



M. A. Akşit Koleksiyonundan

Concept

9b

Civil Liberties at the Separation of Powers*

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**This discussion (consideration/information) is detailed by the preterm infant family.*

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Can we have noticed or taken in consideration if there is an impairment, disabilities and handicapper person, even minor or not, their civil liberties or some health procedures even not any consent to do? Even they are minor, child, even an infant, we must consider from their perspective. Can they tolerate and/or accepted, has any benefit at the medical applications and procedures?

Separation of the powers are vital important, thus, core is the civil liberties, free will.

This Unit, considering the separation of the powers; Administration, Law concept and Judging versus Civil Rights and Liberties.

From the aspect of the administration, the judgement and the one who gives the orders is the boss and leader or Chief of the Department. Thus, who will control the administration, if he/she on the wrong road, or giving advices or contributing/opposition to the manager? The main object is the target, the reasoning of the subject, the case, the person. So, let's consider the getting the fruit, sharing the benefit.

From the perspective of the protocols, “do, and do now”, “later do this”, “if ... then go to...”, “if in stable and known situations, keep cool”, “might need any correction”, “yes but, not for this one, this person”. So, several arguments, thus, let's consider the obtained result. Can we close to reaching point? Whether or not means, due to regulations.

From the Court Order, this must be accepted from the person, except the Right to Live, and if not any harmful one. Primum no nocere is the basic principle. Aim, intentions, profession and survey and taken care by warnings, precautions etc. must be taken. All for the benefit of the individual, not the administration and regulation, that mentioned before. So, each administrative order must be under Court evaluation, for individual rights.

The socially separation of powers as indicated, Turkish Constitution Law, Article 12: the individual Rights, cannot be transferred, untouchable, not forgive and forget or missed, thus,

every person, responsible from themselves, without any comparability or omitted conditions. Thus, civil liberties and benefit with non-nocere is Legal fundamental concept.

Outline

Civil Liberties at the Separation of Powers

AIM: The separation of powers has several benefits, thus, the individual, self-autonomy, civil liberties and informed consent for considering himself, free will/himself/herself, as in legal concepts at Human Rights Court, European Council and Turkish Constitution and Turkish Penalty Codes, are clearly indicated. So, the separation of Powers concept is discussed under civil liberties concept.

Grounding Aspects: Human Rights Court, European Council and National Law Regulations, thus with literature and Wikipedia, civil liberties at the separation of the Powers are discussed.

Introduction: The separation of Powers are mainly three facts; Legislative, Executive and Jurisdiction, thus, media, universities and democratic institutions are also be in. Apart of their effect, the reality is the case, patient or the Conditional state. Even at the preterm infants, the fact is what you performed is not, but what you get, the benefit, even *primum non nocere* is the important one.

In general: Executive; the administration is centralized, decentralized or distributed. At the Child Right, the Education is means; not learning the knowledge thus, developing the respect, and prepare the individual progress and developed in positive manner. Even at the economics, the best you gain, you spend to yourself. Conscious state has id, ego and superego, thus, be balanced and be on be on ethical and respective manner. Cultural Parameters are also indicating; at Gathering Culture; centralization, Agriculture Culture; Traditions, regulations, Industry Culture; democracy and separation of the powers for the common balances, Higher Education/Technology Culture; the person is going at the centre, later the Globalization; civil liberties are the best and leading factor. Education is also, form lectures and information taken, to educate according the progression of individual status.

Conclusion: We must be in awareness, there must be an individual for the humanity and all concepts. Therefore, Education and preparing to future and consider the person as a core of the System is getting more, and more. Physician must ve as a medical team, consider the patient, even preterm infants at the centre, so evaluated according his/her acceptance or rejections.

Key Words: Civil Liberties, Human Rights, individual autonomy and separation of the Powers

Özet

Kuvvetlerin Ayrılığında Birey Hakları

Amaç: Kuvvetlerin ayrılığı farklı görüşlerin oluşması açısından uygun iken, bireyin aydınlatma sonucunda vereceği karar ile bağımsızlığı, otonomisini kuvvetlendirici olarak, bireysel yaklaşımı öne çıkarmalıdır. Avrupa İnsan Hakları ve Konseyinde de olduğu gibi, Anayasamız, 12. Maddede; *Herkes, kişiliğine bağlı, dokunulmaz, devredilmez, vazgeçilmez temel hak ve hürriyetlere sahiptir* denilerek, bu kavram pekiştirilmektedir. Kuvvet Ayrılığı kavramı birey hakkı, yaşam hakkı çerçevesinde irdelenmektedir.

Dayanaklar/Kaynaklar: İnsan Hakları Mahkemesi, Avrupa Konseyi ve Anayasa ile Türk Ceza Kanunu temelinde, Wikipedia ve bazı kaynaklar, bireyin etkinliğine dayanak olarak sunulmaktadır.

Giriş: Kuvvet Ayrılığı temel olarak; Yasama, Yürütme ve Yargı olarak tanımlanmakta, ancak Demokratik Kuruluşlar, Basın, Üniversiteler de bu kuvvetler içinde yerini almaktadır. Kültürel ve sosyal yapıya göre bunların etkinliği bulunsu da insanlığın temeli olan birey ve prematüre bile olsa ona uygun yaklaşım ve öngörülerini saptanması açısından birey boyutu önemsenerek incelenmektedir.

Genel Yaklaşım: Kuvvetler Ayrılığı kavramları olsa da gerçek yaşamda bir gücün daha öne çıktığı da gözlenebilmektedir. Yönetimler merkezîyetçi (santralize), merkezîliğin dağıtılması (de-santralize) ile dağılmış yönetim olarak tanımlanabilmektedir. Çocuk Haklarında belirtilen eğitimin de belirli kalıpları öğrenme yerine, yaşama hazırladığı kadar, saygıyı geliştirmek ile geliştirilmesi olduğu önemsenmelidir. Ekonomik yaklaşımında kendi finans kaynağı ile kendisinin gereksinimlerini karşılaması, bireyselliğin en ideal olduğu görülmektedir. İnsanın yaşa göre Psikolojik gelişimi olduğu ve kazanımları kadar korku ve endişelerinin de geliştiği gerçeği üzerinde durulmalıdır. Bilinç ve bilinç altında da farklı kontrol mekanizmaları olduğu, bunların da dengelenmesinin önemi belirgindir. Kültürel yapıya göre; Kabile Kültüründe; tümünden merkezîyetçi, Tarım Kültüründe; geleneklerin hakimiyeti, Endüstri Kültüründe; kuvvet ayrılığı ile sermaye ve işçi dengesinin kurulması, Yüksek Teknoloji de; bilişim ile insanın öne çıkması, Küreselleşme; ile civil liberties, bireyin bağımsızlığı temel olmaktadır. Eğitim metotları da buna göre; klasik tipte hoca bağımlı iken, karma yol ile konu öne alınmakta, daha sonra ise bireyin kapasitesine göre eğitilmesi ile talebeye göre farklı yapı oluşmaktadır.

Yaklaşım: İnsan olmadan insanlık olamayacağı ve insanı var etmek, onu eğitmek ve onu geliştirme ile tüm toplum ve insanlığın varlığı ve değişimi ile gelişebileceği algılsa bile, toplum yapısı bireyi merkeze alarak yeniden yapılanmalıdır vurgusu öne alınmaktadır.

Sonuç: Her bireyin içinde de olan kuvvetlerin, ayrı olarak yapılanması ötesinde, bunların birey ve durum ile farkındalık boyutu ve yaklaşımı önemlidir.

Yorum: Kuvvet ayrılığı yapısı, hekimlik mesleğinde hastayı, durumu merkeze olarak, birey odaklı şekle dönüşmüştür. Bu konu ve önemi dikkate alarak, boyut derinleştirilmektedir.

Anahtar Kelimeler: Bireyin Hakkı, civil Liberties, hürriyeti, otonomisi, Kuvvetler Ayrılığı

Civil Liberties

Human being is a social mammalian, must care as a person, individually and as a member of a community. Culture, and having a family or/and duty and some relations that he/she concern to cooperate, and be a member of all, thus, not a slave or on order, be a unique and special person with civil liberties.

Turkish Constitution

The basic Rights and Liberties specifications 12th Article: Each person, owned/possessed, connected to their personality, untouchable, not transferred, do not give up, at the fundamental Rights and liberties. The Basic Rights and Freedom of the Authorizations, to the person, himself/herself, to the community, to the family, and to other person, concerning responsibilities and duties.

The individual Rights and Liberties must also connect to; a) personal, unique and specific, sole one, b) untouchable, undiscussable, not ordering or oppression or other kind of force to giving up, c) not transferable, not used from others and using form others, d) not can forgive and not indicated as not to use the rights not dividable or lessening or exaggeration.

These Rights are not limited as a distinct person also, 1) himself/herself unique, responsible individual, 2) community, and member of all the Human being, 3) other person and must considered to all the living and non-living organisms, including the Nature.

There are at least two sides, a) personal, b) others; in combination of duties and responsibilities. Personal relations and cooperation's have also at minimum two verges.

At the Neonatal Intensive Care Unit, a Neonatolog is a supervisor of the patients, also to the physicians and all other concepts. Thus, progress and medication must be in regulation at the

medical science, basically the core, focus is the patient, the preterm infant, not the books and literature. They are only be helpful, to understand the result.

Administration

A person is a member of a community, unique and sole character and represented some cultural specifications. Even he/she have the id, ego and superego as a division, separation of internal affairs. Demands and common sense, balancing by the behaviour and construct the attitude. Even when walking flexors and extensors must be in regulating of the brain so be in balanced, stand or walk. Thus, not any power on gut, autonomic, only at stress do some side effects.

Cultural establishing is an historical stand point for constructing the concepts. As Magna Carta, the King Long John joined the sides under these constitutional principles, so, give the people rights, protected from absolute power of the King. Thus, afterwards, he tried to get the sole power, but, when a word/expression is said, it will not be getting back.

The item; Separating/Parting of the Powers

There are three main concepts; a) Legislative, making the law, by Parliament, b) Executive; ruling, administrative power and c) Jurisdiction; court order.

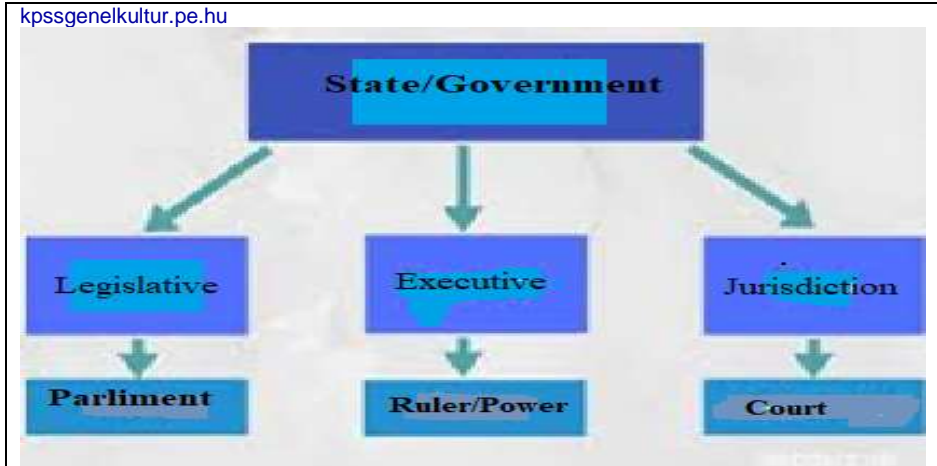


Figure 1: Diversity of the Powers; Legislative, Executive and Jurisdiction

Administrative power is the reasoning as we can be seen at a person. The Freud discrimination is as id, ego and super-ego.

For balancing the powers, the reasoning and the grounding principles must be on ethical aspects and for common benefit, and simultaneously with the individual.

Even at the Constitution of Turkish State, the Prime minister try to overcome the inflation, thus, President indicated the Constitution and he had the power, so, must obey him. Thus, according to regulation; top administrators are attended, accepted the Prime minister for action, ministers must get the acceptance for their acts, and so on. At 1950's election for the person, the elected ones select their parties. Now, all from the central administrative of the party select the names, so people elected the list. So, the separation is not absolute, combining each other, in some respects.

NB: Today, the individual considers from himself/herself perspective, whether be on or not, under the ethical principles, considering the civil liberties, not who is who.

Some general literature we must consider as below:

7) What is the separation of the Powers, what it Means (Ömer YILDIRIM: Kuvvetler Ayrılığı İlkesi Nedir, Ne Demektir?)

NB: Baron de Montesquieu mentioned the separation of the powers, thus, regulated the democratic regulation model. The state distributed under some facts; separated, solely responsibility at different aspects as; Legislative, Executive and Jurisdiction. Government is only executive indications.

At the centralized situations, one is on the top of others, thus, at separation of the powers condition, although not completely diverged, to be is not depend to others.

The brakes and the balances: Each state has some regulations for the brakes and balances of the situations. So, the legislative must be by election, free to select the representatives of the community, the people.

Comment

The basic point is the person, the individual, the civil liberties, thus, the core must be the Human, the person, the individual. The regulations be on ethics principles. Regulations must not be an obligatory and be on Human Rights, on ethical principles.

8) Wikipedia.tr

At separation or diversity of powers at the regulations of a nation, as the first models are noticed at the antique Greek and Roman times. Aristoteles mixed governmental decision is indicated at the Political book. Due to the Polybius, Roman Senate, Roman Consulate and Roman Parliament at the Roman Republic is an example of it.

At 16th Century Calvinism divide the political power by democracy and aristocracy.

NB: Thus, they indicated as the separation of powers, if the act was not supported by the Caesar (later given name of the emperors) contended even to death. The basic council members are non-selected, attended members, by Caesar and so on. The people were about 70% were slaves, at the Roman Community. If the slave population was below 50%, then new slaves must be brought from the other countries. This is somehow similar at the first establishing years, black (before coloured, later negro, then African American, now just black) people had the rights from President Lincoln, thus, at 1960's several happenings by Ku-Klux-Klan. Today the emigrants; especially from Mexico. "I thus, you, we thus they are not the same equal rights", is the contrary of Human Rights concept, thus in action, as a reality. The important of course is the reality not indicated at the law or regulations, actively equality and civil liberties be on.

9) The administration models of separation of powers (Kuvvet Ayrılığına göre Hükümet Modelleri)

KPSSvatandaslik.com

In this reference, some models are indicated as separation of the powers, thus, not indicated as the person as a centre and civil liberties. This is a kind of Parliament types, some examples of Countries applied ones.

Even at Turkish Constitution, the duty of the President is; at the old one at 1982 model:

Legislative duties:

- Opening the Parliament
- Calling for session of the Parliament
- Allows/rejects to publish the laws,
- Rejects the law, before publishing,
- If required send some law or Constitution to election,
- Send if required some law or regulations to Constitutional Court for cancelling.

Executive duties:

- [Give the duty to Prime-minister and accept them resign.](#)
- Attended and resigned the ministers,
- Be a chief at the Minister's Court, Council, as a president,
- Accept or reject the other Countries representatives,
- Accept or rejected the Universal statement,
- The leader of Turkish Army,
- Attended or resigned the leader of the Army,
- Attended or resigned the State supervisory Board Chief,

Jurisdiction duties:

- Select the members of the Higher Constitutional Court Board
- 1 per 4th attended the Higher Council of State members
- Attended or resigned the Supreme Court President,
- Selected and resigned the members of High

- Attended the Rectors of the Universities.

Boar of Judges and
Prosecutors.

NB

If someone has these rights, this System is not exactly Separated Power one, one has the controlling rights. So, we must consider the application, rather than the written one, whether to serve and protect the civil liberties.

10) Liberal ideology, not any centralized fact (Âdem-i merkeziyetçilik)

Wikipedia

Centralized administration gives the power to the other focuses, local administrative ones, decentralized conditioning. More liberal ideology, this is a kind of them.

Comment

The centralized power gives the ruling facts to some small units. This will be more democratic aspects; common sense is more obvious. This is a liberal kind of economics.

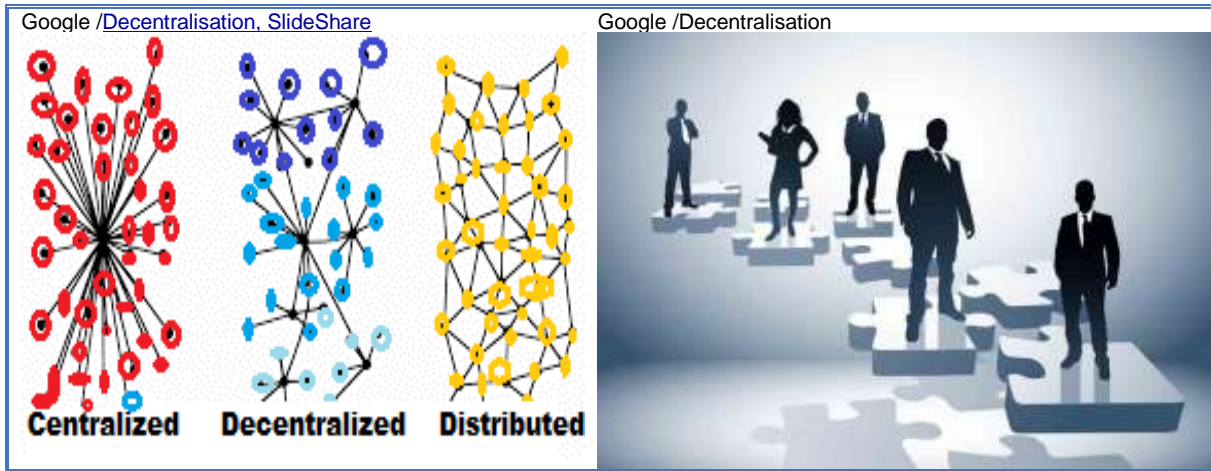


Figure 2: Centralized, decentralized, distributed and decentralized at a personal situation

11) Education

From Wikipedia

Education is the process of facilitating [learning](#), or the acquisition of [knowledge](#), [skills](#), [values](#), [beliefs](#), and [habits](#). Educational methods include [storytelling](#), [discussion](#), [teaching](#), [training](#), and directed [research](#). Education frequently takes place under the guidance of educators, but learners may also [educate themselves](#).^[1] Education can take place in [formal](#) or [informal](#) settings and any [experience](#) that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called [pedagogy](#).

Private vs public funding in developing countries

- Equity: ...
- Quality and educational outcomes: ...
- Choice and affordability for the poor: ...
- Cost-effectiveness and financial sustainability: ...

Learning modalities

There has been much interest in learning modalities and styles over the last two decades. The most commonly employed learning modalities are:^[52]

- [Visual](#): learning based on observation and seeing what is being learned.
- [Auditory](#): learning based on listening to instructions/information.
- [Kinesthetic](#): learning based on movement, e.g. hands-on work and engaging in activities.

Purpose of education

There is no broad consensus as to what education's chief aim or aims are or should be. Some authors stress its value to the individual, emphasizing its potential for positively influencing students' personal development, promoting autonomy, forming a cultural identity or establishing a career or occupation. Other authors emphasize education's contributions to societal purposes, including good citizenship, shaping students into productive members of society, thereby promoting society's general economic development, and preserving cultural values.^[74]

The future of education

Many countries are now drastically changing the way they educate their citizens. The world is changing at an ever-quickenning rate, which means that a lot of knowledge becomes obsolete and inaccurate more quickly. The emphasis is therefore shifting to teaching the skills of learning: to picking up new knowledge quickly and in as agile a way as possible. Finnish schools have even

begun to move away from the regular subject-focused curricula, introducing instead developments like phenomenon-based learning, where students study concepts like climate change instead.^[88] Education is also becoming a commodity no longer reserved for children. Adults need it too.^[89] Some governmental bodies, like the Finnish Innovation Fund Sitra in Finland, have even proposed compulsory lifelong education.^[90]

Comment

Education is mainly for continuing the cultural concepts, from past to the future generations. The main aim of education due to the culture models are, as; Gathering Culture for surviving the community, Agriculture Culture for continuing the traditions, Industry Culture for training to use the machines, Higher Technology Culture for controlling the higher technology, Ethical Culture aim is for the individual, civil liberties, in all manners, not be a robotic, be for new perspectives.

Child Rights indicated on the Education:

Article 28: The educated person, the pupil, the child or the person who wishes to be educated as the aim of the education are; a) completely free at the community (liberties), b) as if a mature and be confront the responsibilities as Human Rights, c) prepare for the life, the future perspective, d) must be developed and improved the respect.

Article 29: The aim of the education is also as: a) the personality, the individual rights, b) the ability, capability of the person, c) mind and brain functions, d) physical measurements and performance, e) must be developed and progress as possible as, according the individual presentation.

The person will not be against his/her cultural moralities, thus, be more developed and be taken to higher standards of the specifications, as free in mind, free in heart and responsible for the ethical and humanistic fundamentals.

The targeting ones;

- Civil Liberties, free condition, free situations, free in community, not any oppression, not any forcing, willingness is the main leading aspect.
- Each person is different and unique and be special for every manner. Physician is like a tailoring the medical science to the individual.
- Active learning, active and tuning teaching, not passive learning the knowledge, must be use and vocational skill must be gained, especially drama learning sections be helpful.
- Physician must be educated according the conditions, the community problems. In general, medical education must be added by some specialities, Surgeon, Internal medicine, Pediatrics. The main approach must be love, love in empathy, not feeling sympathy.
- Ethical principles and respect must be gained by love, in advance love. Humanity is the main discriminative fact.
- First the person, the physician must be known herself/himself. His/her capabilities, the more affectionate at the education, tutorials and behaviours for more demanding ones must be selected. Not working hard, the failed or unsuccessful ones, thus, be more progress the loving ones.

12) Decentralization

From Wikipedia

...

Administrative

Four major forms of administrative decentralization have been described.^{[48][81]}

- Deconcentration, the weakest form of decentralization, shifts responsibility for decision-making, finance and implementation of certain public functions^[82] from officials of central governments to those in existing districts or, if necessary, new ones under direct control of the central government.

- **Delegation** passes down responsibility for decision-making, finance and implementation of certain public functions to semi-autonomous organizations not wholly controlled by the central government, but ultimately accountable to it. It involves the creation of public-private enterprises or corporations, or of "authorities", special projects or service districts. All of them will have a great deal of decision-making discretion and they may be exempt from civil service requirements and may be permitted to charge users for services.
- **Devolution** transfers responsibility for decision-making, finance and implementation of certain public functions to the sub-national level, such as a regional, local, or state government.
- **Divestment**, also called **privatization**, may mean merely contracting out services to private companies. Or it may mean relinquishing totally all responsibility for decision-making, finance and implementation of certain public functions. Facilities will be sold off, workers transferred or fired and private companies or non-for-profit organizations allowed to provide the services.^[83] Many of these functions originally were done by private individuals, companies, or associations and later taken over by the government, either directly, or by regulating out of business entities which competed with newly created government programs.^[84]

...Devolution

Averting the dangers of decentralization: eight classic conditions

The literature identifies eight essential preconditions that must be ensured while implementing decentralization in order to avert the so-called "dangers of decentralization". These are:^[170]

1. Social Preparedness and Mechanisms to Prevent Elite Capture
2. Strong Administrative and Technical Capacity at the Higher Levels
3. Strong Political Commitment at the Higher Levels
4. Sustained Initiatives for Capacity-Building at the Local Level
5. Strong Legal Framework for Transparency and Accountability
6. Transformation of Local Government Organizations into High Performing Organizations
7. Appropriate Reasons to Decentralize: Intentions Matter
8. Effective Judicial System, Citizens' Oversight and Anticorruption Bodies to prevent Decentralization of Corruption

Comment

In normal life, we must be on the reality knowledge, the scientific explanation on evidences and the reel life. You may close the curtains; thus, it is still morning. So, in medicine the evidences must be evaluated under the physiology or physiopathology. Drugs must have a reason and depend on the pharmacology, means each person must be carefully investigated for the benefit. So, the responsibilities are; physician for the medical science, nurse for the medical application, pharmacy for the medicine given.

Centralization can be applied by 4 types;

- a) Loose centralization, not intensive administration
- b) Delegate system, representatives are on action
- c) Federal system, some official offices mostly in action with this one
- d) Special service for the administration

Side effects of the centralization

- 1) Some people consider discrimination and special group for the ruler power
- 2) High standard and technical capacities cannot be followed, because of the tradition
- 3) Politics can be same, not inclination or declination, blocked the policy
- 4) Growth, thus, not development or progress
- 5) Efficiency, effectiveness and progressive changes may be halted
- 6) Administration may be turned to serving
- 7) The reasoning escaping from centralization can be forgettable
- 8) The legitimations system can be frustrated, judging might be regulative and stopped the independent and progressive of the law.

Conclusion

The conclusion has two concepts; 1) ethical considerations, and 2) scientific considerations.

The ethical perspective is: a) questioning the ethical principles, suitable for the case and the condition, trying to find the answer of "*what is the truth*", b) empathy is the main method for selection, applications must be suitable and be adapted to the case, patient, c) the conclusion simply answers, "*what ought to do*".

Scientific perspective is: a) evidences, the individual symptoms and complaints, SOAP; S: Subjective personal evidences, O: objective evidences, findings, A: Applications, laboratory results, P: Procedures,

the results after performing the treatment, b) informative consent, 3) the conclusion based on human rights and ethical perspective under the Right to live concept, free will.

Simply the verdict is not as right or wrong, it must be considered according the physiological and personal evidences. The individual, the preterm infants indicates it. Does 80% oxygen is satisfactory, look the saturation and the patient, not asked the books or the theorem.

From the aspect of Economics

Four questions must be answered:

- 1) **According to function:** Good Manufacturing and Good Clinical Practice for medicine is obligatory process. Each one must be under supervision and controlling by Governmental Offices, Ministry of Health. Drug is getting by medical scripture from physician, given by pharmacist, applied by nurse, a cooperation and collaborative functional state.
- 2) **Functional purpose:** The research and application standard are mentioned at the scripture of the drug prospectus, warnings, precautions, side and harmful effects are clearly indicated. Thus, the purpose must be a positive benefit to the individual, carefully arranged and followed before and after given the drug. The main aim is not to be get diseased.
- 3) **The specifications, characteristics of the using person:** Each person needs different drug, the requirement depends on medical evidence and expectations must be formerly be prepared and estimated. Whether positive benefit, it must be evaluated, from the individual evidences. Establishing the normal Physiology is the desired one.
- 4) **Who is given, who is taken, reasoning, grounding the determination:** All the person who is given the medicine have shared responsibility, at the Court, from the law. No one forced and oppression to anyone.

Comment

All the responsible physicians must be satisfactory at; a) profession, b) experienced and c) ethical, humanistic attitudes and behaviours.

Source/given and the spending/using one

- A) **Financial from others, using/spending one is also differs:** The worse method for; efficiency, effectiveness and eligibility, and usefulness. In theory it will be fit, thus, it is not. Physician thought some medicine, thus the disease and the advantage to the individual will not be on benefit.
- B) **Financial from others, using/spending one is yourself:** Physician ordered for feeding, thus, distansyon is noticed and the nurse will not fed. Baby whether tolerate or rejected. Theorem will not be effective, so tailoring is important.
- C) **Financial from you, using/spending one is another person:** Physician want to give surfactant to the preterm infants, thus the finance can mention as only once, it can be, so, the preterm infant is not getting the required one, not satisfactory for lowering the resistance. Clinics, the Respiratory Distress Evidences must be guiding ones.
- D) **Financial from you, using/spending one is also you, yourself:** You might use as the required dosage, not less, not more, satisfactory one. You must consider the infant, whether gets benefit from the medicine, or not. Empathy is the main approach. The best economic system.

The Human, as a fact

For deciding, there are some factors, that effect to construction of the verdict, as: a) personal wishes, demands and expectations, b) thoughts, moral concepts, sympathy (mercy effects the conclusion) or empathic (as if you are the other person) approaches, c) mind, the brain activity, the scientific evidences and so positive matters. The point you must be also; mind free, thoughts free, demands are open and clear for reasoning at ethical concepts, enlightened by the reality evidences.

This conclusion is specific for personally and responsibility is belonging to the person, as an individual.

Neurological and Psychological Development Estimations

Table 1: The stages of Developing of Human being, comparison

Ref: MAA. Introduction to Pediatrics (Pediatriye Giriş)

Table 1a: FREUD (Psychosexual)

Age: 0–1 Years	Age: 1–3 Years	Age: 3–6 Years	Age: 7–11 Years	Adolescent
<p>Oral Stage Mouth, tongue, lips are the primary sensational area. The most evoked one is hunger and feeding. Complete bond with mother.</p>	<p>Anal Stage In addition to oral satisfaction Anal region also satisfied, passing stool is a comfort Toilet Education is the primary one.</p>	<p>Phallic Stage Basic satisfaction is sexual organ systems. Males are satisfactory, thus, females arguing why they don't have penis. Later, they representative to their family conditional state. Making role of the father/mother model, forming their sexual models.</p>	<p>Latency Stage Children mostly at school, energy, especially physical and physiological, leads sport, traditional activities, lectures and studying. Sexual activities are silent and cooling period.</p>	<p>Genital Stage At the adult stages the sexuality continues. To be healthy, the aim is love and work</p>

Table 1b: PIAGET (Assisted -Decisional)

Age: 0–2 Years	Age: 2–7 Years	Age: 7–11 Years	Over 12 Years of age
<p>0–2 Years Emotional and Motor Stage NB: Infant tries to understand the environment, by emotional and by motor acts. Conceptual mind is not developed, only satisfied or not the main one. Basic Gains: infant figurate me and they, by configurate the nipple of the mother, the concept "I" is figurate and physical and mental progress is noticed.</p>	<p>2–7 Ages Before educational stage NB: Kids, try to understand the environment, so use symbolic meanings, egocentric acts are obvious, the World is constructed for himself/herself. Basic Gains: Children imaginative developing, speaking effective for communication, thus, gaining a personal position at the community. Thus, egocentric perspective is lessened.</p>	<p>7–11 Years Concrete Demands Stage NB: Child mostly concrete and logical concepts for understanding and learning, applied to daily usage. Abstract perspectives returned to rational and objective thinking models. Basic Gains: Child, scientific thing is main gaining concepts, used the logical evaluation. Math is the basic establishing perspective.</p>	<p>12 Years over Formal process Stage NB: Concrete and abstract concepts are in thoughts, making hypothesis, and making some estimations and speculations. Basic Gains: Ethics, politics, social concepts are in familiar, experiences are mostly evaluated in macro and institutional perspective not personal.</p>

Table 1c: ERIKSON (Psychosocial)

Age: 0–1 Years	Age: 1–3 Years	Age: 3–6 Years	Age: 7–11 Years	Adolescent
<p>Oral-Emotional Stage (Thrust or untrusty) Infants; feeding, cleaning, emotional unification, physical contact, skin to skin contact as the basic requirements. Trustful or untrusty if obtained or not required the desires immediately.</p>	<p>Muscle-Anal Phase (Independent-shame-suspicious) Kids are mainly on: Feeding, toilet training, walking, environmental researches, speaking Fulfilment, or contrary suspicious to himself/herself.</p>	<p>Locomotor, genital Stage (Initiative or feeling of guilt) Kids want to perform, the adult activities. Thus, the limitations of the adults, restricted the children behaviours, imitiveness is restricted, that may cause feeling of guilt, guilty because of the attempting.</p>	<p>Latency Stage (Success or humiliation) Children want to do something, gaining some performance, be creative and efficient. Success or unsuccess are the humiliation or superior complexes, leading egocentric or suppressed personalities.</p>	<p>Adolescent Stage (Who am I and mixing the roles) Try to find the answer of who am I. Sexual, social, politic and profession, the way of live and living. In a confusion of the be, what will be their role in the family, society. .</p>

Table 1d: ERIKSON-2 (Psychosocial)

Mature	Middle Aged	Old
<p>Grown-up Stage (Close or loneliness/solitary feeling) Share the friendship or love, searching person to be with. Thus, so astonishing if not, fearful to be in love and to be close.</p>	<p>Middle Aged, Mature Stage (Productive or un-Duty) Productive ones contribute the life and the community, example for the coming generations Some closed in themselves, isolated and anger to the common and themselves. .</p>	<p>Old Stage (Ego is solitary, Loneliness) Individually, not have close friend, try to give a meaning to his/her life, if listened be happy, if not unhappy. Being a wise man or useless person, contrary.</p>

Comment

Some perspective concepts can be summaries as below;

- **Complete bonding Period:** Babies, and infants are unified by the mother and the family. Cries; meaning: hunger, diaper, colic, or close skin to skin contact. Since, preterm infants cannot express their feeling, thus, nurse, mother can understand what the baby needs.
- **You and me concept:** Baby first noticed that, the nipple is the milk giving one. So, heisted to be in love or to be in hatred, or play it.
- **Thrust ward, or untrusty as a feeling:** A baby confirm whether the desires are confirmed or not, so, depression or active. *Mother withdrawal syndrome* is basic established problem. Social mother is more important than genetic mother.
- **The perceiving of the function:** The child mostly egocentric, consider what he/she gets, by whom and why. The environment must care and serve him/her. Satisfaction is prime attitude.

Ethical Development

Laurence THOMAS: Morality and psychological development. In A companion to ethics. Peter Singer. Blackwell companions to philosophy. Blackwell Publishers Inc. 2002, pages 565. pp: 464, Book is considered, and Kohlberg classification adapted to child development schedule.

For ethical development, or concept of ethics are six phases. A person might be stay only one phase, not consider the others, or stay 4th one or so. Ethics is moral philosophy; thus, person mostly indicate his/her believes as ethical consideration but must be on universal principles.

A-Before Tradition

1st Phase: Order/Obey: Person must do, what they indicate. The Nurse Regulations before 1972, physician gives the order, nurse must do, same as the order. Other alternatives must be punished or fine. Later, nurse have some alternatives, individual decision, today under the Turkish Constitution, Article 137, and Turkish Penalty Code, Article 2; every medical action, application must have a medical science reasoning, *primum non nocere* is the prime factor, not urged or forced the nurse. Autonomy is not suitable at the Phase 1. Mainly Gathering Culture, Parties are considering this Phase.

2nd Phase: Egoism: First me, then the others are the rule. At the plane, they indicated that, first you must take the air bag, later give it to the kids. Reasoning if you are faint, who will take care of the child. Some person considers the concept “civil Liberties” as an egocentric reasoning of the behaviour. Nihilistic and sacrifice acts are not suitable, so, every person must take care of himself/herself. Industrial Culture mostly considered this aspect.

B-Traditional

3rd Phase: Relations: People must have cooperation and coordination of the community, the other person, so living together is obligatory, not alone in this World. 2-5 years old child has some oppositions, not to be familiar, so, at old times, hated to all, not in love is the corruption of the elations. Our Ancestors indicate us, say “*God will bless and refined you*”, instead of “*God dam it*”. Listening and even nonverbal communication is prime important. More than an egoism, a balancing of the rights. Media and Modern High Technology Culture mostly at this phase.

4th Phase: Duty-Task, (Assignment Task): The relation has an agreement, taken and given must be in equilibrium state. Physicians cannot give guaranties of health, thus indicate scientific medical approach and ethical considerations for each person, or patients. This action is like a duty, not more, be adjoining the emotional sates. Agriculture Culture main perspective at this one.

C-Principles

5th Phase: Rights: In Turkish, justice means the plural of right, rights, legitimated rights, in English, common sense. Each one has equal rights, born free etc, are fictional not solid ones, so must be need explanation and be applicable. Rights will not be depending on demand, routine and who gain, must take it. Mother’s rights must be given after the birth. Etc. Civil Liberties must be taking care and protect from Governmental and institute and intuitions indicate the rights, thus,

must be not cause any harm to others. After Second World War, the United Nations concepts are mentioned.

6th Phase: Ethics: Ethics is mainly two concepts; a) regulations aspect as “*What is the Truth and Righteous act*”, and b) “*What I ought to do*” active performing aspect. First part, special ethic professions indicated some items. The second part, the responsibility that we have. Nurnberg Trail first indicated the **Universal Humanistic Human Rights, and later performed the Nazi Trial. “Hitler Ordered to me” was not acceptable excuse. Future Culture, after 2010’s legitimations.**

Due to the personal perspective, individual indicate this way of looking the concepts. Especially at the believes the order and task is mainly the explanatory one.

Comment

When a person mostly indicated ethics (moral philosophies), or moral facts, I am afraid of the misuse of this world. Especially some Believes are indicated as the Holy Rules as ethical concepts. Thus, on side consideration from the phase of ethics. For example; Quran describes it’s characteristics as at verses; Book (2/2, 3/7), Guide (2/2, 12/111, 31/2-3, 72/2); Advice (21/10, 24/34, 54/17,22,32,40,51); Remainder (6/69); Stimulant ((2/119, 11/2, 21/10); Notification ((6/69, 20/3); Lesson (12/111, 54/17,22,32,40,51); Explanation (4/26, 24/34); Educator (96/4-5); Discrimination of good and bad (6/55); Knowledge (2/120), Bearer of good tidings (2/119, 11/2); Lightening, modulation (4/28); Mercy (112/111, 21/107, 31/3); Fertile (6/155); Divine (6/155), Natural Laws (31/31), Wisdom (31/2-3). It is understood that, this book is a social advice to human, like scientific scripts. These implications are described as; guide, advice, remainder, stimulant, explanation, discrimination, knowledge, notification. There are no words mentioned as compulsion, pressure, recompense, punishment and even law, commandment or order (4/94, 11/28, 33/60, 109/6). In the verse 2/256, the status is clear; ‘There is no compulsion/oppression/stress/cloy in religion. Verily, the Right Path/right and good/fairness one has become distinct from the wrong path/bad/ugly/aberration’. Just mentioned that, if you don’t do this, this and this, it will be no good for you, you will be loser and you will be regretful. Be peaceful and have benefit to yourself and humans etc. For about the bad behaviours; God is the Most Beneficent, the Most Merciful, but you must compensate the harm that you performed others and take their forgiveness, if you insist and do the harm willingly you will be cruel, and you will be also punished (1/1-7). Quran also indicates the responsibility completely belongs to the subject, to you (4/79). Quran is mentioned that, there is no incoherence and doubt on the verse (2/2), they all correlated. Because to get of the hesitancy, it is detailed (6/55), and it’s easy to be noticed the wrong or the faults (6/114). The description is given by comparing the blind and deaf person to the normal people (11/24). As a duty to normal people, to teach and educated to blind and deaf person, you must do the same action to other people, you must share and discuss your ideas and decisions (96/4-5). The discriminations are for the determination and manifestation of wrong and bad (6/55). Quran wants from people to act on justice (7/29) and behave good and righteous (2/44), and for administration (4/105) these are the basic requirements. I think that Quran describes the ethics. When rendering is performing; the discussions must be coherent. Thought must be in logical; when it’s mentioned ‘There is no compulsion/oppression/stress/cloy in religion’ (2/256), then you make a conclusion as killing is permitted and it is an order from God to kill. They must adapt to others (2/2) and fit exactly (5/68). Killing a person is considered destroying to all mankind (5/32).

The verses are for the people who used their minds or must make up their minds after reading it. The People who understands the Quran verses are; the ones who had knowledge before, thoughts for consideration, educated and learners (2/44, 2/118, 2/120, 6/140, 11/24, 12/2, 15/99, 17/36, 21/10, 28/51, 29/43, 41/3, 54/17, 54/22, 54/32, 54/40, 54/51, 72/4, 73/4). There will be

some distributions or diverging of the concepts (6/55), therefore even when there is a hesitation, the aspect must bring to the responsible and educated person who knows the condition, not the others (4/83). We will not be argued and make a conclusion up to educate on that subject. We can also discuss after we learn it (15/99). We won't say or decide up to that time (17/36). Resume of this idea; physicians can treat the infants but if there will be any problem, paediatricians must call. Medicine is the scientific knowledge for the doctors not for engineering subjects. But to understand the subjects on medicine, you have to a basic general scientific knowledge.

But intuitions, desires and personal inspirations are individual, and differs for everyone, like their finger prints; the approach at these situations 'to you be your religion, and to be my religion' (109/6).

Conclusion: Quran verse cannot be taken as an order. These advices must be considered for discussion by ourselves and we decide, and we take the responsibility. It can be considered as social remarks. Teachers and educators try to give their cultural perspectives, for the generations, to be same model as their ancestors, try to save. Thus, new generations, for the new culture must be educated, by open mind, open moral, ethics, open future, sights. Each one indicates as their way of perspective, as the truth, reality, thus, it is not.

Turkish Constitution and Turkish Penalty Code

Constitution indicates, to be an obligatory force, this must be depending on the law, not on regulations or any other indications. At the Article 137; a person if noticed an unsuitable part of the order, not performed and indicated this to the administrator or boss. The Chief, in medicine the physician and/or the superior advisor must explain on medical scientific, as; pharmacology, physiology and reasoning it by follow up and some medical results for benefit the patient. Not forcing, thus, explaining why and how and the reasoning of the order. So, the nurse if accept, performed it. If it might cause any harm, not performed and the chief is responsible at the Court. The rights cannot be transferable, untouchable, concerning the individual (Article 12).

At the Turkish Penalty Code, Article 1; The reasoning of the Penalty Code: for personal right and liberties, common property and safe, legislative executive model, health and environmental health, peace of the community and protect from penalty performing. Article 2; (1) penalty can be only the acts indicated at the law, (2) regulations cannot be on penalty, (3) direct meaning, not be evaluated or compared or another explanatory verdict. Article 3; all people has equal rights, not considered any discriminative aspects. Article 4; all the penalty articles must be known, no excuse of not knowing is acceptable. Article 5; other legal considerations can be attributed at the Penalty Codes.

NB: Penalty codes are obvious and positive evidence depended facts. Suspiciousness is not a reasoning and estimations is not a verdict. Complications are not any legal penalty; if any precautions or other safe and security concepts are taken, and evaluated, follow up procedures is performed.

3) Id, ego ve super ego

Wikipedia

Id, ego and super-ego

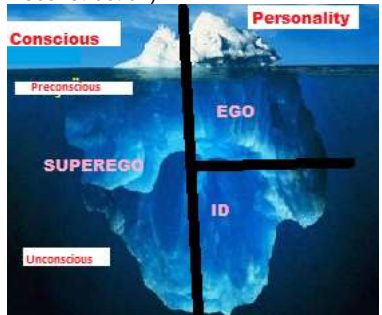
The three parts are the theoretical constructs in terms of whose activity and interaction our mental life is described. According to this Freudian model of the psyche, the id is the set of uncoordinated instinctual trends; the super-ego plays the critical and moralizing role; and the ego is the organized, realistic part that mediates between the desires of the id and the super-ego. [1]

...— New Introductory Lectures on Psychoanalysis,

The earlier in development, the greater the estimate of parental power. When one defuses into rivalry with the parental imago, then one feels the 'dictatorial thou shalt' to manifest the power the imago represents. Four general levels are found in Freud's

work: the auto-erotic, the narcissistic, the anal, and the phallic. [3] These different levels of development and the relations to parental images correspond to specific id forms of aggression and affection. For example, aggressive desires to decapitate, to dismember, to cannibalize, to swallow whole, to suck dry, to make disappear, to blow away, etc. animate myths, are enjoyed in fantasy and horror movies, and are observable in the fantasies and repressions of patients across cultures.

Google / Wikipedia (MAA Reconstruction)



By the words of Freud ego is the crusader on the sagging horse, try to harmony at the consent of the id and superego, as a referee.

Id; the desires on satisfaction and more demanding source of the energy.
Basic concept is egoism, main source is sexuality, hunger and like necessities.
PERSONALITY Needs, Requirements, all for satisfaction

Ego; is facing the id to the reality, and by defending mechanisms, balancing the id.
The equilibrium about id and superego, is ego's function.
Basic duty, is security, let some demands of id, and mind and memories are connected at this one, ego.
EGO for Balancing Id and Superego

Super ego; figurative symbol of father and traditions, faced at the internal side, contour side by the id.
Aggressive to id.
Social Press, community orders, regulations, traditions

Figure 3: The state of consciousness: id, ego ve superego

Id

The id (Latin for "it", [4] German: Es) [5] is the disorganized part of the personality structure that contains a human's basic, instinctual drives. Id is the only component of personality that is present from birth. [6] It is the source of our bodily needs, wants, desires, and impulses, particularly our sexual and aggressive drives. The id contains the libido, which is the primary source of instinctual force that is unresponsive to the demands of reality.[7] The id acts according to the "pleasure principle"—the psychic force that motivates the tendency to seek immediate gratification of any impulse[8]—defined as seeking to avoid pain or unpleasure (not "displeasure") aroused by increases in instinctual tension.[9] According to Freud the id is unconscious by definition:

It is the dark, inaccessible part of our personality, what little we know of it we have learned from our study of the dreamwork and of course the construction of neurotic symptoms, and most of that is of a negative character and can be described only as a contrast to the ego. We approach the id with analogies: we call it a chaos, a cauldron full of seething excitations. ...It is filled with energy reaching it from the instincts, but it has no organization, produces no collective will, but only a striving to bring about the satisfaction of the instinctual needs subject to the observance of the pleasure principle. [10]

Ego

The ego (Latin for "I", [18] German: Ich)[19] acts according to the reality principle; i.e., it seeks to please the id's drive in realistic ways that will benefit in the long term rather than bring grief.[20] At the same time, Freud concedes that as the ego "attempts to mediate between id and reality, it is often obliged to cloak the [unconscious] commands of the id with its own preconscious rationalizations, to conceal the id's conflicts with reality, to profess...to be taking notice of reality even when the id has remained rigid and unyielding." [21] The reality principle that operates the ego is a regulating mechanism that enables the individual to delay gratifying immediate needs and function effectively in the real world. An example would be to resist the urge to grab other people's belongings, but instead to purchase those items. [22]

The ego is the organized part of the personality structure that includes defensive, perceptual, intellectual-cognitive, and executive functions. Conscious awareness resides in the ego, although not all the operations of the ego are conscious. Originally, Freud used the word ego to mean a sense of self, but later revised it to mean a set of psychic functions such as judgment, tolerance, reality testing, control, planning, defence, synthesis of information, intellectual functioning, and memory. [23] The ego separates out what is real. It helps us to organize our thoughts and make sense of them and the world around us. [23] "The ego is that part of the id which has been modified by the direct influence of the external world. ...The ego represents what may be called reason and common sense, in contrast to the id, which contains the passions...in its relation to the id it is like a person on horseback, who has to hold in check the superior strength of the horse; with this difference, that the rider tries to do so with their own strength, while the ego uses borrowed forces." [24] Still worse, "it serves three severe masters...the external world, the super-ego and the id." [21] Its task is to find a balance between primitive drives and reality while satisfying the id and super-ego. Its main concern is with the individual's safety and allows some of the id's desire. ...

Super-ego

The super-ego [28] (German: Über-Ich) [29] reflects the internalization of cultural rules, mainly taught by parents applying their guidance and influence. [8] Freud developed his concept of the super-ego from an earlier combination of the ego ideal and the "special psychological agency which performs the task of seeing that narcissistic satisfaction from the ego ideal is ensured...what we call our 'conscience'." [30] For him "the installation of the super-ego can be described as a successful instance of identification with the parental agency," while as development proceeds "the super-ego also takes on the influence of those who have stepped into the place of parents — educators, teachers, people chosen as ideal models".

Thus, a child's super-ego is in fact constructed on the model not of its parents but of its parents' super-ego; the contents which fill it are the same and it becomes the vehicle of tradition and of all the time-resisting judgments of value which have propagated themselves in this manner from generation to generation. [31]

The super-ego aims for perfection. [26] It forms the organized part of the personality structure, mainly but not entirely unconscious, that includes the individual's ego ideals, spiritual goals, and the psychic agency (commonly called "conscience") that criticizes and prohibits their drives, fantasies, feelings, and actions. "The Super-ego can be thought of as a type of conscience that punishes misbehaviour with feelings of guilt. For example, for having extra-marital affairs." [32] Taken in this sense, the super-ego is the precedent for the conceptualization of the inner critic as it appears in contemporary therapies such as IFS. [33]

The super-ego works in contradiction to the id. The super-ego strives to act in a socially appropriate manner, whereas the id just wants instant self-gratification. The super-ego controls our sense of right and wrong and guilt. It helps us fit into society by getting us to act in socially acceptable ways. [23]

The super-ego's demands often oppose the id's, so the ego sometimes has a hard time in reconciling the two. [26]

Comment

İd, ego and superego are the separation of the powers. So, if they will not be united, the quarrel will be harmful to the individual. When indicated as: a) Legislative, as superego, b) Executive, as id, c) and Jurisdiction, ego. The balancing and reality truth at the scientific approach is then the most conflict as the decision making.

4) Governance

From Wikipedia

Governance is all of the processes of governing, whether undertaken by a [government](#), a [market](#) or a [network](#), over a [social system](#) ([family](#), [tribe](#), [formal](#) or [informal organization](#), a [territory](#) or across territories) and whether through the [laws](#), [norms](#), [power](#) or [language](#) of an organized society.^[1] It relates to "the processes of interaction and decision-making among the actors involved in a collective problem that lead to the creation, reinforcement, or reproduction of social norms and institutions."^[2] In lay terms, it could be described as the political processes that exist in between formal institutions.

A variety of entities (known generically as **governing bodies**) can govern. The most formal is a **government**, a body whose sole responsibility and authority is to make binding decisions in a given [geopolitical](#) system (such as a [state](#)) by establishing [laws](#). Other types of governing include an organization (such as a [corporation](#) recognized as a legal entity by a government), a socio-political group (chiefdom, tribe, family, religious denomination, etc.), or another, informal group of people. In business and [outsourcing](#) relationships, [governance frameworks](#) are built into [relational contracts](#) that foster long-term collaboration and innovation.

Governance is the way the rules, norms and actions are structured, sustained, regulated and held [accountable](#). The degree of formality depends on the internal rules of a given [organization](#) and, externally, with its business partners. As such, governance may take many forms, driven by many different motivations and with many different results. For instance, a government may operate as a [democracy](#) where citizens vote on who should govern and the public good is the goal, while a [non-profit organization](#) may be governed by a small [board of directors](#) and pursue more specific aims.

In addition, a variety of external actors without decision-making power can influence the process of governing. These include [lobbies](#), [think tanks](#), [political parties](#), [non-government organizations](#) and [the media](#).

Models	Levels	Multi-stakeholder/
<ul style="list-style-type: none">• Collaborative• Good• Multi-stake-holder• Open-source• Private• Self	<ul style="list-style-type: none">• Local• Global <p>Measures</p> <ul style="list-style-type: none">• World Governance Index• Sustainable Governance Indicators	Any action taken by any organization or any group might affect those people who are linked with them in the private sector. For examples these are parents, children, customers, owners, employees, associates, partners, contractors, and suppliers, people that are related or located nearby.

Governance types

- [1Governance as process](#)
- [2Public governance](#)
- [3Private governance](#)
- [4Global governance](#)
- [5Governance Analytical Framework](#)
- [6Nonprofit governance](#)
- [7Corporate governance](#)
- [8Project governance](#)
- [9Environmental governance](#)
- [10Land governance](#)
- [11Internet governance](#)
- [12Information technology governance](#)
- [13Regulatory governance](#)
- [14Participatory governance](#)
- [15Contract governance](#)
- [16Multilevel governance](#)
- [17Metagovernance](#)
- [18Collaborative governance](#)
- [19Security sector governance](#)

Concept

Today, one-man show is not configured and be applied, even at the tyranny state, as in theatrical show. The aim and the result, that is estimated or not, is configuration the act. You can kill, destroy for the victory, thus, the gaining one; none, only destruction.

Love and gaining by love affairs; the respect is the primary one. Primum non nocere is the leading for the applications, then, before benefit. Informative consent is the way of knowing and making the medical procedures, except Right to Live. Human Rights, civil Liberties and Right to live are inevitable facts.

Cultural Perspectives

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The parameters that defined a people at the community, mostly Social Anthropology concerns at these ones, thus, they are for the people, not exact definitions, consequently, individual variations, such, some main principles are figured out the people. Culture is something that you put on, your clothes as; the texture, the style etc. if not on idea, mind and acts, as established at behaviour and attitudes.

EVALUATION OF CULTURES

General Perspective on Cultural Orientation

Understanding of a person:

In order to understand a conversation, even a word, you have to be on the same frequency. If someone wants tea from you, this means he/she want a cooperation, thus, in attendance; you can give him/her just boiling water and put a bag of tea. But if the person is not Western, but Eastern part of the world, so, he/she wants to drink some tea (in their language chai = tea), this means that he/she wants to talk to you, not only drink. Then the word tea and chai (tea=chai) is not the same meaning. They are in dictionary same, but in socially not a true translation. *'My desire is not to drink tea or coffee, I want only chatting, all of them are cavils/reasoning of my intentions/motives'* is a used proverb sentence that usually mentioned the purpose to drink a tea. If someone wants to drink coffee, the meaning is he/she wants statement and tries to dialog (had-to-head/tête-à-tête) with some problems and distresses, confidently. The real purpose is covered, for Western people, but obvious for Eastern people.

If someone says *'she (a woman/wife) did her main duty'*; the meaning is different at cultures. For Australian family; she opposed her husband, for Saudi Arabian family; she obeyed her husband, for Turkish family; she took the responsibility of the family and children mainly at home (became wife mainly considered as the ministry of internal affairs at the family). The senses are according their cultures, community perceptions.

Cultural Aspects

If we considered the cultural aspects, then we have seen that every nation/people/folk has specific cultural perspectives, individually. If we considered some/main subjects/traits of the culture (162 items are mentioned) as; family structure and attitudes, roots/history, environments, education, administration, religion, trade, art and socio-economic status are the main perspectives. They can be cumulated as;

- A) **Social Organizations; individual and Family, communal etc.**
- B) **Economic systems (& environmental effects)**
- C) **Education, sources of the Culture, Art**
- D) **Religion and beliefs**
- E) **Custom and law.**

The origin of cultural structure is mainly mentioned by their names, ancient Egypt, Ephesus etc. Cultures are mainly specific on their location but by the social parameters like; diffusion, acculturation, evolution there are copied or turned to universal cultural pattern. The formation of cultural complex is mostly encountered in different aspects, because of time and location but structuralism and functionalism remain same by looking their social anthropological symbols. In Eastern part of the World the society mainly contains 5 different cultural structures, but Western societies have mainly 2 or rarely 3 cultural structure constructions. Developing countries have more cultural pluralities.

Cultural Structures

We can estimate the global specifications of the cultural formations especially on economic basis. Six different kinds of cultures can be proposed;

- 1) **Hunting/gathering cultural structure**
- 2) **Farming cultural structure**
- 3) **Industry culture structure**
- 4) **High technology cultural structure**
- 5) **Globalization, Data processing cultural structure**
- 6) **Aesthetic/ethic cultural structure**

Analysing the Cultural Structures

Ancient cultures are an example of understanding the encountered ones. The discussing cultures are living cultures. They are changing, forming a new style, but still on the world, with a similar evidence of ancient cultures. All types of cultures may not be existing in every nation. The more plurality is on Eastern part of the world. Western part or developed countries have less diversity; may be because of industrialization have been last more than 200 years. Differentiation at the cultures, not step by step, jumping can be noticed, as the refugees, the industrial culture turned to gathering, clan culture.

No culture has superiority, because the human is on the top, not the cultures. This analysing purpose is trying to understand the people.

Hunting or Gathering Culture

Hunting or gathering culture is the most encountered one in the history of the mankind. Now in some areas like Africa and desert or wilderness of areas Amazons as native, we can encounter the classical types. In modern world, there are some but rare. They are not really settled, they are nomads, and e.g. gypsies, their summer and winter places are changing due to their animal feeding habits. Mostly they move cooler areas in summer, warmer in winter. Now they used trucks and cellular phones. Today the same parameters are seen at the parties, football team or refugees etc.

Specifications of Gathering Culture

There are mostly small-scale communities, like team, not concern all, the common. They are gathering together and sharing their attitudes. The way of living is hard, and they must protect themselves. Kinship is one of the main dominants, the commanding factor. Family structure is not a real family, it's a communal structure. There is a leader; the gender of the leader is mostly an old but physically strong and powerful man. He is also a saga or bookman and the main scientist and educator of this community. Magic or wizard sometimes seen; he can be a shaman or sometimes a savant, also acts as a physician of this community, especially non-medical psychiatrist. The drugs depend mostly on herbivorous and some magical applications are used. There are some epical persons and the community histories depend on them. The members mostly act altruistic behaviours to save their own community. There is one commander, one ruler, one patronage, for giving the order, not questioning and discussion.

Medical doctors are mostly on paternal manner. They must understand the illness like a magician and treatments must depend on some specific application. If you want to take medical consent of a person, first you must speak with the leader or shaman or non- medical physician etc.

Farming Culture (Agriculture)

The main developing countries are mainly on that culture. They may be fisher but not an open fisherman, close contact with the land. To make a synthesis of the similarities, I try to gather the common aspects, like four-sided geometrical shape can be square, rectangular etc., but have four sides. Traditions, regulations from old, ancestors, representing the rules of the community, must be the fundamentals.

Kinship is important. There are castes on hierarchy or social statues. Leader is the father/king/lord and the people must serve him. He can be holy or aristocrat or wise educated person or a priest/mullah. Family structure is depending on the great families. The elder ones have special positions, mostly

educators. The educating system depends on classic scholastic way. The main teaching subject is tradition, the way of acting as a member of that community. They know and select your wife, job etc. Young ones rarely have their own ideas. They consider that, other city has a different religion and/or believes. If they will be in same religion, denomination or doctrine/order must be different. This is way the West mentioned as different.

Medical doctors act as father of that family. Doctors are well educated in this society, and they must also obey the medical and social rules. He must know and apply the same as mentioned in the book that he learned and trained from his teacher. He is the main person for the medication; others (nurse, technicians etc.) must obey to him. He knows the best, therefore no need to take consent etc.

Industry Culture

Social status re-established by the economic status. Traditions lost its position to the capital and trade. A new cultural balance is forming in the cities, now mostly in the developing countries. They assume that, by industrialization, problems like poverty can be solved. But we must remember that, if you give money to an illiterate man, then he has houses and cars but still he is illiterate. Great economic differences influence the people. The traditions and several common attitudes are gone forever. People are alone. Economic classes and economic social class are formed.

There are no real social standards to go on. Egoistic approaches encountered, and main aim is gaining money. But because of the great oppositions of that perspective, social security applications are obligatory constructed. There is a steady state situation. Everyone is now proud to be a member of the economic class, e.g.; to be a member of coal mines. For administrator aspect; this job is given by the administrator, then the laborers must be satisfied. From the workings perspective; the boss is boss because of them; thus, the work force is important. Therefore, the conflicting seen societies are mainly because of their administrative system. The solution is democracy. People find the advantage of the democracy. Communism is at first, mostly selected from the developing countries, but when higher technology culture is encountered, socialism (communism) is collapsed. The people must serve and protect the social status. The art is their production. Every good has special trade names and specially made in a country. The centre of the world is their job. They are gathering together for leisure and common acts. There is a special administrative law, a part of the general law.

Because of commercial trade borders are important to protect from competition and markets. Custom boundaries are important and visas and custom regulations must be strictly applied. Families are nuclear family. Father, mother and children is important for sharing the income. Leader is mostly the father, of course if he earns the money.

Medical doctors act as an employer, master of the medicine. He is well educated and knows the subjects. He must obey the medical rules and/or the administrative rules. He must be an administrator of the medical system. He is still the main person for the medication system; others (nurse, technicians etc.) must obey to him. He knows the best, but he must take, if needed the consent etc.

High Technology Culture

The competition and high standardization ending the classic industrialization. The production is forced new markets, and this forced to armed forces and result is cold war. The world is divided but all nations are afraid to start a world war. The world is turns to an engineering culture. Social institutions are changed. Traditions remembered. Cities are now united, and they are mega cities. Because of the high labour, robotics is seen on fabrics. Because of the pollution, steel industry changes to quality metal industry. Developing countries are now constructs cars, developed nations high technology required ones, like space and aviation.

We must consider this social structure distinct than industry culture but may admit this culture as an advance of industry culture. Most developing countries established industries; cities are industrialized parts of the countries; these place cultures are different. But Western World left some industrial production to other developing countries and reconstructed their fabrics etc. in higher standards. The cultural traits are differing. Some of the areas are industrialized; some districts are higher technology

sites. The nations try to increase their living statues. But they must need economic unity and later social confederation formed. Civil Liberties are the constructing concept for the community regulations. People are more liberal. They try to find themselves. Nuclear family concept is brake down. Religion is not filled the gap, but some other beliefs are noticed. Several different kinds of social groups are born and find supporter.

Medical doctors act as medical engineers. More laboratory results, but less contact to patient is the result. He must obey the laboratory results. He is losing the chairman position in medicine. Physicians noticed that he must take consider the patient rights, must take the consent etc.

Globalization / Data processing / Internet – Computer Based Culture

If you have a factory and 100 workers, you must be at least 25 administrators. But by data processing systems you can alone, by yourself done the job, even you don't want to go the office. By changing the system, you can perform the production by 5 workers instead of 100. This is a result of computerization, not by putting computers in your office, by performing data processing. As a result, now, you can buy the cheapest and best camera by internet, pay by plastic cards, no need to go bank; the camera will be at your house. You can reach the knowledge easily, without your teacher. The education is changing not to give the knowledge but explaining and training to evaluate the conditions.

Most ones assume that this is the same culture with the high technology culture. But the social construction is different. High technology forced it, but this culture is not industrialization. The world is newly constructed, globalization is inevitable. The world is so close and small, the cultural traits are noticed. The houses are now in districts with gardens and gathering together, in small communities. There is no common tradition. Big cities divided. Because of the pollution, natural aspects are prime important. These cultural traits can be noticed in developing countries but in small clustered number, not only in cities, but all around. In Europe the meaning of developing is using the data processing in everywhere. But you must take the intelligent people, you must consider the globalization and be open to the world. Civil Liberties is obvious standard in every aspects of this culture.

Medical doctors act as a physician of a patient not an illness, or a disease. To be free of troubles and disease are main approach in medicine. To be a healthy ones' doctor, is not easy profession. Physicians must work with a professional team. Must take the consent and he is an advisor and advocator of human etc.

Ethics and Aesthetics Culture

This will be or may be not a new cultural structure, can be a transformation of globalization. People wants to live with more rights, laws must be considered and evaluated by personal aspects. They want to spend more time on aesthetics and arts. They want to see the world, not as a tourist sightseeing but want to live in different parts with all the modern living requirements. They don't want to fit the standards; they must be available for them. They want to unite, but not to be assimilated. They want to be a member of the world, but not bruise, crushed and sweated. They want to make remarks and contributions even to religion and beliefs; they want to be a kind of Christ and Prophet.

Medical doctor must apply the ethics, advisor of a person, a family and a community and the world by frameworks or internet. Medicine is a kind of arts, behaviour science.

Cultural Diversity

Culture is a mixture of several items, not like a mixture of sulphide and iron, but like a salt in a cup of water. In gathering culture, every community assume that they are differs to others, for farming culture, they county is distinct, for industry culture, their occupation is discrete, for higher technology culture, their equipment is the best, for internet culture, he/she is a person, for ethics he/she is a human. You must consider the package if you want to put the cloths in. You must to consider the cultural aspects for determining the ethical parameters. The members of the culture are placed religion if they deny or resist the subject, because religion cannot be argued or discussed. It is holy and mentioned by God and strict rules to obey. Even we can

mention it for Islam that it is not true. This is reasoning for rejection and closing for the communication.

Segun GBADEGESIN: Bioethics and cultural diversity. In; A Companion to Bioethics. H Kuhse, P Singer. Blackwell companions to philosophy. Blackwell Publishers Inc., 2001, pages 512. pp: 24.

Each people and each culture find its own dignity within its own cultural identity. Moreover, cultural identities, if properly respected and understood, can offer new richness of thought to the whole human family (Chiavacci, 1992:99). What are the conditions for the possibility of these conflicting beliefs and values? 1) Cultural imperialism and value absolutism (the right to individual freedom and autonomy), b) Cultural pluralism and value relativism (the decision derives from culturally embedded understanding of what is considered important and fundamental to personhood in the community 'You cannot understand, if you don't belong'), 3) Trans-culturalism and the idea of shared values (a) Serious effort to understand the cultures and values of other peoples, b) Development of a compendium of values and belief systems across cultures, c) Promotion of intercultural dialogue on the critical analysis of those values and belief systems, d) Identification of a set of common core values that transcend particular cultures and e) Utilization of this set of common values in the development of bioethical principles and standards). It may bring the world of bioethics closer than we care to imagine.

Each People is responsible for himself/herself, must be their themselves power

Civil Liberties is the predominant factor, influenced the community, the Legislative, Executive and Jurisdiction. Thus, not meaning "id" is replaced the ego. Primum non nocere is the basic principle, not perform any harmful act, especially to yourself too. All the ethical codes and other commercial parameters are newly established according such aspect, the core is obvious the person, individual.

This is so, also at preterm infants. All the medical science discussions and arrangements, leading according the result or the effectiveness to the tiny infant. If positive continue, if any suspicious or any non-effective or positive factor, must consider other aspects. Not oppression or pressure or other ones, just consider the physiological conditions and be trying to protect from pathophysiology. Treatment is so hard and mostly hard to get good results. Not to let to be a problem or negative feature.

2) Civil liberties

From Wikipedia

Civil liberties or **personal freedoms** are personal guarantees and freedoms that the [government](#) cannot abridge, either by law or by [judicial interpretation](#), without due process. Though the scope of the term differs between countries, civil liberties may include the [freedom of conscience](#), [freedom of press](#), [freedom of religion](#), [freedom of expression](#), [freedom of assembly](#), the right to security and [liberty](#), [freedom of speech](#), the [right to privacy](#), the right to [equal treatment under the law](#) and [due process](#), the [right to a fair trial](#), and the [right to life](#). Other civil liberties include the [right to own property](#), the [right to defend oneself](#), and the right to [bodily integrity](#). Within the distinctions between civil liberties and other types of liberty, distinctions exist between [positive liberty/positive rights](#) and [negative liberty/negative rights](#).

Many contemporary states have a [constitution](#), a [bill of rights](#), or similar constitutional documents that enumerate and seek to guarantee civil liberties. Other states have enacted similar laws through a variety of legal means, including signing and ratifying or otherwise giving effect to key conventions such as the [European Convention on Human Rights](#) and the [International Covenant on Civil and Political Rights](#). The existence of some claimed civil liberties is a matter of dispute, as are the extent of most [civil rights](#). Controversial examples include [property rights](#), [reproductive rights](#), and [civil marriage](#). Whether the existence of [victimless crimes](#) infringes upon civil liberties is a matter of dispute. Another matter of debate is the suspension or alteration of certain civil liberties in times of [war](#) or [state of emergency](#), including whether and to what extent this should occur.

The formal concept of civil liberties is often dated back to [Magna Carta](#), an English legal [charter](#) agreed in 1215 which in turn was based on pre-existing documents, namely the [Charter of Liberties](#).^[1]

Conclusion

Civil Liberties, individual freedoms are the core, centre of the humanity and ethical considerations.

So, Legislative, Executive and Jurisdiction must rearrange and revealed under this perspective.



Education Methods as student perspective

Classical Education, giving lectures thus, vocational, practical gained education systems are discussed, and the administrative perspective is noticed.


Education is not given or taken the knowledge, it must be like tailoring, be suitable and adapted to the patient, by mind and on acts, with the ethical and humanistic aspects with personal suitable and beneficence perspective. As a result, love and love affairs, be on.

Breastfeeding not feeding with mother's milk, skin to skin contact, kangaroo act be the main for the Newborn, at the education of mother.

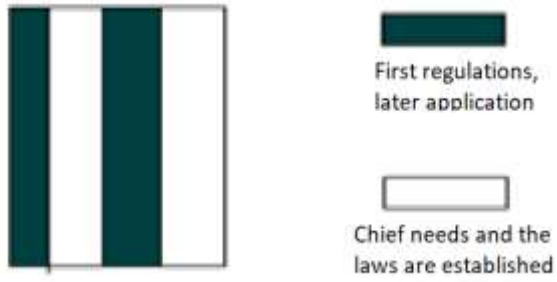
Separate education as lecture and practical vocational training

 <p>Knowledge, theorem</p>	 <p>Practice, not reality</p>	<p>Symbol 1.1. First the knowledge is given, later making the practice. Application, executive when same as legislative, judgement means perfect, thus, each person, condition is unique, not same as theory. Physician must act individual decisions, so, not effective as physiology bases, not a good specialist, might be a maltreatment, to patient. Demonstration is not the reality.</p>
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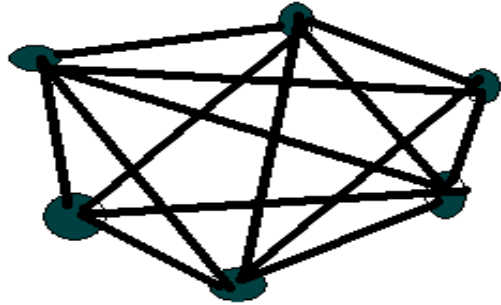
Together, laws and executive

<p>Symbol 1.2. Application is same as the regulations, ruler performed same as the law order. So, the adaptation due to condition and patient cannot be expected. The meaning is unification, thus, unwanted result is obvious, so, jurisdiction, concerns the process, for close interview, to immediate change not to cause any harm. Physician has right to change the treatment and applications, due to the medical necessities.</p>	 <p>Lecture, law order</p> <p>Practice, simultaneous</p>
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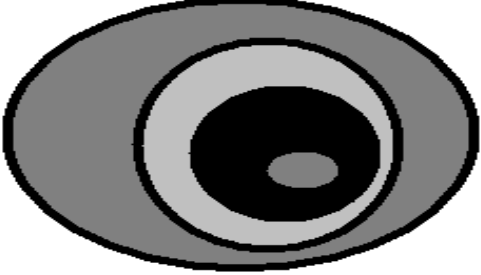
Closer with executive and Establishing the laws, regulations

 <p>First regulations, later application</p> <p>Chief needs and the laws are established</p>	<p>Symbol 1.3. Like zebra skin, First the theatrical and in theory law and order is learned, later the application performed. The problem is the happening must be exactly same as given knowledge. Thus, it is not.</p> <p>Physician knows that, the medical knowledge is only an information, thus, the patient is the real condition and the case related factors are different then the mentioned at books. So, this kind of administrative case, the power is mostly accused at the law, jurisdiction is the judging.</p>
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Integrations with executive legislative, like parliaments

<p>Symbol 1.4. Diamond Type: Every power tries to be the leader, so, they mentioned the last word, verdict, the conclusion is from them.</p> <p>The main are: Legislative, Executive and Jurisdiction, thus, press and media can be indicated as the fourth power, universities are the other, so on this continues. Physician must be considering the Council and other medical branches for the decision. Thus, by law, the last must be the medical doctor of the patient. He/she will be the chairman and be the leader.</p>	
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Case, the object is at the core, onion crusts

	<p>Symbol 1.5. Onion leaves: The core is the patient; the other ones are just a consultant. The responsibility is limited. The advices are knowledge based, some are impossible for the application.</p> <p>Profession is important, thus more details thus, less effective concepts. Most of them are not related to the subject, thus some ideas and some advices.</p> <p>Physician must be taken the advices, thus, must be individually be responsible for the condition.</p>
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Case related approach

<p>Symbol 1.6. Spider Web conditional case: The centre is the patient or the individual. The other sides are also share the responsibilities. Multi faced responsibility, according the case and condition.</p> <p>Physician is responsible for the medical science, nurse is responsible for the procedures and applications, pharmacy for the drugs under pharmacology. When the case is not taken, not feeding, oppression is not acceptable from nurse, even given by physician order. Medical staphs must be indicated the medical reasoning for the drug, so the pharmacy can give it, even at the hospitals. One warning influences on all.</p>	
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Comment

All medical applications are nowadays, under the spider web concept, the main ruler, the boss is the infant, premature baby or the patient. You must follow-up the result, that performed or given the medicine.

General Point of View

Executive Models are discussed under the Friedman Model as 1,0, 2,0 or 3,0.

Phase 1,0: **Paternalistic, Physician make the decision, gives the order and makes the treatment,** patient must obey, not knowing the medical knowledge, no need informative consent, must do, what they said to him/her. (Figure 4)

Phase 2,0: **Task, Duty, Responsibilities, the Procedures, the Regulation are important. Physician as an officer people, must do the regulations, according the book indicated.** Patient must do, what the book, medical knowledge is written. If there is consent at the regulation, the information is given, thus, patient signed, no need to understand the medical meanings. (Figure 5)

Phase 3,0: **There will be no disease, only Patient.** Physician must search the benefit of the patient; informative consent may be leading the applications and procedures. Ethical concepts; first *what is t, he truth*, the applications must be followed under *what ought to do principle*, and as an objective residence, can be diverged or changed immediately, according the patient. (Figure 6)

Phase 4,0: **Health and personal conditions must be in good manner, so precautions, routine check-up and not to be have healthy problems. If be patient, interrogative, why, when, what so on.** The principles must be on the ethical and humanistic codes. So, the civil liberties and Right to Live is main considerations. The heath applications are like an art, five-star residence comfort.

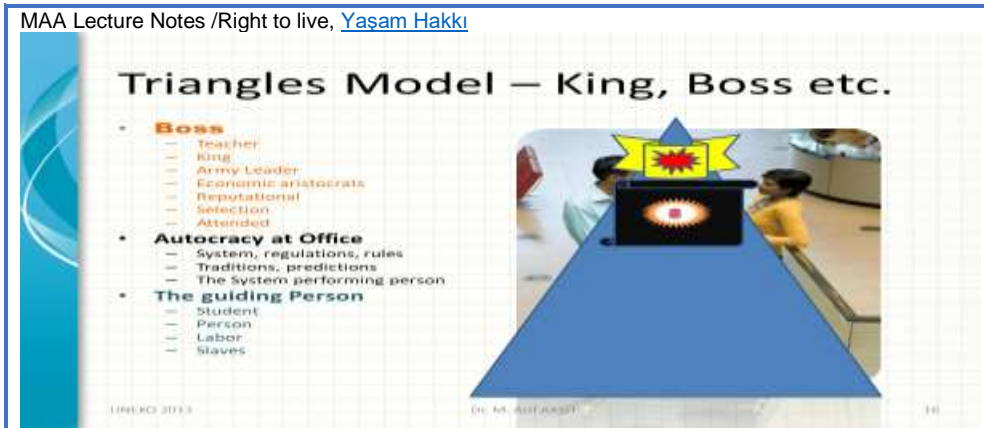


Figure 4: Leadership, executive method, king, or the one leader system. Others are a member of this system.

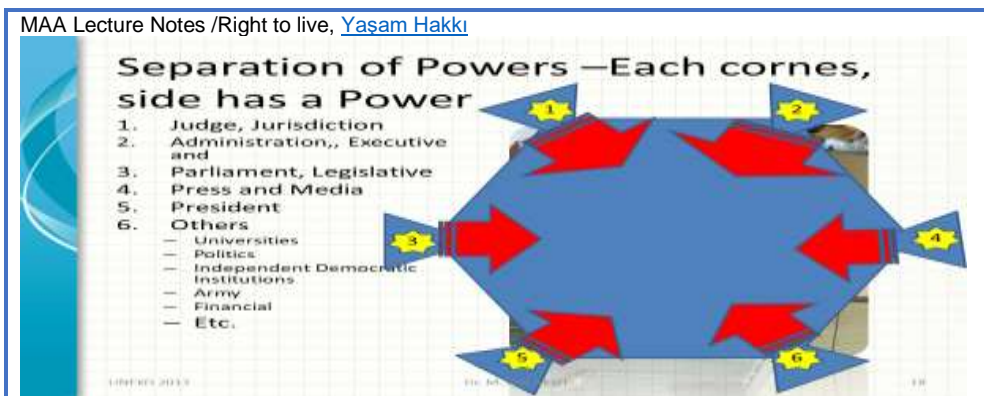


Figure 5: Diversity of the Powers at executive

The education of solving a problem, just teaching the way, how to confirm the problem, how to overcome the solution, etc not define the solution.

If it is wrong, not mentioned as wrong, just want the explanation and from his/her concept, try to overcome it. When at Basic Programming Lecture at 1985’s, 14-year-old adolescent did it, thus, I cannot, but, for myself my solution is correct. The teacher indicated that, he learned modern maths, thus, I was classical ones, so not to be compare, I must be on medical computing system and programming.



Figure 6: Individual centred

Conclusion

The individual is unique and differs to another person, thus, same member of the Homo sapiens, sapiens. Not be grouped or classified or even established some properties for diversity. Responsibility is personal and not transferable and not-diverse or lessened or exaggerated.

At the French Revolution, the concepts are:

- Equality, Equivalence: Equal in Human Rights
- Liberties, Rights: Civil Liberties, in every manner
- Fraternity: Member at Society, association.

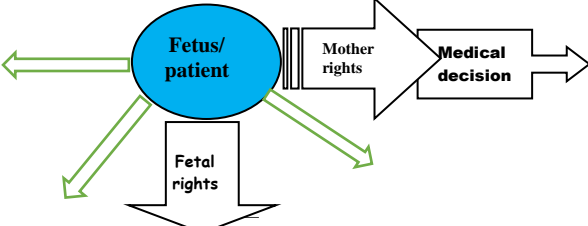
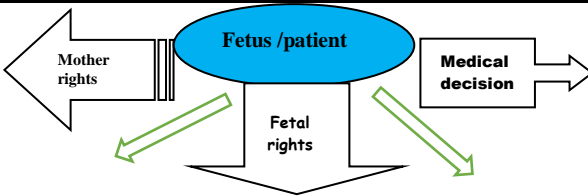
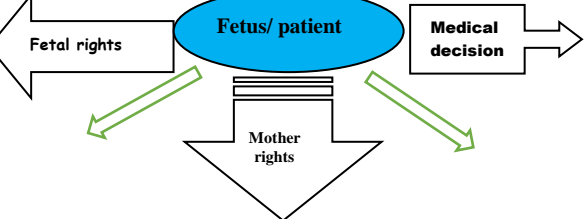
Civil Liberties are the leading and confronting fact. Legislative, Executive and Jurisdiction all are evaluated under the perspective of the person, the core of the society, individual. Medically the scientific evidences focused on that tiny infant, we must apprehend and try to comprehend it.

Turkish Intensive Care Standards, dated at August 13, 2007, in the Official Gazette, no: 17086, indicated, the Third Degree Neonatal Intensive Care Unit, especially considering 32 Gestational Week and less preterm infants, must have active Pediatrician and Neonatology Specialist, thus, responsible for them. This means, under the medical science, they focus on the case, find the best solution for them; growth and development. Not administrative unification, but, for act on case and condition thoughts.

Ethical Considerations considered as civil liberties even at Fetal Patient, as considered at the Perinatal Conflict (Table 1).

TABLE 1: ŞENER-AKŞİT Algorithm (Ethical assessment at the Perinatal Conflict)

Conflict	Possibilities	Action	Ethical Equilibrium	Legal Comment
NO	<p>All interests are in the same direction</p>	Proceed.	YES	On the same direction
YES	<p>Mothers life is of prime importance</p>	Possible act against fetal beneficence	Mother's preference and beneficences are on the same line.	Mother's autonomy is considered.
YES	<p>Mothers preference is discordant</p>	Possible act against mother's preference on behalf of beneficiation	Maternal and fetal beneficence overweight.	Beneficences of mother and fetus conflicts with mother's preferences
YES	<p>Medical requirements might change the procedure</p>	Action against the preference should be done under court order.	Maternal beneficence is in danger	Maternal preference and fetal beneficence conflicts with maternal beneficence.

<p>YES</p>	 <p>The degree of fetal abnormality guides the medical direction.</p>	<p>Continue with the routine pregnancy care.</p>	<p>Mother's beneficence and autonomy should be considered.</p>	<p>Mother's preference and beneficence are on the same direction.</p>
<p>YES</p>	 <p>The direction is going to negative for the mother's preference</p>	<p>Termination of pregnancy if anomaly is severe or life incompatible. Continue pregnancy if assessment is mild.</p>	<p>Degree of fetal anomaly can be decisive. If needed court ordered required</p>	<p>Maternal preference conflicts with beneficence, medical interventions must be considered.</p>
<p>YES</p>	 <p>Act due to the progression of the pregnancy, follow-up</p>	<p>Court order required terminating the pregnancy. Consider the medical requirements</p>	<p>Degree of fetal abnormality can be decisive. If mother's life in danger, medical intervention is obligatory.</p>	<p>Maternal preference conflicts with beneficence, follow up the pregnancy is needed.</p>

NB: Poster Presentation at the 9th World Perinatology Congress, Berlin, 2010., Published: EsTUDAM Neonatoloji Journal, 1 (2): 60, 2016.



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