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**Educationists Who Assisted the College of Preceptors in becoming an Early “Learning Organization”**

**Nastavnici koju su doprineli da College of Preceptors postane među prvima "Organizacija koja uči"?**

Carl Edwin Lindgren

**ABSTRACT**

The purpose of this article is to discuss the history of the noted College of Preceptors, now located at the Institute of Education, University of London and more specifically its practical and theoretical development first as the Victorian Era College of Preceptors and later as an educational force in the 20th and 21st centuries. Additionally emphasis will be placed on showing how the College developed as a “Learning Organization.”

**KEY WORDS:** women, employment, College of Preceptors, education, teachers, learning organization, schools, The Educational Times, Peter Senge, system thinking

**Introduction**

For today’s educators, it is necessary to keep on learning throughout our lifetimes and continuing education for teachers is a must for promotion and quality performance appraisal. Therefore, it is critical to keep abreast with the newest technological skills in the school workplace. We hear and read a lot about

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educational institutions becoming “learning organizations”\(^2\) (Senge, 1990). However, we do not hear much about women’s role in achieving this goal. This is especially true relating to the early work of the College of Preceptors.

The College of Preceptors, which since May, 1998 has been renamed, The College of Teachers (College of Teachers, 2012), might well be thought of as an early “learning organization.” The College was founded by Henry Stein Turrell of Brighton in 1846, as a professional society for teachers by school masters who were concerned about setting and maintaining standards in the teaching profession. The College was incorporated into a Royal Charter (at a cost of over £500), in 1849 (Humphreys, 1858; Lindgren, 1993). The Marquis of Northampton\(^3\) and Sir John Lubbock, FRS, 1st Baron Avebury\(^4\) were instrumental in helping the College obtain its charter (The London ..., 1887). The College, after gaining its charter was called the Royal College of Preceptors.\(^5\) This practice was later abandoned.

The College’s purpose, according to its charter, was to promote “sound learning and of advancing the interests of Education, more specially among the middle classes” (M.F.P., 1874). The College is noted for several innovative educational changes, including:

- the establishment of professorships in education;
- opening a training school for secondary teachers; and
- establishing public examinations for secondary students (Delve, 2003).

Through the many years of its operations it has exerted extraordinary leadership at the cutting edge of training and continuing education of educational administrators, teachers, school governors and pupils\(^6\) (Lindgren, 1990). Launched in 1847, The Educational Times was a publication of education, science and

\(^2\) According to Peter Senge (1990: 3) learning organizations are: “…organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.”

\(^3\) He represented Northampton in Parliament but is best remembered as a patron of science and the arts. Between 1838 and 1848 he served as President of the Royal Society.” [Wikipedia]

\(^4\) He helped establish archaeology as a scientific discipline, and was also influential with nineteenth-century debates concerning evolutionary theory.” [Wikipedia]

\(^5\) The College was originally referred to as the “Royal College of Preceptors.” The post-nominal M.R.C.P. might still exist today had not some members of the Royal College of Physicians and certain members of the educational community who became upset over the use of the post-nominal title in certain magazine advertisement. The post-nominal, according to an article in Science (1887) was used by certain individuals who were totally unqualified.

Educationists Who Assisted the College of Preceptors in becoming an Early “Learning Organization”

literature (Delve, 2003). It was fifteen years later before the *Times* was to become the College’s official journal.

From 1861, Alexander Isbister (sometime Headmaster of the Jews’ College⁷) was editor of *The Educational Times* (Aldrich, 2004). In 1873 he was unanimously elected dean of the college, and during the rest of his life brought his naturally cautious and conservative approach to bear upon its proceedings (Aldrich, 2004; Chapman, 1985). Later in 1883, Henry Weston Eve became dean of the College.

For many years, William Ballantyne Hodgson served as a noted Scottish educational reformer and political economist. In 1839, he accepted the position as secretary of the Liverpool Mechanics’ Institute. During this time, he was praised for his evening classes at the Institute. Under his tutorage and direction it became one of the most active educational institutions in England. In 1846, he received his LLD from Glasgow University. By 1847 he was serving as principal of Chorlton High School. Because of his work in the field of education he served in 1849 and again in 1864-66 as vice-resident of the College (Curthoys, 2004).

Thomas Hewitt Key, FRS was another staunch supporter of the College. Key graduated in 1821 from Trinity College and later in 1828 became Professor of Latin at the new University of London. In later years, he became secretary to the College of Preceptors (Stray, 2004).

Something that the College had that many other schools did not was intelligent new blood. Many scholars, scientists, mathematicians and academics having learned of the College were intrigued by what they had heard. One such individual was Lewis Sergeant. A schoolmaster, journalist and scholar, Sergeant was editor of the *An Anti-Game Law Journal*, *The Examiner*, and the *Hereford Times* (Charlotte Fell-Smith, 2004).

As well as being associated with *The Athenaeum, London Daily Chronicle* and *Clerkenwell News*. His interest in education grew and he soon became an authority on such matters, being elected to the College of Preceptors council in 1902. (Charlotte Fell-Smith, 2004).

In the early 1800s the standards in teacher training were varied and some training schools did not have the resources or the capabilities of training future teachers (Lindgren, 1993). This was especially when it concerned the female teacher. A few of the College’s examinations included, but were not limited to, geography, classics, grammar, English, mathematics and Latin (Lindgren, 1990). Writers of the era had great plans for the College, especially in the field of mathematics – i.e. “to restore the truthful study of mathematics to the people of our great country” (College of Preceptors, 1915, 246; note Delve, 2003).

Perhaps one of the biggest concerns of teachers during the mid-1800s was lack of respect. According to *The Educational Times* (1896):

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⁷ “It was founded in 1855 in Finsbury Square by the Chief Rabbi, Nathan Adler, as a combined day school for Jewish boys and a training college for Jewish ministers, readers, and teachers.” http://www.ucl.ac.uk/bloomsbury-project/institutions/jews_college.htm
Schoolmasters at that time, and especially masters of private schools, were not very highly esteemed, and the more worthy were prejudiced by the evil repute of quacks and charlatans, who looked upon school-keeping as nothing else than a mode of obtaining money by false pretences ...There was a real merit in belonging to a body which existed in order to purge the profession (325).

**Women and the College**

Women were first admitted to the College in 1849 (College of Preceptors, 1896). Rowland William Rich (1933, 162) states “only with the development of higher education of women has it been possible for women to occupy high academic and administrative positions.” According to De Bellaigue (Abstract, 2001):

A closer examination of the work of middle-class schoolmistresses in the first part of the nineteenth century reveals that the image of the amateurish governess was in part a fiction, which concealed the commitment and expertise of many women teachers. ... they contributed to the ongoing process by which teachers of both sexes sought to claim the status and authority of the ‘learned professions’ (963).

To worthwhile school mistresses it was stressed that they hold certificates from either the College of Preceptors or the Royal Society of Arts (Fletcher, 2011).

As previously noted, much about women teachers who were connected with the College has been lost or actually never recorded. A review of *The Educational Times* shows an extremely larger number of men mentioned than women scholars. This section will endeavour to discuss these women who strived to make education a scientific discipline.

Sara Annie Burstall, a headmistress and educationist of the late 19th century and early 20th century was an assistant-mistress at the North London Collegiate School, and during this same period attended teacher-training classes under the auspices of the College of Preceptors. (Delamont, 2004). She wrote several books including: *English High Schools for Girls: Their Aims, Organisation, and Management, The Education Of Girls In The United States and The story of the Manchester high school for girls, 1871-1911*. According to Delamont (2004, web):

Like others of her generation of headmistresses, Sara Burstall was faced with girls who were not academically brilliant, and not enthusiastic to learn classics and mathematics, alongside those who were the potential university entrants, and for whom the pioneer schools had been founded. Secondary education was becoming normal for upper-middle and middle-class girls, but not all of them were scholars.

Burstall attempted to assist these girls by designing courses “in domestic subjects (cookery, laundry, needlework) and in secretarial skills (bookkeeping, shorthand, and Spanish) to run parallel to the academic courses for the university aspirants.” In expressing her methodology, she called it the “express trains and slow trains (Delamont, 2004). She varied from other headmistresses of the time
who stressed only a strict academic curriculum as opposed to an integration of academic with home management with other domestic subjects. Many of the time, felt that this was “either a sensible adjustment to the interests of non-academic girls or a betrayal of everything feminist educators had spent fifty years campaigning to achieve” (Delamont, 2004).

Mary Francis Buss, also a headmistress of the times held an opposite view to Burstall in that she bemoaned the lack of academically trained educators, calling for every teacher to be taught the art of teaching and the ‘power of imparting knowledge’. It was because of her emphasis on imparting knowledge that she in 1869 received fellowship in the College of Preceptors. She was very instrumental in helping to establish the professorship of the science and art of education (1872) (Coutts, 2004). “I would like girls trained to match their brothers’, she reiterated in an interview (Women's Penny Paper, 8 June 1889). She made a point of ensuring that mathematics, a subject some thought unsuited to girls, was well taught” (Coutts, 2004).

Alice Jane Cooper, a headmaster and Fellow. College of Preceptors did much to advance secondary education. She was also made a member of the Association of Headmistresses in 1874. In 1887, she attended the Edward Thring's conference of headmistresses at Uppingham. According to Watts (2004, web):

_Alice Cooper entered fully into the objectives of the nonconformist ‘industrial squirearchy’ of Birmingham that had established this non-sectarian school for girls to provide the best education available. Concerned with every aspect of school life, she refused to copy any narrowing contemporary educational practices. Establishing a broad curriculum, she discouraged cram and rote learning and disapproved of external examinations before the age of sixteen or seventeen._

Beata Doreck was elected to the College’s Council in 1871 on the suggestion of Frances Mary Buss (Read, 2004). Dorech and Buss often collaborated in teacher training and jointly suggested to the College in 1872, that a class of lessons and lectures for teachers should be conducted. This led to the creation of the first British professorship in the science and art of education, presided over by Joseph Payne. In 1874, Buss and Doreck were elected as Fellows of the College. The following year, they were part of a delegation “to the duke of Richmond, the minister responsible for education in Disraeli's administration, urging him to establish a training college for teachers, on a par with the College of Surgeons and the law institutions, under the auspices of the College of Preceptors” (Read, 2004). Read (2004, web) states:

_Beata Doreck ... [approached] her English and German colleagues to bring about the formation of the Froebel Society. The first meeting, chaired by her, was held at 63 Kensington Gardens Square on 4 November 1874, and she was

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8 Landowners collectively, esp. when considered as a class having political or social influence (Merriam-Webster Dictionary Online) - See J. L. and Barbara Hammond. _The Town Labourer, 1760-1832_. London, 1917.
subsequently elected president of the committee whose members included two of her close friends and colleagues, Frances Mary Buss and Joseph Payne. The Report of the Froebel Society for the Promotion of the Kindergarten System, June 1875, listed the methods by which the society hoped to achieve its aims, including lectures, public meetings, publications, specimen illustrations of kindergarten work, a register of kindergarten teachers, the establishment of a model kindergarten, and the formation of training classes.

As noted in the Oxford Dictionary of National Biography, Maria Georgina Grey, a Victorian headmistress, aided in the first GPDSC school which was opened in the London borough of Chelsea. The school, which opened in 1873, had twenty pupils who were preparing for the College of Preceptors as well as the Cambridge and Oxford universities examinations (Levine, 2004).

With the advent of the 20th century, there became more opportunities for women. One such woman who took advantage of her time and surroundings, being born in Vienna, was Mia Lilly Kellmer Pringle, CBE. She was a psychologist of note and the first director of the National Children’s Bureau (Tizard, 2004). Born in 1920, many of her earliest remembrances were changes in sexual behavior of the general population and later on the advent of the world depression, changes in behavior and social mores. As a poor refugee in the late 1930s she and her mother arrived in England, penniless and unable to speak English. Through strong will-power and determination, she attended Birkbeck College, London while working as a private school teacher. She went on in 1944 to receive her BA (hons.) in psychology and finished her clinical work at the London Child Guidance Training Centre, and finished her PhD at the University of London. Due to her work in education, she was made an honorary fellow of the College of Preceptors in 1976 (Tizard, 2004). Her works included: Deprivation and education, Social Learning and its Measurement, Adoption facts and fallacies: A review of research in the United States, Canada and Great Britain between 1948 and 1965 (Studies in child development), Residential Child Care, Facts and Fallacies : a Review of Research in the United States, Western Europe, Israel and Great Britain between 1948-1966.

Another educationalist of the era was Freda Howitt Gwilliam, OBE (1907–1987), a Fellow of the College of Preceptors, a woman of strong social conscience which manifested itself in a variety of roles including: membership “in the house of laity and the World Council of Churches and, a JP, a youth worker in Battersea in the 1930s” (Whitehead, 2004) as well as Women Educational Advisor, and Minister of Overseas Development. Her achievements were noted in Volume 16 (ii) of the College’s journal, Education Today.

Besides providing examinations, the College also had tutors that helped students in private settings. The noted English artist, educationalist, and one of the leading feminist (women’s rights) of the 19th century, Barbara Leigh Smith studied political economy under the tutorage of Philip Kingsford. Her father had obtained Kingsford’s help through the College (Hirsch, 2004).
Notable Pupils of the College

Many notable and international recognized scientists, politicians, educationists, and scholars have passed through the doors of the College of Preceptors. Alas it is only possible to mention a few.

Originally taught to read and write by his mother, Herbert George (H. G.) Wells also attended Mrs. Knott’s dame-school in Bromley. He later attended the Bromley Academy which was run by Thomas Morley. He soon became Morley’s star pupil after placing first in economics with the College of Preceptors (Parrinder, 2004). H. G. Wells (2005) recalls:

After I had studied science and particularly biological science for some years, I became a teacher in a school for boys, I found it necessary to supplement my untutored conception of teaching method by a more systematic knowledge of its principles and methods, and I took the courses for the diplomas of Licentiate and Fellow of the London College of Preceptors [FCP] … (11).

Other noted scholars, writers and scientists of the period who were associated with the College include: T. H. Huxley (scientist), John V. Milne (educator and father of A. A. Milne noted creator of Winnie the Pooh), R. H. Quick (educational reformer and historian), Joseph W. Knipe (principal of Wolsey Hall) and Oscar Browning (Cambridge don) (Chapman, 1985; Lindgren 1993).

Fraternal Union

Educationist E. K. Humphreys9 (1858) states that the College provided, a centre of fraternal union to the members of the profession, a medium of intercourse, and a means of testing the attainments and the educational skill of teachers, and of thereby giving the public a guarantee of competency … [as well as providing] examination of middleclass schools. … [By 1857,] more than 3,000 pupils at private middle-class schools were now brought annually under the influence of this College; far more had been accomplished by this body than by any other whatever (144).

P.H.J.H. Gosden10 (1972) maintains that the development of the College of Preceptors work in the total system of education, is that teachers were now being trained to be responsible themselves for the quality standard of the teaching profession. In effect this was the beginning of the College of Preceptors moving teachers along the road to create a true teaching profession. Gosden (1972) also indicated that the development of the College of Preceptors was in fact, the result

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9 E. K. Humphreys was head master of Cheltenham Grammar School.
10 P.H.J.H. Gosden, Pro-Vice-Chancellor of the University of Leeds
of changing times including the major thrust of other professions seeking to become more standardized during the late 1880s and early 1900s.

Thus, the College of Preceptors was the result of pressures for registered and qualified teachers. Rich (1933) identifies the underlying significance of the College of Preceptors:

*The foundation of the College of Preceptors was a very significant event. It meant the introduction of a principle diametrically opposed to that holding in the state-aided elementary schools. Teachers themselves were to be responsible for their profession and women teachers, who were debarred until the last quarter of the century from the privileges of University education [should be allowed advanced training]. It was in connection with these two classes that the movement for the training of secondary teachers began. The Pioneer was The College of Preceptors (249-50).*

Rich (1933) further stated that during the 1890-91 testing term, there were 1418 teachers that came through the College. The launching of the College of Preceptors did not surprise people. The real surprise was the many schoolmasters who supported and who attended the occasion of the launching of the College (World 1978).

**Gaining Respect**

The College, consistently moving toward its mission, rapidly gained respect in the following years and began to develop a prestigious reputation as it evolved in meeting needs of the teaching profession with in-service education in England and abroad. In 1858, William Thomson, 1st Baron Kelvin accepted election as an honorary membership of the College (Thompson, 2011). At the time, he was both a Fellow of the Royal Society (England) and the Royal Society of Edinburgh. Later Godfrey Harold “G. H.” Hardy FRS, a noted English mathematician, who was known for his accomplishments in mathematical analysis and number theory, became a regular writer for the College’s journal, The Educational Times. Hardy is best known for his research with the Indian mathematician Srinivasa Ramanujan FRS. During the latter part of the 19th century, the College was known for its emphasis on mathematical examinations and lectures. It seemed that every issue of *The Educational Times* presented new and interesting mathematical puzzles to be solved, by its able readership.
Public Examiner

The College fulfilled a societal need as it became a public examiner of school students, testing over 20,000 secondary modern school students (Chapman, 1985; Lindgren, 1990; Lindgren & Emerson, 1993). According to a writer in the prestigious journal Science “It is the College of Preceptors, far more than the ancient universities, that regulates and directs the education of the English middle classes” (The London …, 1887, 472).

Louis Loewe in 1858 became examiner for oriental languages to the Royal College of Preceptors. It was at this same time that he started a Jewish boarding-school in Brighton. His advertisement in the Jewish Chronicle offered Hindustani and fencing, and the assurance that ‘the pupils are permitted to write to their Parents or Guardians once a week, and their letters are NOT examined.” (Goodwin, 2004).

Identifying the special needs of education in various training formats was to become a serious study in post secondary education. The College found a lack of interest with the governmental sector (i.e. the money was not forthcoming from government) for the creation of a chair in the field of education at the university level (Payne, 1882; Chapman, 1985; Lindgren, 1990). Thus, the College itself launched the first Professorial Chair in the field of the art and science of education as a special subject of instruction. Joseph Payne, the appointed Chair of Education, delivered a series of lectures before the College in 1871. These lectures were published by order of the Council in 1871 for the College. This event secured the establishment of education as an academic field of study in higher education (Chapman, 1985; Lindgren, 1990). The College was one of the first organizations to contextualize educational information during the Victorian Era. According to Aldrich (2004, web) in referring to Joseph Payne:

... Payne was essentially a reformer with a firm belief in the power of education to transform individual lives and society. His campaign to improve the quality and status of the teaching profession began in 1846 as a founder member of the College of Preceptors. In the following year he became an examiner for the college's teachers' examinations in the theory and practice of education.

An example of one individual who sit the examinations was Arthur Ernest Mourant FRS who was born in 1904, later becoming a noted haematologist and geologist. He started his formal education at age five and remained there until taking the College of Preceptor’s preliminary examination at age eleven. He sat the junior examination of the College, coming in third in competition throughout the whole of the United Kingdom. A year later, he sat his senior examinations (Corbet, 2004). Proceeding on with his education, he later took a BSc in chemistry from the University of Oxford and a PhD in geology in 1931. Had it not been for his early studies with the College of Preceptors he may not had been afforded the opportunity to enter the aforementioned universities.

An International “Learning Organization”

By 1861, the College had started holding a series of lectures in educational theory, design and methodology as well as the more general subjects of history, maths, botany and geography. Relating to the lecture series, a publication of the College of Preceptors (1896) remarked that

the audiences at these lectures were at first rather select than numerous; and, indeed, the accommodation for meetings of any kind in the Queen Square premises was poor and unattractive. But their popularity and usefulness have steadily increased. In the permanent home of the College in Bloomsbury Square, even the large Lecture Hall is sometimes filled to overflowing by the promise of a good Wednesday paper.

The College In-service Programs

During this time, the College of Preceptors was indeed becoming an international “Learning organization.” Well known for its high quality in-service training programs it is apparent that the leadership in these early years had what Senge (2006, 321) identified as “the new view of leadership in learning organizations.” “In a learning organization, leaders are designers, stewards, and teachers. They are responsible for building organizations where people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models – that is, they are responsible for learning” (Senge 1990; Fullan, 1993, 71). In many cases, this was what the College envisioned and attempted to implement. Although clear in its vision, the College at times met with disinterest and at times small success. Senge (1994; Teatro, 2011) notes “it is a testament to our naïveté about culture that we think that we can change it by simply declaring new values. Such declarations usually produce only cynicism.” It would therefore take the College many years to change the mindset of pupils, teachers and administration.

In the 1870s the College was the educational engine that drove the development of the Certificate of Educational Studies (CSE) as well as the General Certificate of Secondary Education (GCSE). It was also instrumental in development of management training for teachers (A Guide, 1991; Lindgren & Emerson, 1993). Today, businesses send personnel to day-long Management Training Programs in an attempt to help personnel remain on the cutting edge of management practices. It was the College of Preceptors that first developed management classes especially designed for teachers (A Guide, 1991; Lindgren, and Emerson 1993).
With this matter in mind, the College in 1890 introduced foreign language oral examinations (*Fifty Years*, 1896). No other school examining body had made such a bold move. It was felt by the College that in order for teachers to advance in an ever growing educational community, they must be proficient in not just the written word but also in being able to converse with their fellow scholars in various languages. Today (21st century) similar emphasis is maintained by management practices whereby aggressive mid-management workers are taught Japanese and Chinese so as to advance in the international market.

**The College in the 20th Century**

Through time the College of Preceptors became well known for its international in-service training programs which include the Certificate of Educational Studies (CSE): Associate Diploma (ACP): the Licentiate Diploma (LCP); the Diploma in the Advanced Study of Education (DipASE); the Post Graduate Advanced Diploma, and the Fellowship Diploma (FCP), at the master’s degree level which requires a thesis (Lindgren, 1991; Lindgren, 1993; Trott, 1991).

These particular programs above are designed within the parameters of adult learning theory and as such are specifically designed for educators who are experienced in education as within this adult education approach the students are expected to plan in the development of their programs. The student passing a series of competency examinations determines a student’s proficiency of the program.

During the 1990s the College introduced an innovative collaborative plan with American schools and colleges by offering an Associate Diploma. This meant that any American school or college as well as a teacher centre is able to submit their designed in-service program to be reviewed and approved by the College. This staff development program brings recognition to candidates and rewards the candidates in their staff development initiatives for local efforts in staff development program design and, provides a stimulus to other for designing staff development Program the local level (Lindgren & Emerson, 1993).

Again, this concept is consistent with Peter Senge’s theory of a “leader as a designer” in which Senge (1990) sees the “designer” having the important leadership role surmounting any other leadership roles.

Senge (1990, 342) maintains, “design is, by its nature, an integrative science because design requires making something work in practice’’ The whole idea of design is to create and determine all the parts work and fit together as a whole (Senge, 1990).

The College’s first-degree level (LCP) BEd in-service can be awarded at the University of Hull and is available to candidates from around the world. The examination consists of a three hour paper which includes a project report of 8,000 to 10,000 words of a topic of choice. This degree is recognized around the world for the College’s awards are acceptable from a validating body (*Graduate Level*, 1991, Lindgren & Emerson, 1993). According to the College (Lindgren & Emerson, 1993):
The examination consists of eight unseen written papers and a project report. It is arranged in three Parts ... Part I consists of the Bases of Education. Part II, which includes a Project Report, covers a Teacher’s Personal Involvement in Methodology or Organization. Part III is an Academic Subject (50).

Modern courses offered at the College include: gifted children, computer-based education, education of children with special education, educational technology, or alternative options in higher education or school management (Lindgren & Emerson, 1993).

The Post Graduate Advanced Diploma (AdDipEd)

In 1991, the College, in cooperation with the European Council, of Bonn, Germany, instituted an Advanced Diploma in Educating the Highly Able (Trott, 1992). This diploma is designed for teachers who select to specialize in the teaching of the highly able. (Lindgren & Emerson, 1993; Trott, 1992).

The candidate must pass the three parts of the examination; which is experience, written examination, and a major project. These three parts are given equal marking. This diploma is also awarded on an international basis. An internship or practicum is included as one of the three experience elements. The internship or practicum is of a three-month duration in which the candidate works with individuals under the direction of a supervisor of high ability students. In addition, the candidate is required to visit at least at least three setting for the highly able student and attend a major conference or intensive training program on the highly able student. The candidate is expected to submit a documented report of the internship.

The examination component includes two three-hour examinations. The major project consists of a 10,000 word research paper on a specific topic, which has been selected by the candidate. (Educating, 1992; Lindgren & Emerson, 1993).

The FCP, the Highest Diploma

The College’s highest diploma is awarded by writing a 25,000 to 50,000 word thesis at the level of a Master’s degree (MPhil). The research study must be the results of original or experimental work in the field of education and must make an original contribution to the field of education. This degree, similar to other diplomas of this college requires a candidate to be an educator who has an LCP, a bachelor in education, or a master’s in a liberal arts area (Trott, 1992, 1991; Lindgren and Emerson, (1993).

12 The writer of this paper received his FCP in 1993.
Functions of the College of Teachers

Today, the College of Teachers is a membership society, an examining society and also, can award qualifications in teachers training.

Senge believes that “The basic rationale for such organizations is that in situations of rapid change only those that are flexible, adaptive and productive will excel. For this to happen, it is argued, organizations need to ‘discover how to tap people’s commitment and capacity to learn at all levels’” (Smith, 2001, web)

Learning, in and of itself is not enough, the organization, as in this case the College of Teachers, must allow for the development of a fundamental shift of mindset among its officers and members (Smith, 2001, web). This shift was noted in the late 1990s.

Unlike the small College of the Victorian age and throughout most of the 20th Century, the College today has grown to meet the demands of its students, centres and teachers. The College’s directory of Institutional members is open to include schools, colleges universities, professional associations, companies and training organizations and it includes over 100 institutional members worldwide. The represented countries are: Canada, Hong Kong, Ghana, Scotland, Madrid, Southeast Asia, Turkey and the United States. In addition there are over 35 accredited centres. According to the College of Teachers, a centre is an institutional member that has a course accredited by the College which gives it a centre notification.

The members of the College can also keep up to date on the latest in research in education through the Learning Centre which provides access to the College’s e-learning. The Learning Centre Courses are available to candidates after they complete the interactive whiteboard course.

Today the College has thousands of members and associates. It looks bravely into the 21st century knowing it is able, as a learning organization to meet all the needs of an advanced technological world.

Senge (1990) believes, that a learning organization must continue to survive and adapt, however, it must also do more, “‘Survival learning’ or what is more often termed ‘adaptive learning’ is important – indeed it is necessary. But for a learning organization, ‘adaptive learning’ must be joined by ‘generative learning’,” i.e. learning that enhances our ability to create (Senge, 2006, 14). The College is certainly on the right path.

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13 The American School of Genealogy, Heraldry and Documentary Sciences, of which the writer is president, was the first school in the United States to seek Institutional Membership and Accredited Centre status.
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Educationists Who Assisted the College of Preceptors in becoming an Early “Learning Organization”


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APSTRAKT

Svrha ovog članka je da razmotri istoriju prestižnog College of Preceptors, koji se nalazi na Institutu za obrazovanje, Univerziteta u Londonu i analizira njegov praktični i teorijski razvoj od viktorijanskog doba koledža, a kasnije i kao obrazovne snage u 20. i 21. veku. Pored toga, akcenat je stavljen na pokazivanje kako se Koledž razvio u "Organizaciju koja uči."

KLJUČNE REČI: žene, zapošljavanje, obrazovanje, nastavnici, College of Preceptors, organizacija koja uči, škola, Peter Senge, sistem za razmišljanje

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New educational strategies versus the traditional methods

Nove obrazovne strategije nasuprot tradicionalnim metodama

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ABSTRACT

Education plays an important role in human development by empowering people to improve their well-being and participate actively in nation building. Education and training help to build human capacity for both men and women. It is a key priority area for poverty reduction. The development of contemporary technologies, especially the Internet, on the one hand and changes in management practice, communication and work organization in companies on the other hand, have in recent years brought about changes in the kinds of knowledge and ways of acquiring it. In keeping with these, new educational programs, as well as new modes of studying, everywhere in the world the existing education system is being redefined and educational programs that have to closely relate to practice are being improved. For that sake, “new schools for entrepreneurs and managers” are founded, which are based on modern programs and courses meant for various
groups of business people. Very popular are virtual faculties which are found all around the world and which enable connections between business people and business students with lecturers from all around the world, no matter where they actually might be. Participating in courses and testing over internet, essentially change previous way of gaining knowledge in classical classrooms. This way of learning contributes to fast information exchange, more access to the newest knowledge and experiences in this domain and save the time and money. Thus, in this millennium, the classic way of education will be slowly substituted with some other forms of education, in which learning from homes and offices with the help of computers were true. Interactive education should provide a completely new dimension of gaining knowledge and to make it easier for those who attend certain courses to learn faster and easier.

**KEY WORDS:** Education, new education strategy, traditional model, e-learning, virtual faculties

**Introduction**

The proponents of educational technology have for years stated that faculties need to focus more on teaching “21st-century skills,” such as problem solving, critical thinking, and collaboration. The 21st century learners will need to meet the complex demands of the new economy and society in a globalized form (Radović Marković, 2006-2007). The workplace of tomorrow will increasingly require 21st century learners to work in teams, collaborating across companies, communities, and continents. Certain skills cannot be developed solely by simple multiple-choice exams. New education programmes for entrepreneurs must be based on exchanging good practice through studies and networks among strategic partners (researchers, entrepreneurs, financiers, advisors, policy-makers, and so forth). To address individual needs of learners, attention must be paid to the adaptability of the curriculum and the learning environment. A worthy institution views quality issues as primary and integral throughout the conceptual design of its education programmes. True quality institutions must govern their curricula, instruction, and support services by policies and standards established to assure future success of the participants (Capogrossi, 2002). In many occasions, the assessment and examination vehicles have been evaluative measures of knowledge and competencies of learners measured against learning objectives derived from the needs of the industry and professions. Successful institutions must design their learning objectives to serve the demonstrated needs of the desired student audience. The academic and professional needs of the student audience will be at the foundation of the curriculum, and the subject matter objectives will become the focus of a quality control process (Capogrossi, 2007).
The general competencies versus specific competencies

Competency is the ability of persons, which is confirmed by some writing, refers to the fact that this person is meritorious to perform certain occupations (Pukelis, 2009, p. 20). It is important to note that during the process of education and training for a profession, a person develops their skills in accordance with the standards of the profession.

A large number of competencies can be classified into two types:

- competencies that can be successful on a number of different tasks (general competence);
- knowledge, skills or strategies that are appropriate for an organization that is specific and which requires adjustment in a special way (Weinert, 2003, p. 60).

Jim Allen and Rolf van der Velden in 2005 made the methodology on the basis that the highly qualified staff is expected to develop at least five areas of competences:

1) **Professional competence**: it is expected from higher education to become experts in their professional field;
2) **Functional flexibility**: is a highly educated staff that need to be able to respond to new challenges and to quickly acquire new knowledge;
3) **Innovation and knowledge management**: the highly educated person is expected that in addition to the successful performance of tasks to create an environment in which they will operate on the basis of knowledge for innovation;
4) **Mobilization of human resources**: the highly educated people are expected to be able to complete mobilization of all available human resources and direct them in the desired direction;
5) **International orientation**: the highly educated persons are expected to be strong internationally-oriented, given the globalization process. (Allen, Van der Velden, 2005, p.2-4)

In recent years the study of education, especially are focused to the general competencies (Bridgstock, 2009, Barth et al, 2007, Canto-Sperber, Dupuy, 2001, Holmes, Hooper, 2000, Bennett et al, 1999). One of the main reasons for the development of this research is aimed to improve the quality of study and level of knowledge that students gain after the educational programs at institutions of higher educated. "The goal in this case, in addition to professional training, is to promote the development of personality enabling it to cope with complex situations and easy to make decisions” (Barth, Godemann, Rieckmann, Stoltenberg, 2007, p. 421).

In contrast to the general competencies - specific competencies can be further classified into those that are directly related to specific companies, specific tasks and those related to economic sectors (Gracia-Aracil, van der Velden, 2008).
Competencies are linked with practical work in the labor market, while the results of studies directly related to the conditions of learning and teaching, which simulates a real business situation.

Labour market changes and the emergence of a new technology have led to a gradual redefinition of education. Training of human resources for specific tasks performed primarily in terms of increasing knowledge and skills of employees, in order to better come out to meet and withstand the competition coming from an external environment. The training is not just a one-time training, but a continuous process that lasts the whole working and lifetime. The new way of acquiring knowledge, combines formal and informal learning with a practical work experience. Raising awareness, training and qualifications of employees is a crucial factor in market competition. Studies have shown that training in the workplace as well as recruiting and sponsoring employers associated with more positive results compared with the training and programs that are organized in the classroom and not affiliated with the private sector. Some studies also suggest the value of linking training with formal qualifications of staff.

**Skills which will meet new requirements of jobs and societies**

Employment, in essence, has a double meaning: for workers it means income, building personal skills, work satisfaction, and social status, on the other hand, for society, it is the main source of prosperity. Therefore, the objectives of employment should be assigned a significant role in making economic and social policies. The incompatibility of labour force availability in the labor market is widely diffused, particularly for women, because they are not included in it. Many of the skills and knowledge of women have been outdated due to the changes in the structure of production, the developed technologies and the new forms of work organization. The Europe’s untapped potential appears to derive from a complex set of mutually interacting framework conditions, attitudes, and skills. However, priority will be given to virtual learning as a means to enhance entrepreneurship.

A large amount of literature deals with comparison of the modalities of electronic education with oral speech, especially with a direct, face-to-face communication, despite the fact that electronic education displays a large number of properties similar to the real world education. Similarly to the face-to-face education, electronic education is interactive in nature. The result is that the behaviour in electronic education takes on the characteristics of both the documents – the written and the informal education (Wilkins 1991). Regardless of the advantage in terms of the speed of exchange of information virtually and to larger distances, electronic education
revealed some additional misconceptions, e.g., the tasks will not be solved faster if set electronically, which is not true the case (Ferrari 2009).

Technological platforms require educational policymakers to devise new approaches for learning methods. These technological platforms provide the learners with lots of opportunities, such as what is learnt through an online learning or a combination of face to face with online learning systems. Moreover, in short range we can expect that the learners could learn with software that is customized based on their kind of intelligence and learning methods (Christensen et al., 2008). Various online applications could be used to enable teachers to become more and more innovative in their teaching styles, as well as students to develop their analytical and creative skills and to learn and think creatively.

**Will traditional education be replaced by new modalities education?**

Open communication and management approaches will become the driving techniques to enhance learning skills in virtual environments, which will meet new requirements of societies. High quality traditional entrepreneurship education can be used as a means to obtain new skills for entrepreneurs or necessary to foster alternative ways of education. Self-motivation, as a means for people to acquire computer skills, seems to be the major educational component to emphasize when devising an academic entrepreneurship programme.

The new learning environment should provide preconditions for independent learning and support human development process. Meeting these challenges calls for an education strategy which seeks to establish new goals for education and placing greater emphasis on individuality. The new education strategy should respect individuals, encourage independence and freedom in learning and teaching, provide a barrier-free environment and respect sexuality. At the same time it fosters individuals in reaching their fullest potentials.

In traditional education students are passive participants on all the education levels. Their personal creativeness is not encouraged, nor is they challenged to think critically (fig. 1).
Fig. 1 New educational strategies versus the traditional methods:

A) Traditional education approach

The new model of education should increase an individual's level of independence and freedom. At the same time it fosters individuals in reaching their fullest potentials. Meeting these challenges calls for new priorities in education. It means an interactive style and education based on individual needs and abilities that should provide a completely new dimension of gaining knowledge.

B) Proposal for a new education strategy
Conclusion

In summary, education and training play an important role in human development by empowering people to improve their well-being and participate actively in nation building. Education and training help to build human capacity for both men and women. It is a key priority area for poverty eradication and reduction. However, lack of appropriate skills cannot lead directly to prosperity. The development of contemporary technologies, especially the Internet and GSM, on the one hand, as well as changes in management practice, communication and work organization in various contemporary organisations on the other hand, have in recent years brought about changes in the kinds of knowledge and ways of acquiring it.

In keeping with the above, new educational programs have appeared, as well as new modes of studying. Accordingly, everywhere in the world the existing education system is being redefined and educational programs that have to closely relate to practice are being improved. For that sake, “new schools for entrepreneurs and managers” are founded, which are based on modern programs and courses meant for various groups of business people men and women. Very popular are virtual faculties which are founded all around the world and which enable connection between business people and business students with lecturers from all around the world, no matter where they actually might be. Participating in courses and testing over internet, essentially change previous way of gaining knowledge in classical classrooms.

The above way of learning contributes to fast information exchange, more access to the newest knowledge and experiences in this domain and save the time and money. Consequently, in this millennium the classic way of education will be slowly substituted with some other forms of education, in which learning from homes and offices with the help of Computers were true. Interactive education should provide a completely new dimension of gaining knowledge and to make it easier for those who attend certain courses to learn faster and easier.

Finally, in order to prepare students for learning and growth in a technologically-fostered and globalized world, schools must evolve from their traditional model of education to a more active, learners-centered approach to learning.
References


New educational strategies versus the traditional methods


**APSTRAKT**

Obrazovanje igra važnu ulogu u ljudskom razvoju u smislu njihovog podsticanja da poboljšaju svoje znanje i aktivno učestvuju u izgradnji nacije. Naime, obrazovanje i obuka doprinose izgradnji ljudskih kapaciteta bez obzira da li su u pitanju muškarci ili žene. Ono je takođe ključni prioritet za smanjenje siromaštva. Razvoj savremenih tehnologija, posebno interneta, s jedne strane i promene u praksi upravljanja, komunikacije i organizacije rada u preduzećima sa druge strane, u poslednjih nekoliko godina su doneli promene vrsta znanja i načina njihovog sticanja. U skladu sa tim, svuda u svetu redefinišu se postojeći i stvaraju novi obrazovni programi, kao i novi načini studiranja. U tom cilju osnovane su „nove škole za preduzetnike i menadžere", koje se zasnivaju na savremenim programima i kursevima namenjenim različitim grupama poslovnih ljudi. Veoma su popularni virtuelni fakulteti, koji omogućavaju povezivanje poslovnih ljudi i studenata sa predavačima iz celog sveta, bez obzira gde se oni lokaciono nalaze.

Naime, pohađanje kurseva i testiranje preko interneta, suštinski su promenili tradicionalni način sticanja znanja. Ovakav način učenja doprinosi brzim razmeni informacija, boljem pristupu najnovijim znanjima i iskustvima i uštedi vremena i novca. Tako, u ovom milenijumu, klasičan način obrazovanja će biti polako zamenjen nekim drugim oblicima obrazovanja gde će se insistirati na interaktivnosti kod učenja. Interaktivno obrazovanje treba da obezbedi potpuno novu dimenziju sticanja znanja i da doprinese njegovom bržem i lakšem usvajanju.

**KLJUČNE REČI**: Obrazovanje, nova strategija obrazovanja, tradicionalni model, e-learning, virtuelni fakulteti

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Gender, Organizational Behavior & Organizational Culture: What Studies Tell Us About How Women Lead in Business?\(^{19}\)

Rodnost,organizaciono ponašanje i organizaciona kultura: Kako žene rukovode biznisom?

Laura Anne McMillian\(^{20}\)

ABSTRACT

As data has shown, there is an increase in businesses owned by women and women in leadership roles and positions. Research indicates that there are differences in how men (and business relations overall) react to women in a power position, and that there are fundamental differences in how women in leadership respond to Organizational Behaviors. The authors tried to point out the differences that have been identified through research between men and women in leadership as well as how these differences impact businesses and employees. The authors have also attempted to identify any consequences that are involved in this concept. In addition, the authors have pointed out the need for both men and women to be open and accepting of each other’s gender differences and offerings to produce the best mix of both values for the success of their employees and their organizations.

KEY WORDS: business relations, women in leadership, organizational culture, gender difference

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\(^{19}\) This research paper is written for the program Organizational Behavior at CalCampus by supervision of prof.dr Mirjana Radović Marković-program author and professor.

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Introduction

This paper addresses how the study of organizational behavior can be used to create positive and effective organizational cultures in firms owned by women. It examines how theories of behavior can be used to this effect as well as examining empirical evidence for or against the associated hypotheses, that is, what actually happens in the real world when women are business leaders. With an increased female presence in leadership positions come potential changes from the previous ways of managing organizations, as influenced by men in leadership. The nature of such changes, whether they are significant, and whether they are beneficial will be examined here. The subjects that will be specifically addressed include how women in leadership pertains to organizational behavior, how women in business impacts employees, how women in leadership impacts business, the consequences of application and, lastly, women-owned firms and the creation of organizational culture.

Currently, 83 percent of congressional seats and 86 percent of Fortune 500 board seats are occupied by men, so proceedings are similar to those practiced centuries ago (Tarr -Whelan, L. 2009). Interestingly, mentioned research finds that the turning point at which the stereotypical men’s approach to leadership and organizational culture becomes altered by women’s presence is at 30% female leadership. At this point, emphases are increasingly placed on communication, collaboration, and consensus – the typically more feminine way of doing things. Therefore, gender ratio in the workplace – a subject which is often intentionally omitted from open discussion so as politically correctly make it appear a non-issue – has far-reaching ramifications for the way organizations function.

Theoretical Aspects

Organizational behavior is studied to find tools for running organizations more effectively and desirably based on the workings of human psychology and behavior.

“Organizational behaviour is concerned with all aspects of how organizations influence the behaviour of individuals and how individuals in turn influence organizations. Organizational behaviour is an inter-disciplinary field that draws freely from a number of the behavioral sciences, including economy, psychology, sociology, and many others” (Radović –Marković, M. 2012).

Since culture is entirely human-created and value-based, taking into account those human elements is helpful in effecting positive change and maintenance of helpful patterns of behavior for the sake of organizational success. The study of organizational behavior is helpful in predicting, understanding, and controlling human behavior in the organization (Robbins, S.2005). With increased knowledge of what works and what does not, it becomes possible to develop the ideal or
closest to the ideal organization through shaping ongoing internal processes. And the major determinant of social processes in an organization is its culture – the shared set of values, behaviors, and assumptions that pervade a group.

“Organizational behavior is influenced by disciples including psychology, sociology, social psychology, anthropology, political science and economics” (Radović – Marković, M. 2011).

Some organizations may have rigid, boundary-laden, and bureaucratic cultures while others may have open, casual, and connected cultures, for example. Certain forms of communication may be part of one organization’s culture whereas they may be totally different in another. Etiquette and other social rules governing co-worker and authority behavior may vary.

The study of how social factors impact the functioning of organizations is relevant to the current economic climate, since organizational success impacts trade and vice-versa. Unfortunately, the economy is failing in the United States, and this recession impacts other parts of the world as well. This economy based on consumer demand and largely built upon credit instead of hard currency is seeing millions of jobs lost and many organizations going bankrupt). The values that go along with such a system are the following (Tarr – Whelan, L. p. 75):

- A premium on short-term profits for shareholders
- Top-down hierarchical management
- Rampant competition for bigger and bigger bonuses and CEO salaries
- Consumption today on credit regardless of tomorrow
- Crisis management [in the absence of prevention]
- Acceptance of equality as “just the way it is.”

On the other hand, what some call women’s shared vision (despite notably varied political views) is diametrically opposite to the above collection of problematic values and leads to different solutions, as exemplified by the results of an economic summit held in 1993 with 60 top women leaders from areas such as politics, government, universities, business, labor, and grassroots groups (Tarr-Whelan, L. p. 74):

- A premium on prevention and investment for the future
- Long-range thinking that takes into account possible unintended consequences for society or the planet
- A life integrating work, community, family, and friends
- Value for stakeholders, employees, customers, and society
- Open access to resources needed for success, with emphasis on building relationships rather than closed networks
- Horizontal organizational structures to encourage motivation
- A commitment to diversity, inclusion, and equality
- Sustainable self-sufficiency replacing charity
- Collaboration and partnership as the hallmarks of successful leadership
The current methods of running businesses and the economy as a whole are failing in the United States, and change is needed at the organizational level. The older leadership style of top-bottom hierarchy is defunct as a more systems-oriented interactional style replaces it. The stakeholders’ theory is established by research showing that, when all members of an organization at various levels are satisfied through greater personal well-being, the organization is more financially successful (Werhane, P.2007). This knowledge means that leaders have an imperative to treat their employees as whole persons rather than simply human capital as previously done through the transactional leadership model. The latter model treats employees as tools for completing tasks, with consequences and rewards to orient their behavior toward organizational goals but no focus on intrinsic value, vision, inspiration, or ethics. These days, people want to work for organizations that represent their values and ethics and respect their voices. There is data to support this conclusion.

Research Method

The purpose of research is to discover answers to questions through the application of scientific procedures. My research investigates four main questions as follows:

1) How Women in Leadership Pertains to Organizational Behavior
2) How Women in Leadership Impacts Business
3) How Women in Business Impacts Employees
4) Creation of Organizational Culture in Women-Owned Firms

I used various sources to gather information for this paper as a student of the course Organizational Behavior at CALCampus (US) with supervision of professor Radovic-Marković. Namely, I accessed online periodicals, journal articles, statistical data, expert knowledge, and collected data by observation.

Key findings:

1. How Women in Leadership Pertains to Organizational Behavior

According to the Bureau of Labor Statistics, nearly one in four chief executives is now a woman (Catalyst, 2009). Statistics from 1995 to 2009 show that the number of Women CEOs on the Fortune 500 has gradually increased, as shown in Table 1 below.
This change has enormous social implications, but even with the increase in statistics, women still only hold about 1 out of 20 top management positions in high-profile Fortune 500 corporations – only a slight increase over the past twenty years (Catalyst, 2009). Part of the reason is that, as people move up in leadership, the pyramid narrows, allowing fewer total individuals. If women are not groomed in advance or hand selected for these positions – even if there is evidence of their effectiveness in the position – they start to fall off the ladder more quickly than the number of men relative to the position (Catalyst, 2009).

Researchers are particularly interested in whether a management style that is typically associated with women – defined as more nurturing and less authoritarian - will become a more popular management style as the workplace shifts to a more team-oriented atmosphere that seems to thrive on a less “directive” approach. Both men and women should remember that a gender-based bias can not only hinder them personally but also have a detrimental effect on the organization. Those who focus their business interests on the basis of sex limit opportunities to both individuals and organizational growth. (Psychology Matters, 2006)

In the larger companies, men gain operations experience earlier in their careers which qualifies them for the top jobs. But research shows that men and women are equally effective. As the decision makers learn that women are able to manage as effectively as men, it is hoped that they will give women greater responsibilities. There seems to be a vicious cycle, though: if bias against women as managers exists, their access to higher positions is restricted, and they are not given the chance to demonstrate their abilities for responsibility. This obstacle will hinder their ability to
build upon leadership skills and experience. Women in business who aspire to promote to management (and higher) positions should consider their gender with regard to where they work and their management style, since acceptance depends on the fit between the setting and the predominant management gender. Not all business structures and goals for management are the same. Women may get more positive input on their overall job performance if they work in areas that are female dominant. For example, women’s management style of mentoring and coaching is more favored in female-dominated professions, though acting as role models for employees through skill development, motivation techniques, and creativity may benefit many types of organizations. If they work in a male-dominant business they might consider adapting their management style to a more command-and-control approach, which may assist them in fitting in. The opposite approach could be true for men in female-dominant organizations. For example, the command-and-control management style would likely backfire in a social service agency, whereas mentoring and people development may be most beneficial in this environment.

A review of leadership studies and management styles of men and women was conducted by a management team, and the results revealed that the women were more democratic, encouraging participation, and the men were more autocratic, directing performance (Psychology Matters, 2006). The publication Psychology Matters provides valuable information: More recently, a 2003 meta-analysis extended those findings, showing that women were slightly more likely than men to have the transformational leadership style, in which the manager acts more like a good teacher or coach and encourages creative solutions to problems. Research shows that such a style may be especially suited to the contemporary workplace. Women also appeared to reward good performance more than men, a very positive part of transactional leadership. Men were more likely to criticize subordinates and be less hands-on.

Psychologists caution against concluding that these findings are true in all situations because of the many variables in businesses and people. It is entirely possible that women, knowing how poorly people have responded to "bossy" women, soften their approach. Also, it is important to note that the research shows only averages, or tendencies, for each sex. Some men will have more "feminine" management styles; some women will have more "masculine" management styles.

2. How Women in Leadership Impacts Business

Catalyst, a global nonprofit organization that tracks women in the workplace, conducted research and discovered that only 28 of the 1,000 largest U.S. corporations have female CEOs (2009). Furthermore, the Census Bureau reports that women still earn 77¢ for each dollar made by men (Catalyst). The first legislation President Barack Obama signed into law was the Lilly Ledbetter Fair Pay Act, which was a law to assist in counteracting wage discrimination for working women that was based on a 2007 Supreme Court ruling (Catalyst).
Catalyst (2009) distributes relevant statistical data on the conditions for women-led startups. In 2008, only 6.8% of venture capital went to companies founded by women, according to Dow Jones VentureSource - a database that covers the venture-capital industry. Just 1 of 5 U.S. companies with an annual revenue of $1 million or more is owned by a woman, according to the Center for Women's Business Research. In addition, only 3% of women-owned companies ever reach the $1 million mark, compared to 6% of businesses owned by men.

Researchers say that the biggest challenge for women in starting successful companies is that they need to become more aggressive and less risk-averse (Catalyst, 2009). This behavioral change would include women becoming more confident as they market their expertise and as they move forward with potentially valuable business ideas despite market conditions. Resources are actually more plentiful, and it is much cheaper to start a business now than it was a decade ago.

Organizations know that, to succeed in the future, they must gain an understanding of the present and how it is changing. Research described by Psychology Matters (2006) identified six trends that represent significant shifts for workforces, workplaces, and women in the workplace:

1) The Growing Talent Shortage
2) Generation Y and the Interaction of 4 Generations in the Workplace
3) Operating in a 24/7 Business Culture
4) A Customizable Life
5) Overcoming Cultural Barriers
6) Understanding Corporate Social Responsibility and Gender Diversity

With descriptions of trends, critical points, and perspectives on opportunities for women and employers, organizations can use their resources to plan for skill development and organizational change for the growth of their employees.

3. How Women in Business Impacts Employees

David Habbel (2009), a professor of communication arts at Utica College, states the following about men who work with women as bosses:

"Men might feel conflicted about who they're supposed to be, both at work and in social situations".

He states that it is highly likely that female employers are going to value the job skills that they themselves exhibit - the ability to listen well, work as a team, and communicate with other people's feelings in mind. Guys who are able to show that they have these skills will have more luck securing jobs with women in charge.

A study conducted at the University of California of San Diego revealed that men might feel intimidated by female coworkers or bosses because they do not speak the same language, and men are worried that they might say the wrong thing, or the right thing in the wrong way (Men’s Health, 2009).
Mary Blair-Loy, a professor of psychology at the University states, "They'll be afraid that the same problems they run into in their personal lives will happen at work - they'll be accused of not being sensitive or thoughtful enough" (Men’s Health, 2009).

Since research shows that men and women have differing management styles, Men’s Health magazine (2009) published some helpful tips from experienced female sources as guidelines for men interacting with female bosses:

1) Women are more comfortable with cooperation than with hotdogging. "Women are much more into networks of connections and involvement," says Karen Lawson, Ph.D., president of her own management-consulting firm in Philadelphia. "They want input, and they're often interpreted by men as being indecisive, when that's not at all. They're just being consultative."

2) The boss may nod when you speak, but it doesn't mean she's down with what you're saying. "She's indicating, 'Yes, I'm listening,' " and encouraging you to go on, but it's not to be interpreted as agreement," Lawson says. "She'll listen more and talk less in the boardroom, but don't take advantage of her silence," because she's simply taking account of opinions and "weighing all options before verbalizing her own opinion."

3) If she talks about what happened on the golf course last weekend, don't think she's dropping hints. "Women often draw on personal experiences to illustrate a point or explain an idea," says Lawson. Don't take it to heart.

4) Be careful about how you oppose her. "Women tend to get defensive when challenged because they see it as a personal attack on their credibility," says Lawson, "whereas men see challenging as a sign of respect and equal treatment."

5) When she says, "I'm sorry," it's not necessarily an apology for wrongdoing - she just may be showing that she understands. "Women tend to say, 'I'm sorry,' to express empathy or shared feeling, and men often interpret it incorrectly," Lawson says.

6) If the boss comes to you and presents a problem that needs solving, don't dole out advice until she finishes. "She's using the man as a sounding board, and when he begins to tell her what she should do or how to handle the problem, she gets annoyed because she just wants him to listen, not solve the problem," says Lawson.

7) She's not NECESSARILY a stickler for protocol. "Women will ask for team and individual input, with relationships and impact sometimes more important than rules," says Marilyn Manning, Ph.D., president of The Consulting Team, in Mountain View, California. "A man prefers to decide who's right and wrong, winner or loser, as in all sports games."
Consequences of Application

Healthier businesses and happier families result from the increased balance introduced by women leaders. Reduced turnover and reduced absenteeism are positively correlated with policies that take into account family and personal life, such as flexible scheduling, child and elder care, and special needs assistance (Tarr-Whelan, 2009). These results contribute to greater stability and profits for the organization, meaning more overall success. Perhaps the implementation of such policies signals the type of emotional intelligence women possess that men score lower on: interpersonal skills, social responsibility, and awareness of emotions, as opposed to men’s greater intrapersonal skills, ability to cope well with stress, higher self-regard, and greater optimism (Condren and et.al, 2006). Although EQ is considered a “soft skill,” it has been identified as significantly able to improve workplace efficiency for both leaders and employees (Julia Connell, Bernadette Cross, & Ken Perry, 2002). And, although men also possess certain types of emotional intelligence, the new global marketplace requires increased consideration of diversity and, with it, self-awareness. Women’s contribution has never been more important.

Studies in the area of positive psychology have resulted in evidence that meaningful work which respects of worker, thereby contributing to work-related happiness, is good for the organization; the following list names the ways happiness is good for organizations (Barsh, Cranston, and Lewis, 2009):

1) Happiness motivates people to work harder. They are more productive, and organizations have fewer turnovers when their employees are happy with their jobs.

2) Happiness is creativity-inducing. Happy people think more openly in terms of concepts, come up with better solutions, and set higher goals for themselves.

3) Happiness-exuding leaders are more effective. Passionate leaders motivate everyone else around them to come together more enthusiastically and reinforce work well done.

4) Happiness increases stamina and resilience, due to its improvement of physical health. Happy people produce lower levels of stress hormones, and happiness increases longevity, based on a study on nuns.

4. Creation of Organizational Culture in Women-Owned Firms

“A positive shift is taking place toward the skills and approaches women…bring to the table. Brawn and toughness are out; creativity and innovation are in” (Tarr-Whelan,L. 2009, p. 71). Authoritarian, hierarchical, and bureaucratic ways of leading – approaches associated with masculinity - are now understood to have negative effects on employees and their work. When expected to obey without question and with
disregard to cultural contexts and differences, employees become easily frustrated, more likely to go on strike, shallow, petty, psychologically dependent, distant, and narrow-minded (Maddock, S.2009). They become unwilling to communicate with other departments and social groups within the organization, instead becoming insular and cut off from any possibility of cooperation. This disconnectedness became an obvious problem in the 1980’s, for example, when public servants were expected to work with other departments for increased efficiency. The assumed “rational” manner of operating under rigid rules was fraught with problems and not nearly as streamlined as leaders hoped. Expectations of submission and conformity reduce the chances of new learning for improved efficiency, renewed focus, and innovation. Employees who rebel either become more individualistic or more extreme conformists. For others, the effect is “deadening,” and the environment of deference and bullying makes positive change impossible and negative reactions of resistance in those with a strong human spirit inevitable (Maddock, S. p. 87).

Those who were bullied by their leaders during training are more likely to bully future subordinates, thus continuing the cycle, as exemplified by a study on female nurses (Maddock, S.2009). Traditional gender cultures create bullies. This trend is unfortunate, since it is now known that conflict and employee feedback is quite beneficial to organizations when utilized productively. Diversity of many kinds is not valued, even though the viewpoints of people with a range of backgrounds, cultures, and perspectives are valuable to decision-making processes. Without confidence and resources, opposition to such systems is difficult. Western corporations actively suppress gender difference, as women are expected to conform to men’s behavior. Women are silenced in many cultures, since their words are often met with disbelief or misunderstanding, and they become viewed as the passive sex. They are seen as indecisive when they take their time examining multiple sources of information before deciding, rather than quickly appearing as an expert in charge. “Women are not powerless because they are feminine but feminine because they are powerless” (Maddock, p. 89). Yet, “there is a need for less controlling frameworks in order that emergent relationships can breathe and new work realities can evolve,” which fit business needs better than the typical masculine style of prescribing rigid systems based on discrete chunks of information (Maddock, S. p. 215).

According to top New York Times columnist Joe Nocera, modern CEO’s must have a collection of soft skills, which are now being taught in professional schools: good listening, consensus building, diplomacy in the larger world, informality, accessibility, empathy, charisma, and inspirational abilities to inspire others to follow out of free will rather than coercion (Tarr-Whelan, L.2009). She also believes in her book Women Lead the Way, that the solution is hiring more women rather than teaching current male leaders these skills. Even better, an increase in the number of woman-owned firms would also work toward this end. Only then will organizations show tendencies toward openness, empowerment, diversity-embracing, change-encouraging, and democratic management styles, she says. The shift will involve going from formal to organic, detached to connected, objective to social value-based, and event-led to process-aware (Maddock, S. 2009). In addition,
education has been noted as one means to infuse women more concretely into the leaders experience. Considering the importance of education for women as entrepreneurs, it has recently become evident that the new Age is looking for new forms of education, such as creative education. Creative education and training should help women to raise their creativity, logical thinking and entrepreneurship (Radovic-Marković, M.2011 a).

The ideas are simple, but the transition will not be easy because people who engage in these behaviors are currently not respected for them but, rather, misunderstood, devalued, and at risk for suffering career consequences (Fletcher,J. 1999). Nice and helpful workers are not viewed as the contributors to organizational learning that they are. But men and women alike must feel confident that relational practices such as using emotional information and taking a whole-person approach are helpful for organizations and will ultimately improve their careers through organizational successes.

**Conclusion**

A gender gap still remains, however, with fewer women than men choosing to be entrepreneurs (Radovic-Marković and Kyaruzi, 2010). Statistics show that women work longer hours and are still paid an average of 25% less than men. They make up nearly 70% of the world’s poor population and 65% of the world’s illiterate population (Radovic-Marković, M.2008). Women are still the minority when it comes to leadership, and there is pressure to give way to male-oriented organizational cultures for this reason.

According to Radovic-Marković (2011), women are faced with obstacles as follows:

- Tradition and patriarchal attitudes;
- Budget restrictions affecting healthcare, educational benefits, right to maternity leave, childcare and retirement benefits;
- Conflict of roles between family and work responsibilities;
- Continued devaluation as women as many companies do not acknowledge that women can perform as well as men;

Many women report being turned down in financing or receiving less than favourable lending terms from financial institutions in (interest rates, loan amounts, and/or interest margins (Radovic Marković, M. 2007).

In addition, we should stress that men and women have different management styles in organizations. Regardless, men and women both have their associated talents and contributions in diverse circumstances. And stereotypes may not always apply, since some individuals are gender-atypical in their personalities and styles. However, research continues finding that women’s management style has a few common elements: democratic, cooperative, inclusive, accepting of difference, interest in long-term benefit for all members, and more egalitarian than hierarchical
or authoritarian. These elements make for an environment suited to innovation, efficiency, and progress, especially considering the demands of the changing world marketplace. In the mean time, experts suggest that both men and women learn to communicate with one another so that they may work together at their best with little confusion. They must learn each other’s gender language, so to speak, and value the contributions each has to offer while considering what the study of organizational behavior says is best for the success of their organization.

References


APSTRAKT

Kao što podaci pokazuju, povećava se permanentno broj preduzeća u vlasništvu žena, kao i učešće žena na rukovodećim pozicijama. Istraživanje pokazuje da postoje razlike u tome kako zaposleni reaguju na žene na rukovodećim pozicijama. Takođe, ono ukazuje i da postoje fundamentalne razlike u tome kako žene lideri vrše uticaj na ponašanje u organizaciji. Pored toga, autorka je istakla potrebu za rodnom tolerancijom, tj. da i muškarci i žene budu otvoreni u prihvatovanju jedni drugih bez obzira na polne razlike. Najbolja mešavina njihovih poslovnih vrednosti, neophodna je za uspeh zaposlenih u njihovih organizacijama.

KLJUČNE REČI: Poslovni odnosi, žene lideri, organizaciona kultura, rodne razlike

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The Role of Rural women in Local Governance: Case study on socio-economic context in Bangladesh

Uloga seoskih žena u lokalnoj upravi: studija slučaja u okviru socio-ekonomskih uslova u Bangladešu

Shajahan Kabir
Rahima Akther,
Huo Xuexi

ABSTRACT

This study was conducted to examine the nature of socioeconomic context, power bases, causes and problems of women’s participation in local government governance in Bangladesh. A sample of 65 women members was selected. They were then formally interviewed from 64 unions with jurisdiction in Jamalpur district within a period spanning from June to July 2011. The findings indicated that almost all of the elected women members are married and having nuclear families. Thus, joint families didn’t influence the basis of their power as it was traditionally perceived. Another interesting phenomena is that it was also evident that low level of education doesn’t affect the reason of being elected. Further findings indicated almost all the women members came from landowning families and 46 percent of the total number of members possess agricultural land. The presumption is that their landholding situation might be one of the basis of their power. Also noted, almost 71 percent of the women members had somebody both from their father and father –in-law’s family who were involved in local government affairs which has served as a base of their power. Among the elected women, about 84 percent of the total were inspired by the community to participate in election while 60 percent were driven by personal interest in social power which acted as impetus for election. However, they encounter wide ranging constraints in performing their responsibilities as UP members of which most important is male members’ non-cooperative attitudes.

KEY WORDS: Rural Women, socioeconomic, power base, local governance.
Introduction

The major changes in the social structure of the South Asian sub-continent (i.e. India, Pakistan and Bangladesh) began with the British capitalistic development as it introduced an element of social mobility into the highly rigid structure of Indian society (Karim, 1996). For the last three decades after the independence of Bangladesh in 1971, Bangladesh has gone through the different changes. From the recent past Bangladesh subsistence peasant economy was turning into the capitalistic economy and shape and nature of different social organization particularly in the rural areas were changing. In the political arena it took several changes and the *samaj* (one of the most important village social organization) and *Matbber* (village headman) losing their influence and the patron-client relationship is changing its nature. But in this process of change women lagged behind compared to men. Empowering women is good for governance, equality between men and their women counterpart is now a leading global political principle. However, gender differences, based on the social construction of biological sex distinctions, is one of the great fetters of all societies. Though the constitution provides women the right to be elected in political and public representative institutions, such as parliament and local government bodies, gender inequality as a collection of interlinked problems is manifested in the political arena too.

The process of globalization has led to discourses on development having different perspectives. One of the major upcoming development discourses puts gender and governance on the fore front of these. In this context the governments of Bangladesh have amended their laws for fair representation of gender in the local government to ensure good governance. Observance of *Purdah* earns high social and religious prestige, but only the more affluent can afford to stick strictly to the rules (www.novatisfoundation.com/social_development/women_development.htm). It is evident that differences in class, ethnicity, race, caste, religion, age and status lead to “politics of exclusion” (Slocum, 1995).

In Bangladesh, the recent constitutional Amendments have brought a considerable number of women into the mainstream political arena, bringing to the fore a range of issues involving not only women’s right but their role in politics. It have been enabled women to come to power, but not actually empowered them in the political sense of the term. The term “women participation in the local government” is an important issue in development discourses. Socioeconomic development cannot be truly achieved without the active participation of women at the decision making level in society. Participation means all forms of action by which citizen’s ‘taking part’ in the operation of administration (Soysal, 1966). In another way, participation in development means how community members can be assured the opportunity of contributing to the creation of the community’s goal and services (Baetz, 1975). When it comes to political participation, it implies activities
The Role of Rural women in Local Governance: Case study on socio-economic context in Bangladesh

by which members of a society share in the selection of leaders and directly in the formation of public policy (McCloski cited in Loven duski and Hills, 1981:3).

Political empowerment, women’s rights and equal status in society is very important for their development this context for changing the existing social structure of Bangladesh. Bangladesh had made formal commitments to women’s political participation by adopting important international strategy documents initiated by the UN. The recent amendments to the Union Parishad Ordinance (1997) relating to provisions for direct election of women to one-third of the reserved seats in the Union Parishads have changed the overall scenario of women’s representation at the local level. (CPD, 2003).

In Bangladesh about 85 percent of women live in rural areas (BBS, 2007). The rural social structure plagued with many problems such as illiteracy, unemployment, malnutrition and poverty. Nevertheless, there is the traditionalization of social system and institutions that place them in unequal and disadvantaged position (Banu, 2003; Begum, 2005; islam2008). The constitution of Bangladesh (Articles 9-10, 27-28, 37-39, 50, 66 and 122) clearly outlined the steps be taken to ensure participation of women in all spheres of national life (GOB, 1998). So it is important for women to participate in the formal decision making process at the national and local levels e.g. union parishad to improve their life and living.

Union Parishad is the lowest tier of the local government institution. It has been given an increasingly important role in civic development and judicial functions among other roles. Under the local Government Ordinance in 1976, a union parishad was divided into three wards. Each Union Parishad composed of a chairman, nine members, each ward having 3 members as representatives. For the first time in the history of local government institution of Bangladesh, two women were nominated as members under the parishad by the SDO (Sub-divisional officer) from amongst the women of the entire union. Later on, this number was increased to three in the local Government (union parishad) Ordinance 1983 and each of them represented one ward and the upazila parishad nominated them. The union parishad Bill 1993 passed in this regards in the recent past has brought some changes in the composition of Union Parishad. For example instead of nomination, the Chairman and members of the concerned union parishad will elect three women members indirectly. In order to build strong local government institutions as an integral part of democratic governance, the Government set up the local Government Commission in September 1996. The Commission submitted its report in May 1997 and recommended for direct election of women to one-third reserved seats in local bodies. It is to be noted that 12828 female members were directly elected in union parishad election held in 1997, moreover, 20 chairman out of 4198 and 110 members of upazila parishad (local government) were elected directly (UN,2000). The World Bank has suggested that economic empowerment of women should be a key aspect of all social development programs (World Bank, 2001).
Therefore, the question of women’s political participation is closely linked to the realization and awareness of many dimensions of unequal status of women in the society. Thus the social consciousness about this unequal status of women can be able to change the whole situation (Chowdhury N, 1994). Women continue to face inequality and as a result are deprived of social rewards such as money, power, and prestige. Unless women are involved in the decision and policy making process at all levels of the state. The study is broadly an attempt to analyze the emerging scenario of women leadership at local politics by focusing on the elected women representatives of the union parishad of Bangladesh and its impacts on the changing social structure of Bangladesh. More specifically, the study addressed the following objectives: i) to identify the socioeconomic profile of the elected women; ii) to examine the bases of power and causes of participation in local governance, and iii) to identify the problems and prospects of women representative’s participation in the local government.

**Methods and materials**

The primary sources of data were a combination of qualitative and quantitative methods such as interviews that entailed structured and semi-structured interview schedule, key informants interview, case studies and observation. For the secondary sources of data, different books, journals, newspapers and also different official documents of government, non-government and international organization were used. For analysis and presentation of data different statistical tools were used for quantitative data and other qualitative tools were used. Jamalpur district consists of seven upazila i.e Baksiganj, Dewanganj, Islampur, Jamalpur Sadar, Madarganj, Malandaha and Sarishabari. In these seven upazilas, there are 64 union parishads consisting of 206 women members. A random sampling technique was adopted in this study. The total population of the study was 206 and the sample size was 65. Thus total 65 women members were selected randomly from 64 union parishads under seven upazilas of Jamalpur district. For the present study, data collection was started in June, 2010 and completed within 60 days.
Results and Discussion

Socioeconomic profile of the elected women

The socio-economic characteristics are very important for the purpose of knowing their socioeconomic profiles. From table 3 it is evident that the majority (86 percent) of the elected women was married, 11 per cent of them were widowed, 3 percent of them are divorced and none of them are either unmarried or separated. About 50 percent of the women belong to the age group of 40-49 years, 40 percent belong to 30-39 age group, 6 percent exceed 50 years and only 3 percent of the elected women are very young belong to the age group of 30 years. More than 89 percent of the elected women live in nuclear families and only 10 percent have joint families. The study findings indicate that point families don’t necessary form the basis of power in the rural communities, traditionally however the joint or extended family formed the basis of power in rural Bangladesh.
Among the elected women almost 14% were illiterate, 89% women members were housewives, 11% were engaged in other occupations. About 80% of the elected women belong to primary and secondary level of education of whom 92 percent were housewives and almost 8 percent were engaged in other occupations. About 6 percent of the women members reported that they belong to higher secondary and above of whom 25 percent were housewives and 75 percent were engaged in other occupations. In Bangladesh the level of formal education is positively correlated to income. The study findings indicate that women members were more educated and wealthier than average rural women.

**Table 1. Power Base of the Elected Women in the Union Parishad**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Powerful after being elected</th>
<th>Number</th>
<th>Yes</th>
<th>No</th>
<th>X2 value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Possess own agricultural land</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(acre)</td>
<td></td>
<td>3</td>
<td>3(100.0)</td>
<td>0(0.0)</td>
<td>.707</td>
</tr>
<tr>
<td>1 acre</td>
<td></td>
<td>7</td>
<td>7(100.0)</td>
<td>0(0.0)</td>
<td></td>
</tr>
<tr>
<td>2-5 acre</td>
<td></td>
<td>49</td>
<td>45(91.8)</td>
<td>4(8.2)</td>
<td></td>
</tr>
<tr>
<td>6 and above</td>
<td></td>
<td>6</td>
<td>6(100)</td>
<td>0(0.0)</td>
<td></td>
</tr>
<tr>
<td><strong>Types of Family</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td></td>
<td>58</td>
<td>54(93.1)</td>
<td>4(6.9)</td>
<td>.473</td>
</tr>
<tr>
<td>Joint</td>
<td></td>
<td>7</td>
<td>7(100)</td>
<td>0(0.0)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>65</td>
<td>61(93.8)</td>
<td>4(6.2)</td>
<td></td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt;30 years</td>
<td></td>
<td>2</td>
<td>2(100)</td>
<td>0(0.0)</td>
<td>.521</td>
</tr>
<tr>
<td>30-39 years</td>
<td></td>
<td>26</td>
<td>23(88.5)</td>
<td>3(11.5)</td>
<td></td>
</tr>
<tr>
<td>40-49 years</td>
<td></td>
<td>33</td>
<td>32(97.0)</td>
<td>1(3.0)</td>
<td></td>
</tr>
<tr>
<td>50 and above</td>
<td></td>
<td>4</td>
<td>4(100)</td>
<td>0(0.0)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>65</td>
<td>61(93.8)</td>
<td>4(6.2)</td>
<td></td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illiterate</td>
<td></td>
<td>9</td>
<td>8(88.9)</td>
<td>1(11.1)</td>
<td>.190</td>
</tr>
<tr>
<td>Primary &amp; Secondary</td>
<td></td>
<td>52</td>
<td>50(96.2)</td>
<td>2(3.8)</td>
<td></td>
</tr>
<tr>
<td>HSC and Above</td>
<td></td>
<td>4</td>
<td>3(75.0)</td>
<td>1(25.0)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>65</td>
<td>61(93.8)</td>
<td>4(6.2)</td>
<td></td>
</tr>
<tr>
<td><strong>Occupation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housewife</td>
<td></td>
<td>57</td>
<td>55(96.5)</td>
<td>2(3.5)</td>
<td>.018*</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td>8</td>
<td>6(75.0)</td>
<td>2(25.0)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>65</td>
<td>61(93.8)</td>
<td>4(6.2)</td>
<td></td>
</tr>
<tr>
<td><strong>Approximate yearly income</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to 20000</td>
<td></td>
<td>54</td>
<td>53(98.1)</td>
<td>1(1.9)</td>
<td>.001**</td>
</tr>
<tr>
<td>21000-30000</td>
<td></td>
<td>4</td>
<td>2(50.0)</td>
<td>2(50.0)</td>
<td></td>
</tr>
<tr>
<td>31000-40000</td>
<td></td>
<td>4</td>
<td>3(75.0)</td>
<td>1(25.0)</td>
<td></td>
</tr>
<tr>
<td>41000 and above</td>
<td></td>
<td>3</td>
<td>3(100.0)</td>
<td>0(0.0)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>65</td>
<td>61(93.8)</td>
<td>4(6.2)</td>
<td></td>
</tr>
<tr>
<td><strong>Marital Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td></td>
<td>56</td>
<td>53(94.6)</td>
<td>3(5.4)</td>
<td>.028*</td>
</tr>
<tr>
<td>Widowed</td>
<td></td>
<td>7</td>
<td>7(100.0)</td>
<td>0(0.0)</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td>2</td>
<td>1(50.0)</td>
<td>1(50.0)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>65</td>
<td>61(93.8)</td>
<td>4(6.2)</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 1% and **Significant at 5% level*

Source: Field Survey, 2011.
The findings of the present study show that almost 4 percent of the households of the elected women were illiterate of whom 100 percent are involved in agriculture. About 89 percent of the husbands belong to primary and secondary level of education of whom 14 percent have no occupation, 62 percent involved in agriculture and 24 percent involved in formal occupations. Only 7 percent of them belong to higher secondary and above of whom, 75 percent involved in agriculture and 25 percent involved in formal occupations.

Most of the elected women came from landowning families. In a country where half of the families are landless, 75 percent of the elected women families own more than four acres of land. Virtually none of the elected women is landless. Notably, landowning patterns of the households are highly skewed towards bigger sizes and the status of leadership.

In the study’ among 65 women members, 30 women members reported that they possess agricultural land of their own and the remaining 35 women members reported that they do not possess any agricultural land of their own. As a result approximately 46 percent of the elected women possess agricultural land of their own of whom more than 56 percent of the elected women hold 1 acre of land and only 3 percent of them hold 6 acres or more of land, while 40 percent of the elected women possess 2 to 5 acre of land of their own, which is substantial.

With respect to own income, 83 percent of the elected women earn an annual income estimate at between Tk.6,000 and Tk.20,000. only 6 percent of the elected women have an annual earnings between of Tk.21,000 and above. And only 5 percent have an earning between 41,000 and above. This does not reflect women potential income through the honourium of UP. This reflects their potential income through their own land related income and also pilfering from different projects.


Causes of participation in local government

Various factors influenced participation in local government governance; the main one being inspired by others coupled by some personal interest in social power, acted as impetus for women aspiration for election.

Table 2. Factors that Inspired Women to Participate in Election

<table>
<thead>
<tr>
<th>Factors of inspiration</th>
<th>Total</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>Weighted Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspired by village people</td>
<td>56</td>
<td>45</td>
<td>6</td>
<td>5</td>
<td>54.40</td>
<td>82.69</td>
</tr>
<tr>
<td>Self Ambition</td>
<td>41</td>
<td>32</td>
<td>4</td>
<td>5</td>
<td>39.60</td>
<td>60.92</td>
</tr>
<tr>
<td>Inspired by NGO society</td>
<td>14</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td>13.50</td>
<td>20.76</td>
</tr>
<tr>
<td>Inspired by family</td>
<td>16</td>
<td>10</td>
<td>5</td>
<td>1</td>
<td>15.30</td>
<td>23.53</td>
</tr>
</tbody>
</table>

Source: Field survey, 2011. Note: Both number of the respondents and percentages therein exceed 65 and 100 due to multiple responses.

Most of the elected women received support from the community which stood at (83 percent); while others were inspired by family members which stood (24 percent) and fellow workers of NGO’s stood at (21 percent). Their self-ambition to involve in development work was at 61 percent.

Reasons for Being Elected

It is difficult to determine which factors that most helped the women to win the election. The women themselves perceived the following to be the most helpful:

Table 3. Reasons for Being Elected

<table>
<thead>
<tr>
<th>Reasons of Being Elected</th>
<th>Total</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>Weighted Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self involvement in social service</td>
<td>45</td>
<td>29</td>
<td>11</td>
<td>5</td>
<td>40.92</td>
<td>62.95</td>
</tr>
<tr>
<td>Family’s social honor</td>
<td>43</td>
<td>31</td>
<td>7</td>
<td>5</td>
<td>40.04</td>
<td>61.60</td>
</tr>
<tr>
<td>Previous UP membership of family members</td>
<td>29</td>
<td>17</td>
<td>11</td>
<td>1</td>
<td>25.72</td>
<td>39.56</td>
</tr>
<tr>
<td>Family property</td>
<td>33</td>
<td>21</td>
<td>9</td>
<td>3</td>
<td>29.88</td>
<td>45.96</td>
</tr>
<tr>
<td>Self education</td>
<td>9</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>8.80</td>
<td>13.53</td>
</tr>
<tr>
<td>Political influence</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>9.00</td>
<td>13.84</td>
</tr>
</tbody>
</table>

Source: Field survey, 2011. Note: Both number of the respondents and percentages therein exceed 65 and 100 due to multiple responses.
1) Their personal identity and involvement in social activities: namely there conviviality with people, personal competence, involvement in social activities have been involved in helping the poor people of the wards, objecting to salish injustices and participation in actions materializing to women’s rights. About 62 percent observed that their personal qualities and reputations helped those most to become UP members.

2) 61 percent of the elected women observed that that their family’s social honor, social status and educational background according to them played a positive role; the families provided extension networks which helped some women to be elected. Also friends and relative worked hard contributed money and used their social connection to help the women.

3) 45 percent of the women mentioned that their families land holdings was also the cause of their success. Land, which is the most palpable resource in the rural economy, maintains a very high correlation with income in Bangladesh; therefore, it is logical that this factor played a major role. 40 percent of the women mentioned that previous membership of family members in Ups was the cause of their success.

**Power Bases of Rural women in Local Government**

However, to know the bases of power of the respondents, land holding, birth and marriage linkages of the respondents with the community, past membership of the respondents’ family members, public position of household members, community support and reasons for being elected were considered by the researcher. Women political participation is one of the major ways to ensure women’s empowerment, to increase decision–making power and enhance ability to influence matters that affect their lives in the community and in the larger society. In other words, women’s political empowerment and equal representation in all decision-making institutions are critical inputs in the struggle for freedom from patriarchal subjugation (Shamim and Nasreen, 2002).

**Roots of Women in Community**

About 34 percent of the elected women were married within the wards they were born and 42 percent of the elected women are linked with the wards through their marital relation. As generally perceived, their roots in the same community based on their birthrights and marriage link have no significant bearing on winning their elections.
**Table 4. Roots of Women Member**

<table>
<thead>
<tr>
<th>Roots of Women Member</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>As daughter of the ward</td>
<td>16</td>
<td>24.62</td>
</tr>
<tr>
<td>As wife of the ward</td>
<td>27</td>
<td>41.54</td>
</tr>
<tr>
<td>Both daughter &amp; wife</td>
<td>22</td>
<td>33.85</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Field Survey: 2011*

**Problems of participation in local government**

**Problems in performing UP Responsibilities**

Traditionally, women’s domestic activities are considered as their primary responsibilities which keep women isolated from the labor market, this also limits their interests and their deep involvement in local government activities. Additionally, women’s inferior economic status makes women always economically dependent on men. This dependence is also an important factor that limits their freedom to participate sufficiently in politics. Another issue is that women always have a fear of not being able to perform all the activities necessary for politics due to their inferior educational status. In fact cultural factors do not support women involvement in local political power in Bangladesh.

While performing their responsibilities as UP members, women encounter several challenges and wide-ranging internal and external constraints, which thwart their performances. They are aware that they should do as much as possible to serve the interest of the voters, especially women, who have placed enormous trust on them.

**Constraints from Families and Male Members**

External pressure is more severe including the unpleasant behavior of their male member counterparts, their domination, unpleasant behavior, unilateral decision-making without seeking for opinions through votes and dismissing of opinions of the elected women members. Notably the personal problems of the elected women are the lack of experience and appropriate education compared with their male counterparts.
Table 5. Problems in Performing Responsibilities

<table>
<thead>
<tr>
<th>Problems</th>
<th>Total</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>Weighted frequency</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unpleasant behavior of male members</td>
<td>62</td>
<td>51</td>
<td>9</td>
<td>2</td>
<td>57.70</td>
<td>93.38</td>
</tr>
<tr>
<td>Limited work Experience</td>
<td>62</td>
<td>51</td>
<td>9</td>
<td>2</td>
<td>60.70</td>
<td>93.38</td>
</tr>
<tr>
<td>Limited empowerment of female members</td>
<td>59</td>
<td>49</td>
<td>7</td>
<td>3</td>
<td>60.70</td>
<td>88.76</td>
</tr>
<tr>
<td>Less education</td>
<td>53</td>
<td>39</td>
<td>10</td>
<td>4</td>
<td>51.20</td>
<td>78.76</td>
</tr>
<tr>
<td>Unilateral decision Without vote</td>
<td>49</td>
<td>39</td>
<td>9</td>
<td>1</td>
<td>47.90</td>
<td>73.69</td>
</tr>
<tr>
<td>No proper explanation of tasks</td>
<td>47</td>
<td>37</td>
<td>10</td>
<td>0</td>
<td>46.00</td>
<td>70.76</td>
</tr>
<tr>
<td>Lack of transparency</td>
<td>39</td>
<td>33</td>
<td>6</td>
<td>0</td>
<td>38.40</td>
<td>59.07</td>
</tr>
</tbody>
</table>

Source: field Survey, 2011. Note: both the number of respondents and percentage exceed 65 and 100 due to multiple responses.

Some elected women also face problems at home. However, co-operation of the family members was not a problem as such but the expenses incurred by the elected women for any UP work had to come from their own pockets, which many families were unwilling to bear or unable to spend (100 percent). About 93 percent of them have limited time to discharge their duties due to involvement in household work and facing obstruction from husband/other family members.

The feeling of the majority of the elected women is that the male members do not like them to play a role in the proceedings of what was once monopolized by them. About 89 percent of them perceived that the male members could not accept their participation in the UP activities. 10 percent of them saw no problems in working with male despite their negative attitudes and behavior.

Conclusion

Since the 1990’s women have been identified as the key agents of sustainable community development and women’s equality and empowerment are seen as central to a more holistic approach towards establishing new patterns and processes of development that are sustainable (Handy and Kassam, 2004). In recent times, there has been a common realization in Bangladesh, that a strong and effective local government is one of the essentials pre-conditions for ensuring good governance. It is generally agreed that an empowered local government is the key foundation on which the success of any democratic nation rests. This present study focused on the views presented from interviewees to better understand the grassroots level democracy, the decentralization of power and women’s political participation. It was identified that women had limited scope to exercise political rights, lack of control over resources and had a limited choice in decision-making. The hurdles faced by women in participation started at the nascent itself, especially in Bangladesh where most of the women were
not even allowed to vote due to religious obstacle emanating from fundamental groups. It is suggested that in any representative body there should be a ‘logical balance’ of men and women to voice the concerns of the society en masse and generally observed that women at the local level are more sensitive to community issues. In fact, the local government system of the country can be effective only through the equal representation of gender in entirety.

References

The Role of Rural women in Local Governance: Case study on socio-economic context in Bangladesh


APSTRAKT


KLJUČNE REČI: Žene u ruralnim sredinama, socio-ekonomski uslovi, osnove moći, lokalna vlast,Bangladeš.

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Bilateral Relations between Turkey and the EU: A Turkish Perspective

Bilateralni odnosi između Turske i EU: Turske perspektive

Kemal YILDIRIM

ABSTRACT

The EU symbolically opened membership talks with Turkey in October 2005, but a number of stumbling blocks remain on Ankara's road to EU accession, in particular concerning trade links with Cyprus, freedom of expression and the rights of the Kurdish minority in which it continues effectively unsolved dilemma of the current Government AKP-Adalet ve Kalkınma Partisi (Justice and Development party) in government. “In fact, this is a process of negotiation, not full membership. Nevertheless, we may still have some deficiencies but even some current members have not yet fully complied with the EU Acquis.” The future enlargement of the European Union is theoretically open to any European country which is democratic, operates a free market and is willing and able to implement all previous European Union law but Turkey is likely unable to cope with the Kurdish question and Northern Cyprus issue as well as freedom of expression and the Human rights on the whole.

KEY WORDS: Bilateral Relations, Kurds, Turkey, EU.

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**Turkish Foreign policy**

At the turn of the new millennium, Turkey’s relations with the neighborhood, once deemed a liability, normalized. Thanks to a series of structural and ideational developments, but I personally believe that we can only hope that Turkey stays the Davutoglu course, pursuing every opening that enables positive mutual relations among countries and using its diplomatic stature to encourage peaceful conflict resolution wherever possible. Rather than viewing ‘zero problems’ as a failure, it should be a time to reaffirm the creativity of Turkish foreign policy in the course of the last decade that has shown the world the benefits of soft power diplomacy, and a pattern that other governments might learn from while adapting to their own realities.

*In sum, the zero problems with neighbors as a touchstone to Turkish foreign policy in the Middle East and the world needs to be understood as an aspiration and strong preference rather than as an invariable and inflexible guide to practice.*

Ankara entrenched a stakeholder role in its strategic environment. This setting was defined as the Middle East, Balkans, Caucasus, Central Asia and Northern Africa. Even more importantly, relations with global power brokers stood in equilibrium. Europeanization balanced the US and Russian factors in Turkish foreign policy (TFP). This binary peculiarity shall keep pace provided Turkey wants to play a role to its full potential.

The political climate of the region will be cloudy for a time to come. It disorients not only Cairo and Damascus, but even beyond. Every actor in the region is being forced to make a landmark decision. Neither status quo, nor controlled transformation seems feasible. In an increased atmosphere of intra and transregional polarization, Turkey runs the risk of becoming a party to it.

Hence, a plausible strategy might be to broaden focus on the binary peculiarity transcending the Middle East. This rules out a break with the region. Troubles to be sure, but should these be interpreted as ‘failures,’ and more precisely as ‘Turkish failures’ on the agenda of blind diplomacy and international relations? Perhaps Davutoglu was insufficiently cautious, or, alternatively, too optimistic, when he articulated the zero problems diplomacy,

**Tour d’horizon for 2012**

Europeanization process needs an urgent revival. This is because the EU means more than membership for Turkey. Crises in Europe can be turned into an opportunity for extended cooperation. Sarkozy’s overt attacks can be neutralized via revitalized attempts for harmonization. A democratic constitution will open up new venues for the EU cause.
Foreign policy agendas are increasingly overlapping with the US. However, merely discursive engagement will overburden Turkey in a turbulent region. Therefore, relations need a redefinition, if not renewed institutionalization, at a time when American disengagement intensifies Turkish responsibilities.

The most recent South Stream agreement with Russia signifies room for broader cooperation. From the Caucasus to the Balkans and the Middle East, Russia is to be factored in. In effect, a timely policy might be to reenergize the Black Sea Economic Cooperation (BSEC) for further multilateral cooperation. On the other hand, following the March elections, Moscow may feel more comfortable to lead the normalization process in the Caucasus, another priority issue for TFP.

Central Asia has been the sole region in Eurasia where post-Cold War seasonal changes did not arrive. Kazakhstan, albeit not free from controversy, introduced its own version of a “Spring”. Formerly, Bishkek saw a popular transformation. Prompt democratization moves in the region, in coordination with Russia, might prevent yet another neighboring region from living through popular upheavals.

On the other hand, Turkey made an energetic return to the Balkans. Bilateral and trilateral processes with Bosnia, Serbia and Croatia yielded concrete results. The pace naturally slowed down. But it should not wither away. Given possible slowdown in the EU process after Croatia’s membership in 2013, I wonder if we can say whether Turkey has an important role to play in coordination with the EU, US and Russia. From the other hand, Turkey still values its NATO ties even to the extent of allowing radar stations to be deployed on its territory that is linked to a missile defense system that seems mainly intended to protect Europe, Israel, and the Gulf from Iran in the immediate future and possibly Russia in the long-term.

Pakistan is facing political tremors. The US’ commitment to Afghanistan is destined to dwindle. On such a ground, Turkey’s credibility can underpin efforts for peaceful transition. This will also serve to develop a symbiotic link in Asia with China and India.

At a time when the US is concentrating on the East Asian “pivot”, Ankara needs a consolidated presence in the region. Relations with China and India, if not South Korea and Japan, need a political push. It is especially sorrow to see that an institutionalized link with China, albeit leaving the 5 July 2009 events behind, has not yet been founded.

This heavy agenda of Turkish diplomacy is to take course besides possible fractures in the neighborhood including Syria, Iran, Iraq, Egypt and Israel-Palestine. A resuscitated multiregionalism would better serve Turkey’s cause to encounter looming challenges. However, It is notable that despite Western annoyance with Ankara regarding Iran or resulting from the simmering dispute with Israel, the U.S. Government seems to favor Istanbul as the most propitious site for any prospective negotiations with Iran concerning its nuclear program.
Turco - Euro relations:

Past enlargement has brought membership from six to twenty-seven members since the foundation of the European Union (EU) as the European Coal and Steel Community by the Inner Six in 1952. The accession criteria are included in the Copenhagen criteria, agreed in 1993, and the Treaty of Maastricht (Article 49). Whether a country is European or not is a subject to political assessment by the EU institutions (http://www.europarl.eu.int/enlargement/briefings/23a2_en.htm; Retrieved 9 July 2008).

At present, Croatia is set to accede to the EU in 2013 and there are five recognised candidates for membership: Iceland (applied 2009), Macedonia (applied 2004), Montenegro (applied 2008), Serbia (applied 2009) and Turkey (applied 1987). Serbia, Macedonia and Montenegro have not yet started negotiations to join.(http://ec.europa.eu/enlargement/the-policy/countries-on-the-road-to-membership/index_en.htm; Retrieved 7 January 2011).

The other states in the Western Balkans—Albania and Bosnia and Herzegovina—have signed Stabilisation and Association Agreements (SAA) with the EU, which generally precede the lodging of membership applications. (http://ec.europa.eu/enlargement/enlargement_process/accession_process/how_does_a_country_join_the_eu/sap/index_en.htm; Retrieved 7 January 2011).

Albania applied for membership in April 2009, but the European Commission has yet to respond.

On Central and Eastern European countries not being parts of the EU, Heather Grabbe (UK) of the Centre for European Reform commented: "Belarus is too authoritarian, Moldova too poor, Ukraine too large, and Russia too scary for the EU to contemplate offering membership any time soon. (http://ec.europa.eu/enlargement/enlargement_process/accession_process/how_does_a_country_join_the_eu/sap/index_en.htm; Retrieved 7 January 2011).

This was confirmed by a Polish-Swedish authored EU strategy which outlined full integration short of membership being offered to states in the East of Europe but no enlargement perspective offered in the short to medium term.

The status of Turkey with regard to the EU has become a matter of major significance and considerable controversy in recent years. Turkey is one of the founding members of the Council of Europe since 1949 and has been an "associate member" of the European Union and its predecessors since 1964, as a result of the EEC–Turkey Association Agreement (Ankara Agreement) that was signed on 12 September 1963 (Official Journal of the European Communities 1973, C113 p2).

The country formally applied for full membership on 14 April 1987, but 12 years passed before it was recognised as a candidate country at the Helsinki Summit in 1999. After a summit in Brussels on 17 December 2004 (following the major 2004 enlargement), the European Council announced that membership
negotiations with Turkey were officially opened on 3 October 2005. The screening process which began on 20 October 2005 was completed on 18 October 2006.

Turkey, with the seventh largest economy in the Council of Europe and the fifteenth largest economy in the world, (The World Bank: World Development Indicators Database. Last revised on 24 April 2009) is part of the common EU customs territory since the entering into force of the EU–Turkey Customs Union in 1996. Turkey was a founding member of the Organization for Economic Cooperation and Development in 1961, a founding member of the Organization for Security and Co-operation in Europe in 1973 and was an associate member of the Western European Union from 1992 until its dissolution in 2011. Turkey is also a founding member of the G-20 major economies (1999) which has close ties with the European Union.

Proponents of Turkey's membership argue that it is a key regional power (Stratfor: "Turkey and Russia on the Rise", by Reva Bhalla, Lauren Goodrich and Peter Zeihan. 17 March 2009) with a large economy and the second largest military force of NATO (http://euobserver.com/9/29001; Retrieved 7 January 2011) that will enhance the EU's position as a global geostrategic player; given Turkey's geographic location and economic, political and cultural ties in regions with that are in the immediate vicinity of the EU's geopolitical sphere of influence; such as the East Mediterranean and Black Sea coasts, the Balkan peninsula, the Middle East, the Caspian Sea basin and Central Asia (Mango, 2000).

According to Carl Bildt, Swedish foreign minister, "[The accession of Turkey] would give the EU a decisive role for stability in the Eastern part of the Mediterranean and the Black Sea, which is clearly in the strategic interest of Europe (Ekman, 2006).

One of Turkey's key supporters for its bid to join the EU is the United Kingdom. In May 2008, Queen Elizabeth II said during a visit to Turkey, that "Turkey is uniquely positioned as a bridge between the East and West at a crucial time for the European Union and the world in general(http://www.hurriyet.com.tr/english/turkey/8927125.asp?gid=231&sz=72094; Retrieved 7 January 2011).

However others, such as French President Nicolas Sarkozy and German Chancellor Angela Merkel, maintain an opposition to Turkey's membership. Opponents argue that Turkey does not respect the key principles that are expected in a liberal democracy, such as the freedom of expression, with potentially repressive laws like Article 301 (A law which states it is illegal to "insult the Turkish nation"); (http://news.bbc.co.uk/2/hi/europe/7375327.stm; Retrieved 7 January 2011) and because of the significant role of the army on the Turkish administrative foreground through the National Security Council; whose military-dominated structure was reformed on 23 July 2003, in line with the requests from the EU (Financial Times, 2003) Turkey's large population would also alter the balance of power in the representative European institutions. Upon joining the EU, Turkey's 70 million inhabitants would bestow it the second largest number of

Demographic projections indicate that Turkey would surpass Germany in the number of seats by 2020 (http://www.economist.com/world/europe/PrinterFriendly.cfm?story_id=7971046; Retrieved 7 January 2011).

Other opponents to Turkey's membership state that it would also affect future enlargement plans, especially the number of nations seeking EU membership, grounds by which Valéry Giscard d'Estaing has opposed Turkey's admission. Giscard d'Estaing has suggested that it would lead to demands for accession by Morocco. Morocco's application is already rejected on geographic grounds, and Turkey, unlike Morocco, has territory in Europe. French President Nicolas Sarkozy (then a candidate) stated in January 2007 that "enlarging Europe with no limit risks destroying European political union, and that I do not accept...I want to say that Europe must give itself borders, that not all countries have a vocation to become members of Europe, beginning with Turkey which has no place inside the European Union (http://www.turkishpress.com/news.asp?id=159133; Retrieved 13 April 2007).

Further, some oppose the accession of a largely Muslim country. In 2004, future President of the European Council Herman Van Rompuy stated "An enlargement [of the EU] with Turkey is not in any way comparable with previous enlargement waves. Turkey is not Europe and will never be Europe." He continued "But it's a matter of fact that the universal values which are in force in Europe, and which are also the fundamental values of Christianity, will lose vigour with the entry of a large Islamic country such as Turkey."

Only a small fraction of the Turkish territory around 3% lies in the present common geographical definition of Europe, with approximately 97% of its land mass being in Asia. On the other hand, the country's largest city, Istanbul, lies mostly in Europe. The population in the commonly defined as European part of Turkey is approximately ten million inhabitants, which is larger than Sweden, Austria, or 14 out of the 27 present EU members. In addition, the EU already has a member state located entirely in Asia—Cyprus to the south east of Anatolia and part of Anatolia's continental shelf.

**Northern Cyprus issue**

Another concern however looks to be the Cyprus dispute. The northern third of the island of Cyprus is considered by the EU and most states in the world to be part of the Republic of Cyprus, an EU member state, but is de facto controlled by the government of Northern Cyprus, which is recognised only by Turkey. Turkey, for its part, does not recognise the Republic of Cyprus pending a resolution to the dispute under the auspices of the United Nations, and has 40,000 troops stationed on territory controlled by the Northern Cypriot government. The UN-backed
Annan Plan for the re-unification of Cyprus was actively supported by the EU and Turkey. Separate referendums held in April 2004 produced different results on either side of the island: while accepted by the Turkish Cypriots in the north, the plan was rejected by the Greek Cypriots in the south.

Officially, the island nation Cyprus is known as a part of the European Union, under the de jure sovereignty of the Republic of Cyprus. Turkish Cypriots are citizens of the Republic of Cyprus and thus of the European Union, and were entitled to vote in the 2004 European Parliament election (though only a few hundred registered). The EU’s acquis communautaire is suspended indefinitely in the northern third of the island, which has remained outside the control of the Republic of Cyprus since the Turkish invasion of 1974. The Greek Cypriot community rejected the Annan Plan for the settlement of the Cyprus dispute in a referendum on 24 April 2004. Had the referendum been in favour of the settlement proposal, the island (excluding the British Sovereign Base Areas) would have joined the European Union as the United Cyprus Republic.

The European Union's relations with the Turkish Cypriot Community are handled by the European Commission's Directorate-General for Enlargement (European Commission—Directorate-General for Enlargement: Turkish Cypriot community; Retrieved on 3 January 2007).

**Turkish Cypriots seek EU presidency in 2012**

Turkish Cypriot leader Derviş Eroğlu seeks to hold the EU presidency as a unified Cyprus by 2012, I wonder if they can take the EU term presidency as a unified Cyprus. The Turkish Cypriot and Greek Cypriot leaders have been conducting U.N.-brokered talks on a solution to the Cyprus problem in a bid to reunify the island since 2008. As recently known to the public, Greek Cyprus, an EU member country, will take the presidency of the union in mid-2012. Turkey still has not officially recognized the Greek Cypriot administration, which has led to difficulties in its own membership negotiations with the bloc.

Even though the Turkish side urges the parties to set a calendar for negotiation talks between the Cypriot leaders, but Christofias rejects any sort of deadline for the talks. “In any case, talks with the Greek Cypriots have a natural calendar. That is the EU presidency of Greek Cypriots in 2012 and upcoming elections for the southern part of the island in 2013,” the Turkish Cypriot official thinks. Turkish side optimistic U.N. chief Ban already had expressed his unease with the slow pace of talks in his recent reports, Ban Ki-Moon however, acts to propose an action plan for an intensified and comprehensive negotiation process without deadlines, but setting the agenda and dates for upcoming meetings,” is likely to fail it looks that Turkish Cypriots are not optimistic in a way about the U.N. chief implementing a deadline on the Cyprus talks, since Christofias categorically seems to reject it. Finally, they hope Ban will push the talks so Turkish Cypriots and Greek Cypriots can reach an agreement by the end of 2012.
Conclusion

Turkey's relationship with the EEC was legally sanctioned in 1963 when it signed an Association Agreement with the EU. This is the first preliminary step on the path to full membership. Since then, Turkish hopes have been put on hold, particularly following its invasion of Cyprus in 1974 and the military coup d’état of 1980.

A major turning point for Turkey's EU prospects was the decision reached at the Helsinki Summit in December 1999 to grant official candidate status to the country. In the period between 1999 and 2004, Turkey took great steps in order to meet the Copenhagen criteria, especially regarding stable institutions, the rule of law, human rights and respect for and the protection of minorities. A key step in this process was the signing of the protocol on the de facto abolition of the death penalty.

The European Council decided in December 2004 to open accession negotiations with Turkey in October the following year. Nevertheless, practical negotiations on the 35 chapters of the acquis communautaire only began in June 2006 in a global context and within the framework of reciprocal advantage. On that basis, it is necessary to redefine the concept of full membership. They may need to insert the concept of “flexible full membership” into the agenda for the discussion in a way that will take note of Turkey’s regional and global role and boost its economic dynamism focusing on sustainable human development. Perhaps Turkey could ask for EU membership without entering the euro zone. They should be debating the advantages and drawbacks of this both for Turkey and the EU. Questions of this sort will enable them to regain the appeal and attention that Turkish-EU relations have currently lost.

The Turkish government agreed to set up working groups tasked to accelerate the process of alignment of Turkey with EU policies and standards under eight negotiating chapters. Füle met with members of the working group dealing with Judiciary and fundamental rights, the crucial one, dealing with the content of the opening chapters for negotiations. According to the new set of rules, negotiations with aspirant countries start with Chapters 23 and 24, “Judiciary and fundamental rights” and “Justice, freedom and security”.

Füle and the Commission's DG for enlargement have already started a similar process with the former Yugoslav Republic of Macedonia, whose accession process, just as Turkish, never progressed from being granted a candidate status. Just like Skopje, Ankara is facing similarly insurmountable obstacles on its way to the EU membership and it is hard to foresee any progress any time soon.

Faced with growing sentiment of injustice and EU resentment in both countries, Brussels decided to start parallel processes, which in fact, and regardless of the Commissioner's rhetoric, serve as a substitute for negotiations until the
underlining problems get solved, and in Turkey's case, possibly, even as a surrogate for accession all together.

The enlargement process is threatened to grind to a halt after Croatia's accession in July 2013, as neither of the accession countries, except for Montenegro and Iceland (whose interest in joining the EU might change again), has a clear path towards membership. The long stalemate in Skopje and Ankara, which did not advance from getting their candidate statuses for more than seven years, started creating frustration and anti-EU sentiments among citizens.

The high-level dialogue with Skopje and the positive agenda with Ankara not only create an illusion of continuing progress towards the EU membership and stimulate positive reforms in these two countries, but also serve as a testing ground for the EU's relations with some other countries in the future.

Lest not forget that EU candidate Serbia might end up in an accession stalemate over Kosovo recognition. That equally so Kosovo is likely to face problems institutionalising their relationship with the EU, as some member states still did not recognise it as a state. Likewise, Bosnia and Herzegovina could spend years entangled in inter-ethnic political quarrels, which could paralyse country's EU negotiations.

And then, of course, there are countries of the Eastern Partnership, with which the EU could at a point decide to advance cooperation beyond deep and comprehensive free trade agreements, yet without actually starting the accession process.

The reform impetus has also been waning in Turkey as a result of the increasingly critical stance of key players like France and Germany, which are sceptical of Turkey's credentials as a European country and its ability to fulfil the accession criteria.

There are too many contradictions embedded in the political realities of the contemporary world to be slavishly tied to a rigid foreign policy doctrine that is incapable of taking account of context and shifting perceptions and interests.

I guess the the public opinion is that EU has first got to complete the union with the existing members: a new state, so different from the others, will result in a disaster for the whole union.

From the other hand, - Turkey can implement all the laws it wants, but the attitude of its citizens will not change overnight. Most Europeans however think that they have fought too hard for democracy, and they believe that. It won't acknowledge the genocide in Armenia nor the arbitrary killings of Kurds (as well as its own citizens). So finally most believe that If Turkey were smaller, its accession would not be so significant, but with 70m people, it can only bring them trouble in the short-term.

Most Europeans believe that The EU is a secular political body, and in turn it must assess Turkey on totally secular criteria. So It is not enough just for Turkey to claim she is a modern Muslim country. Secularism is only the starting point. The
real question to most Europeans is whether Turkey has the modernity to feel at ease with European liberal democratic ideals (as opposed to hastily conducted reforms at the last minute). Anything else, including romantic talk of bridges to between West and East, is irrelevant to EU citizens.

References


**APSTRAKT**

EU je simbolično otvorila pregovore o članstvu sa Turskom u oktobru 2005, ali brojni problemi i dalje se nalaze na putu ulaska u EU. Oni su naročito izraženi u pogledu trgovinskih veza sa Kiprom, slobode izražavanja i prava Kurdske manjine, kao i nerešenih dilema Partije pravde i razvoja u vladi. U stvari, po mišljenju autora, iako postaje neki nedostaci, čak i pojedini sadašnji članovi vlade još nisu u potpunosti usaglašeni sa pravnim tekovinama EU. Autor zaključuje da budućnost proširenja Evropske unije je teoretski otvoren za bilo koju evropsku zemlju koja je demokratska, zatim funkcioniše na slobodnom tržištu i spremna je da sprovede sve evropske zakone Unije. Turska je sigurno u stanju da se nosi sa kurdskim i kiparskim pitanjima, kao i omogućavanjem slobode izražavanja i ljudskih prava u celini.

**KLJUČNE REČI:** Bileteralni odnosi, Kurdi, Turska, EU.

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NEW BOOK

The Nature of Entrepreneurship: Entrepreneurs and Entrepreneurial activities

Mirjana Radović Marković

and

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"The Nature of Entrepreneurship" is a book that aims at elaborating the concept of entrepreneurship, and insights concerning different aspects of it. In this book, the authors give important tools necessary to start, operate and succeed in a business. One of the most impressive aspects of the book is its broad coverage of the topics involved in entrepreneurship. Namely, the book is designed to encourage the readers to think, consider business opportunities and turn their unique ideas into entrepreneurial activities. In order to realize this goal, as we go through the chapters, we will consider a variety of Key Learnings to be conveyed to the readers. These include the historical development of entrepreneurship, innovations, entrepreneurial activities, entrepreneurial process, intrapreneurship, female entrepreneurship, the differences between entrepreneurs, managers and leaders, and last but not least, choice of business. This book is a highly recommended to new entrepreneurs; that is, the book is especially suited to businesspersons who want to own businesses of their own or assume management positions in existing small businesses. It is also a superior resource for students who are prospective entrepreneurs and those interested in supporting entrepreneurs.

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