

The Academic Journal of St Clements Education Group

VERITAS

Volume 16 No. 1 March 2025

ISSN 2307-2806



**People Management in the Age of
Digital Work: The Role of
Theory X and Theory Y**

**Education as Self-Determination
of the Kawthoolei People**

**Editorial: 2024 John Potter
Literacy Awards**

**Approaches and Strategies
for Sustainable Forex in
Malawi's Economy**

**The Power of the Marketing
Ecosystem in Having
Sustainable Competitive
Advantage for Businesses**

**Family in the Shadow of
Crime: Family Dynamics
and Crime Relationship**

**The Legal Clinic and Its
Humanitarian Role in
Serving Citizens**

**Assess the Impact of Innovation
Programs on Social and Economic
Development in Tanzania:
A Case of Zanzibar**

**Educational Management
Principles in Combining
Information and Education
with Applications**

Islam: Lenses and Reflections

**Historical Development of
Forest Law and Its Impacts
in Nepal**

**What Statistics Reveals
About a Common Currency
in West Africa Sub Region**

Important disclaimer

The publishers, authors and editors are not responsible for the results of any actions on the basis of information in this work, nor for any errors or omissions. The publishers, authors and editors expressly disclaim all and any liability to any person, whether a purchaser of this publication or not, in respect of anything and the consequences of anything, done or omitted to be done by any such person in reliance, in whole or part, on the contents of this publication. The views expressed in this work are not necessarily the official or unanimous view of the office bearers of the St Clements Education Group.

Copyright

© St Clements Education Group

All rights are reserved. No part of this publication shall be reproduced, stored in or introduced into a retrieval system, or transmitted in any form or by any means (including but not limited to electronic, mechanical, photocopying or otherwise) without the prior written permission of the copyright holder. Please contact admin@stclements.edu if you require permission.

VERITAS* is the official Academic Journal of the St Clements Education Group

St Clements Institute (Cambodia) www.stclements.edu.kh

SCPU (Switzerland) www.scusuisse.ch

St Clements University Higher Education School (Niue) www.stclements.edu.nu

St Clements University (Somalia) www.stclements.edu.so

St Clements University (T&C) www.stclements.edu

École Supérieure Universitaire St Clements & Commonwealth (Benin)

REGISTERED OFFICE: Box 1208, Suites A201 & A202 (upstairs),
Regent Village East, Grace Bay, Providenciales
TURKS & CAICOS ISLANDS - British West Indies
Reg. No. E 14905

Web Site: www.stclements.edu
Email: admin@stclements.edu

EDITORIAL TEAM: Editor: Mr Adrian Williams

CONTRIBUTIONS: Contributions should be forwarded to Mr Adrian Williams at
admin@stclements.edu

We accept: Lead Articles
 Short Papers
 Summaries of Dissertations & Research Reports
 Notes
 Book Reviews
 Letters to the Editor

Please note the Notes to Contributors at the back of this edition

COPYRIGHT: The contents of this Journal are covered by normal copyright conditions. Portions of the text may be quoted providing that the Journal No., author's name, the title of the article and the page number are given.

LANGUAGE POLICY:

Veritas is an English Language publication and the Editorial Board aims to ensure that contributors use grammatically correct and idiomatically appropriate English language. However, for many of our contributors English is a second and even third language and from time to time a strict language policy is modified to ensure that good articles are not excluded simply because they do not meet the highest English standards. We also hold it to be important that material be not over edited, providing its message is considered to be clear to the majority of our readers. The general objective that *Veritas* is to create conditions whereby all informed persons are able to contribute to the ongoing debates, regardless of their English language competence and their lack of familiarity with accepted journal protocols.

**Veritas* is Latin for truth, reality.

VERITAS

THE ACADEMIC JOURNAL OF ST CLEMENTS EDUCATION GROUP – ISSN 2307-2806

Volume 16 No. 1

March 2025



An aerial view of the destruction caused by the Palisades Fire in January 2025, Pacific Palisades, California, USA.

Photo: Mario Tama/Getty Images

Source: <https://abcnews.go.com/US/california-fires>

IN THIS ISSUE

Editorial: 2024 John Potter Literacy Awards – David Le Cornu

People Management in the Age of Digital Work: The Role of Theory X and Theory Y
– Yesim Sirakaya

Education as Self-Determination of the Kawthoolei People – Mark Dee

Approaches and Strategies for Sustainable Forex in Malawi's Economy – Landson Thindwa

Family in the Shadow of Crime: Family Dynamics and Crime Relationship
– Kursat Sahin Yildirimer

**Assess the Impact of Innovation Programs on Social and Economic Development in Tanzania:
A Case of Zanzibar** – Omar Juma Ali

Islam: Lenses and Reflections – Bruce Duncan

Historical Development of Forest Law and Its Impacts in Nepal – Yubaraj Kandel

**The Power of the Marketing Ecosystem in Having Sustainable Competitive Advantage
for Businesses** – Zeynep Polat

The Legal Clinic and Its Humanitarian Role in Serving Citizens – Ali Nasier Alrkabi

Educational Management Principles in Combining Information and Education with Applications
– Sadik Agar

What Statistics Reveals About a Common Currency in West Africa Sub Region
– Udeh Sabastine Onyemaechi and Udeh Virginia Nkemdilim

EDITORIAL: 2024 JOHN POTTER LITERACY AWARDS

Dr David Le Cornu*

President - St Clements Education Group

(DBA, DIPFM, MBA, FAICD)

The three Volumes of 2024 have again produced some excellent articles that have been nominated for the John Potter Literacy Award for 2024. The best of the articles and recipients chosen are mentioned below.

The **winner** of the John Potter Literacy Award for 2024 is Dr Elif Cinar for her article **“The Effect of Migration and Its Stages on Psychological Health in Individuals Who Voluntarily Migrated from Turkey to Abroad”**.

The **runner-up** award goes to Dr Abson L. K. H. Mgongolwa for his article **“A Case Study of the History and Economics of the Logistics Industry”**.

A **highly commended mention** also goes to Dr Abdullaziz Saeed Swei for his article **“Libyan Press 1866-1922 [Part 2]”** and Mr Bun Pheakdey for his article **“The Trained Police Competency and Work Performance in the Cambodian Police Force”**.

Other articles **nominated** for the John Potter Literacy Award included the following: **“An Overview of the History of Turkish Psychology”** by Professor Dr Kursat Sahin Yildirim and **“Natural Science”** by Dr John Potter.

Congratulations to all of the nominated authors. Certificates for these well deserved recipients of the 2024 John Potter Literacy Award will be sent out in the next few weeks.

‘Veritas’ is still looking for people to nominate articles for the award. Please contact the editor if you would be willing to participate in this role at admin@stclements.edu.

If you wish to read any of these articles please email Dr David Le Cornu and copies can be sent to you electronically. Alternatively, **‘Veritas’** publications are available on our website and can be accessed via our e-library at www.stclements.edu/library.html.

Our **‘Veritas’** Academic E-journal will be released again on two more occasions before the end of 2025, dates still to be set, so if you wish to have an article of interest published please send to the editor Mr Adrian Williams at admin@stclements.edu to confirm suitability.



***Dr David Le Cornu**

President - St Clements Education Group

He can be reached at admin@stclements.edu

PEOPLE MANAGEMENT IN THE AGE OF DIGITAL WORK: THE ROLE OF THEORY X AND THEORY Y

Associate Professor Yesim Sirakaya*

St Clements University - Psychology Department Faculty Member

Abstract

Digital transformation has not only created a technological revolution in the business world, but also deeply affected the understanding of people management. This article discusses Douglas McGregor's Theory X and Theory Y approaches in the context of how they are reinterpreted in people management in the age of digitalization. While Theory X represents a management approach that keeps employees under tight control, Theory Y advocates an approach based on autonomy and trust (McGregor, 1960). The article analyzes how remote and hybrid working models that emerge with digitalization affect these two theories. It has been stated that in digital work environments, the use of technological tools both strengthens control mechanisms and offers new opportunities to increase employee autonomy. In this context, it has been argued that Theory X and Theory Y continue to guide leaders in the age of digital transformation, but that re-adapting these theories with digital tools is a necessity. The importance of individualized strategies and ethical use of digital tools in people management was highlighted, and suggestions were offered to leaders to increase employee loyalty and productivity. In this context, the article reveals that digitalization has created a paradigm shift in people management approaches.

Keywords: *Digital transformation, people management, Theory X, Theory Y, remote working, hybrid working, performance management, employee motivation, digital tools, autonomy, employee well-being, work-life balance.*

Introduction

Digitalization has led to radical changes in the business world, transforming working models and requiring the adoption of new strategies in people management. With the proliferation of remote and hybrid work models, leaders have needed to re-evaluate traditional approaches to increase employee motivation and optimize business processes. Douglas McGregor's Theory X and Theory Y approaches play a critical role

in this transformation. While Theory X represents a management approach that keeps employees under tight control, Theory Y advocates an approach based on autonomy and trust (McGregor, 1960). This article discusses the impact of digitalization on Theory X and Theory Y and how these theories are being reshaped in the digital working age.

Methodology

This study is based on a literature review examining the effects of digital transformation on people management and how McGregor's Theory X and Theory Y approaches have evolved in the digital age. The research drew on academic articles, books and reports to analyze the effects of digitalization on remote and hybrid working models, performance management and employee motivation. Data sources were selected from peer-reviewed journals and books containing current literature on digitalization and leadership strategies. Using the content analysis method, how Theory X and Theory Y were implemented in digital work environments and the effects of digital tools on leadership strategies were evaluated. Since the study was based solely on literature review, quantitative data collection methods were not used. The research aimed to examine the general effects of digitalization on people management, and sectoral differences were not taken into account. Future research may turn to sectoral analyses to overcome this limitation.

Literature Review

Digital transformation aims to make the workforce more productive through the integration of technology into business processes. While employees can work more flexibly with new digital tools, leaders can monitor and manage business processes through digital platforms (Brynjolfsson & McAfee, 2014). The effects of this transformation on employees have inspired many studies, especially regarding employee motivation, performance monitoring and leadership approaches.

While the use of big data and artificial intelligence makes it possible to evaluate employee performance more accurately, it also carries the risk of providing greater control over employees. On the other hand, digitalization allows employees to more easily track their individual achievements and manage their work more flexibly (Chui et al., 2016). These developments

provide important context for how Theory X and Theory Y are being reshaped with digital tools.

Theory X and Theory Y, developed by Douglas McGregor in the 1960s, have an important place in terms of management concepts. Theory Theory Y predicts that employees can be more productive with intrinsic motivation and achieve high levels of success when autonomy is provided (McGregor, 1960).

Although these theories have been applied more clearly in traditional work environments, the validity of these approaches has begun to be discussed with digital transformation. Technological developments transform both theories, allowing for more flexible and agile management approaches. A prominent argument in the literature is that Theory Y should be adopted more in digital work environments. In this context, digitalization creates an environment that gives employees autonomy and supports their creative capacities (Parker et al., 2017).

Digital work environments lead to significant changes in workforce management. Remote and hybrid working models, in particular, have changed the way leaders interact with employees. With the increase in remote working, the way leaders manage employees' motivation is also shaped by digital tools (Choudhury et al., 2020). While digitalization allows employees to work flexibly, it also enables leaders to monitor employee performance more closely.

It stands out in the literature that employee motivation in digital work environments is directly related to autonomy and work-life balance. Theory Y is being increasingly applied as an approach to increase employees' intrinsic motivation in digital work environments. In this context, digital collaboration platforms help employees self-organize, set their own goals and achieve them (Hampton et al., 2020). However, excessive use of digital monitoring systems can negatively impact employee motivation, reinforcing Theory X's controlling approach.

The hybrid working model is one of the most obvious consequences of digital transformation. While employees have the flexibility to work both in the office and remotely, leaders are developing performance monitoring, communication and motivation strategies through digital tools (Spataro, 2020). The hybrid working model appears to have significant impacts on how leaders implement Theory X and Theory Y approaches.

It is emphasized in the literature that leaders in hybrid work environments tend to provide more trust, flexibility and autonomy, thus Theory Y fits better with digital tools. Digital tools not only enable employees to perform their duties, but also encourage them to improve themselves and produce creative solutions (Bélanger et al., 2021). On the other hand, some challenges of remote working may reinforce the controlling understanding of Theory X; because leaders

may want to constantly monitor when and how employees work.

The effects of digitalization are shaped by cultural factors. McGregor's theories can be applied in different ways in digital transformation due to the influence of cultural differences. While Theory Y's emphasis on autonomy is more accepted especially in individualistic cultures, Theory X's emphasis on the manager's control power may be more common in collectivist cultures (Hofstede, 2001). In the cultural context, the need to adapt digital tools and leadership approaches is an important theme in the literature. Digitalization requires the development of different management strategies for workforces in different cultures.

Another important dimension of digital transformation is the ethical use of digital tools. Excessive use of employee monitoring systems can violate employees' privacy, which can undermine leaders' trust. Creating an ethical digital work environment necessitates the correct and transparent use of digital tools, in line with Theory Y's requirement to trust employees and encourage their autonomy (Sutherland et al., 2020).

Digital transformation shows how Theory X and Theory Y approaches are being reshaped in digital work environments. While the literature reveals the effects of digital tools on employee motivation and leadership strategies, it emphasizes that these tools should be used correctly. It is concluded that with digitalization, Theory Y's emphasis on autonomy and trust has become more accepted, but Theory X may still be valid in some cases.

Argument

Digital transformation has radically changed leadership and human resources management in the business world. This change allows traditional management theories to be reconsidered, especially with the spread of remote and hybrid working models. McGregor's Theory X and Theory Y approaches take on a new meaning in digital work environments. In this section, the main arguments about the effects of digital transformation on people management and how Theory X and Theory Y have evolved in the digital age will be discussed.

Theory X traditionally argues that employees should be kept under strict supervision and control. Digitalization, especially the use of monitoring technologies, has increased the effectiveness of this approach and allowed leaders to monitor employee performance in real time. However, such constant monitoring can undermine employees' sense of autonomy and negatively impact their job satisfaction. Although digital tools enable leaders to provide direction more flexibly and effectively, misuse of these tools can reinforce Theory X's overly controlling approach.

Theory Y, on the other hand, argues that employees' intrinsic motivation and autonomy should be

prioritized. Digital transformation allows employees to increase their autonomy, especially with flexible work environments and digital collaboration tools. This makes Theory Y more acceptable in the digital age. Leaders should support employees and encourage their autonomy by using digital tools so they can freely generate creative solutions.

One of the biggest impacts of digitalization is the proliferation of hybrid and remote working models. These new working models are reshaping the way leaders interact with their employees. Theory X's strict control approach contrasts with the flexibility offered by remote working. With digitalization, leaders need to allow employees to manage their own business processes instead of monitoring them. This makes the aspect of Theory Y that trusts employees and encourages their self-discipline more valid in the digital age. Remote and hybrid working is also changing the way leaders manage their employees' motivation. Although digital tools can function to monitor and direct business processes, the ability of employees to provide their own motivation in more independent environments such as working from home suggests that Theory Y is a more appropriate approach. This requires leaders to create a more effective communication and trust environment with their employees by using digital tools.

Theory X suggests that employees work productively only with extrinsic motivation. In the digital age, this approach can be reinforced by using continuous monitoring and performance evaluation software. However, such systems may ignore employees' intrinsic motivation and direct them solely to achieve goals. Excessive use of performance monitoring tools can lead to negative consequences such as stress, burnout and low motivation in employees.

Theory Y argues that employees can be more productive with their intrinsic motivation. Digital tools provide opportunities for employees to improve their competencies and evaluate their own performance. These tools can encourage employees to take on more responsibility, be open to learning, and shape their careers. Leaders who evaluate the performance of employees in the digital environment not only with numerical data but also with personal development processes can apply Theory Y more effectively.

The role of Theory X and Theory Y approaches in digital transformation may differ when cultural factors are taken into account. In individualistic cultures, employees generally have more independent working styles and Theory Y's emphasis on autonomy is more accepted in these cultures. On the other hand, in collectivist cultures, employees may seek more guidance and cooperation, which may reveal situations where Theory X is more valid. The adaptation of digital tools also depends on cultural factors. For example, in individualistic cultures it may be easier for digital tools to support employees' autonomy and individual success, while in collectivist cultures it may

be more important for digital tools to serve in-group interaction and collective goals. In this context, digitalization needs to be shaped according to the needs of different cultural structures.

Another important aspect of digitalization is the ethical use of digital tools. While Theory Y argues that digital tools are not used correctly, they can put pressure on employees and performance expectations may become unrealistic.

Theory Y, on the other hand, argues that employees should be trusted, and digital tools should be used on the basis of transparency and fairness to support this trust. To create an ethical digital work environment, leaders must implement digital tools in a way that respects their employees' privacy. This will be an approach that supports employees' autonomy while also ensuring their psychological safety.

Finding

A. Conceptual Framework of Theory X and Theory Y

In his work *The Human Side of Enterprise*, published in 1960, Douglas McGregor introduced the concepts of Theory X and Theory Y and defined two basic assumptions about employee motivation:

Theory X: Assumes that human nature is lazy and prone to evasion of responsibility. For this reason, he argues that strict control, discipline and punishment mechanisms are needed for employees to be productive.

Theory Y: It suggests that people see work as a natural process, like to take responsibility, and can be self-motivated under the right conditions (McGregor, 1960).

Theory X and Y underlie not only management strategies but also leadership approaches. In the digital age, these approaches have been reinterpreted under the influence of remote working and hybrid models.

B. People Management in the Age of Digital Work

Digitalization has been effective in three key areas of people management:

Remote Working and Flexibility: While remote working provides employees with geographic independence and time flexibility, it has complicated performance management and supervision processes for managers. In this context, Theory Y aims to increase productivity by giving employees trust and responsibility, while Theory X adopts a more control-oriented approach (Baruch, 2022).

Technological Oversight and Productivity: Digital tools offer new opportunities to monitor and measure employee performance. However, excessive use of these tools can create distrust in employees and negatively affect motivation. For example,

performance monitoring software can be considered a digitalized version of Theory X (Johnson et al., 2020).

Psychological Well-being and Work-Life Balance: In digital work environments, the blurring of boundaries between work and private life can threaten the psychological well-being of employees. Theory Y's approach based on autonomy and flexibility can be effective in solving such problems (Smith & Taylor, 2021).

C. Evolution of Theory X and Theory Y in the Context of Digital Transformation

1. Control-Focused Approach (Theory X):

While Theory X offers the opportunity to monitor employee behavior more closely through digital tools, this may harm employee satisfaction. For example:

Digital Monitoring Systems: Although software that monitors employees' computer activities aims to increase performance, it can reduce motivation in the long run.

Oppressive Management Style: Control-oriented approaches can limit employees' creativity and problem-solving abilities (Garton & Mankins, 2022).

2. Trust and Autonomy Focused Approach (Theory Y):

Theory Y has gained more importance with digital transformation. In this approach, leaders trust employees, give them more responsibility and support their autonomy. For example:

Project-Based Working: Models that allow employees to determine their own working hours and methods increase job satisfaction.

Digital Collaboration Tools: Tools such as Slack, Microsoft Teams, and Trello support the values of Theory Y by facilitating communication between employees (Baruch, 2022).

D. Interaction of Theory X and Y in Hybrid Working Models

Hybrid working models bring about a management approach that requires the combination of both theories.

Balance of Flexibility and Control: Theory Y provides a trust-based leadership approach to remote work, while Theory X can support more productive use of time spent in the office.

Leadership Strategies: Leaders need to balance both approaches by understanding the individual needs of employees (Hersey & Blanchard, 1988).

E. Interaction of Digital Working Culture with Cultural Differences

Cultural differences may affect the applicability of Theory X and Y. For example:

Western Cultures: In more individualistic societies, Theory Y's autonomy-oriented approach is at the forefront.

Eastern Cultures: In more collectivist societies, Theory X's discipline and control-oriented approach is common.

Global Companies: Companies operating on a global scale should develop management strategies appropriate to different cultural contexts (Hofstede, 2001).

F. Future Trends and Adaptability of Theory X and Theory Y

Artificial Intelligence and Automation: Artificial intelligence can support both Theory X and Theory Y by providing analytical tools in human management. For example, automated performance evaluation systems can provide more objective feedback to employees (Smith & Taylor, 2021).

New Technologies: Technologies such as Metaverse can facilitate the application of both theories in different contexts by reshaping work environments through virtual offices.

Conclusion

While digital transformation leads to radical changes in the business world, it also reshapes the understanding of human management and leadership. This process provides important insights into how McGregor's Theory X and Theory Y approaches have evolved in digital work environments. While digital tools and technologies give employees more flexibility and autonomy, they also provide more control and monitoring opportunities in management processes. This dynamic creates both opportunities and challenges. Theory Y stands out as a model that increases employees' intrinsic motivation and gives them more autonomy in digitalized work environments. Especially in the hybrid working model, Theory Y's flexibility and trust-based approach allow employees to demonstrate higher performance. However, excessive use of digital tools and the controlling approach requiring a management style close to Theory X can have negative effects on employee motivation. In this context, it is seen that digital transformation has made significant changes in leadership approaches and leaders have developed more agile and flexible management strategies using digital tools. On the other hand, cultural differences and ethical issues are important factors that must be taken into account in managing the digital transformation process. Monitoring employees and evaluating their performance with digital tools can raise privacy concerns and trust issues. As a result, digital transformation leads to a search for a new balance in the application of Theory X and Theory Y.

While digital tools support the autonomy of employees, they also increase the control power of leaders. Therefore, it is of great importance for leaders to motivate employees to give them more autonomy and build trust in digitalizing business environments. Successful management of digital transformation will be possible by correctly managing not only technology but also the human factor.

Resources

Baruch, Y. (2022). Remote and hybrid work: Challenges and opportunities in the digital age. *Journal of Organizational Behavior*, 43(2), 215-232.

Bélanger, F., Becerra-Fernandez, I., & Fonthal, J. B. (2021). The impact of hybrid work on employee productivity: Evidence from the pandemic. *International Journal of Information Management*, 57, 102276.
<https://doi.org/10.1016/j.ijinfomgt.2020.102276>

Brynjolfsson, E., & McAfee, A. (2014). The second machine age: Work, progress, and prosperity in a time of brilliant technologies. W. W. Norton & Company.

Choudhury, P. H., Foroughi, C., & Larson, B. Z. (2020). Work-from-anywhere: The productivity effects of geographic flexibility. *Strategic Management Journal*, 41(3), 542-568.
<https://doi.org/10.1002/smj.3141>

Chui, M., Manyika, J., & Miremadi, M. (2016). Where machines could replace humans—and where they can't (yet). *McKinsey Quarterly*.
<https://www.mckinsey.com/business-functions/mckinsey-digital/our-insights/where-machines-could-replace-humans-and-where-they-cant-yet>

Garton, E., & Mankins, M. (2022). How leaders can foster autonomy in hybrid teams. *Harvard Business Review*.

Hampton, G., Konrad, A. M., & Zettelmeyer, F. (2020). Employee motivation in remote and hybrid work environments: A comparative study. *Journal of Business Research*, 116, 263-272.
<https://doi.org/10.1016/j.jbusres.2020.04.011>

Hersey, P., & Blanchard, K. H. (1988). *Management of organizational behavior: Utilizing human resources*. Prentice Hall.

Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations* (2nd ed.). Sage Publications.

Johnson, R., Smith, T., & Taylor, A. (2020). Employee monitoring in the digital workplace: A double-edged sword. *International Journal of Business Research*, 23(4), 89-102.

McGregor, D. (1960). *The human side of enterprise*. McGraw-Hill.

Parker, S. K., Axtell, C. M., & Turner, N. (2017). Designing a safer and more productive workplace: The role of digital tools and employee empowerment. *Journal of Applied Psychology*, 102(9), 1271-1285.
<https://doi.org/10.1037/apl0000273>

Smith, A., & Taylor, K. (2021). Digital tools and human motivation: Balancing control and trust. *Human Resource Management Review*, 31(1), 102-117.

Spataro, J. (2020). How hybrid work is changing the workplace: A new normal for the future of work. Microsoft Corporation. <https://www.microsoft.com/en-us/microsoft-365/blog/2020/07/14/how-hybrid-work-is-changing-the-workplace/>

Sutherland, J. W., McArthur, E. H., & Green, S. A. (2020). Ethics in digital leadership: Navigating the future of work. *Journal of Business Ethics*, 169(1), 47-63. <https://doi.org/10.1007/s10551-020-04378-6>

About the Author



**Associate Professor Yesim Sirakaya is an associate professor in the Department of Psychology at St Clements University. Address: Coast Guard Command - Ankara - Türkiye. Yesim Sirakaya graduated from the Department of Business Administration. Yesim Sirakaya, who completed her master's degree at the Department of Public Administration with her thesis titled "On Marine Pollution in Turkey and the Precautions to be Taken", received her doctorate from St. Clements. She completed her thesis titled "The Effect of Employee Engagement on Organizational Innovation" at the Department of Industrial and Organizational Psychology at Clements University and was awarded the title of "Doctor of Letters" (Social Psychology). Associate Professor Sirakaya works in the Department of Psychology at St Clements University. The author, who has more than 20 scientific articles published internationally, is also the author of the books "The Effect of Employee Participation on Organizational Innovation" and "Leadership Styles of Narcissistic Managers".*

She can be reached at yesimsirakaya8282@gmail.com.

Orcid ID: 0009-0004-2558-8194

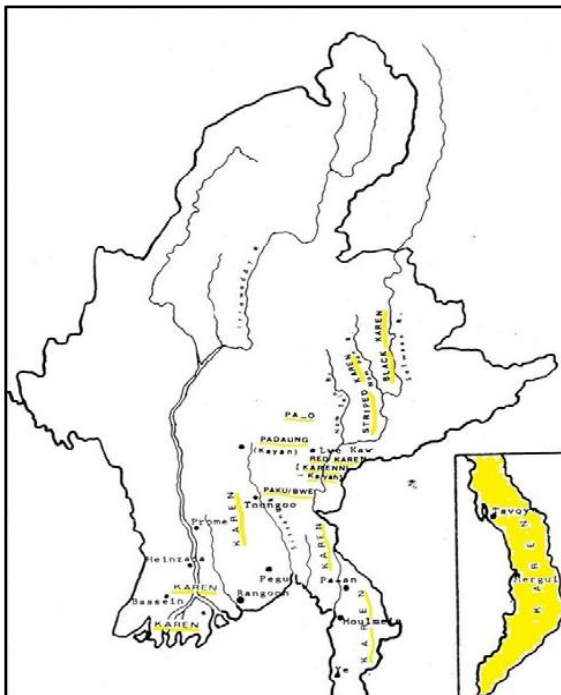
EDUCATION AS SELF-DETERMINATION OF THE KAWTHOOLEI PEOPLE

Dr Mark Dee*

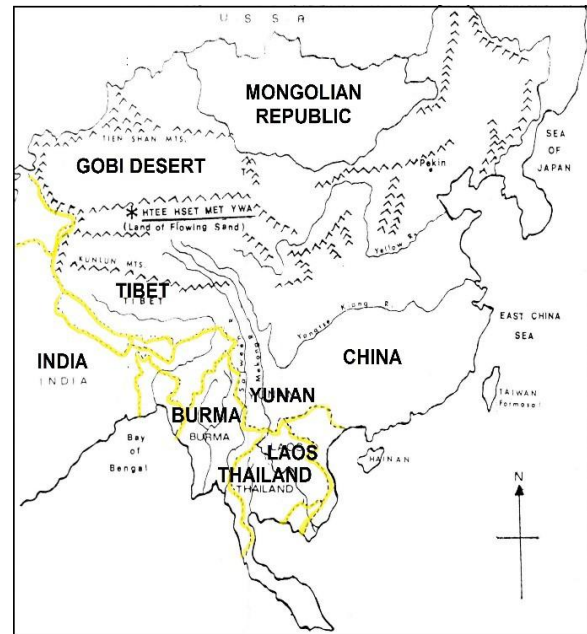
KAWTHOOLEI meaning in Karen language, a land free of all evils, famine, misery and strife. In the late 1940s the Karen nationalists have sought to establish the Karen State or known as Kawthoolei to be an independent country from Burma.

The Karen People Origin and Struggle in Kawthoolei

The Karen migrated from Mongolia over 2,500 years ago and were some of the earliest settlers in Burma (Worland, 2010: 8, Rajah, 2008). Rajah's research states (Rajah, 2008) that the Sgaw Karen and Pwo Karen represent the two largest groups, while their languages belong to the Sino-Tibetan group of languages. The two main groups of Karen are Sgaw and Pwo Karen. Naw Say Say Pwe (2018) recalls the work of Reverend Cronkhite (1916) of Bassein in which the origins of these two groups are detailed. In this legend passed down generationally in hta's (a form of oral poetry passed down generationally often in songs) even to today, the Pwo call themselves the mother race (Mo Hti in Sgaw Karen) and the Sgaw the father race (Par Hti in Sgaw Karen).



According to Karen oral history, they originated and migrated from Mongolia where the Karen called Hti Seh Meh Ywa (which has been interpreted by scholars to mean the Gobi Desert) over 2,500 years ago.



Marshall (1922) retold the myth about the origin of the Karen founder Htaw Meh Pa. He was a strong man who with family living in the unknown land in the North. Their fields were often destroyed by a great boar; thus, he killed the boar. But only one tusk was found by his children instead of the body of boar, which he made into a comb. The comb provided the old man a supernatural power that gave him eternal youth, and soon their land became overpopulated, which urged them to search for a new and better land by traveling along the river called in Karen Hti She Meh Ywa, Drawing on Marshall's seminal anthropological work, Rajah's (2008, p. 309) research recorded the chronological migration of the Karen.

In this account, the Karen migration to Burma followed three routes; firstly, the Mekong valley route where the Karen established cities and government in Chiang Mai (Thailand), but they were overthrown by the Thais and moved into the mountains and across the other side of the Salween river. The second, the Irrawaddy valley route was where the Pwo Karen built the town of Prome, and some went down south to the Irrawaddy Delta places as Ma-u-bin, Bassein, and Myaung-Mya. The third Salween valley route was what now is known as Shan State, moving down to southern Shan State. Those are known as Pa-o Karen, some stayed on in Karenni State (the Red Karen) and some groups went westward to Toungoo, Shwe-Gyin, Thaton, Moulmein, Tavoy (Dawei), and Mergui (Myeik) (Rajah, 2008, p.307-308; Marshall, 1922).

Migration of the Karen from Mongolia	B.C. 2617
Arrival of the Karen in East Turkistan	B.C. 2013
Migration of the Karen from East Turkistan	B.C. 1866
Arrival of the Karen in Tibet	B.C. 1864
Migration of the Karen from Tibet	B.C. 1388
Arrival of Karen in Yunnan in China	B.C. 1385
Migration of the first group from Yunnan to S.E. Asia	B.C. 1128
Arrival of the first group Karen who entered S.E. Asia	B.C. 1125
Migration of the second group of Karen from Yunnan to S. E. Asia	B.C. 741
The last arrival of the second group to enter S.E. Asia	B.C. 759

Table 2.2: Chronological migration of the Karen to Burma (Rajah, 2008, p. 309)

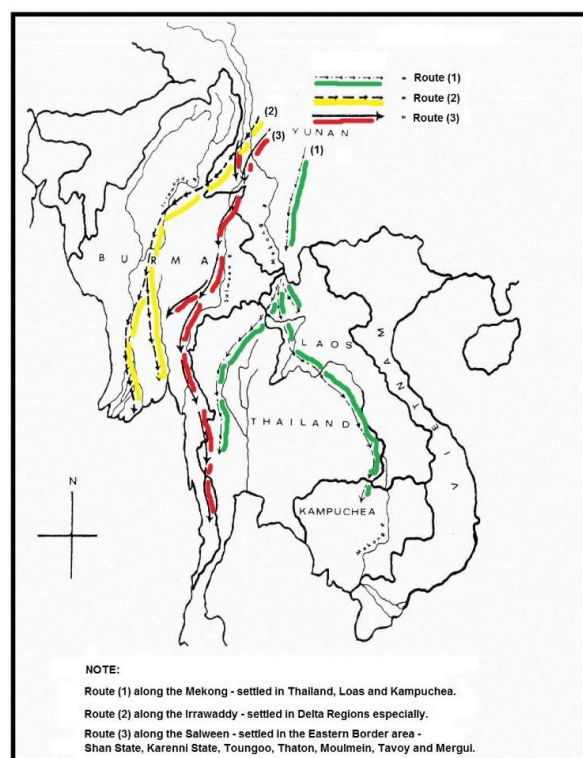
Originally, the Karen were agriculturists. They settled in the land where they were able to produce an abundance of rice by plowing the rich fertile soil with the help of cattle and buffalo. Since rice production was their main livelihood activity, their main consumption is rice supplemented with edible vegetables that grow in their lands. A wide range of birds, fish, and animals are also served as food by hunting. The Karen highly favor fish-paste, nya u in Karen, as part of their daily diet. They settled under the leadership of their own patriarch of the village while valuing kinship among the villagers. The links of the kinships are essentially important in socioeconomic arrangements whereby Karen gain mutual advantage in working on livelihoods activities, especially as the cultivation and harvesting of swidden farmlands demands the labor of more than one household. Hospitality is one of the main cultural values of the Karen with guests freely able to enter the house and help themselves to food without asking permission (San C. Po, 1928; Marshall, 1922; Smeaton, 1887).

The Karen enjoyed a peaceful and free life under the leadership of their own village patriarchs until the Mons and the Burmese came in the 13-14th centuries and started the formation of monarchical rule. The ill-treatments and oppressions from the Burmese and Mon kings forced the Karen to move away from their settled lands to the hill areas of the east and south. The arrival of American missionaries, the conversion of Christianity and introduction of schooling to the Karen was a beacon for them in their struggle for freedom from being oppressed (Rajah, 2008; Keyes, 2003; Renard, 2003; Cross, 1854).

To understand the rise of Karen nationalism, it's essential to examine the role of missionary schooling. This was a key factor in fostering a sense of Karen nationhood and promoting socio-cultural development. The following section explores how missionary schooling facilitated the conversion of the Karen to Christianity and its subsequent expansion under the leadership of Karen churches in Myanmar.

The introduction of pedagogy to Karen People

The Karen people's deep desire for education is enshrined in their legends and myths. The arrival of Western missionaries, bringing schooling, is viewed by many as the fulfillment of an ancient prophecy—the return of a "lost book." This myth speaks of a book of divine knowledge, a gift from their creator god, which the Karen carelessly lost, resulting in a loss of literacy, power, and wealth. One version attributes this loss to disobedience. Another recounts a necessary sacrifice of the book to foreigners. The belief persists that this book's knowledge holds the key to socioeconomic advancement. The arrival of American Baptist missionaries in the 1820s was interpreted by many as the return of this lost book, with the Bible fulfilling the prophecy and leading to widespread conversion.



This conversion was seen as a second chance for economic and social progress (Mason, 1843). Mason (1843) recorded how the Karen were eager to learn and study with their own language and books that,

We next heard that teacher Wade, at Moulmein, had made Karen books; so teacher Mason sent up Kaula-pau and myself, in a ship, to learn. Then many of the Karen, here and there, learned to read their own language; and we remembered, that the elders had said again, 'children and grandchildren, the Karen books will yet arrive. When the books arrive, they will obtain a little happiness (p. 23).

The spread of Christianity during the 1800s to the Karen and the increase of Karen schooling are inseparable. Ko Tha Byu, a debt-slave to a Burman, is recorded to be the first Karen convert to Christianity by Adoniram Judson who was an American Missionary. His conversion and the spread of Christianity together with missionary schooling have made an enormous historical change for the Karen and their education (Worland, 2010; Rajah, 2002). Smeaton (1887) noted how the Karen perceived the relationship of Christianity, education, and civilization during that time,

Three processes have ever since been simultaneously in operation – Christianity, education, and civilization. The Karen regard these three as indivisible parts of the message which for ages their ancestors had firmly believed God would at some time or other send to them. They cannot see why a lesson in arithmetic should not be given at a Sunday school. They cannot understand a church without a school, or a school without a church, or either of these without material advance in civilization and in the comforts of life; better houses, better foods, and more money with which to live, enjoy life and do good to their fellows (p. 194).

Wherever the Christian Karen established churches, they doubled as schools which led to the increasing numbers of Karen-administered schools. Both the Sgaw and Pwo dialects scripted to a written text based on Burmese letters were developed by Jonathan Wade and the opening up of the American Baptist Mission Press resulted in readers, Bibles, and textbooks distributed throughout the areas where missionaries were operating schools. Jonathan Wade (1798-1872) and his wife Deborah Wade (1801-1868) learnt Burmese and Sgaw Karen while being settled in Moulmein. Wade established a church and a school in 1828 and Mrs. Wade helped teaching in that school where the Karen students were taught English language instruction and the Bible (Jolliffe, 2016; 61-62). Keyes (2003) cited an emerging sense of Karen-ness through education that,

Together with producing a new Christian literature in Karen language, the missionaries also promoted education for Karen through the establishment of schools. These schools were the crucible for an emerging sense of Karen-ness that transcended local communities (p. 212).

The numbers of Karen-administered churches and schools increased under the leadership of the American Baptist Mission during British colonial times. The first Karen Baptist Church Area Association, the Hpa-an Mawlamyine Church Area Association, was formed in 1840 in eastern Burma which provided the training seminars and conferences for the spiritual and socio-cultural development of the Karen. The Morning Star newspaper, the first indigenous language journal in Asia was established in 1842, in the Karen (Sgaw) language. Under the leadership of Baptist missionary in Mawlamyine, the Karen opened the first Karen Baptist Theological Seminary for males in 1845, and the Karen Women's Bible School was opened in 1897 (Boonsong Thansrithong, 2017).

In the Delta Area of Irrawaddy Division, Naw Say Say Pwe's (2018) research recorded the increasing numbers of Sgaw and Pwo Karen schools by American Baptist Mission. In 1852, Rev. Beecher started the Baptist Mission schools among Karen at Bassein (currently known as Patheingyi). Later years in 1858, Rev. Beecher initiated the Bassein Sgaw Karen Normal and Industrial Institute by providing the subjects, English, Bible, Mathematics, Geography, History, and Health. The school taught industrial subjects for male students and housekeeping subjects for female students, requiring students to work three hours a day with carpenter, joiner, wheelwright, pounding and cleaning the rice, making bamboo and cane furniture and sewing. The Pwo Karen of the Bassein-Myarungmya Mission started the Pwo Karen Middle School of Bassein in 1860. Although the Pwo Karen's progress was slower, there were 80 village schools in Bassein District by 1884. In 1911, while the Sgaw Karen schools numbered 187 with 3,452 students, the Pwo Karen schools provided 25 schools with 815 students in Bassein. In 1923, in honoring of Rev. C. A. Nichols, the Karen Baptist in the Bassein-Myarungmya Mission named a Karen school the Nichols Sgaw Karen High School in Bassein (Naw Say Say Pwe, 2018, p. 227-235). Likewise, San C. Poe (1928) recorded the rising numbers and development of Karen schooling as,

Where there were hardly five score pupils in a school there are to-day several hundred, and undoubtedly the largest is the Nichols' Sgaw Karen High School, in Bassein, with its roll of 1,400 pupils. Karen High Schools have been established in Bassein, Henzada, Tharrawaddy, Toungoo, Moulmein and Rangoon, and of the number of annual graduates from High Schools a good proportion go up to the University to complete their education and take their degrees in arts or science (p. 64).

The introducing and development of Karen schooling reached its peak under British colonial government through the leadership of the American Baptist Mission and paved the way to create Christian-led Karen national institutions.

History of Karen Education Colonial Period

In 1854, during the colonial period, there were no conflict and the Karen people had the chance to establish schools having free and peaceful access to education. There were 3 types of schools in Burma during colonial period.

Anglo Schools

The medium of the teaching was English apart from the subject Burmese. The students were mainly the children of westerners and elite families.

Anglo Vernacular Schools

The medium of teaching was English as primary language and Burmese as a secondary language. However, in 1926 the Karen Language could be taken as secondary language if the students wanted to. Karen Missionary High Schools were established in Patheingyi, Hinthada, Tharyarwaddy, Taungtha, Mawlamyine and Dawei. Karen Missionary Middle Schools were established in Nyaung Lay Bin, Pa Doh and Kyau Inn.

Methodist High Schools were also in Yangon and Taungtha. Anglican Middle Schools were in Taungtha, Nyaung Lay Bin, Rangoon, Mawlamyine, Myaung Mya and others cities. As per the above-mentioned schools, the Karen people had more chances to attend school.

Vernacular Schools

Vernacular schools were mostly in the rural areas and few of them located in the cities. It was intended for students who were not well-off. Since 1912, Karen Schools were permitted to use the Karen Language as a teaching medium for all subjects until Grade 7. In 1936, Karen students could sit exams using Karen medium until Grade 10. In 1924, Karen students were permitted to learn every subject in their own Karen Language until Grade 4.

During the colonial period, there were teacher training schools and also a missionary college, which was called Judson College. Many Karen people had the opportunities to study abroad and achieved varieties of degrees and certificates during colonial period.

Karen Education after World War II

There were substantive changes to the education sectors in Burma after World War II.

1. The three types of Karen Schools were combined into one.
2. Curriculum was in Burmese language and the Karen people lost the opportunity to learn in their Karen Language.
3. Karen Schools were cut off from the budget and support.

4. Karen Students who want to study abroad were interrupted in many ways, which later caused a weakness in Karen education.

The Author's father, a Karen, was among the university students whose studies were disrupted when the university awarded a dental scholarship to study in Australia to be a Burmese student with lower grades.

In 1956, all sectors were restructured including the Education Department after the formation of the KNU (Karen National Union) Government. In 1996 the SPDC (State Peace and Development Council/name of Burma Military) occupied the areas and the Karen Teachers Training College (KTTC) program was stopped, and re-established again in 2004.

KNU (Karen National Union) and education during the peace process from 2011 through 2020

The KNU were participating in the peace process which was started by President Thein Sein in 2011 with initial bilateral ceasefires signed by 14 ethnic armed groups. After four years of continuous meetings, the KNU signed Nationwide Ceasefire Agreement (NCA) in 2015 to work towards a more Federal Democratic Union. Daw Aung San Suu Kyi led the NLD (National League for Democracy) for a landslide victory for the general election which was held in November 2015. The NLD formed a government and led the peace process by initiating Union Peace Conferences in August 2016 and May 2017. However, the conference of May 2017 did not produce any satisfactory outcomes for the KNU who demanded self-determination with a federal union (South, 2018). The unsatisfactory outcomes resulted in the deadlock of the peace process, in which KNU temporarily withdrew from the formal dialogue in October 2018 (Nyein Nyein, 2018). During this research period, dialogue had renewed with the KNU participating in the 8th Joint Implementation Coordination Meeting on Nationwide Ceasefire Agreement in Nay Pi Daw on 9th January 2020. This meeting was unanimous in its decision to go ahead with the delayed 4th Session of the Union Peace Conference – 21st Century Panglong in mid-2020 (The Republic of the Union of Myanmar Ministry of Information, 2019).

The NCA contained only small portions of educational issues in the political dialogue. The Parliament of Myanmar released a new National Education Bill in July 2014. However, the National Network for Education Reform (NNER) criticized that the creation of National Education Commission may contribute to the control over education content and the provision for students with disabilities to remain inadequate and discriminatory. Most importantly, that education bill allows the central control over Basic education, and lack of consideration for the local and ethnic education provision in Ethnic Armed Organization (EAOs) controlled areas, including an emphasis on mother tongue learning in the ethnic areas (Zobrist & McCormick, 2017; Lenkova, 2015). From the time

when the KNU signed the NCA through 2020, the KNU made little progress for their nationalist ideals within a federal democratic Union, including the reformation of education for the Karen indigenous people in the peace process.

Currently, the intense fighting in Karen State in Kawthoolei and other areas of Myanmar has resulted in significant instability among the Head of District Education Departments.

Summary

Karen education experienced significant shifts, flourishing under British colonial rule in Burma until General Ne Win's 1962 coup. His subsequent socialist regime led to a sharp decline in the Karen education system. The rise of Karen nationalism is closely tied to the influence of missionary schooling, which played a crucial role in developing a sense of Karen national identity and promoting socio-cultural development. Currently, the Karen Education Committee (KECD), under the Karen National Union (KNU), a prominent Karen political organization, strives to foster nationalism within a federal framework, potentially offering a model for a future federal democratic Myanmar. However, decades of oppression and human rights violations by the Burmese government and Tatmadaw continue to severely limit Karen students' access to education. Despite these challenges, the Kawthoolei Army (established July 16, 2022) and the newly formed Kawthoolei Government have recognized IQY St. Clements University of Kawthoolei. This university offers Singapore Institute of Engineering Technologists-accredited degrees and diplomas, along with international vocational education courses based on the Australian system, delivered by the university's Faculty of Vocational Education of IQY University and St Clements University, providing online educational opportunities for the Karen people of Kawthoolei.

The Karen believe education is crucial for improving their socioeconomic status, viewing a lack of education as directly linked to oppression – a daily reality for them. Their desire to control their own education reflects a pursuit of self-determination, not separatism, but autonomy and self-governance. This includes exercising their spiritual, social, cultural, economic, and political rights, essential for their survival as a nation and see education as vital for the reclamation and preservation of Karen national identity.

References

- Boonsong Thansrithong. (2017). Networking and changing structure of Karen Baptist organizations nationally and transnationally [Doctoral dissertation, Chiang Mai University].
- Cross, E. B. (1854). On the Karen. *Journal of the American Oriental Society*, p. 4, 291-316.
- Jolliffe, P. (2016). *Learning, migration and intergenerational relations: The Karen and the gift of education*. London: Palgrave Macmillan.
- Karen National Union (KNU). (2019). Karen Education and Culture Department. Retrieved from: <https://www.knuhq.org/eng/public/department/12/Karen%20Education%20and%20Culture%20Department> (Accessed October 9, 2019).
- Keyes, C. F. (2003). The politics of 'Karen-ness' in Thailand. In C.O. Delang (Ed.), *Living at the edge of Thai society: The Karen in the highlands of northern Thailand* (pp. 210-218). London: Routledge Curzon.
- Lenkova, P. (2015). Conflict sensitivity in education provision in Karen State. Thabyay Education Foundation. Retrieved from http://www.thabyay.org/uploads/2/6/7/4/26749033/cs_ed_prov_karen.pdf (Accessed February 19, 2019).
- Marshall, H. I. (1922). *The Karen people of Burma: A study in anthropology and ethnology*. Columbus: Ohio State University.
- Mason, F. (1843). *The Karen apostle: Or, memoir of Ko Thah-byu, the first convert*. Boston: Gould, Kendall and Lincoln.
- Migration Map Photo, Retrieved from https://www.burmalibrary.org/sites/burmalibrary.org/files/obl/docs3/karenmuseum-01/History/migratory_period.htm
- Naw Say Say Pwe. (2018). The beginning of Karen education in Irrawaddy Division during the British colonial period. *Journal of Humanities and Social Sciences*, p. 46, 221-238.
- Nyein Nyein. (2018). Analysis: Why did the KNU temporarily leave peace talks? Retrieved from <https://www.irrawaddy.com/factiva/analysis-knu-temporarilyleave-peace-talks.html> (Accessed on November 18, 2019).
- Karen Native Dress Photos, Retrieved from <https://mychiangmaitour.com/karen>
- Rajah, A. (2002). A 'nation of intent' in Burma: Karen ethno- nationalism and narrations of nation. *The Pacific Review*, p.15(4), 517-537. Rajah, A. (2008). *Remaining Karen: A study of cultural reproduction and the maintenance of identity*. Canberra: ANU E Press.
- Renard, R. D. (2003). Studying peoples often called Karen. In C. O. Delang (Ed.), *Living at the edge of Thai society: The Karen in the highlands of northern Thailand* (pp. 1-15). London: Routledge Curzon.
- San C. Poe (1928). *Burma and the Karens*, Elliot Stock, Burma.

South, A. (2018). Hybrid governance and the politics of legitimacy in the Myanmar peace process. *Journal of Contemporary Asia*, p. 48(1), 50-66.

Smeaton, D. M. (1887). **The loyal Karen of Burma**. London: Kegan Paul.

Wade, Jonathan and Deborah (Lapham),” in *Biographical Dictionary of Christian Missions*, ed. Gerald H. Anderson (New York: Macmillan Reference USA, 1998), p. 711-12.

Worland, S. (2010). *Displaced and misplaced or just displaced: Christian displaced Karen identity after sixty years of war in Burma* (Doctoral dissertation). University of Queensland, Brisbane, Australia.

Zobrist, B., & McCormick, P. (2017). Primary and secondary education in Myanmar: Challenges facing current reforms. In L. Guan (Ed.), *Education and globalization in Southeast Asia: Issues and challenges* (pp. 166-194). Singapore: ISEAS–Yusof Ishak Institute.

About the Author



**Dr Mark Dee holds a BBA (Finance and Banking), and MBA (Marketing Management). He has recently awarded an honorary Doctor of University from IQY University.*

He is currently working as the Minister of Education & Economy for the Government of Kawthoolei, (Ancestral Land of the Karen People of Burma). Previously, he worked as a corporate entrepreneur manager and chief officer in several leading companies in Thailand over 3 decades.

He also has worked as an English, math and Recreation Teacher for 7 years to educate Southeast Asian refugee students, preparing them for the American secondary school system.

He can be reached at sawmakudee@gmail.com

APPROACHES AND STRATEGIES FOR SUSTAINABLE FOREX IN MALAWI'S ECONOMY

Dr Landson Thindwa*

PhD - A senior Lecturer in Industrial and International Economics at DMI St Eugene University (Adjunct) and writes at his own capacity.

In the Globalization process, Foreign exchange remains a crucial aspect especially on international trade and international logistics. Foreign Exchange Market is market in which the currency of one country is exchanged for the currency of another especially in transaction of goods and services. It is not a place but the market is made up of people such as importers, exporters, banks, and specialists in buying and selling exchange called foreign exchange brokers. In other terms Foreign Exchange Market refers to an international market where currencies are sold and bought. The quantity of dollar demanded in the foreign exchange market is the amount that traders plan to buy during a given time period at a given exchange rate. This quantity demanded depends on many factors such as exchange rate, Interest rates in other countries and expected future exchange rate.

Since 1964, Malawi's economy has relied upon agricultural production especially tobacco as a major earner of foreign Currencies. But this is a night mare due to global campaign against tobacco smoking. The market of Tobacco has dwindled hence the call for diversification of approaches and strategies. In order to increase inflow of foreign currencies internationally known as forex, this article proposes several interventions which the government can do to increase and sustain foreign currencies in Malawi.

Add Value to Agricultural Products in Malawi

Malawi soil is rich in production of tobacco, rice, cassava, soya bean and coffee, tea, cotton and others agricultural products. As a given fact, there is little attention to such products. It is high time to realize the importance of adding value to above products which could be exported to foreign economies with the view of earning foreign currencies and this is in line with Malawi vision 2063 under agricultural commercialization pillar. Especially, Rice and Cassava can attract more foreign currencies once their values are well created. The country should engage international market practitioners to assist in adding value to such agricultural products which could easily promote international trade.

Promote Hospitality and Tourism along Lakeshore and Reserves in Malawi

The hospitality industry is one of the most dynamically developing sectors of the world economy, and an important factor in the social and economic development of regions and countries. Real contribution of travel and tourism to GDP for Malawi was 0.6 billion USD in 2019. Real contribution of travel and tourism to GDP of Malawi increased from 0.2 billion USD in 2000 to 0.6 billion USD in 2019 growing at an average annual rate of 6.31% (GoM, 2020). It is an important sector of export specialization, which plays a certain role in balancing foreign economic calculations (Taygibova, 2011). The Malawi 2063 agenda also identifies hospitality sector under the industrialization pillar as priority sector.

Therefore the government of Malawi should dedicate both human and financial resources to promote tourism and hospitality along lake shore of Lake Malawi and Reserves. Naturally, Malawi has potential in providing tourism and hospitality services to foreign visitors and this area can make the country earn more foreign currencies like the dollars. But the country has very little initiatives which could woo foreign visitors to come and patronize our holiday resorts and reserves. The department of tourism has to do more on this issue. In order to bring much needed foreign currencies and learn more, Government should also conduct comparative analysis of the performance of hospitality industry in Malawi and any other SADC country such as South Africa.

Strengthen Manufacturing Industry

Manufacturing industry is very critical for sustainability of economies across the global. This industry contributes a lot to gross domestic product for many economies in the world. In order to increase production and productivity, government should subsidize private and public companies to produce quality products which could be sold to foreign markets. Companies like Illovo, Whitex, Raiply and others have potential to attract foreign currencies into the Nation. Such companies lack capacity to produce quality and consumer usable products to attract foreign markets. On the same note, government should select and work with some private individuals who have the capacity to own big farms and produce products in

large volume and export to other countries to earn forex in large amount.

Promote Direct Foreign Investments in Malawi

Direct foreign investment is critical economic transformation of any nation in the world. DFI has positive effects such as employment rise, inward flow of foreign earnings and transfer of valuable skills from exposure to foreign markets.

Therefore, Malawi government should try its level best to promote Direct Foreign Investments (DFI) from foreign investors. These investors would bring foreign currencies into the economy.

Train More Human Capital for Export

As a growing economy, Malawi is a land locked country and it is very difficult to raise more forex with the current international economic transactions. In order to promote and enhance sustainable forex in the country, government should have deliberate policies of increasing its human capacity building in the most demanded sectors with the view of exporting them to other countries and this is in-line with vision 2063 under enable human capital development. The most important sectors which could be targeted are health, education, agriculture, engineering and hospitality. Therefore every year the country could be exporting experts in different fields who in turn bring the needed forex into the country. As a country we can learn more from Taiwan national economy.

Sources

Hasselbac, C. (2014). Technology for Economic Growth. How Mobile Money Expand Financial Inclusion in Malawi. FHI Project.

Greenacre, J., Malady, L., & Buckley, R. (2014). The Regulation of Mobile in Malawi Project Report.

Reserve Bank of Malawi, (2022). National Payment System Report.

Malawi Government (2020) Malawi Vision 2063

Suleman, D. (2023). Industrial Revolution: An Agricultural Perspective. Retrieved from <https://fb.watch/kZ14G1UTI2/>.

About the Author



****Dr Landson Chakachaka Thindwa** is a Civic Education practitioner and a holder of EMBA and IMBA Degrees and a Post Graduate Certificate in Management obtained partly from MANCOSA and St Clements University. He also holds a Ph.D in Strategic Human Resource Management - USA. He may be contacted at landsonthindwa@yahoo.com*

FAMILY IN THE SHADOW OF CRIME: FAMILY DYNAMICS AND CRIME RELATIONSHIP

Professor Dr Kursat Sahin Yildirimer*

St Clements University - Head of Psychology Department

Abstract

In this article, the relationship between family and crime is discussed from a psychological perspective, and the effects of family structure, childhood and social environment on individuals' criminal behavior are examined. Findings reveal that individuals' criminal tendencies are greatly influenced by family dynamics and early experiences.

It has been emphasized that violence, neglect and dysfunctional relationships in the family structure disrupt the psychological development of children and may result in criminal behavior in the long term. It has been determined that traumatic experiences encountered during childhood negatively affect individuals' ability to cope with stress and develop empathy, and this situation increases their criminal tendencies. It has also been stated that the social environment plays an important role in the formation of criminal behavior and that environments with poverty and high crime rates can negatively affect individuals.

The article offers suggestions such as disseminating family education programs to prevent crime tendencies, developing early intervention strategies, implementing school-based crime prevention programs, creating social support networks, strengthening anti-poverty policies and increasing legal regulations to protect children's rights. In line with these findings, it was concluded that individuals can be kept away from criminal behavior with family-based and multifaceted strategies.

Key Words: *Family structure, crime tendency, childhood, psychological effects, social environment, traumatic experiences, early intervention, crime prevention strategies, domestic violence, poverty, children's rights, socioeconomic support.*

Introduction

Family is the primary social institution where the individual gains his first social experiences, where the foundations of personality development are laid and basic values are learned (Murray & Farrington, 2010). Family structure and dynamics play a critical role in shaping individuals' psychological development and social behavior. However, negative experiences within the family may increase criminal tendencies by weakening individuals' ability to cope with the

difficulties they encounter throughout life (Widom, 1989).

From a psychological perspective, it is seen that traumatic events such as neglect, violence or abuse experienced during childhood weaken individuals' ability to develop empathy and their ability to cope with stress (Felitti et al., 1998). In addition, domestic violence or dysfunctional relationships can negatively affect children's behavioral and emotional development and pave the way for the formation of criminal behavior (Patterson, 1982).

This article examines the effects of factors such as family structure, childhood and social environment on individuals' criminal behavior from a psychological perspective. In the literature, the role of family structure in the development of the individual and its effect on criminal tendencies is frequently emphasized (Smith & Stern, 1997). The aim of the study is to shed light on psychological and social interventions to prevent criminal behavior by examining the relationship between family and crime in more depth.

Methodology

In this study, the literature review method was used to examine the relationship between family and crime from a psychological perspective. Literature review is a research method that aims to systematically compile and analyze existing scientific information on a specific topic (Snyder, 2019). In the study, academic articles, books and reports dealing with the relationship between family structure, childhood, social environment and crime tendency were examined. A qualitative method was adopted in the research and an analysis based on theoretical foundations was carried out. In this context, an interdisciplinary analysis was made by bringing together psychological, sociological and criminological sources. The study aimed to synthesize the findings in the literature on the effects of domestic violence, childhood traumas and the social environment on crime tendencies. During the data collection process, academic databases such as Google Scholar, PubMed, PsycINFO and JSTOR were used.

As a result of scanning with keywords such as "family structure and crime", "childhood traumas", "social environment and crime tendency", more than 100 sources published between 1980-2023 were scanned and 50 sources suitable for the scope of the study were selected. The theoretical framework, methods and findings in the studies were analyzed and interpreted in

accordance with the purpose of the research. The collected data were evaluated using the thematic analysis method (Braun & Clarke, 2006). With this method, recurring themes and main findings in the sources were classified and an in-depth analysis was made on family structure, childhood, social environment and crime tendency. Each theme is discussed separately in line with the psychological and social factors that shape individuals' criminal behavior.

This study relied solely on the existing literature review method and no empirical data collection process was carried out. Therefore, although the findings of the study present general trends, they limit drawing conclusions at the individual level. Additionally, the fact that the study is limited to English and Turkish sources may cause research in other languages to be ignored. Within the framework of this methodology, it has been revealed how the relationship between family and crime is shaped from a psychological perspective and the available information in the literature on this relationship has been compiled.

Literature Review

Family structure has a critical importance in the psychological and social development of individuals. Research shows that dynamics within the family directly affect individuals' behavior and criminal tendencies (Patterson, 1982). In particular, domestic violence, neglect and dysfunctional relationships can negatively affect children's psychological health and lead to criminal behavior in the long term (Widom, 1989). In addition, weak parent-child bonds and ineffective parenting strategies have been shown to increase the likelihood of children developing antisocial behavior (Smith & Stern, 1997).

Childhood is one of the most critical stages that shapes an individual's criminal tendencies. Felitti et al.'s (1998) Adverse Childhood Experiences (ACE) study reveals that abuse, neglect and other traumatic experiences in childhood can cause lifelong health and behavioral problems for individuals. Childhood traumas weaken individuals' ability to cope with stress and their empathy skills, thus increasing the risk of committing crime (Anda et al., 2006). Additionally, according to Bowlby's attachment theory, children who cannot develop secure attachment in the early period are likely to experience difficulties in their future social relationships and exhibit antisocial behavior (Bowlby, 1988).

The social environment in which an individual lives has a significant impact on the formation of criminal behavior. Research shows that children growing up in neighborhoods with poverty, community violence, and high crime rates are at higher risk of developing delinquent behavior (Sampson & Groves, 1989). However, peer groups and the school environment are also among the factors that shape an individual's criminal tendencies. Negative peer influences and

school failure may increase the likelihood of children turning to crime (Farrington, 2005).

Research shows that early interventions are effective in preventing criminal behavior. Family therapies, social skills training and school-based preventive programs can reduce the risk of individuals turning to crime (Kazdin, 2000). Additionally, strengthening social support systems and protecting children's rights can contribute to the healthy development of individuals (Garbarino, 1992).

In studies on the relationship between family and crime, the effects at the individual level have generally been addressed, and the psychological effects of social factors have been examined in a limited way. In addition, research on family dynamics and the change of the social environment in the digital age remains insufficient. The aim of this study is to fill these gaps and address the effects of family structure, childhood and social environment on crime tendencies in a more comprehensive manner.

Argument

In this study, it is argued that family structure, childhood experiences and the individual's social environment are the most important factors shaping criminal behavior. The following arguments are structured to support this hypothesis:

- Family Dynamics and Criminal Behaviors

Research shows that individuals' basic psychological and social skills are largely shaped in the family environment (Patterson, 1982). While healthy family dynamics support individuals' emotional regulation, empathy development and stress coping skills, dysfunctional family structures may hinder the development of these skills. It has been suggested that situations such as domestic violence, neglect and abuse are important risk factors that lead to the emergence of criminal behavior in individuals (Widom, 1989).

- Childhood Traumas and Long-Term Effects

Traumatic events experienced in childhood have deep and lasting effects on the psychological development of the individual. According to Felitti et al.'s (1998) ACE study, negative experiences during childhood can disrupt the neurological, emotional and social development of the individual and pave the way for antisocial behavior. In this context, the absence of a supportive family environment during childhood is considered as one of the main factors that increase the likelihood of individuals turning to criminal behavior.

- The Effect of the Social Environment on Crime

The social environment in which an individual lives is at least as effective a factor as the family structure in the formation of criminal behavior. It is argued that environmental factors, especially poverty, high crime

rates and social exclusion, can negatively affect individuals' behavior (Sampson & Groves, 1989). However, microenvironmental factors such as an individual's peer groups and school environment may play an important role in delinquency. Negative peer influence or school failure are other factors that predispose individuals to adopt criminal behavior (Farrington, 2005).

- The Importance of Protective Factors and Preventive Strategies

The study claims that early intervention and protective factors are of critical importance in preventing criminal behavior. Psychological support, family therapies and social skills training for children can reduce the risk of individuals developing criminal behavior (Kazdin, 2000). Additionally, it is argued that community-based support networks and legal regulations to protect children's rights will contribute to the healthy development of individuals (Garbarino, 1992).

In this context, the main argument of this study is that the factors that shape individuals' criminal behavior emerge from the combination of family structure, childhood experiences and social environment. It is argued that negative dynamics within the family and risk factors in the social environment increase crime tendencies, but these tendencies can be prevented with protective factors and early interventions. This argument was developed based on findings in the literature and drew attention to the importance of strategic measures to reduce individuals' criminal tendencies.

Finding

The findings obtained in this study can be summarized as follows, based on the analyzes carried out to understand the effects of family structure, childhood experiences and social environment on criminal behavior:

A. The Effect of Family Structure on Criminal Behaviors

Structural factors within the family have been found to play an important role in shaping individuals' criminal tendencies. Violence, neglect, parental separation and dysfunctional structures in the family can lead children to develop criminal behavior. Such negative dynamics within the family damage children's sense of security and prevent them from adapting to social norms. Negative interactions between family members disrupt children's emotional and behavioral development, which may lead to increased criminal tendencies later in life. Factors such as parents' modeling of criminal behavior, lack of discipline, and excessive control are effective in children's tendency towards crime (Patterson, 1982; Widom, 1989).

Sample Findings:

It has been observed that violent behavior within the family increases children's future criminal tendencies by 40%.

Parents' low education level and economic difficulties significantly increase the risk of children developing criminal behavior.

Weak ties within the family cause individuals to disobey social rules.

B. Childhood and Crime Tendencies

Childhood is a critical turning point in the personality development of individuals, and traumas experienced during this period can have a decisive effect on the development of criminal behavior. Violence, abuse, neglect and other negative experiences within the family negatively affect the psychological development of children and increase individuals' criminal tendencies. Children who have experienced trauma may face problems such as developing less emotional and behavioral empathy and weakening their ability to cope with stress. This may lead them to later develop criminal behavior (Felitti et al., 1998; Sampson & Groves, 1989).

Sample Findings:

Individuals who were physically abused in childhood are 50% more likely to engage in criminal behavior as adults than the general population.

It has been determined that psychological traumas in childhood are especially effective on criminal tendencies and that this effect continues throughout life.

Domestic violence and abuse reduced individuals' school performance, causing them to engage in extracurricular activities and join criminal groups.

C. The Effect of Social Environment and Peer Relationships on Crime

Individuals' social environment, along with the family, is an important factor in the development of criminal behavior. Especially children growing up in environments with poverty, low socioeconomic status and high crime rates may exhibit more criminal behavior. The social environment shapes individuals' value judgments and views on social norms. Peer pressure and group norms also have an impact on criminal behavior. Constant interaction with criminal individuals may make it easier for children to learn and adopt criminal behavior (Farrington, 2005; Kazdin, 2000).

Sample Findings:

Children living below the poverty line are twice as likely to exhibit criminal behavior.

The circle of friends outside school plays an important role in increasing criminal tendencies. Peer pressure and group norms have had a great impact on the development of criminal behavior.

Children growing up in neighborhoods with high crime rates show criminal behavior at an earlier age due to the influence of environmental factors.

D. Early Intervention and Protective Factors

Early intervention and protective factors play a critical role in preventing criminal tendencies from developing. Protective factors such as psychological support for children, trauma therapies, family therapies, and social skills development programs have been found to help prevent individuals from engaging in criminal behavior. In addition, psychological support services provided in schools have had positive effects on children's mental well-being and reduced the risk of developing criminal behavior (Patterson, 1982; Felitti et al., 1998).

Sample Findings:

Children who receive psychological support at an early age have a 30% reduced rate of developing criminal behavior.

It has been observed that family therapies aimed at reducing negativities within the family reduce children's crime tendencies by 25%.

It has been determined that school-based crime prevention programs and social skills development training prevent criminal behavior by 20%.

E. The Relationship between Poverty and Socioeconomic Factors and Crime

Poverty appears as an important trigger factor in the development of criminal behavior. Economic difficulties can cause family tensions and social exclusion. Along with poverty, low education levels and low living standards are also factors that increase crime tendencies. Socioeconomic support programs have been found to be effective in reducing criminal behavior (Sampson & Groves, 1989).

Sample Findings:

Children whose families have low income levels are 40% more likely to develop criminal behavior.

It has been observed that crime rates in regions where socioeconomic support is provided have decreased by 15% thanks to poverty alleviation programs.

Conclusion

In this article, the relationship between family and crime is examined from a psychological perspective, and especially the effects of family structure, childhood and social environment on individuals' criminal behavior are discussed in detail. The study reveals that the main factors shaping individuals' criminal tendencies arise from the dynamics within the family and early experiences. Based on the findings in the four main sections discussed in the study, the following general conclusions were reached:

Effect of Family Structure on Criminal Behaviors: Structural factors within the family have a direct effect on the psychological development of individuals. In particular, violence, neglect and dysfunctional structures within the family are important risk factors that may lead children to develop criminal behavior. Negativity in family interaction disrupts the child's emotional and behavioral development, which may result in a tendency towards crime in the long term.

Childhood and Crime Tendency: Childhood is a critical period in determining whether an individual will develop criminal behavior. Negative experiences such as violence, abuse and neglect within the family can negatively affect the psychological development of children and lead to the development of individuals prone to crime. Additionally, traumatic experiences encountered in childhood may prevent individuals from developing stress coping skills and empathy, which may lead to increased criminal tendencies.

Interaction of Family and Social Environment: In addition to family interaction, the individual's social environment also plays an important role in criminal behavior. Peer groups, school environment and social norms are effective factors in shaping the child's criminal tendencies. Having a positive support network in the family's interaction with the social environment can ensure that the child does not develop criminal behavior. On the other hand, environments where poverty, violence and crime rates are high in society can negatively affect children and trigger criminal behavior.

Protective Factors and Preventive Interventions: The study emphasizes the effectiveness of early interventions in preventing criminal tendencies. Protective factors such as psychological support for children, educational programs, and family therapies can help prevent the development of delinquent behavior. Early intervention strategies can reduce the likelihood of children turning to crime by strengthening their psychological well-being. The role of educational institutions and social services in this process is of critical importance in preventing individuals from turning to criminal behavior.

In the light of this study, taking into account the effects of family structure, childhood and social environment on criminal behavior, the following suggestions have been made:

Increasing Family Education Programs: It has been observed that negative dynamics within the family have a strong relationship with criminal behavior. Training should be organized for families to improve their skills in guiding their children in a healthy way, effective communication methods and providing emotional support. These programs should be specifically aimed at families struggling with problems such as domestic violence, neglect and alcohol/drug addiction.

Expansion of Early Intervention and Psycho-Social Support Services: Considering that negative experiences in childhood can lead to criminal tendencies, early intervention strategies are of critical importance. Psychological support, trauma therapies and social skill development programs for children can be effective in preventing their tendency to crime. Psychological support services provided at school should be expanded and children's needs should be determined by regularly communicating with their families.

School-Based Crime Prevention Programs: Schools are among the most important institutions that support the social development of children. Programs such as social skills training, combating peer bullying and developing emotional intelligence at school can play an important role in preventing criminal behavior. Teachers and school administrators should monitor students' social and psychological development and detect possible risks at an early stage.

Creating a Social Support Network: The social environment of families and society is an important factor affecting individuals' crime tendencies. In areas where crime rates are high in society, social networks should be created to support families. These networks should facilitate access to resources such as psychological support, education and social services, and provide guidance services for families and children. Social policies that improve the social structure should be implemented, especially in regions where poverty, crime rates and violence rates are high.

Poverty Fight and Socioeconomic Support: Poverty is recognized as an important trigger of criminal behavior. Economic and social support needs to be increased to prevent children's criminal tendencies. The state should develop policies to reduce socioeconomic inequalities in society and provide financial and psychological support programs for poor families. Additionally, providing young people with access to education, increasing employment opportunities and improving living standards can contribute to reducing crime rates.

Increasing Children's Rights and Legal Protection Guarantees: Protecting children's rights is a fundamental step in the fight against crime. States should strengthen legal regulations to prevent violence and abuse to which children are exposed and effectively implement child protection systems. In this context, the legal infrastructure necessary for the detection and solution of violence and abuse against children should be strengthened.

Society's Awareness of Fighting Crime Should Be Increased: Raising awareness in society about preventing criminal behavior contributes to raising society's awareness on this issue. Families, schools and non-governmental organizations should cooperate more in preventing crime, and society's awareness of crime should be increased. This type of social awareness would be an important step towards reducing crime rates.

As a result, family structure, childhood and social environment are important factors in the emergence of criminal behavior. Early interventions and supportive programs for the family can help prevent individuals from developing crime-related behaviors. Therefore, it is of great importance to implement multifaceted strategies that are family-based and take the social environment into consideration in the intervention and policy development processes for crime prevention.

Resources

Anda, R. F., Felitti, V. J., Bremner, J. D., Walker, J. D., Whitfield, C., Perry, B. D., Dube, S. R., & Giles, W. H. (2006). The enduring effects of abuse and related adverse experiences in childhood: A convergence of evidence from neurobiology and epidemiology. *European Archives of Psychiatry and Clinical Neuroscience*, 256(3), 174-186.

Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. Basic Books.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

Farrington, D. P. (2005). Childhood origins of antisocial behavior. *Clinical Psychology & Psychotherapy*, 12(3), 177-190.

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) study. *American Journal of Preventive Medicine*, 14(4), 245-258.

Kazdin, A. E. (2000). *Psychotherapy for children and adolescents: Directions for research and practice*. Oxford University Press.

Murray, J., & Farrington, D. P. (2010). Risk factors for conduct disorder and delinquency: Key findings from longitudinal studies. *The Canadian Journal of Psychiatry*, 55(10), 633-642.

Patterson, G. R. (1982). *Coercive family process*. Castalia.

Sampson, R. J., & Groves, W. B. (1989). Community structure and crime: Testing social-disorganization theory. *American Journal of Sociology*, 94(4), 774–802. <https://doi.org/10.1086/229068>

Smith, C., & Stern, R. (1997). The impact of parental support and control on adolescent delinquency: A longitudinal analysis. *Journal of Research in Crime and Delinquency*, 34(4), 424-447.

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333-339.

Widom, C. S. (1989). The cycle of violence. *Science*, 244(4901), 160-166.

About the Author



***Prof. Dr. Kursat Sahin Yildirim** is a Sociology graduate. After his undergraduate education, he received a Master's degree in Family Counseling with his thesis titled "Family Effect on Spouse Selection". He completed his specialization in Clinical Psychology with his Master's thesis on "Bipolar Disorder";

Prof. Yildirim continued his academic career by receiving his Doctorate degree in Clinical Psychology with his thesis titled "Psychological Factors of Suicide" from St Clements University. He also received the title of "Doctor of Letters" (in the field of Social Psychology) from St Clements University.

Further deepening his expertise in Clinical Psychology he worked as an Associate Professor of Clinical Psychology at St Clements University and after his academic successes there, he received the title of Professor in the field of Psychology.

Prof. Yildirim is a respected academician who has published more than 100 scientific articles internationally. Additionally he is the author of the following books:

- *Psychological Factors of Suicide*
- *Your Child Is Developing and Changing*
- *The Child Within Us*
- *Crime and Delinquency*

His books are available for free access at the "National Library".

With his deep knowledge in the fields of Clinical Psychology, Social Psychology and Family Counselling, he continues to make significant contributions both in the academic world and in the applied field.

You can reach him at
kursatsahinyildirim@gmail.com

Orcid ID: 0000-0001 5896-2956

ASSESS THE IMPACT OF INNOVATION PROGRAMS ON SOCIAL AND ECONOMIC DEVELOPMENT IN TANZANIA: A CASE OF ZANZIBAR

Dr Omar Juma Ali*

(Doctor of Philosophy, St Clements University Turks & Caicos Islands - British West Indies)

This is a summary from the paper written for the recently awarded St Clements University Doctor of Philosophy (Ph.D) degree and published as part of the St Clements University Professorial Diplomate Program.

The complete version of this summarised article is available at:

<http://www.stclements.edu/Articles/Zanzibar.pdf>

Abstract

Innovation programs are essential for fostering economic growth and addressing societal challenges by providing structured support for the development, adoption, and scaling of innovative ideas. These programs offer key resources such as funding, mentorship, and networking, helping transform creative ideas into impactful solutions. Globally, countries like the U.S., Japan, and South Korea have leveraged innovation to enhance economic competitiveness, with government-backed initiatives such as the Small Business Innovation Research (SBIR) program and public-private partnerships playing significant roles in promoting technological advancements and entrepreneurship (NSF, 2022; OECD, 2020).

In Zanzibar, innovation programs have gained significant attention as a strategy to tackle socio-economic challenges, including high unemployment and a largely informal economy. Zanzibar's Vision 2050 and the Zanzibar Development Plan (ZADEP 2020-2026) highlight innovation as a key driver of sustainable growth, with a focus on sectors like agriculture, tourism, and technology. Initiatives such as the Zanzibar Technology and Business Incubator (ZTBI) provide vital support to tech-based enterprises by offering mentorship, funding, and workspace for early-stage businesses (Smith et al., 2022).

While these programs have shown promising results, such as job creation and sector diversification, challenges such as skills shortages, limited awareness, and market access persist. Addressing these barriers requires coordinated efforts from the government, private sector, and educational institutions to improve digital literacy, technical skills, and access to funding. As Zanzibar moves toward its long-term economic transformation, innovation will continue to be a crucial factor in driving socio-economic prosperity. Innovation

programs are essential for fostering economic growth and addressing societal challenges by supporting the development and scaling of new ideas. In Zanzibar, these programs play a critical role in improving education access, enhancing digital literacy, and driving economic growth. Despite their potential, challenges such as limited awareness, skills gaps, and market access hinder their broader impact.

Problem Statement

Zanzibar has initiated a range of innovation programs aimed at spurring economic growth and societal progress. Led by entities like the Zanzibar Technology and Business Incubator (ZTBI), these initiatives include financial support schemes, skills development programs, research and development (R&D), and policy ecosystem reforms (Global Innovation Index, 2023). By fostering entrepreneurship, promoting innovation through R&D, and enhancing the region's competitiveness, these efforts aim to catalyze sustainable growth and technological advancement.

However, the effectiveness of these programs remains limited by several challenges. Despite the diversity of initiatives, there is a lack of coordination, with innovation efforts remaining fragmented (Global Innovation Index, 2023). Social impacts, such as job creation and empowerment of marginalized communities, have not been thoroughly assessed, though anecdotal evidence suggests improvements in digital literacy and the emergence of tech startups. Economically, while initiatives like grants and loans target SMEs, the economic benefits from innovation-driven enterprises are stagnating, as reflected in the low access to funding and underemployment in tech-related sectors (Reports on SME Funding in Zanzibar, 2023).

Stakeholder perceptions also play a significant role in shaping the success of these programs. Entrepreneurs, policymakers, and investors need clearer, more integrated strategies to enhance participation and foster long-term impact. Comprehensive evaluations of these programs' socio-economic outcomes are essential to aligning innovation strategies with broader development goals, ensuring sustainable growth, and enhancing social inclusivity across Zanzibar. This study aims to address these gaps by evaluating the impact of innovation programs on Zanzibar's development.

The general objective of the study was to assess the impact of innovation programs on social and economic development in Tanzania. The specific **objectives** of the study were: to identify Types of Innovation Programs currently operational in Zanzibar, to assess Social Impacts of innovation programs in Zanzibar, to evaluate Economic Benefits generated by innovation programs in Zanzibar and to gather Stakeholder Perceptions involved in or impacted by innovation programs in Zanzibar.

Scope of the Study

This study assessed the impact of innovation programs on social and economic development in Zanzibar. The Scope of the study encompasses all innovation programs and initiatives implemented within Zanzibar's territorial boundaries specifically focusing an archipelago situation off the coast of East Africa, comprising islands such as Unguja and Pemba. The study aimed to comprehensively identify and analyze the types of innovation programs currently operational in the region, social and economic benefits of these programs, and understanding the stakeholder perceptions regarding the effectiveness of these programs in achieving their intended socio-economic objectives would also be examined. Zanzibar was chosen as the study location for innovation programs primarily because of its unique position as a rapidly evolving economic and technological hub within East Africa. Specifically, Zanzibar's emerging status as a focal point for innovation in the region makes it an idea case study

Methods of Study

This study employed a mixed-methods research design to assess the impact of innovation programs on social and economic development in Zanzibar. The approach combined both qualitative and quantitative methods, using surveys, in-depth interviews, observations, and secondary data analysis. The qualitative data provided detailed insights into the experiences, perceptions, and impacts of innovation programs, while the quantitative data helped quantify these impacts and assess trends across the population.

The study area was Zanzibar, consisting of two main islands: Unguja and Pemba. With a population of approximately 1.6 million, Zanzibar presents a rich socio-economic landscape for examining the effectiveness of innovation programs. The target population included entrepreneurs, policymakers, investors, program managers, researchers, and community members directly involved in or impacted by innovation programs in Zanzibar.

A stratified sampling approach was used to ensure comprehensive representation from various sectors such as technology, agriculture, and tourism. The sample size comprised 385 respondents, including 120 entrepreneurs, 20 policymakers, 15 investors, 40 program managers, 50 researchers, 60 students, 30

community members, and 20 smallholder farmers. This ensured a diverse range of perspectives across different demographics.

Data collection was conducted through surveys, in-depth interviews, and documentary reviews. Surveys were administered using questionnaires and online forms to gather responses on trends, behaviors, and perceptions related to innovation. Interviews were conducted with key stakeholders to obtain nuanced insights. Secondary data sources such as government reports, case studies, and policy documents were analyzed to complement the primary data.

The data was analyzed using thematic analysis for qualitative data and descriptive statistics for quantitative data. Triangulation was used to validate findings from multiple data sources, ensuring accuracy and credibility.

Social Impacts of Innovation Programs in Zanzibar

The findings indicated that innovation programs in Zanzibar have had a significant impact on improving access to education. A majority of respondents, 55.2%, emphasized the role of these programs in enhancing educational opportunities, underlining the importance of educational initiatives in the region. This suggests that innovation plays a pivotal role in shaping the future of education in Zanzibar.

Further investigations revealed that digital literacy was also a key area impacted by innovation programs, with 21.8% of respondents recognizing its importance. However, this indicates that while digital literacy efforts are underway, gaps in awareness or delivery may still exist. There may be a need for more comprehensive strategies to ensure that digital skills are accessible to all.

With regard to the empowerment of marginalized groups, the findings indicated that only 11.7% of participants felt that innovation programs were addressing the needs of underserved populations. This points to the need for more targeted outreach and initiatives to engage these communities effectively. It was evident from the study that innovation programs must focus more on inclusivity and empowerment to have a broader impact on social equity.

Effectiveness of Innovation Programs in Promoting Digital Literacy

The research further showed that innovation programs were largely seen as effective in promoting digital literacy. A total of 75.1% of respondents rated the programs as either very effective (40%) or moderately effective (35.1%). This indicates that most participants perceive the programs as impactful in improving their digital skills, suggesting that the programs are fulfilling their intended purpose.

However, further analysis revealed that 20% of respondents found the programs to be slightly effective, pointing to barriers such as inadequate resources or irrelevant content. These results highlight the need to refine the programs to better address participants' needs and ensure that the training is more relevant and accessible.

With regard to the effectiveness of innovation programs, the research showed that a small proportion of respondents (4.9%) felt the programs were not effective at all. This suggests there may be a disconnect in some participants' experiences, potentially due to factors such as poor program delivery or a mismatch between the content and participants' expectations. These findings stress the need for ongoing assessments to identify and address the barriers to effectiveness.

Key Elements Contributing to the Effectiveness of Innovation Programs

The findings indicated that participant engagement was considered the most crucial factor for the success of innovation programs. 69.8% of respondents highlighted the importance of interactive and participatory learning methods. This shows that programs that encourage active involvement from participants tend to have better outcomes in promoting digital literacy.

Further investigations revealed that training methods received less attention, with only 6% of respondents emphasizing their importance. This suggests that there may be opportunities to improve the quality of training methods used in the programs, ensuring they are more engaging and effective in promoting learning outcomes.

With regard to the role of outreach strategies, the research further showed that 13.8% of respondents recognized their importance in enhancing the program's effectiveness. Additionally, 11.2% mentioned the need for resources to ensure inclusive access. These findings highlight the importance of expanding outreach efforts to attract diverse groups and ensuring that all participants have equal access to the necessary resources. It was evident from the study that refining engagement, outreach, and resource allocation can significantly improve the impact of digital literacy programs.

Conclusions

This research indicates that: Innovation programs in Zanzibar have made significant strides in promoting social development, particularly in education and digital literacy. These programs have enhanced access to learning opportunities and skills development, which are crucial in preparing the workforce for the future. Despite these positive outcomes, challenges remain, particularly in terms of ensuring that marginalized groups benefit equally. While there have been notable improvements in digital literacy and educational

access, the full potential of these initiatives has not been realized, especially in areas like job creation, community resilience, and the integration of innovation across all sectors. The findings highlight the need for a more comprehensive approach to ensure that the benefits of innovation are widespread and impactful.

Recommendations

The research recommends enhancing outreach to marginalized groups especially women, youth, and rural communities by offering tailored support such as mentorship, access to funding, and targeted training. This will help integrate these groups into the innovation ecosystem, fostering greater social inclusion and economic empowerment.

It also highlights the need to improve the accessibility and relevance of digital literacy programs by designing training that meets the diverse needs of all participants. Ensuring that these programs cater to people from different backgrounds will bridge the skills gap and promote broader participation in the digital economy.

Finally, the research calls for a stronger focus on community resilience and job creation. This can be achieved through training on sustainability and disaster preparedness, as well as providing better access to funding, business incubation, and market linkages. Regular monitoring and evaluation, along with public-private partnerships, will ensure the programs remain effective and continue to drive economic growth and social inclusion.

References

- Global Innovation Index. (2023). Global Innovation Index 2023: Innovation and technology landscape. World Intellectual Property Organization (WIPO).
- Joel, K. (2023). Barriers in digital literacy programs and the need for continuous assessments. *International Journal of Digital Education*, 8(2), 45-59.
- National Science Foundation (NSF). (2022). Small Business Innovation Research (SBIR) program. National Science Foundation.
- OECD. (2020). The role of innovation in economic growth: Global perspectives and case studies. Organization for Economic Co-operation and Development.
- Reports on SME Funding in Zanzibar. (2023). Assessing the impact of innovation programs on small and medium enterprises in Zanzibar. Zanzibar Development Agency.
- Smith, J., et al. (2022). Zanzibar Technology and Business Incubator (ZTBI): Catalyzing innovation in Zanzibar. Zanzibar Innovation Research Institute.

Smith, R. (2022). Engaging communities through innovation: Enhancing educational outcomes through participatory learning. *Journal of Innovation in Education*, 13(1), 78-90.

Taylor, L. (2021). Digital literacy and innovation programs: The gap in delivery and awareness. *Journal of Educational Technology and Innovation*, 15(4), 101-115.

About the Author



****Dr Omar Juma Ali** is a Tanzanian Zanzibar expert in Project Planning and Management with a Bachelor of Arts in Political Science and Public Administration from the University of Dar es Salaam, a Master of Science in Project Planning, Monitoring, and Evaluation from the Institute of Rural Development Planning (IRDP) in Dodoma, and a Ph.D in Project Management from St Clements University. He currently works as the **Research Coordinator** at the Department of Research and Development in the Planning Commission under the Ministry of Finance and Planning in Zanzibar. Dr Omar has held various leadership and strategic positions, including Head of the Planning Division at the Ministry of Information, Culture, Youth, and Sports in Zanzibar, District Administration Secretary (DAS) in Chake Chake District (TAMISEMI-Pemba), Programme Manager at HelpAge International (UK), Zanzibar Programme Coordinator and Temporary Programme Officer at Youth Challenge International (Canada-Zanzibar), and Coordinator of the Kindergarten Program in Pemba Zone at CARTAS of Germany-Zanzibar. He has also worked as a consultant specializing in youth development, strategic planning, policy formulation, and environmental conservation. Dr Omar is fluent in both Kiswahili and English. You can reach him via email at omijuali_2006@yahoo.com.*

ISLAM: LENSES AND REFLECTIONS

Professor Dr Bruce R. Duncan*

Introduction

This introduction to Islam is the second paper in a brushstroke series of five submissions on the most prominent religions and one submission on Humanist philosophy. The first introduced Judaism. Future papers will introduce Lenses and Reflections on Christianity, Buddhism, and Hinduism, followed by Lenses and Reflections on Humanism.

Statistics

In 2023, the global Muslim¹ population surpassed two billion. Muslims comprise around 25% of the world's population. The Pew Research Center projects that by 2060, Muslims will constitute roughly 31% of the global population due to high birth rates and ongoing conversions

- Middle East-North Africa (MENA): 91%
- Central Asia: 89%
- Southeast Asia: 40%
- South Asia: 31%
- Sub-Saharan Africa: 30%
- Asia: 25%
- Oceania: 1.4%
- Europe: 6%
- Americas: 1%

Source: Pew Research Centre (2015)

Islam's Birth – the Islamic Lens

Muhammad (PBUH) was born around 570 CE in Mecca and was a member of the highly respected Quraysh tribe. The loss of both parents marked his early life; his father, Abdullah, died before his birth, and his mother, Amina, died when he was six. Consequently, his grandfather, Abd al-Muttalib, and later his uncle, Abu Talib, took on raising him (Britannica, 2021).

His first wife, Khadija bint Khuwaylid, was a successful merchant and widow who employed Muhammad as a trader before marriage. They had a happy, monogamous marriage for 25 years until her death. Prophet Muhammad's family included thirteen wives² and seven children (Zamzam, 2021). The author pondered how "loss" might have shaped him as a person within the context of the extended family system of the era³.

¹ "Muslim" (مسلم) means "one who submits" to the will of God (Allah) - who follows the religion of Islam.

² Muhammad did not remain committed to monogamy. Some wives and children died and the Prophet remarried.

³ See: <https://zamzam.com/blog/prophet-muhammad-family/>

As Muhammad matured, he became widely recognised for his honesty and integrity, earning the titles "As-Sadiq" (the truthful) and "Al-Amin" (the trustworthy). Muhammad's early experiences and embodied values laid the foundation for his later life experiences and teachings.

In 610 CE, aged 40, Muhammad (PBUH) received his first Sura revelation from the angel Gabriel while meditating in the Cave of Hira. This marked the beginning of his role as the Prophet of Islam. He died in 632 and is buried under the Green Dome at the Prophet's Mosque in Medina (Sinai & Watt, 2024).

Using the lens of Islamic tradition, we learn that the Archangel Gabriel (Jibril) gave the 40-year-old Prophet Muhammad (PBUH) excerpts of the divine Quran in stages. According to Islamic tradition, Muhammad (PBUH) received these messages in the Cave of Hira near Mecca. This event is known as the first Revelation and is believed to have occurred around 610 CE. Gabriel appeared to Muhammad while he was in retreat and solitude and revealed verses of the Quran, specifically Surah Al-Alaq, the 96th chapter of the Quran (Islamweb, 2023).

The similarities between the Prophet's revelations from Gabriel, the narratives in the Book of Revelation, and other books in the Bible are of reflective interest vis-à-vis claims of authenticity and factual agreement between the Bible and the Quran.

The author reflected on the preservation of the Sura's. For instance, the writers wrote on tree branches, stones, leather, and bones. Similar recording methods are evident in pre-history graphics and ancient civilisations' recordings in caves, structures, text, and the written fragments of papyrus. For instance, the Dead Sea Scrolls provide invaluable insights into the Jewish people's religious, cultural, and social life during the Second Temple period and the origins of Christianity and Rabbinic Judaism (Stanmeyer & Saunter, 2023).

Following the Prophet's death, the first caliph, Abu Bakr, tasked Zayd ibn Thabit with compiling the Quran using textual fragments and recording the memorised Surah from Muslims. This compilation was later standardised by the third caliph, Uthman ibn Affan, resulting in the Uthmanic codex, the version of the Quran still in use today. The author wondered if the original templates would ever be discovered and whether the Angel Gabriel anticipated the challenges related to the authoritative organisation of the Quran. In considering this process, the author noted similarities with the initial compilation of the Bible.

Of relevance to Islam's rapid growth were those who converted to Islam (whether under duress or willingly). They spread the divine revelations beyond the boundaries of present-day Saudi Arabia. Arguably, early Christians followed a similar pattern of evangelical fervour in Rome and its empire.

Notwithstanding, Islam's military conquests, trade, and cultural exchanges enabled the enthusiastic advances of the new faith, which countered the religious idolatry of the era with a narrative based on monotheism and the Prophet's teachings (Hadith).

Thus, the Islamic faith originated from the Prophet Muhammad's (PBUH) meditations in the Cave of Hira (Darulfatwa, 2023). Islam's reach extends beyond the Kingdom of Saudi Arabia, the guardian of Islam's holiest sites.

The author reflected on feedback indicating the monetising of this sacred place as tour companies, accommodation needs, and souvenirs draw on the pockets of pilgrims and the development of the Haj. In a similar vein, those visiting Israel to see the origins of Christianity are also served by the many facets of enterprise.

The Kaaba

As one of the Five Pillars of Islam, when viewed through the lens of Islamic tradition, we learn that the Kaaba, built by the Prophet Abraham and his son Ishmael, was a place for monotheistic worship. The author reflected on the mention of Ishmael and noted the Jewish and Christian lens that views Isaac as the significant actor alongside his father, Abraham. Ishmael does not feature, for example, in the Biblical narrative of Abraham wanting to sacrifice Isaac⁴ – as Islam teaches. However, YAHWEH/Allah stepped in (Genesis 22.8), and Abraham found a sheep/lamb⁵.

The author reflected on the mindsets of the nations and tribes globally who appeased their divinity through ritual child sacrifice/and human, animal or other 'offerings' – and, of course, the character of any divinity needing such appeasement.

Nevertheless, Islam's holy shrine symbolises its foundational monotheism. The Kaaba⁶, located at the heart of the Grand Mosque (Masjid al-Haram) in Mecca, Saudi Arabia, is a cuboid structure about 13.1 meters tall and 11.03 meters long. It is constructed from local granite and draped with the Kiswah—a black silk cloth adorned with gold embroidery. This edifice is defined as the Qibla, the direction Muslims face during prayers, making it a central aspect of Islamic

worship—a constant reminder of the role of Prophet Muhammad and the birth of Islam.

Significantly, the inserted Black Stone (al-Hajar al-Aswad) is thought to be an insertion to the original granite structure by Muhammad (PBUH) and is reportedly a meteorite (scientific verification remains forbidden because of religious and cultural sensitivities). Pilgrims aim to kiss or touch this sacred black stone during the ritual of Tawaf – their walk around the Kaaba seven times in an anti-clockwise direction, followed by Sa'i, the subsequent walking between the hills of Safa and Marwah.

The Hajj pilgrimage is a religious obligation that Muslims must perform at least once in their lives if they can. The Kaaba represents unity, faith, and devotion for Muslims worldwide. The author soliloquised whether this rote practice, imagery, same-wardrobed duty, and desired ritual were associated with Pavlovian conditioning and noted the reference to "unity" that does not, however, reflect the noted disunity shown in Muslims' different interpretations of Islam. A similar "unity" paradox exists in most religions—sometimes accompanied by violence.

Islam and Politics

Common to all religions, controversy remains a fly in the theological ointment, and Islam is no exception. The historical lens reflects claims by Jews and Muslims to ancestral Eastern territorial boundaries.

Nonetheless, since the 7th century CE in Mecca, Saudi Arabia, Islam's teachings have left footprints across the world's civilisations, specifically on Africa's sands and turf. The author reflected on the Arab slave trade and the Muslim and Arab rulers who engaged in this immemorial cruelty – the global dehumanisation of men, women and children.

The ethos of slavery impacted the sociopolitical and demographics of the African tribes whose suffering continued in the later Western-managed Transatlantic slave trade, adding to the demographic changes across the globe.

The author reflected on the "blackout" of references to the Arab slave trade by the audacious racism demanding, without historical or moral justification, retribution and compensation only from Britain⁷. Interestingly, this ridiculous demand comes from countries where the evil practice of corruption blights many citizens. The author argues that their vacuous claims represent a trinity comprising historical ignorance, avarice and hypocrisy seeking to balance a lopsided balance sheet – not justice or morality (World Justice Project (1), 2022; World et al. (2); Transparency International (2024).

⁴ See sub-section: Sacrifices.

⁵ Depending on the translation, "sheep" or "lamb".

⁶ The **Black Stone** (al-Hajar al-Aswad) set into the eastern corner of the Kaaba is often described as a meteorite, but this has not been scientifically verified due to cultural and religious restrictions that prevent the stone from being removed and examined (Geology, 2018).

⁷The author's PhD thesis proves that Britain has no legal or moral reason to pay compensation.

Islam and Leadership

Saudi Arabia has gained a significant place in global annals under the House of Saud, Saudi Arabia's ruling family. The family head, King Salman bin Abdulaziz bin Faisal bin Turki bin Abdullah bin Mohammed bin Saud, and Crown Prince Mohammed bin Salman bin Abdulaziz bin Abdul Rahman Al Saud are changing aspects of Saudi Arabia by diversifying its economy, reducing its dependence on natural resources and creating job opportunities. The historical Islamic Kingdom, sculpted by Islam, is the home of its citizens and welcomes tourists and international business engagements.

The Prophet Muhammad

The Prophet Muhammad's teachings and life events, collectively known as the Sunnah, serve as life's paradigm for Muslims (Lings, 1983). The Five Pillars of Islam support the ethos of the religion.

Islam - the Quran and Hadith

The Quran, esteemed as the verbatim word of God, is the primary source of Islamic theology and law. It comprises 114 chapters, known as Surahs, that address various facets of life, spirituality, and morality. Complementary to the Quran are the Hadith, collections of sayings and actions of Prophet Muhammad. These texts form the foundation of Islamic jurisprudence and daily practice (Saeed, 2006).

Islam - Core Beliefs and Practices

The Five Pillars of Islam

The Five Pillars represent the fundamental acts of worship and practice obligatory for every Muslim.

- Shahada (Faith): The declaration of faith affirms that there is no deity but Allah. Muhammad (PBUH) is His messenger (Denny, 1994). It is a fundamental statement of Islamic faith, recited by Muslims to affirm their belief in monotheism and Muhammad's prophethood.
اللّٰهُ رَسُوْلُ مُحَمَّدًا اَنْ وَاَشْهَدُ اَللهُ اِلٰهٌ لَا اَنْ اَشْهَدُ
- Salah (Prayer): Performing ritual prayers five times daily facing Mecca (Esposito, 2005).
- Zakat (Charity): Allocating a portion of one's wealth to the needy, typically 2.5% of savings annually (Esposito, 2005).
- Sawm (Fasting): Observing fasting from dawn to sunset during Ramadan (Denny, 1994). Exceptions allow some to bypass this duty.
- Hajj (Pilgrimage): The undertaking of a pilgrimage to Mecca at least once, contingent upon financial and physical capability (Saeed, 2006).
- Umrah is a mini-version of the Hajj.

Islamic Law (Sharia)

Sharia, derived from the Quran and Hadith, constitutes the moral and legal framework within which most Muslims live. It encompasses all aspects of life, including worship, family matters, business, and criminal justice. While interpretations of Sharia may exhibit considerable variation, its fundamental objective is to guide Muslims in leading a righteous and ethical life (Hallaq, 2009).

The secular lens will now focus on the influence of Islam's theological diversity.

Sunni Islam:

Overview: Islam is divided into two principal sects: Sunni and Shia. This schism originated from a war-driven dispute over who was the legitimate successor to Prophet Muhammad. However, the largest branch of Islam accounts for about 85-90% of Muslims worldwide.

Sunnis recognise the legitimacy of the first four caliphs, whereas Shias maintain that Ali, the Prophet's cousin and son-in-law, was his designated successor. This division has engendered variations in religious practices, theology, and community leadership (Nasr, 2006). When reflecting on this schismatic event, the author noted a similar pattern throughout religious and commercial histories.

The author reflected on the influence of power, ego, beliefs, territoriality, and self-interest that continue to drive theologians, who weaponise "their" religion and, by default, confuse societies.

Shia Islam:

Overview: The second-largest branch represents 10-15% of the global Muslim population.

Iran is the primary hub for Shia Islam, particularly in the cities of Qom and Mashhad. Qom is a significant centre for Shia clerical (mullah) leadership and scholarly education.

The author's two visits to Iran introduced him to numerous Old Testament characters and the holy sites of Shia leaders, viz: the Imam Reza Shrine in Mashhad. Imam Ali al-Rida, the eighth Imam of Shia Islam, is a descendant of Prophet Muhammad and is highly revered in Shia Islam.

These cities are key pilgrimage destinations, drawing millions of mainly Shia pilgrims from across the globe each year.

In parallel, the author notes from discussions with Shia and Ibadi Muslims that the Hajj/Umrah visits to Saudi Arabia are acceptable despite theological differences. Since the 16th century, Iran has been predominantly a Twelver Shia nation and continues to hold its position

within the global Shia community. While the author visited Mashad, his Iranian hosts decided not to take him to Qom – probably a wise decision.

Ibadi Islam⁸:

Overview: A smaller branch primarily located in Oman. The author saw the “fruit” of Ibadi-influenced Islam in Oman and benefitted from reading its history. Ibadi Islam originated from the Kharijite movement, which emerged from mainstream Islam following the Battle of Siffin in 657 CE. Ibadis (أهل الحق والاستقامة) view themselves as a moderate faction of the Kharijites.

The literature lens focused on the Ibadi:

- Emphasise the significance of community consensus and the Muslim notion of “walayah” (friendship and loyalty).
- Advocates for Islamic democracy, selecting leaders based on community choice who must exhibit justice and piety. The author noted that the historical succession of a family governs Oman.
- Besides Oman, smaller communities live in Algeria, Tunisia, Libya, and Tanzania.
- Ibadi Islam features distinct prayer rituals and legal practices that set it apart from Sunni and Shia traditions.

Sufism:

Overview: Islam’s mystical and spiritual aspect focuses on inner purification and direct connection with Allah. The author pondered the spiritual emphasis and aspects of Christianity.

Sufism, or Islamic mysticism, emphasises an inward quest for God and spiritual intimacy. Sufis aspire to attain a profound, personal connection with the Divine through chanting, poetry, and meditation. Sufi orders, known as tariqas, have played significant roles in propagating Islam and cultivating a rich tradition of art and literature (Schimmel, 1975).

Orders (Tariqas): Includes various Sufi orders such as Qadiriyya, Naqshbandiyya, and Chishtiyya.

Ahmadiyya⁹:

Overview: Mirza Ghulam Ahmad established a modern Islamic movement in the 19th century. Pakistan hosts the foundational roots of this interpretation of Islam. The author visited an Ahmadiyya mosque in Karachi. Beliefs: The Ahmadiyya advocate for the peaceful spread of Islam and reject violent jihad.

Many mainstream Islamic scholars consider the Ahmadiyya as non-Muslims. The United Kingdom

hosts a huge Ahmadiyya mosque near Morden; some followers distribute their literature at core community points.

The author’s first introduction to Islam—the Ahmadiyya version—led to his receiving his first “authorised” copy of the Quran.

Other Groups and Sub-sects:

Hanafi: Known for its adaptability and reason-based legal decisions.

Maliki: Prioritises the practices of Medina’s people as a source of Islamic law.

Shafi’i: Renowned for its systematic approach to formulating legal rulings.

Hanbali: Noted for its strict adherence to the Quran and Hadith.

Ismaili: Acknowledges a different lineage of Imams in South Asia and East Africa.

Zaidi: Mainly based in Yemen, known for its moderate stances compared to other Shia sects.

Kharijites: An early Islamic sect known for its radical views and strict interpretations of the Quran.

Quranists: Deny the Hadith and rely solely on the Quran for guidance. The author pondered Jews who accepted only the Torah and some Christians who read only their authorised version of the Bible. While studying theology, the author noted a fellow student who believed the King James Bible was the only divinely inspired version.

Nation of Islam: An African American movement that blends aspects of Islam with black nationalist ideas.

Islamic Offshoots: The Taliban and like-minded acolytes.

Among the various offshoots within Islam, the Taliban is a notable group that adheres to a strict interpretation of Sharia, guided by the Deobandi school of thought. Emerging in the mid-1990s in Afghanistan, the Taliban emphasises a puritanical enforcement of Islamic law that includes severe penalties and limited rights for women and minorities. Their interpretation is often described as fundamentalist, aiming to return to what they perceive as the pure practices of early Islam (Rashid, 2000).

Similar groups, such as Al-Qaeda and ISIS, also advocate for a radical form of Islamism, seeking to impose their version of Sharia through violent means. These groups have been condemned by mainstream Islamic scholars and communities worldwide for their extremist views and actions, which are seen as distortions of Islamic teachings (Gerges, 2009).

The author pondered the Christian-led Crusades and religious wars in the name of Christ.

⁸ Source: *Ibadism: Origins and Early Development in Oman*. John C. Wilkinson (2013). ISBN: Oxford University Press. 978-0-19-958826-8

⁹ Site: [The Baitul Futuh Mosque in London. Ahmadiyya Muslim Community](#).

Islam: Development and a Partner in Slavery

The Arab slave trade in Africa began in the early 7th century and continued in different forms until the early 20th century.

Statistics:

An estimated 6 to 10 million Africans were captured and taken to the Arab world over the centuries. Approximately 7.2 million enslaved individuals were transported to North Africa from sub-Saharan Africa.

Zanzibar served as a central hub, where numerous East Africans were sold into slavery in the Middle East and other areas.

Around 1.2 million Africans were transported to Arabia.

Timeline:

Start: The Arab slave trade commenced in the early 7th century with the rise of Islam and continued for over a thousand years.

End: The trade gradually decreased in the late 19th and early 20th centuries, mainly due to European colonisation and international pressure. Slavery was officially abolished in different regions at various times, with some of the last instances taking place in the mid-20th century.

While the Arab slave trade negatively impacted African societies, influencing demographics, cultures, and economies, no retribution and compensation claims have reached Saudi Arabia (Trabelsi, 2020).

Conflict

After the death of Prophet Muhammad in 632 CE, caliphates and empires influenced the Prophet's focus and solidified Islam's authoritative supremacy.

The Rashidun Caliphate (632-661 CE), led by Caliph Abu Bakr, launched the Ridda Wars (632-633 CE) to reestablish Islamic authority over Arabian tribes. This era also included the conquest of Persian (now Iran) and Byzantine lands to extend Islamic influence and political power.

The Umayyad Caliphate (661-750 CE) pushed further into North Africa and Spain, focusing on territorial expansion and promoting Islamic culture. The Battle of Tours in 732 CE, led by Frankish leader Charles Martel, was a pivotal event that stopped Muslim advancement into Europe.

The Abbasid Caliphate (750-1258 CE) concentrated on consolidating power and encouraging cultural development, leading to a golden age of Islamic culture, science, and learning and defending against threats like the Byzantines.

The Crusades (1096-1291 CE) were religious wars started by European Christians aiming to retake the Holy Land, resulting in extended conflict¹⁰.

The Ottoman Empire (1299-1922 CE) expanded significantly, notably seizing Constantinople in 1453 CE, and prioritised empire-building.

Islam in the Modern World

Global Influence

Islam's influence extends well beyond its religious doctrines. Islamic civilisations have substantially contributed to science, medicine, mathematics, astronomy, and art. During the Golden Age of Islam (8th-14th centuries), scholars within the Muslim world preserved and expanded upon knowledge from ancient civilisations, creating a legacy that has profoundly shaped modern disciplines (Saliba, 2007).

Contemporary Challenges

In contemporary times, Muslims confront numerous challenges, including political instability, economic disparity, and Islamophobia. Global events and media portrayals often contribute to misconceptions about Islam, leading to prejudice and discrimination.

However, some Muslims promote antagonism against other faiths, for instance, the stakeouts for land and political recognition in Muslim/Hindu and Muslim/Christian conflicts. The tragic war and violence in Muslim/Jewish conflict and the controversies between Muslim/non-Theist beliefs.

Arguably, engagement in interfaith dialogue and understanding is imperative in addressing these issues and fostering a more tolerant, inclusive world (Esposito, 2011). The reality of *difference* is reflected not only in skin pigmentation but also in cultural traditions¹¹.

Reflections on Personal and Collective Identity

Individual Spirituality

For many Muslims, Islam transcends being merely a religion, encompassing a comprehensive way of life that permeates every aspect of their existence. Personal spirituality is nurtured through prayer, reflection, and adherence to Islamic principles. The sense of community, known as *ummah*, provides a support network that reinforces faith and identity (Rahman, 2002). Arguably, the proof of the pudding is in the eating thereof.

¹⁰ Interestingly, many condemn the Islamic Jihad but simultaneously ignore the Crusades and other religious pogroms.
Access <https://mahoundsparadise.blogspot.com/2015/03/>.

Cultural Expressions

Islamic culture is inherently diverse, reflecting the extensive geographical and ethnic range of its adherents. From the intricate geometric patterns of Islamic art to the soulful rhythms of Sufi music, cultural expressions of Islam are rich and varied. Festivals such as Eid al-Fitr and Eid al-Adha unite communities in celebration, underscoring shared values of generosity, compassion, and gratitude (Schimmel, 1984). Respecting the cultural identities of *different* people is a matter between Allah and “them”.

Conclusion

Through its multifaceted lenses and reflections, Islam offers profound insights into a faith that has indelibly shaped and continues to shape the lives of millions. Understanding its foundational beliefs, practices, and cultural impact enables a knowledgeable appreciation of its role within the global tapestry of human civilisation. As we navigate the complexities of the modern world, fostering mutual respect and understanding remains essential in bridging divides and constructing a harmonious future (Esposito, 2011).

Sources

- Britannica (2021). *Muhammad summary*. Available: Encyclopaedia Britannica. <https://www.britannica.com/summary/Muhammad>. [Accessed 10 November 2024].
- Denny, F. M. (1994). *An Introduction to Islam*. Macmillan. ISBN-13 : 1138473492-978 . [Accessed 21 July 2024].
- Esposito, J. L. (2005). *Islam: The Straight Path*. Oxford University Press (USA). ISBN: 0190632151. [Accessed 3 July 2023].
- Esposito, J. L. (2011). *What Everyone Needs to Know about Islam*. Oxford University Press. ISBN 13: 978-0199794133. [Accessed 7 August 2023].
- Geology (2018). *What is the Black Stone of Mecca? What is the type of Black Stone?* Available: Geology, <https://www.geologypage.com/2018/01/black-stone-mecca.html>. [Accessed 9 November 2024].
- Gerges, F. A. (2009). *The Far Enemy: Why Jihad Went Global*. Cambridge University Press. ISBN 13: 978-0521737432. [Accessed 13 December 2023].
- Hallaq, W. B. (2009). *An Introduction to Islamic Law*. Cambridge University Press. Kindle ISBN 13: 978-0521861465. [Accessed 13 December 2023].
- Islamweb (2023). *The first Revelation that came to the Messenger of Allah*. Available: <https://islamweb.net/en/fatwa/473380/the-first-revelation-that-came-to-the-messenger-of-allah>. [Accessed 9 November 2024].
- Lings, M. (1983). *Muhammad: His Life Based on the Earliest Sources*. Inner Traditions. The Islamic Press Society. ISBN 10: 0946621330. [Accessed 3 March 2024].
- Nasr, V. (2006). *The Shia Revival: How Conflicts within Islam Will Shape the Future*. W.W. Norton & Company. ISBN 13: 978-0393329681. [Accessed 7 June 2024].
- Rashid, A. (2000). *Taliban: Militant Islam, Oil and Fundamentalism in Central Asia*. Google Books. ISBN: 0300089023, 9780300089028. [Accessed 19 July 2024].
- Saeed, A. (2006). *Interpreting the Quran: Towards a Contemporary Approach*. Routledge. ISBN 9780415365383. [Accessed 18 November 2023].
- Saliba, G. (2007). *Islamic Science and the Making of the European Renaissance*. MIT Press. ISBN: 9780262516150. [Accessed 7 March 2024].
- Schimmel, A. (1975). *Mystical Dimensions of Islam*. University of North Carolina Press. ISBN: 978-0-8078-9976-2 [Accessed 11 June 2024].
- Sinai, N. and Watt, W. M. (2024), *Muhammad*: Available: Encyclopaedia Britannica, <https://www.britannica.com/biography/Muhammad>. [Accessed 8 November 2024].
- Stanmeyer, N., Sauter, M. (2023). *What Are the Dead Sea Scrolls?* Available: Bible History Daily, <https://www.biblicalarchaeology.org/daily/biblical-artifacts/dead-sea-scrolls/what-are-the-dead-sea-scrolls/>. [Accessed 14 November 2024].
- The Pew Research Centre (2015). *The Future of World Religions: Population Growth Projections, 2010-2050*. Available: <https://www.pewresearch.org/religion/2015/04/02/religious-projections-2010-2050/>. [Accessed 6 November 2024].
- Trabelsi, S. (2020). *Putting Arab-Muslim slave trade impact in context*. Available: Fair Planet, <https://www.fairplanet.org/story/salah-trabelsi-putting-arab-muslim-slave-trade-impact-in-context/>. [Accessed 16 November 2024].

World Justice Project (1). *Corruption in the Caribbean*. Available:
<https://worldjusticeproject.org/sites/default/files/documents/Corruption-in-the-Caribbean-report-v4.pdf>.
[Accessed 11 November 2024].

World Population Review (2024). *Saudi Arabia*. Available:
<https://worldpopulationreview.com/countries/saudi-arabia>. [Accessed 2 November 2024].

Zamzam (2021). *Prophet Muhammad's Family Tree: Parents, Siblings, Wives, And Children*. Available:
<https://zamzam.com/blog/prophet-muhammad-family/>.
[Accessed 14 November 2024].

About the Author



***Professor Dr Bruce R. Duncan** holds: a Certificate in Life Coaching – Newcastle College; a Diploma in Counselling – CSCT, a Diploma (TESOL) Distinction, a Diploma in Teaching Business English (Distinction) – LTTC, a Cambridge CELTA, an MA (TESOL) – St Clements University, a D.Litt – St Clements University, an Honorary D.Ed – Commonwealth University. He is the founder and Chief Executive of Sanctuary Services, a Fellow of the Royal Society for the Encouragement of Arts, Manufactures and Commerce (RSA) and President of the Institute of Management Specialists – Comp.I.M.S. (Dip.IMS). Email address 110940@msn.com

HISTORICAL DEVELOPMENT OF FOREST LAW AND ITS IMPACTS IN NEPAL

Yubaraj Kandel*

Ph.D. Scholar, Lumbini Buddhist University
Lumbini, Nepal

Abstract

Since the origin of the state, forests have been considered the main property of the state. As they are directly linked to the socio-economic aspects of the people as well as the primary economic source of the state, forests have been a matter of power for the ruler and concern for the citizens. Since Hindu and Buddhist philosophies have placed the use and conservation of forests within the duties of every individual and the state, it is found that forests have been protected and utilized based on religious beliefs until the 19th century. The customs and traditions of various communities in Nepal are also playing an important role in forest conservation. Since there was no tremendous pressure on forests in the low population situation, it is not clear that the various states of Nepal formulated any clear policies and rules before the unification of Nepal. After the unification of Nepal, the state started showing interest in protecting and utilizing forests. Especially after the demand for wood in British India was very high, exploitation of forests started in Nepal. Since it was seen that this could add challenges to forest conservation in Nepal, efforts were made to organize the forest area during the Rana period. After the change in 1950, the development of forest-related administrative structures and laws began in Nepal. So far, the state has implemented many forest-related policies, rules, and guidelines. Forest-related topics have also found their way into the constitution. Local and provincial governments are also rapidly making forest-related laws and policies. In this context, this article has been prepared to assess how forest-related laws have developed in Nepal. This article is helpful for those who want to understand Nepal's forest laws and administration.

Keywords: *Biodiversity, Community Forest, Law, Management, Vegetation.*

Introduction

Forest law is the legal framework established by the state to effectively manage the nation's forests and optimize revenue generation through sustainable utilization. The Forest law encompasses a wide range of issues, including wildlife conservation, soil preservation, watershed management, plant protection, and biodiversity transportation and trade, and forest health. In recent years, forest-related policies and laws have expanded to encompass environmental protection, management of protected areas, provision of

environmental services, and mitigation of climate change impacts. Forest law is highly complex because of its immense cross-cutting characteristics and the difficulties of balancing multiple interests (Di Leva et al., 2007). Forest laws promote responsible forest management practices and foster a harmonious relationship between humans and nature.

Since the origin of the state, forests have been considered the main property of the state. As they are directly linked to the socio-economic aspects of the people as well as the primary economic source of the state, forests have been a matter of power for the ruler and concern for the citizens. Since Hindu and Buddhist philosophies have placed the use and conservation of forests within the duties of every individual and the state, it is found that forests have been protected and utilized based on religious beliefs until the 19th century. The customs and traditions of various communities in Nepal are also playing an important role in forest conservation. Since there was no tremendous pressure on forests in the low population situation, it is not clear that the various states of Nepal formulated any clear policies and rules before the unification of Nepal. After the unification of Nepal, the state started showing interest in protecting and utilizing forests.

Before 1950, Nepal lacked clear state laws regarding forests—instead, citizens engaged in forest conservation and utilization activities rooted in religious and cultural practices. The few forest-related authorities established by the state primarily focused on logging trees to generate income for the ruling Rana dynasty and nobility. Following the political upheaval 1950, Nepal's government shifted its focus towards organizing the country's forest administration and conservation efforts. Initially, laws and policies were crafted solely for forest conservation. However, starting in the 1970s, Nepal's legislation significantly shifted towards prioritizing forest management. This transition marked a significant turning point in the country's approach to forestry, as the government recognized the importance of sustainable forest management practices. As a result, Nepal's forest laws have evolved to reflect a more comprehensive and proactive approach to preserving and utilizing its valuable forest resources. Forest law in Nepal has evolved significantly over the past few decades, with a shift towards more participatory and community-based approaches to forest management. One of the central pillars of forest law in Nepal is the community

forestry program, which was initiated in the 1970s and legally implemented in 1993 (Thapa, 2023; Acharya, 2022; Kharel et al., 2021; Ghimire & Lamichhane, 2020). Another important aspect of forest law in Nepal is the recognition of customary law and local practices in sustainable forest management (Mvondo, 2009; Assembe-Mvondo, 2010). Forests cover 43.38 percent of Nepal's area and 2.7 percent of shrubs. Nepal's forest area has increased in the last 2 decades. Nepal has recently done exemplary work in forest management, watersheds, and biodiversity conservation. Nepal's forest laws have played an important role in these achievements. This article analyzes these aspects of Nepal's forest laws.

Study Objectives

Nepal's primary natural resource is forests, playing a crucial role in biodiversity conservation, environmental protection, forest product production, agriculture, animal husbandry, and watershed management. The forests of Nepal have become a significant political and economic concern, particularly following the implementation of federalism. Provincial and local governments are grappling with asserting their rights over forests and assuming ownership. The Nepalese government is actively promoting carbon trading and payment for environmental services on the global stage. In this context, this study aims to examine the evolution of forest-related laws in Nepal, exploring their political and social underpinnings and assessing their impact on Nepalese forests and related sectors.

Materials and Methods

This study is based on an analysis of forest-related laws published in Nepal. The primary research materials consist of legal documents issued by the Government of Nepal at various times. Additionally, articles and research reports on Nepalese forests published over the years have been utilized as supplementary research materials. The study involves a comparative analysis of these materials, focusing on qualitative assessment.

Findings and Analysis

A. Forests in the Constitution of Nepal

Nepal's constitutional history is short. Nepalese have seen many constitutions in a short time. Although Nepal's forests are the country's leading natural and economic resources, natural resources, including forests, should be mentioned in the constitution before 1990. In the Constitution of the Kingdom of Nepal 1990, the state policies (Article 26) provided that the state will adopt a policy to mobilize the country's natural resources and heritage in a manner that is beneficial to the national interest and that the state will give priority to preventing adverse impacts on the environment and protecting the environment, and that it will make arrangements for special protection of rare wild animals, forests and plants. This provision was

made to manage and utilize natural resources, including forests.

The interim constitution of Nepal 2006, drafted after the 2006 revolution, included rights related to the environment and health (Article 16) as fundamental rights. Similarly, the state policies (Article 35) stated that the state would prioritize the special protection of the environment and rare wildlife and make arrangements for the conservation, sustainable use, and equitable sharing of the benefits derived from forests, flora, and biodiversity.

Article 30 of the Constitution of Nepal, which came into force in 2015, mentions the right to a clean environment as a fundamental right. According to this right, every Nepali has the right to live in a clean and healthy environment and to receive compensation from the polluter for damage caused by environmental pollution or degradation. This right is forest-related. Similarly, the state policies (Article 51) contain a policy on conserving, promoting, and using natural resources. It mentions the need to conserve, enhance, and sustainably utilize the natural resources available in the country in a manner that is in line with national interests and intergenerational equity and to distribute the benefits obtained lawfully while giving priority and prerogative to local communities, to maintain forest areas in areas necessary for environmental balance, and to adopt appropriate measures to eliminate or minimize adverse environmental impacts in cases where there is or may be a negative impact on nature, environment or biodiversity. The Constitution of Nepal 2015 has given all three governments the authority over forests following the spirit of federalism. Annex 5 of the Constitution has placed national and international environmental management, national parks, wildlife reserves and wetlands, national forest policy, and carbon services in the list of powers of the federal government. Similarly, Schedule 6 has placed national forests, water use, and environmental management within the provinces in the list of powers of the provinces, and Annex 7 has placed environmental protection, biodiversity, inter-regionally spread forests, mountains, and water use of forest conservation areas in the list of ordinary powers of the union and provinces. Annex 8 has placed environmental protection and biodiversity, watersheds, and wildlife conservation on the list of local governments. Annex 9 has also included forests, jungles, wildlife, birds, water use, the environment, ecology, biodiversity, and royalties from natural resources in the joint list of federal, provincial, and local government rights. Since these schedules of the constitution have given some or the other rights related to forests to all three levels of government, it has been seen that sometimes there is conflict between these governments. Anticipating this situation, when mobilizing natural resources, the Nepal Government, provincial governments, and local governments have to determine the basis for determining the share of investment and return and recommend it, and to study and research potential disputes related to the distribution of natural resources

and suggest that they work in a coordinated manner to resolve them. Although the current constitution contains more topics on forest and environment than previous constitutions, due to the ambiguity of rights, conflicts may arise in the future between governments at various levels and provincial governments.

B. Forest-Related Provisions in Nepalese Law

Forest law refers to the rules and legal provisions for protecting, managing, and utilizing forests and jungles. Through forest-related laws, the state has regulated matters such as determining the boundaries of forests, determining the types of forests, determining crimes and punishments related to forests and wildlife, and utilizing forests. The development of Nepal's forest-related laws can be studied by dividing them into four periods.

1. Forest Related Legal System Before 1950

Before the unification of Nepal, the state protected forests in unique places for religious purposes in various states. However, no historical documents are found in this regard. King Ram Shah of Gorkha, known as a justice-loving king, mentioned some things about forests in his position. In the thirteenth stiti of Ramshah, if the forest is cut down too much, landslides occur, water sources dry up, farmlands are taken away by the feet, and household chores are not carried out, so there is an order to fine 5 rupees to those who cut down trees in the forest near Pandhera (traditional stone tap). Similarly, in the twelfth stiti, it is said that a fine of 5 rupees is also given to those who cut down trees on the roadside. In the Nyaya Bikasini made by King Sthitiraj Malla in 1379, although the matters of forest conservation are not directly mentioned, how to divide private land and who is considered to have cultivated the land is mentioned in the boundary dispute section of the Nyaya Bikasini. It is mentioned that the one who cuts down tree stumps becomes the field, and the one who carries an arrow becomes the prey. Although His Majesty the 5th Bada Maharaja Prithvi Narayan Shah said that the country's herbs should be taken abroad and that cash should be withdrawn, the matters of forests are not mentioned in his Dibyopadesha.

In the context of forest conservation, the forest and border issue granted by the king to Lieutenant Hira Pratap Singh on 21 December 1828 is an important legal document about the forest law of Nepal. This issue (order) made to take care of the forest from Narayani east to the Mechi River and from the Mahabharata Hills to the British border, mentions that foreigners, no matter how powerful, are not allowed to enter the forest and cut trees. Locals are allowed to cut wood only after checking the necessity; they are not allowed to enter the forest from other places than the designated place, and important artifacts found in the forest must be reported to the court. This issue also specifies the posts to take care of the forest, and they are also responsible for looking after the forest and the

country's borders. It is mentioned in this issue that the employees should not cause any harm to the public while working in the forest, they should not eat anyone, and they should not be subjected to anyone's malahija. This issue is the first basis for starting a permanent forest administration in the Terai of Nepal. The 1854 Muluki Ain drafted by Jung Bahadur Rana is a milestone in the law of Nepal. This Act stipulated that not only protected forests but also trees on the sides of roads, fences, and culverts should not be cut down in the palaces of the forest and that the workers should not cut down the forest and sell the timber, but the Birtawals could cut and sell the trees within their Birta. The Act also provided fines and imprisonment for those who cut down trees violating the Act. In order to protect the forests, seven Katmahals (regional forest office) were established in the Terai in 1867, and the Katmahal settlement office (Forest Management Office) was a central body.

Since it was first established as Ban Janch Adda (forest inspection office) around 1880, the forestry administration in Nepal has undergone a series of fundamental changes. It has been substantially expanded over the years. In the 1890s, 'Forest Goshwara' was established to protect forests within the Kathmandu Valley (Palit, 1996). The Katmahal (timber office) was established in 1927 with the purpose of supplying railway sleepers to India. The Department of Forest (DoF) was established in 1942 with the primary objective of carrying out forest exploitation under a series of working plans, following the format established initially in British India (Hobley, 1996). The establishment of 3 circles and 12 forest inspection offices in 1942 and 2 circles, 11 divisions, and 44 range offices in 1945 are the significant arrangements made in the forest sector during the Rana regime.

The earlier policy of encouraging individuals to convert forestland to agriculture was continued during the hereditary dynasty of the Ranas (1846 – 1950). The government encouraged individuals to convert forestland to agriculture to increase food production and state revenue through land tax collection (Wallace, 1981; Mahat et al., 1986). Without proper laws and policies related to forest management, the forests of the Nepal Terai were given to their relatives as per their wishes during the Rana period. The government's offices were limited to arranging hunting for the ruler, selling wood to India, and providing wood for the palaces. Talukdars (village headmen appointed by the Ranas) were responsible for regulating forest use in the mountains and hills. However, there was hardly any restriction on forest product extraction for subsistence (Mathema et al., 1999).

2. System from 1950 to 1990

From the end of the Rana regime to 1958, there was a political transition in Nepal. Under this, forest encroachment began, although malaria control works started in the Terai. The Terai region was considered

suitable for settlement, encroaching on forests and settling in the Terai began, and no law could be prepared to manage Nepal's forests. Apart from including the posts of Conservator and Forester in the Civil Service Act prepared in BS 1957, administrative work still needs to be done. BS 2008 BS The Ministry of Forests was established and created as the Ministry of Forests and Land Revenue in 2012 BS. BS 2007 to 2046 BS, the following laws related to forests were mainly enacted.

A. Private Forest Nationalization Act (1957).

The government nationalized all the forests in 1957 through the Private Forests (Nationalisation) Act. According to Regmi (1978), nationalization is intended to prevent the destruction of forests and ensure adequate protection, maintenance, and utilization of privately owned forests. Implementation of this law was a radical change in Nepal's forest sector. This Act provided that individuals could own forests up to 5 bighas in the Terai and 25 ropanis in the hills. All private forests exceeding that area and those maintained with revenue exemptions would be nationalized, thus bringing large areas of private forests under state ownership. However, many people who benefited from this Act and private forest owners in areas inaccessible to the administration had cut down much of their forests and made farmland. According to Joshi (1993), the government was not prepared to assume the management responsibilities of newly formalized forest ownership after the nationalization. No compensation was given for other nationalized private forests. No matter how good the intention of this Act is, in practice it has had a negative impact on forest protection (Shrestha, 1995). Then, the government faced opposition from citizens when it nationalized private forests.

B. Wildlife Conservation Act 2015

The Wildlife Conservation Act 1958, published in the Gazette on 3 December 1958, was mainly related to hunting control. This Act made provisions that hunting wild animals is not allowed without a license, that parts of wild animals are not allowed to be taken without a document, and that any part of the forest can be designated as a hunting ground, national park, or reserve ground. This Act designated protected wild animals such as rhinoceros, elephants, deer, nilgai, gauri cow, musk deer, black deer, tiger, yeti, and lion. This Act will likely be in effect until 1972.

C. Forest Act, 1961

The Forest Act 1961 was the first forest law in Nepal, clarifying the delimitation of forests, types of forests, forest administration, and forest crimes. Since forests are a significant part of national wealth and it is desirable to have good protection and management of forests for the economic welfare and convenience of the citizens of Nepal, it is mentioned in the preamble of the Act. This Act, which came into force throughout

the Kingdom of Nepal on December 29, 1961 (15th Paus 2018), classified Nepal's forests into three types: government, panchayat, and forest plantations. The demarcation of national forests and land acquisition, as well as forest-related offenses and punishments, were determined by this Act. Section 29 of the Act provided for transferring any part of government forests to the Gram Panchayat to benefit the community, which is the basis of the community forests that are now in practice. Section 33 of the Act provided for developing, using, and selling forests on private land up to 25 ropanis in the hills and five bighas in the Terai. Such forests were called forest plantations. The offenses and punishments, search and seizure, and quasi-judicial powers granted to forest officials under this Act can also be seen in the current Forest Act. Overall, this Act has become a milestone for Nepal's forest law.

D. Forest Conservation Special Arrangements Act, 1967.

The Forest Conservation Special Arrangements Act 1967 was made with the advice and consent of the National Panchayat to maintain peace and order and the economic interests and morality of the general public by providing exceptional protection and management of forests and wild animals and to strengthen further the role of the forest department in controlling deforestation. This Act does not contain any provisions on forest management, but it gave more powers to rangers and DFOs regarding punishment than the Forest Act 1961. The Act made provisions for more substantial penalties for damaging or removing forest products from national forests without official permission. These Acts, however, were still unable to produce the desired results, mainly due to poor enforcement (Wallace, 1981). New provisions regarding community responsibility were made regarding this Act. Section 5 of the Act stated that it would be the duty of the local people, Panchayats, and government employees to prevent crimes related to forests and forest products and to arrest the perpetrators if they occur. For the first time, the National Forestry Plan 1976 recognized the need for local participation and set the objective of local involvement in the protection and utilization of forests (Kanel & Acharya, 2008).

E. National Parks and Wildlife Conservation Act 1973

The National Parks and Wildlife Conservation Act 1973 came into effect on 11 March 1973 BS for the management of national parks, conservation of wildlife and its habitat, control over hunting, and protection, promotion, development, and proper management and utilization of places of special importance from the point of view of natural beauty. Nepal's protected areas (parks, reserves) are being managed according to this Act. Apart from establishing and managing protected areas, this is the central Act that has been in effect for wildlife protection for over 5 decades.

F. Plant Protection Act, 1973.

This Act was brought to prohibit and control the movement and spread of destructive infectious agents or diseases affecting imported or exported plants and plant products. Although the forest was not mentioned, this Act could have been an important step for protecting forest health, but this Act was limited to plant quarantine only. The Plant Protection Act of 1973 was repealed in 2007, and the Plant Protection Act of 2007 BS was brought. It was first amended in BS 2022 BS.

Apart from these, the Private Pasture Nationalization Act, 1975, the National Forest Plan, 1976, and the Land and Watershed Conservation Act, 1982 were also some of the laws related to forests and forests. Although the forest administration was strengthened by the end of the Panchayat system, the forest area was continuously declining due to continuous human encroachment on the forest.

3. Laws after the restoration of democracy

BS After the collapse of the Panchayat system in 1990, Nepal entered a new political era. By then, new principles, practices, and legal systems had emerged worldwide in forest conservation. After 1990, the influence of foreign donor agencies began to be seen in the forest sector, as in every other sector of Nepal. The impact of all this began to be seen in Nepal's forest and environment-related laws and regulations. After the enactment of the Constitution of the Kingdom of Nepal in 1990, in order to meet the basic needs of the general public, achieve social and economic development, promote a healthy environment, and manage the national forest as a government-managed forest, protected forest, community forest, concession forest, and religious forest, the House of Representatives enacted the Forest Act, 1993. This Act provided for various types of forests, and the provisions of the old acts related to forest demarcation, management, and punishment were amended over time. The Forest Act of 1993 and the Forest Regulation of 1995 provided the legal framework for establishing CFUGs and their management of community forests (Nuberg et al., 2019; Gilani et al., 2014). This has led to positive changes in forest cover and the reversal of deforestation in many parts of the country (Gautam et al., 2004).

The Forest Act 2049 BS made provisions regarding government-protected, community, religious, leasehold, private, and protected forests. The Act had provisions that all types of forest management should be done only by making an action plan. Although communities have been protecting forests by forming groups under various names since 1978, the Forest Act 1993 has given legality to it. The Forest Act 1973 was amended twice between 1998 and 2016. The Forest (Second Amendment) Act 2073 BS added Chakla Forest and Partnership Forest in the preamble and amended the definitions of forest area and forest

produce. The Second Amendment included environmental services in the Act as benefits derived from the ecosystem of the forest sector. Carbon storage, biodiversity conservation, water cycle systems, ecotourism, and other specified areas were considered environmental services. The Second Amendment itself made provisions for partnership forests. After that, partnership forest management began in various parts of the country. In the 2050s, environmental issues began to gain priority worldwide. Voices were being raised about environmental rights in Nepal as well. After the Supreme Court gave a directive order to His Majesty's government to make a law related to environmental protection in the case of pollution of Godavari Marble, the Parliament enacted the Environment Protection Act 2053. Its main features were environmental impact assessment, pollution prevention and control, national heritage protection, and the establishment of the Environment Protection Fund and Council. This Act also made legal provisions for the punishment of polluters and compensation for pollution victims. This Act was first amended in 2075 BS, and special provisions related to environmental protection were added. After the country became a federal republic, this Act was repealed on 24 Asoj 2076 BS, and the Environmental Protection Act 2076 BS was introduced.

4. Forest Law in the Federal Republic System

After the proclamation of the new constitution in 2072 BS, the country entered a federal republic. The spirit of federalism and republicanism is formulating many laws. The primary law among these is the Forest Act 2076. The Forest Act 2076, ratified and implemented on Asoj 27, 2076, incorporates all the latest amendments to the previous Forest Act 2049. Following the spirit of federalism, the rights of the forest administration have been determined. New things such as the management of wetlands and urban forests, the establishment of a forest development fund, management of environmental services, tree plantations, adoption of an agroforestry system, and allowing development projects and mines to use forest areas have been included in this Act. The provisions related to forest area determination, forest management, management of forest conservation areas, community forest-related provisions, and punishment are the same as before. However, minor changes have occurred in the quasi-judicial powers given to the forest administration. After the enactment of this Act, the provincial governments have also brought provincial forest acts, and some municipalities are also bringing local forest acts. The federal government has already prepared a draft of the Vegetation Act. Although at a slow pace, work is underway to amend the old forest and environment laws and formulate new laws to strengthen the republic and federalism.

Conclusion

For a long time, forests were protected and utilized in Nepal based on socio-religious values. However, in the twentieth century, when those values and traditions began to decline, and forests began to be destroyed, forest-related laws were needed to protect and utilize forests. Some sanads and questions were brought during the Rana regime to protect Nepal's forests. After 2007, forest-related laws were started in Nepal by incorporating modern values of forest conservation, local traditions, and the needs of forests. By the end of the Panchayat period, forest-related laws were formulated and implemented only to protect forests. After the change in 2046 BS, Nepal has started making laws and regulations covering forest conservation and management in order to address the commitments made by Nepal in international forums and the needs of its citizens. The latest forest and environment laws have addressed the environmental services obtained from forests, not just using timber, which is positive. After the change in 2046 BS, the issues of conservation and utilization of forests, environment, and natural resources have been included in the Constitution of Nepal, which will undoubtedly help in the sustainable management of Nepal's forests and their utilization in the national interest. However, while implementing federalism, some conflicts regarding forest rights have also been created between the federal, provincial, and local levels. This problem should be resolved by amending forest-related laws or explaining the constitutional provisions. If Nepal's existing forest, wildlife, and environment-related laws are appropriately implemented, Nepal's forests can be kept lush, productive, and safe.

References

- Acharya, K. (2022). Understanding the relationship between community forest user groups and local government in the changing federal context of Nepal. *Forestry Journal of Institute of Forestry Nepal*, 19(01), 88–99. <https://doi.org/10.3126/forestry.v19i01.55708>
- Assemble-Mvondo, S. (2010). The customary law nature of sustainable forest management states practice in Central America and the European Union. *Journal of Sustainable Development*, 3(2). <https://doi.org/10.5539/jsd.v3n2p58>
- Christy, L. C., Di Leva, C. E., Lindsay, J. M., & Takoukam, P. T. (2007). *Forest law and sustainable development: Addressing contemporary challenges through legal reform*. The World Bank.
- Gautam, A., Shivakoti, G., & Webb, E. (2004). A review of forest policies, institutions, and changes in the resource condition in Nepal. *The International Forestry Review*, 6(2), 136–148. <https://doi.org/10.1505/ifer.6.2.136.38397>
- Ghimire, P., & Lamichhane, U. (2020). Community-based forest management in Nepal: Current status, successes and challenges. *Grassroots Journal of Natural Resources*, 3(2), 16–29. <https://doi.org/10.33002/nr2581.6853.03022>
- Gilani, H., Gautam, S., Murthy, M., Koju, U., Uddin, K., & Karky, B. (2014). Monitoring the performance of community forestry to achieve REDD+ goals through geospatial methods. *The International Archives of the Photogrammetry Remote Sensing and Spatial Information Sciences*, XL(8), 1295–1300. <https://doi.org/10.5194/isprsarchives-xl-8-1295-2014>
- Kanel, K. R., & Acharya, D. P. (2008). Re-inventing forestry agencies: Institutional innovation to support community forestry in Nepal. *Asia-Pacific Forestry*.
- Kharel, R., Acharya, K., & Gautam, A. (2021). Regeneration status and diversity under irregular shelterwood system: A study from Panchkanya community forest, Sunsari, Nepal. *Forestry Journal of Institute of Forestry Nepal*, 18(01), 41–51. <https://doi.org/10.3126/forestry.v18i01.41751>
- Mvondo, S. (2009). Sustainable forest management practice in Central African states and customary law. *International Journal of Sustainable Development & World Ecology*, 16(4), 217–227. <https://doi.org/10.1080/13504500903031709>
- Palit, S. (1996). Comparative analysis of policy and institutional dimensions of community forestry in India and Nepal. *Mountain Natural Resources Discussion Paper Series No. MNR 96/4*. International Center for Integrated Mountain Development.
- Regmi, M. C. (1978). *Land tenure and taxation in Nepal*. Ratna Pustak Bhandar.
- Shrestha, K. B. (2051). Nepalama samudayik van byawastha: Vivadahru prati ek drishti. *MNR Discussion Paper No. 96/1*. ICIMOD.
- Thapa, Y. (2023). Tree diversity and regeneration of a midhill community managed mixed-forest of Sindhupalchowk, Nepal. *Himalayan Biodiversity*, 1–11. <https://doi.org/10.3126/hebirds.v9i1.59576>
- UNU Collections. (n.d.). *Agricultural biodiversity in smallholder farms of East Africa - UNU Collections*. Retrieved from <https://collections.unu.edu/view/UNU:2436>

Legal Sources

1. Constitution of Kingdom of Nepal, 1990
2. Interim Constitution of Nepal, 2006
3. Constitution of Nepal, 2015
4. Historical legal documents published by the Nepal Government
5. Forest laws of Nepal (from 1953 to 2020)
6. Nepal gazette of various periods.

About the Author



**Yubaraj Kandel is a lecturer in Population, Environment, and Development, and lives in Lumbini, Nepal. He is a Buddhist environmental and tourism activist in the Lumbini area and has published more than 1,250 articles on the subject in the Nepali media. He holds a BSc (Ecology), BEd, LLB, MA (Population Studies), and Masters in General Management. He is currently a Ph.D. Fellow at Lumbini Buddhist University, Nepal. He can be reached at yrkandel@gmail.com*

THE POWER OF THE MARKETING ECOSYSTEM IN HAVING SUSTAINABLE COMPETITIVE ADVANTAGE FOR BUSINESSES

Dr Zeynep Polat*

This is a summary from the thesis paper written for the St Clements University - Turkish Language Division - Doctor of Business Administration.

This study examines in depth the role of marketing ecosystems in helping businesses achieve sustainable competitive advantage. Marketing ecosystems are a structure that includes the environment in which businesses operate, their stakeholders, and the various components they interact with (Porter, 1985). In today's business world, businesses benefit from these ecosystems to gain competitive advantage in markets that are rapidly changing with digitalization, globalization and technological innovations (Barney, 1991; Wernerfelt, 1984).

The study, which aims to reveal how businesses can achieve sustainable competitive advantage by analyzing the components of marketing ecosystems, emphasizes that these systems offer a rich structure that includes elements such as digitalization, customer focus, collaborations and supply chain strategies (Kotler & Armstrong, 2017). The main goal is to discover how businesses can sustain their long-term success by effectively managing their marketing ecosystems.

Sustainable competitive advantage refers to businesses' long-term superiority over other competitors in the market (Barney, 1991). The Resource-Based View (RBV) theory explains how businesses can achieve this advantage by using internal resources and competencies (Wernerfelt, 1984). Competitive advantage must be supported not only by traditional strategies such as cost leadership or differentiation, but also by environmental and social sustainability. Additionally, Porter's Five Forces Model (Porter, 1980) and other strategy theories also explain the processes of achieving competitive advantage.

The commerce ecosystem is a structure that encompasses all interactions of a business with its stakeholders (Prahalad & Ramaswamy, 2004). Ecosystems that create value through relationships with various stakeholders, from suppliers to customers, allow businesses to optimize their marketing strategies and gain competitive advantage.

Elements of the marketing ecosystem, which consists of a series of internal and external components that affect the success of businesses, include technology, collaborations, customer relationship management, supply chain and innovation. Each element plays a critical role for businesses to achieve sustainable

competitive advantage and enables effective value creation in the market. While technology and digitalization have become key components of marketing strategies, collaborations and innovation are also critical factors for competitive advantage (Chesbrough, 2003).

Technology: It is one of the basic building blocks. Today, businesses increase their operational efficiency, improve customer experiences and develop new business models thanks to digitalization and technological innovations (Brynjolfsson & McAfee, 2014). It enables marketing strategies to be implemented more efficiently and effectively through digital platforms. In particular, technologies such as artificial intelligence (AI), big data analytics, and machine learning enable businesses to more accurately predict customer behavior and provide customized offers (Davenport & Harris, 2007). Technological tools also allow measuring and optimizing the performance of marketing campaigns in real time (Chaffey & Ellis-Chadwick, 2019).

Collaborations: It is an important element in marketing ecosystems that businesses can use strategically to gain competitive advantage. By collaborating with its suppliers, distributors, business partners and other stakeholders, a business can use its resources more efficiently and develop innovative solutions. The open innovation model enables businesses to create new value by encouraging knowledge and resource sharing with external stakeholders (Chesbrough, 2003). Additionally, strategic alliances make it possible to enter new markets, reduce costs, and share risks (Dyer & Singh, 1998). The synergy provided by collaborations helps businesses build stronger and more resilient marketing ecosystems.

Customer Relationship Management (CRM): It is an approach that enables businesses to manage their interactions with their customers (Payne & Frow, 2005). It includes a set of tools and technologies used to understand the individual needs of the target audience and provide them with tailored solutions. It is a critical element to increase customer loyalty and improve customer satisfaction. Modern CRM systems allow customizing marketing strategies by analyzing customers' behavior. Additionally, integrating all channels that interact with customers (phone, email, social media, etc.) provides a better customer experience.

Supply Chain Management: Plays a key role in the process of delivering products and services to customers. Effective management of the supply chain ensures the efficient functioning of the marketing ecosystem (Christopher, 2016). A strong supply chain; Digitalization enables businesses to deliver quality products on time and at low cost; to make stock management and distribution processes more efficient, integration and collaboration; It allows them to be more flexible and quickly adapt to changing market conditions.

Innovation: It is one of the most important factors in achieving sustainable competitive advantage. It allows businesses to differentiate in the current market and create new opportunities (Porter, 1985). Standing out in the market by developing new products, services or business models provides businesses with a great competitive advantage. Approaches such as open innovation and user innovation enable businesses to innovate faster and at lower cost by utilizing external resources (Chesbrough, 2003). It is emphasized that innovation should be a continuous process in order to adapt to rapidly changing market conditions and customer demands (Teece, 2014).

Digitalization has radically changed marketing ecosystems in the modern business world. Digital tools and platforms have reshaped the way businesses reach, engage and create value with customers. In this way, marketing strategies have become more efficient, targeted and scalable, while innovative business models and marketing channels have emerged (Brynjolfsson & McAfee, 2014). Digital transformation provides businesses with several important advantages:

- It makes it possible to automate marketing processes and make them more efficient. In particular, digital marketing tools, data analytics and customer relationship management (CRM) systems enable businesses to manage marketing campaigns faster and more cost-effectively. Digital marketing tools such as social media marketing, digital advertising and search engine optimization (SEO) make it possible to reach large audiences at much lower costs than traditional methods (Chaffey & Ellis-Chadwick, 2019). Additionally, marketing strategies become more measurable and trackable; This allows businesses to instantly evaluate and improve the effectiveness of campaigns (Kotler & Keller, 2016).
- It facilitates the collection and analysis of customer data, allowing personalization of marketing strategies. Big data and data analytics technologies enable businesses to analyze customer behavior, preferences and habits (Davenport & Harris, 2007). This data offers businesses the opportunity to create marketing campaigns tailored to each customer segment. For example, if a customer has previously viewed a particular product, businesses can use this data to send customized offers, thereby increasing

conversion rates. Digital platforms make it possible to deliver more unique and targeted messages to customers, which increases customer satisfaction and loyalty. At the same time, social media and other digital channels allow us to constantly interact with customers and receive their feedback quickly (Kotler & Keller, 2016). This creates a more effective customer relationship management (CRM) process and strengthens customer loyalty.

- It has opened new marketing channels and platforms for businesses. Digital channels, especially mobile applications, social media and e-commerce platforms, create new opportunities for businesses to reach potential customers (Chaffey & Ellis-Chadwick, 2019). Social media platforms enable brands to interact directly with customers and enable the implementation of strategies such as community building, content marketing and influencer marketing. At the same time, marketing activities via mobile devices offer businesses the opportunity to interact with customers anytime and anywhere (Kaplan & Haenlein, 2010). To reach their target audiences, businesses need to invest not only in traditional media channels but also in alternative digital channels such as online advertising and influencer collaborations.
- It also provides opportunities to create new business models. Innovative business models such as subscription-based models, the sharing economy and digital platforms have emerged as a result of digitalization. For example, digital platforms such as Netflix and Spotify have radically changed traditional television and music listening habits by enabling content streaming. Such business models enable businesses to grow in a sustainable and scalable way, thanks to the infrastructure provided by digital technologies (Chesbrough, 2003).
- Allows real-time monitoring of marketing campaigns and measuring their performance. Digital tools such as web analytics, social media monitoring tools, and mobile app analytics provide instant data to measure the effectiveness of marketing strategies (Chaffey & Ellis-Chadwick, 2019). This allows businesses to quickly optimize their strategies and change direction when necessary. Additionally, the performance of digital campaigns can be measured in more detail than traditional methods. This provides businesses with concrete data to understand which marketing strategies are more effective and to reshape these strategies (Kotler & Keller, 2016).

Market segmentation is the process of businesses dividing a large and heterogeneous market into subgroups (segments) with similar needs and characteristics (Kotler & Keller, 2016). This strategy allows businesses to develop more focused and effective marketing strategies for specific customer

groups. Customer-focused marketing aims to provide customized offers and messages to meet the unique demands of each customer segment (Dibb, Simkin, Pride, & Ferrell, 2016). Businesses can design marketing campaigns more efficiently by taking into account the demographic, psychographic, behavioral or geographical characteristics of different customer groups. The success of customer-focused marketing strategies is based on correctly defining these segments and creating appropriate value propositions for each segment (Smith, 1956). Marketing strategies determined for each segment enable businesses to achieve more targeted and measurable results (Baker, 2003). Therefore, market segmentation is not only a tool for customer-centric strategies, but also a critical tool for optimizing the overall marketing performance of businesses.

Supply chain is a network that covers all production, storage, distribution and logistics processes from raw materials to final products (Christopher, 2016). The efficiency of marketing ecosystems is directly dependent on the effectiveness of this supply chain, as each stage in the supply chain plays an important role in delivering products to customers on time, at affordable cost, and with high quality (Barney, 2001). An efficient supply chain provides businesses with a strong competitive advantage in the market, allowing them to respond quickly to customer demands and increase customer satisfaction (Porter, 1985). Effective management of this chain increases the success of marketing strategies. For example, just-in-time (JIT) production systems enable businesses to minimize costs with low inventory levels and improve their ability to respond quickly to demand (Kotler & Keller, 2016). They also enable businesses to be more flexible and resilient, making them more resistant to sudden changes in the market (Dyer & Singh, 1998). Digitalization and the use of data analytics enable these processes to become more efficient and help suppliers and distributors communicate with each other more effectively (Barney & Hesterly, 2015). Efficient management of the chain not only provides cost advantages to businesses, but also creates a sustainable competitive advantage in marketing ecosystems by increasing customer satisfaction (Porter, 1985). Therefore, it is a critical factor for the success of marketing strategies.

Stakeholder management is the process of strategically managing the business's relationships not only with customers, but also with employees, suppliers, investors, public organizations, media and other interested parties (Freeman, 1984). The effectiveness of marketing ecosystems directly depends on the quality of relationships established with stakeholders and how these relationships are managed. Stakeholders have a great influence on the operations of the business, and developing strategies that meet their expectations can increase the marketing success and competitive advantage of the business (Kotler & Keller, 2016).

Resource-Based View (RBV) is a theory that advocates that businesses use their internal resources and

capabilities strategically, rather than relying on external environmental factors, to gain competitive advantage (Barney, 1991). According to RBV, the resources that companies have that are unique, valuable, rare, difficult to imitate, and managed organizationally effectively allow them to create sustainable competitive advantage in marketing ecosystems (Wernerfelt, 1984). These internal resources include factors such as technological innovation, brand reputation, human resources, information and customer relations (Barney, 1991). To gain competitive advantage in marketing ecosystems, businesses need to make the best use of the resources they have. For example, if a business has a strong brand image, it can use this resource to increase customer loyalty and command higher prices in the market (Kotler & Keller, 2016). RBV enables businesses to make such resources valuable, make them difficult to imitate, and create a sustainable competitive advantage over time (Barney, 1991). Additionally, managing these resources effectively helps the business achieve a strong position in the marketing ecosystem by increasing the effectiveness of marketing strategies. The basic suggestion of RBV is that instead of focusing only on external market conditions, they should strategically use the internal resources they have, making these resources inimitable and valuable. This approach allows marketing strategies to gain a competitive advantage and ensure that this advantage is sustainable (Hitt, Ireland, & Hoskisson, 2017).

The resilience of marketing ecosystems refers to the resistance of a marketing network to external environmental changes and its capacity to adapt to these changes (Teece, 2014). This concept includes a strategic management approach that examines how businesses are affected by external factors, for example, economic fluctuations, technological innovations or social and environmental changes, and how they respond quickly and effectively to these changes (Eisenhardt & Martin, 2000). The resilience of marketing ecosystems enables businesses to not only cope with short-term crises but also gain resilience and sustainability for long-term success, enabling them to proactively monitor and quickly adapt to changes in their environment. This relates to a capability often called dynamic capability. Dynamic capacity refers to the ability of businesses to evaluate new opportunities, restructure their existing resources and change their strategies. Additionally, responding quickly to demands for environmental and social responsibility can strengthen companies' positions in the market by increasing customer loyalty and brand value (Kotler et al., 2017). The resilience of marketing ecosystems is based on the ability of businesses to adapt to environmental changes, as well as their ability to quickly evaluate the opportunities and minimize risks brought by these changes (Eisenhardt & Martin, 2000). Such an ecosystem lays the foundation for long-term success by enabling businesses to sustain their competitive advantage. Companies such as Amazon, Apple, and Tesla have achieved sustainable

competitive advantage by effectively managing their marketing ecosystems (Brynjolfsson & McAfee, 2014).

With the impact of globalization, marketing ecosystems have become broader and more integrated. The increase in international trade, digitalization and the strengthening of global networks have led to significant changes in the marketing strategies of businesses. This process has created an environment that requires companies to compete not only in local markets but also on a global scale. In globalizing markets, businesses have entered a period in which they must not only be limited to national markets but also adapt to diversity such as different cultures, legal regulations and economic conditions. This change requires marketing ecosystems to become broader, more dynamic and more integrated. In a global competitive environment, it is critical for businesses to manage their marketing ecosystems correctly to ensure long-term success (Porter, 1980).

Environmental sustainability refers to businesses developing strategies to minimize their environmental impacts and operating in an environmentally friendly manner by using natural resources efficiently. Environmental sustainability in marketing ecosystems is a critical factor not only for environmental responsibility but also for the long-term commercial success of businesses. Businesses' development of strategies that are sensitive to environmental impacts creates trust among consumers, investors and other stakeholders and strengthens the reputation of brands (Kotler et al., 2017). And it offers a strategic advantage in marketing ecosystems that enables businesses to not only protect the environment but also improve their business performance. Businesses can appeal to a wider customer base by offering environmentally friendly products and services.

Artificial intelligence (AI) and digital transformation are radically transforming today's marketing ecosystems, creating new opportunities for businesses (Brynjolfsson & McAfee, 2014). These technologies enable businesses to respond more accurately to customer needs while ensuring marketing strategies are more efficient and targeted. Artificial intelligence enables marketers to predict customer behavior, create personalized experiences, and optimize marketing campaigns through big data analytics and machine learning algorithms (Chaffey & Ellis-Chadwick, 2019). Digital transformation occurs when businesses integrate digital technologies into their business processes, and this transformation enables marketing strategies to become more effective. Unlike traditional marketing methods, it offers the opportunity to directly interact with the customer through digital channels such as online platforms and social media (Kotler et al., 2017). For example, AI-powered tools analyze real-time data, allowing marketing managers to instantly monitor campaign performance and change strategies based on this data (Brynjolfsson & McAfee, 2014). This study makes strategic recommendations for businesses to achieve sustainable competitive advantage. These recommendations cover key elements

such as digital transformation, customer focus, innovation, collaborations and environmental sustainability.

- **Investing in Digitalization and Technological Innovations:** Digitalization plays a critical role in businesses achieving sustainable competitive advantage. In particular, the integration of artificial intelligence, big data analytics, and digital platforms enables businesses to make their marketing strategies more targeted and efficient (Brynjolfsson & McAfee, 2014). By investing in these technologies, businesses are expected to increase their efficiency and respond to customer needs faster. Digital marketing strategies make it possible to gain a competitive advantage by providing customers with more customized offers (Davenport & Harris, 2007).

Recommendation: Businesses should integrate digitalization strategies not only into operational processes but also into customer experience and marketing campaigns. This is critical for increasing customer loyalty and optimizing marketing performance.

- **Strengthening Customer Focus and Segmentation Strategies:** Customer focus is a fundamental approach to achieve sustainable competitive advantage. Marketing ecosystems are shaped according to the needs of customers, and customized strategies need to be developed for different segments of customers (Kotler & Keller, 2016). Additionally, market segmentation allows the development of marketing strategies that suit the needs of the target audience.

Recommendation: To understand customers' expectations, businesses should adopt data-driven segmentation strategies. In this way, value propositions specific to each customer group can be created, thus increasing customer satisfaction and achieving sustainable competitive advantage.

- **Implementation of Innovation and Differentiation Strategies:** It is an important factor that enables businesses to survive in competitive markets (Teece, 2014). Technological innovations provide businesses with opportunities to differentiate products and services, creating a strong competitive advantage in the market. Innovation is not limited to product development, but can also occur in areas such as business models, customer relations and supply chain management (Porter, 1985).

Recommendation: By creating an innovative culture and increasing R&D investments, businesses can achieve sustainable competitive advantage. This is necessary to differentiate from competitors and respond quickly to customer demands.

- **Supply Chain Collaborations and Integration:** Competitive advantage can be achieved not only in

foreign markets but also in the supply chains of enterprises. Effective supply chain management and strong collaborations help reduce costs, provide flexibility and adapt to rapidly changing markets (Christopher, 2016). It is possible for businesses to gain a strategic advantage by establishing deeper relationships with their suppliers and optimizing the flow of information in the supply chain.

Recommendation: Businesses can gain competitive advantage by strengthening their supply chain strategies and establishing strategic collaborations. Such collaborations are important to both increase efficiency and stimulate innovation.

- **Environmental Sustainability and Social Responsibility Strategies:** Today, businesses need to not only focus on economic success, but also fulfill their environmental and social responsibilities. Sustainability has become an important part of marketing ecosystems, and developing environmentally friendly products, services and production processes can be an important factor in businesses gaining a competitive advantage.

Recommendation: By integrating environmental sustainability strategies into their marketing ecosystems, businesses can fulfill their social responsibilities and increase their brand value at the same time. Sustainability emerges as an important way to create value for customers and gain competitive advantage in the market.

- **Stakeholder Management and Strategic Communication:** Successful stakeholder management requires businesses to establish healthy relationships with all the stakeholders they interact with in their environment (customers, suppliers, employees, government institutions, etc.) (Freeman, 1984). While this increases the resilience of businesses against external risks, it also ensures long-term sustainable success.

Recommendation: Businesses can achieve sustainable competitive advantage by establishing strong relationships with their stakeholders and staying in constant communication with them. This process is especially critical to ensuring long-term success.

- **Developing Dynamic Capacity and Flexibility:** Dynamic capacity refers to the ability of businesses to adapt to changing environmental conditions and evaluate opportunities (Teece, 2007). Flexibility is required in marketing ecosystems to adapt to rapidly changing market conditions and technological advances. This requires businesses to constantly renew not only their strategies but also their organizational structures.

Recommendation: Businesses should ensure strategic flexibility and agility to develop dynamic capacity. This will enable them to gain a competitive advantage, especially in times of crisis and rapidly changing market conditions.

References

Barney, J. B. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99-120.

Barney, J. B. (2001). Resource-based theories of competitive advantage: A ten-year retrospective on the resource-based view. *Journal of Management*, 27(6), 643-650.

Brynjolfsson, E., & McAfee, A. (2014). *The second machine age: Work, progress, and prosperity in a time of brilliant technologies*. W.W. Norton & Company.

Chaffey, D., & Ellis-Chadwick, F. (2019). *Digital Marketing: Strategy, Implementation, and Practice*. Pearson Education.

Chesbrough, H. W. (2003). *Open innovation: The new imperative for creating and profiting from technology*. Harvard Business Press.

Christopher, M. (2016). *Logistics & supply chain management* (5th ed.). Pearson Education.

Davenport, T. H., & Harris, J. G. (2007). *Competing on analytics: The new science of winning*. Harvard Business Review Press.

Dibb, S., & Simkin, L. (2016). *Market segmentation success: Making it happen*. Routledge.

Dyer, J. H., & Singh, H. (1998). The Relational View: Cooperative Strategy and Sources of Interorganizational Competitive Advantage. *Academy of Management Review*, 23(4), 660-679.

Eisenhardt, K. M., & Martin, J. A. (2000). Dynamic Capabilities: What Are They? *Strategic Management Journal*, 21(10-11), 1105-1121.

Freeman, R. E. (1984). *Strategic management: A stakeholder approach*. Pitman Publishing.

Hitt, M. A., Ireland, R. D., & Hoskisson, R. E. (2017). *Strategic management: Concepts and cases: Competitiveness and globalization* (12th ed.). Cengage Learning.

Kaplan, A. M., & Haenlein, M. (2019). Siri, Siri, in my hand: Who's the fairest in the land of digital transformation? *Business Horizons*, 62(4), 509-518.

Kotler, P., & Armstrong, G. (2017). *Principles of marketing* (17th ed.). Pearson.

Kotler, P., & Keller, K. L. (2016). Marketing Management (15th ed.). Pearson Education.

Kotler, P., Kartajaya, H., & Setiawan, I. (2017). Marketing 4.0: Moving from traditional to digital. Wiley.

Payne, A., & Frow, P. (2005). A strategic framework for customer relationship management. Journal of Marketing, 69(4), 167-176.

Porter, M. E. (1980). Competitive strategy: Techniques for analyzing industries and competitors. Free Press.

Porter, M. E. (1985). Competitive advantage: Creating and sustaining superior performance. Free Press.

Prahalad, C. K., & Ramaswamy, V. (2004). Co-creation experiences: The next practice in value creation. Journal of Interactive Marketing, 18(3), 5-14.

Teece, D. J. (2007). Explicating Dynamic Capabilities: The Nature and Microfoundations of (Sustainable) Enterprise Performance. Strategic Management Journal, 28(13), 1319-1350.

Teece, D. J. (2014). The foundations of enterprise performance: Dynamic and ordinary capabilities in an (economic) theory of firms. Academy of Management Perspectives, 28(4), 328-352.

Wernerfelt, B. (1984). A resource-based view of the firm. Strategic Management Journal, 5(2), 171-180.

About the Author



***Dr Zeynep Polat** graduated from Atatürk University, Department of Business Administration and Sociology. She completed her Master's degree without thesis at Atatürk University, Department of Business Administration for Managers. She continues her Master's degree in the Departments of Labor Economics, Political Science and International Relations at the same University. Dr Polat has recently completed her Doctorate in the Department of Business Administration at St Clements University - Turkish Language Division. In addition, she is the owner of companies named ZEP Industrial Cleaning Products and POLAT Group Office Furniture. She is the Chairman of the Board of Directors of Erzurum Women's Cooperative, a company partner of Olet Çağ Kebab Factory, Financial Affairs Officer, Data Officer and Personnel Dispatch and Organization Officer at Atatürk University, and Erzurum Trade and she is a member of the Chamber of Industry and the Eastern Anatolia Exporters Association.

Zeynep Polat can be reached at zeyneppolat100@gmail.com

THE LEGAL CLINIC AND ITS HUMANITARIAN ROLE IN SERVING CITIZENS

Dr Ali Nasier Alrkabi*

The term "legal clinic" might be a new concept and can often be confusing, as the word "clinic" is closely associated with medicine, like a medical clinic or a public clinic. In this context, the doctor exerts effort to treat the patient without being responsible for achieving a specific outcome, considering that we are dealing with a living being whose response to the same treatment can differ. Therefore, the doctor's work is based on what is scientifically, ethically, and humanely recognized. The doctor makes an effort to provide the best care for the patient, and in this regard, it is not expected that the doctor's intentions would be anything other than that. The doctor's obligation to the patient is an obligation to exercise care, not to achieve a particular result. That is, the doctor must exert sincere efforts in accordance with the principles of medicine and the established medical standards.

The concept of "clinical legal education" emerged, expanded, and gained popularity during the 1960s, with its origins in America and Europe. Many universities worldwide adopted it, drawing from the established principles of clinical legal education in the West and following its methodology. It began in American universities and spread from there to most countries around the world, becoming a part of the academic curriculum. This refers to free legal advice for students seeking consultation, in addition to training their practical skills. Law students can provide socially disadvantaged groups with access to qualified legal advice. Therefore, it is a win-win situation!

In this regard, I would like to point out this legal system, which I have personally experienced in some European countries in terms of its location, nature of work, the people working in it, etc.

In Germany:

This idea is now also gaining traction at German Law colleges. Several "law clinics" have been set up in recent years. Some are organised as independent student associations, others are affiliated with universities. The refugee law clinic at the Ludwig Maximilian University of Munich is not organized but works with the university as part of its training programme.

There is a network of other regional centers, and the trend of "refugee legal clinics" is increasingly widespread. An umbrella organization, operating throughout Germany since September 2016, supports universities and facilitates the exchange of regional educational centers across the country to enhance the quality of services provided.

The Refugee Law Clinic in Munich also handles legal matters. Often, this is not enough for the refugee, whether it's assisting them in hearings for a specific case, helping them find an apartment or a job, or assisting them when starting their own business! This nonprofit initiative prepares asylum seekers for their sessions at the Federal Office for Migration and Refugees, and supports recognized refugees in their initial and most urgent steps toward integration.

The city of Munich has a counterpart to the Refugee Law Clinic: it is the Medical Refugee Clinic, a volunteer-based initiative by medical students in Munich that also supports refugees regarding medical questions and issues.

This initiative was born out of an unprecedented emergency response to over 150,000 refugees at Munich's central station in the fall of 2015. They supported volunteers in assisting refugees. The association also organizes various projects for refugees themselves.⁽¹⁾

To properly assess litigation costs before reaching the relevant court, you can ask some questions: How can I actually access the court? How can I find a lawyer? How can I get free legal advice? And above all: If there are costs, what are they and who will pay for them? You can search for a lawyer as you would look for a hairdresser: You can look for signs in your neighborhood or on your way to work. Or you can search in an online directory, such as the German Lawyers Association. Then contact or stop by a free legal institution or law office to schedule a consultation.

As a private individual facing a legal issue in your personal life, the initial consultation should not cost you more than a small amount under any circumstances.⁽²⁾

In the field of legal consultation and assistance, the German legal scholar and author Hubert Heinehold stated in his book on refugee law that the legislator has taken into account the understanding that the law also depends on its portfolio by offering legal advice and assistance. Unfortunately, these tools are of little help, especially in the area of asylum law. Advisory assistance covers legal advice outside of court and representation by a lawyer. To do this, a refugee must obtain a certificate of advisory assistance from the local court. This already causes problems in some court regions, as it is claimed that there is no need for advice in the field of administrative law because authorities are obliged under the Administrative Procedure Act to

provide advice to those seeking legal advice. Refugees are frequently referred to BAMF or immigration authorities by some judicial officers in the local courts. With all due respect, this is ridiculous. There is no point of contact at BAMF willing to answer general questions from refugees in advance and offer advice. The refugee will not be able to bypass the gatekeeper. At least there is staff at the immigration authority, but they are often unaware of refugee issues and instead refer you to BAMF, the government reception center, the social welfare agency, or to legal clinics... In short: you get advice. If the legal officer clarifies this and then issues a certificate of advisory assistance, the refugee can then go to a lawyer, who is then obligated to provide advice within their time quota and workload. The same applies to out-of-court representation. The fees are low and do not cover the costs. Furthermore, when the advisory assistance bill is issued, some legal officers mock the lawyer's dismissal in a bureaucratic manner.⁽³⁾

There are legal clinics in social or charitable institutions that are based in civil associations specializing in civil cases. Some families join an association (civil cases), which is filed by one of the spouses at the appropriate time, for example, in divorce cases or divorce proceedings. In this case, both parties must be represented by a lawyer. One lawyer is not enough unless the spouses agree on the divorce. The goal of the divorce association is to ensure that the main consequences of divorce are settled as quickly as possible, rather than after a long period. In the case of divorce, the mandatory legal pension is assessed by the judge. If there are children, they are entitled to alimony as long as they are not yet able to support themselves through their own work, and young children and students under legal age require support. The parents, especially the one responsible for the payment, must financially restrict themselves if necessary in order to cover the children's living expenses.⁽⁴⁾

It is essential to provide calmness due to an individual life situation that cannot be managed without legal assistance, especially in other areas related to family, health, and social life, etc. For example, the fact that the person's income is insufficient to support them. Only when it becomes clear that the need for advice is individually tailored, which must be immediately addressed by nursing care funds, social care providers, and often the social reality, as well as nursing services and institutions, through their commitment. Thus, the obligations to provide appropriate free legal advice regarding care are unified in different places within social law. Therefore, many people affected by a certain situation may miss out on important information. Unfortunately, there is a major flaw in terms of practical implementation: health or social care staff generally lack independent advice, as well as service staff, institutions, consumer associations, or support groups, who fail to advise the affected person or their relatives regarding services provided by other service providers within the correct legal framework.⁽⁵⁾

In Russia, and beyond, the emergence of legal clinics dates back to the mid-19th century. In the 1840s, civil lawyer and professor at Kazan University, Dmitry Ivanovich Mayer, advocated for the introduction of a clinical form of training for lawyers, which, even during training, would make it possible to apply the knowledge and skills acquired in providing legal assistance.

Mayer made an analogy between legal training and medical training: "In fact, the title of a lawyer, like that of a doctor, is practical, and since practical training for medical students is conducted in medical schools, similarly, practical training for lawyers should take place there." According to Mayer, this form of training should be a legal clinic.

The term "legal clinic" was first used in 1855 in an article titled "On the Importance of Practice in the Legal Education System." The professor used this term because "the clinic itself means applying knowledge to business." Thus, the first legal clinic in Russia was opened at the Faculty of Law at Kazan University.

Mayer organized consultations at the university for the public and provided advice in the presence of students. Students began learning how to prepare legal documents, taking practical courses in civil and criminal cases, and training in various legal procedures.

Although the idea of the need for legal clinics was supported by Professor Alexander Isaacovich Lyublinsky (in 1900, in the pages of the Ministry of Justice journal, he supported the idea of creating legal clinics—analogueous to medical clinics), legal clinics were not widely established in pre-revolutionary Russia. However, through Mayer's efforts, all the basic issues related to the organization and functioning of legal clinics were addressed.

Modern local clinical legal education emerged in the mid-1990s, when legal clinics began to appear across the country, where students learned the basic skills of the legal profession and, as a rule, reinforced them by providing legal assistance to the poor. The first modern legal clinic in Russia was opened in 1995 at Petrozavodsk State University. By the early 2000s, there were already about 200 legal clinics across Russia, which were primarily established at law schools or universities, or in non-profit organizations.

Currently, legal clinics are widespread and have been established in almost every city in Russia. Almost every law department at universities or law faculties is trying to create a legal clinic, where consultations are provided by final-year law students. The benefits of legal clinics are clear – they benefit the students providing consultations and the visitors – citizens in need of free legal assistance.⁽⁶⁾

The Legal Clinic... brings together senior legal professionals from various specialties to provide legal

consultations and discussions, away from religious and political matters. One of the most important conditions for joining the clinic is not to harm any individual or legal entity, and not to make offensive comments about the judiciary, the Bar Association, its branches, or anyone else. The clinic does not adopt any offensive publication or comment, and the person responsible will bear the consequences.

Legal clinics have significant roles and importance. The first aspect is related to the professional training of students, as they can engage in real cases and matters that naturally interest them. There are two parties in these clinics: the students, who gain practical experience under the supervision of professors, lawyers, and experienced judges, and the people seeking advice, typically from marginalized and vulnerable groups who cannot afford the cost of a lawyer and thus turn to such legal clinics for advice and decisions related to their cases.

Initiated by teachers and researchers, who wanted to expand legal education to include field observation, legal clinics gradually spread to other countries including Africa, Asia and recently Europe, including France. In the early 20th century, students began to focus on applying their area of expertise in practice, leading to the creation of many legal clinics, such as the Legal Aid Clinic, established in 1893 by students at the University of Pennsylvania. However, it was only after World War II that law schools began to integrate legal clinics into academic training, forming structured programs. Since the 1970s, the number of legal clinics has flourished as part of academic law courses, from undergraduate to master's level, in the Anglo-Saxon world. Later, clinics gradually developed in other countries.

Universities have recognized the importance of professionalizing student education by complementing theoretical legal teaching with practice based on real-life situations. At the same time, these clinics facilitate access to justice, making justice available to all citizens.

Some universities offer legal consultations to those seeking legal assistance in various areas of law, provided by senior university students under the supervision of qualified specialists from the faculty or practicing lawyers.

The legal information and assistance provided in a legal clinic are not intended to be legal services; they are offered for free and are of an advisory nature. The scope of assistance provided may be limited by the capabilities of students and faculty members, as well as the volunteer and free services of legal practitioners working in the clinic.

Some legal clinics provide all possible legal assistance related to the obligations of their clients. These aids may be offered either verbally or in writing, and in both cases, they are free of charge for the agreed period

with the person requesting the legal assistance (from 7 to 14 calendar days or more, depending on the complexity of the issue). Legal assistance may also be provided remotely, via email (remote consultations).

According to international standards for the guarantees of a fair trial, every individual has the right to appoint a lawyer to defend them when any charges are brought against them, including individuals under the age of 18, deaf and mute individuals, and some other special cases where they cannot afford a lawyer's fees. Those seeking free legal services must go to the legal aid offices of the bar associations, submit their request in person, and in some cases, under special conditions, family members or representatives of non-governmental organizations are allowed to submit the request on behalf of the accused.

The Universal Declaration of Human Rights, adopted by the General Assembly on December 10, 1948, affirmed that all people are equal before the law, with equal rights to protection under the law without discrimination, and with equal rights to protection from any discrimination that violates this declaration or any incitement to such discrimination. Articles 8, 9, and 10 state that everyone has the right to appeal to national courts for effective redress for any acts that violate their fundamental rights granted by the constitution or law. No one shall be subjected to arbitrary arrest, detention, or exile. Every person, on an equal footing with others, has the right to have their case heard by an independent and impartial court, in a fair and public hearing, to determine their rights and obligations and in any criminal charge brought against them.

Some concepts published by Ain Shams University include the following:

The Message of the Legal Clinic: It is the training of students on the practical skills required by legal practitioners through specific tasks performed by the student under professional and academic supervision. This ensures practical excellence and is achieved through the values required for practicing law.

Objectives of the Legal Clinic: The goal is to develop the educational process in a way that enhances the level of legal education by combining theoretical concepts with the practical realities of legal practice. This aims to equip students with the practical experience and skills needed for legal practice, such as client interviews, legal research and writing and legislative drafting principles. These efforts help to raise the graduate's level and prepare them to enter the job market.

The clinic also focuses on educating students about the rules of professional responsibility for legal practitioners, thereby promoting ethical standards among those working in the legal professions. It aims to activate self-directed learning as one of the means to ensure that graduates can continue to develop themselves after graduation. Additionally, the clinic

contributes to the development of curricula and courses to better link theoretical legal studies with the requirements of practical reality.⁽⁷⁾

Beyond this, the Qatar International Court extended its services to include small investors and traders by offering legal advice concerning commercial disputes without the burden of legal fees. This service also benefits the judicial system by reducing the number of cases filed in this regard in Qatar.

The Court stated that this initiative was launched in partnership with several local law firms that expressed their willingness to provide services to those unable to bear the costs of litigation. This partnership reflects the legal community's awareness of the importance of collective efforts to develop the legal system in the country. The terms and conditions establish the general framework for the relationship between the beneficiary of the service and the law firms, ensuring that each party adheres to the rules set by the Qatar International Court.

Beneficiaries of the legal clinic program can obtain legal consultations from one of the law firms registered in the program. The consultations are limited to civil and commercial disputes.

The legal clinic also includes volunteer services. In this context, the CEO of the Qatar International Court, Mr. Faisal bin Rashid Al-Sahouti, commented on the launch of this program, stating that it provides an opportunity for lawyers to offer pro bono services to their community for those who cannot afford legal fees, ensuring access to justice for all.

The Qatar News Agency mentioned that the launch of the Legal Clinic initiative is part of the Court's ongoing efforts to enhance the legal environment and ensure access to justice for everyone, by providing the necessary legal channels in line with the Court's framework for resolving civil and commercial disputes.⁽⁸⁾

Ignorance of the law, in general, is not considered an excuse, and ignorance of the legal rights of Syrian refugees in Turkey, in particular, stands as a barrier to exercising their right to access justice. It prevents them from receiving legal advice and representation before the competent authorities due to limited financial resources and the scarcity of information about free legal aid services and how to access them. In this context, the Syrian Data Platform highlighted some real-life examples from Syrian refugees in Turkey, which I will summarize with two examples:

Example 1: (Bayan), a Syrian refugee residing in Istanbul, was hit by a car in a side street, which caused her severe physical injuries, requiring her to be transferred to the hospital and undergo prolonged treatment. Bayan shared in an exclusive interview with Syria Press that she gave up her right to file a complaint against the driver because she could not

afford a lawyer's fees, and the police did not inform her that it was possible to appoint a lawyer for free. Bayan, like many Syrian refugees in Turkey, was unaware of her right to seek legal assistance, whether it was for consultation or appointing a lawyer without paying fees. According to the United Nations High Commissioner for Refugees (UNHCR), every refugee or asylum seeker has the right to approach the Bar Association operating across 81 provinces in Turkey and request legal assistance regarding any legal dispute they may face. The UNHCR clarifies that the coverage of costs related to legal assistance depends on a decision made by the authorities regarding the refugee's financial situation. If their financial condition is poor, they can benefit from the legal aid available at any Bar Association in Turkey.

Example 2: (Abu Muhammad), who resides in Istanbul with his family, requested legal assistance after his son was detained at the Tuzla deportation center. He shared in an exclusive interview with Syria Press that his son was detained in the Bayram Pasha area after leaving the sewing workshop where he worked, as his temporary protection card was issued by the Bursa province. According to him, the Turkish lawyer assigned by the government did not provide the required assistance, and he could not stop the deportation procedures. Lawyer Waad Al-Qadi explains that the Turkish government provides legal assistance to Syrian refugees through legal clinics established by the Bar Associations. This is a free service that currently only offers legal consultations. In the past, it had provided legal assistance related to deportation cases. Al-Qadi clarifies that Syrian refugees seeking consultation should contact the Bar Associations in different Turkish provinces and speak with an Arabic-speaking employee, who will refer them to a Turkish lawyer who will handle translation between them. She also mentions that there is individual cooperation with Turkish human rights organizations that offer legal services, such as the Mazlum-Der organization, which is active in refugee rights issues. They focus on high-profile cases, and in cases where the person's financial condition is poor, they may assign a lawyer.

According to the UNHCR, legal assistance is available for cases filed against administrative decisions, including issues like health insurance disruptions, deportation, administrative detention, rejection of international protection applications, decisions on withdrawal or non-acceptance, and other cases falling under civil law (such as divorce, custody), rental law, commercial law, and labor law. Legal assistance can also be requested from the courts. If a person explicitly requests legal assistance in an appeal petition, the concerned court assesses the request and decides to appoint a lawyer under the legal assistance system in criminal procedures.

The Refugee Rights Center offers comprehensive and free legal consultations and support services to asylum seekers, providing them with effective access to legal

protection mechanisms through the provision of reliable and effective legal information. The center also provides legal advice and assistance regarding negative decisions and legal objections related to all types of procedures carried out by the Directorate General of Migration for asylum seekers subject to both the "temporary protection" request and international protection procedures. Additionally, the Refugee Rights Center offers advice on the procedures and rights that refugees are subject to, as well as legal remedies, even if they are detained in deportation centers or at airports or border gates, addressing the purpose of deportation after being apprehended in an irregular situation, and providing legal assistance. The center also provides consultations to ensure that asylum seekers with specific vulnerabilities, especially unaccompanied children, victims of violence based on sexual orientation or gender identity, or those at risk of such violence, have access to the relevant legal protection mechanisms, and that their special circumstances are considered in the procedures taken against them and in the legal assistance provided.⁽⁹⁾

The College of Law at Baghdad University also introduced the concept of the Legal Clinic and its topics, noting that they are not fixed or exhaustive over time but are determined by the priorities and concerns of society. These topics include human rights and freedoms, whether social, economic, or political. In this context, the role of clinical legal education is to seamlessly blend the fundamentals of law with the developments in its branches and directions. Thus, the legal clinic plays a vital role and is a societal turning point, contributing to the rule of law and justice.

The students' tasks during their work in the legal clinic revolve around identifying the legal problem they face in a real case, determining the law or set of laws governing its aspects (whether substantive or procedural), and then formulating their legal strategy. In their legal strategy, students provide a detailed description of the applicable laws, compare them with the real case under investigation, prepare a set of evidence supporting their arguments, and draft a legal memorandum that integrates all of the above. The objectives of the legal clinic include:

Educational Objective: The clinic is part of the legal studies program to train students in skills related to the practice of law. As such, teaching the legal clinic program in the college is part of the curriculum for the fourth-year students in the first semester. Thus, the student's study is not limited to reading cases, but they become an active part of them, which is the essence of practical study. The legal clinic is, therefore, an effective teaching method and a form of educational methodology.

Community Objective: It aims to achieve social justice by providing legal services to individuals in the community concerning legal publication and pro bono representation. In this regard, the legal clinic focuses on marginalized groups in society, such as vulnerable

individuals, including abused women, widows, divorced women, children, victims of human trafficking, or detainees and prisoners. The topics generally addressed in the legal clinic include divorce, domestic violence, human trafficking, and legal awareness.

Based on the above, the legal clinic differs from community organizations and centers offering legal services and consultations that are not connected to law schools. The legal clinic connects the law school with the entire community, especially non-governmental organizations involved in defending individuals' rights for free.⁽¹⁰⁾

I look, out of modesty, that I should some suggestions that contribute to activating the work of the legal clinic, whether at the local or regional level: -

Suggestions:

- A. Establishing legal clinics in collaboration with universities, colleges, and legal institutions across the Arab world, working together to define the goals they have achieved and the challenges they have faced, whether within the university community or in the legal framework that governs their humanitarian work.
- B. Involving members of academic staff in universities and colleges in training workshops organized by these educational institutions, focusing on the development of legal clinics and providing legal assistance. These workshops would cover topics such as labor rights, housing rights, rental and property laws, birth registration, personal status law, litigation support, securing the right to defense, and the rights of victims of harassment, among others.
- C. Facilitating the exchange of experiences between universities and legal clinics in the Middle East to achieve their legal and academic goals for the university.
- D. Supporting fourth-year law students volunteering at the legal clinic to provide legal assistance through group and individual consultations on cases before the courts, including referring clients to lawyers for free legal services for disadvantaged and vulnerable groups. This would help them better understand their rights and the procedures for implementing them, improving access to formal justice services (those provided by courts, dispute resolution agencies, and lawyers). Students should be encouraged to reach out to those in need, especially poor families such as widows, divorcees, or orphans in disadvantaged areas, who are entitled to this help.

- E. Officially promoting the legal clinic, its goals, location, and ways to reach it, as well as its contribution to the community via social media platforms (Facebook, Tik Tok, YouTube, etc.).
- F. Providing online lectures by academics, international judges, and prominent experts, both nationally and regionally, to educate the community on how to obtain legal assistance through legal clinics, highlighting the challenges of establishing justice, and reinforcing the logic of accountability. This is particularly relevant in a time when violations of national law, international humanitarian law, and international criminal law are increasing. Key topics include crimes against humanity, genocide, war crimes, terrorism, obtaining compensation, as well as crimes against honor, Sharia law, the rights of the accused, and the role of victims.
- G. Educating the community about key laws that affect fundamental human rights such as life, liberty, property, and others, as well as those concerning public interest, such as human rights laws, municipal laws, traffic laws, environmental, and others.
- H. To access legal assistance services, there should be some basic conditions, such as providing documentation proving the beneficiary's poor financial situation and inability to afford attorney fees, or obtaining a poverty certificate issued and endorsed by Mayor of the city. If these conditions are met, the request will be accepted, and the individual will be entitled to free legal services and representation before the competent authorities.

Sources:

1. Refugee Law Clinic, Refugee Law Clinic Munich e.V., Professor-Huber Platz 2, 80539 München, Germany. <http://rlcm.de>
2. Volker Kitz, Stimmt's oder hab ich Recht, MüncheJanuar 2015, p.113- p.114.
3. Hubert Heinhold, Recht für Flüchtlinge, Ein Leitfaden durch das Asyl- und Ausländerrecht für die Praxis, deutschland, Hrsg. v. Pro Asyl, siebte Auflage 2015, Juli 2015, p.45 - p.47.
4. Martin Wahlers, Trennung und Scheidung, Ihre Rechte und finanziellen Ansprüche, Verbraucherzentrale Verbraucherzentrale NRW, Düsseldorf, Deutschland, Erstausgabe, 2017, p. 54-p.55.
5. Ulrike Kempchen / Utz Krahmer, Mein Recht bei Pflegebedürftigkeit, München, 5. Auflage, 2023, p.233.

6. Legal Information Center, Legal Clinic, St. Petersburg, Sadovaya Street 18, 191069, Russia. https://nlr.ru/lawcenter_rmb/RA554/yuridicheskaya-klinika

7. Legal Clinic - Faculty of Law - Ain Shams University, Cairo, article published on the Internet.

8. Free legal clinic in Qatar to serve small investors and traders, Al Jazeera Channel, Economy, Qatar News Agency (Qna), 30/9/2024, article published on the Internet.

9. Ghosoun Abu Al-Dhahab - Syria Press, Syria Data Platform, Free Legal Aid Services for Syrian Refugees in Türkiye, 22 May, 2024. <https://syrddata.com/>

10. Legal Clinic and Restorative Justice Unit, College of Law, University of Baghdad. https://colaw.uobaghdad.edu.iq/?page_id=15101

About the Author



**Dr Ali Nasier Alrkabi holds a PhD in Political Sciences of Ukraine in 2014 and a Master of Public Law from St Clements University 2008. He is a Member of the international organization for the protection of human rights "Shield" and a Member of the organization Sint-Antoniuskring, Ghent, Belgium. Dr Alrkabi has worked in several organizations including a human rights teacher / Technical Institute / Al Muthanna province / Iraq 2006, Odessa National Polytechnic University, Ukraine, Odessa from 2013 to 2014. He is a Champion at international level in bodybuilding and member of the Bodybuilding Federation of Belgium (IFBB) in 2015. He may be reached at alialrkabi1972@gmail.com*

EDUCATIONAL MANAGEMENT PRINCIPLES IN COMBINING INFORMATION AND EDUCATION WITH APPLICATIONS

Associate Professor Dr Sadik Agar*

This is a summary from the thesis paper written for the St Clements University - Turkish Language Division - Doctor of Education Management.

The complete version of this summarised article is available at:

<http://www.stclements.edu/Articles/DrAgar.pdf>

The integration of information, educational practices, and educational management concepts is crucial for establishing a conducive educational and learning environment in schools. Educational management concepts facilitate the efficient allocation and use of resources, establish unambiguous goals and objectives, and cultivate efficacious teaching methodologies for educators and administrators. Educational management concepts offer:

- *Optimal use of resources*
- *Explicit and well-defined objectives and anticipations*
- *Environment fostering collaboration and mutual esteem*
- *A complete and captivating educational setting*
- *Empowering students to make educated decisions*
- *Inclusion: The objective of educational administration is to provide a harmonious atmosphere that embraces and values the many skills and abilities of individuals.*
- *Open communication: The crucial aspects of transparency and accessibility in communication should be prioritized in order to facilitate the necessary tasks.*

Training should actively seek input from instructors, authorities, families, and community people and provide chances for cooperation and collaboration. This cooperative method guarantees the active integration of all pertinent challenges to the advancement of the education system and ensures that decisions are impacted by a multitude of viewpoints.

In order to illustrate these methodologies, it is vital to possess a comprehensive comprehension of educational administration and recognize the significance of schooling. It is necessary to examine training management strategies, efficient

communication, resource management, management training, and continuing consideration.

By using these concepts, education finance may effectively supervise educational institutions and guarantee that the funding for knowledge and instructional approaches is allocated correctly. The characteristics of education management rates include fostering a culture of open and collaborative communication, as well as prioritizing the continuous professional growth of educators.

Emphasis should be placed on fundamental matters such as implementing education, addressing diverse needs, and complying with education management rules. These strategies are essential to get the desired level of learning and consistently enhance the education system.

The educational environment provides the essential frameworks to effectively integrate resources, foster ongoing implementation, and develop innovative learning and teaching approaches. These structures should be established using effective governance and management concepts. The training program emphasizes the ongoing enhancement of professional skills and knowledge. Educational software has more resilience in the face of disturbance when compared to evidence-based systems. Systems should be established to monitor the progress, accomplishments, and performance of training units.

Furthermore, a crucial objective is to ensure that all kids have equitable access to exceptional education. In order to ensure academic achievement, educational institutions must provide clear guidance for tailored educational administration. By using a student-centered strategy, educational management may enhance the quality of undergraduate education. Additionally, it offers enhanced training, sales of resources, and incentives for professional growth. Furthermore, it has the capability to integrate information and training by adhering to educational management norms and regulations.

Enhancing students' performance and accomplishment may be achieved via the use of informative and instructive activities. These applications include the provision of precise information, the measurement and evaluation of data, and the administration of successful demonstration and training packages. Training and management methods provide a framework for

organizational alignment and foster a favorable work environment. Enhancing the resources and tactics of educational institutions enhances the efficacy of education delivery.

This approach promotes logical methodologies, methods grounded on empirical data, and a culture that consistently strives for progress in education. Furthermore, training lists guarantee precise retrieval of knowledge and enable optimal use of all training and resources. Instructional practices and management concepts are used to ensure the dissemination of current and precise information, tailor adaptations to individual requirements, and utilize a diverse range of instructional methodologies. These production and education management principles lead to improved student performance and the creation of a more conducive learning environment. Education and knowledge practices are crucial for differentiating those who are committed to continuous learning throughout their lives.

Educational management policies include matters such as proficient communication, optimal use, curriculum development, and fostering an inclusive learning environment. Information and instructional practices foster media literacy by improving the processes of collecting, organizing, and distributing information. Assessment and evaluation provide athletes the chance to monitor their progress, discern effective and ineffective programs, and choose suitable instructional approaches. Educational management policies prioritize targeted strategies such as allocation, inclusivity, collaboration, and student diversity.

Educational management is the optimization of the learning environment via the integration of information and instruction. These strategies promote students' scholastic achievement and their passion for acquiring knowledge. Educational management entails optimizing individuals' performance to achieve their utmost potential, fostering collaboration, and prioritizing ongoing development. It encompasses the principles of social justice, inclusion, and mutual support about many matters.

About the Author



**Associate Professor Dr Sadik Agar received his Doctorate in the Department of Education Mangement from St Clements University in 2024 with a thesis titled "An Academic Study on the Components and Improvement of Educational Management Systems". He was appointed shortly after as an Associate Professor at St Clements University Education Management Division. He may be reached at sadikagar1975@gmail.com.*

WHAT STATISTICS REVEALS ABOUT A COMMON CURRENCY IN WEST AFRICAN SUB REGION

Dr Udeh Sabastine Onyemaechi*

(Enugu State Polytechnic, Iwollo)

and

Prof Udeh Virginia Nkemdilim

(Dept of Business Administration, Charima University)

BACKGROUND OF THE STUDY

It was in the year 2010 that I submitted my work for PhD dissertation of St Clement University with the title, "Regional Currency: Assessing the prospects of West African ECO, in the year 2010 to 2020, a study in comparative statistic" The major recommendations in that thesis after examining various regional statistics with reference to the primary convergence criteria, following Mundells 1961, Optimum Currency Areas theory, was that the nations involved will need more time to mature in both economic, political, civil and social institutions to achieve stable growth, take off and sustenance (Rostow, 1960) for the desired convergence to be sustainable.

On April 20, 2000, about 24 years ago, in Accra, Ghana, the leaders of five West African countries declared their intention to form a monetary union among the non-CFA franc countries of the region by January 2003, as a first step toward a wider monetary union that will include all the ECOWAS countries in 2004. The six (Nigeria, Ghana, Gambia, Guinea, and Sierra Leone) countries committed themselves to reducing central bank financing of budget deficits to 10 percent of the previous year's government revenue; reducing budget deficits to 4 percent of GDP by 2003; creating a Convergence Council to help coordinate macroeconomic policies; and setting up a common central bank. Their declaration states that, "Member States recognize the need for strong political commitment and undertake to pursue all such national policies as would facilitate the regional monetary integration process."

The goal of a monetary union in ECOWAS has long been an objective of the organization, going back to its formation in 1975, and is expected to accompany a broader integration process that would include increased regional trade and common institutions. In the colonial period, currency boards linked groups of countries in the region. After independence, however, these currency boards were dissolved, with the exception of the CFA franc zone, which encompasses the francophone countries of the region. Although there have been attempts to advance the agenda of ECOWAS monetary cooperation, political problems and other economic priorities in several of the intending nations have to date inhibited progress. Going back to history, some nations in West Africa has used the West African CFA franc (shared by UEMOA members) but there have been longstanding debates about its drawbacks and the prospects for monetary

independence. In contrast, the idea of establishing an independent common currency—often referred to as the "Eco"—has been periodically revisited since the early 2000s, with renewed political will and updated roadmaps. Recent announcements (e.g., commitments for a launch by 2027) and policy reforms in member states have re-energized discussions on whether the Eco could serve as a unifying monetary tool.

This paper, using a historical approach, observed basic trends in historical data, tracing the performances of the nations for a period of 11 years (2012 to 2022) in the four basic convergence criteria according to the recommendation of (Mundell, 1961), Optimum Currency Areas theory, which was adopted by the promoters of the currency integration as the basis for the future prospects of the union. The outcome however, generally did not show much improvement based on current performances of nations from what was observed in the same study several years ago, which raises the question, 'why the heads of nations continue to fix commencement dates despite the negative recommendations of various experts'?

RELATED LITERATURE

It was believed that there are boundless economic benefits when nations or group of nations agree to come together and cooperate at various levels; one of such level of cooperation is monetary union, or currency union.

The elimination (Debrun: 2002) of national currencies and their replacement by a common regional currency continues to be a topical subject. It has inspired much research mainly in the European context, but other regions are now considering the advisability of such a project. The reasons behind such drive ranges from wanting to promote regional solidarity and integration to a fear that independent national currency may be subject to destabilizing speculations.

In the book, history of monetary union, chow (2003) traced the various past attempts at forming monetary unions where he mentioned the works of Burns (1927) and meadows (1999) both being renowned authorities in early economic history.

In their works, mention was made of mytilene and phocae as early as fifth century B.C: and Achaean league of third century B.C. both being early European attempts at forming monetary unions.

Meadows (1999) mentioned three types of such unions as top down, bottom up and consenting. From the days

of Napoleon down to Roman Empire, all cities states under conquest were forced from the top to use the currency or metallic coins of the conquering state.

According to Bergin (2009) when economists such as Mundell, were theorizing about optimal unions in the middle of the twentieth century, most people regarded the exercise largely as hypothetical. But since many European countries established a monetary union at the end of the century, the theory of monetary unions has become much more relevant to many more people. Monetary unification entails three basic arrangements; common currency, common central bank, and hence common monetary policy (Plasmans et al, 2006).

Rendering a brief history of European Union, Stauffer (2009) stated that among the European states, EMU officially stands for Economic and Monetary Union. Other countries also use EMU to refer generally to the European monetary union. EMU is the agreement among the participating member states of the European Union to adopt a single hard currency and monetary system. The European council agreed that this single European market were essential to the implementation of the European Union, which was created to advance economic and social unity among the peoples of Europe and to propel Europe to greater prominence in the international community.

In 1979, the European Council adopted the European monetary system, known as EMS, which employed an exchange rate mechanism, or ERM, to encourage participating countries to keep the fluctuations of their currency exchange rates within an acceptable band. The permissible limits of the ERM were derived from the European currency unit, or ECU, a referential currency calculated from an average of the participating countries' national currencies. In 1988, Jacques Delors, the then president of the European commission, chaired a committee which proposed a three-stage plan to reach full economic union, including the establishment of a European Central Bank and a single currency which would replace any

existing national currencies. With each stage, the monetary policies of the participating countries would become more closely entwined, culminating in full convergence in the EMU.

The west African monetary institute (WAMI) defined monetary union as an integral component of economic integration and evolutionary process that culminates in the adoption of a common monetary policy by a number of counties ceding sovereignty on monetary matters to a common monetary authority responsible for issuing a common currency. This definition stated that monetary integration may evolve through a number of cooperation arrangements like.

- i. An exchange rate arrangement where limited currency convertibility exists.
- ii. A parallel currency union where national currency coexists with a common currency.
- iii. And a full monetary union where a common central bank exist to formulate and implement a common monetary policy and issue a single currency.

METHODOLOGY

The author used historical figures obtained from (4) four primary convergence criteria for a period of 11 years – 2012 to 2022, from the four Anglophone nations seeking economic convergence to extrapolate the percentage of readiness for a successful union in the next 10 years. These criteria are:

1. Single digit inflation rate less or equal to 10%
2. Fiscal deficit as a percentage of GDP not above 3%
3. Central banks financing of fiscal deficit less or equal to 10%
4. Gross external reserves not less than 3 months of imports

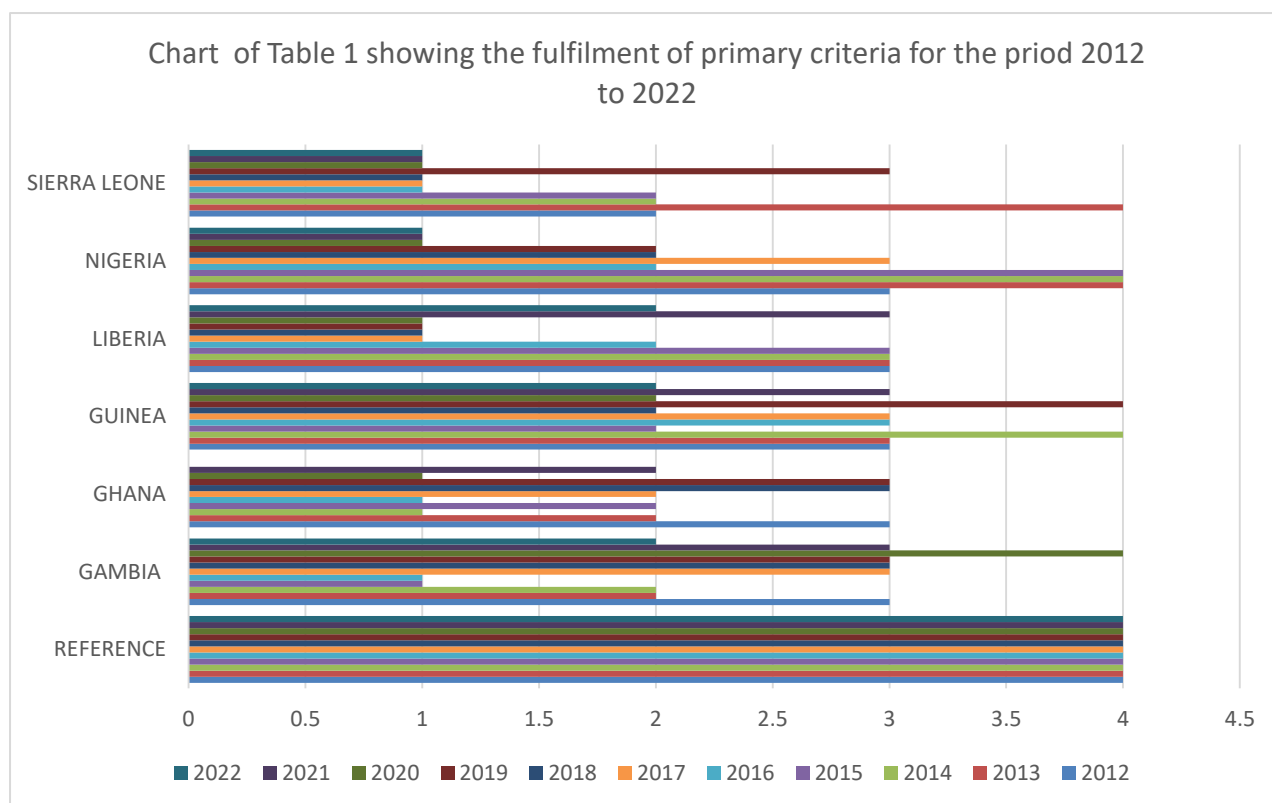
DATA PRESENTATION AND ANALYSIS

Table 1:

Table showing fulfilment of primary convergence criteria by WAEMU 6 member nations for the 11 year period 2012 to 2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	AT	RT
Gambia	3	2	2	1	1	3	3	3	4	3	2	27	44
Ghana	3	2	1	2	1	2	3	3	1	2	0	20	44
Guinea	3	3	4	2	3	3	2	4	2	3	2	31	44
Liberia	3	3	3	3	2	1	1	1	1	3	2	23	44
Nigeria	3	4	4	4	2	3	2	2	1	1	1	27	44
Sierra Leone	2	4	2	2	1	1	1	3	1	1	1	19	44
Annual Total	17	18	16	14	10	13	12	16	10	13	8		
Regional Total	24	24	24	24	24	24	24	24	24	24	24		

Source: WAMI-IMAO Data base 2024



Considering regional performance as shown in the chart, the total number nations that fulfilled the primary criteria for the 11 year period is 7 as follows:

NATION	YEAR
Gambia	2020
Guinea	2014, 2019
Nigeria	2013, 2014, 2015.
Sierra Leone	2013

If all criteria was met for the period it will be $6 \times 4 \times 11 = 264$.

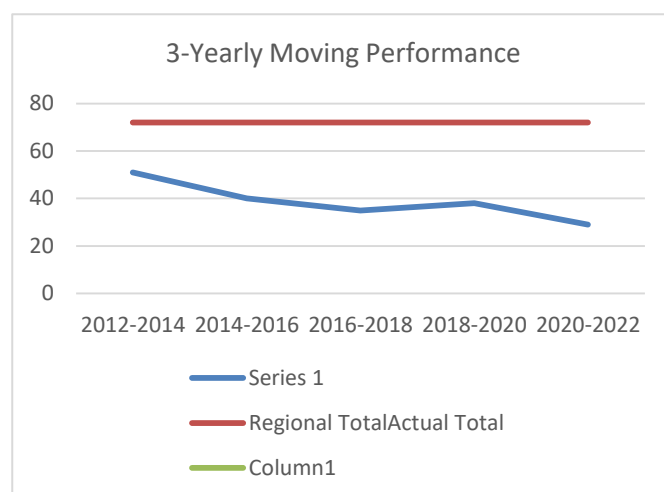
If 7 was met for the period by 4 nations only, it will be $4 \times 4 \times 7 = 112$ or 42%

THREE YEARLY MOVING PERFORMANCE

From the data in table 1, we can also calculate 3 yearly moving performance which will reveal the direction of movement towards convergence for the period under study.

Table 2. Showing 3-yearly fulfilment of 4 Primary Convergence Criteria for the period 2012 to 2022

Regional Total	2012-2014	2014-2016	2016-2018	2018-2020	2020-2022
	51	40	35	38	29
Expected Total	72	72	72	72	72



DISCUSSIONS OF RESULTS

In discussing our result, the evidence gathered from table 1 shows that when compared with the figures and recommendations of past decades, not much has changed. With a percentage performance of 42%, the nation's seeking for the monetary union has shown their inability to tackle or conquer identified national and regional obstacles.

During the eleven year period under study, only four nations were able to fulfill the primary criterion and it was nations like Nigeria and Guinea that was able to fulfill it more than once, Nigeria in 2013, 2014 and 2015. Guinea in 2014 and 2019. Other nations like Gambia and Sierra Leone fulfilled same in 2020 and 2013 respectively.

Attempt to measure the level of convergence using 3-yearly moving performance as shown in the chart of table 2, indicates that rather than increasing convergence, the gap between the regional benchmark was rather widening indicating increasing divergence over the period.

RECOMMENDATIONS

Despite the theoretical promise of a common currency, empirical evidence suggests that asymmetric shocks and divergence in economic policies might frustrate the actualisation. This gap between theoretical models (like OCA) and the practical realities of ECOWAS member states underscores the need for a comprehensive feasibility study. Such a study would not only assess whether the macroeconomic indicators meet the required thresholds but also consider the institutional, political, and social dimensions that might affect the success of a currency union.

Removing impediments that contributes to institutional under performance is very vital. This can only be achieved by following Adam Smith's (1776) recommendation of limited government. Across West Africa, the role of governments must be limited to the traditional functions of maintaining peace, security and enforcement of values that promote free competition. As dominance of government decreases, the role of private sector will increase and the issue of income, productivity, employment and stable price level will be addressed. Government is synonymous with corruption, inefficiency, resource underutilization and misallocation. Only the dominance of private sector will stimulate the competition that will drive the respective economies to a stage of maturity and take-off into self-sustenance which will help drive the regional economy to the level of combined economic equilibrium that can accommodate and sustain unionization of any kind.

REFERENCES

- African Monetary Union. South African Journal of Economics, 82(2), 276-289.
- Bergin P R, (2010), The Dynamic effects of a Currency Union on Trade, Working Paper vol. 2010, University of War Wick.
- Burns, A. R. (1927). Money and Monetary policy in early times. London, K. Paul and co Ltd.
- Chow, H. K. (2003). A history of Monetary Union. Journal of Economic Survey 17(14), 533-557.
- Debrun, Xavier, Paul Masson, (2002). Monetary Union in West Africa, Who might gain, lose and why? IMF Working Papers WP/02/226.

Fe, D. C., Konin, A. C., & N'Guessan, A. M. M. (2024). Economic convergence in the West African Economic and Monetary Union: a new analysis. *Cogent Economics & Finance*, 12 (1). <https://doi.org/10.1080/23322039.2024.2308671>

Giuseppe, F. Mohammed S. (2023) 'Towards Monetary Union In The Economic Community Of West African States (Ecowas): Better Policy Harmonisation And Greater Intra-Trade Are Needed' *Journal of Policy Modelling* 45(1) 58-73.

Meadows, R. G. (1999). The International Monetary System: A Look Back and Ahead, *Journal of Economic ISSUES*, 33(2), 271-283.

Mundell, R. A. (1961). 'A theory of Optimum Currency Areas' *American Economic Review*, 51(4) 657-665. Perspective. *Technological Forecasting and Social Change*. 95, 163.

Plasmans, J., Engwerda, J., Van Aarle (2006). 'Sustainability of Monetary Unions: A Stochastic Analysis' *Journal of Economic Dynamics and Control*, 30(12) 2755-2778.

Rostow, W. W. (1960) Stages of Economic Growth: 'A Non Communist Manifesto' Cambridge University Press.

Stauffer, D. (2009) 'Economic Complexity and Growth'. *Journal of Economic Issues*, 43(1), 35-43.

Udeh, S.O. (2010) 'Regional Currency: Assessing the Prospects of West African ECO in The Period 2010 to 2020, A study in Comparative Statistics.' Unpublished PhD Thesis of St Clement University.

West African Monetary Institute: <https://www.wami-Imao.org>

ABOUT THE LEAD AUTHOR



***Dr Udeh Sabastine Onyemaechi** hails from Enugu State, Nigeria. He holds a BA (Hons) and MA in the subject of Economics from Panjab University, Chandigarh, India and also the PhD of St Clements University in the same subject. He is currently, the Deputy Rector of Enugu State Polytechnic, an Author of many books and a Member of numerous professional bodies. He can be reached at drudeh4life@gmail.com or +234-8039373766.

St Clements Education Group – E-Journal *Veritas*

NOTES TO CONTRIBUTORS

Editor: Mr Adrian Williams

Contributions should be forwarded to Mr Adrian Williams at admin@stclements.edu

Contributors may contact the editors for advice on publication if they wish – email above. Otherwise the following guidelines are offered:

CONTRIBUTIONS

The Journal takes the following:

- Short articles and essays 1500 - 2500 words*
- Research Reports
- Notes
- Letters to the Editor re published articles
- Book Reviews

***IMPORTANT:** Articles greater than the stipulated size limit will be published in the St Clements E-Library and a summary of the article will be required to be provided to the editor for inclusion in the '*Veritas*' E-Journal. A link to the full article for those wishing to read more than the summary will be available within the E-Journal publication.

AUTHOR'S DETAILS

New authors are asked to submit the following with their paper:

- Details of their academic qualifications
- Their current place of work – title, address
- A head and shoulders photograph of themselves
- Their email address

SUBMISSION

All articles must be submitted by email

FORMAT

Contributors are asked to observe the following format where possible:

Title: 14pt Times Roman Font

Name: Author's name and brief biography together with a head and shoulders photo

Body: 10pt Times Roman Font for text

9pt Times Roman Font for tables

References in text: In the text ALL quotations must have quotation marks and a reference, e.g.

James said 'all dogs are brown' (James, 2002)

Reference List: List in **author's surnames alphabetically**

We observe the Harvard format, i.e.

- For a book: P.Jones (2001): Water Management, Raven Press, London.
- Journal reference: W.Smith (1998): 'Lemon Growing', *The Journal of Agriculture*, V.45-2, p.10.
- Reference to work listed directly preceding: *ibid*, p.20
- Newspapers: *The Star*, 3 September 1986
- Report: Australian Bushfire Commission Annual Report, 1997, p.71
- Unpublished thesis: M.Broad, "The Utility of Cross Referencing", M.Ed. Thesis, St Clements University 1999

Note: Any contributions received that do not meet the required criteria, as stated above, will be returned to the author until the correct format is achieved and only then will it be considered for publication.