

Globethics Repository

The logo consists of the word "Globethics" in white, sans-serif font, centered within a solid blue rectangular background.

Ethical determinants of information literacy
in higher education : proceedings with papers
of the round table "Ethical Determinants of
Information Literacy in Higher Education", 19th
– 21th September 2023, Geneva, Switzerland

This page was generated automatically upon download from the Globethics Repository.
More information on Globethics see <https://www.globethics.net>. Data and content policy
of Globethics Repository see <https://repository.globethics.net/pages/policy>.

Item Type	Conference proceedings
DOI	10.58863/20.500.12424/4306855
Publisher	Academic Publisher "Za Bukvite–O Pismeneh"
Rights	All rights reserved
Download date	2026-07-14 10:21:10
Link to Item	http://hdl.handle.net/20.500.12424/4306855

UNIVERSITY OF LIBRARY STUDIES
AND INFORMATION TECHNOLOGIES
&
GLOBETHICS



Globethics

Navigating life

ETHICAL DETERMINANTS
OF INFORMATION LITERACY
IN HIGHER EDUCATION

PROCEEDINGS

ETHICS

ЗА БУКВИТЕ
ОПНЕМЕНЕХЪ

**ETHICAL DETERMINANTS
OF
INFORMATION LITERACY
IN
HIGHER EDUCATION**

2023

**ЕТИЧНИ ДЕТЕРМИНАНТИ
НА
ИНФОРМАЦИОННАТА ГРАМОТНОСТ
ВЪВ
ВИСШЕТО ОБРАЗОВАНИЕ**

2023

The Round table and the proceedings are realized within a project funded by the Ministry of Education and Science and Contract № NIP-2023-10 on the topic: “Ethical Determinants of Information Literacy in Higher Education”.

All papers are original work of the authors, and the opinions expressed are theirs.

© Assoc. Prof. Elena Savova, PhD, Compiler, 2023

© Elisaveta Tsvetkova, PhD, Reviewer, 2023

© Hristo Hristov, PhD, Cover design, 2023

© Academic Publisher “Za Bukvite – O Pismeneh”, 2023

ISBN 978-619-185-628-2

University of Library Studies and Information Technologies, 2023

**ETHICAL DETERMINANTS
OF
INFORMATION LITERACY
IN
HIGHER EDUCATION**

PROCEEDINGS

with Papers of the Round Table

“Ethical Determinants of Information Literacy in Higher Education”

19th – 21th September 2023

Geneva, Switzerland

Academic Publisher “Za Bukvite – O Pismeneh”

Sofia, 2023

CONTENTS

WELCOMING ADDRESSES.....	9
---------------------------------	----------

PLENARY SESSION

Irena Peteva, Stoyan Denchev. CONCEPTUAL MODEL FOR ETHICAL BEHAVIOUR IN MODERN CYBER ENVIRONMENT.....	27
Tereza Trencheva, Evelina Zdravkova. SCIENTIFIC ETHICS AT ULSIT: A TOOL FOR BUILDING RESPONSIBLE PERSONALITIES IN AN UNIVERSITY ENVIRONMENT.....	34

SECTION 1.

INFORMATION TECHNOLOGY & SECURITY

Ivanka Pavlova, Magdalena Garvanova. ETHICAL ASPECTS IN THE APPLICATION OF ARTIFICIAL INTELLIGENCE-BASED DECISION MAKING SUPPORT SYSTEMS IN SECURITY AND DEFENSE.....	43
Jan Graevenstein. LEADERSHIP IN HYBRID ENVIRONMENTS: HOW MASLOW’S BASIC NEEDS CAN BE MET IN A HYBRID WORLD.....	48
Steliana Yordanova, Ralitsa Yotova. ETHICAL PRINCIPLES AND STANDARDS RELATED TO CITIZENS’ RIGHTS OF ACCESS TO INFORMATION.....	57
Harald Brandl. VALUE-ORIENTED STAKEHOLDER MANAGEMENT – ILLUSTRATED BY THE EXAMPLE OF MICRO AG.....	65
Ralitsa Yotova, Stoyan Boyanov. RESEARCH OF FORCED INFORMATION DEVIATIONS AND THEIR IMPACT ON PUBLIC ATTITUDES IN CONDITIONS OF CRISIS.....	77
Johannes Siegmund. ETHICS IN MEDICAL DATA PROTECTION.....	84
Evelina Zdravkova, Tereza Trencheva, Stoyan Denchev. THE NATIONAL FLAG: THE RELATION “KNOWLEDGE – ETHICS” IN BUILDING NATIONAL IDENTITY.....	90
Dessislava Leclere. WHEN ETHICAL AND COMPUTER CODES INTERTWINE WITH INFORMATION LITERACY: A DILEMMA IN HIGHER EDUCATION.....	102

Ruska Manolova, Marchelo Ivanov. REGULATORY FRAMEWORK OF THE ACCESS TO PUBLIC INFORMATION IN THE REPUBLIC OF BULGARIA. ETHICAL ASPECTS.....	109
--	------------

SECTION 2.

ETHICS & SOCIAL STUDIES

Vanche Boykov, Marieta Goceva. VALUES AS AN ETHICAL DILEMMA IN THE NEW TECHNOLOGICAL AGE.....	119
Vlado Buckovski, Goce Naumovski, Katerina Buchkovska. ANALYSIS OF THE CODES OF ETHICS OF TWO MACEDONIAN UNIVERSITIES.....	127
Evelina Zdravkova, Stoyan Denchev, Hristo Hristov. ETHICS, MEDIA AND HISTORY: INTERACTION IN ONE UNIQUE ISSUE OF THE CYRIL AND METHODIUS NEWSPAPER “ZA BUKVITE – O PISMENEH”.....	138
Elisabeth Dewaldt. ETHICS IN THE USE OF SOCIAL MEDIA AND NETWORKS IN HIRING PROCESSES.....	147
Jawed Ghaffari. ETHICS IN DIGITALISATION.....	159
Markus Ferdinand Hoppe. BUSINESS ETHICS IN REMOTE WORK.....	167
Pascal Fabian Berein. ETHICS IN LEADERSHIP – CONTRASTING ETHICAL AND DESTRUCTIVE LEADERSHIP.....	175
Chris Braunstein. ECOLOGICAL SUSTAINABILITY IN GERMAN FOOTBALL STADIUMS: ETHICAL CHALLENGES AND SOLUTION APPROACHES.....	185
Neno Dimov. ETHICAL APPROACH TO THE ENVIRONMENTAL PROBLEMS.....	192
Plamen Teodosiev. TRENDS FOR REFORMS OF THE MODERN INTERNATIONAL SYSTEM.....	198

SECTION 3.

ETHICS & HIGHER EDUCATION

Agim Krasniqi, Stoyan Dencev. ETHICS AND CORRUPTION IN HIGHER EDUCATION.....	207
Mustafa Hatipler. ETHICAL PRINCIPLES IN HIGHER EDUCATION IN TURKEY.....	223

Ventzeslav Sabev. INTEGRITY IN INFLUENCE CAMPAIGNING: THE CASE OF NATIONAL BRANDING AND ITS TEACHING IN HIGHER EDUCATION INSTITUTIONS.....	232
Snezhana Tsekova. DEVELOPING AND IMPROVING KEY COMPETENCES IN THE UNIVERSITY ENVIRONMENT – ETHICAL FRAMEWORK	239
Elena Savova. ETHICS AND INFORMATION LITERACY: ETHICAL CHALLENGES IN HIGHER EDUCATION.....	246
Trayana Petrova, Viktoria Tsvetkova. INFORMATION LITERACY IN UNIVERSITY LIBRARIES AND ACCESS TO INFORMATION.....	251
REVIEW	255

WELCOMING ADDRESSES



Република България
Президент

ДО
ПРОФ. Д.Н. ИРЕНА ПЕТЕВА
РЕКТОР НА УНИБИТ
СОФИЯ, РЕПУБЛИКА БЪЛГАРИЯ

ПРОФ. Д.ИК.Н. СТОЯН ДЕНЧЕВ
ПРЕДСЕДАТЕЛ НА СЪВЕТА НА
НАСТОЯТЕЛИТЕ НА УНИБИТ

ПРОФ. Д-Р ФАДИ ДАУ
ИЗПЪЛНИТЕЛЕН ДИРЕКТОР НА
ФОНДАЦИЯ „ГЛОБЕТИКС“, ЖЕНЕВА,
ШВЕЙЦАРСКА КОНФЕДЕРАЦИЯ

Уважаема професор Петева,
Уважаеми професор Денчев,
Уважаеми професор Дау,
Уважаеми участници в Кръглата маса,

За мен е чест и удоволствие да Ви поздравя за провеждането на този форум, посветен на една от особено значимите за съвременното общество теми — етика в науката.

Кръглата маса „Етични детерминанти на информационната грамотност във висшето образование“, която сте иницирали и организирате, е чудесна възможност за диалог и обмен между съмишленици от цяла Европа, отдадени на науката и познанието.

За над 70 години УниБИТ се изгради като академична институция, която формира професионалисти и лидери на бъдещето и работи за утвърждаването на ценностите и принципите, така необходими на съвременния информационен свят.

Приветствам ръководството и цялата академична общност за труда и грижата да въграждате в културата на своя университет етичните аспекти — прозрачност, честност, уважение. Вярвам, че всеки от преподавателите тук дава личен пример за професионализъм и посветеност към израстването на своите студенти.

Поздравявам както УниБИТ, така и международната фондация „Глобетикс“, за партньорството, което реализирате и развивате с учени от България, Австрия, Турция, Германия, Северна Македония, Косово, Сърбия и Швейцария. Вие насърчавате образователна среда, в която етичните професионални ценности се интегрират във всички аспекти на дейността на академичните институции.

Уважаеми гами и господа,

В хилядолетната световна история етиката играе фундаментална роля във формирането на човешкото поведение и взаимодействие. Етичните детерминанти

са тези вътрешни и външни фактори, които влияят върху формирането и изразяването на личността и насочват нейните индивидуални действия.

Убеден съм, че Вашата работа по време на Кръглата маса ще бъде ползотворна и високосзначима. Укрепването на етичната култура във висшето образование е необходимо, защото тя допринася за формирането на отговорни и морални граждани, които са готови да изграждат по-добро бъдеще за обществото и целия свят.

Желая на всички Вас здраве и успех! На добър час на Кръглата маса!

19 септември 2023 г.



Румен Радев
ПРЕЗИДЕНТ НА РЕПУБЛИКА БЪЛГАРИЯ

**TO
PROF. DSC IRENA PETEVA
RECTOR OF ULSIT,
REPUBLIC OF BULGARIA**

**PROF. DSC STOYAN DENCHEV
PRESIDENT OF
THE BOARD OF TRUSTEES
AT ULSIT**

**PROF. DR FADI DAU
CEO OF
THE GLOBETHICS FOUNDATION, GENEVA,
SWISS CONFEDERATION**

**Dear professor Peteva,
Dear professor Denchev,
Dear professor Dau,
Dear round table participants,**

It is an honor and pleasure to congratulate you on the holding of this forum dedicated to one of the particularly significant to society topics – ethics in science.

The round table “Ethical Determinants of Information Literacy in Higher Education”, which you have initiated and organized, is a wonderful opportunity for dialogue and exchange between like-minded people from all over Europe dedicated to science and knowledge.

For over 70 years, ULSIT has grown as an academic institution which helps people develop as professionals and leaders of the future. The university has worked for establishing the values and principles that are so needed in the modern information world.

I congratulate the management and all the academic community for the work and effort to integrate into the university the ethical aspects – transparency, integrity, respect. I believe that each lecturer here sets a personal example for professionalism and dedication to the growth of their students.

I congratulate both ULSIT and the international foundation Globethics on the partnership you realise and develop with scientists from Bulgaria, Austria, Turkey, Germany, North Macedonia, Kosovo, Serbia and Switzerland. You foster an

educational environment where ethical professional values are integrated into all aspects of the academic institutions' activities.

Dear ladies and gentlemen,

In the thousands of years of world history, ethics has played a fundamental role in shaping human behavior and interaction. Ethical determinants are those internal and external factors that influence the formation and expression of each individuality and direct its each and every action.

I am convinced that your work during the round table will be fruitful and significant. Consolidating the ethical culture in the higher education is a must, because ethical culture contributes to the development of responsible and moral citizens who are prepared to build a better future to society and the whole world.

I wish you all good health and success! Good luck to the Round Table event!

19th September 2023

Rumen Radev
PRESIDENT OF THE REPUBLIC OF BULGARIA



РЕПУБЛИКА БЪЛГАРИЯ
МИНИСТЪР-ПРЕДСЕДАТЕЛ

София, септември 2023 г.

УВАЖАЕМА Проф. ПЕТЕВА,
УВАЖАЕМИ Проф. ДЕНЧЕВ,
УВАЖАЕМИ Проф. ДАУ,

УВАЖАЕМИ УЧАСТНИЦИ В КРЪГЛА МАСА, ПОСВЕТЕНА НА
НАУЧНАТА ЕТИКА,

С голямо уважение Ви приветствам за инициативата да създадете дискусия по проблемите, свързани с научната етика в съвременното общество.

Вашиите усилия да развивате етичните стандарти във висшето образование и в научните изследвания са неразделна част от напредъка на науката и създаването на добри практики в тази област.

... / ...

ДО
Проф. ИРЕНА ПЕТЕВА
РЕКТОР НА УниБИТ

Проф. СТОЯН ДЕНЧЕВ
ПРЕДСЕДАТЕЛ
НА СЪВЕТА НА НАСТОЯТЕЛИТЕ НА УниБИТ

Проф. ФАДИ ДАУ
ИЗПЪЛНИТЕЛЕН ДИРЕКТОР НА ФОНДАЦИЯ „ГЛОБЕТИКС“

Фактът, че този висок форум се провежда в Швейцария в партньорство с фондация „Globethics“ – институция с доказан международен авторитет и влияние, показва, че УниБИТ може да бъде мост между различните области на знанието. Участието в кръглата маса на учени от България, Австрия, Турция, Германия, Северна Македония, Косово, Сърбия и Швейцария я превръща в платформа за обмен на мнения и опит на учени и университетски преподаватели от цяла Европа, което е инструмент за укрепване на основите на етичните принципи в научната общност в света. Срециите в Женева, Монтрьо и Лозана ще имат трайно въздействие върху начина, по който науката се възприема и практикува в съвременната академичната общност.

Поздравявам Ви за активното участие в процесите, свързани с прилагане на етиката във висшето образование в България и Ви благодаря за приноса в развитието на научната етика. Вярваме, че Вашите дискусии ще създадат вдъхновяващи идеи и решения, които ще помогнат за изграждането на доверие в науката в България.

Пожелавам ползотворна работа на Кръглата маса „Етични детерминанти на информационната грамотност във висшето образование“!

На добър час!

Акад. НИКОЛАЙ ДЕНКОВ

Sofia, September 2023

**DEAR PROF. PETEVA,
DEAR PROF. DENCHEV,
DEAR PROF. DAU,**

**DEAR PARTICIPANTS IN THE ROUND TABLE DEDICATED
TO ETHICS IN SCIENCE**

It is with great respect that I congratulate you on the initiative to raise a discussion on the problems related to ethics in science in the contemporary society.

Your effort to develop ethical standards in higher education and scientific research are an inseparable part of the advance of science and the creation of good practices in this sphere.

**TO
PROF. IRENA PETEVA
RECTOR OF ULSIT,
REPUBLIC OF BULGARIA**

**PROF. STOYAN DENCHEV
PRESIDENT OF
THE BOARD OF TRUSTEES
AT ULSIT**

**PROF. FADI DAU
CEO OF
THE GLOBETHICS FOUNDATION,**

The fact that this prestigious forum is held in Switzerland in partnership with Globethics foundation – an institution with an indisputable authority and influence, shows that ULSIT can be a bridge between different fields of knowledge. The round table participation of scientists from Bulgaria, Austria, Turkey, Germany, North Macedonia, Kosovo, Serbia and Switzerland turns this event into a platform for exchange of opinions and experience of scholars and university lecturers from all over Europe, which is a tool for consolidating the basic and

ethical principles of the scientific community in the world. The meetings in Geneva, Montreux and Lausanne will have a lasting impact on the way science is accepted and practiced in the contemporary academic community.

I congratulate you on the active participation in the processes related to applying ethics in higher education in Bulgaria and I extend my gratitude to your contribution to the development of scientific ethics. I believe your discussions will create inspirational ideas and solutions, which will help build trust in science in Bulgaria.

I wish fruitful work of the Round Table “Ethical Determinants of Information Literacy in Higher Education”!

Good luck!

Academician NIKOLAY DENKOV



РЕПУБЛИКА БЪЛГАРИЯ
Министър на образованието и науката

ДО
ПРОФ. ДН ИРЕНА ПЕТЕВА
РЕКТОР НА УНИВЕРСИТЕТА
ПО БИБЛИОТЕКОЗНАНИЕ
И ИНФОРМАЦИОННИ ТЕХНОЛОГИИ
СОФИЯ

ДО ПРОФ. Д-Р ФАДИ ДАУ
ИЗПЪЛНИТЕЛЕН ДИРЕКТОР
НА „ГЛОУБЕТИКС“, ЖЕНЕВА
ШВЕЙЦАРСКА КОНФЕДЕРАЦИЯ

УВАЖАЕМА ПРОФ. ПЕТЕВА,
УВАЖАЕМИ ПРОФ. ДАУ,
УВАЖАЕМИ ПРЕПОДАВАТЕЛИ И ДОКТОРАНТИ,
СКЪПИ УЧАСТНИЦИ В КРЪГЛАТА МАСА,

За мен е чест и удоволствие от името на Министерството на образованието и науката на Р България да Ви поздравя по повод провеждането на международна кръгла маса „Етични детерминанти на информационната грамотност във висшето образование“, организирана

съвместно от Университета по библиотекознание и информационни технологии и международната неправителствена организация „Globethics“.

Настоящият форум е отлична възможност за среща както на доказани представители на университетските среди, така и на млади учени и докторанти от България, Сърбия, Турция, Северна Македония, Австрия, Косово, Германия и Швейцария. Сигурен съм, че по време на събитието ще намерите най-добрите форми за обмяна на творчески идеи и професионален опит и за обсъждане на съвременни стратегии и перспективи в областта на етиката, висшето образование и информационната грамотност.

Убеден съм, че именно сътрудничеството и споделянето на опит са вярната формула за успешно развитие и обогатяване на професионалните знания. Именно поради тази причина организирането на подобни съвместни мероприятия е от изключителна важност за бъдещата реализация на младите хора не само в България, но и в Европа и в света.

Пожелавам Ви здраве и енергия да продължавате успешно да реализирате всяка своя инициатива, свързана с бъдещето на българската наука, а на всички участници в кръглата маса - успешна работа и много ползотворни дискусии!

На добър час!



ПРОФ. Д-Р ГАЛИН ЦОКОВ

Министър на образованието и науката

REPUBLIC OF BULGARIA
Minister of Education and Science

TO
PROF. DSC IRENA PETEVA
RECTOR OF THE
UNIVERSITY OF LIBRARY
STUDIES AND
INFORMATION
TECHNOLOGIES
SOFIA

TO
PROF. DR. FADI DAU
CEO OF GLOBETHICS,
GENEVA,
SWISS CONFEDERATION

DEAR PROF. PETEVA,
DEAR PROF. DAU,
DEAR PROFESSORS AND PHD STUDENTS,
DEAR PARTICIPANTS IN THE ROUND TABLE,

It is my honor and pleasure, on behalf of the Ministry of Education and Science of the Republic of Bulgaria, to congratulate you on the occasion of the holding of the international round table “Ethical Determinants of Information Literacy in Higher Education”, organized jointly by the University of Library Studies and Information Technologies and the international non-governmental

organization “Globethics”.

The current forum is an excellent opportunity to meet both proven representatives of the university environment and junior scientists and doctoral students from Bulgaria, Serbia, Turkey, North Macedonia, Austria, Kosovo, Germany and Switzerland. I am sure that during the event you will find the best forms to exchange creative ideas and professional experience and to discuss contemporary strategies and perspectives in the field of ethics, higher education and information literacy.

I am convinced that cooperation and sharing of experience is the true formula for successful development and enrichment of professional knowledge. It is for this reason that the organization of such joint events is extremely important for the future realization of young people not only in Bulgaria, but also in Europe and the world.

I wish you health and energy to continue to successfully implement each of your initiatives related to the future of Bulgarian science, and to all participants in the round table – successful work and many fruitful discussions!

Good Luck!

PROF. DR. GALIN TZOKOV
Minister of Education and Science

Prof. Dr Irena Peteva, Rector of the ULSIT

Prof. Dr Stoyan Denchev, Chairman of the Board of Trustees

Prof. Dr Teresa Trencheva, Vice-Rector of the ULSIT

The University of Library Studies and Information Technologies (ULSIT) engages in a pioneering task in Bulgaria and more broadly in Europe by linking ethics with scientific literacy. The support of the Education Ministry, and personally of Minister Prof. Dr Galin Tsokov, demonstrates the leadership role that Bulgaria is willing to take in raising its academic system to the highest ethical standards.

By training a community of young scholars to adopt the needed research methodology and teaching, in the context of the new ethical digital opportunities and challenges, this project meets Globethics strategic priorities. This is for me an opportunity to reiterate our commitment for our partnership with ULSIT, and our support to the higher education sector in Bulgaria in this transformative journey.

In the framework of the Global Education 2030 Agenda, UNESCO recently published the “Guidance for generative AI in education and research” (2023). The report invites to the courageous exercise of reconsidering our established understandings of knowledge and human learning. This engagement should lead to redefining new horizons for education and to informing our collective thinking and collaborative actions that can lead to human-centred digital learning futures for all.

We can proudly say that ULSIT, through this event and broader academic engagement, is offering a pioneer example for the higher education institutions, in coping with the ethical determinants of information literacy in education. For its part, Globethics is at the forefront of this operation of rethinking the new ethical standards and horizons for education and the digital transformation. The Globethics Consortium on Ethics in Higher Education, as a collaborative and policy framework for a growing number of universities from all over the world, is a critical international instrument to advance this agenda, not only in the research and teaching fields, but also in supporting the institutional development and policymaking.

I look forward to learning from and engaging in dialogue with experts, presenters, and scholars at this timely and important conference, and to see the outcomes of the discussions co-published by ULSIT and Globethics, and disseminated among the global educational constituency. Together we shall continue joining our efforts, to not to allow the digital transformation era to usurp human intelligence, but, at the opposite, to unleash the potential of the free, collective, creative, ethical, and inclusive thinking, able to re-envision and shape the sustainable global futures for all.

Professor Fadi Daou

Executive director of Globethics

Geneva, 12 September 2023

PLENARY SESSION

CONCEPTUAL MODEL FOR ETHICAL BEHAVIOUR IN MODERN CYBER ENVIRONMENT

Irena Peteva, Stoyan Denchev

University of Library Studies and Information Technologies

Abstract: *Modern cyber environment is a complex meta-structure where it is very difficult to define and practically apply a single ethical normative system. Due to various reasons (the dominant one being political), not only in real space, but also in cyberspace, different in their “shell” and different in their content, moral systems of behaviour of Homo Sapiens are observed. It is claimed that they are all based on natural human ethics and morality, but this statement is far from the truth, because at its core, it is based on the dominant political conjuncture.*

The present research thesis is based on experimental work carried out in both real and in virtual and mixed environment. The analysis of the obtained information and knowledge gives us reason to claim that the synthesized conceptual model for ethical behaviour in modern cyberspace is an effective tool for motivation and control of invariant human existence.

Keywords: *conceptual model, ethics, morality, cyber environment, physical reality, virtual reality, mixed reality, cyberspace*

Introduction

It is generally accepted that James H. Moore [1] was the first one who used the term “computer ethics”. Whether ethics will be called computer or cyber is not particularly important; however, at this point we should introduce the Swiss scientist Prof. Christoph Stückerberger [2] who modernized this concept and gave it a new, real life in current social practice. Definitions related to computer ethical determinants defined by Stückerberger and by Moore are focused exclusively on human behaviour which is actively influenced by modern computer technologies. In other words, these are systems analysis functions, naturally related to the evaluation of moral human actions in a cyber environment. It is hardly any news that modern cyber environment actively influences human behaviour. This is clearly noticeable in the process of making both elementary and complex management decisions.

Cyber ethics – social aspects

Cyber ethics lays and builds its foundations as early as the era of social life of the Athenian democracy and until the beginning of the 20th century it is characterized by two main ideas, which are reflected and implemented in two social aspects:

- freedom of expression and

- freedom of information. (At this point it is necessary to provide some clarification related to the so-called Informing Science, a present-day, modern science that emerged at the end of the twentieth century in Santa Clara, California, USA. The founder of this new scientific direction in cyberspace is Mr. Eli Cohen [3]. Figuratively speaking, viewed purely schematically and simplistically, the main difference between the Theory of Information and Informing Science consists in the following: In the first one – the task is considered completed if an information message is successfully transmitted by the sender and successfully received by the recipient. In the second theory – this alone is not enough. In this case it is important how the recipient receives and successfully uses the received message.

In the age of network society, another aspect of cyber ethics is manifested, which defines both the rules for freedom of access and the right to free and unlimited communication.

The ethical aspects of access to information are related to a relatively new field of ethics, mostly determined by the global development of information technologies and the resulting changes in modern social development. As a rule, present day ethical questions, related to information access, result in the problems of public access to information, as well as in those of human rights to free communication. From the point of view of cyber ethics, access to information and to means of communication can be considered both as the realization of individual rights of each and every individual, and as collective rights that have a relation to social development [4].

The dynamics of technology development, the ever-widening use of artificial intelligence, mixed and virtual reality in all public spheres and in private life are increasingly pressing questions of ethical behaviour in modern cyber environment. These issues have a natural relation to a new direction in diplomacy called cyber-diplomacy [5]

Terminological features

In scientific theory and practice, several concepts related to the investigated problem area are formed and widely used: “information ethics”, “computer ethics”, “Internet ethics”, “cyber ethics”. These concepts are considered in all cases where the problems of ethics in information and communication technologies are concerned. We definitely advocate and support the view that there is a negligible difference in the scope of these concepts, and at the present stage of the development of global cyberspace, both from a theoretical and from a practical point of view, it is

admissibly justified to argue that cyberethics can be accepted as their collective concept.

Because it is clear that, for example:

- computer ethics focuses on studying the ethical issues related to professionals who work and use modern computing technology;

- Internet ethics addresses ethical issues affecting only network structures. With the advent of Internet technology, Internet ethics has become an important issue for scientific research and practical experiments. It is observed that the intention for conscious ethical behaviour on the Internet is influenced by the attitude towards classical moral traditions, subjective ethical norms and perceived behavioural control. Furthermore, a person's conscious positive behaviour is directly related to their subjective perception of both virtual and actual reality. Benevolence and openness are positively correlated with attitudes toward ethical behaviour, subjective norms, and enforced behavioural control;

- UNESCO accepts that “*Information ethics deals with the ethical, legal and societal aspects of the use of information and information and communication technologies.*” [6]

The fact that as early as 1994 the Association for Computing Machinery organized a conference under the name “Ethics in the Computer Age” can serve as an argument for the above statements. This conference examines various aspects of ethics in the information age, in the light of revolutionary technological developments and the general erosion of ethical values in society as a whole. It is noteworthy that, in parallel with other topics related to the total computerization and informatization of modern society, special attention is paid to the integration of conservative ethical topics into the traditional computer science courses, including plagiarism as a problem in higher education. Hence, models for ethical behaviour in an integrated cyber environment are being offered. [7]

As an example we will quote Nance and Strohmaier: “*Conformance with ethical behavior consists of adherence to the standards of conduct for any given group. When standards are not formalized, there can exist ethical disparity from which many diverse problems can result. These problems are especially evident in cyberspace. Within cyberspace, the “given group” is culturally and ethnically diverse. As such, it is difficult to hold the individuals to a nonformalized set of standards. Several important issues need to be addressed in order to balance each individual's dual needs for freedom of expression and protection in cyberspace.*

These issues include development of formalized standards, a general protocol for cross-cultural interaction, and ethical accountability.” [8]

An additional argumentation is the launch, in 1999, of the scientific journal *Ethics and Information Technology* (<https://www.springer.com/journal/10676>), which aims to promote analyses and research and constructively contribute to the answers to ethical, social and policy issues related to the adoption, use and development of information and communication technologies in cyberspace.

In his 2009 study, Thomas Plough raises a wide range of questions related to the ethical aspects of cyberspace in an attempt to explain the apparent difference between the ethical character of interaction inside and outside of cyberspace. [9]

A conceptual model of planned ethical behaviour

Basically, conceptual models consist of feasible ideas that create real prerequisites for getting to know and understand a certain subject area that the model aims to represent.

The main purpose of conceptual models is to present the structural and functional characteristics of the researched real or virtual environment and to facilitate the perception of certain information. For this purpose, a comprehensible, consistent and easy-to-use structure is created, oriented towards the achievement of predetermined goals and sub-goals. This structure should ensure the perception of the system interpretation of the environment for the users of the model. [10]

As an unwritten rule, it is accepted that conceptual models should improve individual users' understanding of the system, facilitate the extraction of system specifications, and provide documentation of the system for future research or practical applications. It is definitely understood that the model may not represent the entire environment, but there should be a certain, pre-limited level of similarity between it and the object. The creation of a conceptual model based on conducted scientific research (as in this case) is a recognized necessity for a better understanding and studying of not only real, but also virtual complex systems. The very process of building the model is a cognitive process, whose purpose is the in-depth study of the researched objects.

As a continuation to the preceding analysis, a conceptual model for planned ethical behaviour in a modern cyber environment is proposed. The model is based on existing and proven, in their effectiveness, classical and modern ethical rules and norms. It operates in a mixed reality environment and is in tune with both the

formation of a culture of information transparency and cybersecurity requirements and information connectivity trends.

Structural characteristics of the model

The conceptual model for planned ethical behaviour in cyber environment should be viewed as a practical proposal for a sustainable moral paradigm applicable both in traditional physical environment and in global cyberspace. Its topological architecture can be seen as a synergistic shell of interrelated, interacting, or at least interdependent components of a predefined structural framework of laws, norms, and rules to support targeted ethical behaviour.

As it has already become clear, all components of the structural framework of the model are united in a common system that generates a sustainable communication product for mass application in current social practice.

Functional characteristics of the model

The conceptual model for planned ethical behaviour is characterized by the following functional features:

- In essence, it represents an innovative solution for generating new knowledge about the place, role and meaning of morality in modern society;
- The functional interaction between the different components of the model is described on the basis of linear functions;
- The generated model is a kind of barrier to the mechanisms and technologies for offering, defending and applying false values, which we defined as “values-fetishes”;
- The model supports the process of synchronizing ethical determinants in real and virtual environment;
- By using the available expert potential, the model fully develops the functional relationships between its components, making them follow the hierarchy of legal and other normative regulation (this order is not absolute, but it is carried out until the moment when the functional dependencies begin to be grossly distorted and contradict common sense);
- One of the functional characteristics of the Model is designed with self-learning capabilities;
- A functional mechanism for effective feedback has been implemented, with possibilities for partial correction of the current functional scheme.

Conclusion

With certain approximation, it can be argued that cyberethics is a science of studying moral, legal and social issues related to human behaviour in a mixed reality environment.

As an area of application it:

- explores the impact that cyber technologies have on our social, legal and moral systems;
- evaluates the social policies and laws we formulate in response to problems arising from the development and use of information and communication technologies in cyberspace.

As it has become clear from the analysis carried out in the study of human behaviour in a mixed reality environment, adherence to and compliance with certain laws, rules and norms cannot be accomplished without the presence of formal control. Planned and conscious positive behaviour is always carried out within a predetermined model of ethical behaviour.

ACKNOWLEDGEMENTS

This work was supported by the NSP DS program, which has received funding from the Ministry of Education and Science of the Republic of Bulgaria under the grant agreement No. Д01-74/19.05.2022.

REFERENCES

- [1] **MOOR**, J. H. (1985). "What Is Computer Ethics?" In T. W. Bynum (ed.), *Computers and Ethics*. Blackwell, pp. 266–75. (Published as the October 1985 issue of *Metaphilosophy*)
- [2] **STÜCKELBERGER** Christoph / **PAVAN** Duggal (Eds.), *Cyber Ethics 4.0: Serving Humanity with Values* Geneva: Globethics.net, 2018 ISBN 978-2-88931-265-8 © 2018 Globethics.net]
- [3] **COHEN**, Eli. A Philosophy of Informing Scienc. *Informing Science*; Santa Rosa Vol. 12, (2009): 1–15. DOI:10.28945/425
- [4] **PETEVA**, I., S. **DENCHEV**. *E-Upravlennie kultura na informatsionnata prozrachnost*. Sofia: Za bukвите – O pismenehy, 2017. 299 s. ISBN 978-619-185-271-0.
- [**ПЕТЕВА**, И., С. **ДЕНЧЕВ**. *Е-Управление култура на информационната прозрачност*. София: За буквите – О писменехъ, 2017. 299 с. ISBN 978-619-185-271-0.]
- [5] **DENCHEV**, S., D. **STOEVA**. *Kiberdiplomatsiyata?! : Novite predizvikatelstva pred mezhdunarodnite otnoshenia : studia*. – Sofia : Za bukвите - O pismenehy, 2022. 74 s.
- [**ДЕНЧЕВ**, С., Д. **СТОЕВА**. *Кибердипломацията?! : Новите предизвикателства пред международните отношения : студия*. София: За буквите – О писменехъ, 2022. 74 с.]
- [6] **INFORMATION ETHICS**. <https://en.unesco.org/themes/information-ethics>
- [7] **PROCEEDINGS** of the conference on Ethics in the computer age. 1994. Association for Computing Machinery, New York, NY, USA. <https://dl.acm.org/doi/proceedings/10.1145/199544>]
- [8] K. L. **NANCE**, M. **STROHMAIER**. Ethical accountability in the cyberspace. In *Proceedings of the conference on Ethics in the computer age* (E CA '94). 1994. Association for Computing Machinery, New York, NY, USA, 115–118. <https://doi.org/10.1145/199544.199598>

[9] **PLOUG**, Thomas. Ethics in Cyberspace. How Cyberspace May Influence Interpersonal Interaction. ISBN 978-90-481-2370-4. Published: 21 April 2009

[10] **CHAUSHEV**, H. Strategicheskite komunikatsii v kontseptsiyata na NATO. – V: Sbornik s dokladi ot godishna universitetska nauchna konferentsia na Natsionalen voenen universitet „Vasil Levski“, gr. VelikoTarnovo, 2022. Izdatelski kompleks na NVU „Vasil Levski“ ISSN 2367-7481; ISSN 1314-1937.

[**ЧАУШЕВ**, Х. Стратегическите комуникации в концепцията на НАТО. – В: Сборник с доклади от годишна университетска научна конференция на Национален военен университет „Васил Левски“, гр. ВеликоТърново, 2022. Издателски комплекс на НВУ „Васил Левски“ ISSN 2367-7481; ISSN 1314-1937.]

КОНЦЕПТУАЛЕН МОДЕЛ ЗА ЕТИЧНО ПОВЕДЕНИЕ В МОДЕРНАТА КИБЕР СРЕДА

Резюме: *Съвременната кибернетична среда е сложна метаструктура, в която е много трудно да се дефинира и приложи на практика една етична нормативна система. Поради различни причини (доминиращата е политическата) не само в реалното пространство, но и във виртуалното пространство, различни по своята „обвивка“ и различно по съдържание, се наблюдават морални системи на поведение на Homo Sapiens. Твърди се, че всички те се основават на естествената човешка етика и морал, но това твърдение е далеч от истината, тъй като в основата си се основава на доминиращата политическа конюнктура.*

Настоящата изследователска теза се основава на експериментална работа, извършена както в реална, така и във виртуална и смесена среда. Анализът на получената информация и знания ни дава основание да твърдим, че синтезираният концептуален модел за етично поведение в съвременното киберпространство е ефективен инструмент за мотивация и контрол на инвариантното човешко съществуване.

Ключови думи: *концептуален модел, етика, морал, киберсреда, физическа реалност, виртуална реалност, смесена реалност, киберпространство*

Prof. DSc Irena Peteva

University of Library Studies and Informational Technologies

E-mail: i.peteva@unibit.bg

Prof. DSc Stoyan Denchev

University of Library Studies and Informational Technologies

E-mail: s.denchev@unibit.bg

SCIENTIFIC ETHICS AT ULSIT: A TOOL FOR BUILDING RESPONSIBLE PERSONALITIES IN AN UNIVERSITY ENVIRONMENT

Tereza Trencheva, Evelina Zdravkova

University Library Studies and Information Technologies

Abstract: *Modern higher education is a key factor for the successful professional orientation and career development of young people. To be responsible citizens, people with morals in the information society, they must appreciate ethical norms and standards in science. **This report focuses** on the role of the academic community in the creation and dissemination of knowledge – as a process that is carried out with meaning and responsibility. **The purpose of this development** is to outline the importance of scientific ethics as a tool for social responsibility in a university environment with an emphasis on the personal development of students and the synergy between them and teachers regarding basic concepts and principles in the context of science. **The report presents** basic concepts and principles of scientific ethics and explains their relevance to the academic community. It examines how University of Library Studies and Information Technologies (ULSIT) applies ethical standards, participates in the public debate on the topic, promotes the application of scientific ethics in curricula and programs - a challenge faced by the entire Bulgarian education, especially in the conditions of continuous technological progress. Attention is paid to the interdisciplinary approach in integrating scientific ethics in education, and practical resources such as collaboration with other universities to create global standards and practices in the field are presented. **In conclusion**, the conclusion is drawn that scientific ethics is not only a theoretical concept, but a concrete tool for the formation of the modern personality, which is responsible for the development of society and can change the world with knowledge and moral values such as morality, decency, good faith, decency, virtue.*

Keywords: *scientific ethics, morality, university environment, scientific activity*

Science is a complex and multifaceted activity that requires from scientists not only high professional skills, but also responsible behavior based on moral and ethical principles. Scientific ethics is a set of rules and norms that regulate the behavior of scientists in their work. It aims to protect the integrity of scientific activity, guarantee its credibility and prevent abuses.

University of Library Studies and Information Technologies (ULSIT) is a leading boutique higher education institution in Bulgaria that prepares specialists in the field of library sciences and plays an important role in the development of science and higher education. Therefore, it is important that the academic council strives to create an environment in which scientific ethics is highly valued and respected.

Profession “scientist” is prestigious. Already in the Lisbon Strategy of the European Union, the ambitious goal of building a knowledge-based economy - through training, research and innovation, i.e. scientific activity should be a matter of authority, dignity, respect. But the university's mission is not only research and teaching. The education of young people is not limited to the acquisition of knowledge and skills. It should support the development of values that nurture the spirit of justice, openness, honesty and social responsibility. And this is the function of ethics in higher education - its basic principles and how they can be applied in the educational process to form responsible individuals, professionals, leaders, citizens with sound moral values, honoring diversity and creating the ability to think ethically and Making decisions.

Scientific ethics as part of scientific activity includes a wide range of issues related to various aspects of knowledge:

In terms of research, scientists must conduct their research in an honest and responsible manner, use reliable methods and data, be transparent in their procedures, and publish the results of their research in open access.

Publications that reflect scientific research achievements must be correctly created, foreign creativity must be used according to the rules of the Act of Academic Staff Development and be cited accordingly. Articles should not contain false or misleading information.

When working together in a team, scientists work together, sharing information and data that takes into account the contributions of others and avoids conflicting situations and harming the interests of third parties.

Behavior in the academic community is an aspect of scientific ethics that is often neglected. And this undermines trust in science. The scientist must be an example for others in his actions, avoid prejudices and stereotypes that cause harm when they are harshly imposed on individuals and are used as a motive for different treatment and behavior towards them, fight against discrimination.

Higher education promotes academic honesty and integrity. Students should be taught how to avoid plagiarism and cheating and appreciate the importance of their own efforts and knowledge. Students must learn to be responsible for their actions and decisions. Ethical awareness helps them understand the consequences of their actions on society and the environment. As all students have equal access to education and equal opportunities for success, they must strive for equity in the provision of resources and support. And the academic staff to promote openness and

free exchange of ideas. Students must learn to listen to and understand different points of view and engage in dialogue that promotes the enrichment of knowledge and the development of analytical skills.

The rector's management of ULSIT is in the process of creating a procedure designed to promote the observance of scientific ethics. These rules include:

- USLIT Code of Ethics: The USLIT Code of Ethics sets out the basic principles of scientific ethics that are expected to be observed by all members of the academic community.
- Rules for publication of scientific research: The rules for publication of scientific research at ULSIT are supposed to ensure that the published results of scientific research are credible and meet international standards.
- Procedure for Reviewing Violations of Scientific Ethics: The procedure for reviewing violations of scientific ethics at ULSIT is designed to ensure a fair process for all parties involved in such a review.
- Procedure for establishing matches in authored texts of students, doctoral students and academic staff.

In order to improve the place of scientific ethics in USLIT, it is necessary to take the following measures:

- Raising awareness among members of the academic community of the importance of scientific ethics. This can be achieved by organizing trainings and seminars on the topic, workshops, master classes, etc.
- Strengthening the procedures for considering violations of scientific ethics. This will help ensure that all violations are dealt with fairly and in a timely manner.
- Strengthening international cooperation in the field of scientific ethics. This will help to share best practices and develop common standards for scientific ethics.

And this is not a whim, but a necessity according to Activity 9.3. Introduction of control over the observance of the principles of scientific ethics on the basis of the European Charter of Scientists and the Code of Ethics of Scientists according to the National Strategy for the Development of Scientific Research in the Republic of Bulgaria 2017 – 2030 “Better Science for a Better Bulgaria” of The National Assembly of the Republic of Bulgaria, promulgated in the State Gazette number: 47, dated 13.6.2017. According to this document, measures such as:

“9.3.1. State support for the creation, regulation of the activity and functioning of a national appellate committee on scientific ethics, issued by the scientific community, organizations of scientists and social partners.

9.3.2. Methodological assistance by the Ministry of Education and Culture for the adoption and implementation of the principles for the European Charter for Researchers, the Code of Conduct for the Selection of Researchers and the Code of Ethics for Scientists from Scientific Organizations and Higher Schools.”

Scientific ethics is essential to the development of science and education in modern academic life. It helps to ensure that research is credible and meets the highest standards. Our ULSIT is committed to promoting scientific ethics among students, faculty and the entire academic community so that they feel committed to the mission of our Alma Mater and thus contribute to social responsibility and the enrichment of society.

Ethics in higher education is a key element for the development of the educational process and the formation of future citizens and professionals. It promotes fairness and openness and helps students develop as whole and responsible individuals.

Scientific ethics is not only a theoretical concept or a set of abstract principles and rules, but an important tool that plays an essential role in the formation of the modern personality and creates a fundamental basis for the development of responsible and moral citizens capable of changing the world with knowledge and moral values such as good character, good faith, decency and virtue.

Modern society faces many challenges and opportunities related to technology, scientific diversity, complex communications. In this context, scientific ethics is the moral compass of scientists and learners, and the university is the place where basic moral values such as truth, justice and goodness are laid down as a foundation on which the young person can build his moral character.

The principles of scientific ethics contain values that not only promote scientific and academic honesty, but also instill responsibility and commitment to society. Individuals raised with these values are capable of creating and providing innovative solutions that can change the world, life, society.

Yes, scientific ethics is the most important ally of the modern person in his quest for responsibility and social change. It not only forms the foundations for ethical behavior, but also provides a valuable toolkit for solving ethical dilemmas and challenges.

By combining knowledge with moral values, scientific ethics can infuse strength and meaning into an individual's efforts for social change and societal progress, making him a truly responsible and inspired participant in the active and responsible modern information society.

ACKNOWLEDGEMENTS

This research would not have been possible without the financial assistance of the following project: “A Conceptual Educational Model for Enhancing Information Literacy in an University Information Environment”, financed by National Science Fund of the Ministry of Education and Science of the Republic of Bulgaria with Contract No KP-06-H35/10 from 18.12.2019, led by Prof. DSc. Stoyan Denchev and The NSP program, which has received funding from the Ministry of Education and Science of the Republic of Bulgaria under the grant agreement no. D01-74/19.05.2022.

REFERENCES

- [1] **RACHELS**, James and Stuart **RACHELS**. The Elements of Moral Philosophy. McGraw; 10th Edition (International Edition), 2022, 224 p. ISBN-10 1265237182.
- [2] **LISBON** European Council, 23 and 24 March 2000, Presidency Conclusion, European Union Parliament Website, Available from:
URL: https://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/ec/00100-r1.en0.htm
- [3] **NATSIONALNA** strategija za razvitie na nauchnite izsledvania v Republika Bulgaria 2017 – 2030 „Po-dobra nauka za po-dobra Bulgaria“, dostapen na URL: https://www.eufunds.bg/sites/default/files/uploads/opseig/docs/2020-05/1_ScienceStrategy_2030_BG.pdf
- [4] **НАЦИОНАЛНА** стратегия за развитие на научните изследвания в Република България 2017 – 2030 „По-добра наука за по-добра България“, достъпен на URL: https://www.eufunds.bg/sites/default/files/uploads/opseig/docs/2020-05/1_ScienceStrategy_2030_BG.pdf
- [4] **KITCHER**, Philip Science, Truth, and Democracy. Oxford: University Press, 2001, ISBN: 9780199833344, URL: <https://doi.org/10.1093/0195145836.001.0001>.
- [5] **ZAKON** za avtorskoto pravo i srodnite mu prava, dostapen na URL: <https://lex.bg/laws/ldoc/2133094401>
- [**ЗАКОН** за авторското право и сродните му права, достъпен на URL: <https://lex.bg/laws/ldoc/2133094401>]

НАУЧНАТА ЕТИКА В УНИБИТ: ИНСТРУМЕНТ ЗА ИЗГРАЖДАНЕ НА ОТГОВОРНИ ЛИЧНОСТИ В УНИВЕРСИТЕТСКА СРЕДА

***Резюме:** Съвременното висше образование е ключов фактор за успешната професионална ориентация и кариерното развитие на младите хора. За да бъдат те отговорни граждани, хора с морал в информационното общество, трябва да оценяват етичните норми и стандарти в науката. Настоящият доклад се фокусира върху ролята на академичната общност в създаването и разпространението на знание – като процес, който се извършва със смисъл и отговорност. Цел на тази разработка е да се очертае значението на научната етика като инструмент за социална отговорност в университетска среда с акцент върху личностното развитие на студентите и синергията между тях и преподавателите по отношение на основни концепции и принципи в контекста на науката. Докладът представя базови концепции и принципи на научната етика и обяснява тяхното значение за академичната общност. Разглежда как УниБИТ прилага етичните стандарти, участва в обществения дебат по темата насърчава*

*прилагането на научна етика в учебните планове и програми – предизвикателство, пред което е изправено цялото българско образование, особено в условията на непрекъснат технологичен напредък. Обръща се внимание на интердисциплинарния подход при интегриране на научната етика в образованието и се представят практически ресурси като сътрудничество с други университети за създаване на глобални стандарти и практики в областта. **В заключение** се извежда изводът, че научната етика не е само теоретичен концепт, а конкретен инструмент за формирането на съвременната личност, която е отговорна за развитието на обществото и може да промени света със знание и морални ценности като нравственост, благонравие, добросъвестност, благоприличие, добродетелност.*

Ключови думи: научна етика, морал, университетска среда, научна дейност

Senior Assist. Prof. Evelina Zdravkova, PhD

University of Library Studies and Information Technologies

E-mail: e.zdravkova@unibit.bg

Prof. Tereza Trencheva, PhD

University of Library Studies and Information Technologies

E-mail: t.trencheva@unibit.bg

SECTION 1.
INFORMATION TECHNOLOGY &
SECURITY

ETHICAL ASPECTS IN THE APPLICATION OF ARTIFICIAL INTELLIGENCE-BASED DECISION MAKING SUPPORT SYSTEMS IN SECURITY AND DEFENSE

Ivanka Pavlova, Magdalena Garvanova

University of Library Studies and Information Technologies

Abstract: *The report examines the application of artificial intelligence in security and defense. AI tools in the security system are presented. Some ethical determinants and ethical contradictions in its use are analysed.*

This research would not have been possible without the financial assistance of the NSP DS program, which has received funding from the Ministry of Education and Science of the Republic of Bulgaria under the grant agreement No. Д01-74/19.05.2022.

Keywords: *decision making support systems, artificial intelligence, ethical aspects, ethical controversies*

In modern global world of large-scale, continuous and uncontrollable information flows, Data Science or The Science of Data is “born” as an interdisciplinary field that combines the achievements of various professional fields such as computer, technical, mathematical, library, cognitive-behavioral, etc. sciences (Skiena, 2017). The trends, directions and the challenges facing Data Science follow the millennial history of the development of scientific knowledge from the dawn of the formation of human society to the creation of artificial intelligence (AI), passing through the following interconnected stages: 1. Data; 2. Information; 3. Knowledge, and 4. Wisdom (fig. 1).



Fig. 1. Pyramid of Knowledge (cited in Rowley, 2007)

During the data phase, the emphasis falls on the perception, exploration and the analysis of reality, the way of life and the surrounding world. On the information stage, methods and means are sought for extracting and illuminating hidden relationships and interrelationships between the investigated processes and phenomena. The goal of the next stage – that of (more) knowledge – is to “revive” the information array and give it a socially significant and practically-applicable meaning. The stage of wisdom is reached in the presence of superior reason and developed self-awareness that knowledge is a supreme value and power resource of the highest order, charged with social, moral and ethical responsibilities, which affects the application and development of artificial intelligence (AI) to the greatest extent.

High-tech development gives rise to a number of social, ethnic and legal contradictions and creates an extremely complex strategic environment. This is formed under the influence of two global processes – transformative and integrative. The transformative process is a process where routine intellectual human functions are transferred to the new intelligent tools of labour, while the integrative process is the one where all automated information systems are combined into a common System of Systems. [1]

We cannot deny that in this System of Systems, Decision Making Support Systems, based on Artificial Intelligence (AI) are rapidly entering. They are becoming an increasingly important factor in every sphere of society, including security and defense.

In the European Parliament Resolution on artificial intelligence of January 20th, 2021: issues related to the interpretation and application of international law as far as the EU is concerned, in the sphere of civil and military use and in the sphere of state power outside the scope of criminal law justice 2020/2013(INI)) states that “AI is leading to a revolution in military doctrine and equipment by profoundly changing the way armies operate, mainly due to the integration and use of new autonomous technologies and capabilities”. [2]

In the European Parliament Resolution on artificial intelligence of January 20th, 2021: issues related to the interpretation and application of international law as far as the EU is concerned, in the sphere of civil and military use and in the sphere of state power

Outside the scope of criminal law justice 2020/2013(INI)) states that “AI is leading to a revolution in military doctrine and equipment by profoundly changing

the way armies operate, mainly due to the integration and use of new autonomous technologies and capabilities”. [2]

There are multiple definitions of artificial intelligence depending on the aspect it is viewed from. The Resolution suggests “to adopt a common definition of artificial intelligence and to ensure compliance with the fundamental values of the European Union, the principles established in the Charter of Fundamental Rights and the international human rights law.” [2],[3]

The need “to adopt a common European legal framework with harmonized definitions and common ethical principles, including the use of AI for military purposes” is pointed out; therefore the Commission is called upon to adopt the following definitions:

- “AI system” means a system that is either software-based or embedded in hardware devices and exhibits intelligence-like behavior by, among other things, collecting and processing data, analyzing and interpreting its environment, and by taking actions with some degree of autonomy to achieve specific goals;
- “autonomous” means an AI system that functions by interpreting certain input data and by using a set of pre-defined instructions, without being limited to such instructions, although the behavior of the system is limited by and directed towards the achievement of a goal, assigned to it and other relevant design decisions made by the developer”.

The main tools used in this field are (Allen & Chan, 2017): Big Data Analysis, Cybersecurity, Image and Video Recognition, Voice Assistants and Speech Analysis, Predictive Analytics: Autonomous Drones and Robots, Social Network Analysis, Simulations and Virtual Training, Decision Support Systems, Traffic Modeling and Logistics, Development Projects and Smart Weapons.

The integration and the use of new intelligent tools, of new autonomous technologies can lead to ethical contradictions.

The problems of building and applying artificial intelligence are the subject of research by many specialists and scientific teams. The analysis of the publications on the topic shows that there is an emphasis on issues related to some ethical aspects of the creation of concepts and models of artificial intelligence, as well as the practice of their use in the fields of military affairs, security and defense. Most often mentioned in scientific research publications are the risks of violation of human

dignity and human rights, discrimination in the context of national security, misuse of personal data.

Other ethical problems and dilemmas arise in the realm of national security and defense. When using AI-based Decision Support Systems, who is liable for wrongdoing?

The application of autonomous military systems and weapons with artificial intelligence leads to ethical consequences in their use for military purposes. This raises serious moral and legal norms. Autonomous weapons with artificial intelligence can be used in violation of moral and legal norms.

AI-based decision support systems require a high level of automation, especially when it comes to processing large amounts of data and making real-time decisions. The critical point is how the human factor, as an element of any information environment, manages these algorithm-driven systems.

Ethical issues in the field of security and defense require a balance between technical capabilities and human values. The approach should be comprehensive and transparent. It is necessary to take into account both the technological aspect and the ethical values and norms.

ACKNOWLEDGEMENTS

This research would not have been possible without the financial assistance of the NSP DS program, which has received funding from the Ministry of Education and Science of the Republic of Bulgaria under the grant agreement No. Д01-74/19.05.2022.

REFERENCES

[1] **DENCHEV**, Stoyan, Ivanka **PAVLOVA**. (2023). PROMOTION OF CULTURAL HERITAGE IN UNIVERSITY INFORMATION ENVIRONMENT. In: Proceedings of MODERN DIMENSIONS OF THE EUROPEAN EDUCATIONAL AND SCIENTIFIC SPACE. Sofia: Academic Publisher "Za bukвите – O pismeneh", Volume 11, 2023.

[2] **REZOLYUTSIA** na Evropeyskia parlament ot 20 yanuari 2021 g. otnosno izkustvenia intelekt: vaprosi, svarzani s talkuvaneto i prilaganeto na mezhdunarodnoto pravo, dokolkoto ES e zasegnat, v sferata na upotrebata za grazhdanski i voenni tseli i v sferata na darzhavnata vlast izvan obhvata na nakazatelnoto pravosadie 2020/2013(INI).

[**РЕЗОЛЮЦИЯ** на Европейския парламент от 20 януари 2021 г. относно изкуствения интелект: въпроси, свързани с тълкуването и прилагането на международното право, доколкото ЕС е засегнат, в сферата на употребата за граждански и военни цели и в сферата на държавната власт извън обхвата на наказателното правосъдие 2020/2013(INI).]

[3] **HARTA** za pravata na choveka.

[**ХАРТА** за правата на човека.]

[4] **REZOLYUTSIA** ot 16 fevruari 2017 g., sadarzashta preporaki kam Komisiyata otnosno grazhdanskopravni normi za robotikata.

[РЕЗОЛЮЦИЯ от 16 февруари 2017 г., съдържаща препоръки към Комисията относно гражданскоправни норми за роботиката.]

[5] **REZOLYUTSIA** на Komisiyata ot 12 septemvri 2018 g. otnosno avtonomnite orazheyni sistemi.

[РЕЗОЛЮЦИЯ на Комисията от 12 септември 2018 г. относно автономните оръжейни системи.]

[6] **Rezolyutsia** na Komisiyata ot 12 fevruari 2019 g. otnosno vseobхватnata evropeyska promishlena politika v oblastta na izkustvenia intelekt i robotikata.

[РЕЗОЛЮЦИЯ на Комисията от 12 февруари 2019 г. относно всеобхватната европейска промишлена политика в областта на изкуствения интелект и роботиката.]

[7] **ALLEN, G. & CHAN, T.** (2017). Artificial intelligence and national security. Belfer Center for Science and International Affairs, Harvard Kennedy School, Cambridge, MA.

[8] **ANDERSON, M., & ANDERSON, S. L.** (2007). Machine ethics: Creating an ethical intelligent agent. AI Magazine, vol. 28 (4), pp. 15–26.

[9] **BOSTROM, N., & YUDKOWSKY, E.** (2014). The ethics of artificial intelligence. Cambridge Handbook of Artificial Intelligence.

[10] **JASANOFF, S.** (2016). The ethics of invention: Technology and the human future. USA: W. W. Norton & Company.

[11] **ROWLEY, J.** (2007). The wisdom hierarchy: Representations of the DIKW hierarchy. Journal of Information and Communication Science, vol. 33 (2), pp. 163–180.

[12] **SKIENA, S. S.** (2017). The Data Science design manual. Cham, Switzerland: Springer.

ЕТИЧНИ АСПЕКТИ ПРИ ПРИЛОЖЕНИЕТО НА БАЗИРАНИ НА ИЗКУСТВЕН ИНТЕЛЕКТ СИСТЕМИ ЗА ПОДКРЕПА ВЗЕМАНЕ НА РЕШЕНИЯ В СИГУРНОСТТА И ОТБРАНАТА

***Резюме:** Докладът разглежда приложението на изкуствения интелект в сигурността и отбраната. Представени са AI инструменти в системата за сигурност. Анализират се някои етични детерминанти и етични противоречия при използването му.*

Това изследване не би било възможно без финансовата подкрепа на програмата NSP DS, която получи финансиране от Министерството на образованието и науката на Република България по договор за безвъзмездна помощ №. Д01-74/19.05.2022 г.

***Ключови думи:** системи за подпомагане на вземането на решения, изкуствен интелект, етични аспекти, етични противоречия*

Prof. Ivanka Pavlova, PhD

University of Library Studies and Information Technologies

E-mail: i.pavlova@unibit.bg

Prof. Magdalena Garvanova, PhD

University of Library Studies and Information Technologies

E-mail: m.garvanova@unibit.bg

LEADERSHIP IN HYBRID ENVIRONMENTS: HOW MASLOW'S BASIC NEEDS CAN BE MET IN A HYBRID WORLD

Jan Graevenstein

University of Library Studies and Information Technologies

Abstract: *The present publication focuses on the advent of hybrid work and the ethical and leadership-related conditions arising from this development. The focus therein is shifted towards the question, of which needs of employees can be identified in such a work environment and in which way leaders can and have to react to those needs. The theoretical foundation of this investigation is Maslow's well-established model of human needs. Within this publication, the model of basic needs is described and put into context regarding the idea of person-job-fit. While this fit is often discussed from the perspective of vocational interests and personality, the present work argues that a fit between the basic needs of a person and the circumstances created by leaders might be the even more crucial aspect.*

Keywords: *hybrid work, leadership*

Introduction

This paper delves into the rapidly evolving prospects of leadership in hybrid environments [1], highlighting how Maslow's age-old theory of Hierarchy of Needs holds vital relevance even in today's era of a globalized, diverse workforce [2]. This international talent pool, rich in its diversity, brings with it a myriad of perspectives, skills, and innovative capabilities, contributing to an invariably potent competitive advantage [3]. In this environment, ethically sustainable leadership becomes increasingly relevant.

However, the longevity of this advantage is contingent upon an organization's ability to assimilate this diversity effectively and foster a mutually beneficial, committed relationship with its workforce [4]. Herein, capitalizing on not only surface-level diversity, but also on deep-level diversity – traits that are learned or developed over time such as values, personality, and crucially, individual life circumstances, becomes imperative [5].

It seems noteworthy in this context, that employee commitment and talent attraction are increasingly recognized as vital factors shaping organizational success in the modern workplace, particularly in the context of the escalating competition for talent and the dispersion of work across geographic boundaries [6].

On the other hand, talent attraction pertains to the strategies and practices employed by organizations to attract skilled and competent individuals. It involves

offering attractive working conditions, competitive remuneration, opportunities for professional growth, and more recently, flexibility through hybrid and remote working options. Both employee commitment and talent attraction are intricately connected and critical to the modern workplace discussion, this paper will argue.

The post-COVID-19 world has witnessed an unprecedented surge in the relevance of hybrid and remote work environments [7]. As companies globally grappled with the pandemic's disruption, it necessitated a critical pivot in conventional work structures – unleashing upon us what is often referred to as a 'hybrid work revolution.' [8].

Yet, the increasing prominence of these flexible workspaces does not come without challenges. Preserving corporate culture, facilitating collaboration, and ensuring productivity and fairness in a hybrid setup are facets businesses now have to grapple with [9]. It has become crucial for leaders to revise their management strategies to fit this new mould and to acknowledge the deep-level diversity in their workforce. This reorientation could involve them realigning how they approach Maslow's hierarchy of needs within a hybrid paradigm – helping employees feel secure and connected despite physical distances, facilitating recognition and respect in a potentially asynchronous work schedule, and ensuring the realization of self-actualization through meaningful work assignments that fit the individual's skills, interests, and situation [10]. It becomes a managerial imperative, to not only understand the (basic) needs of employees, but also to find strategies to address and fulfil them, both for the sake of the employees and their well-being and for the sake of the company itself, the author argues.

1. Hybrid Work – Definitions and Challenges

Remote work, also known as telecommuting, refers to a flexible working arrangement that enables employees to work outside of a traditional office environment, often from home, effectively eliminating commuting. Advancements such as the internet, email, video conferencing, and collaboration tools erased the necessity to be physically present in an office, affording flexibility and autonomy to workers while reducing overhead costs for business [11].

Hybrid work models, a more recent development, are a blend of traditional and remote work setups. In a hybrid model, employees split their working time between a centralized office location and a remote location, usually their homes. This approach has gained traction in the 21st century, particularly catalyzed by the

COVID-19 pandemic that fast-tracked the adoption of more flexible work arrangements [10].

Each of these work models brings certain advantages and challenges. Remote work provides flexibility and autonomy but can lead to isolation and communication challenges. Hybrid models offer a middle ground, balancing collaboration and flexibility, but require careful planning and management to ensure fairness and maintain a cohesive corporate culture [11].

The shift from traditional office work to remote or hybrid models, while offering numerous benefits, also presents unique challenges for both leaders and employees that can impact productivity, engagement, and overall work satisfaction [11].

Leaders face a complex new terrain to navigate. In remote and hybrid models, the simple drop-by and face-to-face modes of communication intrinsic to classical office settings are absent. Leaders have to rely on digital platforms for communication and coordination which may lack the nuances of in-person interaction. They grapple with maintaining a unified culture, fostering team cohesion, and ensuring fair and equitable treatment across in-person and remote team members – a challenge particularly pronounced in hybrid settings [13]. Moreover, leaders also need to recalibrate their management styles, incorporating a greater degree of trust and autonomy while ensuring accountability. Tracking productivity or performance based solely on physical presence becomes untenable and necessitates a shift towards outcome-based evaluation [14].

For employees, the shift can fundamentally alter their work experience, with unique challenges arising at each level of Maslow's hierarchy of needs. Physiological needs might be difficult to fulfil in a remote setting [15]. The safety and security needs pertaining to job stability can also become a concern. Also, the lack of social interaction in remote work can make fitting in – the love/belonging need – difficult, potentially leading to feelings of isolation or disconnect [16].

In essence, though remote and hybrid work models promise flexibility, autonomy, and adaptability to diverse personal circumstances, their effective implementation poses a magnified set of challenges for both leaders and employees. Addressing these challenges requires conscious effort, structured guidelines, and above all, an understanding of the dynamic needs at play in these innovative work setups – an undertaking that is not just an option, but a necessity in today's working world [17].

2. Employees and their needs – above and beyond Maslow?

2.2. Basic Needs – Maslow's Pyramid

Maslow's hierarchy of needs is an insightful theoretical framework propounded by Abraham Maslow; it holds substantial importance in the realm of psychology as it presents an organized conception of human needs, illustrating them in the form of a five-tiered pyramid [18].

Presented initially in the pre-eminent “A Theory of Human Motivation” in 1943, Maslow's proposition of human needs starting from the most basic physiological ones to the advent of security needs, love and belonging needs, self-esteem needs, and ultimately self-actualization needs, offers a compelling portrayal of human motivational processes [19]. Beginning with physiological needs, these are vital for mere survival and comprise elements like air, water, food, sleep, and warmth; their satisfaction is the foremost priority according to Maslow [20].

The second tier is safety and security needs. It encompasses stability, protection from potential harm, and avoidance of fear. These needs echo elements presented in Erikson's theory of psychosocial development, particularly during the infancy stage where trust (reliability, care) versus mistrust (inconsistency, neglect) acts as the most potent factor – the theme of attaining stability and security resonates exceptionally well here [21].

Love and belonging, forming the third level, involve social aspects such as friendship, romantic relationships, and a sense of community. This aligns well with Baumeister and Leary's 'belongingness hypothesis' that elucidates the innate human desire to belong and form interpersonal attachments [22].

Following these comes esteem needs, which stress on recognition, respect, importance, and appreciation from others in addition to self-respect, competence, and independence. Comparatively, the Self-Determination Theory advocated by Deci and Ryan (2012) emphasizes the importance of competence among its three central needs, suggesting a slight overlap [23].

At the top of the pyramid stands self-actualization needs, the need to be the most that one can be. These self-fulfillment needs emphasize personal growth, self-contentment, and achieving one's potential, resonating keenly with Rogers' ideology of the 'fully functioning person' [24].

2.3. Person-Job-Fit – a holistic perspective

Person-job fit, a pivotal concept within organizational psychology, necessitates a harmonious alignment between an individual's knowledge, skills, abilities, and personality with the demands, responsibilities, and overall environment of a specific job role [25], [26].

Within the realm of person-job fit, personality refers to the consistent, enduring traits and behavioural patterns an individual exhibits, impacting their approach to tasks, interaction style, and adaptation to various job roles and environments. It includes the Five-Factor Model (FFM) dimensions of openness, conscientiousness, extraversion, agreeableness, and neuroticism [27]. Personality assessment is critical in determining role suitability, as certain traits align better with specific job demands than others [28].

Vocational interests, on the other hand, pertain to an individual's leanings and predilections toward certain tasks, activities, or professions [29]. They provide insight into what energizes or motivates an individual in a work context. John Holland's RIASEC model provides a conceptual framework for mapping such interests, dividing them into six categories [30]: Realistic (hands-on tasks, working with tools/machines), Investigative (exploring, understanding phenomena), Artistic (creative and unstructured tasks), Social (helping, teaching others), Enterprising (leading, persuading), and Conventional (organizing, accurate tasks) [31].

Together, personality and vocational interests work in tandem to provide a comprehensive overview of an individual's work-related behavioural tendencies and inclinations [25]. This combined understanding facilitates more informed decisions concerning role suitability, career guidance, and job design, which in turn can lead to higher job satisfaction, improved performance, and enhanced overall organization productivity [31]. This consideration becomes particularly gravitating in a hybrid working environment, where intrinsic motivation and self-conduct significantly impact work engagement and performance. The interconnectedness of the person-job fit model and Maslow's hierarchy of needs is evident when you consider how different aspects of a job role can effectively serve to satisfy the disparate needs indicated in Maslow's pyramid, ultimately influencing workforce motivation, satisfaction, and performance [24].

At the base of the hierarchy are physiological needs that must be met by the job, such as living wages sufficient for food, shelter, and basic healthcare. Subsequently, the safety and security needs can be addressed via the provision of a secure and safe

work environment, clearly defined roles, fair employment policies, and the assurance of career stability [32].

These foundational needs correspond with the person-job fit insofar as they require job roles to be designed with an adequate pay structure and work conditions to ensure basic survival and security [33]. Moreover, the third and fourth tiers of Maslow's pyramid – love/belonging and esteem – correlate with components of person-job fit that account for social integration, supportive relationships, respect, and recognition in the workplace [34].

However, the pinnacle of Maslow's pyramid, self-actualization [34], represents the quintessential alignment of the person-job fit at a deeper, more intrinsic level. When jobs are designed and aligned in a manner that allows employees to utilize their skills, incorporate their personal interests, and fulfil their true potential, it leads to self-actualization. In essence, a perceptive understanding and implementation of the person-job fit model can provide an effective means to meet the multifaceted needs set forth in Maslow's hierarchy, fostering a work environment with elevated motivation levels, job satisfaction, and production output [35].

Hybrid and Remote Work – A Question of Basic Needs?

Diversity among employees extends beyond visible characteristics to a panorama of individual life circumstances, each shaping differing needs and expectations from their employment [36]. These circumstantial variations – spanning from the cost of living, the length and ease of commute, personal health considerations, to familial responsibilities – can influence the basic needs an employee has towards their working situation [37]. Starting at the base of Maslow's hierarchy, physiological needs are most directly related to these life situations, as they constitute the foundational elements required for survival – food, water, shelter, and health.

The second level in the hierarchy – security and safety needs – also bears essential relevance to these situations [38]. Job security, stability, and favourable working conditions facilitate a sense of safety.

Within a hybrid work environment, it's pertinent for leaders to grasp these tangible personal circumstances and integrate them with professional arrangements. Understanding an employee's basal needs and accounting for the individual circumstances that influence these needs can pave the path towards creating a congruous work environment that not only ensures the fulfilment of physiological and safety needs but also fosters a sense of organizational support and belonging. In

this regard, successfully addressing the lower levels of Maslow's hierarchy within a workforce through a comprehensive understanding of individual circumstances can consequently catalyze the satisfaction of higher-order needs [39].

However, to accommodate this deep-level diversity, a paradigm shift in work strategies is necessitated. Herein, remote and hybrid work strategies emerge as invaluable enablers. In a hybrid work environment flexibility is intrinsic, offering employees a degree of control over their work environment, hours, and aspects of their role.

Similarly, remote strategies cater to a wider geographical talent pool, bringing together individuals from varied socio-cultural backgrounds and life situations – all adding to the richness of the organizational diversity. Moreover, hybrid and remote work strategies provide flexibility and autonomy – critical for individuals who may have different working productivity cycles or multi-faceted responsibilities outside of work. Greater autonomy can lead to higher job satisfaction, binding directly with the higher tiers in Maslow's hierarchy by nurturing a sense of esteem and facilitating self-actualization, especially when the work aligns with the individual's skills, interests, and career aspirations.

Elevating the elements of Maslow's hierarchy into their leadership style, leaders become pivotal in creating an inclusive culture that addresses fundamental human needs. This starts with acknowledging the value of each team member, which mirrors the essence of Maslow's social belonging level. Leaders who foster an environment where every individual's unique viewpoint is respected and integrated create a sense of belonging – vital for promoting constructive interpersonal dynamics and worker satisfaction.

Linking back to the premise of deep-level diversity, leaders that champion the integration of Maslow's hierarchy into their management approach not only accommodate a diverse array of life circumstances but also unlock increased productivity and satisfaction within their teams. As such, leadership that respects and values the unique needs and circumstances of each team member proves to be a pivotal aspect of thriving in a hybrid work environment.

REFERENCES

- [1] AMEEL, M., MYLLYNEN, M., & KALLAKORPI, S. Exploring Hybrid Leadership: Experiences of Remote Leadership in Healthcare. *JONA: The Journal of Nursing Administration*. 2022, 52(12), pp. 653–658
- [2] SONI, B., & SONI, R. Enhancing Maslow's hierarchy of needs for effective leadership. *Competition Forum*. 2016, 14(2), pp. 259–270.

- [3] **SOMAYA, D., & WILLIAMSON, I. O.** Rethinking the ‘war for talent’. *MIT Sloan Management Review*. 2008, 49(4), pp. 29–34
- [4] **NG, P. T.** Singapore's response to the global war for talent: Politics and education. *International Journal of Educational Development*. 2011, 31(3), pp. 262–268.
- [5] **PHILLIPS, K. W., NORTHCRAFT, G. B., & NEALE, M. A.** Surface-level diversity and decision-making in groups: When does deep-level similarity help?. *Group processes & intergroup relations*. 2006, 9(4), pp. 467–482.
- [6] **MEYER, J. P., & MALTIN, E. R.** Employee commitment and well-being: A critical review, theoretical framework and research agenda. *Journal of vocational behavior*. 2010, 77(2), pp. 323–337.
- [7] **BRYNJOLFSSON, E., HORTON, J. J., OZIMEK, A., ROCK, D., SHARMA, G., & TuYe, H. Y.** (2020). *COVID-19 and remote work: An early look at US data* (No. w27344). National Bureau of Economic Research.
- [8] **CHIN, K. E., et al.** Transition from a standard to a hybrid on-site and remote anatomic pathology training model during the coronavirus disease 2019 (COVID-19) pandemic. *Archives of Pathology & Laboratory Medicine*. 2021, 145(1), pp. 22–31.
- [9] **HILBERATH, C., et al.,** (2020). Hybrid work is the new remote work. *Melbourne: Boston consulting group*. 2020. [Viewed 10 August 2023]. Available from: <https://webassets.bcg.com/c6/fe/e4f521174360a21f280425a04613/bcg-hybrid-work-is-the-new-remote-work-sep-2020.pdf>
- [10] **WIJNGAARDS, I., PRONK, F. R., BAKKER, A. B., & BURGER, M. J.** Cognitive crafting and work engagement: A study among remote and frontline health care workers during the COVID-19 pandemic. *Health Care Management Review*. 2022, 47(3), pp. 227–240.
- [11] **CHUNG, H., BIRKETT, H., FORBES, S., & SEO, H.** Covid-19, Flexible Working, and Implications for Gender Equality in the United Kingdom. *Gender & Society*. 2021, 35, pp. 218–232.
- [12] **SHIRMOHAMMADI, M., Au, W. C., & Beigi, M.** Remote work and work-life balance: Lessons learned from the covid-19 pandemic and suggestions for HRD practitioners. *Human Resource Development International*, 2022, 25, pp. 163–181.
- [13] **NEUFELD, D. J., WAN, Z., & FANG, Y.** Remote leadership, communication effectiveness and leader performance. *Group decision and negotiation*, 2010. 19, pp. 227–246.
- [14] **BAKEWELL, L. L., et al.** Everything we do, everything we press: Data-driven remote performance management in a mobile workplace. In *Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems*. 2018. Montreal, QC, Canada.
- [15] **MILHEIM, K.** Towards a better experience: Examining student needs in the online classroom through Maslow's hierarchy of needs model. *Journal of online learning and teaching*. 2012, 8(2), pp. 159–171.
- [16] **MEULENBROEK, P., & TURKSTRA, L.** Job stability in skilled work and communication ability after moderate–severe traumatic brain injury. *Disability and Rehabilitation*. 2016, 38, pp. 452–461.
- [17] **WOOD, A., GRAHAM, M., LEHDONVIRTA, V., & HJORTH, I.** Good Gig, Bad Gig: Autonomy and Algorithmic Control in the Global Gig Economy. *Work, Employment and Society*. 2018, 33, pp. 56–75.
- [18] **MASLOW, A., & LEWIS, K. J.** Maslow's hierarchy of needs. *Salenger Incorporated*. 1987, 14(17), pp. 987–990.
- [19] **MASLOW, A. H.** Preface to motivation theory. *Psychosomatic medicine*. 1943, 5(1), pp. 85–92.
- [20] **BLAND, A. M., & deROBERTIS, E. M.** Maslow's Unacknowledged Contributions to Developmental Psychology. *Journal of Humanistic Psychology*. 2020, 60, pp. 934–958.
- [21] **ROGERS, R.** A Protection Motivation Theory of Fear Appeals and Attitude Change1. *The Journal of Psychology*. 1975, 91(1), pp. 93–114.
- [22] **OSTERMAN, K. F.** Students' need for belonging in the school community. *Review of educational research*. 2000, 70(3), pp. 323–367.
- [23] **DECI, E. L., & RYAN, R. M.** Self-determination theory. *Handbook of theories of social psychology*. 2012, 1(20), pp. 416–436.
- [24] **RYAN, R. M., & DECI, E. L.** Self-determination theory. Basic psychological needs in motivation, development, and wellness. New York, Guilford Publication, 2017.
- [25] **EDWARDS, J. R.** Person-job fit: A conceptual integration, literature review, and methodological critique. Hoboken, NJ, John Wiley & Sons, 1991.
- [26] **CALDWELL, D. F., & O'Reilly III, C. A.** Measuring person-job fit with a profile-comparison process. *Journal of applied psychology*. 1990, 75(6), pp. 648–660.
- [27] **ZHAO, H., & Seibert, S. E.** The big five personality dimensions and entrepreneurial status: a meta analytical review. *Journal of applied psychology*. 2006, 91(2), p. 259.
- [28] **ALSUWAILEM, A., & ELNAGA, Dr. A. A.** (2016). Exploring the Relationship between Personality and Job

- Performance – New Approach. *International Journal of Business and Management Invention*. 2016, 5(12), pp. 43–53.
- [29] GOTTTFREDSON, G. D., JONES, E. M., & HOLLAND, J. L. Personality and vocational interests: The relation of Holland's six interest dimensions to five robust dimensions of personality. *Journal of counseling psychology*. 1993, 40(4), p. 518.
- [30] HOLLAND, J. L. Making vocational choices: A theory of vocational personalities and work environments. Englewood Cliffs, NJ, Prentice-Hall, 1985.
- [31] BERGNER, S. Being Smart Is Not Enough: Personality Traits and Vocational Interests Incrementally Predict Intention, Status and Success of Leaders and Entrepreneurs Beyond Cognitive Ability. *Frontiers in Psychology*. 2020. 11, pp. 1–19.
- [32] MAY, D. R., GILSON, R., & HARTER, L. (2004). The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work. *Journal of occupational and organizational psychology*. 2004. 77 (1), pp. 11–37.
- [33] VENKATRAMAN, N. (1989). The concept of fit in strategy research: Toward verbal and statistical correspondence. *Academy of management review*. 1989, 14(3), pp. 423–444.
- [34] PARDEE, R. L. Motivation Theories of Maslow, Herzberg, McGregor & McClelland. A Literature Review of Selected Theories Dealing with Job Satisfaction and Motivation. US Department of Education, 1990, pp. 1 – 24.
- [35] ISMAIL, N. F. B., & ABDULLAH, O. Y. The importance of person-job fit and person-organization fit in employee hiring and selection: A qualitative in Malaysian private organizations. University Utara Malaysia, 2014.
- [36] HARVEY, S. A different perspective: The multiple effects of deep level diversity on group creativity. *Journal of Experimental Social Psychology*. 2013, 49(5), pp. 822–832.
- [37] TUAN, L. T. Can managing employee diversity be a pathway to creativity for tour companies? *International Journal of Contemporary Hospitality Management*. 2020, 32, pp. 81–107.
- [38] GALEA, C., HOUKES, I., & de RIJK, A. D. An insider's point of view: how a system of flexible working hours helps employees to strike a proper balance between work and personal life. *The International Journal of Human Resource Management*. 2014, 25, pp. 1090–1111.
- [39] CONWAY, E. (2015). Perceived Organizational Support. 1–2.

ЛИДЕРСТВО В ХИБРИДНИ СРЕДИ: КАК ОСНОВНИТЕ ПОТРЕБНОСТИ НА МАСЛОУ МОГАТ ДА БЪДАТ УДОВЛЕТВОРЕНИ В ХИБРИДЕН СВЯТ

Резюме: Настоящата публикация е посветена на появата на хибридната работа и на етичните и лидерските условия, произтичащи от това развитие. Фокусът в нея е насочен към въпроса кои потребности на служителите могат да бъдат идентифицирани в такава работна среда и по какъв начин лидерите могат и трябва да реагират на тези потребности. Теоретичната основа на това изследване е утвърденият модел на Маслоу за човешките потребности. В рамките на тази публикация моделът на основните потребности е описан и поставен в контекста на идеята за съответствие между човек и работа. Въпреки че това съответствие често се обсъжда от гледна точка на професионалните интереси и личността, в настоящата работа се твърди, че съответствието между основните потребности на човека и обстоятелствата, създадени от ръководителите, може да бъде още по-решаващ аспект.

Ключови думи: хибридна работа, лидерство

Jan Graevenstein, PhD candidate
University of Library Studies and Information Technologies
E-mail: mail@jangraevenstein.de

ETHICAL PRINCIPLES AND STANDARDS RELATED TO CITIZENS' RIGHTS OF ACCESS TO INFORMATION

Steliana Yordanova, Ralitsa Yotova

University of Library Studies and Information Technologies

Abstract: *This paper has been written as part of a project entitled: "Publicity and transparency of information. Research and development of procedures related to violation of the rights of access to information of citizens", financed by National Science Fund of the Ministry of Education and Science of the republic of Bulgaria with Contract № № KII-06-M65/6 from 16.12.2022. The paper presents an analysis of ethical principles and standards related to citizens' rights to access information. Adherence to these principles and standards is essential both for the protection of citizens' rights and for the understanding, improvement and strengthening of democratic values.*

Within the framework of the paper, various challenges that arise before seeking and achieving a balance between the right to access to information and the protection of other rights and interests are examined, good practices and problem areas are identified, based on which recommendations and guidelines for improvement are derived of ethical standards and practices in the field.

The main objective of the paper is to synthesize and provide a comprehensive assessment of ethical principles and standards related to citizens' rights to access information, on the basis of which to propose a scientifically based concept for the development of policies and practices guaranteeing their compliance in actual social practice.

Keywords: *ethical principles, standards, right to access, information*

Introduction

In today's information society, access to information is essential for citizens, and the right to access information is a basic human right. Therefore, the development and implementation of ethical principles and standards applicable to the right of access to information becomes an urgent priority. [1]

By their nature, ethical principles and standards represent a set of moral rules and values that guide the behavior and actions of people in various spheres of life. They aim to ensure proper and responsible behavior and protection of the interests and rights of all parties.

In this regard, we can summarize that the ethical principles and standards related to citizens' rights to access information aim to guarantee these rights while protecting other important interests, such as personal privacy and security. [2]

Relevance

The topic of this study is extremely relevant for the modern world, permeated by information technologies and an ever-increasing amount of information available to citizens.

In light of this fact, free and responsible access to information is crucial for citizens as it provides the opportunity for informed decision-making, active participation in public life and control over the actions of the authorities. In addition, access to information is a key factor in the development of society and the economy, creating conditions for innovation, scientific research and understanding of social problems.

Last but not least, the relevance of the topic is derived from the need to guarantee equal access to information for all citizens, regardless of their social, economic, cultural, religious, etc. affiliation. [3]

Defining the concepts of ethics and ethical principles. Fragmentary view

Ethics in the context of our research refers to the set of values, principles and norms that regulate moral behavior and interaction in the field of providing access to information. It is based on principles such as fairness, openness, transparency, trust and respect for citizens' rights and serves as a basis for the development of responsible and transparent practices in the provision of information to citizens.

Ethical principles related to citizens' rights to access information represent the main guidelines and standards that must be followed when providing access to information. These principles include but are not limited to the following:

- Principle of transparency – citizens must have access to information related to public activities and decisions, as well as to information that affects their interest and rights.
- Principle of equality – all citizens must have equal opportunities to access information, regardless of gender, ethnicity, religion, culture, etc.
- Principle of protection of personal data – when providing information that affects the private life of citizens, the principles of protection of personal data must be observed. Information that can identify individual citizens must be stored and provided in a way that ensures its confidentiality and security, and citizens are protected from unlawful collection, storage and use of their personal data.

- Principle of responsibility – organizations and institutions that provide access to information must be responsible and accountable to citizens and comply with ethical principles and standards.

- Principles of accuracy and reliability – the information provided must be accurate and reliable. Authorities and other institutions must ensure that the information they provide is verified and fact-based. Citizens have the right to rely on accurate information when making decisions and forming their opinions.

- Objectivity and neutrality – information must be provided objectively and without bias. Authorities must refrain from manipulating information or using neutral sources.

- Providing context and comprehensibility – information should be provided in context and in a way that is understandable to citizens. This includes presenting it clearly and easily, avoiding technical terms and providing the necessary context to understand the meaning and importance of the information.

- Protection of the sources of information – when providing information, the confidentiality of the sources must be protected. Citizens must trust that information is obtained from reliable and unbiased sources.

Of course, in itself the existence of ethical principles and standards is not a sufficient condition to guarantee compliance with the citizens' right to access information. Conscious, purposeful cooperation and commitment of all parties involved in the process – the authorities, civil society and the media – is necessary. They must work together to ensure transparency, openness and accountability in the process of providing information. [4]

Citizens' rights to access information and importance of these rights for the democratic functioning of society

Viewed through the prism of the democratic functioning of society, the right of access to public information could be explained in several ways:

- Transparency and responsibility – receiving information about the activities of the authorities and other public institutions supports their transparency and responsibility, forcing them to report their actions to the citizens and be responsible for them;

- Participation in public decisions – access to information allows citizens to be informed about public decisions and to actively participate in them. This gives them

the opportunity to express a personal opinion, propose solutions and participate in the decision-making process, which is an essential factor for democratic governance;

- Critical thinking and responsible citizenship – the right of access to information allows citizens to have facts and data that help them understand and evaluate social phenomena and problems. On the basis of information, they can be critical thinkers, form their own opinion and actively participate in public debates, which is an essential prerequisite for the existence of a responsible civic position, for the strengthening of democratic institutions and the protection of the rights and freedoms of citizens;

- Prevention of corruption and abuse – access to information plays an important role in preventing corruption and abuse of power. When citizens are informed about the activities of public institutions, it allows them not only to detect and expose irregularities and abuses, but also to demand accountability and transparency.

All these aspects are essential for the democratic functioning of society. They ensure active participation of citizens in public life, prevent manipulation and abuse of power and help to form responsible and informed citizens. The right to access information is a fundamental pillar of democracy and civic participation and must be protected and encouraged.

Opportunities for improvement of ethical principles and standards

Opportunities to improve ethical principles and standards are essential to creating an ethical and responsible community.

First of all, this is achieved by formulating and developing a culture of information transparency. This process is quite complex and requires the coordinated efforts of specialists of different expertise, both from scientific circles and from practice. [5]

In this regard, a number of proposals could be made to strengthen ethical principles and standards related to citizens' rights to access information, such as:

- Improvement of regulations and policies;
- Training of employees responsible for providing information on ethical principles and standards;
- Creation of control and monitoring mechanisms to ensure compliance with ethical principles and standards;
- Active participation of the public;

- Sanctions for violations of ethical principles and standards – financial fines, disciplinary measures or others that serve as an incentive to comply with ethical norms;

- Building a culture of openness and transparency in all organizations and institutions that provide information – publishing information online, monitoring public funds and building trust among citizens;

- Creation of public registers and databases that contain information of public interest;

- Facilitating citizen participation and obtaining feedback in the provision of information. This can be achieved by organizing public consultations, public hearings and mechanisms for accepting proposals and comments from citizens;

- International cooperation and sharing of best practices.

Recommendations for improving policies and practices

Considering the continuous development of technology in the modern world and the dynamically changing social environment, it is essential to rethink and improve the policies and practices that regulate and promote responsible and ethical behavior in various spheres of activity.

In this regard, we can make several suggestions for the development of recommendations for the improvement of policies and practices related to providing access to information to citizens:

- Conducting systematic research and analysis that would help to timely identify weaknesses, gaps and opportunities for improvement;

- Participation of interested parties – civil society, the academic community, business and other organizations that have interest and experience in the field of access to information;

- Establishing clear and specific goals, measurable and time-bound to ensure clear progress and accountability;

- Integrating technologies to facilitate access – electronic platforms, improving websites and applications, as well as using social media to provide information;

- Evaluation and review of results that will contribute to the continuous improvement of policies and practices for providing access to information;

- Training of information officers to increase their awareness and understanding of the importance of access to information and the ethical principles associated with it.
- Creation of appeal mechanisms to allow citizens to submit their complaints if they have problems or inconsistencies in receiving information. These mechanisms must be accessible, transparent and effective;
- Monitoring and accountability to determine whether access to information policies and practices are followed and delivering the desired results.

Practical, scientific and societal applicability of the research

The conducted research has characteristics of scientific, practical and social applicability. It emphasizes the importance of ethical and transparent policies and practices in providing citizens with access to information. In this way, it can contribute to a better understanding of the ethical challenges and issues related to access to publicly relevant information and trigger policy and regulatory changes aimed at protecting citizens' rights and strengthening democratic values.

The scientific, practical and societal applicability of the present study could be argued and defended as follows:

Scientific applicability – the issues under consideration are essential for the academic community and scientific researchers in the field of ethics, citizens' rights and access to information. And it could be used as a starting point for future research, further analysis and development of new theoretical and practical models in the field of ethics and access to information;

Practical applicability – the conducted research allows us to derive important recommendations for improving policies and practices in the area under consideration, which will benefit organizations, institutions and governments dealing with the provision of information to citizens. The achieved results could serve as a basis for developing more effective and ethical policies and procedures that would guarantee not only access to citizens' information, but also the protection of their rights;

Social applicability – the topic of this study is of high importance for modern society. It can serve to raise citizens' awareness of their rights and encourage debate and action in society to achieve better access to information policies and practices.

Conclusion

As a result of the scientific research carried out so far on the research project cited at the beginning, we can synthesize several conclusions.

It is an indisputable fact that access to information is essential for strengthening democratic principles, ensuring transparency and citizens' participation in public life.

On the one hand, ethical principles and standards related to access to information should be a priority in the development of policies and legislation.

On the other hand, the regulatory framework must be a guarantee that all citizens have equal opportunities to access information, regardless of their social, economic, cultural, etc. status. This includes providing access to public information, with citizens having the right to know what the organizations and institutions that work for them are doing.

On the other hand, the state administration must strive for transparency and accountability on the part of organizations and institutions. They should be obliged to provide clear and understandable information about their activities and decisions, ensuring that this information is available to all citizens.

It is also important to emphasize that ethical principles and standards should not be sacrificed in the name of security or other important interests.

Last but not least, the need to seek and achieve a balance between access to information, the protection of personal data and the security of countries as a whole is brought out as a critically important factor.

ACKNOWLEDGEMENTS

This research would not have been possible without the financial assistance of the following project: "Publicity and transparency of information. Research and development of procedures related to violation of the rights of access to information of citizens", financed by National Science Fund of the Ministry of Education and Science of the republic of Bulgaria with Contract № № KII-06-M65/6 from 16.12.2022, led by Steliana Petrova Yordanova, PhD.

NOTES

¹Zakon za zashtita na lichnite danni (ZZLD), Obn. DV. br. 1 ot 4 Yanuari 2002 g., posl. izm. i dop. DV. br. 11 ot 2 Fevruari 2023 g.

²Zakon za dostap do obshtestvena informatsia (ZDOI), Obn. DV. br. 55 ot 7 Yuli 2000 g., posl. izm. DV. br. 15 ot 22 Fevruari 2022 g.

³Rezolyutsia № 59 na Obshtoto sabranie na OON ot 1946 g.

⁴Vseobshta deklaratsia za pravata na choveka (VDPCh) OON. 1948

⁵General Data Protection Regulation (GDPR) <https://gdpr-info.eu/>

REFERENCES

- [1] **DENCHEV, S.** Informatsia i sigurnost. Sofia: Za bukvite – O pismenehy, 2019. ISBN:978-619-185-369-4-pdf.
[ДЕНЧЕВ, С. Информация и сигурност. София: За буквите – О писменехъ, 2019. ISBN:978-619-185-369-4-pdf.]
- [2] **PETEVA, I.** Informiraniyat grazhdanin. Prozhnost i sigurnost na informatsiyata. Sofia: Za bukvite – O pismenehy, 2008. ISBN: 978-954-8887-38-0
- [ПЕТЕВА, И. Информираният гражданин. Прозрачност и сигурност на информацията. София: За буквите – О писменехъ, 2008. ISBN: 978-954-8887-38-0]
- [3] **YOTOVA, R.** Otkritite iztochnitsi na informatsia – strategicheski resurs v usloviyata na savremennata informatsionna sreda. – V: *Novi informatsionni tehnologii v obrazovatelnia protses*. Sofia: Za bukvite – O pismenehy, 2016, s. 105–112. ISSN 1313-2768
- [ЙОТОВА, Р. Откритите източници на информация – стратегически ресурс в условията на съвременната информационна среда. – В: *Нови информационни технологии в образователния процес*. София: За буквите – О писменехъ, 2016, с. 105–112. ISSN 1313-2768]
- [4] **DENCHEV, S. PETEVA, I.** E-upravlenie. Kultura na informatsionna prozhnost. Sofia: Za bukvite – O pismenehy, 2017. 300 s. ISBN 978-619-185-271-0
- [ДЕНЧЕВ, С., ПЕТЕВА, И. Е-управление. Култура на информационна прозрачност. София: За буквите – О писменехъ, 2017. 300 с. ISBN 978-619-185-271-0]
- [5] **PETEVA, I., DENCHEV, S.** Culture de transparence: Société, information, bibliothèques. L'HARMATTAN Paris: 2010. 239 p. ISBN: 978-2-296-13060-9. EAN: 9782296130609
- [6] **COLE, Timothy W.** (1995). Mosaic on public-access. PCs: Letting the World Wide into the library. – In: *Internet Librarian*, pp. 44–49.
- [7] **SARGENT, Goff, MCIVOR, John.** Public access information. A prototype Web kiosk. – In: *Managing Information*, 1996, April, pp. 32–35.

ЕТИЧНИ ПРИНЦИПИ И СТАНДАРТИ, СВЪРЗАНИ С ПРАВАТА НА ГРАЖДАНЕТЕ ЗА ДОСТЪП ДО ИНФОРМАЦИЯ

Резюме: В настоящия доклад е реализиран на основата на научноизследователски проект на тема: „Публичност и прозрачност на информацията. Изследване и развитие на процедурите, свързани с нарушаване на правата за достъп до информация на гражданите“, с Договор № КП-06-М65/6 от 16.12.2022 г. В него е представен анализ на етичните принципи и стандарти, свързани с правата на гражданите за достъп до информация. Спазването на тези принципи и стандарти е от съществено значение както за защита на правата на гражданите, така и за разбирането, подобряването и укрепването на демократичните ценности.

В рамките на доклада са разгледани различни предизвикателства, които възникват пред търсенето и постигането на баланс между правото на достъп до информация и защитата на други права и интереси, идентифицират се добри практики и проблемни области, на базата на които се извеждат препоръки и насоки за подобрене на етичните стандарти и практики в областта. Основната цел на доклада е да се синтезира и да се предостави комплексна оценка на етичните принципи и стандарти, свързани с правата на гражданите за достъп до информация, на базата на която да се предложи научно обоснована концепция за разработване на политики и практики, гарантиращи тяхното спазване в реалната социална практика.

Ключови думи: етични принципи, стандарти, право на достъп, информация

Senior Assist. Prof. Steliana Yordanova, PhD

University of Library Studies and Information Technologies

E-mail: s.yordanova@unibit.bg

Senior Assist. Prof. Ralitsa Yotova, PhD

University of Library Studies and Information Technologies

E-mail: r.yotova@unibit.bg

VALUE-ORIENTED STAKEHOLDER MANAGEMENT – ILLUSTRATED BY THE EXAMPLE OF MICRO AG

Harald Brandl

University of Library Studies and Information Technologies

Abstract: *Stakeholders influence their environment across all levels, with the individual stakeholders aligning their actions according to their needs. Companies are caught between the conflicting interests of different stakeholders. They must succeed in serving the internal and external stakeholders in a targeted manner.*

The case study of MICRO AG is used to show which steps are required to implement value-oriented stakeholder management successfully and sustainably in accordance with ethical criteria.

Keywords: *Stakeholder management, business ethics, corporate communication, corporate social responsibility*

Global challenges such as dwindling resources, radical transparency and the rising expectations of stakeholder groups require companies to work more closely with their stakeholders. Thus, the effort and expense for relations with the various stakeholder groups has increased significantly. The same applies to society's demand for ethical and sustainable behaviour between companies and networks. [1] There is a need to catch up especially with regard to interdisciplinary issues as well as timely and cross-cultural communication. [1] Anonymously designed companies, in which control and external organisation prevail, do not generate vitality. Fear and uncertainty create stress, creativity is massively restricted, motivation and performance demonstrably decline, and at the same time led to higher costs. [4]

The study by Lintemeier and Rademacher, "Stakeholder Integration", describes for the first time the current state of discussion and work on stakeholder management in around 100 companies in Germany, Austria and Switzerland (DACH region). [13] The majority of companies confirm that stakeholder management is information-oriented. Intensive cooperation with stakeholders (partnership models or cooperations) is practised in less than five percent. For the future, 87% of stakeholder managers forecast a stronger focus on stakeholder management. [13] Findings of the study included that the stakeholder approach represents more than reputation, stakeholders must be involved at an early stage, this must follow the supply chain and is becoming more and more professional, communication supports decisions, the mission statement and business model must be in sync, corporate communication is needed without a media focus and an ethical legitimisation of the strategy is absolutely essential. [13]

The Lehmann, Ruziczka, Pöhlmann, Huck-Sandhu study explores the question of what stakeholders expect from sustainability reporting and whether differences can be

detected among individual recipients? The identified expectation profiles showed no empirical evidence as to which expectation categories should be priorities or fulfilled by sustainability reporting. [12] The roles of rational sceptics, interested sympathisers and superficial viewers show clear expectation profiles and provide information on the relevance of the expectation categories within an ideal type and also show the interaction of the categories with each other (no conflicts of interest). [12]

In the CEO study (UN Global Compact and Accenture 2013) on the topic of “Relationships between companies and their stakeholders”, the managers surveyed are clear that active dialogue with local communities, authorities and political decision-makers, trade unions, investors, employees (MA) and above all customers is important. The majority of the respondents try to better manage the challenges (areas of tension) in the company by actively involving the stakeholders. [1]

What or who are stakeholders?

The word “stake” means “stake with risk”. Stakeholders are divided into external and internal stakeholders. External stakeholders are those directly affected by the company. These include customers, suppliers, banks, etc. as well as the wider environment such as the public, the state and additional interest groups. Internal stakeholders are the employees, the supervisory board, the works council and the company management. [3] A stakeholder is therefore anyone who has an interest in the company. Accordingly, a stakeholder is anyone who has a claim on a company because they are directly or indirectly affected by the company’s environment. Groups of stakeholders who have comparable claims are referred to as stakeholder groups. By asserting their claims, the stakeholder groups can exercise their power vis-à-vis the company. In turn, the company also has this room for manoeuvre. [17]

Stakeholder theories address two main questions. On the one hand, they deal with the company’s purpose and, on the other, with the company’s responsibility towards its stakeholders. The focus is on the processes and the relationship with the stakeholders, newly emerging questions about increasing professionalization and the permanent changes in the framework conditions (social/ethical) in the entire environment. [1] The acceptance theory, incentive-contribution theory and the resulting coalition theory form the basis for the stakeholder approach. This includes the differentiation of the coalition partners into internal and external system participants. The demands of the stakeholders, their goals and interests are checked for their incentives by the company and ensured that the stakeholders make their contributions to the implementation of the

company's goals. The coalition theory and the stakeholder approach refer to the connection between the company's goals and the individual goals of the coalition partners. [2].

The three basic approaches are presented as follows:

- The **instrumental view** – This approach focuses on the monetary corporate goals. Stakeholder management serves to expand market share, increase profitability or achieve a general increase in value.

- The **descriptive approach** – Here the relationship with the company to the stakeholders and the corporate reality is tried to be represented or explained.

- The **normative stakeholder approach** – The relationship between stakeholder management and company performance is not essential for this approach. It's focus is on the moral or philosophical principles of management which serve as the basis for stakeholder management. [1]

Legitimacy of stakeholder claims and their vitality criterion

The legitimacy of stakeholder claims is conducted with stakeholder analysis and stakeholder dialogue according to a corporate ethical legitimization discourse. [10] Legitimacy defines the action within a social system (industry, society, ...) justifiable for an organisation.

- Pragmatic legitimacy** – An organisation directly or indirectly promotes the interests of certain stakeholders in exchange for a direct or indirect benefit.

- Moral legitimacy** – This refers to the normative actions of the organisation. The behaviour of the organisation as a whole is consistent with the values of society and the environment grants it this legitimacy.

- Cognitive legitimacy** – The actions of the organisation from the observer's point of view must make sense, be predictable and be compatible with society. [16]

The vitality criterion is a performance characteristic for the integration or exclusion of affected stakeholder groups, whereby a differentiation is made between normative and an economic approach. [10] Voluntary self-commitment – to engage in normative stakeholder management voluntarily – which is oriented towards the vitality criterion and mutually recognises the claims of the stakeholders, leads to a reduction of costs and has economic relevance. From the point where each stakeholder considers its recognition claims to be satisfied, further claims are to be evaluated with the vitality criterion. A normative stakeholder management helps to recognise the claims of the

other party with a voluntary commitment. Possibilities are, for example, decision-making aids for employees in difficult situations or the variable remuneration of managers who have no/low fluctuation rates in the team. Furthermore, it is helpful to agree on goals that reflect the thinking and actions of the employees and do not require economic constraints or rational justifications. [10] Vital systems can only exist in an appropriate environment. Performance arises where development opportunities are offered and experimentation is allowed. For this to happen, companies need to create the necessary freedom to allow for independence. [5] The necessary attributes are decentralisation, participation, openness, fairness, self-organisation, respect and appreciation, in order to install a vital culture. [4]

Determinants in stakeholder management

Stakeholder management has the task of creating complementarity and consistency between the demands of the stakeholders and the company's goals. This means identifying possible conflicts or frictions at the outset in order to take them into account in strategic market development. Companies that succeed in creating added value for their stakeholders by taking a holistic view along the value chain thus create the basis for acceptance and social legitimacy of the company. [15].

The four different approaches are described as follows:

- The **power-oriented** approach – The focus is on the performance result of the company, i.e. the prioritisation of stakeholders is based on the possibilities of influence according to the criteria of benefit/harm and who has more or less claims.

- The **normative approach** – Here all stakeholders are given equal consideration, i.e. the rights of the stakeholders count and not the benefits of the stakeholders for the company.

- The **opportunistic approach** – The companies try to integrate the interests of the stakeholders as far as possible and give up their claims and the equal treatment of the stakeholders for this purpose. [8]. The approach of stakeholder management is to know the influences and interests (values) of the individual stakeholders, to compare them with the company's own demands and to build up and monitor these processes strategically. [6]

- “The **ethical stakeholder approach** is an ethical goal-means trade-off in order to identify and avoid the negative effects of the company's activities on third parties in a timely manner.” [7]

Dialogue with stakeholders requires tolerance and openness from all parties involved. Different opinions and points of view as well as the ability to point out risks and to respond to suggestions of others, to reconsider reservations towards other stakeholders, are essential prerequisites to build a cooperative environment. [11] All communication (personal/digital) always goes both ways. With “outside-in”, expectations are placed on the organisation, and with “inside-out”, all stakeholder communication from within the company is the basis of the activities. [14]

Stakeholder analysis according to ethical criteria

In the stakeholder analysis, the most important stakeholders are considered according to their ability to influence the company and the main interest of the group of influencers is evaluated (ethic criteria). [9] The stakeholders, which are of particular importance to the company, are to be determined according to claims and contributions as well as internal or external.

In this normative procedure, the stakeholders are analysed according to how they are affected and an attempt is made to make the ethically correct corporate decision vis-à-vis third parties and to create a balance of interests with the stakeholders. All stakeholders on whom the company is dependent are to be identified. [7]

In the interdependency analysis, the effects of the company’s behaviour on the stakeholders are analysed. In the first step, the stakeholders are identified. Then the effect/alternative on the company’s behaviour on the stakeholders is determined. The probability of occurrence is to be defined as a criterion on the basis of the following questions:

- What are the stakeholders’ interests and what goals are they pursuing?
- Do the demands coincide with the company’s goals or are there divergent views (potential for conflict)?
- Are the stakeholders connected to each other or how is the relationship?
- Do the stakeholders pursue conflicting interests?
- How do the interests/developments of the stakeholders stand in the temporal context?
- How do alternative approaches of the company affect the stakeholders?

The company does not only use publicly available sources, but also consults the stakeholders and thus starts a stakeholder dialogue. [7].

Subsequently, the ethical evaluation is carried out on the basis of the company's system of goals and values according to urgency. The question of what constitutes legitimate claims is determined within the framework of an ethics of discourse with all stakeholders, in which the claims of the stakeholder serve as a basis. The stakeholders put themselves in the role of the other party (ideal role taking) in order to constructively work out the justification and thus also the legitimacy through mutual weighing of the benefits and harms. This only works in an open dialogue where the participants put their own interests at the back of the agenda and the company explicitly encourages this. When weighing up the effect of the decision alternatives on the stakeholders (weighing up of goods and evils), the weighing up of the advantages and disadvantages from an ethical point of view is to find the maximum while weighing up the different interests. [7]

After the analysis, the priority list with concrete measures is drawn up after the ethical consideration. The management decides on a behavioural alternative, whereby the company's own interests (e.g. profit maximisation) are balanced with those of the stakeholders. The result is then explained to the stakeholders with the corresponding measures. Concerns that have not been met must be highlighted and argued. Ongoing communication with key stakeholders is generally a permanent task. External support helps to get a neutral view in the argumentation. In the final step, the communicated issues are implemented according to the priority list. [7]

Stakeholder management for MICRO AG

MICRO AG is a globally active industrial company and its Industry Division (IND) covers all sectors of industry and trade. The subdivision of MICRO AG under consideration here produces elastomers and serves exclusively international B2B customers in this segment, who use the products in their own products but also resell them under the MICRO AG label.

The Elastomers subdivision is embedded in the MICRO AG Group, and all support processes are handled centrally; it has its own sales unit that works the international markets. The products are manufactured in the company's own production plant and distributed globally to the entire group of companies. Responsibility for the EMEA area lies with the subdivision. The Elastomers subdivision has internal and external stakeholders who are now to be identified on the basis of their legitimacy. For the development of the value-oriented stakeholder concept, the management (GL) implements a responsible MA who comes from the environment of public

communication and reports directly to the GL. Detailed project planning was deliberately avoided. The questionnaire according to ethical criteria is used for a clear recording and the following stakeholder MAP is developed in the circle of a working group.

In the next step, the evaluation is carried out according to defined criteria in Table 1.

Table 1.
Stakeholder MAP of MICRO AG

Internal / External	Stakeholder	Contribution to the company	Aspiration for the company
Internal Stakeholders	A - Owner	Debt capital	Profit
	B - Group Executive Board	Commitment / Steering	Growth
	C - Division management	Competence	New business models
	D - Executives Subdivision	Competence / Performance	Target achievement
	E - Supporting units	Support	Social security
	F - Employee sales / PM	Labour force	Social security
	G - Employees factory	Labour force	Social security
External Stakeholder	H - Suppliers	Adherence to delivery dates / favourable prices	High delivery volumes / profit
	I - Customers	Purchase / Growth	Top goods / top service
	J - Market / Sector	Network	Sector input / Brand
	K - Society	Image	CSR
	L - Plant environment	Reputation	Social security

In order to be able to conduct the discourse internally and externally, an external moderator was engaged to evaluate the question of ethical legitimacy.

Sustainability was chosen as a topic that could be grasped by all stakeholders. For this purpose, internal and external stakeholders were invited to a meeting in order to record the individual demands and discuss them within the group. The invitation is made in the name of the management, which acts as host. This symposium is facilitated by an external moderator who contacts each stakeholder personally by telephone in advance of the meeting in order to agree on the topics and to record the expectations of the individual stakeholders.

The question was: Which topics regarding sustainability does MICRO AG have to deal with? What are the expectations of the individual stakeholders and what can MICRO AG do in concrete terms to make its contribution to society?

The following stakeholders have been invited to the panel discussion:

Mayor, church representative, industry representative, bank director, local newspaper representative, MA representative, specialist foreman plant, sales representative, machine operator, spouse of a MA dispatch, division manager, member

of management, representative customer, representative supplier. During the discussion, the following concerns/risks of each stakeholder emerged (see Table 2):

Table 2.
Concern / Risk catalogue of MICRO AG

Internal / External	Stakeholder	Contribution to the company	Aspiration for the company	Concern / Risk towards the company	Relationship direct / with each other
Internal Stakeholders	A - Owner	Debt capital	Profit	Capital loss	B, C, D, E, F, G, K
	B - Group Executive Board	Commitment / Steering	Growth	Recession	A, C, D, E, F, G, K
	C - Division management	Competence	New business models	Lose priority	A, B, D, E, F, G, I
	D - Executives Subdivision	Competence / Performance	Target achievement	Loss of employees	C, E, F, I
	E - Supporting units	Support	Social security	Loss of job	A, B, C, D, F, H, I
	F - Employee sales / PM	Labour force	Social security	Loss of job	C, D, E, I
	G - Employees factory	Labour force	Social security	Loss of Job	D, E, H
External Stakeholder	H - Suppliers	Delivery dates / favourable prices	High delivery volumes / profit	Payment default	E, J
	I - Customers	Purchase / Growth	Top goods / top service	Delivery bottleneck / complaint	D, E, F, J
	J - Market / Sector	Network	Sector input / Brand	Contribution / Conformity to standards	C, D, J, K
	K - Society	Image	CSR	Responsibility	A, B, C, D, E, F, G, H, I, J, K, L
	L - Plant environment	Reputation	Social security	Change of location	B, C, D, E, F, G, K

In order to establish the overall sustainability of MICRO AG, the Management Board of MICRO AG decided together with the most important stakeholders to develop a concept with vitality criteria. The entire process was steered and moderated by an external moderator. The topics developed from the panel discussion showed different demands depending on the stakeholder. The external stakeholder group saw the topics of social responsibility, location preservation and economic stability as priorities. The internal stakeholders focused on innovation, growth and a secure workplace. In order to give the project the necessary emphasis, two working groups consisting of internal and external stakeholders were in charge of the project.

Working group 1 had the motto: “MICRO AG ELASTOMERE for Future”.

The aim of this working group was to demonstrate the sustainability of MICRO AG Elastomere, to build trust, to communicate innovations, to define social responsibility and to develop conceptual proposals. The participants of the working group were a MICRO AG board member, the mayor, a church representative, an industry representative, the bank manager of the house bank, the local newspaper, a MA representative, a sales MA, a machine operator, a long-standing loyal customer and a representative of the main supplier.

Working group 2 had adopted the title “We are MICRO AG ELASTOMERE” as its motto. The aim of this group was to publicise innovations/successes, to establish an internal communication concept (QUO VADIS), to formulate the concept for a feedback culture and to define further trust-building possibilities.

The participants of this working group were a member of the GL, a MA-representative, a foreman from the plant, a sales MA, a machine operator and the division manager.

MICRO AG sees this as an opportunity to further manifest the company as an important institution and thus to intrinsically motivate the stakeholders. Derived from this, the reputation in the region and on the labour market is to be further enhanced. The topics that have been developed, which are now available after the ethical consideration of the effects of the decision alternatives on the stakeholders, are prioritised and ranked chronologically (see Table 3).

Table 3:
Stakeholder action plan of MICRO AG

Stakeholder action plan	Target	Measure	Date	Responsible
"MICRO AG ELASTOMER for Future"	Demonstrate the sustainability of MICRO AG	Raw material cycle, return material, open day	End Q.2 / 2024	Management
	Build trust	Regular communication of company figures, communication concept	End Q.2 / 2024	Management, Communications Department
	Communicate innovations	Show new projects, cooperations, etc.	End Q.3 / 2024	Product management
	Social responsibility	Promote social projects, financial support for the needy, promote regional associations	immediately	Management, Communications Department
"We are MICRO AG ELASTOMERE"	Show innovations / successes	Communicate received projects	End Q.2 / 2024	Product management
	Internal communication concept	Communication tool for all e.g. app	End Q.3 / 2024	Communications Department
	Building a feedback culture	Consultation days by the management, Feedback box, Feedback talks, Communication platform	Start Q.2 / 2024	Human Resources, Management
	Create trust	Working hours model, home office arrangement, family day	Start Q.2 / 2024	Human Resources, Management

The entire communication takes place within the group via all information channels of MICRO AG, whereby for the first time an attempt is made to promote several development steps as postings via social media. Externally, the media is supported by the external stakeholders, who independently communicate the positive development at MICRO AG on the topic of sustainability. They expect that the positive example will be taken up by other people active in the environment in order to receive additional support for the respective concern. The entire activities are now transferred in detail by the responsible persons into a communication plan and implemented in coordination with the management. The consulting firm continues to support MICRO AG, as the neutral perspective is an important guarantee for success.

Summary of the core elements

Only a normative stakeholder approach will fully meet the future needs of all stakeholders involved in the company. Participation and collaboration is an effective way to get new ideas into existing problems. This is an effective approach both internally and externally to generate support from all stakeholders.

The integration of the employees in the company is also a core element, as the bond with the company will increase steadily. The employees are identified in public as part of MICRO AG and, conversely, reflect a positive image in the individual stakeholder groups through their communication about MICRO AG. The fluctuation rate at MICRO AG is positively influenced and the current trend on the labour market of a lack of workers is counteracted. New communication instruments will gain in importance so that information can be distributed quickly and in a targeted manner. All channels must be used simultaneously as far as possible.

The entire stakeholder management must be structured top down. It must not be a singular event, but must be strategically operated in regular cycles. The issues arising from the entire process must be aligned with the company's existing mission statement, or the latter must be revised and communicated.

The implementation of normative stakeholder management is a comprehensive change within the company. It is imperative to proceed step by step in order not to overburden the stakeholders involved (especially internally) and thus not to lose the credibility of the desired change. Only an open dialogue in a lived culture of error makes it possible to recognise the potential of the company. It is the task of the management to create this space and to establish a sustainable two-way communication with each employee (integrative goal agreement process).

Open questions for further research

MICRO AG Elastomere is an independent unit embedded in the group, which has recognised that the environment is different from MICRO AG as a whole. The question would be to clarify what interactions exist between the subdivisions within the group and how these could be used strategically. Today they all operate under the MICRO AG brand and are managed centrally without stakeholder management. Is there any overarching potential here?

Another point is which key performance indicators would be relevant for value-oriented stakeholder management and which measurement methods could be used to bring about targeted improvements.

REFERENCES

- [1] **ALTENBURGER**, Reinhard (2016). Gesellschaftliche Verantwortung und Stakeholdermanagement. in: CSR und Stakeholdermanagement. Strategische Herausforderungen und Chancen der Stakeholdereinbindung. hrsg. von Altenburger, R. / Mesicek, R. H., Berlin, Heidelberg, S. 13–27.
- [2] **BARDMANN**, Manfred (2019). Grundlagen der Allgemeinen Betriebswirtschaftslehre. Geschichte – Konzepte – Digitalisierung. 3. Aufl., Wiesbaden.
- [3] **BEHRINGER**, Stefan (2017). Umsetzung einer Sanierung. in: Unternehmenssanierung. hrsg. von Behringer, S., Wiesbaden, s. 107–168.
- [4] **BERGMANN**, Gustav (2007). Relationale Realität - oder wie Wirklichkeit gemeinsam entsteht, S. 1–32.
- [5] **BERGMANN**, Gustav / Ebeling, Werner / Erpenbeck, John / Friedrich, Peter / Lantz, Annika / Martens, Dörte / Meurer, Gerd / Nachtigall, Christof / North, Klaus / Scharnhorst, Andrea (Hrsg.) (2006). Metakompetenzen und Kompetenzentwicklung, Teil II: Metakompetenzen und Kompetenzentwicklung in systemischrelationaler Sicht. Selbstorganisationsmodelle und die Wirklichkeit von Organisationen.
- [6] **BITTNER-FESSELER**, Angela / Häfelinger, Michael (2018). Kommunikation für junge Unternehmen, Wiesbaden.
- [7] **CONRAD**, Christian A. (2016): Wirtschaftsethik. Eine Voraussetzung für Produktivität, Wiesbaden.
- [8] **COUDENHOVE**-Kalergi, Barbara / Faber-Wiener, Gabriele (2016): Reverse Stakeholder Engagement – Ethik-basiert statt machtorientiert. in: CSR und Stakeholdermanagement. Strategische Herausforderungen und Chancen der Stakeholdereinbindung. hrsg. von Altenburger, R. / Mesicek, R. H., Berlin, Heidelberg, S. 71–92.
- [9] **DELT**, Johannes (2011). Strategische Wettbewerbsbeobachtung. So sind Sie Ihren Konkurrenten laufend einen Schritt voraus. 2. Aufl., Wiesbaden.
- [10] **EURICH**, Johannes / Brink, Alexander (2003). Anerkennung als Voraussetzung gesellschaftlicher und unternehmerischer Teilhabe. Recognition as a Presupposition of Social and Business Participation, in: Zeitschrift für Wirtschafts- und Unternehmensethik, 4/3, s. 325–344.
- [11] **KÜNKEL**, Petra / Gerlach, Silvine / Frieg, Vera (2016): Stakeholder-Dialoge erfolgreich gestalten. Kernkompetenzen für erfolgreiche Konsultations und Kooperationsprozesse, Wiesbaden.
- [12] **LEHMANN**, Carolin / Ruziczka, Dorothea / Pöhlmann, Tamara / Huck-Sandhu, Simone (2018): Von Skeptikern, Sympathisanten und Zuschauern: Stakeholder-Typen und ihre Erwartungen an die Nachhaltigkeitsberichterstattung, in: NachhaltigkeitsManagementForum | Sustainability Management Forum, Vol. 26, 1–4, s. 133–144.
- [13] **LINTEMEIER**, Klaus / Rademacher, Lars (2016): Stakeholder Relations. Nachhaltigkeit und Dialog als strategische Erfolgsfaktoren. in: CSR und Stakeholdermanagement. Strategische Herausforderungen und Chancen der Stakeholdereinbindung. hrsg. von Altenburger, R. / Mesicek, R. H., Berlin, Heidelberg, s. 29–58.
- [14] **LUCHT**, Dietmar (2019): Theorie und Management komplexer Projekte, Wiesbaden.
- [15] **MEFFERT**, Heribert / Burmann, Christoph / Kirchgeorg, Manfred / Eisenbeiß, Maik (2019). Marketing. Grundlagen marktorientierter Unternehmensführung : Konzepte - Instrumente – Praxisbeispiele. 13. Aufl., Wiesbaden, Germany.
- [16] **SCHREYÖGG**, Georg / Koch, Jochen (2007). Grundlagen des Managements. Basiswissen für Studium und Praxis. 1. Aufl., Wiesbaden.
- [17] **THOMMEN**, Jean-Paul / Achleitner, Ann-Kristin (2012). Allgemeine Betriebswirtschaftslehre. Umfassende Einführung aus managementorientierter Sicht. 7. Aufl., Wiesbaden.

ОРИЕНТИРАНО КЪМ СТОЙНОСТТА УПРАВЛЕНИЕ НА ЗАИНТЕРЕСОВАНИТЕ СТРАНИ – ИЛЮСТРИРАНО ЧРЕЗ ПРИМЕРА НА MICRO AG

Резюме: Заинтересованите страни оказват влияние върху околната среда на всички равнища, като отделните заинтересовани страни съгласуват действията си в зависимост от своите нужди. Дружествата се намират в ситуация на противоречиви интереси на различните заинтересовани страни. Те трябва да успеят да обслужват целенасочено вътрешните и външните заинтересовани страни. Казусът на MICRO AG се използва, за да се покаже кои стъпки са необходими, за да се приложи успешно и устойчиво ориентирано към стойността управление на заинтересованите страни в съответствие с етичните критерии.

Ключови думи: управление на заинтересованите страни, бизнес етика, корпоративна комуникация, корпоративна социална отговорност

Mag. Harald Brandl, MSc
University of Library Studies and Information Technologies
E-mail: harald@brandl-web.at

RESEARCH OF FORCED INFORMATION DEVIATIONS AND THEIR IMPACT ON PUBLIC ATTITUDES IN CONDITIONS OF CRISIS

Ralitsa Yotova, Stoyan Boyanov

University of Library Studies and Information Technologies

Abstract: *The critical importance of information to society and the state makes it one of the most valuable strategic resources. At the same time, information resources have become both a source of threat and a tool for influencing public attitudes. In times of crisis and instability, forced diversions of information pose a particular challenge to the ability of government and society to counter them. In this regard, the main objective of this paper is to analyze examples of information deviations and their impact on public attitudes during crises of different nature.*

Keywords: *impact, public attitudes, intelligent information, government, crises, deviation, challenges*

Introduction

The need to carry out a more in-depth analysis on the subject was provoked by the turbulent dynamic socio-political processes in the last few years. During these multi-stakeholder and competing processes, the misuse of creating, altering, hiding or popularizing information became a contested race for popular approval and support, for public and political legitimation. This struggle naturally covers all spheres of life, but it finds its most vivid manifestation in the use of information, the vital importance of which is undeniable for all human activity, even more so for the construction and functioning of complex organizations such as societies and states.

Information as a concept has some basic characteristics, without the definition of which it is difficult to conduct further fruitful research regardless of the specific topic. Objectivity and credibility, for example, are among its most important distinguishing qualities. Therefore, this report will often focus on whether information meets certain conditions, or if not, why?

The supply of quality and reliable information is key for the state administration and, accordingly, for the entire society. In his book “Information and Security” Prof. Stoyan Denchev points out “the importance of information as a basic resource for all spheres – politics, state administration, economy, education, health care, culture.” [1]. The strategic nature of information resources is determined not only by the absolutely mandatory their possession and handling in the day-to-day processes of

the state, but also of their exceptional value when it comes to matters such as war, energy, economics, diplomacy, public order, public relations, etc.

The strategic nature of information makes it both an object and a resource of the threat. [2] For this reason, it is imperative to examine all aspects of applicable methods to influence its essence, content and messages. Some of these impacts are the natural and forced biases of intelligent information.

It is natural to expect that the people in the institutions whose responsibility it is to run the country in the interest of the citizens should have the most timely, accurate and objective information available. However, this in itself is not a guarantee for successful management of public processes and protection of national interests and security. The perception of information is subjective for each person and is the result of his upbringing, education, life path, biases, beliefs, etc. Consequently, even information originating directly from officials or institutions is interpreted in many different ways. On the one hand, this is also a manifestation of the free spirit of man to draw conclusions and build hypotheses on his own. On the other hand, however, extreme distrust of official information at the expense of blind faith in publications of unclear origin and credibility or rumors creates serious risks for the successful functioning of the state as an entity for the protection of civil rights and national interests.

In conditions of crises (health, economic, political, institutional, social, military), the mentioned problems related to information further increase the tension in the society and cause erosion of trust in institutions and statehood. Public attitudes are of the utmost importance and, especially in such times, have the potential to mobilize the nation to cope with periods of trial or, on the contrary, to go along with the flow and risk turning crises into catastrophes. In this regard, the main task in the following points will be to present a brief overview of how the bias of intelligent information affects public attitudes during some crisis events of recent years. The aim is to visualize some methods of impact and the consequences for citizens, the socio-political system and the state.

Information deviations in conditions of a health crisis

The pandemic caused by a new type of highly contagious coronavirus infection, known as COVID-19, has completely shaken the daily lives of people all over the planet. No country in the world was prepared for a threat of this nature – regardless of its economic progress, level of development or built-in health system capabilities.

The pandemic has tested both ordinary citizens and those in power, who have been tasked with making tough, albeit often unpopular, decisions. [3]

In this context, communication between those in authority, health professionals and the general public is key. The process of informing citizens in a reliable and understandable way about the need to take a given measure, despite the subsequent inconveniences, is extremely important. The fact that the country (and the whole world) was placed in an unprecedented situation does not justify the mistakes made, especially regarding the various manifestations and information deviations. Along with inappropriate public relations tactics, the institutions suffered a severe defeat in terms of information – especially in the Internet space – where all kinds of manipulation, rumours, fake news, disinformation, propaganda, conspiracies, etc. swirled at will. The initial chaos of the authorities' response to the spread of the contagion and the asymmetric actions taken against businesses and people's freedom led to a strong public distrust of their own state.

All this gave rise to a kind of “rebellion” in large groups of society, who deliberately broke the rules, even meaningful ones. An extremely strong information attack was allowed by individuals, groups and organizations in socio-political life, aiming for their own benefit, be it financial or political. State authorities have never been able to justify their actions to the public, some of which were undoubtedly oppressive and undemocratic in nature. As a result of this whole “emergency with no end” people were more inclined to believe the information they read on social networks from anonymous sources than the responsible institutions.

In the end, the conclusions about the country's handling of the epidemic in question are sad. Bulgarian institutions proved unable to communicate normally with citizens. They suffered an informational defeat, as a result of which they also lost the little public support that the restrictive measures had. The applied strategy of daily intimidating the population led to the opposite effect – extreme disinterest in the decisions and advice of the authorities. The failed state policy regarding information in the time of the epidemic crisis found its negative consequences in several directions. The direct ones were the human casualties, which probably could have been smaller. Among the indirect ones was, in practice, the deepening of the political crisis in the country, which three years later is still ongoing.

Information deviations in conditions of a political crisis

There is probably no other sphere in public relations in which the deliberate alteration of information has been “normalized” to such an extent, as well as its frank creation – the fruit of fiction. In practice, in political life we witness daily a struggle for informational supremacy in order to extract dividends. Reality is refracted in all possible ways to meet certain public expectations or to justify political goals.

Certainly the most applied method is propaganda, in all its shades. The artful handling of information to gain supporters, voters, sympathizers, etc. is key for any political party leader candidate. To counter fake news, disinformation, malicious propaganda, etc. several prerequisites are required. One of them is literacy and a developed information culture in society. This should be realized through upbringing, education and accumulated life experience. Another important element is the work of the media and their role in verifying information, authenticating it and, accordingly, taking responsibility for spreading information with false, altered or biased content. Bulgaria's results from the latest study on the media literacy of European countries are worrying. According to him, our country ranks last among the countries of the European Union in the Media Literacy Index for 2023, which measures the potential vulnerability of societies to misinformation and related negative phenomena based on indicators of the quality of education, media freedom, trust in people and e-participation. [4]

The third prerequisite for registering and counteracting the negative information deviations is the provision of reliable and credible information material by the institutions. This includes the activities of the intelligence community and its contribution to the development of the state's ability to respond adequately and timely in crisis situations. The value of information in times of crisis increases, and in calm times it contributes to maintaining stability and predictability.

Again, the combination of a lack of public trust in the official information provided and the spreading propaganda activity of various entities in the public space led the country to an unprecedented institutional crisis and a series of early parliamentary elections without a stable majority and a regular government. In this sense, the role of one of the pillars of counteracting information deviations has been lost – the stable role of the state in limiting negative influences on information is missing. We would like to point out that under a stronger role of the state in terms of the management of information processes, it is by no means a question of limiting freedom of speech or the established pluralistic social system. On the contrary,

raising the information culture of the population and improving the information processing capabilities of state institutions can only be achieved through a purposeful development strategy, the fruit of a broad socio-political consensus.

The negative influences on information listed so far have led to a huge division in society on almost every current topic. It is a sad conclusion that one of the few statements on which there is almost complete agreement is the low efficiency of state institutions. Malicious information processes were reflected in further aggravation of social contradictions, deepening of the political and institutional crisis, and even the lack of national consensus regarding the long-term strategic goals of the state and the methods of their achievement.

Information deviations in conditions of geopolitical opposition

Undoubtedly, the military conflict between the Russian Federation and Ukraine marked a sharp change in the hitherto established system of international security. The consequences of the large-scale confrontation that occurred are different and complex in nature, as they cover every sphere of public life, especially in countries like Bulgaria, which is territorially close to the conflict, and also has its cultural and historical ties with both warring countries. In relation to the purpose of this paper, however, we will only pay attention to what manifestations and information deviations we notice in relation to the conflict and how they affect public attitudes in Bulgaria. [5]

Continuing the theme of disunity in Bulgarian society, the ongoing conflict has succeeded to a serious degree in exposing the personal, political and strategic preferences of various groups in our society. In order to mobilize these groups (and accordingly use them in different ways), methods are applied daily to change information and its distribution among citizens. The advocated theses sometimes radically contradict each other, and the massively used open sources of information flood the information space with constant “news” of unclear origin and authenticity.

Information is falsified or hidden even by persons occupying high government positions, concerning, for example, the issue of sending military production to a party to the conflict. The need for aid for a country with which there are no contractual obligations to protect was not adequately explained to the Bulgarian society. Even more so in times of crisis trials of a different nature, when every available state resource should be spent to overcome the negative consequences.

Citizens choose to be informed by unofficial channels, groups, etc. Parts of them isolate themselves in an “information bubble” where they only read and listen to what they agree with. Excessive trust in anonymous sources without the ability to track information and determine its credibility creates an additional difficulty when trying to argue for a certain foreign policy decision. Funding of media, websites, journalists, etc. with the aim of exerting a negative influence on information should be seen as a serious challenge for the management of information resources and quality state leadership. As a result of the examples presented so far, the division among society is further exacerbated, and the state's ability to overcome specific challenges decreases.

Conclusions

As a result of the developed paper, several conclusions can be drawn regarding the ways in which forced information deviations influence public attitudes and why this represents a challenge for public administration in crisis situations.

First, negative influences on information greatly reduce the state’s ability to respond quickly and effectively when a crisis situation arises. The main factor for this is the low public trust in the institutions and, accordingly, in the information disseminated by them.

Second, in times of crisis, institutions are extremely ineffective in terms of public relations, as a result of which the information space is flooded with all kinds of fake news, misinformation, rumours, insinuations, etc. Accordingly, the population does not consider the crisis to be serious enough, does not approve of the measures taken, and tends to deliberately violate them.

And finally, the information space and modern technologies offer extremely large opportunities for remaking information and its distribution. In connection with this, the main task for educational institutions should be to build high information competence in citizens, which will serve as a tool for individual verification and assessment of information - in practice, a system for dealing with negative influences for every single citizen.

The examples discussed in the report are far from exhaustive of the many aspects of the problem under consideration. Additional studies and research on the topic are imperative, and their results would help to popularize the presented theses and build on them.

ACKNOWLEDGEMENTS

This scientific paper was realized as a result of the implementation of a scientific research project on the topic: “Research of the natural and forced manifestations and deviations of “intelligent information” and their impact on public attitudes”, under Contract No. КП-06-M65/ 1 of 12.12.2022, financed by The Bulgarian National Science Fund at the Ministry of Education and Science of Republic of Bulgaria.

REFERENCES

- [1] **DENCHEV**, S. Informatsia i sigurnost. Sofia: Za bukвите – O pismeneh, 2019. 381 s.
- [2] **LAZAROV**, V. Strategicheski resursi za garantirane na natsionalnata sigurnost. Sofia: Voenno izdatelstvo, 2010, 151 s.
- [3] **BULGARIA** e nay-uyazvima kam dezinformatsia sred stranite v ES, sochi Indeksat za mediyna gramotnost 2023, 25.06.2023 [Accessed 30.06.2023] Available from: <https://www.bta.bg/bg/news/bulgaria/480008-balgariya-e-nay-uyazvima-kam-dezinformatsiya-sred-stranite-v-es-sochi-indeksat>
- [4] **DENCHEV**, S., D. **STOYANOVA**. The Value of European University Education in the Context of COVID-19. Sofia: Za bukвите – O pismeneh, 2020. 68 p. ISBN 978-619-185-422-6.
- [5] **TEODOSIEV**, P., S. **YORDANOVA**. Rolyata na diplomatsiyata v uregulirane na regionalni konflikti. – V: Natsionalna sigurnost, identichnost i medii v usloviyata na globalna politicheska i ikonomicheska kriza – sbornik dokladi. Sofia: Za bukвите – O pismeneh, 2022, s. 95-105. ISBN 978-619-185-552-0.
- [6] S. **YORDANOVA**. Informatsionni voyni. Informatsiyata – orazhieto na savremennia svyat. – V: Sbornik s dokladi ot Godishna universitetska nauchna konferentsia, 30 yuni – 1 yuli 2022, Veliko Tarnovo. Veliko Tarnovo: NVU „Vasil Levski“, 2022, s. 185 – 192. ISSN 1314-1937.
- [7] **BOGDANOV**, P. Teoria i praktika na voennite konflikti. Sofia: Za bukвите – O pismeneh, 2020, 221 s. ISBN 978-619-185-427-1.
- [8] **ANGELOV**, G. Predizvikelstva pred visshite uchilishta, provezhdashti obuchenie v napravlenie „Natsionalna sigurnost“. – V: Akademichni partnyorstva v sferata na natsionalnata sigurnost: Diskusionna kragla masa. Shumen: Universitetsko izdatelstvo „Episkop Konstantin Preslavski“, 2022, s. 6–10. ISBN 978-619-201-571-8.

ИЗСЛЕДВАНЕ НА ПРИНУДИТЕЛНИТЕ ОТКЛОНЕНИЯ НА ИНФОРМАЦИЯТА И ТЯХНОТО ВЪЗДЕЙСТВИЕ ВЪРХУ ОБЩЕСТВЕНИТЕ НАГЛАСИ В УСЛОВИЯТА НА КРИЗИ

Резюме: Критичното значение на информацията за обществото и държавата я прави един от най-ценните стратегически ресурси. В същото време информационните ресурси се превърнаха, както в източник на заплаха, така и в инструмент за въздействие върху обществените нагласи. Във времена на кризи и нестабилност, принудителните отклонения на информацията се явяват особено предизвикателство пред способностите на държавното управление и обществото да им противодействат. Във връзка с това, основна цел на настоящия доклад е да бъде извършен анализ на примери за отклонения на информацията и тяхното въздействие върху обществените нагласи по време на кризи от различен характер.

Ключови думи: въздействие, обществени нагласи, интелигентна информация, държавно управление, кризи, отклонение, предизвикателства

Senior Assist. Prof. Ralitsa Yotova, PhD

University of Library Studies and Information Technologies

E-mail: r.yotova@unibit.bg

Stoyan Boyanov, Masters's Degree

University of Library Studies and Information Technologies

E-mail: 036-nsmr@unibit.bg

ETHICS IN MEDICAL DATA PROTECTION

Johannes Siegmund

University of Library Studies and Information Technologies

Abstract: *Medical data or health data are subject to data protection. The personal data collected by medical practices fall under the category of so-called “special data” according to Art. 9 (1) GDPR. For the data collection of such special data, consent of the data subjects or legal permission is required. Health data usually concerns very personal information. The processing of highly sensitive personal health data is part of everyday life in GP practices. This makes it all the more necessary to promote and raise awareness about the importance of data protection in the medical field. The author uses the results of an online survey to illustrate the problems in GPs' personal assessment of their own knowledge of data protection law and their assessment of how data protection requirements are implemented in Bavarian GP practices.*

Keywords: *Health data, family doctor, data protection, personal assessment, implementation, GDPR*

Introduction

The subject of health is a very private one. When visiting the family doctor, everyone should be able to trust that personal information such as date of birth, height, body weight, sexual orientation, professional, family or economic circumstances will be treated confidentially. Medical confidentiality applies to all information of which a doctor has become aware in the course of his professional practice.

Medical confidentiality applies beyond death. In addition to the physician's criminal liability under Section 203 of the German Criminal Code (StGB), the responsible medical association can also impose measures for a violation of the professional code of conduct. If the patient releases the physician from the medical confidentiality obligation, the findings may be disclosed to third parties with the physician's consent. An exception to medical confidentiality is only found in the case of legal disclosure obligations, for example, the Infection Protection Act, in the case of reporting obligations under personal status law, and in the case of the prevention of serious criminal offenses. [1]

Since 25.05.2018, the GDPR has come into force across Europe. For the majority of small and medium-sized enterprises, which in the broadest sense also include family doctors' practices, the negative aspects of the GDPR predominate. For

77% of these companies with 1 to 49 employees, the effort clearly outweighs the benefits. Data protection awareness also increases with the size of the company. It stands to reason that larger companies can offer more resources for the topic of data protection than small companies. [2]

Family practices face a major challenge in dealing with medical data. The healthcare system is in a state of upheaval due to increasing digitization. In the past, health data was stored in index cards. Nowadays, health data is recorded and processed digitally. The aspect of networking between general practitioners and specialists or medical laboratories is becoming increasingly important. Networked systems are vulnerable to criminal cyber attacks or unauthorized access by third parties. Due to the processing of sensitive health data, family doctors are fundamentally obligated to develop technically and organizationally suitable processes that ensure secure handling of health data. In particular, medical practices are required to comply with the requirements of the IT Security Guideline pursuant to Section 75b of the German Social Code, Book V.

The IT security guideline is a specification of the technical-organizational measures that are to ensure the rights and freedoms of patients. The Federal Association of Statutory Health Insurance Physicians decides on the specific requirements. The most important goals of the guideline are confidentiality, integrity and availability of the IT systems of a medical practice. The IT security guideline represents a minimum set of measures to be taken to ensure IT security in medical practices. [3]

Research methodology

The author emailed 1145 family doctors in Bavaria to ask them to participate in an online survey on “Organization and management of data protection processes in Bavarian family practices.” The survey was available from 03.07.2023 to 04.08.2023. 56 family doctors participated in the online survey. Of the total 28 questions in the online questionnaire, two questions are analyzed here. The two questions of the online survey aim to find out how family doctors assess their knowledge of data protection law and how, in their opinion, data protection requirements are implemented in their practice. In the following, the information from the two questions is compared with individual other results of the online survey and the extent to which the family doctors' personal assessments correspond to the actual situation is examined.

Results

Question 1: How would you rate your knowledge of data protection law? The participants had the opportunity to choose between the following answer options: Very good, good, satisfactory, sufficient, poor, insufficient. Of the 56 participants, two participants (3.57%) stated that they believe they have very good knowledge of data protection law. 27 participants (48.21%) felt that they had a good knowledge of data protection law. 16 participants (28.57%) were of the opinion that they have a satisfactory knowledge of data protection law. Ten participants (17.86%) were of the opinion that they have sufficient knowledge of data protection law. One participant (1.79%) felt that they had a deficient knowledge of data protection law. None of the participants felt they had insufficient knowledge of data protection law.

Question 2: In your opinion, how are data protection requirements implemented in your practice? The participants had the opportunity to choose between the following answer options: Very good, Good, Satisfactory, Sufficient, Poor, Insufficient. Of the 56 participants, ten participants (17.86%) stated that they believe that data protection requirements are implemented very well in their practice. 27 participants (48.21%) were of the opinion that data protection requirements are implemented well in their practice. 15 participants (26.79%) were of the opinion that data protection requirements are implemented satisfactorily in their practice. Four participants (7.14%) were of the opinion that data protection requirements are sufficiently implemented in their practice. None of the participants was of the opinion that data protection requirements are implemented poorly or insufficiently.

Analyzing the family doctors' personal assessments of their knowledge of data protection law, it is striking that more than half of the participants (51.78%) were of the opinion that they had very good or at least good knowledge of data protection law. Another 46.43% of the participants were of the opinion that they still had satisfactory or at least sufficient knowledge of data protection law. In other words, 55 participants were of the opinion that they had sufficient or higher data protection law knowledge. Only one participant (1.79%) stated that he or she had inadequate knowledge of data privacy law.

A similar picture emerges when analyzing the physicians' personal assessments of the question of how, in their opinion, data protection requirements are implemented in their practice. It emerges that around two-thirds of the participants (66.07%) believe that data protection regulations are implemented very well or at least well in their practice. About one-third (33.93%) assume that data protection

regulations are implemented satisfactorily or sufficiently in their practice. Thus, all participants were of the opinion that data protection requirements are implemented at least to a sufficient or higher degree. None of the participants considered the implementation of data protection requirements to be inadequate or insufficient.

It is questionable, however, to what extent the personal assessment of the participants corresponds to the actual conditions.

As part of the online survey, after answering the above questions, respondents were also asked, for example, “Have you taken appropriate technical and organizational measures to ensure security under data protection law (Art. 32 GDPR)?” Only 27 participants (48.21%) stated that they had taken appropriate technical and organizational measures. Seven participants (12.50%) have not taken any corresponding technical and organizational measures. 22 participants (39.29%) have stated that they do not know to what extent corresponding technical and organizational measures have been taken in their practice.

The online survey further asked, “Does your practice have a separate firewall?” Just 33 participants (58.93%) indicated that they have a separate firewall. Eleven participants (19.64%) indicated they did not have a separate firewall. Twelve participants (21.43%) indicated they did not know the extent to which they had a separate firewall.

Discussion

The results of the online survey show that the medical profession is very self-confident when it comes to the issue of data privacy. At the same time, it becomes apparent that the personal assessment of the participants by no means reflects reality.

Less than half of the participants surveyed (48.21%) can confidently state that they have taken appropriate technical and organizational measures in their medical practice in accordance with Art. 32 GDPR to ensure data protection security. Only 58.93% have a separate firewall in their medical practice with certainty. The results also show that there is obviously a great deal of uncertainty among physicians with regard to data protection law issues. There is no other explanation for the fact that 22 participants (39.29%) do not know the extent to which appropriate technical and organizational measures have been taken in their practice, or that 21.43% do not know the extent to which they have a separate firewall. The figures show that a large number of physicians do not seem to be sufficiently aware of data protection issues.

In the IT security guidelines of the National Association of Statutory Health Insurance Physicians, since 01.04.2021, all family doctors' practices are required to protect network transition points by using a firewall. The results show that, for example, the use of a firewall in family doctors' practices is currently not yet guaranteed across the board. The mere fact that only 48.21% have taken appropriate technical and organizational measures in accordance with Art. 32 GDPR shows that the majority of the participants surveyed do not seem to have sufficient awareness of the problem in terms of data protection law. At the same time, however, it is also evident that a large number of the participants surveyed do not have sufficient knowledge of data protection law. The implementation of data protection requirements also appears to be inadequate for a large proportion of the participants surveyed. The National Association of Statutory Health Insurance Physicians would therefore be advised to better educate and inform physicians in private practice about the risks associated with IT use. Consistent education and information can strengthen data protection competence. Communicating how to safely handle health data is the foundation for physicians to continue to enjoy the trust of patients. "Interpersonal trust between patients and their physicians is a key patient-reported quality characteristic in the medical care process." [4] Patients need to feel confident that the physician will process the data entrusted to them in an absolutely secure manner. "When one goes to the doctor, the self-evidence of health is thoroughly shaken." [5] The doctor-patient relationship must not be shaken by unsafe and perhaps even careless handling of data. It should therefore be self-evident that responsible action is taken in the processing of sensitive health data.

Conclusion

Health data is sensitive data and therefore extremely worthy of protection. Subjectively, family doctors claim to implement data protection requirements well or at least sufficiently. This may be true for individual medical practices. However, the results have shown that, objectively speaking, a large number of family doctors do not have the necessary data protection competencies to ensure data protection security when processing health data.

In order to protect sensitive health data from unauthorized access or loss, it is essential to raise awareness among family doctors regarding the handling of health data. The responsible handling of health data should be raised in the awareness of those responsible through consistent education and information.

REFERENCES

- [1] **WEICHELT, R., SEICHTER-MÄCKLE, D.** Deutsches Ärzteblatt 2015 (112), pp. 2–4. Available from: <https://www.aerzteblatt.de/archiv/171722/Arztrecht-Wann-Aerzte-schweigen-muessen>
- [2] **SCHRICKER, J.** “Wie sehen die Unternehmen die neue Datenschutzgrundverordnung?” – In: *ifo Schnelldienst* 71.15, 2018, pp. 35–39.
- [3] **REIS-BERKOWICZ, P.** Deutsches Ärzteblatt 2021 (118), pp. 149–154. Available from: <https://www.aerzteblatt.de/archiv/217429/Richtlinie-nach-75b-SGB-V-ueber-die-Anforderungen-zur-Gewahrleistung-der-IT-Sicherheit>
- [4] **SCHEIBLER, F., et al.** Entwicklung und Validierung der Skala ‘Vertrauen in den Arzt’ im Kölner Patientenfragebogen (KPF). – In: *Klinische Diagnostik und Evaluation* 4 2011, p. 63. ISSN 1864-6050
- [5] **SCHWEGLER, K., ALON, E.** Vertrauen in der Arzt-Patienten-Beziehung. *Vertrauen*, 2015, p. 155.

ЕТИКА В ЗАЩИТАТА НА МЕДИЦИНСКИТЕ ДАННИ

Резюме: Медицинските или здравните данни са обект на защита на данните. Личните данни, събирани от медицинските практики, попадат в категорията на така наречените „специални данни“ съгласно чл. 9 (1) ОТ ОРЗД. За събирането на такива специални данни се изисква съгласието на субектите на данни или законово разрешение. Здравните данни обикновено се отнасят до много лична информация. Обработката на високочувствителни лични здравни данни е част от ежедневието в практиките на общопрактикуващите лекари. Това прави още по-необходимо насърчаването и повишаването на осведомеността относно значението на защитата на данните в областта на медицината. Авторът използва резултатите от онлайн проучване, за да илюстрира проблемите в личната оценка на общопрактикуващите лекари за собствените им познания по закона за защита на данните и оценката им за това как се прилагат изискванията за защита на данните в баварските практики на общопрактикуващите лекари.

Ключови думи: Здравни данни, семеен лекар, защита на данните, лична оценка, прилагане, ОРЗД

Johannes Siegmund
University of Library Studies and Information Technologies
E-mail: siegmund@gmx.de

THE NATIONAL FLAG: THE RELATION “KNOWLEDGE – ETHICS” IN BUILDING NATIONAL IDENTITY

Evelina Zdravkova, Tereza Trencheva, Stoyan Denchev
University of Library Studies and Informational Technologies

Abstract: *This paper was inspired by the media hype on the occasion of the initiative to raise the Bulgarian flag on a 111-meter pylon in the Rozhensky meadows in the Bulgarian Rhodope Mountains. At the height of summer, television, radio broadcasts and Internet forums were abuzz with comments about the idea of the Legacy in the Future Foundation. The project, proposed by patriotic motives, accepted with patriotic delight, divided the Bulgarian society – for and against the meaning of flying the Bulgarian tricolor in the Rhodopes right now. ULSIT, as an institution that protects spirituality, follows its mission to educate and promote knowledge about national symbols, helps build a more informed, tolerant and peaceful society, suggests that Bulgaria should have a Flag Day. Flag Day is a holiday that unites, enriches and inspires the nation. It emphasizes the power of symbols, ethical responsibility, and the importance of knowledge for our cultural and historical identity. By understanding the value of these symbols and how they contribute to the rich diversity of cultures around the world, greater respect and understanding is fostered between different nations.*

Keywords: *knowledge, ethics, flag day, national flag*

*„And today our flags are here,
The people consumed them with their love,
they sewed up their sails with his own weight.
The star nailed with a flaming hand.
From your blue blouse or from the sky
a piece tore off for the star of the homeland.
And drop by drop our red banner is born.”*
Pablo Neruda

Introduction

In the history of humankind, symbols and signs have always had a particularly important meaning. They were not only a way of communication, but also a means of conveying meaning, identity and values. In this context, flag and knowledge fulfill important roles as symbols that collect and represent the richness of human experience and culture.

The flag carries historical heritage and identity. It is a source of pride and unification among the common people who identify with its colors and symbolism.

The flag conveys feelings of belonging and respect for the traditions of our ancestors, while at the same time promoting solidarity and community in the modern world.

Knowledge is a key factor in the development of societies and cultures. It represents the accumulation of experience, scientific discoveries, art and philosophy that have helped mankind to advance and expand its horizons. Knowledge enables us to understand the world around us, to adapt to changes and to solve the challenges facing our civilization.

The synergy between the flag and knowledge is reflected in the ability to inspire and motivate. Just as a flag is a symbol of identity and unity, so knowledge is a tool for uniting people's efforts and achievements. Combining the symbolism of the flag with the wealth of knowledge creates a powerful path to enlightenment, innovation and sustainable development.

This paper was inspired by the media buzz on the occasion of the initiative of the Foundation “Heritage in the Future” to raise the Bulgarian flag on a 111 meter pylon in the Rozhensky meadows in the Rhodopes, and it examines in more detail how the flag and knowledge are intertwined in history and how their relationship contributes to the formation of our cultural and social essence as a tool for scientific ethics in the modern information society.

The Foundation “Heritage in the Future” presents itself as an organization that “revives and preserves Bulgarian traditions, way of life, customs and culture”, with a mission to strengthen “the connection between generations in order to perpetuate the spiritual heritage of Bulgaria”, we read on their official page.

The foundation has an almost 10-year history of creating and implementing events that promote Bulgarian traditions and affirm the national identity. One of them is the Festival of Folk Art and Animal Husbandry in the meadows near the village of Rozhen in 2015. On this holiday, the largest Bulgarian flag with a record size of 21 x 320 meters, an area of 7,000 square meters and a weight of nearly 1 ton is flown. The idea of this project is to awaken faith in our spirit and roots. The following year, the large Rozhen flag was transformed into 11,110 flags, which the foundation distributed to people on September 22, 2016, during the Days of Bulgarian Folklore in Sofia – the occasion being Bulgaria’s Independence Day. After that, the national Bulgarian flag with a record length of 35 meters was flown at the Irin-Pirin Cathedral in 2016 – a gift to the municipality of Razlog and the residents and guests of the Pirin region.

The latest project of the Foundation “Heritage in the Future” is in the heart of the Rhodopes – in the Rozhensky meadows, to raise the “Bulgarian flag on an impressive 111 meter pylon... at the place, cradle of the most all-Bulgarian event – the Rozhensky Gathering, which unites and inspires us to preserve and transmit our spiritual heritage into the future”, the initiators state on their official page. “The flag will be visible from kilometers away, and its energy will be felt throughout the country, because Bulgaria deserves to restore faith in collective civic patriotism and new inspiration for the nation. We will build a new attraction center of pure patriotism from Bulgarians today for Bulgarians tomorrow! Together, we will raise the national tricolor as high as we can see in the sky!” This is the request of the foundation, which is also a call to donors to raise funds for the large-scale campaign.

The provocation towards the Bulgarians is impressive: “Guided by our strong faith in our roots and traditions, by our unbreakable love for our family and the Motherland, we want to generate energy and invest it in a project that will fill every Bulgarian in our country and around the world with pride.”

These words sound respectful, strong, they restore faith. But not to all Bulgarians.

Although everyone showed respect and reverence for the indisputable national symbol – the Bulgarian tricolor, many consider this action an unnecessary luxury. It is normal – different types of people – each with their own truth and opinion – the same as the heroes of Ivan Vazov in the first Bulgarian historical novel “Under the Yoke”, who lived in the exciting period of the Renaissance in our lands. They were preparing for an uprising (April), and perhaps that is why the themes in this iconic narrative are so multi-layered and contradictory. The speaker of the people in that turbulent and dynamic time called “Bulgaria deserves to be worked for”. And today?! What are our fears related to our national identity, where are our hopes, what are our ideals, where is our nation going a century and a half later?!

There are two extremes of public opinion. On the one hand, there are those who welcome the initiative – they define it as “useful for Bulgaria and the Bulgarian spirit”, “Every raising of the national flag is a tribute to the national flag, unless it is turned upside down”, “Well done!”, etc.

On the other side are the opponents of the initiative. They think that “A flag flying on a pole is not a symbol of patriotism, it does not educate”, “Whoever buys useless things will soon be selling his necessities”, “Haste makes waste”, “Look before you leap”, “Nothing good will follow”, etc.

The national flag is a symbol of what a nation is associated with. The national flag of the Republic of Bulgaria is a national symbol that expresses the independence and sovereignty of the Bulgarian state, according to Art. 15, para. 1, Chapter Two of the Law on the State Seal and the National Flag of the Republic of Bulgaria. The Constitution of the Republic of Bulgaria affirms “The flag of the Republic of Bulgaria is tricolor: white, green and red, placed horizontally from top to bottom” – Art. 166, Chapter 10.

Knowledge that people filled with denial, skepticism obviously lack. This phenomenon would not be interesting if this ignorance did not give rise to a sense of nihilism in the 21st century. Nihilism as a philosophical and cultural phenomenon in the modern world is a worldview and ideology that denies or doubts all objective values, truths and goals in life. This pessimistic and skeptical approach is spreading in various spheres of modern society and can have both positive and negative consequences. One of the key aspects of nihilism in the modern world is the rejection of traditional moral values and beliefs. With the growth of information technology and free access to works of art, literature, science, to various ideas, a total blurring of values and norms in society has been observed. This as a trend can lead to a more tolerant and free society, but it can also have the opposite side – lead to disruption, the breakdown of social ties and a lack of common beliefs that hold society together. In the realm of science and religion, nihilism emerges as an increasingly serious search for our place in the universe, as a sense of futility and meaninglessness in anything, including faith. In culture and art, nihilism is expressed through various themes and motifs. For example, many contemporary works in literature, film, and art deal with the meaninglessness of existence and human nature. This can stimulate critical thinking and enables artists to express their feelings and ideas about the world around them. But nihilism can be dangerous and destructive. When people lose faith in any sense and hope, they can become depressed, inactive and disordered. The feeling that nothing matters weakens people’s motivation to work for a better future and cooperate to achieve common goals.

So, nihilism in the modern world is a complex and contradictory phenomenon. It can foster creativity and intellectual development, but it can also destabilize society and undermine the values that hold it together. To address this challenging worldview, it is important to support critical thinking, create ideas and values that create meaning and connect people, and strengthen the social bonds that build society.

When we talk about science, we must look for the connections, the synthesis between the individual components. In the modern world, marked by the speed of technological progress and rapidly changing social dynamics, the key role in the formation of individual and collective decision-making is that of knowledge. Technological progress and global access to information provide unparalleled opportunities to acquire knowledge from various sources – articles, databases, expert opinions, which must be analyzed and critically evaluated. In a world of constant data flow, the ability to separate the relevant from the non-relevant is a valuable skill. In order to avoid increasing superficiality and distraction, a skill for selective and strategic consumption of information is required. With globalization and the resulting changes, knowledge becomes a key resource for economic and social progress, and the ability to adapt to new technologies and innovations becomes an important quality. Against this background, education is fundamental in preparing people for the modern world. Traditional education must adapt to new demands, including the development of critical thinking, problem solving and teamwork. Formal education must be complemented by lifelong learning and self-education to cope with the constant changes in society and the labor market. In other words, knowledge in today's world represents a combination of opportunities and challenges. Technological advances enable global education and the exchange of ideas, but they also place demands on critical thinking and information literacy. Knowledge is the key to understanding the complex social, economic and ethical issues facing humanity and plays an important role in creating a sustainable and advanced society.

Nihilism and knowledge are two fundamental concepts that have a strong interaction. Nihilism as a philosophical teaching is characterized by the denial of values, meaning and objective reality. Knowledge, on the other hand, is the pursuit of truth and understanding of the world around us. Although nihilism and knowledge seem at first glance to be at odds with each other, in practice they are interrelated, form a complex dialogue and even complement each other in certain aspects.

Nihilism appears as a reaction to traditional values and beliefs that are imposed by society. It casts doubt on everything that is considered true and important. In this sense, nihilism can be seen as a critique of the limited and insufficient knowledge that is usually subordinated to interests and power structures. Nihilism shows us that what we accept as truth can be questioned, and this can encourage a more critical and deep analysis of the nature of our knowledge.

Knowledge, for its part, has the task of destroying nihilism by establishing fundamental truths and objective facts. Through research, scientific inference, and logical rearrangements, knowledge enables us to create systems of belief and knowledge that are based on proven facts and verifiable claims. Such systems help us avoid the alienation that nihilism can create. Despite the contradictions, there is a synthesis between nihilism and knowledge. Nihilism challenges us to criticize and comment, encourages free thinking and openness to alternative ideas. Knowledge provides tools and methods to unravel the mysteries of the world and find value in knowledge itself.

In other words, nihilism and knowledge are two philosophical concepts that mutually influence and enrich each other. Their dialectics and interaction guide us to a deeper understanding of the nature of truth, values, and human existence. While nihilism challenges our steadfast beliefs, knowledge provides us with the tools to substantiate or reject them. Their complex relationship reflects humanity's constant struggle for truth and meaning in the world.

Knowledge of national symbols is essential to understanding and respecting a nation's cultural and historical identity. These symbols are an expression of national belonging, history, values and culture. They create a link between the population and the state, highlighting the unique aspects of a particular nation. It is important to see this knowledge as an opportunity to promote tolerance, inclusion and enrich the general public dialogue.

Symbols of statehood are the national flag, the anthem, the coat of arms and other official images. The national flag is undoubtedly one of the most recognizable symbols, combining colors and designs that represent the nation's identity and history. In addition to the national anthem, which is the musical expression of national values and aspects of the national spirit, and cultural symbols such as traditional dress, songs, folklore, dances, customs, rites are a combination of history, beliefs and cultural expressions. And they support national identity and reinforce a sense of community and belonging. But they can be used for nationalistic and exclusionary purposes – a potential danger of manipulation and extremism.

Teaching and promoting knowledge about national symbols can help build a more informed, tolerant and peaceful society. By understanding the value of these symbols and how they contribute to the rich diversity of cultures around the world, we can foster greater respect and understanding between different nations.

Although knowledge plays an important role in our modern society, there are still situations where people have a negative attitude towards information. The reason is that they are not familiar with it, even though the knowledge is available and easily attainable. Sometimes ignorance can cause fear and uncertainty in people. When people are confronted with information that contradicts their beliefs or perceptions, they often feel threatened. This fear can lead to a defensive reaction in the form of denial. People seek to get rid of uncomfortable information and maintain their current understanding of the world, which is more emotionally and psychologically satisfying to them.

Ignorance can lead to a lack of curiosity and interest in new ideas and knowledge. When people are not aware of certain information, they can feel helpless and uninformed. Instead of engaging in the pursuit of knowledge and the development of new skills, they prefer to delve into their pre-existing notions and reject information that does not match them. Denial can also be the result of social and group factors. People tend to associate with people who have similar views and beliefs. If someone in the group begins to doubt or deny certain information, the rest of the group can take the same position to maintain the unity and strength of groupthink. Thus, a kind of filter bubble environment is created, in which the denial of ignorance is strengthened and maintained. To overcome this denial, education and the promotion of open dialogue and critical thinking are needed. Information should be accessible and presented in a way that attracts people's interest and respect. It is important to create an environment where people feel comfortable expressing doubts and engaging with new ideas. In this process, ULSIT as an educational institution has a great responsibility and works in terms of establishing itself as an important factor in building individuals in the modern information society.

Holidays have the ability to affect our emotions, provide moments of gathering and reflection, and strengthen our ties to identity and cultural heritage. One such holiday that fulfills these roles with extreme significance is Flag Day. It is a day on which nations commemorate and honor the symbols of their national identity, their history and their values.

Flag Day is an occasion to gather people around the national flag, which is undoubtedly one of the most recognizable and powerful symbols of any country. This flag combines colors, shapes and designs that we perceive as an expression of our shared values and identity. On Flag Day, we take the opportunity to see it in all its glory, examine it and honor it as a symbol of our nation.

This holiday also carries with it an ethical meaning. The flag carries within itself the history and sacrifices of those who fought for the freedom and independence of the state. It reminds us of the importance of community, unity and the fight for justice. This day calls us to reflect on the fact that with one's rights and freedoms come responsibilities to society.

Flag Day also calls us to knowledge. In understanding the history of our national flag, we give meaning to the symbol and share in our nation's rich heritage. Knowing about the creation of the flag, the changes in its design over time and the meaning of its colors gives us a deep understanding of the values that define us.

Flag Day is a holiday that unites, enriches and inspires the nation. It emphasizes the power of symbols, ethical responsibility, and the importance of knowledge for our cultural and historical identity. This day encourages us to bond, learn and be proud of what our national flag and our nation stand for.

Many countries around the world have a special day dedicated to their national flag or banner.

- The USA celebrate “Flag Day” on June 14th. This day marks the passage of the first Stars and Stripes Act in 1777.
- In Brazil, “Flag Day” (Dia da Bandeira) is celebrated on November 19th. This day is dedicated to the creator of the Brazilian national flag.
- India celebrates Flag Day on December 7th, commemorating the adoption of the Indian national flag in 1947.
- Mexico – “Flag Day” is celebrated on February 24th, which is the day the design of the Mexican flag was adopted.
- Japan calls August 23rd “Navy Flag Day” and associates this day with the custom of sailors to arrange their ships' flags.
- In Argentina, “Banner and Flag Day of Argentina” is celebrated on June 20th to commemorate the death of Manuel Belgrano, who created the Argentine flag.
- Serbia – “Flag Day” (Dan Zastave) is celebrated on June 15th, commemorating the Battle of Online, which is considered the beginning of the Second Serbian Uprising.
- Georgia celebrates “National Flag Day” on April 14th, commemorating the 1978 student protest against the banning of Georgian national symbols.

- There are two flag days in Finland.
- In Turkey, they express their respect for the flag, as respect for it is a national policy, specialists have developed the material from which the flags are made, inspectors work to monitor its integrity.

Bulgaria does not have such a holiday, and the Bulgarian flag deserves this honor related to our history.

We croaked against the pylon, and we fail to notice in how many places the flags have become rags – a sight that ought to excite anger, not raise patriotism.

Conclusion

Denying information due to ignorance is a complex problem. Fear, lack of interest and social factors are some of the key reasons that can lead to the denial of information. Only through education, open dialogue and the promotion of critical thinking can we hope to overcome these obstacles and achieve a more informed and progressive society.

In a world riddled with information and knowledge, more and more people are moving away from the essence of things. Ignorance and nihilism - two concepts that mutually influence each other, have a negative impact on our relationship with truth and the achievement of a meaningful life.

Ignorance, as the absence of knowledge or unawareness, can be a source of fear, doubt, and helplessness. In this day and age, when information is readily available, it paradoxically seems that ignorance is more prevalent than ever. The first reason for this can be explained by the abundance of information, which transports us into a complex world with endless possibilities, where people feel lost and give up on the search for knowledge. This leads to a superficial knowledge of facts and ideas, a lack of understanding and a strong tendency to deny new information.

Nihilism, as a philosophical and life position that denies the existence of any common meaning or purpose in the universe, is based on the view that everything is devoid of meaning and value, leading to indifference and hopelessness. When people adopt a nihilistic perspective, they often abandon the search for truth and meaning because they consider them non-existent or unattainable. This leads to passivity and degradation of spiritual and intellectual efforts.

The interaction between ignorance and nihilism creates a dangerous cycle in which people not only deny the truth, but also do not seek ways to discover it. This leads to spiritual emptiness and disorder of moral and ethical values. Without

knowledge and the hopelessness of nihilism, our connection to the world and our ability to find true meaning and purpose in life is disrupted.

To overcome this condition, we must strive for constant education and openness to new information. We need to engage in critical thinking and explore different sources of knowledge to build a complete and balanced picture of the world. It is important to realize that the truth is not always easy or obvious, but that does not mean that we should deny it or give up on it. The search for knowledge and meaning should be an ongoing process that leads us to a deeper understanding of ourselves and the world around us.

Ignorance and nihilism are a serious challenge to our relationship with truth and the achievement of a meaningful life. Opposing nihilistic beliefs leads to a meaningful and profound existence. The pursuit of knowledge, openness and critical thinking is the true meaning of life and the path we follow to build a better future for ourselves and society as a whole.

ACKNOWLEDGEMENTS

This research would not have been possible without the financial assistance of the following project: “A Conceptual Educational Model for Enhancing Information Literacy in an University Information Environment”, financed by National Science Fund of the Ministry of Education and Science of the Republic of Bulgaria with Contract No KP-06-H35/10 from 18.12.2019, led by Prof. DSc. Stoyan Denchev and The NSP DS program, which has received funding from the Ministry of Education and Science of the Republic of Bulgaria under the grant agreement No. Д01-74/19.05.2022.

REFERENCES

- CRAMPTON**, William, *Flags and Anthems of the World*, Southwater, 2011, ISBN: 978-1844769465.
- KNOWLTON**, Steven A. *Vexillology: The Study of Flags*, Thomas Jefferson University Press, 2008. ISBN: 978-1597961329
- PLANSKA-SIMEONOVA**, K., **DIMITROVA**, S., **TSVETKOVA**, A. The role of cultural memory for the creation of an interactive educational environment. //15th annual International Conference of Education, Research and Innovation, Seville, Spain. 7th - 9th of November, 2022., pp. 3186-3190. ISSN 2340-1095, ISBN 978-84-09-45476-1
- SCHREIBER**, A. *National Geographic Kids: Everything Flags: All the Photos, Facts, and Fun to Make You a Vexillology Expert*. National Geographic Kids, 2014. ISBN: 978-1426317178
- SMITH**, W. *Flags: Their History and Meaning*. Abrams, 1980. ISBN: 978-0810906173
- ZNAMIEROWSKI**, A. *The World Encyclopedia of Flags: The Definitive Guide to International Flags, Banners, Standards and Ensigns*. Lorenz Books, 2016. ISBN: 978-0754834553
- ARONSON**, Sh. *Znameto: Istoria na simvolite na natsiite i religiite*. Iztok-Zapad, 2010.
[АРОНСОН, Ш. Знамето: История на символите на нациите и религиите. Изток-Запад, 2010.]
- BOLTER**, F. *Znameto: Patevoditel po simvolite na natsiite i religiite*. Anubis, 2012.
[БОЛТЕР, Ф. Знамето: Пътеводител по символите на нациите и религиите. Анубис, 2012.]

- BOULI, N. E.** Etika i biznes. Siela, 2018. ISBN: 978-954-28-3027-4.
 [БΟΥЛИ, Н. Е. Етика и бизнес. Сиела, 2018. ISBN: 978-954-28-3027-4.]
- BRENDAM, E.** Osnovi na filosofiyata na morala. Siela, 2017. ISBN: 978-954-28-2510-2.
 [БРЕНДЪМ, Е. Основи на философията на морала. Сиела, 2017. ISBN: 978-954-28-2510-2.]
- VILKOKS, T.** Znameto: Simvol na natsiyata. Sofia pres, 2007. ISBN: 978-954-321-454-3.
 [ВИЛКОКС, Т. Знамето: Символ на нацията. София прес, 2007. ISBN: 978-954-321-454-3.]
- GEORGIEV, T.** Znameto i natsionalniyat identichnost: Istoria i simvolika. Za bukvite – Otechestvo, 2015. ISBN: 978-954-8440-85-0.
 [ГЕОРГИЕВ, Т. Знамето и националният идентичност: История и символика. За буквите – Отечество, 2015. ISBN: 978-954-8440-85-0.]
- GIVAN, U.** Znameto: Istoria, simvolika i kulturni aspekti. Lik, 2019. ISBN: 978-619-01-0724-8.
 [ГИВЪН, У. Знамето: История, символика и културни аспекти. Лик, 2019. ISBN: 978-619-01-0724-8.]
- DAUTMAN, F.** Osnovi na etikata. Siela, 2015. ISBN: 978-954-28-1567-7.
 [ДАУТМАН, Ф. Основи на етиката. Сиела, 2015. ISBN: 978-954-28-1567-7.]
- KRASTEV, L.** Etika: Roys Osnovni problemi i teorii. Universitetsko izdatelstvo „Sv. Kliment Ohridski“, 2015. ISBN: 978-954-07-3941-2.
 [КРЪСТЕВ, Л. Етика: Ройс Основни проблеми и теории. Университетско издателство „Св. Климент Охридски“, 2015. ISBN: 978-954-07-3941-2.]
- LAMA, D.** Etika za vseki den: Madrost za slozhni vremena. Siela, 2012. ISBN: 978-954-28-1057-3.
 [ЛАМА, Д. Етика за всеки ден: Мъдрост за сложни времена. Сиела, 2012. ISBN: 978-954-28-1057-3.]
- MELNAM, M.** Znameto: Simvoli, istoria i kulturno znachenie. Preslav, 2018. ISBN: 978-619-90122-7-6.
 [МЕЛНЪМ, М. Знамето: Символи, история и културно значение. Преслав, 2018. ISBN: 978-619-90122-7-6.]
- NERUDA, P.** Znamenata se razhdad. Narodna kultura, Sofia, 1951 g.
 [НЕРУДА, П. Знамената се раждат. Народна култура, София, 1951 г.]
- SINGAR, P.** Etika: Vavedenie v filosofiyata na morala. Iztok-Zapad, 2019. . ina na izdavane: 2019. ISBN: 978-619-01-0495-7
 [СИНГЪР, П. Етика: Въведение в философията на морала. Изток-Запад, 2019. . ина на издаване: 2019. ISBN: 978-619-01-0495-7.]
- SINGAR, P.** Prakticheska etika. Iztok-Zapad, 2020. ISBN: 978-619-01-0770-5.
 [СИНГЪР, П. Практическа етика. Изток-Запад, 2020. ISBN: 978-619-01-0770-5.]
- SABEV, O.** Dokumenti za Georgi Rakovski v Osmanskite arhivi. Za bukvite – O pismeney, 2022. 149 str. ISBN 978-619-185-568-1
 [СЪБЕВ, О. Документи за Георги Раковски в Османските архиви. За буквите – О писменехъ, 2022. 149 стр. ISBN 978-619-185-568-1.]
- SABEV, O., D. Chausheva, V. Kombov, A. Koyundzhu.** Po sledite na Levski i BRTsK – novi osmanski dokumenti. Za bukvite – O pismeney, 2020. 226 str. ISBN 978-619-185-419-6.
 [СЪБЕВ, О., Д. Чаушева, В. Комбов, А. Коюнджу. По следите на Левски и БРЦК – нови османски документи. За буквите – О писменехъ, 2020. 226 стр. ISBN 978-619-185-419-6.]
- TODOROVA, T., S. EFTIMOVA.** Akademicheskoe obrazovanie dlya inklyuzivnogo obshtestva : opyt Universiteta bibliotekovedenia i informatsionnykh tehnologiy, Bolgaria. Alymanah „Этнодиалог“, № 2 (68), 2022, s. 8-20. DOI: 10.37492/ETNO.2022.68.2.001 ISSN: 2071-8349
 [ТОДОРОВА, Т., С. ЕФТИМОВА. Академическое образование для инклюзивного общества: опыт Университета библиотековедения и информационных технологий, Болгария. Альманах „Этнодиалог“, № 2 (68), 2022, с. 8-20. DOI: 10.37492/ETNO.2022.68.2.001 ISSN: 2071-8349]

НАЦИОНАЛНОТО ЗНАМЕ: ОТНОШЕНИЕТО „ЗНАНИЕ – ЕТИКА” В ИЗГРАЖДАНЕТО НА НАЦИОНАЛНА ИДЕНТИЧНОСТ

Резюме: Този материал е вдъхновен от медийния шум по повод инициативата за издигане на българското знаме на 111-метров пилон в Роженските поляни в българските Родопи. В разгара на лятото телевизиите, радиото и интернет форумите гъмжаха от коментари за идеята на фондация „Наследство в бъдещето“. Проектът, предложен от патриотични подбуди, приет с патриотичен възторг, раздели българското общество – за и против смисъла на българския триколюр в Родопите точно сега. Като институция, която защитава духовността, следва мисията си да образова и популяризира знанията за националните символи, помага за изграждането на по-информирано, толерантно и мирно общество, предлага България да има Ден на знамето. Денят на знамето е празник, който обединява, обогатява и вдъхновява нацията. Той подчертава силата на символите, етичната отговорност и значението на знанието за нашата културна и историческа идентичност. Чрез разбирането на стойността на тези символи и как те допринасят за богатото разнообразие от култури по света, се насърчава по-голямо уважение и разбирателство между различните нации.

Ключови думи: знание, етика, ден на знамето, национално знаме

Senior Prof. Evelina Zdravkova, PhD

University of Library Studies and Information Technologies

E-mail: e.zdravkova@unibit.bg

Prof. Tereza Trencheva, PhD

University of Library Studies and Information Technologies

E-mail: t.trencheva@unibit.bg

Prof. DSc Stoyan Denchev

University of Library Studies and Information Technologies

E-mail: s.denchev@unibit.bg

WHEN ETHICAL AND COMPUTER CODES INTERTWINE WITH INFORMATION LITERACY: A DILEMMA IN HIGHER EDUCATION

Dessislava Leclere

University of Applied Sciences Western Switzerland (HES-SO)

Abstract: *In today's algorithm-driven world, higher education faces the challenge of intertwining digital literacy with ethical considerations. While technology's rapid advancement offers unprecedented opportunities, it also brings forth ethical dilemmas, especially when algorithms reflect societal biases. The role of higher education is pivotal in preparing students to navigate this complex landscape. Digital literacy, once a supplementary skill, is now fundamental, with over 90% of jobs in developed economies demanding digital proficiency. However, mere proficiency is insufficient. Students must be equipped to critically assess the vast information available online, discerning credible sources from misleading ones. Furthermore, the teaching of computer science must evolve, integrating ethical considerations from the outset. Institutions like the University of Applied Sciences Western Switzerland (HES-SO) are pioneering this approach, emphasizing the union of ethical and programming codes. As we stand at this educational crossroads, the imperative is clear: we must produce not just technologically adept graduates, but ethically conscious digital citizens.*

Keywords: *higher education, digital literacy, ethical dilemmas, information literacy, programming, code of ethics*

Is digital ethics the missing code in higher education?

In a world dominated by algorithms, where every click and decision are influenced by lines of code, ethics appears to be the code we forgot to program. Numerous recent controversies highlight the devastating consequences of technology devoid of ethics. If we consider ethical codes as “security patches” for our digital society, perhaps it's time to question whether we are already behind on updates.

Technology is advancing at an unprecedented and rapid pace, often surpassing our ability to fully comprehend its ethical implications. Higher education, as the primary vector of digital literacy, faces a significant responsibility: preparing future technological leaders to navigate through these ambiguous and uncertain waters. However, ethics, with its subjective and culturally nuanced nature, presents a challenge. How can we standardize its teaching without risking the imposition of a moralistic view of technology?

Higher education stands at a pivotal crossroads. It must strike a balance between the imperative to teach cutting-edge digital skills and the need to raise awareness of the vital importance of ethics. The debate is more necessary than ever.

1. The Code Conflict: The Stakes of Digitalization in Higher Education and the Need for a Robust Ethic

In the digital age, higher education stands at a crossroads. On one hand, digital literacy has emerged as an indispensable skill. On the other, the power of computational tools brings forth pressing ethical concerns. But, counterintuitively, these very tools might also be the key to teaching this ethics.

Digital literacy is no longer optional; it is a necessity, a fundamental skill. According to the OECD, over 90% of jobs in developed economies require some level of digital proficiency [1]. In higher education, this means that students must be prepared not only to utilize digital tools but also to understand their operation and impact.

We can envision a world where digital literacy is taught as classic literature is. Students would dissect algorithms as they do Shakespearean sonnets. They would debate the merits of Python versus Java just as they might for Proust and Dostoevsky.

The power of computing tools is a double-edged sword. They can enhance the efficiency and accessibility of education, but they can also be used improperly, in abusive ways. Recent scandals, such as data breaches [2], showcase potential dangers.

Restricting access to these tools is likely not the solution. In fact, it might exacerbate the problem. By depriving students of access to these tools, we also deprive them of the opportunity to learn how to employ them ethically. It would be wiser to be more prudent to use computational tools as a means to teach ethics. Simulations could allow students to see the consequences of their actions in a controlled environment, thus providing invaluable insight.

Thus, higher education faces a formidable challenge: to integrate digital literacy while instilling a robust ethical framework. By understanding the power of computational tools, rather than fearing it, we might well discover the solution to this dilemma.

The question of ethical dilemmas embedded within computer code arises. From the outset, it is imperative to understand that algorithms are not inherently biased.

They become so, often due to the data on which they are trained. A study indicates that certain facial recognition software had higher error rates for dark-skinned women than for light-skinned men [3]. This is not because the algorithm is intrinsically discriminatory, but because it mirrors the data it has been fed. From these observations, various avenues for reflection emerge. The foremost is undoubtedly the heightened need for education and awareness. Before faulting the machine, we must learn to recognize biases. The role of higher education is paramount in this area.

Thus, the ethical dilemmas of computer code are complex and multifaceted. However, by acknowledging biases and actively working to mitigate them, we can hope to create technology that benefits all.

2. Training in information literacy: An ethical challenge of higher education

Imagine a university student, armed with all the theoretical knowledge, but unable to discern the validity of an information source. In our digital age, where every student has access to an avalanche of information, the ability to sort, analyze, and contextualize this information is paramount.

Take a concrete example: a student writes a thesis based on several articles found online. If this student lacks the necessary skills to assess the credibility of these sources, the quality of their research suffers. Have they considered the publication context of these articles? The actual meaning of the presented data? Potential biases?

Information literacy in higher education isn't just about the ability to find information, but about understanding its source, context, and significance. It's a foundational pillar of academic training, allowing students to develop a critical mindset and delve into their research discerningly. The responsibility of higher education is to implement programs that incorporate information literacy. This means not only teaching how to find information but especially how to evaluate and use it ethically and effectively.

Higher education is the cradle of the next generation of thinkers, researchers, leaders, and code creators. We must ensure they are equipped not only with knowledge but also with the ability to navigate discerningly through the complex informational landscape of our time. But how? Certainly, by questioning these burning issues from the perspective of both the higher education institution and that of the teacher and student.

How do higher education institutions approach the issue: Do they prioritize the quantity of information or its origin?

In the digital age, information literacy has become a major issue for higher education institutions. Faced with an avalanche of information, the question arises: do they prioritize the quantity of information or its origin? Have universities become data supermarkets or guardians of the truth? According to a UNESCO study [4], many institutions prioritize quantity, hoping to offer a range of opportunities to their students. Other institutions have taken a different approach, offering courses on misinformation, credibility, and source origins [5].

What responsibility for teachers: should certain sources be censored or should discernment be emphasized?

Is censorship the solution to protect students from misinformation? Not necessarily. A study [6] suggests that education and work on discernment might be more effective than censorship. Indeed, rather than limiting access, teaching students to evaluate the credibility of sources makes them more resilient to false information. To test and strengthen students' critical thinking, it might be possible to deliberately integrate erroneous sources.

What is the role of students: are they passive consumers or actors in their own ethical literacy?

Students are often seen as receptacles for information. However, a survey [7] shows that the current generation is proactive in researching and verifying information. Encouraging this autonomy, while providing tools to navigate the media landscape, could be the key to ethical information literacy. Thus, students' ethical literacy is complex. Some are active; others are passive. As teachers, we must recognize this duality. Ethical literacy isn't binary. Students can be both consumers and actors. Teaching must evolve to strengthen their critical thinking.

We can say there's no one-size-fits-all answer to the questions posed by information literacy. While some institutions prioritize quantity, others focus on origin. However, all these approaches share the common goal of training critical and informed students. Perhaps the key lies in combining these methods. This requires time, resources, and ongoing teacher training.

3. Imagining the Future

Higher education is undoubtedly at a crossroads: innovative pedagogies are essential. The necessary union between ethics and programming courses is undeniable.

In a world where technology increasingly shapes our daily lives, the responsibility of academics in general grows. Computer science education is part of this movement. Programming, once seen as a mere technical skill, is now at the heart of major ethical debates. How, then, do we prepare our students for these challenges?

Numerous studies emphasize the importance of integrating ethics into technical education [8]. It's not just about training competent developers but individuals aware of the implications of their work. A poorly designed or biased algorithm can have disastrous consequences, ranging from discrimination to privacy breaches. Other studies go further, asserting that the professional responsibility of computer scientists isn't limited to code quality [9]: computer scientists must be trained to recognize and address the ethical dilemmas they face. This requires solid ethics training, integrated from the start of their educational journey. It's therefore imperative that ethics courses are intrinsically linked to programming instruction. By combining these two disciplines, we not only train competent computer scientists but also responsible citizens, capable of navigating a complex technological landscape with integrity and discernment. There are increasingly concrete examples of university initiatives combining ethics, computer code, and information literacy [10].

This is the case at the University of Applied Sciences Western Switzerland (HES-SO) where I have the honor of teaching computer law and ethics to future computer scientists to ensure their training on this most important subject from the start of their career.

The real question remains: could a student refuse an information source or the use of software not for its lack of credibility or reliability, but for its ethically dubious origin? Higher education must take full responsibility to answer this crucial question, to guide the next generation through the digital maze. The union of the code of ethics and the code of programming in education is more than a necessity: it is imperative for the future of our society and a true ethical whirlwind of information literacy.

REFERENCES

- [1] **OCDE** (2019). *OECD Skills Outlook 2019: Thriving in a Digital World*, Éditions OCDE, Paris, <https://doi.org/10.1787/df80bc12-en>
- [2] **CADWALLADR**, Carol & **GRAHAM-HARRISON**, Emma. (2018). In: Revealed: 50 Million facebook profiles harvested for Cambridge analytica in major data breach [Online]. The guardian.com, 2018 [Viewed 22 August 2023]. Available from: <https://www.theguardian.com/news/2018/mar/17/cambridge-analytica-facebook-influence-us-election>
- [3] **BUOLAMWINI**, J., & **GEBRU**, T. (2018). Gender Shades: *Intersectional Accuracy Disparities in Commercial Gender Classification*. Proceedings of Machine Learning Research, 81: 1–15. Conference on Fairness, Accountability, and Transparency
- [4] UNESCO, Conférence: Commission internationale sur les futurs de l'éducation, 1st, Paris 2020. Note de cadrage sur les Futurs de l'éducation. *Valeurs humanistes et éthiques dans l'enseignement supérieur*. Guardia Sara Beatriz.UNESDOC Bibliothèque numérique, 2020, pp. 59–62 [viewed 19 August 2023]. Available from: https://unesdoc.unesco.org/ark:/48223/pf0000373208_fre?posInSet=3&queryId=2a53ce53-a223-4e6e-8d16-4b1afef3b164
- [5] **WINEBURG** Sam, **McGREW** Sarah, **BREAKSTONE** Joel, **ORTEGA** Teresa. *Evaluating Information: The Cornerstone of Civic Online Reasoning*. Stanford Digital Repository, 2016. [viewed 20 August 2023]. Available at: <http://purl.stanford.edu/fv751yt5934>
- [6] **MIT**, MIT initiative on the digital economy research brief. Soroush Vosoughi, Deb Roy, Sinan Aral. *The spread of true and false news online*. 2018. Available from: <https://ide.mit.edu/wp-content/uploads/2018/12/2017-IDE-Research-Brief-False-News.pdf>
- [7] Amelia **HASSOUN**, Ian **BEACOCK**, Sunny **CONSOLVO**, Beth **GOLDBERG**, Patrick Gage **KELLEY**, and Daniel M. **RUSSELL**. (2023). Practicing Information Sensibility: *How Gen Z Engages with Online Information*. In Proceedings of the 2023 CHI Conference on Human Factors in Computing Systems (CHI '23), April 23–28, 2023, Hamburg, Germany. ACM, New York, NY, USA, 17 pages. <https://doi.org/10.1145/3544548.3581328>
- [8] **GUZMAN**, Andrea L. Human-Machine Communication: *Rethinking Communication*, Technology, and Ourselves. Peter Lang, 2018.
- [9] **GOTTERBARN**, D. *Informatics and Professional Responsibility*, In Computer Ethics. Routledge, 2017, pp. 249-258.
- [10] **ITO**, J., **BATES**, S., **ZITTRAIN**, J., **SALTIEL** N. (2019). *Applied Ethical and Governance Challenges in AI – Notes from Part I* [online]. media.mit.edu, 2019 [viewed 21 August 2023]. Available from: <https://www.media.mit.edu/posts/2019-applied-ethical-and-governance-challenges-in-ai-notes-from-part-i/>

КОГАТО ЕТИЧНИТЕ И КОМПЮТЪРНИТЕ КОДОВЕ СЕ ПРЕПЛИТАТ С ИНФОРМАЦИОННАТА ГРАМОТНОСТ: ДИЛЕМА ЗА ВИСШЕТО ОБРАЗОВАНИЕ

Резюме: В днешния свят, управляван от алгоритми, висшето образование е изправено пред предизвикателството да преплете цифровата грамотност с етични съображения. Бързото развитие на технологиите предлага безпрецедентни възможности, но също така поражда етични дилеми, особено когато алгоритмите отразяват обществени предразсъдъци. Ролята на висшето образование е от ключово значение за подготовката на студентите да се ориентират в този сложен пейзаж. Цифровата грамотност, която някога е била допълнително умение, сега е от основно значение, тъй като над 90 % от работните места в развитите икономики изискват цифрови умения. Самото владение обаче е недостатъчно. Студентите трябва да бъдат подготвени да оценяват критично огромната информация, налична онлайн, като различават достоверните източници от подвеждащите. Освен това преподаването на информатика трябва да се развива, като включва етични съображения от самото начало. Институции като Университета за приложни науки в Западна Швейцария (HES-SO) са пионери в този подход, като наблягат на обединяването на етичните и програмните кодекси. Тъй като стоим на този образователен кръстопът, императивът е ясен: трябва да произвеждаме не само технологично сръчни висшисти, но и етично осъзнати цифрови граждани.

Ключови думи: висше образование, цифрова грамотност, етични дилеми, информационна грамотност, програмиране, етичен кодекс

Dessislava Leclere
University of Applied Sciences Western Switzerland (HES-SO)
E-mail: dessislava.leclere@hesge.ch

REGULATORY FRAMEWORK OF THE ACCESS TO PUBLIC INFORMATION IN THE REPUBLIC OF BULGARIA. ETHICAL ASPECTS

Ruska Manolova, Marchelo Ivanov

University of Library Studies and Information Technologies

Abstract: *Access to information, and in particular access to public information, is of great social importance in the modern information civilization. For this reason, it is necessary to ensure both the right of such access to everyone, as well as the necessary means for its actual realization, stimulating the search for and use of information, and popularizing the opportunities it provides for personal and social development. In this regard, this paper examines and analyzes basic legal provisions and other legal regulations related to public access to information. The analysis made has a direct link not only to the ethical aspects of the global information environment, but it also “covers” all components of the formation and construction of a modern culture of information transparency.*

Keywords: *access, public information, restrictions, ethics, transparency, culture, state governance, legal regulations, information environment*

Introduction

This paper was prepared in accordance with the scientific research and practical activities related to the implementation of the project “Publicity and Transparency of Information. Research and Development of Procedures Related to Violation of Citizens’ Rights to Access Information”. The paper claims to analyze and justify some basic positions that ensure the rights of citizens to access public information, as well as some legal and other legal restrictions of citizens for real access to information of a similar nature.

Access to information, and in particular access to public information, is fundamental to any modern democratic society. In order for citizens to actively participate in public processes, carrying out monitoring and control in the public sphere and state administration, it is necessary for the state to ensure transparency of all administrative processes.

According to the Bulgarian scientist Prof. Irena Peteva, in order to achieve a good management system, it is necessary to have conditions for access to information and knowledge about the political process, as well as access to services and options for citizens. A prerequisite for achieving the so-called “open government” is the awareness of citizens exercising their rights, actively participating in public processes and fulfilling their obligations. Civil society is expected to participate in

the process of providing services that meet their needs, resulting in a higher standard of service from state governance. Modern regulatory principles in the economy and attempts to modernize access to administrative services through the use of modern information and communication networks imply a change in the social engagement of citizens and society as a whole for more active participation in public processes and requirements for “transparency” of the state administration. [1]

Access to public information

In order to provide a system for the presentation of information about its activities, the modern democratic governance must create a system for continuous information to citizens through the adoption and application in social practice of laws and other normative documents that regulate both their rights and the obligations of the relevant administration that processes and provides publicly significant information.

Every democratic legislative system claims to regulate access to information by enabling each individual, as well as formally and informally formed groups, to request and receive information materials that are at the disposal of various state institutions and the provision of information to citizens through proactive posting without it being specifically requested. The system for providing access to public information regulates the content of the right of access, defines the concept of “public information”, as well as the types, forms of access, restrictions, security of the right of access to this information and the subjects obliged to provide it. By definition, this procedure cannot be carried out solely and exclusively through statutory and other legal regulations. Here, a huge public work is required in the direction of formation, development and implementation of a culture of information transparency for the widest social strata.

The regulation on access to public information and other documentary sources is described in Article 42 of the Charter of Fundamental Rights of the European Union and is regulated in the Law on Access to Public Information (LAPI), which regulates public relations referring to the right of access to public information in the Republic of Bulgaria. The definition of public information specified in the law is: “Public information in the sense of this law is any information related to public life in the Republic of Bulgaria and enabling citizens to form their own opinion regarding the activities of entities obligated by law.” Information may exist on different physical media (such as a document, sound recording or video recording).

It is important to note the scope of this law, which is applied to access to public information created or stored by state bodies, their territorial units and local self-government bodies in the state such as public sector organizations, public law organizations, as well as natural and legal entities only when it refers to their activity, financed with funds from the consolidated state budget and funds from the European Union funds or provided by the European Union under projects and programs.

Freedom of information is a constitutional right of every citizen of the Republic of Bulgaria, which is the basis of their political and communication rights. Art. 41, paragraph 1, ex. 1 of the Constitution of the Republic of Bulgaria states: “Everyone has the right to seek, receive and disseminate information”, and the right to information is also considered as a means of guaranteeing clear, democratic and predictable governance. [2]

As we have already pointed out, apart from the Charter of Fundamental Rights of the European Union and the Constitution of the Republic of Bulgaria, the right of access to public information is also regulated in the Law on Access to Public Information. Article 4, paragraph 1 states that every citizen has the right of access to public information on condition that this information is not placed on a special order for search, receipt and distribution by another law. In addition, all legal entities, foreigners and stateless people have the right of access. A substantial restriction on the exercise of the right of access to public information and the reuse of information by the public sector cannot be directed against the rights and reputation of other people, as well as against national security, public order, public health and morals” (Article 5 of LAPI).

Restrictions on access to public information

LAPI imposes various restrictions on access to information, based on “trade secret” (art. 17, para. 2), “opinions, attitudes, recommendations from or about the authority” (art. 13, para. 2, item 1), “ongoing negotiations” (art. 13, paragraph 2, item 1), “affecting the interests of physical entities (art. 31, paragraph 5 and art. 37, paragraph 1, item 2)

The law makes it possible to overrule the restriction on access to information in cases of “overriding public interest”. It is stated in the LAPI that there is a public interest in the disclosure of information when it enables citizens to participate in discussions or form an opinion or facilitates transparency and accountability and ensures the lawful and expedient performance of legal obligations by the entities of

state bodies. their territorial units and local self-governance bodies in the Republic of Bulgaria. It is important to note that the restriction on access to information is removed in the presence of an overriding public interest in cases where it concerns the disclosure of corruption and abuse of power, bad state or municipal governance, when public or state interests are affected, etc. If there is an opportunity to refute disseminated false information that affects significant public interests, the LAPI provides for the cancellation of restrictions on access to information.

In order to ensure transparency in the activity of the administration and to fully facilitate access to public information, each head of an administrative structure in the executive power system periodically publishes up-to-date information that contains a description of his/her powers, data on the organization, functions and responsibilities of the subordinate administration. (Art. 15, paragraph 1, item 1 of the LAPI)

Ethical aspects of the global information environment

When we talk about an “information environment”, and even when we examine its ethical aspects, our analyses must necessarily be based on its definitional essence.

From a structural and functional point of view, any information environment represents a set of three interconnected components, namely:

- Information massifs.
- Information technologies.
- Human factor in the interactions among subjects and equipment.

It can be confidently said that this interpretation of the information environment provides great opportunities for in-depth theoretical research and practical applications from the point of view of both classical ethics and cyber ethics.

So, if we summarize the above reasoning, we can assume that:

The information environment is a set of information funds, information technologies and the interactions between people and equipment, providing the social infrastructure for socially useful implementation of one or another specific information process within a certain subject area.

Let us very briefly shape the general “picture” of an information environment from the point of view of its ethical dimensions:

oinformation massifs – this component of the environment is represented by specialized databases (or other information structures) containing different information, on the one hand providing sufficiently complete, and on the other – only

signal information for certain decisions. An important characteristic of information funds is their correctness. It is very important to pay attention to the fact that the information that enters the “input” of the information environment becomes the basis of its “output”. This means that, from an ethical point of view, the specialists responsible for the information massifs must constantly maintain a very high level of correctness of the information in them.

- information technologies – this component of the information environment can be said to be relatively invariant across subject areas. In essence, the specificity of information technologies is determined by the nature of the information processes necessary for processing the information funds. Let us once again emphasize the specific importance of technologies for the selection, collection, analysis and evaluation of right, accurate and correct information.
- human factor – it manifests itself in the interactions both between individual categories of specialists and between them and the equipment of the environment. These interactive processes permeate the information environment from end to end and have both a technical and social, as well as a totally ethical character. [3].

Here we will directly quote a paragraph from the book “Information and Security” by Prof. Stoyan Denchev, who says the following: “The issues illuminating the topic of public access to information are very large-scale and affect the foundations of global socio-economic development. Without dwelling in detail on the political and economic reasons for the emergence and development of the phenomenon of information divide on a global scale, from the point of view of the modern information society, it represents impaired public communication. In our opinion, the real reasons for the expansion of this phenomenon lie in the incorrect definition of the term GLOBALISM and its practical interpretation. We think that globalism is an immanent, inseparable part of the political-economic development of the world. Globalism in politics and economics is not only possible, it is a necessary ingredient to accelerate the development of social relations. We are opponents of the anti-globalist movements and their desperate attempts to stop the course of the natural development of society. However, we are also categorically opposed to those who think that the ideas and practices of globalism, in addition to politics and economics, should also be applied to culture. The actions of such people and certain

political circles with global influence are at the root of the impaired public communication”. [4]

Conclusion

The analysis of the possibilities provided in the legal regulations undoubtedly help to achieve a certain degree of “transparency” in the state administration.

This is the place to summarize that in the Bulgarian legislation regarding access to public information, general exceptions are regulated that prohibit the provision of certain categories of information. These categories include such information that concerns, as mentioned above, trade secrets and unfair competition, official secrets, the right to privacy and the security of personal data, or national security issues and the maintenance of public order, investigative secrets and/or state secrets.

Some interested circles of state governance representatives not only incidentally recently, but periodically put public opinion to the test by making attempts to limit access to significant public information. These attempts are devoid of both legal regulation and basic professional and human morality. For now, the vigilant civil society strongly opposes these immoral incursions and will certainly not allow them into the field of the current social status quo.

ACKNOWLEDGEMENTS

This research would not have been possible without the financial assistance of the following project: “Publicity and transparency of information. Research and development of procedures related to violation of the citizens’ rights of access to information”, financed by the National Science Fund of the Ministry of Education and Science of the Republic of Bulgaria, with Contract № № КП-06-M65/6 from 16.12.2022, led by Steliana Petrova Yordanova, PhD.

REFERENCES

- [1] **PETEVA, I. S. DENCHEV.** E-Upravlennie. Kultura na informatsionna prozrachnost. Sofia: Za bukвите – O pismeneh, 2017. 298 s. ISBN 978-619-185-271-0.
- [] **ПЕТЕВА, И., С. ДЕНЧЕВ.** Е-Управление. Култура на информационна прозрачност. София: За буквите – О писменех“, 2017. 298 с. ISBN 978-619-185-271-0.]
- [2] **NIKOLOVA, R.** Administrativno pravni proyavlenia na ponyatiето „informatsia“. – V: Nauchni trudove na Rusenskia universitet. Tom 53, seria 7, 2014.]
- [] **НИКОЛОВА, Р.** Административно правни проявления на понятието „информация“. – В: Научни трудове на Русенския университет. Том 53, серия 7, 2014.]
- [3] **DENCHEV, S.** Informatsionnata sreda za transfer na tehnologii. Sofia: Izd. Zahariy Stoyanov, 2003, 168 s. ISBN 954-739-460-6.
- [] **ДЕНЧЕВ, С.** Информационната среда за трансфер на технологии. София: Изд. Захарий Стоянов, 2003, 168 с. ISBN 954-739-460-6.]
- [4] **DENCHEV, S.** Informatsia i sigurnost. Sofia: Za bukвите – O pismenehy, 2019. ISBN 978-619-185-369-4.
- [] **ДЕНЧЕВ, С.** Информация и сигурност. София: За буквите – О писменехъ, 2019. ISBN 978-619-185-369-4.]

- [5] **PETEVA, I.** Informiraniyat grazhdanin. Prozrachnost i sigurnost na informatsiyata. Sofia: Za bukvite – O pismenehy, 2008. ISBN: 978-954-8887-38-0.
- [ПЕТЕВА, И. Информираният гражданин. Прозрачност и сигурност на информацията. София: За буквите – О писменехъ, 2008. ISBN: 978-954-8887-38-0.]
- [6] **PETEVA, I., V. TSELKOV, S. DENCHEV.** Sigurnost na informatsionnite resursi. Sofia: Za bukvite – O pismenehy, 2020. 266 s. ISBN 978619185-432-5.
- [ПЕТЕВА, И., В. ЦЕЛКОВ, С. ДЕНЧЕВ. Сигурност на информационните ресурси. София: За буквите – О писменехъ, 2020. 266 с. ISBN: 978619185-432-5.]
- [7] **PETEVA, I. S. DENCHEV.** Culture de transparence: Société, information, bibliothèques. Paris: L'HARMATTAN, 2010. 239 p. ISBN: 978-2-296-13060-9. EAN: 9782296130609.
- [8] **STOYANOVA, D., E. SAVOVA, I. PETEVA, R. YOTOVA.** “Academic Research Projects for Students Support and Motivation in University Information Environment“, in Proceedings of ICERI2018 Conference 12–14th November 2018, Sevilla/Spain, 2018, pp. 9706-9709.
- [9] **SAVOVA, E., E. TSVETKOVA.** Modern Library in the Educational Space of the University. In: EDULEARN19 Proceedings: 11th International Conference on Education and New Learning Technologies: 1–3 July, 2019, Palma, Spain, Pages: 4844-4848, ISBN: 978-84-09-12031-4, ISSN: 2340-1117. doi: 10.21125/edulearn.2019.1205
- [10] **DENCHEV, S., R. YOTOVA.** Proyavlenia i otklonenia na inteligentnata informatsia. Sofia: Za bukvite – O pismenehy, 2021. 80 s. ISBN 978-619-185-517-9.
- [ДЕНЧЕВ, С., Р. ЙОТОВА. Проявления и отклонения на интелигентната информация. София: За буквите – О писменехъ, 2021. 80 с. ISBN 978-619-185-517-9.]
- [11] **DENCHEV, S., E. KOVACHEVA, R. NIKOLOV.** Informatsionen menidzhmant. Sofia: Za bukvite – O pismenehy, 2014. ISBN 978-619-185-114-0.
- [ДЕНЧЕВ, С., Е. КОВАЧЕВА, Р. НИКОЛОВ. Информационен мениджмънт. София: За буквите – Описменехъ, 2014. ISBN 978-619-185-114-0.]
- [12] **YORDANOVA, S.** Analiz na aktualnata globalna politiko-ikonomicheska informatsionna sreda. – V: sb. XXI natsionalna nauchna konferentsia s mezhdunarodno uchastie „Obshtestvoto na znaniето i humanizmat na XXI vek“ Sofia, 1 noemvri 2021 g. Sofia: Za bukvite – O pismeneh, 2021. s. 511–520. ISSN 2683-0094.
- [ЙОРДАНОВА, С. Анализ на актуалната глобална политико-икономическа информационна среда. – В: сб. XIX национална научна конференция с международно участие „Обществото на знанието и хуманизмът на XXI век“ София, 1 ноември 2021 г. София: За буквите – О писменехъ, 2021. с. 511–520. ISSN 2683-0094.]
- [13] **YOTOVA, R.** Otklonenia na informatsiyata i tyahното vazdeystvie varhu obshtestvenite naglasi. – V: Akademichni partnyorstva v sferata na natsionalnata sigurnost. Shumen: UI Episkop Konstantin Preslavski“ 2022, s. 121–127. ISBN: 978-619-201-571-8.
- [ЙОТОВА, Р. Отклонения на информацията и тяхното въздействие върху обществените нагласи. – В: Академични партньорства в сферата на националната сигурност. Шумен: УИ Епископ Константин Преславски“ 2022, с. 121–127. ISBN: 978-619-201-571-8.]

НОРМАТИВНА УРЕДБА НА ДОСТЪПА ДО ОБЩЕСТВЕНА ИНФОРМАЦИЯ В РЕПУБЛИКА БЪЛГАРИЯ. ЕТИЧНИ АСПЕКТИ

Резюме: Достъпът до информация, и в частност достъпът до публична информация, е от голямо социално значение в съвременната информационна цивилизация. Поради тази причина е необходимо да се гарантира както правото на такъв достъп на всеки, така и необходимите средства за неговото реално реализиране, стимулиране на търсенето и използването на информация и популяризиране на възможностите, които тя предоставя за личностно и социално развитие. В тази връзка, този документ разглежда и анализира основни правни разпоредби и други правни разпоредби, свързани с обществения достъп до информация. Направеният анализ има пряка връзка не само с етичните аспекти на глобалната информационна среда, но и „обхваща“ всички компоненти на формирането и изграждането на съвременна култура на информационна прозрачност.

Ключови думи: достъп, обществена информация, ограничения, етика, прозрачност, култура, държавно управление, правна уредба, информационна среда

Ruska Manolova, PhD

University of Library Studies and Information Technologies

E-mail: r.manolova@unibit.bg

Marchelo Ivanov, Student

University of Library Studies and Information Technologies

E-mail: 003-zlr@unibit.bg

SECTION 2.
ETHICS & SOCIAL STUDIES

VALUES AS AN ETHICAL DILEMMA IN THE NEW TECHNOLOGICAL AGE

Vanche Boykov¹, Marieta Goceva²

University of Nis, Faculty of Electronics Nis, Serbia¹

TPG "N. Y. Vaptsarov", Radomir, Bulgaria²

Abstract: *The times we live in have introduced new values and social norms into the modern world. It has given rise to numerous conceptual problems and questions related to information ethics. The development of communication and computer technologies is changing human values, which are constantly being transformed in the new hyper-technological era. The traditional human ethic of individual privacy is giving way to the new ethic of informational disclosure. The understanding that everything is spontaneous and situational in the virtual world has led to serious problems with exposing one's personal life. The new computer realities have brought about a radical change in people's thinking and behavior. Awareness of these realities creates reflections on responsibility in ethics, on the role of man in future ethical dilemmas and how to resolve them when artificial intelligence has long spoken with a human voice and with the help of various applications can show us the right path.*

Keywords: *individual, ethics, value, responsibility, technology*

"Human dignity is inviolable. It must be respected and protected."

Article 1, Charter of Fundamental Rights of the EU

Values and social norms

More than 23 centuries ago, ancient Greek thinkers posed an important question that still seeks an answer today. Is it possible to achieve the meaning of life without knowing the true virtues, and how these virtues affect the life of man as an individual, that is, *zoon politikon* – about *homo faber*?¹

We can only morally evaluate actions, and action requires the presence of intention. Morality does not apply to events. Intention requires some consciousness, some imagination. Norms, on the other hand, according to the prevailing population, represent a kind of translation of the language of instructions and behavioral restrictions, the validity of which tends to the highest possible degree of general acceptance. They are one of the means by which society subordinates human nature to the value assumptions of ordinary life, and are primarily a social response to the dangers that protect the community from unbridled human behavior.²

Morality is a phenomenon from the sphere of social responsibility. In the past, the world of values was invariably seen as opposed to the world of facts. Today, however, their opposition has softened considerably. It has been shown that the connections between them take place not only in the field of the value of elections, for which knowledge of reality is by no means unimportant, but also on the basis of knowledge of facts, where value judgments are also inevitable.

There are different types of values. Their classification presents one of the most complex ethical dilemmas possible. According to the psychologist Jonathan Hyde, there are five values that define morality in the universality of human nature: a tendency to empathy, a tendency to justice, a relation to group values, a relation to authorities and a tendency to moral purity.

- *Propensity for empathy* – this psychological basis is related to our long evolution as mammals and the ability to feel (and dislike) the pain of others. Empathy is compassion for another person.

- *The disposition to justice*: this moral foundation explains justice in relation to fraud.

- *Relation to group values*: This moral foundation is related to our long history as tribal beings, able to form coalitions to move in order to survive and stay safe.

- *Attitude towards authority* is a value shaped by our long history of supremacy and hierarchical social interactions.

- *The propensity for moral purity* is a moral foundation shaped by the psychology of disgust and pollution, in response to biological pollutants.³

Everything that can be the object of human need and desire and that can be satisfied in a way that does not contradict the given culture is considered a value. Value only matters in the relationship of a person to an object: a person takes an interest in an object, or, which is the same, the object is valuable to the person.⁴ In many cases, the individual does not choose values, but is simply directed to them by circumstances. This can best be demonstrated by the example of a starving person. A starving man, even if cynically offered a choice between food and the most expensive possible alternative, could not choose, because for him in this situation there is only one value: food, of which he would take a lot. Or take the example of a person who goes to work in the morning instead of going for a walk on a nearby hill. He does not choose to go to work, but follows a whole set of obligations to himself and his family, agreeing to this choice, based on a whole system of values. Deciding between fruit and alcohol, the alcoholic also does not choose, but simply obeys his

inclination. It makes sense to talk about a choice only in the case of choosing one of approximately equal or similar possibilities or one less likely among them⁵. A person chooses one of many alternatives and rejects the others.

Value can be defined as the conscious articulation of human inclinations. It is a kind of equation between desires, things, on the other hand, against everything that is not desired, that is not sought, or even more that is avoided. Looking at the left, subjective side of this value equation, values are a representational projection of needs, aspirations, etc. In the world of existing or merely desired things, it is clear that values in the latter case assume the role of ideals. However, viewed from the other, objective side, they are a kind of determination of things of all kinds (from ideas, emotions, conditions and institutions to material needs); and that determination which can be ascertained by considering their relation to the emotional-motive side of the human being.⁶

Although literally all values are marked by some measure of sociality, the distinction between individual and social values is still appropriate. Social values are labels for the prevailing, but by no means universal, acceptance of individual value orientations within certain boundaries of social groups or given cultures. “The values that affect the stability of the legal order are, in fact, the ontological basis of the legal order, which can also be referred to as the state-legal order. If the legal order in its normative part can be called a system of law, it is clear that this system must be based on something stronger than a sanction”.⁷

As society evolves, moral understandings also change, so there are no eternal moral systems that are valid in all societies and at all times.

Ethics through the prism of technical civilization

Faced with modern technological activity, ethics, compared to its sphere of competence in the past, has expanded to new areas of human responsibility. Previously, technical activity was almost entirely nature-oriented, manifested the character of natural necessity, and certainly moved within the framework of pure social necessity. Today, technical activity has established itself as an area of development of processes that are in many ways decisive for the life of humanity in the present and the future, and above all in view of the dangers to which it exposes people and in view of (not only possible and fixable!) damage it causes to them by placing, in this way.⁸ In the emergence and possibility of the apocalypse itself, it became clear that this area could not remain outside the scope of moral responsibility.

Moreover, in the newly emerging circumstances of technical civilization, many signs indicate that “our future may be determined not by the solution of technical but of ethical problems”.⁹ The answer to the question of what civilization gave us and what it took from us can be sought in full force in the determination of ethical norms in the new computer reality.

Every new technology brings some change in people's lives. Is it changing for the better or for the worse? Understood literally, according to the definition that every tool serves its purpose and that a tool is “better” if it serves better, it follows logically that all changes lead to some improvement – a better lock closes more ok, but a better key also opens better. So what does one need? In terms of security and privacy, new technologies open up many new and most diverse and controversial possibilities.¹⁰

Technological behavior and moral consciousness enter into an internal, mutually determining relationship, from which each side emerges with the stamp of the other. The field for establishing this relationship is indicated by the direct, indirect and distant consequences of technical development. Namely, technological activity is exposed to the possibility of ethical judgment because its results satisfy or threaten people's needs, although, of course, nothing requires that these be only immediate.¹¹

Walter Menner considers it necessary to consider various problems caused by the introduction and development of computer technologies. It is not enough to say that problems exist and that solutions from other disciplines can be applied to those problems. They create unique problems that are deep enough and referential enough to define a new field. Computer ethics certainly has an independent field distinct from the field of moral education and even from other fields of professional and applied ethics. Menner therefore defines six levels of justification for the existence of ethics in computer science¹²:

1. Computer ethics must be practiced to become responsible professionals. Menner does not consider the above to be a good enough reason or a reliable mechanism for practicing computer ethics. Ethics does not provide for severe punishment as a right, so its obligation is questionable.

2. By applying computer ethics, we will learn how to avoid abuses and their accompanying disasters. It is ethical. The problem is if you bring examples of bad practice to the public and create an unpleasant atmosphere. If mistakes and bad examples are to be hidden, it is an unethical way to present them to the public without specifically proposing solutions.

3. The development of computer technology is so fast that it regularly leaves loopholes in the law. Practical ethical problems may arise in the legal vacuum, but this too can be solved by adding new provisions.

4. Computers are constantly changing some ethical issues to such an extent that changing them requires independent research. This is the thesis used by theorists who believe that computer ethics is a completely new discipline and that it should not even contain the usual general ethical postulates, but some unique to itself.

5. We have to deal with this kind of ethics because it opens up completely new questions.

6. Computer ethics can define a new area of research. Some authors consider it chaotic and intractable, but despite the ever-increasing number of problems, it is possible to answer and find a solution to all of them.

Digital ethics is a philosophical discipline and thematic extension of ethics that deals with the challenges of the digital living environment. The goal of digital ethics is to foster people's ability to reason so that they can develop justified attitudes and norms. On this basis, they must recognize the problems in the digitized living environment and find solutions for responsible actions.

Digital ethics seeks appropriate and legitimate attitudes and ways of acting for life in digitized living environments – digitality. This includes computers, their software and their algorithms, the use of robots, the collection and evaluation of personal data, the networking of people through different devices at almost any time of the day. Innovations like these require the negotiation of rules and norms.

The aim of digital ethics is to enable people to recognize the problems of digitality and develop solutions.

As a topically focused extension of ethics, digital ethics analyzes which legitimate possibilities for action result from the development, use and application of digital technologies.

We live in a digitized world. Here we have more freedom, but also more responsibility. The way we behave and deal with conflicts is an expression of our ethical attitude. It's time to agree on what a good and successful life should look like in the digital society. The Ten Commandments are guidelines that help to appreciate the dignity of the individual, his self-determination and freedom of action:

- Tell and show as little as possible of yourself.
- Do not assume that you will be monitored and that your data is collected.

- Don't believe everything you see online and get information from different sources.
 - Don't let anyone get hurt or bullied.
 - Respect other people's dignity and remember that rules apply online too.
 - Don't trust everyone you come in contact with online.
 - Protect yourself and others from extreme content.
 - Don't measure your worth by likes and posts.
 - Don't judge yourself and your body based on numbers and statistics.
- Get off the grid every once in a while and treat yourself to a break.¹³

Conclusion

The key word in ethics is precisely responsibility: responsibility for an act with negative consequences or inaction. This brings ethics closer to law because it depends on legal norms by which the legislator declares socially acceptable or unacceptable behavior. In the conditions of technical civilization, it turned out to be necessary for moral responsibility, together with legal, ecological and political responsibility, to enter into the synthesis of general responsibility for the direction and consequences of technical development, taking into account its indisputable share in creating (not only favorable) conditions for people's lives.

There are no values in the world without man. Ethics is not the main burden of individual life, but rather the cultural horizon of the self-realization of society, through which the individual can realize the moral meaning of his existence.¹⁴

The common life, the mutual dependence of people leads to a series of social processes that determine the content, form and way of action of individuals and groups.

It is important to note that, from an ethical point of view, the existence of the present and the future of society are of equal value, and that, moreover, given the destructive possibilities of technology that modern humanity, or at least a part of it, has at its disposal¹⁵, the responsibility to society to preserve and expand ethical norms in the future becomes more and more imperative.

NOTES

¹ **Miljević, M., Džamić, V.** (2010). Reconceptualization of business ethics and the need for new business ethics, Singidunum University, Belgrade, (UDK: 174–057.16; 005.32)

² **Deletic, S. Pejčić, M.** (2007). Society and sustainable development, Faculty of Electronics, Niš, pp. 219–220.

³ **Haidt, J.** (2007). The new synthesis in moral psychology. *Science* 316: 998–1002.

⁴ **Čupić, C.** (2002). Sociology. Faculty of Political Sciences Belgrade, Čigoja štampa, Belgrade, p. 27.

- ⁵ **Deletic, S. Pejčić, M.** (2007). Society and sustainable development, Faculty of Electronics, Niš, p. 215.
- ⁶ **Pejčić, M.** (1990). Possibilities of criticism in the social sciences, at Teme, Nis, year XIII, br 3–4, p. 52.
- ⁷ **Savić, S.** (2012). legal values, Banja Luka, village 84
- ⁸ **Deletic, S. Pejčić, M.** (2007). Society and sustainable development, Faculty of Electronics, Niš, p. 227.
- ⁹ **Životić, M.**, (1986). Axiology, Zagreb, p. 189.
- ¹⁰ **Babić, J.** (2021). Introductory edo in: Ethical aspects of the use of social networks – a guide for judges and prosecutors, Council of Europe, p. 16.
- ¹¹ **Deletic, S. Pejčić, M.** (2007). Society and sustainable development, Faculty of Electronics, Niš, p. 225.
- ¹² **Sančanin, B., Ratković Njegovan, B.** (2020). The role of the media in the preservation and promotion of cultural heritage and sustainable tourism. In: Proceedings “The influence of traditional and digital media on the promotion and sustainable development of cultural heritage” (51–63). Sremski Karlovci: Center for culture, education and media “Akademac”.
- ¹³ <https://www.hdm-stuttgart.de/digitale-ethik/>
- ¹⁴ **Bauer, T** (2007). Media for an open society, media responsibility as the foundation of a democratic media culture, University Library, Zagreb, p. 64.
- ¹⁵ **Jonas, H.** (1990). Principle of responsibility, V. Masleša, Sarajevo, p. 28.

REFERENCES

- [1] **BABIĆ, J.** (2021). Introductory edo in: Ethical aspects of the use of social networks – a guide for judges and prosecutors, Council of Europe.
- [2] **BAUER, T.** (2007). Media for an open society, media responsibility as the foundation of a democratic media culture, University Library, Zagreb.
- [3] **ČUPIĆ, C.** (2002). Sociology. Faculty of Political Sciences Belgrade, Čigoja štampa, Belgrade.
- [4] **DELETIC, S. PEJČIĆ, M.** (2007). Society and sustainable development, Faculty of Electronics, Niš.
- [5] **JONAS, H.** (1990). Principle of responsibility, V. Masleša, Sarajevo.
- [6] **HAIDT, J.** (2007). The new synthesis in moral psychology. Science 316.
- [7] **MILJEVIĆ, M., V. DŽAMIĆ.** (2010). Reconceptualization of business ethics and the need for new business ethics, Singidunum University, Belgrade, (UDK: 174-057.16; 005.32)
- [8] **PEJČIĆ, M.** (1990). Possibilities of criticism in the social sciences, near Teme, Nis, year XIII, br. 3–4.
- [9] **SAVIĆ, S.** (2012). Legal values, Banja Luka.
- [10] **SANČANIN, B., B. RATKOVIĆ NJEGOVAN.** (2020). The role of the media in the preservation and promotion of cultural heritage and sustainable tourism. In: Proceedings “The influence of traditional and digital media on the promotion and sustainable development of cultural heritage” (51–63). Sremski Karlovci: Center for culture, education and media “Akademac”.
- [11] **ŽIVOTIĆ, M.** (1986). Axiology, Zagreb. <https://www.hdm-stuttgart.de/digitale-ethik/>

ЦЕННОСТИТЕ КАТО ЕТИЧНА ДИЛЕМА В НОВАТА ТЕХНОЛОГИЧНА ЕРА

Резюме: *Времето, в което живеем, въведе нови ценности и социални норми в съвременния свят. Това породило множество концептуални проблеми и въпроси, свързани с информационната етика. Развитието на комуникационните и компютърните технологии променя човешките ценности, които непрекъснато се трансформират в новата хипертехнологична ера. Традиционната човешка етика на личната неприкосновеност отстъпва място на новата етика на разкриването на информация. Разбирането, че във виртуалния свят всичко е спонтанно и ситуативно, доведе до сериозни проблеми с излагането на личния живот на показ. Новите компютърни реалности доведоха до радикална промяна в мисленето и поведението на хората. Осъзнаването на тези реалности поражда размисли за отговорността в етиката, за ролята на човека в бъдещите етични дилеми и как да ги разрешим, когато изкуственият интелект отдавна говори с човешки глас и с помощта на различни приложения може да ни покаже правилния път.*

Ключови думи: *индивид, етика, ценност, отговорност, технология*

Prof. Vanche Boykov, PhD

University of Nis, Faculty of Electronics Nis, Serbia

E-mail: vance.bojkov@elfak.ni.ac.rs

Marieta Goceva, PhD

TPG "N. Y. Vaptsarov", Radomir, Bulgaria

E-mail: marietagoceva@gmail.com

ANALYSIS OF THE CODES OF ETHICS OF TWO MACEDONIAN UNIVERSITIES

Vlado Buckovski¹, Goce Naumovski¹, Katerina Buchkovskaf²

¹ St. st. Cyril and Methodius University in Skopje

² International Balkan University Skopje

Abstract: *For the purpose of determination of the approach of ethical policy of the Macedonian universities, two sources are analyzed: the code of Ethics of the SS. Cyril and Methodius University in Skopje and of the Goce Delcev University in Stip. Relevant conclusions are derived regarding the framework and perspectives for the academic community in the country.*

Keywords: *North Macedonia, codes of ethics, universities*

Introduction

In North Macedonia, declaratively, for everyone, the ethical codes and their promotion within universities are a big step towards education, but it is of great importance that the codes do not remain only on paper and that their principles are practically implemented and transferred, above all to the students and the academic staff. It is especially important that the student organizations are a key part of the educational process know and respect the codes.

According to Prof. Dr. Kiril Temkov, the author of the ethical code of the University “St. Cyril and Methodius,” *the current ethical code has a core of general attitudes and long explanations of ethical norms that should direct everyone to achieve the highest norms of ethical behavior among intellectuals*” [1]. “The motto of the university, “*Let's compete in doing good,*” represents one of the most significant modern society challenges.

From the students' point of view, the code of ethics of any of our universities requires prerequisites that would prevent plagiarism and immoral behavior, then prevent or detect corruption and bribery, eliminate nepotism, and finally, should instruments exist to prevent (or condemn) all forms of discrimination.

What is the state of our universities from the aspects of ethical policies? This will be shown in the continuation of this paper through the analysis of the codes of ethics of two universities: the SS. Cyril and Methodius University in Skopje and the Goce Delcev University of Stip.

Code of Ethics of the St. St. Cyril and Methodius University in Skopje (UKIM)

According to the Code of ethics of our largest university, the University of “St. Cyril and Methodius” in Skopje is an institution of the highest values: *truth, goodness, and beauty*. The main goal of the university “St. Cyril and Methodius” is knowledge. It is researched and developed as a fundamental and applied science and is spread through familiarization with the world's scientific achievements, through the exchange of scientific information with other universities in the country and abroad, and through transmission through various media.

The basic goals and characteristics of the universal academic ethics, as well as the ethics of the University “St. Cyril and Methodius,” are: worthy performance of the functions of academic institutions; advancement of scientific and teaching activities at the university and in society; spread of academic culture; respect for academic traditions; preservation of the dignity and self-respect of academic actors; good relations between institutions and actors of the university; caring for young people, students, and trainees; maintaining and developing the ethics of noble behavior; not harming anyone; giving help; and developing general humanistic ideas [2].

The special ethical goals and values of the University “St. Cyril and Methodius” stem from its position as the oldest and most developed university in the Republic of Macedonia and from the characteristics of its academic development. The exposed values and norms of the Code of Ethics of the University “St. Cyril and Methodius” are mandatory for all its teachers, students, and employees. Those ethical norms require and encourage good action at the university and among colleagues. Everyone undertakes, with their honor, to adhere to these determinations and norms as an integral part of their academic activity and career. The special ethical tasks of the University “St. Cyril and Methodius” in Skopje arise from its position as the oldest and leading university in the Republic of Macedonia in terms of helping the scientific and cultural development of the country and the work of other universities in the country. The main ethical function of all its institutions and actors is quality performance and promotion of their activities, as well as guarding the reputation of the university and their personal reputations as scientists, teachers, and students [2].

All actions and relations of the University “St. Cyril and Methodius” are aimed at promoting and defending academic goals, values, and tasks, which include: discovering and spreading the truth; defending the idea and practice of virtuous behavior; scientific research in all areas; developing the capacities of academic actors, students, and trainees; good and modern teaching; democratic self-government; promotion and maintenance of university institutions; decent mutual behavior of academic actors and institutions; publicity in operations; and cooperation with similar institutions and with others interested in academic knowledge in the country and abroad [2].

The ethical code of UKIM specifically regulates relations between professors and students. Both professors and students at the University “St. Cyril and Methodius” are dedicated to the same activity; they respect and follow the same ethical, human, and work values. They are colleagues. The relations between all its institutions, actors, and students are based on the connection between their activities and on the equality of common ethical values. Everyone is considered close to others, and they help each other in scientific and educational activities. In the academic institutions, decent behavior prevails, and everyone addresses each other as “colleague”. It is best that they persecute each other. It is also desirable to use the civil expressions “sir” and “madam”. The closest persons can speak to each other as “you”. It is an expression of unculture and indecency to have a different address in this sense and not to follow reciprocity in communication. Between university officials and students, there is trust and honest relations among intellectuals. They mutually respect each other's personalities, work, views, and work results and value work and achievements objectively.

The relations of the University “St. Cyril and Methodius” are built on the basis of the dignity and self-respect of its actors and students. Everyone respects each other. No one insults or hurts another. There is no place for violence, pressure, or bribery at the University of “St. Cyril and Methodius”. Corruption, moral abuse, and sexual abuse are not allowed, and he fights against them. UKIM is alien to rudeness, indecency, and any kind of immoral and dishonest behavior – in general, behavior that is contrary to civil and academic ethical values. The University of St. Cyril and Methodius" condemns the ugliest moral phenomena. It does not allow in the academic world crime, addictions and their spread and advocacy, human trafficking, and other types of unethical and criminal actions.

Corruption and other types of unethical actions are incompatible with academic spirit and academic activity. Everyone at the University “St. Cyril and Methodius” opposes all types of corruption; they do not allow it to appear, nor do they do it. “St. Cyril and Methodius” University makes special efforts against the illegal and immoral use of other people's achievements (plagiarism), against unethical biological manipulations, and similar actions unworthy of science.

A basic ethical value among university actors, teachers, and students is loyalty. They have the same scientific and professional goals and cultivate mutual respect and concern for the performance of academic functions and high ethical values. This is also reflected in the mutual closeness and loyalty of the academic institutions. At the university, “St. Cyril and Methodius” fosters equality for everyone in its ranks and outside of them; no distinction is made in terms of gender, race, religion, ethnicity, mother tongue, or social status of the person. The University of St. Cyril and Methodius advocates for a single world and for the cooperation of all people in the world, as well as for pluralism of intellectual attitudes and political views, and is against the attitudes with which people are denied according to some natural characteristic, social position, or spiritual determination.

At the University of St. Cyril and Methodius, all ethical norms of academic, scientific, and educational work are implemented. The scientific knowledge of the University “St. Cyril and Methodius” is reviewed promptly and with scientific objectivity and fairness. Reviews are public.

Scientific knowledge is not manipulated, nor is it used for inhuman or unethical purposes. Sanctions are foreseen for such actions, among which the taking of knowledge without citing the source (plagiarism) is the most strictly condemned. The University of “St. Cyril and Methodius” protects intellectual property rights. The University of St. Cyril and Methodius" trains its students, postgraduates, and doctoral students in such ethical functions of science. All of them have training in general world and national standards in ethics and bioethics, as well as special training in professional ethics.

It is noteworthy that with the acts and with the constant educational and legal activity, University “St. Cyril and Methodius” does not allow any form of corruption to appear in relation to students and young scientists. It refers to all types of bribery, violent behavior, blackmail, manipulating students and subordinates in the hierarchy, as well as other types of inhumane and immoral actions, especially any type of moral and sexual exploitation. The “St. Cyril and Methodius” University specifically

advocates for fair assessment, regularity of entrance and other exams, and correct awarding of scholarships, grants, and other types of material support to students for their living, studying, and scientific work. The University of “St. Cyril and Methodius” especially protects students, trainees, young scientists, and women in its ranks from any kind of pressure, blackmail, or harassment. The University “St. Cyril and Methodius” does not allow privatization of scientific and teaching activities, nepotism, use of the position for blackmailing students and subordinates, sale of textbooks, books, and other teaching materials in the form of blackmail, use of the workplace, or dishonest earnings in teaching and in exams (admission and regular). “St. Cyril and Methodius” University takes special care of the health and cultural advancement of its students and promotes the sports and cultural activities of the young people in its ranks.

Finally, it should be pointed out that these norms of the Code of Ethics of the University “St. Cyril and Methodius” are mandatory for all its teaching staff, students, and employees. They commit themselves with honor to keeping and carrying out these determinations and norms as their sacred duty and as an integral part of their academic career and activity [2].

Code of Ethics of Goce Delcev University (UGD) in Stip

The UGD Code of ethics for students is a set of norms and behaviors that all students and the student organization of the university are obliged to respect. The Code of Ethics for Students derives from the Code of Ethics of the “Goce Delchev” University in Shtip and represents the application of general norms of ethics and professionalism to special areas of student rights and obligations. Students and the student organization are obliged to respect these norms. Students who do not respect these norms will be subject to disciplinary punishments that will affect their further social development, with the sole purpose of protecting the rights of members of the academic community, property, and the stability of the university.

The rights and obligations written in this Code apply only to the work and conduct of students on premises owned, used, or controlled by the university and to work outside the university that is related to the representation of the university. The students' code of ethics is subject to regular checks and possible changes in accordance with their development and understanding of ethical and professional values. The additional rules of the already drawn-up regulations of the university must not be contrary to those of the Code of Ethics for students. The university has

the obligation to provide necessary advice so that all students are familiar with the content of the Student Code of Ethics. Student rights

The university defends and protects the following rights of the students: the right to participate in the teaching-scientific process; the right to freely express and exchange opinions and convictions; the right to participate in discussion; the right to scientific research, publication, and exchange of research results to the extent that is in accordance with the laws of the Republic of Macedonia and the Statute of the University; the right to an objective and fair procedure for evaluating the work and results of all students; – right to protection from violence, coercion and use of force; – the right to protection from circumstances that are dangerous to life, physical and mental health; – the right to protection from discrimination and harassment based on religious, ethnic and national affiliation, race, gender, sexual orientation, property status, parental or marital status, pregnancy, parental responsibilities, old age, disability, physical appearance, political affiliation and health status; – right to free choice and way of behavior as long as it does not violate the laws of the Republic of Macedonia and the regulations of the University; - the right to participate in peaceful, non-violent, reported protests, procedures or demonstrations to the extent that they do not violate the laws of the Republic of Macedonia and the rights of other members of the academic community; – the right to protection from any type of unauthorized illegal interrogation or research; if it is an investigation procedure of authorized persons, it is necessary to inform the student against whom the investigation procedure is conducted about the course of the procedure, ie. about their rights; – the right to apply an equal and fair procedure for determining the fundamental claim for violation of the University's regulations; – the right to retain the unchanged status, rights and privileges of members of the academic community, the course, duration and disciplinary procedure, except for the cases for which it is an obstacle to security and for the whole good of the university community and university property; - the right to protection from the request of special data that are not related to the educational process; – right of inspection, upon request, in personal files of special data for students can be provided for inspection by other persons only if such is the usual course of work at the University or if there is a legal and professional obligation that such data can be provided to insight; – the right to associate, connect and meet with individuals of a higher order; – the right to admit members of the student organization to authorized persons from the University and present the views they represent; – the right to use the property of the University either by individuals or

members of the student organization for the necessary activities, the purpose of which is to satisfy academic and student needs to the extent that they do not contradict the regulations of the University; – the right to compensation for damages due to negligent, malicious or irresponsible actions of any member of the academic community. The method and amount for compensation of damages in case of material loss for students are regulated by the regulations of the university and the laws of the Republic of Macedonia; the right to be notified of the university's rules and regulations of conduct Academic integrity. The quotation must be presented on a separate line of text with blank space above and below it.

The free exchange of ideas depends on the reliability of members of the academic community and mutual trust between members of the academic community in an institution that enables the work to be exemplary and professional, valued, and appreciated. Therefore, all members of the academic community should be responsible for their actions and apply exemplary research methods to the results achieved. Failure to report academic misconduct is not a neutral act, as it enables such practice to be rooted in the work of the university, i.e., it immediately threatens the educational and cognitive process and damages the reputation of the university.

Academic disrespect threatens the quality of education and does not value the true achievements of members of the academic community. Any type of fraud related to the procedure (registration, examination, or other type of knowledge verification) constitutes a violation of this Code of Ethics. It includes: – collecting, transferring, copying, duplicating, using or intentionally using the exam material without the permission of the authorized persons; – collection, transmission, receipt, use or intentional use of exam solutions; – use or intentional use of notes, data, results or other electronic devices or programs during the exam, if not verbally permitted; – false representation and presentation of someone else's work as one's own; helping in knowledge verification situations, when the student is expected to perform the task independently; – use of already graded works for re-evaluation of the same or another colleague without the professor's (teacher's) approval; – changing or deliberately falsifying the grades or results of the evaluation of the exams or reports with other verified knowledge; – intentionally destroying another student's academic work or effort.

Plagiarism and misappropriation of the work or parts of the work of other individuals, i.e., presenting the ideas of other individuals as their own without the knowledge of the author or without citing the source, constitute a violation of this

Code of Ethics. Producing, using, printing, reproducing, copying, modifying, moving, or destroying any academic material, university acts, documents, or identification documents without the permission of the authorized persons is a violation of this Code of Ethics. Creating a situation in which other students will be improperly prevented from academic goods or in which students show disrespect for academic advantages in front of other students constitutes a violation of this Code of Ethics. It includes: making, distorting, printing, copying, reproducing, modifying, moving, or destroying any university document with deliberate falsehood, misinformation, or disabling of information of other individuals; moving, hiding, or deliberately shortening books or other library material, specifically that which is related to compulsory literature; entering the work of other students with the intention of hindering the results of their work. Influencing or attempting to influence the impartial evaluation of the teacher or the bodies that conduct the evaluation is considered a violation of this Code of Ethics. Accessing a private room or space of any student of the academic community without the permission of authorized persons is a violation of this Code of Ethics. Public representation or representation of the university, any part of it, a student organization, or any other member of the academic community without the permission of the authorized persons is considered a violation of this Code of Ethics. The public presentation of unverified and incorrect data about other students and other members of the university community is considered a violation of this Code of Ethics. Improper behavior related to the teaching process is a violation of this Code of Ethics, namely: intentional disruption or interruption of teaching, research, or other academic activity; non-compliance with the additional guidelines and rules of conduct for students prescribed by the university. Unauthorized access, theft, or destruction of the intellectual property of other individuals constitutes a violation of this Code of Ethics. It includes: – theft and destruction of books, notes, data, experiments, projects, etc.; – intentionally entering the database and documented bodies in order to read, copy, use, send, or modify their content without the permission of authorized persons; – use of computational means to sabotage the work or results of other students or any other member of the university community; – destroying, dismantling, changing, distorting, disabling access to the database, or similar activities done without the permission of authorized persons. Reproduction or use of a logo, trademark, or trademark of any university body without the permission of the authorized persons is considered a violation of this Code of Ethics.

For the purposes of this Code of Ethics, harassment is considered inappropriate behavior towards other individuals that injures their special dignity, interferes with the performance of work tasks, or reduces their quality of life. Harassment is considered any action characterized by the absence of access from another party that creates or contributes to the creation of unpleasant and hostile working and educational conditions and intimidates, insults, or humiliates other individuals. Harassment can be any verbal or non-verbal behavior towards other individuals that is based on religious, ethnic, and national grounds, race, gender, sexual orientation, property status, work and educational status, parental or marital status, pregnancy, parental responsibilities, age, disability, physical appearance, political affiliation, and health status. Spontaneous harassment in the form in which a student inflicts it on another student in any area of the university or fulfills any kind of sexually colored proposal, request, or favor is considered an irregularity of this Code of Ethics. Threatening any student with a sexual proposal, solicitation, or favor is considered a violation of this Code of Ethics.

Any violation of the fundamental rights, freedom, and autonomy of the individual contrary to the purpose and opinion of the university, or any behavior or regulation that unlawfully discriminates against other individuals, is considered a violation of this Code of Ethics. Practices or regulations that discriminate against other individuals on the basis of religion, ethnic or national origin, race, gender, sexual orientation, orientation, property status, employment or educational status, parental or marital status, pregnancy, parental responsibilities, age, disability, physical appearance, political orientation, or health condition are considered violations of this Code of Ethics. Affirmative actions in the form of quotas or privileged procedures, prescribed or determined by the university, are not considered discriminatory or unacceptable behaviors. This provision is not contrary to a practice or selection that is rational, benevolent, non-arbitrary, and based on professional and ethical standards. This provision is not inconsistent with the practice of free and reasoned debate on any subject, which is based on tolerance and respect for the rights of other individuals.

The university's position is to educate and find the best way to combat the use or potential use of drugs and alcohol. However, in the fight against addiction, the application of disciplinary measures is allowed. The following procedures are considered violations of the Code of Ethics: – sale and use of narcotic drugs in the premises owned, used, or controlled by the university; – sale and consumption of

alcoholic beverages in the premises owned, used, or controlled by the university; alcoholic beverages may only be consumed in premises and on occasions approved by the authorized persons; – participating in the educational process while under the influence of narcotic drugs or intoxicated. Students have the right to free use of the premises that the university owns, uses, and controls, as well as the right to use the facilities and other property of the university in accordance with university regulations. The following behaviors are considered irregular for the Code of Ethics and a violation of the aforementioned rules: – intentionally preventing entry, exit or interfering with the normal use of the University's facilities or its parts; – staying or staying in any facility of the University after the prescribed time; – intentionally causing noise or using means that cause noise that interferes with the teaching process or violates the privacy of other individuals; – intentional interference with organized or reported events held in places owned, used and controlled by the University; – intentionally obstructing any member of the academic community in the performance of his duty; - non-compliance with the rules of work of the student services, library, student organization, recreation center and other facilities that the University owns, uses or controls.

As in any community, as well as at the university, certain forms of responsible behavior are necessary to ensure functioning, i.e., the security and protection of the academic community. Intentionally or unintentionally creating circumstances that are dangerous to life, physical or mental health, and safety is considered a violation of this Code of Ethics. Situations that are dangerous to life, health, and security and that have arisen as a result of impermissible negligent obligations are also considered violations of this Code of Ethics. Accessing or attempting to enter any restricted-access facility or area of the university without the approval of an authorized person is considered a violation of this Code of Ethics [3].

Conclusion

Ethics in higher education in North Macedonia, is one of the highest goals. The ethical codes that all state universities have, which are mandatory for professors (researchers) but also for students, provide the necessary legal framework.

However, it must be stated that despite serious efforts to promote ethics in higher education, the level of respect for ethical norms is not at the anticipated level. In the last years, one particular case came to the public's attention in which professors were convicted by a first-instance verdict for corruption and sexual harassment of

female students, dealt a great blow to efforts for a high degree of respect for ethics and morality in our public universities.

Despite these deviant phenomena, the analysis proved that the code of ethics of UKIM-Skopje and the code of ethics for students from UGD-Shtip are concrete proof that in our state universities, ethics is one of the basic principles in their functioning.

As a matter of fact, the existence of a special compulsory course of UKIM's doctoral studies –Scientific Research Ethics, is an existing proof of the place of ethics at our oldest, largest, and most prestigious university. It is a validation of the strong development of ethics and the requirement for positive moral behavior among doctoral students.

Efforts should be made on incorporating international standards at all levels in the Macedonian academic community, particularly through permanent training and projects in this area.

REFERENCES

- [1] **ТЕМКОВ**, Kiril., Etikata denes, Skopje, 1999.
- [2] **SS.** Cyril and Methodius University Skopje, Code of Ethics, Skopje, 2021.
- [3] **GOCE** Delchev University Stip, Code of Ethics, Stip, 2022.

АНАЛИЗ НА ЕТИЧНИТЕ КОДЕКСИ НА ДВА МАКЕДОНСКИ УНИВЕРСИТЕТА

***Резюме:** С цел определяне на подхода на етичната политика на македонските университети са анализирани два източника: Етичният кодекс на Университета „Св. Св. Кирил и Методий“ в Скопие и на Университета „Гоце Делчев“ в Штип. Направени са съответните изводи относно рамката и перспективите пред академичната общност в страната.*

***Ключови думи:** Северна Македонија, етични кодекси, университети*

Vlado Buckovski, PhD

St. st. Cyril and Methodius University in Skopje

Goce Naumovski, PhD

St. st. Cyril and Methodius University in Skopje

Assist. Katerina Buchkovska, PhD

ETHICS, MEDIA AND HISTORY: INTERACTION IN ONE UNIQUE ISSUE OF THE CYRIL AND METHODIUS NEWSPAPER “ZA BUKVITE – O PISMENEH”

Evelina Zdravkova, Stoyan Denchev, Hristo Hristov
University of Library Studies and Information Technologies

Abstract: *Media have the potential to present history in an objective and balanced way, but they are influenced by various interests and factors when choosing which historical events to narrate. This report examines ethical issues in history from the perspective of media, which interpret events in the context of time and the circumstances of their occurrence. How the present generation examines the past in light of its own ethical and social circumstances in order to create an ethical future. And how important it is to be critical consumers of media information if we are to understand history better.*

The interaction of ethics – media – history is presented through the boutique edition of the Cyril and Methodius newspaper “Za Bukvite – O Pismeneh”, dedicated to the 80th anniversary of the rescue of the Bulgarian Jews. This special issue features diverse voices and perspectives that narrate a complete and balanced picture of the past with the idea that this is how we create a better world that is based on understanding and respect for our common historical heritage, with an eye and responsibility through media into the future.

A place is designated to the attitude of the official authorities in the Republic of Bulgaria towards the Jews living on our lands during the Second World War; the rescue of the Bulgarian Jews is presented as a Christian and human duty. The fate of the Bulgarian Jews during the Holocaust is examined as an exceptional case in Europe through the eyes of science, and all this is illustrated with a collection of documentary evidence about the life of the Jewish community in our country.

Keywords: *saving the Bulgarian Jews, media, ethics, Cyril and Methodius newspaper “Za Bukvite – O Pismeneh”*

Introduction

Ethics in history?! History in the media?! Questions to which modern man does not look for the answers, because he considers them as something given. Because our daily life is immersed in social networks and the Internet, and history is a science that specialists deal with. And so – for decades until now. Yes but no! How can we understand and appreciate the past if we do not have the framework and principles of ethics to help us analyse and interpret the events, actions and behaviour of our predecessors.

History as science has the task of investigating historical facts, arranging them in a temporal context and interpreting them. An integral part to this research and interpretation are ethical issues. Ethics in history directs us towards understanding historical events in the context of time and the circumstances in which they occur.

This means considering the cultural, political and social aspect of the event when it is presented in modern media. Such an understanding allows avoiding ethnocentrism and not applying modern standards and values to past generations. i.e. ethics directs towards reflecting the moral dilemmas and problems faced by generations.

Historical documents reflect conflicts, victories, injustice. Understanding these moments requires the audience to put themselves in the shoes of the people of the past and view them in light of their own ethical and social circumstances. Thus, a more objective view of the causes and consequences of historical actions is formed. And, to draw lessons from them – by learning from mistakes, to build a future with ethical rules.

Recounting history in the media plays an important role in shaping public consciousness and understanding of the past. Media – from print and radio to television and the Internet – are a major source of information about historical events and facts. The way they are portrayed in the media has a significant impact on our perception and understanding of the past.

Media has the potential to narrate history objectively and in a balanced way, but we must be aware that they are influenced by various interests and factors. Due to economic and political interests that can influence the way history is presented, media organizations often distort facts or present certain events superficially, which in turn leads to creating an incomplete or incorrect picture of the past. Selectivity in the choice of historical events and topics that are narrated in the media is also a problem. Every media channel or publication chooses which historical events to present and which aspects to focus on. This may result in the omission of some important events or an unbalanced representation of certain periods or individuals. The choice of historical events to be narrated can be influenced by audience interests, political interests or the desires of advertisers, which can limit a true and diverse exploration of the past.

Media are often prone to dramatization of historical events – chasing sensation, wrong conclusions are drawn or a misunderstanding of processes and facts in the past. Events are presented in a way that captures the audience's attention and fuels emotions, often emphasizing the dramatic aspects of historical events rather than addressing their wider context and implications.

In order to understand history better, it is important to be critical consumers of media information. We need to look for different sources of information, compare and analyse different points of view. Also, it is important to include different voices

and perspectives when narrating history in order to provide a complete and balanced picture of the past as told by specialists or eyewitnesses to the events.

The fact that narrating history in the media has a great influence on our understanding and perception of the past, helps us to understand, appreciate and interpret the past, encourages us to be objective, to understand the moral challenges faced by people who lived before us. With its principles and guidelines, ethics in history helps us to create a better world that is based on understanding and respect for our common historical heritage, with a view and responsibility for the future through the media.

The facts

In 1943, Bulgaria refused to submit to Hitler's Germany and rebelled against its anti-Semitic policy. The people – MPs, senior Orthodox clergy from the Bulgarian Church, intellectuals, saved 50,000 Bulgarian Jews and they remained on our lands, and were not deported to the concentration camps in Auschwitz. This unique act, with which the Bulgarian people remain in world history as the saviour of the Jews during the Holocaust in the Second World War, is difficult to evaluate from today's point of view. It is at this point that the media should tell about this brave and heroic activity of so many people, humanity and compassion that should be highly appreciated and recognized.

Saving the Jews is valued by modern people as a moral imperative and a recognition of the importance of respecting human dignity and human rights. 2023 marks the 80th anniversary of the saving of Bulgarian Jews – a story that takes us back to the time of fear and dignity. This historical fact remains in history forever in the edition of “Za Bukvite – O Pismenah”. The Cyril and Methodius newspaper, which ULSIT publishes in celebration of letters, spirituality and holiness of Bulgaria in world annals, issued a special edition dedicated to this anniversary. The tagline of the boutique edition is “We Remember”. All the materials in this issue (73rd consecutive, year XLV, 45th) were created under this motto. They are in English. The circulation is 500 copies.

The special edition

This special edition of the newspaper presents the attitude of the official authorities in the Republic of Bulgaria to the 80th anniversary of the saving from deportation to the Nazi concentration camp of the Jews living on our lands during the Second World War. On two pages, the tribute of the state and spiritual authorities is gathered in the words of President Rumen Radev, Vice President Iliana Yotova, Tiberiopolis Bishop Tikhon, vicar of the Bulgarian Patriarch Neophyte, and Prof. Michael Bar-Zohar, a historian and public figure from Israel, author of the book “Beyond Hitler’s Grasp”, describing the events of the spring of 1943.

“Bulgaria is proud that it did not allow the deportation of Bulgarian Jews in one of the darkest periods of human history. The saving of the Bulgarian Jewish community during the Second World War is a source of national pride for all Bulgarians, because not a single Bulgarian Jew was deported to the Nazi death camps... A small nation, together with its government, church and intelligentsia, managed to save our fellow Jews in one of the darkest periods of human history, and it is our duty to continue this covenant by not allowing new manifestations of anti-Semitism.” These are the words of the Head of State Rumen Radev at a meeting with representatives of the organizations: Union of Emigrants from Bulgaria in Israel “Ihud Olei Bulgaria”, “Bulgarian Cultural and Information Center” and Society for Friendship “Israel-Bulgaria”, the Federation of Zionists in Bulgaria. The text is illustrated with photos from the official opening of a documentary exhibition dedicated to the anniversary in the National Library “St. St. Cyril and Methodius”, which includes exhibits from the collection of the National Library, as well as the awards, posthumously awarded to Tsar Boris III by international Jewish organizations, including the World Jewish Congress and the Anti-Defamation League.

Vice President Iliana Yotova admits: *“Not enough is known about the bright example of Bulgaria, which saved its Jews. This unprecedented act belongs not only to the Bulgarian, but also to the world memory. Thanks to the joint efforts of the Bulgarian Orthodox Church, leading politicians and intellectuals, and the courage of ordinary Bulgarians 80 years ago, my country saved over 48,000 Jews. Unfortunately, we were not able to protect 11,343 Jews from territories administered at that time by the Bulgarian authorities... Our common goal is to know and remember the lessons of history. Our task is even more important today, when in Europe, in the world, in Bulgaria, there is a lot of hate speech, anti-Semitic*

sentiments are rising, one crisis after another is fueling the virus of denial, and human rights won for decades are being trampled today without shame”. With these words, Vice President Iliana Yotova opened the international conference “The Role of Lawyers in the Rescue of Bulgarian Jews” at Sofia University “St. Kliment Ohridski”.

The modern Bulgarian Orthodox Church

Bishop Tikhon spoke of saving the Bulgarian Jews as a Christian and human duty. *“If we want to bow to the memory of the saviors, it must be because they protected Bulgaria and the Bulgarians from the great disgrace with which all the European nations, trampled by Nazi Germany, were covered, by handing over their compatriots and fellow citizens to humiliation and death. Some even shamelessly robbed them and viciously reviled them. These worthy ancestors of ours saved us from this shame and disgrace. If we now want to point to our grandfathers as an example for ourselves and our future generations to follow, we must once again remember that their work is only a duty as human beings, as Christians, as Bulgarians, as fathers and mothers. It was a matter of duty not to embarrass our people, ourselves and our children! And the awareness of our duty and the will to bring their work to the end today makes us also worthy persons,”* says the archbishop.

Spas Tashev talks about the Jews that Bulgaria could not save. *“t the beginning of 1943, Germany wanted to hand over the 12 thousand Jews living in the Yugoslav and Greek territories administered by Sofia... Bulgaria could not oppose the German plans to deport the Jews of Yugoslav and Greek citizenship. The German authorities officially took in 7,140 Jews from Vardar Macedonia in Skopje, and from there on March 22, 25 and 29, 1943, they were taken on three Deutsche Reichsbahn trains to the Treblika concentration camp, where they were all murdered. The fate of 4,058 White Sea Jews is similar. The German authorities took them to the Danube port of Lom, where on March 20 and 21, 1943, they were put on three Serbian and one Austrian steamers and sent to the Treblinka concentration camp. At that time, the authorities in Sofia could not openly oppose Nazi Germany, whose Southeast Command maintained a 600,000-strong army in the Balkans, which it could quickly transfer to any trouble spot in the region...”* This story is illustrated with an archive photo of the deportation train at Skopje train station.

The science

The fate of the Bulgarian Jews during the Holocaust as an exceptional case in Europe through the eyes of the scientist is the article “Saving the Bulgarian Jews during the Second World War” by Prof. Dr Rumyana Christidi, Senior Research Associate, Head of the Jewish Studies Program at Sofia University “St. Kliment Ohridski”.

Assoc. Prof. Dr. Krasimira Aleksandrova, Director of St. St. Cyril and Methodius National Library, together with Julia Karadachka, present the collection of documentary evidence about the life of the Jewish community in our country in the book collections of the National Library, under the title “Anti-Semitism never had a foothold in our country. Documentary evidence of the life of the Jewish community in our country from the collections of the National Library “St. St. Cyril and Methodius”. They pay special attention to three scrolls of Esther from the 15th, 16th and 17th centuries, handwritten in Hebrew on parchment and used during the Purim holiday, probable owner Moshe Halevi (name written at the end of the 16th century manuscript) – extremely valuable specimens of the written tradition in Hebrew. In the collection of the National Library, among the old printed books, two Bibles in Hebrew from 1705 and 1720 respectively stand out: Everardo van der Hoot's TORAH NEVI'IM U-KHETUVIM] = BIBLIA HEBRAICA is the first printed Hebrew Bible. It was printed in Amsterdam and Utrecht in 1705. It is the “Editio longe accuratissima [Most accurate edition]” on which most subsequent Hebrew Bibles are based; with engraved title page, engraved publisher's mark on the dichromatic title page, 19 pages of preface by Van der Hoot, text in Hebrew and with Latin marginalia. The Hebrew Bible of Johann Michaelis, printed in Halle, represents the first attempt at a critical edition of the Bible in Hebrew by the German Hebraist and theologian Johann H. Michaelis, as it is made clear by the text.

A special place in the issue is dedicated to the contribution of the Deputy Speaker of the National Assembly Dimitar Peshev and the termination of the operation for the deportation of the Bulgarian Jews to the death camps on the territory of Poland.

Society

Victor Melamed, director of the office of the American Jewish Committee for Bulgaria, reflects on the good that is worth fighting for. *He says “Why did Bulgaria save its Jews 80 years ago, while many other European countries failed? – Because Bulgarian Jews have always been an inseparable, fully integrated part of Bulgarian society. Apart from faith, they are no different from all other Bulgarians. They were artisans, workers, teachers, doctors, lawyers, served in the army and reached high army ranks thanks to their personal qualities. They were good neighbors and did not flaunt their differences. Therefore, the anti-Jewish legislation introduced in the years of the Second World War was not accepted by Bulgarian society. They never understood why they had to part with their neighbors, colleagues and friends, forced to wear a yellow star.”*

Two photographs show the interview with Simeon Saxe-Coburg-Gotha, which CNN (hosted by TV legend Christian Amanpour) broadcasted to tell about his fate as the son of Tsar Boris III – monarch of Bulgaria, who died in 1943.

A first-person narrative is the story of Nikolay Galabov, a Bulgarian of Jewish origin, who grew up in Bulgaria, lived in Israel and today develops his own business with Israeli technologies in Bulgaria. He says: “There is no nation that can boast of such a phenomenon. However, Bulgaria's self-confidence is something that should and can be worked on.”

On page 1 of this issue a special place is designated to the role of the Bulgarian Orthodox Church – with a photo of the three senior clerics who stood up for their Jewish fellow citizens at the time – Metropolitan Stefan of Sofia, Metropolitan Kirill of Plovdiv (later Patriarch of the Bulgarian Orthodox Church) and Metropolitan Neophyte of Vidin. Next to this photograph is this year's commemoration of the anniversary in front of the monument – symbol, placed in the garden in front of the ACADEMIA Gallery of the National Academy of Art, which reminds Bulgarian citizens and the international community of the roots of ethnic tolerance and the dignified position of Bulgarian society during the Second World War.

The last page of this special issue is dedicated to another important anniversary in the international history of Bulgaria – 120 years of diplomatic relations between Bulgaria and the USA with the photograph of John B. Jackson – the diplomat who, back in 1903, presented his credentials to the Bulgarian Prince Ferdinand as plenipotentiary minister of the USA for Greece, Romania and Serbia and became the first diplomatic agent of the USA for our country.

Conclusion

This special edition of the Cyril and Methodius newspaper “Za Bukvite – O Pismeneh” is not a formal brooch on the lapel of the boutique university of Bulgaria, but a conscious historical necessity. The history of the Holocaust teaches the horrifying truth of the wanton cruelty that a human being can inflict on other human beings, based on racial, ethnic or religious discrimination. Saving the Jews contrasts with this sinister phenomenon and reminds us of the power of human kindness, solidarity and compassion.

Appreciating the rescue of the Jews is rooted in understanding the historical context and the challenges faced by the people who decided to help. Modern people understand the complexity and dangers faced by the rescuers, who often put their own lives at risk. Appreciation of these facts involves admiration for the character and devotion to the principles of humanity.

Appreciating the salvation of the Jews goes through recognizing the unacceptability of discrimination and violence based on race, religion or ethnic origin. I.e. the awareness of that time when the world failed to protect and save millions of innocent people from the horrors of the Holocaust provokes commitment and reflection on the rights of all human beings.

Saving the Jews in the Holocaust deserves endless respect and recognition. Modern people's appreciation of it includes respect for the bravery and humanity of those who risked their lives to help others. It is also a reminder of the need to protect the rights and dignity of every person and to oppose discrimination and violence that stem from hatred and intolerance.

ULSIT, as a guardian of spirituality and a connoisseur of world history as a unified whole of cultures, once again gives an example of a written trace, a document for generations, which brings a dividend to our modern times as scientists and Bulgarians, says the Rector Prof. Dr. Irena Peteva in conclusion.

ACKNOWLEDGEMENTS

This research would not have been possible without the financial assistance of the following project: “A Conceptual Educational Model for Enhancing Information Literacy in an University Information Environment”, financed by National Science Fund of the Ministry of Education and Science of the Republic of Bulgaria with Contract No KP-06-H35/10 from 18.12.2019, led by Prof. DSc. Stoyan Denchev and The NSP DS program, which has received funding from the Ministry of Education and Science of the Republic of Bulgaria under the grant agreement No. Д01-74/19.05.2022.

REFERENCES

- [1] LEVINE, R.A. *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*. ELSEVIER, 2017. p. 166.
- [2] SUMNER, William Graham (1911). *War and Other Essays*. Yale University Press, 2019, p. 12.
- [3] HOOGHE, Marc. Ethnocentrism // *International Encyclopedia of the Social Sciences*: 1–5, 2008.
- [4] STUECKELBERGER, Christoph. Responsible Leadership: Global and Contextual Ethical Perspectives//Globethics.net, 2007, p. 358. ISBN: 9782825415160, 2825415162.
- [5] DAOU, Fadi. *Divine Hospitality: A Christian-Muslim Conversation*. 2017, World Council of Churches, p. 180. ISBN 13 978-2825416921.
- [6] DENCHEV, S., PETEVA, I. *Culture de transparence. Société, information, bibliothèques. Societe, information, biblioteheques.* // Paris: L'Harmatan, collection „Recherches en bibliologie“, 2011. ISBN: 978-2-296-13060-9

ЕТИКА, МЕДИИ И ИСТОРИЯ: ВЗАИМОДЕЙСТВИЕ В ЕДИН УНИКАЛЕН БРОЙ НА КИРИЛО-МЕТОДИЕВСКИЯ ВЕСТНИК „ЗА БУКВИТЕ – О ПИСМЕНЕХЪ“

Резюме: Медиите имат потенциала да представят историята по обективен и балансиран начин, но се влияят от различни интереси и фактори, когато избират кои исторически събития да разкажат. Този доклад разглежда етичните проблеми в историята от гледна точка на медиите, които интерпретират събитията в контекста на времето и обстоятелствата на тяхното възникване. Как сегашното поколение разглежда миналото в светлината на собствените си етични и социални обстоятелства, за да създаде етично бъдеще. И колко важно е да бъдем критични потребители на медийна информация, ако искаме да разберем по-добре историята.

Взаимодействието етика – медии – история е представено чрез бутиковото издание на Кирило-Методиевския вестник „За буквите – О писменехъ“, посветено на 80-годишнината от спасяването на българските евреи. Този специален брой включва различни гласове и гледни точки, които разказват пълна и балансирана картина на миналото с идеята, че така създаваме по-добър свят, който се основава на разбиране и уважение към нашето общо историческо наследство, с поглед и отговорност чрез медиите в бъдещето.

Отделено е място на отношението на официалните власти в Република България към евреите, живеещи по нашите земи по време на Втората световна война; спасяването на българските евреи се представя като християнски и човешки дълг. Съдбата на българските евреи по време на Холокоста е разгледана като изключителен случай в Европа през погледа на науката и всичко това е илюстрирано с колекция от документални свидетелства за живота на еврейската общност у нас.

Ключови думи: спасяване на българските евреи, медии, етика, Кирило-Методиевски вестник „За буквите – О писменехъ“

Senior Assist. Prof. Evelina Zdravkova, PhD

University of Library Studies and Information Technologies

E-mail: e.zdravkova@unibit.bg

Prof. DSc Stoyan Denchev

University of Library Studies and Information Technologies

E-mail: s.denchev@unibit.bg

Hristo Hristov, PhD

University of Library Studies and Information Technologies

E-mail: h.hristov@unibit.bg

ETHICS IN THE USE OF SOCIAL MEDIA AND NETWORKS IN HIRING PROCESSES

Elisabeth Dewaldt

Freelance Academic Writer; PhD Program Consultant @ EduEarth Ltd.

Abstract: *A semi-structured literature review was conducted using sources from 2018 and more recent to identify definitions of ethics of different scientific fields and to transfer these definitions into the professional context of application and hiring processes using social media and networks. If necessary, older sources are being used as an exception. These are being compared with amongst others the results of a survey conducted by the author in 2021 with 201 interviewed applicants via questionnaire concerning the questions concerning the employers' ethical behavior in the use of social media and networks in application and hiring processes. Recommendations for employers in Germany for ethical and trustworthy behavior in recruiting processes using social media and networks will be derived. These recommendations aim to improve the employer brand through ethical behavior and to increase the employer's trustworthiness to generate a higher number of applications and to reduce the shortage of skilled personnel while simultaneously reducing the costs for the application and hiring process.*

Keywords: *application, communication, employer brand, ethics, honesty, moral, social media, trustworthiness*

*My son, take pleasure in doing business during the day,
but do only such that we can sleep peacefully at night!*
(Thomas Mann, Buddenbrooks)

Introduction

Immanuel Kant (1724–1804) defines the highest form of ethics as goodwill. Kitzmann interprets that individuals should be free to do what they please as long as their behavior can be transferred directly into regulations and they would not contradict these regulations. [1] Normative ethics develops overall principles with logical reasoning as the basis for decision-making on whether something is ethical or unethical, right or wrong. For the same situation, the decision of whether something is ethical or unethical should always be the same due to these principles being algorithmic. In contrast to normative ethics, compulsory ethics select higher norms e. g. regulations as a starting point although the results sometimes are less favorable. [2]

Funk uses the term ethics as a synonym for morality and describes applied ethics as case-by-case decision-making and problem-solving in conflict situations as opposed to theoretical ethics. Morality is described by Funk as a norm of social

behavior that serves to structure social coexistence by establishing guidelines for action for individuals and organizations in the form of, amongst others, directives, laws, prohibitions, sanctions, etc. Furthermore, he links the sub-areas of applied ethics with the concrete influences of the outside world and interprets them additionally as a reaction to the developments of theoretical ethics. [3] Brumlik, for his part, distinguishes morality and ethics from each other and justifies the difference in the voluntary nature of ethics. He points out that in advocacy ethics, a distinction is made between the subjects, usually persons with legal capacity, from whom ethical behavior emanates, and the recipients. In this case, there is a responsibility of the subject towards the usually inferior recipient. [4] Transferred to business the superior employer is responsible for the inferior applicant e. g. in the application and hiring process.

Technology ethics is challenging, as e. g. artificial intelligence or algorithms in social media etc. are communicated with scientific formulas and ethics with qualitative paraphrases, and a translation between both fields is not possible. [5] The rising influence of artificial intelligence and algorithms in human decision-making has to be limited to grant human dignity and autonomy. [6] The responsibility for the ethical behavior of e. g. artificial intelligence is not on the artificial intelligence itself, but on the programmers, who determine the purpose of the artificial intelligence. In communication, it can be distinguished between the descriptive expression of machines and the evaluative expression of individuals; ethically or unethically, only individuals can behave as subjects with responsibility. [5] Transferred to professional life, companies as employers as superior partners can be subjects from which ethical behavior towards inferior employees may originate. While companies may use social media and networks for recruitment processes, the responsibility for technical ethics is on the employer, and neither on social media and networks nor on the applicants or future employees.

According to Meyer-Galow, employees are becoming more demanding of employers' ethical principles; they want to work for companies that take employees' values seriously. [7] Companies that advocate ethical values, so-called “caring companies,” attract highly qualified and committed employees and can achieve higher returns as a result of treating employees respectfully and responsibly. [7]

Literature Overview

Ethics is the basis of societal coexistence and while employees work to earn a living and be socially respected, it is up to employers to maintain jobs and grow to create new jobs. [8] Business and ethics are inseparable although it might be assumed that ethical behavior is a contrast to profit maximization. In the business context, normative ethics can be seen as the explanation for individual decision-making and behavior due to good sense. [2] Helmold examines the relationship between business ethics and CSR and concludes that CSR is a component of business ethics. [9] Business ethics and therefore decision-making with reason not only considers profit maximization but also sustainability. [2] As can be seen in figure 1, CSR can be distinguished into four components: economic responsibility (e.g. towards the employees), regulatory responsibility, ethical responsibility (e.g. towards employees, customers, and applicants), and philanthropic responsibility. Ethical decision-making therefore means behaving according to societal needs and expectations. [6]

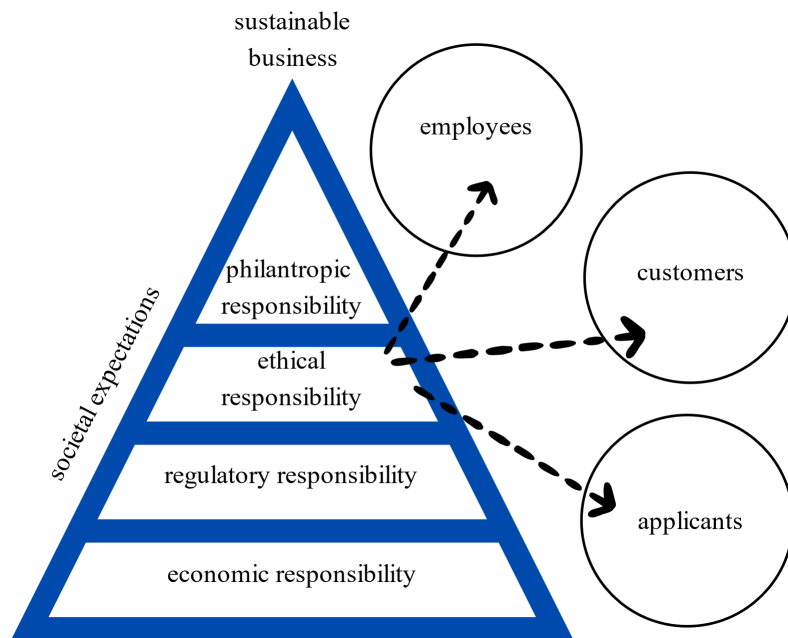


Fig. 1. Modified 4-components CSR pyramid according to Carroll [9]

Kitzmann criticizes that companies that advocate for CSR and business ethics due to current trends might not fulfill those principles in their daily business and only use CSR and business ethics for public relations (PR) and to promote their brand. [1] He calls for legal guidelines that force companies to implement business ethics in day-to-day business. [1] Following a study conducted by Mahbobi et al., ethical

behavior towards different groups (e.g. customers, employees, or applicants), and therefore obtaining a positive (employer) brand, can improve the company's position sustainably regarding its crisis management. [10] Another study conducted by Mahbobi et al. at Heinrich Heine University in Düsseldorf confirmed that ethical behavior generates trust between not only the employer but also potential new employees towards the employer and prevents fluctuation. [10]

Trustworthiness and commitment in the behavior and communication of management e.g. regarding application and hiring processes are according to Wagner the framework of any sustainable business relationship, whereby trust is also established through contracts of employment and the legal system. In terms of ethical behavior, promises or expectations that are not fulfilled have a greater significance than fulfilled trust expectations. [8] For this reason, ethical employer behavior is about the promises on the one hand and the individual expectations of applicants on the other, who adopt normative employer behaviors as a basis for comparison. From the applicants' experience, if the average employer responds within a short period, such as a week, through the use of social media and networking in the application process, applicants will assume this period in their expectations as ethical and respectful behavior. Reconciliation of the applicants' disappointed expectations is possible if the applicants are explained the reasons for e.g. the rejection, e.g. a vacancy that has been advertised is no longer being filled or more suitable applicants are available. Failure to receive feedback from the employer has a negative impact, whereas refusal is a respectful and ethical way to behave. Permanent damage to the trust of applicants can occur if ethical principles of conduct are in clear contradiction to the behavior of the companies. This situation can arise individually, but the feeling that the applicant has been cheated, e.g., will arise if the companies offer significantly below-average salaries in the interview to minimize personnel costs. As expected, the applicant does not resubmit an application to such a company if he or she has an alternative. Influences on applicants' sense of ethics towards potential employers can arise from media reporting. In the area of social networks and media, there is an increased risk of negative perceptions of companies due to unethical behavior. Via portals where employers can be rated, e.g., former employees or job applicants can make negative comments. In social networks and media, users can anonymously express negative comments if they have felt treated unfairly and disrespected as characteristics of unethical behavior in the past. Current applicants can read these comments and withdraw an application based on them. [8]

Methodology

A semi-structured literature review was conducted using sources from 2018 and more recent to identify definitions of ethics of different scientific fields and to transfer these definitions into the professional context of application and hiring processes using social media and networks. The search terms used were “ethics” and “business ethics”. And these were searched for both in the title of the literature and the text. These are being compared with amongst others the results of a survey which was conducted in 2021 by Dewaldt via *SurveyMonkey* containing 46 questions concerning the 201 surveyed persons’ experiences in using social media and networks in the application process. Amongst others, the following subcategories were surveyed and analyzed by using *SPSS*:

- job satisfaction;
- enticement through head-hunters;
- corporate communication behavior;
- biases towards the applicants;
- employer brand;
- working environment. [11]

Of those surveyed, 20% were between 18 and 27 years old, 30% between 28 and 37, 30% between 38 and 47, 15% between 48 and 57 and 5% between 58 and 67. [11] These results will be compared to the theoretical input in the literature review and the HR-technological model on the implementation of platforms for social networks and social media which was derived from the results of the survey will be supplemented by the ethical perspective.

Concerning ethics hypothesis H3 is that faster and more transparent communication by the hiring company towards the applicants will cause a better experience using social media and networks. The unequal treatment of different groups of employees which is widely considered unethical, was part of hypothesis H5. If applicants expect to be not considered for a position due to their gender or age, they will neither apply nor re-apply. [11]

Scientific Outcome

Honest communication which has a strong link to ethical behavior, is amongst others of primary importance to the applicant. Ethical behavior includes not only honest communication regarding positive information but also negative information which increases the trustworthiness of the company. While employers who only communicate positive values or company characteristics might, at first sight, receive more applications, the number of applications or candidates decreases in the long term because of the company's declining credibility and the candidates' unwillingness to cut back their requirements regarding the position to be hired. By honestly communicating neutral and also negative aspects e. g. about the position to be hired, the employer can increase the number of applicants who are truly interested in the position. [11] In a survey conducted by Dewaldt in 2020 with respondents in the United States of America and Germany, in a qualitative question about negative experiences in the application and hiring process German respondents complained about employers being dishonest in their external presentation on social networks and media whereas the American respondents named the anonymity of the Internet as an opportunity for bullies' unpunished insults or fraudulent intentions and a lack of feedback from companies. The respondents from both countries worried about their personal data being protected by the hiring employer. [12]

As Dewaldt pointed out, the potential employer's ethical behavior towards the applicant might be less important than other attributes but essential criteria are being ethically responsible for former, current, and future employees, granting a healthy work-life balance, and a friendly working climate within the whole company, incentivizing motivation, and creativity, offering monetary and non-monetary rewards, applying technical innovations and flexible working models. [11] A connection can be drawn between the dissatisfaction with the current employment situation and the wish to change the employment (squared linearity of 90.756) as shown in the ANOVA-test in Table 1. The more an employee is dissatisfied the higher the wish to change the employment. In contrast, the wish for change due to better working conditions with a new employer is significant but less strong as shown in the ANOVA-test in table 2 (23.007). [14]

Table 4.
ANOVA-Test: Link between dissatisfaction and desire to change [11]

ANOVA-table			Sum of squares	df	Mean of squares	F	Significance
In general, how satisfied are you with your current job/employment situation? (Please select an answer on the scale). * How likely are you to want to change careers within the next 12 months? (Please choose one answer on the scale).	Between the groups	(Combined)	100,180	6	16,697	8,523	0,000
		Linearity	90,756	1	90,756	46,325	0,000
		Deviation from the linearity	9,424	5	1,885	0,962	0,442
	Within the groups		380,069	194	1,959		
	Total		480,249	200			

Table 5.
ANOVA-Test: Link between the promise of better working conditions and desire to change [11]

ANOVA-table			Sum of squares	df	Mean of squares	F	Significance
In general, how satisfied are you with your current job/employment situation? (Please select an answer on the scale). * How likely are you to want to change careers within the next 12 months? (Please choose one answer on the scale).	Between the groups	(Combined)	100,180	6	16,697	8,523	0,000
		Linearity	90,756	1	90,756	46,325	0,000
		Deviation from the linearity	9,424	5	1,885	0,962	0,442
	Within the groups		380,069	194	1,959		
	Total		480,249	200			

According to the question “How likely is it that you would like to use private social media and networks for your application (e.g. *Facebook, Instagram, Twitter, WhatsApp, Telegram, or Google Hangouts*)?” 38.3% would not use those social media or networks, 24.9% are indecisive and 36.8% would prefer to use social media and networks for the application process. [11] Another criterion that is considered ethically correct is regular feedback from the employer. While 26.9% did not regularly receive feedback from the employer on their application, 24.9% sometimes received feedback and 48.3% regularly received positive or negative feedback. [11] The answers are shown in the graph below containing a 7-point Likert scale on the X-axis from 0 (= no regular feedback) to 6 (= regular feedback) with the amount of answers options 0 to 2 being combined and the answer options 4 to 6 being combined. The answer option 3 was not combined with other answer options. The number of respondents who chose an answer option is reflected in the Y-axis.

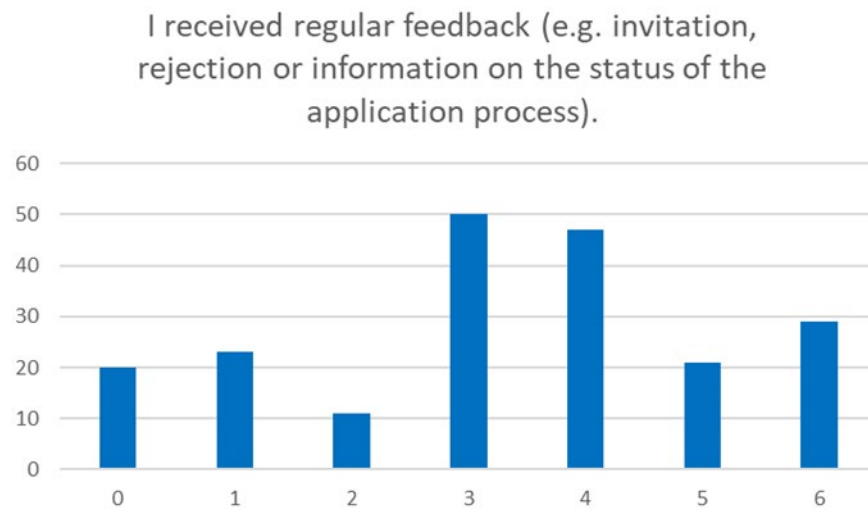


Fig. 2. Regularity of feedback by companies [11]

Of those surveyed, 18.4% do not recognize the company's image or the employer brand (e.g. social benefits, size, sector, etc.) as relevant, to 27.4% those factors are neither important nor unimportant and to 54.2% those factors are of relevance. [11] The surveyed persons answered a question regarding the positive communication behavior of the respective employer: “Positive communication behavior of the company towards its applicants is fundamental to me (e.g. feedback, transparency, friendliness, individual answers, etc.)”, which is of no relevance for 9.0%, neither important nor unimportant for 21.4% and 69.7% wish the future employers communication throughout the application and hiring process to be regular, clear, fair, transparent and kind, etc. [11]

Due to the asymmetrical distribution of information to the disadvantage of employers, it is difficult for the HR manager to detect lies or false information about the quality of applicants in the application process. Conrad therefore recommends not appearing too modest so as not to spoil the chances of being hired and not to present the greatest weaknesses in a literal way. [13] Due to the asymmetry of information and the self-confident appearance of some applicants, HR managers tend to put applicants in stressful situations and indirectly doubt their qualifications or trigger a stress reaction from the applicants. When in the job interviews doubt in the applicant's qualification is shown by HR or the hiring manager, 19.9% cannot deal with the situation, 22.9% have a neutral opinion and 57.2% can deal with doubt in their qualification. Following this survey, women and men in management positions

feel more likely to be passed over for a job due to the respective gender, and female students and men in part-time positions feel disadvantaged in contrast to other groups of employees or future employees. [11]

However, according to a survey by Dewaldt in 2020, which polled 498 employees in Germany, these employees cited concerns about technical difficulties, security and data protection risks, and the lack of feedback from companies as reasons for not using social media and networks for application procedures. Nevertheless, 38.0% of respondents would be willing to use social media more for application procedures. [15] If employers ensured the ethical and responsible use of technology, it would remove a barrier for applicants to submit applications via social media and networks.

Discussion and Conclusion

The application of ethical principles in the use of social media and networks in recruitment processes through the employer requires optimization to sustain the applicants' trust. The HR-technological model on the implementation of platforms for social networks and social media [11] as shown in figure 3 can be applied to the topic of *“Ethics in the use of social media and networks in hiring processes”*. The employer's business ethics goals should be defined, and a responsible business unit should be defined for ethical behavior, e.g. in addition to corporate social responsibility (CSR). The initial situation should be analyzed regarding the company's ethical behavior towards former and current employees and applicants (1.). The initial situation should be interpreted (2.) concerning ethical behavior and ethical and unethical behavior should be considered as reasons for fluctuation (3.). Within a test field application and hiring processes could be changed towards more ethical behavior, e.g. the company could respond to all applications, be more transparent on the application process, etc. (4.). The improvement should be controlled e.g. via questionnaire asking applicants about their positive and negative feedback and the costs of the more ethical behavior and communication should be measured (5.). The improvement could not only be qualitative but also quantitative and be measured with the number of applications (6.). The improved ethical behavior should be implemented and stipulated in the HR policies (7.). The whole process should be re-evaluated and after a certain period, the new initial situation should be analyzed.

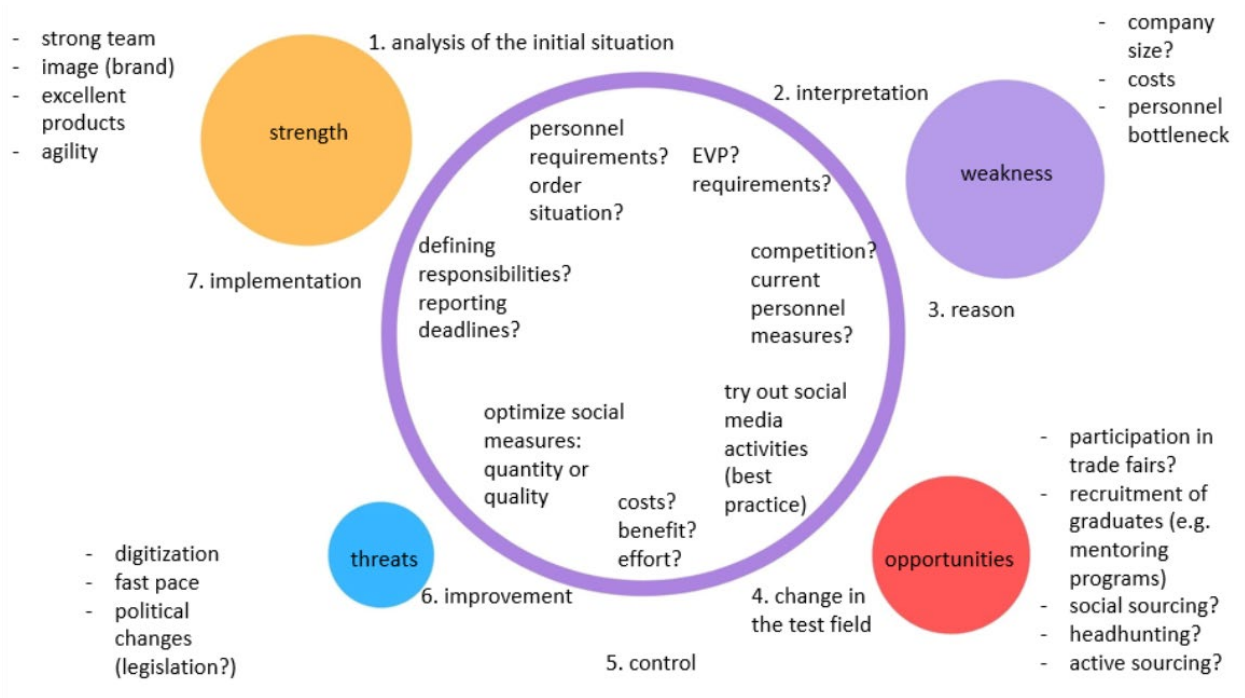


Fig. 3. HR-technological model on the implementation of platforms for social networks and social media [11]

To conclude, ethics has multiple perspectives, can be semi-formal, and relies on regulations or informal. Ethics is studied in different scientific sectors and cannot be separated from business although it does not grant profit maximization. It has been proven that there is an inseparable connection between the topic of ethics and business, and especially in the field of application and hiring processes through social media and networks the employers' measures could be improved. Numerous research questions remain open in this area for future research, as it is a very broad topic. Applicants have high societal and regulatory expectations of companies, including how they communicate in the application process; if these expectations are not met, a loss of trust is associated therewith. Furthermore, through ethical behavior, employers can reduce the dissatisfaction of their workforce and minimize fluctuation.

REFERENCES

- [1] **KITZMANN**, A. Künstliche Intelligenz und menschliche Intelligenz. In: Arnold Kitzmann, ed. *Künstliche Intelligenz*. Wiesbaden: Springer Fachmedien Wiesbaden, 2022, pp. 65–112.
- [2] **FALLGATTER**, M. J. Macht, Politik, Ethik: Helle und dunkle Seiten von Unternehmen. In: Michael J. Fallgatter, ed. *Management und Managementenerfolg*. Wiesbaden: Springer Fachmedien Wiesbaden, 2020, pp. 423–457.
- [3] **FUNK**, M. Problemaufriss der Technikethik. In: Michael Funk, ed. *Angewandte Ethik und Technikbewertung*. Wiesbaden: Springer Fachmedien Wiesbaden, 2022, pp. 121–141.
- [4] **BRUMLIK**, M. Philosophische Ethik und Pädagogik. In: Constanze Berndt, Thomas Häcker, and Maik Walm, eds. *Ethik in pädagogischen Beziehungen*, 2022, pp. 57–63.
- [5] **FUNK**, M. „Mittelpunkt Mensch!“ Methodisch-sprachkritische Anthropozentrik und leibliche Orientierung. In: Michael Funk, ed. *Angewandte Ethik und Technikbewertung*. Wiesbaden: Springer Fachmedien Wiesbaden, 2022, pp. 23–54.
- [6] **KITZMANN**, A. Künstliche Intelligenz und Ethik. In: Arnold Kitzmann, ed. *Künstliche Intelligenz*. Wiesbaden: Springer Fachmedien Wiesbaden, 2022, pp. 19–24.
- [7] **MEYER-GALOW**, E. Das Problem. In: Erhard Meyer-Galow, ed. *Business Ethik 3.0*. Wiesbaden: Springer Fachmedien Wiesbaden, 2020, pp. 11–162.
- [8] **WAGNER**, C. Das Arbeitsverhältnis als Betrachtungsgegenstand der Arbeit. In: Christoph Wagner, ed. *Managementethik und Arbeitsplätze*. Wiesbaden: Springer Fachmedien Wiesbaden, 2019, pp. 31–139.
- [9] **HELMOLD**, M. Corporate Social Responsibility (CSR) und Ethik. In: Marc Helmold, ed. *Leadership*. Wiesbaden: Springer Fachmedien Wiesbaden, 2022, pp. 155–173.
- [10] **MAHBOBI**, G. et al. Ethik als Wettbewerbsvorteil in der Krise [online]. *Digitale Welt*. 2020, 4(4), 24-26. Available from: 10.1007/s42354-020-0297-1.
- [11] **DEWALDT**, E. *HR-TECHNOLOGICAL MODEL THROUGH THE SOCIAL NETWORKS AND MEDIA PLATFORMS*. Dissertation. Sofia, 2022.
- [12] **DEWALDT**, E. CHANGES IN APPLICATION AND RECRUITMENT PROCESSES DUE TO BEHAVIORAL CHANGES RESULTING FROM THE USE OF SOCIAL NETWORKS AND MEDIA [online]. *BEST: International Journal of Management Information* *BEST: International Journal of Management Information*. 2021, 9(2), 65–74. ISSN(E): 2454-471X. Available from: www.bestjournals.in.
- [13] **CONRAD**, C. A. Ethische Bewertungsansätze. In: Christian A. Conrad, ed. *Wirtschaftsethik*. Wiesbaden: Springer Fachmedien Wiesbaden, 2020, pp. 23–70.
- [14] **DEWALDT**, E. THE NEED OF DIGITIZATION IN HR THROUGH DEMOGRAPHIC CHANGES AND TECHNOLOGICAL INVENTIONS – ADVICE FOR EMPLOYERS. In: University of Library Studies and Information Technologies, ed. *KNOWLEDGE SOCIETY AND 21st CENTURY HUMANISM. The 19th International Scientific Conference*, 2021, pp. 657–667. ISSN 2683-0094.
- [15] **DEWALDT**, E. Gegenüberstellung des Umfangs der Verwendung sozialer Medien in Deutschland im privaten Bereich and in Bewerbungsverfahren aus der Perspektive der Bewerbenden. *Zeitschrift für Interdisziplinäre Ökonomische Forschung der Allensbach Hochschule*. 2021, 4–11. ISSN: 2196-4688.

ЕТИЧНОСТ ПРИ ИЗПОЛЗВАНЕТО НА СОЦИАЛНИ МЕДИИ И МРЕЖИ В ПРОЦЕСА НА ПОДБОР НА ПЕРСОНАЛ

Резюме: *Беше направен полуструктуриран литературен преглед, като бяха използвани източници от 2018 г. и по-нови, за да се идентифицират определенията за етика на различни научни области и да се прехвърлят тези определения в професионалния контекст на процесите на кандидатстване и наемане на работа с помощта на социални медии и мрежи. При необходимост като изключение са използвани и по-стари източници. Те се сравняват, наред с другото, с резултатите от проучване, проведено от автора през 2021 г. с 201 интервюирани кандидати чрез въпросник по отношение на въпросите, свързани с етиката при използването на социалните медии и мрежи в процесите на кандидатстване и наемане на работа. Ще бъдат изведени препоръки за работодателите в Германия за етично и заслужаващо доверие поведение в процесите на наемане на работа с използване на социални медии и мрежи. Целта на тези препоръки е да се подобри работодателската марка чрез етично поведение и да се повиши доверието в работодателя, за да се генерира по-голям брой кандидатури и да се намали недостигът на квалифицирани кадри, като същевременно се намалят разходите за процеса на кандидатстване и наемане.*

Ключови думи: *приложение, комуникация, работодателска марка, етика, честност, морал, социални медии, доверителност*

Elisabeth Dewaldt, PhD
Freelance Academic Writer;
PhD Program Consultant @ EduEarth Ltd.
E-mail: lisa.dewaldt@eduearth.org

ETHICS IN DIGITALISATION

Jawed Ghaffari

University of Library Studies and Information Technologies

Abstract: *The aim of this paper is to establish an interface between digitalisation and ethics. The first step is to show how current and far-reaching the topic of digitalisation is and how digital technologies can change the economy and our social life. At the same time, it is shown that with increasing digitalisation, a series of ethical problems can arise that affect both individual people and society as a whole. The topic is one of the core issues of today and is widely discussed in literature and practice. The literature shows that ethics in digitalisation is a very broad topic. In this paper, three areas of it are considered. Work and automation show the problems when digital technologies can replace people and thus damage social structures. The area of data protection and privacy shows a dilemma between the advantages of data storage and possible risks that can violate people's rights. Finally, the area of artificial intelligence shows that the topic is far from being technologically finished - but already shows some ethical risks today. With all the technological progress, society must always keep an eye on the ethical aspects in order to benefit from digitalisation in the long term.*

Keywords: *Automation, Artificial Intelligence, Data, Digitalisation, Ethics*

Introduction

Digitalisation is one of the megatrends of today. The concept of digitalisation is already shaping many parts of society and the economy. In the future, the influence will become even greater. Technologies such as artificial intelligence, big data, blockchain and other aspects are constantly being developed. Many see huge potential here for companies and the economy. Increasing efficiency through automation is just one of the buzzwords. A forecast by the consulting firm PwC, for example, shows that the German gross domestic product has a potential increase of around 11 percent by the year 2030 – driven solely by artificial intelligence technologies ¹. This underlines the importance of digitalisation for the international economy. Besides all the potential, digitalisation also has some potential drawbacks. The technologies are taking on such increasing momentum that the consequences are difficult to assess. The aspect of ethics is increasingly being discussed and questioned in this context. In this academic paper, selected ethical aspects of digitalisation are dealt with. Three areas in particular are addressed:

1. Work and automation;
2. Data protection and privacy;

3. Artificial intelligence.

Within these areas, a link is established between “digitalisation” and “ethics” in order to then work out the possible ethical problems. In doing so, the conflict will be clarified. Finally, some possible solutions are presented after each area.

Work and automation

In today's world, we are witnessing an enormous increase in digital technologies. Companies are increasingly making use of these technologies. One of the most discussed areas is the automation of work – and with it the possible loss of jobs and the replacement of “man and machine”. From an ethical point of view, it seems particularly necessary to maintain a critical attitude here. The effects on human dignity, the economy and social life can be far-reaching.

It must be emphasised at the outset that companies strive to increase efficiency and productivity in accordance with the guiding principle of “profit maximisation”. Digital technologies can often help with this. For example, work is done faster, and at the same time the error rate is lower. This extends across different industries. In manufacturing or industry, machines can perform precise and heavy work without being limited. A human, for example, cannot move heavy loads beyond human ability. In IT, algorithms can analyse thousands of data sets in real time ².

However, with all the advantages, it is important to consider the ethical and human aspects and find a balance. The mere replacement of humans by machines can have serious implications for society as a whole. Some implications are addressed below.

Human dignity

For a long time now, a job as such has not merely been about satisfying the basic needs of life, such as food or housing. Rather, a job provides people with a sense of purpose, companionship and even a part of their own identity. Many people identify with their job over the years and are familiar with the social structure – with their colleagues, for example. Accordingly, a loss of a job and the feeling of being replaced by technology can have a negative impact on the self-esteem of affected people [1].

There can be some social and economic impacts. In addition to the above-mentioned effects on the individual, this can also have ethical problems in relation to society as a whole and the national economy. If certain jobs are eliminated through

automation, this can promote social inequality. Especially people in the lower wage sector will suffer. At the same time, people in higher wage and wealth sectors can continue to gain, for example through the sale of these same technologies [2].

One of the most common solutions to labour and automation is to seek to train and retrain people. There can be a focus on promoting occupations that require human skills. These are, for example, social professions ³.

Another tool would be to strengthen workers' rights so that, for example, employees are offered the opportunity to take up retraining or at least receive severance pay [3].

ESG goals can also be mentioned in this context. When companies look beyond mere profit maximisation to social and sustainable goals, workers' rights can play a greater role.

Proposals such as a tax on robots⁴ or flexible working time models were mentioned in this context [4].

Data protection and privacy

As already mentioned, digitalisation has the potential to change our lives permanently and offers some advantages. However, the rapid rise of digital technologies raises ethical concerns in many quarters. One major issue is the protection of personal data and the right to privacy. Historically, data protection and privacy of people have been the focus of ethics for a long time. In the mid-20th century, when the first databases were created, the question of control already arose [5]. With advancing digitalisation, it seems imperative to bring this question more into focus.

There is an ethical dilemma between the need for data collection and the right for data protection. The management and analysis of data is of great importance in many areas of life and business. For example, data is collected in medical research. This extends to tailored advertising in the consumer sector. The collection of data is ubiquitous. Here the question arises where the line is between usefulness and at the same time the protection of personal rights. On the one hand, people want advertisements that are useful to them, but on the other hand, the data should be kept strictly confidential. One of the big problems is the lack of transparency that often prevails. It is not apparent to people what personal data is stored, who has access

rights to it and how long it can be used [6]. This asymmetry of information can lead to companies or individuals having an overhang of power on individuals.

Especially in digital companies, personal data is used as capital. Supposedly free offers, such as in social media, are financed by trading in data. Often, the people concerned are not even aware that they have “paid” for the free access with their data [7].

The issue is also increasingly important in society as a whole and among international governments. For example, the European Union has passed the GDPR – a law that is supposed to protect citizens' data more strongly [8].

After the importance of the topic has been explained, some possible solutions are listed and presented below. The topic is so complex and technologically diverse that it is not possible to present the entire spectrum of solutions in this scientific paper. However, a basic overview is given.

As a basis, the public should be educated and sensitised to the topic. Awareness of data protection should be raised and people need to be informed about the rights regarding their personal data⁵. Countries can start from this point and increase regulation in the area and enact laws that strengthen data protection [9].

Technological safeguards are also needed so that people's data is protected. For example, websites could build in tools that explicitly ask the user for permission before collecting data. Here it is questionable whether legal regulations need to be installed. In addition, a retention period for the storage of data can be enacted. In this case, companies can be obliged to automatically delete the data after a certain period of time. In any case, possible sanctions for non-compliance could strengthen implementation [10]. In all of this, the balance between business rights and the rights of individuals needs to be examined. Excessive regulation could stifle business growth and jeopardise jobs in the long term.

Implementing these solutions requires an interdisciplinary approach, with technologists, legal experts, businesses and the public working together to ensure effective and ethically responsible use of data in the digital world.

Artificial intelligence

One of the most common topics in the context of digitalisation in recent years is the topic of artificial intelligence. This topic arouses both enthusiasm and concern among many people. It therefore seems necessary to take a critical look at this area in terms of ethics. The ethical challenges are manifold and are presented below.

The question of responsibility in the event of possible mistakes by artificial intelligence is often unresolved. If the technology itself acts and achieves undesirable results, the question of who is responsible automatically arises. Is it the developer, the operator, the user or the technology itself [11]? There is as yet no common answer to this.

Artificial intelligence technologies often learn from historical data. If this data is biased, AI can reproduce these views, which can lead to discriminatory decisions. For example, facial recognition algorithms may treat certain ethnic groups or genders unfairly, or chatbots may make discriminatory statements [12].

There are concerns about the future development of AI, especially when it reaches a level that surpasses human intelligence – also referred to as 'superintelligence'. Such a machine could make decisions that are incomprehensible or even harmful to humans. These scenarios are often the subject of films but at the same time do not seem to go unnoticed in reality [13].

The ethical challenges of AI are complex and require an interdisciplinary approach. It is important that scientists, ethicists, regulators and the public work together to develop guidelines and best practices to ensure that AI technologies are used for the benefit of all and do not lead to undesirable or unjust outcomes.

The ethical aspects of AI are not merely a technical or academic issue, but much more concern the foundations of our social coexistence and our individual rights. A conscious and responsible approach to this technology is crucial for a just and digital future ⁶.

When programming artificial intelligence technologies, ethical aspects should already be taken into account. This requires, for example, the definition of ethical guidelines and targeted training for developers. In this way, algorithms can be programmed in such a way that potential ethical risks are minimised [14]. At the same time, the transparency of these algorithms can be improved to further emphasise this aspect. In addition, for technologies that are universally accessible, it is important to promote international cooperation and jointly achieve regulation.

By combining different approaches, a framework for the long-term use of AI can be created. It is important to use the advantages and at the same time minimise the disadvantages. In doing so, the discussion about the ethical aspects is of high importance – so that society as a whole benefits from the novel technologies.

Conclusion

In summary, it can be said that digitalisation will become even more relevant in the future. It shows potential to change and improve our lives in the long term. Novel technologies offer a range of benefits for private and professional life. Companies, government agencies and society can benefit greatly. However, there are a number of ethical risks. The increasing complexity of digitalisation makes it more complex to prevent ethical risks. However, the literature suggests that the risks can cause significant harm to society. It is therefore important to create a sense of responsibility among the public and to make the use of digital technologies ethically acceptable. At the present time, the full extent is not yet foreseeable. Therefore, it seems necessary to carry out a critical assessment at an early stage so that the rapid progress in digitalisation does not overtake ethics.

NOTES

¹ **PwC**, Digitale Ethik – Orientierung, Werte und Haltung für eine digitale Welt, 2020 [viewed 25 August 2023]. Available from: <https://www.pwc.de/de/digitale-transformation/assets/phttps://www.pwc.de/de/managementberatung/pwc-digitale-ethik-white-paper.pdf>, Germany, pp 4-5.

² **KPMG**, Digitalisierung im Rechnungswesen – Eine Bestandaufnahme im Accounting und Controlling, 2018, Available from: https://www.rwp.bwl.unimuenchen.de/pubdb/art_in_books/digitalisierung-im-rw-2018.html, Frankfurt, Page 16.

³ **World Economic Forum**, The Future of Jobs Report 2018, 2018 [viewed 25 August 2023]. Available from: https://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf, Geneva, Page viii.

⁴ **Gates, B.**, The robot that takes your job should pay taxes, says Bill Gates, Quartz, 2017 [viewed 27 August 2023]. Available from: <https://qz.com/911968/bill-gates-the-robot-that-takes-your-job-should-pay-taxes>.

⁵ **Rainie, L., Anderson, J.**, The Future of Privacy, Pew Research Center, 2014 [viewed 23 August 2023]. Available from: <https://www.pewresearch.org/internet/2014/12/18/future-of-privacy/>.

⁶ **Pohlmann, N.**, Digitale Ethik, Institut für Internet-Sicherheit- if(is), 2023 [viewed 30 August 2023]. Available from: <https://norbert-pohlmann.com/glossar-cyber-sicherheit/digitale-ethik/>.

REFERENCES

- [1] **MEYER, T.** *Die Bedeutung der Arbeit*, Georg Thieme Verlag KG Stuttgart, [online], 2019 [viewed 23 August 2023]. Available from: <https://www.thieme-connect.com/products/ejournals/abstract/10.1055/a-0885-3081>.
- [2] **SUSSKIND, R., SUSSKIND, D.** *The future of the professions: How technology will transform the work of human experts*, Oxford University Press, 2016, pp. 32–33.
- [3] **VALSAMIS, D., COEN, A., VANOETEREN, V.** *The Future of Work: Digitalisation in the US Labour Market*, Directorate-general For internal Policies, [online], 2016 [viewed 23 August 2023]. Available from: [https://www.europarl.europa.eu/RegData/etudes/BRIE/2016/578959/IPOL_BRI\(2016\)578959_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2016/578959/IPOL_BRI(2016)578959_EN.pdf), pp. 19–20.
- [4] **PERMAN, R.** *The Case for a Four Day Work Week*, The Guardian, 2019.
- [5] **SOLOVE, D. J.** *Understanding Privacy*, Harvard University Press, GWU legal Studies Research Paper No. 420, [online], 2008 [viewed 25 August 2023]. Available from: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1127888, Page 4.
- [6] **de WITT, C., GLOERFELD, C.** *Handbuch Mobile Learning*, Springer Fachmedien Wiesbaden, 2018, pp. 231.
- [7] **O’NEIL, C.** *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*, Cron, 2016.

- [8] **EU-DSGVO**, [online], [viewed 25 August 2023]. Available from: <https://www.datenschutz-grundverordnung.eu/grundverordnung/art-1-ds-gvo/>, Art. 1.
- [9] **KUNER, C.**, *Regulation of Transborder Data Flows under Data Protection and Privacy Law: Past, Present and Future*, OECD Digital Economy Papers, No. 187, Paris, [online], 2011 [viewed 24 August 2023], Available from: <https://www.oecd-ilibrary.org/docserver/5kg0s2fk315f-en.pdf?expires=1693419151&id=id&accname=guest&checksum=F5523B01C8FE4FF90803EB85032E2709>, Page 7.
- [10] **CAVOUKIAN, A.**, *Privacy by Design: The 7 Foundational Principles*, Information and Privacy Commissioner of Ontario, [online], 2012, [viewed 25 August 2023]. Available from: <https://privacy.ucsc.edu/resources/privacy-by-design---foundational-principles.pdf>, Page 2.
- [11] **BOSTROM, N.**, **YUDKOWSKY, E.** *The Ethics of Artificial Intelligence*, Cambridge Handbook of Artificial Intelligence, [online], 2011 [viewed 24 August 2023]. Available from: <https://nickbostrom.com/ethics/artificial-intelligence.pdf>, Page 1.
- [12] **BUOLAMWINI, J.**, **GEBRU, T.** *Gender Shades: Intersectional Accuracy Disparities in Commercial Gender Classification*, [online], 2018, [viewed 26 August 2023]. Available from: <https://proceedings.mlr.press/v81/buolamwini18a/buolamwini18a.pdf>, pp. 1–2.
- [13] **NIDA-RÜMELIN, J.**, **WEIDENFELD, N.**, *Digitaler Humanismus: Eine Ethik für das zeitalter der Künstlichen Intelligenz* [online], München, 2018 [viewed 25 August 2023]. Available from: https://books.google.de/books?hl=de&lr=&id=96tLDwAAQBAJ&oi=fnd&pg=PT5&dq=ethik+in+der+k%C3%BCnstlichen+intelligenz&ots=wCAfw6DSVt&sig=s1_WbjEWpfm2acKg310JBm0l89I#v=onepage&q=ethik%20in%20der%20k%C3%BCnstlichen%20intelligenz&f=false
- [14] **GREENE, D.**, **HOFFMANN, A. L.**, **STARK, L.**, *Better, Nicer, Clearer, Fairer. A Critical Assessment of the Movement for Ethical Artificial Intelligence and Machine Learning*, In Proceedings of the 52nd Hawaii International Conference on System Sciences, [online], 2019, [viewed 25 August 2023]. Available from: <https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/849782a6-06bf-4ce8-9144-a93de4455d1c/content>, pp. 1–2.

ЕТИКА В ДИГИТАЛИЗАЦИЯТА

Резюме: Целта на тази статия е да се установи връзка между дигитализацията и етиката. Първата стъпка е да се покаже колко актуална и широкообхватна е темата за дигитализацията и как дигиталните технологии могат да променят икономиката и социалния ни живот. Същевременно се показва, че с нарастващата дигитализация могат да възникнат редица етични проблеми, които засягат както отделните хора, така и обществото като цяло. Темата е един от основните въпроси на днешния ден и е широко обсъждана в литературата и практиката. Литературата показва, че етиката в дигитализацията е много широка тема. В настоящата статия са разгледани три нейни области. Работата и автоматизацията показват проблемите, когато дигиталните технологии могат да заместят хората и по този начин да увредят социалните структури. Областта на защитата на данните и неприкосновеността на личния живот показва дилемата между предимствата на съхранението на данни и възможните рискове, които могат да нарушат правата на хората. И накрая, областта на изкуствения интелект показва, че темата далеч не е технологично завършена - но днес вече показва някои етични рискове. При целия технологичен напредък обществото трябва винаги да държи под око етичните аспекти, за да се възползва от цифровизацията в дългосрочен план.

Ключови думи: автоматизация, изкуствен интелект, данни, дигитализация, етика

Jawed Ghaffari, MSc
University of Library Studies and Information Technologies
E-mail: jawed.ghaffari@global-act.de

BUSINESS ETHICS IN REMOTE WORK

Markus Ferdinand Hoppe

University of Library Studies and Information Technologies

Abstract: *In modern work orientation of New Work, working at a distance has become an indispensable form of labor. Whether completely in a home office or in a hybrid way of working between mobile and stationary variants, both versions have in common that the employees do not have the physical proximity to their colleagues and superiors. But since it is still a community of people, coworkers have to get along with each other nevertheless. Adequate behaviour and ethical principles are examined in this article from the perspective of the company, the managers, the employees and colleagues amongst each other. With the presentation and description of a possible work ethic at a distance, this article is completed.*

Keywords: *ethics, New-work, distance working, hybrid working, Business ethics, ethical leadership, trust, culture*

Introduction

“What should I do?” Aristotle once asked. Even in antiquity, he posed the question of human action and the “good” use of human freedom. From this tradition, ethics is seen today as an area of philosophy. This view should not be understood as a glorified view of antiquity. Rather, ethics is becoming increasingly relevant in today's world. Civil society movements such as Black Lives Matter or Fridays for Future show worldwide how important ethical values and social responsibilities are for people. In addition to societal changes, also the world of work is subject to constant change. This implicates the need to look at the impact of business ethics in the digital world of work on employees. The standards of individual organisations are set by the corporate culture they live by¹. Given the radical changes, it is precisely this culture that may need to evolve. An important instrument here is the type of leadership from managers. Authoritarian concepts hardly promise success². It seems that a trusting cooperation is much more advantageous for leadership at a distance³. But individual employees are also subject to change. At this point, it is crucial to ensure that the basic attitude of non-compensation and the fair treatment of employee groups remain in balance.

Research methodology

There is a lot of information in the existing literature on the topic of ethics in the workplace. Many ethical questions on digitalisation have been elaborated on the

boundary conditions of ethical principles in a modern world of work. Topics on psychosocial health from an ethical perspective have also been published. As few publications have been published to date on a comprehensive presentation of these principles in the context of remote working, this paper looks at their specific features in the literature and summarises them in a common context. Therefore, the research method is based on a literature review.

Ethics in New work

Work demands have constantly evolved and have been adjusted by digital transformations. In the technological age, work processes have changed radically. The dependency of digital communication just became apparent to many during the recent Corona pandemic¹. The question is how this affects leadership and work. What are the ethical opportunities and risks of Work 4.0 in this context?⁴ The regulations within Corporate Digital Responsibility can offer a solution approach to this. But how should companies approach the issue of digital corporate responsibility in concrete terms? In terms of society as a whole, neutral places for exchange, cooperation and testing between business, politics and consumer organisations are needed. Only in this way any state regulation can be harmonised with the requirements of the individual stakeholders and new paths of self-regulation can be taken. It is becoming increasingly clear that the pressure on business to act is growing⁵. “Under these conditions, timely state regulation of problematic digital innovations currently seems impossible. Therefore, the demand to ensure an ethical-normative orientation and reorientation of innovation is directed at the actors and profiteers of the digital industry. This self-regulation can also be assigned to the innovation industry by attributing a moral role responsibility to those who bring the products into circulation, profit significantly from them economically and can also help in an emergency situation due to their unique abilities “⁶.

Corporate culture

According to the influential economist Milton Friedman, “The social responsibility of business is to increase its profits.”⁷ This is based on insights from our age of automation and process optimisation. This has created a very successful culture of labour efficiency in society.

But in addition to maximising profits, companies also have their share in social currents. After the economic and financial crisis of 2008/2009, the aspect of social

participation by companies was raised more in consciousness⁸. These efforts were speeded up by various challenges such as globalisation, the shortage of skilled workers, climate change, advancing digitalisation and automation. This has led to companies advocating moral -based management, increasingly. This change in values has been accelerated by large companies that want to share these ideals and exchange data on their carbon footprints. One of these concepts, which has a high ethical relevance, is corporate culture. In the center of practical and scientific interest is often the question, which cultural identity (expressed in moral concepts shared by all company members) is the most beneficial to economic success of the company¹⁶. Ethically relevant questions – for example in terms of corporate cultural values and norms or with regard to possible problematic consequences of their behaviour-steering effect – are usually disregarded. An integration of ethical and cultural aspects is sought by only a few authors¹⁷. A corporate culture fundamentally refers to its values, which give rise to it. Values are basic assumptions about what is considered right or wrong.

In the context of remote working, this consideration must be extended even further. In these working models, the employees are outside the company. The corporate culture must be open enough for this to be possible. Especially if part of the workforce can work remotely and another part of the workforce has to stay on site, as is necessary in a manufacturing environment, for example. Here, the corporate culture must ensure fairness for all employees and distribute the different benefits fairly so that employees do not feel unfairly treated. This culture is supported by a targeted leadership of the managers.

Ethical leadership

Managers have the task to direct their employees and to make important decisions. In doing so, they have a serious impact on many people. These effects can be good or bad for people concerned. Therefore, such decision-making processes require not only professional knowledge and skills, but also moral competence⁹. Ethical leadership is characterised by many features in behaviour of managers. A manager acts ethically when he sets goals in employee interactions that can be achieved without violating the company's code of conduct. In doing so, he strengthens the compliance approach within the workforce. The type of leadership can also influence ethical concerns. If the supervisor does not act as a controller but as a coach of the employees, he or she not only creates trust in the employees but also sustainable

development and prepares the ground for the personal development of the individual employees¹⁰.

The managers themselves also have different challenges with remote management than with on-site management. The situation is further complicated by the fact that some employees can work remotely and others have to stay on site. This can lead to a sense of injustice and unintentional grouping or even division of departments. Managers need to counteract this by offering fair benefits to each area to compensate for the advantages of the other groups. This does not necessarily have to be monetary, but can also be a matter of social upgrading. The relationship of trust between the leader and the employee is an important component of ethical leadership at a distance. It determines the degree of sustainable and trusting cooperation.

Trust

As can be seen from the consideration of ethical leadership, a confiding cooperation can hardly take place without trust. The corporate culture should allow room for confidence. Trust is also a “multidimensional concept” in the operational context, which can be used at different levels¹¹. Interpersonal trust from the employee's point of view serves to ensure smooth and effective cooperation between employees and managers without disruptive controls. Figure 1 shows a trust cycle between an employee and a manager, who – from their particular view – have already been proven to be trustworthy in the sense of getting or giving a leap of faith – and who also have shown, that their trust-relation is solid and well – founded. Both are willing to trust and both are seeing the necessity to trust¹¹.

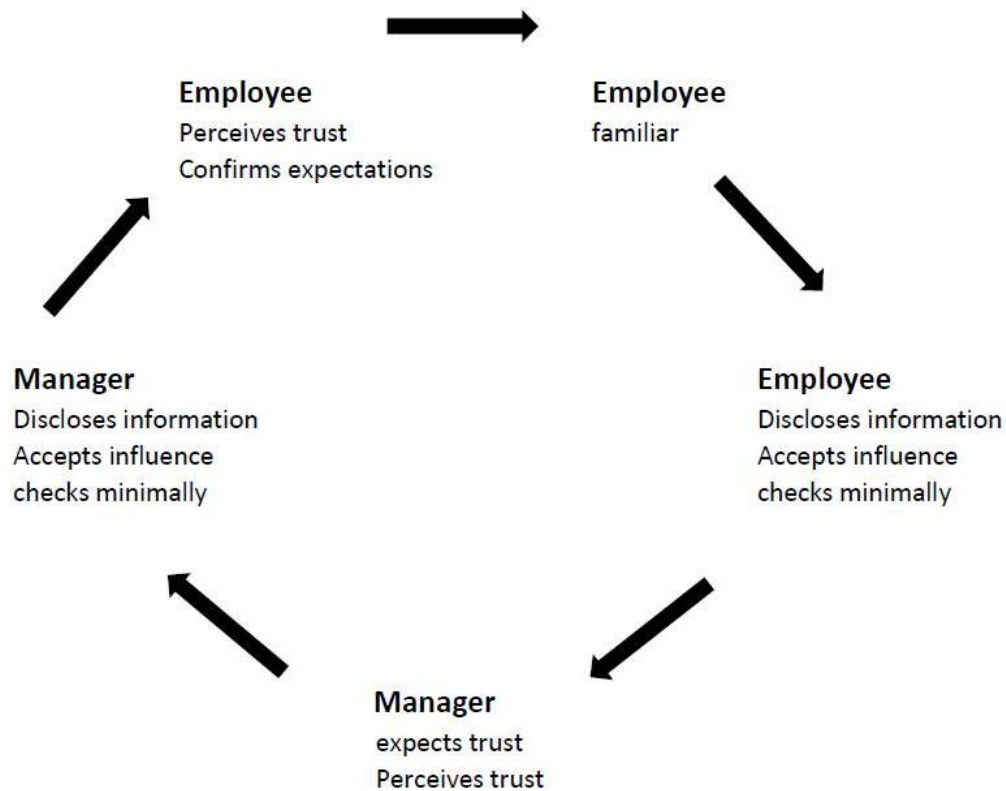


Fig. 1. Circle of trust

Each step of the positively reinforcing example of a trust cycle can now be the first in the following consideration. As an example, it is now assumed that the manager discloses information, accepts the employee's influence and only checks him minimally in his activities. As a result, the employee perceives the trust placed in him from the manager's point of view and confirms the manager's expectations of him through his behaviour¹³.

Trust is essentially the expectation that others will not damage it. This would be possible, for example, through breach of contract, non-fulfilment of promises, breaking the law or violating moral norms. Practically every form of irresponsible action entails harm that is not seen as legitimate. Therefore, this non-harm principle will be considered as the basis of ethical cooperation in the following¹⁴.

Non-compensation

Responsible action begins with not harming others. This principle of non-harming can be found in many cultures throughout the ages. To better interpret its

meaning, it is helpful to turn the classic question “What should I do?” into the question: What can we expect from each other? The most basic answer is: that we can expect from each other not to harm each other¹⁴. This is the most minimal form of ethical view. This does not only mean physical integrity, but also psychological, monetary and factual disadvantages. The loss of reputation, power and influence can also be harmful. Especially in the case of groups that are in competition with each other, it is much more difficult to maintain the integrity of others. However, understanding of fairness can support the process of mutual integrity. Especially when working remotely. Fairness

People strive for justice. They expect organisations to which they belong, to support this aspiration¹⁵. Justice is a basic category of leadership relationship. Plato already described justice as a virtue that underlies other virtues¹⁸. The concept of justice does not mean a legal evaluation, but rather the perceived kind of equal treatment and fairness of human beings towards each other. This is why it is referred to as fairness in the following.

One theory in the world of work relates to the distributions of rewards. In this, the trade-off between inputs and outputs plays a central role¹⁹. Inputs are the skills, experience, education and labour invested by a person. The output manifests itself in wage payment, social benefits or status. In order to assess fairness, one needs a comparator. If there is an imbalance between these persons, this leads to a perception of unfairness²⁰. The possibility to work from home is, depending on the respective company culture, more or less understood as a privilege. When granting these privileges, it must be expected that this will be closely observed by the workforce. And a weighing of fairness among each other takes place.

Conclusion

Ethical behaviour is also possible at a distance. As a basis, the relationships of fairness and trust are essential components. The characteristics are determined by the respective corporate cultures and controlled by the ethical leadership of managers. As a result, a distinctive non-compensation should be established within the individual groups. This is visualised in Figure 2.

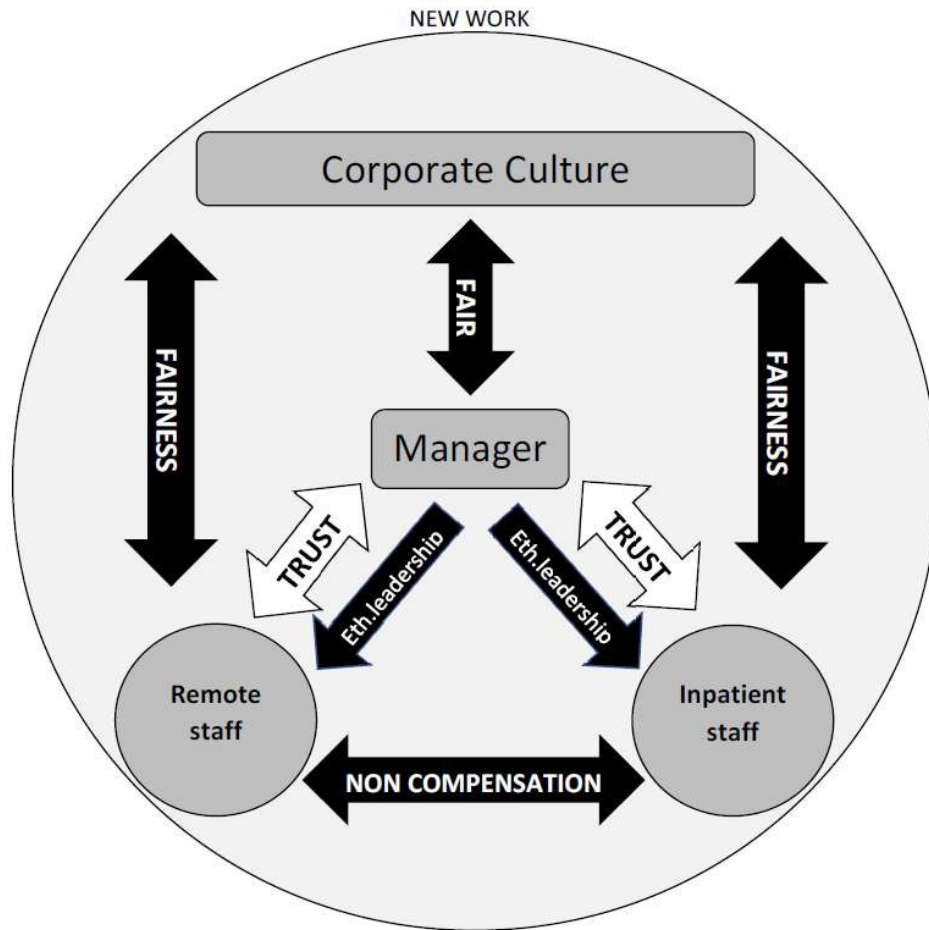


Fig. 2. Ethics on remote

The figure shows that the entire structure is within the framework of the new work. The individual corporate culture provides the basic values as a basis. Therefore, the decision-makers should be familiar with this structure.

What is important is fairness, which is actually lived with the corporate culture. This gives the freedom to create fair relationships, which are passed on to the managers and the different groups of staff (remote staff and inpatient staff). This is shown in the figure with the arrows "FAIRNESS". Through the ethical leadership of managers, a solid relationship of trust can develop, which can sustainably maintain the willingness of employees to perform, even when working remotely.

It is also important that staff groups behave fairly towards each other. Not all activities are suitable for working from home. The groups that are enabled to do this and the groups that work at home should therefore not feel disadvantaged. Here it is

necessary that those with different privileges can feel that they are equally valued. If no unequal treatment is felt, the chance of collegial cooperation and non-discrimination based on this is very high, which can strengthen the performance of the organisation in the long term.

REFERENCES

- DÖRICH**, J Digitalisierung, Industrie 4.0 und die Arbeit der Zukunft-Herausforderungen für Unternehmen und Sozialpartnern Standort Deutschland. DER HOCHSCHULE FRESENIUS, pp.11
- KOREK**, S., **FELFE**, J. and **ZAEPERNICK-ROTHER**, U., (2010). Transformational leadership and commitment: A multilevel analysis of group-level influences and mediating processes. *European Journal of Work and Organizational Psychology*, 19(3), pp.364–387.
- HERTEL**, G. and **LAUER**, L., (2012). Führung auf Distanz und E-Leadership–die Zukunft der Führung?. *Die Zukunft der Führung*, pp.103–118.
- DÖRR**, S., 2020. Praxisleitfaden corporate digital responsibility. VS Springer, Berlin.
- ESSELMANN**, F., **GOLLE**, D., **THIEL**, C. and **Brink**, A. (2020). Corporate Digital Responsibility. Unternehmerische Verantwortung als Chance für die deutsche Wirtschaft.
- BÖHM**, C. (2019). Verantwortung für digitale Innovation: ein realistisches Ziel? *zfwu Zeitschrift für Wirtschafts- und Unternehmensethik*, 20(2), pp.150–175.
- MAAK**, T. and **Ulrich**, P. (2007). Integre unternehmensführung: Ethisches orientierungswissen für die wirtschaftspraxis p. 532.
- HEMEL**, U., Ethische Fragen der Arbeit.
- BUER**, F., (2007). Ethik in Organisationen. Vortrag an der Universität Oldenburg am, 21, p.2007.
- FELFE**, J., (2006). Transformationale und charismatische Führung-Stand der Forschung und aktuelle Entwicklungen. *Zeitschrift für Personalpsychologie*, 5(4), pp.163–176.
- BIERHOFF**, H.-W. & **HERNER**, M. Jürgen. (2007). Vertrauen: Trust. In H. Schuler & K. Sonntag(Hrsg.), *Handbuch der Arbeits- und Organisationspsychologie* (S. 300–305). Göttingen; Bern; Wien; Paris; Oxford; Prag: Hogrefe Verlag.
- ZAND**, D. E. (1997). The leadership triad: Knowledge, trust, and power. New York: OxfordUniversity Press.
- BARTELT**, D. (2011). Wertschätzende, kompetente und ethische Führung:: das' Vertrauen'der Mitarbeiter in ihre Führungskräfte (Doctoral dissertation, Duisburg, Essen, Universität Duisburg-Essen,Diss., 2011).
- SUCHANEK**, A. Ethik und Digitalisierung. DER HOCHSCHULE FRESENIUS, p. 21.
- LERNER**, M.J. (1977). The justice motive: Some hypotheses as to its origins and forms 1. *Journal ofpersonality*, 45(1), pp. 1–52.
- GRABNER-KRÄUTER**, S. (2003). Zum Verhältnis von Unternehmensethik und Unternehmenskultur. *zfwu Zeitschrift für Wirtschafts- und Unternehmensethik*, 1(3), pp.290–312.
- WEBLING**, M. (1992). Unternehmensethik und Unternehmenskultur, Münster/New York
- WEIBLER**, J. (2016), Personalführung, s. 47
- SCHOLZ**, C. and **SCHOLZ**, T. (2018). Grundzüge des Personalmanagements. Vahlen.
- LANDES**, M., **STEINER**, E., **WITTMANN**, R. and **UTZ**, T. (2020). Führung von Mitarbeitenden im HomeOffice. Umgang mit dem Heimarbeitsplatz aus psychologischer und ökonomischer Perspektive. Wiesbaden: Gabler.

БИЗНЕС ЕТИКА ПРИ ДИСТАНЦИОННА РАБОТА

Резюме: В съвременната трудова ориентация на *New Work* работата от разстояние се е превърнала в незаменима форма на труд. Независимо дали изцяло в домашен офис или в хибриден начин на работа между мобилен и стационарен вариант, общото между двете версии е, че служителите нямат физическа близост до своите колеги и началници. Но тъй като все още е общност от хора, колегите трябва да се разбират помежду си. Адекватното поведение и етичните принципи са разгледани в тази статия от гледна точка на компанията, мениджърите, служителите и колегите помежду си. С представянето и описанието на възможна работна етика от разстояние тази статия е завършена.

Ключови думи: етика, нова работа, дистанционна работа, хибридна работа, бизнес етика, етично лидерство, доверие, култура

Markus Ferdinand Hoppe, PhD candidate
University of Library Studies and Information Technologies
E-mail: mhopperprivat@web.de

ETHICS IN LEADERSHIP – CONTRASTING ETHICAL AND DESTRUCTIVE LEADERSHIP

Pascal Fabian Berein

University of Library Studies and Information Technologies

Abstract: *Several scandals are traced back to unethical leadership behaviour of high-ranking leaders. Therefore, ethical leadership is at a current rise in popularity. Still, a uniform classification and identification of this leadership style is missing. After a short introduction to the current state of research on ethics, the present paper summarizes various findings on ethical leadership and contrasts them with destructive leadership. This comparison highlights contrasts and unique traits, from which some questions for further research are derived. Furthermore, the proposal is made to develop a scale that uses the two concepts as points of extreme expression. Thereby, the fact would be considered, that both, ethical and destructive leadership rarely appear exclusively in practice. This simplifies possible transferability into practice, which is something that is often wished for.*

Keywords: *Ethics, Moral, Ethical Leadership, Destructive Leadership*

Introduction

When ethics are concerned, for example, to investigate the combination with another topic, it becomes apparent that the definition of itself is kept very general: “the study of what is morally right and what is not” (Cambridge Dictionary, 2014). Furthermore, different theories about ethics and how to classify different aspects of it can be found. This shows that this general definition of ethics was subject to several developments. But what this definition already indicates is the close connection of the terminologies ethics and morals.

Today, ethics is seen as a philosophical discipline that establishes criteria for good and bad actions and evaluates the motives and consequences. Therefore, in terms of the objective, ethics can be seen as a practical science, since its ultimate aim is to provide recommendations, that are applicable for different situations. To make such recommendations, ethics explores various aspects of morality. There are different approaches to this phenomenon and to enlighten those, it can be divided into three parts (Scarano, 2011).

The basis is called Metaethics. Since the beginning of the twentieth century, Metaethics has emerged as an independent discipline, with the goal of providing the conceptual basis for the scientific examination of morality. Therefore, it forms the basis for the normative and descriptive access to morality.

Normative ethics formulates moral judgments itself and tries to justify them. Accordingly, the question of morality is asked directly, and appropriate answers are sought for. For example, what is the right morality in a specific situation? Thus, personal ethics discuss principles of a morally conforming way of life, political ethics address ideals of a just society, and the field of applied ethics, the attitudes of modern leadership, for example, ethical leadership (Freeman, Stewart, 2006). Such investigations are part of a normative theory of morality and therefore belong to normative ethics.

Descriptive ethics does not make moral judgments but describes morality in its various aspects and manifestations. Thus, the same subject matter is addressed as in normative ethics, but with another intention. Rather than searching for the right morality, this discipline tries to maintain neutrality towards normative questions. Its goal is to describe the manifold aspects and manifestations of this phenomenon and to elaborate explanations for them. Thereby, a consideration of morality is gained which is prior to the evaluation of whether a possible moral behaviour is right or wrong. This is important because the content of moral ideas and ideals can vary from society to society. Likewise, within the biography of each person, developments happen regarding one's own moral concept. Also, frequently occurring discussions around moral questions show at least a relative openness to the content of morality. Therefore, this level of description is important, because the question of the right morality does not yet apply, but morality can still be described.

Research can have different goals. Basic research, for example, aims for knowledge-gain, without necessarily having any direct practical benefit. Such results are therefore hardly used commercially and are therefore only extremely rarely subject to private-sector efforts (Specht, Beckmann, Amelingmeyer, 2002). Research regarding economic leadership primarily pursues the goal of understanding the leader's position and, with this understanding, improving this role in the company in such a way, that economic value is created. Therefore, when ethics is added to leadership, the discipline of descriptive ethics seems to have priority, as, for example, it takes cultural differences into account. Still, philosophers have asked the question of what ethical leadership is and have answered this by considering the normative perspective (Ciulla, 2020). So, considering ethical leadership through a descriptive and a normative perspective seems to make sense. In this way, ethical leadership can be addressed by considering the culture and other external circumstances, as well as what ethical leadership actually is – without considering any context.

Numerous scandals that happened in the last two decades can be traced back to unethical leadership behavior of high-ranking leaders (Malmendier, Tate, 2009). As a result, greater attention is paid to leadership in the context of morals and ethics (Piccolo, Greenbaum, Den Hartog, Folger, 2010). In addition to the bad headlines about unethical leadership, there are other valuable reasons to consider ethics with leadership. For example, leadership generally has a direct impact on work-related attitudes and employee behavior (Peus, Traut-Mattausch, Kerschreiter, Frey, Brandstätter, 2004). In other words, ethical leadership should strengthen ethical behavior among employees, which leads to a more harmonious, productive, and supportive team.

This review has the current state of research regarding ethical leadership in focus and concentrates on the implementability of this leadership style. For example, which behaviors and traits are expected to be seen by an ethical leader and what impact does this form of leadership have on employees? To create a contrasting comparability, destructive leadership is also described. This contrast is intended to support the identification of contrasts and unique traits. In conclusion, future research directions are summarized.

Ethical Leadership

In the concept of ethical leadership, the goal-related influence of leaders on their employees is oriented toward ethical-moral principles. This concerns the prioritization of the goals to be pursued as well as the way in which these are achieved. This relates to task-related goals on the one hand and the well-being of employees on the other, as well as possible conflicts that may arise from this dual responsibility. For example, responsibility for performance and revenue goals vs. responsibility for employee satisfaction, health, and development (Kerschreiter, Eisenbeiss, 2015). Furthermore, this also affects the prioritization of the leader's personal goals, like promotion or bonus payments. Research indicates that ethical leadership has rather no impact on leader's short-term promotability, but that leaders are more likely to assess their potential for higher leadership positions, especially in companies with a high ethical culture (Rubin, Dierdorff, Brown, 2010).

Earlier contributions have focused primarily on the relationship between ethics, morality, and leadership in general. This normative perspective on ethical leadership is the central role of leaders in general and describes their influence on employee motivation and moral development (Ciulla, 2020).

Other contributions to the concept of ethical leadership focus on specific characteristics of ethical leaders such as integrity. In addition, they consider the importance of their attribution by employees, basic motives of the leader such as motivation for responsibility and the influence of particular contextual factors, or mediating instances of ethical leadership, for example, interactional justice, ethical climate, or organizational culture (Fields, 2007, Palanski, Yammarino, 2009).

Other conceptions specify concrete ethical norms. Accordingly, four cardinal virtues as ethical norms: 1. Intelligence, 2. Fortitude, 3. Temperance, and 4. Justice (Riggio, Zhu, Reina, Maroosis, 2010). A similar proposal describes four central value orientations derived from an analysis of ancient and modern philosophies of Western and Eastern cultures as well as various world religions: 1. Humanity, 2. Justice, 3. Responsibility and Sustainability, and 4. Temperance (Eisenbeiss, 2012).

In terms of understandable items on ethical leadership, an analytical instrument with 15 items was proposed, which includes aspects of ethical leadership such as honesty, fairness, integrity, altruism, consistency of values and actions, and communication of ethical values (Yukl, Mahsud, Hassan, Prussia, 2013). A variety of items from established instruments were used. Other studies have used qualitative survey forms. For example, a multi-method study that used data from interviews with leaders and combined those with questionnaire data from surveys of employees on ethical leadership (Hoogh, Hartog, 2008).

The current most established conception of ethical leadership has a prior descriptive approach (Brown, Treviño, Harrison, 2005). Accordingly, ethical leadership comprises two components:

1. The leader as a person with moral values is a role model and
2. Ethical leadership is used as a tool for the implementation of the leader's values within the respective leadership behavior.

In this regard, a key instrument for assessing ethical leadership behavior is the Ethical Leadership Survey (ELS) (Brown, Treviño, Harrison, 2005). Table 1 shows the associated items.

Table 1.
Items of the Ethical Leadership Questionnaire
(Table modified from Brown, Treviño, Harrison, 2005, p. 125)

Items of the ELS
Listens to what employees have to say
Disciplines employees who violate ethical standards
Conducts his/her personal life in an ethical manner
Has the best interests of employees in mind
Makes fair and balanced decisions
Can be trusted
Discusses business ethics or values with employees
Sets an example of how to do things the right way in terms of ethics
Defines success not just by results but also the way that they are obtained
When making decisions, asks “what is the right thing to do?”

This conceptualization has been criticized for ethical relativism, as the concept and operationalization are rather vague and no concrete ethical norms are specified (Eisenbeiss, 2012).

Destructive leadership

Several concepts with different approaches, that had a focus on any form of bad leadership, existed. Over time, the different approaches were brought together in a viable analytical framework for empirical exploration labeled with the term *destructive leadership*. Nowadays, this framework/concept receives increased attention (Einarsen, Aasland, Skogstad, 2007, Padilla, Hogan, Kaiser, 2007). More specifically, destructive leadership is described as systematic and repeated behaviour that undermines organizational and employee interests (Einarsen, Aasland, Skogstad, 2007). In this approach, both the behaviour of the leader directed at subordinates and the behaviour directed at the organization are considered, each with its negative effects. These are not occasional sequences of behaviour, but systematic, regular, and

repeated behaviour over a longer period of time. Destructive leadership is, firstly, an expression of corresponding personality traits, acted out by the leader. Secondly, it also signifies that similarly destructive behavior is adopted by employees who are susceptible to it. Furthermore, the creation of an environment is supported, that favors such a behavior. This constellation is referred to as the “toxic triangle” (Padilla, Hogan, Kaiser, 2007, p. 180).

This concept of destructive leadership includes many concepts that already addressed bad leadership. For example, abusive supervision, bullying, despotic leadership and corrupt behaviour. Several overarching categories can be identified and all provide breeding grounds for destructive leadership behaviour (Einarsen, Aasland, Skogstad, 2007, p. 213):

- This can also be supportive-loyal leadership behavior toward employees, but at the same time represents disloyal behavior toward organizational goals. For example, employees become accomplices in covering up fraud.

- Tyrannical leadership behaviour that accepts and enforces organizational goals but does so at the expense of employees and through leadership behaviour directed against employees and their legitimate interests. For example, pushing low-performing employees to resign through “bossing”.

- Derailed leadership that causes harm to both the organization and employees through its behaviour.

On the one hand, more concrete characteristics of destructive leadership were added to these superordinate categories and, on the other hand, showed some explanatory contributions to the development of destructive leadership (Padilla, Hogan, Kaiser, 2007, Thoroughgood, Padilla, Hunter, Tate, 2012):

- Destructive leadership is rarely, always, and completely destructive. Even predominantly destructive leaders can achieve partially positive effects both in employee behaviour and for the organization. Constructive leaders can also exhibit behaviour that is partially directed against employees or against organizational goals.

- Destructive leaders predominantly use control, coercion, and manipulation rather than strategies and tactics of persuasion, retention, or commitment of employees in their influence activities.

- Destructive leadership is selfish in nature and emphasizes the goals and interests of the leader rather than those of employees, other groups, and the organization.

- Destructive leadership affects the quality of life of all those affected by, both, inside and outside the organization, and is therefore detrimental to the purposes and goals of the organization.

- Destructive leaders do not operate in a vacuum. Destructive organizational outcomes also depend on receptive leaders and an environment conducive to destructive leadership.

Comparison

The two leadership concepts presented lead to the comparison shown in Table 2.

Table 2.
Comparison of Ethical and Destructive Leadership

Characteristics of:	
Ethical Leadership	Destructive Leadership
• Integer • Interactional Justice • Supportive to an ethical climate/culture • Intelligent • Fortitude • Temperance • Honest • Fair • Altruism • Consistent in values and actions • Role Model • Good listener • Enforces ethical standards • Trustworthy • Does business the right way	• Undermines organizational and/or employee interests • Behaviour is directed at organization and/or employee • Systematic, regular, and repeated behaviour • Supportive to a destructive climate/culture • Abusive • Bullying • Despotism • Corrupt • Bossing • Control, coercion, and manipulation • Selfish in nature • Exists in a supportive System

Obviously, this comparison shows two fundamentally different concepts and the approach is relatively simple. But it does offer some advantages. Different authors have developed partly different characterizations of ethical leadership, which are summarized here. The same applies to destructive leadership. By those authors, some characterizations were mentioned several times, but this has no influence on

the representation presented here. Furthermore, the comparison provides an overview, which is helpful in recognizing contrasts and unique traits. For example, ethical leadership lists intelligence, as it was recognized by Riggio et al. (2010). But that does not mean that a destructive leader is necessarily unwise. Still, it is significant, that this trait wasn't recognized by the presented research regarding destructive leadership. Vice versa it is described, that destructive leadership does exist in a self-supporting system. Even so, the ethical leader does support an ethical organization, it is not stated that an ethical leader necessarily needs an ethical system. This raises an all too familiar question: What comes first? Does a destructive system lead to destructive leadership? Do ethical leaders exist in destructive systems?

More substantive questions are also conceivable, like: Is an alignment of the team against organizational goals, because the leader has identified such goals as unethical, destructive leadership? Is destructive leadership then always bad?

In addition to this, this overview provides significant distinctions. Like fair vs. bullying/corrupt/despotic and trustworthy/altruism vs. selfish/abusive. Of course, some differences can be assigned multiple times and this assignment is to a certain extent subject to the interpretation of each individual. Nevertheless, it should be easy for further research to identify cross-cultural similarities here.

As both concepts are currently gaining relevance, a scale could be developed, which uses the two concepts as points of extreme expression. An exclusively ethical or destructive leadership rarely shows up in practice and this applies especially to destructive leadership. A scale does consider this fact. The items listed in Table 2 could be used to give an indication on the scale, to what extent a leader tends toward one or the other extreme.

Conclusion

There are different ideas about what is good and what is bad leadership. Often, good leadership is associated with moral and ethical aspects. In contrast, bad leadership is described in leadership theories with authoritarian and dictatorial leadership behavior. A general attribution of good and bad leadership is difficult. Firstly, the historical-societal context must be considered regarding characteristics, behaviors, and outcomes of leadership behavior. Secondly, good leadership can be defined from different points of view: the characteristics of the leader, the behaviors of leaders and employees, the leadership relationship, or the leadership effects related

to outcomes for the organization, the department, or the individual relationship consisting of leader and employee (Lang, 2014).

In this context, especially in the Anglo-American leadership literature, there is the normative-positive assumption of leadership, which begins with “[...] to be a leader is to be good and to do good.” (Kellerman, 2004, p. 10). This assumption is contrasted with negative manifestations of leadership, for example, in the pursuit of goals that are contrary to the interests of the organization and employees and can be defined as destructive leadership. Furthermore, leadership can also unite contradictory aspects. For example, organizational successes may be achieved with questionable methods and behaviors, leaders with “good” ethical leadership behaviors may fail, or good leaders may transform into bad leaders over some time. Underlying, this could be a dilemma of responsibility, which is a result of the dichotomy between responsibility for success and human responsibility and the leadership power conferred by the organisation (Weibler, 2016, p. 622).

REFERENCES

- [1] **CAMBRIDGE DICTIONARY**. (2014). *ethics* [online] [viewed 24 August 2023]. Available from: <https://dictionary.cambridge.org/de/worterbuch/englisch/ethics>
- [2] **SCARANO**, N. (2011). Metaethik - ein systematischer Überblick. In: M. DÜWELL, C. HÜBENTHAL, and M.H. WERNER, eds. *Handbuch Ethik*. Stuttgart: Verlag J.B. Metzler, pp. 25–35.
- [3] **FREEMAN**, E.R. and L. STEWART. (2006). *Developing ethical leadership*. 9.
- [4] **SPECHT**, G., C. **BECKMANN**, and J. **AMELINGMEYER**. (2002). *F&E-Management. Kompetenz im Innovationsmanagement*. 2., überarb. und erw. Aufl. Stuttgart: Schäffer-Poeschel.
- [5] **CIULLA**, J.B. (2020). Ethics and Effectiveness: The Nature of Good Leadership. In: J.B. CIULLA, ed. *The Search for Ethics in Leadership, Business, and Beyond*: Springer, Cham, pp. 3–32.
- [6] **MALMENDIER**, U. and G. **TATE**. (2009). Superstar CEOs *. *Quarterly Journal of Economics*, 124(4), 1593–1638.
- [7] **PICCOLO**, R.F., R. **GREENBAUM**, D.N. **DEN HARTOG**, and R. **FOLGER**. (2010). The relationship between ethical leadership and core job characteristics. *Journal of Organizational Behavior*, 31(2-3), 259–278.
- [8] **PEUS**, C., E. **TRAUT-MATTAUSCH**, R. **KERSCHREITER**, D. **FREY**, and V. **BRANDSTÄTTER**. (2004). Ökonomische Auswirkung professioneller Führung. *Human Capital Leadership: Wettbewerbsvorteile für den Erfolg von morgen*, 193–207.
- [9] **KERSCHREITER**, R. and S.A. **EISENBEISS**. (2015). Ethische Führung. In: J. FELFE, ed. *Trends der psychologischen Führungsforschung. Neue Konzepte, Methoden und Erkenntnisse*. Göttingen: Hogrefe, pp. 27–37.
- [10] **RUBIN**, R.S., E.C. **DIERDORFF**, and M.E. **BROWN**. (2010). Do Ethical Leaders Get Ahead? Exploring Ethical Leadership and Promotability. *Business Ethics Quarterly*, 20(2), 215–236.
- [11] **FIELDS**, D.L. (2007). Determinants of Follower Perceptions of a Leader’s Authenticity and Integrity. *European Management Journal*, 25(3), 195–206.
- [12] **PALANSKI**, M.E. and F.J. **YAMMARINO**. (2009). Integrity and leadership: A multi-level conceptual framework. *The Leadership Quarterly*, 20(3), 405–420.
- [13] **RIGGIO**, R.E., W. **ZHU**, C. **REINA**, and J.A. **MAROOSIS**. (2010). Virtue-based measurement of ethical leadership: The Leadership Virtues Questionnaire. *Consulting Psychology Journal: Practice and Research*, 62(4), 235–250.
- [14] **EISENBEISS**, S.A. (2012). Re-thinking ethical leadership: An interdisciplinary integrative approach. *The Leadership Quarterly*, 23(5), 791–808.

- [15] YUKL, G., R. MAHSUD, S. HASSAN, and G.E. PRUSSIA. (2013). An Improved Measure of Ethical Leadership. *Journal of Leadership & Organizational Studies*, 20(1), 38–48.
- [16] HOOGH, A.H. de and D.N. den HARTOG. (2008). Ethical and despotic leadership, relationships with leader's social responsibility, top management team effectiveness and subordinates' optimism: A multi-method study. *The Leadership Quarterly*, 19(3), 297–311.
- [17] BROWN, M.E., L.K. TREVIÑO, and D.A. HARRISON. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*, 97(2), 117–134.
- [18] EINARSEN, S., M.S. AASLAND, and A. SKOGSTAD. (2007). Destructive leadership behaviour: A definition and conceptual model. *The Leadership Quarterly*, 18(3), 207–216.
- [19] PADILLA, A., R. HOGAN, and R.B. KAISER. (2007). The toxic triangle: Destructive leaders, susceptible followers, and conducive environments. *The Leadership Quarterly*, 18(3), 176–194.
- [20] THOROUGHGOOD, C.N., A. PADILLA, S.T. HUNTER, and B.W. TATE. (2012). The susceptible circle: A taxonomy of followers associated with destructive leadership. *The Leadership Quarterly*, 23(5), 897–917.
- [21] LANG, R. (2014). Ethische und destruktive Führung: Gute Führung – schlechte Führung. In: R. LANG, I. RYBNIKOVA, and P.M. WALD, eds. *Aktuelle Führungstheorien und -konzepte*. Wiesbaden: Springer Gabler, pp. 313–353.
- [22] KELLERMAN, B. (2004). *Bad leadership. What it is, how it happens, why it matters*. Boston, Mass.: Harvard Business School Press. Leadership for the common good.
- [23] WEIBLER, J. (2016). *Personalführung*. 3., komplett überarbeitete und erweiterte Auflage. München: Verlag Franz Vahlen.

ЕТИКА В ЛИДЕРСТВОТО – СЪПОСТАВЯНЕ НА ЕТИЧНО И ДЕСТРУКТИВНО ЛИДЕРСТВО

Резюме: Няколко скандала се дължат на неетично лидерско поведение на високопоставени ръководители. Ето защо етичното лидерство е в процес на нарастване на популярността си. Все още липсва единна класификация и идентификация на този стил на ръководство. След кратко въведение в актуалното състояние на изследванията в областта на етиката, настоящата статия обобщава различни открития за етичното лидерство и ги противопоставя на деструктивното лидерство. Това сравнение откроява контрастите и уникалните черти, от които произтичат някои въпроси за по-нататъшни изследвания. Освен това е направено предложение за разработване на скала, която използва двете понятия като точки на крайно изразяване. По този начин ще се отчете фактът, че и етичното, и деструктивното лидерство рядко се проявяват изключително в практиката. Това опростява възможната преносимост в практиката, което е нещо, което често се желае.

Ключови думи: етика, морал, етично лидерство, деструктивно лидерство

Pascal Fabian Berein, MBA
University of Library Studies and Information Technologies
E-mail: berein@hotmail.de

ECOLOGICAL SUSTAINABILITY IN GERMAN FOOTBALL STADIUMS: ETHICAL CHALLENGES AND SOLUTION APPROACHES

Chris Braunstein

University of Library Studies and Information Technologies

Abstract: *This scientific publication examines four fundamental aspects of ecological sustainability in football stadiums. Football stadiums are important venues for sports events, but they are often associated with environmentally harmful practices. To contribute to environmental protection, it is crucial to implement sustainable measures in the design, operation, and management of stadiums.*

Keywords: *sustainability, ecology, systematic environmental management, stadium of the future*

Introduction

The increasing global awareness of environmental issues has highlighted the importance of ecological sustainability in various aspects of life. This theme is also gaining relevance in the sports sector, particularly in football stadiums. To make sports more ecologically viable, proactive action is essential, especially in organizing major sports events that require clear environmental protection measures. Football stadiums are often linked to significant environmental impacts, including high energy consumption, water wastage, traffic congestion, and waste production. Stadium operations also require a substantial amount of energy.

1. Method

Sustainable Stadium Design

“The architecture of a 'green' stadium should provide environmentally sustainable design options and solutions before and during construction, as well as throughout the entire lifespan of the stadium. [...]

Efforts should be made to integrate initiatives and proposals with the following objectives:

- *Reducing overall energy demand;*
- *Minimizing waste and carbon emissions;*
- *Implementing local energy generation facilities;*
- *Encouraging responsible use and recycling of natural resources, especially*

water (UEFA, 2011, p.92). ”

Sustainable stadium design is at the core of efforts to make modern sports facilities more environmentally friendly. When developing sustainable stadium concepts, architects, engineers, and environmentalists collaborate closely to strike a balance between athletic performance, aesthetic appeal, and environmental protection. The fundamental principles of sustainable stadium design include reducing the ecological footprint, energy efficiency, the use of renewable energy, effective water management, the use of environmentally friendly building materials, and integration into the surrounding landscape. These principles can help football stadiums minimize their environmental impacts and also serve as examples of sustainable architecture and design. The use of renewable energy sources like solar power is a cornerstone of sustainable stadium design. Solar panels can be installed on stadium roofs to generate clean energy and reduce energy consumption during operation.

Another aspect of sustainable stadium design is the efficient use of water resources. Rainwater can be collected and used for watering lawns or flushing toilets. Water treatment plants can be used to clean and recycle contaminated water. The choice of building materials is also crucial. Sustainable materials like recycled metal, sustainably sourced wood, and eco-friendly insulation can reduce a stadium's ecological footprint. At the same time, selecting locally available materials can minimize transportation costs. Integrating a stadium into the surrounding landscape contributes to harmony between humans and nature. Green roofs, vertical gardens, or even ponds can contribute not only to aesthetics but also serve as habitats for local wildlife.

Sustainable stadium design demonstrates that ecological responsibility and sports enthusiasm can go hand in hand. Through the integration of innovative technologies, renewable energy sources, and environmentally friendly practices, football stadiums can become symbols of sustainable development and convey an inspiring message to future generations. The issue is pressing from several angles in the sports world: Clubs increasingly recognize their responsibility as socially relevant institutions, not only to reduce their own ecological footprint but also to set an example.

Resource Efficiency and Waste Management

The implementation of waste management strategies such as recycling programs, composting, and the use of reusable materials can significantly reduce the amount of generated waste. By promoting waste separation and disposal within the stadium, fans can be actively engaged in sustainable practices. The diverse activities in football stadiums lead to a significant amount of waste, whether through packaging, food waste, disposable cups, or promotional materials. Sustainable waste management aims to reduce these waste quantities, efficiently use resources, and dispose of waste responsibly.

Waste avoidance is one of the fundamental strategies in sustainable waste management. Stadiums can work towards using fewer disposable products, for example, by opting for reusable dishes and cups. This not only reduces waste but also lowers disposal costs. Additionally, stadiums can encourage their suppliers to use environmentally friendly packaging.

“Within the ten-year period from 2010 to 2019, a total of 241 stadiums were newly built or renovated in Europe, according to UEFA. Approximately half were completely new, 14 percent underwent major renovations, and 38 percent were extensively refurbished. However, the fewest projects were implemented in Germany.” (Sports be Sustainable, 2020, p. 64)

Recycling plays a central role in sustainable waste management. Stadiums can implement effective recycling programs that allow fans to properly separate their waste. This requires careful planning of waste separation systems and providing recycling bins at strategically convenient locations within the stadium. Collaborating with local waste management companies can ensure that the recycled materials are actually reused. Another important aspect of waste management is waste disposal. Stadiums should ensure that the remaining waste is properly disposed of and does not cause harmful environmental impacts. Collaboration with waste management professionals and compliance with local environmental regulations are crucial in this regard. Engagement and awareness-raising are also key components of sustainable waste management in football stadiums. Fans can be actively involved in the process by being encouraged to dispose of waste properly and participate in recycling initiatives.

Overall, effective waste management in football stadiums not only contributes to reducing environmental impacts but also demonstrates the sport's commitment to ecological responsibility. By implementing waste avoidance, recycling, and

environmentally conscious disposal strategies, stadiums can become pioneers in promoting sustainable practices while inspiring fans, players, and the community.

Sustainable Mobility

The Energy Agency NRW has exemplarily calculated the emissions generated during the arrival and departure of visitors on a Bundesliga match day. In total, this amounts to approximately 4,300 tons of CO₂. If this figure is extrapolated over an entire season, it results in a total quantity of around 145,350 tons, which is roughly equivalent to the annual CO₂ emissions of 6,600 households (cf. Stadionwelt, 2017, p. 7).

Promoting sustainable mobility in football stadiums is a key approach to reducing the environmental impacts of sports events. Given the increasing environmental issues and growing awareness of sustainability, the way fans travel to stadiums is becoming increasingly important. Traditionally, attending a football match leads to high traffic volumes, as many fans arrive in private vehicles. This not only leads to traffic congestion and air pollution but also strains the limited parking near stadiums. Therefore, it is crucial to promote sustainable mobility solutions that are environmentally friendly and efficient. Public transportation is one of the primary options for sustainable travel to football stadiums. Football clubs can collaborate with transportation companies to provide special public transportation options for fans, whether buses, trams, or trains. Offering free or discounted tickets for ticket holders can make the use of public transportation more attractive. Creating safe and well-maintained bike lanes is another way to promote sustainable mobility. Fans can ride bicycles to the stadium, which is not only environmentally friendly but also promotes health. Stadiums can also provide bike parking facilities and e-bike charging stations to facilitate the use of these eco-friendly modes of transportation.

Carpooling is another option to reduce traffic volumes. Football clubs can support carpooling platforms where fans can organize to drive to the stadium together. This not only reduces the number of vehicles on the road but also encourages social interaction among fans. Digital solutions can also contribute to promoting sustainable mobility. Mobile apps can provide real-time information about public transportation, traffic conditions, and parking options to help fans plan their travel. This can enhance travel planning efficiency and help minimize

traffic congestion. Overall, promoting sustainable mobility in football stadiums is of great importance to reduce environmental impacts and enhance the fan experience. By providing environmentally friendly travel options such as public transportation, bike lanes, carpooling, and digital solutions, football clubs can take a leading role in promoting sustainable mobility and inspire fans to engage in environmentally conscious actions.

Water Management

Sustainable water management in football stadiums plays a crucial role in the pursuit of ecological responsibility and resource efficiency. In times of increasing water scarcity and growing environmental awareness, the careful use and preservation of this vital resource in sports venues is becoming increasingly important. Football stadiums rely on water for various purposes, including irrigation of the playing field, sanitary facilities, and general operation. Sustainable water management involves strategies to reduce water consumption, utilize alternative water sources, and use water efficiently.

Irrigation of playing fields is one of the primary water consumers in football stadiums. By employing modern irrigation technologies such as drip irrigation or smart irrigation systems, water consumption can be significantly reduced. Rain sensors and soil moisture sensors can help tailor irrigation to the actual needs of the turf. Reusing water is another key aspect of sustainable water management.

Rainwater can be collected and used for irrigating playing fields or flushing toilets. Graywater from showers and sinks can be treated and used for non-potable purposes. These practices reduce the demand for fresh drinking water. Water treatment and filtration technologies can help clean wastewater and make it reusable. This treated water can then be used for purposes like irrigation, further reducing water consumption. Raising awareness among stadium visitors about the importance of water conservation is also crucial. Stadiums can place informative signs about water savings and the need to avoid water wastage to raise fans' awareness. Overall, sustainable water management in football stadiums is essential to minimize impacts on limited water resources. By employing modern technologies, utilizing alternative water sources, and promoting conscious water use, football clubs can take a leading role in resource conservation while setting a positive example for environmentally conscious actions.

2. Insights

Promoting ecological sustainability in football stadiums requires a holistic approach that encompasses aspects such as sustainable stadium design, resource efficiency, sustainable mobility, and water management. The following case studies and solution approaches in this article illustrate that football stadiums are not only places of entertainment but also have the potential to promote environmentally friendly practices and exert a positive influence on society.

In the effort to reconcile modern stadiums with environmental protection and increasing environmental awareness, architects, designers, engineers, and ecologists have been working for years to develop energy-efficient stadium concepts. Some stadiums have already implemented innovative approaches. The Allianz Riviera in Nice, for example, uses a solar installation with 4,000 panels to cover its own energy needs and utilizes sustainable wood as a building material. Wind is directed through a ventilation system to cool the stadium, while the roof collects rainwater for later field irrigation. The Sports City Stadium being constructed on the east coast of Doha for the 2022 World Cup sources energy from external solar installations to heat water, which is then pumped into a storage tank on the premises. An absorption cooling machine directs the water to another tank, which emits cool air to keep the stadium below 26 degrees. Qatar aims to make its venues completely CO₂-neutral. However, it is not just about energy consumption; it's also about integrating the stadiums into the landscape. The Estadio Chivas in Mexico recycles rainwater, uses wind energy, and blends well with the surroundings due to its green exterior walls. The Siena Stadium in the Italian Tuscany region is designed to be partially embedded in the landscape, providing natural shading. The small football club Forest Green Rovers, which competes in the National League, relies on the world's first wooden stadium, made almost entirely from sustainable wood. It is evident that future stadiums will rely on innovations such as electric car technology, environmentally friendly architecture, and innovative technology. New materials like cement bricks grown by bacteria could find use, and pathways could be capable of converting steps into electrical energy. These stadiums will be firmly integrated into the concepts of Smart Cities while operating in an environmentally friendly manner (cf. Huffington Post 2018).

REFERENCES

- HUFFINGTONPOST:** Sport wird grün: so sehen die Stadien der Zukunft aus, © 2018, [viewed 27 April 2018]. Available from: https://www.huffingtonpost.de/2017/04/23/so-sehen-die-stadien-der-zukunft-aus_n_16071322.html
- STADIONWELT:** Sonderausgabe Sport und Umwelt. © 2017, [viewed 16 August 2023]. Available from: <https://www.stadionwelt.de/publication/5925/sport-umwelt>
- THE MISSION:** Trendradat - Sports be sustainable, © 2020, [viewed 16 August 2023]. Available from: <https://www.handelsblatt.com/downloads/26973514/3/trendradar-sports-be-sustainable.pdf>, [viewed 16 August 2023].
- UEFA:** Handbuch für Qualitätsstadien 2011, © 2011, [viewed 16 August 2023]. Available from: https://de.uefa.com/MultimediaFiles/Download/uefaorg/Stadium&Security/02/11/78/27/2117827_DO WNLOAD.pdf

„ЕКОЛОГИЧНА УСТОЙЧИВОСТ НА ФУТБОЛНИТЕ СТАДИОНИ В ГЕРМАНИЯ: ЕТИЧНИ ПРЕДИЗВИКАТЕЛСТВА И ПОДХОДИ ЗА РЕШЕНИЕ“

Резюме: Тази научна публикация разглежда четири основни аспекта на екологичната устойчивост на футболните стадиони. Футболните стадиони са важни места за провеждане на спортни събития, но те често са свързани с вредни за околната среда практики. За да се допринесе за опазването на околната среда, е от решаващо значение да се прилагат устойчиви мерки при проектирането, експлоатацията и управлението на стадионите.

Ключови думи: устойчивост, екология, системно управление на околната среда, стадион на бъдещето

Chris Braunstein

University of Library Studies and Information Technologies

E-mail: chris.braunstein1@hotmail.de

ETHICAL APPROACH TO THE ENVIRONMENTAL PROBLEMS

Neno Dimov

Abstract: *The idea of social engineering has a long history. Ever since Thomas Hobbes formulated the theory of the social contract. It is trying to build a “brave new world”. But is it, in trying to remove evil, is it simply not adding new? Would not the result be the addition of “anthropogenic” to the naturally existing “wrong” and “bad”? Wouldn't that put a person in additional difficulty in choosing it? So far, historical experience has shown the failures of social engineering.*

At the beginning of the 21st century, we are witnessing a new manifestation of these old attempts - environmentalism. The article examines his moral norms and their ethical basis. Are they tied to the protection of nature or is the goal aimed at destroying industrial civilization? In their philosophical ethics, “development” is synonymous with “evil”, regardless of the fact that technological progress has freed our civilization from hunger, disease and death. For environmentalism, nature has value in itself, regardless of its benefit to man. Therefore, for them, any human activity that uses nature for its own purposes is immoral.

Keywords: *Ethics, morality, environmentalism, rights, human rights*

Introduction

Ethics is a branch of philosophy that deals with matters of morality, namely the distinction between decisions and action that are right and good and those that are wrong and bad. Morality is largely based on the code of ethics of a specific culture, religion, philosophy [1]. Generally speaking, morality means “right” and “good.”

Aristotle created the adjective “ethicon” based on the word “ethos”, which for the ancient Greeks meant a place of common residence [2] and the rules resulting from coexistence. The idea of cohabitation can generally be applied to the existence of humans in the common for all of us nature. Ethical norms, both in general and in ecology in particular, should lead to the overcoming of self-centeredness and aggression.

Good and evil exist. They are part of the binary world we inhabit. Ethical norms will not lead to the disappearance or elimination of evil. Their purpose is to help us choose between these two alternatives.

In this article, I will consider how ethical norms based on different philosophical foundations can support the choice of good over evil, but also how they can lead us to the impasse of choosing between evil and evil.

Social engineering

The idea of social engineering has a long history. Ever since Thomas Hobbes¹ (1588–1679), known for his book *Leviathan*, presented the formulation of the theory of the social contract [3]. Among the most significant and famous philosophers, Jean-Jacques Rousseau² (1712 – 1778) can be mentioned as the main advocate of the idea of the General Will [4]. Here we can also add the idea of the controlled society of Jeremy Bentham³ (1748–1832) society [5], as well as Edward Bernays's⁴ theoretical achievements (1891–1995) in the field of public relations, and especially in the manipulation of public opinion. Of course, the most influential and widely known philosopher in the field of social engineering is Karl Marx⁵.

All these philosophers and a number of others have tried to lay the philosophical foundation of the “brave new world”⁶. However, in trying to remove evil, aren't they simply adding new evil (which, by the law of equilibrium, balances the potential good (intention))? Wouldn't the result be adding “anthropogenic” to the naturally existing “wrong” and “bad”? Wouldn't that put a person in additional difficulty in choosing it?

The history of the 20th century demonstrates the practical results of the two largest attempts at social engineering – National Socialism and Communism. At the beginning of the 21st century, we are witnessing a new large-scale attempt, based on the above-mentioned philosophical basis, to reformat society – environmentalism.

The main goal of environmentalists is not clean air and clean water, not human health and happiness, not human life. It is an ideology aimed at the destruction of industrial civilization, worshiping “nature” as a totem of some primitive religion, demonstrating in word and deed contempt for human life [6]. In their philosophical ethics, “development” is synonymous with “evil”, regardless of the fact that technological progress has freed our civilization from hunger, disease and death. For environmentalism, nature has value in itself, regardless of its benefit to man. Therefore, for them, any human activity that uses nature for its own purposes is immoral.

A morality prohibiting man from changing his environment and adapting nature would lead to impossible living conditions. Human survival requires productive work, and this means changing the environment in the direction of improving the surrounding. Moreover, it is the very nature of man.

The words of the writer philosopher Paul Taylor⁷ are eloquent [7]: “Given the complete, absolute and final extinction of *Homo Sapiens*, not only will the terrestrial

community of life continue to exist, but in all probability its well-being will be improved. Our presence, in short, is not necessary.” [8]

The statement of biologist David Graber⁸ to the Los Angeles Times is also effective: “Human happiness and certainly human fertility are not as important as a wild and healthy planet To me, the ecosystem has a value greater than any human body or a billion of them” [9].

The alternative

The opposition to environmentalism is not about seeking a “balance” between human needs and the “needs” of the environment. The ethical norms of our civilization are rooted in Christianity. In Genesis it says, 1:28 “And God blessed them. And God said to them: Be fruitful and multiply, fill the earth and subdue it, and have dominion over the fish of the sea, over the birds of the air, and over every living creature that moves on the earth”[10].

Avoiding another social experiment requires a categorical rejection of the ethics of environmentalism, defining as the leading morality of hatred for science, technology, progress and human life.

To begin with, we must clearly realize that there is a transcendent moral order which, whether designated as Divine or natural, operates in human society. That this moral order is the product of a long and painful social experience, the result of centuries of trial, reflection and sacrifice. It requires the social continuity and continuum of social life, which should not be interrupted.

People should be guided by the principles of prudence. Every action must be considered and weighed according to the long-term consequences, not on the basis of momentary popularity. Public relations are complex. Efficiency and sustainability require solutions that cannot be simple. Social engineering seeks to simplify human relationships in order to fit them into the egalitarianism of its radical systems. But life is too varied and therefore uneven. And differences in order, culture, material condition and many others in any community are healthy.

Let us not forget that human nature is also imperfect and therefore cannot create a perfect social order. The perfect is unattainable for us, but a tolerant, just and free society in which evils, injustices and sufferings are not excluded is attainable. In general, we should look for the possible solutions, not the ideal ones [11].

One of the most essential elements in the protection of morality is the law by which we define human rights and their limits. When we talk about rights we are most often talking about how governments can act towards their citizens or citizens

themselves among themselves. An effective and sustainable understanding of rights is that they do not obligate others to act in a certain way. They require refraining from interfering in certain areas without the consent of their bearer. Or to put it another way, one's right to life does not oblige others to do everything in their power to maintain it, only that they have no right to take it away.

For social engineering, the term “rights” is used in the sense of “privilege”. This obliges not simply to refrain from certain actions, but to act in a strictly defined manner. This approach is also reflected in the First Principle of the Declaration of the United Nations Conference on the Human Environment, held in Stockholm in 1972, namely “man has the fundamental right to ... adequate living conditions in an environment of a quality that allows for a dignified life and well-being .” [12]. This cannot be a right, it can be a goal for humanity to strive for. And to achieve this goal to look for different ways. A person is not born with the right to a share of the world's wealth, he must make an effort, taking into account the already existing circumstances, to achieve more favorable conditions for his life. Here, the term “right” has nothing to do with what the expressions “right to life” or “right to liberty” mean. In expanding the meaning attached to “right”, environmentalism goes even further by formulating “rights of nature” [13]. Thus they want to apply morality to all of nature, thereby removing man from his unique position in the world. For them, “Humanity has no exclusive moral claims or rights over the natural world” [14]. Their arguments go even further, comparing the granting of rights to nature to the equalization of rights between people regardless of their gender and race [15], [16]. Environmentalism holds that animals, plants, trees, even minerals have rights equal to those of humans. However, this does not refer to the responsibilities that must be borne by man alone. The extension of ethics to natural phenomena, such as rivers and mountains, leads us to the most primitive forms of mysticism [17].

Conclusion

We see the importance of determining what is good and what is bad, what is right and what is wrong. They are at the heart of the moral framework in which we put society. Therefore, we must be extremely accurate in defining these ethical categories. And the most indisputable barometer for infallibility is time. Relying on centuries-old traditions and experience, we can approach gradually and patiently the appropriate evaluations of social phenomena and actions. As Burke⁹ says “The march of providence is slow; it is the devil who is always in a hurry”. This is also the

basis of social engineers who rush to build societies according to their own moral understandings, ignoring all the diversity of human relationships. Understanding their approach is an important element in dealing with them. The first half of the 20th century is a painful lesson in the consequences of confusing moral categories. Using the philosophy of J. Benton and Lenin and Stalin and Hitler justified their policies in utilitarian terminology. For them, the individual sacrifices (even tens of millions) are worth the future achievement of an egalitarian society.

After such a recent experience, it is surprising that there are still people proposing solutions based on utilitarian thinking. Even more surprising is their claim to be spokesmen for “reason in a world of unreasonable desires.”

NOTES

- ¹ Thomas Hobbes – English philosopher.
- ² Jean-Jacques Rousseau – Genevan philosopher, writer, and composer.
- ³ Jeremy Bentham – English philosopher and social reformer, founder of modern utilitarianism.
- ⁴ Edward Bernays – American theorist, considered a pioneer in the field of public relations and propaganda.
- ⁵ Karl Marx – German-born philosopher, economist, political theorist, historian and sociologist.
- ⁶ Borrowed from the title of Aldous Huxley's book of the same name.
- ⁷ Paul Taylor; writer and professor of philosophy at Vanderbilt University.
- ⁸ David Graeber – American anthropologist.
- ⁹ Edmund Burke – Irish politician and philosopher.

REFERENCES

- [1] **BERNARD**, Gert. The Definition of Morality. In: *Stanford Encyclopedia of Philosophy*.
- [2] **VIDEVA**, Nedyalka, **GORANOV**, Petar. Ethics. Sofia, Philosophical Foundation “Minevra”, 1994. ISBN 954-8318-02-4.
- [3] **LLOYD**, Sharon A., **SREEDHAR**, Susanne. “Hobbes's Moral and Political Philosophy”. In: *The Stanford Encyclopedia of Philosophy*, Stanford University, 2022.
- [4] **JEAN-JACQUES ROUSSEAU**. Archived 14 April 2021 at the Wayback Machine. In: *The Historical Dictionary of Switzerland*.
- [5] **SWEET**, William (n.d.). “Bentham, Jeremy”. Internet Encyclopedia of Philosophy.
- [6] **MICHAEL**, Berliner S., PhD. Available from: http://www.aynrand.org/site/PageServer?pagename=objectivism_environmentalism
- [7] **TAYLOR**, Paul. Respect for Nature: A Theory of Environmental Ethics.
- [8] **TAYLOR**, Paul W. Respect for Nature: A Theory of Environmental Ethics.
- [9] **LOS ANGELES TIMES**, 29 October, 1989.
- [10] **BIBLIA BG**. Tarsene v Bibliyata onlayn. Available from: <https://biblia.bg/> [**БИБЛИЯ БГ**. Търсене в Библията онлайн. Налично на: <https://biblia.bg/>]
- [11] **RUSSELL**, Kirk. The Six Core Beliefs of Conservatism.
- [12] **UNITED NATIONS**. Report of the United Nations Conference on the Human Environment. Document A/Conf. 48/14/Rev. 1.
- [13] **RODERICK**, Nash. The Rights of Nature: A History of Environmental Ethics.
- [14] **CALDWELL**, Lynton K. In Defense of Earth: International Protection of the Biosphere. Indiana University Press, 1972.
- [15] **SINGER**, Peter. Animal Liberation. The Bodley Head Ltd, 2015.
- [16] **REGAN**, Tom. The Case for Animal Rights. University of California Press, 2004.
- [17] **SESSIONS**, George. Deep Ecology. Shambhala, 1995.

ЕТИЧЕН ПОДХОД КЪМ ПРОБЛЕМИТЕ НА ОКОЛНАТА СРЕДА

Резюме: Идеята за социално инженерство има дълга история. Откакто Томас Хобс формулира теорията за общественения договор. Опитва се да изгради „прекрасен нов свят“. Но дали, като се опитваме да премахнем злото, това просто не добавя ново? Няма ли резултатът да бъде добавянето на „антропогенно“ към естествено съществуващото „погрешно“ и „лошо“? Това няма ли да затрудни допълнително човек при избора му? Досега историческият опит показва провалите на социалното инженерство.

В началото на 21-ви век сме свидетели на нова проява на тези стари опити – екологизма. Статията разглежда неговите морални норми и тяхната етична основа. Свързани ли са с опазването на природата или целта е унищожаване на индустриалната цивилизация? В тяхната философска етика „развитието“ е синоним на „злото“, независимо от факта, че технологичният прогрес е освободил нашата цивилизация от глад, болести и смърт. За екологията природата има стойност сама по себе си, независимо от нейната полза за човека. Затова за тях всяка човешка дейност, която използва природата за свои цели, е неморална.

Ключови думи: Етика, морал, екологизъм, права, човешки права

Neno Dimov, PhD

E-mail: dimov.neno@gmail.com

TRENDS FOR REFORMS OF THE MODERN INTERNATIONAL SYSTEM

Plamen Teodosiev

University of Library Studies and Information Technologies

Abstract: *The report examines the state and trends in the development of international relations, the activities of the United Nations, the trends for its reform and possible scenarios and views for its restructuring or reforming. The main economic and political-economic unions that have a role in the settlement of regional conflicts are also outlined.*

Keywords: *international system, international relations, United Nations, political and economic unions.*

The international system is a complex multi-order structure that includes many countries that have different statuses, ethnic diversity, different opportunities and goals, as well as the relations between them, which encompass all areas of public life.

The Charter of the United Nations of 26 June 1945 states that one of the purposes of the establishment of this organization is to set itself the task of “creating conditions under which justice and respect for obligations arising from treaties and other sources of international law are respected” (Preamble to the Charter of the United Nations).

In general, the political development of the world is developing relatively smoothly, and at certain stages we are witnessing the spread of forms of violence (Angola, Afghanistan, Iraq, Kosovo, Syria, Ukraine, Palestine, Israel, etc.) in the negotiation processes.

Until the escalation of the conflict in Ukraine in 2022, when Russia launched a “Special Military Operation”, international negotiations were considered the most important factor for the global development of the world through the use of the so-called “Special Military Operation”. “Multilateral diplomacy”. Today, multilateral diplomacy is carried out within:

- International (UN) and regional (OSCE, Organization of the Islamic Conference, etc.);
- Conferences, commissions and meetings convened or set up to solve a particular problem (e.g. Prague Conference on Vietnam, Joint Commission on Conflict Resolution in South Africa, etc.);

- Multilateral summits;
- Activities of embassies.

With its establishment after World War II, the United Nations (UN) was called upon to become not only a universally recognized regulator of international relations, but also to establish itself as an international institution that could unite the efforts of all countries to build a just and free world. To contribute to solving the most important political and socio-economic problems of humanity and to be adequate to the new geopolitical realities.

In the early years, however, the world was divided into two warring “camps”, with the leaders of these countries, the United States and then the Soviet Union (now Russia) being veto-wielding countries in the UN Security Council, the body that is empowered to make adequate decisions to quell these conflicts. The fact is that at the heart of most conflicts the interests of one of the leading countries in the Council are violated. [1]

In line with the global opposition imposed after the Second World War, it can be pointed out that international law acquires a special role. The establishment of certain rules of conduct of the blocs, both towards each other and towards third countries and regions: the interpretation of international law and, above all, its universally recognized norms, allows taking (and withdrawal) of strategic initiative and the dictation of the rules of conduct on the world stage in a peaceful way, even it plays a rather significant propaganda role.

Within the framework of contemporary conflicts, the existence and active development of international law allows entering the foreign information space and eroding the basic values of the opposing camp – imposing or attracting into its ranks supporters of “respect for human rights” or, accordingly, opponents of “world imperialism”. As a result of these trends, a set of fundamental principles of international relations is formed in the UN system. As a result, after the end of the era of bloc confrontation, today only the World Organization has the necessary legal basis and universally recognized legitimacy that allows it to act on the international stage as an expression of the interests of all states and peoples. In this context, it can be noted that interpretations of international law as the main regulator of relations between states have to some extent been exaggerated. This is especially evident in the analysis of the contemporary processes of the world's main communities, which are less and less inclined to absolutize international law and, accordingly, the UN as

the main international institution guaranteeing the inviolability of the basic principles and norms of the world international system.

If you assess the international situation since 1946, more than 90 wars have been fought in the world, and the total number of conflicts, including domestic ones (Kosovo, Bosnia and Herzegovina, Israel) is about 400. From this it follows that this trend reflects objectively the existing political and socio-economic contradictions of different communities, from local to national (ethnic) and religious to regional. In this regard, international law, as a system for regulating international relations on the one hand, and the United Nations as the only and world institution ensuring its realization, are derived from various factors (military, political and socio-economic). Therefore, it can be said that international law and the UN are not independent and self-sufficient factors in international politics regarding the settlement of conflicts. In modern conditions, interpretations of international law and the establishment of the United Nations are the result of post-war regulation and reflect specific historical conditions. In accordance with the already imposed and necessary changes in the world order, a very significant transformation is needed by the modern system of international relations, which requires a revision of the basic norms of international law and the governing documents on the status and activities of the United Nations.

If we illustrate the UN with a large corporation, then there are always complex vertical and horizontal links between the different structural units and as a result the vertical integration, i.e. the construction of a link between the individual units, remains incomplete. The main office (for this case the UNSC) has overloaded itself with too many functions and responsibilities and in this regard has too much information to be able to make operational and adequate decisions in a particular situation. At the same time, the governing body of the corporation is not clear what is happening in the structural units located under it and in this connection is not able to exercise control over the decisions already taken. This leads to a management crisis that leads to the removal of the corporation and the conquest of markets from its competition. To overcome such a situation, there are no other solutions in management practice than to transfer some of the functions and main responsibilities for their implementation.

In this line of thought, in order to increase the role of the UN internationally, steps can be taken to reform the organization at two levels, whereby at the regional (lower) level the organization can rely on individual regional structures, including

political-economic and military, both at continental and intercontinental, as well as at a more local level.

It is considered that, at the territorial level, these organizations can act under the auspices of the United Nations, turning to other regional and intercontinental groupings if necessary. This could allow the mechanism for implementing decisions to become more dynamic, strengthen the links between the world organization and the regional ones, and mutually strengthen the authority of both the UN and regional organizations.

World Economic Organizations

The North and South America has established the North American Free Trade Agreement (NAFTA), replaced by 1 July 2020 by the Agreement between the United States, Mexico and Canada (USMCA), Caricom, the Caribbean Community, PARLACEN, the Central American Parliament, the Andean Community, the Andean Community, the Andean Community, Mercosur, Mercosur, the trade and economic bloc of South America.

The European Union (EU) and the European Free Trade Association (EFTA) are established in Europe.

In Africa, the Arab Maghreb Union, the Union of the Arab Maghreb, the Economic Community of West African States (ECOWS), the Economic Community of West African States, the Central African Economic and Monetary Community (CEMAC), the Central African Economic Community, the Intergovernmental Authority on Development (IGAD), the Intergovernmental Development Authority, the Southern African Development Community (SADC), the Southern African Development Community, the Southern African Development Community.

In Asia, there are the Commonwealth Independent States, the Commonwealth of Independent States (CIS) and the South Asian Association for Regional Cooperation (SAARC), the Association for Regional Cooperation in South Asia.

The Association of Southeast Asian Nations (ASEAN), the Association of Southeast Asian Nations and the Pacific Islands Forum, the Pacific Islands Forum are structured in the Pacific region.

The Gulf Cooperation Council (GCC), the Gulf Cooperation Council, operates in the Middle East.

The United Nations has cooperated with many of the above economic organizations in terms of humanitarian policy, particularly in Africa, the Middle

East and Asia, but it is appropriate to seek mediation mechanisms for conflict settlement.

Political alliances

Part of the Economic Intergovernmental Authority for Development, Southern African Development Community (SADC), The Association of Southeast Asian Nations (ASEAN), PARLACEN, Central American Parliament, Mercosur, the trade and economic and political bloc of South America, Europe and the United States are represented by the North Atlantic Alliance NATO, the Arab States of the Arab League, the Arab League, Some of the Asian countries and Russia are in the Shanghai Cooperation Organization, Shanghai Cooperation Organisation. The latter is gaining more and more popularity after the crisis in Ukraine and may become one of the leading intermediary organizations in its attempt to resolve regional conflicts.

BRICS, whose acronym is made up of the five founding members – Brazil, Russia, India, China and South Africa – has also become a leading political and economic union. At its last meeting in South Africa, the organization decided to be joined by six more countries – Saudi Arabia, Iran, the United Arab Emirates, Argentina, Egypt and Ethiopia. In doing so, it will represent about 46% of the world's population and generate 37% of the world's gross domestic product (GDP). (remarks by Brazilian President Luiz Inacio Lula da Silva, <https://www.dw.com/bg/noviat-briks-vklucva-46-ot-svetovnoto-naselenie/a-66628211>). With its current composition, BRICS generates 24% of global GDP and represents 42% of the world's population.

The Organisation of Islamic Cooperation, established as the Organization of the Islamic Conference and renamed in 2011, has 57 members from the Middle East, Africa, Central Asia, the Caucasus, the Balkans, Southeast Asia, South Asia and South America.

African Union, African Union. An economic organization that brings together 55 African countries.

In continuation of the analysis of the functioning of the UN, it should be noted that in many cases the organization is perceived as extraneous and foreign. And more influence have others such as BRICS, SCO and OIS. A reorganization of the UN structure would allow regional ruling elites to identify their interests and those of the entire world community, aware of their responsibility for the stability of the world order in the territory they control.

If we assess the current and future status of the UN, we can forecast two possible scenarios for the development of this institution. Or within it, a major reorganization will take place, especially as regards the role and status of the Security Council (here, as complementary, two trends emerge: on the one hand, a change in the status of the Council towards an extension of its powers, taking into account that today, and probably in the near future, regional conflicts and the threat of terrorism will be the most prevalent, including the state and, on the other hand, expanding the number of veto-wielding countries enshrined in the relevant regional agreements and improving the decision-making procedure, although some contradictions may arise between the two). The other likely scenario is that the UN will lose its current status in the near future. With such a development, the world will try to ensure its stability, turning to the already existing EU, BRIX, SCOC and OIC. The emergence of new alliances is unlikely, as the main rich countries are members of the organizations already mentioned. But here it should be taken into account that organizations will firmly defend economic and political interests and the risk of increasing regional wars is very high, including external forces. Strengthening the status of the UN is beyond the capabilities of the organization itself and is a derivative function of power (economic, military, political, value-information) of the main subjects of global geopolitics – the alliances of the countries that form their “core”. Each major player in the particular “big space” will consciously build such a structure that will play the role of a deterrent in relation to the geopolitical and geoeconomic aspirations of other civilizations.

A possible failure of this type of policy will lead to the revival of the hard military-political confrontation between the separate, military political blocs.

Attempts to change the composition of the Security Council and the “rules of decision-making” are likely to be blocked by Washington and its allies. The main reason is that the organization is the only world entity through which to counter the new geopolitical factors. The U.S. will do everything possible to preserve the structure and powers of the United Nations, transforming it from an organization with certain rights and mechanisms for implementing its decisions into a discussion club. In the context of recent regional conflicts in Ukraine and Israel, there has been such “talk” and there has been a weakened influence of both the Secretary-General and the UN Security Council. Thus, the only counterweight to American policy is the formation and expansion of regional territorial alliances that could gradually “push” the United States (mostly in the form of military bases) away from the

countries it uses as their support zones, that is, deprive America of the opportunity to quickly deploy its armed forces near the “hot spots” of the planet.

Of course, the reorganization of the UN will be a fact in the near future, mainly because China and Russia seek to have a greater leading role in the various political and economic alliances with which they oppose US hegemony. On the other hand, Islamic states have managed to consolidate, smoothing out their contradictions and they are beginning to oppose Washington, especially against the backdrop of the deepening Israeli-Palestinian conflict.

Even if there are no changes in the structure and decision-making mechanism, the UN will have a more passive function and will continue to develop humanitarian work.

The passive function has been manifested in recent times with decision makers regarding recent conflicts.

REFERENCES

CHARTER of the United Nations. Available from: www.un.org.

ТЕНДЕНЦИИ ЗА РЕФОРМИ НА СЪВРЕМЕННАТА МЕЖДУНАРОДНА СИСТЕМА

Резюме: Докладът разглежда състоянието и тенденциите в развитието на международни отношения, дейността на Организацията на обединените нации, тенденциите за нейното реформиране и евентуални сценарии и виждания за нейното реструктуриране или реформиране. Посочени са и основните икономически и политико-икономически съюзи, които имат роля в урегулирането на регионални конфликти.

Ключови думи: международна система, международни отношения, обединени нации, политико-икономически съюзи

Plamen Teodosiev, PhD

University of Library Studies and Information Technologies

E-mail: p.teodosiev@unibit.bg

SECTION 3.
ETHICS & HIGHER EDUCATION

ETHICS AND CORRUPTION IN HIGHER EDUCATION

Agim Krasniqi¹, Stoyan Dencev²

¹Ministry of Education, Science, Technology, and Innovation, Republic of Kosovo

²University of Library Studies and Information Technologies

Abstract: *This paper explores the phenomenon of corruption and unethical behavior which has become commonplace in higher education. The lack of professional ethics, rigged competitions, favor exchange, announced tenders for particular bidders, nepotism, falsified academic titles and publications that do not meet the required criteria, selling grades, etc., make corruption a worrying factor. Despite positive achievements, Kosovo is facing significant problems of corruption, which reduces the level of trust of citizens in state and public institutions, including the education system. In addition, students feel threatened and unprotected by institutional structures, due to this phenomenon. In democracy, citizens show interest in seeing justice applied in the education system in their country. Students are nowadays conscious of making the difference between the unethical and ethical behavior of their professors. If students do not believe in the transparency and effectiveness of the education system, the consequences may be much greater than the impact on economic growth. In this regard, Universities have been constantly considered as organizations that respond slowly to changes that are influenced by external factors, having in mind that they function on the basis of professional bureaucracy, however, leaving the impression of corruption and unethical behavior towards students. If, as a result of corruption, citizens do not believe in the education system, the consequences may be greater than the impact on economic growth.*

Keywords: *Ethics, Integrity, Corruption, Higher Education, Bribery, Universities, Private Colleges, Quality, Students*

*Unethical behavior and lack of integrity among academic staff and officials
in higher education institutions in the Republic of Kosovo*

Introduction

Higher education is an integral and active part of the cultural heritage of our country, as a place where research is cultivated, where the future democratic class is shaped, knowledge and values are transmitted favoring civil and social growth, as well as economic development. However, higher education is also a sensitive sector, where unethical behavior and lack of integrity amplify the negative effects, therefore, it is important to investigate actions that boost unethical, unfair or illegal behavior thus enabling us to get a picture of the “dark side” of higher education in Kosovo.

In the literature of social sciences, particularly in the political-legal literature, corruption is defined as the abuse of public functions for private or personal

purposes/interests (Arnold, 1989). Corruption focused on education, one comes to the conclusion that this sector has become a hot spot and threatening, in some cases, the reputation of research products and graduates, regardless of their guilt or innocence.

Kosovo is no exception in the global trend of the spread of corruption, not only in the education system but in almost all areas related to public education services. Empirical research has confirmed the link between highly perceived corruption and low growth in the quality of services provided. Unfortunately, there is a lack of reliable data on these forms of expression and the dimensions of the phenomenon of corruption in higher education. However, the concern is based on the voices of students themselves and the challenges they face at the end of their higher education studies in Kosovo.

For this reason, I decided to conduct a research through an online survey regarding the perception of students on corruption, unethical behavior and corrupt practices in education institutions, which they may have experienced.

Methodology

An online questionnaire was distributed to several faculties and private colleges in Kosovo, obtaining 550 responses from students who are currently attending their studies at all levels of higher education. This research will in no way resolve this issue, especially in terms of survey questions, and as a consequence the results from this research may vary depending on the questions we wish to ask and the quality we seek.

It is worth noting that the results of this survey are valid for the surveyed sample and cannot be generalized to the entire population of students in the Republic of Kosovo. The goal was to create an idea about the perception of corruption, unethical behavior, which are the biggest problems faced by the students themselves. This was done in order to propose more extensive recommendations for education policies which are based on the analysis of this research on the situation in higher education in Kosovo.

How is corruption defined in higher education?

Contemporary literature provides multiple definitions of corruption, but none of them can explain its complexity. As a result, some definitions are limited and

applicable only in a narrow range of cases. The opposite also happens when definitions become too broad and, as a result, useless (Waite, D.& Allen, D, 2003).

Corruption in the education sector can be defined as “the systematic use of public functions for private gain”, the impact of which is significant on the availability and the quality of education services, and, as a consequence, on access, quality or equality in education. The abuse by state authority for the purpose of personal and material gain can be understood through the actors involved and their actions. (Ditch, 1999).

Unethical actions, lack of integrity and corruption contribute to poor education outcomes. Nepotism and favoritism can lead to employing poorly qualified personnel, while grading manipulations can result in low quality graduates. Ethics refers to moral character or standards for analyzing the behavior of individuals, as well as standards of orientation and action. (Baraliu., 2010). Referring to corruption in higher education, for personal gain, the categories generally involved are students and faculty staff (table 1) where students are the “victims”. While corruption for financial benefit (table 2) includes: the case of procurement and accreditation, where the buyer is mainly a private education institution and the seller of the bribe is the education institution through abusive forms and actions, where the buyer is the student and the seller is a professor of the faculty or administration of the education institution.

Table 1.
Involvement and types of corruption in higher education!

Involved in corruption	Types of manifestation of corruption
University personnel	Plagiarism Fraud in scientific research Favors (personal, sexual)
Students	Sexual seduction Fraud Plagiarism

Table 2.
Conditions of corruption based on financial gain

Seller	Buyer		
	Rector	Students	Providers
Ministry of Education	Accreditation		Procurement
Rector		Exams	
Administrators		Bribery for: Accommodation Selling books Adapting exams	
Faculty		Grades	

Types of corruption in higher education

Lack of integrity, unethical behavior and presence of corruption and fraud in higher education is a growing global problem, with serious consequences for institutions and society in general, which include, but are not limited to: political manipulation of university affairs, interference by governments and ruling political parties in running education institutions, which may be controlled for political or financial gain (Klockars, 1983).

Types of bribery usually begin with attempts to gain a passing grade in entry exams, or test questions may be revealed in advance to give some applicants an unfair advantage, etc.

For example, according to a study by Professor Daniel Treisman from the University of California, “a culture of mistrust and private spirit fosters higher rates of corruption than corruption occurring in communities where general trust and civic engagement are strong” (Treisman, 1998). Types of corruption in the recruitment and promotion of staff driven by nepotism and favoritism are also affecting the employment and promotion of academic and non-academic personnel (Krasniqi, 2013), academic dishonesty and fraud including plagiarism, fabrication of scientific papers, fabrication of research results, fake journals, exam cheating and degree fabrication. Sexual seduction of female students, professors and staff by males in the

education system poses a serious problem for the society and education entities at all levels and contexts.

Based on the research done in this paper with faculty students and private colleges in Kosovo, some of the most typical forms of corruption in education have been identified, such as: payment for passing exams, imposing on or forcing students to buy professors' books, inaction against plagiarism, sexual favors, administrative favoritism, etc.

Following the survey where 550 students participated in, it appears that the students have highlighted the cases of corruption they have encountered most often in the respective faculties. What the students emphasized most regarding this issue is the imposition to buy learning materials, which according to them are not updated in respective fields. As a consequence, this causes difficulties in theoretical application of the knowledge acquired during university education. In the scope of this research, ethics and integrity are related to the principles of decency and good behavior of the individual, as well as of social groups towards good, morality, moral norms and morality to influence the prevention of bribery (Baraliu, 2010).

The lack of professional ethics and bribery are considered as the most problematic points of the faculties (Krasniqi, Demokracia dhe Tranzicioni, 2017). Education based on values has been documented to be effective in preventing phenomena such as bribery and similar (Goleman, 1995).

In the absence of acquiring quality knowledge during lectures, students choose to pay to pass exams. The causes of this result are attributed to two actors: students and professors. In some cases, students are the ones who neglect their learning, but there are quite a number of cases when professors show deficiencies in teaching, in order to obtain money at the end of the exam. Lack of integrity by the administration, inappropriate communication between students and faculty members, favoring students as a result of family relations or sexual harassment, nepotism, etc., are some of the most typical forms of corruption in higher education institutions (Giroux, 2003).

A number of possible corruption cases are related to institutional measures and interference in preventing corruption, as well as the objectives determined by state policies that are also related to ethics in public services (Denhard, B. Robert & Denhard, V. Janet, 2010). Nepotism and actions that lead to corruption are increasing the possibility of the involvement of professors or administrative staff in taking bribes. Any individual can be involved in illegal practices, it is precisely these

individuals who have the ability to reduce the possibility of discovering corrupt cases. The level of familiarizing with the paths leading to corruption is directly related to the degree of probability a person has to engage in corruption practices (Duci, Ndrio, Dragoti, Agolli, Ismaili, 2016).

Employment of relatives, friends and acquaintances through favoritism and bribes turns out to be one of the most common practices. The education system is not immune to corruption and limited evidence suggests that corruption may be a widespread phenomenon in this sector.

Consequences of corruption in higher education

Corruption has a number of negative consequences that disturb employers and policy makers. Based on the practical evidence in recent times, corruption is affecting the low economic growth, due to the lack of innovation in the economy. Moreover, corruption is being imposed as a levy, in the negative sense, which reduces the initiative for investment in all sectors, including education sector (Krasniqi, 2013). In a democracy, citizens of a country are interested in the quality and justice in the education system. Quality education serves two market functions: investing in human capital and developing market productivity. In this regard, every academic year, an increase in benefits is expected, as students seek more knowledge, skills, which are transferred to employment. In this case, both the student and society win.

Corruption in education affects the return of private and social investment in two ways: if the student gets his grades through corrupt acts, this leads to a decrease in the motivation to learn. Given that economic growth is linked to the quality of education and the acquisition of skills, when a student buys grades, the return rate on investment in higher education will decrease. Efficiency of education institutions also decreases, if corrupt officials are influenced by non-monetary factors, such as favoring a specific group of students. In such cases, the university produces unqualified students and education becomes a high-priced but low-quality good. Therefore, instead of increasing the competition for knowledge, bribery and favoritism limit it and decrease the quality of education.

When a faculty official or professor demands a bribe in exchange for a grade, the student faces two choices: a) if the student cannot pay, then his or her chances of obtaining a university degree are threatened, or the student receives an unfair grade that does not properly reflect his or her knowledge: b) if the student pays for a grade, he or she is placed at an unfair comparative advantage over other students

and develops a belief that there is no need to study to get a good grade (Campbell, 2010). Both of these choices have the potential to mislead potential employers, or provision of grants by institutions and other stakeholders interested in the merits of students. The result of these actions harms the future opportunities of low-income students and fosters the belief among all students that academic success can be bought and their hard work may be a worthless investment, thus, it limits the ability to absorb new meritorious employees. If corruption reaches a point where 50% of students become part of it, the system risks to explode, which would lead to social unrests and insecurity (Altbach, 2012).

DATA ANALYSIS

How much is corruption present in higher education institutions in Kosovo?

As stated in the introduction of this paper, the research has two goals: to illustrate the unethical behavior in higher education and to present the level of the presence of corruption. In view of this, we presented the first question of this survey:

Table 3.
How much is corruption present
in higher education institutions in Kosovo?

How much is corruption present in higher education institutions in Kosovo?	
Information received from friends and family	52
Personal experiences	20
Information received from the media	28

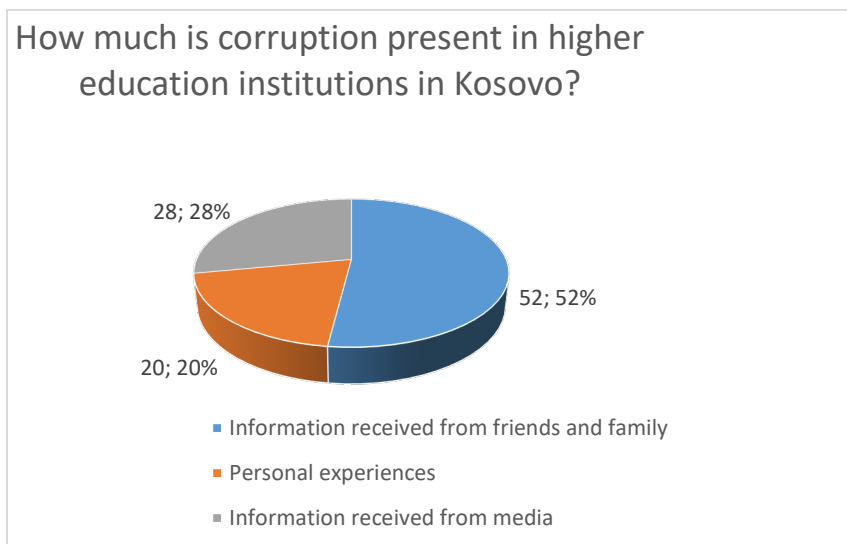


Fig. 1. How much is corruption present in higher education institutions in Kosovo?

According to the perception of the students, 52% of them think that corruption in public universities and private colleges is present and that the phenomenon of corruption is present in their study program. They are also informed about such cases by friends and family members who have had such experiences, while 20% of the respondents have had personal experiences and stated that they have faced such a phenomenon. While 28% of them seem to get information about corruption in higher education from the media.

According to the survey results, the respondents answered that they have personally heard cases of corruption and that some of them stated that they themselves have been affected by corruption in their faculty/program. This may mean that corruption in higher education appears to be at a high level and systematic, based on citizen perception and experience in daily student life. The media do not seem to be very active in reporting corruption cases in higher education.

What are the most common forms of corruption manifestation?

As shown in **table 4**, based on the high percentage of respondents who think that corruption exists in their university and program, the question of the most common forms of corruption manifestation which bothers them most was raised. Respondents had the opportunity to choose more than one form of corruption in order to create a truer picture of the most widespread forms of corruption in higher education institutions in Kosovo. Regarding the forms of corruption manifestation, according to the surveyed students, the most widespread form of corruption is

payment in exchange for grades, followed by the imposition to buy professors' books.

As shown in the chart below, bribery in exchange for a grade (32%) is the most widespread method of corruption practiced by professors of various subjects and other faculty structures. In the second place is the imposition on students to buy professors' books (31%). There were also cases of directly imposing on students to buy professors' books in exchange of obtaining an undeserved grade, which is undoubtedly a form of corruption, while a lesser number of respondents chose nepotism (18%) and selling services by the university administration (13%) as methods of practicing corruption in higher education. The lowest percentage received sexual or other favors with 6% as methods that can be considered corruption. In this case, the victim is the directly the affected student.

The question: What are the most common forms of corruption manifestation?

Table 4.
What are the most common forms of corruption manifestation (%)?

What are the most common forms of corruption manifestation (%)?	
<i>Payment in exchange for a grade</i>	32
<i>Imposition to buy books</i>	31
<i>Nepotism</i>	18
<i>Sexual favors</i>	6
<i>Selling administrative services</i>	13

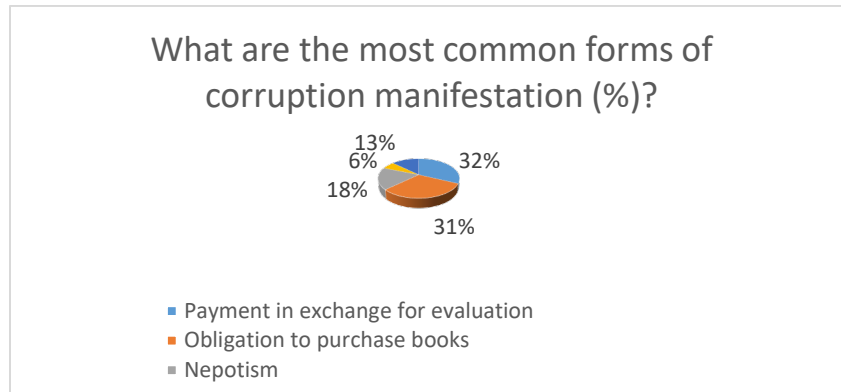


Fig. 2. What are the most common forms of corruption manifestation (%)?

Question: What is the greatest concern you have in relation to corruption in the education system? What is the greatest concern you have in relation to corruption in the education system?

Referring to Table 5, corruption presents multiple negative consequences for both students and society in general. In order to understand the consequences of corruption by students in their university, a number of alternatives were presented where the respondents expressed their main concerns regarding its consequences. As shown in the graph below, all the options presented are identified as concerns of the surveyed students. It seems that the concern in the question posed is that 17% of the respondents think that corruption demotivates studies, and as a consequence the proper professional training that higher education has as its primary task to create. Another primary concern, according to the perception of 25% of the respondents is that corruption creates unequal conditions among students, favoring those students who engage in corrupt practices and often benefit from better opportunities compared to the rest who refuse to fall prey to this phenomenon.

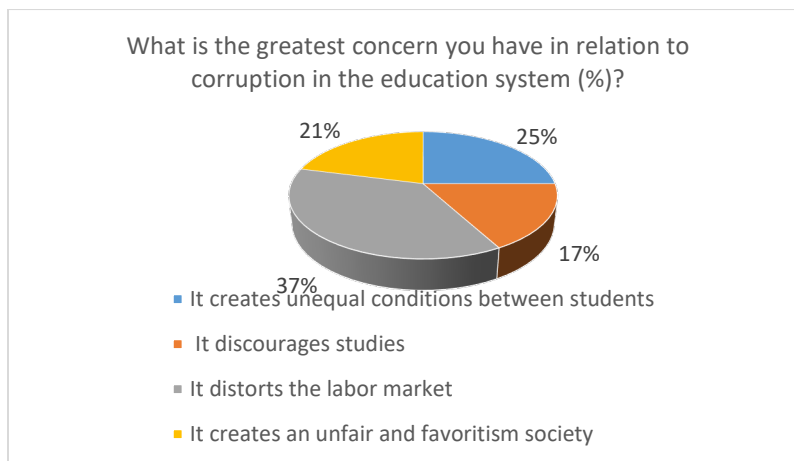
The greatest concerns that students have regarding corruption in higher education, 21% of them think that corruption in higher education institutions has consequences that go beyond the period of studies, thus influencing the creation of an unfair and favoritism society. If a good number of students feel that corruption extends beyond the education system, this has the potential to create a perception of accepting corrupt behavior by legitimizing it. A percentage of 37% of respondents also think that corruption in higher education distorts the labor market and has negative consequences for the country's democratic development. Therefore, the existence and spread of corruption in all forms of higher education has immediate consequences on the results and completion of higher education studies, but it also

extends beyond the period of studies, bringing negative consequences to the society itself and its development.

Question: What is the greatest concern you have in relation to corruption in the education system?

Table 5.
What is the greatest concern you have
in relation to corruption in the education system (%)?

<i>What is the greatest concern you have in relation to corruption in the education system (%)?</i>	
It creates unequal conditions between students	25
It discourages studies	17
It distorts the labor market	37
It creates an unfair and favoritism society	21



*Fig. 3. What is the greatest concern you have
in relation to corruption in the education system (%)?*

How much is corruption denounced by students (%)?

If students came in contact with a corruption case, only 15% of them would report it, while 40% would refuse to report it. This is due to the other indicator of trust in addressing correctly corruption cases, where 45% of students do not believe that denouncing it would be effective in solving the problem. The presence of the corruption phenomenon in higher education, apart from being a criminal offense and punishable under the penal code, has largely discouraged students who think that it has demotivating effects to study but also to denounce it.

Table 6.
How much is corruption denounced by students (%)?

How much is corruption denounced by students (%)?	
They denounced corruption	15
No reliability in solving the problem	45
Corruption is not reported	40

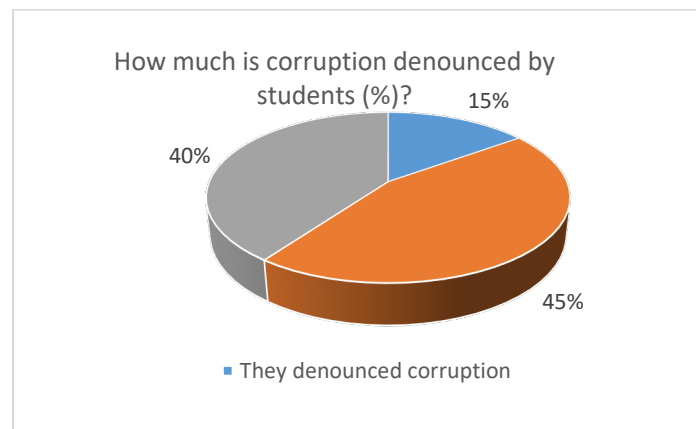


Fig. 4. How much is corruption is denounced by students (%)?

Conclusions

In conclusion, it can be said that corruption is a phenomenon present in higher education in Kosovo. Although the specific results of this survey cannot be generalized with high reliability to all institutions of higher education in Kosovo, the absolute results obtained from the responses of the respondents confirm the perceptions, hypotheses and arguments that corruption is present in many forms in higher education. Majority of the respondents do not have sufficient trust in academic and administrative institutions and structures of higher education and they see corruption as widespread. On the other hand, there is also a lack of confidence in addressing corruption cases. It is positive to see that majority of the respondents would not agree to be part of the pressures to get involved in the criminal offense of corruption and a good part of them are ready to condemn it through different forms. However, the fear of impunity affects a good part who responded that they would not report corruption or they were unsure if they would do so.

Furthermore, the existence of corruption in higher education negatively affects not only the fair competition in higher education among students, but also has a very negative impact on the labor market and the creation of an unfair and favoritism society.

The perception of the respondents is that a number of measures should be undertaken in the fight against corruption, but the most important are severe punishments for those who commit corruption acts and more frequent monitoring and control of higher education institutions to identify such cases and denounce them.

To analyze corruption and its consequences in a society, requires the study of a set of factors, in order to understand more clearly the stages where corruption can damage or not economic and social and education development. In this sense, the phenomenon of corruption and its consequences in the economic, social and education development of a country are disputable and for this purpose they require the analysis of facts, based on a certain political or economic phase or situation that country is going through.

Proposed recommendations for future research

Addressing corruption in higher education is the responsibility of students, professors, university officials, ministry of education officials, higher education regulatory and professional agencies. Governments should implement adequate legislation and standards while avoiding political interference in university affairs. Civil society has a great role, especially professional and commercial associations, and for partners they must implement laws and by-laws in the education and training system.

External quality assurance by the competent agency is essential. An independent university ranking system that includes academic integrity and financial honesty as evaluation criteria would help improve university governance.

Professional regulatory bodies such as chambers and boards of engineers, which license graduates, should be protectors of their respective occupations. As such, they can prevent individuals implicated in academic corruption from being licensed. They maintain registers of credentialed professionals and they should remove those who engage in fraud from such registers. They also issue codes of conduct and regulations for professionals to adhere to.

Every higher education institution should aim to address plagiarism and other forms of academic dishonesty. Institutions should determine the procedures to be followed when wrongdoing is suspected or proven, along with sanctions. Curbing corruption should be a clear feature of internal quality assurance systems of universities, which should ensure transparency in staff recruitment, student admission and financial management.

Diploma awards resulting from fraud and corruption makes it necessary to verify academic credentials. For example, the National Qualifications Framework should promote genuine qualifications through its regulatory and national framework.

The legal and institutional measures of public universities and private colleges should be strengthened and the responsibility should be double, both of the academic and administrative bodies established based on the new law on higher education in Kosovo.

Awareness campaigns are needed by public authorities, especially the media, regarding the denunciation practices of corruption, and stricter punitive measures for corrupt professors are required.

It is necessary to conduct elections and reorganize Student Unions in public and private universities for the identification of corruption in faculties. The Ministry of Education should exercise systematic controls through adequate and relevant structures, in order to reduce the level of corruption. Civil society organizations must penetrate universities to help students denounce, react and unmask the phenomenon of corruption.

REFERENCES

- [1] **ALTBACH, P. G.** (2012). **ALTBACH, P. G., REISBERG, L., YUDKEVICH, M., ANDROUSHCHAK, G. & PACHECO I. F.** Paying the professoriate: A global comparison of compensation and. New York: Routledge.
- [2] **ARNOLD, H.** (1989). Terms, Concepts and Definitions. New Brunswick: Roudledge.
- [3] **BARALIU, M.** (2010). E drejta Biznesore. Prishtinë: Instituti – Albshkenca, p. 94.
- [4] **BARALIU.** (2010). Trajtime etike – I. Tema dhe skicime etike, të etikës biznesore, filozofike dhe të filozofisë juridike. Prishtinë: Instituti – Albshkenca.
- [5] **CAMPBELL, E.** (2010). Ethical knowledge in teaching: a moral imperative of professionalism, Education. Canada: Open University Press.
- [6] **DENHARD, B. ROBERT & DENHARD, V. JANET.** (2010). Administrimi Publik. Tirane: Shtepia Botuese Universitare U.F.O Pres, pp. 121–128.
- [7] **DITCH, J.** (1999). Introduction to Social Security, Policies, Benifits and Poverty. Lonndon & New York: Roudldege.
- [8] **DUCI, V., NDRIO, M., DRAGOTI, E., AGOLLI, I., ISMAILI, E.** (2016). Facing the challenges of inclusive education in Albania. Tirana: Institute of Public Opinion in Albania.
- [9] **GIROUX, H. A.** (2003). The abandoned generation: Democracy beyond the culture of fear. New York: Palgrave MacMillan.
- [10] **GOLEMAN, D.** (1995). Emotional intelligence: Why it can matter more than IQ. New York: Bantam.
- [11] **KLOCKARS, C. B.** (1983). Thinking about Police: Contemporary Readings. New York: McGraw-Hill. New York: Graw-Hill.
- [12] **KRASNIQI, A.** (2013). Korrupsioni-Format e Shprehjes dhe Parandalimit. Prishtine: Instituti per Studime Kushtetuese dhe Parlamentar.
- [13] **KRASNIQI, A.** (2013). Korrupsioni-Format e Shprehjes dhe Parandalimit. Prishtine: Instituti per Studime Kushtetuese dhe Parlamentare-IKSP.
- [14] **KRASNIQI, A.** (2017). Demokracia dhe Tranzicioni. Prishtine: Shtepia Botuese “Lena Grafik”.
- [15] **PAJAZITI, A.** (2017). Etika publike, Shkup, Prishtinë, Tiranë: Logos, pp. 11.
- [16] **TREISMAN, D.** (1998). The Causes of Corruption: A Cross-National Study. California: University of California, p. 4.
- [17] **TREISMAN, D.** (2012, Shtator 24). Ueb faqja e Qendres për Studime Politike. Retrieved from “PoliticalEconomy Working Papers Archive”.
http://www.isr.umich.edu/cps/peëpa/archive/archive_98/19980019.pdf
- [19] **WAITE, D. & ALLEN, D.** (2003). Corruption and abuse in education administration. The Urban Review, 35. 281–296.

ЕТИКА И КОРУПЦИЯ ВЪВ ВИСШЕТО ОБРАЗОВАНИЕ

Резюме: Тази статия изследва феномена на корупцията и неетичното поведение, които са станали нещо обичайно във висшето образование. Липсата на професионална етика, нагласени конкурси, размяна на услуги, обявяване на търгове за определени кандидати, непотизъм, фалифицирани научни титли и публикации, които не отговарят на критериите, продаване на оценки и др., превръщат корупцията в тревожен фактор. Въпреки положителните постижения, Косово е изправено пред значителни проблеми с корупцията, което намалява нивото на доверие на гражданите в държавните и обществени институции, включително образователната система. Освен това студентите се чувстват застрашени и незащитени от институционалните структури поради това явление. При демокрацията гражданите проявяват интерес да видят прилагане на справедливостта в образователната система в тяхната страна. В днешно време студентите осъзнават, че правят разлика между неетичното и етичното поведение на своите преподаватели. Ако учениците не вярват в прозрачността и ефективността на образователната система, последствията могат да бъдат много по-големи от въздействието върху икономическия растеж. В тази връзка университетите постоянно се разглеждат като организации, които реагират бавно на промените, повлияни от външни фактори, като се има предвид, че функционират на базата на професионална бюрокрация, но оставят впечатление за корупция и неетично поведение спрямо студентите. Ако в резултат на корупцията гражданите не вярват в образователната система, последствията може да са по-големи от въздействието върху икономическия растеж.

Ключови думи: етика, почтеност. Корупция, висше образование, подкупи, университети, частни колежи, качество, студенти

Agim Krasniqi

Ministry of Education, Science, Technology, and Innovation, Republic of Kosovo

Prof. DSc Stoyan Denchev

University of Library Studies and Information Technologies

E-mail: s.denchev@unibit.bg

ETHICAL PRINCIPLES IN HIGHER EDUCATION IN TURKEY

Mustafa Hatipler

University of Trakya, Edirne Vocational School of Social Sciences

Abstract: *While a scientific study is being prepared, it is possible for researchers to exhibit behaviors that emphasize personal interests and are against publication ethics, either intentionally or unintentionally. In this context, movements that are devoid of research skills and that are easy to use can be seen quite a lot. Factors such as being prepared in line with fair, reliable and honest scientific data and containing universal information are important for a study to be a scientific study. In addition to all these factors, the fact that the researchers adopt academic ethical values as a principle and that they avoid plagiarism and pay due attention to the publications of other researchers are also among the issues that are very important.*

In the study, firstly, the ethical and academic ethics concepts that the researcher should consider and care about, and then unethical academic behaviors in higher education in Turkey are discussed in detail. In addition, the reasons for the emergence of these concepts, which are called unethical behavior, and what can be done to eliminate these behaviors are among the topics discussed in this study. The aim of the study is to create awareness in terms of minimizing the mistakes that may occur voluntarily or unintentionally while conducting scientific research.

Keywords: *Ethics, Ethics, Professional Ethics*

Introduction

Considering that information can be accessed in more than one way in today's conditions, the emergence of unethical behaviors will not be surprising. Scientific studies are exposed to ethical violations due to different methods and different reasons. The prevalence of dirty information in this period is one of the main reasons for this situation. In this context, it is necessary to pay attention to some criteria such as ethics and especially academic ethics. Studies carried out by considering these concepts will also be useful in determining which way to follow in case of an unethical situation.

The aim of the study is to examine the situations that may occur at the point where the problems arising from unethical behaviors negatively affect the originality of the studies in the academic field. For this reason, it has been tried to reveal the reasons and drawbacks of unethical behavior of researchers in the academic field based on various reasons.

1. Conceptually ethics

In the development process, human beings begin to question both themselves and their environment from the very first times when their minds are reached. When faced with a problem, this inquiry makes many philosophical interpretations by focusing on solving the problem with cause-effect relationship. In this context, individuals seek answers by evaluating the events and behaviors in their environment from an ethical point of view, and such issues are considered as the areas where ethics are most intense. In this case, conceptually, ethics has been seen as a problem of emotion rather than reason and reasoning. On the basis of this understanding, ethics has become a concept that deals with concept analysis and grounding in the 20th century (Demir, 2023: 410).

Ethics, which is one of the concepts that is frequently discussed today, tries to explain which behavior is right and which is wrong, and social values and judgments. In this context, changing social value patterns and developments and changes in every field have led to the emergence of ethical concepts specific to different fields. For example, business ethics, medical ethics, etc (Demir, 2023: 410).

Ethics is the source of ethical knowledge, which is accepted as a social life system and the transfer of civilization form to culture (İnan ve Pekün, 2009: 5). Ethics is defined as universally accepted ethical rules (Millî Eğitim Bakanlığı, 2009). When the origin and meaning of the word are examined, the concepts of “tradition” and “custom” draw attention. Since the root of the word “ethos” means “tradition”, the concept of ethics is also called ethics (Öztürk, 2015: 297).

Ethics, derived from the Greek word 'ethos' and expressed as the science of ethics; It is a branch of philosophy that conveys the moral and ethical relations, behavior patterns and views of individuals (Küçükoğlu, 2012: 178).

Ethics, a concept defined by many scientists and writers, is accepted as one of the oldest disciplines of philosophy (Öztürk, 2015: 297). Ethics is a form of critical inquiry that tries to produce solutions with good actions and behaviors of individuals by taking a role in determining the border between good and bad (Kayaer, 2013: 68).

Conceptually, ethics is an indispensable criterion of social responsibility understanding. The sense of responsibility and professional ethics that any member of the profession feels while performing his duty will both determine the role of the individual in social life and ensure social development (İnan ve Pekün, 2009: 5).

Ethics is “the whole set of moral principles that are the basis of the behavior of individuals”. In other words, ethics are the guiding values, standards and principles that guide individuals in determining “how things should be done”. The aim of ethical behavior principles is to make honesty dominant by preventing corruption and corruption in the state and society (Kamu Görevlileri Etik Kurulu, 2019: 13).

2. Academic ethics and ethical principles

Academic ethics is expressed as the reflection of professional ethics in academic life, which examines the behavior of academics in the professional field (Pehlivanlı, 2019: 28).

The concept of academic ethics refers to “*compliance with the ethical rules of conduct at every stage of the academicians' production, presentation and evaluation of scientific studies, their relations with different stakeholders of the society, the awarding and promotion stages, the structuring of scientific institutions and universities based on scientific competence, and the training of scientists*” (Yükseköğretim Kurumları Etik Davranış İlkeleri, 2014: 2).

Ethics is a necessary and important concept for all individuals. Ethics is a concept that needs to be emphasized, especially in universities, which have an important place in the future of societies. Universities are institutions where human resources that produce and use information, are equipped with new information and determine the future of countries. While these institutions transfer the cultural values of the society to future generations, they also shape the future of the society with the rational and accurate information they produce. Ethics is necessary for everyone, but it is necessary to direct the future of the society, etc. For these reasons, it has a special place, importance and necessity for universities (Demir, 2023: 411).

University administrators, academics and all employees must perform their duties in accordance with ethical rules. When the ethical rules that regulate social life are not followed, various problems and disruptions occur. It is extremely important for academics to carry out their scientific studies and researches in accordance with these ethical rules, both in the social and scientific fields (Demir, 2023: 411).

Conceptually, academic ethics is the core value among academics to which scientific and social responsibilities should be carefully applied in terms of freedom of science. Academicians who are in direct interaction with the society should carry

out their academic studies within the scope of ethical principles, since they have the potential to affect the society (Büken, 2006:167).

Another definition for the concept of academic ethics is as follows; These are the norms that academicians working at the university follow or have to follow in their professional work. These norms are summarized as responsibilities towards science and its method, responsibilities towards the institution in which it is assigned, and responsibilities towards humanity and society (Alev ve Genç, 2015:147).

One of the main tasks of academics is to produce knowledge. “Producing knowledge is a process that requires patience, principles, research and at the same time organization”. Information obtained from information sources in the past and present lead to the emergence of new information through scientific methods. Academicians should act in accordance with the ethical culture of the institution to which they are affiliated while carrying out their studies to reveal the knowledge. Today, transformations and changes in both communication and technology cause some unethical behaviors. Plagiarism is the most important unethical behavior encountered in today's academic field (Demir, 2023: 411).

Academic publishing is of great importance in producing and sharing academic information and contributing to academic literature. The quality of knowledge production in the academic field depends on taking into account some rules and values (Akkaya and Yıldırım, 2017: 82).

In addition to research in the academic field, academicians find the opportunity to share their experiences and knowledge with their colleagues and transfer them to their students within the scope of their academic studies. Academicians are expected to fulfill their responsibilities in terms of structuring scientific institutions and universities within the scope of scientific competence and raising generations of scientists (TÜBA, 2002).

The ethical principles regarding the evaluation of scientific knowledge expressed by Resnik (2015) are as follows (cited in, Akkaya, & Yıldırım, 2017: 85);

1. Honesty: It is the most basic ethical principle, it is important to present the data of scientific studies accurately, without deflecting them, in terms of making a positive contribution to science.

2. Impartiality: The researcher should not change the data obtained as a result of the study in a way that will benefit himself or someone else, and only the benefit of science should be considered from the beginning to the end of a scientific study.

3. *Attention: It is important that the scientific study is completed with zero errors, and the researcher should start and continue working with maximum care in this direction.*

4. *Openness: The researcher is obliged to present all the data obtained as a result of the survey or interview or the ideas that he does not welcome, even if it contradicts his hypothesis.*

5. *Respect for intellectual property: All sources used during the study and used in the study should be cited in accordance with the rules.*

6. *Responsible publication: The researcher should avoid the repetition of the publication, and should not act just to increase the number of publications.*

7. *Respect and not discriminating against colleagues: The researcher should approach people working in the same field and their previous publications, leaving their personal egos aside. Regardless of the reason, there should be no discrimination among colleagues, and the feeling of competition should be set aside when it comes to the advancement of science.*

3. Unethical academic behavior in higher education in Turkey

Scientific research results have the characteristics of changeability, development and temporality arising from the structure of science. When evaluated in this context, all scientific results are open to criticism. One of the features that academicians should have is questioning, because questioning, together with other elements, allows the development of more original and new knowledge. While maintaining skepticism in science leads to the discovery of new information, on the other hand, it ensures that the omissions, mistakes and unethical behaviors in the studies done by others are noticed (TÜBA, 2002).

One of the important areas to be considered in the production of academic knowledge is honesty. Academicians must comply with the values of academic honesty during the execution and presentation of their research (Yükseköğretim Kurumları Etik Davranış İlkeleri, 2014).

If academics are deprived of ethical values in the creation of their scientific knowledge through research and publication, they cause serious harm to their profession, themselves, the institution they work for, and of course the society. For this reason, many international and national regulations and codes have been developed both in the world and in our country. Examples of these code development applications can be given as follows (Demir, 2023: 414):

- TÜBİTAK Araştırma ve Yayın Etiği Kurulu Yönetmeliği, 2010
- Klinik Araştırmalar Hakkında Yönetmelik KHKY, 2014
- YÖK Bilimsel Araştırma ve Yayın Etiği Yönetmeliği, 2014

According to article 1 of Higher Education Institutions Scientific Research and Publication Ethics Directive (www.yok.gov.tr).

“It is aimed to determine the ethical rules to be followed in scientific research, study, publication and activities, and the duties, authorities and responsibilities of scientific research and publication ethics committees to be formed by higher education institutions, as well as working procedures and principles”.

According to article 2 of Higher Education Institutions Scientific Research and Publication Ethics Directive (www.yok.gov.tr).

Obtaining academic titles within the scope of the Higher Education Institutions Scientific Research and Publication Ethics Directive, all kinds of scientific research conducted afterward, thesis and scientific publications during postgraduate education, scientific research, subjects to be used in biomedical studies by members of higher education institutions, and ethical violations in all kinds of studies related to ecology determined.

In this context, behaviors against ethical rules are as follows (TÜBİTAK, 2015);

- *Fabrication: Presenting, reporting or publishing fictitious data;*
- *Distortion: Making changes in research tools, procedures or records or changing the results in a way that may give different results, plagiarism: Using the ideas, methods, data, writings and figures of others without attribution to their owners, or using them as their own without obtaining permission from the owners when necessary;*
- *Republishing: Publishing or attempting to publish the results of a research more than once without specifying its publication status before;*
- *Slicing: Making more than one publication or attempting to publish by dividing the results of a research in a way that violates the integrity of the research and inappropriately;*
- *Not specifying the supporting institution: Not specifying the support of the supporting institution or organization in the presentations or publications containing the results of the supported research;*
- *Unfair authorship: In the presentation or publication of the results of the research conducted with more than one researcher, removing the name of the person who has contributed enough to deserve the title of authorship, adding the person who*

has not contributed enough to deserve the title of authorship, or arranging the author's order in an inappropriate way;

– To cite his/her own work published or submitted for publication, duly without citing the source;

– Using the resources provided by the institution in a way contrary to its purpose or procedure;

– Failure to comply with acceptance and commitment statements: Not complying with the acceptance and commitment statements stipulated in research, publication and other activities submitted to the Institution, making false, misleading or incomplete statements;

– Neglect or abuse of duty: Failure to act duly, neglect or abuse duty while performing duties such as arbitrator, consultant, expert, editor, panelist, moderator, audience, rapporteur, committee or board member and similar duties in the work and evaluation processes of the institution;

– To claim unfounded or unfounded violation of ethical rules.

Conclusion

The concept of ethics is an important element that should be emphasized for all scientific studies, and it is mostly for professional fields. It is a situation that many researchers should follow carefully. Ethical principles in academic life guide this situation. As a result of the studies carried out under these principles, the rate of encountering irreversible ethical consequences will decrease. Doing a study without complying with ethical principles is to ignore the principle of honesty. Having the feeling of behaving unethically leads the researcher to do many incompetent studies all the time, causing him to fall behind academically.

Ethical principles should be adhered to in order to produce fair, original and honest scientific studies. In this study, firstly, the concepts of ethics, academic ethics and ethical principles were emphasized, and then unethical academic behaviors in higher education in Turkey were discussed in detail. The importance of ethics and ethical principles are explained separately, and how this situation is reflected in higher education in Turkey is emphasized. In general, what can be done to eliminate these unethical behaviors is also mentioned. At this point, the study is of a guiding nature and emphasized that all researchers, that is, scientists who do scientific studies in higher education in Turkey, should definitely consider ethical, academic ethics and ethical principles.

REFERENCES

- [1] **AKKAYA, M., & YILDIRIM, Z.** (2017). Akademik Bilgi Üretimi ve Etik. Çankırı Karatekin Üniversitesi Karatekin Edebiyat Fakültesi Dergisi, 5(2).
- [2] **ALEV, B., & GENÇ, N.** (2015). Türkiye'de Üniversite Etik Kurulları Üzerine Bir İnceleme. Akdeniz İ.İ.B.F. Dergisi, 15(31), s. 135–182.
- [3] **BÜKEN ÖRNEK, N.** (2006). Türkiye Örneğinde Akademik Dünya ve Akademik Etik. Hacettepe Tıp Dergisi, 37(3), s. 164–170.
- [4] **DEMİR, G.** (2023). Yükseköğretimde Etik İlkelerin Gelişimi ve Önemi. RumeliDE Dil ve Edebiyat Araştırmaları **DERGİSİ** (34), s. 403–420.
- [5] **İNAN, E., & PEKÜN, B.** (7-9 Ekim 2009). Siyasal İletişim “Sanal Serbest Kürsüler” ve İletişim Etiği. Elazığ: Medya ve Etik Sempozyumu.
- [6] Kamu **GÖREVLİLERİ** Etik **KURULU**. (2019). Etik Rehberi. Ankara: T.C. Kamu Görevlileri Etik Kurulu.
- [7] **KAYAER, M.** (2013). Çevre ve Etik Yaklaşımlar. Siyaset, Ekonomi ve Yönetim Araştırmaları Dergisi, 1(2), s. 63–76.
- [8] Milli Eğitim **BAKANLIĞI**. (2009). [viewed on August 22, 2023]. Etik Nedir? Available from: <https://www.meb.gov.tr/duyurular/duyurular2009/etik/> received from.
- [9] **ÖZTÜRK, Ş.** (2015). Sosyal Medyada Etik Sorunlar. Selçuk İletişim Dergisi, 9(1), s. 287–311.
- [10] **PEHLIVANLI, E.** (2019). Akademik Etik Değerlerin, İşkoliklik ve Psikolojik Sözleşme İhlali İle İlişkisinin İncelenmesi. (Kırıkkale Üniversitesi Sosyal Bilimler Enstitüsü İşletme Anabilim Dalı Doktora Tezi).
- [11] **TEPE KÜÇÜKOĞLU, M.** (2012). Etik Değerler ve Etiğin Kurumsallaşması. Hukuk ve İktisat Araştırmaları Dergisi, 4(1), s. 177–185.
- [12] **TÜBA.** (2002). Bilimsel Araştırmada Etik ve Sorunları. Ankara: Türkiye Bilimler Akademisi Yayınları.
- [13] **TÜBİTAK.** (2015). TÜBİTAK ARAŞTIRMA VE YAYIN ETİĞİ KURULU YÖNETMELİĞİ. [viewed on August 23]. Available from: https://www.tubitak.gov.tr/sites/default/files/3654/247_sayili_bk_islenmis_hali.pdf received from.
- [14] Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi. (tarih yok). [viewed on August 23, 2023]. Available from: <https://www.yok.gov.tr/Documents/Mevzuat/yuksekogretim-kurumlari-bilimsel-arastirma-ve-yayin-etigi-yonergesi.pdf> received from.
- [15] Yükseköğretim Kurumları Etik Davranış İlkeleri. (2014). [viewed on August 23, 2023]. Available from: <https://www.ankara.edu.tr/wp-content/uploads/sites/6/2015/01/etik-davran%C4%B1%C5%9F-ilkeleri.pdf> received from.

ЕТИЧНИ ПРИНЦИПИ ВЪВ ВИСШЕТО ОБРАЗОВАНИЕ В ТУРЦИЯ

Резюме: Докато се подготвя научно изследване, е възможно изследователите да демонстрират поведение, което подчертава личните интереси и е против етиката на публикуване, умишлено или несъзнателно. В този контекст могат да се видят доста движения, които са лишени от изследователски умения и които са лесни за използване. Фактори като изготвяне в съответствие с честни, надеждни и честни научни данни и съдържане на универсална информация са важни, за да бъде едно изследване научно изследване. В допълнение към всички тези фактори, фактът, че изследователите възприемат академичните етични ценности като принцип и че избягват плагиатството и обръщат нужното внимание на публикациите на други изследователи, също са сред много важните въпроси.

В изследването, на първо място, подробно се обсъждат концепциите за етика и академична етика, които изследователят трябва да обмисли и за които трябва да се грижи, а след това неетичното академично поведение във висшето образование в Турция. В допълнение, причините за появата на тези концепции, които се наричат неетично поведение, и какво може да се направи, за да се премахнат тези поведения, са сред темите, обсъждани в това изследване. Целта на проучването е да създаде информираност по отношение на минимизиране на грешките, които могат да възникнат доброволно или неволно при провеждане на научни изследвания.

Ключови думи: етика, етика, професионална етика

Assoc. Prof. Mustafa Hatipler, PhD
University of Trakya, Edirne Vocational School of Social Sciences
E-mail: mustafahatipler@gmail.com

INTEGRITY IN INFLUENCE CAMPAIGNING: THE CASE OF NATIONAL BRANDING AND ITS TEACHING IN HIGHER EDUCATION INSTITUTIONS

Ventzeslav Sabev

University of Library Studies and Informational Technologies

Abstract: *In today's information age, the world is experiencing a revolution in the processing and transmission of information. Ethics in the information society refers to the right way to behave in the digital space. This report examines various aspects of the issue such as privacy, security, freedom of expression, responsible use of technology and respect for other users, critical thinking and information literacy. The role of ethics in the information society for the formation of a healthy and sustainable digital culture to cope with the challenges of the modern world and new communications is presented.*

By combining the balanced use of technology with attention to the rights and dignity of everyone, we can create an information society that promotes knowledge, freedom and mutual respect. Attention is paid to intellectual property rights in the context of information ethics. The focus of the current development is communication technologies as a challenge to the ethical aspects of information and access to it, freedom of expression and perspectives for young people - seven basic challenges that influence the safe dissemination of information are presented. Ethics is also presented in the context of information warfare and influence operations through campaigns to establish trust as the highest goal of communities in democratic systems. Observance of ethical standards, constant control and feedback in national campaigns related to culture, values, achievements, cultural heritage increase transparency and trust and are a lever to ensure a potential positive brand of any country in the world and aim to form a positive perception of the place among tourists, investors, businesses. It is concluded that ethical values such as respect for human rights, environmental protection and social responsibility are perceived as strong comparative advantages in global competition between countries in any field, including education. Universities can introduce key performance indicators and evaluation tools to measure the impact and effectiveness of campaigns and suggest corrective actions where ethical considerations have been overlooked. In the long run, relational ethics promotes peaceful international relations based on trust and mutual understanding, public and personal well-being.

Keywords: *ethics, information society, information literacy, values, human rights, digital culture*

Information literacy as an essential pillar of democracy

In its “*Information for All Programme*”, UNESCO defines information literacy as a vehicle for people empowerment, as it enables them “to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals”. Information literacy and lifelong learning are described as “the beacons of the information society, illuminating the courses to development, prosperity and freedom”.

Integrity, as a basis for credible, accurate and trustworthy information, is an essential prerequisite in building information literacy. By upholding integrity, people can rely on information that is factual and unbiased, allowing them to make informed judgments and use information responsibly. In turn, verified and reliable information

contributes to countering the spread of false or misleading data. As such, information literacy strengthens basic democratic principles like pluralism of opinions, meaningful engagement in civic activities, as well as critical thinking, which includes discussing media bias and motives behind the presented information. Ethical management and dissemination of information implies honesty, transparency and respect for intellectual property rights. Ultimately trustworthiness boosts the influence of an idea, a country or a brand, while enhancing the reputation of the people carrying the message.

Ethical challenges in building information literacy in a digitalized world

Modern communication technologies have revolutionized the way we gather and exchange information. With all the benefits, such as speed, accessibility, globalization, convenience, the new technologies also bring major ethical challenges. A *first* concern is about ensuring the privacy and protection of data from unauthorized access, misuse, malware, data breaches, hacks, surveillance and collection of personal information without informed consent. *Second*, the proliferation of digital platforms has led to the spread of misinformation, disinformation and fake news, putting into question the truthfulness and reliability of information and often influencing public opinion and decisions based on false information. A *third* challenge is posed by the unequal access to communication technologies which limit access to information, education and economic opportunities for marginalized communities. Bridging this digital divide is an ethical imperative. *Fourth*, extremist ideologies which spread rapidly online require constant adaptation of internet regulations. These regulations must maintain a fragile balance between freedom of expression and the prevention of violent ideologies. *Fifth*, especially relevant in influencing campaigns, the use of algorithms provides personalized content which can lead to bias and trigger change of perceptions and perspectives. *Sixth*, digital technologies facilitate the reproduction and distribution of content covered by copyright, raising ethical questions about the protection of intellectual property rights. A *seventh* concern is related to the impact on mental health, especially in children and adolescents, of addictions created by communication channels and time spent in front of screens.

Regular and frequent multi-stakeholder consultations, involving policymakers, technology experts, media, academia, users, are needed to address these ethical challenges and adapt regulations.

Addressing ethical challenges in the context of influencing campaigns

More than 2600 years ago, Sun Tzu advised that “*the supreme art of war is to subdue the enemy without fighting*”. Nowadays, influence campaigning, also known as “information warfare” or “influence operations”, pursues that same goal to shape public opinion, attitudes, beliefs, and actions through the dissemination of information and narratives. Campaigns allow to gain support for a specific agenda or to undermine the credibility of competing viewpoints.

Influence campaigning poses risks, particularly when used unethically and with malicious intent. They can spread false or misleading information to manipulate public opinion by exploiting psychological vulnerabilities or creating confusion, distrust and division. By promoting polarized or extremist views, campaigns undermine social cohesion and unity. Such interference in public perceptions is a growing threat for the integrity of democratic systems, especially when the target are vulnerable populations, minorities, and marginalized communities, exacerbating social inequalities. In international affairs, campaigns carried out by foreign actors can lead to diplomatic tensions between countries.

Leaked information on past and ongoing influence operations has uncovered unethical, and often unlawful practices. This has jeopardized the reputation of public institutions and people, while creating suspicion about the real intention of media and renown experts who are indeed revealed as lobbyists.

Integrity in influencing campaigns is crucial because it ensures that the information presented is accurate, exempt from manipulation and therefore credible. Integrity builds *trust* with the target audience, as people are more likely to take the messages seriously when campaigns are perceived as honest and transparent. Campaigns which are driven by ethical standards tend to better preserve reputation in the long-term.

Respecting the autonomy, intelligence and free discernment of the audience is another prerequisite of integrity, avoiding sensationalism, instigating fear, or spreading false narratives. At the same time, objectives and motives behind the campaign should be clearly expressed, while affiliations and sponsorships should be

disclosed. All information presented in the campaign must be verified through reputable sources. Besides complying with ethical Codes, oversight from a third-party, as well as continuous monitoring of impact and feedbacks, further boosts accountability, transparency, and ultimately trust.

An essential lever in ensuring integrity in influencing campaigns is education and information literacy which train the public to receive and evaluate information critically and detect potential misinformation or manipulation.

Achieving integrity in national branding campaigns through education and ethical use of information

National branding uses influencing techniques to build and promote a country's image, reputation, and identity on the global stage. It presents a cohesive and attractive narrative of the country's attributes, culture, values, achievements, aiming at shaping a positive perception among tourists, investors, businesses, and other countries.

Forging integrity in these campaigns is essential to establish credibility and foster long-term positive relationships regionally and internationally. Providing **truthful information** about a country's culture, heritage, achievements, but also existing challenges, ensures that the brand's messaging is reliable and authentic and avoids creating false expectations or, ultimately, deception. Evidence-based communication adds credibility and supports the brand's claims. In the end, the country's reputation is at stake.

National branding campaigns should demonstrate cultural sensitivity and respect for cultural diversity, avoiding stereotypes. National branding communication should also reflect the plurality of perspectives among domestic stakeholders, including citizens, businesses, cultural and research organizations. Integrity in national branding requires a long-term vision and **commitment to the country's values and identity**, with a strong alignment of the branding strategy with the country's aspirations. Ethical values such as respect for human rights, environmental stewardship and social responsibility are perceived as strong comparative advantages in the global competition among countries.

Teaching national branding in higher education institutions is particularly relevant in countries seeking to establish and enhance their global presence and reputation. It implies an interdisciplinary approach, combining marketing, international relations, communications, tourism, public administration, etc. The

successful branding strategy will then depend on the ability to build consensus and a federating narrative among experts and industry representatives with often diverging agendas.

Higher education can be one of the **consensus-building levers**, as it has the authority and credibility to build capacity among future professionals and adapt best international practices and ethical standards to local conditions. Involving academic institutions in the development of national branding strategies fosters trust in the accuracy and truthfulness of the messages. The contribution of historians, philologists and culturologists is particularly important when campaigns use and sometimes abuse national imagery and symbols.

Academic rigor ensures **critical thinking** among students and scholars, as well as consideration of ethical implications of branding decisions on the country's reputation, as well as on societies, local communities, culture, environment and development at home and abroad. **Awareness** of the global impact of national branding is of utmost importance as it can influence international relations, trade, tourism, and overall human interactions. In this sense, many countries communicate on their track record on “responsible tourism”, “sustainable economic development” or “valuing cultural heritage”.

Universities are also well equipped to put in place key performance indicators and evaluation tools to measure the impact and effectiveness of campaigns and propose corrective actions. Thanks to their expertise in knowledge management, higher education institutions can advise on improvements in national branding strategies, based on learning from failures or missteps, including when ethical considerations had been neglected. In addition, knowledge management enables benchmarking and competitive analysis of other countries' branding strategies, learning from successful examples. The accumulation and preservation of knowledge at academic institutions helps creating compelling, coherent and authentic brand stories, by leveraging historical, cultural and natural assets which support attractive national narratives.

Promoting a culture of integrity in national branding requires a holistic approach which balances the promotion of a country's interests with respect for its people, culture, and the global community. One of the conditions for successful branding campaigns is the involvement of all stakeholders, including government agencies, business, media, civil society, but also higher education institutions. National branding strategies, translated into influencing campaigns which respect core ethical

principles, have been more successful in enhancing a country's reputation, attracting investment and boosting tourism. In the long run, such campaigns foster peaceful international relationships based on trust and mutual understanding.

REFERENCES

- [1] ANHOLT, S. Places: Identity, Image, and Reputation. Palgrave Macmillan. 2010.
- [2] BRUCE, C. S., & DAVIS, K. S. Information literacy and information behavior: Reviewing the past and looking to the future. Journal of Documentation, 2018, 74(2), 268–283.
- [3] CERVELLON, M. C., LARCENEUX, F., & PONCIN, I. Towards the ethical consumption of brands: an empirical examination of the impact of brand ethics on consumer attitudes. International Journal of Consumer Studies, 2012, 36(2), 137–147.
- [4] KOTLER, P., & GERTNER, D. Country as Brand, Product, and Beyond: A Place Marketing and Brand Management Perspective. Journal of Brand Management, 2002, 9(4-5), 249–261.
- [5] LANGFORD, L. Ethical information literacy and civic engagement: Principles, practices, and pathways. Chandos Publishing. 2017.
- [6] UNESCO. Riga Guidelines on Ethics in the Information Society, October 2013. www.unesco.org/en/ifap/information-literacy
- [7] WEBBER, S., & JOHNSTON, B. Conceptions of information literacy: New perspectives and implications. Journal of Documentation, 2015, 71(2), 264–289.
- [8] WEBER, M. M., & COOKS, L. Information literacy and ethical decision-making in the age of open access to legal information. Legal Reference Services Quarterly, 2017, 36(4), 256–269.
- [9] WILLIAMSON, K., & JOHANSON, G. Developing ethical information literacy in higher education: A critical realist approach. Library Trends, 2017, 66(2), 133–151.
- [10] ZURKOWSKI, P. G. (2017). The information service environment: Relationships and priorities. Journal of Documentation, 33(1), 21–31.

ПОЧТЕНОСТ В КАМПАНИЯТА ЗА ВЛИЯНИЕ: СЛУЧАЯТ НА НАЦИОНАЛНОТО БРАНДИРАНЕ И НЕГОВОТО ПРЕПОДАВАНЕ ВЪВ ВИСШИТЕ УЧЕБНИ ИНСТИТУЦИИ

Резюме: В днешния информационен век светът преживява революция в обработката и предаването на информация. Етиката в информационното общество се отнася до правилния начин на поведение в дигиталното пространство. Настоящият доклад разглежда различни аспекти на проблематиката като поверителност, сигурност, свобода на изразяване, отговорно използване на технологиите и уважение към другите потребители, критично мислене и информационна грамотност. Представена е ролята на етиката в информационното общество за формирането на здрава и устойчива дигитална култура, за да се справим с предизвикателствата на модерния свят и новите комуникации.

Съчетавайки балансирано използване на технологиите с внимание към правата и достойнството на всеки, можем да създадем информационно общество, което насърчава знание, свобода и взаимно уважение. Обърнато е внимание на правата на интелектуална собственост в контекста на етиката в информацията. Акцент в настоящата разработка са комуникационните технологии като предизвикателство пред етичните аспекти на информацията и достъпа до нея, свободата на изразяване и перспективите пред младите хора – представени са седем базови предизвикателства, които влияят върху безопасното разпространение на информацията. Етиката е представена и в контекста на информационната война и операциите за влияние чрез кампании, за да се изведе доверието като висша цел на общностите в демократичните системи.

Спазването на етичните стандарти, постоянният контрол и обратната връзка при национални кампании, свързани с културата, ценностите, постиженията, културното наследство повишават прозрачността и доверието и са лост за осигуряване на потенциален положителен бранд на всяка страна в света и цели формиране на положително възприятие за мястото сред туристите, инвеститорите, бизнеса. Изведен е като извод фактът, че етичните ценности като зачитане на правата на човека, опазване на околната среда и социална отговорност се възприемат като силни сравнителни предимства в глобалната конкуренция между страните във всяка област, включително и образованието. Университетите могат да въведат ключови показатели за ефективност и инструменти за оценка, за да измерват въздействието и ефективността на кампаниите и да предлагат коригиращи действия, когато етичните съображения са били пренебрегнати. В дългосрочен план етиката във взаимоотношенията насърчава мирните международни отношения, основани на доверие и взаимно разбирателство, обществено и лично благосъстояние.

Ключови думи: етика, информационно общество, информационна грамотност, ценности, права на човека, дигитална култура

Ventzeslav Sabev, PhD Candidate
University of Library Studies and Information Technologies
E-mail: ventzeslav.sabev@unitingvalues.org

DEVELOPING AND IMPROVING KEY COMPETENCES IN THE UNIVERSITY ENVIRONMENT – ETHICAL FRAMEWORK

Snezhana Tsekova

University of Library Studies and Information Technologies

Abstract: *The article discusses the ways and means of interaction and communication in and outside the university educational environment. They are considered from the point of view of the mechanisms for effective interaction between teachers, students, institutions and state policy, with the aim of optimizing educational practices and increasing the quality of education, in the context of the formation of key skills and competences of students. Personal orientation in the digital age plays an important role in the successful functioning and development of an ethical information society. Information, learning, digital, personal and professional competences are key tools in the formation of skills for evaluation, analysis and interpretation of information, critical thinking, communication skills and ethical use of acquired scientific knowledge. The dynamic social environment requires university structures to prepare innovative curricula and progressive teaching methods. The analysis of the effectiveness of the educational toolkit includes evaluation of the results of the educational process, measurement of the level of acquired learners' key competences, as well as analysis of the impact of educational methods and technologies on the participants in the educational process. Within this methodology, knowledge management principles are applied to ensure an innovative and ethical educational environment.*

Keywords: *competences, training, innovations, communication, digitization, ethics, quality*

Introduction

In the digital age, where information is available and accessible at any time, critical thinking as well as the ability to understand and test acquired knowledge, are of paramount importance. In numerous policies, initiatives, recommendations, strategies and concepts for the development of the educational sphere at the global and local level, key competences are presented as an important priority for building a unified information and competence society, and successful ways to promote the acquisition of essential qualities intended for the providers of education as well as for the learners themselves. With some certainty, we can determine that the role of education in the life of society and the individual is constantly increasing, but there is a clear crisis between the results of the functioning of educational systems and the rapidly developing industrial, digital and socio-cultural needs of humanity. Universities are faced with the challenges of the “new time” and have a particularly important role in the development and improvement of new knowledge and the use of already acquired knowledge to develop innovative and competitive technologies. “If we want current and future students to confidently tackle the world’s biggest

challenges, a change in the way we teach and acquire knowledge and skills is needed in the formation of values and attitudes. For this purpose, a transition from teaching, memorization and reproduction of information to the use of interactive methods, active interaction between participants in the educational process, personalization of educational content and orientation to results is required.“ [1] Changing the perspective in education from teaching knowledge to mastering key competencies and developing abilities to solve complex cases brings to the fore the need to increase the quality of education through the introduction of innovative teaching methods. “The 21st century set of skills is constantly expanding and dynamically changing. The need for social and emotional intelligence is becoming more and more tangible. Over the next ten years, basic and functional literacy in reading, mathematics, science and technology and digital skills must be further developed. Along with this, there will be an emphasis on bridging skills such as critical thinking, expressing an informed opinion, initiative, problem solving and teamwork skills. The demand for personality qualities such as ethical behavior, curiosity, adaptability, leadership, social responsibility and acceptance of differences will increase.“ [1]

In a message from the EC to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, regarding a new push for higher education in the EU, 4 priorities for action to increase the intensity of higher education were defined:

1. Addressing the skills gap and promoting excellence in skills development;
2. Building inclusive and connected systems of higher education;
3. Ensuring that higher education institutions contribute to innovation;
4. Support for effective higher education systems. [2]

Although the foundation of acquired competences is more often associated with the functions of primary and secondary education, higher education has an essential function in the development and improvement of “Literacy Competence” in the digital age. Educational services in higher education as a set of processes create the modern characteristics of the information university environment and predetermine the acquired information competence of students.

Key competences

“*The concept of competence* comes from the Latin language (lat. Competens, entis – “capable”; from the English language, the word competence is translated as “ability, gift”). Competences are defined as a dynamic set of knowledge, skills,

attitudes and relations that are acquired in the learning process. They are mainly related to the behavior of the individual – not knowledge or skills per se, but appropriate behaviors demonstrated in specific learning situations and necessary to achieve results in a specific activity or in a specific professional role.” [3] IN THE COUNCIL’S RECOMMENDATION on key competences for lifelong learning “Key competences are the competences that every person needs for personal fulfillment and development, employability, social inclusion, sustainable lifestyles, successful living in peaceful societies, organizing life in a health-conscious way and active civic participation. They develop through lifelong learning – from early childhood to lifelong adulthood – through formal, non-formal and informal learning in all settings, including the family, school, workplace, neighborhood and other communities. All key competencies are considered equally important; each of them contributes to a successful life in society. Competences can be applied in many different situations and in many different combinations. They overlap and are interconnected; aspects that are most important in one area support competence in another. Key competences include skills such as critical thinking, problem solving, teamwork, communication and negotiation, analytical skills, creativity and intercultural skills. The Reference Framework defines the following key competences:

- Language literacy;
- Multilingual competence;
- Mathematical competence and competence in the field of exact sciences, technology and engineering;
- Digital competence. [4]

The expansion of the demand for personal qualities such as ethical behavior, curiosity, adaptability, leadership, social responsibility and acceptance of differences will continue to grow. The main features of the competence approach stand out through the change of perspective in learning, from the linear transmission of knowledge to the active acquisition of key skills and the development of problem-solving skills. The attitude towards the importance of the acquisition of basic skills and the development of the abilities to solve problems leads to the appearance of new characteristics of the competence methodology of the training. It is necessary to develop a methodology and technology for the formation of key competences among learners, taking into account the various branches of knowledge. Researching the

progress in this direction is essential for modern people, especially in the context of the rapidly developing information society.

Raising the quality of education

In the 21st century, there is a continuous expansion and dynamic change of the complex of skills necessary for realization and adaptation in social life. Over the next ten years, the development of basic and functional competences in reading, mathematics, science, technology and digital skills should continue. At the same time, the emphasis in the learning process should be on basic skills such as critical thinking, ethical thinking, expressing an informed opinion, initiative, problem solving and teamwork abilities. It is the responsibility of educational institutions to increase the quality of education, as a result of effective interaction between business, scientific institutions and the state, by creating a stimulating and supportive environment for innovation. In the STRATEGY for the development of higher education in the Republic of Bulgaria for the period 2021–2030, the main challenges related to the accelerating dynamics of the labor market are outlined, as well as the mechanisms and tools for increasing the quality of education in a university environment:

1) Discrepancy between the needs of the labor market and the nature of the training received in higher education institutions in terms of both knowledge (need for interdisciplinary knowledge and interdisciplinary training) and skills and competences (need to focus the educational process on the acquisition of analytical, digital and social competences).

2) Need to create a permanent and effective mechanism for timely changes in curricula and syllabi in view of the dynamic labor market and social development.

3) The need to develop more flexible forms of education, including the introduction of 3-year education to acquire a bachelor's degree, as well as forms of education with the active participation of business representatives.

4) Delay in time and lack of flexibility in the introduction and management of modern courses and specialties.

5) Need to assert lifelong learning as a priority direction in the development of higher education.

6) Need to ensure high qualification of the entire academic staff by constantly updating the knowledge, skills and competences of the teachers. [5]

The modern orientation of the educational environment should be based on the synergy between traditional and modern methods, as at the current stage of the modernization of education, the organizers and practitioners in the educational system should look for new, more effective methods and technologies for competence training in a university environment. Analyzing the effectiveness of innovations in the educational sphere can be carried out by applying principles of knowledge management and setting goals and objectives for the formation of the competence education system. Based on the analysis of educational policies, strategies and standards, we could summarize the following key aspects for increasing the quality of education in the context of building and improving key competences:

- Modern provision of the material and technical infrastructure.
- Modernization and updating of the content of curricula and syllabi.
- Modern teaching methods, presentation of the learning material.
- The active involvement of students in research and artistic and creative activities in the educational institution.
- Dual education system in higher education.
- Participation of employers in the development of curricula and syllabi.
- Development and improvement of mechanisms and procedures for feedback from stakeholders;
- Development and modernization of the system for increasing the competence and motivation of the academic staff and employees in higher schools;
- Ethical model of training.

Conclusion

One of the main priorities of society is the preparation of qualified experts in various fields of human development, and here we cannot deny the role of university institutions as a key tool through their social and home components, information arrays and human resources. The symbiosis and interaction between the various elements of the university environment modify the professional, social and personal qualities of the graduates so that they can fully fulfill their function in real life. It is necessary that the exchange of information and the methods for increasing the quality of education are aimed at the harmonious interaction between teachers, students, educational institutions, state policy and business, and complex measures are taken

that contribute to the construction and improvement of key competences among students. The university, as a source of resources necessary for the creation of successful, competent, innovative and entrepreneurial human capital, provides access to knowledge and opportunities to develop a network of professional contacts, and its role can also be evaluated from the point of view of the concept of applying ethical principles and standards for building trust. The integration of the competence approach in the field of higher education is an adequate response to the dynamics of information globalization and digitalization. When society develops key competencies and applies ethical standards, it can meet the challenges of the digital age and create an informed, responsible and ethical society. The overall approach to increasing the quality of university education should be based firstly on modern trends in the development of higher education, secondly – to stimulate the potential of educational institutions, thirdly – the availability of modern scientific and theoretical apparatus, next – the integration of a competence model of learning and last but not least – a training methodology, in line with the innovations of the “new time”. The prospects of university education are directly dependent on the abilities to stimulate a higher quality of the educational environment, based on global best practices for education and innovation.

REFERENCES

- [1] **STRATEGICHESKA** ramka za razvitie na obrazovaniето, obuchenieto i ucheneto v Republika Bulgaria (2021 – 2030)
[СТРАТЕГИЧЕСКА рамка за развитие на образованието, обучението и ученето в Република България (2021 – 2030)]
- [2] **SAOBSHTENIE** na Komisiyata do Evropeyskia parlament, Saveta, Evropeyskia ikonomicheski i sotsialen komitet i Komiteta na regionite относно nov tlasak za vissheto obrazovanie v ES (Bryuksel, 30.5.2017 g. COM (2017) 247 final
[СЪОБЩЕНИЕ на Комисията до Европейския парламент, Съвета, Европейския икономически и социален комитет и Комитета на регионите относно нов тласък за висшето образование в ЕС (Брюксел, 30.5.2017 г. COM (2017) 247 final]
- [3] **KOMPETENTNOSTI** i obrazovanie. [online]. dostapna na: file:///C:/Users/s.tsekova/Downloads/I-book-4.pdf
[КОМПЕТЕНТНОСТИ и образование. [online] Достъпна на: file:///C:/Users/s.tsekova/Downloads/I-book-4.pdf]
- [4] **PREPORAKA** na Saveta ot 22 may 2018 godina относно klyuchovite kompetentnosti za uchene prez tselia zhivot (tekst ot znachenie za EIP). – V: *Ofitsialen vestnik na ES*. (2018/C 189/01)
[ПРЕПОРЪКА на Съвета от 22 май 2018 година относно ключовите компетентности за учене през целия живот (текст от значение за ЕИП). – В: *Официален вестник на ЕС* (2018/C 189/01)]
- [5] **STRATEGIA** za razvitie na vissheto obrazovanie v republika bulgaria za perioda 2021 – 2030.
[СТРАТЕГИЯ за развитие на висшето образование в Република България за периода 2021 – 2030]

РАЗВИВАНЕ И ПОДОБРЯВАНЕ НА КЛЮЧОВИТЕ КОМПЕТЕНЦИИ В УНИВЕРСИТЕТСКАТА СРЕДА – ЕТИЧНА РАМКА

Резюме: Статията разглежда начините и средствата за взаимодействие и комуникация в и извън университетската образователна среда. Те се разглеждат от гледна точка на механизмите за ефективно взаимодействие между учители, ученици, институции и държавна политика, с цел оптимизиране на образователните практики и повишаване на качеството на образованието, в контекста на формирането на ключови умения и компетентности на студенти. Личната ориентация в дигиталната ера играе важна роля за успешното функциониране и развитие на едно етично информационно общество. Информационните, учебните, дигиталните, личностните и професионалните компетентности са ключови инструменти за формиране на умения за оценка, анализ и интерпретация на информация, критично мислене, комуникационни умения и етично използване на придобитите научни знания. Динамичната социална среда изисква от университетските структури да изготвят иновативни учебни програми и прогресивни методи на преподаване. Анализът на ефективността на образователния инструментариум включва оценка на резултатите от образователния процес, измерване на нивото на придобитите ключови компетентности на обучаемите, както и анализ на въздействието на образователните методи и технологии върху участниците в образователния процес. В рамките на тази методология се прилагат принципи за управление на знанието, за да се осигури иновативна и етична образователна среда.

Ключови думи: компетенции, обучение, иновации, комуникация, дигитализация, етика, качество

Snezhana Tsekova, PhD
University of Library Studies and Informational Technologies
E-mail: s.tsekova@unibit.bg

ETHICS, LEARNING STRATEGIES AND ACADEMIC CULTURE IN HIGHER EDUCATION

Elena Savova

University of Library Studies and Information Technologies

Abstract: *In classrooms around the world, it is common to find students of different races or ethnic identities, genders, religions, and cultures learning together. A diverse and inclusive classroom encourages sharing, listening, and understanding so that all identities can feel accepted and included. Culture is more than the traditions, languages, and foods of a country or group; institutions and industries can also have their own cultures. Academic and professional culture is different everywhere, and it's important to understand the differences so that you can succeed in your learning strategies.*

Keywords: *ethics, learning strategies, academic culture, higher education, learner-centered classroom*

In classrooms around the world, it is common to find students of different races or ethnic identities, genders, religions, and cultures learning together. A diverse and inclusive classroom encourages sharing, listening, and understanding so that all identities can feel accepted and included.

Diversity is the inclusion of different identities in a group. Every person has many unique characteristics based on identities such as race, ethnicity, culture, gender, age, socio-economic status, physical or intellectual ability, religion, political beliefs, and much more. Classrooms that explore and respect diversity are more positive and enriching learning environments for all students.

Unfortunately, people are often treated differently because of their identities. Discrimination, or the practice of treating a person or group differently, can occur among peers and teachers in the classroom. Class assignments or teaching practices can also be discriminatory if they view or treat a specific group negatively. As educators, it is our job to build respect and understanding among peers. We should also evaluate our teaching practices and materials to make sure that they are respectful and accepting of all students.

Equity is the process of giving each individual what they need to be successful. Equality is when every individual is treated the same. In a classroom that focuses on equality, students might all be treated the same, but each student may not receive the specific resources and support they need to succeed academically.

In a classroom that demonstrates equity, however, each student gets the specific resources and support they need to succeed academically. This is sometimes referred to as differentiated instruction. This might mean that each student receives help in different ways in order to reach a common goal.

A **learner-centered classroom** is one in which the teacher provides direction to help the learners build knowledge through analysis and collaboration. In these classrooms, it is quite common to see learners actively communicating with each other, rather than communicating solely with the teacher. This kind of study can encourage critical thinking and collaboration between learners, by utilizing discussions, analysis of material, peer review of tasks, and creation of teaching materials.

Students are expected to actively contribute to the course experience. This means that you and your classmates will:

- Respond to questions.
- Ask questions.
- Share your thoughts.
- Be open to others' thoughts.

They can provide their own interpretation and analysis of different topics and share own ideas.

Table 1. Differences between teacher-centered and learner-centered classrooms

	Teacher-Centered ("Traditional")	Learner-Centered
Knowledge:	Passed from teacher to student	Constructed by students through critical thinking
Instructor Role:	Gives information and evaluates students	Facilitates discussion, encourages analysis
Student Role:	Passive, absorbs knowledge	Active, negotiates meaning to build knowledge

Types of Activities:	Lecture, reading	Discussions, group projects, productive tasks (e.g. making a lesson plan)
Types of Assessment:	Written exams	Portfolios, quizzes, presentations, participation, group projects, peer review
Learning Outcomes:	Students memorize information	Students apply information to real-life scenarios

Learner Expectations and Online Learning Style

The educator has to think about how the students learn. Are they visual learners, who better understand concepts when they are shown as an image or by watching someone perform the lesson? Or are they auditory learners, who understand lectures and listening exercises more clearly than others?

When we say “learning styles”, we mean different methods by which students absorb and retain knowledge. There are many different learning styles, but five of these are represented in online learning:

1. Reading and Writing

Do you prefer to read material and take notes? If so, you may be a learner whose style is Reading and Writing. Ideal assignments for you may include reading assignments, extensive note taking, and essays. Discussion forums that require lots of writing are also a method to engage Reading and Writing learners.

2. Visual

Visual learners prefer to see how an activity is done before attempting it themselves. They also prefer graphics over text in lessons. Videos and infographics are great ways in which online learning engages visual learners.

3. Listening

If you learn best by Listening, you may prefer lectures and podcasts to videos. You might prefer to hear the information, instead of reading it or seeing it displayed by a graph. Many online courses offer audio lessons as podcasts, and video lessons also incorporate sound, which is ideal for listening learners.

4. Interacting

If you learn best by collaborating and discussing with others, then online education has a lot to offer! Many students believe that since a course is online, they won't have the typical classroom experience and the group collaboration that comes with it. For learners who learn best through interaction, this can be a downside. But in fact, online learning has many methods of collaboration, from discussion boards and forums to group exercises that can be done via email. There are many methods to engage interactive learners.

5. Hands-On

Hands-On learners learn by doing. Project-based assignments, where they design, create, or build out products like lesson plans appeal to these learners. Simulated classroom exercises are also appealing, and an example of one of the many ways hands-on learning can be incorporated into an online environment.

Culture is more than the traditions, languages, and foods of a country or group; institutions and industries can also have their own cultures. Academic and professional culture is different everywhere, and it's important to understand the differences so that you can succeed in your learning strategies.

Inclusive classrooms are learning environments where all students learn together, regardless of their backgrounds or abilities. Inclusive classrooms respect learners' diversity and demonstrate equity.

Teaching methods and materials must be accessible so that all students are included. Accessible materials might look different for each student - for example, a student learning virtually might not have the internet connectivity to watch a long recorded video. To make this video accessible, instructors could include a downloadable script of the video that students can read offline. Instructors could also use closed captions so that learners who are deaf or hard of hearing can watch the video while reading the words spoken at the bottom of the screen. Allowing accommodations, small changes made to the way that an assignment is shared by the

teacher or completed by the student, helps to create an equitable learning environment for all students.

ЕТИКА, СТРАТЕГИИ ЗА УЧЕНЕ И АКАДЕМИЧНА КУЛТУРА ВЪВ ВИСШЕТО ОБРАЗОВАНИЕ

Резюме: В класните стаи по света често се срещат ученици от различни раси или етнически идентичности, пол, религии и култури, които учат заедно. Разнообразната и приобщаваща класна стая насърчава споделянето, изслушването и разбирането, така че всички идентичности да се чувстват приети и съпричастни. Културата е повече от традициите, езиците и храните на дадена страна или група; институциите и индустриите също могат да имат своя собствена култура. Академичната и професионалната култура е различна навсякъде и е важно да се разбират различията, за да може да се постигне успех в стратегиите за учене.

Ключови думи: етика, стратегии за учене, академична култура, висше образование, класна стая, ориентирана към учащите се

Assoc. Prof. Elena Savova, PhD

University of Library Studies and Information Technologies

E-mail: e.ignatova@unibit.bg

INFORMATION LITERACY IN UNIVERSITY LIBRARIES AND ACCESS TO INFORMATION

Trayana Petrova, Viktoria Tsvetkova

University of Library Studies and Informational Technologies

Abstract: *The dynamic process of globalization and digitization of information is related to information literacy. The mission of university libraries is increasingly aimed at supporting the information literacy of their users. University libraries provide access not only to their books, papers and library documents, but also to a variety of electronic resources, platforms and information portals.*

Keywords: *university library, information resources, information literacy, information, digitalization*

Introduction

The growing information needs of users and the subsequent rapid development of information technologies, caused university libraries to impose numerous changes and modifications to their library and information activities in order to remain relevant.

Today, libraries give their users access not only to their books, papers and library documents, but also to a variety of electronic resources, platforms and information portals. A large part of libraries are no longer just repositories, but also active information centers.

Library access to information

The dynamic process of globalization and digitization of information is related to information literacy. New information technologies have long changed the ways and means of handling information. The information person of the 21st century wants to navigate the information space fast and to reach what interests him more and more easily. In order to make full use of all available information resources, however, he must be not only computer literate, but also information literate. In recent years, major academic libraries around the world have taken actions related to information literacy and user education. [1]

Every single resource in the library, whether paper or electronic, needs to go through a specific type of processing in order to reach the user. For his part, the user must possess a certain information literacy in order to be able to navigate the flow

of information that is provided to him and for it to be maximally adapted to his needs. [1]

Libraries play an important role in the development and maintenance of a democratic society by providing individual access to many and varied fields of knowledge, ideas and opinions. It is obvious that the library, in order to accept the challenges of the information technology invasion, will need to reformulate its goals of its public influence, it will need reliable allies to preserve its place in society as a “phenomenon in human civilization and culture”. [2]

Providing access to scientific, academic and reference information resources is a major task of every university and an obligation of the university library. Students and teachers have the opportunity to search and find specific information in information platforms with access to various databases in the field of various scientific fields.

In a modern library, its full functioning is unthinkable without the implementation of new technologies and their maintenance. In order to be maximally useful to its users, the library must monitor and constantly update its services in relation to the changing process of digitization and automation.

The automation of library processes, the provision of modern information services, the presence of library catalogs and digital libraries on the Internet – change the traditional appearance, services and ways of functioning of libraries and turn them into effective operating portals providing access to existing huge amounts of information.

The array of digital resources has been growing for quite some time now, and it is a fact that this is a very good prerequisite for the preservation and protection of library funds. Digitization is related to the development of information technologies, and the creation of digital copies provides optimal conditions for the preservation of available information in libraries. In addition to being saved, they also reach a wider range of users. Searching for information in digital libraries is an easy way, as well as practical if you cannot go to a place. The digital library is available to its users 24/7.

Thanks to the use of modern computer and communication technologies, as well as the global Internet network, digital libraries have their very significant advantages compared to libraries storing only traditional information carriers.

Digital libraries provide users with:

- provided access to electronic resources through the global network of the Internet and websites with databases available for use;
- integration of information resources at different levels;
- heterogeneous and distributed information resources;
- database maintenance for the system and users;
- development of cataloging tools;
- a user interface with a higher semantic level;
- multilingual textual information resources and interfaces of the information system;
- the possibility of more effective search – increasing the indicators of completeness and accuracy of information search, reducing information noise and information loss;
- data visualization. [3]

One of the new functions of university libraries – that of an information center – is mainly related to supporting the information literacy of its users. This facilitates the process of finding information, where and in which information resources to look for the data and materials they need.

Information literacy improves critical thinking, conceptualizes information needs, develops skills for interacting with information professionals, and facilitates the effective use of information in problem solving, decision making, and research. [4]

The university library is an indispensable part of the university environment. It strives to keep up with innovations and modernization in the world of technology, provides the necessary resources and provides materials in a suitable form for the process of learning and scientific work.

Conclusion

Changing its ways and methods of work, increasing its functions, the university library closely monitors the current application of automation, information systems and communication channels, which increases its responsibility as an intermediary between users and information. With the application of information technologies, university libraries become part of the information-educational social environment and find their place in the information space.

REFERENCES

- [1] **VASILEVA, R.** Informatsionna gramotnost I obuchenie na potrebitelite v suvremennata biblioteka. [Online] [viewed 22.02.2023]. <https://obuch.info/informacionna-gramotnost-i-obuchenie-na-potrebitelite-v-svreme-v2.html>
- [**ВАСИЛЕВА, Р.** Информационна грамотност и обучение на потребителите в съвременната библиотека. [Online]. [посетено на 22.02.2023]. <https://obuch.info/informacionna-gramotnost-i-obuchenie-na-potrebitelite-v-svreme-v2.html>. – 22.02.2023. – 3 с.]
- [2] **NANKOVA, M.** Biblioteka I obshtestveni organizatsii. Sofia: Za bukвите – O pismenehy, 2011. – 386 s.
- [**НАНKOBA, M.** Библиотека и обществени организации. София: За буквите – О писменехъ, 2011. – 386 с.]
- [3] **StANCHEVA, S.** Elektronite resursi i universitetskite biblioteki I dostapat do tia. – V: Bibliotechniat I kulturne menidzhmant I informatsionno-komunikatsionnite tehnologii. Sofia: Za bukвите – O pismeneh, 2011. s. 169–181.
- [**СТАНЧЕВА, С.** Електронните ресурси на университетските библиотеки и достъпът до тях. – В: Библиотечният и културен мениджмънт и информационно-комуникационните технологии. София: За буквите – О писменехъ, 2011, с. 169–181.]
- [4] **KOSEVA, Elena.** Informatsionna gramotnost i obuchenie prez tselia zhivot. – V: Informatsionnata gramotnost – Modeli za obuchenie i dobri praktiki. Sb. s nauchni dokladi i saobshtenia ot Nauchen seminar s mezhdunarodno uchastie, 18 -19 oktomvri 2012 g., Universitetska biblioteka na Ikonicheskiia universitet, gr. Varna. Sofia: Za bukвите – O pismenehy, 2012, s. 265–277.
- [**КОСЕВА, Елена.** Информационна грамотност и обучение през целия живот. – В: Информационната грамотност – Модели за обучение и добри практики. Сб. с научни доклади и съобщения от Научен семинар с международно участие, 18 -19 октомври 2012 г., Университетска библиотека на Икономическия университет, гр. Варна. София: За буквите – О писменехъ, 2012, с. 265–277.]

ИНФОРМАЦИОННАТА ГРАМОТНОСТ В УНИВЕРСИТЕТСКИТЕ БИБЛИОТЕКИ И ДОСТЪПЪТ ДО ИНФОРМАЦИЯ

Резюме: Динамичният процес на глобализация и дигитализация на информацията е свързан с информационната грамотност. Мисията на университетските библиотеки все повече се цели в подпомагането на информационната грамотност на потребителите си. Университетските библиотеки осигуряват достъп не само до техните книжни, хартиени и библиотечни документи, но и до разнообразни електронни ресурси, платформи и информационни портали.

Ключови думи: университетска библиотека, информационни ресурси, информационна грамотност, информация, дигитализация

Trayana Petrova, PhD candidate

University of Library Studies and Informational Technologies

E-mail: t.velkova@unibit.bg

Viktoria Tsvetkova, student

University of Library Studies and Informational Technologies

E-mail: 218-br@unibit.bg

REVIEW

The proceedings entitled “Ethical Determinants of Information Literacy in Higher Education” contains scientific papers and announcements from the round table of the same name held in the period 19th – 21st September in Geneva, Switzerland.

The international scientific forum is carried out in implementation of a research project, financed under Ordinance No. 9 of the Ministry of Education and Science with contract No. NIP-2023-10 on the topic: “Ethical Determinants of Information Literacy in Higher Education” managed by Assoc. Prof. Dr. Elena Savova. The main goal of the project is the implementation of innovative educational tools to develop students’ competences in the field of information literacy and ethics. The sub-goals that the project team sets are: implementation of an interactive educational approach to motivate and improve the professional realization of students from humanitarian specialties; increasing the efficiency and quality of students’ training by acquiring and upgrading their information literacy; motivating attitudes for innovative and creative thinking among students, corresponding to the requirements of the modern knowledge society. As a result of the implementation of the project, the future directions and prospects for scientific research are tracked and outlined taking into account the main challenges to scientific ethics and its adequate use in the field of information literacy and higher education.

Scientists from Bulgaria, Austria, Turkey, Germany, Switzerland, Kosovo, North Macedonia, Serbia took part in the Round Table with international participation entitled “Ethical Determinants of Information Literacy in Higher Education”, held in the city of Geneva, Switzerland. The presented scientific papers offer new approaches to the researched issues and become a tool for strengthening the foundations of ethical principles in the world scientific community.

The proceedings “Ethical Determinants of Information Literacy in Higher Education” includes 28 scientific publications distributed in one plenary and three main sections: “Information Technologies and Security”; “Ethics and Social Sciences”; “Ethics and Higher Education”. The publications in the proceedings

present the research and scientific work of 43 authors – students, doctoral students, young and established researchers. A large part of the publications are collective work, the result of project involvement.

The papers in this proceedings prove the commitment and active participation of the University of Library Studies and Information Technologies in the processes related to the application of ethics both in higher education and in all other spheres. The two plenary papers address current issues of ethical behavior in modern cyberspace and in a university environment. The highlights in the field of information technologies and security are: the relations ethics - artificial intelligence – security; leadership in hybrid environments; ethical principles and standards and rights of access to information; the information in the conditions of crises; ethics and national identity, etc. The papers from the second scientific section, connecting ethics and social sciences, consider values as an ethical dilemma in the new technological era, ethical codes in a university environment, the links ethics – media – social networks, ethical problems in digitalization, in remote work or in the field of leadership. The third thematic panel on ethics and higher education offers publications related to corruption and unethical behavior in higher education; integrity in influence campaigns; communication technologies as a challenge to the ethical aspects of information and access to it; freedom of expression and prospects for young people; the key competences, learning strategies and academic culture in a university environment.

The proceedings “Ethical Determinants of Information Literacy in Higher Education” is the result of a dialogue and exchange of knowledge and ideas between like-minded people from all over Europe, committed to science, knowledge and ethical principles. Strengthening the ethical culture in every sphere of our life is a prerequisite for the formation of responsible citizens, ready to build a better future for our society.

Senior Assist. Prof. Elisaveta Tzvetkova, PhD

**ETHICAL DETERMINANTS OF INFORMATION LITERACY
IN HIGHER EDUCATION**

PROCEEDINGS

with Papers of the Round Table

“Ethical Determinants of Information Literacy in Higher Education”

19th – 21th September 2023

Geneva, Switzerland

Complier

Assoc. Prof. Elena Savova, PhD

Reviewer

Elisaveta Tsvetkova, PhD

Editor

Assoc. Prof. Veselin Chantov, PhD

Cover design

Hristo Hristov, PhD

Academic Publisher “Za Bukvite – O Pismeneh”

**UNIVERSITY
OF LIBRARY STUDIES AND INFORMATION TECHNOLOGIES**

ISBN 978-619-185-628-2

Sofia, 2023

