pravic),

Marina Uzelac (Slovenska filantropija)

Katarina Štrukelj (Ministrstvo za notranje zadeve, Urad za migracije, vodja sektorja za nastanitev, oskrbo in integracijo).

Namen konference je bil dvigniti raven ozaveščenosti o otrocih beguncih in migrantih ter njihovi integraciji v lokalno okolje. Zadnji dve leti se svet namreč sooča z večjimi migrantskimi in begunskimi tokovi,



Povzetki

pri čemer Republika Slovenija ni izjema. Za slednjo je zadeva nekoliko drugačna, saj Slovenija ne predstavlja ciljne države za migrante iz držav Mašreka, temveč je le tranzitna država.

IJEMS 9 (1): 87–91

| 100 |



تاصخلملا

هاجت دارفال فقاومو ةقثلا نيب ةقالعال لىل ةيفارغوميدلا صئاصخلملا رثأ
ةيعامتجالا لصاوتلا لئاسو

ئشانلا داصتقالا لظ يف يعامتجالا لصاوتلا لئاسو مادختسا لىل مهمزعو

| 101 |

ايكرت/لوبنطس؛ زيزع سجرن

مىلعلتلاو، عونلاو، نسل لثم ةيفارغوميدلا لماعلا ضعب رود ثحبل اذھ لوانتي
هاجتاوعامتجالا لصاوتلا لئاسو يف ةقثلا نيب امھتقالعو ةيعامتجالا ةلاحلاو
ءارج! مت ضرغلا اذھلو. يعامتجالا لصاوتلا لئاسول مهمادختسا ءازا دارفالا اياونو
تحضواو. ايكرت يف ةفلتخم ءايحاً نم كراشم ٧٠٦ نم ةنيعل هجول هجو نايبتسا
يعامتجالا لصاوتلا لئاسو يف ةقثلا نيب ةيباجي ةقالعال دوجو نايبتسال ةجيتن
نمض نم ديحول ريغتملا لماعلا نسل نكو، اھل مهمادختسا هاجت دارفالا كولسو
ةيباجي ةقالعال تنك ام نيب. ةقالعال هذھ لىل ةرثؤملا ةريغتملا مكحتلا لماع
ءازا فرصتلا ةيوني يعامتجالا لصاوتلا لئاسو مادختسا وحن دارفالا كولس نيب
يوتسمو نسل لثم ةريغتملا مكحتلا لماعو ضعب ترثأو لصاوتلا لئاسو مادختسا
يا اھل نكي مل ةيعامتجالا ةقالعال او عونلا لماع نأ. ةقالعال هذھ لىل مىلعلتلا
ساسأك ةساردلا هذھ جئاتن مادختسا نكمي. فرصتلا ةيوني وا كولس لىل ريثأت
ةفلتخم ةيفارغوميد تاعاطقلا يباجي كولس قلخت قرط نم ريوطتلل

كولسلا ةيرظن، ةقثلا، ةيفارغوميد، يعامتجالا لصاوتلا لئاسو: ةيساسالا تاملكلا
ةيظسوتموروالا ةقطنملا، ايكرت، ططخلملا

صنلا لمالكلا ب 9 (1) ص 30-3



طسوتملا رحبلال لود يي ف يفاقثلا ثارتلا

دودحلل ربع يكي تاي ردألا نواعتلل عورشم ةلاح

ليشي مربي الاسال، وكسي س نارف وت نو، اردن اسيلأ يت نو، ات يوت ناي رام يروي ف

ةي داصت قالا فادها قي قحت يي ف ةحاي سلل رود ثحب وه روشنملا اذه نم فدهلا
 تاقالعل تاكبش ةي مها يلع ةلص تاذا تافلؤملا دكؤت. ةيئي بل او ةي عماتجال او
 عورشم موقني نأ ةي فيكي يلع زيكرتلل ثحبلا اذه نم فدهلا. ةحاي سلل ةبسنلاب
 لبس زيزعت لالخنم طسوتملا رحبلال لود يي ف يفاقثلا ثارتلا ري عستب يلود
 عورشملا نع ةلاح ةسارد رابتعالا يي ف ذخال عم، ةي ل حملل اعمتجملل ةكراشمب مهترادأ
 لي لحتب موقن. ه يكي تاي ردألا لود ٨ لي نومتني كي رش ١٩ مضي يذلا يكي تاي ردألا
 موقنو ةلود لك يي ف اهيلي ةطونملا تاساي سلل او ةي فاقثلا ةحاي سلل تاي جي تارتسا
 راطل قلخب موقن، يفلد ةقي رط مادختساب. ةحجان ةقباس براجت ةعجارم ولي صحتب
 اذ دي دحت ةي ناكم ثحبلا ةي ضر ف دكؤتو. عساو قاطن يلع هرشن نكمي جي تارتسا
 نا. ه يكي تاي ردألا لودلا يي ف ةحاي سلل ماظن ري وطلت ةي جي تارتسا تاريغت كانه ناك
 ةحاي سلل ماظنو يفاقثلا ثارتلا زيزعت دودح مسرت تاساي سلل راثا

عورشملا، طسوتملا رحبلال لود، يفاقثلا ثارتلا، ةي حاي سلل: ةي ساسال تاملكلا
 يكي تاي ردألا

صنلا لمكلاب 9 (1) ص 31-49

ةغل ةي زيلجنللا ةغلل مادختسا يي ف ملعتملل يي تاذلا مكحلل أدبم فيظوت
 يوبرتلا يلودلا لصاوتلا يي ف ةكرتشملا لصاوتلل

كنارف لورا انيت

ةغل تادب، ةملوعلاب ارثأت روصعلا رثكأ يي فو، هشي عن يذلا عقاولا ةغلل س كعن
 فيكي ف تفاقثلاو تاي سنجلل نم دي دعلل نيب لصاوتلا ةغل رود دخأ يي ف ةي ني عم
 ةغلل تلحتح دقل لع فلاب؟ ثحبلا اذه يي ف ةي زيلجنللا ةغلل ةشقانم متت الل نكمي
 قطانملا فل تخم يي فو تايوتسم ةدع يلع ةكرتشملا لصاوتلا ةغل ةناكم ةي زيلجنللا
 ثحبلا اذه يي ف... خال، لامعالا ةراداو ةي مي دكألا طاسوالا، مولعلا لثم تالاجملاو
 ةي وبرتلا ةي لمعلا يي ف ةكرتشملا لصاوتلا ةغل روظنم نم ةي زيلجنللا ةغلل رظنلا لي
 ثحبلا فدهي. ةي لودلا لامعالا تالاصت سي ردت ةفرغ لخاد ةي زيلجنللا ةغلل ملعتل



شيحب ةي مي لعلة لالخي اذلا مهممكح بالطلل حنم ةي مهاأ يلع دي كأتلا إلى
 ةكرتشم لصاوت ةغلل ةي زي لجالا ةغلل لصاوت عم تجم يف ني لاعف ءاكرش اونوكي نا
 صصخم ملعتملل ي اذلا مكحلا أدبم فيظوت جذومن ثحبلا اذه ةجيتن نوكت فوس
 ةكرتشم لصاوتل ةغلل ةي زي لجالا ةغلل ني ملعلا

ملعتملل ي اذلا مكحلا، ةكرتشم لصاوت ةغلل ةي زي لجالا ةغلل: ةي ساسالا تاملكلا
 ،تافاقتلا ني ب لصاوتلا، يلودلا يوتسملا يلع لصاوتلا

ةي برتلا ملع

صنلا لمكلا ب 9 (1) ص 51-69

لالخ نم ةي طسوت موروالا تاسايسلا مهف جهانم ددعت لخادتت ةي لامتلا
 ةي جراخ تاسايس لي لحت

ي كسترسوا اي نابلا

ثالث قيرط نع يبونجال هكيري شك طسوتملا رحبلا يبوروالا داحتالا بطاخي
 راووالا ةي ساسايس ٢٠٠٠ ي تحو ١٩٩٥ ماع ذنم ةي طسوت موروالا ةكارشلال: ةفلتخم تاسايس
 ليوالا ةي ساسايسلا تادب ٢٠٠٨ ماع ذنم طسوتملا لجالا نم داحتالا، ٢٠٠٤ ماع ذنم ةي بوروالا
 ةردابم قتلخ مت امنيب (٢٧٨، ٢٠٠٨ يب سليلي ج) يبوروالا داحتا تاسايسك ةي ناثلاو
 ةدحاو ةطساوب ةي طسوت موروالا ةكارشلال لشرف نع لي دب طسوتملا لجالا نم داحتالا
 تاسايسؤم ةطساوب ةلدعم ةخسن يف اهلوبق متو، يبوروالا داحتالا ءاضعأ لود نم
 مت، نالا يتح. ةي بوروالا راووالا ةي ساسايس عم يزاوتلاب اهقبي ب طتو يبوروالا داحتالا
 يف دي دحتلابو ةي عامتجالا مولعلا لاجم يف ةفلتخملا جهانملا نم ددع قبي ب طت
 راووالا ةي ساسايسو ةي طسوت موروالا ةكارشلال ةي ساسايس يف رظنلل، ةي لودلا تاقالعل لاجم
 تاقالعل مهف لجالا نم جهانملا ددعت دعني نكل. طسوتملا لجالا نم داحتالاو ةي بوروالا
 داحتالا ةي ساسايس ةي غايص هجاوي ريبك يدحت، تاسايسلل لولح فصوصو ةي طسوت موروالا
 لخادتت ةي لامتلا نع ةماع ةركف مي دقت وه ةلاقملا هذم نم فدهل نأ كذل. يبوروالا
 يلمككت جهنم قيرط نع يبوروالا داحتالا تاسايس عنصل ةروشمل مي دقتل جهانملا
 «ةي جراخال ةي ساسايس لي لحت» ي مسي

لجالا نم داحتالا، ةي بوروالا راووالا ةي ساسايس، ةي طسوت موروالا ةكارشلال: ةي ساسالا تاملكلا
 طسوتملا

لي لحت ةي ساسايسلا ةي جراخال

صنلا لمكلا ب 9 (1) ص 71-85



ريرقت و ساكنا

لخال مهقوقحب عتمتلاو نيرجهملاو نيئجاللا لافطا: ةريدتسم ةلواط
ةيلحملاتاعمتجملا يف مهجمدنا

ريرقت: سيراف ناشتوك، بلاط، ةعماج انايلبويل

٢٠١٦ ربوتكأ ٣، (انايلبويل) نلوس قدنف: ناكلما

| 104 |

تامظنم نم ءاكرشلالضعبو اينافولس ةيروهمجل ةيجراخال نوؤشلال ةرازو: نومظنملا
يندملال عمتجملا

نوئدحتملا

(لفلال قوقح يف صصختم- فسينوي) سمارسلانزوج راليب ةذاتسأ

(ينوناق ريبخ - ابورواسلجم) يتيبارات ةذاتسا

(ملاظملا ناويدبئان) ترافوه اهيم ةذاتسأ

(يعوطتلاو يناسنلال لمعلل ةينافولسل ةسسؤم) كالأوا انيرام ةذاتسأ

ةرازو يف جامدنالاو ةياعرلاو ةماقالا مسق سيئر) يجليكوتش انيرتاك ةذاتسأ
(ةيلخادلا

جامدنا ةلأسم لوح ماعلا يعولا زيزعت وه رمؤملا اذهداقعنا نم ياسالافدهلنا
يف داحعافترا ماعلا هجاوي. ةيلحملاتاعمتجملا يف نيرجهملاو نيئجاللا لافطأ
اينافولس ةيروهمجاميسالو نييضاملا نيماعلال لخال نيئجاللاو نيرجهملا ددع
قرشملا نيرجهم دصقم لثمتالو تقؤم روبع دلب ربتعت يتلا (اينافولس)

صنلال ماكلاب 9 (1) ص 87-91

