



Journal of Intercultural Management and Ethics

JIME

ISSN 2601 - 5749, ISSN-L 2601 - 5749

published by

Center for Socio-Economic Studies and Multiculturalism

Iasi, Romania

www.csesm.org

TABLE OF CONTENT

Editorial	3
Julian Warter	
Corporate Average Fuel Economy: A Relic of the Past	5
Myles Owens, Walter E. Block	
Deadly Consequences of Emphasizing Profits over Human Life: How Corporate Greed Has Caused the Death of Millions	19
Hershey H. Friedman, Clifton Clarke	
The Ethics of Representing the Other: From Backstage to Frontstage Racism?	37
Amna Ben Amara	
Ethics Principles of Social Development Formulated by Alessandra Moretti	55
Stefano Amodio, Aurelian Virgil Baluta	
Current Ethical Implications of Russian/Soviet Positive Eugenics	63
Sana Loue	
From Individual`s Rights to Public Benefits – A Conflict of Values in Healthcare	71
Rodica Gramma	
Neurotechnologies and Neuro-Enhancement. Ethical Challenges	81
Beatrice Gabriela Ioan, Bianca Hanganu, Irina Smaranda Manoilescu	
The Captive Mind and the Society of the Spectacle. Faces and Symptoms	87
Anton Carpinski	

ETHICS PRINCIPLES OF SOCIAL DEVELOPMENT FORMULATED BY ALESSANDRA MORETTI

Stefano Amodio

TESEO, Italy

E-mail: stefanoamodio@hotmail.it

Aurelian Virgil Baluta*, PhD

Spiru Haret University, Romania

E-mail: baluta.aurelian@yahoo.com

*corresponding author

Abstract

The article puts into scientific circulation the ideas contained in a document initially available only on media. The ideas put into circulation are part of the speech of an Italian MEP, Mrs. Alessandra Moretti. Within the article, a critical form of the ideas of the discourse is presented, with references to the economic and social context in which they are presented, to elements of doctrine and social practice applicable to the themes in its content. The speech includes the general theme of social development under the conditions of respecting some fundamental principles of ethics. The education is a key element of social development. Through education the power in society is dissipated. Holders of an adequate education have power in society. A concept of social development is cohesion. Social development means equal opportunities between men and woman, regional and social origin. Social development means also to reduce discriminations in the field of employment, entrepreneurship, earned income, education. The combination of factors such as employment or unemployment are correlated with the perspective of gender and social origin on the basis of a multicriteria analysis.

Key words: ethics, social development, education, equal opportunities, inclusion, linguistic mediation.

Introduction

There has recently been an expansion of research on ethics on multiple levels. We are witnessing the emergence of new fields of ethics research. Desires for social progress or social innovation are naturally associated with the restrictions and new options that ethical norms imply. We can thus speak of an ethics of social development. At the same time, trends in the mobility of the tools used appeared in scientific research. We frequently encounter the use by one scientific discipline of a research tool specific to another. Through this article we propose for scientific research in the field of ethics the use of a scientific research method specific to history: the circulation of ideas contained in a valuable document.

The document put into circulation represents the speech given by Mrs. Alessandra Moretti, Italian MEP, at the open day organized by the TESEO Institute on May 27, 2022. Being in the age of massive use of digital communication tools, specific to the knowledge society, we propose to put into circulation the ideas contained in a document available on such an electronic medium. For the value of our study, it is very important to specify who is the owner of the points of view recorded and circulated through this article. Mrs. Alessandra Moretti being a member of the European Parliament, representative of Italy, has the ability to

establish directions of action in terms of social development, to know and to validate or not the developments recorded at the European level.

Current stage of research

Social development is closely related to human development, a field of research with interdisciplinary predilection. The sequential approach to the changes that occur in the evolution of the individual (Golu, 2010) allowed the establishment of intervention tools, including at the community level, capable of capitalizing and expanding the skills of individuals. A component of social development within the European Union was represented by the formation of European social law. It was established gradually, even before the effective existence of the European Union, starting with the firm application of internationally recognized norms (International Labor Conventions). It continued with the elaboration of norms regarding human rights, including the right to education (European Convention on Human Rights, 1950). In the rigorous application of this Convention, jurisprudence has validated since 1968 the right of the beneficiary of education to have the opportunity to benefit from the education received (Belgium, 1968).

Later, other elements of progress were included in the European social law: the right to professional guidance, the right to professional training, the right to benefit from social services (European Social Charter, 1961; 1996). We can say that in the second half of the 20th century and in the first years of the 21st century, the objectives of European social law concerned the recognition of certain principles, their application being different depending on the economic conditions of each country.

Social and economic context

The problems of necessary and foreseeable sectoral reallocations for the next period, the basis of the new requirements towards education, are the subject of studies by international institutions (International Monetary Fund, 2021). At the same time, studies on the need to adapt education to the new global context advanced (Raley & Preyer, 2010) or new tools of formal education were launched (Brunelli, 2018). In order to cope with the new economic and social environment, specialized studies on some components of education have also evolved. In the era we live in, there is research including regarding the study of foreign languages as a tool for communication and understanding between people (Zweifel, 2018).

The suite of educational science developments is in an advanced systematization phase in various European countries. In Romania, for example, we identify studies in which pedagogy is closely correlated with the philosophy of education and development or social reform projects (Cristea, 2001).

For some fields, such as medicine for example, the progress of science is increasingly evident in our lives, but it generates the appearance of ethical problems (Hanganu et al., 2022). In the field of social development, the progress of science has among its main objectives precisely the elimination of ethical problems inherited by humanity from previous historical periods. Among the important ethical issues of social development are the elimination of segregation in the field of employment, entrepreneurship and earned income, fair access to education as the basis of equal opportunities, the capacity for social progress between generations.

The experience of the formation of European social law, as it is presented today, has highlighted the fact that the considerable differences existing in the social and economic structures of various states complicate the elaboration of international agreements in this field (Popescu & Voiculescu, 2004). For this reason we find in the policies of the European Union the efforts towards cohesion in real terms. Mrs. Moretti's speech launches a new stage that consists in establishing real convergence objectives of social development indicators.

Education - key element of social development

The first area of action for social development identified by Alessandra Moretti is education. Correlation with behavior change is associated with the education process. Contemporary learning psychology refers to changing behaviors as part of the need to adapt knowledge and expectations to new realities (Santos, 2022). Alessandra Moretti said: *< All the statistics tell us that the school is the one that more than other factors determines the future of young people in terms of professional positions and future earnings >*.

University education was the subject of an extensive reform. In Italy, for example, the focus fell on the organization of studies, the recruitment and development process, the financing mechanisms, the accreditation system (Trivellato, 2007). From Mrs. Alessandra Moretti's speech, we understand that she proposes to launch in Italy a reform of the content of university training, by developing the current network in accordance with regional development policy and implicitly with that of social development.

Christian social doctrine has observed that one of the ways in which injustice is formed is the boundless will to power of those who already have it (Marc & Richard-Molard, 1972). Through education, as argued by most doctrines focused on the realities of today's world, power in society is dissipated. Holders of an adequate education also have power in society. From the moment that accumulated material wealth declines in importance, education, along with science and creativity, occupies the remaining free area. Through education, as argued by most doctrines focused on the realities of today's world, power in society is dissipated. Holders of an adequate education also have power in society.

The increasing importance of education can also be understood by the important weight of intangible assets in the activity of companies. For the most part, intangible assets are dependent on the staff employed, on their training. The importance of intangible assets is so great that managers are tasked with evaluating different types of intangible assets and establishing a hierarchy of them in terms of their utility (Ulrich & Smallwood, 2003).

Ethics and social development- inseparable elements

Ethics intervenes through values. Since the 20th century, the doctrine synthetically explains the role of values in society: in order to adapt to nature, man made tools and to adapt to social necessity, he created values; these can also be considered tools, but in a different way (Stroe, 1997). However, although ethics is connected to values, reason remains a reference element. The most useful particular thing in nature for man is the very man who is guided by reason (Spinoza, 1957). From Mrs. Moretti's speech we note that reason based on numbers, arguments and calculations can be the basis of a social development in accordance with high values and standards. The *social elevator* is a point of Ms. Alessandra Moretti's speech. She said: *< Upward mobility rates are much higher in Northern Italy, which is affected by the presence of higher quality schools, more stable families and more favorable labor market conditions >*.

A concept that appears in different forms in Ms. Alessandra Moretti's speech is cohesion. A reference element of the exclusion is *< the poor mobility >*, in particular the fact that *< intergenerational mobility remain low >*. Social doctrine from different European countries highlighted the fact that, in essence, the cohesion policies of the European Union aim to achieve harmonious and balanced development, especially by promoting the reduction of development gaps between different regions or countries (Voiculescu, 2014). In the context of achieving the cohesion objectives of the European Union and recovering the existing development gaps, one more important concept is recommended, that of deficit. In addition to the already established financial, infrastructure and ecological deficits, we must consider, measure and take measures to reduce the educational, institutional and democratic

deficit (in real terms) (Coșea, 2010). By establishing university educational specializations required by the labor market in the regions of Southern Italy, both the national and structural regional educational deficit will be reduced.

The idea of social action is evident in Mrs. Moretti's speech. What he wants is the fastest possible change for the better in society. In our era, we have the advantage that human action to change reality is also supported by the social doctrine of the Catholic Church. The thesis of Pope Francis according to which reality is more important than the idea (Pope Francis, 2018) is congruent with the messages regarding the priority of social development of the type formulated by Alessandra Moretti.

Mrs. Alessandra Moretti sees social development in accordance with the relevant doctrines of this period, but also with recent achievements of science, including those regarding ethics. Social development is a complex research field comprising several autonomous research areas. For Mrs. Alessandra Moretti *< those born to rich parents have an advantage, with a 33% chance of maintaining the social status of the family >*.

Mrs. Moretti considers the approach to social development according to several exigencies of theory and doctrine such as: the link between social development and sustainable development, systems theory, information theory as already established (Chistilin, 2008). Mrs. Moretti said *> <according to the framework provided by the European Commission, every national plan must include measures for equal opportunities, inclusive education, fair working conditions and adequate social protection >*.

The connection to the issues of sustainable development occurs through references to the green economy. The correlations with the idea of human security, a concept that is in the attention of economic research after it was launched by the UNDP (Dumitru & Dumitru, 2014), do not escape either. Connecting development to these elements of science and human knowledge gives us confidence that we will not witness a development that alienates us, but will be a social development, in the interest of all, based on the fundamental norms of ethics.

Management and effectiveness in the project of social development

When important problems are identified, there is a need for solutions to solve them. In Ms. Moretti's speech, we find what management science requires in order to correlate the binomial between decision and effectiveness: responsibility, decision-making capacity, authority (Drucker, 2010). It is the responsibility based on the knowledge of the situation, by presenting the most relevant data, but also the ability to initiate solutions through direct involvement in projects that bring progress compared to the previous level.

As she presents the problems, Mrs. Moretti has in mind an axiom of human resources management: training for the various professions must be thought of in such a way that the subsequent activity ensures both general interests, expressed in the production of social goods, intended for collective or individual consumption, as well as personal interests, income from the profession (Omer, 2006). The problem of regional development and implicitly the need for a regional policy appeared in economic theory since the 8th decade of the 20th century. The complex character of this problem, the restrictions that intervene, the way of formulating the objective function for regional policy as it had been formulated since then (Blaga, 1979) in the community space or outside it, remain broadly the same.

We need to nuance what investment actually means as further research evolves. Education is an investment, and investment in human resources is the most effective (Suciu, 2000). Managers of modern companies accept the idea that staff give value to the company, representing an important asset of it (Mayo, 2001). Moreover, the inclusion of human capital among the company's assets, with all the difficulties generated by the evaluation system, is in accordance with both the doctrines of international accounting and the philosophical reflections on values and the human condition. From a philosophical point of view, the active

man essentially remains the source of all goods and values (Roşca, 2014). More than that, in Ms. Moretti's speech we found out about *< Essential elements that should not be worth less than the green and digital transition. In general, it is essential that all funding for recovery is based on a measurable principle of gender mainstreaming and that the gender budget is rigorously applied >*.

Equal opportunities – part of social development

In the era we live in, we use a multi-criteria system to identify equal opportunities. When we talk about equal opportunities we think about eliminating any type of discrimination that generates social inequity or economic losses. In Mrs. Alessandra Moretti's speech, we identify the issues regarding equal opportunities between men and women, regional and social origin. They lead to discrimination in the field of employment, entrepreneurship, earned income, access to education.

Among the mentioned discrimination criteria, gender equality has the most extensive relevance at the European level. Based on funding from the European Union, studies were carried out on gender segregation on the labor market and in the field of entrepreneurship or calls for projects were launched that generated a mix of studies and analyzes combined with concrete solutions put into practice (Profemin, 2022).

The analysis of the implications of the horizontal segmentation of the labor force took place at the initiative of the International Labor Office, both at the global level (Rubery, 2015) and on the example of some countries, such as Greece, which are at an extreme level of regional development (Koukiadaki & Grimshaw, 2016).

Moreover, this reality has long been a rule in all OECD countries (Andronie & Făinişi, 2012). For this reason, a European Institute for equal opportunities between men and women operates in the European Union, with member countries having specialized authorities corresponding to it according to the specifics of national legislation.

EU member countries have adopted normative acts in the application of community norms regarding gender equality. From this perspective, Mrs. Alessandra Moretti's call refers to a new stage of these efforts, in which the results will be conclusive. At the same time, reference is made to the economic benefits of equal opportunity policies. We understand from the data presented that the first step in a chronological sense for ensuring gender equality is the one in the stage of ensuring education. Equality from a regional perspective, natural in a country like Italy, is connected both with equality from the perspective of social origin (of the individual's social environment) and with that based on gender. In Mrs. Alessandra Moretti's speech, we identify the main tools of EU Parliament: *< The 2020-2025 Gender Equality Strategy, presented in March 2020 by the European Commission, as regards the labor market, requires that wages and working conditions be uniform between women and men. The first steps in this direction were seen with the proposal of the Pay transparency directive, discussed in the FEMM Parliamentary Commission in Brussels at the end of 2021 >*

We see a use of the concepts of multicriteria analysis in a purely qualitative interpretation of the social phenomenon, with the identification of solutions for future social development. The way in which education must act to combat those state parameters of the social system that generate segregation is thought by Alessandra Moretti according to the current requirements of organizational behavior in an international context (Cole, 1995).

At the same time, there are studies that have made available quantitative data and qualitative analyzes able to draw attention to the multicriteria type problems of the ethics of social development in different countries, including Italy (Russo et al., 2018).

Thus, the combination of factors such as employment or unemployment are correlated with the perspectives of gender and social origin. Following such studies, the reaction of Mrs. Alessandra Moretti, member of an institution with decision-making power (the Parliament of

the European Union) to launch the project that multi-criterionally attacks social development is natural.

Conclusions

The axes of social development in the vision of Mrs. Alessandra Moretti are in line with the fundamental aspirations of people, with the results of scientific research and with the requirements of several social doctrines, with the norms of ethics, including the current Christian doctrine.

It is an approach that takes into account the current social and economic context. Issues of education as a basis for effective inclusion are considered. Mrs. Alessandra Moretti practically launches a social development project based on management rules. In the social field, it is necessary to ensure equality between men and women, equal opportunities from a regional point of view and social origin. Equality of opportunity must lead to undifferentiated access to employment, entrepreneurship and income for individuals.

References

- Andronie, M., & Făiniși, F. (2012), *Study on gender segregation in the labor market*. Editura Fundației România de Măine. pp.3
- Blaga, I. (1979). *The active population of Romania*. Editura Politică. pp. 176-177.
- Brunelli, M. (2018). *L'educazione al patrimonio storico-scolastico. Approcci teorici, modelli e strumenti per la progettazione didattica e formativa in un museo della scuola*. Franco Angeli.
- Chistilin, D. (2008). Principles of self-organization and institutional basis for sustainable development: case of the world economy. *Review of General Management*, 8(2), pp. 68-69
- Cole, G.A. (1995). *Organisational Behaviour. Theory and Practice*. Lets Educational. pp. 321-330
- Coșea, M. (2010). *After 20 years*. Business Adviser. pp.166
- Cristea, G.C. (2001). *Education reform. A historical perspective (1864-1944)*. Editura Didactică și Pedagogică.
- Drucker, P. (2010). *About decision and effectiveness. The Complete Guide to Things Done Right*. Editura Meteor Press. pp.25
- Dumitru, R., A., M., & Dumitru, M. (2014). Implications of economic development on human security, presented at Opportunities, Risks and Uncertainties in the Contemporary Economy, CEN 2014. Bucharest: Editura Universitară.
- European Convention on Human Rights (1950). *Protocol No. 1, art. 2*. <https://www.echr.coe.int/Pages/home.aspx?p=basictexts&c>
- European Social Charter (1961). <https://www.coe.int/en/web/european-social-charter>.
- Golu, F. (2010). *Psychology of human development*. Editura Universitară. pp. 21.
- Hanganu, B., Manoilescu, I., & Ioan, B.G. (2022). Knowing more is not always knowing better. An ethical approach to the direct-to-consumer genetic tests. *Journal of Intercultural Management and Ethics*, 5(2), pp.63-69.
- International Monetary Fund (2021, October 21). *Regional Economic Outlook. The European Recovery: Policy Recalibration and Sectorial Reallocation*. <https://www.imf.org/en/Publications/REO/EU/Issues/2021/10/20/regional-economic-outlook-for-europe-october-2021>
- Koukiadaki, A., & Grimshaw, D. (2016). *Evaluating the effects of the structural labour market reforms on collective bargaining in Greece*. International Labour Office
- Marc, G., & Richard-Molard, G. (1972). *Chretiens face au pouvoir et a la justice sociale*. Fayard. pp. 81-87

- Mayo, A. (2001). *The Human Value of the Enterprise. Valuing People as Assets- Monitoring, Measuring, Managing*. Nicholas Brealey Publishing. pp. 18-21.
- Moretti, A. (2022, May 27). *Speech*. https://www.europarl.europa.eu/meps/en/124799/ALESSANDRA_MORETTI/main-activities/plenary-speeches
- Omer, I. (2006). *Work psychology*. Editura Fundației România de Mâine. pp.32
- Pope Francis (2018). *About the world and about Europe. A philosophical perspective*. Editura Școala Ardeleană. pp.161
- Popescu, A., & Voiculescu, N. (2004). *European social law*. Editura Fundației România de Mâine. pp.31
- Profemin (2022). *Promovarea egalității de șanse în antreprenoriat*. www.profeminantrep.ro/.
- Roșca, I. (2014). *Values and the human condition*. Editura Fundației România de Mâine. pp. 38-39.
- Rubery, J. (2015). *Re-regulating for inclusive labour markets*. International Labour Office.
- Raley, Y., & Preyer, G. (2010). *Philosophy of Education in the Era of Globalization*. Routledge Taylor & Francis Group.
- Revised European Social Charter (1996). *Articles 9, 10 and 14*. <https://www.coe.int/en/web/european-social-charter/the-revised-european-social-charter>
- Russo, C., Decataldo, A., & Terraneo, M. (2021)., The effect of parental roles on mental health outcomes of unemployment: a gender perspective. *International Journal of Sociology and Social Policy*, 41(13/14), pp. 16-33. <https://doi.org/10.1108/IJSSP-04-2021-0093>
- Santos, J. M. R. (2022). *Philosophy of Education*. Litera. pp.110
- Stroe, C. (1997). *From Romanian ethical thinking*. Casa de editură și presă ȘANSA. pp.173
- Spinoza, B. (1957). *Ethics*. Editura Științifică-Biblioteca de filozofică. pp.240.
- Suciu, M.C. (2000). *Investments in education*. Editura Economică.
- Trivellato, P. (2007). The rising Role and Relevance of Private Higher Education in Europe. Case study Italy. In *The rising Role and Relevance of Private Higher Education in Europe*, Cluj-Napoca. European Center for Higher Education and Cluj University Press, pp.213-256.
- Ulrich, D., & Smallwood, N. (2003). *How leaders build value. Using people, organization and other intangible to get bottom-line result*. John Wiley & Sons, Inc. pp.250-251
- Voiculescu, D. (2014). *Sustainable economic development. The role of European structural and investment funds*. Monitorul Oficial. pp.13.
- Zweifel, T. (2018). Leading through language: what do you speak (and hear)?. *Journal of Intercultural Management and Ethics*, 1(4), pp.13-19. <https://doi.org/10.35478/jime.2018.4.03>.