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FOREWORD

Dear reader,

I present to you the new issue of our Institute's international scientific 2018 Annual.

In this edition, the Institute for Sociological Political and Juridical Research has chosen to present papers that focus on several legal issues, like corporate financing and its visibility with entrepreneurs in Slovenia, regulatory policy with involved stakeholders and perceived fairness. Included are also an array of topics tackling about citizens' perspectives and institutional responses to the devastation of the public space in Skopje, knowledge management for information and communication technology based teaching and learning transfers and the still of vital national interest topic on the nationalist historiographies and the rise of ethnocracy in Macedonia and their consequences.

I hope you will find this Annual both informative and interesting and that it will give you a greater understanding of the themes which have been elaborated by our contributors. Ultimately, our goal is to attract readers who have interest on these areas and to instigate academic exchange of thoughts and vigorous debate.

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VENTURE OF VENTURE CAPITAL IN CORPORATE FINANCING AND ITS VISIBILITY WITH ENTREPRENEURS

Abstract

Entrepreneurs of companies keep asking themselves what sources to use in order to finance their own entrepreneurial ideas that enable growth, existence and income because they do not have sources of financing. One of these sources is risk capital, normally used by capital owners to finance innovative companies with a suitable business idea or challenge, a persuasive business plan and a vision of doing business with income that would be achieved in a certain period of time with the help of the business idea. Risk capital is a part of equity and venture capital funds, which enter a company, become its co-owners for a certain period of time. The research, provided among Slovenian entrepreneurs and investors of risk capital, shows that knowledge about the purpose and role of risk capital at financing high potential and development companies is rather poor.

Keywords: entrepreneurship, entrepreneurial knowledge, risk capital, income, venture capital funds

1 DEVELOPMENT OF ENTREPRENEURSHIP AND ITS FINANCING

The basic decision on entrepreneurship is well prepared plans, which entrepreneur can realize only if he has knowledge, money and market. For an entrepreneur, the foundation and financing of the company is an initial experience full of enthusiasm, which also results in disappointments, a lot of hard work, denial, and fear of their own failure. Entrepreneurs differ in their knowledge and experience, as some want in a very simple and quick way, but it is difficult to write the recipe of knowledge that the entrepreneur needs in working and making business decisions.

1.1. PURPOSE OF VENTURE CAPITAL

We examined the requirements and expectations of venture capital investors in terms of governance, profitability, risks and the transfer of knowledge and experience. On the one hand, we highlighted the visibility and knowledge of venture capital and the readiness of the owners to include it in their companies and, on the other hand, the expectations and conditions of the venture capital investors.

In studying and analyzing literature, research and examples from practice, we found that foreign venture capital funds are more aggressive and they are intensively looking for development-oriented companies, and try to find and realize good entrepreneurial ideas together with owners.

From examples of domestic practice, we found that some Slovenian development-oriented companies themselves sought foreign venture capital funds, with which they are involved in financial, business and management good.

Also, from our own study, we found that Slovenian venture capital funds are ready to invest in companies with interesting and concrete services and products, clearly defined business plans, strategy, vision and goals. Businesses must also have visible capacity for rapid growth and focus on foreign markets.

1.2. THE OBJECTIVES OF THE RESEARCH ON THE FINANCING OF ENTREPRENEURSHIP WITH VENTURE CAPITAL

The goal that we set out is to identify and study all the factors that influence decision making on the entry of venture capital into the company, both on the part of owners and investors. We also examine all the circumstances that influence the decisions of owners and investors about financing or venture capital investment.

Based on findings from theoretical backgrounds, the findings and findings of other and our own research, foreign and our own suggestions and beliefs, we have designed a model of innovative venture capital financing.

On the basis of thZe fundamental thesis, we set the following hypotheses:

Hypothesis 1: Entrepreneurs lack knowledge of venture capital.
Hypothesis 2: Entrepreneurs do not want to lose ownership and control over their venture due to venture capital.

2 ENTERPRISES AND SOURCES OF FINANCING

Entrepreneurship is a way of life and a dynamic process that creates continual changes and creates new ideas and energies that lead to creative solutions.

2.1 CHARACTERISTICS AND IMPORTANCE OF ENTREPRENEURSHIP

The entrepreneurial process is the result of driving forces, such as: entrepreneurs, business opportunities and the necessary financial resources for the realization of entrepreneurial opportunities, momentum or development and growth. Entrepreneurship is a process of creating a value in which an entrepreneur collects in one place all the resources necessary for the realization of a business opportunity

2.2 EDUCATION OF ENTREPRENEURS

The knowledge and experience of the entrepreneur depends on his link skills and the number of employees (Sullivan and Marvel 2011).

The entrepreneur, as the sole owner, is difficult to assume and is responsible for the entire business. Sullivan and Marvel (2011) consider that an entrepreneur assumes a high risk if he enters a business path without appropriate knowledge in the field of entrepreneurship and financing. Gijselaers and Milet (2010, 39, 44) and Klein (2011) add that they also need knowledge in the fields of accounting, marketing, communication and human relations.

2.3 SOURCES OF FINANCING

During the economic conjuncture, entrepreneurs are thinking about the growth of the company from the point of view of borrowing and the effects of borrowing on solvency and cash flow. The choice of sources of financing varies according to the offered possibilities and opportunities, as well as the interests of the providers and customers in terms of cash.

The growth of the economy is based on new technologies, knowledge and the promotion of a high level of innovation.

In the case of long-term borrowing, an estimate of the market value of assets, which can be placed in the pledge of leased sources of financing, should be made.

3 VENTURE AND CAPITAL FINANCING

Venture capital is temporarily invested in an enterprise and represents sources of financing for enterprises at the initial or development stage and for new risky business. Investments of risk capital investors require their experience, knowledge and preparedness of risks.

3.1 THE IMPORTANCE OF VENTURE CAPITAL

Venture capital belongs to the private property management sector, as it is a specific form, which can not be directly compared to other financial services. Small and medium-sized enterprises expect significant growth from venture capital financing at an early stage (Smolarski and Kut 2011, 39) and share venture capital financing into two categories:

a) primary financing - in this form of financing, enterprises receive venture capital as a form of financing in the form of flat-rate financing by one investor and

b) Financing of mergers - in this form of financing, there are several external investors involved in the financing of an individual enterprise.

4 METHODOLOGY

A quantitative survey carried out a test questionnaire in the areas of venture capital among business owners.

We sent survey questionnaires to 2,600 companies. We returned 491 questionnaires, of which 5 were invalid.

We believe that we have reached a sufficiently large number of respondents that our sample has met the need for data and representativeness and is reliable, so that we can generalize the results to a wider population.

We sent questionnaires in person and through classical mail. We provided anonymity to all respondents.

Survey questions were distributed in 2014 and sufficient questionnaires were returned within six months to have a sample for our own analysis that we made in 2014-2015.In preparation, we processed scientific and professional literature, on the basis of which we determined the objectives of the research and the basic assumptions. As regards the scientific and technical literature studied, and according to the existing research data (foreign and domestic) and our own research, variables have been set up. Regarding the scope and problem of the research, we included those data relating to the knowledge and integration of entrepreneurs and venture capital investors and the possibility of entering venture capital among sources of corporate financing.

The researcher can choose a qualitative or quantitative method of research, both of which can be involved in the research. Our methodology of the research is based on two

approaches, we used a qualitative method (in-depth interview) and a quantitative method (written survey) of research, since the methods are sufficiently well complemented.

4.1 RESEARCH PROBLEM AND RESEARCH OBJECTIVES

The research problem we have detected is that venture capital investments in Slovenian entrepreneurship do not come to life either by investors or business owners.

Our aim was to examine and analyze the causes of unsuccessful business and financial cooperation and propose a model that would help finance innovative companies with equity resources such as venture capital. The introduction of venture capital into the company is seen as an increase in financial resources and an additional source, which is reflected in the increase of knowledge, consultations, experience and business opportunities.

The aims of qualitative and quantitative research were:

- to determine their interests in the form of business and financial cooperation by venture capital investors, expectations for the percentage of ownership, the amount of return, the maturity of the investment,
- to identify their risk capital knowledge and the willingness to engage for a limited period of time between the sources of financing, venture capital and
- to propose a model of innovative financing of venture capital companies.

4.3 PURPOSE OF QUALITATIVE RESEARCH

The research is focused on understanding social phenomena to find out what and why certain things are happening. As researchers, we focused on meaning and tried to understand what is happening with a holistic view of our research topic

The research focused on the importance of what is happening with a comprehensive view of the subject. Data collection methods enabled the acquisition of in-depth information through interviews conducted with leading representatives of venture capital funds in Slovenia.

The purpose of the conducted qualitative research, as a case study, was to get acquainted with the venture capital investors:

- what is their interest in investing,
- what are the conditions and their expectations for returns, the choice of activities and markets (domestic and foreign),
- percentage of ownership, time of cooperation in enterprises and

- what is their offering of business-financial and commercial services to owners, already existing companies.

The purpose of the quantitative research was to obtain information from a certain population circle, what is the knowledge and visibility of venture capital on the part of entrepreneurs, and what is their willingness to include it in the ownership of their companies.

The objective of quantitative research was based on the fundamental thesis to test all hypotheses.

The main objectives of the research were to learn from the point of view of entrepreneurs:

- what were their motives to set up their own company,
- how much time and what forms of education are included for their areer development,
- what do they understand under the concept of venture capital and whether they were considering incorporating into their ownership and business of a private investor,
- what are their business objectives and what sources of finance they use to expand and develop the business,
- they know the role and importance of venture capital funds,
- what are their notions of venture capital and such a form of financing,
- what forms of assistance await potential cooperation with venture capital investors.

Table 1: *Evaluation of the importance of business objectives of the company - display of frequencies, shares and average estimates*

Business goals companies	1 – VeryImportant		2 – No Impomembno		3 – No Neither Imotrent Nor Irrelevant nepomembno		4- Important		5 – Very Important		**Together**		
	f	%	f	%	f	%	f	%	f	%	**f**	**%**	**Average rating**
Financial indepencence	0	0,0	0	0,0	0	0,0	181	37,2	305	62,8	486	100,0	**4,63**
Satisfield employees advantegesvover employees	0	0,0	0	0,0	0	0,0	201	41,4	285	58,6	486	100,0	**4,59**
Return of business	0	0,0	0	0,0	0	0,0	207	42,6	279	57,4	486	100,0	**4,57**
Growth of the Company	0	0,0	0	0,0	0	0,0	215	44,2	271	55,8	486	100,0	**4,56**
Stisfiekd emloyees	0	0,0	0	0,0	1	0,2	234	48,1	251	51,6	486	100,0	**4,51**
Advantage over competitors Technology and business development	0	0,0	0	0,0	51	10,5	243	50,0	192	39,5	486	100,0	**4,29**
	0	0,0	0	0,0	73	15,0	205	42,2	208	42,8	486	100,0	**4,28**

The importance of the business goals (Table 1) of the company was assessed on the 5-point scale by respondents, 1 being »very irrelevant« and 5 »very important«. For none of the objectives evaluated, the variables did not take the minimum value of the scale, the minimum four values for the four are 4, the three represent the estimate 3. Therefore, it is not surprising that all average grades are between ratings 4 (more precisely 4,28) and 5 (more precisely 4,63). The standard deviation of the majority of indicators is around 0.5, which means that the indicator values are averaged for half the score from the arithmetic mean.

The asymmetry coefficient for all indicators is fairly low and within the limits of the normal distribution. For the coefficients of flattening and for indicators, a significant deviation from the normal distribution is observed, with respect to the values of the coefficients which are less than 0 or negative, this is the flattened distributions.

Table 2: *Assessment of the importance of business goals of the company - presentation of basic descriptive statistics*

The importance of business goals	N	Min	Maks	Average rating	Standard deviation	Asymmetry coefficient	Coefficient of flattening
financial independence	486	4	5	4,63	0,484	-0,529	-1,727
satisfied customers	486	4	5	4,59	0,493	-0,352	-1,884
return on business	486	4	5	4,57	0,495	-0,301	-1,918
growth of the company	486	4	5	4,56	0,497	-0,233	-1,954
satisfield employees	486	3	5	4,51	0,504	-0,106	-1,871
advantages over competitors	486	3	5	4,29	0,646	-0,360	-0,713
tehnology and business development	486	3	5	4,28	0,709	-0,456	-0,928

In our research (Table 2), we were interested in what sources of financing entrepreneurs use to develop and expand their business, and we asked them to evaluate various forms of financing through a 5-point rating scale. Average estimates are quite diverse, and we can divide the estimated sources of funding into more and less important ones. The most important are the lending by suppliers (rating 4,56) and long-term bank loans (rating 4,48). Among the more important, we can include the unallocated operating profits (rating 4,19) and calculated depreciation (grade 4,04). The least important for the development and expansion of the company is that, according to the estimates of entrepreneurs, loans are made by shareholders (score 2,20), while state aid (rating 2,47) and other private investors, including venture capital funds (grade 2,63) are considered medium-sized.

Table 3: *Evaluation of the importance of financing sources for the development and expansion of the company - presentation of basic descriptive statistics*

Ocena pomembnosti virov financiranja	N	Min	Maks	Average rating	Standard deviation	Asymmetry coefficient	Coefficient of flattening
crediting by suppliers	486	3	5	4,56	0,648	-1,181	0,211
long-term bank loans	486	3	5	4,48	0,587	-0,617	- 0,572
unallocated operating profits	486	3	5	4,19	0,562	0,020	- 0,166
accured depreciation	486	3	5	4,04	0,674	-0,046	- 0,791
other private investitors (venture capital founs, business angels)	486	1	5	2,63	1,375	-0,067	-1,520
state aid (public tenders, subsidies)	477	1	5	2,47	1,377	0,155	-1,475
given loans by partners	486	1	5	2,20	1,219	0,622	-0,817

We asked the respondents a hypothetical question to represent themselves before they decide on the division of ownership of their company or the inclusion of a private investor for a certain period (Table 3). We listed a few of them and asked them to evaluate their importance with the help of a 5-point scale, in terms of what they themselves considered and what would affect it. The opinions of the respondents are surprising, since for all of the above factors, they were generally considered to be very irrelevant or irrelevant, but only a minimal share of the participants assessed them as partially or even more important. All the achieved average estimates correspond to grade 2, meaning »irrelevant«.

Checking hypotheses

Hypothesis 1: *Entrepreneurs lack knowledge of venture capital*

Those who have been classified as »not familiar« have not even heard of the concept of venture capital at all. Among those who belonged to the group »partially familiar«, respondents answered above average that they had already heard about venture capital, but they did not know its role and importance. Among the respondents who know well the risk capital, they see the biggest difference in comparison with others, as they are above-average familiar with the characteristics of risk capital.

Of these, they most know that it is a venture capital for the division of ownership and financial assistance in the development of operations, and that the venture capital investor in the company is present for only a few years. All the differences between the groups are statistically significant, since the significance value is everywhere below the acceptable risk limit (0,05).

With the help of the hi-square test we also checked whether there are statistically significant differences between the groups thus obtained in terms of knowledge of the concept of venture capital and knowledge of venture capital funds. The Hi-square test was used because we deal with two nominal variables, the results were shown (Table 4), in which we showed the frequencies and percentages by groups of respondents and the value of test statistics of the hi- quadrate with the corresponding significance.

All the differences between the groups are statistically significant, since the significance value is everywhere below the acceptable risk limit (0,05).

Table 4: *Evaluation of differences in responses with regard to the level of knowledge of venture capital - results of the hi-square test*

The level of knowledge of venture capital		Knowledge of categories and concept of venture capital								**Hi-squared statistics**	**Signage**
		She does not know		Partially knows		Good old man		Thogether			
		f	%	f	%	f	%	f	%		
have not even heard of him yet	No	0	0,0	238	100,0	132	100,0	370	76,1	486,000	0,000
	Yes	116	100,0	0	0,0	0	0,0	116	23,9		
have heard of venture capital, but I do not know its role and importance	No	116	100,0	30	12,6	37	28,0	183	37,7	260,887	0,000
	Yes	0	0,0	208	87,4	95	72,0	303	62,3		
venture capital is a part of equity for a specified period	No	116	100,0	160	67,2	9	6,8	285	58,6	235,215	0,000
	Yes	0	0,0	78	32,8	123	93,2	201	41,4		
venture capital is primarily a division of ownership	No	116	100,0	137	57,6	18	13,6	271	55,8	187,298	0,000
	Yes	0	0,0	101	42,4	114	86,4	215	44,2		
venture capital involves ownership sharing and financial assistance in the development of operations	No	116	100,0	196	82,4	1	0,8	313	64,4	330,798	0,000
	Yes	0	0,0	42	17,6	131	99,2	173	35,6		
the venture capital company is present in the company for only a few years	No	116	100,0	163	68,5	1	0,8	280	57,6	271,597	0,000
	Yes	0	0,0	75	31,5	131	99,2	206	42,4		

Hypothesis 2: *Entrepreneurs do not want to lose ownership and control over their venture due to venture capital*

5 MODEL OF VENTURE CAPITAL FINANCING

The starting point for modeling is four hypotheses. In designing the model and its understanding, we took into account theoretical knowledge and experience (foreign and domestic) and on these bases presented the shortcomings and difficulties of venture capital investments.

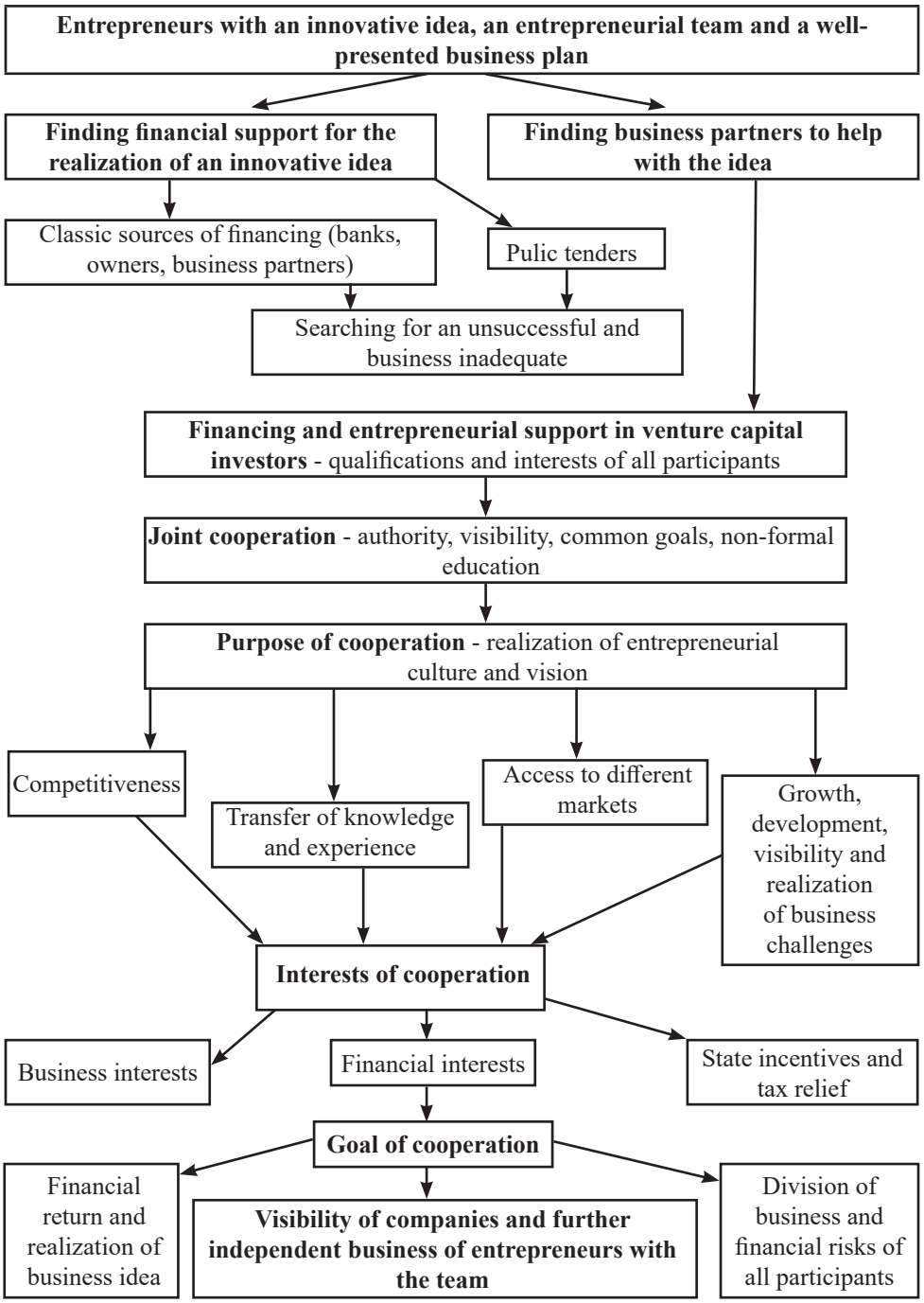
The model presents the purpose of cooperation in the realization of the entrepreneurial culture and business vision. For the purpose of the model, we included:

- transfer of knowledge and experience of all participants,
- promoting competitiveness,
- access to markets and customers,
- growth and development in entrepreneurial challenges and their realization.

The goals of cooperation in the model are presented in the form of:

- realization of business ideas,
- in the desired amount of desired yield,
- the division of business and financial risks of all participants and
- the visibility and further independent business of entrepreneurs with a team or business owners.

Picture 2: *A model of innovative venture capital financing - Own research*



6 CONCLUSION

For a model of financing a perspective and development-oriented entrepreneurship, it is necessary that it is financially and commercially supported by the entry of risk capital for the developmental period.

The form of venture capital financing must have a future, which means that the model has to include a proven business idea that the entire entrepreneurial team believes and believes in its success. It is necessary that the model emphasizes the visibility and importance of venture capital and the willingness of business owners to take venture capital into their ownership and business.

The model should distinguish venture capital funds that specialize in specific activities in which they have the relevant knowledge and experience gained.

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REGULATORY POLICY WITH INVOLVED STAKEHOLDERS AND PERCEIVED FAIRNESS

Abstract

The regulatory reform is one of the preconditions for improvement of economic performances and quality legal surrounding. Quality regulation is one that when being passed includes the stakeholders, is transparent, strengthens the trust, makes the institutions open and, citizens accept and respect it more easily. Despite the significant amount of positive changes, there is still long way to go to change the culture and to overcome all obstacles on the way toward effective engagement of the stakeholders. In many cases, the scope of the regulatory policy limited to minimizing the administrative costs of the business. The tools for regulatory policy- consultations, regulatory impact assessment and initiatives for reducing the overload - are at great extent used in procedural manner after the regulatory policies and decisions are already made. But, high quality regulation on its own, is not enough. Even the best prepared regulation is poor tool for management if implemented through consistent supervision and retributions. Even in the countries with relatively solid regulation, citizens often feel they are not treated well in the interactions with the institutions. The perceptions for fair and unfair treatments have shown to have significant impact on whether or not the citizens believe in their government, accept and obey the regulations and whether they feel included in the society or not. For society, the expenses can be higher when citizens feel to be treated unjustly. There has to be improvement on both the objective quality of regulation and the impressions for fair treatment encouraged by the personal experience of the citizens with

the regulation. Number of studies identify three key factors that run the perceived fairness, which are: voice, respect and explanation.

Keywords: regulatory reform, trust, quality of regulation; regulatory impact assessment, compliance, participation of stakeholders

INTRODUCTION

In 1995 OECD adopted the first document for regulatory principles which are common for all member-countries – "Recommendation on Improving the Quality of Government Regulation". Based on these principles, in 2005 the Council of OECD adopted "APEC-OECD Integrated Checklist on Regulatory Reform" and new set of "Guiding principles on Regulatory Quality and Performance" (OECD 2005a). In 2012 OECD adopted the "Recommendation of the Council of EOCD on Regulatory Policy and Governance". This recommendation is the first international instrument for solving the regulatory policy and governance. The recommendation sets out the measures the governments can and should take to support the implementation and promotion of the systematic regulatory reform. "OECD Regulatory Policy in Perspective 2015" is the first interstate analysis, based on evidence, on the progress made by the OECD countries for improving the manner of regulation, based on the results from "OECD Regulatory Indicators Survey" 2014.

It is of a high importance that the regulations are prepared and administered on objectively fair, economically efficient and politically effective manner. However, it is very obvious that solely high quality of regulation is not enough. Even the best prepared regulation is poor tool for management if implemented through consistent supervision and retributions. There is noticeable spread between the progress of the quality of regulations and the perceptions of the citizens for those regulations.

Studies show that when citizens feel they are treated justly in their communication with the government institutions, there is greater probability that they would accept and obey the regulatory rules and decisions, feel included in society and believe the government. In this sense it is best to seek improvement of both factors: the objective quality of regulation as well as the impressions for fair treatment encouraged by the personal experience of the citizens with the regulation.

TOWARDS QUALITY AND "SMART" REGULATION

In 2006, the European Commission adopted Better Regulation Strategy which is first global strategy for improving the quality of regulatory processes in EU. The Better Regulation Program became an important segment of the EU reform and led to significant changes in the way the Commission creates policy and suggests regulation. The consultations with the stakeholders and RIA are significant part of the process. The Commission took an important step by passing the decision that the better regulation has to become a "smart" one and become part of the working culture of the European Commission. The Commission adopted "Smart Regulation Strategy" in 2010 in order to further improve the quality and relevance of the EU legislation.

The Regulation Impact Assessment (RIA) is key tool, component of the "smart" regulation. Relatively, key challenges to overcome during its implementation are the following: too much focus on economic indicators, unpredictability of process, political influence and the spread between theory and practice. Regarding the public, despite the

OECD recommendations, many of the countries don't publish RIA at the earliest stage. Some publish it even after all the consultations are over while others don't publish it at all. The critiques regarding the regulatory reform refer to the failure to generate greater economy and efficiency of the public administration in the application of RIA. Especially the emphasis is on the overassessment in the expenses evaluation and criticized as routine form fill-out instead of a real effort to learn from empiric data. In this sense, it happens that the assessment becomes new kind of bureaucratic obstacle, which only role is to weaken the quantity of the new regulation.

Despite the progress made in the adoption of principles and practices of the regulatory policy, countries still face many challenges in establishing the conditions for delivering their agenda for regulatory quality as set out in the "Recommendation of the Council on Regulatory Policy and Governance" (OECD, 2012c). There is lack of strategic approach, too much focus on the processes and not the impact on the regulatory quality. According to Lodge (2015) "the regulation is in crisis". If it's not direct crisis, then it faces many challenges because of the technological innovations and globalization. The findings of this author, the various works of OECD, including the data collected through the Regulatory Indicators Survey, show identification of four "deficits". First of all, there is supervision deficit related to the lack of consistency and continuity in the regulation. The second deficit refers to the involvement of the stakeholders in the regulatory process, which leads to lack of representativeness and brings the legitimacy of the regulation into question. Usually the involvement comes later in the process and, to a great extent, still is being used for transparency rather than for collection of evidence (Alemano, 2015). The deficit in the efficiency of regulation is related to its normative nature that fails to cause the expected reaction with the citizens and the public. In this sense, the consideration of alternatives in regulations still remains to be poor tool in the RIA process. And at the end, this is the deficit of evaluation that brings into question the efficiency of regulation; at the same time the ex post assessment falls behind compared to the other segments of the regulatory policy.

When it comes to Republic of Macedonia, experience and numbers show that the regulation changes without conducting RIA. For example, for 2017 indicators are very poor. Thus, the total number of laws set out by the Government of Republic of Macedonia that are subject to RIA is only 54 laws; for 43 (80%) of which are submitted draft lawful texts to the Government, with Report for RIA, whereas for 45 (83%) laws there are published documents at ENER and, 32 (59%) draft laws are submitted to the Ministry of Information Society and Administration (MISA) for opinion. The Single National Electronic Registry of Regulations of the Republic of Macedonia – ENER is used by the public very often. The damage of adopting laws without proper analyses and consultations is enormous. The implementation of laws is not monitored. Key problem is the lack of political will to involve the wider public in the process, which brings out the conclusion that it is more than necessary to change the culture of behavior among the regulators, the politicians, the groups of interest and the general public.

THE CHALLENGE OF EFFICIENT INVOLVEMENT OF THE STAKEHOLDERS

In 2017 OECD adopted Draft (for public consultations) and Best Practice Principles on Stakeholders Engagement in Regulatory Policy. Pursuant these principles, the governments should set out clear policy that will identify the manner of conducting open and balanced consultations, establish mechanisms and institutions for active supervision over the procedures and goals of regulatory policy. The governments should cooperate with the stakeholders for review of existent and development of new regulations and, should actively engage all relevant stakeholders. Furthermore, they shall maximize the quality of received information and their efficiency. The consultations shall be conducted with all significantly concerned and interested parties at the earliest possible stage, while they develop or review the regulations. They should consult on all aspects of the impact analysis and use the assessments. They are required to regularly evaluate both the political involvement of stakeholders and the activities for individual involvement. And at last, the governments shall have a policy that will seek the regulatory texts be prepared in simple language.

The obstacles for efficient involvement and engagement of the public described by Alemanno (2015) and Bela and Dadly (2015) can generally be grouped in five categories. First, it's the "lack of awareness", for which there is proactive approach by the government for involving wider range of stakeholders. Furthermore, there's the "low participation literacy". Specifically, some stakeholders still do not have enough information as to how they can participate in the process of creating policies. This is partly due to the fact that they do not consider politics issues as an important factor that impacts their life and therefore they are prepared to participate in consultations. Part of it might also be because they do not understand the process of law adoption and the information that the government provides are not clear enough. The third category is "information overload". Providing public consultation on literally every government document can cause exhaustion from consultations and information overload. Then there's the "consultation captivity". That is to say, the public debate is often captivated by well-organized interests and, the smaller players and individuals don't see real opportunity to influence the decisions. And at last, "bad experience as result of past experience"- many interested parties that have tried to participate in public consultations don't see the real influence of the consultation process in the final product. Governments often fail to provide feedback on the received comments and how they were (or not) incorporated.

Meetings and consultations with the citizens must not be conducted only out of formality. A recent survey in the OECD countries showed that the consultations often appear too late in the process of informing on the decision making. Expectations raise but are not always met. It seems that the engagement of stakeholders at great extent is being used for transparency purposes instead of collecting evidence (OECD, 2015a, Alemanno, 2015).

In the Republic of Macedonia, the participation of citizens in the process of creating public policies is guaranteed by the Constitution and regulated through several laws and acts. Nonetheless, the majority of citizens think that the wider public is excluded in the law adoption process (IDSCS and CEA survey on public perception on RIA, October 2017). As high as 77% have not heard about the RIA tool at all. Every other citizen considers that the

laws are adopted without cost evaluation. The citizens want to take part in the law adoption, but don't know the mechanisms for that. They think the consultations with the concerned groups in the laws adoption and amendments in the country is not a common practice. When such consultations are being conducted, mostly the perception is that only the business sector is consulted, rarely the citizens' organizations.

PERCEIVED FAIRNESS OF REGULATION

There are significant studies in the social psychology and sociology on the perceptions related to the "procedural justice". The perceptions on the procedural justice are the courts, ruling on the justice of the process and impressions for fair and unfair interpersonal treatment by the government institutions. The perceptions for unjust treatment are especially strong, since such courts create feeling of exclusion and exploitation. In some cases, the impression that someone is being treated unjustly can create pretty strong and even very emotional, negative reactions (Lind, 2001). Studies in this field have identified few elements in the process and practice which surly affect the perceptions on fair and unfair treatment in the interactions with the government agencies (Lind and Tyler, 1988; Tyler, Gof and MacCoun, 2015; Tyler and Lind, 1992, also see, MacCoun, 2005).

There are three general lines of research that provide the causes for policy makers to participate in the perceived fairness of regulations. First, when people are treated justly by the government institutions, then their reaction immediately lead to easier implementation of regulation. The perceptions for fair process lead to greater acceptance of the decisions of the power, better coordination and cooperation. In the scientific literature these consequences of fair treatment are called "effects of fair process". Practically, if the elements of procedural justice are built in the preparation and implementation of regulation, then regulations will function better, since are accepted easily and obeyed voluntarily. The second finding is related to the general reactions from the citizens' interactions with the government institutions. Experiences that are considered fair, not only make the people more prepared to accept certain decisions and coordination with specific regulations, but also make the behavior toward their government more positive and safe (Lind, 2001; Tyler and Blader, 2003). On one hand, this makes the citizen feel safe and trustworthy toward the country which in return encourages him toward more cooperative behavior, which is even more relevant today when there is general trend of distrust in the institutions. According the third general finding, people feel more positive emotions when treated fair and, negative emotions, and even a real psychological pain, when treated unjustly. The effects of fair conduct can improve legitimacy and trust in government. A recent study from the research carried out in 26 out of the 28 countries included in the European social surrounding, reviewed the relationship between the just procedure assessment of the police and legitimacy measures. In every country subject to the survey, the perceptions of just procedures were the best indicator for legitimacy (Hough, Jackson and Bradford, 2013). Similar survey in USA added questions on the obedience of laws and cooperation with the police (Tyler, 2011). Findings of this research overlap the principles of OECD on the best

practices for regulatory enforcement and inspections (OECD, 2014b), which emphasize the importance of just process. Consultation system evaluations can help identify the areas for improvement, including the aspects related to the perceived fairness. Only seven countries of OECD have evaluated the functioning of their consultation system in practice (OECD, 2014a). For example, in its assessment, Switzerland noted too short deadlines for hearings and irregularities in the publishing of results from the public discussions. The European Commission's evaluation on its consultation practices included recommendations on improvement of clarity of consecutive activities and feedback for the participants.

There are three factors that have especially strong effects on whether citizens feel they are treated fairly. The first of these factors is "voice"- the believe that there is an opportunity to present one's case before the government institutions and that the decision makers take into account presented views. When the everyday treatment of government officers makes citizens and stakeholders feel like they have been heard, then the perceptions for fair treatment increase. In cases when the "voice" is rejected, the entire process and final decision will most likely be considered unfair. The second factor is whether the citizen feels were treated with respect and dignity during the meetings with the government and the administrative officers. When citizens consider they are treated with respect, then they tend to see it as fair process; when they feel they are treated with disrespect, they see the process as unjust. The third main factor is giving explanation to the citizens about the flow of the process and the outcome. When the citizen considers that the process and the decision have been properly explained, then her/his perception of fairness increase; in lack of these explanations, fairness decrease.

CONCLUSION

The evaluation of the practices for engagement of suggest that it is still not strong part of the regulatory policy. It still seems that the demand for effective consultations and engagement is pretty unsatisfactory (OECD, 2009). Despite the fact that almost every government has accepted the principles of open government and better participation in the creating of policies, in some countries, majority of the state officials still cannot see the added value and not feel the engagement of stakeholders as additional burden in the preparation and revision of regulations. This is a challenge for culture changes. It is necessary to change the stereotypes. Instead of public consultations be conducted at the end of the process of regulation adoption, when there is limited space for maneuvers and lack of alertness for significant amendments, they should be done at the beginning, when the regulation is in draft stage.

Even in countries with objectively solid regulations, citizens often feel they are not treated well in the interactions with the institutions. Today, only four out of ten citizens in the OECD countries say they trust their national authorities (OECD, 2015b). Expenses go up when citizens are treated unfairly. The improvements in this area, especially with the complaint procedures, led to decrease of expensive proceedings in some European countries. Their exemption has important political consequences because when they feel

unjustly treated, they are less prepared to obey regulations and trust the government less. Apart from the great effort made to improve efficiency and economic logic of regulations, what's also necessary is an attention in the preparation and implementation of regulations on a way that will make citizens feel they are treated justly in the interactions with government institutions, which at this moment is very low and insignificant. Both the objective regulation quality and the subjective fairness perception should act together. Dedication, innovative engagement in this direction will bring benefits to the regulatory process and maintainable trust in the institutions. Changes in this process must be monitored. On the other hand, the efforts to simulate fairness cause many negative reactions. Successful regulatory policies mean building of mutual trust, open institutions, efficient engagement of stakeholders and just treatment of institutions toward citizens.

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CITIZENS' PERSPECTIVES AND INSTITUTIONAL RESPONSES TO THE DEVASTATION OF THE PUBLIC SPACE IN SKOPJE

Abstract

Public space in Skopje has been under assault for a long period and has been diminishing on daily bases since the unregulated and uncontrolled transition to capitalism has begun, but the devastating processes accelerated in the past decade. In this analysis we will cover only certain aspects of this destructive developments, mainly focusing on the citizens' perspectives and institutional responses to the shrinking public space in Skopje. We set out to find out if there are sufficient resources, capacities, will and know-how to reverse this negative trend. We will adhere to two main criteria in our analysis of the public space development in Skopje. Namely, public spaces have to be *accessible* and to be developed through *inclusive processes*. We will present the findings on the public space availability in Skopje from two vantage points: that of citizens and the institutional perspective. In comparison of these two views we will try to assess the existing conditions for public space protection and development, based on needs and capacities.

Keywords: Skopje, public space, inclusive urbanism, civic participation.

DISAPPEARING PUBLIC SPACE IN SKOPJE

Public space in Skopje has been under assault for a long period and has been diminishing on daily bases since the unregulated and uncontrolled transition to capitalism has begun, but the devastating processes accelerated in the past decade. Petrovski (2018) notes the significant "accelerated urbanization and occupation of the existing green spaces", especially in the very center of the city, mostly to buildings from the infamous project "Skopje 2014" and to commercial objects. This process of loss of green space in the center of the city is well presented in the online platform *Skopje Grows* (http://skopjeraste.mk). Other recent studies and analyses *Study for Development of Green Spaces and forestation of City of Skopje Area* (2015), and the *Resilient Skopje: Strategy for Climate Change* (Markovska 2017) confirm those findings as well thus making the loss of green and open public spaces undeniable fact. In this analysis we will cover only certain aspects of this destructive developments, mainly focusing on the citizens' perspectives and institutional responses to the shrinking public space in Skopje.

In comparison of these two views, that of citizens and the institutional perspective, we will try to assess the existing conditions for public space protection and development, based on needs and capacities. The rapidly growing field of urban studies pays particular attention to the public space as it is established as crucial aspect of the social life in the cities. The *Global Public Space Toolkit* (O'Railly 2016) developed by UN-Habitat firmly establishes the centrality of public spaces and the inclusive principles upon which the processes of their development should provide urban sustainability. The great many academic contributors are in line with this defining principle. Covering vast interdisciplinary literature on the public space Varna (2014) sums up her findings by attributing the centrality of public places for achieving urban sustainability in all of its three dimensions: social cohesion, environmental protection, and economic competitiveness.

Madanipour (2010) explains the growing academic attention to public spaces due to great structural changes in the cities, largely negative, owing to the rise of market-based paradigm. Macedonia in its post-socialist transformation and the processes of urbanization as they unfolded in Skopje are fitting examples of this neo-liberal encroachment on space and societies. Harvey's (2005) model of neoliberal destructive practices were applied to Skopje like in a textbook where public space was misappropriated from the public and transformed into a private property with the state eagerly overseeing the process. As we will focus on the potentials to reverse these processes, in explaining the local developments we will apply Madanipour's critical analysis. Adopting this perspective it becomes apparent that State almost completely abandoned the urban development and transferred it to the private sector. From business perspective, public space is just a liability to the private sector whose sole interest is in profit making.

The specificity of Skopje is the etatist assault on public space with the project "Skopje 2014". Dozens of administrative buildings and few cultural institutions, couple of pedestrian bridges, and hundreds of monuments were squeezed in and around the main square at the expense of greenery and open public space. This project aimed at complete makeover of the central parts of the town infusing the space with nationalist symbolism on both sides

of the river Vardar with Macedonian nationalism expressed by symbolic landscaping on the southern side, Albanian on the northern side. The past few years were politically quite precarious, with three years of protests that culminated with the so called *Colorful revolution* that aimed the color filled balloons at the objects of the project "Skopje 2014" in order to deface them and to delegitimize the ruling parties and to a certain degree to liberate the public space that has been appropriated by the state.

As we set out to explore, describe, and analyse the public space in Skopje we borrowed Madanipour's very straightforward approach. In essence, public spaces have to be *accessible* and to be developed through *inclusive processes*. And we will adhere to these two main criteria in our analysis of the public space development in Skopje in particular on the sites selected for this study.

We conducted a series of interviews with local authorities administration and the decision makers in three units of local self-government, City of Skopje, and municipalities of Centar and Chair. In the municipalities we obtained interviews with all of the Presidents of Councils, we also had one mayor as interlocutor in the municipality of Centar, and we talked on average with 6 administrative officers in each municipality. Thematically, we enquired about the existing practices within the framework of existing institutional set up, division of duties and responsibilities, control mechanisms for planning, developing and maintaining public spaces, but first of all, we tried to evaluate the prioritization of public space in their practice. They were also asked about the civic participation in decision-making processes concerning the planning and development of public spaces. (More about the research in the *Acknowledgement, at the end of the this text.)*

In addition, we conducted five focus groups with citizens from five selected sites in these two municipalities. We had prepared a scenario for the conversation that explored citizens' perceptions on the availability of public spaces, accessibility and use, the flow, and civic participation in decision-making, and communication with the municipality and possibilities for civic participation in decision-making processes.

INSTITUTIONAL PERSPECTIVE ON LIMITATIONS AND POSSIBILITIES TO PROTECT AND DEVELOP PUBLIC SPACE

We must first briefly provide social and political context and how the system of local self-government has developed in Macedonia. Since independence Macedonian political system has treated the local self-government as threatening to the central authorities. It is visible firstly by the politicized and contested gerrymandering of the territorial distribution of the units of local government. Secondly, the incomplete fiscal decentralization leaves the municipalities in large measure dependent on communal taxes incurred by the new buildings construction. This explains the municipalities' penchant towards the expansion of new construction on their territories and the assault on the public space and urban greenery. Finally, the administrative design without any subordination between the City of Skopje and the ten municipalities on its territory is certainly intentional to diminish the powers and influence of the mayor of Skopje.

The role of political parties in development of public space is further extended in controlling the functioning of the municipalities. The local administration is structurally subjugated to the political parties and elected figures. The Mayor is the head of the administration and the Council dictates the working program of each sector and department. Leaving this aside, but keeping it in mind we set out to explore and evaluate the existing practices regarding development, protection and management of the public space. Our primary concern was to establish the level of prioritization or negligence of the public space development. In other words, we probed how profound is the awareness about the importance of having available, accessible, open public spaces both among political actors and professional administration in the municipalities and how inclusive these processes are, especially in the planning phase.

The general impression about centrality of public space on the municipal agenda is somehow encouraging, to different degrees in each case. Some are less, some are more aware of the importance of the public space for the social cohesion and overall quality of life in the city, but all too soon, almost everyone looked for excuses and offered countless explanations about the unfavorable regulations, limited responsibilities, and factors beyond their control. However, the efforts to develop and maintain the public space in these three units of local self-government are not insignificant. In their own words, speaking directly about the issue of public space, the administration officers said that the current administration prioritizes the issue of public spaces and always tries to consult and involve citizens.

Complaints however, were mainly about their limited authorization and inadequate capacities, lack of interest and awareness of the citizens when public space is on the agenda and the irresponsible, even hooligan behavior to urban equipment. Also adding to the limited authorizations and shortage of employees, they pointed to the unequivocal and also contradictory behavior of the citizens, who in general lack interest. However, they were enthusiastic and willing to face the problems and seek solutions, including initiating changes in the law or by-law regulation.

The interviewed officers made it clear that they are aware of the gap between the regulation on paper and the real life, when it comes to public space. On paper: needs and interests of urban communities are provided to the municipality administration and are main guidelines for planning of public spaces. In the real life: the citizens, the public spaces get very little attention from the administration in comparison to the areas for building and investors, who are “the stars” because through local taxes they are the main source of income for municipality.

Regarding their responsibilities, duties, and scope of authorization we got a mixed bag of answers. The administrative duality between City of Skopje and the ten municipalities quickly came to fore and both sides claim to have lost control over processes to the other side. Persistently pointing out these inconsistencies makes them look more like excuses rather than explanations. At the same time, the “good news” is that the changes are on the horizon: there is readiness to look at the public space, based on a changed regulation, firstly as an element that humanizes the municipality or the city, and only after that as source for income for private investors and for the budget of municipality.

The President of the Council in municipality of Centar apparently shakes the existing order. This particular case deserves special attention as it shows that it is possible to stop the

private interests that neglect and endanger public interests and to force the administration to take concrete actions about fulfilling their role to protect the public space. All of the Detailed Urban Plans (DUP's) for the municipality of Centar were put on hold until revised by independent committee composed of external experts and internal staff. It is now called the Moratorium for new construction in Centar. There are numerous other initiatives, but keeping it short we can conclude that a strong and clearly articulated political will with responsablity that is primarly oriented towards the citizens can at least provide for implementation of existing regulations for protection of public interests.[1]

The practice of civic participation in decision-making processes is again negatively scored. Numbers of reasons were provided, perhaps most of them true and real about disinterested citizens, discouraging procedures, slowness of processes that further decreases civic participation. It is true that the citizens are passive and most often are not taking part in decisions regarding public spaces or DUPs. But the real question is who condition such passivity or non-participation. Disenfranchised from the processes citizens feel powerless and choose passivity. The role of the administration is to change this. However, we noted that there is a process of change in the awareness and even in the behavior and these changes in the local administration are necessary precondition for increasing the citizens' participation in decision-making processes.

PUBLIC SPACE DISAPPEARANCE IN THE EYES OF CITIZENS

Perceptions and experiences of consulted citizens about the public space functionality are highly negative in any aspect. Whether it is the assessment about the availability, activity and use of public space, access to it, or is it about their participation in decision making processes or attention and responsiveness of the local authorities they are clearly dissatisfied. The citizens think that the public space is devastated and keeps on disappearing regardless of their opinion or actions ton prevent this.

Participants pointed out the continual densification with new buildings taking the available space away from them and describe it as "*suffocating*", "*squeezed*", "*difficult to breathe*" and like. Commercial interests are prevailing over public interests. Many small business, especially bars and restaurants are appropriating all available space making traffic, parking, and pedestrian movement absolutely troublesome. In every focus group the most frequent words used to describe the reasons for such situation is "*occupation*" and "*usurpation*". They blame the municipality for allowing the "interest of the capital to come before the interest of the people". Participants in all focus groups were quick to come to this conclusion as well, that municipal administration and leadership are prone to corruption and look after the interests of private investor at the expense of the quality of life of the citizens. The access and flow of public spaces is troublesome as well, The remaining public space is overcrowded and discouraging for many participants to use it. Parking is the worst enemy to all. Everyone pointed that they have no parking for themselves as residents and pointed that

1 In this context it is worth to mention that the President of the Council of the Centar has no political background but is civic activist.

there are too many cars now. The local authorities unfortunately do not provide the remedy.

The evaluation of **the civic participation in decision-making** is equally strongly negative overall for number of reasons. Firstly their assessment of the care and responsibility of the local government is very low, actually the participants were very critical in their assessment of the local authorities. They blame them for allowing such densification and issuing new approvals for construction of buildings. They repeatedly pointed that for the local authorities the profit is more important than humans and that is the greatest problem. They have given numerous examples to point out how unresponsive are the institutions that hide behind unfavorable legal regulation. They see the often mentioned lack of clearly defined competences and responsibilities just an excuse for inaction.

Not much better is their assessment about the communication with the local and central government authorities and responsible services. In the eyes of the participants from all focus groups, nobody is there to listen to them, nobody cares, and local authorities are only responsive and present during election campaigns. All the groups reported negatively about ever being communicated in the decision-making process for the urban planning in any phase, or about anything at all.

The participants from both municipalities reported privileges being granted to those with political connections. Participants complain about this connections and influences in the same time pointing that their complains, demands, and initiatives are always neglected. So, these lost cases discourage them completely from making any further efforts. They know that there is no one to hear them and this results with their passivity.

There was no enthusiasm about the potential success of civic initiatives, except in "Krugche" where some participants praised the work of the informal group "Defending Debar Maalo", which gave the current President of the Council in Centar. But they still think that there are no open communication channels between them and the local administration. In Chair, participants reported few cases of protesting and organizing against the plans for new buildings at the existing green space that finished successfully. But they assess this as sporadic and temporary as there is no organization behind this initiative that got strong popular support in defense of the living space in the municipality. By and large, all participants were very negative about the communication with the local authorities and their responsiveness as they see them heavily under influence of party and business interests and not in the service of the citizens.

CONCLUSION

Citizens are very dissatisfied with the availability and access to the public spaces that are sparse and overcrowded and often poorly maintained. There is minimal, negligible participation of citizens in these processes, which makes them exclusionary and far from the ideal of inclusiveness. There are some improvements and positive examples, but much is left wanting. Citizens participation is unsatisfactory low. In general, citizens are passive and are not included in the decision-making processes. This leads to mutual mistrust. Institutional perspective claims that citizens are only interested when it comes to

personal, individualized interests. The citizens see the local institutions as closed, lacking transparency, unresponsive, and having no will to help them out to solve their problems even when they approach them.

Citizens accuse local authorities of protecting business interests and neglecting theirs. They are alarmed at the speed and scale of densification in their neighborhoods that happens at expense of public space and available living space in general. Almost all complained about poor maintenance and frequent vandalism of the urban equipment that renders designated public spaces unusable. The overcrowding was another big problem that hampers the use of public spaces. Municipalities are aware of these problems but are quick to note that they put maximum efforts within the limits of their responsibilities that are often unclear.

Ineffective division of responsibilities, duties and scope of work between various levels of local administration and with central government institutions leads to confusion, inactivity and overwhelming sense of helplessness. In Skopje, the duality of authorization of responsibilities creates great number of difficulties from planning, development and management of the public spaces. The discrepancies in perspectives, but also mutual awareness about the differences points towards the increasing realization that radical changes are needed in which accessible public space will become primary social space where communities can come together and be created by inclusive processes of development, management and protection of public spaces.

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KNOWLEDGE MANAGEMENT FOR INFORMATION AND COMMUNICATION TECHNOLOGY BASED TEACHING AND LEARNING TRANSFERS

Abstract

Today's level of achieved development of information and communication technology has enabled the integration between the processes of knowledge transfer, its sharing and learning with the users' needs. Thus, prerequisites to complete their independence from space and time have been created in order to satisfy the economic and state needs in regard to the human capital development and organizational development. The prerequisite to successfully implement and offer this integrated service is based on the prediction that there shall be an organized development plan of the individual and their networking in order to achieve successful career and placement at the labour market. They will be sustainable if the opportunities of the learning management system are used. Consequently, needs for management and storage of different types of data, information and knowledge shall be handled as well as their networking within the work processes. All this provides prerequisites for creative work and creation of new applicable knowledge.

Keywords: Knowledge management, Knowledge transfer, learning, information-communication technologies

1. INTRODUCTION

Leaders' intention of today's modern society is to be as more connected as possible and prestigious thus implying that they should maintain their personal dynamics in the world striving to use knowledge for the needs of the necessary competitiveness and development. This is followed by the fast development and real implementation of modern information and communication technologies (ICT).

These are in fact computer systems and networks, internet usage (as a unifying system of mutually connected computer networks geographically widespread on different locations), web-based services acting as collection of different types of resources which are hyperlinked, software applications to access them, different storage places and explorers of digital content (multimedia files i.e. images, audio, video and text documents as well as software components). They are together mutually connected where most of the documents are stored and millions of web pages whose number is constantly increasing Their successful use, follow-up and development will not be possible unless adequate systems for learning transfer are provided and are practically used so that they could be transferred to their users named as knowledge and learning transfer systems (Piña 2013). This is especially important when the acquired knowledge and skills have a purpose for a practical implementation of the everyday work processes (Dixon 2000) where academic and technical skills acquired via the learning process are necessary to be applied.

It is actually about the possibility of integration of educational programs and curricula with the work post needs and use of information and communication technology (Comer 2015) for an enriched method of knowledge transfer and continuous devotion to learning for connecting theoretical achievements with practical needs of the work post. In doing so, the activities linked to career planning, professional development and acquiring the necessary knowledge, skills and competences are to be supported.

This shall enable the recipients of knowledge easier accessibility to the desired positions, personal development, self-sustainability and response to the challenges from everyday surroundings, which undergo constant changes that ask the individual certain adjustments. That is why, the individual should possess the ability to devote to learning and practical application of the acquired knowledge and skills. All this can be completed by the help of the available information-technology tools. They are especially adequate for easier achievement of the personal knowledge goals.

For this, for example, internet technologies can be used (Miller 2014) based on TCP/IP protocols and connections, such as web conferences, web applications and classic tools to access and navigate the webs. They enable communication between the participants and exchange of different types of documents and media files at close and remote locations, but also useful information-technological integration.

This way, prerequisites for mutual meetings are created, through which knowledge transfer is possible between the participants, such as lectures, conversations and consultations, seminars, presentations, transfer and sharing of documents and similar educational activities.

The enabled and achieved integration which relies on web-based technologies, creates

conditions and basis for a different organization of the educational institutions, enriched interaction between the participants, better accessibility to the educational material and its administration, computerized activities, possibilities for assessing and testing students, approach management and most importantly, achieving the necessary quality in the effort of knowledge transfer.

All this creates conditions for an individual approach to the learning needs and consequent knowledge transfer. Information-communication platforms which enable this method of approach to knowledge transfer and its management (Graff and Jones 2011) today can be generally acquired on a commercial basis, then, there are accessible applications and platforms, but also one can call i.e. rent the service.

European experience and situation in the USA show that as a result of the invested effort to use the application of new information-communication technologies for the needs of knowledge and learning transfer, they are actively used in classic universities (which are usually associated to lectures in a classroom and campuses) and in the newly appeared universities and other educational units which only base on programmes delivered to students through the internet and different computerized media and internet-intranet technologies. Consequently, the general division of educational institutions to those which exclusively base on computer and telecommunication equipment and those which apart from the traditional method of knowledge and learning transfer are complemented by new information opportunities.

The first especially emphasize the individuals who from different reasons have not been included in the traditional universities. Then, effort is made to overcome the expenses arising from the student's accommodation, transport to the institution, reduced expenses for tuition and aids as well as accessibility from home or work to the educational institution and its resources and knowledge. This way they try to meet students' needs for flexibility of the educational institution.

2. KNOWLEDGE AND LEARNING TRANSFER ENABLED BY KNOWLEDGE MANAGEMENT AND INFORMATION-COMMUNICATION TECHNOLOGY

Traditional communication media, such as TV, telephony, radio, press and mail, during the last decades gained their companion in the information-communication technologies, i.e. the Internet.

Namely, survey conducted during the 60s of the 20th century, for the purpose of modernization of communication, resulted in development of communication networks.

It brought to their further development enabling connection of individuals, institutions (private, academic and governmental) and ICT equipment by using copper cables, fibres-optical fibres and wireless connection (Jones at al., 2016).

This way, they managed to structure and build computer global network which is geographically widely spread and consists of more different types of networks.

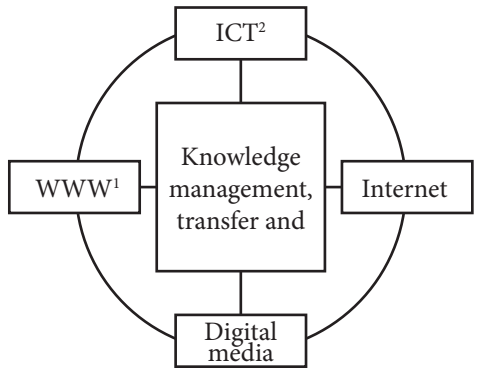
It was actually a fertile ground and basis for the web occurrence and different service applications such as sending mail via the Internet, supporting telephony, internet radio and

TV and sharing digital content and documents (Feldman 2005). The further development is associated with social networks and learning i.e. Teachers in charge of knowledge transfer became able to access internet communication, web work (full of media files), and tools for sharing digital contents and similar technical achievements which enable the knowledge management (Deng 2012; Jennex 2009) learning managementsystem (Baker 2014).

So, predictions for the introduction of different models of learning were created (different and not based only on traditional learning method), transfers and knowledge sharing such as for example remote learning, the so called "online" learning, bidirectional or dual or also known as hybrid learning (Huang at al., 2008), and electronic learning which enable instructors, students and digitalized contents to be relocated in different locations.

Foundations were laid so that instructions i.e. knowledge and learning transfer can be independent from space and time and all this added a new value and availability of the traditional communication media.

The integration of information-communication technologies, presented in graph 1 and which is today intensively used for research purposes and knowledge transfer consists of the internet and its services, web technologies (Godbole and Kahate 2013), digital media and information-communication technology to which processes of knowledge and learning management are attached. Their development is based on a constant engineer logic which enables processing, saving and sharing information to be done via two digits 0 and 1.



[1]ICT, Information Communication Technology

[2] WWW, World Wide Web

Graph 1: *Connection of four bearing pillars of the information infrastructure which are used for transfer and sharing knowledge, information and learning*

Basis to which the information infrastructure lies as well as network connections are the digital media.

They are intended for the purposes of processing, analysing, saving and communicating information in or via digital electronic devices.

It is in fact about computers, modern phones, digital cameras, photo cameras, and different types of memory devices, scanners, printing equipment and since recently drones.

They all have really quick development. In the 90s of the last century, their participation in the means of saving the digital contents was insignificant so as today to have an impressively large part i.e. to dominate. Possibilities were created to create, exchange and access the digital contents which affected the improvement of work processes and the offer of new services in a line of activities such as publishing, political communication, TV, medicine, banking, telecommunication, trade, family communication and of course, education.

The second element of information-communication infrastructure is the Internet (Wilks 2014) which is also important for the learning management. Its basic purpose is to connect digital devices from geographically widespread computer networks by using adequate protocols for that purpose. This being said, integration is enabled by private, public, governmental, business, academic, research and educational networks and devices in the geographically widespread computer network connected via routers with wireless connections and copper wires and optic cables.

Web is a server application which enables connection and access to digitalized contents through the internet. It is based on "Hypertext Markup Language (HTML)" and connection through the so called hyperlinks. Contents can be accessed by user's software application named as internet navigation explorer.

This is how access is allowed to a wider range of services based on web client – server architecture. By its numerous information resources, based on hypertext documents and applications, it offers different services.

Some of them are: sharing files and documents, transfer of digitalized mail, trade via internet, radio and TV, transfer of sound and telephony (internet telephony), online music, internet publishing, financial services, vide method for digital media delivery through a network with continuous flow, accessibility to different digital contents and software applications, accessing webs, software games, communication through computers and internet-enabled knowledge and learning transfer. All this has been complemented by networking of the social networks (Lipschultz 2015) and internet forums enabling the data exchange of data, information and files by using standard internet protocol.

An important element for the integration of information system for knowledge, learning and management transfer is the information communication technology (ICT). This technology for the purpose of the knowledge and learning, transfer, is used for activities such as saving, processing, simulations, research, management and transfer of digitalized contents, data, information and knowledge.

For this reason, computer hardware is used, software operative systems and applications, different telecommunication equipment, audio-video equipment, equipment for sharing documents and the internet.

This is the way to significantly help the effort to improve the traditional formal education and needs of knowledge and learning transfer during the individual's lifetime (Anaya 2006; Longworth и Davies 2013; Oserloh 2007). This is especially because everyone needs constant upgrade of their level and knowledge which can later be used in everyday life and work.

That is why dedication to complementarity of human's knowledge and its development understands exploitation of the possibilities offered by the formal (classic institutional

learning which was based on a previously prepared curriculum and resulted in acquiring certain degree of education and diploma), informal (learning acquired outside the usual educational system and is short-term and self-initiative) and information learning (where learning can be acquired by mutual understanding, collaboration, mutual creative work and exchange between colleagues).

That is why integration of learning processes and of course knowledge transfer is real if possibilities of modern information-communication technology are used.

More precisely, it can enable integration between communication and telecommunication systems (modern telephone devices, watches, tablets, TVs, and accessibility and presentation devices), information and computer systems (mobile computers and servers), systems for saving digital contents and processes of knowledge and learning transfer. This is how prerequisites for organization, management, saving, transfer, access and sharing information and knowledge is created through the internet and which are at disposal in digital format. It is the approach that can enable quality and efficient knowledge transfer and education, its management and easy accessibility that should lead to a successful professional development of the individual.

All this should result in an adequate development of society, more efficient economy, increased investments and employment followed by inclusive politics. This should be achieved through inclusion at highly competitive markets, their development and benefits of the achieved added value. Also, possibility is created for connection of ICT infrastructure and creating knowledge through social activities (connected for the ICT implementation in the educational processes, learning and knowledge transfer) and supported by the policies in the field. The result of these commitments should be improving productivity and network society specialized for knowledge and learning transfer in accordance with the individual needs.

They usually apply to planning people's career which needs to respond to the market needs of the economy and state institutions. These activities should also be in accordance with the telecommunication technology which is used for information transfer between the participants in communication. Today, for these needs, phones, tablets, static and mobile phones are used, as well as communication equipment (such as router) by using analogue and more digital transfer of signals and their network performance. This satisfies the social (e.g. user communication), economic, cultural (access to music, film, magazines etc.), governmental and business needs.

For a successful implementation of these commitments and goals, it is necessary that there is information system that would enable processes of aquisition, documentation, and execution of knowledge, acess to knowledge, following finances, and notification for everything connected to the process of knowledge transfer and instructor's needs.

These systems can also integrate with the information systems which are intended for planning the organization and learning management system (LMS). They can be found today as a property of the educational institutions or obtain as an external service.

The information systems pointed out most directly help the process of knowledge transfer important for the development of career, human capital (Becker 1993) and the organization.

With its acquiring, the individual is equipped with knowledge which is useful to satisfy

work place's needs and the ability of teamwork.

This understands development of talents and their skills, abilities, knowledge, functional orientation, management ability, analysis and readiness for future work.

In this case, these activities are especially supported by knowledge transfer at work, helped by instructor, software applications for simulation, learning is web-enabled and using already prepared studies of cases for which specially designed work duties. This way changes are enabled in the organization in order to respond to the competitive threats and challenges.

3. COMPLEXITY OF MANAGEMENT AND KNOWLEDGE TRANSFER IN THE EURO-ATLANTIC COUNTRIES

Previously noted needs for knowledge transfer and dedication suggest thematic direction. It can help learn more areas important for the upgrade of the individual and it needs adequate goals. They are useful in the development or usage of the existing curricula which also need to be followed by adequate designed individual plan. This way, a conceptual integration of knowledge transfer is achieved.

The offer of this type of advanced educational services would not be possible if there weren't the internet and communication technologies. This way the users were enabled easy, fast and reliable access to them and transfer of digitalized data, information and knowledge. It is in fact an information-communication technology which enables simultaneous connection of the static and mobile phones, tablets, communication devices, publishing equipment as well as other hardware through which the offer can be used which can be accessed via the internet. This created conditions for exchange of digital files in different formats such as videos, images, audio files, different types of services and documents.

The designed development of the individual should be in direct dependence on the acquired level of education. Due to this, worldwide, and especially in developed EU countries and USA, there is increased need of education, knowledge transfer and devotion to learning which should result in new prestigious knowledge. Today it is clearly visible the occurrence of all those who want to be successful in their career and have a good placement at the labour market (Schwab and Samans 2016) that eventually they will face the financial challenges, with more and more increased usage of ICT in the process of acquiring level of education in the transfer of new knowledge and in the process of automation of work positions.

In the public, there are some predictions that in future, half of the work positions shall be automated which seeks adequate response from the knowledge management (O'Dell and Hubert 2011).

That is why, it is important that the individual is successful in the networking and is prepared to use the possibilities arising from the occurrence of increased offer of internet enabled and accessible courses i.e. the so called "Massive Open Online Courses - MOOC" (Kim 2015). This is a training which is digitally delivered through web based services available even at mobile computers and phones and tablets. They can answer the challenge

coming from the needs for web continuous learning accessible via the Internet.

In the research, educatuon enabled through the internet and LMS is the knowledge and learning transfer with more than 80% of the offered content delivered through this medium. On the other hand, in dual learning or also known as hybrid learning, 30 to 70% of the course contents are done on the Internet.

They were identified so as data shall be analysed which refer to the EU countries and USA. They refer to the data available for the period of 2003 to 2012 when the information communication technology started to be used more intensively for the needs of internet enabled knowledge and learning transfer and communication.

Chart 1 shows the total number and range of students who use ICT in the process of acquiring level of education in both public and private institutions in the USA. It can be noted that in the USA during the period of examination, there was increase of number of students for 16.4% who had the opportunity to make knowledge transfer and learn in classes and have trainings with internet courses and LMS. This increase is also present in students (visitors) in business and management and social sciences. During the same period, there has been increase in the total number of students for 34.82%.

Data for undergraduate education in the USA show that exclusively internet organized lectures in the period from 2011-2012 is equal to 8.4%. Compared to this, the educational programmes with a full offer available on the internet in the school year 2003–2004 show 4.9% and it grew by 1.6% in 2011 – 2012.

In comparison, in postgraduate studies, LMS usage or knowledge and learning transfer through any kind of organized classes available on the Internet increased from 16.5% in 2003–2004 to 36.01% in 2011–2012. For the exclusive lectures in classes through the internet there is only data for the school year of 2011-2012 which show 20.1%. During the research period, there was an increase of the programmes which are fully organized and are offered on the internet by using LMS. Fully organised online programmes by using LMS have increased from 2003–2004 to 2011–2012 for 12.1%.

All this happens in a situation and conditions when the tuition expenses in private universities for the period 2002 to 2012 in the USA increased for 28%. In public universities in the period from 2007 to 2012 those expenses increased for 27%.

The data illustrates that in the period from 2000 to 2013, the income of the universities significantly increased for 200%. Also the sources of the university income provided by public funds, increased for 16.6%.

(in 000)

Year	2003	2004	2007	2008	2011	2012
Number of undergraduate students in USA						
Total, all USA students in fall enrollment	15312	17272	18248	19103	21011	20644
Number of und. students in Public institutions	11523	11650	12137	12591	13694	13347
Number of und. students in Private for-profit institutions	610	740	995	1237	1663	1370
Number of und. students in Private Nonprofit institutions	2346	2389	2470	2536	2718	2753
Percent of undergraduate students in USA taking any distance or online classes and degree programs						
Total, any distance or online classes		15.6 (0.29)[1]		20.6 (0.23)		32.0 (0.33)
Business or Management		18.7 (0.58)		24.2 (0.55)		39.3 (0.75)
Social or Behavior Science		12.5 (0.63)		17.1 (0.68)		31.8 (0.93)
Exclusively online classes		-		-		8.4 (0.20)
Entire degree program is online		4.9 (0.17)		3.8 (0.16)		6.5 (0.18)
Business or Management		7.0 (0.43)		6.4 (0.45)		11.4 (0.40)
Social or Behavior Science		3.4 (0.33)		2.3 (0.31)		7.0 (0.48)
Percent of graduate students in USA taking any distance or online classes and degree programs						
Total number taking any distance or online courses		16.5 (0.76)		22.8 (0.76)		36.0 (0.74)
Business or Management		22.6 (2.31)		27.6 (2.90)		40.0 (2.09)
Social or Behavior Science		8.5 (1.42)		21.3 (3.66)		36.6 (2.22)
Exclusively online classes		-		-		20.1 (0.64)
Entire degree program is online		6.1 (0.58)		9.5 (0.68)		18.2 (0.63)
Business or Management		10.3 (1.98)		13.9 (2.68)		25.1 (1.83)
Social or Behavior Science		3.4 (1.11)		12.7 (3.68)		21.7 (1.89)

Source: *U.S. Department of Education, Institute of Educational Sciences - National Center for Educational Statistics*

[1] Standard error appear in parentheses

Chart 1: *Internet enabled learning in the USA*

The second global leader in the digitalized internet education are the EU countries. Data which shall be presented are based on the research conducted with mutual efforts of the International Council for open and remote educations, UNESCO Institute for Lifelong Education, International Association of Universities, World Base of High Education and Portal of Studies. The mutual project was accepted and supported by ERASMUS programme in the period from October 2013 until September 2015. The basic goal was to research the offer of the European institutions responsible for sharing the educational contents through the remote education in order to satisfy the wider interest and needs. That would enable better access to the educational programmes based on basic right to education, enlargement of its knowledge and possibility to choose educational institution.

In the preparation of this research, the European startegy for development 2020 was taken into consideration, as well as Bologna process, UNESCO commitments for equality in accessibility and building inclusive education based on quality and lifelong education that would enable open educational system for everybody. Although, in the analysed documents there is reference to the alternative method of delivery of educational contents to wider range of interested subjects, it still should be pointed out that that there is also reference to the educational and information possibilities applicable in the existing system which can actually be noticed by the existence of different types of education.

The results obtained which have occurred as a result of three studies, display the European condition in the educational transfer of knowledge and learning supported by the new information possibilities from where increased needs for education arise. For this purpose, in order for the public to gain precise insight in European situation, data from the remote learning portal were used, and this portal accommodates information and data for 3006 European programmes and courses, from the additional survey questionnaires that were distributed to 4000 generally highly educational institutions (with and appropriate response to them by 134) and students. Their classification is made in the educational institutions which work only through remote education, institutions which apply the dual method of education where remote education is included but also personal presence, institutions which cherish education with mandatory personal presence as well as high education institutions which do not offer possibilities for remote learning i.e. they are generally organized in a classroom i.e. the campus.

From the acquired results, and the completed analyses, it can be stated that the biggest participation in remote education with adequate programmes and analyses performed, enabled through the internet or courses enabled through the internet, are located in Great Britain with 59,48%, then the Netherlands with 14.1 percentage participation, Germany with 5.58, Spain with 3.79% and Italy with 3.49% percentage coverage in the offer. All other 32 EU countries and Russia which were taken into consideration in this survey cover the rest 13.56%.

Regarding the level of education, most used is the one at postgraduate level, with 56%. This coverage is really good in the Business programmes and Economy with 25%, in Social Sciences with 17%. In these programmes and courses, non-regular students cover 50.09%, whereas regular 25.8%.

What is interesting is the time used to complete the courses which with 59.5% lasts from

1 to 12 months.

All these programmes and courses with 66.4$ are delivered only by accessing the Internet and devices which allow that communication.

28.34% is the percentage delivery done through dual method where also Internet is used and telecommunication equipment to access the student contents.

Students who acquire knowledge like this in 68% are in some kind of work duty and finance themselves completely on their own.

The obtained results of the examined 426 interested students who have access to the programmes and courses of the base, showed that they are generally employed with 60.79% ad want to improve and upgrade their career (with 62% who answered positively). Their special tendency to education helped by information-communication technology is because they can: achieve their goals, fulfil the requirements at work, and have access at the same time to educational contents from anywhere (68% consent of the examined students).

This created conditions to organize platforms useful for teaching, learning and sharing information and knowledge helped by digitalized courses and programmes. The beginning of this way enabled cooperative development, is based on the need to enrich the offer of educational contents, programmes and courses in the current system of education and new types of offers. And in fact, by doing active research in the information-communication equipment and computer-network installations, conditions are created to apply the modern methods of lectures in traditional educational institutions, a possibility to introduce the interactive lecture and learning, using online education (Moore at al., 2011), andcreating new social culture in terms of learning and sharing knowledge globally.

Their practical realization is really impressive, especially changeable through different disciplines in different professions, business subjects, for a wider way of communication and sharing, and of course in the university education and research. Also, this method al allows individuality, self-direction in life, encourages devotion to learning accordingly the interest and is a basis to reach sustainable decisions.

Usually, knowledge and learning transfer can be organized through individual knowledge transfer, plenary lectures, by using the internet services based on information-communication equipment and through dually-integrated method which in smaller or larger range includes previous two methods of knowledge and learning transfer. Data from "DistanceLearningPortal" where there are information and data from 3140 courses and programmes whose transfer is done through the internet shows that 50% of the analysed institutions use the traditional method of knowledge transfer by presence in class and helped by the advantages of education and knowledge transfer through internet as well as remotely. Also, 21% of them offer programmes which enable simultaneous education at distance and personal education, 9% offer exclusively knowledge transfer at distance through the Internet whereas 20% of them do not offer knowledge transfer through technologies which enable that.

With this, conditions were created for knowledge and learning transfer which can be used at different levels and educational institutions, as well as for research. It is useful for more sophisticated method of follow-up of the trained (students) and also in the introduction of different methods of knowledge transfer (Harper at al., 2004). It supports the differences in the organization and ownership in different tuypes of educational institutions and can

follow their development and displacement, thus enabling the access to digitalized contents.

At the same time, it can reach organizational integration which depends on the displacement, size and institutional equipment with ICT which can also be accessed from outside. This can be realized by using software which enables access through the internet (Passerini and Granger 2000).

Therefore, more interested for knowledge and learning transfer were given conditions for individual learning or in groups. It is a good chance to acquire additional knowledge and skills, when one can learn from another. Based on the mutual interaction and sharing, creating knowledge is possible helped by individual interaction, forums and conversations via internet, different analyses and projects, or helped by explorer tools. For a successful achievement of the goals it is necessary that there is participation by all interested individuals which has to be followed by adequate coordination. Also, it might be necessary or every individual to get certain duties with some tasks. This suggests the existence of an instructor, digitalized contents (enriched with bases and graphics) and ICT, through which the transfer and sharing is possible.

4. MANAGEMENT SYSTEM FOR LEARNING AND ITS SURROUNDINGS

An important element in creating knowledge and further transfer via the process of teaching and learning is the existence of network between the current knowledge and its users. There are more shapes of networking. They have their own development starting from the physical systems for data transfer, traditional mail and today's internet based systems. They all need management of their activities. In the field of knowledge and learning transfer, it is done by the learning management systems (Kats 2010). They can be supplemented by systems responsible for preparation and implementation of knowledge and learning.

In reality, for example, learning process can happen and can be directed due to fulfilling the needs in creating new and unkown knowledge in the interest field. Also, learning process is useful in managing the existing knowledge, its connection or in the need for finding and further using. So the existence and availability of libraries and databases is the basis which can be a starting point in the organization of knowledge and its consequent transfer. All this creates prerequisites for a successful learning of the individual which can be also in a digital shape.

The existence of libraries and archived material is the basis for realized learning and directions to its usage. For all those who have the need and want to learn, it is a strong recommendation that they stand to their intentions, and dedicate to research and of course to be able to understand the curriculum. Besides, learning can happen through experiments, consultations, collecting data and information from media and internet based learning systems. They are especially useful in situations when the institution has already arranged and digitalized its educational knowledge intended for a certain group of future customers. Also, in cases when there is need of refreshment of knowledge, in usual learning systems, work on projects (where there can be lack of knowledge) or for the need of some analyses.

All these cases show a knowledge transfer helped by the process of learning. It happens

that knowledge for a possible problem can be transferred and in future used for its resolution. The success of this individual and level of knowledge that they possess (acquired through experience and research) and of course, the surroundings i.e. conditions under which learning takes place (i.e. the equipment used and methods on how to use it). Due to these reasons, there is need of learning management system (Luecker 2018).

Each individual can acquire knowledge in different ways, for example through formal educational system, by research activities, self-initiatively, at work, through social exchange of knowledge, work on projects etc. That leads to the application of information-communication technology innovations, and acquired knowledge might affect the social and economical development (Atkinson и Stewart 2013; Di Battista at al., 2015). It can become sustainable if developed learning systems apply based on the Internet, information-communication technologies and softweare applications with purpose. That should enable enrichment of the knowledge, their advancement, cultivation and usage. This way, prerequisites for creating and transfering new knowledge are created that should be enough to satisfy the future needs.

Achieving these goals is possible if one is able to use to web-based tools. There also should be a method and knowledge for the problems to be approached from different aspects and at the same time there should be motivation for research.

It should be an adequate approach that would lead to achieving sustainability of the individual and their development.

Creating further knowledge transfer for this need is possible if there is organization and adequate culture which will cherish and enable this process. So, there are educational institutions nowadays, with different ownership, equipment, staff, programmes and knowledge. They can be special in terms of their content, method of transfer and how that process is being performed.

There are different for their socio-economical and business surrounding they work in, the structure they shall be applied in and types of educational strategies of knowledge which shall be used.

Of course, the goal is to fulfil the needs of knowledge through its transfer and learning. It should be based on collaboration, systems usage to support thinking, as well as persistence in the conduction of control of quality. This should lead to enriched learning conditions, research and creating new knowledge adequate for a further transfer (Means at al., 2013).

It depends in the organizational design, integration system which is enabled by ICT, educational dynamics and type of methodology and dynamic used.

Like this, the intentions of competitive organizations can be supported and indviduals can save their sustainability. This cannot be realized easily and not to pay attention to training for the employees i.e. the individuals. This is especially important when it comes to the social sustainability and continuity. They face more challenges such as material, financial and regular market changes caused by the sharp requirements of the clients as well as the increased level of knowledge in the job-seekers.

It is because of this, there is need of constant training, transfer, sharing of knowledge and learning. Today's modern ICT offer the response to these challenges and they can actively be used by the government, educational institutions, and business subjects as well as for individual purposes. The goal is to achieve better business processes, improved institutional

culture, mastering new knowledge and creating conditions for comparative analyses. The same can be realized through development of educational courses and programmes by using the mutually integrated information systems which are visually shown in image 1.

That is why there is need of modern software and hardware tools that would manage the knowledge and learning transfer systems. Their basic task is to be equipped with tools which enable interaction between the participants in the activities, administration in the processes, to be equipped with design tools, development and management with educational content and if they enable quality with their deliverance (King and Kovacs 2015). It creates prerequisites for sharing and transfer of knowledge by using the software-server platforms. It is allowed that lectures and learning is done exclusive online and internet-enabled learning or by dual methods of content delivery intended for learning.

Image 1 *Visual presentation of the knowledge and learning transfer systems and supporting learning*

They should be designed in a way so that they could provide the necessary level of skills and knowledge.

It can be achieved by designing adequate educational processes and programmes which should be compliant with the individual goals connected for the career's development. It is also quite important which of the educational contents and tools for sharing and communication should be transferred and shared so that the individual acquires the necessary knowledge and understand and accept it.

ICT is necessary here which is in charge of design, integration, and distribution of the educational contents to the interested individuals.

Today, on the market for these types of services, they can be found in a shape of a commercial product, as services that can be received by suppliers (named as providers) who are present at the internet portals and as initiatives which support the so called freely accessible software. It is the basis through which transfer of knowledge is offered based on the internet accessibility, wish to learn and acquire new knowledge.

In order for this to happen, it is necessary to include instructors who are also involved in the preparation of subjects and programmes which are to be delivered. Their task is to connect knowledge to the needs for individual knowledge, skills and capabilities.

The process of successful presentation follows for which an adequate communication with students i.e. the interested individuals is needed.

Actually, it is the method how to answer the challenge of time and fast changes caused by constant technological innovations and development of new knowledge which brought to more modern way of executing work processes and their automation.

This should be followed by knowledge transfer and fulfilling the needs for learning. They are caused by the increased mobility requirements, geographical prevalence of modern companies which have the conditions for new transfer and sharing of knowledge on the internet and networking on time.

Successful usage of the ICT abilities means adjustment to the processes of learning and knowledge transfer. In that respect, possession of certain knowledge for the operational systems that are to be used, is useful, as well as the type of internet connection, possession of adequate software tools for exchange of digital content, their display and sharing.

Consequently, the possession of advanced ICT equipment, adequately chosen programme and training as well as showing capability in the engaging instructors who know how to transfer knowledge are just some of the elements which enable learning and create conditions for upgraded knowledge and skills of the students.

All this should be in accordance with the needs of the organizations for the introduction of new technologies and following staff fluctuation and improvements. That is why knowledge transfer is focused on upgrading the existing knowledge with purpose.

While preparing the design of knowledge transfer enabled by the internet-based system of learning, the significance of digitalized contents should be taken into consideration. They should be transferred to the interested individuals. The method on how should that be done is also something to consider. Whether to go with the internet enabled learning or should it be combined with the classic method or maybe research should be the choice. This process should consider the possibilities of synchronous and asynchronous ICT and how they allow and enable knowledge and learning transfer.

It is recommendable that experiences cases are used (helped by simulation software, games, tests etc) for awareness of the surroundings, their applicability (through lectures, trainings and lessons) and methods of sharing the educational process.

To satisfy these needs, the learning management system can be used. It is a software web-based application available via internet or intranet.

It can generally be successfully used for lectures, knowledge and information transfer through courses, and for administration of the process of learning and knowledge transfer. It is used for documentation, following the progress of the programme and generating the different reports. It is good for courses design, support of the communication process and sharing knowledge, organization of time dynamics and events. It can also be used for testing and assessing students.

It can also be successfully used in the classic education with classrooms but as support to dual education which understands that more of the time for knowledge transfer shall be done via Internet or Intranet-enabled learning and LMS.

The instructions are conditioned by the design and abilities of ICT, as well as of what shall be used, so they can synchronous or asynchronous.

The goals of this type of transfer refer to the need to enable quality lectures, shaped

in programmes and courses which need to be compliant to the needs for knowledge, capabilities and skills. This way, all interested individuals in the process of knowledge and learning transfer shall be enabled easy access to the educational contents from anywhere in the world and anytime as well as being informed for the process itself.

The affected students are given the necessary conditions to use the modern ICT, hardware and software applications for the needs of receiving the required instructions in the shape of courses as well as support to the administrative process of their realization.

LMS owns tools to follow the activities of the training and communication tools embedded in it.

They provide meetings in the virtual space of the instructors and students as well as with other engaged people in the process.

At the same time it connects different types of software tools and a possibility for media presentations. It offers support to the educational activities for usage of the operative possibilities.

It covers the management activities in the knowledge transfer. It integrates with the external bidders of applicative software.

It can also provide standardized training design implementing different methodological approaches.

And what is its special feature is that it allows different levels of access.

5. MANAGEMENT SYSTEMS AND KNOWLEDGE TRANSFER BASE

The wish to learn and transfer knowledge is based on the need to do some kind of work for which there is lack of knowledge, skills, information and data. It can also appear due to necessity for awareness and research of some occurrence or problem.

It is present when there is wish to be worked on self-development in the personal career, following the changes in the surrounding, as well as entering competitive relationships. This can be done in a classic way through lectures in a classroom or laboratory, amphitheatre etc. However, as it was already elaborated helped by the ICT and its hardware and software, as well as the Internet, the offer can be enriched with educational contents; their transfer, management and accessibility can be extended.

ICT can be successfully used for individual implementation of these systems. This way, classic learning can be complemented but also exclusively internet-based learning can be formed as well as combined i.e. dually-integrated learning. It is based on computers, computer equipment and mobile devices which have access to the web applications, social media, and introduction of connection technologies, collaboration, transfer, knowledge sharing and management and usage of computer networks and introduction in virtual networks and their knowledge storage.

As an addition to this, personal mobile phones can be used, LCD projectors, modern digital photo cameras and interactive digital boards for presentation. Also, client-software applications are useful like simulation software and analyses which can be spatially distributed.

This way there can be enriched collaboration, accessibility to a larger number of digitalized documents, usage of communication software for transferring images, audio and video files, sharing screens, meetings and work in virtual classes through web conference software applications, then video conferences enabled by web cameras, microphones, software tools for reporting a discussion, as well as web-based knowledge and learning transfer. This creates conditions for creating surroundings (Mc.Neal 2015) which should be enough to overcome the spatial location as an obstacle in the knowledge and learning transfer.

Instructors are enabled this way to exhibit their digital transfer of knowledge to the interested individuals or students. Simultaneously, they can work on their enrichment using the possibilities of different software applications good for this purpose.

Also they will be able to visually improve their presentations, introduce different tests, use questionnaires, or quiz questions. This creates conditions for a full or partial usage of the possibilities of ICT for the process needs of knowledge transfer and learning through software and hardware asynchronous (Roxanne и Goldman 2004) and synchronous technologies (Hofmann 2003).

Their introduction to the educational process can be realized through indiviudal investment and at comemercial basis or through some provider which offers similar type of services.

Investing in such an access to management and knowledge and learning transfer creates special conditions for a successful structure of the educational and research subjects. They will be at disposal for rereading and additional using. For this purpose, methods can be used such as digitalizing books, web portals, preparation of standard lectures, using video conferences, giving homework, by using different types of survey methods and software which is helpful in the analyses.

They can be attached through last innovative improvements of modern phones, tablets, laptop computers and similar devices for personal digital assistance. They can be used for the needs of both synchronous and asynchronous learning.

With their help, digitalized contents and documents can be easily accessed. They are also good when there is need of communication no matter the location. They successfully enable collaboration between students and knowledge transfer. Many software applications can be used which are quite useful for the audio and video communication and integration as well as access to other devices which support wireless transfer of information, done by the system integration.

This can be complemented by approaches which enable richer choice of exploring documents and their further usage for the needs of knowledge and learning transfer. They are usually easy to transfer; they can be equipped with different operative systems and memory storages.

Therefore, by adequate usage of the ICT and digitalized contents, conditions for enriched knowledge and learning transfer are created which is easy to access and is designed according to the needs. The access is easier and using the right to find it and use it for personal improvement from anywhere.

This occurence which connects to the learning and knowledge transfer by using the ICT has had its beginnings since the time of using classic mail services to deliver educational

contents. It brought to development of the studies and introduction of levels of different locations or from home. In time, they became more interesting and are used in cases when students need specific knowledge and flexibility. They are also used by companies when they need to use advanced applicable knowledge based on innovations. The goal is to offer individual knowledge transfer with the intention of competitive advantage.

Due to these reasons and by active application of internet based technologies, their additional development follows which can be seen in the occurrence of educational institutions which offer exclusively trainings and level of education that can only be acquired through the internet. However, there are such which combine the classic method of knowledge transfer with applying and using the opportunities of the internet supported knowledge and learning transfer (Simon at al. 2013).

Modern ICT allows that knowledge and learning transfer needs are satisfied by personal presence but also by using hardware technologies and software applications.

Knowledge and learning transfer by using information-communication technology and the Internet depends on the type of internet is used (communication, software or hardware technology).

This offer of internet-enabled learning suggests usage of synchronous and asynchronous tools and technologies. It refers to devices and applicative programmes which enable the synchronous and asynchronous method of knowledge and learning transfer and they are classified in Chart 2 where comparison was made to the classic method of knowledge and learning transfer.

Information and comunication technologies for knowledge management, transfer and learning		
Asynchronous technologies	**Synchronous technologies**	**Traditional approaches**
E-mail	Interactive chatting	Mail correspondence
Blogs and microblogs	WWW online	WWW trough stick or CD
Social networking using web	Connecting people over IP	Consultation
Internet and web archives on demand	Virtual Libraries	Libraries
Discussion boards	Web conferencing	Physical classroom
Wikis	Webinars	Class notes and references
Games	Web interactive simulation and games	Game and case studies in classroom
Audio and Video Podcasts	Live audio and video podcasts	Audio or video files on CD or USB

Video or audio streaming	Live video or audio streaming	Audio or video recorded courses
News aggregators	Internet online news	Bookshop
Television on demand	Smart TV	TVand projector
Mobile phone	Smart phones and voice over IP	Telephone
SMS	Internet shopping	Teleshopping
Digital cameras	Web cameras	Cameras
Dictaphone	Speakers	Lecturing

CD, Compact Disk; SMS, Short Message Service ; TV, Television; USB, Universal Serial Bus; WWW, World Wide Web.

Table 2: *Asynchronous, synchronous and traditional technologies and ways for Knowledge management, transfer and learning*

So, synchronous learning refers to a group learning of students i.e. users of the services in the process of knowledge transfer which happens simultaneously for all of them. It usually happens through lectures and asking questions. These lectures and learning suggest presence of an instructor and students at specifically agreed time and the type of transfer depends on so many things. It is done by using tools which enable transfer of prepared digitalized documents on a computer, written or audio conversation, vide conference and other tools for meetings in the virtual space.

Synchronous technologies are for example applications which enable integration of internet audio and video communication between computer and mobile devices, applications for synchronous conferences and applications for video conferences which enable having virtual classes etc.

Using this method, we can develop the discussion between the participants in the educational process. Media through which this can happen are the Internet and web conferences, interactive TV and radio, modern phones, transferring voice through the internet as well as satellite systems.

The second method of knowledge and learning transfer by using the information-communication technologies can be realized through asynchronous technologies and that such type and method of knowledge and information sharing, organized as educational contents that could be transferred in a way which surpasses the boundaries connected to space and time.

Asynchronous method allows knowledge transfer between the instructor and individual not to happen simultaneously but delayed. This transfer is enabled to be done individually (generally helped by the allowed access to any digitalized shape of documents and software applications), through personal communication with the instructor, lectures and organization of conferences (where conversations, discussions and presentations are possible).

All this can be complemented by other support systems of these methods of knowledge and learning transfer that are used to find information, to exchange messages and documents,

systems to support communication processes between the instructor and students and similar to them. Like this, instructors arecreated conditions to approach students individually and in a group.

It is a great possibility for self-development and enrichment of the traditionallearning, organized usually in campuses, and can be useful for the support of education at distance and in lifelong learning.

Today, it is implemented through the so called modern internet based technological tools such as internet mail and conference systems, internet forums for discussion, blogs, support group works and web based platforms and sites which are present on internet as hypertext documents. They are all equipped with possibilities for presentation and usage of images, audio and video files as well as other documents which are created from different programmes. They can be available at webs i.e. the internet.

Also, there is possibility to use social networks. They enable course and programmes management i.e. educational contents, discussions, databases access, digitalized virtual libraries, web work, sending text messages and using media files and graphics.

This way instructors and students are enabled access to digitalized contents from anywhere. Also, digitalized services supported by ICT are allowed to be dislocated at distributed locations enabling realization of knowledge and learning transfer independently from space (geographical distance) and time.

With their help, offer of knowledge transfer is possible which is realized by faster or gradual completion of the training according to the needs and time at disposal for students. Anyway, by using the management based on internet, the enabled studying and knowledge transfer, offer of educational products is possible to wider range of interested individuals. This creates conditions for a dual method of education. The classic education in classrooms and such educational configuration through the internet and web based tools.

This way, both public and private profit and non-profit educational institutions are enabled to use the advantage of ICT innovations in the field.

For the students, a special benefit can be the usage of sofisticated creative and analytic tools and possibilities of LMS. It is useful for the reduced costs for tuition, transport, accommodation, equipment and in cases of physical disability. Users i.e. students are given surrounding which offers equality in the approach and conditions for further development of their career and a method how to become a respected member of the community. Like this, a virtual ICT community is in fact createdwhich in its professional development is devoted to knowledge and learning in accordance with its needs and personal strategies which should be in accordance with the market needs.

Practical implementation of these commitments happened with the achieved level of today's ICT and Internet. That contributed to enabling networking of devices and systems as interactive access.

Those are digitalized technologies, software applications and hardware which enable knowledge transfer, crate knowledge, define and enable access to it, but also sharing, localizing, right to self-improvement and storage. This is the approach which provides conditions for instructors, students and educational institutions to organize their digital base and to make it accessible for the interested individuals. A it was already mentioned, for this purpose, the possibilities of the internet can be successfully used, the personal computers,

webs, tablets, phones, laptops, drones, network devices, video cameras, scanners, printers and other equipment.

This creates conditions for personal creativity, expression, artwork, recording in different formats, forming base of knowledge, information and data that can also be applied successfully in other fields as well.

It is the way to encourage personal development and enrichment of the personal knowledge (Pauleen and Gorman, 2016). Apart from that, conditions for applying that knowledge in a work environment are created and support in the implementation of the planned strategies. At an institutional level their role is upgrade of programmes (curricula) and subjects helped by different hardware and software tools and systems.

It most directly contributes to improvement of the individual preparation for self-improvement and directing their future, independence in work, dedication to self-development and enabling quality knowledge and learning transfer.

All this can be achieved from anywhere and in accordance with the time at disposal. This leads to strengthening the individual knowledge, skills and capabilities which should be put at disposal as a response to the competitiveness and refer to the staff and to those who learn.

This all can be implemented by using the mentioned methods, by digitalizing the programmes, creating conditions for research helped by digitalized libraries accessible through the internet or intranet, as well by tools and systems for check-up of the knowledge transfer.A serious approach is also necessary to this process, its planning and organizing (Shen at al., 2008). It should result in individual preparation for inclusion of the labour market and business organizations. The indiviudal equipped with the necessary knowledge is prepared to work and adjust in order to answer the challenge. On the other hand, companies should know how to manage their worth capital. There should be compliance of the individual capacity with the needs of the organizations. It is of special importance for their creativity, dedication to the challenge of news and quality in products or services. All this should contribute to satisfied and motivated employees.

6. KNOWLEDGE MANAGEMENT IN THE PROCESS OF KNOWLEDGE AND LEARNING TRANSFER

These developed systems for providing and implementing knowledge and learning transfer via the Internet by intensively using the ICT, present the basic platform where all participants might meet. It is based on mutual respect devotion and sharing which can lead to other knowledge. Also, additional conditions can be created for the learning and sharing to be realized in different space, and can be reached via the internet and modern devices for that purpose, then to have choice when to realise it and simultaneously to give a personal contribution for the personal career and organizational development. That can be successfully achieved if adequate attention is paid to the introduction of knowledge for organization based on the usage of possibilities of modern ICT (Gell and Cochrane 1996). Moreover, one should follow the changes that are present or occur in the process of

restructuring the organisation i.e. Improvement of their business processes. Individually, it refers to the awareness and usage of knowledge to upgrade their personal career and enrich their personal knowledge.

These needs' sources can also be found in the wish for an easy access to quality work positions and providing answer to the competitive threats. This can lead the organizations and individuals to their wishing purposes which should base on connection of distributed information and knowledge as well as use of ICT for their management, transfer and application, All this should affect the sharing of contents which can lead to new creativity and knowledge (Wang and Noe 2010). Moreover, comparative analyses should be made and one should persist in the follow-up of the inovations in the field. Nowadays, this can be done in a more sophisticated manner via information systems with a purpose. They enable management and approach to certain knowledge as well as its sharing by which conditions for generating reports for the learning and knowledge transfer's activities are being created. They can be used to make sophisticated reports based on integrated knowledge database of different geographically remote sources. One can also use different information devices to search for digital contents.

They can also be helpful for the organizational leadership which should have the same vision as how, when and where knowledge should be used (Cavaleri at al., 2011), i.e. how to be able to successfully use for its sustainable strategies. Attention should be paid to the organizational culture which fosters an easy access to the educational contents and which shall continuously expands in terms of knowledge for the interested. All this is to be supported by the maintenance process of knowledge, its preservation and sharing. There should be awareness for its importance, meaning and useful value. Those means are actively used to support the different processes of knowledge and learning management and should be supported by people and the organization itself. They are usually used to code the knowledge and connect it to different and adequate organizational logic. The process itself starts by identifying the knowledge sources, then their adjustment which is later used for the purpose of the needs of more sophisticated analyses and syntheses of knowledge.

Its organization, storage and sharing is something that has to be constantly worked on. Also, ICT can be used which enables the Internet, the access to different databases connected to knowledge, different shapes of documents as well as other advanced tools for knowledge storage.

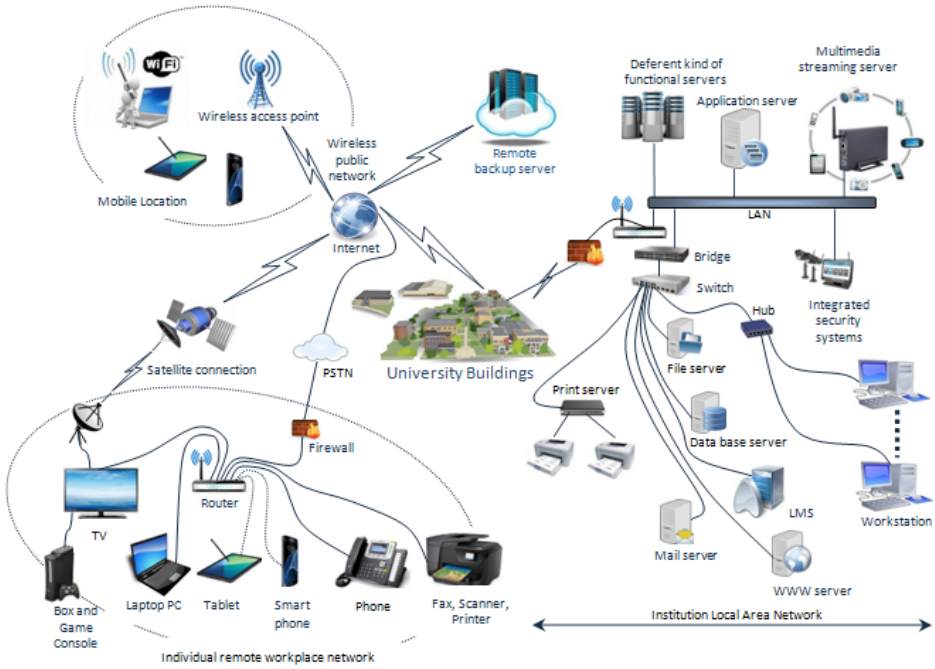
Hardware implementation of this commitment and suggestions is presented in image 1. It shows the integration between the knowledge-seekers and the knowledge-offerer and the presented case refers to a university. The availability of the knowledge is designed in a way so that the educational institution can be approached from outside (usually by using the mobile devices adequately noted). Communication can be realized via cable links and wireless technology and the Internet (Maier 2007). For the needs of organization, support of working processes and knowledge management important for the knowledge transfer to the interested ones, there are more functional servers pointed out which are also adequately noted in the image.

This practical implementation of knowledge and learning transfer would not be possible to realise with the help of ICT if there were not adequately trained teams for such a purpose. They are actually a kind of an integrated vertex which connects the organization

to its employees. They are most directly included in designed activities and work on its integration and network. They are dedicated to a constant improvement of the processes conditioned by new innovative solutions. This means that they are most directly included in the process of knowledge collecting, they participate in different projects which lead to new knowledge (Nakamori 2013) and are active participants in the process of knowledge and learning transfer.

On the other hand, there should be individuals (no matter whether they are members of the team who perform the knowledge transfer or learn) who know how to focus, receive and use knowledge, exchange it and use it in the working process. They will often face the need of new research; they will work on new methods of approaching information and knowledge; they will use different technique devices (Fox and Hao 2018) in order to communicate them and will meanwhile have to actively use the already acquired knowledge. They are actually thought to be organizational and individual estate. Their usage can happen where it is needed. Such are the different types of working processes in the integration of organizational strategies at work or introduction or usage of ICT network installations. The goal is to realize what was wished and planned for. Their management should pay more attention to its dynamics, methods on how it will be perceived, ICT usage and their networks, capacity of the method it is being approached and how it solves problems as well as giving enough time to self-development and enrichment of knowledge via knowledge and learning transfer.

Regarding the organization, apart from paying more attention to their processes, employees and owners, it should be concerned about its surroundings as well. Fulfilling this goal can be realized by dedicating to a mutual collaboration which has to be followed by an adequate competitive organizational structure for that purpose. Through this collaboration, knowledge shall be exchanged; new knowledge shall be created and further used. In order for this to be realized, people should work on the organization, who will respond to all demands equipped with adequate knowledge for the tasks set and functions of the organization (Szostak at al., 2016). This can be supported by new shapes of networking due to usage of the mutual knowledge. It is in fact matter of intensive ICT and knowledge management usage to answer the needs of networking and knowledge transfer in order to reach and maintain their competitiveness, by enabling these connections, links and effort of the participants for a larger collaboration. This collaboration can successfully become a network of knowledge.



Abbreviations:LAN, Local Area Network; LMS, Learning Management System; PSTN, Public Switched Telephone Network; WWW, World Wide Web.

Image 1: *Integrated computer network for the needs of knowledge transfer and management, information and data as well as enabled learning via the Internet*

It is important and necessary to be a management system to support the knowledge and learning transfer (Argote and Ingram 2000). With its help, increase of value of information and knowledge is possible. It can be realized anywhere and at anytime with enabled access to the digitalized contents. Also, it is simultaneously possible for the knowledge management to store, use sophisticated software tools and transfer apparatus of knowledge and infrastructure network connection. These installations can also be used as a tool to generate and find workers for market needs and their conduct. It is in fact an approach which can respond the needs through individuals and organizations, based on knowledge transfer, knowledge management, and dedication to upgrading and learning. This will enable a better organization of the knowledge in individuals and organizations which should result in a result connected to new competitive products and services. All this does not lead to business sustainability. It can be realized through quality processes, investments, successful communication with the surroundings and using the possibilities of ICT improvements. Therefore, dedication to learning and self-development as well as applying the learned in business environment i.e. its commercialisation is what is necessary. The result of this effort should be presented in a better GDP, increased number of improved and advanced processes

and products based on knowledge as well as increased employment.

Due to this, there is the need in knowledge management for a continuous preservation and follow-up of this data, information and knowledge. They should be most directly taken in consideration while planning their individual career (no matter whether it is for the employees or a trained person) and organizational planning. Work can be significantly complicated if there is need of really quality and meaningful integration of ICT with the processes of organization and individuals through their networking and using different methods in this integration. There shall be several levels of integration especially because there is need of a joint work, wether it refers to the instructor-student or similar processes of knowledge and learning transfer in an organization. It is clearly identified the need of already presented synchronous and asynchronous methods and techniques in the knowledge and learning transfer as well as mutual work.

It should be pointed out that they enable us cope with the needs for management in different types of data, information and knowledge and their connection to the business-educational processes. It creates conditions for a priority preservation and individual approach to the applicants for knowledge and learning transfer. This integration includes instructors, trained people i.e. students, processes of knowledge transfer as well as administrative processes, ICT usage and the whole organizational structure (Marshall and Pennington, 2008). Through the process of knowledge and learning transfer and management of digitialized sontents, they can most directly contribute to better work, development and satisfaction of clients.

We are nowadays witnesses of this type of knowledge for the needs of knowledge and learning transfer which is actively spread on a wider geographical space. This significantly changes the traditional method of work present in the knowledge and learning transfer. What is especially specific in these platforms is presence of mutual trust between the participants in these complex educational processes and already well-preserved knowledge which is to be shared widely. This can be in the shape of a project documentation, different databases, bases of information and knowledge, follow-up of the research in the field, reports on the follow-up of the need of new knowledge and do. Support of the knowledge management processes is possible as well as knowledge and learning transfer and creating knowledge.

7. CONCLUSION

The wish for quality knowledge and learning transfer is reachable if approached to its management supported by ICT and people who know and want to work in that manner and share their experience and knowledge. Doing this, conditions for development of new knowledge are created which can be successfully placed through different services and products. Therefore, it is of high value for all of us the insistence via ICT on keeping the knowledge, enabling their transfer and supporting the knowledge management. This was achieved by significant increase of the capacity to store, process and find, but also with improved approach, accessibility and advanced administration which expands the possibilities of new knowledge and learning transfer. More precisely everyone interested in learning and sharing knowledge, is offered a rich choice of systems and tools to plan,

predict, analyse, synthesize, do research and organize different types of data, information and knowledge for both their and community's need.

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NATIONALIST HISTORIOGRAPHIES AND THE RISE OF ETHNOCRACY IN MACEDONIA AND THEIR CONSEQUENCES

Abstract

Perpetual political fissures, fractures, ruptures, fragmentation, and conflict in the past three decades marked the region of South East Europe since the collapse of Yugoslavia in the 1990s reviving the Balkanization metaphor. Local politicians managed to live up to the negative stereotypes held against the Balkan people. The political reality of the Balkan, divided in as many as possible nation-states and statelets and wannabe "Great nation-states", contributes to slow and inefficient transition to functioning democracies. Consumed by hatred, hostility, mistrust, and suspicion, bilateral and multilateral relations of the Balkan states are far from friendly and cooperative as they could and should be. This results from interrupted domination of nationalism in every Balkan country where nationalist discourse is deeply embedded and normalized in the public sphere. This is particularly present in the historiographical production. In this article I approach history not as a set of events but as object of fierce proprietary battle over the historical symbols. In Macedonia this instrumentalization of history for political purposes became acute during the past decade. The effects of this effort are measured in the recent survey and the article finishes with a commentary of those findings.

Keywords: Nationalism; historiography; ethnocracy; Macedonia; politics of identity; Alexander the Great

INTRODUCTION

Balkan region has become notorious for the rampant nationalism for over three decades now and the new wave of populism is not a promising sign. A glance at recent history of the region can help us understand these developments. The post WWII Balkans reflected the political consensus between the West and the East and remained largely stable and peaceful for almost half a century. The collapse of socialism was followed by a long and painful socio-economic transformation, but most tragically by the violence and wars that decomposed the Yugoslav federation. The violence and the unfair transition sank the region in the mud of corruption, militarisation, insecurity, and fear. The fear of the other, the fear of the neighbours, the fear induced and maintained by the dominant nationalist ideology that keeps Balkan people apart. The nationalist historiographies help this manipulation of political identities possible and allow for emergence of ethnocracies, a particular variant of representative democracy where demos is reduced to ethnos (Janev 2016; 2017). In ethnocracies citizens are reduced to members of separated and expectedly confronted ethnic groups and political parties pose as their representatives.

In this setting, Macedonia was not immune to the nationalist appeal, especially during the decade long rule of VMRO-DPMNE (2006 – 2016) who based their populist appeal on rising the nationalist sentiments among Macedonian citizens of Macedonian ethnic belonging. It could be argued that this assertive nationalism is a result of external pressures, but also as a result of domestic tense inter-ethnic relations. In the shared political setting, Albanian politicians lacked any more progressive vision and only insisted on reinforced nationalist sentiments among Albanians in the country. Effectively, this period should go down in history of Macedonian as an effort to establish ethnocracy. This article examines the effects of a prolonged nationalist campaign led by the government in Republic of Macedonia, composed of Macedonian and Albanian nationalist parties, during this decade in this tiny Balkan country that was famous for its ethnic, cultural, religious, and linguistic diversity. It is based on a research titled "Political culture, identity, and civic society" conducted in 2017 and early months of 2018. The sample for the door-to-door survey was a representative one consisting of 1600 respondents. The comparisons in the text are based on two previous research on similar topic in 2010 and 2011.2

THE POWER OF NATIONALISM

In the Balkans in general, with Macedonia certainly not being an exception, nationalism is a persistent political force like no other a favourite tool for political manipulation, preferred in particular by populists worldwide. The renewal of nationalist movements after the collapse of the socialism has been a perplexing phenomenon that was simplified with

[2] The current research was funded by the Foundation Open Society Institute Macedonia. The research in 2010 was funded by the same organization and with very similar topic and structure of the questionnaire, which allows for the comparisons. The title of that research was "Political culture and identities". In 2011 the Council for Global Cooperation funded the research "The democratic awareness of Macedonian citizens".

sweeping generalization used to explain away all other causes for social strife and tension that had arisen during the sloppy and unjust transition. The wars that burned down the Yugoslav federation went hand in hand with stereotypical portrayals of the Balkans. The stupendous theories of "frozen conflict", were eventually given substance by short-sighted manipulative politicians who thrive in midst of contention and quarrels.

However, these processes were not limited to the Balkans as a region. As early as 1994 Ernesto Laclau points to the rise of a dangerous trends in the politics of identity. In the late twentieth century we witnessed the collapse of East European authoritarian regimes and alongside the collapse of one of the most powerful ideological systems, that of communism. This disrupted the dialectical dynamics of the ideological battles that marked post-WWII world. Laclau (1994) was quick to observe that the ensuing fall of universalism that characterised this ideological battle carries the risk of rise of political particularism, bringing to fore the politics of identity. Today, over two decades later, his worst prediction come to be realised in the form of rising populist xenophobic movements in places that were once bastions of modern democracy, France, UK, Netherlands and USA, let alone in less democratically accustomed environments such as Turkey, Russia, Hungary or Poland.

Republic of Macedonia avoided the Yugoslav wars of dissolution but was met with incredible hostility by its southern neighbour. For three decades already, relations between Republic of Macedonia and Greece are heavily burdened by nationalism, as is the case with all the neighbouring countries. With Bulgaria Macedonia still has to resolve the "artificiality" of the existence of separate national identity for the Macedonians, with Serbia the recognition of a separate Macedonian Orthodox Church is still unattainable goal and with Albania and Kosovo, by factoring in the ethnic Albanians in Macedonia, the largest minority in the country residentially bordering the two neighbours, the threat of "Great Albania" still overshadows the interethnic relations in the country.

These processes culminated in creation of ethnocracies instead of democracies, where citizens are fashioned in ethnic mould, constraining their capacity for free and critical thinking, incapacitating them to imagine the world outside the nationalistic mould. This particular regime became evident with the materialization of this ideology in the public space with the project "Skopje 2014" and its counterpart the Skenderbeg Square on the other side of the river "on the Albanian side of the town", as local ethnonationalist politicians would like us to believe. This and other manifestations of powerful imposition of nationalist discourse in the public sphere certainly contributed for heightened nationalist sentiments, but it remains to be seen how widespread they have become.

Macedonia was burdened with these disputes over the national identity since the inception as independent state. The answer to these challenges in the past decade was stirring further controversies with aggressive nationalist propaganda by the ruling party in power for over a decade. The main question was how this reinforced national identity reflected the self-perception of Macedonians, how has these processes influenced the national identity perceptions of Macedonians. At least partly, the answers were provided in a survey conducted in late 2017 and the paper ends with a discussion of these results. In this article before delving into those findings, the politicisation of national historiography in Macedonia is elaborated in the context of regional politics and academic production, not highly immune to the political pressures, stereotypes, and prejudices.

NATIONALIST HISTORIOGRAPHIES

Nationalist ideology that dominates Balkans politics for too long, insists on exclusivist reading of the past. There is no space for any impurities, mixtures, nuances, and diversity. Every national(ist) historiography in the Balkans makes the baseless claim that there is only one nation, since times immemorial, that inhabits that exact piece of land that coincides with the state boundaries, or eventually needs to be corrected at the expense of the neighbours adhering to the now canonical academic writings of Hobsbawm (Ranger and Hobsbawm 1983) and Anderson (1991). As Maria Todorova puts is:

> ”The predominantly ethical-didactic and religious orientation of historical writing until the eighteenth century was translated into an equally single-minded mission: to shape national consciousness, legitimise the nation-state and thus fulfil an important social function. The fact that Balkan historiographies developed primarily as national historiographies accounts for their relative parochialism and practically no knowledge of the history of the neighbours in the same period. It is, moreover, not a simple ignorance of the history of the neighbouring nations, but a conscious effort to belittle, to ignore, to distort, to deride and even to negate.”(1995: p.73)

Based on this I argue that the denial of Macedonian history, as it is practised by the neighbouring historiographies, is a conscious effort to negate the existence of the Macedonians as separate people with the right to self-determination and autonomous government. This is confirmed by Frusetta, “[I]n the Macedonian case, there are few historical symbols utilized by the Republic of Macedonia that are not disputed by conflicting historical traditions in neighbouring states (2004: 110)”. With the Macedonian national identity at stake, expectedly, there is great emphasis on the asserting of secure and unchallengeable national identity in Macedonia.

The relentless onslaught of the neighbouring nationalistic historiographies provoked development of nationalistic historiography in Macedonia (Troebst, 2003; Brown, 2004; Brunnbauer, 2005). We must note that this critique relates to the period before the nationalist ascended to power. The kind of history preferred by nationalists was some public history, not strictly academic and internationally validated, but rather of a populist kind, promoted via mass media through TV documentaries mostly. During a decade long run in power, radical nationalists were given a chance to distort historical narrative to their liking. Their nationalist infestation of the public space demonstrates their vulgar understanding of waging those proprietary battles for historical symbols. From this intervention in the public space we can understand the nature and the scope of nationalist project. It is clearly premised on the two most important myths that underpin nationalist ideology: the one of historical continuity and the other on myth of national homogeneity. In Macedonia it became known as a process of antiquisation (Vangeli 2011).

In the above section I presented the politicisation of the history of Macedonia to explain the external pressures that feed the Macedonian nationalism. Challenging the pillars of the Macedonian national historical narrative invites the unnecessary reaffirmation of the certainties of the Macedonian nation and fosters nurturing of romantic nationalism even

today. From another perspective and in reaction to the Macedonian nationalism Albanian nationalism seeks equality in the newly independent state.

RECENT RESEARCH OF THE MACEDONIAN IDENTITY ATTITUDES

The influence of a decade of nationalist rampage that Republic of Macedonia suffered under the leadership of VMRO-DPMNE will have long lasing consequences. However, if we are to judge by the results from one recent research it is not as if a really great numbers of citizens have been radicalised. One of the most important findings is that a relatively small portion of the population upholds the nationalist orientation. To provide a better understanding of the proportions of the negative influences of fervent nationalist rhetoric that has been spread top-down we will examine some of the particular findings of the research.

Civic identity

Most of the respondents 53% chose the civic identity as their primary orientation, citizen of Macedonia more precisely (Table 1). For Macedonians, whose ethnonym is shared with the name of the state it is easer to present themselves as supraethnic, while it must not necessarily be the case. But significant number of Albanian citizens are trying to escape the ethnic framing as well. From the total sample only 12% preferred ethnic group belonging, and additional 20% stated that they feel just like a citizen. Albanian part of the sample gives us that only 28,30% feel primarily as members of their ethnic group, while among Macedonians this is choice for a mere 5,60% of those respondents.

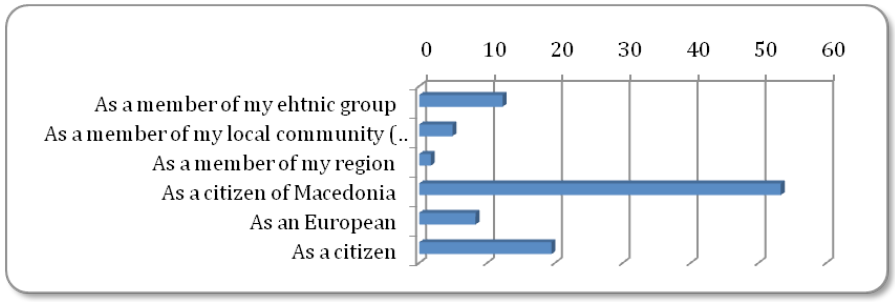

Table 1. *How do you feel (describe yourself)?*

Avoiding the ethnic mould and favouring civic identification instead is interesting from several different aspects. Just being a citizens of Macedonia feel 63,40% of the Macedonian and some 26,50% of the Albanian respondents. Balanced is the choice of European belonging with 8,10% and 9% respectively. There are 17,40% of Macedonian respondents who feel just like citizens and some 26,50% of the Albanians in the survey sample. The

pronounced sensitivity for civic identification and avoidance of the strict ethnic belonging are encouraging indicators.

Separate holidays

The significance of rituals as symbolic meaning practiced in everyday life is immense (Table 2). Certainly, the ethnic prism on this one will light up some of the unanswered aspects from the previous question. For the Macedonians, most important are religious holydays with 60%, of which Easter 31,40%, Christmas with 20,70% and other religious holidays with 7,70%. For them, from the state holidays, most important is Ilinden uprising with 9%, for 3,80% the Independence day, and for 2% 1st of May.

Among Albanians 63,50% chose Bairam as most significant, additional 8% some other religious holiday, while 18% chose The Day of the Albanian Flag 28th of November. Among both groups, most important are the religious holidays, which are different of course, and the other political-historical dates who are also not the same shrinking the opportunity for some integrative role of this ritual aspect of social life of these two communities.

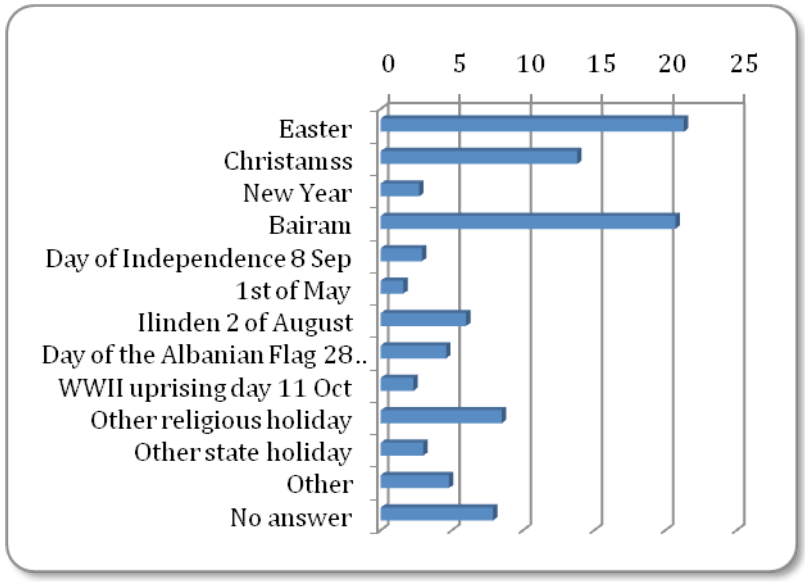

Table 2. *Which holiday is most important to you?*

Historical narratives and historical figures of importance

We will round the assessment of the identity orientation of the Macedonian citizens by looking at the role of historical narratives that they adhere to (Table 3).

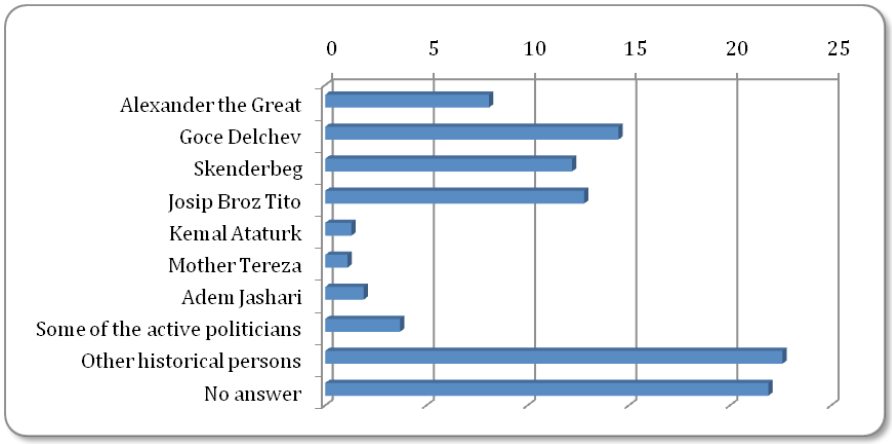

Table 3. *Who is the most important historical figure to you?*

For the largest number of Macedonian citizens with 15% Goce Deltchev is the most important historical figure, followed by Josip Broz Tito with 13%, than 12% opting for Skenderbeg, and than Alexandar teh Great with 8%. Compared to the previous research there is a falout of favouring great historical figures, with exception for Skenderbeg who rose from 9% in 2010 and 2011. For Alexander opted 9% in 2010 and 13% in 2011. Tito holds well in this "popularity contest" with 14% opting for him in 2010 and 2011. Goce Deltchev was favourite for 21% 9n 2010 and for 19% in 2011, so he is in slight decline in importance.

The largest category of answers is comprised of a mix of other more international figures of importance like Nikola Tesla, John Lenon etc. This points towards eventual saturation with historical narratives on which the naitonalist government insisted for so long. Among Macedonians there are 24,70% who declined to answer this quastion and 9,50% of Albanians has no favourite hitorical figure.

This conclusion is confirmed by a glance at the structure of respondents according to age. For the youngest group of respondents 18-25 years only 5,10% chose Alexander, than 7,30% of those 26-30 years, to increase among those in the middle and to fell out of favour among the oldest above 65 years of age. Among the oldest most popular is Tito with 26,90% and this slides down to 6,50% among the youngest group.

Ethnic division of respodents shows that 21,20% of Macedonian respondent chose Goce Delchev, 16,10% Tito and 11,70% Alexander. Among Albanians the rise of popularity of Skenderbeg is obvious with his rise from 36% in 2010 to 49,40% in this research, which is emphasised with his growing popularity among the younger generations.

Alexander the Great

Regarding the popularity of Alexander the Great on which the previous government insisted so much by runing TV commercials and erecting a 27 meters high collosal bronze statue of him at the main square and ushering the era of antiquisation to stretch the myth of continuity to his glorious times it is interesting to see that he is failing out of favour (Table 4). He was most important historical figure because he is the predecesor of their nation was highest in 2010 with 27%, than 20% in 2011 and in this research to 15%. He meant nothing for the 11% in 2010, than to 27% in 2011 and to 30% in this survey. Being just another historical figure claimed 52,50% in 2010, then 45% in 2011, and 39% in the current survey.

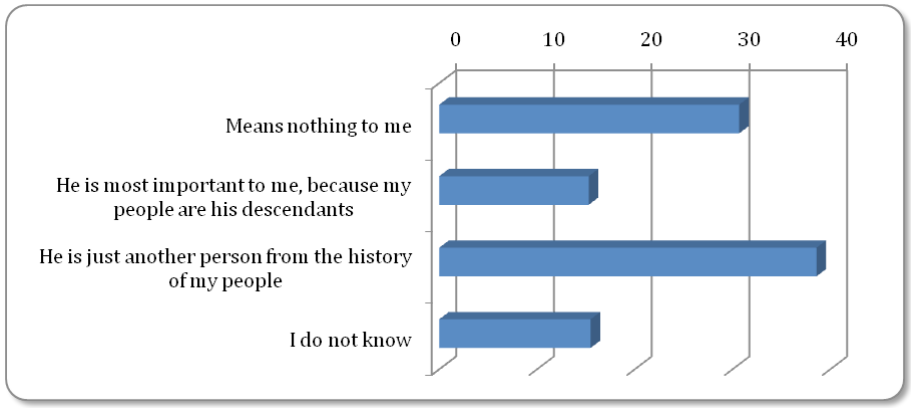

Table 4. *What does Alexander the Great mean to you?*

Certainly, this question must be analysed according to the ethnic composition of the respondents which reveals that 17,70% of Macedonians claim that he means nothing to them, as opposed to 20,90% for whom he is the most important historical figure and 48,80% claiming that he is just another historical figure. Among the Albanian respondents for 56,80% he means nothing, he is most important for 4,10% and he is observed as just another historical figure by 18,50%. Among the youngest group of respondents he means nothing to whooping 41,90%, he is just another historical figure for 32,10% and he is most important to only 11,20%. Ideological orientation and political party symphaties reveal that those on the right are more facsinated by Alexander unlike anyone other.

Historical origins

The last question concerning the identity perceptions and self-perceptions enquires about respondents' understanding of their historical origins (Table 5). This is another question that measures the identity orientation of citizens and probes further into their reception of national myths of continuity.

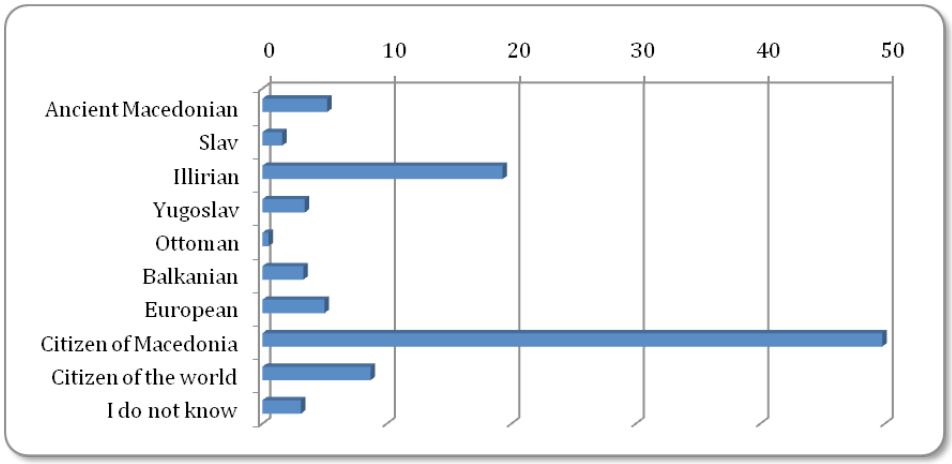

Table 5. *What is your belonging?*

It is encouraging to find that great majority is locating their identity outside narrow ethnic frames and hints towards cosmopolitan, rather than nationalist orientation. Next to the 50% of respondents who stated their belonging as citizens of Macedonia, there are 9% who consider themselves as citizens of the world and 5% who see themselves as Europeans. The great majority of three quarters in the sample in some way positioned themselves beyond ethnic identification, as their vantage point to determine their belonging is shifted to a wider framework. Bellow 5% each, are the two categories of identification with the Balkans and the former Yugoslavia, which we can add to this supraethnic categorization. In total, just one quarter of the respondents located their identity as dependent on the myth of continuity to ancient times.

While the focus so far was on Macedonians, it seems that Albanians are even more prone to the myths of continuity as 19% of the total sample claims to identify as Illyrians. The ethnic breakdown of the sample reveals that 79,40% of Albanian respondents opted for the Illyrian belonging. Only 5% of the total sample claimed to be descendants of ancient Macedonians, or just 7,7% of Macedonian respondents made this claim. In 2010, on a similar question 35% claimed to be descendants of Alexander the Great. This is a tremendous reduction that could indicate several different factors might be in play. Firstly, it might be a result either of saturation with antiquization, or secondly, the reduced propaganda allowed for sobering, or thirdly, quite possible, this reveals an opportunistic attitude of Macedonian citizens who upon realising that the nationalists are losing the power grip got courageous to reject the farfetched claim of Alexandrine blood-line to these days.

Findings from the age groups are even more encouraging with the youngest being least concerned about the origins of their group, with exception among Albanians where the youngest accept tis myth most strongly. Only 2,30% from the age group 18-25 and only 5% from the group 26-30 consider themselves as ancient Macedonians and has the highest

frequency of responses as citizens of the world with 14,40% and 12,40%, respectively. Among Albanians identification with Ilirians is strongest among the youngest with 27,40% in the age group 18-25, 28,20% in the group 26-30, 20,40% among the 31-40 and this drops as the age grows. Combined with the growing popularity of Skenderbeg among the younger groups it is obvious that perhaps the antiquization aiming at Macedonians reinforced the ethnic identification among the Albanians.

CONCLUSION

The politicization of history in the region and unavoidably in Macedonia resulted with heightened nationalist sentiment. The nationalist discourse has became dominant paradigm for organization of the public life of all of the societies in the region. A decade long of unchecked nationalist propaganda was a threatening proposition for Macedonia's tender, if not fragile inter-ethnic relations. However, both assumptions in the above statement are rude generalizations. Macedonian model of inter-ethnic cohabitation has been tested many times over since Macedonia got independence from former Yugoslavia and each time, after every crisis has proven quite resilient. In the findings of the survey, it is obvious that in spite the heavy nationalist pressures, Macedonian citizens are immune to radical nationalist orientation. The most encouraging is the cosmopolitan orientation of the younger generations. At the same time, it is quite disturbing that the Albanian youth succumbed to the historical nationalist narratives. These findings are important for future policy making, for designing of integrative policies on which the future of Macedonia depends.

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