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# **SESSION 1**

**ENSURING INCLUSIVE AND EQUITABLE QUALITY EDUCATION,  
PROMOTING LIFELONG LEARNING OPPORTUNITIES AND  
GENDER EQUALITY IN EDUCATION AND SCIENTIFIC RESEARCH**

# **DEVELOPMENT AND APPLICATION OF A COMPLEX MODEL OF RANKING HIGHER EDUCATION INSTITUTIONS IN THE REPUBLIC OF SRPSKA**

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## **ABSTRACT**

Rankings serve a variety of purposes: they respond to user demands for information related to the standing/reputation of higher education institutions, they stimulate competition between higher education institutions, they provide specific rationales that can be used to allocate funds and they facilitate making the distinction between different types of institutions and different programs and disciplines. Rankings are very popular with students and their parents when selecting a higher education institution, they are important to the institution's management from the perspective of the institution's position as well as the amount of tuition fees and they provide a wide range of stakeholders with numerous data with their explicit (measurable) state indicators. They also contribute to the definition of the "quality" of higher education institutions within the higher education system, complementing the quality assessments carried out in external evaluation procedures. With the project of ranking higher education institutions, which is one of the first of its kind in the wider region, the Agency for Higher Education of the Republic of Srpska has opened a new area of its activity raising the quality of the work of higher education institutions in the RS, in its complexity, to a higher level. During the implementation of the two-year project, a detailed elaboration of the ranking methodology was carried out with the defined Berlin principles, as well as the ranking process itself, which was carried out by the international project team. The process included two detailed reviews of the websites of each HEI in the span of 6 months, visits and control of all institutions, and bibliometric ranking in ten years period (2011-2020). Then the scaling was carried out in the predicted maximum quota of 100 points. The results are intended for publication in several different modalities (related scientific fields, overall list, best in RDI, etc.)

## **INTRODUCTION**

Internationally recognized rankings face particular challenges because the inclusion of universities from several countries means exceeding the boundaries of the system, which makes it difficult to compare despite modern and available IT solutions. Global rankings, despite their enormous popularity (especially Shanghai and Webometrics), have encountered a huge wave of criticism and resentment, especially from those affected by rankings and evaluations at various levels. Unfortunately, when it comes to criticism of this phenomenon, it is a fact that no possible alternatives to this trend have been offered. Lisman, in that respect, when developing his thesis about the general lack of education of the "knowledge society", believes that the basic characteristic of that lack of education is contained in the refusal to understand

something at all, and therefore take action" (LIESSMANN, 2005)<sup>1</sup>. Numerous other authors from the academic world have also dealt with the issue of ranking in recent years. Aguillo, Bar-Ilan, Levene and Ortega have shown that different ranking services give similar results, although they use different evaluation methodologies, especially in the case of European universities<sup>2</sup>. Of the many analyses from the world and the region, let's single out the one given by Pavlina. Using the example of the University of Zagreb, he critically referred to Webometrics' rule to rank only sources that come from one web domain. He pointed out that only the fact that faculties that have their own domains (instead of a common one) are ranked worse because their publications are not taken into account<sup>3</sup>. Considering the university ranking in the context of Southeast Europe leads to regional peculiarities that must be taken into account. So, for example, based on the size of the countries, it is almost inevitable to conduct national reviews. In addition, the low level of organization of SEE universities suggests that the availability and quality of data and indicators are also low. Wars in the former Yugoslavia, and the liberalization that followed, led to major changes in the field of higher education. After the end of the war, new, more liberal laws on higher education allowed the emergence of private universities. Nowadays, there are large numbers of new providers in the higher education sector in Southeast Europe, and the structure and quality of established universities have changed significantly in recent years, so traditional reputation can no longer be used for assessment. The result is a lack of transparency, which can be compensated by a good ranking. Comparable information about higher education institutions, and their teaching and research programs should make it easier for students and researchers to make informed choices about where and what to study and where to work. Better information would also help policymakers at institutional, national, and European levels to develop future strategies for higher education. Current, largely one-dimensional rankings, do not fulfil these purposes as they tend to focus on certain aspects of research and on entire institutions, not on individual programs and disciplines. Faced with all the above-mentioned and numerous other challenges, and to help the qualitative development of higher education institutions (HEIs) in the Republic of Srpska, the Agency for Higher Education of the Republic of Srpska (AHERS), at the end of 2021, launched a project of ranking 78 HEIs in the Republic of Srpska, whose work is under the direct supervision of AHERS and relevant ministries in the Government of the Republic of Srpska. The public interest in education and the interest of the media require transparency in education. These challenges require new ways of planning and conducting education, evaluation and quality assurance. HEIs are forced to compete for students and research grants. The World Bank estimates that global spending on higher education is up to \$300 billion per year or 1% of global economic output. There are more than 80 million students in the world and 3.5 million people are employed to teach and take care of them.

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<sup>1</sup> Ivana Gacanovic, PhD: The problem of global ranking of universities or the trials of modern higher education systems, article.

<sup>2</sup> Isidro F. Aguillo, Judit Bar-Ilan, Mark Levene, José Luis Ortega: Comparing university rankings, *Scientometrics*, Vol.85, No.1, February 2010, pp 243-256, ISSN 1588-2861

<sup>3</sup> Kresimir Pavlina: Webometric Ranking of European Universities, *Procedia - Social and Behavioral Sciences*, Vol.46, 2012, pp 3788-3792, ISSN 1877-0428

## RESULTS AND DISCUSSIONS

### Higher Education in the Republic of Srpska

In the Republic of Srpska, in the academic year of 2021/2022, student enrolment and higher education activities are performed by 18 higher education institutions, namely nine universities (two of which are public) and nine colleges (two of which are public). A total of 328 study programs in the first cycle, 223 study programs of the second cycle and 35 study programs of the third cycle of studies are conducted at higher education institutions in the Republic of Srpska.

In the academic year 2020/2021, 25,735 students were enrolled at all higher education institutions in the Republic of Srpska, of which 15,058 were female, i.e. 58.5%<sup>4</sup>. If we analyse the data on the number of enrolled students for the past five years, it is evident that the number of enrolled students is decreasing from year to year (in the academic year 2016/2017 total number of 34,792 students were enrolled), that is, in four years, it decreased by 26.03%. At the same time, the number of students in the second cycle of studies remained approximately the same (ranging from 2109 to 2456), while the number of students in the third cycle almost doubled (from 95 that enrolled in 2017, the number enrolled in doctoral studies increased to 184 in 2020).

The largest number of students is concentrated at two public universities, so at the University of Banja Luka in the academic year 2020/2021 a total of 9,974 students enrolled, and 6,953 students at the University of East Sarajevo, and it is evident that 65.7% of the total number of students in the Republic of Srpska study at these two universities. These data indicate significant differences in terms of size, number of students, number of faculties, and number of study programs, which were also taken into account when determining the ranking methodology. The largest number of students study at universities, 88%, while 12% of students study at colleges. When looking at different scientific fields, despite the incentives for enrolling in study programs in the field of STEM sciences, the largest number of students still opts for the field of social sciences and humanities, with 50.13% of the total number of students enrolled. The percentage of 19.1% of students enrolled in medical and health sciences, 15.06% in engineering and technology, 3.93% in natural sciences, and 8.06% enrolled in information and communication technology programs.

In 2020, the number of 4,184 students graduated, of which 60.2% were female.

Allocations from the budget of the Republic of Srpska for financing higher education in 2021 amounted to 96.7 million KM, which represents 2.55% of the total budget for that year. 40 million KM from the budget of the Republic was invested in infrastructure projects in higher education in the last two years.

The establishment of the quality assurance system in the Republic of Srpska began with the establishment of the Council for the Development of Higher Education and Quality Assurance

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<sup>4</sup> Source: Republic of Srpska Institute of Statistics

of the Republic of Srpska in 2008, and then with the establishment of the Agency for Accreditation of Higher Education Institutions of the Republic of Srpska in 2011 (whose legal successor is the Agency for Higher Education of the Republic of Srpska since December 2020). Accreditation procedures began that same year, while the first decisions on accreditation were made at the beginning of 2013.

The first round of accreditation in the Republic of Srpska was the so-called institutional accreditation, although the institutions were required to apply for accreditation and a certain number of study programs that served as a sample for checking the fulfilment of the conditions for the institutional accreditation, while in 2017, preparatory activities for the accreditation of study programs began. By September 2022, a total of 70 study programs were accredited, and in the Study Program Accreditation Plan for 2022, the accreditation of another 79 study programs is planned.

As of July 2020, the new Law on Higher Education of the Republic of Srpska entered into force, as did the Law on Quality Assurance in Higher Education of the Republic of Srpska, which is the first time that this area is regulated by a separate law.

### **Development of the HEIs' ranking methodology in the Republic of Srpska**

In the process of developing the project for ranking HEIs in the Republic of Srpska, which began in March 2021, the greatest attention was paid to the development of a multidimensional ranking based on the Berlin criteria and the positive experiences of well-known world rankings (Shanghai, webometrics, Times, etc.). In that respect there was a clear set imperative to look at three key segments of the work of each HEI:

- Teaching and scientific process
- Teaching and research process
- HEIs' third mission

Set of assessment criteria:

Teaching and scientific process at HEI	35 points
Teaching and research process at HEI	50 points
Third mission (3M) at HEI	15 points
<b>TOTAL</b>	<b>100 points</b>

The ranking concept contained the inclusion of all relevant criteria that higher education institutions in the RS need to demonstrate in internal and external evaluations, accreditation reports, and other relevant evaluations, as well as an additional, ranking specific, set of criteria (a set of KPIs that the HEIs should have followed). In this respect, the sets of criteria for each of the segments are included. Thus, Set 1: The teaching and the scientific process has the evaluation of the following criteria: Teaching staff; Student-centred learning, teaching and assessment; Creating and approving the program; Enrolment and advancement of students, recognition and certification (awarding of qualifications); Learning resources and support for students; Information management in teaching; Continuous monitoring and periodic revision of the program; Policy and quality assurance of the teaching and scientific process; Periodic

external quality assurance; Informing the public). Set 2, which evaluates the scientific and research process, has criteria that evaluate the bibliometric performance of HEIs, staff, infrastructure and support to scientific research, student involvement in a scientific research project context, policy and quality assurance of scientific research, external quality assurance and public information. Set 3, which evaluates the third mission of the HEIs, evaluates criteria such as the organization of the third mission of the HEIs, Students and the third mission, Cooperation between HEIs in the area of the third mission, Valorisation of the third mission, Creativity of the third mission of HEIs, Multidisciplinary of HEIs, Innovation of HEIs, Policy and quality assurance in the field third missions, Periodic external quality assurance and Informing the public.

Within the mentioned criteria, 2-5 sub-criteria were developed, which ultimately gives about 120 sub-criteria that were evaluated by the expert team in several different approaches (analysis of the web pages of each HEI, analysis of linked domain, detailed bibliometric searches in the period 2011-2020, visits to each HEI, etc.) Through the previously conducted system of seminars and training, HEIs were familiarised with the world ranking systems, a detailed planned methodology was presented and each HEI had the opportunity to actively participate in the ranking process with suggestions, proposals and remarks.

Within the second set of the criteria, scientific research process, bibliometric performance was evaluated with 35 points, while other segments of scientific research work were evaluated with 15 points.

The following performance indicators were established for bibliometric measurements:

1. productivity expressed by the absolute number of published works,
2. productivity expressed by the absolute number of published fractions of works,
3. the influence of works expressed by the absolute number of achieved citations, and
4. the impact of works expressed by the absolute number of achieved citation fractions.

In addition, the following "normalized indicators" of productivity and influence were determined and delivered:

1. Aggregate productivity expressed by the number of articles weighted using the standard formula of the Center for the Evaluation of Education and Science CEES ( $R_p$ )\*
2. Aggregate average productivity per researcher expressed by the number of articles weighted using CEES's standard formula ( $R_i$ )\*\*
3. Cumulative influence expressed by the number of citations weighted using the CEES's standard formula ( $C_p$ )\*
4. Aggregate average influence per researcher expressed by the number of citations weighted using CEES's standard formula ( $C_i$ )\*\*

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\* article / citation in an international journal = 5 points, in a regional one = 3 points and in a national one = 2 points

\*\* Every employee with the rank of university assistant or higher is considered a researcher; the number of researchers was determined by adding up the shares/fractions of employees expressed by the degree of work engagement in percentages



The following "relative indicators" of performance were also established and delivered:

1. Relative citation index - number of citations per article (C/R)
2. Annual productivity growth indicator (Pu+)

The selection and definition of indicators as well as the overall methodology for evaluating scientific performance in the Project are derived from the general doctrine of evaluative bibliometrics, the Principles of Science Evaluation in Small Developing and Transitional Countries (MZRT) of CEES and the relevant guidelines of leading regulatory international institutions, contained in the documents: The San Francisco Declaration on Research Assessment (DORA), Leiden Manifesto for Research Metrics and Berlin Principles on Ranking of Higher Education Institutions.

The corpus for determining productivity and impact included the following citation bases, i.e. selections of journals for determining performance:

1. Web of Science Core Collection (WoS)
2. SouthEast European Science Advanced through Evaluation (SEESAmE)
3. Serbian citation index (SCIndeks)
4. Serbian citation index Plus (SCIndeksPlus)
5. Selection of Republic of Srpska journals

In data collection, every contribution recorded in one of the citation databases/collections that has an abstract and literature, regardless of its editorial classification, was considered an article/paper. Any work whose author team includes at least one affiliation from the list of higher education institutions in the Republic of Srpska submitted by AHERS is considered a work by an author from the Higher Education Institution of the Republic of Srpska. The same criterion was used when counting citations. Incomplete affiliations, in which only the university is listed, are assigned to faculties/universities in cooperation with AHERS.

Data on scientific performance have been established:

1. for both performance dimensions:
  - a. productivity expressed by the number of published papers and fractions of papers, and
  - b. the influence of works expressed by the number of achieved citations and citation fractions
2. for the three levels of excellence of the journals from which the data were taken:
  - a. global,
  - b. regional, and
  - v. national level.

The final web application enables the ranking of HEIs at the level of faculties/HEIs according to their dominant educational-scientific orientation, categorized in accordance with the Frascati classification. Weighting factors are determined arbitrarily. They arise from the general attitude

that citation is a more important component than productivity and that the number of published articles under a certain affiliation is more important than that number, expressed as an average per researcher. The combined result of the bibliometric performance is expressed in points obtained by transformation to a scale in the range corresponding to the first set of grades (Teaching), in order to participate with the same weight (35 points) in the overall ranking of the entity. A realistic upper limit was taken on that set of indicators (21 points). The lower boundary is forced to be zero, in order to avoid the artifact that faculties with zero bibliometric performance have some non-zero number of points.

Finally, to assess the contribution of the bibliometric performance to the rank of the entity (HEI), the "overall score" for the ranking of the entity was calculated by simple summation. There is a statistical justification for the use of that indicator in practice, since all correlations between the results of the four sets of indicators are positive and high (ranging from 0.56 to 0.95), while the correlations between the bibliometric performance and the previous three sets are 0.64, 0.64 and 0.56 respectively<sup>5</sup>.

### **Interpretation of ranking results**

The ranking was aimed to improve the future work of HEIs in the Republic of Srpska. That this was achieved is evidenced by the fact that two public universities from the RS for the first time since their existence recorded the best positions on the Webometrics list in the year after the first year of Ranking Higher Education Institutions in the RS project. At the time of the publication of this paper, the ranking results are not yet publicly available.

What are the results publication options:

- a) All HEIs on one list.
- b) Divide them into scientific and teaching areas and present them in this way.
- c) Divide basic criteria according to which VSU are scored and show them that way.
- d) Show only the three best HEIs (in total, by area, or by criteria)
- e) Some other presentation models.

As it was pointed out, the multidimensional scoring system (evaluation of criteria and sub-criteria) as well as the approach of the expert team was based on European experiences and practices and an effort to compare it with what was seen in the HEIs in the RS. In this respect, the points and criteria are "European" and not regional because the goal was to see how far someone is from those at the top who would normally have 80-90 points. Having 100/100 is impossible (that is the model of some lists) because there is always room for improvement.

For the interpretation of the results, the expert team proposed to the Agency for Higher Education of the Republic of Srpska a table that gives a description and assessment of HEIs in the developed and applied ranking system<sup>6</sup> Of course, it also has its drawbacks, because

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<sup>5</sup> Pero Sipka: Development of a methodology for bibliometric evaluation of HEIs in the Republic of Srpska, Center for the Evaluation of Education and Science, Belgrade, 2021 (internal material).

<sup>6</sup> D.Petkovic: Proposal for the interpretation of the results of the ranking of HEIs in the RS, working material, Banja Luka-Zenica, 2022.

translating complex systems into an easily understandable system of numbers and ratings is not at all simple. But until a better system of interpretation of the ranking results is found, those who are just entering such processes will surely find a table like this helpful.

**Table 1.** Suggested grades for interpreting the results of the ranking of HEIs in the RS

<b>Points</b>	<b>Rank</b>	<b>Assessment</b>
91-100	I	HEIs with the world's highest work standards. Laboratory equipment, content infrastructure for teaching, learning and student accommodation adapted to the acquisition of the highest knowledge and competences. Staff competitively determined for all elements of scientific research and teaching. All elements of HEIs work at the highest level (teaching, scientific research, 3M).
81-90	II	HEI with the highest international work standards. Laboratory equipment, content infrastructure for teaching, learning and student accommodation adapted to the acquisition of the highest knowledge and competencies. Staff dedicated to all elements of scientific research and teaching. All elements of HEI work at a very high level (teaching, research, 3M).
71-80	III	HEI with high international work standards. Laboratory equipment, content infrastructure for teaching, learning and student accommodation adapted to the acquisition of high knowledge and competencies. Staff dedicated to all elements of scientific research and teaching. All elements of HEI work at a high level (teaching, research, 3M).
61-70	IV	HEI with high national standards that in certain areas go towards international HEIs' work standards. Laboratory equipment, content infrastructure for teaching, learning and staying sufficiently adapted to the acquisition of sufficiently high knowledge and competencies. Staff partially dedicated to individual elements of research and teaching. All elements of VSU work are not equally recognized (teaching, research, 3M).
51-60	V	HEI with good national standards that in certain areas go towards international HEIs' work standards. Laboratory equipment, content infrastructure for teaching, learning and stay are solidly adapted to the acquisition of knowledge and competencies for the broad labor market. Staff partially dedicated to individual elements of NIR and teaching. All elements of VSU work are not equally recognized (teaching, NIR, 3M).
41-50	VI	HEI with solid national standards that in some areas go towards higher standards of work of HEIs recognized in the wider EU context. Laboratory equipment, content infrastructure for teaching, learning and staying sufficiently adapted to the acquisition of knowledge and competencies or the broad labor market. Staff partially dedicated to individual elements of scientific research and teaching. All elements of HEI work are not equally recognized (teaching, scientific research, 3M).

31-40	VII	HEI with sufficient national standards for the work of HEI. Laboratory equipment, content infrastructure for teaching, learning and staying sufficiently adapted to the acquisition of knowledge and competencies for the regional labor market. Staff partially dedicated to individual elements of scientific research and teaching with an evident lack of commitment and equipment for scientific research. All elements of HEI work are not equally recognized (teaching, scientific research, 3M).
21-30	VIII	HEI recognizes national work standards but does not fully practice them. Poorly equipped laboratories, content infrastructure for teaching, learning and residence that are not sufficiently adapted to the acquisition of knowledge and competence for the regional labor market limit the development of HEI. Staff partially dedicated to individual elements of scientific research and teaching with an evident lack of commitment and equipment for scientific research. Only some elements of HEI's work are recognized (teaching, scientific research, 3M). Thorough reengineering of work is a necessary assumption if work improvement is desired.
11-20	IX	HEI poorly recognizes the national standards of work and quality of HEI. Poorly equipped laboratories, content infrastructure for teaching, learning and residence that are not sufficiently adapted to the acquisition of knowledge and competencies for the wider labor market limit the development of HEI. Dominant weakness of human resources (lack of adequate people), which must be paid significantly more attention, but also supervision and adequate HRM. An evident lack of commitment and equipment for NIR. Only some elements of HEI's work are recognized (teaching, scientific research, 3M). A thorough reengineering of the work is a necessary assumption if one wants to continue the work.
0 - 10	X	HEI does not recognize the national standards of work and quality of HEI. Poor equipment, content infrastructure for teaching, learning and residence that are not adapted to the acquisition of knowledge and competencies for the labor market. A thorough reengineering of the entire process and organization is a necessary assumption if the work is to continue.

### **Presentation of some of the project results**

Table 1 shows an overview of the results for all ranking entities, by all ranking sets and the overall result, with the following meaning.

This display of results is only one of the possible variants, because the results can be displayed separately by universities/colleges, scientific fields, sets of criteria. For each of the views, further linking and obtaining more detailed results for a particular entity is possible. For example, by linking the number of points in the OBY column of the corresponding entity, we obtain complete bibliometric data for that entity, for ten years. Thus, the Figure shows the entity's productivity by years, Figure 3. the influence by years and Figure 4. the performance profile for a given ranking entity.

НАЗИВ	Универзитет	Рп	Ри	Цп	Ци	Комп. скор	1-Наст	2-НИР	3-Трећи сет	ОБУ	Укупно
F1		0,98	0,99	0,99	0,98	0,98	21,23	8,93	7,40	20,60	58,16
F2		1,00	0,90	1,00	0,96	0,98	20,35	8,50	7,45	20,55	56,85
F3		0,95	0,83	0,95	0,89	0,92	19,90	8,10	8,00	19,33	55,33
F4		0,91	0,85	0,88	0,87	0,88	20,60	7,85	6,95	18,49	53,89
F5		0,96	0,95	0,93	0,91	0,94	18,07	8,70	5,93	19,64	52,34
F6		0,99	0,89	0,98	0,90	0,95	19,40	7,40	5,60	19,93	52,33
F7		0,89	0,87	0,87	0,84	0,87	17,85	7,25	5,75	18,17	49,02

Fig. 1. Overview of the results for all ranking entities

**Рп** - aggregate productivity expressed by the number of articles weighted according to a special formula, transformed into percentile ranks,

**Ри** - aggregate productivity expressed by the number of articles weighted according to a special formula, averaged per researcher transformed into percentile ranks,

**Цп** – aggregate influence expressed by the number of citations weighted according to a special formula,

**Ци** - collective influence expressed by the number of citations weighted according to a special formula, averaged per researcher transformed into percentile ranks,

**Комп. скор** – Combined bibliometric performance on 4 relative indicators weighted according to the formula 2,1,3,2, transformed into percentile ranks

**1-Наст** – the total number of points in the first set of criteria

**2- НИР** - total number of points in the second set of criteria, excluding bibliometric performance

**3 – Трећи сет** - the total number of points in the third set of criteria

**ОБУ** – Combined bibliometric performance, expressed as Comp. score, converted into points of a given range (0-21),

**Укупно** – total number of points.

### Final considerations

It is clear that still, and we have been talking and writing about the quality system at the HEI for almost 20 years, there is not a sufficient threshold of knowledge, dedication and commitment toward the development of a systemic culture of work quality that ultimately gives better positions on the ranking lists. The poor ranking on the world charts cannot be justified by the numerous shortcomings of the existing rankings. The policy of the HEI, but also of the competent ministries that finance scientific research work, should be such that it encourages and even forces the public publication of scientific work on university websites.

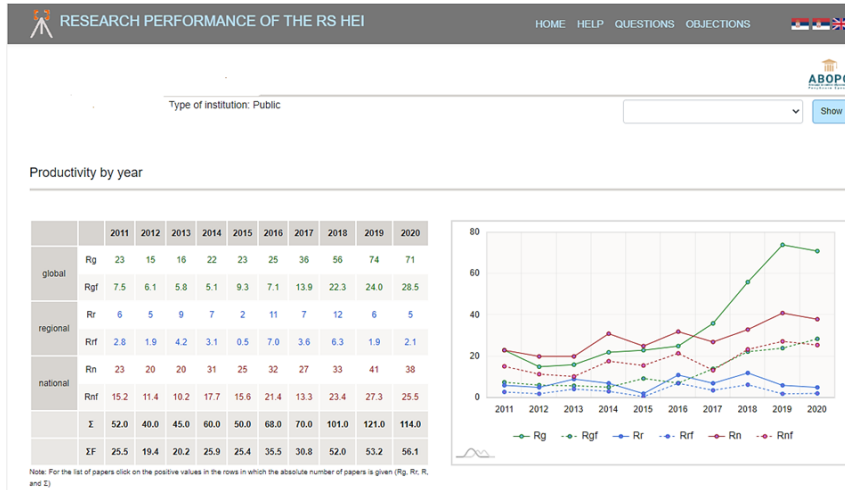


Figure 2

Impact by year

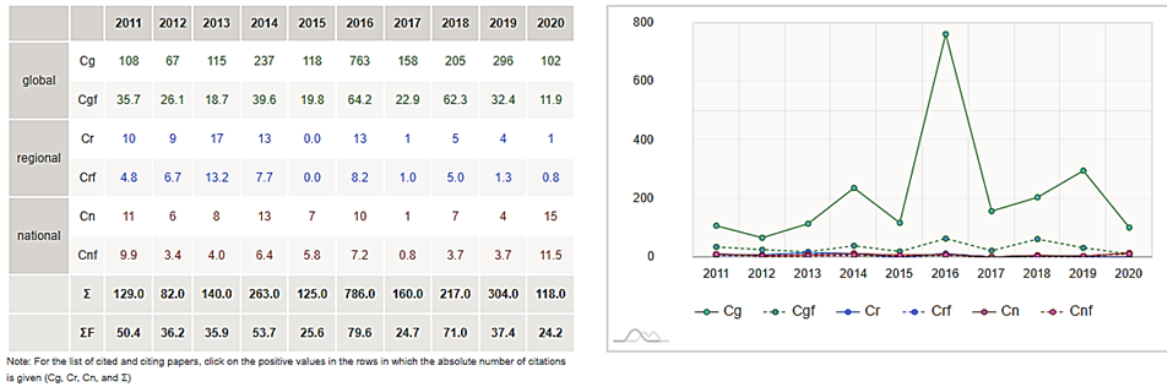
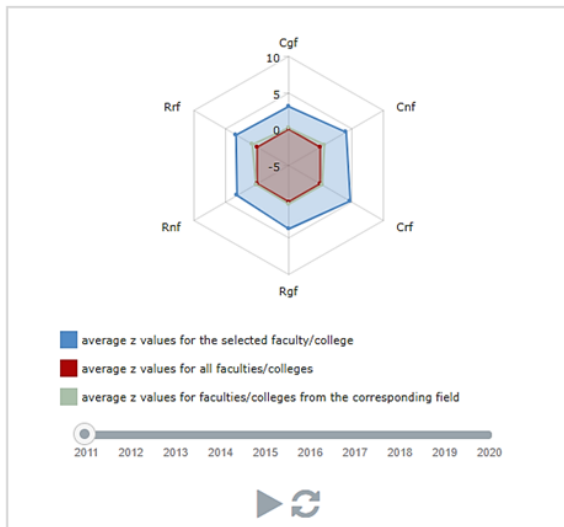


Figure 3

Performance profile

Productivity and impact in z-values comparatively



Normalized indicators in z-values comparatively

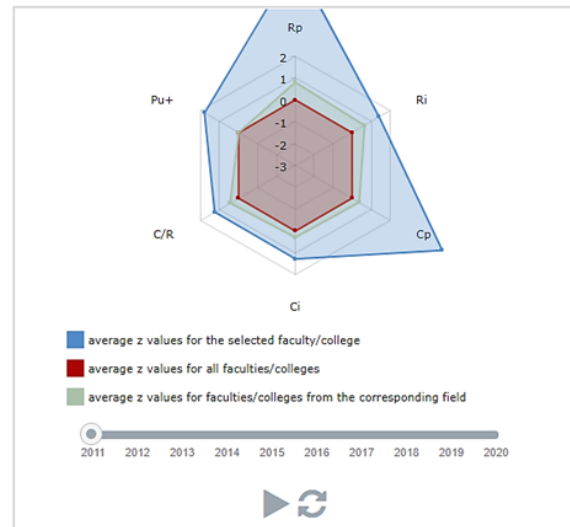


Figure 4

This can be achieved by introducing this obligation into the criteria for the promotion of teachers and associates, as well as the evaluation of such materials in the university's accreditation process. Just as the introduction of a quality management system very quickly points out the shortcomings of an organization, including the HEI, the improvement of HEI websites (universities and faculties) can help in defining the strategic directions of development. Everything that makes HEI quality is in fact excellent material for creating a website that will be frequently visited, highly ranked and will serve its purpose - informing students, teaching staff, researchers, and all other subjects cooperating with HEI.

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## **GENDER AND HEALTH DIMENSION OF ENERGY POVERTY AND PROMOTION OF JUST ENERGY INTO SCHOOL CURRICULA**

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### **ABSTRACT**

Energy policies have a history of being focused on supply of energy, not consumption, and as a consequence, energy policies assume that women and men have the same needs, values, experiences and aspirations towards energy production and use. Energy poverty policies would need to consider the distinct gender difference in the causes of energy poverty.

There are some subjects in the school curricula (pre and university education system) where introduction of the energy and just energy concept can be used.

Understanding the interrelationship between gender and energy poverty is fundamental to the overall development of the know-how and implementation of any policy measure and action response. Therefore, more research and integration in the curricula is required on the matter, by using technology and teaching methods for the education during life of teachers.

**Key words:** energy poverty, gender, health, just energy, school curricula.

### **INTRODUCTION**

#### **What is energy poverty (EP)?**

Energy Poverty it is recognized as a distinct form of material deprivation - “Inability to attain a socially- and materially-necessitated levels of domestic energy services” (BOUZAROVSKI & PETROVA, 2015).

Tens of millions suffer from high energy expenses, cold homes and arrears on utility bills in the EU (EPOV, 2019).

People affected by EP may experience inadequate levels of essential energy services (e.g., indoor thermal discomfort), disproportionate energy expenses forcing them into undesirable decisions (e.g., the ‘heat or eat’ dilemma), or precarious access to energy (i.e., depending on unstable, insecure or even illegal supply of energy).

Estimates show that in Europe 57 million people cannot keep their homes warm during winter, 104 million people cannot keep their homes comfortable during summer, 52 million people face delays in paying their energy bills and 10 million people need to walk more than 30 minutes to access to public transport facilities. All these people are affected by EP in different formats.

EP is a distinct form of poverty associated with a range of adverse consequences for people’s health and wellbeing – with respiratory and cardiac illnesses, and mental health, exacerbated



due to low temperatures and stress associated with unaffordable energy bills. In fact, energy poverty has an indirect effect on many policy areas - including health, environment and productivity. Addressing energy poverty has the potential to bring multiple benefits, including less money spent by governments on health, reduced air pollution, better comfort and wellbeing, improved household budgets, and improved social inclusion.

### Causes of EP

EP may be caused by the convergence of the following key factors, which are often closely related with each other:

- Low income, which is often linked to general poverty
- High energy prices, including the use of relatively expensive fuel sources (depending on the country energy structure it can be electricity domestic fuel...)
- Poor energy efficiency of a home, e.g. through low levels of insulation and old or inefficient heating systems or appliances.

However, there are many factors that contribute to energy poverty, as shown in figure 1.

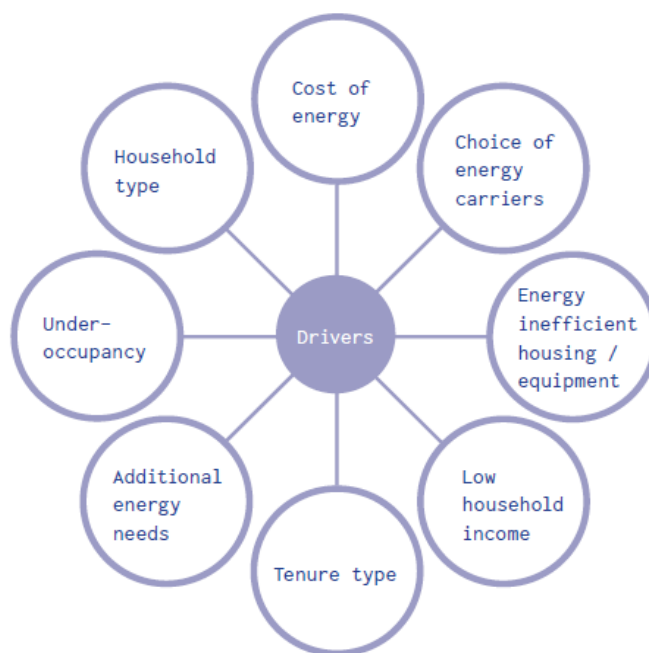


Fig. 1 Drivers of energy poverty (THOMSON & SNELL, 2016, p. 52)

### Consequences of EP

Impacts of EP are numerous and diverse and it needs to be stressed that the presented impacts can often reinforce each other, leading to continuous vicious circles that can affect more generations:

- Poor dwelling condition
- Indebtedness and financial issues
- Cut offs and evictions

- Deteriorating physical health
- Deteriorating psychological health and mental wellbeing
- Social marginalization and isolation
- Other relevant impacts: poor educational achievements of children, poor emotional well-being and resilience; unemployment; social and economic costs



Fig. 2 Outcomes/effects of EP (THOMSON & SNELL, 2016, p. 52)

### ***Dimensions of gender within EP:***

The following arguments show the interlinkage between gender and EP in 4 dimensions.

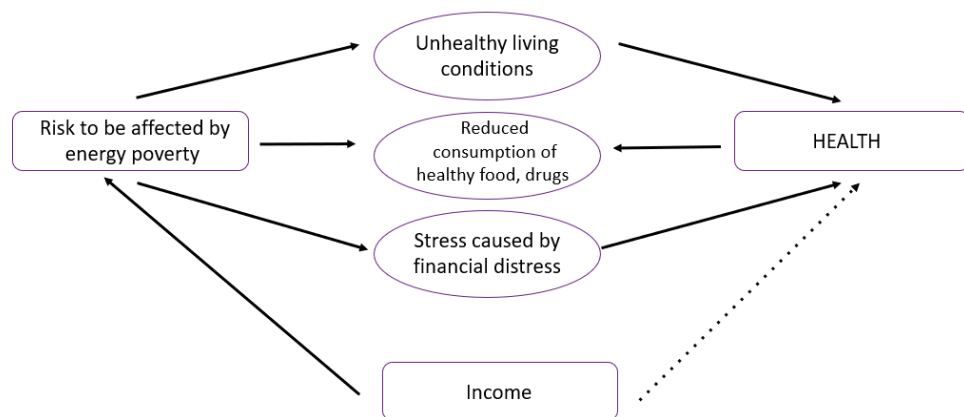
#### Physiological Dimension

- Age is a significant factor in dealing with heat and cold stress, with young children and older people being particularly vulnerable (WHO, 2004).
- Additionally, a higher share of women make up the elderly due to longer life expectancy. Life expectancy at birth in the EU was estimated at 80.6 years in 2015; 83.3 years for women and 77.9 years for men (Eurostat, 2019). Older women (65+) are more likely to be poorer than men if they are living alone. (23% of older women, 18% of older men) (DWP, 2018).
- Women are more heat and cold sensitive than men due to their physiology (chronic temperature-related discomfort, heat and associated diseases) (IYOHO *et al.*, 2017). Recent studies have noted that women are more sensitive to extreme temperatures, which may place women suffering energy poverty at a greater risk (SANCHEZ-GUEVARA SANCHEZ *et al.*, 2020).

## Health Dimension

Living in inadequately heated or cooled homes has detrimental implications on respiratory and cardiovascular systems, as well as on mental health and well-being (Figure 3).

- **Mental health:** Inadequately heated or cooled homes cause increased stress, reduced well-being and comfort, and depression. In Barcelona, people with reported energy poverty show poor mental health (4 times more frequently than among general population).
- **Physical health:** Infections, respiratory and cardiovascular diseases, headaches, nausea, and dizziness can result from cooking with solid fuels, and there is even the risk of poisoning and death (JESSE *et al.*, 2019). Every year, almost 4 million people die prematurely worldwide from diseases caused by domestic air pollution, with children and women disproportionately affected. This number is much higher than the deaths from malaria or tuberculosis (WHO, 2018).
- The consequences of the energy poverty gap on women's health deserve closer scrutiny. Several studies have already pointed out women's higher vulnerability to winter mortality (WILKINSON *et al.*, 2004).
- **Social health:** Stigmatization and social isolation hinder normal everyday life, such as work or study, and decrease social relations. A higher share of women are at risk of poverty or social exclusion.



**Fig. 3** Health Risks affected by energy poverty

## Economic Dimension:

- **Lower income:** The Gender Pay Gap and Gender Pension Gap have a strong correlation with economic welfare as well as energy poverty.
- **Gender pay gap:** In 2017 in the EU, men were paid, on average, 16 % more than women (EUROPA.EU, 2004).

- Gender pension gap: Elderly women get lower pensions than men. In 2018, women in the EU aged over 65 received a pension that was on average 30% lower than that of men (EIGE, 2020).
- Single-parent households: Almost half (48 %) of lone mothers and a third (32 %) of lone fathers are at risk of poverty or social exclusion. Women in particular are affected as they make up almost 85 % of all one-parent families in the EU (Ruggeri & Bird, 2014). Younger mothers and women with young children are the least-employed parent groups (stats.oecd.org) One-parent families headed by women are also more likely to be materially deprived than those headed by men.
- Less time for paid work: 32 % of lone fathers and 44 % of lone mothers who work part-time (less than 30 hours per week) have less time for paid work due to unpaid care work (Europa.eu, 2004). Compared to men, women are less likely to work full-time, more likely to be employed in lower-paid occupations and less likely to progress in their careers.

#### Social/cultural Dimension:

- Responsibilities and household roles: The gendered division of labor generally assigns women the responsibility for the provision of household energy in relation to their spheres of influence in the household.
- Women do not have equal voices on policy, economy and the household - even though laws foresee them. In 2019, 27.78 percent of women were part of the parliament in Slovenia. For comparison, the world average in 2019 based on 188 countries is 22.85 percent ([https://www.theglobaleconomy.com/Slovenia/Women\\_in\\_parliament/](https://www.theglobaleconomy.com/Slovenia/Women_in_parliament/)) Slovenia ranks 11th in the EU on the Gender Equality Index and is therefore 0.9 points higher than the EU's score.
- Care work: the responsibility for dependent children and other (family) members in the household increases the unpaid care work of women.

## MATERIALS AND METHODS

### *Albanian case, Vlora Municipality*

The **Law for the Electricity Sector** amended in 2018 guarantees a stable and secure supply of power (electricity) for customers. The law takes into consideration the interests of customers, the safety and quality of power supply service and environmental protection requirements. The law acknowledges the concept of “**customer in need**” – a customer and/or a household entitled to power supply rights due to social status. The term includes different categories in need such as: families receiving economic assistance, heads of households with a disability, retirees, people with disability, and those with a salary below 35,000 ALL per month, all benefit energy compensation. The state budget provides financial support for customers in need to cope with energy related expenditures. A household “in need” receives on average 1,288 ALL (Euro

10.56) per month budget subsidy for energy bill. Less than 37% or 24,445 families in need benefit the energy subsidy per year out of 66,269 families receiving economic aid.

## RESULTS

The target area of the project was Vlora Municipality, where a survey was conducted to map the energy poverty on 100 households. Based on the results of the questionnaires, 51% of the respondents are male and 49% of the respondents are female.

The questions also asked for information about the number of persons in each of the households. Based on these data, it resulted that 33% of households have 2 persons, 19% of households have 1 person, 14% of households have 3 persons, 14% of households have 5 persons, 9% of households have 4 persons, 5% of households have 6 persons, 3% of households have 7 persons, 2% of households have 8 persons and only 1% of the interviewed households have 10 people.

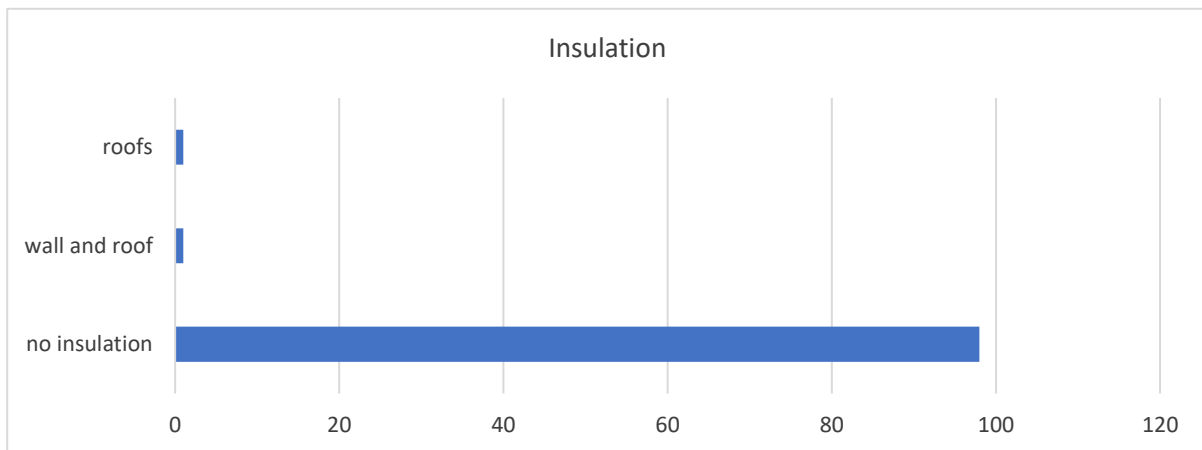


Fig. 4 Insulation

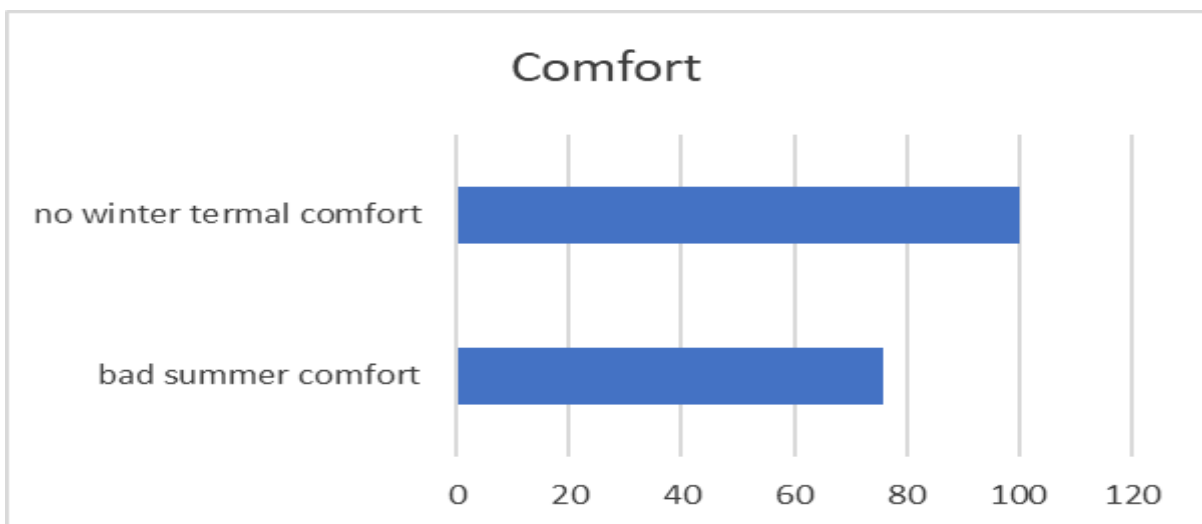


Fig. 5 Comfort

The interviewed households were asked if their dwelling has any insulation and from the results of the questionnaires **98% of them answered that they have no insulation** in their dwellings.

Only 1% of them answered that they have insulation on the walls and roofs of dwelling and 1% of them answered that they have insulation only on the roof.

Most of the households (76%), assessed that they have poor summer comfort while 24% of them assessed that they have good summer comfort. All of households (100%), were answered that they do not have winter thermal comfort.

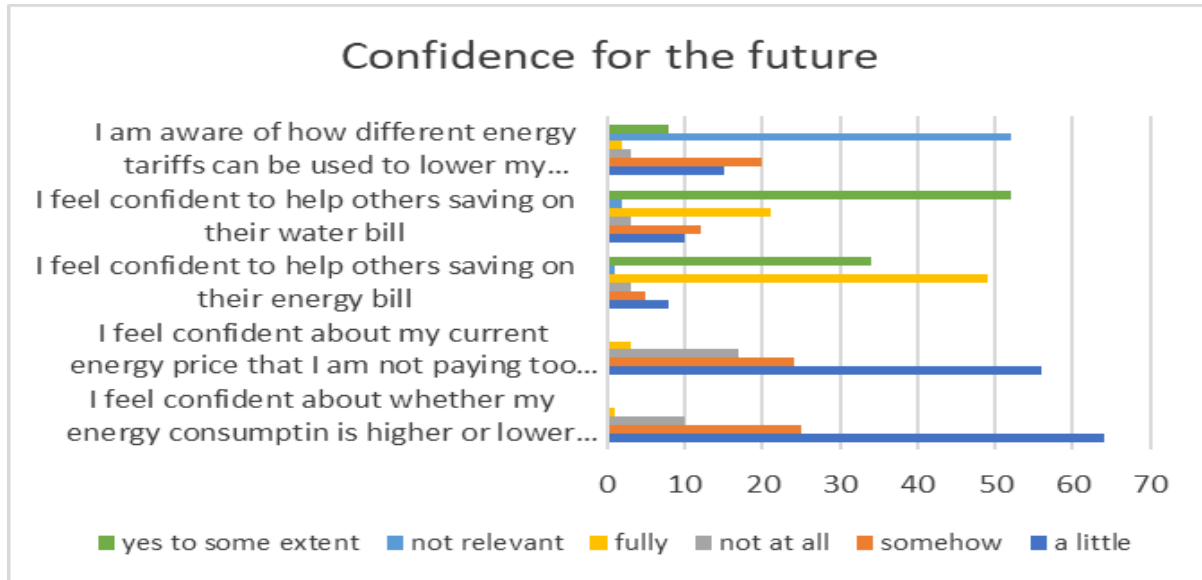


Fig. 6 Confidence for the future

Regarding the confidence for the future, 64% of households feel a little confident about whether their energy consumption is higher or lower than normal for their type of household, 25% of them somehow, 10% of them not at all and 1% of them fully confident. Approximately 56% of households feel a little confident about their current energy price that they are not paying too much, 24% of them somehow, 17% of them not at all and 3% of them fully confident about that.

### Few findings and recommendations

In Albania, the integration of gender equality considerations within the framework of energy, energy efficiency, energy poverty is still in early stages. Also, addressing energy poverty in health, economic and social welfare policies and legislation and its relation with gender equality is lacking behind. Yet, modest efforts are made to introduce energy poverty as a new policy and measure in the National Energy and Climate Plan.

The lack of focus on gender and EP, including and correlation between them, within the national policies and actions dealing with gender equality, climate change, energy, health and social welfare seem to be a consequence to both the lack of knowledge and possibly the understanding of gender equality and EP interrelation. Women and men have different needs, concerns and priorities, assume different threats, and bring different perspectives, experiences and ultimately solutions to the issues of gender equality and EP. Understanding the interrelationship between gender and EP is fundamental to the overall development and implementation of any policy measure.

To ensure mainstreaming of gender within the energy sector more emphasis should be put on enhancing gender relevant data collection (administrative data and specific surveys by

INSTAT, e.g., household survey, balance of electricity power, income and living conditions, household budget survey,). The purpose here is to improve the collection, availability, and analysis of sex-disaggregated data and the formulation of gender-related indicators, to help future decision-making processes. In order to feed analysis, data and statistics should also include factors other than gender, such as age, education, disability, urban or rural, etc. Census 2022 is yet an opportunity to explore further data and information on households, including access and use of energy and dimensions of gender and energy poverty. Gender may be a determinant of energy access and use given household consumption pattern. Thus, the household survey can be customized to offer information and data of household energy access and use by gender. E.g., a set of questions may be added to probing use of energy for cooking, heating, and lighting.

*In addition, such data are essential for monitoring progress toward SDG indicators 7.1.1 (proportion of the population with access to electricity) and 7.1.2 (proportion of the population with primary reliance on clean fuels and technologies).*

Any present and future programming needs to be informed by gender analysis and technical assistance should focus on supporting institutions in collecting, administering and reporting data on regular basis. At the moment, focus needs to be on efforts to mainstream gender in the implementation of present action plans and to that end the action plans should encourage actions to produce brief analysis, assessments, disaggregated data, reach out to both women and men, equitable distribution of services and resources, etc.

Gender-based analysis should be encouraged and supported across the policy and actions within the energy sector, including in the design, implementation, monitoring and evaluation stages. It helps at assessing how various gender identity factors impact or be impacted by government initiatives. The analysis should involve examining sex-disaggregated data, and taking into consideration social, economic, and cultural situation and norms.

The ongoing energy reform has embarked a number of amendments to national policy and legislation in accordance with the EU acquis, in particular with regards to the energy efficiency, action plan on energy and climate, strategy on energy, etc. Yet the implementation practice requires a gender sensitive monitoring, supported by solid data and evidence, to be able to measure different impact on women and men, if relevant.

Any future bylaws, policy and legal amendments shall be scrutinized from a gender perspective – a practice that is currently underestimated, assuming gender neutrality of policy and legislation. Including a gender perspective in policy and law-making is strongly recommended.

Gender specific policies and plans must be revolutionized (modernized). Likewise social inclusion ones. Government must take concrete steps to expand the scope and coverage of existing gender policies, pursuing issues in non-traditional sectors such as climate change, energy and transportations. National policies on gender and social inclusion must drive future developments and actions in exploring and understanding the interrelation between gender and energy poverty. Likewise, the existing gender machinery has to be enforced, supporting the expansion of the gender agenda and pertinent actions in non-traditional sectors.

There is a broad public perception of more women in decision-making positions, as a result the more likely national policies and legislation are expected to be improved. Simply, policies and legislation do not improve unless information and data are provided, training and capacity of institutions is expanded and gender and energy poverty issues are advocated. Technical preparation and ongoing training and guidance to build further capacities of responsible institutions is required. Likewise, the ability to adopt new and innovative measures to track down impact factors of gender and energy poverty.

Ongoing consultations, effective participation and involvement of key stakeholders and partners is fundamental, and easing access to information as well, – at both national or local levels. In the course of policy and national action plans implementation is imperative to acknowledge the different needs and concerns of both women and men. Partnership, in particular with gender advocates, leads to improved knowledge and technical expertise to mainstream gender within energy sector. One essential exercise to partnership is mapping of stakeholders willing to be engaged and to fill in any gap in gender related knowledge, skills and experience required.

Last, but not least, financial resource commitment is crucial to eradicate the negative impact of various factors of energy poverty. Whereas, gender responsive budgeting is crucial within energy sector, so that action plans (NREAP, NECP) be budgeted and executed taking into consideration the different needs and priorities of energy users.

## CONCLUSIONS

‘Empowerment’ as an alternative framing for supporting people affected by EP.

Open question: How to put ‘empowerment’ into practice?

Individualised technical and material support vs. communitarian networks of self-help and resistance.

Empowerment through energy savings and community/political action

Gender shapes the lived experience of EP but also the ways in which EP can be confronted and mitigated.

Effects beyond the physical-mental health binary.

Emotional burden of living in EP vs. psycho-social benefits of being in control of utility expenses or belonging to a self-support community

Introduction of energy topics and topics related to just energy into university curricula.

Subjects: Applied Ecology, Physics, Technology of learning methods, Environmental education, Health education and

Introduction of energy topics and topics related to just energy into pre–University Educational System.

Subjects: Biology, Physics, Environmental education, Health education and updating for life



Using technology and teaching methods for the education during life of teachers.

Modules: Environmental education, Health education and updating for life e-learning modules

Adapting gender strategies and indexes and including gender perspectives analyze in learning modules in schools.

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## TEACHERS' PERCEPTION REGARDING THE FUNCTIONING OF TEACHERS' PROFESSIONAL NETWORKS

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### ABSTRACT

Teachers' Professional Networks (TPN) serve for the exchange of teachers' experiences with each other and their professional growth. The purpose of this study was to present the organization and functioning of the teachers' professional networks and to highlight their strengths and weaknesses. The study is qualitative, where the information obtained from the focus groups of teachers served as a data source. The sample of 29 teachers' professional network leaders and primary education teachers were asked several open-ended questions about the functioning of teachers' professional networks. The results showed that the teachers' professional benefits were significant and some aspects of it required improvement. The main aspects that endangered the good functioning of TPN were the lack of motivation of teachers to participate in the network and the non-involvement of network members to be active in dealing with the topics. For improvement, we suggest finding a mechanism for motivating teachers to active participation in professional networks.

**Keywords:** Continuing Professional Training, Curriculum with Competencies, Educational Reform, leader, Professional Network.

### INTRODUCTION

The Ministry of Education and Sports (MES) in Albania undertook a curricular reform which was based on the curriculum with competencies. This reform required that the teacher's role no longer be what it had been until now, but to be enriched with skills that would ensure the facilitation of learning and the achievement of competencies by students. One of the initiatives taken by MES and other responsible educational institutions such as the Institute of Education Development (IED), was the establishment of the Teachers' Professional Networks of (TPN). According to MES (2017), the forms of professional development of educational employees were:

- a) internal professional development;
- b) trainings
- c) professional networks;
- d) advisement
- e) short-term courses and long-term courses (Article 2).

#### *Teachers' Professional Networks*

Teachers' Professional Networks are groups in which the experience of teachers and their professional concerns are shared. The professional network is established at the level of

Regional Directorate of Pre-University Education (RDPUE) and Local Office of Pre-University Education (LOPUE) and aims at the professional development of employees of educational institutions through information, counselling, training, exchange of experiences and opinions of its members on topics of their daily work (MESY, 2017, Article 37).

Professional networks were also established with the aim that all the new guidelines and practices that emerged because of the implementation of the new curriculum reform, were discussed in groups of teachers who belonged to a certain educational cycle. Participants in the professional network are school leaders, primary education teachers, teachers of a subject at an educational level, teachers of the same field of study at an educational level, etc. The types of professional networks are determined depending on local needs or priorities, priorities of educational developments in certain periods and resources or capacities at the RDPUE/LOPUE level. Network members can also form an online network, where between network meetings, they exchange experiences, ask questions and receive answers from colleagues (MESY, 2017, Article 38). We think that the philosophy of creating the professional network was to centralize the practice of the professional development of teachers from the responsible institutions down to the teachers.

Professional networks began their creation in 2017. The Institute of Education Development (IED) created working groups with teachers who would be leaders of the professional network, divided according to educational cycles and according to the field of learning they taught. Specialists of IED trained for several sessions these leaders of professional networks in relation to all the issues related to the creation and operation of a professional network of teachers.

The selection of teachers as leaders of the network was made based on several criteria which were well defined in the guide that came out at the beginning of 2017 (MESY, 2017). The basic criteria included the seniority of the teacher as well as the level of assessment in the qualification exams. Teachers who have worked for at least 10 years as a teacher and who have been rated "Excellent" or "Very good" in the qualification exams or "Excellent" or "Very good" in the training modules are preferred as leaders of the network. In addition to the basic criteria, the other criteria that a teacher should have in order to be the leader of the professional network were: to know well the legislation that is directly related to the activity of professional networks; stand out for innovative ideas and creative professional skills; leadership and management skills of informative, advisory or training sessions/meetings with network members; ethical attitude and communication skills with colleagues; correctness in the performance of duties as a member of the staff of the educational institution; willingness to cooperate with colleagues; professional skills of accurate and clear transmission of scientific and didactic information to colleagues (MESY, 2017, Article 41).

In the training sessions, it was possible for the leaders of the professional network to become familiar with the relevant instruction, to have clear duties and responsibilities in the assigned task. The responsibilities of the leader of the TPN were:

- drawing up the annual network activity plan in cooperation with other members of the network;

- organization and management of network meetings with a specific theme; conducting network meetings and conveying information received from other institutions such as RDPUE/LOPUE, IED, State Inspectorate of Education (SIE), National Examinations Agency (NEA), etc.;
- responsibility for the quality development of the network meetings through the organization of the preliminary preparation of the network members;
- completion of the list of participants with the signature of each participant and delivery to the relevant RDPUE/LOPUE specialist (MESY, 2017, Article 42).

The main topic of the training of the network leaders at the beginning was their training for the construction of the annual plan of the professional network. This plan required careful planning, because the entire annual work of the network would be based on it. A key point in planning the annual plan was considering the opinion of the teachers of the network regarding the issues that concerned them. The professional network leaders were trained and provided with an annual reference plan. Also, they offered professional assistance for all the problems that bothered the network managers. IED specialists did this by making available all orientation materials, their e-mail addresses, and the possibility of clarification at any time.

The next step was to provide the list of teachers of the relevant cycle under the direction of the network leader. This database, which constituted the professional network group of teachers, was provided by the respective REDs/OEs. This database included all the necessary data of teachers who are members of the network, starting from the administrative unit, the educational institution where they taught, the position they occupied in the IA, the educational cycle, the subject, the qualification category, and the ways of contact (personal mobile number and e-mail address). The maximum number of teachers in a network should not be more than 30 people and in the composition of a professional network there were teachers coming from several schools and having the same professional profile. This is how the professional networks of primary education teachers, teachers of mother tongue, natural sciences, social sciences, arts, etc. were formed.

All the work of the network leaders was supported by other actors, such as: REDs/EOs specialists and leaders of educational institutions. These actors would provide the necessary logistics and all the facilities for the good functioning of the professional network. Meetings were held with the leaders of the network by specialists of REDs/EOs for the exchange of ideas for the functioning of the network as well as for the improvement of the quality of its activities. The principals of the schools made available to the leaders of the network the environment where the meetings would be held and flexible schedules for the network meetings were determined. This required non-disruption of teaching hours and proper coordination of meeting times for all schools participating in a network.

Both the network meeting schedule and the meeting place required close cooperation of the professional network leader with the school leaders, this is because not every school had the same teaching schedule (some schools held the teaching activity in the morning, some in the afternoon). Supported by all the work above, the professional networks of teachers started functioning in the 2017-2018 academic year. Professional networks met once a month and

discussed a specific topic. The topic was determined by the importance it had for teachers for the moment as well as by the innovations that came to be implemented because of the application of the new reform.

## **Literature Review**

### **Albanian context**

There is a lack of systematic scientific work related to the issue of the functioning of professional networks of teachers in Albania and the problems they faced. A very small number of studies in our country is related to the professional development of teachers (HAXHIYMERI & MITA, 2014; DHIMITRI, KARAGUNI & BARDHOSHI, 2021) and fewer systematic studies related to the functioning of TPN. The scientific papers that deal with the topic of Continuing Professional Development (CPD) are mainly related to the teacher evaluation system in our country and as a period belong to a few years before the establishment of PNT. As such, we mention the national report on the professional development and evaluation of teachers in Albania by the authors HAXHIYMERI & MITA (2014). This report focuses on three main aspects: in the right to exercise the profession; in the teacher qualification system, and in the continuing professional development (CPD) of teachers (p. 7). Regarding the issue of CPD of the teacher, the report highlights some positive findings, where among the most important we mention: the creation of a supporting legislation for the teaching profession which helps in the development of the teaching profession; the inclusion of the teaching profession in the regulated professions; evaluation of the teacher's performance which is still carried out by the state and which should have been the responsibility of the school, etc. (p. 8). The report addresses all the issues related to this problem, describes findings from the study and makes valuable recommendations regarding the Professional Development of Teachers, but this study is a few years before the formation of TPN.

A scientific paper related to the professional development of teachers, instructors, principals, and trainers in Albania, is the report developed by the European Training Foundation (2020). This report addressed the problems in the vocational education sector in Albania. The survey was part of an international comparative survey which also included Algeria, Belarus, Kosovo, Moldova, Montenegro, Serbia, Tunisia, and Turkey. In 2018, two national online surveys were designed to explore the experiences of all teachers, instructors, principals, and trainers that works in the public Vocational Education and Training (VET) sector in Albania (due to the small population size of VET sector in Albania). This study included a total of 799 teachers in vocational schools, of which 98 responses from instructors in vocational centres; 25 responses from the principals of vocational schools and 7 responses from the principals of vocational training centres (p.3-4). The study found everyone's attitude regarding the functioning of CPD in VET. What we are interested in is the opinion of the teachers and principals related to CPD. The results of this survey showed that most teachers believed that continuous professional development had a moderate to major impact on their professional growth. It also revealed the obstacles that teachers and principals had in attending training for their professional growth.

DHIMITRI, KARAGUNI & BARDHOSHI (2021), analysed the implementation of self-directed learning as an individual and professional form of teachers' professional development.

This study examined the impacts of self-directed learning in three main dimensions: on technology use, on pedagogical issues, and on curricular geography content. It focused on the professional self-development of 60 Albanian Pre-University Education teachers of the subject of geography and not on the professional development of teachers because of their participation in professional networks.

### **Developed countries context**

There are many international scientific papers related to the functioning of teachers' professional networks. The study of TRUST, KRUTKA & CARPENTER (2016) reports the findings of a qualitative study that investigated Professional Learning Network (PLN) experiences through the analysis of survey data from 732 teachers. The participants in the study were K-12 teachers who lived mainly in the United States (77%) and the rest lived in Canada, Australia, the United Kingdom of Great Britain, Indonesia, and the Philippines. The international champion of teachers describes how their PLN activities shaped and changed their teaching and learning. Other benefits from professional networks for most teachers were related to learning and implementing specific teaching strategies, while others redefined their roles and goals as teachers. The result of the study suggests that “anytime, anywhere availability of expansive PLNs, and their capacity to respond to educators’ diverse interests and needs, appear to offer possibilities for supporting the professional growth of whole teachers.”

EVERT & STAIN (2022) examined how different compositions of professional networks influenced teachers' learning experiences and subsequent efforts to implement their learning in their classrooms. From their qualitative study they concluded that collective and non-collective network participation shaped teachers' learning during activities in these networks. Researchers interviewed 15 mathematics teachers out of a total of 61 teachers teaching in three different K-8 schools in the US. The teachers belonged to three different professional networks. The results of the study showed that teachers participating in professional networks belonging to one subject and one school (Network A) were more effective than those networks where teachers had one or no colleagues from their schools (Network B & C). EVERT & STAIN (2022: 5-9) point out that “Network A interviewees were high implementers of the assigned tasks in its meetings. These teachers regularly collaborated inside and outside network meetings to clarify their understanding and translate NLC ideas into their teaching.... High implementing teachers described incorporating both rich mathematical tasks and the five discussion techniques into their instruction.”

A large-scale cross-sectional study was conducted in Netherlands by PRENGER, POORTMAN & HANDELZALTS (2018). The authors used a mixed methods approach to examine the effects of 23 networked teacher professional learning communities from 11 different regions in the Dutch context. They measured the three levels of professional learning through three related instruments: questionnaires, individual interviews, and coaches' logs. Regarding the level of satisfaction of teachers from participating in professional networks, the results of the study showed that this level were between “neutral” and “agree”. The enthusiasm of teachers' participation in professional networks was also confirmed from external coaches in the professional learning communities. Results showed moderately positive effects on teachers'

perceived satisfaction; knowledge, skills and attitude developed; and their application in practice.

## MATERIALS AND METHODS

This study aims to present the organization and functioning of the teachers' professional networks and to highlight their strengths and weaknesses. The approach of this study is qualitative. Data for this study were obtained from four focus group interviews. We chose the focus group as a method because it is the best method when you want to diagnose the potential problems with a new program, service or product (STEWART, SHAMDASANI & ROOK, 2009) and to examine in detail how a group of members feel about a certain issue (JOHNSON & CHRISTENSEN, 2020). Three focus groups were composed of teachers who belonged to three different primary schools in the Shkodër district and a group of leaders of the professional network. The interviews were conducted in a quiet school environment where the teachers were asked four open-ended questions:

1. What is your opinion about the function of teachers' professional networks?
2. In your opinion, what are your benefits from professional networks?
3. What aspects do you assess as weak points of teachers' professional networks?
4. What would you propose to improve the work of professional networks?

Data analysis was done through text analysis. The sample consisted of 29 teachers, of whom 4 teachers were also professional network leaders: two teachers led the professional network of natural science teachers and the other two the professional network of primary education teachers. While 25 teachers belonged to primary education from three schools in Shkodra district: school (I) 12 teachers, school (II) 7 teachers and school (III) 6 teachers. The gender composition of the sample was 3 males and 26 females. The work experience of the teachers ranged from 8-35 years with an average of 22.4 years, respectively: four teachers 8-14 years; 12 teachers 15-24 years and 13 teachers 25-35 years of experience. The study was conducted in the period of May 2022.

## RESULTS AND DISCUSSIONS

We will present the results of the study obtained from the focus groups structured according to the order of the questions addressed to the focus groups. Regarding the first question: "*What is your opinion about the function of teachers' professional networks?*", the teachers together with the leaders of the network believed that teachers' professional networks are functional, and they can benefit from them. According to them, "in every meeting, a topic is elaborated based on the annual plan that we drew up at the beginning of the new school year together with the head of the network." Both teachers and leaders of TPN confirmed that professional networks helped them in their daily work, and they felt good when sharing experiences with each other. This is an important component. According to DESIMONE, SMITH & PHILLIPS (2013), "In the context of networked PLCs, the first level refers to how participants feel about various aspects of professional learning, that is, their satisfaction with the process and results." Similar results to our study were found in the study of PRENGER *et al.* (2018), where teachers were

enthusiastic about their participation in PLCs and their experience in these networks was stimulating and satisfying (p. 447).

In relation to the second question: *"In your opinion, what are your benefits from professional networks?"*, the teachers listed some positive aspects, where the most important were:

*"Getting timely information about the professional matters."*

*"Exchange of positive experiences."*

*"Professional growth."*

*"Opportunity for discussion regarding quality improvement in teaching."*

*"Getting to know new ways of teaching."*

*"Gaining useful experiences, especially for young teachers."*

*"You learn about different situations that other teachers have faced."*

*"Getting to know other colleagues and sharing experiences with them."*

The leaders of the TPN believed that:

*"Many of the teachers do not read or are not familiar with the new instructions or innovations. In professional networks, they are familiar with these guidelines and in most cases engage in fruitful discussions."*

*"The good thing about the meetings is that the teachers ask questions, discuss and debate about the topic and finally give solutions."*

Similar findings to our study were reported by studies by the European Training Foundation (2020) and PRENGER *et al.* (2018). Even though the European Training Foundation (2020) study focused on Continuing Professional Development of VET in Albania and not on Pre-University Education, we found some points in common with the findings of our study. So, 71% to 84% of participating teachers in this study, report that the impact of continuing professional development (CPD) programs on their teaching was moderate to major (European Training Foundation, 2020: 8). Moderate positive attitudes of teachers towards TPN were also evidenced in the study of PRENGER *et al.* (2018). The teachers' benefits related to the opportunity to learn how other colleagues worked in their schools, the systems they used, and the specific subject skills they possessed (p. 448).

Regarding the question: *"What aspects do you assess as weak points of teachers' professional networks?"* the teachers in our study expressed that:

*"The PN meetings are difficult after a day of teaching, as teachers are tired and not so productive"*.

*"In the conditions of the Covid-19 pandemic, the meetings of the TPN should be held online, as we have had many difficulties"*.

While the leaders of TPN, regarding the weak points of the networks, had the following opinions:



*"Many teachers are not interested in professional networks. Some of them do not participate in the network meetings. Regardless of their absences, they earn network credit points. It makes other teachers feel unappreciated."*

*"LOPUE distributes certificates to all teachers with 1 credit point for one school year regardless of their participation or non-participation in the network. This action is not fair to the participating regular teachers and is not at all motivating for them to participate in the professional network."*

*"The category most uninterested in network training (and especially online training) is that of teachers who are on the verge of retirement. Their disinterest also comes from the deficiency they have in using technology."*

*"It happens that the network meetings are held formally since the proper infrastructure is missing. In the premises where the physical meetings are held, there is often no internet or other equipment for presentation in PowerPoint of the documentation or the topic to be discussed."*

*"Each teacher must receive 3 credit points within one school year for their professional development: one credit point from TPN and the other two from training agencies licensed by MES. Many teachers are not interested in receiving both professional training, only a certain category of teachers."*

As can be seen from the answers given in our study, some teachers did not feel motivated. The reasons for teachers' lack of motivation to participate in PN should be further investigated, perhaps in other studies. However, our study revealed the fact that the lack of differentiation of teachers because of their participation or non-participation in PN meetings by RDPUE/LOPUE was one of the reasons why teachers felt unmotivated. Despite the absences made in the PN meetings of some teachers, they benefited from the certificate with credit points from RDPUE/LOPUE just like their colleagues who attended regularly. This fact discouraged regular teachers from participating in PN.

The different level of (active) participation from other members in PN meetings was also evidenced in the work of PRENGER *et al.* (2018). This aspect together with other aspects such as: lack of time, high workload, and time management in PLC meetings, turned out to have a negative impact on teachers' satisfaction. While the report of the European Training Foundation (2020) revealed that barriers that existed for a significant number of teachers from participating in CPD were: lack of incentives for participation in CPD; relevant professional development is not offered; and time requirements in conflict with the work schedule (p. 8).

When we asked the leaders of TPNs which were the most motivated category of teachers to be active in the network, they pointed out that most motivated teachers were the talented teachers, those with professional egos and those who aspire for better jobs. Even teachers who were on the verge of their 5, 10 or 20-year qualification were interested in accumulating the necessary credit points from trainings. The evaluation of the Albanian teachers' performance is based on

the criteria and the evaluation scheme of the teacher's file as for parallel movements or for a better work position (MESY, 2021).

Regarding the development of professional network meetings online or physically in the hall, three of the leaders of the PNT in our study were in favour of both types of meetings. One of the leaders of the network believed that online meetings, according to her experience, were more fruitful than those that took place physically. According to her:

*"Online meetings are much more effective than physical meetings because in online meetings topics are discussed in groups, teachers are more oriented and focused on the given topic. Teachers who are interested in being trained enter the online meetings, while those who are not interested do not participate. One thing that stands out is the absence of some teachers who live and work in deep mountainous areas. Despite their desire to participate, they do not have the opportunity to participate in the online meeting due to the lack of internet or suitable digital devices."*

In relation to the last questions of the focus groups in our study: *"What would you propose to improve the work of professional networks?"*, teachers and network leaders gave these opinions:

*"To evaluate the regular participation of teachers in PN through the mechanisms of LOPUE in order to increase their motivation for participation."*

*"The classrooms where the meetings of the professional network take place should be equipped with a video projector, computer, etc."*

*"Teachers who are part of the same network, select the same textbooks in order to unify the lesson plans for the same period."*

*"Network meetings should not always be led only by its leader. It would be good if other teachers were also involved in the organization."*

*"Finding a more convenient schedule for network meetings."*

The conducted interviews showed that TPN should be improved in terms of their organization. It was suggested to find alternative ways for their better functioning. According to the leaders of the TPN, professional network meetings can turn into "formal meetings" which are not properly conducted in a qualitative manner and for the purpose for which they were gathered. Despite the instructions given by the IED to involve experienced teachers in leading TPN, practically almost every network meeting was led by the network leader alone. This is due to the passive attitude of the members of the network and their lack of desire for activation, but perhaps in some cases also due to the "selfishness" of some leaders to be the only trainers. The consequences that come from these attitudes, we think that:

- a) cause overload to the network manager. He/she must not only find the right training materials and organize the network meetings, but also bear the entire weight of the training.

- b) meeting sessions become monotonous by constantly hearing only one voice.
- c) meetings in the network can turn into a "monopoly" of one person (in this case the leader of the network).

Suggestions for improving the work of TPN were stated in the study of PRENGER *et al.* (2018: 451) where the authors emphasized that "...although respondents report positive outcomes, they are also critical about organizational aspects and guidance." Investments in computers, software and internet access, and in recognizing the achievements of teachers, were some of the suggestions made by the report of the European Training Foundation (2020: 5).

### **Limitations**

This study has its own limitations. Firstly, the small number of schools included in the study. The study was conducted in three schools of one district and does not cover a large geographical area. Secondly, the lack of involvement of other actors. Despite the participation in this study of four leaders of the professional network and a group of 25 primary education teachers, the generalization of the conclusions is limited due to the lack of involvement of other actors. Even though the problems raised in this article are also presented by four leaders of the teachers' professional network and may be like the issues other professional networks face, we still must be careful in generalizing. We suggest that further studies include a larger geographical spread of schools and a wider group of actors, including RDPUE and LOPUE specialists.

### **CONCLUSIONS**

Despite the positive attitude of teachers and leaders of TPN towards the functioning of the networks, there is always room for improvement. In the current study, the work done by TPN was evaluated and teachers' benefits from the professional network were significant. The professional network of teachers: inform, explain and advise educational workers regarding innovations and developments in the field of APU reforms (with new Guidelines, Orders, Standards, etc.); trains the participants on the topics proposed by them and on the immediate priorities determined from the responsible educational institutions; serve as organizations where the exchange of experiences between participants is realized in the pedagogical aspect (efficient teaching methods, annual and three-month teaching planning, student assessment, test design, curriculum projects), and in the organizational aspect (issues of classroom management and student motivation). In the current study, the aspects that jeopardized the proper functioning of the TPN resulted: the lack of motivation of teachers from RDPUE/LOPUE to participate in the network; reluctance, non-involvement, and indifference of network members to share experiences and be active in discussions and treatment of topics.

### **RECOMMENDATIONS**

Since there is a lack of systematic scientific works related to the issue of the functioning of professional networks of teachers in Albania, we think this work is a good step in this direction and marks the beginning of studies related to TPN. To improve the work of professional networks, we propose, finding mechanisms for evaluating the regular and active participation

of teachers in PN; providing the necessary technological tools in the PN meeting rooms, and most recently, reviewing the professional network meeting schedule (not after school hours).

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## Abbreviations

NEA	National Examinations Agency
PUE	Pre-University Education
CPD	Continuing Professional Development
SIE	State Inspectorate of Education
IED	Institute of Educational Development
LOPUE	Local Office of Pre-University Education
MES	Ministry of Education and Sports
MESY	Ministry of Education, Sports, and Youth
TPN	Teachers' Professional Network
RDPUE	Regional Directorate of Pre-University Education
VET	Vocational Education and Training

## **RIDIMENSIONIMI I KOMUNIKIMIT NË KLASAT VIRTUALE GJATË MËSIMDHËNIES NË KOHËN E PANDEMISË GLOBALE 2019**

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### **ABSTRAKT**

Komunikimi ndërpersonal me bindje mund të konsiderohet si një fenomen kompleks, i domosdoshëm dhe në ndryshim të vazhdueshëm. Kjo realizohet për t'u përshtatur me dinamikat e ndryshimeve situacionale që ballafaqofemi si kundërpërgjigje e rrjedhës në jetën e përditshme. Duke çmuar rëndësinë e komunikimit në transmetimin e mësimit në klasë duhet t'i kushtohet rëndësi kësaj dukurie në realizimin e mësimit on-line që inicioj vrullshëm në institucionet shkollore gjatë pandemisë COVID-2019. Kjo nuk u izolua si fenomen (mësimdhënia on-line) vetëm gjatë periudhës së pandemisë, por gjeti shtrirje më të gjerë edhe në vazhdimësi. Në këto rrethana duhet të vlerësohet rëndësia e transmetimit të qartë të mesazhit nëpërmjet komunikimi virtual. Kjo risi e zhvillimeve teknologjike kërkon studim të detajuar të elementëve përbërës të kësaj dukurie në mënyrë që të maksimizojmë përfitimet nga një përdorim efikas.

Punimi u përqendrua në njohjen e karakteristikave të zhvillimit të personalitetit të adoleshentëve për qartësimin e konceptit adolehencë dhe njohjen e varianteve të komunikimit që përdor kjo grupmoshë me njëri-tjetrin dhe jo vetëm. Komunikimi i mirë krijon një klimë optimale në klasë ndaj duhet që të përshtatemi edhe me formën e re të komunikimit on-line që realizohet në klasat virtual të mësimdhënies. Kjo influencon metodologjinë e mësimdhënies në implementimin e kurrikulës, organizimin e punës në grup në klasë dhe përshtatjen me ambientin virtual të klasës dhe rolin e mësuesit si moderator.

Qëllimi i këtij punimi është të hulumtojë mbi ndikimin e teknologjisë në transformimin e procesit komunikativ dhe rezultatet e tij në zbatimin e kurrikulës që zhvillohet në institucionet parauniversitare në zhvillimin e komunikimit ndërpersonal midis nxënësve me moshatarët dhe mësueset dhe reflektimi në rezultatet akademike.

Kampioni: Duke patur parasysh natyrën e problemit, popullat e studimit janë nxënës të klasave 6-7 të moshës së adolehencës që frekuentojnë institucionet publike dhe jopublike në qytetin e Shkodrës. Në studim do të përfshihen edhe 2 klasa të 10 të shkollave publike dhe jopublike. Kampioni përbëhet nga afërsisht 500 nxënës. Në studim u përfshinë edhe 60 mësues të këtyre klasave. Përzgjedhja e institucioneve dhe klasave ishte rastësore. Si instrument për këtë pjesë kërkimi janë përdorur vëzhgimi sistematik nëpër grupe, anketa, intervista me mësuese, si dhe shqyrtimi i dokumentacionit pedagogjik.

Përmes metodave të analizës teorike, statistikore dhe deskriptive është bërë e mundur gjenerimi i startegjive dhe inovacioneve për përmirësimin e komunikimit on-line dhe rritjen e cilësisë së komunikimit mësues- nxënës e nxënës- nxënës, por edhe nxjerrjen e përfundimeve dhe

rekomandimeve me qëllim eliminimin e mangësive dhe gjetjen e rrugëve efektive për përmirësimin e zhvillimit të komunikimit ndërpersonal dhe pasurimin e kurrikulës.

**Fjalë kyçe:** komunikim, klasa virtuale, kurrikul, adoleshencë, mësim on-line.

## HJRJA

Me mbylljen e shkollave, MASR vendosi që mësimi të zhvillohet on-line si për APU dhe për universitetet në mënyrë që nxënësit të mos humbasin vitin shkollor. Mësimi on-line u zhvillua në dy mënyra kryesore që ishin: përmes orëve të transmetuara në Radio Televizionin Shqiptar dhe mësimi që zhvillohej përmes platformave të ndryshme, rrjete sociale që bënin të mundur krijimin e klasave virtuale, google classroom etj.

Që në fillim të zhvillimit të mësimi on-line nxënësit kanë hasur probleme të ndryshme. Ato ankoheshin për mjetet që do të përdornin, pasi jo të gjithë kishin mundësi të pajisen me aparatet teknologjike. Disa prej tyre nuk kishin celularë për përdorim personal ndaj celulari duhet të përdorej së bashku me familjarë të tjerë. Kjo sillte humbje të orëve të mësimi që zhvilloheshin. Kjo nevojë zgjoi interesin e përshtatshmërisë në rritje të mësimdhënies on-line dhe gjenerimin e strategjive të reja se bashku me rritjen e efikasitetit të tyre. Në këto rrethana ka marrë rol të rëndësishëm parësor krijimi i ekosistemeve virtuale që kanë mundur mësimin në distancë – strategjia e propozuar nga Ministria e Arsimit, Sporteve dhe Rinisë si përgjigje për të kapërcyer pengesën e ndjekjes fizike të studimeve nëpër institucione arsimore për shkak të karantinës. Për të monitoruar procesin e mësimi në distancë në vazhdimësi, është zhvilluar një kornizë vlerësimi dhe monitorimi të bazuar në sondazhe me nxënës dhe mësues si dhe dokumentim të vazhduar të procesit. Në këtë punim do të paraqiten rezultatet e një pjese të tij nisur nga vlerësimi i përgjithshëm i situatës bazuar në perceptimet e mësuesve dhe nxënësve rreth ridimensionimit të komunikimit të tyre gjatë mësimdhënies dhe mësimnxënies.

Hipoteza: Strategjitë e gjeneruara nga mësimi on-line sjellin risi në përmirësimin e komunikimit në klasat virtuale.

Qëllimi i këtij punimi është të hulumtojë mbi ndikimin e teknologjisë në transformimin e procesit komunikativ. Të shikohen rezultatet e tij në zbatimin e kurrikulës që zhvillohet në institucionet parauniversitare në zhvillimit të komunikimit ndërpersonal midis nxënësve me moshatarët si dhe mësueset dhe reflektimi në rezultatet akademike.

Objektivat:

- Të informohemi lidhur me perceptimet e nxënësve dhe mësuesve mbi mësimin në distancë.
- Të bëhen ndërhyrje përmirësuese në favor të mësimdhënies me metodat digjitale të klasa.
- Të kuptohen ndryshimet në sjelljen e nxënësve dhe të mësuesve, komunikim dhe kufizimet dhe vështirësitë e perceptuara prej tyre.
- Gjenerimi dhe artikulumimi i rekomandimeve për zgjidhje.
- Implementimi i strategjive inovatore dhe nxitëse në ridimensionimin e komunikimit në klasë.

## MATERIALE DHE METODA

Të dhënat u mblodhën nëpërmjet Google Forms për mësuesit mes muajve janar-mars dhe për nxënësit në intervalin mars- qershor. Pyetësi iu dërgua të gjithë nxënësve dhe mësuesve dhe u përgjigjën 68% e mësuesve dhe 38% e nxënësve. Analiza e të dhënave u bë nëpërmjet programit statistikor sasior dhe atij cilësor. Meqë natyra e punimit është shumë e gjerë kam zgjedhur të paraqes vetëm pjesën e dytë të punimit. Temat e pyetësorit paraqiten të ngjashme midis sondazhit të mësuesve dhe atij të nxënësve duke lejuar krahasueshmëri. Megjithatë sondazhi i nxënësve, për faktin se u krye më vonë dhe për shkak të natyrës dinamike të situatës është më i zgjeruar. Të dhënat e mblodhura shërbejnë përveçse për të monitoruar e dokumentuar të gjithë procesin, dhe si një kornizë për të vlerësuar efektivitetin e metodave dhe platformave të zgjedhura për mësimdhënien në distancë.

### Përzgjedhja e kampionit

Kampioni ynë u përzgjedh nga popullata e nxënësve të qytetit të Shkodërs. Një ndër elementët që përdorëm për zgjedhjen e kampionit studimor është që nxënësit të plotësonin pyetësorët, ndërsa janë zgjedhur në mënyrë rastësore. Është realizuar vëzhgim në klasa për një numër më të gjerë nxënësish për rreth një muaj para se t'i nënshtrueshin pyetësorit për të njohur fenomenin e komunikimit më në thellësi. I janë nënshtruar studimit kampioni pa dallim gjinie dhe moshe (për nxënësit përsëritës).

### Instrumenti matës i kërkimit

Është përdorur vëzhgimi dhe pyetësi si instrumentë matës. Pyetësi është shpërndarë në google forms, i përbërë me pyetje të shkallës Liker, nxënësit zgjidhnin një alternativë. Paraprakisht u janë shpjeguar atyre qëllimet studimore të studimit dhe kufijtë e konfidencialitetit. Mbledhja e të dhënave u bazua në rezultatet që nxorëm nga pyetësi. Rezultatet e pyetësorit u bënë burimi i pyetjeve të hapura të fokus grupeve të cilat më pas u nënshtruan analizës cilësore.

## REZULTATET

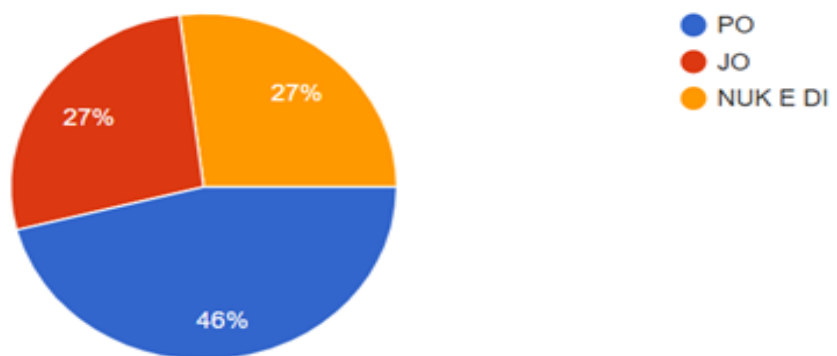
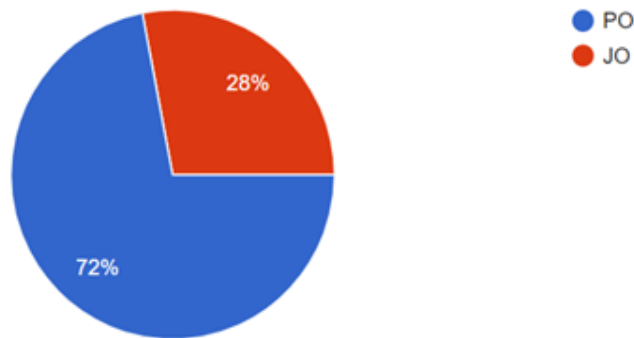


Fig. 1: A ka patur përparësi komunikimi përmes teknologjisë?



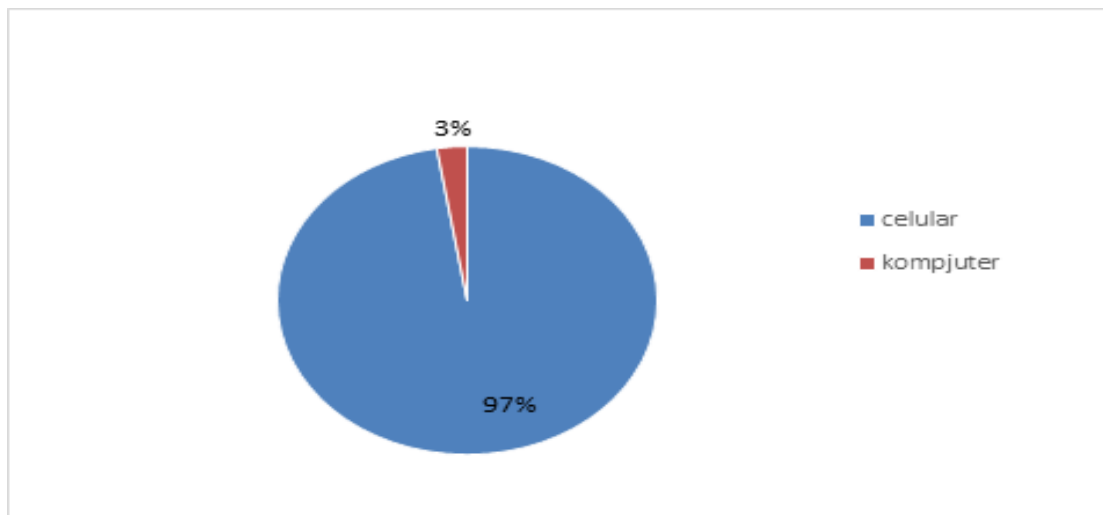
Nga përpunimi i të dhënave të vëzhgimit dhe të fokus grupeve janë përgjigjur respektivisht tematikave si më poshtë vijojnë afro 97 nxënës në 100 që janë përfshirë në studim në këtë pjesë të kërkimit.

Nga të dhënat e mbledhura afro gjysma e të pyeturve shprehen pozitivisht, ndërsa 27% pohojnë se nuk kishin vënë re diçka të tillë dhe po aq se ishin të bindur që nuk ka patur përparësi komunikimi përmes teknologjive.



**Fig. 2:** A do të donit të kishit alternativë të komunikimit viziv edhe përtej pandemisë?

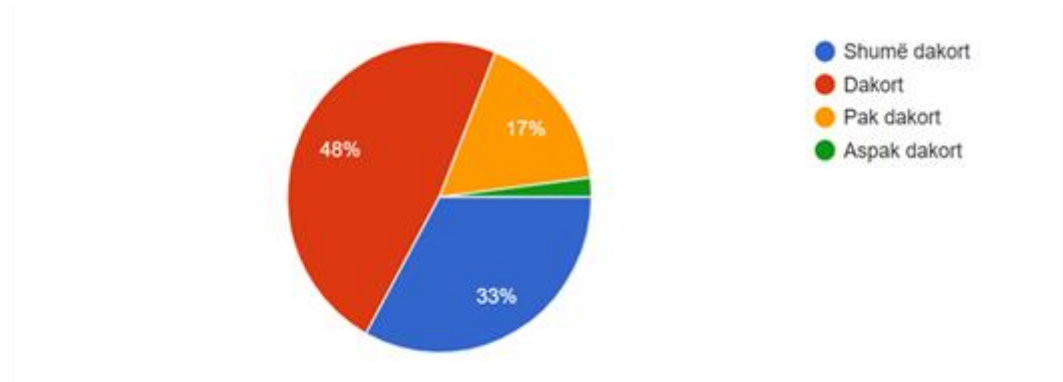
72% e nxënësve të pyetur ishin pro ndërsa 28% ishin kundër përdorimit të teknologjisë në transmetimin e mësimit në kushte normale.



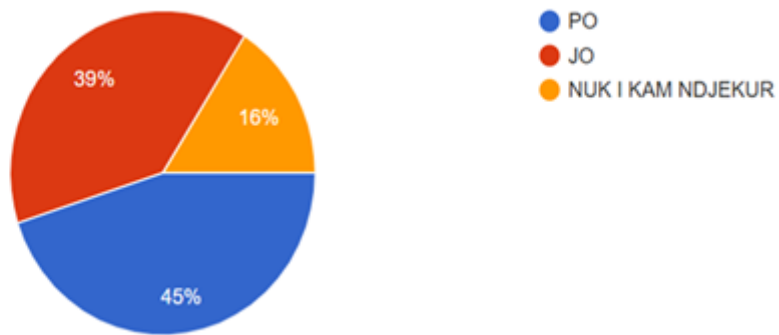
**Fig. 3:** Çfarë pajisje keni përdorur për të zhvilluar mësimin online?

97% e kanë ndjekur mësimin online me anë të celularit dhe vetëm 3% me kompjuter ose lapotop.

Rreth 33% e nxënësve ishin shumë dakord me faktin që komunikimi on-line në klasat virtuale i ka shtuar mundësinë e të kuptuarit të mësimit, afro 48% janë po ashtu dakord, ndërsa 17% janë pak dakord se ka ndikuar për mirë në të kuptuar komunikimi on-line dhe vetëm afro 2% se nuk janë aspak dakord se kjo formë komunikimi ka patur impakt pozitiv në orën e mësimit.

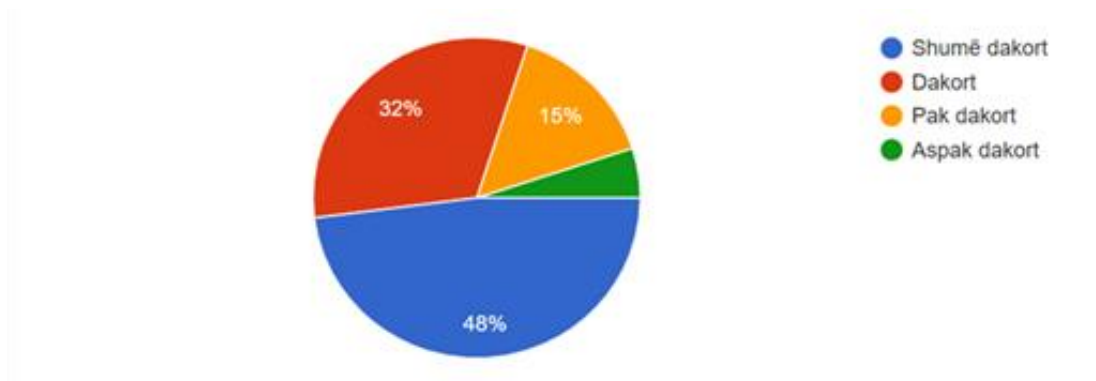


**Fig. 4:** A mendoni se kjo formë komunikimi i ka rritur mundësitë e transmetimit të dijeve në orën e mësimit?



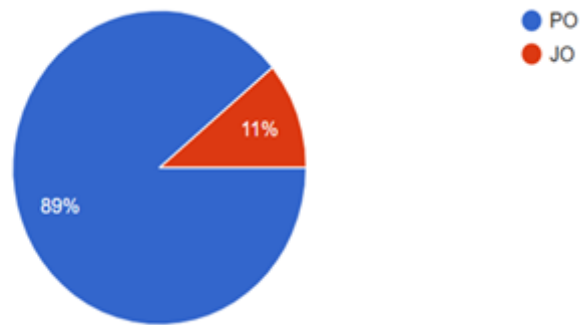
**Fig. 5:** A i keni kuptuar instruksionet praktike gjatë mësimit on-line?

Rreth 45% e të nxënësve pohuan se i kanë kuptuar informacionet e dhëna nga mësuesit. Ndërsa 39% e nxënësve tregojnë se nuk i kanë kuptuar dhe afro 16% nuk i kanë ndjekur.

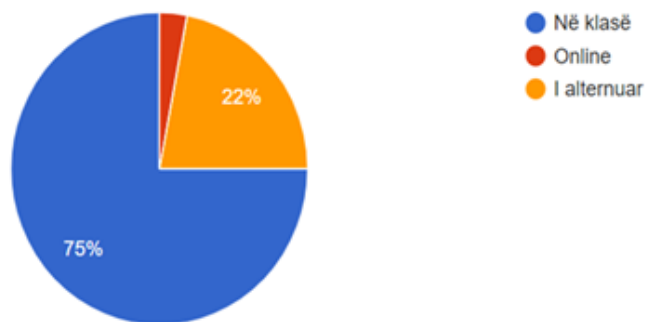


**Fig. 6:** Mësimi on-line e ka vështirësuar mësimdhënien dhe mësimnxënien?

Shumica e të pyeturve ishin shumë dakord me faktin se mësimi online e ka vështirësuar si mësimdhënien ashtu edhe mësimnxënien.

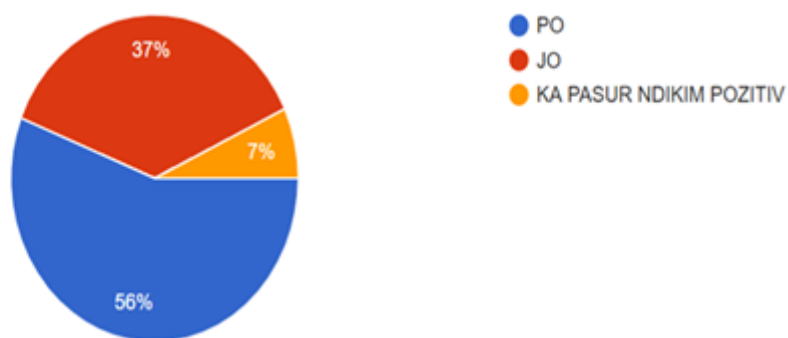


**Fig. 7:** A mendoni se ka patur edhe element që po të gërshetohen me mësimin tradicional sjellin përmirësime? 89% pohuan se gjenden elementë pozitivë që përforcojnë komunikimin duke e ridimensionuar në favour të mësimdhënies e mësimnxënies në orën e mësimi.



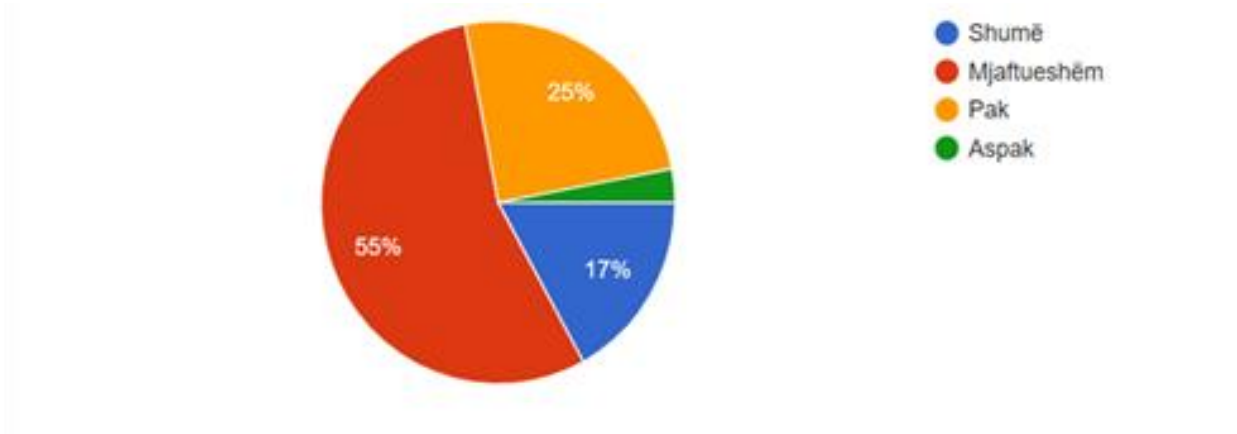
**Fig. 8:** Më mirë mësimi në klasë, on-line apo i alternuar?

Pyetja e mëparshme pasohet me faktin se 75% e të pyeturve mendonin se mësimi në klasë është më efektiv sesa ai online. Gjithashtu 22% mendonin se alternimi ishte një mënyrë e mirë



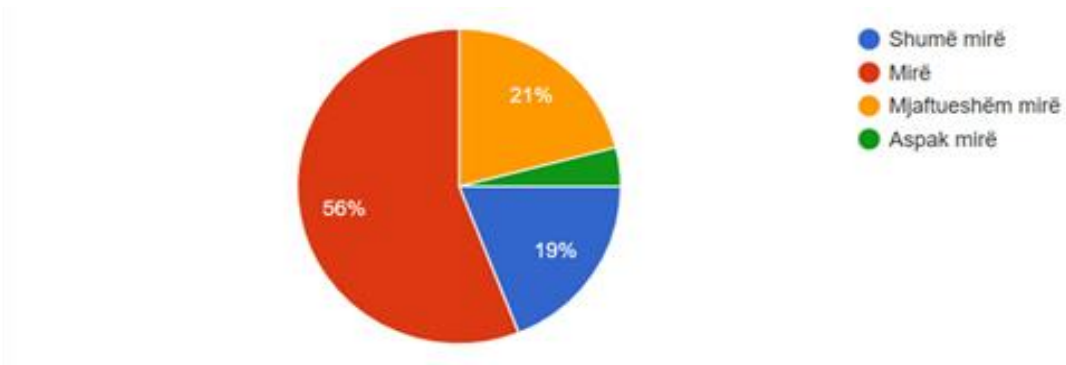
**Fig. 9:** Mësimi i alternuar a është më i natyrshëm për ju?

58% e nxënësve theksojnë se alternimi iu vjen më natyrshëm dhe ua lehtëson mësimin. Ndërsa 37% nuk e përkrahin këtë gërshetim si formë e re mësimi dhe transmetimi të dijeve.



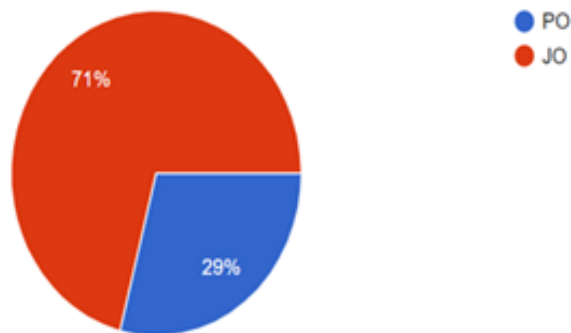
**Fig. 10:** Sa të informuar keni qënë rreth mënyrës së përdorimit të platformave të ndryshme për zhvillimin e mësimimit on-line?

Përsa i përket informimit paraprak të nxënësve rreth mënyrës së përdorimit të platformave të ndryshme rreth 55% deklaruan se kanë pasur mjaftueshëm informacion në lidhje me këtë.



**Fig. 11:** Si e vlerësoni performancën e mësueseve gjatë mësimimit on-line?

Në lidhje me performancën e stafit akademik gjatë mësimimit on-line kemi 56% të nxënësve që pohuan se ishte mirë. Duhet mbajtur parasysh fakti se kjo situatë i ka gjetur të papërgatitur si nxënësit e aq më teper mësuesit.



**Fig. 12:** A do të parapëlqenit që lëndë të caktuar të ndiqeshin vetën në klasa virtuale?

Siç edhe vërehet që të dy format e mësimdhënies dhe të mësimnxënies kanë përparësitë e tyre ndaj nuk mund të përkrahet totalisht njëra prej tyre. Kjo shpjegon ekzistencën e anëve pozitive të të dyja formave që duke u gërshetuar japin alternativën më të mirë.

### **Kufizimet e studimit**

Të dhënat e këtij studimi përfaqësojnë mendimet dhe përvojat e pjesëmarrësve në studim. Për më tepër, kampioni i përzgjedhur është përfaqësues vetëm për mësuesit dhe nxënësit. Pavarësisht se kampioni i mësuesve është i konsiderueshëm në raport me popullatën, analiza sipas grupeve duhet detajuar sipas kontekstit specifik të shkollave dhe profileve që ato mbulojnë. Të dhënat e nxënësve u peshuan vetëm për numrin e nxënësve për shkollë, por ndërkohë ka shumë variacion mes shkollave sa i takon shtrirjes gjeografike, drejtimeve e profileve të secilës shkollë apo edhe diversitetit lidhur me mësuesit, nxënësit, komunitetin etj.

### **PËRFUNDIME**

Bazuar në të dhënat e rezultatve të analizuara në këtë pjesë studimi rezulton se në bazë të disa sugjerimeve ajo çfarë duhet gjeneruar si anë pozitive për realizimin e një mësimdhënieje sa më efektive përmbledhim këto konkluzione:

Në klasë duhen krijuar kushtet e përshtatshme për përdorimin e mjeteve teknologjike. Të ndiqet vetëm një platformë dhe kjo të qartësohet për nxënësit për çdo limit apo kufizim. T'i kushtohet rëndësi kësaj metode si nga mësuesi edhe nga nxënësi në mënyrë që të socializohen duke ndjekur një të mësuar interaktiv më shumë se sa thjesht një dëgjim mësimi.

Mësimi të jetë më elastik në format e mësimdhënies duke u përshtatur me kërkesat e nxënësve.

### **REKOMANDIME**

Bazuar në procesin e monitorimit, vlerësimit dhe analizimin e të dhënave të punimit rreth ridimensionimit të komunikimit në klasat virtuale përpilohen rekomandime si më poshtë vijojnë:

- a) Aftësimi për mësimdhënie online duhet te jete pjesë integrale e procesit të trajnimit të mësuesve aktualë dhe të ardhshëm;
- b) Trajnimet për mësimdhënien në distancë që i ofrohen arsimit të përgjithshëm duhet të jenë të hapura për mësuesit;
- c) Investim në kapacitimin e mësuesve për menaxhimin e mësimit përmes platformave digjitale online në mënyrë që ata të jenë të aftë për ta përdorur edhe më tej përvojën e fituar;
- d) Duhet të përgatiten dhe të vihen në dispozicion të mësuesve dhe nxënësve materiale mësimore dhe testimi për maturën me video dhe ushtrime në format digjital.

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## SIGURIMI I ARSIMIT CILËSOR, GJITHPËRFSHIRËS DHE TË BARABARTË DHE PROMOVIMI I MUNDËSIVE TË TË MËSUARIT GJATË GJITHË JETËS. RASTI I SHKODRËS.

**Bledianë Nika**

Këshillit Bashkiak Shkodër, Shkodër, Shqipëri  
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STRATEGJIA KOMBËTARE E ARSIMIT 2021-2026 në faqen 7 të këtij dokumenti përcakton si vision të saj: "Sistem arsimor gjithëpërfshirës dhe i bazuar në parimet e barazisë dhe mësimin gjatë gjithë jetës, që mundëson formimin cilësor të të gjithë individëve, duke kontribuar në mirëqenien personale të tyre, si dhe në forcimin e demokracisë dhe integritetin e vendit në Bashkimin Evropian". Gjithëpërfshirja dhe barazia janë parakushte të domosdoshme për të siguruar formimin cilësor të të gjithë individëve dhe për të ngushtuar hendekun e arritjeve arsimore midis grupeve të ndryshme sociale. Referuar sa më sipër për të garantuar përmbushjen e të dy parakushteve të përcaktuara më lart sistemi arsimor parauniversitar duhet të kalojë një sërë sfidash të cilat detyrimisht mund të përmbushen vetëm nëse të gjithë faktorët përgjegjës funksionojnë njëherazi sidomos efienca e ZVAP Shkodër dhe Bashkisë Shkodër si përgjegjëse në nivel vendor. Pavarësisht se strategjia i referohet të nxënëit gjatë gjithë jetës në këtë studim do të ndalemi vetëm në aspekte që i përkasin arsimin parauniversitar. Këto aspekte duhet të përmbushen referuar Qëllimeve A-B të politikave si dhe objektivave specifike të tyre.

Qëllimi i politikës		
A: Arsim parauniversitar cilësor dhe gjithëpërfshirës që krijon kushte që nxënësit të zhvillojnë njohuri, shkathtësi, qëndrime dhe vlera në pajtim me kërkesat e shoqërisë demokratike;		
Ob jektivi specifik A1.	Situata në nivel ZVAP Shkodër referuar kuadrit ligjor	Përmbushje e standardit
Objektivi specifik A1. Sigurohet përfshirja e plotë në klasën përgatitore dhe në arsimin e detyrueshëm, si dhe rritet aksesin në arsimin parashkollor dhe të mesëm të lartë, nëpërmjet krijimit të kushteve të përshtatshme infrastrukturore dhe mjediseve shkollore miqësore në nivel ZVAP Shkodër	Asnjë klasë përgatitore në nivel ZVAP Shkodër referuar të dhënave statistikore të këtij institucioni.  Kushtet infrastrukturore dhe forma e shpërndarjes së investimeve në institucione arsimore realizohet në bazë nevojash, por akoma sot bashkia Shkodër nuk ka një Plan Fizibiliteti në përmbushje të treguesve të infrastrukturës.	Monitroim në përmbushje të satandarëve të përcaktuara me ligj për secilin IA /numër nxënësish.  Hartimi i një PSV prioritetesh për secilën shkollë ku vlerësimi të bëhet mbi një sistem pikëzimi për secilin tregues.
Objektivi specifik A2. Krijimi i mundësive për	Ekziston një kuadër i plotë ligjor për formim cilësor dhe formim përmirësim të sistemit të karrierës.	Hartim PSV në nivel ZVAP Shkodër për promovimin e arsimin

<p>formimin cilësor të mësuesve dhe përmirësimi i sistemit të karrierës që i inkurajon ata të zhvillojnë nivele më të larta të aftësive për mësimdhënie</p>		<p>gjithëpërfshirës për të transformuar praktikën në shkolla.</p> <p>Promovimi në vend të përjashtimit.</p>
<p>Objektivi specifik A3. Zbatimi i plotë i kurrikulës së bazuar në kompetenca nëpërmjet mësimdhënies efektive dhe shfrytëzimit të burimeve të cilësisë së lartë.</p>		
<p>Objektivi specifik A4. Zhvillimi i kompetencës digjitale nëpërmjet shfrytëzimit më të mirë të teknologjisë së informacionit dhe komunikimit për mësimdhënie dhe të mësuarin.</p>	<p>Në nivel ZVAP Shkodër Në 8 IA (të) NjA Shalë+Shosh, situata paraqitet e vështirë nga reshjet e shumta të dëborës, mësimi nuk rifillon në asnjë nga këto IA ka mungesë të infrastrukturës për zhvillimin e mësimin online.(ref raportit të mësimin online te ZVAP Shkodër</p> <ul style="list-style-type: none"> <li>• Theth</li> <li>• Lekaj</li> <li>• Don Prek Ndrevashaj</li> <li>• Palaj Shosh</li> <li>• Nicaaj Shosh</li> <li>• Mehmet Shpendi</li> <li>• Gimaj</li> </ul>	
<p>Qëllimi i politikës B                  ka të bëjë me menaxhimin e sistemit të arsimit dhe zërthehet në dy objektiva specifike:</p>		
<p>Objektivi specifik B1. Rritja e performancës së shkollës nëpërmjet drejtimit dhe menaxhimit profesional dhe të përgjegjshëm dhe sigurimit të cilësisë.</p>	<p>Aktualisht të nivel ZVAP Shkodër janë gjithse 4 (katër) nga 50 drejtues IA( drejtorë dhe nëndrejtorë) të cilët kanë përfunduar trajnimin e detyrueshëm në Shkollën e Drejtorëve.</p> <p>Drejtuesit në detyrë nëpërmjet zbatimit të teknikave të udhëheqjes pedagogjike ndikojnë në mësimdhënien dhe të nxënët, duke krijuar norma e sjellje organizative për përmirësimin e vazhdueshëm të cilësisë së shkollës.</p>	<p>Regjistrimi me detyrim i të gjithë drejtuesve për të përfunduar trajnimin e detyrueshëm brenda afateve kohore 1 - vjeçare.</p> <p>Udhëzimi Nr. 2, datë 28.01.2020 Për procedurat e emërimit , pezullimit dhe</p>



	<p>Referuar <i>Udhëzimi N.r 2, datë 28.01.2020 Për procedurat e emërimit, pezullimit dhe shkarkimit të drejtorit të institucionit publik të arsimit parauniversitar.</i></p> <p>Kreu 3 Në rast mungese të aplikimeve nga kandidatët të pajisur me certifikatë nga shkolla e drejtorëve, apo që kanë përfunduar programin e trajnimit të drejtorëve, zhvilluar nga Instituti i Zhvillimit të Arsimit në vitin 2016, për pozicionet e lira drejtor në IPAP, aplikojnë dhe emërohen kandidatë të cilët plotësojnë kriteret sipas pikave "a", "b" dhe "c" të pikës 1, të shkronjës "B" të Kreut i të këtij udhëzimi.</p> <p>Ky dispozitiv i fundit në përcaktimin administrativ “emërim” krijon kushte të pabarazisë për cilësinë e drejtuesve të IA -ve, për shkak të satusit të emërimit. Ligji duhet ndryshuar për t’u dhënë mundësi të gjithë IA -ve që të kenë drejtues në përputhje me kuadrin ligjor.</p>	<p>shkarkimit të drejtorit të institucionit publik të arsimit parauniversitar</p> <p>,Kreu 1, pika B (d). kushtet e kandidatit</p> <p>d) të ketë kryer trajnimin e detyrueshëm përgatitor në Shkollën e Drejtorëve, për drejtimin e institucionit arsimor parauniversitar dhe të jetë certifikuar, pas hyrjes në fuqi të pikës 2 të nenit 55, të ligjit nr. 69/2012, “Për sistemin arsimor parauniversitar në Republikën e Shqipërisë”, të ndryshuar.</p>
<p>Objektivi specifik B2. Garantimi i performancës së sistemit të arsimit nëpërmjet ndërtimit të një kornize gjithëpërfshirëse të vlerësimit dhe kapaciteteve për zbatimin</p>	<p>Referuar Urdhrit Nr. 157, datë 28.03.2022 “Për miratim të Kartës së Performancës së shkollës dhe udhëzuesit të saj” Pika 1, Dobia e Kartës së Performancës së shkollës .cit ofron të dhëna për arritjet e shkollës gjatë një viti shkollor, për një krahasim në nivel vendor mbështetur në tregues të arritjeve. Në faqen zyrtare të ZVAP Shkodër nuk ka të publikuar asnjë dokument i cili bën renditjen e shkollave sipas treguesve edhe pse është detyrim ligjor.</p>	<p>Për të garantuar përmbushjen e këtij standardi në nivel ZVAP Shkodër (gjithëpërfshirjen dhe barazinë si parakushte) përveç treguesve cilësorë dhe sasiorë të përcaktuar në Kartën e Performancës shkollave duhet t’u vendoset si kriter për t’u përmbushur me tregues specifik krijimi dhe promovimi i kulturës gjithëpërfshirëse qoftë në standarde që duhen</p>

		përbushur nga pushteti Vendor
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Po t'i referohemi dokumentit të mësipërm fq. 10, cit.: "Kujdes i veçantë i është kushtuar përfshirjes së veprimeve të rekomanduara për arritjen e synimeve të OZHQ4:

- 1- Krijimin e mjediseve të përshtatshme për nxënie efektive nëpërmjet përmirësimit dhe zgjerimit të infrastrukturës shkollore;
- 2- Sigurimin e mësuesve të kualifikuar".

Shqipëria është mjaft e përgatitur për anëtarësim në BE. Këtë legjislacion e përbëjnë katër ligje kornizë: • Ligji Nr. 69/2012 'Për sistemin arsimor parauniversitar në Republikën e Shqipërisë', i ndryshuar , • Ligji Nr. 80/2015 'Për arsimin e lartë dhe kërkimin shkencor në institucionet e arsimit të lartë në Republikën e Shqipërisë' , • Ligji Nr. 15/2017 'Për Arsimin dhe Formimin Profesional në Republikën e Shqipërisë', • Ligji Nr.10 247, datë 4.3.2010 'Për Kornizën Shqiptare të Kualifikimeve', i ndryshuar . • Udhëzim Nr. 25, datë 25.07.2018, për ngritjen dhe funksionimin e bordit të institucionit arsimor; • VKM-ja Nr. 98, datë 27.02.2019, për ngritjen, organizimin dhe funksionimin e Agjencisë së Sigurimit të Cilësisë në Arsimin Parauniversitar (ASCAP); • VKM-ja Nr. 99, datë 27.02.2019 'Për krijimin, mënyrën e organizimit e të funksionimit të Drejtorisë së Përgjithshme të Arsimit Parauniversitar'; • Vendim i Këshillit të Ministrave nr. 540, dt. 19.09.2018 'Për organizimin dhe funksionimin e Shkollës së Drejtorëve të institucioneve të arsimit parauniversitar dhe mënyrën e trajnimit e të certifikimit të tyre'; • Udhëzim Nr. 13, datë 22.05.2019 për procedurat e pranimit e të emërimit të mësuesit në një vend të lirë pune në institucionet arsimore publike të arsimit parauniversitar dhe për administrimin e portalit "Mësues për Shqipërinë", i ndryshuar.

### MATERIALE DHE METODA

Kemi të bëjmë me një studim shkencor miks, sepse konsiston në shfletim literature dhe të dhëna sasiore deskriptive.

Shfletimi i literaturës synon të vlerësojë nivelin e njohjes dhe realizueshmërisë të treguesve që përcaktojnë gjithëpërfshirjen si qëllim kombëtar të insitucioneve arsimore, veçanërisht të atyre që mbulon ZVAP Shkodër.

#### Instrumenti matës

Përveç shfletimit të literaturës: Strategjisë Kombëtare për Arsimin 2021-2026, ligjeve, urdhërimeve dhe urdhrave të MASR, Procedurës Standarde të Veprimit (PSV) "Mbi monitorimin e regjistrimit dhe transferimit e fëmijëve në shkolla, në arsimin bazë dhe atë të mesëm, sipas zonave të mbulimit në Bashkinë Shkodër", raporteve të ZVAP Shkodër në lidhje me infrastrukturën e institucioneve arsimore 2020-2021, është përdorur edhe një instrument matës (pyetësor online i realizuar me google form).

Pyetësori është marrë nga "Indeksi për gjithëpërfshirje" (Udhëzues për zhvillimin e shkollës të udhëhequr nga vlerat gjithëpërfshirëse), Tony Booth dhe Mel Ainscoë, 2017, pyetësori 1, dimension A dhe C, faqe 182-183.

Qëllimi i pyetësorit ka qenë njohja e perceptimit të mësuesve në lidhje me gjithëpërfshirjen ;sigurimi i arsimit cilësor gjithëpërfshirës dhe të barabartë si dhe promovimi i mundësive të të mësuarit gjatë gjithë jetës.

Pyetësi përbëhet nga dy sesione:

1. Krijimi i kulturës gjithëpërfshirëse - 12 pohime,
2. Zhvillimi i praktikave gjithëpërfshirëse:
  - 2.1 Përpilimi i një kurrikule për të gjithë – 13 pohime,
  - 2.2 Orkestrimi i të nxënit – 14 pohime,

Për secilin pohim, në të dyja sesionet janë dhënë katër alternativa:

1. Pajtohem,
2. Pajtohem dhe nuk pajtohem,
3. Nuk pajtohem,
4. Kam nevojë për më shumë informacion,

### **Procedura e ndjekur**

Pyetësi është shpërndarë online nëpërmjet grupeve watssap drejtuesve të IA -ve që mbulon ZVAP Shkodër të cilët më pas e kanë transmetuar tek mësuesit e IA -ve përkatëse. Por njëkohësisht është shpërndarë edhe tek dy rrjete profesionale të mësuesve (mësuesve ndihmës dhe mësuesve të SHQK-ve) . Plotësimi i këtij pyetësi ka qenë me dëshirë.

Të dhënat e përfuara nga pyetësi online (realizuar me google formss) janë përpunuar e analizuar, fillimisht përmes programit Excel dhe më pas është bërë analiza descriptive e tyre përmes programit statistikor SPSS 20.

### **Kampionimi**

Në këtë studim shkencor janë përfshirë vetëm mësues të IA-ve të ndryshme.

Gjithsej janë përfshirë 443 mësues, përmes plotësimit online të pyetësit të përmendur më lart.

Përzgjedhja e tyre ka qenë e randomizuar, pasi pyetësi është shpërndarë online përmes një linku dhe çdo mësues ka pasur mundësinë ta plotësojë atë. Nuk ka pasur asnjë kriter përjashtues.

Pjesëmarrja e mësuesve sipas llojit të shkollës ka qenë:

- Mësues nga IA – AMU gjithsej 353,
- Mësues nga IA – AML gjithsej 53,
- Mësues nga IA SHMB gjithsej 32,
- Mësues nga shkolla qendër gjithsej 407,
- Mësues nga shkolla vartëse gjithsej 28.

## **REZULTATE DHE DISKUTIME**

Të dhënat sasiore të këtij studimi paraqiten si më poshtë, sipas sesioneve përkatëse.

### **Sesioni 1: Krijimi i kulturës gjithëpërfshirëse**

**1. Të gjithë janë të mirëpritur.**  
Pajtohem

<b>Frekuenca</b>	<b>Përqindje</b>
407	91.9

Pajtohem dhe nuk pajtohem	18	4.1
Nuk pajtohem	3	.7
Kam nevojë për më shumë informacion	4	.9
Total	432	97.5

<b>2. Stafit bashkëpunon.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	404	91.2
Pajtohem dhe nuk pajtohem	29	6.5
Nuk pajtohem	3	.7
Kam nevojë për më shumë informacion	1	.2
Total	437	98.6

<b>3. Fëmijët ndihmojnë njëri - tjetrin.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	357	80.6
Pajtohem dhe nuk pajtohem	75	16.9
Nuk pajtohem	3	.7
Kam nevojë për më shumë informacion	1	.2
Total	436	98.4

<b>4. Stafit dhe fëmijët respektojnë njëri - tjetrin.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	371	83.7
Pajtohem dhe nuk pajtohem	58	13.1
Nuk pajtohem	3	.7
Kam nevojë për më shumë informacion	1	.2
Total	433	97.7

<b>5. Stafit dhe prindërit / kujdestarët ligjor bashkëpunojnë.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	377	85.1
Pajtohem dhe nuk pajtohem	55	12.4
Nuk pajtohem	2	.5
Total	434	98.0

<b>6. Stafit dhe drejtorit punojnë mirë së bashku.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	409	92.3
Pajtohem dhe nuk pajtohem	19	4.3
Nuk pajtohem	3	.7
Total	431	97.3

<b>7. Shkolla është modeli i qytetarisë demokratike.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	388	87.6
Pajtohem dhe nuk pajtohem	41	9.3
Nuk pajtohem	4	.9
Total	433	97.7

## Sesioni 2: Zhvillimi i praktikave gjithëpërfshirëse

### 2.1 Përpilimi i një kurrikule për të gjithë

<b>1. Fëmijët eksplorojnë ciklet e prodhimit dhe konsumin e ushqimit.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	268	60.5

Pajtohem dhe nuk pajtohem	144	32.5
Nuk pajtohem	9	2.0
Kam nevojë për më shumë informacion	13	2.9
Total	434	98.0

<b>2. Fëmijët hetojnë për rëndësinë e ujit.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	299	67.5
Pajtohem dhe nuk pajtohem	119	26.9
Nuk pajtohem	10	2.3
Kam nevojë për më shumë informacion	7	1.6
Total	435	98.2

<b>3. Fëmijët i studiojnë veshjet dhe stolitë e trupit.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	265	59.8
Pajtohem dhe nuk pajtohem	133	30.0
Nuk pajtohem	22	5.0
Kam nevojë për më shumë informacion	11	2.5
Total	431	97.3

<b>4. Fëmijët mësojnë rreth banimit dhe mjedisit të ndërtuar.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	368	83.1
Pajtohem dhe nuk pajtohem	54	12.2
Nuk pajtohem	8	1.8
Kam nevojë për më shumë informacion	5	1.1
Total	435	98.2

<b>5. Fëmijët shqyrtojnë si dhe pse njerëzit lëvizin në lokalitetin e tyre dhe botë.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	293	66.1
Pajtohem dhe nuk pajtohem	123	27.8
Nuk pajtohem	10	2.3
Kam nevojë për më shumë informacion	5	1.1
Total	431	97.3

<b>6. Fëmijët mësojnë për shëndetin dhe marrëdhëniet.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	379	85.6
Pajtohem dhe nuk pajtohem	46	10.4
Nuk pajtohem	5	1.1
Kam nevojë për më shumë informacion	2	.5
Total	432	97.5

<b>7. Fëmijët hetojnë për Tokën, sistemin diellor dhe universin.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	317	71.6
Pajtohem dhe nuk pajtohem	94	21.2
Nuk pajtohem	9	2.0
Kam nevojë për më shumë informacion	8	1.8
Total	428	96.6

<b>8. Fëmijët studiojnë jetën në tokë.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
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Pajtohem	350	79.0
Pajtohem dhe nuk pajtohem	71	16.0
Nuk pajtohem	6	1.4
Kam nevojë për më shumë informacion	6	1.4
Total	433	97.7

<b>9. Fëmijët hetojnë rreth burimeve të energjisë.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	304	68.6
Pajtohem dhe nuk pajtohem	104	23.5
Nuk pajtohem	12	2.7
Kam nevojë për më shumë informacion	7	1.6
Total	427	96.4

<b>10. Fëmijët mësojnë rreth komunikimit dhe teknologjisë së komunikimit.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	382	86.2
Pajtohem dhe nuk pajtohem	43	9.7
Nuk pajtohem	2	.5
Kam nevojë për më shumë informacion	4	.9
Total	431	97.3

<b>11. Fëmijët angazhohen dhe merren me krijime në literaturë, art dhe muzikë.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	359	81.0
Pajtohem dhe nuk pajtohem	58	13.1
Nuk pajtohem	6	1.4
Kam nevojë për më shumë informacion	5	1.1
Total	428	96.6

<b>12. Fëmijët mësojnë për punën dhe e lidhin atë me zhvillimin e interesave të tyre.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	332	74.9
Pajtohem dhe nuk pajtohem	91	20.5
Nuk pajtohem	6	1.4
Kam nevojë për më shumë informacion	4	.9
Total	433	97.7

<b>13. Fëmijët mësojnë për etikën, pushtetin dhe qeverinë.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	333	75.2
Pajtohem dhe nuk pajtohem	86	19.4
Nuk pajtohem	10	2.3
Kam nevojë për më shumë informacion	3	.7
Total	432	97.5

## 2.2 Orkestrimi i të nxënit

<b>1. Aktivitetet mësimore planifikohet duke marrë parasysh të gjithë fëmijët.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	397	89.6

Pajtohem dhe nuk pajtohem	34	7.7
Nuk pajtohem	5	1.1
Kam nevojë për më shumë informacion	2	.5
Total	438	98.9

**2. Aktivitetet mësimore inkurajojnë pjesëmarrjen e të gjithë fëmijëve.**

	Frekuenca	Përqindje
Pajtohem	415	93.7
Pajtohem dhe nuk pajtohem	20	4.5
Nuk pajtohem	2	.5
Total	437	98.6

**3. Fëmijët inkurajohen të kenë vetëbesim dhe të zhvillojnë mendimin kritik.**

	Frekuenca	Përqindje
Pajtohem	418	94.4
Pajtohem dhe nuk pajtohem	16	3.6
Nuk pajtohem	1	.2
Kam nevojë për më shumë informacion	1	.2
Total	436	98.4

**4. Fëmijët janë të përfshirë në mënyrë aktive në të nxënit e tyre.**

	Frekuenca	Përqindje
Pajtohem	389	87.8
Pajtohem dhe nuk pajtohem	44	9.9

**5. Fëmijët mësojnë nga njëri-tjetri.**

	Frekuenca	Përqindje
Pajtohem	399	90.1
Pajtohem dhe nuk pajtohem	33	7.4
Nuk pajtohem	1	.2
Total	433	97.7

**6. Mësimet zhvillojnë aftësinë për të kuptuar ngjashmëritë dhe dallimet mes njerëzve.**

	Frekuenca	Përqindje
Pajtohem	390	88.0
Pajtohem dhe nuk pajtohem	43	9.7
Kam nevojë për më shumë informacion	1	.2
Total	434	98.0

**7. Vlerësimet inkurajojnë arritjet e të gjithë fëmijëve**

	Frekuenca	Përqindje
Pajtohem	402	90.7
Pajtohem dhe nuk pajtohem	29	6.5
Nuk pajtohem	5	1.1
Total	436	98.4

**8. Disiplina bazohet në respekt të ndërsjellë.**

	Frekuenca	Përqindje
Pajtohem	403	91.0
Pajtohem dhe nuk pajtohem	31	7.0
Nuk pajtohem	2	.5
Kam nevojë për më shumë informacion	1	.2
Total	437	98.6

<b>9. Stafi planifikojnë, japin mësim dhe rishikojnë së bashku</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	398	89.8
Pajtohem dhe nuk pajtohem	33	7.4
Nuk pajtohem	2	.5
Kam nevojë për më shumë informacion	1	.2
Total	434	98.0

<b>10. Stafi zhvillon burime të përbashkëta për ta mbështetur të nxënit.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	396	89.4
Pajtohem dhe nuk pajtohem	35	7.9
Nuk pajtohem	2	.5
Kam nevojë për më shumë informacion	2	.5
Total	435	98.2

<b>11. Mësuesit ndihmës mbështesin të nxënit dhe pjesëmarrjen e të gjithë fëmijëve.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	367	82.8
Pajtohem dhe nuk pajtohem	49	11.1
Nuk pajtohem	9	2.0
Kam nevojë për më shumë informacion	7	1.6
Total	432	97.5

<b>12. Detyrat e shtëpisë caktohen që të kontribuojnë në të nxënit e të gjithë fëmijëve.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	407	91.9
Pajtohem dhe nuk pajtohem	26	5.9
Nuk pajtohem	1	.2
Kam nevojë për më shumë informacion	1	.2
Total	435	98.2

<b>13. Aktivitete jashtë mësimave formale ofrohen për të gjithë fëmijët.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	362	81.7
Pajtohem dhe nuk pajtohem	63	14.2
Nuk pajtohem	6	1.4
Kam nevojë për më shumë informacion	3	.7
Total	434	98.0

<b>14. Burimet në lokalitetin e shkollës njihen dhe shfrytëzohen.</b>	<b>Frekuenca</b>	<b>Përqindje</b>
Pajtohem	327	73.8
Pajtohem dhe nuk pajtohem	91	20.5
Nuk pajtohem	11	2.5
Kam nevojë për më shumë informacion	3	.7
Total	432	97.5

Nga tabelat e të dhënave për të dy sesionet vihet re që mësuesit "pajtohen" në mënyrë masive dhe të dukshme me të gjithë treguesit e dhënë që përcaktojnë gjithëpërfshirjen në IA-të ku ata punojnë.



Nga tabelat e të dhënave për të dy sesionet vihet re që mësuesit “pajtohen dhe nuk pajtohen” në një masë më të madhe me treguesit e nëndarjeve të pyetësorit më idenë së kurrikula është e përpiluar për të gjithë duke i kushtuar rëndësi cikleve të prodhimit dhe rëndësisë së ujit në masën 32.5% dhe 26.9%. Përsa i përket studimit të veshjes nga ana e fëmijëve nuk pajtohen rreth 30 % e mësuesve të pyetur. Në të tillë nivel përqindjeje paraqitet (pajtueshmëria dhe papajtueshmëria) e mësuesve përsa u përket treguesve se sa e njohin fëmijët lëvizjen e njerëzve në botën përreth. Zhvillimi i praktikave gjithëpërfshirëse duke përpiluar kurrikula për të gjithë gjen pajtueshmëri dhe papajtueshmei në masë jo të vogël në përgjigjet e mësuesve të anketuar.

Nga tabelat e të dhënave për të dy sesionet vihet re që mësuesit “nuk pajtohem ” në masë të vogël me të gjithë treguesit e dhënë që përcaktojnë gjithëpërfshirjen në IA-të ku ata punojnë.

Nga tabelat e të dhënave vihet re që mësuesit që kanë nevojë për më shumë informacion janë në një numër shumë të vogël, por që duhet të merren parasysh për t’u realizuar si synim për t’u përmbushur konteksti personal i mësimdhënësit .

Nga të dhënat e këtij pyetësori vërehet se mësuesit njohin vlerën e arsimit përfshirës, si një parim reforme i cili respekton dhe kujdeset për diversitetin midis të gjithë nxënësve, me fokus të posaçëm tek ata që janë në risk më të madh të marxhinalizimit dhe përjashtimit. Rëndësi më të madhe për ndërhyrje ka nxitja e qëndrimeve sociale nëpërmjet kurrikulave duke iu dhënë rëndësi vlerave, të tilla si: bashkëjetesa, respekti dhe bashkëpunimi me faktorë brenda dhe jashtë IA (së).

## REKOMANDIME

1. Në nivel Bashkie Shkodër është imediate ndërhyrja nga ana e pushtetit vendor dhe ZVAP Shkodër në PSV të regjistrimit të nxënësve duke parë si prioritet gjithëpërfshirjen e nxënësve të komunitetit Rom dhe Egjiptian duke konsideruar zgjidhje konkrete për shkollën 9-vjeçare “Liria”.
2. Hartëzimi dhe realizimi i projekteve me fokus gjithëpërfshirjen me qëllim trajnimin e stafëve të mësuesve dhe drejtuesve të IA -ve në lidhje me njohjen dhe zbatueshmërinë në IA. Por në projekt të përfshihet mentorimi afatmesëm i njohurive të marra dhe praktikave të zbatuara në lidhje me gjithëpërfshirjen në IA. Në këtë mënyrë mund të rritet niveli i ndërgjegjësimit dhe promovimit afatgjatë .
3. Një prej kategorive që duhet t’i kushtohet shumë kujdës në përmbushje të mundësive të barabarta janë kategoria e fëmijëve me aftësi të kufizuara. Si mund të realizohet në mënyrë cilësore procesi i gjithëpërfshirjes së kësaj kategorie në një kohë kur mungojnë qendrat burimore në IA -të e ndryshme dhe mësuesit ndihmës që vihen në dispozicion pa specializimet e duhura. Për këtë arsye shumicës së fëmijëve i ndryshon mësuesi ndihmës çdo vit shkollor, e shpeshherë këta fëmijë e ndryshojnë mësuesin 2-3 herë brenda një viti shkollor (pa arsim special mësuesi ndihmës nuk mund të punësohet më status definitive sipas përcaktimeve ligjore të Udhëzimit Nr. 26, datë 25.11.2019). Prandaj rekomandoj realizimin e një projekti pilot që mundëson specializimin e mësuesve në arsimin special me dëshirën e tyre.
4. Të mundësohet për secilin institucion arsimor i cili renditet në nivel performance “dobët” dhënie në formë grantesh për treguesit që nuk kanë performancën e duhur me fonde të pushtetit qendror dhe atij vendor, ku secili institucion arsimor harton Projekte për realizim

të objektivitetit specifik duke pasur në fokus gjithëpërfshirjen për të ngushtuar hendekun e arritjeve arsimore midis grupeve të ndryshme sociale.

5. Rekomandoj hapjen e një institucioni arsimor të mesëm (gjimnaz) në NJA Rrethina të bashkisë Shkodër si detyrim ligjor i papërbushur dhe si parakusht për promovim të arsimit gjithëpërfshirës në nivel NJA Rrethina.

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## THE CHALLENGES OF A TECHNOLOGICAL INNOVATION AT THE UNIVERSITY OF SHKODËR (IDEA PROJECT)

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### ABSTRACT

Information and Communication technologies (ICT) have the potential for making significant improvements in the lives of persons with disabilities. The Inclusive Tertiary Education in the Western Balkans (IDEA) project is innovative, in the sense that it introduces new ideas and methods related to the inclusion, accessibility of SwD in HE in the Western Balkans. IDEA project in Shkodra university offers a technological innovation for the students with disabilities. It will offer specific technological tool to support learning, teaching, and testing the students with disabilities, as a new step to their integration in society. The project includes two important groups: students with disabilities and the capacity building in the university. This faces our university to lots of challenges, policies, capacity building, policy frameworks to support this target group. In this analytic study we try to present the IDEA project in Shkodra University context in which this project will be applied in the future, underlining the challenges that may be encountered during its implementation.

**Keywords:** Accessibility, inclusion, students, technology, tools.

### INTRODUCTION

Education is one of the fundamental human rights that every human being should have access. It is a pathway to a successful life and career and this applies to everyone including persons with disabilities. Persons with disabilities<sup>1</sup>, as members of a given society and by virtue of being human beings, are entitled to educational service provisions. Hence, the issue of equal access and opportunities for students with disabilities at different levels of education draws attention of different stakeholders. Access to higher education, which is the focus in this research, should be crafted in line with the needs of persons with disabilities.

In the Annual Progress report of the EC’s Albania in 2019 “Albania’s framework legislation on the rights of persons with disabilities is partially compliant with the UN Convention on the Rights of Persons with Disabilities.” Legislation on Higher Education (HE), in particular, is not

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<sup>1</sup> A student with a disability is defined as a student with an emotional, intellectual, or physical disabling conditions, which requires assistance to access the education environment. (IGI-global.com).

explicit regarding the accessibility obligations of Higher Education Institutions (HEIs) towards Students with Disabilities (SwD)<sup>2</sup>. The Law No. 80 / 21.05.2015 “On Higher Education in the Republic of Albania aims to provide equal opportunities to benefit from higher education (Article 1(c)) on the basis of merit, for all individuals who wish to attend higher education studies (Article 2(dh)). The National Agency for Higher Education Financing is entitled to allocate public funds to support students from social groups in need through bursaries.-(Baraku, I., 2022, 48) The provisions of Law No. 93/24.07.2014, “On Inclusion and Accessibility of Persons with Disabilities”, especially Articles 5.1-2 and 6.2.b specify that state policies support Persons with Disabilities (PwD)’s access to all spheres of life. Read in conjunction with Law No. 80 / 21.05.2015 “On Higher Education in the Republic of Albania”, Article 4.3, the state implicitly assumes the responsibility to guarantee HE to PwD who fulfill admission criteria. To this end, the state sets particular admissions quota for PwDs and envisages that by 2020 “the number of disabled youth attending ... higher education increases” (National Action Plan on Persons with Disabilities 2016-2020, 3).

The Law No.10221 “On protection from discrimination” and the Law “On the inclusion and Accessibility for Persons with Disabilities” set out a reasonable accommodation duty with regard to the enjoyment and exercise of the fundamental rights, including education.

Accessibility of HE, as evidenced by a survey conducted by POLIS University (2019) with all HEIs from Albania participating in this project, is in line with this conclusion. Although all HEIs are aware of legal provisions on accessibility of PwD, yet, only one in six has established some form of Student Access and Inclusion Unit to support SwD. None of these institutions systematically records the needs of SwD. In support of learning, only one HEI provides some form of a limited range of accessible textbooks for blind students and none provides access to Assistive Technology (AT) Solutions, accessibility guidelines and tools for SwD.

Only one HEI has established a Volunteers Unit for SwD and the same number has established a Psychological Counselling unit and Exam Facilitation Activities. Some accessible physical infrastructure is in place in most HEIs, yet, the situation leaves much to be desired. Last but not least, although SwD have access to such university-wide services at the International Relations and the Career Office, yet, in reality, their use by SwD is rather limited. In conclusion, Albania’s EU integration in terms of accessibility and inclusiveness of HE, is still rather weak, and far behind European countries.

## RESULTS

### **The situation in Shkodra University about SwD and SwLD**

In our university, there have been no shortage of cases with SwD and SwLD who studied for several years, graduated and were lucky enough to get a job after graduating from Shkodra university.

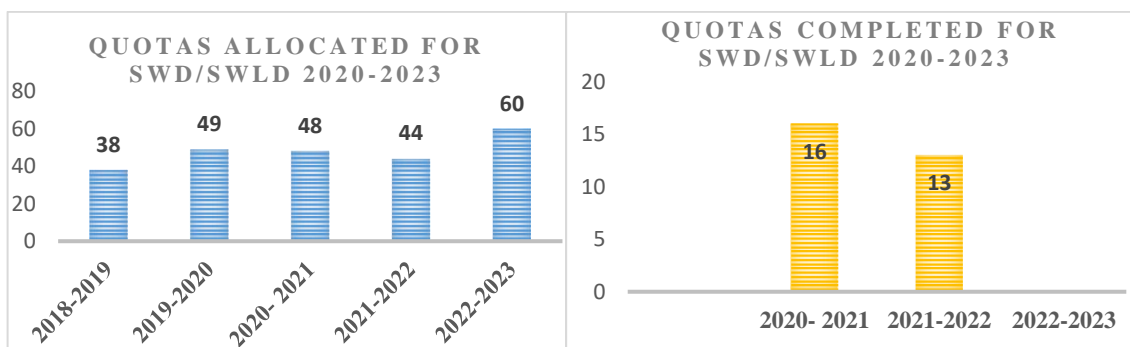
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<sup>2</sup> SwD consist in students with visual, hearing, speech & movement system impairments who get admitted with quotas especially allocated in accordance to legal provisions in force & those who became disabled in the course of their studies.

Regardless of the lack of conditions, tools, equipment, information or appropriate regulations to support this vulnerable category, they were supported by the university staff to cope with the many difficulties they encountered.

Although the university has offered a high number of quotas for these categories of students, the number of them enrolled to follow the studies has been low. This is not only due to the lack of infrastructure or specific structures for this category, but also the lack of suitable transport, the fear of continuing studies, the economic conditions, the lack of an accompanying person, etc. As mentioned, some students experience a variety of problems when dealing with the newness and the demands of studying at a university level along with trying to balance academic performance with extracurricular activities and social life outside of the classroom. These problems become especially prominent when considering that students may come from a high school experience where they have lacked the time management and study skills that are necessary for success in the university setting. SwLD are not only persons with psychosocial challenges, but also others in need of support as they face issues in time management and procrastination, effective writing, textbook reading, note taking, critical thinking, memory skills, and test taking.

Below we have graphically presented the quotas allocated (2018- 2023) and those completed for the last two years (2020-2022) of the study, this is also in accordance with the increase in the inclusion of people with disabilities in education.



**Fig. 1** Quotas allocated for SwD & SwLD 2020-2023 **Fig. 2** Quotas completed for SwD & SwLD 2020 2023<sup>3</sup>

There is a trend of increasing admission quotas for SwD and SwLD at the University of Shkodër, which also increases the importance and greater commitment of the academic staff regarding the inclusion and integration of these students in our study programs but also for the fact that this category of students will be supported differently in the future, taking into account the structural changes in the framework of the IDEA project<sup>4</sup>.

Based on the data provided in our institution for the last academic years, when the project IDEA started, we see that during the academic year 2020-2021 Shkodra University allocated 48 quotas, of which 16 were completed (30%) with SwD/SwLD. During the academic year 2021-2022, 44 quotas were allocated, of which 13 (29.5%) were completed with students with

<sup>3</sup> The data for the academic year 2022-2023 is not completed until December 2023

<sup>4</sup> Inclusive Tertiary Education in the West Balkans – IDEA co-funded by the European Union.

disabilities and students with learning disabilities. We note that there is a decrease in the number of students enrolled in university during the pandemic year 2021-2022, which reflects the poor conditions in which they have access to assistive technologies in their everyday life, as the only way of their education for that period of time. And, in the actual academic year (2022-2023), the university offered 60 quotas for SwD and SwLD for Bachelor, Master and Professional programs, where it is noted the priority that the university is giving to this category of students bearing in mind that a special Students Unit Service for the Accessibility of SwD/SwLD will operate for the support of this category of students, but also for the university staff, too.

This Unit will be created and supported by the Erasmus+ programme through the project “Inclusive Tertiary Education in the West Balkans” – IDEA co-funded by the European Union. This important project, began its application in our university in 2020 and will be completed at the end of the year 2023.

### **IDEA project**

The Inclusive Tertiary Education in the Western Balkans (IDEA) project is innovative, in the sense that it introduces new ideas and methods related to the inclusion, accessibility of SwD in HE in the Western Balkans. In spite of legal provisions in Albania, Kosovo and Montenegro regarding the accessibility, all-inclusiveness and diversification obligations of HEIs towards SwD, the reality leaves much to be desired. The project will therefore ingrain new ideas to HE stakeholders in the Western Balkans on how to operate in an inclusive, equitable and accessible manner, including students whose subsequent role in becoming agents of change in their respective societies is instrumental. This component is therefore arguably social innovation.

IDEAS’ project includes three major target groups, whose needs this project aims to address:

- The Student Service Units of the partner countries' collaborating HEIs.
- Students with disabilities (SwD).
- Students who face learning difficulties (SwLD).

### **Specific Objectives of IDEA Project**

The project’s implementation is also expected to serve other ends too. First, it shall support the modernization and accessibility of HE in the Partner Countries. Second, it will contribute to cooperation between the EU and the Partner Countries (and amongst the Partner Countries). Third, it will promote voluntary convergence of the HEIs from Partner Countries with EU developments in equity of access to HE services. Fourth, it shall promote people to people contacts, intercultural awareness and understanding. As evidence thereof, training faculty & administration on how to identify and refer SwD or SwLD to specialized services is expected to enhance their capacity in apprehending the diversity of learning styles in different learners, thereby helping them manage diversity.

Also, this transnational cooperation project addresses the horizontal priority of social inclusion, as its actions are aimed at reducing disparity of accessing formal and informal HE. In so doing, it classifies as a project within the “Building Inclusive HE Systems” specific priority in the field of HE, given that it consists of cooperation activities to increase access, participation and

graduation rates of disadvantaged groups of students. Last but not least, the Inclusive Tertiary Education in the West Balkans project addresses primarily the second regional priority covering the area of Improving management and operation of HEIs and, within it, the “Equity, Access to and Democratisation of HE” project category related to disadvantaged groups of people.

### *Identified Needs*

To address the needs of the SwD and SwLD, the project will create and/or enhance the capacities of Student Service Units of its HEIs. The proposal virtually consists in a capacity-building, transnational cooperation project based on a multilateral partnership whereby three European HEIs with long-standing expertise and operational experience in accessibility issues in HE (The accessibility unit of the National and Kapodistrian University of Athens, Greece; The Support Centre for Students with Special Needs of Masaryk University, Czech Republic; and The Disability Office / Careers Support Service of the University of Limerick, Ireland), six HEIs from Albania (POLIS University; “Aleksandër Moisiu” University of Durrës; Medical University, Tirana; University of Shkodra, "Luigj Gurakuqi"; Catholic University “The Lady of the Good Council”; and EPOKA University); three HEIs from Kosovo (The University of Prishtina; International Business College, Mitrovica; and Universum College) and one HEI from Montenegro (The University of Montenegro) have established a structured cooperation for the purpose of exchanging experience and good practices in matters of equity access to HE. The European partners support the eligible Partner Countries’ HEIs to address the regional challenges facing their HEIs in terms of equity of access and relevant quality, planning, delivery, management, governance and assessment matters.

The needs of the HEIs participating in this project are the following list of SwD services:

- Training in statutory and regulatory adaptation in support of inclusiveness and accessibility of its services.
- Training in establishing a Student Access and Inclusion Unit to support SwD.
- Training on the processes and procedures of recording the needs of SwD.
- Training and equipment on how to provide accessible textbooks for SwD (accessible documents of the .docx type, accessible .pdf, digital talking book (Daisy-3), Audio-MP3 textbooks, Braille-ready textbooks, and Large-print-ready textbooks).
- Training and equipment to provide access to Assistive Technology (AT) Solutions (open-source or freeware) for SwD.
- Training and equipment to provide accessibility guidelines and tools.
- Training on how to establish a Volunteers Unit for SwD.
- Training and equipment to provide Video Relay Services to SwD.
- Training and means to provide special transportation service to SwD.
- Training on how to operate Psychological Counselling services to SwD, and other students including students with learning difficulties (SwLD).
- Training on how to provide Exams Accommodation facilities and services.
- Means to improve its physical infrastructure in support of accessible HE (ramps, handrails, Accessible toilets, special signs for visually impaired people and water coolers for SwD).

- Training on how to offer SwD specialized Career Office information and services.
- Training on how to raise awareness of accessible HE and inclusiveness culture.
- Training of trainers for the sustainability of these services.

### *Expectations/Benefits*

The activities planned involve:

1. The establishment of Accessibility Units in all six partners of HEIs or the enhancement of such units wherever they exist with this or another name. This activity entails a number of visits to the European partners for the purpose of studying best practices and models and creating protocols enabling the operation or enhancement of services of the Accessibility Units. To this end, appropriate equipment, aids and software will be putted in place.
2. The training of all stake-holders involved in the teaching and learning process in HE, such teaching faculty and such administrative staff as librarians, registrars, career officers and international relations officers, as well as maintenance staff in matters of maintaining accessibility and safety throughout the campus. Training will also extend to resource staff to be later function as trainers.
3. The establishment and operation of Counselling Centers.

This group of activities meets a number of needs of both target groups. In particular the primary need to be met is to gain independent access to interpersonal communication with the university administration and/or academic staff members, to various campus facilities, like the Library; amphitheatres and classrooms; laboratories; staircases; elevators; toilets; secretaries and registrars; refectories/restaurants. Such access will also necessitate providing braille orientation labels throughout the campus for blind students. Another set of needs to be met is the access to learning materials, to classroom blackboards and projections, aid in developing notes from lectures, papers and in participating in exams in a fair and equitable manner, the access of information, internet content and ICT applications in the local language (Albanian).

communication with the university administration and/or academic staff members, in the course of their studies, a trained academic advisor and a substitute advisor will be arranged at the level of a Department, a Faculty/School or at the level of HEI (depending on their own size and/or policies), with whom SwD can communicate. In the partner HEIs Registrar Offices an officer will be trained to support SwD. Specialist advisors and registrars with the help of the Counselling Units will also establish directions of examining SwD.

In partner universities' Libraries accessible stations will be established enabling access of library holdings and other learning materials, including the world-wide web, to students with various visual impairments and upper limbs' disabilities. Such access is facilitated in diverse forms (printed, digital or sonar) using, where needed, usual applications of office automation. Such stations will also deal with the conversion of conventional of textbooks from a conventional to an accessible format.



The establishment/or enhancement of Counselling Centres (with this or other) at the six partner universities, each of similar or different types of services, working synergically on the basis of a mutual agreement, will provide support to SwLD.

In this context, the services to be established shall provide assistance to any student who would like help in developing the tools necessary for success in the university setting. The goal of these Services is to help students achieve their full academic potential.

In addition, a number of services to be developed with the help of technology are also innovative, as they are to be applied for the first time in the Albanian language, thereby benefitting not only SwD, but also pupils with disabilities. These are digital services providing accessible learning materials and services for the purpose of removing barriers against print disabilities. These services support the cycle of conversion and supply of academic textbooks in Albanian to various accessible digital formats according to the type of disability. Such conversion will be in various formats, such as accessible document (.docx), whose reading visual, audio or tactile manner (Braille), accessible document in .pdf, DAISY format (digital talking book), MP3 format (with speech synthesis), Braille-ready text, large-print-ready text and digital bas-relief designs (jpeg) for images that are harder to describe in words. Such digital applications have never been successful in the Albanian language.

### **SWOT analysis of Accessibility at the University of Shkoder**

Referring to the experiences of the most developed countries, mainly those supporting this project, also starting from the difficulties that may be encountered in the continuation of the application of the project in our university, we carried out a SWOT analysis to evaluate the continuity of this new experience in University of Shkodra.

#### **Strengths**

- Staff with previous experience with students with disabilities and learning difficulties.
- Opening a supporting laboratory with assistive technologies.
- Preparation of a supporting staff for students with disabilities and learning difficulties.
- High empathy of staff and students for the problems of SwD/SwLD.
- Creation of students' unit service to support teaching and learning in the university.
- Creation of accessibility guidelines for SwD /SwLD and the academic and nonacademic staff.

#### **Weaknesses**

- Awareness of students with SwD/SwLD in order to participate and benefit from the services that will be offered by USH to this group of beneficiaries
- Awareness of these categories of students
- Students' awareness of SwD/SwLD in the university and in supporting as volunteers.

#### **Opportunities**

- Modification of the University Regulation regarding the extension of the exam schedule for SwD/SwLD.

- Helpful instructions for academic, non-academic staff and SwD/SwLD related to the implementation of the learning process and exams.
- Special textbooks and apps for SwD/SwLD.
- Graduated SwD/SwLD can be employed part-time as assistants to help SwD/SwLD.
- Motivation of SwD/SwLD to be included in various activities of USH.
- Supporting pupils with disabilities and learning difficulties and their teachers, too.

### Threats

- Rejection of students to receive support by the staff and the Unit of accessibility.
- Fear of not being able to keep the Accessibility unit active as a sustainable structure even after the end of the project
- Dismissal of staff trained in the inclusion of follow-up support for accessibility.

### *Success cases of the last years in the university of Shkodra for SwD and SwLD*

Although our university did not have an Accessibility unit, and a technological laboratory for SwD/SwLD, the staff managed to support and help its students. Although these cases are few, they are a good indicator that the IDEA project will bring a greater impact on the quality of education for SwD/SwLD in the future.

We have presented graphically in the two tables below: The number of students who graduated in the academic year 2021-2022 (Tab. 1), while in Tab.2 are the current students at our university, according to faculties, not including students of the first years of the Bachelor and Master level.

**Tab. 1** Students graduated during the academic year 2021-2022

	Faculty of Education	Faculty of Economics	Faculty of Law	Faculty of Foreign Languages	Faculty of Social Sciences
<b>Master</b>	1	-	-	-	-
<b>Bachelor</b>	3	2	1	1	1

We firmly believe that with a new infrastructure, a specialized supporting staff, specific guidelines, and a desire to support these students, inclusiveness in our university will be easier and better managed in the future, offering better study opportunities and ease in a dignified employment in the future, increasing such cases of success in our university.

**Tab 2.** Students actually following the studies at USH academic year 2022-2023<sup>5</sup>

	Faculty of Education	Faculty of Economics	Faculty of Law	Faculty of Foreign Languages	Faculty of Social Sciences	Faculty of Natural Sciences
<b>Master</b>	2		-	1		-
<b>Bachelor</b>	3	2	1		3	2

### Limitations

<sup>5</sup> The data represent only the students registered before the academic year 2022-2023

This study has some limitations related to the lack of complete information on the data of the students regarding the disability they have, since such a detail is not specified in the documentation submitted to the student service offices. The data of the current academic year (2022-2023) are also missing, since the registration of this category in our institution offices continues until the end of the year (December 2022). Also, there is a lack of a database for SwD/SwLD for the years before the application of the IDEA project.

## CONCLUSIONS AND RECOMANDATIONS

Based on a reflective review that we have made of the current situation of our university and the approach with SwD/SwLD, we can conclude that the experience of the University of Shkodra in supporting these categories has not been lacking, but the supporting structures, facilitating infrastructure and a well-trained staff to support them have been missing. The initiative to create a database of students with disabilities to make their inclusion easier should be evaluated. Therefore, naturally there is a need to establish the Accessibility Unit to facilitate these students to be more acceptable and supported during their years at the university. In this way, they will be included and will receive the appropriate attention from all academic and non-academic staff of the university. We strongly believe that with the proper support from partners, with the understanding of all staff and students, we can start a new and fruitful experience for these students, for a better quality of their education and life.

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## **THE NECESSITY OF A TWO-YEAR UNIVERSITY PROGRAM, AS A DEMAND OF THE COMUNITY AND LABOR MARKET FOR KINDERGARTEN EDUCATOR OF CHILDREN 0-3 YEARS**

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### **ABSTRACT**

Two-year university programs with a professional character, necessity and demand of the labour market (kindergarten educator for children 0-3 years. Taking care of the child in the first years of his life is a decisive factor for his growth and development and, in physical and psychological health. The child is capable of socializing and ready to learn. The creation of an educational system for early childhood is necessary, as required from the actual standards and necessities of the society. From the analysis of data from Shkodra Municipality and Lezha Municipality, it results that 217 children receive services in 6 nurseries in the city of Shkodra. Currently, 39 caregivers are employed in these nurseries, of which only 12 (1/3) have a preschool university education. In the Municipality of Lezha, 4 nurseries provide services for 200 children, with a staff of 21 educators and caregivers, of which 14 have a secondary education and only 4 with a Preschool Education profile. The purpose of this article is to address the necessary steps to start a 2-year professional kindergarten teacher program for children 0-3 years old. The presentation of the program, the curriculum, as well as the competencies with which the beneficiaries will be equipped constitutes another aspect of this article.

**Key words:** early childhood, educator, program, labour market.

## **SESSION 2**

### **USING TECHNOLOGY AND PROMOTING STEAM EDUCATION AT ALL LEVELS OF EDUCATION**

## **THE USE OF TECHNOLOGY IN THE PRESCHOOL SYSTEM AND KINDERGARTENS**

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### **ABSTRACT**

Recently, a considerable number of studies report that the use of technology in the preschool education system and in kindergartens has a significant impact, mainly on visual perception and critical thinking. On the other side, limits have been always present, mainly related to the time of technology use and the quality of interaction with the educator. The study seeks to explore and describe the experiences of preschool educators on the possibility of using technology as a suitable tool for teaching, learning, and entertaining kindergarten and preschool children. The study's main research question focuses on how technology is applied in kindergartens in learning and entertainment programs. Other influential questions refer to the difficulties and accessibility of educators in using technology and also its role (positive or not) in the education and psychomotor and cognitive development of children of this age as well. The research was carried out using the qualitative methodology, based on the semi-structured interview. The researchers conducted 16 interviews with educators of the preschool education system and kindergartens in Tirana. The sample was convenient, due to the impossibility of identifying all educators in public and non-public institutions and availability in answering. Part of the study was the educators of public and non-public kindergartens, who met the condition of 5 years of work experience with the preschool group. The characteristic of the sample was that the entire group of interviewees were women, aged over 40 years. The data was collected in March 2022. Preliminary results show that none of the kindergartens where the participants worked was equipped with the appropriate technological arsenal to develop the process of education and entertainment. No approved guidelines and protocols for the application of digital technology in kindergartens were reported by the interviewees. Some of the educators reported that on special occasions, with reduced hours, children were allowed to use personal technological devices, as there were no strict regulations to stop this routine. Most of the participants in the study confirm that children have skills and habits in using digital technology tools. They believe that technology should be part of the approved learning curriculum, as this would help children not only in acquiring the object of knowledge and education but also awareness raising about the disadvantages and problems that the use of technology brings. The participants in the study did not have clear ideas about the way and conditions in which technology could be used in a standardized way in the kindergarten and preschool system environments, as they were not experts in technology use. They did not report having skills in using any other dedicated platforms for learning and education, especially for this target group of children they are leading, except the TV, phone, and tablet.

**Keywords:** tablet and computer users, online learning platform for preschool children and educators, training for teacher-supported instruction users, preschool education and technology

## INTRODUCTION

The term technology has long been on the agenda in every sector, but especially during the Covid-19 pandemic and in the following, not only the articulation as a term, but also the need for using it, are part of discussions and plans for the realization and use of technology, especially in the field of education. But what is the context of the general understanding and use of technology, and in the specifics determined by certain age targets that absorb certain levels of knowledge and education? In the article, the term refers not simply to the use of digital technology tools, but to programmed units brought through technological tools, such as computers, telephones, books read aloud or not, movies, etc., designed to produce communication, development, and education, for the age targets included in the study, but not only.

To give a map of the reviewed background, the studies and practices reported through them, show a tendency to replace the current term IT with ICT<sup>1</sup>, not considering the computer or telephone as technological products, but as means of information and mass communication, development, association, and influence in the education, health, environment, politics, and decision-making. Recently, a considerable number of studies report that the use of technology in the preschool education system and in kindergartens has a significant impact<sup>2</sup>, mainly on visual perception and critical thinking. Referring to CANAVAN CORR (2006) “information and communications technology can be used with a wide range of age groups and settings. It can be used in groups in an integrated preschool or after-school environment. It can be used

with children in a one-to-one context where children are being counseled and supported by a practitioner.” Also, a series of studies list as tools of digital technology in the function of the development and education of preschool and kindergarten children tools and programming products that are used with and without the help of the internet, such as computers (including desktops, laptops, and handheld computers), tools audio-visual, digital cameras and digital video cameras, mobile telephones, tape recorder, interactive stories, simulated environments, and computer games, programmable toys and "control" technologies creativity and communication software and tools, etc. (BOLSTAD, 2004). Referred to STEINHOFF (2016), “The use of technology in the classroom is increasing: Many teachers adopt technical devices

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<sup>1</sup> Explain: IT- information technology; ICT -information and communications technology. Cited by: Zomer R. N., Kay H. R., 2016: Technology Use in Early Childhood Education: A Review of Literature. University of Ontario Institute of Technology, Journal of Educational Informatics, pg. 1, 1-25.

<sup>2</sup> In the year 2000 Barnardos' team in Dun Laoghaire decided to introduce ICT (information and communications technology) technology into its direct work with children, following research into such developments in services in Europe. The project was subsequently evaluated and the many lessons learned during the implementation of the project are shared in the publication Paint, Sand and Computers which outlines the history and implementation of the project from its inception. It demonstrates how ICT was successfully integrated into the learning environment. It shows how technology can be used in a variety of ways (in pre-school and after school settings, in individual and group therapeutic work and by parent and toddler groups). In 2003 another ICT project was piloted by Barnardos, this time in Galway City. It aimed to increase and improve access to and usage of information technology as a tool for learning by disadvantaged children and families. Participation of the children and their families in the design, operation and evaluation of the project was an integral part of the project. This participatory IT project for children which involved the provision of a 10-week training course to six specially targeted groups of children was highly successful. The evaluation of Computer Characters shows that positive outcomes were achieved for participants in terms of skills development and enjoyment. The aims of the toolkit Building on the experience of running these Building on the experience of running these two projects funding was received from Hewlett Packard Ireland to develop this toolkit. Source: <https://www.barnardos.ie/media/1496/children-and-technology.pdf>



in their early childhood classrooms helping them to support each child's learning development more easily." On the other side, the term sustainable education is also attached to the terms communication, education, and technology, which are related recently with a focus on early childhood education, where preschool and kindergarten education is widespread concern of public policies and many countries have worked much to fund preschool education. The preschool period has become an important part of the development of every child and it has recently been structured in educational policies and practices in our country, giving educators in this education cycle a different status and progressive attention. In the current conditions and situation, we tend to expect more appropriate formats of training and qualification of educators of these age groups, to ensure continuous quality of education and training in the following years of children's schooling. This situation puts educators, parents, as well as education and curriculum development experts in front of new tasks, to show the right care and responsibility to prepare the materials and the appropriate instruments and to ensure sustainable teaching as well. However, the use of umbrella-concept such as ICT, technology, or digital media causes notable issues when used in conjunction with concepts such as affordances and integration (DONG & MERTALA, 2019).

The study's main research question focuses on how technology is applied in kindergartens in learning and entertainment programs. Other influential questions refer to the difficulties and accessibility of educators in using technology and also its role (positive or not) in the education, and psychomotor and cognitive development of children of this age as well.

Recently, a considerable number of studies report that the use of technology in the preschool education system and in kindergartens has a significant impact, mainly on visual perception and critical thinking. On the other side, limits have been always present, mainly related to the time of technology use and the quality of interaction with the educator. ZOMER & KAY (2016), in their literature review article, citing a number of authors, tell us that "historically, theorists and researchers have debated whether young children should use technology at school (BLACKWELL, 2013; CORDES & MILLER, 2000; KIRKORIAN, WARTELLA, & ANDERSON, 2008; PLOWMAN & MCPAKE, 2013). There are also authors (ALPER, 2011, p.1,3) agreeing that "young children explore their world through manipulatives, playing with 'technology' that may or may not be digital. We cannot fully discuss media literacy for very young children without looking at all of the materials with which they work, learn, and play. Both digital and non-digital media can extend that which can be done." All the suggestions and practices should be placed and discussed in a sociocultural and pedagogical context too (PLOWMAN, STEPHEN & MCPAKE, 2010). Other authors argue that using technology is developmentally inappropriate because young children need to consolidate their knowledge using concrete materials, or too much screen time may cause attention difficulties and poor concentration (CORDES & MILLER, 2000). Increased technology use by young children in their homes necessitates that early years educators keep up with innovations (TSUMURA & ROBERTSON, 2017). There are different studies that report how preschool children, with and without disabilities, may be found using technology, including assistive technologies, on a daily basis in their homes, schools, and communities.

The study tries to explore and describe the experiences of preschool educators on the possibility of using technology as a suitable tool for teaching, learning, and entertaining kindergarten and preschool children.

## **MATERIALS AND METHODS**

### ***Research design***

The research was carried out using the qualitative methodology, based on the purpose of the study, using semi-structured interviews as a research instrument to explore how technology is applied in kindergartens, and in learning through entertainment programs.

The researchers intend and interest in knowing more about preschool and kindergarten teachers' experiences and practice in learning through technology, and the meanings they have for them and also indeed in improving their practice, leads to asking researchable questions, some of which are best approached through a qualitative research design (MERRIAM & TISDELL, 2016).

Other influential questions refer to the difficulties and accessibility of educators in using technology and also its role (positive or not) in the education and psychomotor and cognitive development of children of this age as well. The qualitative design was suitable for this research for two reasons: first, to understand what actually goes on in preschool and kindergarten education programs, in using technology to learn due to the age of the children, as we couldn't find data from research made in Albania about the issue; and second, the sample was limited and small to provide general results, so the quantitative measures would not be valid. The research was based on Structuration Theory to ensure that methods and findings can provide a background for the body of this paper and the issues explored within it (ORLIKOWSKI, 1992). The structural model of technology comprises the following components: (i) human agents—technology designers, users, and decision-makers, (ii) technology —material artifacts mediating task execution in the workplace; and (iii) institutional properties of organizations, including organizational dimensions such as structural arrangements, business strategies, ideology, culture, control mechanisms, standard operating procedures, division of labor, expertise, communication patterns, as well as environmental pressures such as government regulation, competitive forces, vendor strategies, professional norms, state of knowledge about technology, and socio-economic conditions (ORLIKOWSKI, 1992). The researcher used this method to gather ideas and information from interviewees as evidence for supporting the findings. To test the integrity and process of the research design, a pilot interviewing process with three participants was carried out. This helped the researchers to refine some of the questions and which answers were repeated and included in continuity. The findings from participants of the pilot stage were not part of the findings and discussion presented by the authors. The fieldwork took approximately three months to complete, between January 2022 and March 2022— including the research design, interviewing, transcriptions, and data analysis.

Participants in the study were educators both from public and non-public preschool systems and kindergartens. In total were contacted and informed about the research aim and goals 23 educators, and at the end of this process, only 19 people accepted voluntarily to be interviewed

by the researchers divided into three pilot interviews and 16 completed interviews. The most frequent answer for not being able to participate was that they were too busy. All the interviews were audio recorded with the permission of the participants to facilitate data transcription and analysis.

The sample was convenient, due to the impossibility of identifying all educators in public and non-public institutions and availability in answering. Part of the study was 10 educators of the public preschool system and 6 of non-public kindergartens, who met the condition of 5 years of work experience with the preschool group.

It wasn't part of the researchers' interest in any special training quality of the teachers in IT.

The characteristic of the sample was that the entire group of interviewed were women, aged over 40 years. All interviews were anonymous to ensure participants' privacy and well-being during and after the process. The researchers conducted an agreement climate during all the study time and process.

### ***Data collection and analysis***

The qualitative component of the study was carried out in two parts, a literature review and interview sessions between a researcher and a participant through semi-structured interviews.

The systematic review strategy for this study includes the following steps: step 1: articulation of research questions and terms as a reference point for data selection; step 2: literature and article search; step 3: level 1 review: selecting articles based on their relevance to the review question; step 4: level 2 review: data extraction from relevant articles; step 5: summary of the results found. The search was conducted in online libraries and free articles were tracked online, according to key terms such as *tablet and computer users, an online learning platform for preschool children and educators, training for teacher-supported instruction users, preschool education, and technology*. It was carried out during the period January-February 2022. Specifically, the result of 44 articles 5 Guides Books, and documents was found as more appropriate for the study. Typical studies, except documents<sup>14</sup> for the Albanian environment on the topic in question, where to focus on the three peaks of the study problem, did not result. After the review was completed by researchers, the interview frame was designed. Other than using questions from the claims analysis technique to analyze and predict positive and negative consequences, the interview process was also semi-structured interview to encourage open-ended discussions (THENG *et al.*, 2008).

During the month, of March 2022 the researchers conducted 16 interviews with educators of the preschool education system and kindergartens in several zones in Tirana, who voluntarily accepted to be interviewed. The researchers took the permission of the participants, to record the interviews. Six interviews did not accept to be recorded during their interview, so the researchers took all the notes from the direct interview. Even though three interviews were conducted online, the researcher followed the ethical norms in research and considered ethical

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<sup>14</sup> <https://arsimi.gov.al/wp-content/uploads/2018/01/Arsimi-Parashkollor-5-6-vjec.pdf>

issues for face-to-face interviews. Even though three interviews were conducted online, the researcher followed the ethical norms in research and considered ethical issues for face-to-face interviews. Also, the online interviewed participants were informed about the study. They were clearly informed that their participation in this study was voluntary and they could withdraw from the study at any time without giving any reasons.

*Interview Questions*

1. Can you tell us about your learning experiences with your preschool children?
2. Can you tell us if you have program based technology learning and teaching in your institution: If yes, can you describe how technology is applied in kindergartens, and in learning through entertainment programs?
3. What is your perception of information communication technology using in kindergarten and preschool groups?
4. What are your personal experiences with technology use in learning and education?
5. How do you see the necessity and the value that information communication technology has on children’s development and learning? Do you see the effects on children’s knowledge and grown-up?
6. What kind of technology and tools can be appropriate to use in the education of preschool children? Do you use any of them? If, yes, can you tell us what kind of technology and digital tools do you use in your everyday professional teaching experience?
7. How can be used the technology to support child development and education? Can you tell us if you have children experiences on technology using? What are the means they use in front of you or at home, in cases that parents had conform that?
8. What do you think about information communication technology used by children at home?
9. How digital tools afford or limit teacher practices in the classroom?
10. How does the institutional structure of the preschool and kindergarten afford or limit teachers in their integration and use of digital tools in the classroom?
11. How do teacher attitudes and teaching pedagogies afford or limit the integration and use of digital tools in the classroom?

**Fig.1.** Preschool and kindergarten teachers’ experience with ICT

They were insured that online interview data might not be accessed and stored by other people except the two researchers as well as no one sensitive issue will be discussed during the interview. The participants were given the opportunity to decide the preferred place, day, and time for their interviews which were all conducted in March 2022. The time of each interview realized was from 45 to 60 minutes. The interview was conducted in two parts: the first part did register the socio-demographic data of each interviewer, and the second part with research questions. Interview questions were developed based on the three branches of Orlikowski’s

(1992) model—institutional structure, agent, and technology—and addressed how each of these strands benefited or limited teachers and their practices with technology. The interview questions are listed in Fig.1, hereby:

The interviews were realized in Albanian language and data were fully transcribed in Albanian and consisted of 58 pages. The original audio recordings and transcription were often re-examined by the researchers, to increase understanding of the participants' intended meanings and culture-specific words, and their meanings were reviewed at any time to avoid potential loss of meaning. The interview data were coded constructing categories and subcategories, based on the interview questions and the similarity of the participants' responses. During this process, was refined the coding scheme according to the trends that emerged and recoded for updated categories. Analysis of the field notes and interview transcripts were also guided by the three groups of Orlikowski's (1992) duality of technology model. First, the researchers conducted a close read of the transcripts where they made notes in relation to Orlikowski's (1992) model and prior research on teacher possibilities and space to use technology for teaching children, personal and institutional barriers teachers felt when trying to use technology, and whether or how technology influenced children's development and learning practices.

## RESULTS AND DISCUSSION

Teachers vary in their degree of confidence and competence with these technologies (KENNEWELL *et al.*, 2000) as well as children do. Intended to sign this interactive approach as a successful one, a balance is needed between the whole class and individual/group work. Information communication technology needs to be seen as a tool that can facilitate inquiry and strategic thinking (KENNEWELL *et al.*, 2005, p. 721). The introduction of new technology would not in itself be likely to move teachers towards a more interactive pedagogy. In fact, experience suggests that during the early stages, technology is assimilated into existing pedagogy with only superficial changes in practice (KENNEWELL *et al.*, 2000).<sup>1</sup> Access to the technology is controlled and mediated by the teacher (KENNEWELL *et al.*, 2005, p. 725). As ORLIKOWSKI (1992), said ....” the technology framework posits that institutional norms, resources, and rules influence agents, such that access to technology, training, support, and professional development influence if and how teachers use technology.” In the traditional model of direct teaching, the only interactive resource available to the learner was the teacher (KENNEWELL, 2015:2). During the review process, some documents<sup>2</sup> were found by the authors focused on the importance of technology use in Albania and also document published by the Ministry of Education and Sport<sup>3</sup> that reports “... The programs are built on the competence approach and are in coherence with the cycles and other levels of the curriculum. For every field of study, there are build programs, through which both the results of the key competencies and the subject competencies are fulfilled. The programs contain knowledge, skills, values, and attitudes dictated by indicators of development and learning standards for each age group. For each competence/subject matter, knowledge is given according to the age

<sup>1</sup> Cited by Kennewell et al, 2005,p. 725.

<sup>2</sup> <https://www.portalishkollor.al/kuriozitet/arsyet-dhe-rendesia-e-perdorimit-te-teknologjise-ne-klase>

<sup>3</sup><https://arsimi.gov.al/wp-content/uploads/2018/01/Arsimi-Parashkollor-5-6-vjec.pdf>

group of the child 3-4, 4-5 and 5-6 years old (first group second group, and preparatory year). The skills, attitudes, and values that the child must demonstrate in relation to the relevant competencies/themes are presented for all three groups. Relying on the best contemporary experiences and the traditional values of Albanian preschool institutions, teachers will select appropriate activities, strategies, games, materials, and tools that will facilitate their understanding and implementation by children. Also, the content of the programs creates opportunities for teachers to adapt the gain of skills on the part of children..." But no one of the participants have seen even a part of one of the documents. Our research found out that a part of the teachers who have 10-22 years of professional experience has been more positive in describing the possibilities of touching technology according to the analysis. The most issue-focused responses were taken from teachers who graduated as preschool teacher education than those who graduated as elementary school teachers but worked in a kindergarten.

### ***C 1. Institutional properties: Education, rules, and protocols***

The correct use of technology positioned in standard rules, and protocols, was the main dilemma of the interviewees. As Mr. A., 42 years old, noted

*"...I don't know any approved guidelines and protocols for the application of digital technology in teaching in kindergartens... No, we don't have a dedicated program to use for teaching, using a stable technological instrument or technological communication strategy. The director had told us to use the computer if needed, but there is no computer in my workplace, so I'll need to find one by myself. It's sound not like a commodity to me doing this every day, as I don't have a car to get to work. Other technological means are not too appropriate for me to use. I don't use an iPad for example, or a tablet, or so on. Maybe I need to learn and be trained to do this..."*

Even the possession of a technological device at home is still a problem for educators, as Mrs. G., 47 years old says *".... Yes, I know about the role of technology in teaching. We had discussed this issue in university, but actually, we don't practice it. Most of the time, we use our mobile phones to explain something to the children, or to take information for the lesson. Not all of us have a computer at home, to prepare for tomorrow's duties..."* Meanwhile, Mrs. H., 44 years old noted that *"...I pursue the routine of other colleagues at work. To use technology for teaching I need help. But, yes, I can read a little in English on the computer. Now there is a lot of information about child development. Also, all are using technology but we are employers, and can't decide the rules by ourselves. During the pandemic of Covid-19, we used our cells to communicate with the parents of the children, and was so difficult for some of the teachers and for some of the parents too..."*

Needs for training, professional support, and special structures were mentioned by most of the interviewees. While, Mrs. J., 48 years old, says that *"... We work with a specific age group, where technology would help us a lot to transmit knowledge and to communicate since by using the language of actions built and reflected through technology, children become skilled faster..."* Furthermore, E., 42 years old, notes that *"... there are some technological instruments in our institution, such as the TV, but we don't have any obliged protocol to use them in*

*everyday lessons and in each group of children. We need permission from the administrator or director and maybe sometimes permission from parents. I think about it, if we have such things, as Tv, phones, tablets, etc., the children should be dependent on them. These things in kindergarten, the same at home... I don't know what to think. But, if I would have a program to realize, surely, I'll do my best, because we all know that technology is a facilitator in teaching and learning. So, it could be better for us, and also for the children's knowledge and psychology..."* One teacher, Mrs. A., says that "... even if we have used technology in some cases, we have brought it to the work environment. If we had it in the institution, maybe we would be encouraged to use it more..." Meanwhile, Mrs. L., 42 years old, says that "... I believe that if this practice will be structured and controlled by the Ministry of Education and Sports, we will also react by being included in the process..."

A significant part of the teachers expressed that they had deficiencies in the use of digital technology tools at first but they understood their need for the exchange of information and communication. Like Mrs. E., 44 years old, says that "... I often feel nervous, due to the inability to use the appropriate technological tools and devices that facilitate learning. For this, I also had to read and practice independently by myself..."

The need for the correct administration of the process is seen as a concern regarding the research issue. As P, 43 years old, says "... The rules and the way of using technology in the function of learning must be administered. Who introduces and asks us to use the technology? To what extent and on what standard rules? How will it be explained to parents and how helpful will they be for children and educators?" Some of the educators noted that they used technological devices mainly for reasons and personal needs of communication, information, and entertainment, but it's still unclear how to integrate educational issues through technology for children's education and development. Some of them stressed that they needed not only structural and institutional support but also monitoring and facilitation from technology experts.

## **C2. Technology devices and skills**

Technology/Tablet Computers According to ORLIKOWSKI (1992) theory, a technological device has innate design characteristics, and agents can use these features as the creators intended or re-appropriate the technology and use it in unintended and innovative ways. Actually, in most participants' opinion, the kindergartens where they worked was equipped with all the appropriate technological arsenal or dedicated program to develop the process of education and entertainment. The lack of knowledge and practice in using the platforms dedicated to education, for preschool and kindergarten children prevented the teachers to give sufficient explanations, to understand which skills could be encouraged in the children and at what levels of cognitive development could be reached using ICT. Some of them consider technology expensive, both for personal use and in the institution.

According to A., 45 years old, "...No. As I know there are no special technology tools to use in teaching the group of children I worked with. There is no platform, we recently heard about it, during the pandemic of Covid-19. I'll appreciate it if we'll have such one day. I'll learn how to use it to do my job. Now I feel unprepared to use most electronic things except the phone. And the problem for me is that I percept very difficult to learn how to use technology for teaching.

*Or if I would have the right time for all this preparation. How can I pay to have all these things at home, because I need to be prepared before teaching, and how much I should be paid to do the job?...” In another teacher’s opinion “...If there are specific digital means, we all have to require to be trained, by the institution, or independently, abroad. But, still is an unclear situation. I’m afraid to speak about it, because of my lack of advanced computer skills and don’t want to lose the job....”*

A frequent opinion noted that technology tools for communication and education do not include only the possession of a TV movie, a laptop, or a photocopy in the office of the director, but a system installed in the institution to be used in teaching and learning of the children with the standardized and official programs. The use of technology should be careful and limited, because, of the traditional teacher’s role, which is very important in teaching. According to F., *“...Some children can use technology because they have digital tools at home. But, in my opinion, they use these things mostly to play. We don’t have learned at school how and what exactly they can learn from and through technology, especially preschool children. Our duty is to teach them to write, count, and speak. I’m afraid that technology can solve these tasks, but the children may be muted...”*

Teachers feel unprepared, not just in the use of a technological device, but in the way, they would integrate it into teaching practices with the target age group of the study. According to F., 46 years old, says that *“... the issue is not that I know how to use a technological device, as this does not provide many products for children. The issue in my opinion is, how to integrate this device to produce education as well as in teaching practices. For this I need to have a certain rule and also to learn how to do...”* Similarly, for Mrs. B., 41 years old, *“...It is not enough to know and use the computer to write, but in the context of special programs, in we are behind, and we do not have the necessary knowledge...”*

A repeated comment from the teachers was the fact that children cannot easily use any type of technological device so there should be an official standardization of their use for educational purposes. According to S., 41 years old, *“... using touch devices can be easier for children. During the pandemic time, we used phones and telephone platforms to communicate with children and parents and it was tiring... The first thing needed is access to the Internet, which we lack...”* Furthermore, T, 43 years old noted that *“...Are you asking me about this? I still don’t know a whole lot about the computer than turn it on and open and close the basic programs. Maybe it needs software, I’m not sure about it. I am a little shamed, to be honest, because...I need to learn myself before I could realize the knowledge as a teacher. And I need to teach the children how to use it too because they are too young...”*

Remains still unclear idea about the way and conditions in which technology could be used in a standardized way in the kindergarten and preschool system environments, as they were not experts in technology use. On special occasions, with reduced hours, children were allowed to use personal technological devices, as there were no strict regulations to stop this routine. As E., notes *“...Sometimes there are some children that with the permission of their parents can use their electronic devices in class. But the situation needs to be controlled because other children would like to do the same. Children are different from each other and they live and*



*come from different families. I think this is a long process, likewise as we actors are not commode with the technology perception and use. We don't have the right budget to buy technology devices, even at institutions. In our public kindergarten, it needs to be ruled by the ministry...*” Even though they had used electronic devices for personal needs and entertainment, and pleasure, they did not know how to integrate the device into appropriate ways for an educational environment.

### ***C 3. Human agents, interact for education and development.***

It is important to say that children and educators will enter an early learning environment with different capabilities in using technology to get information and produce communication. With the help of Vygotsky's Zone of proximal development features, we can find and understand the value of the use of technology as a real tool of collaborative learning not only in the target of the study. The review clears us that (CVIKO *et al.*, 2013) “...though popular among children outside of school, Dutch teachers often struggle to offer technology-integrated activities in the kindergarten classroom. Being involved in re-designing technology-rich activities can be fruitful for teacher experiences of co-ownership, so the collaborative design of completely new activities could give teachers more freedom but also more responsibility”. Due to a lack of training and comfort in using the technology, a part of the teachers expressed a desire for the administration to help them to successfully integrate the technology into their lessons. The role of the teacher in creating “common knowledge” (EDWARDS & MERCER, 1987) in a class is of particular interest. Pedagogy remains the essential point to understanding and orienting child education and development. The common knowledge is formed by the teacher using their experience and pedagogical content knowledge to help children articulate and understand the knowledge up to their individual characteristics and capacities, and skills, but always in an interactive way. Special attention get also, to the parent's role and control, technology, and state standard rules on education to achieve the teaching and learning goals with preschool children. The basic role of the state standard rules by the Ministry of Education separated by parents and technology remains a necessity. Most of the participants noted that understood the role of technology as a fundamental tool to interact with kindergarten child education and development.

The use of technology and constructivism can enhance the cognitive powers of children during thinking, problem-solving, and learning. B., one of them said that... *“This is the way we can help the children's education too. Using technology couldn't be a conflict point that can influence a child's education and his/her social and cognitive development. On the contrary, it can be pleasurable, simple, and well-motivated.”* Due to A., *“...In my opinion, children have skills and habits in using digital technology tools. They can learn in different ways from birth in continuous growing up. It can be from observation, exploring, and interacting in a stimulating environment. Now everyone speaks about technology, and so do children. I think that teaching and learning based on play and thorough technology devices and tools used should be in the interest of all of us.”*

The relationships and interactions go at the center of the learning experiences including those based on information and communication technology, but there is still more confusion about

the details of any specific situation. S. 42, noted that “... *I think that nowadays technology is the main socialization tool for each age. We must be part of the technological world, where different people, teachers, and children with different capabilities and skills, have the possibility to be developed, well-informed, and graduated for themselves and society. But, we need to learn more about it, and we need rules as well...*”

Sustainable learning and children integration can be promoted through a rich and varied information and communications technology environment. According to D., 41 years old, “... *I have discussed this also before. I think that the need to use technology in preschool activities made the experts in technology construct and adapt the programs in order to gain knowledge, experiences, and also information, based on play and children’s enjoyable things, and use them in interacting with their environment. Learning with technology brings many advantages...*”

## CONCLUSIONS

To conclude the described teachers’ possibilities and space about using technology in education, opinions are positively connected to the necessity according to the research findings, even the standard rules, and educational state protocols are still missing in the teaching, and education of preschool children and kindergarten and also the real practices are missing too. This situation should be evaluated as an opportunity in terms of education quality especially when we set up education in an information and technology age time. So, the teachers accepted technology use for education, but they actually filled unprepared to succeed in this challenge. The constructivism theory and the use of technology can enhance the cognitive powers of children during thinking, problem-solving, and learning. Teachers mostly use computers, laptops, projectors, and TV according to the research findings, but not freely and easily within their institutions. This can stress the necessity that training programs can be organized for preschool teachers about technology use in education and the introduction of samples of new educational software. The research sample was made of women, so the researchers didn’t catch any masculine perceptions about the issue of the study. However, it is important that when thinking about children, teaching, and learning through technology this last one should be considered as an accepted tool for learning, so all products and expectancies should get shared with all actors of child education and development such as parents and teachers who use them. More attention can be given to the material development and technology courses and also their content can be enriched in universities that prepare teachers for the first step of education, preschools. Successful integration of technology in the early life stage of children and the environment makes a difference in reforming teaching and learning programs.

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## **NEW PERSPECTIVES ON GLOBAL EDUCATION, RESEARCH AND INNOVATION "COLLECTIVE IMAGE IN SOCIAL NETWORKS" IS VIRTUAL REALITY REAL OR MANIPULATED?**

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### **ABSTRACT**

Appearance on social networks has become a real obsession, so much so that we can even talk about a way of life. How many times have we taken pictures only to post them on Facebook, Instagram, or another social network? On social networks we tell others about our "fabulous life", moment by moment, day by day, get lots of likes, and reply to comments. But what is behind this relentless search for attention and admiration? Is this the new way to seek fame? Could it be synonymous with low self-esteem? It is undoubtedly a phenomenon that requires extensive reflection, at least to understand whether or not it hides an emotional lack. Social networks have also become a topic of debate at a scientific level.

Precisely this study aims to investigate our image and that of the collective in social networks during a three-month individual study period. The general purpose of this study was to evaluate the collective image in the most used social networks, and the way they have influenced self-perception, self-esteem, in the social aspect and our mental health in general.

The study is based on several questionnaires whose answers were collected online through the Google Forms platform with a total sampling of 333 respondents. The information collected presents a picture of the use of social networks, self-image, self-perception, self-evaluation, external perception, comparison as well as issues of self-evaluation in addition to the collective image. Also, this study clearly shows that social networks can negatively affect a person's self-perception and mental health. This is caused by comparing ourselves to unrealistic images on social media of what we believe we should look like. This can then lead to dissatisfaction with our appearance and self-perception.

So social networks feed us things that are meant to stimulate our emotions, and it's easier to stimulate feelings of anger, fear, and resentment than feelings of joy, love and security. This is deeply corrupting the psychological process in various ways. Therefore, the research question that guided this study was: *Virtual reality, is it real or manipulated?*

### **INTRODUCTION**

Social networking has changed the way we communicate, do business, get daily news updates and much more. But is everything presented to us that real? Indeed, we "create" our self-image by comparing the actual image with the ideal one. Young people are using social media to express their personalities. Just as they use fashion, art, music and conversation to express

themselves, social media is a platform to build our identity and to show the world what we care about. The difference between self-image and self-esteem is that self-image is how we "see" ourselves, which is a picture of how we look and behave. It involves the way we think people see us. Self-esteem shows how we value ourselves and it is more related to the kind of person we think we are. The three elements of self-image are:

- The way we perceive or think about ourselves;
- How we interpret others' perceptions (or what we think others think) of ourselves;
- The way we would like to be (our ideal self).

The most followed platforms according to the survey are What's up, Facebook Instagram and Tik Tok. On average, each user spends about two hours a day on these social networks. Being exposed to networks where we are constantly bombarded with images has huge effects. For this reason, the most talked about topic is how these social networks affect our image. However, they are also spaces where we express and represent ourselves. Self-representation is defined as any behavior aimed at creating, modifying or maintaining an impression of ourselves. For example, in an application like Instagram or Facebook, we create a self-representation with our photos. Therefore, our physical appearance is becoming more and more important nowadays. The existence of a network is an opportunity to learn and to be able to observe different ways and perspectives of understanding, thinking and living life concerning practically any possible topic.

### ***Definition of key terms and their use***

- Virtual reality: is a simulated experience that can be similar to or completely different from the real world.
- Social networks: A social network is a social structure consisting of a group of social actors, sets of connections and other social interactions between actors.
- Self-image: Self-image is the way you think and see yourself.
- Collective image: The term collective image refers to the image formed through external perception where we identify ourselves in front of social collectivity.
- Self-esteem: Self-esteem can include a variety of beliefs about yourself, such as evaluating your appearance, beliefs, emotions, and behaviors.
- Self-perception: The term self-perception refers to the perception of yourself being by forming a personality that dictates feelings, emotions and is a fundamental prerequisite for the formation of consciousness.

### ***Problem Statement***

A massive concern with social media is the distortion of reality through the construction of "internet personas." We all project a certain image of ourselves online. Whether we want to use our platforms to gain professionalism for our work or showcase a party lifestyle, there can be many people we push for the world to see. Some of us use social media platforms to advertise beauty products, and to keep up with the latest trends, and some of us have specific apps to

share our travels or different experiences we have. No matter what we are trying to expose, there is a danger of showing only one aspect of ourselves. We all want to advertise our successes online, but this can amount to deep psychological and social manipulation. By portraying only one side of ourselves on social media, we are showing others what we want them to see, not necessarily the reality of our lives. Therefore, it is important to study such a phenomenon, to see if this perception is real or manipulated.

### ***The purpose and objectives of the research***

#### *The purpose of the study :*

The general purpose that guided this study was to evaluate the personal and collective image in the most used social networks, the way they have influenced self-perception, self-esteem or other dimensions in the social or psychological field.

#### *General objective:*

"Research on the mutual image, a real or manipulated virtual reality"

#### *Specific objectives:*

- Research on the use of social networks for the target group over 20 years old.
- Research on self-image in social networks related to our self-perception and self-esteem.
- Research on collective image related to external perception, comparison, and collective narcissism.

### ***Research question***

Social networks can affect our social relationships, consume our time and further influence our opinions and thoughts. When we see the way others present themselves to us, we have already created our own opinions or thoughts about ourselves, and the lives of others, and this can often convulse our self-esteem and feelings of inferiority. But it happens that not everything that the social network offers is always accurate or real. Being influenced by this situation, the research question which guided the study was: the collective image in social networks, a virtual reality, is real or manipulated?

## **MATERIALS AND METHODS**

### ***Research method used***

The methods used to compile the study are based on the completion of online questionnaires through the Google forms platform of 333 respondents. Both quantitative and qualitative methods were chosen for this study. These methodologies were alternated, because the purpose of this study was to quantify the data, and then analyze it.

### *Hypothesis*

The hypothesis that led the study was triggered by the way we conceive our virtual reality, how we feel when we see others on social networks and how the difference between our view and the collective image affects the process of self-esteem and self-perception.

Hypothesis: "Images shared on social networks present unreal standards compared to reality."

### *Study population and selected*

#### Sampling

Sampling for this study was selected as non-probabilistic purposeful sampling because subjects who fulfilled the objectives of the study were selected deliberately and manually. A total of 333 people participated in this survey, 258 women and 75 men. This target group was picked according to mental maturity, responsible social behavior and the arrangement of a clear concept for oneself and others.

### *Design of research instruments*

#### *Questionnaire*

The questionnaire is to be completed individually, designed with open-ended and closed-ended questions, divided into 3 sections in such a way as to include the most complete information on: on the use of social networks, our image on social networks, self-perception, self-esteem and self-image; external perception, comparison, collective narcissism and with issues of self-evaluation in addition to the collective image. Each subsection has open-ended, closed-ended questions, structured and divided into sections to better understand each section's underlying dynamics.

#### *Data analysis*

The analysis was predicted to be the descriptive type, after the data have been quantified, the goal now moves to the description of these data. Data analysis was carried out based on a simple method by analyzing each section in detail to see more closely how we perceive social networks, how they affect our self-image, our feelings, self-perception, self-esteem, external perception, comparing one's image with that of the collective and how these networks have influenced the social and psychological framework.

#### **Section A** (General information on the use of social networks)

This section aims to convey general information on the use of social networks, the frequency of posts, addiction, the importance they have for applicants as well as the identification of the most important elements through some battery questions (in %) on the reasons for using social networks such as to get different information, to create a personal identity, for group discussions, to read current events, to share new ideas, to become more sociable, to follow friends or to keep in touch with etc...333 people have participated in this study, of which 75



were male (23%) and 258 were female (77%), with single status 146 (44.1%), married 174 (52.6%), engaged 4 ( 1.2%), divorced 5 (1.5%), widowed 2 (0.6%) and no answer 2 (0.6%).

According to the level of education,we categorize them into: 8 people (2.4%) with 8-9 years of education, 33 people with secondary education (9.9%), 200 people with higher education (60%) and 92 people with postgraduate education (27.6%).

According to the data, the most used network is What's up with about 84.3% of respondents, followed by Instagram (78.6%), Facebook (62.3%), Tik Tok (33.7%), others such as Snapchat, Viber, Twitter, YouTube, etc. (3.72%). According to the participants , the main reasons for using social networks are mainly social interactions (71.4%), followed by news and current affairs (61.4%) of respondents, professional reasons (35%), blogging 6.7% and other reasons ( 1.2 %).

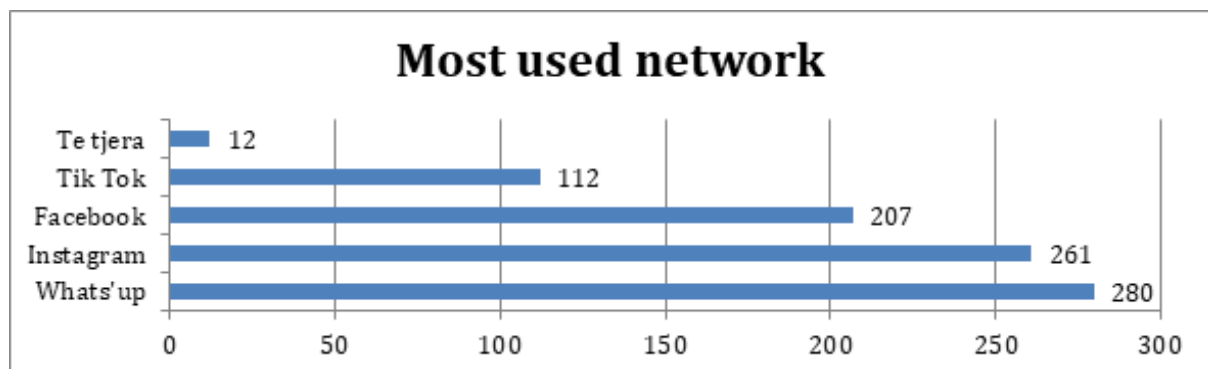


Fig. 1

According to the study, respondents reported an average relative dependence on social networks in use with 53.4% and only 12% had a very high dependence. Regarding the frequency of posts, it is reported that 41.1% post rarely, only when they have something valuable to share with others, 27.3% report several times, 8.7% very often and only 3.9% never. While in terms of importance according to the data, it is said that they have average relative importance of 49.8% and only 14.8% have very great importance, almost at the level of dependence on them.

While browsing social networks, the data reports that 23% consider it important to present their image as perfectly as possible, 6% of them consider the image of others to be important, and 29% consider it important to share moments from the life of them, 14% refer that they want to see moments from the lives of others and a large amount of 28% refuse to answer.

According to the study, some of the main reasons for using social networks are to follow their friends at the rate of 88.2%, to keep in touch with them at the rate of 90.3%, to find information at the rate of 92%, to be updated with current social events by 91.8%, to become more sociable by 43.5%, to share new ideas 68.1%, to create personal identity by 43.5%, for group discussion by 60.9%, to share photos 69.3% as well as the preference to use social networking sites more than to participate in social gatherings to the extent of 42.6%.

### Section B (Self-perception, self-esteem and self-image)

This section is related to our image on social networks, how happy we are when we post ourselves or events in our lives, how much importance we link to our image when we post on social networks, does what we post reflect reality, if the posts are directly related to our spiritual state, influences related to personality issues as well as influences on relationships with loved ones. An important part of this section is related to the integration of open-ended questions where the participants have argued about how images or events have served as a model in their behavior and how social networks have affected their overall mental health.

According to the survey on the relationship between their happiness and posting it on social networks, it is reported that 68.4% of postings are not related to happiness. It usually happens that they only post when they want to share something worthwhile at the rate of 46.8% or they just like to share moments from their life at the rate of 43.8%. Regarding the level of happiness if they share something from their life with others, it is reported that 61.8% have a constant, unchanging state of happiness, followed by much happier at the rate of 5.7%, slightly happier at the rate of 22.5% and not at all happier at the rate of 9.9%.

According to the data, a high degree of self-image care is reported, expressed in 32.7%. Continuing then in an average measure of 35.1%, not at all in the measure of 4.2% and in the measure of 27.9% you are not impressed by their image, they just try to be themselves. The personality remains almost in the same balance to the extent of 88%, reporting that their personality does not change, it is real even on social networks. Regarding the question of how social networks have affected your relationship with your loved ones, it is reported that they have not changed at all in the percentage of 65.47%, I am not sure on the scale of 18%, a little in the measure of 14.4% and a lot in the measure of 1.8%. According to the respondents to the question of how real their reality is with what they post on the networks, it is reported that 60% reflect it always, 21% neutral, 11% sometimes and 8.1% never.

Apropos of images or events in social networks, if they have served as a model to change their behavior, according to the study it is reported that if we find the right models they can be a source of inspiration. It happens that they follow someone's advice and differ in some aspects. This is because most of us, through certain sites, manage to learn more about certain issues such as parenting in today's times, how to behave or communicate with children, issues related to mental health, etc. So, it is reported that all access to these social networks has helped them at various times in their lives.

According to the data on the impact of social networks on mental health, it is reported that social networks have not influenced and expressed this to the extent of 78% and about 22% feel with low self-esteem because it seems that the lives of others are more beautiful than their life. Perhaps social comparison in networks influences us to often perceive the lives of others as more fulfilled and therefore to fall into despair.

### **Section C** (External perception, comparison and collective image)

This section aims to convey details about what happens to our self-esteem when we see parts of our friends' lives, projecting ourselves onto the collective presented image, and dealing with

issues of inferiority etc. This section aims to present a deeper dynamic on the external perception that each participant has, the subject of the study on some basic issues related to virtual manipulation, false feelings of reality, a distraction from reality, the way social networks have shaped our minds, the comparison between the self-image and the collective image and a detailed view of the participants on the virtual reality, whether they consider it real or manipulated.

Related to self-esteem issues, the study shows that a significant percentage (66%) reports that self-esteem does not change. Followed by 23% who felt it but tried to take it easier, with 5% with lower self-esteem and only 2% with higher self-esteem.

According to the study, it is observed that they constantly post photos expecting their friends to "like" them. When they have a lot of likes, their self-esteem goes up and when no one likes them, their self-esteem goes down. But this is self-esteem created on feet of clay, because it is not under the control of the person himself. This means, that power is being given to others, so it depends on others whether one is happy or values oneself or not.

While navigating social networks we happen to project ourselves. How we project ourselves is related to our desires to fill what is missing in our lives. According to the study, it is mentioned that 58.5% had happened to project themselves and only 39.3% said that it had never happened to them. During the investigation, it sometimes happens to us, to think that the life of others is better than ours, this expressed to a percentage of 56.1%. This actually happens to build fake feelings of reality which corresponds to a percentage of 96.6% where according to all respondent's virtual reality creates a reality not at all similar to the one we are living. According to the participants, it is perceived as if others highlight only the best days of their lives as well as the best characteristics, thus hiding their true feelings to maintain an acceptable public profile. These are then accompanied by a distraction from reality which is confirmed to the extent of 95.7%. So, it is thought that posting only the positive events of our lives distracts us from our true reality. Being influenced as above, all factors affect self-perception and self-esteem, and it happens that as a result of these factors we make a comparison between our image and the collective one, expressed in 69%.

Oftentimes in our social discussions debates arise about the disequilibrium of virtual perception with the real one. According to the study, it is reported that 72% think that there is a deep disequilibrium, as 63.6% think that our friends manipulate us through social networks by comparing them with everyday life. According to the study it refers that social networks shape our minds to the extent of 78.6% making us part of a society which is influenced to a large extent by the way social networks change the way we think, consequently they also change the way we reason.

When asked about the point of view of virtual reality and if they consider it real or manipulated, the respondents state that individuals hide their true feelings and try to cover them through social networks to mask what they feel. It largely involves trying to change and control the impressions of others. According to the study, a kind of manipulated reality is reported because we tend to show what is acceptable to the public eye and not what we feel. Through social

networks, the most beautiful sides of life are shown, making it seem perfect, and as a result, people who face problems in social life feel bad, seeing the perfect life reflected on the networks. In fact, people show what others want to know about them and the best of themselves by making their lives look perfect. We all tend to post only positive things that happen to us. This whole virtual world is believed to be built on manipulation as there is a kind of tendency to post only the sides which are socially appropriate, timely and widely accepted. Related to the study, it is reported that the issues of manipulation of networks are bringing negative effects to young people because they are also receiving education in the use of social networks. This actually has a strong psychological impact on them, who are encouraged to feel more stressed and demoralized.

## RESULTS

Many things motivate us to compare ourselves in society. Whether we like it or not, social media exposes us to these kinds of motivations. Depending on the type of content being shared, whether it is positive or negative, we tend to refer to it when we are self-evaluating. Showing the world how successful, beautiful, or fun we can be harmful because of who is viewing your profile. Individuals who may not be able to achieve a certain lifestyle look at these photos and it can make them think they should live up to this standard of living. Social media only portrays one side of us, and it can send a message to others that because they're not doing this lifestyle, they're missing out.

This study found that a moderate percentage of social network users were using these applications to engage in ego-fulfilling behaviors, enhance self-esteem, and validate their self-worth. This can be dangerous, building or using social networks as means of gaining self-esteem because they can lead to narcissistic personality traits or they can create an addiction to social networks, and a significant loss of self-esteem when one feels like they do not live up to this "internet standard".

According to the study, it is stated that social networks have a very deep impact on our lives. Meanwhile, the world we see through them is not a true and real world. People, when they are happy, post a lot of happy things. But when they are not happy, consciously, or unconsciously, they will compare themselves to others. As a result, a world is created that is not a real world, because everyone is imagined to be happy in that world except one of us."

In fact, social networks become a projection of our identity and self-esteem. We can create an image of ourselves, determine how much others love and value us, and then we begin to evaluate and compare our social position. If we can convince ourselves that other people see our relationships as happy, we also feel happier because we are unconsciously changing our perspective. Comparing ourselves to others on social media probably has become an unintentional habit. Each individual has his or her perception of reality and reality itself varies from person to person. While it is true that everyone perceives reality differently. Reality could care less about our perceptions.

According to the subject of the study, what we see on social media does not represent reality. Images can be edited and posted, so we don't have to compare ourselves to something that isn't real. We will never know what is going on in their lives, the person we think is happy with their body and physical appearance may not be like that in real life. Going as far as possible, we reach the verification of the hypothesis that: Images shared on social networks present unreal standards compared to reality."

## DISCUSSIONS

### *Historical and contemporary perspectives*

Two perspectives influence our "ideal self": history and the present moment. Historical perspective is about how our culture views beauty. Whereas the contemporary perspective is about how beauty is currently defined. Indeed, what we consider beautiful today will be very different from how beauty was perceived years ago.

### *Social comparison theory and objectification theory.*

It is difficult to avoid the influence of social networks in this age. However, some factors can mitigate the impact of social networks on our self-image. For example, how networks influence our self-image and the comparisons we tend to make with others depend on our self-esteem. Therefore, if we have high self-esteem, we will be less vulnerable to any negative effects.

*Several theories explain how the use of social networks affects our image:*

### *Social Comparison*

Theory Leon Festinger proposes that we compare ourselves to our colleagues to determine our position and/or self-esteem. If we put ourselves in a higher position (downward comparison), our self-esteem increases. However, if we put ourselves in a lower position (upward comparison), our self-esteem decreases. The comparisons we make on social networks tend to be related to dissatisfaction with our self-being. This may include comparing yourself to celebrities or strangers. Social networking sites can also serve as a basis for social comparisons, self-evaluation, or self-improvement (HAFERKAMP & KRAMER, 2011). Humans tend to compare themselves to others. This has many different functions such as meeting affiliation needs, self-esteem, decision-making, inspiration and emotion regulation. Upward social comparison occurs when comparing yourself to superior others who have positive characteristics, while downward social comparison involves comparing yourself to inferior others with negative characteristics (WOOD, 1989). Although increased social comparison can be beneficial when it inspires people to become more like the person they look up to, it often makes people feel inadequate, have lower self-esteem, and negative affect (MARSH & PARKER, 1984). On the other hand, downward social comparison can make people feel pessimistic (it shows how things could be worse), however, more often it leads to improved effect and self-esteem (WILLS, 1981). Traditionally, social comparisons involve personal interactions with others (family members, colleagues, etc.). This is because social networking

sites provide the perfect platform for accurate self-presentation by allowing users to choose content on their profiles, post photos and represent themselves in ideal ways.

### ***Objectification theory***

Fredrickson and Roberts suggest that the ideal image is socially constructed in order to be seen and valued. This means that we tend to measure our body image on that of a viewer. In other words, instead of having an internal evaluation and perception of the body, we build our image based on the opinions and expectations of other people. This perspective means that we must constantly monitor our image by following the accepted standards of society.

### ***Negative effects of social networks on self-esteem***

We tend to use our social profiles to project a perfect image with carefully selected photos, often featuring various filters. As a result, we may start to feel worse about ourselves. Social media can also add stress to our daily lives, especially when it comes to getting our posts rated. Every time we post a photo or status update, you may worry about the number of likes, shares and comments the post will generate. This obsession with being seen, offers another opportunity for comparison, as we may wonder why another person's photos or content received more attention and positive feedback than our own. Social media encourages us to compare ourselves to others and question our self-worth. Pictures of amazing vacations, perfect bodies, and perfect lives can fuel self-doubt, destroying our self-confidence. As a result of chronic exposure to comparisons on social networking sites, it can harm self-esteem.

### ***Negative effects of social networking on mental health***

In fact, research shows that people who use social media often report higher levels of depression. Apps such as Instagram and TikTok enable this self-promotion making it incredibly easy to get a lot of attention in a short amount of time. However, just seeing these carefully selected positive moments in an influencer's day has ended up causing many consumers of this content to question their identity and worth. Even more disturbing is that other research has shown that intensified exposure and overuse of social media has contributed to several psychological disorders, mental health risks, and physical health risks such as: depression, anxiety, jealousy, loneliness, or feelings of isolation, self-harm, eating disorders such as anorexia, and disrupted sleep. Many individuals attribute their depression or weak body image to posts they've seen online, either from influencers or their friends. Despite this, they continue to spend hours on social media comparing themselves and judging others, even without realizing it. I'm no exception, the number of "likes" I get on my post makes me question the value of my image and I constantly wonder if a better photo or edit would live up to your artificial standards acceptable by society. Many editing apps are widely available to use just a download away, making it easy to look at a photo and assume this is what that person looks like all along. It is essential to understand that most images posted online are captured at the perfect angle and are often edited afterward to eliminate any possible flaws.

### ***The social comparison trap in social networks***

While social networks can be a valuable tool for cultivating friendships and combating loneliness, overuse can negatively affect your self-esteem and life satisfaction. The presence of social networking sites in our lives is more prevalent than ever before, leading to higher levels of anxiety and depression as we fall into the trap of social comparison. It's perfectly normal to see and compare ourselves to celebrities, influencers and other people on social networking sites, and this social comparison trap is especially prevalent among women. Furthermore, Photoshop and Facetune alter our image of reality with unrealistic standards of beauty. From influencers to everyday people, editing photos before posting them on Instagram has become the norm, causing many women to be compared with fake photos and unrealistic bodies. The social comparison trap can significantly affect their body image, leaving them feeling ashamed of cellulite, stretch marks and other perceived blemishes and imperfections.

## **CONCLUSIONS**

1. Comparing the self-image with the collective image leads us to feelings of inferiority and lower self-esteem. When we see others achieving more than us, it can create low self-confidence or even a lack of self-esteem.
2. Social networks change the way we think. They change the way we reason. Furthermore, social media can affect our mental health and there is a large amount of evidence that it makes people more anxious and depressed. For anyone who has spent a lot of time surfing social media, it's no secret that it can foster a sense of unhappiness, insecurity, or even depression.
3. Social media creates a false sense of the reality of what one's life should be like through the ideals it promotes and this is not healthy. They can affect our relationships, waste our time and influence our opinions and thoughts.
4. According to the study, social networks can negatively affect a person's self-perception and mental health. This is caused by comparing ourselves to unrealistic images on social media of what we believe we should look like. This can then lead to dissatisfaction with our appearance and self-perception. Comparing ourselves to others on social media may have become an unintentional habit we have chosen. However, it can negatively affect our mental health.
5. Too much propaganda to post on social networks is often related to our insecurities. Excessive use of social networks and self-exposure leads to signs of depression and unhappiness. People forget that what they see does not exactly correspond to reality. Therefore, people who are happy in their relationships enjoy their moments in privacy without trying to convince others and themselves how happy they are.
6. Social media is manipulation because we are not broadcasting our failures, posting our challenges and showing our weaknesses. We're only showing the best moments, and just showing the best moments doesn't mean we don't have bad moments that we're dealing with, and the only way to move forward with great things is to take your eyes off of it. what others are doing and focus on where we really are.

## **RECOMMENDATIONS**

1. Remember that social networks do not give an accurate picture of a person's life. Don't define your self-worth based on these networks. Take a break if you feel overwhelmed by the comparisons.
2. Despite all the negative effects covered in this study, there are also significant benefits to using social media. Not only does social networking allow you to expand your network and meet people with similar interests, but it's also a great way for you to stay in touch with family members and friends you already know in real life.
3. However, even with its many downsides, using social media is not always inherently wrong. There are many benefits of social media such as interaction with friends and other users, Expressing thoughts and ideas, opportunities to learn new things, and developing group identities, such as within personal interests or culture.
4. Social networks have led to stronger connections and the creation of more friendships/relationships. Networks have also been able to connect like-minded individuals by providing platforms to interact and display creativity and intelligence. Additionally, for those who struggle with socialization, social networks offer a relatively easy way to express themselves and increase social skills and find who they are.
5. Looking beyond the manufactured nature of the posts seen on social media and realizing that most of the content only shows the most fun and exciting moments of someone's life is so important. It's extremely easy to misinterpret information online, form opinions, and make judgments based on those conclusions.
6. Prioritize your mental health. If you're struggling with a negative body image, loneliness, or anxiety, you're not alone. Social media can be really addictive and it's not always easy to set boundaries or hold yourself accountable for your use. If you're not sure how to break the cycle, consider seeking professional help.
7. Try picking up a new hobby or trying a new activity. You can sign up for a local sports team, volunteer in your community, or grab a coffee with friends, anything that helps you make a meaningful connection in real life.
8. Challenge yourself to go a certain amount of time without checking social media, whether it's a few hours or a few days. If you're not sure how to get started, try deleting apps from your phone, signing out of your account, or turning off notifications. It may also help to leave your phone in another room or download an "app blocker" to stop social networking apps from refreshing during scheduled times.

**Remember:** You don't need to completely curb your use of Facebook, TikTok or Instagram. There are countless ways to use social networking sites, from consuming what others post to uploading photos. See how you use social networking sites. Think critically about who you follow and cancel (or turn off) any accounts that negatively impact your mental health.

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## SUMMARY OF EMPIRICAL RESEARCH ON DIFFICULTIES IN THE APPLICATION OF DIGITAL TECHNOLOGIES IN TEACHING

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### ABSTRACT

This paper provides a concise overview of research and studies dealing with difficulties teachers encounter while using digital technologies. The study aims to identify specific research problems, to present how they have transformed over time, what methodology has been used in research and what empirical knowledge has been produced. According to the results obtained, different methodologies are used in research, and teachers face a range of different problems. The most dominant ones are related to the lack of knowledge about digital technologies and the role of teachers in their application in teaching. The concluding discussion presents research studies that provide deeper insight into the authentic difficulties of teachers in the application of digital technologies in teaching and the development of an environment that would enable teachers to address these issues more effectively.

**Keywords:** teaching difficulties, digital technologies, teaching, research on teaching problems

### INTRODUCTION

Teachers' concerns should be understood as a system of emotions, attitudes and perceptions about a particular task or difficulty or as a set of emotions, attitudes and perceptions about a task or problem and the way they respond to them in teaching practice (JIANG *et al.*, 1969). Therefore, they imply the focus of attention accompanied by anxiety to face a challenge immediately (ARNESEN *et al.*, 2018). Teachers' concerns have mainly resulted from the introduction of innovations and transformations in education, above all the digital technologies.

A significant number of discussions related to the use of digital technologies in teaching practice are limited by the differentiation of changes (DIPERNA *et al.*, 2018). Considering the need for their constant development, incomplete and not-so-exact mechanism of functioning, and different possibilities of their application, especially in terms of the constant demand to introduce changes in teaching practice, teachers can perceive digital technologies as a challenge (HUNTER *et al.*, 2018) but also a source of concerns. These concerns must be well understood if we want to provide adequate conditions for using digital technologies in teaching practice and support for teachers. The way to achieve this understanding leads through planning and implementing research on the topic, whereby we should first study previous research.

This paper provides a concise summary of such research. We are presenting and analyzing papers that contain investigations into teachers' concerns when using digital technologies in teaching practice.

This paper aimed to identify the specific teaching concerns in the application of digital technologies, focusing on their purpose, historical development, methodology used in the research and the knowledge thus obtained. The summary includes research papers selected based on the journal impact factor and their relevance to the addressed problem (based on the keyword search: teaching concerns, digital technology, ICT, teaching practice).

### ***Previous research***

The analysis of available research papers reveals that teachers voiced their first concerns about the application of digital technologies in teaching once these technologies became more widely used in differentiated areas and everyday life. The first such research was carried out and published in the United States of America in the 1980s (ASEMPAPA & LOVE, 2021). This topic is still a matter of wide interest today, with such research carried out in other countries as well.

The research papers have the same research goal: to identify the fundamental concerns of teachers when using computers in teaching practice (CHING *et al.*, 2019). Recent papers are directed toward different forms of modern technology (JACKSON *et al.*, 2021). It is clear that the teaching concerns investigated in the 21st century both refer to the use of digital technologies in the teaching practices conducted in the physical environment of a classroom (KAYA *et al.*, 2020) and online teaching (BLAU, 2020). The main goals of the first research papers on teaching concerns in this domain were to help creators of educational programs make decisions and plan the introduction of computer-based technologies in teaching (LIU & HUANG, 2005) and to develop programs for the initial training and professional development of teachers (GENG *et al.*, 2019). Some of them further stressed the need to develop teacher networks and communities that would deal with these issues (HELLER & MARTIN, 1987). Research papers published in recent years have recognized the same implications but placed more stress on understanding authentic teachers' concerns and creating an environment in which teachers would have a say in decision-making (CHING *et al.*, 2019).

### ***Methods of researching teachers' concerns***

Empirical research into teachers' concerns about the application of digital technologies in teaching has been based on different methodological approaches. The first research studies were exclusively quantitative (JACKSON *et al.*, 2021), and this methodological approach can also be found in the latest research studies (KARARA *et al.*, 2021). The first qualitative research studies appeared in the late 20<sup>th</sup> century, and this methodology is still used in the latest research studies dealing with this issue (KAYA *et al.*, 2021).

The research into teachers' concerns uses varying methodological approaches. The research studies based on quantitative research paradigms use the survey method as the dominant

technique of data collection and the questionnaire on stages of concerns as the main instrument (HAMILTON *et al.*, 2020). This research instrument has been used independently in the original version (DEUTZ *et al.*, 2018), in a revised version (Burke *et al.*, 2017; Jong, 2016), or combined with another type of questionnaire (HAO & LEE, 2015; RAKES & DUNN, 2015). Qualitative research, on the other hand, uses interviewing as its primary technique, whereby semi-structured interview protocols dominate (CUMMING, 1988; FARMER & WEST, 2019). Research papers that combine quantitative and qualitative approaches to data collection use the interview method (LEVANTINI *et al.*, 2021). The selected papers also use observation and diary study methods to collect qualitative data (DERAKHSHAN *et al.*, 2022).

Compared to the analyzed papers that used questionnaires to collect data, the answers teachers gave in interviews were more comprehensive and extensive. Considering that the Questionnaire on stages of concern was used in all the quantitative research studies, we should present it in more detail. This measuring instrument was developed to examine the differentiated forms of teachers' concerns that they express towards a particular innovation. There are several stages of concern development: 1) awareness stage – the teacher shows little concern for the innovation, i.e., minimum awareness of the innovation, 2) informational stage – the teacher is concerned about whether he/ she is sufficiently informed about the specific characteristics and terms of use of the innovation, 3) personal stage – the teacher is concerned about the potential impacts of the innovation, the role of innovation in teaching, and whether he/ she is knowledgeable and skillful enough to use the innovation, 4) management stage – the teacher considers the time necessary to use the innovation, the resources needed and the tasks planned, 5) consequence stage – the teacher thinks about the impacts of the innovation on the students, 6) cooperation stage – the teacher is focused on the collaboration with others (SHELTON & ARCHAMBAULT, 2022). The authors state that teachers experience the highest intensity of concern in the second stage (informational stage) of concern about a specific innovation. Since similar issues can be found both in the early and recent research studies of this topic, it can be concluded that wider access to digital technologies, which has been achieved with time, still does not mean that teachers have the necessary information about their characteristics, effects, and prerequisites for their use. Therefore, they expect to receive more relevant information, and they keep worrying about the impact of technologies on them and whether they have enough knowledge to apply them.

One of the studies stresses a high degree of concern in the refocusing stage, which the researchers correlate with the scope of the digital technology that schools are equipped with and the opportunities teachers are given to attend professional development training (LIU & HUANG, 2005). The research findings also show that teachers can simultaneously express concerns of the higher and lower stages. In other words, teachers do not have to address or mitigate concerns at a lower stage in order to develop those at a higher stage (GEORGE *et al.*, 2013). A study conducted by (BURIC & FRENZEL, 2020) identifies the following components: a) authentic concerns of teachers, which include planning and organization of lessons, b) classroom management and adaptation to the contents of the curriculum, c) time management, d) designing the form of tasks, e) supervision of the student work and progress, f) form of knowledge and skills that students develop and g) material and technical equipment

and organization of physical space. The research (FARMER & WEST, 2019; LIU *et al.*, 2020) examined some typical teacher concerns related to work-life balance, insufficient use of materials, videos, and student manuals, underdeveloped technological skills, complex development of relationships with students, and concerns that students may have.

## CONCLUSIONS

The scope of generalization of the analyzed empirical papers is limited, and the presented findings should be perceived in the context in which they are conducted and with regard to the limitations generated by the applied research methodology. Even so, this review of research results provides a basis strong enough to conclude that teachers' concerns about using digital technologies occur in different social environments and do not fade with the presence of digital technologies in different areas of life. At the same time, the review of the given findings indicates that teachers' concerns can be studied using different research methods and valid measuring instruments that are relatively easily available. Research on this problem does not have to be based on the most demanding sampling methods. On the contrary, modern studies emphasize how important it is to understand teachers' authentic concerns and study them in the context in which they teach. Some insights into the attitude of teachers towards digital technologies can also be obtained by examining research whose main topic is not teachers' concerns and which does not use that type of terminology. For that reason, this paper should not be considered a typical presentation and analysis of research on teachers' concerns about the use of digital technologies. It should also be noted that we could not find a large number of studies about the concerns of teachers dealing with this topic while we could not find any in the Republic of Serbia.

Given the potential relevance and necessity to use digital technologies in the teaching process (especially during the pandemic) and resulting concerns, this paper should encourage further research on teachers' concerns in the Albanian environment. We intend to point out the need to conduct not only large-scale scientific research that would have implications for educational policy but also small-scale research carried out by pedagogues – professional associates to identify the concerns of teachers when applying digital technologies in their schools. Based on this, pedagogues and psychologists should provide support to teachers in the application of digital technologies. They should make joint efforts to find systemic solutions and thus model an adequate context for the application of digital technologies in which teacher concerns would not be a personal problem of individual teachers but the responsibility of the school and the entire education system.

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## GLOBAL CHALLENGES AND STRATEGIES OF EDUCATION SYSTEM IN EPOCH OF THE “NEW NORMAL”

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### ABSTRACT

During the last years, the world face covid-19 pandemic that have an important impact in education domain. This was followed with the change of the entire approach of learning from face to face learning into online learning. Also, Albania as other countries in the world, was forced to incorporate the digital tools and new learning methodology, e- learning, in order to provide the continuous of learning process. The first purpose of this paper is to present the situation of the education in the pandemic time, by identifying important challenges and strategies implemented in education system during the pandemic situation. The second purpose is to propose appropriate approaches and methodology in order to improve learning process in the 'new normal' situation. Methodology of this research is implemented through questionnaire conducted for students and professors of Albanian universities to measure the difficulties they face towards distance learning, and identify challenges, strategies of e-learning during the ‘new normal’ situation. At the end, this research aims to recommend a framework for a better learning methodology in order to improve learning process, engage students and increase effectiveness of learning.

**Keywords:** education domain, new normal education, e-learning, distance learning

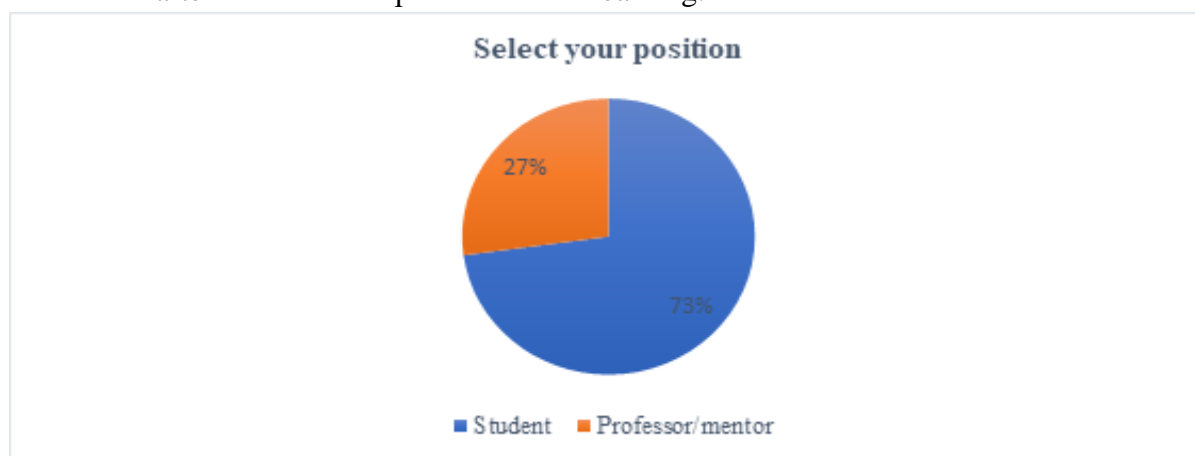
### INTRODUCTION

The covid-19 pandemic has disrupted every field of society, including education (Xiao, 2021). The pandemic situation forced society to reshape all sectors in order to adapt to the new normal. Online education has undergone growth and adoption even before the covid-19 pandemic. Learners can choose from a variety of online education services to gain new knowledge or enhance existing knowledge (SIAU & NAH, 2020). Examples include some 100% online education, blended education, Massive Open Online Courses (MOOCs) (SIAU & NAH, 2020). As the pandemic swept across the world, all education systems were forced to switch to the distance learning approach in order to enable the continuation of the learning process. Even though, online education paradigm was applied in some specific environment, education system in the most of the countries was unprepared and incompetent to fully apply distance learning approach. Education system, as the consequence of covid-19 pandemic, was determined to be suited to this “new normal”. In the new normal, it was crucial to change the mindset in order to understand the emerging paradigm shift (KHAN, 2021). Accordingly, it is essential to devise new strategies to confront uncertainty and continue to engage and motivate in innovative and

meaningful learning and teaching in the new normal. After the hard lockdown was lifted and the situation of Covid-19 became more stable, researchers recognised the limitations and barriers to online education. Recognising the limitation, researchers turn to blended learning, arguing that it can be an adequate alternative to online education as the new normal (AGARWAL, 2020). During the pandemic crisis, online education might be the only restore in many circumstances although it was perhaps not adoptable for all (HIGGINS, 2012). A literature review shows that the “new normal” discourse, be it online education or blended learning, is somewhat characterized by technocentric thinking (LAMBERT, 2018). Within the educational dimension, there has been extensive research discussing the adoption of online modality in instructional implementation in the new normal post-covid-19 era (SINTEMA, 2020). These emerging discussions as regards education in the new normal post-COVID-19 era could be reconsidered through the lens of curriculum studies.

## MATERIALS AND METHODS

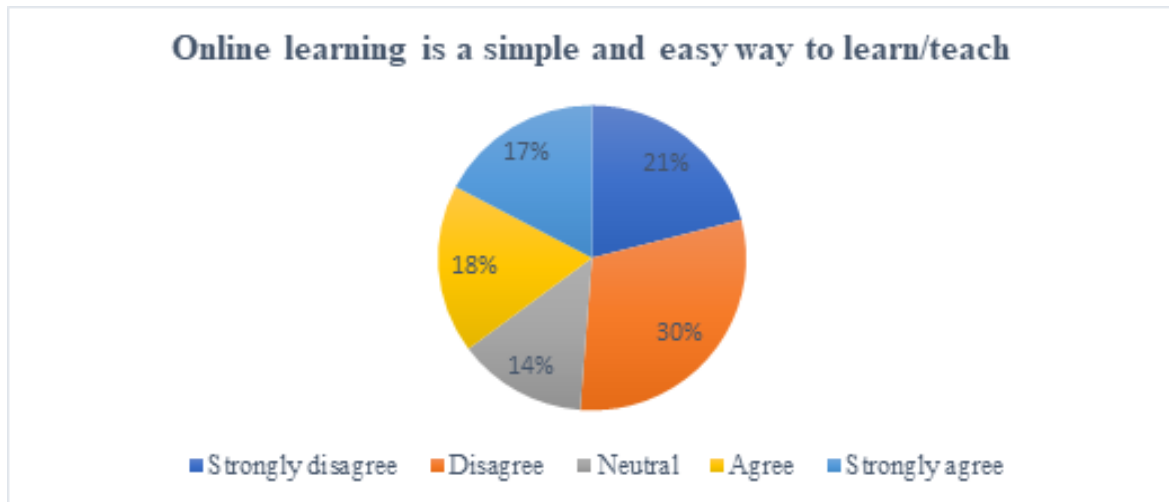
The research relied on survey to answer the proposed question. To choose the sample, random sampling was employed, but mostly care was taken to ensure sample group of students and professors from different universities in Albania. The sample consisted of 162 people - 73% belonging to students, and 27% belonging to professors. The results are collected from 5 - 19 September 2022, via google form. The survey link is sent through email and whatsapp. The survey was designed kept in mind the current COVID-19 situation, and tried its best to capture the ‘before-after’ effect of the pandemic on e-learning.



**Fig.1** Percentage of students and professors participated in this research

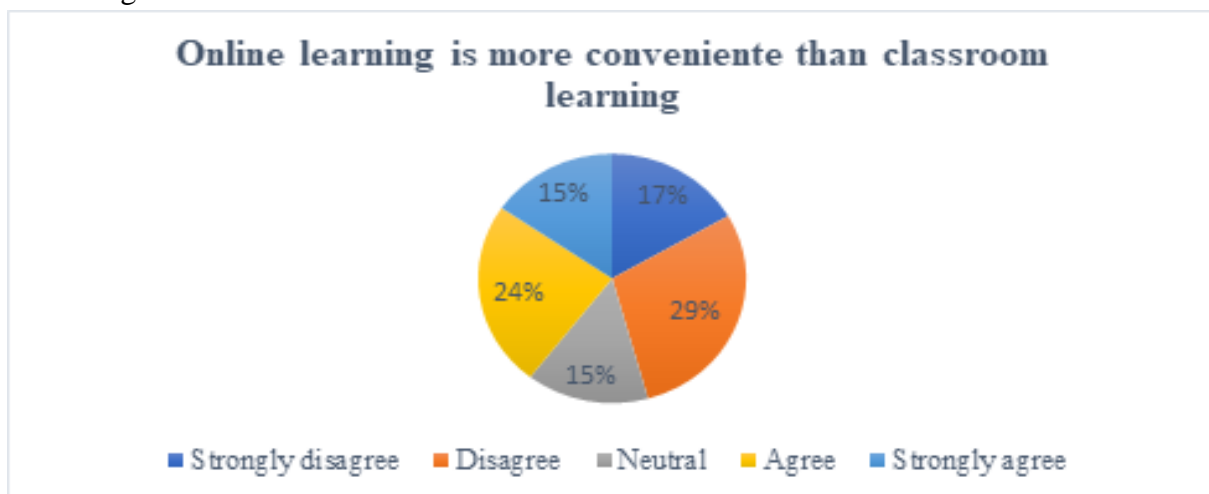
## RESULTS AND DISCUSSION

The sample survey showed us that almost 17% of the population strongly agree, and 18% of the population agree that online learning is easier and simpler than the traditional methods of learning. But at the same time, 30% of disagree, and 21% strongly disagree that online learning is easier and simpler than traditional learning approach. In general, they believed that traditional learning approach is more efficient owing to various factors like the components of personal touch, being able to interact face to face is an crucial component in education domain. Inability of being able to teach practical subjects, face to face is a factor that support traditional learning methods.



**Fig.2** Perception of students and professors towards online learning as a simple and easy way to learn/teach

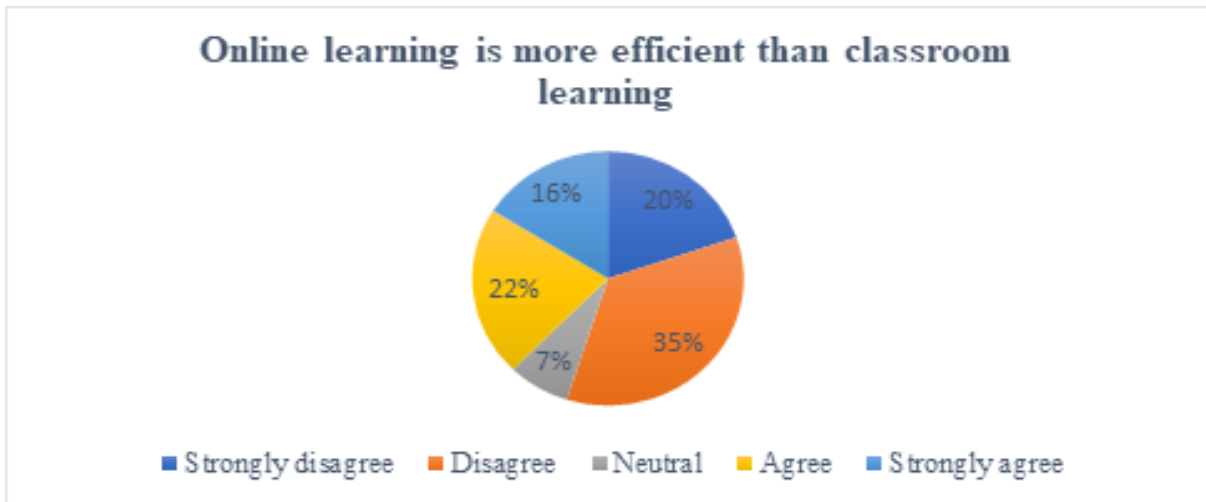
However, related to the convenience of online learning, the results show that almost half of the sample of responders agree and strongly agree, and half of the sample disagree and strongly disagree. This result is because of the development of technology, access to the internet, and wide usage of electronic devices like smartphones and laptops, which have penetrated the learning culture and facilitated opportunities even when people are on the move. On the other hand, it is important to emphasize that lack of infrastructure is still a critical point that creates a huge barrier to applying e-learning methods.



**Fig.3** Perception of students and professors towards the convenience of online learning

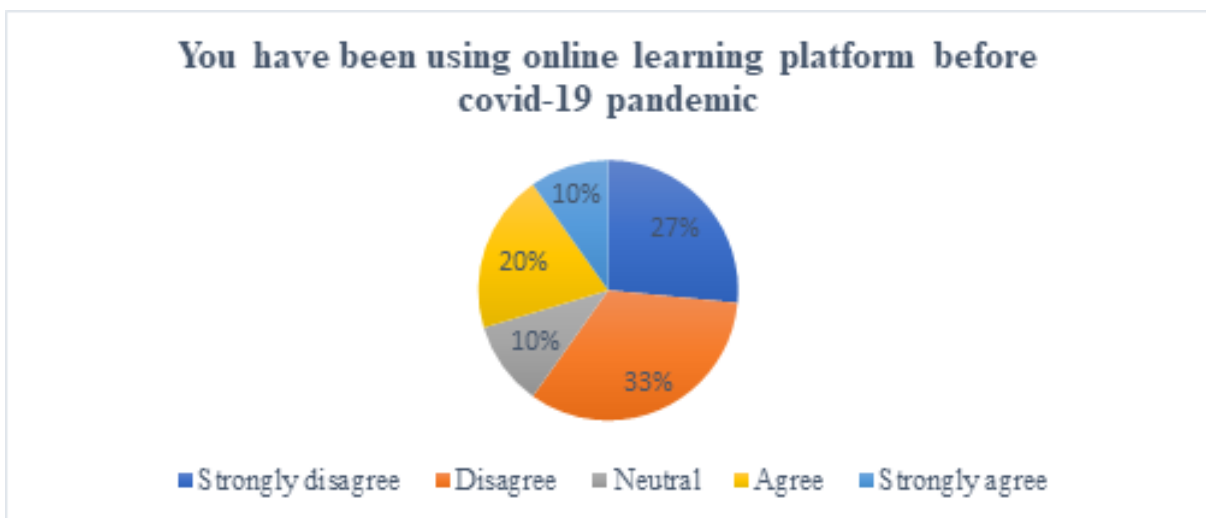
This research aims, however, to measure the efficiency of online learning compared with classroom learning. Based on the responses collected, the results show that 35% of the population disagree and 22% of the population agree that online learning is more efficient than classroom learning. The efficiency of online learning is related to engagement and satisfaction of students towards this approach of learning.

Furthermore, the results of the survey showed us that the usage of online learning platforms has increased significantly after the COVID-19 pandemic compared with before the COVID-19 pandemic started. The COVID-19 pandemic had a significant role in changing the approach of learning and helping people to become more confident with technology tools and platforms.



**Fig.4** Perception of students and professors towards efficiency of online learning compared with classroom learning

Based on responses, 33% of responders disagree that they have used online learning platforms before covid-19 pandemic. On the other hand, 32% of responders agree that they have used online learning platform when covid-19 started and 30% of them strongly agree that they have used online learning platform when the covid-19 pandemic started and onward.

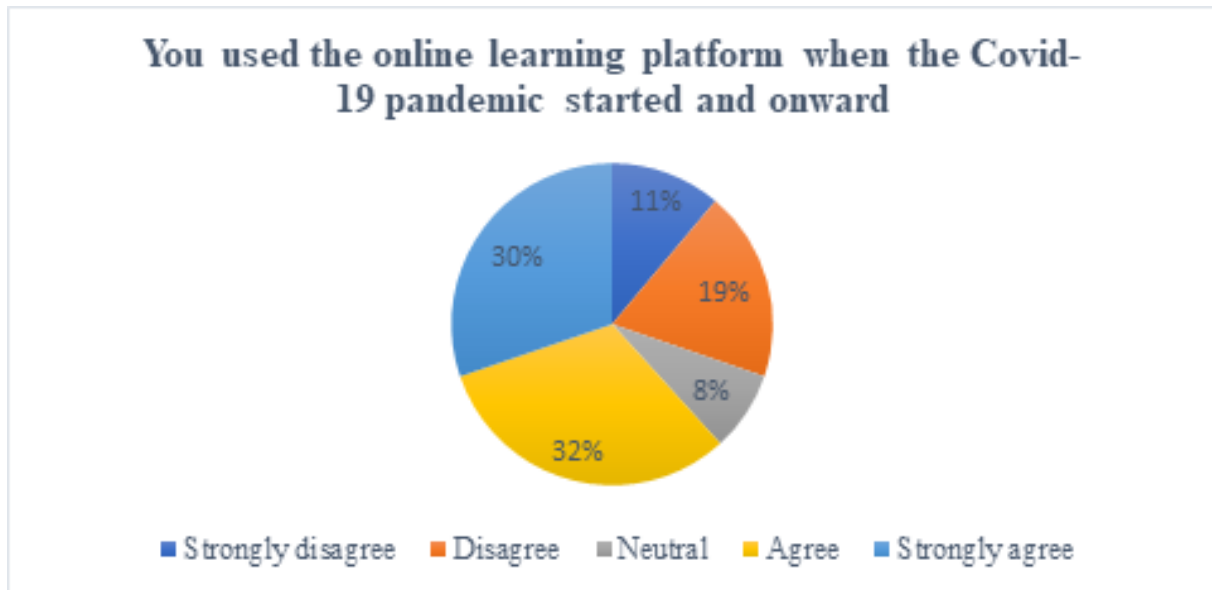


**Fig.5** Online learning platform used before covid-19 pandemic

## CONCLUSIONS

There is a significant surge in online education since the COVID-19 pandemic (LI, 2020). On the one hand, the pandemic situation presents a challenge to the online learning environment – many instructors and students have little or no training in online education and have limited internet bandwidth to work from home.

On the other hand, it presents an unforeseen and golden opportunity for a wider student population to experience and adapt to online education, new technologies and tools that makes them more confident in technology and e-learning. Online education is the predominant choice of education during the COVID-19 pandemic.



**Fig.5** Online learning platform used after covid-19 pandemic when situation was normalized

Although online education has many advantages over traditional education and can be used to complement classroom-based education, as well as drawbacks. This research recommends a combination of online learning and classroom based learning approach, so called blended or hybrid learning methodology, in new normal situation post covid-19 pandemic. Blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences (GRAHAM, 2013). Familiarity with technology and incremental experimentation with blended learning can help teachers to gain more confidence about how technological tools can be integrated in the traditional face-to-face experience to better meet their students' needs (ALAMMARY, 2014). In the end, this research aims to review challenges of education during covid-19 pandemic, however the influence of pandemic in the new normal post pandemic area. Pandemic determines education to rethink approaches and adopt learning methods in the new normal situation.

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## **“IT IS INDISPENSABLE TO GAIN EFFORTS TO SUPPORT E-LEARNING AND SPREADING KNOWLEDGE ON EDUCATION AND ENVIRONMENTAL EDUCATION AND HEALTH IN ALBANIAN EDUCATIONAL PROGRAMS”**

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### **ABSTRACT**

The paper brings in focus the collaboration between several actors and stakeholders working in the educational field, Universities, schools, and educational centers to encourage researchers to develop and teach e- learning modules on natural science, environmental education and health education. This collaboration has a strong importance taking into the consideration the need to promote the virtual exchange, but also physical mobility between educators and students during preparation of e-learning modules. The paper recommends the capacity building of academic staff, educators and students in virtual teaching gaining benefiting from intercultural and international experience among stakeholders. It is needed to create virtual teaching platforms and develop the digital skills of teachers and students for this purpose.

**Key words:** e- learning modules, virtual exchange, virtual teaching platforms, digital skills, environmental education and health education

### **INTRODUCTION**

Nowadays in the educational process it has a strong importance taking into the consideration the new normal reality, the development of the technology, the request for the continuous education related to several topics. The preparation for the e-learning of teachers and students also is indispensable. The preparation of e-learning modules and the new methodologies having in focus the e-learning during the education for natural sciences has a big importance too. It is not only the answer for the new normal reality but also the answer of the development of technology. The capacity building on Steam Education of the university staff and teachers bring to the success of the implementation of e-learning methods. This kind of action is necessary to promote the virtual exchange and will enhance the capacity building of staff in virtual teaching gaining benefiting from intercultural and international experience. The creation of the virtual teaching platforms for sure should develop the digital skills of teachers and students. The main goal and objective of the paper is to encourage the academic staff and teachers to develop and teaching e-modules on science, health and environmental education. The main goal of the education, in the new normal, to reach a positive impact on transferring e -modules prepared with several topic related to science education, environmental and health education. This should be also in accordance with other terms and goals of education and cooperation between stakeholders.

Besides the general education in schools, biology and chemistry, biochemistry and physics the environmental and health education are very important columns for the education of pupils and students. Schools and universities are the main actors for the environmental and health education in Albania. Giving information not only in biology and chemistry, but also in biochemistry, health, and environmental issues should be perceived and considered as a very important duty with practical value. Including e-learning in this new normal it is indispensable. The problem becomes more urgent and indispensable during this period of pandemic COVID 19 because having information about the hygiene and the health food, information about the necessity of living in clean and sustainable cities is a necessity itself. The purpose of this research is to assess and evaluate some progress of online lectures and the use of technology during the topics of biochemistry, natural sciences, environmental and health education. The different techniques, topics and lectures used during the pandemic period are observed and classified, and also suggested according to the different subjects under which they occur, and according to the pupils' age groups in all the preuniversity system of education and in the university system. Some techniques and methods are purposed to be involved in the teaching methodology of Albanian schools.

### **MATERIALS AND METHODS**

Based on the research's findings, recommendations are given on intervening in the existing curricula in schools regarding environmental education, especially on the curricula of natural sciences and on finding creative ways to induce environmentally friendly behavior in children at an early age. Also, for the Universities are assessed some modules to be created and implemented also in the different subjects, joint programs and integrated curricula.

#### **Theoretical aspect**

Nowadays, considering the numerous environmental problems, it is of high importance the promotion of principles for protection and conservation of natural environment, the protection of the health and the necessity to have clean and safety food. And it is fundamental for our school and our educational system of all levels; pre-university and university level to introduce environmental education in school curricula. To give knowledge on nature and science, technology and e-learning. To practice new methods during the study of sciences, environmental and health education. It is a demand of the time integration in the programs of biology, physics, chemistry, bio-chemistry and geography of elements of environmental protection and health protection. And now during these pandemic days it is a demand to integrate online lecturers and practices for these topics in our educational system during the programs of biology and chemistry, biochemistry and environmental protection and health protection in the pre and University level. Many didactic materials, lab equipment, keys of determination of living beings, maps of natural value areas, the function of human body, the elementary analyze of food, the metabolism and bio-chemical reactions could be available for students and teachers online and the new technology of teaching could be based also in the online methodologies and practice methods.



## RESULTS AND DISCUSSIONS

Investigation in the existing curricula of Biology, Geography, Physics, Civic Education, as well as Figurative and Music Education in the 9 -year education system, as well as surfing all alternative texts used in our schools, provides a view on Environmental Education and health Education in Albania. Investigation on the programs for the topics of biochemistry, environmental and health education. Investigation of the programs of technology of teaching and didactics in order to combine. Part of the survey were a series of documents and editions published by the Ministry of Education and Science, the Institute of the Curricula, publications of national and international organizations which operate in the field of environment and some other international documents on education like: “Education on Sustainable Development”, “Indicators of UN of sustainable development related to education”, “Strategy for Environmental Education in Albania”, etc.

In the paper are presents the main topics for the modules suggested to be prepared..

1. Education with the focus on

*How to manage the challenges of the new profession/ Characteristics of successful teachers/ Developing a reflective practice in classroom, learning from role-models/ Practical skills to manage a classroom environment/ Classroom safety issue, Collaborative in school and community/ Positive classroom relationships/ Meet the needs of all your students: failing in tests, cyber cheating, reflect on students' progress.*

2. Education on science with the focus on

*Technology and math's/ Physics and geography/ Soil and water environment/ Physical phenomena in the nature/ Water, and energy cycle etc.*

3. Education on Biology with the focus on

*Life on water and soil, Biodiversity and nature/ Bio-chemical cycles/ Plants and the use of plants/ Animals and their life/ How we can calculate the biomass/ energy for life and human health/ Traditional use of natural resources*

4. Environmental education with the focus on

*Biosphere and ecosystems/ climate change, causes and effects, pollution on air, water and soil, eutrophication of ecosystems, effects of acid rain in natural and urban ecosystems, indoor pollution, waste management and recycling, calculation of ecological footprint etc.*

5. Health education with the focus on

*First aid in emergency in school/ How to react in cases such as earthquakes, fires or any alarming situation/ Body care and healthy eating/ Technology and healthy life / The environment begins with my house.*

6. Digital platform with the focus on

*How to prepare videos and films on environment/ Safety food/ Just energy/ Waste management and recycling/ Nature cycles and Safety life.*

## CONCLUSIONS

The activity will provide a rigorous intellectual and practical grounding for; aspiring and current teachers, trainers, school principals, policy makers, researchers locally, nationally and internationally; aspiring and current education staff working in schools, educational institutions, pupils and students. Emphasizing on flexibility, it is proposed a blended model of delivery combining classroom- based teaching methods with online learning, which is a combination of online teaching with regular face-to-face meetings with students and teachers . This might also involve evening seminars or weekend focus groups so as to make it as accessible as possible for full-time teacher or students.

Students will be provided with various learning materials that can be used from home to study: printed course material, set books, audio and video material, software, specially prepared for distance learning. An digital platform it is needed be created in the frame of this collaboration. Also it is needed that the educational system should adress the practical needs of the required skills that future citizen should have in life. It is urgent to develop creative thinking, practical skills and a new behavior on health and environments and will contributes to the development of essential skills like collaboration, communication, problem-solving, and critical thinking. It also enhances a student’s flexibility, adaptability, productivity, responsibility, and innovation for their life long learning. The paper aims also promoting health care and environment protection for future teachers and their students and pupils in the future. Actions like, personal and professional training as a lifelong learning for teachers and their students, digital learning, will allow modern forms of learning, as well will enable the contribution of experts in the development of the right knowledge and also will contribute to innovative teaching and learning methods on health and environment.

#### *Main results*

- Education on health care for teacher and students
- Education on environment for teachers and students
- Spread of information for future teachers and teachers on health care and environment
- Preparation of materials on healthcare an environment
- Impact on the population through the children’s education

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## INNOVATION AND ELDERLY USE OF TECHNOLOGY IN ALBANIA

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### ABSTRACT

Older people in Albania, who were born in communism isolation and in poorest country in Europe, need support ageing in digital area. In this respect, both the available informal and formal education seem crucial. The present study aimed to explore the current possibilities for elderly to learn new skills of innovation and technology, especially to know how to practical knowledge they use in order to complete tasks. Qualitative research methodology was used, with triangulation of its three techniques, document studies, interviews and focus groups, which were carried out in 2022 in three Albanian cities (Tirana, Durres, and Vlora). Results showed that support to use innovative and technology are only made up of family members, but also of friends and neighbors. There isn't a former education or a public policy targeting technology learning for elderly in Albania. The high use of technology in everyday life and their belief that they cannot learn new skills at this age, especially absence of support from the family, expose them to stress form technology. It seems, thus, necessary to innovate and improve researches in technology education, in particular, on elderly services, also through real formal and informal need integration

**Keywords:** elderly, technology, online services, lifelong learning, services for seniors, adult training courses

### INRODUCTION

The population of Albania is 2,793,592 inhabitants, experiencing a decrease by 1.3 % compared to 2021; 435.378 of them are elderly (65+), and for the first time we have a negative natural

increase, while the net migration rate is also increasing (INSTAT, 2022) while European level is 20.6% (EUROSTAT, 2021). The growing number of older individuals is seen as a potential resource for families, communities, and society as a whole, but institutions and researchers should pay closer attention and forge a path toward an examination of the real conditions and expectations for an active aging (LÓPEZ & SÁNCHEZ, 2020). Although Albania still remains one of the poorest countries in Europe, earlier a framework for technology transfer was supported, and in 2015 a government program to offer electronic services (e-Albania) was developed and sstarting from May 2022, every public service is offered online. Nowadays round 95% of what an Albanian citizen needs in terms of documentation has gone online (e-Albania, 2022). The Covid-19 pandemic faced us not only with the lack of physical contact, but also with the dependence on the use of technology, and this situation turned into a challenge, since the use of technology was not present in their daily life. In the conditions when in Albania part of the services were offered online, the elderly continued to be favoured in receiving the service at the counters.

Older adults, worldwide, has increasing demand for dedicated services and qualify care services (OECD, 2013). As all studies declare elderly perform less in technology users than young one. American Association of Retired Persons suggest that computer users over the age of 65 have less confidence in their ability to use computers than do younger people and have fewer computer skills (AARP, 2002). Seniors who use the Internet perform online activities such as e-mail and information searches at lower rates than do younger internet users (Pew Internet and American Life Project, 2004). (Un)Able to use computers or the internet puts older adults at a disadvantage conditions in terms of their ability to live and function independently and successfully perform everyday tasks.

The purpose of the study is to explore elderly possibilities to learn new skills of innovation and technology, to know how to practical knowledge you use in order to complete tasks

## **MATERIALS AND METHODS**

### ***Design***

This is a qualitative research that includes data in form of words (PUNCH, 2013), by exploring elderly education perspective, by providing a better understand of learning new skills, using of technology and practicing that knowledge. This research has a simple mission “to help know what’s going on” in this digital area. In this study several back-and-forth steps have been carried out between data collection and analysis where new insights and experiences lead researcher to adaption and expansion of the original plan. As DENZIN (1978) insists that the multiple-methods approach is the generic form of qualitative research approach and we insist to apply triangulation in this research as a scientific way to represents varieties of data, investigators, and methods as a fundamental strategy to increases the depth of understanding an investigation can yield (DITTMANN, 2005; MILES & HUBERMAN, 2002). Triangulation was used to describe multiple data-collection technologies designed to measure a single concept or construct (data triangulation). This study is as DENZIN (1978) introduced lines of action, which characterizes the use of multiple data-collection technologies, multiple theories, multiple researchers, multiple methodologies, or combinations of these four categories of research activities. The research was carried out in two main lines: the first was identification of courses typology attended by the elderly and the skills gained from them; and the second was exploration of the elderly's need for lifelong learning (CRESWELL & CLARK, 2011). All participants gave oral informed consent before the interview and focus group started. Transcripts of the focus groups and interviews were anonymised to ensure participants’ privacy. Access to the data was limited to three researchers. During the interviews the interviewers paid extra attention to the well-being of the participants.

### ***Data collection***

From April 26, 2022 until June 18, 2022, data were collected among 60 documents and 33 participants. Six interviews were conducted by one researcher (ED), three by another researcher (NF) and three by a third researcher (FT). All interviewers had received training in conducting qualitative interviews and had no relation to the participants. Duration of interviews varied between 26 and 65 min. All interviews were conducted face to face and were guided by a semi-

structured topic list. All interviews were audio-recorded and transcribed verbatim. Each of researcher conduct a focus group respectively in Tirana, Durrës and Vlora. We applied a homogeneous sampling, part of the study was elderly, selected randomly near health centres and social security offices.

The first phase (line) of this study was a document study (also called document analysis) refers to the review by the researcher of written materials (RUSSELL, 2003). A systematic approach for document analysis in education policy was carry out, by applying READ approach, which is a systematic procedure for collecting documents and gaining information from them in the context of education policy studies at any level (national, local, and institutional) The steps consist of: (1) ready your materials, (2) extract data, (3) analyze data and (4) distil your findings. During first step 34 Official documents (Policy directives; Strategies for education or on specific elderly education problems; Official statements and declarations; and, Statistical surveys or publication), 4 Implementation documents (Training manuals; Operational plans; and. Project proposals) 6 Legal documents (Laws; Regulations) 16 Media and communications (Newspaper and magazine articles; Podcasts, videos and radio and television segments; and, Advertisements and posters) were collected to provide rich veins of insight into how policy actors are thinking through elderly possibilities to learn new skills of innovation and technology. To extract data, as second step, an Excel spreadsheet was used where each row was a document and each column was a category of information for extract. Notes were keep to other documents mentioned. Researcher were parsimonious when selecting initial categories to extract from data, by specifying data from extracting documents by specifying way they will be used answering research questions. During third analyzing data in practice was already in way, this means that during the data extraction phase, the researches were analyzing data and forming initial theories—as well as potentially modifying document selection criteria. As in all types of qualitative research, data collection and analysis are iterative and characterized by emergent design, meaning that developing findings continually inform whether and how to obtain and interpret data (CRESWELL, 2013).

Second line of the research was exploration of the elderly's need for lifelong learning, especially technology new skills. The qualitative research methodology with two instruments was used for the realization of this line: (1) 12 semi-structured interviews with 8 women and 4 man (LEGARD *et al.*, 2003: May, 1991) (2) three focus groups with seven participants each, of which 5 women and 16 men. The topics introduced in both the focus groups and individual interviews were formed as open-ended questions and allowed the participants to discuss the ideas and factors they considered relevant.

Semi-structured interviews were organized with seven open-ended questions with areas of interest, by including sub-questions and the use of an interview guide (PUNCH, 2013). Pre-defined topics in the interview guide were derived from document study process.

To obtain a range of views, a purposive direct sampling strategy was followed to organize the focus groups. Three cities with different educational levels were selected because of the correlation with technology knowledge and application. In each city only a focus group was organizing. Each group comprised seven participants, with a total of 21, 5 women and 16 men.

Differences in gender, higher education level and social classes fostered lively interaction within the groups. The discussions were tape recorded, transcribed, and analyzed by content analysis.

### ***Data analysis***

All codes were inductively derived from the data. The first three interviews were independently coded by two researchers (ED and NK) and then extensively discussed by three researchers. Based on this discussion, some codes were refined, and the first version of a code tree was created. In addition, the interview topic guide was slightly modified and shortened due to overlap between topics. Also, the theme (the impact of) using technology to fulfill needs added to this topic guide. Subsequently, three new interviews were coded independently and by two researchers (not the one who conducted interview) and extensively discussed. This resulted in a further refinement of the code tree. After that, remaining data was collected and analyzed inductively by three researchers until no new themes occurred from the data and the researchers therefore decided that no further data-collection was needed. Finally, all themes were discussed and categorized within the research team. We followed the principles of thematic analysis. The consolidated criteria guidelines for reporting qualitative studies were taken into account in designing and writing the report of this study.

This thematic analysis process (BRAUN & CLARKE, 2006) adhered to the following steps; (1) reading the transcript and organizing the data. The three researchers got transcript to analyze the data individually; (2) the researcher categorized the ideas and concepts of the respondents into concepts; (3) from categories eighteen themes were built, and researchers identify common themes; (4) after discussed renewing the researcher redefined three themes; (5) naming the themes according final results of research. The research questions guided the results of the themes.

## **RESULTS AND DISCUSSION**

A thematic analysis of the interviews revealed three themes underlying the experiences of innovation and elderly use of technology in Albania: (i) lack of education, (ii) stress of technology, (iii) coping mechanisms. Each of the primary themes has been upgrade by more than three sub-themes.

### ***Theme 1: lack of education***

This theme addresses the luck of education dedicated for elderly and the most important find is elderly surprise that they have to learn new skills. The elderly interviewed reported that they had never before heard of courses for the elderly and they are only for young people. They reported that there are no specific courses or programs dedicated to the elderly, neither by HEIs, nor by other institutions that offer adult education services and that is true, the philosophy of continuing education does not include this age category.

*Participant 2: If I have a list of courses for elderly, and of course opportunities, if there are other elderly friends there, then... Participant 1: do you want to get courses ... Participant 2:*



*Noooo, can't make it! It's a fact, schools are for young people. It's too late now to learn. I can't learn anymore. (Focus-group 3)*

Knowledge of the technology application was insufficient. They do not know how to use most of the new devices and equipment in their home.

*"P: When the news was announced on television that pensions, like all other services, would go online, to be honest, I was embarrassed. we don't know how to use e-Albania, we have to apply for everything there. I begged the girl to make the application. I don't even remember what he said to be careful. He left me a whole sheet of notes."*

*I: "And what was that like for you?"*

*P: "Well, it was disturbing, boring, scary. [...]"*

*Me: "Just the fact that you can choose anything online - what effect did that have on you?"*

*P: "Well, maybe it's good for those who learn from these jobs, for young people, but for us who don't know how to use a mobile phone yet, we'll never be able to learn these things" (Interviewer 7, Durres, female).*

Elderly need a lot of help with internet use and computer, which only a few of them have learn to use, only as a tool to connect with children that are outside the border.

*"There's no centralized way of getting information. It still runs word-of-mouth. Not even the internet wasn't really helpful. All the websites were dead or gibberish. As someone who don't know how to use computer, it was impossible to find anything."*

### **Theme 2: stress of technology**

They reported an increasing presence of technology everywhere, especially in receiving necessary service. They feel high pressure on the use of technology for receiving basic mandatory services for the population, such as having pension, various documents, health and social service, facing this with physical, mental and health growing impossibility of the elderly. Participants explained that this emotional distress not only had a negative impact on their day-to-day life, but also on other elements of their family member. For instance, Individual interview 4 described the impact of technology.

*"There are definitely days when I come into end of day completed exhausted. I worry of how to use cellular, Television remote, and other smart devices, and what will happen if I lose out using them, which would be a real big problem, since I have nobody around .... I don't want to be this silly old man. I don't want to be isolated because of technology. I worry that if I don't manage to use new devices, catch the technology rhythm, then how I will manage my everyday activities."*

*"Do you know how much we have sacrificed for our children and how much we cared for each other during communism, when we were growing up together? And now,,," (Focus-group 1, Tirana, female)*

### **Theme 3: coping mechanisms**

Some, mostly women, depend on children, relatives, grandchildren, neighbors etc. to use technology and fulfill their everyday activity. In today's reality we are facing with the fact that that this specific group age is not opened to learn about this type of lifestyle. During this study about 80% of women participant in focus groups reported the saying above, and only 12% of men.

*"We were raised with the same values that our parents were raised with, and for many of us, that is our only way to live culture. The younger generation is not caring so much to keep this tradition, where we take care of our parents when they need us. Young people today don't have much time for us"* (Individual interview 7)

Elderly people living with children (the minority of the respondents) did not reflect many concerns about technology, because their needs were met by relatives. Elderly people living alone (the majority of the responders) reported high levels of concern about not being able to access services if every request was processed online, and most importantly they did not consider attending courses to acquire knowledge on the use of technology.

## CONCLUSIONS

The present study explored how elderly in Albania learn new skills of innovation and technology. Our findings demonstrated that the elderly was quite unified in their approach to technology. However, document study found that there aren't certified courses for elderly and technology and internet uses from them is limited. The findings also indicated a lack of meeting points for discussions and support in challenging situations of technology for official services. Elderly did not describe or perceive themselves as the responsible for learning technology new skills. They know this is a challenging situation and their familiar, friend and neighbor help them to cope with stress that technology use provide.

Future generations will not judge the innovation and elderly use of technology in Albania. Instead, they will ask whether the new digital infrastructure was effectively used by all the society member, if it uses improve quality of life, if it was an effective information sharing, and need fulfill especially for those members of society who didn't have informed access to it.

A constant challenge for future research and elderly care is how technological developments and innovative applications will be applied to meet the daily needs of the elderly and how independent they will be towards it. A fundamental question to ask is whether technology conquers all, even when its correct use by all is compromised.

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## **SESSION 3**

**PROMOTING PEACEFUL AND INCLUSIVE SOCIETY, PROVIDING  
ACCESS TO JUSTICE FOR ALL AND BUILD EFFECTIVE AND  
ACCOUNTABLE INSTITUTIONS AT ALL LEVELS**

## THE (FAILED) EFFORT FOR A SYSTEMATIC APPROACH TO LEGAL EDUCATION IN ALBANIA

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### ABSTRACT

Citizens’ knowledge of the law plays an essential role in any democratic society where human actions and relations are regulated by legal norms and rules. As these rules are often complex and subject to change, and more often than not, based on a generalized perspective rather than a personal one. To establish and maintain an effective justice system, it is necessary to guarantee public access to the knowledge of law. This article will focus on a new approach established in Albania that public knowledge of the statutes, rights, obligations, etc., is not only a legal education function, but also a component of the dominant culture and of the civic need for access to the justice system. The article will argue how this approach, although admirable and worthy of effort, needs careful consideration and realistic planning, in order not to remain just a beautiful wish on paper.

**Keywords:** legal education, public education, justice reform, systematic education.

### INTRODUCTION

The Strategic Plan for the Judicial System, 2019 – 2020, opened with this quote “*from Goethe*”: “*Whatever you can do, or dream you can do, begin it. Boldness has genius, power, and magic in it!*”<sup>1</sup> The famous misattribute of this quote to Goethe is a perfect representation of what is happening with the legal education in Albania: a lot of enthusiasm, bold plans, but little ownership and real-life results.

During the past four to five years, Albania has been undergoing a complete overhaul of the judicial system. The reform process started with an Analysis of the Justice System in Albania (2015)<sup>2</sup>, upon which the Justice System Reform Strategy and its Action Plan (2015)<sup>3</sup> were based. The article will analyze these documents in details regarding their findings on the lack and the need for institutionalization of legal education for the public and how has this impacted the need for an overhaul of the justice system. The goals of the Strategy in the field of legal

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<sup>1</sup> The High Judicial Council, The Strategic Plan for the Judicial System 2019 – 2020 <http://klgj.al/wp-content/uploads/2019/10/Plani-Strategjik-i-KLGJ-se-per-sistem-in-Gjyqesor-2019-2020-versioni-shqip-1.pdf>

<sup>2</sup> The Parliament of Albania, decision of the Special Parliamentary Commission, no.14, dated 30.07.2015, “On the approval of the Analysis of the Justice System”

[http://www.reformanedrejttesi.al/sites/default/files/dokumenti\\_shqip\\_0.pdf](http://www.reformanedrejttesi.al/sites/default/files/dokumenti_shqip_0.pdf)

<sup>3</sup> The Parliament of Albania, decision of the Special Parliamentary Commission, no.15, dated 30.07.2015, “On the approval in principle of Strategy and Action Plan for the reform of the Justice System in Albania”

[https://reformanedrejttesi.al/sites/default/files/draft\\_strategjia\\_versioni\\_shqip.pdf](https://reformanedrejttesi.al/sites/default/files/draft_strategjia_versioni_shqip.pdf)

education for the public will be analyzed *vis á vis* the subsequent constitutional amendments<sup>4</sup>, as well as the package of laws enabled the implementation of this key reform.

The article will then elaborate on how the above was translated into goals, centered around the need to enable citizens to find their way around the broad legal spectrum, to recognize their rights and obligations, and the requirement to enhance the role and place of legal professionals in this process.

The article will continue to elaborate on how these goals were transposed into a comprehensive National Strategy for Public Legal Education (2019)<sup>5</sup>. This strategy, that covers the years 2019 – 2023, is based on four main strategic goals that were designed and later detailed in an action plan in thorough consultations with the network of professionals that worked on the justice reform.

An analysis of the strategy will look into the real need to implement the strategy’s goals or the ability to implement the respective actions. Furthermore, the comparative analysis with the effects of the justice reform will look into the possible outcomes of such overhaul in the education system. In the end the article will argue whether the political rhetoric that has accompanied the long and painful justice reform process have any type of effect of the public knowledge of the law.

Finally, this article will attempt to address the deficiencies of a public education reform that, while looking great on paper, has failed to devise real and attainable goals and has failed to undertake actions that are realistic and effective towards the desired result.

## RESULTS AND DISCUSSIONS

### Public legal education as part of the justice reform

At the start of the judicial reform process in Albania, it was established that public access to the knowledge of the law is fundamental to guaranteeing an effective justice system<sup>2</sup>. The drafters of the judicial reform considered that informing and providing knowledge about the law, on rights, institutions law enforcement, responsibilities, etc., are not only related to legal education, but are components of culture and civic need for access to the rule of law<sup>2</sup>.

Understandably, the legal knowledge of the public directly affects the relations between the public and state agencies. People that are aware of the legislation and of their legal obligations are able to understand state functions better. They are able to address the appropriate agency, to formulate their requests and complaints better. In addition, a better understanding of the law has direct effects in improving the relationships between people, whether in their family, work, civil relations, protection of health, personal safety, environment, etc. Presumably, the

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<sup>4</sup> The Parliament of Albania, The 2016 Constitutional Amendments  
<http://80.78.70.231/pls/kuv/f?p=201:Ligj:76/2016:22.07.2016>

<sup>5</sup> The Parliament of Albania, decision no. 47/2019, “On the approval of the National Strategy for Public Legal Education”  
<https://www.parlament.al/Files/Akte/20190424122731vendim%20nr.%2047,%20dt.%2018.4.2019%20-Teksti%20i%20Strategjise.pdf>

knowledge of law encourages people to obey the law, avoid illegal behavior and reduce conflicts<sup>2</sup>.

The Analysis of the Justice System in Albania conceived a reform based on seven basic pillars. One of them was “Legal education and public legal education.” The Analysis bases the need for better public legal education on these findings:

1. State institutions do not have projects and plans to promote and enable this form of education.
2. There is no national strategy for the legal education of the public.
3. There is no good coordination and planning for the continuing legal education of the public.
4. There is no division between institutions and the civil society of the tasks of education and continuous legal information for the public.
5. There is no institutionalization of legal education for citizens. There is no responsible institution for promoting, organizing and monitoring this activity.
6. Public legal education has been carried out through civil society initiatives, funded by international donors.

These findings are not supported by relevant sources in the Analysis. They seem to be the reading of the situation by the experts that have drafted the analysis. The experts have analyzed the curricula of pre-university education and these documents seem to support a finding that legal information is provided from the lower grades throughout the mandatory education, in accordance with the knowledge and abilities of each grade<sup>6, 7, 8, 9, 10, 11, 12</sup>. The Analysis does not provide any source or study to show what the level of legal knowledge is in the general population and what are the real needs of the general population in this regard.

In line with the experts’ findings, the Analysis identified the goals and objectives to be achieved in the field of public legal education as part of the justice reform:

1. Provide the necessary information and develop the necessary knowledge, increase the capacity of citizens to understand and the skills needed to make the right decisions in situations related to legal rights and obligations.
2. Enable citizens to find their way within the broad legal spectrum, by recognizing their rights and obligations, and train them to identify and avoid potential problems in the future.
3. More participation and role for legal professionals.

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<sup>6</sup> Dokumenti i Strategjisë së Zhvillimit të Arsimit Parauniversitar 2014-2020, 2014.

<sup>7</sup> Ministria e Arsimit dhe Shkencës, Korniza Kurrikulare e Arsimit Parauniversitar, 2013.

<sup>8</sup> Programi i lëndës së Qytetarisë, Klasa 1 dhe klasa 6, nëntor 2014.

<sup>9</sup> Ministria e Arsimit dhe Shkencës dhe Instituti i Zhvillimit të Arsimit, Programi i lëndës së historisë, arsimit bazë, shkalla e tretë, 2014.

<sup>10</sup> Komentari: Deklarata Universale e të Drejtave të Njeriut. Për mësuesit e shkollës së mesme; Autore, Marjana Sinani, Milika Dhama, Xhuli Harasani, Vasilika Hysi, Eralda Methasani.

<sup>11</sup> Ministria e Arsimit dhe Shkencës, Udhëzuesi “Për krijimin dhe mirë-funksionimin e qeverisë së nxënësve”, 2012.

<sup>12</sup> Raporti përfundimtar për reformimin e arsimit të lartë dhe kërkimit shkencor, Tiranë, 2014.

[http://www.fim.edu.al/reforma14/raport\\_reforma\\_arsimit\\_larte.pdf](http://www.fim.edu.al/reforma14/raport_reforma_arsimit_larte.pdf).

4. Support the citizen to recognize the rights, understand the role and functions of institutions and mechanisms for the administration of justice, understand the concept of citizenship in the rule of law, update their knowledge in areas of their interest in the legislation.

The Analysis suggests a number of activities to accomplish the goals, such as massive information and media campaigns, distribution of informative materials on specific legal issues, publication of success or failure stories to highlight right or wrong, more information on auxiliary services to promote access to justice, a legal information website, open days in various state institutions and meetings of the public with law professionals.

The Justice System Reform Strategy, that was adopted on the basis of the Analysis set raising the public awareness of the importance of law enforcement as the main objective for the legal education of the public. The strategy lists these specific actions for the implementation of this goal<sup>3</sup>:

1. Inclusion of legal education in pre-university curricula.
2. Training of teachers through legal education in university curricula.
3. Increase practical legal knowledge and promote public activism.
4. Establishment of legal information websites.
5. Information campaigns on conflict resolution alternatives to dissuade from self-judgment and revenge.
6. Information programs for people in contact with the justice system.
7. State funding for legal information books.

Although many of the actions listed in the strategy seem to be a repetition of the goals themselves, the strategy is accompanied by an Action Plan (AP) where specific activities are listed with the aim of implementing the above actions<sup>3</sup>.

### **The national strategy for public legal education**

As evidenced by a survey conducted by the Annenberg Public Policy Center (APPC) of the University of Pennsylvania, only a quarter of Americans can name all three branches of government. Nearly a third of Americans cannot name any of the three branches of government<sup>13</sup>. This survey supports the argument that a lack of basic civics knowledge is worrisome and an argument for an increased focus on civics education in the schools<sup>14</sup>.

Despite a lack of similar surveys and studies in Albania, the lack of legal information in the general public was recognized by many as an issue to be addressed even as part of the comprehensive justice reform.

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<sup>13</sup> The Annenberg Public Policy Center, 2016  
[http://cdn.annenbergpublicpolicycenter.org/wp-content/uploads/Civic\\_knowledge\\_survey\\_Sept\\_2016.pdf](http://cdn.annenbergpublicpolicycenter.org/wp-content/uploads/Civic_knowledge_survey_Sept_2016.pdf)

<sup>14</sup> The Annenberg Public Policy Center, 2016  
<https://www.annenbergpublicpolicycenter.org/americans-knowledge-of-the-branches-of-government-is-declining/>



The National Strategy for Public Legal Education (SELP) was adopted by the Albanian Parliament in 2019. The SELP was drafted during the heated phase of the implementation of the justice reform. Admittedly, the strategy tries to address not only public legal education, but also the dynamics of the justice reform.

The process for drafting SELP started immediately after the adoption of the justice reform strategy. To determine the content and policies of public legal education, the Special Parliamentary Commission for the Reform of the Justice System set up a High-Level Expert Group. The group initially relied on the findings of the Analysis of the Justice System and on the main directions of the Strategy. The group, then, found it necessary to treat public legal education beyond its formal concept and to include, in addition to educational institutions, other actors, public and private, in order to expand and extend legal education to all the levels of the society. Data was collected from different institutions and actors that play a role in the field, and research work was conducted to identify the applicable international legal and policy framework.

SELP establishes the following strategic goals for years 2019 – 2023<sup>5</sup>:

1. Improvement of the institutional organization and functioning in offering public legal education.
2. Guarantee and strengthen effective institutional cooperation at local, regional and national level for the realization of public legal education.
3. Ensure effective and efficient performance of public and independent institutions, the media and civil society.
4. Awareness of the public regarding the importance of knowing the law, their rights and obligations, based on specific needs and on the promotion of civic activism.

Each strategic goal is followed by the measures of their implementation. The measuring indicators are established in number of legislative actions, memorandums, number of training or informative sessions. SELP does not contain measuring indicators that assess the real knowledge of the public regarding the law and their legal rights and obligations that would support arguments for improving it<sup>5</sup>.

What seems to be a real shortcoming of the strategy is the argumentation of the way the provided action will contribute to as better understanding of the law by the general public. On the other hand, SELP does not evaluate the resources of the institutions it charges with actions. An effective strategy would need to aim toward reaching results in realistic terms, without excessive provisions and without overloading the structures that will be assigned to the implementation<sup>15</sup>.

### **The implementation of the strategy**

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<sup>15</sup> The Albanian Helsinki Committee, Opinion and Suggestions on SELP, 2017  
<https://ahc.org.al/disa-mendime-dhe-sugjerime-te-komitetit-shqiptar-te-helsinkit-per-projektin-per-strategjine-e-edukimit-ligjor-te-publikut-ne-republiken-e-shqiperise/>

The justice reform in Albania was heavily supported by donor funds. Subsequently, there was a lot of funding dedicated to the monitoring of this reform too. Although many experts involved in monitoring activities were the same that drafted the reform, their reports help create an understanding of the impact of the reform on legal education and public legal education.

The monitoring reports were mainly based on desk research, official information from stakeholders and semi-structured interviews with responsible officials. The reports do not include surveys of public perception, information or knowledge.

In 2019, the only progress reported regarding the legal education of the public remains the work for drafting the SELP<sup>16</sup>. Regarding legal higher education, the reports mention that a number of concrete legal steps have been taken. These action, of an exclusive legislative nature, were aimed at improving the quality, as well as addressing the specifics of legal education<sup>16</sup>. Despite this, the newly enacted legislative measures have remained in paper and the obligation arising from them practically unenforceable due to the failure to issue the relevant regulation that would establish specific duties and deadlines<sup>16</sup> similarly, the processes of evaluating the quality of higher education and the capacity building in legal research have started, but remain largely stalled and not completed<sup>16</sup>.

In 2020, the reports on the justice reform continue to list the approval of SELP as the only progress in the area of public legal education<sup>17</sup>. These reports echo the same concerns as above regarding higher legal education<sup>17</sup>.

### **The broader effects of the justice reform**

The justice reform should have been considered at its peak in 2016 when the Constitutional Amendments were approved. Instead, the Constitutional Amendments, more than the start of real change was a continuation of the political rhetoric that accompanied the justice reform. Until 2019, the justice reform stalled amid political accusations and counteraccusations. During these 3 years, the justice reform was practically reduced to the vetting process of judges and prosecutors and little success was achieved in other areas<sup>18</sup>.

The year 2019 marked the transfer from the rhetoric to the actualization of the justice reform. The time elapsed until then, considered by some as a period of transition between the old and the new system<sup>18</sup>, encountered obstacles that prevented the country from re-establishing a Supreme Court and a Constitutional Court after all their members failed the vetting process. It is evident that in this situation, the focus has been directed miles away from the concerns of legal education, much less those of public legal education.

Precisely, one of the criticisms addressed to the justice reform is that it left out legal education. The Justice System Analysis and Strategy dedicate specific chapters to legal education, but the

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<sup>16</sup> University of Tirana, Faculty of Law, Monitoring of the Implementation of the Justice Reform, 2019.  
<https://www.osfa.al/sites/default/files/raport-monitorimi-i-zbatimit-te-reformes-ne-drejtesi.pdf>

<sup>17</sup> University of Tirana, Faculty of Law, Monitorimi i masave për reformimin e arsimit juridik dhe edukimit ligjor të publikut, 2020.

<sup>18</sup> The Institute for Political Studies, Bilanci 2018 – 2019 – Monitorim, Analizë, Problematike.

implementation of the reform has not really addressed any of the issues identified by the Analysis<sup>19</sup>.

During the reform process, the discussions included amendments in Law No. 80/2015 “On higher education and scientific research in higher education institutions”. The aim was to amend the duration of legal education and require five-year integrated second cycle degrees. But, the most notable proposal was the inclusion of a “bar exam” – an examination at the end of law school that would give graduates the license to practice law in Albania. The draft law “On the state examination for lawyers” was, in fact, part of the justice reform legal proposals and was submitted twice in the Parliament (28.12.2016 and 22.09.2017), but after resistance from the academic world, was withdrawn both times<sup>19</sup>.

Legal education in Albania faces today many problems, some of them consistent with the concerns regarding higher education in general. Legal education suffers from lack of literature and academic research, little focus from professors, that while employed as academics, have widely known careers as defense lawyers, civil society activists and consultants. These factors, together with the large number of law graduates from public and private universities, have contributed to a diminished reputation and regard for the legal profession in general.

The public tends to view legal knowledge as a second-tier knowledge, something that we all possess, because it is evidently so easy to get a law degree and practice the legal profession. In addition, the appearance of obvious conflicts of interests have diminished the reputation and regard for law academics in Albania both in front of law student and in front of the public.

The public and political discourse on the justice reform have also had their negative impact on the way legal education was left outside of the real efforts undertaken as part of the reform. Reporting on justice reform remains a challenge for the Albanian media and journalists, especially because of the fundamental changes made to the entire justice structure<sup>20</sup>. Journalists have difficulties in understanding the functions of new institutions, which leads to truncated and inaccurate reporting<sup>20</sup>. For those reasons, the information that gets to the public is very often inaccurate and distorted.

In addition to this understandable difficulty, media in Albania suffers generally from financial shortages, lack of stability and political influence<sup>20</sup>. To this, we must factor the heated political discourse on justice reform, which is one of the decisive factors in the way the Albanian public perceives the law and justice institutions.

The political majority continues to treat justice reform as its political promise. It identifies with the reform and it rejects all criticism<sup>21</sup>. The main opposition parties fail to distinguish between positive and critical developments in justice reform. They appear to be just against it, which undermines confidence in the long-term effects of the reform<sup>21</sup>.

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<sup>19</sup> The Institute for Political Studies, *Reforma ne drejtesi ne kendveshtrimin e studenteve*, 2020

<sup>20</sup> Albanian Media Institute, *Raportimi i medias mbi Reformën në Drejtësi*, prill – qershor 2019.

<sup>21</sup> The Institute for Political Studies, *Media, politika dhe reforma ne drejtesi*. Monitorim i ligjerimit publik te reformes ne drejtesi, 2020.

The political subjects, journalists, publicists, activists involved in the discourse on judicial reform show a lack of in-depth knowledge of the basic concepts of justice reform, vetting and the essential elements of reform, by some of the subjects monitored in this study. This is also true in the media: a general lack of reference to the relevant legal framework<sup>21</sup>.

## CONCLUSIONS

Justice reform seems to have ceased to be the main priority in the political agenda, although it has been the most important development in Albania for quite some time<sup>18</sup>. The political atmosphere surrounding the justice reform is very controversial, but, at the same time, the main political parties are *de facto* against an effective actualization of the aims of the reform<sup>18</sup>.

The justice reform affects not only the legislative process and the judiciary, but also every part of the public life in Albania. It especially affects the legal culture in the society by creating justice institutions that people can trust. The increased trust in institutions will significantly influence the overall development of society. It is therefore necessary to stop the militant and personal discourse on the justice reform and to accomplish its written goals one by one, from the Constitutional provisions to the publication of the book “Law in your life.”.

Justice reform should be considered as a common national objective of the entire Albanian society and institutions. Only then, legal education will have a chance that goes beyond the expression of goals in a strategy.

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## INTERNATIONALIZATION AND EXTRATERRITORIAL APPLICATION OF EU COMPETITION LAW.

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### ABSTRACT

The actual EU competition law become a vital part of the treaty regulating the EEC more than 65 years ago, and the number countries who signed the ECC and EU treaties rose from 6 to 27. The competition law articles had an important role starting with the treaty of European Coal and Steel Community (ECSC) and then with the treaty of Rome, it became a pillar and an exclusive competence of the EEC/EU legal system. This consideration alone, can allow us to state that the EU competition law from its birth had an international dimension and influenced the legal systems of the countries which were members and those which were aiming to become members. The EU competition law become the core element of the common market and influenced it in its internal and external dimension.

The spread of the EU model of competition law not only in Europe but to other countries is the proof of its international dimension, not only as a binding law of an important economic area of the globe but also as a model that can guarantee a competitive market. In recent years the influence of EU competition law model and policy changed radically due to the decision of the ECJ to extend its application beyond the borders of the EU. The application of EU law to practices/decisions of undertakings who did not happen in the single market, but influenced it, created the possibility for EU competition law to sanction decision not happening into the borders of the EU but having effects in the single market. This way the EU entered in a new phase of applying competition law, meanwhile this phenomenon was widely found in the USA antitrust law application. The role of the ECJ in legitimating the EU Commission decisions and articulating the conditions which need to be applied in this process is fundamental.

The globalization of the economy and especially the international cartels, are becoming a threat to guaranteeing the competitiveness in international markets and are endangering the competitiveness of undertakings situated in markets where the competition law is very severe and effectively applied. This situation increases the necessity of EU to further push the internationalization of its competition model and policy and the extraterritorial application.

**Key words:** Competition law, internationalization, extraterritorial application, European Commission, European Court of Justice.

### INTRODUCTION

The aim of this work is to further investigate the international dimension of EU competition law and its extraterritorial application. The EU competition law was created and influenced more than any other competition/antitrust law system by the international dynamics. The idea

of modern European competition law was first debated in Austria at the end of the nineteenth century. The Austrian model will influence the competition laws in Europe, in particular the German competition law. The first norms regulating the competition in Europe were adopted in the treaty of Paris creating the ECSC and then with the treaty of Rome. The EU competition law was created in an international dimension and had from its creation an international influence. The extraterritorial application of EU competition law is for sure connected with the international dimension of it but differentiates regarding the quantifiable effect in the state of competition and protection of the interests of the union. The internationalization of the EU model of competition law is fundamental for the extraterritorial application. The research regarding the extraterritorial application will be focused principally on the jurisprudence of the European Court of Justice (ECJ) with a special focus in the comparison with the extraterritorial application of US antitrust law.

### **The birth of European competition law and its international dimension.**

The competition law in Europe was first discussed in Austria at the end of the nineteenth century, as reported by Gerber, who is the leading scholar in this issue. According to Gerber the model of competition law created in Austria will influence the development of competition laws in other European countries starting with Germany<sup>1</sup>. The two pillars of this model were the administrative application of competition law and the lack of criminal sanctions, differentiating substantially from the American antitrust law model which made criminal sanctions part of it<sup>2</sup>. According to Gerber the competition law ideas were widely discussed and accepted in Europe.

The ideas of Austrian model of competition law had influenced Germany the most and from there they will continue to influence this area of law in the creation of the European communities. In response to numerous issues<sup>3</sup> Germany enacted the first competition law in 1923, they relied strongly on the Austrian model of competition law<sup>4</sup>. After Germany experienced the totalitarianism during which the competition law was used to control the cartels instead of regulating them with the goal of maximizing the effective competition, Germany will become the leading country in the debate of competition law. The Ordoliberal ideas<sup>5</sup> will create the conditions for the development of competition law in Europe and will influence the “*travail préparatoire*” for the treaty of Paris 1951 and the treaty of Rome 1957. It was a common belief in Europe that competition law should be used as an instrument to revitalize the broken economy<sup>6</sup>.

The ECSC treaty was created with the goal of eliminating the possibility that this industry could be used to prepare future wars in Europe through the formation of a common market<sup>7</sup>. The

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<sup>1</sup> David J Gerber, The Origins of the European Competition Law Tradition in Fin-de-Siecle Austria, American Journal of Legal History 405 (1992).

<sup>2</sup> Section 1 of the Sherman Act 1890.

<sup>3</sup> Inflation, economic crisis and massive cartelization.

<sup>4</sup> See Gerber *sup note 1*.

<sup>5</sup> David J Gerber, Constitutionalizing the Economy: German Neo-liberalism, Competition Law and the “New” Europe. The American Journal of Comparative Law Vol 42 1994.

<sup>6</sup> David J Gerber, Law and Competition in Twentieth Century Europe: Protecting Prometheus. Oxford University Press, 2001.

<sup>7</sup> Franco Piodi, From the Schuman Declaration to the birth of the ECSC: The role of Jean Monnet, Directorate-General for the Presidency Archive and Documentation Centre (CARDOC) 2010.

competition in the market of coal and steel was wholly regulated by norms of the treaty (art 65, 66)<sup>8</sup> and the aim was to eliminate the possibility of ECSC becoming an international cartel. With the ratification of the Treaty of Rome, which established the European Economic Community (EEC), will begin a very important phase for European integration, in which competition law will play an essential role. To further stress the international dimension of competition law in Europe, we should remember the EFTA agreement which included a group of European countries and included a declaration concerning competition<sup>9</sup> based on the European model of competition law. Competition law will become a very important factor in the economic decision-making process. With the Treaty of Rome, the international dimension of EU competition law will begin a new phase which will experience an increasing importance and influence of EU competition law not only in Europe but worldwide. The EU member states will lose a very substantial part of their economic sovereignty due to the EU competition law<sup>10</sup>.

### **Internationalization of European competition law.**

The process of internationalization of European model of competition law began with its inclusion in the treaty of Paris, which made the European model of competition regulation binding for the countries who signed it, following with Treaty of Rome competition become an exclusive competence of the EEC, so competition law was shared and elevated at an international level. European competition law will develop by pursuing two main objectives. The first objective was and continues to be the achievement of the single market. Articles 85/86 of the Treaty of Rome were used by both the Commission and the ECJ to eliminate the restrictions created by companies in the free movement of goods between the states that were part of the community<sup>11</sup>.

The Treaty of Rome was created with the aim of reducing trade barriers between states and creating the institutional and regulatory framework, to ensure that the participating states could integrate their economies. Competition rules were adopted with the aim of limiting private barriers to trade between member states<sup>12</sup>. The internationalization of the competition law was viewed as the solution to fight the massive cartelization of the economy and to unite Europe under a shared competition policy. The competition law will contribute extensively to shaping the behavior of the undertaking which had community dimensions, and the national legislations will harmonize entirely with the EU competition law<sup>13</sup>.

Competition law after the second world war experienced an increasing importance. As we mentioned before, in two important treaties there were provisions regulating competition law. Most of the world systems of competition law share many common characteristics. These

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<sup>8</sup> Norbert Lang, Trade Regulations in the Treaty Establishing the European Coal and Steel Community, Northwestern University Law Review Vol. 52.

<sup>9</sup> Corwin D. Edwards, Control of Cartels and Monopolies: An International Comparison, Oceana Publications, Inc. 1967 New York.

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<sup>12</sup> David J Gerber, Law and the Abuse of Economic Power in Europe, HeinOnline 62 Tulane. L. Rev. 57 1987-1988.

<sup>13</sup> David J. Gerber, Europe and the Globalization of Antitrust Law, 14 Conn. J. Int'l L. 15 (1999). [https://scholarship.kentlaw.iit.edu/fac\\_schol/227](https://scholarship.kentlaw.iit.edu/fac_schol/227).



include prohibitions on certain horizontal agreements (such as cartels), certain vertical restraints and abuses of market power by firms. In more than half of those systems, there is a mechanism for the control of mergers<sup>14</sup>. The EU had an important role in initiating initiatives to create a more functional system of international competition law. The EU was very active in pushing the WTO to include competition provisions stressing the fact that this would bring to a more competitive international market and the model to be followed should be the competition law of the EU<sup>15</sup>.

The EU according to E Fox took a leading role in the process of the internationalization of competition law, not only in Europe but also globally, pushing in the framework of international organizations to adopt competition rules. This role was somehow invigorated because the USA maintained a very reluctant position<sup>16</sup>. The EU is a very important economic actor, this allows the EU to easily enter into bilateral economic cooperation agreements<sup>17</sup> or association agreements<sup>18</sup> with third countries especially with those countries who want to become EU members. This kind of leverage gives the EU the possibility to push third countries to enact competition norms that are like those found in the EU legal system<sup>19</sup>. The EU economy is very export oriented, the companies originating from the EU market are an important player in the international economy. This pushes the EU to try invigorating his competition law model worldwide and to enter in agreements which regulate competition with other countries especially with countries where the competition law is inexistent or its application is very law<sup>20</sup>, and in those areas of the world where the economic flows are big<sup>21</sup>. Another important aspect is that the EU is often viewed by undertakings as very rigorous in applying competition law. There are a lot of competition cases where an undertaking was fined in the EU but not in the US (Microsoft Case,)<sup>22</sup>. This is another argument for the EU to further push for internationalization of its model of competition law this way it does not risk creating an area of the world where competition law is tougher. The EU model of competition law is a very important example of an efficient and functioning law and contributed a lot in the consolidation of the internal market. If we want to consider its international dimension, it is a good example of how single countries can delegate this competence to an supranational level and have positive impacts in the internal economy<sup>23</sup>.

These findings allow us to understand and confirm the high importance of the internationalization of EU competition law. The internationalization is a phenomenon that

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<sup>14</sup> Maher M Dabbah, The internationalization of competition law and multinational enterprises (MNEs) as non-state actors in the process, *Non-State Actors and International Law* 3: 201–213, 2003.

<sup>15</sup> Anestis S. Papadopoulos, *The International Dimension of EU Competition Law and Policy*, Cambridge University Press; Illustrated edition (November 29, 2010).

<sup>16</sup> Eleanor M. Fox, *Toward World Antitrust and Market Access*, *The American Journal of International Law*, vol. 91, no. 1, 1997, pp. 1–25. JSTOR

<sup>17</sup> The Partnership and Co-operation Agreement (PCA) between the EC and the Russian Federation

<sup>18</sup> Stabilization and Association Agreement with Albania, article 71.

<sup>19</sup> L Lucio, *The Globalization of Antitrust Enforcement: Governance Issues and Legal Responses*, *Indiana Journal of Global Legal Studies*, vol. 9, no. 2, 2002, pp. 433–59. JSTOR, <http://www.jstor.org/stable/20643837>. Accessed 26 Oct. 2022.

<sup>20</sup> See *Papadopoulos* note 15 supra pg 2017

<sup>21</sup> Mark Williams, *Competition Policy: One Theory, Three Systems* Neither China nor Hong Kong are likely to adopt workable competition laws in the near future. The Taiwan experience is positive, *Open Edition Journal* January February 2004

<sup>22</sup> Brendan Sweeney, *International Competition Law and Policy: A Work in Progress*, *Melbourne Journal of International Law* 2009 pg 5.

<sup>23</sup> Maher M. Dabbah, *The internationalization of antitrust policy*, Cambridge University Press 2003 pg 138.

initiated with the birth of EU competition law, increased at the point of becoming the most important model of competition law worldwide. The internationalization process is a soft way of influence which has a very significant effect on the economic competition and is a cost effective. This process creates the preconditions for single countries to strengthen the application of competition law without the need by the EU institutions to intervene with the instrument of extraterritorial application that we are going to see below.

### **Extraterritorial application of EU competition law.**

The internal market of the EU is a very open market to the rest of the world, the globalization of the economy influences policies and laws in all jurisdictions, interconnection/interdependence of the economic systems is a fact that no organization or country can ignore. The actual economic crises triggered by the war in Ukraine is the testimony of a very interconnect world economy. This are some of the most important issues that are going to influence the need for the EU and other legal systems to find ways of applying their laws to legal entities outside of their jurisdiction. I would start from a very important statement of the USA Supreme Court in the *American Banana v. United Fruit Company* case to envisage the evolution of this concept that was formulated for the first time for competition law by this court:

*“But the general and almost universal rule is that the character of an act as lawful or unlawful must be determined wholly by the **law of the country where the act is done...** [A statute is] intended to be confined in its operation and effect to the territorial limits over which the lawmaker has general and legitimate power. "All legislation is prima facie territorial.”<sup>24</sup>*

Clearly the Court does not accept the theory of extraterritorial application and is justified by applying the territorial jurisdiction principle<sup>25</sup>. In this historic moment the exclusive state jurisdiction was important element of sovereignty. But with the rise of the international economy and the proliferation of international cartels this doctrine will be left apart. The *American Banana Co. v. United Fruit Co* way of applying antitrust law will change with the *Alcoa* case the Court will take in consideration the effects that a behavior produced not only where it occurred. This will change radically the way antitrust law is applied and will be a very important precedent that will be followed by other jurisdictions too.

*“...that any state may impose liabilities, even upon persons not within its allegiance, for conduct outside its borders which has consequences within its borders...”<sup>26</sup>*

The *Alcoa case* of the Supreme Court formulated a new doctrine of applying antitrust law based on the effect, successive case law<sup>27</sup> will try to identify better what we need to understand for

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<sup>24</sup> *American Banana Co. v. United Fruit Co.*, 213 U.S. 347 (1909).

<sup>25</sup> Donald J. Curotto, *Extraterritorial Application of the Antitrust Laws and Retaliatory Legislation by Foreign Countries*, *Golden Gate University Law Review* Volume 11 Issue 2 2010 pg 5

<sup>26</sup> *United States v. Aluminum Co. of Am.* - 148 F.2d 416 (2d Cir. 1945)

<sup>27</sup> *United States v. General Electric Co, Occidental Petroleum Corp. v. Buttes Gas & Oil Co., United States v. Aluminum Co. of America, Timberlane Lumber Company, et al., Plaintiffs-appellants, v. Bank of America National Trust and Savings Association, Etal., Defendants-appellees*, 749 F.2d 1378 (9th Cir. 1984).

**effects.** Two important orientations are that the effects should be **direct and substantial**<sup>28</sup>, in the *Timberlane case* was introduced jurisdictional “rule of reason”. This case law will pave the way of the full development of extraterritorial application of antitrust law in US and will be an important example for the extraterritorial application of EU competition law.

The case of EU extraterritorial application is a little more complicated than that of the US (especially if we exclude the criminal cases of US antitrust law) this because of the particularity of the EU legal system and of the EU as an organization. As we mentioned before the EU followed a different path on eliminating the negative effects of the behavior of undertaking belonging to other legal system. The internationalization process of EU competition law in part compensated the need of extraterritorial application. The EU Commission accepted the possibility of giving extraterritorial jurisdiction to its competition laws, acknowledging that certain behaviors of undertakings happening in foreign countries produce effects in the EU market<sup>29</sup>. To justify the extraterritorial application of EU competition rules, the Commission has always been willing to consider the effects<sup>30</sup> that those agreements and practices have on the EU market. Although this standard was not established by the ECJ for a very long time<sup>31</sup>. The Commission view on the “effects” of agreements and abuses that activate the mechanism of extraterritorial enforcement is given on paragraph 100 of the Notice<sup>32</sup>. According to this document the location of the undertaking is not a condition that determines the ability of the Commission to full apply competition law. An important issue that I would like to mention is that both the Commission and the ECJ agreed on the possibility for competition law to be applied to foreign entities even if through different patterns, we can see this from the *Dyestuff* case. This evolution took more than 50 years to arrive at the “**effects doctrine**” which become a shared opinion regarding the extraterritorial application of competition law by all the EU institutions<sup>33</sup>.

### **The role of the ECJ in the extraterritorial application of competition law.**

The ECJ had a fundamental role in the EU competition law, its jurisprudence has shaped the way competition is applied and determined the rapports between the actors that are involved in this process. Regarding the extraterritorial application of competition law in particular, the

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<sup>28</sup> Najeeb Samie, The Doctrine of "Effects" and the Extraterritorial Application of Antitrust Laws, 14 U. Miami Inter-Am. L. Rev. 23 (1982) pg 5

<sup>29</sup> COMMUNICATION FROM THE COMMISSION TO THE COUNCIL concerning the Agreement between the European Communities and the Government of the United States on the application of positive comity principles in the enforcement of their competition laws. <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:51997DC0233&rid=8>

<sup>30</sup> This notion is explained fully in the Commissions Notice: COMMISSION NOTICE Guidelines on the effect on trade concept contained in Articles 81 and 82 of the Treaty (2004/C 101/07)

<sup>31</sup> Case C-48/69, Imperial Chemical Industries Limited v. Commission [1972] E.C.R. 619. pg 927-930.

<sup>32</sup> COMMISSION NOTICE paragraph 100: *Articles 81 and 82 apply to agreements and practices that are capable of affecting trade between Member States even if one or more of the parties are located outside the Community (78). Articles 81 and 82 apply irrespective of where the undertakings are located or where the agreement has been concluded, provided that the agreement or practice is either implemented inside the Community (79), or produce effects inside the Community (80). Articles 81 and 82 may also apply to agreements and practices that cover third countries, provided that they are capable of affecting trade between Member States. The general principle set out in section 2 above according to which the agreement or practice must be capable of having an appreciable influence, direct or indirect, actual or potential, on the pattern of trade between Member States, also applies in the case of agreements and abuses which involve undertakings located in third countries or which relate to imports or exports with third countries.*

<sup>33</sup> N. Cunha Rodrigues, Extraterritoriality of EU Economic Law, European Union and its Neighbours in a Globalized World 4, Springer Nature Switzerland AG 2021

Court starting from the *Dyestuffs* case<sup>34</sup> distinguished itself from the interpretation of the Commission and of the Advocate General (AG)<sup>35</sup>. In this case the Court used the “*economic entity concept*”<sup>36</sup> to justify the application of the EU law. Even though this fulfilled the interest of applying article 101 (1) it follows a different path of what we have seen happening in the US application of antitrust law. The AG instead followed the “*effects doctrine*” from the beginning<sup>37</sup>. The “*economic entity*” doctrine was applied by the Court in several other cases, one of the most important cases in the EU competition law *Continental Can*<sup>38</sup>, other case law will follow in the same direction for example *United Brand*<sup>39</sup> and *Hoffman LaRoche*<sup>40</sup> in both this case they operated through a parent company located in the EU. The difference between this last case and previous one’s is that the undertakings did not pretend the lack of jurisdiction but accepted the theory of “*economic entity*”.

The theory of “*economic entity*” couldn’t be used to apply competition law to all behaviors that occurred outside the EU market but produced effects in the EU market, so another solution needed to be found, the Court was reluctant to accept the “*effects doctrine*”. In the *Woodpulp*<sup>41</sup> case the Court stated that, to apply EU law is important where the anti-competitive behavior was **implemented** not where it was formed, indirectly the Court agrees with the concept of effects<sup>42</sup>. As we can see the interpretation of the Court has evolved significantly till the acceptance of the “*effects doctrine*”. In my opinion the Court knowing the *sui generis* nature of the EU couldn’t use a very powerful instrument to apply the EU competition law to other entities locating in other countries, till the EU was more consolidated. Even though the US which was the competing model in antitrust applied the “*effects doctrine*” long ago this was made possible in the EU.

This reluctance of the Court will end with the *Intel* case in 2017 which is considered a milestone in extraterritorial application of EU competition law and significantly expended the jurisdiction of the EU law<sup>43</sup>. Intel is a US-based company that designs, develops, manufactures, and markets central processing units, chipsets, and other semiconductor components. Was fined for

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<sup>34</sup> Case C-48/69, Imperial Chemical Industries Limited v. Commission [1972] E.C.R. 619.

<sup>35</sup> Opinion of AG Mayras, ECJ Case C-48/69 (ICI v. Commission), EU:C:1972:32 pp 693

<sup>36</sup> In case C-48/69, Imperial Chemical Industries Limited v. Commission [1972] E.C.R. 619, para 132, the ECJ stated that:

“*The fact that a subsidiary has separate legal personality is not sufficient to exclude the possibility of imputing its conduct to the parent company, especially where the subsidiary does not determine its market conduct independently but in all material respects carries out the instructions given to it by the parent company. When the subsidiary does not enjoy any real autonomy in the determination of its course of action on the market, the prohibitions imposed by Article 85(1) may be considered inapplicable in the relations between the subsidiary and the parent company, with which it then forms one economic unit. In view of the unity of the group thus formed, the activities of the subsidiaries may, in certain circumstances, be imputed to the parent*”

<sup>37</sup> The AG conditions stated in the *Dyestuff* for the application of the criterion of territorial effect: direct and immediate restriction on competition, the effect of the conduct must be reasonably foreseeable, the effect produced on the territory must be substantial.

<sup>38</sup> Case 6/72 Europemballage Corporation and Continental Can Co Inc v Commission [1973] ECR 215 paragraph 14-17.

<sup>39</sup> Case C-27/76, United Brands Company and United Brands Continental B.V v. Commission of the European Communities ECR 207 (1978)

<sup>40</sup> Case C-85/76, Hoffmann- La Roche & Co. v. Commission of the European Communities ECR 461 (1979)

<sup>41</sup> ECJ Joined Cases C-89/85 (Ahlström Osakeyhtiö et al. V. Commission), EU:C:1988:447.

<sup>42</sup> Evan Breibart, *The Wood Pulp Case: The Application of European Economic Community Competition Law to Foreign Based Undertakings*, 19 Ga. J. Int’l & Compar. L. 149 (1989).

<sup>43</sup> Marek Martyniszyn, “Extraterritoriality in EU Competition Law” in Nuno Cunha Rodrigues (ed), *Extraterritoriality of EU Economic Law* (Springer 2021).

encouraging (through conditional rebates) computer manufacturers to make all or almost all laptops with Intel chips. This was done against the backdrop of pre-existing contracts between computer manufacturers and AMD, Intel's only important rival and another US chip maker. Equivalent rebates were given to a leading retail group for stocking products with Intel's chips. This was a tactic to exclude AMD, which would limit consumer choice and diminish incentives for innovation. Intel puts forward six arguments in support of its defense, but we are interested in the fifth argument regards the jurisdiction.

Intel argues that the Commission has no jurisdiction over the agreements concluded between Intel and Lenovo in 2006 and 2007. In the AG opinion<sup>44</sup> we can find very important arguments regarding the jurisdiction<sup>45</sup> of the Commission to apply the EU competition and the need for the Court to welcome issues regarding the policy of competition law<sup>46</sup>, this isn't new because as I mentioned the AG was oriented since the beginning to adopt the "effects doctrine". The Court was more careful in accepting the "effects doctrine". According to E Fox there are two main reasons way the Court limited the extraterritorial reach of competition law, the legitimate interest of countries and the need for certainty of the undertakings<sup>47</sup>. The Court stated in paragraph 40 "*Commission's jurisdiction under public international law to find and punish conduct adopted outside the European Union may be established on the basis of either the **implementation test or the qualified effects test***" accepting the possibility that under qualified effects test the Commission has jurisdiction in applying article 101 and 102 of TFEU. But to make this possible there were other criteria's that need to be satisfied to extend the jurisdiction, the effects should be foreseeable, immediate, and substantial. Regarding the foreseeability the Court stated in paragraph 51 "*it is sufficient to take account of the **probable effects** of conduct on competition in order for the foreseeability criterion to be satisfied.*" The Court in paragraph 52 "*that Intel's conduct was capable of producing an **immediate effect** in the EEA*" clarified that the Intel behavior produced immediate effects in the EU, satisfying another criteria imposed by the Court. The effects should be substantial to justify the extraterritorial reach of competition law. In the Intel case this criterion is satisfied, paragraph 56 "*Accordingly, in view of the considerations set out in paragraph 50 above, the General Court did not err in law in holding that, faced with a strategy such as that adopted by Intel, it was appropriate to take into consideration the conduct of the undertaking viewed as a whole in order to assess **the substantial nature of its effects on the market of the EU and of the EEA.***" The evolution of the ECJ jurisprudence in my opinion is a demonstration of the increased relevance of the EU law in general and the competition law in particular, the ECJ in Intel case gives the full force

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<sup>44</sup> Opinion of AG Wahl delivered on 20 October 2016 Case C-413/14 P Intel Corporation Inc. vs European Commission

<sup>45</sup> Intel AG opinion in paragraph 291 "*If the prohibitions laid down in the Treaties were applied only where the agreement, decision or concerted practice was formed or adopted within the EU territory, that would provide undertakings with an easy way to fend off the application of EU competition rules.*"

<sup>46</sup> Intel AG opinion paragraph 280. "*The present ground is by no means of lesser importance than those examined so far. It provides the Court with the welcome opportunity of clarifying the line of case-law devolving from ICI, and subsequently developed in Wood Pulp, 167 concerning the territorial application of EU competition law. It will enable the Court to fine-tune that line of case-law and adjust it to present-day conditions, characterised by global economies, integrated marketplaces and elaborate patterns of trade.*"

<sup>47</sup> Eleanor M. Fox, Extraterritorial Jurisdiction, Antitrust, and the EU Intel Case: Implementation, Qualified Effects, and the Third Kind, Fordham International Law Journal Volume 42, Issue 3 Article 8 pg 990

to the EU competition law to reach worldwide all behaviors of undertakings that impact competition and consumers in the EU market.

## CONCLUSIONS

I tried to demonstrate in this paper that the EU is one of the most important competition law system worldwide. EU competition law was born in an international dimension and developed as such. The international dimension of EU competition is a characteristic that helped increase the relevance of the EU as economic and institutional factor. The EU model of competition law is a strong competitor worldwide and has been adopted by numerous countries not only in Europe. Initially the internationalization of the EU model of competition law tried to serve the purpose of preventing anticompetitive actions of undertakings even in those situations where was not possible to apply it directly to these cases. The extraterritorial application of EU competition law experienced a constant progression even though initially the Court was reluctant in applying the “effects test”. This reluctance to harmonize with the US extraterritorial application of antitrust law is found in the legal nature of the EU. The EU needed first to consolidate its institutions and legal system before giving full effect to the extraterritorial application of competition law. In all this process the ECJ was the most important factor because it equilibrated the interests of the EU Commission to increase its reach of anticompetitive behavior but without prejudice to legal certainty. The Intel case is defining moment of EU competition law because it definitively recognized the “effects test” as criteria to apply competition law.

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## **SESSION 4**

**ECONOMIC DIMENSIONS OF THE “NEW NORMAL”,  
SUSTAINABLE DEVELOPMENT OF RURAL AREAS, CIRCULAR  
ECONOMIES, PROMOTION OF SUSTAINABLE AGRICULTURE AND  
ECO-TOURISM**



## **POLITICAL ECONOMY OF INTERGOVERNMENTAL TRANSFERS IN THE CONTEXT OF A POST-SOCIALIST ECONOMY**

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### **ABSTRACT**

Intergovernmental transfer schemes aim to achieve social welfare, balanced and efficient territorial development, based on a transparent and objective process of allocation. However, there are various alternative factors that may influence access to funds such as political influence from the ruling party. The study aims to analyse the role of political affiliation of local governments in accessing funds in Albania, a post-socialist economy. The study explores empirically the effect of political alignment of local government units' access to conditional and unconditional grants. The main finding is that local governments aligned to the central government receive substantially larger funds in the form of conditional grants.

**Keywords:** intergovernmental transfers, political economy, transition economy, Albania

### **INTRODUCTION**

Several empirical studies show an electorally-driven manipulation of public expenditures in countries with immature democracies, such as in developing or transition (post-communist) economies. Institutional indicators like corruption, rent-seeking and access to free media, can be employed to explain a large part of the differences in the size of policy cycles or the manipulation of policy instruments between developed and developing countries (SHI & SVENSSON, 2006). Transparency (ALT & LASSEN, 2006) and the lack of experience that voters have in new democracies (BRENDER & DRAZEN, 2005) are also relevant factors for the political (or election driven) manipulation of fiscal policies. Incumbents in younger democracies may have higher degrees of freedom (enabled by a weaker institutional framework, including checks and balances and poorer voters' awareness) to deliver tangible results in conjunction to political interests and elections (LAMI & IMAMI, 2019).

One area subject to political manipulation for electoral purposes is the allocation of inter-governmental funds, which is also the focus of this paper. The implementation of an adequate and fair intergovernmental scheme is a crucial part of the decentralization process. Decentralization has been a new phenomenon for post-communist economies, as they were emerging from typically strictly centralized governance. The aim of the decentralization process is to make local government more independent from the central government by providing more authority power and financial autonomy to local units. This way local governments can provide better services by tailoring public goods provisions in line with the needs of the communities. However, the experience of the decentralization process in post-communist economies has shown that the (newly created) decentralised units often were unable

to generate sufficient funds to perform their duties, remaining largely dependent on government transfers. Studies on transition countries point out that allocation of government transfers to local units has been characterized by lack of policy transparency, bargaining power and re-election prospects of local leaders, highlighting the importance of political affiliation in this process (MERKAJ *et al.*, 2017; SIDORKIN & VOROBYEV, 2018; 2019).

Western Balkan countries, during the early 1990s experienced the transition from a centralized socialist regime with one party rule to multi party political pluralism (BABOS, 2012). One of the fundamental steps of this transition was the decentralization of the authority from the central to the local government. Authors (such as YODER, 2003; STUBBS, 2005; CESPI, 2011), while differing in their research approach and study interests, similarly emphasize that the Western Balkans offer a unique environment due to the inherited centralized structure, the continuing political shocks experienced during the transition, and overall institutional texture provided by the countries legacy. These features hampered the process of decentralization in the 2000s and enabled a difficult environment for the development and introduction of the concepts of regionalization, deconcentration and multi-level governance. There has been limited comparative research on the process of decentralization in the Western Balkans, while some studies have been carried out in the framework of donor intervention reporting, often lacking or disregarding scientific aspects.

Decentralization, as is the case in the other Western Balkan countries, is still a relatively new reality in Albania. Prior to the 1990s, local governments in Albania, legally considered as "local bodies of the government" rather than "local government bodies", were in charge of implementing the detailed economic planning of the central government within the framework of a highly centralized decision making system of the communist regime ruling the country (HOXHA & GURRAJ, 2001). The first democratic elections in the country, which marked the beginning of a multi-party democracy, were held in 1991. During the first years of the transition to democracy little attention was paid to decentralization as the government's focus was rather on building key institutions and reforming the economy. In fact, the central government applied a scheme for the distribution of intergovernmental grants for the first time in 2002, which was to a large extent conditional, and later complemented by, an increasing proportion of unconditional grants. Since then, overall, the country has progressed significantly both economically and politically. Financial dependence on the central government has been decreasing; however, local governments still encounter a number of challenges in providing public goods and maintaining accountability to their citizens. In fact, grants/transfers represented in total up to 76.5% of subnational revenues in 2013 (before the latest territorial reform), most of which consisting of unconditional transfers whose share had been increasing during the decentralization reform reaching 46% of the LGU's revenues in 2012. However, this progress was hampered by the difficulties encountered to redefine the formula used to allocate the grant (OECD, 2016). Thus, LGUs face fiscal imbalance problems being highly dependent on the central government grants (intergovernmental transfers), therefore making an adequate allocation of the intergovernmental scheme crucial for the local governmental functioning, especially in the early decentralization phases, when strong inefficiencies are encountered.

Along with the progress of the decentralization process (LEVITAS, 2011), there have been a number of publications expressing doubts over the fairness of intergovernmental distribution schemes in Albania (SHEHU, 2006; SCHLÄPPI *et al.*, 2009; CESPI, 2011; COPLAN, 2011; ZHLLIMA *et al.*, 2020; MERKAJ *et al.*, 2017; MERKAJ *et al.*, 2020). Previous studies have shown that the funds being allocated to LGUs have not been transparent or predictable, thus influencing negatively the equity and efficiency criteria of decentralization (UNDP, 2005; DAFFLON, 2006; COPLAN, 2012).

This paper aims to analyze the role of political affiliation of local governments in accessing funds in Albania, a post-communist transition economy. The study explores empirically the political alignment effect of local government units on conditional and unconditional grants. The overall hypothesis is that the distribution of intergovernmental transfers towards units of local governance is influenced by the political alignment. Thus, local government units aligned with the same political coalition leading the central government receive more funding/grants than the others. Different from previous research, this paper incorporates data from different sources, namely secondary and primary as well as quantitative and qualitative data, focusing the analysis on two different intergovernmental transfers.

KETTUNEN & KUNGLA (2005), CASE (2001), ALDERMAN (2002) and MANGIAVACCHI & VERME (2012) analysed on a specific type of conditional transfers (eg. economic aid) while ZHLLIMA *et al.* (2020) and MERKAJ *et al.* (2020) focused on another type of conditional transfers, namely distribution of the Regional Development Fund (RDF). In this paper, we cover both types of intergovernmental grants, namely conditional and unconditional grants. Moreover, the study explores a relatively longer period (2004-2011) extending to all the (373) LGUs different from some of the previous authors' studies (which covered shorter timespan). The paper casts light on the process of transition in a post-structural transformation period, answering various authors' calls (DEMETROPOULOU, 2002; YODER, 2003; STUBBS, 2005) for a refinement of the policy approach and a stepwise and country-specific adoption of EU-guided policies.

The paper is structured as follows: the next Section provides the theoretical background; Section 3 describes the methodology; Section 4 presents the results of the analysis and Section 5 provides a conclusion.

## **MATERIALS AND METHODS**

The overall hypothesis of this study is that the distribution of to LGUs is influenced by the political affiliation of the LGUs' mayor. Hence, LGUs that vote for the party in power are more likely to benefit compared with the communes that vote against it. However, the expectation is that conditional grants (whose allocation is under the discretion of the central government) are more prone to political manipulation when compared to unconditional grants, which are distributed based on a formula and set of criteria.

In order to analyse the distribution of intergovernmental transfers, local units are classified into 2 categories: “aligned” and “unaligned”. The aligned group of local units is composed by all

units whose mayor represented the governing coalition ruling the country the specific year taken into consideration, while the unaligned group is composed by all the rest.

On one hand, secondary data are used to analyse the behaviour of the central government in the allocation of different transfers i.e. to observe whether there is any political bias in the distribution process. Descriptive statistical analyses and tests are used to assess whether the voting patterns of individual LGUs in each election influence the distribution of conditional and unconditional funds. We analyze the per capita value of the transfers from year 2000 to 2011. The analysis extends until 2011, because this is the latest year for which data were available/accessible, while as of 2015, a radical decentralization reform was implemented, bringing about a complete change of LGUs structures (reducing the number of LGUs from 374 to 61), thus, making it impossible to extend the comparative analysis for the post-reform period.

During the period 2001–2011, three exogenously timed parliamentary elections took place in Albania, namely June, 2001, July, 2005 and June, 2009 as well as three local elections in October 2003, February 2007 and May 2011 (see Table 1).

**Tab 1.** Parliamentary and local elections

<b>Years</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Parliamentary elections	June				July				June		
Local elections			Oct				Feb				May

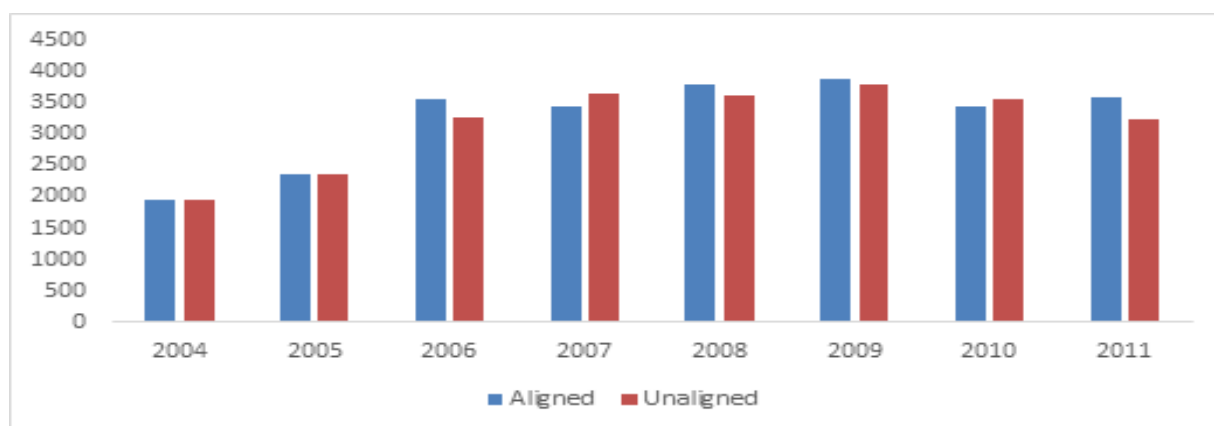
To statistically analyse the difference of transfers between groups we run the t-test statistics, which is a statistical tool widely used to assess whether the means of two groups are statistically different from each other. The Null hypothesis of the test is that the difference of the transfers’ per capita mean between aligned and not-aligned LGUs group is zero.

## **RESULTS**

### ***Unconditional grants***

Unconditional transfers represent the most important grant for the local governments and are defined in the organic law as state budget money distributed through a formula to LGUs to perform exclusive and shared functions. These transfers are part of the autonomous local budget and may be used either for expenditures or capital investments as LGUs have complete independence in administrating these funds. The main purpose of unconditional grants is the horizontal equalization of revenue imbalances across LGUs. Unconditional grants are distributed across communes, municipalities and regions according to a formula, made public with the annual state budget law. The allocation formula is composed by indicators related to social, demographic, fiscal and geographic inequalities between local government units.

Our expectation is that such grants distribution should be more immune to political interference, since they are rule based, as compared to conditional grants which are analysed later in this section (Figure 1).



**Fig 1.** Unconditional Transfers per capita of LGUs according to political affiliation of mayors

Table 2 shows the mean of the per capita unconditional transfers, the variance and the p-value of the t-test statistics for each year for both groups of LGUs. The p-values of the test in Table 2 show that, for all years, the null hypothesis that states no difference between aligned and unaligned LGUs unconditional transfer, cannot be rejected. These results mean that unconditional transfers do not differ significantly between the aligned and unaligned groups of LGUs. It seems that the government has not discriminated unaligned in favour of aligned LGUs. Probably the formula used to distribute these funds has impeded the tactical allocation on discretion of the central government, assuring some degree of fairness in the distribution process.

**Tab 2.** Unconditional Transfers per capita of LGUs according to political affiliation of mayor.

Year		Aligned	Unaligned	<i>p-value (t-stat)</i>
<b>2004</b>	Mean	1945	1940	<i>0.94</i>
	Variance	77	79	
<b>2005</b>	Mean	2369	2367	<i>0.99</i>
	Variance	84	90	
<b>2006</b>	Mean	3556	3266	<i>0.11</i>
	Variance	134	110	
<b>2007</b>	Mean	3428	3635	<i>0.24</i>
	Variance	105	144	
<b>2008</b>	Mean	3785	3603	<i>0.31</i>
	Variance	109	148	
<b>2009</b>	Mean	3866	3780	<i>0.66</i>
	Variance	109	159	
<b>2010</b>	Mean	3447	3571	<i>0.52</i>
	Variance	120	154	
<b>2011</b>	Mean	3581	3233	<i>0.051</i>

	Variance	128	133	
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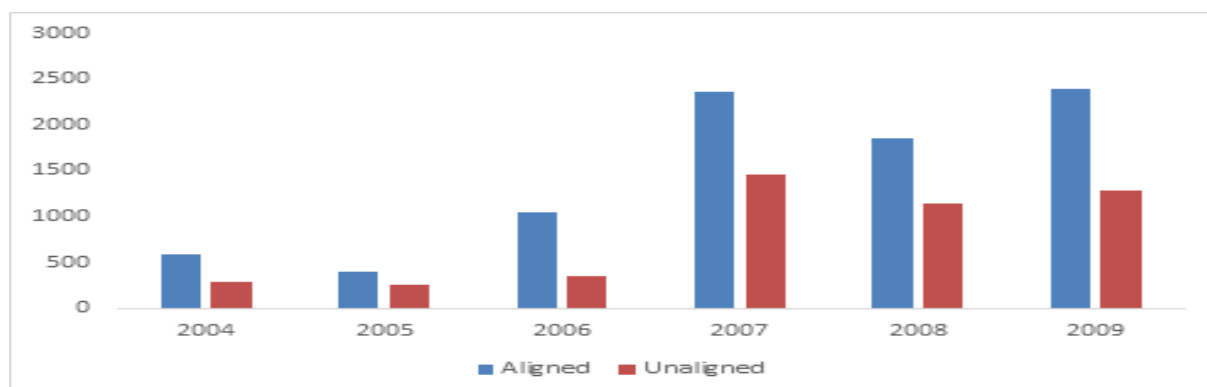
Note: The values of transfers per capita are expressed in Albanian currency (ALL).

Source: Authors’ calculations based on data provided upon request by the Albanian Ministry of Finance

### Conditional grants

Conditional grants are part of the structural budgets of the line ministries which have discretion on the allocation of grants across LGUs, according to guidelines and few flexible criteria provided by law. The grants are allocated annually during the state budget preparation stage - they are given to LGUs to pursue delegated functions. The individual allocation to local governments is performed directly by the line ministries, at their discretion, thereby implying an opportunity for funding LGUs which are closer to the government (e.g. in terms of political affiliation). Our expectation is that such funds are more exposed to political manipulation, when compared to the unconditional (formula based) grants.

In analysing the mean of the conditional transfers (not including the social sector) a sizeable difference is noted between the aligned and unaligned group of LGUs (Figure 2). Except for 2010, the conditional transfers received by LGUs headed by representatives of the incumbent party are almost the double of the conditional transfers allocated to unaligned LGUs.



**Fig 2.** Conditional Transfers (not including the social sector) per capita of LGUs according to political affiliation of mayors

The results of the t-test statistics show, as expected, that the difference in conditional transfers between groups is statistically significant for all years (Table 3). We excluded years 2010 and 2011, because since 2010 most investment grants, which had previously been allocated through conditional grants, were transferred to another type of grant, namely the Regional Development Fund (RDF). With the creation of the RDF, less funds were being allocated through conditional grants – thus presumably (political) lobbying focused rather on RDF since it was introduced (MERKAJ *et al.*, 2017).

**Tab 3.** Conditional Transfers (without social sector) per capita of LGUs according to political affiliation of mayors

Year		Aligned LGUs	Unaligned LGUs	p-value (t-stat)
2004	Mean	588	284	0.000
	Std. Err	57	42	

<b>2005</b>	Mean	400	251	0.038
	Std. Err	54	46	
<b>2006</b>	Mean	1054	346	0.000
	Std. Err	92	45	
<b>2007</b>	Mean	2359	1459	0.000
	Std. Err	219	105	
<b>2008</b>	Mean	1857	1141	0.000
	Std. Err	133	153	
<b>2009</b>	Mean	2390	1288	0.000
	Std. Err	155	195	

Source: Authors’ calculations based on data provided upon request by the Albanian Ministry of Finance

## CONCLUSIONS

This paper sheds light into the possible effect of political affiliation of the LGU leaders into the respective LGU access to central government funds. According to our research findings, LGU mayors who are affiliated to a political party which is part of the central government (coalition), are more likely to receive more conditional transfer funds. Such LGUs receive almost the double of the conditional transfers allocated to other (not-aligned) LGUs. The motivation behind can be the “reward” for communities where LGU voted for the incumbent coalition party, and/or higher leverage for lobbying by LGU leaders who belong to the same party as the central government. Local government leaders are more likely to access grants from the central government if both belong to the same political party/coalition, follow personal informal connections/networks, and can use strong (political and/or bribing) lobbying with high-level decision makers (as highlighted also by ZHLLIMA *et al.*, 2020). However, this does not fully hold for unconditional grants whose allocation decisions follow rule-based policy approach as compared to conditional grants – thus, in the case of unconditional grants, we only find weak and partial evidence of political manipulation.

In the case of conditional transfers, the non-transparency of the data used for the indicators and complexity of the formula, leave the mayors in doubt about the fairness of the application of the formula and the allocation of unconditional grants. However, further research is needed to better understand other informal factors that may influence the allocation of unconditional grants, which have forged this perception of the mayors.

The discretion that ministries have in the allocation of conditional grants and the lack of transparency leave the mayors with doubt about the fairness of this grant distribution. They perceive this grant as more prone to manipulation compared to the unconditional grant. Further research is needed to understand the channels used by the central government to direct the allocation of grants and the motivations behind this tactical distribution.

These findings are in line with our expectation based on the literature review. There have been a number of reports expressing doubts over the fairness of funding distribution schemes in Albania, including distribution of funds from central to local governments (CESPI, 2011; COPLAN, 2011; MERKAJ *et al.*, 2017), as well as in the case of economic aid distribution

(CASE, 2001). The findings are also in line with MERKAJ *et al.* (2020) and ZHLLIMA *et al.* (2020) focusing on the distribution of the Regional Development Fund in Albania. This paper contributes in the literature first because it analyses both types of transfer grants, different from previous (abovementioned) publications, second because the time span is longer than most previous studies and third, it applies mixed methods and data sources.

One of the limitations of this study, is that it does not control for other variables that can influence intergovernmental transfer allocations – such aspect shall be covered by future research. Nevertheless, in the case of conditional grants, the (magnitude of) difference between both types of LGUs is so remarkable – that can be largely explained by political reasons.

The results of this study can contribute in improving inter-institutional debate and public discussion on the subject, with the purpose of improving the accountability and transparency on the central government instruments on intergovernmental transfers. Modes of inter-jurisdictional policy arbitration need to be developed in order to increase transparency and accountability. A rigorous application of the Law on the Right to Access on Official Data is a key element for establishing transparency and accountability from the government side. A number of researchers call for proper orientation in terms of Civil Society engagement in order to compel the Eastern Europe governments to become more accountable to the people and promote transparency (ALLA, 2016; EKMAN GHERGHINA & PODOLIAN, 2016). Watchdog organizations, focused on monitoring budgetary plan amendments, need to be oriented toward budgetary advocacy. LGU associations are also necessary to present their concerns to decision-makers. This implies a better preparation for bureaucratic advocacy type, targeting line ministries responsible for conditional grant provision.

A further policy suggestion aimed at avoiding such political distortion is a fiscal consolidation of the local government. More taxes collected means less dependence on the central government. Best practices from the developed world show that strong fiscal institutional settings appear to reduce partisan influence (HERWARTZ & THEILEN, 2014). Therefore, even in the case of developed countries, authors such as BRACCO *et al.* (2014) call for a greater use of formula-based grants over discretionary ones. In this context, considering the status of central and local institutions in developing countries, fiscal consolidation becomes an indispensable goal.

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## CLIENTELISM, INFORMAL NETWORKS, AND POLITICS IN TRANSITION COUNTRIES – THE CASE OF HIGHER EDUCATION IN ALBANIA

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### ABSTRACT

This paper provides insight into clientelism, informal networks, and politics in conjunction to higher education in Albania. We argue in this paper that unethical behavior of teachers in the Albanian higher education institutions, more specifically in the learning assessment process (grading), is a consequence of the government's intrusion in the core activities of the universities, whether such interventions are legit or otherwise. The main thesis is that the association of the professors with political parties may interfere in their teaching activities. The argument is based on Osipian's analysis of corruption in Ukrainian higher education, which views corruption in higher education as a consequence of government control, a spillover from the political graft and an institutional culture stimulated by the state and tied to its very existence. We find that political clientelism and graft transcends both the socialist and the democratic systems as a dominant expression of corruption, which creates short-and long-term benefits for transacting parties.

**Keywords:** Informal Networks, Clientelism, Communism, Politics.

### INTRODUCTION

In the last decade, there has been an increase in the number of studies on corruption in Albanian higher education. The attention may be attributed to both the proliferation of the anti-corruption industry and the intensity of corruption in the country. The majority of corruption studies in Albania were funded by foreign entities.

In the education sector, the magnitude of corruption remains significant to this day. Corruption in the form of bribing, clientelism, and favoritism has been historically present in Albanian higher education (ZHLLIMA *et al.*, 2018). The majority of Albanians (70 percent) surveyed in 2013 by the Transparency International perceived their education system as corrupted (Serbia with 70 percent and Ukraine with 69 percent being on similarly high levels)(CHAPMAN *et al.*, 2016). Depending on the survey and the sample, in five studies conducted since 2005, the percentage of the respondents who admit the presence of corruption in Albanian higher education varies between 73 and 86 percent (OSFA, 2005; ZHLLIMA, 2012; CITIZEN RESISTANCE, 2017; CITIZEN RESISTANCE, 2018). In another study conducted by ZHLLIMA *et al.* (2012), only about 15 percent of the students of public universities (four major institutions) strongly oppose bribing their professors, while they report that there is a high

incidence of corruptive practices at their institutions. However, from the seven surveys on corruption, only OSFA (2005) and ZHLLIMA *et al.* (2012) had a large and representative sample, both in terms of the number of students and institutions involved.<sup>1</sup>

The management of public universities has been plagued by corruption at all levels of university governance (e.g., mismanagement of funds at the universities of Tirana, Korca, Shkodra, Elbasan, Tirana, and Vlora, etc.).<sup>2</sup> The university admission system changed in 2006 and was centralized by the government because it was perceived as very corrupt. In 2014, the government shut down numerous private providers because of irregularities (e.g., lacking documentation, lack of staff, etc.) (Ministry of Education and Sports, 2014).

Political affiliation and activism among professors and students alike became a widespread phenomenon during the post-socialist period. Although formally, public universities in Albania enjoy substantial autonomy, especially related to academic matters, such as academic promotion, staff recruitment and other administrative matters, they are controlled and influenced by the political system. Therefore, academic promotions for professors and other academic staff, but also job opportunities for students are generally more accessible when affiliated with one of the major political parties (ruling or major opposition party). As such, favoritism and clientelism have been developed along with party membership-based networks. It became common that professors who were active in a given political party, tried to support students who were active in the same political party, by trying to also influence their colleagues to pass or give such students better grades.

## MATERIALS AND METHODS

To understand the underlying dynamics of political influence, clientelism, favoritism, and bribing, this study relies on a combination of qualitative and quantitative methods (WOLFF *et al.*, 1993). We first assessed the magnitude of the problem through the use of the survey data. The quantitative approach consists of a descriptive statistical analysis of a structured survey targeting university students. The survey was conducted in 2012 with 1900 bachelor students of different disciplines in three private higher education institutions located in Tirana, and four public universities in Tirana, Shkoder, and Vlora. Post-stratification weights were calculated (LUMLEY, 2004) and applied throughout the analysis (YU-SUNG SU *et al.*).

**Table 1:** Descriptive data on the demographics of the sample.

<i>Gender</i>	<i>Private Providers</i>			<i>Public Universities</i>				<i>Total</i>
	European University of Tirana	College M. Qiriazi	University M. Barleti	University of Shkodra (Regional)	Agricultural University of Tirana	Tirana University	University of Vlora (Regional)	
Male	104 15.6 %	4 0.6 %	29 4.3 %	102 15.3 %	57 8.5 %	250 37.4 %	122 18.3 %	668 100 %
Female	185	8	39	157	118	570	236	1313

<sup>1</sup> Both had more than 1000 students, and included seven to eight institutions.

<sup>2</sup> See the for example the reports of the State Audit: on University of Shkodra (2013, Mbi Auditimin e Ushtruar në Universitetin “Luigj Gurakuqi” Shkodër); on University of Gjirokaster (2013, Mbi Auditimin e Ushtruar në Universitetin “Eqrem Çabej”Gjirokaster.); in 2016, at the University of Korca, the chancler of the university had to renounce his position after being investigated for being involved in bid irregularities; at the

	14.1 %	0.6 %	3 %	12 %	9 %	43.4 %	18 %	100 %
NA	9	1	1	6	6	16	8	47
	19.1 %	2.1 %	2.1 %	12.8 %	12.8 %	34 %	17 %	100 %
<b>Total</b>	298	13	69	265	181	836	366	2028
	14.7 %	0.6 %	3.4 %	13.1 %	8.9 %	41.2 %	18 %	100 %

Based on our assumptions presented in the session on the analytical framework, and the above methodology, we will explore the perception of students on the existence of political influence, its association with other forms of corruptive behavior; and whether there are any differences among different types of institutions that may be explained by our analytical approach. We assume that students in private providers may differ in their responses since the government has less leverage over private non-public institutions. Furthermore, we expect that students in regional universities to be more affected by corruption because they live in smaller towns where family ties are very important.

## RESULTS

At first, we addressed the issue of corruption and political influence in Albanian higher education from the survey dataset. About 40 percent of students confirm the statement that voting for the professor’s party would help them achieve a better mark. However, the majority do perceive that voting (or supporting) the political party to which a professor adheres influences their grade to a certain degree – only 28% selected the “not at all” option. More than half of the respondents also confirmed that bribing or having a personal connection with the professors helps them get better grades.

The item on voting for the professors’ political party (I8) has a significant correlation (p-value less than 0.05) both with the component of corruption (questions I2-I10, inter-item correlation is 0.78, Cronbach’s  $\alpha$  of the component is 0.89) and with the individual items of I9 (university elections, inter-item correlation is 0.65), I6 (gift, 0.56) and I7 (treating the professor to lunch, 0.57). The mean inter-item correlation (Pearson) for this construct is less than 0.38, while only the option I1 (studying harder) is negatively correlated. The inter-item correlation among the questions varies between 0.30 and 0.49 (Cronbach’s  $\alpha$  is 0.86). The results do suggest that political influences and bribery are related.

Concerning item I8, on the role of the professors’ political affiliation in students’ voting choice, our hypothesis could not be confirmed about the regional universities. Although there were significant differences<sup>3</sup> between the regional and the universities in Tirana, students in institutions of Tirana, the capital city, were more inclined to vote for the professors’ party. While for the private institutions, as expected, although the differences are not significant, they are less affected by the political affiliation of their professors.<sup>4</sup>

<sup>3</sup> Mann-Whitney-Wilcoxon proportion tests were performed to check the p-value if less than 0.05.  $\chi^2 = 13.216$ , df = 6, p-value = 0.03973

<sup>4</sup>  $\chi^2 = 9.8384$ , df = 6, p-value = 0.1316

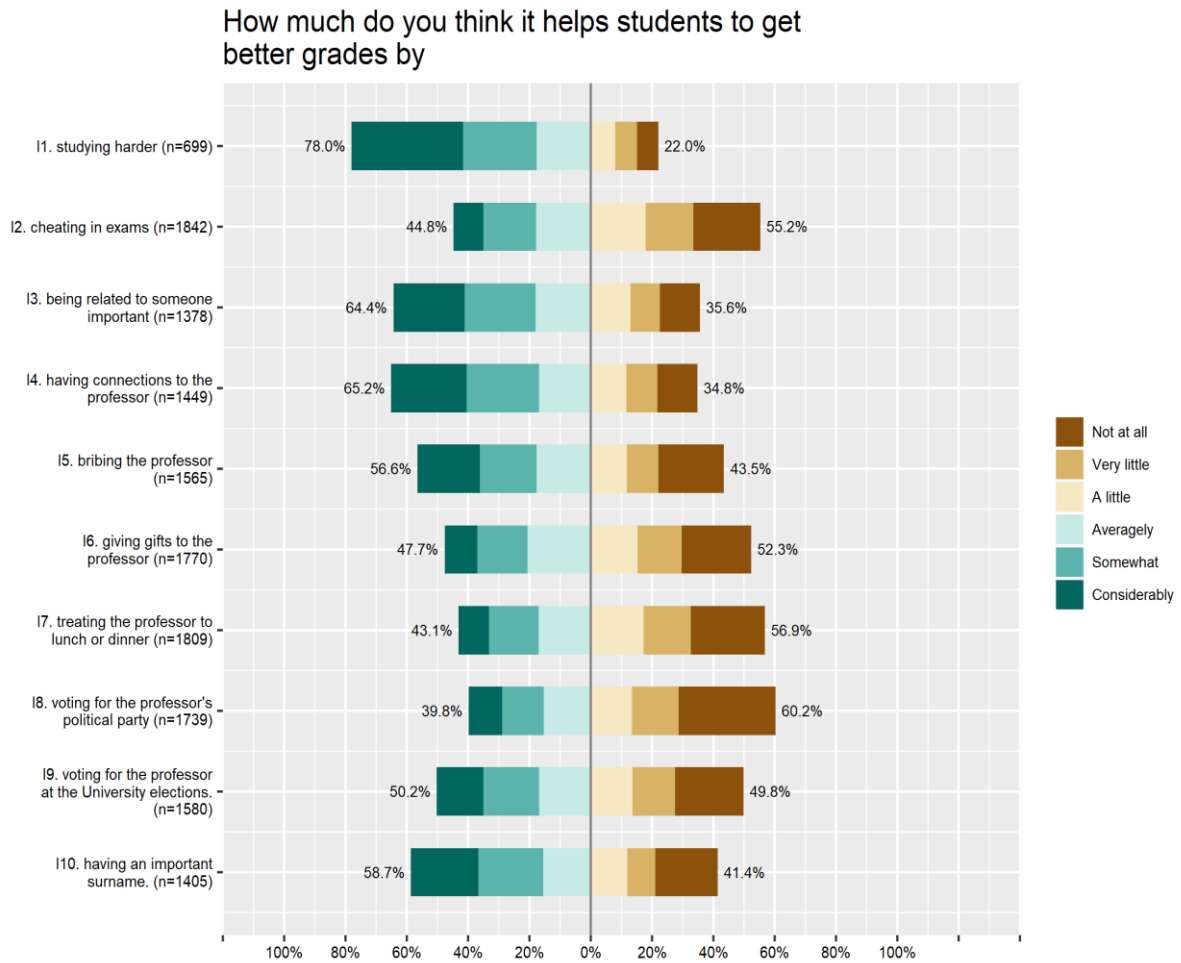


Fig 1. Answer to the question: “How much do you think it helps students to get better grades by ...”

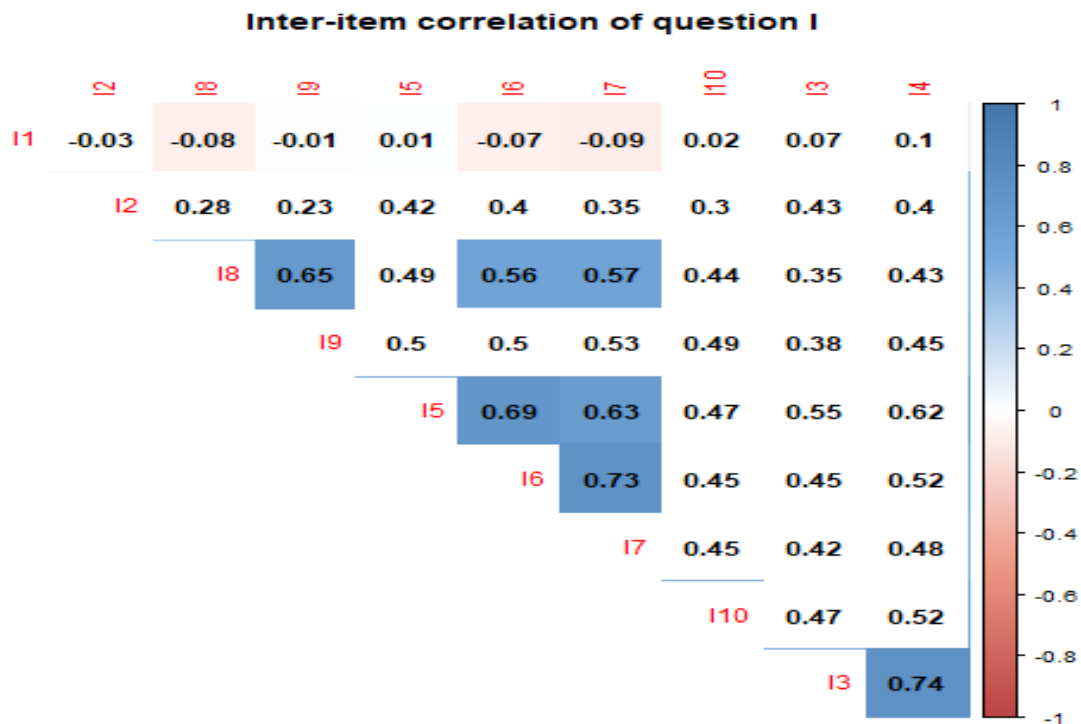


Fig 2. Inter-item correlation for question I. Colored cells if the p-value is greater than or equal to 0.05.

## CONCLUSIONS

The findings suggest the students perceive party affiliation to influence student assessments. This confirms the impressions of the researchers that the political alignments of their teachers are amongst the many nonacademic instruments to improve their marks. Political engagement has been traditionally viewed as a door to preferential treatment, such as providing access to jobs and education. Doing a favor to a politically-active person would not cause anger and furor among people; it is the opposite that would raise questions. Further research is needed to understand this process and how it has evolved since the system transformation. The legacy of the political centralization during communism has influenced the current state of the political system. Rather by one party, there are now several parties holding the monopoly of access to government personnel and resources, a system defined in political sciences' jargon as particracy (CALISE, 1994). The question, how particracy affects the administration and the management of human resources at Albanian public universities, bears further scrutiny.

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## CRITICAL ISSUES ON EMBRACING THE NEW BUSINESS MODELS

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### ABSTRACT

The concept of Circular Economy (CE) is a concept that has emerged in the research field a long time ago and has been gaining more interest recently. The global population has risen to 8 billion people and consumerism is absorbing resources and increasing waste. Therefore, the United Nations (UN) called for the Agenda 2030 for Sustainable Development, where countries are engaged to reach the 17 goals (Sustainable Development Goals – SDGs). Preserving natural resources, ensuring well-being of the world population and collaborating to act together for the future are in the focus of the Agenda 2030. CE is a concept that contributes to much of Sustainable Development Goals through the realization of the economic development, followed by environment quality (Kirchherr et al., 2017). But CE is often also criticized for not stressing enough on the impact it has on social equity and the future generations (Kirchherr et al., 2017) or as a superficial and unorganized concept (Korhonen et al., 2018). This paper will give an overview of CE and its importance. The barriers on the concept will serve as a guidance to improve the implementation process.

Following CE, a literature review of the Sustainable Business Models (SBM) will introduce the possibilities the businesses have to reach sustainability and give their contribution in encouraging and implementing sustainability.

This paper is a review on the existing scientific literature of the concepts in relation to sustainability. The aim is to clarify the concepts, often unknown or confused, and to present existing models for the Albanian businesses. As Albania is one of the countries engaged in the Agenda 2030, there is much to be done in this direction.

**Keywords:** circular economy, sustainability, business model, Canvas, Triple Layered Business Model Canvas

### INRODUCTION

Circular Economy (CE) is not a concept that emerged recently; on the contrary, it has been discussed for decades. Even going back in time, sustainability is found first mentioned 300 years ago by Carlowitz (*Hans Carl von Carlowitz and “Sustainability,”* n.d.), who refers to the continuous, sustained and sustainable use of forests. While the first significant reference to sustainable development is presented in the Brundland report<sup>1</sup> in 1987 “Our common future”, where the formulation of sustainable development is found (to meet the needs of the present without compromising the ability of future generations to meet their future needs). Quoting the Global Business Risk 2020<sup>2</sup>, there are three fields of distressing problems:

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<sup>1</sup> For more information Report of the World Commission on Environment and Development: Our Common Future, available at <https://sustainabledevelopment.un.org/content/documents/5987our-common-future.pdf>

<sup>2</sup> For more information World Economic Forum, The Global Risk Report 2020, available at <https://www.weforum.org/reports/the-global-risks-report-2020/>

- Climate action failure
- Biodiversity loss
- Human made environmental disaster

In addition, the growing trend of consumerism has spiked to new heights even compared to five years ago. These are indicators that there is a need for immediate action. CE aiming at circulating products inside the system assures the possibility of creating supply while conserving the available resources. The weak and strong sustainability are two models to begin the discussion on sustainability. While the weak sustainability is framed around economic growth and assumes that other forms of capital can replace nature, strong sustainability is framed around nature and emphasizes human obligation to nature. This exploratory research has the aim to study the issues of circularity and sustainability in depth and to understand the phenomenon efficiently. The discussions and conclusions can be useful for the businesses on their path to sustainability.

## **MATERIALS AND METHODS**

For this paper a search on google scholar was conducted for finding research papers, conference presentations within a period of 15 years. One of the reasons for this time limit is because a lot has been done with the Millennium Development Goals (MDGs) prior to the signing of the SDGs on September 2015 by 194 countries, and they entering into force in January 2016 (CORDOVA & CELONE, 2019; SCHEYVENS *et al.*, 2016). The countries are engaged to work on the Agenda 2030 and during this period a lot is going on regarding the efforts for sustainability, on research and in practice (KALMYKOVA *et al.*, 2018). The time limit for the research is set with the good will to identify the recent studies conducted on the issue. Any study prior to that period has been included if it is considered meaningful for the research. The paper is a literature review to highlight the recent development and what is suitable for our country in order to ease its path towards sustainability.

## **CIRCULAR ECONOMY AND ITS IMPORTANCE**

The growing population of the globe (we have already reached 8 billion as of 2022<sup>3</sup>) and the increase in the global demand of consumers has led to a rush to increase production in order to keep up with the demand. The point is that this rush has driven businesses to focus solely on increasing production without thinking about the long-term consequences on resource availability. When considering economy as a field unrelated to other elements we are talking about linear economy (POTTING *et al.*, n.d.). The world is finding itself already in a point where the consumption of resources is critical but on the other hand the whole society has to think not only about the present, but also of the future generations. We don't have a second planet, so we should all take care to preserve the one we have. This has forced various countries to move from an open system (linear economy), whose strategy is to extract, produce, sell, throw, to a closed system (circular economy) with the strategy to extract, produce, sell, circulate (KIRCHHERR *et al.*, 2017; POTTING *et al.*, n.d.). It is already accepted that sustainability has three dimensions: economic, social (welfare) and environmental. The question is how much of

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<sup>3</sup> For more information UN World Population Prospects 2022, Summary of Results, available at [https://www.un.org/development/desa/pd/sites/www.un.org.development.desa.pd/files/wpp2022\\_summary\\_of\\_results.pdf](https://www.un.org/development/desa/pd/sites/www.un.org.development.desa.pd/files/wpp2022_summary_of_results.pdf)

an importance we give to each of these dimensions. The main issue being, does one dimension or another dominate in terms of importance, or are all three equally important? The differences may derive from distinctions in disciplinary perspectives (DAVIES, 2013; HEDIGER, 2006). In relation to the neoclassical capital theory (HEDIGER, 2006), it can be acknowledged that without economic sustainability there cannot be any effort for environmental or social sustainability. If this is the case, economic sustainability is valued as more relevant with the social and environmental sustainability being a function of it. This is considered as weak sustainability. On the other hand, we must keep in mind that we must conserve the sole planet we have; therefore, the environmental element is of greater importance, based on the biophysical principle (ANG & VAN PASSEL, 2012; HEDIGER, 2006). This is called strong sustainability and it is presented in the form of a nested model where the economic element is a function of society and the social element is a function of the environment. These models are distinct from each other and they show the complicated interrelationship between human well-being and the environment (ANG & VAN PASSEL, 2012; DAVIES, 2013).

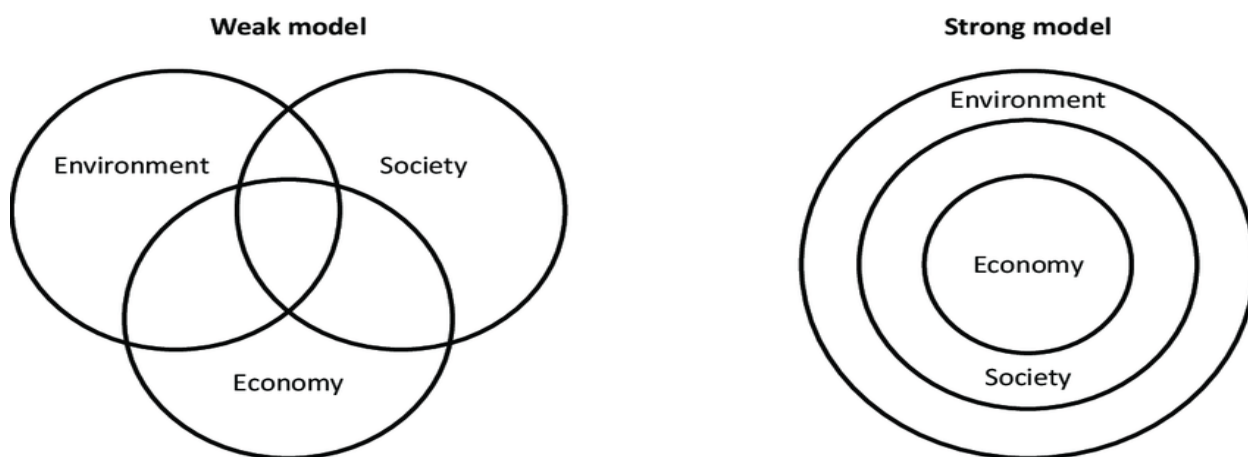


Fig.1 Weak and strong model of sustainability

The Micky Mouse model (weak sustainability) assumes that the environmental damage can be replaced by human capital such as technology or knowledge. While in the nested model (strong sustainability), human capital is part of but does not replace natural capital, therefore nature must be protected. Thus according to strong sustainability, the economic and social elements remain limited by the environmental element. This can be realized by following four approaches (KALMYKOVA *et al.*, 2018) which can be integrated in the business strategy.

Tab. 1 Approaches to sustainability, adapted by (Kalmykova *et al.*, 2018)

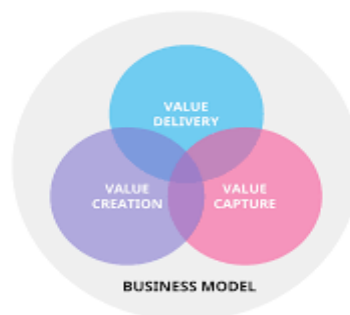
<i>Approaches</i>	<i>Specifics</i>
1. Product life extension	Quality raw materials
2. Redistribution/reuse	Gives a second life to the product
3. Remanufacturing	Products are returned as new
4. Recycling	Treats materials after their cycle ended

Each of these approaches has its own characteristics. Considering the first strategy, to *extend the life cycle of the product*, it is very important thinking from the stage of product design about this issue (HAAS *et al.*, 2015). Consequently, the longevity is discussed, and this should be an

important criterion in the sketching phase. In such a way it can be requested for the raw to be of high quality, adjustment services are offered, spare parts are available, etc. This may require a change in the business model (BM) to compensate the increased costs for example to ensure commissioning rather than sale (ownership of the product remains to the company) or to generate income through the provision of additional services. *Reuse* is an interesting strategy as it creates opportunities to give a second life to existing products and in fact, we often find ourselves thinking that the most sustainable products are those we already own. *Remanufacturing* refers to the inclusion in the production processes of the product or part of it after its life ended (REIKE *et al.*, 2018). It creates the opportunity for the product to turn as new. *Recycling* is a frequently mentioned strategy that aims to treat materials and make them fit for use again. It is not so simple as special technologies can often be indispensable for treatment and not every country or each company can carry out recycling efficiently and effectively (GUMLEY, 2014; KALMYKOVA *et al.*, 2018).

### THE CONCEPT OF BUSINESS MODEL AND NBM

Businesses create, deliver and capture value. These are the three elements of the BM> relating to its definition there are different insights. While (ZOTT *et al.*, 2011) consider the BM as a system of independent activities that go further the boundaries of the company, (MAGRETTA, 2002) considers BMs as stories of the company that explain how the company works. (TEECE, 2010) argue that the BM shows how the business creates a value proposition for the customer and how the company delivers this value.



**Fig.2** The elements of the Business Model

Of great interest is the BM Canvas presented by (OSTERWALDER, 2004) which depicts the BM as a set of parts that form a canvas. The nine elements of the canvas are an excellent orientation for the entrepreneur to build the BM. On the other hand (JOYCE & PAQUIN, 2016) go further to take into consideration the application of sustainability concept on the BM with the Triple Layered BM Canvas (TLBMC). The two additional layers to the original layer of the BM Canvas are interconnected with each other and it provides horizontal and vertical consistency integrating value creation across the three layers (PARDALIS *et al.*, 2020).

This gives a great help to the entrepreneur to evaluate the creation, delivering and capturing value. It makes possible to help managers find answers to sustainability challenges. Thus the sustainable BM analysis is the way the company creates, captures and delivers sustainable value (BOCKEN & KONIETZKO, 2022). As there are more things to take into consideration, there

are various relations with stakeholders to be examined (URBINATI *et al.*, 2017; ZOTT *et al.*, 2011).

### SMEs, THE SPECIFICS IN EMBRACING NBM

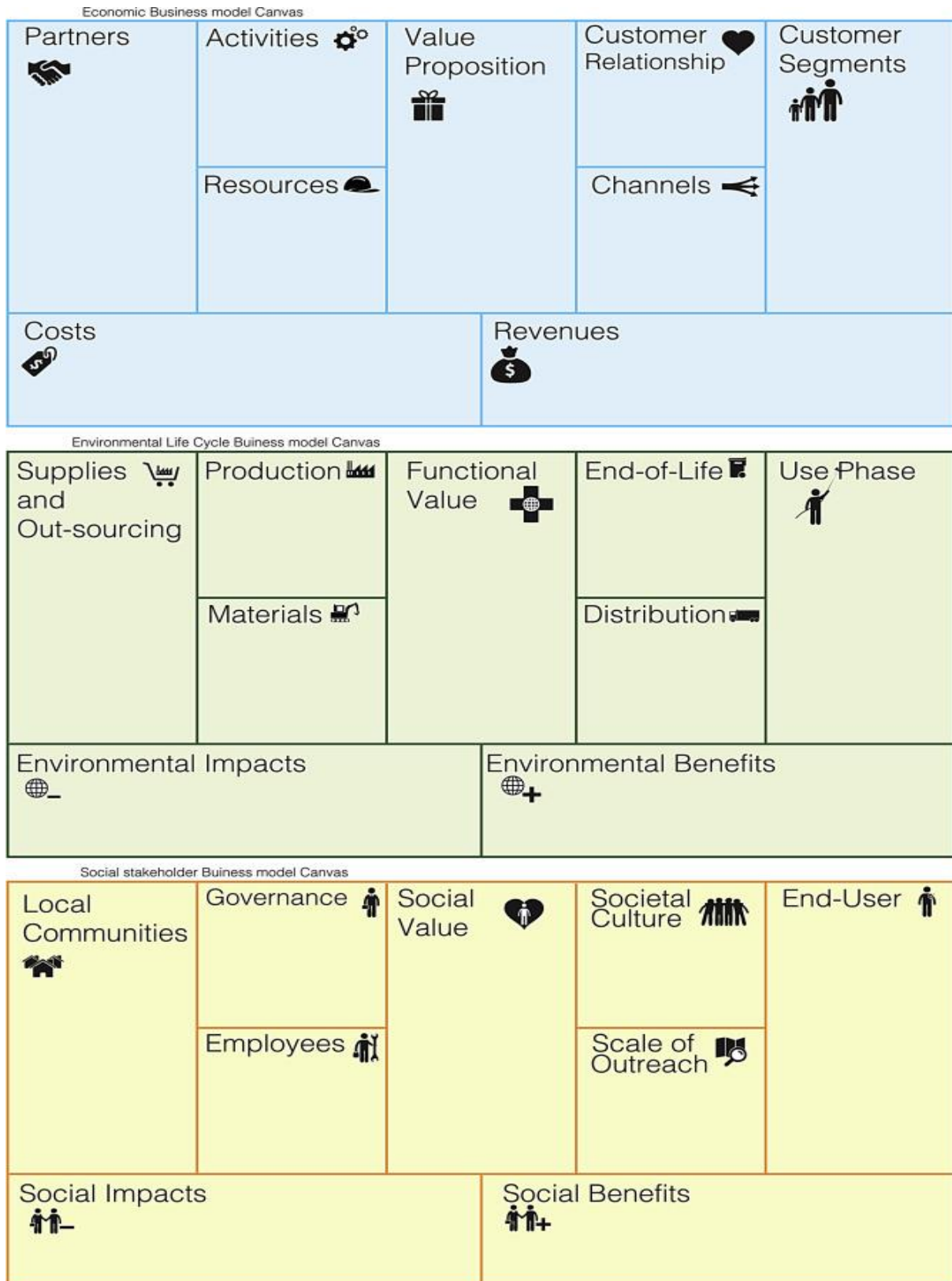


Fig.3 Triple Layered Business Model Canvas (Joyce & Paquin, 2016)

The Agenda 2030 should be understood as a general effort to align all countries towards sustainable development. It can be considered as a platform of cooperation between countries and all stakeholders. Cooperation between cities, the private sector, civil society, as well as individual actors are important to coordinate with governmental and intergovernmental actions. The system perspective is important for the sustainable development. And the business as an important actor plays a key role on sustainability. Taking into consideration its activity, the business can be included on each of the SDGs and have (possibly) a positive impact on each of them.

Most of the business are in the SMEs (Small and Medium Size Enterprise) category (RIZOS *et al.*, 2015). They engage in the so-called “strategic innovation” and “business model innovation” to find new ways to create value for the customer (VANHAVERBEKE *et al.*, 2012). The European Commission on 2014 adopted the Green Action Plan (GAP) for “enabling the SMEs to turn environmental challenges into business opportunities”<sup>4</sup>. It goes together with the Circular Economy Package. Those are to encourage the SMEs to follow the CE principles. (GIOIA *et al.*, 2013; TAKACS *et al.*, 2022) identify five sets of barriers related to SMEs: company-internal, technological, market, legislative and society and consumers barriers. Relating to the company-internal barriers, the lack of technical and managerial skills creates problems for SMEs in affiliation to the identification of the need to change the BM (RIZOS *et al.*, 2015). This makes it difficult for them to consider CE principles as an opportunity for change. Moreover, in their daily efforts, they are more focused on operational activities, leaving aside long-term scenarios. (TAKACS *et al.*, 2022) in their study identify also the economically dominated thinking. The unwillingness to engage in trade-offs between the short term and long-term consequence of any decision being made by the business managers can be another related issue (ZOLLO *et al.*, 2013). On the other hand, there is also the functional organizational structure which creates barriers between units, making it difficult to identify opportunities. Organizational structure usually resistant to change can create obstacles in changing the business model oriented to the principles of CE (TURA *et al.*, 2019).

## RESULTS AND DISCUSSION

Despite CE is not a new concept nowadays, we have a long way to do in the direction. There is the weak and strong sustainability (HEDIGER, 2006) that differ from each other in relation to their focus. It is well-known that sustainability has three main objectives: the economic, social (well-being) and environmental. Referring to the biophysical principle (ANG & VAN PASSEL, 2012; HEDIGER, 2006) the economic element is a function of society, the social element is a function of environment, giving this way the environment the greater importance. In relation to that, it is imperative the business to make its own reflection. From a way of doing business like produce, sell, throw (the linear economy with the open system), to produce, sell, circulate (the circular economy with the closed system). The change in the business model may be imperative in order for the business to adapt to this way of doing things. The TLBMC takes into consideration the concept of sustainability in the BM, with the three layers interconnected with

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<sup>4</sup> More information available at [https://www.switchtogreen.eu/green-action-plan-for-smes-turning-environmental-challenges-into-business-opportunities/#:~:text=The%20Green%20Action%20Plan%20\(GAP,Resource%20Efficiency%20improvements%3B%20and](https://www.switchtogreen.eu/green-action-plan-for-smes-turning-environmental-challenges-into-business-opportunities/#:~:text=The%20Green%20Action%20Plan%20(GAP,Resource%20Efficiency%20improvements%3B%20and)

each other (JOYCE & PAQUIN, 2016; PARDALIS *et al.*, 2020). The business model explains the way the company functions (TEECE, 2010) and the TLBMC may be a good orientation of the business to sustainability.

## CONCLUSIONS

SMEs represent 99% of the business in EU<sup>5</sup>, the structure is almost the same in Albania. Consequently SMEs are crucial in applying CE principles in their business models on their course on finding new ways to create value for the customer (VANHAVERBEKE *et al.*, 2012). While considering this approach, a lot of barriers, external and internal can be encountered (GIOIA *et al.*, 2013; TAKACS *et al.*, 2022), which make it difficult for them to identify the need to change or to consider the change as an opportunity. Studying the internal barriers (which can be handled and managed by the organization itself) would be a support for the business. In our view the most problematic issue is the unwillingness of the business to engage in trade-offs between the long-term and short-term consequences of the decisions, putting a lot of weight to the short-term consequences (ZOLLO *et al.*, 2013). The knowledge shared through this paper can serve to the business to identify problems and design solutions through their way on sustainable future.

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<sup>5</sup> More information at [https://single-market-economy.ec.europa.eu/smes\\_en](https://single-market-economy.ec.europa.eu/smes_en)

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## **BUSINESS INTELLIGENCE AND ITS APPLICATIONS IN THE BUSINESSES.CASE OF “SHQIPËRIA TRIKOT” COMPANY**

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### **ABSTRACT**

The main purpose of this paper is to provide a general overview into the business intelligence BI. The focus of the study is to present intelligent programs as influencers of the business management quality. Nowadays businesses are using new technological systems. In their attempts to increasing efficiency and effectiveness, the creation of new management methods is aimed.

Digitalization of business is seen from the basic service to the most complex systems of large organizations, and this requires a well-trained staff and continuous system maintenance. The case that is considered in this paper is one of the well-known companies in our Shkodër city, named “Albania Trikot”. It is one of the businesses that for years has embraced and adapted technological developments, also making complex information systems part of its everyday life of business. This business uses several intelligent programs, in its chain work. Our focus is AS400 program in management, Finance 5 program in finance and Asycuda world program for import/export.

The method used in this study consists of a combination of primary and secondary data. Based on literature review and in our perception of the business intelligence, a questionnaire is addressed to different employees of this company, especially to those, that had the chance to use or are currently working with intelligence programs, especially AS400 program. Data were collected from 70 respondents within companies. To better understand the situation and the challenges faced by the employees, several questions were included in the questionnaire, even open questions were part of it. As it was underlined by them, improved decision-making is just one the benefits of business intelligence. Do technology programs improve the quality of business management, was our main research question. This study has its limitations regarding the number of respondents, and the companies included in this study. This paper provides even some conclusions and recommendations.

**Keywords:** business intelligence, information systems, AS400, Asycuda World etc.

### **HYRJE**

Manaxhimi efektiv është ndoshta burimi kryesor i vendeve të zhvilluara dhe burimi më i domosdoshëm për zhvillimin e mëtejshëm të tyre thotë DRUCKER (1977). Sot mundësitë potenciale për progres janë të lidhura ngusht me cilësinë e menaxhimit dhe teknologjinë. Sipas DRUCKER (1977) menaxhimi i cilësisë është procesi i mbikëqyrjes së aktiviteteve, detyrave (inputeve) që përdoren për të krijuar një produkt ose shërbim (outpute) në mënyrë që ato të mbahen në një standard të lartë dhe të qëndrueshëm.

Në biznesin Shqipëria Trikot përveç sistemeve të menaxhimit të cilësisë kemi edhe sisteme apo programe që ndihmojnë në mbledhjen e informacioneve në lidhje me magazinimin dhe financimin. Programet “inteligjente” të përdorura nga kjo kompani kanë bërë të mundur mbledhjen, përpunimin, analizimin e informacionit etj. Mjetet e Business Intelligence janë të shumta, por gjetja e programeve të duhura që i përshtaten biznesit do të rrisë eficiencën e drejtimit të tij. “Shqipëria Trikot” është rasti i qartë ku implementimi i programeve inteligjente në ndërmarrje është i dukshëm. Duke qenë një biznes me shumë departamente dhe ngarkesa e proceseve të punës është e konsiderueshme, falë programeve inteligjente puna e tyre është më e saktë, kryhen më lehtë dhe më shpejt. Biznesi në fjalë ka disa programe me anë të cilave kryen pjesën më të madhe të proceseve duke lehtësuar dhe përmirësuar punën. Biznesi inteligjence i jep dretjtuesve aftësinë për të përdorur informacionin dhe për të vëzhguar operimet e tyre, dhe për të vlerësuar rezultatet ndaj organizatave me të mëdha RATNAGIRI *et al.* (2021). Business Intelligence që përfshin tërësinë e gjithë anës teknologjike që ndihmon një biznes në mbarëvajtjen e saj. Konkretisht për Shqipërinë Trikot kemi disa programe që ndër vite kanë lehtësuar menaxhimin e situatave ekonomike të ndryshme, duke rritur eficiencën në zgjidhje.

Qëllimi i këtij punimi, të pasqyrohet ndikimi i programeve në cilësinë e menaxhimit.

### **Ndërmarrja “Shqipëria Trikot”**

Cotonella si markë është themeluar në vitin 1988 në përgjigje të një tregu të veçantë që ka nevojë për më shumë cilësi. Standardet e cilësisë ambicioze që kompania synon të arrijë dhe të mbajë, përfshijnë të gjitha fushat e veprimit: kërkim të lëndës së parë, **disenjove**, prodhimin, marketingut, komunikimit, investimet në reklamat, por mbi të gjitha investimi në kërkime dhe zhvillim teknologjik. Filiali Shqipëria Trikot u hap në vitin 1995 si shoqëri me përgjegjësi të kufizuar. Baza e veprimtarisë e Shqipërisë Trikot është prodhimi dhe tregtimi i artikujve të ndryshëm intim për burra dhe për gra, prodhimin e pizhameve, prodhimin e të brendshmeve të tipeve të ndryshme, korseteri dhe artikuj të tjerë të ngjashëm. Gjithçka është e mirorganizuar. Të gjitha regjistrohen në programin AS400. Në programin CITRIX operatori, pasi ka kontrolluar copën ose çdo aksesor tjetër shkruan të dhënat sipas kontrollit të bërë. Kompania përdor një teknologji bashkëkohore. Faturat e eksportit kryhen me anë të programit AsycudaWorld, ku për çdo kategori produkti janë të krijuara regjimet doganore përkatëse.

### **Koncepti i Business Intelligence**

Inteligjenca e biznesit (BI) është një fushë shumë e rëndësishme për organizatat në të gjitha industrinë. Një numër organizatash kanë nxjerrë dhe vazhdojnë të marrin përfitime të rëndësishme nëpërmjet përdorimit të kujdesshëm të inteligjencës së biznesit. *Inteligjenca e biznesit (BI)* është një grup teknologjish dhe procesesh që u mundësojnë njerëzve në të gjitha nivelet e një organizate të aksesojnë dhe analizojnë të dhënat. RANJAN (2008) beson që biznesi inteligjence synon të sigurojë veprime në teknologjitë e BI. Pa njerëz për të interpretuar informacionin dhe për të vepruar sipas tij, inteligjenca e biznesit nuk arrin asgjë. Për këtë arsye, inteligjenca e biznesit ka të bëjë më pak me teknologjinë sesa me kulturën, kreativitetin dhe nëse njerëzit i shohin të dhënat si një aset kritik. Sipas Russell Ackoff, një teoricien i sistemeve dhe profesor i ndryshimeve organizative, përmbajtja e mendjes njerëzore mund të klasifikohet

në pesë kategori. Sistemet e BI përgjigjet e këtij sistemi e plotësojnë këtë strukturë, duke e bërë më të thjeshtë, për të grumbulluar, kuptuar dhe ndarë informacionin plotësisht RATNAGIRI (2021).

Sipas LENNERHOLT (2018), ka dy sfida për të kapërcyer kur implementohen sistemet e avancuara të inteligjencës së biznesit:

- Qasja dhe përdorimi i të dhënave
- Në cilën nga artikujt ka nënartikuj (zgjedhja e të dhënave, integriteti i të dhënave, analiza vizuale, mjete të sakta për përdorimin e duhur) etj.

KAPOOR (2010) thekson se hulumtimi flet vetë dhe thotë se HR është një nga degët e shkencës që është shumë e vështirë për t'u menaxhuar. Në botën konkurruese të biznesit, menaxherët kanë nevojë për njohuri të besueshme dhe të kualifikuara të drejtuara nga të dhëna të sakta më shumë se kurrë ALAQRABI *et al.* (2020). Cloud BI, ofron mundësi për të targetuar klientët në aktivitetet e tyre dhe vendndodhjen si pjesë e një fushate marketing interactive (DOMO, 2020). E themeluar në vitin 1972 në Gjermani duke u quajtur System Analysis Programme ACKOFF (1989) filloi me 5 punonjës në një zyrë duke u zhvilluar deri në ditët e sotme me më shumë se 105,000 punonjës në mbarë botën. SAP Business Objects është një softuer Business Intelligence që ofron raportim, analizë dhe vizualizim interaktiv të të dhënave.

Datapine u themelua në vitin 2012 me idenë për të lehtësuar procesin kompleks të analitikës së të dhënave përmes inovacionit teknik. Qendrën kryesore e ka në Berlin, Gjermani. Datapine është një platformë gjithëpërfshirëse e Business Intelligence (BI) që lehtëson procesin kompleks të analitikës së të dhënave edhe për përdoruesit joteknikë. Sistemi i analizave statistikore (SAS) u krijua në vitin 1970. Vizioni i tyre është: të transformojnë një botë të dhënash në një botë inteligjence. Shërbimi më e njohur i SAS është analitika e përparuar parashikuese, por përveç kësaj ajo ofron një platformë të shkëlqyer të inteligjencës së biznesit gjithashtu. SAS siguron integrimin e të dhënave të nivelit të lartë dhe analitikë dhe raportim të avancuar. Sipërmarrja sot është karakterizuar nga marrëdhënie komplekse e aktorëve të ndryshëm, kështu që është e rëndësishme për të krijuar avantazh konkurrues dhe vlerë nga menaxhimi eficient i burimeve të munguara në mënyrë që të përballohen me sukses sfidat. (KRAJA BORICI & OSMANI, 2015). Sa më konfident të jenë sipërmarrësit në kompetencat dhe aftësitë e tyre aq më të suksesshëm do të jenë (KRAJA BORICI & BERBERI, 2022), kjo e rrit besimin për përdorimin e programeve të sofistikuar.

### **Aplikimi i Business Intelligence në biznesin “Shqipëria Trikot”**

#### *Programi AS400*

AS400 është një sistem që kryen shumë funksione, me shumë detyra dhe shumë i sigurt, për këtë arsye përdoret nga industri që kërkojnë që të dhënat e ndjeshme të ruhen dhe përpunohen vazhdimisht. Programi është më i përshtatshëm për bizneset e nivelit të mesëm dhe ka gjerësisht

shpërndarje në industrinë farmaceutike, bankare, qendrat tregtare, administrimin e spitaleve, prodhimtarinë, industrinë e shpërndarjes, organizimin financiar, tregtinë elektronike etj.

AS400 në biznesin Shqipëria Trikot ka një rol tepër të rëndësishëm, pasi është një ndër programet kryesore të menaxhimit të punës dhe procesit të magazinimit. Rreth 70% e punonjësve e kanë përdorur ose e përdorin programin AS400 për të kryer procesin e punës. Secili punonjës ka username-in e tij, ku logohet dhe me anë të kodifikimeve hyn në platformat që i nevojiten. Punonjësat kanë akses të kufizuar, pasi mund të logohen dhe përdorin vetëm kodet e caktuara, jo çdo punonjës mund të logohet tek kodet e inventarit apo të TVSh etj.

ASYCUDA është një sistem i kompjuterizuar i menaxhimit të doganave që mbulon shumicën e procedurave të tregtisë së jashtme. Sistemin e Asycuda-s e përdorin më shumë se 100 vende të botës. Ndërsa me anë të FINANCA 5 Shqipëria Trikot mban: Sistemin e pagave me Payroll, shitjet, me Financa 5, kryhen shitjet me pakicë të klientëve shqiptarë, kryhen transaksionet e pagesave me nënkontraktorët etj.

Me këto tri programe ndërmarrja Shqipëria Trikot mbulon tri pjesët kryesore: menaxhimin e produktit dhe magazinim, anën financiare dhe exportet/importet. Por përveç këtyre programeve përdoren.

## **MATERIALE DHE METODA**

Në këtë studim janë përdorur të dhëna parësore dhe dytësore. Është hartuar pyetësori që përmban 12 pyetje, pyetësori është përgatitur me anë të programit Google Forms dhe përpunimi me Exel. Kemi 70 punonjës që ishin të gatshëm për t'u përgjigjur pyetjeve dhe kampioni është përzgjedhur në mënyrë të tillë që të kenë pasur punë ose punojnë aktualisht me programin AS400.

Qëllimi kryesor i këtij studimi është të tregojë rëndësinë që programet teknologjike po marrin dita-ditës. Pyetja kërkimore e këtij studimi është:

A e përmirësojnë programet teknologjike cilësinë e menaxhimit të biznesit?

## **REZULTATET**

Sipas të dhënave të marra nga pyetësori, 58% e të anketuarve janë femra dhe 42% e tyre janë meshkuj. Dukshëm mund të themi që pjesëmarrja e femrave në anketim ka qenë 16% më e lartë sesa e meshkujve.

Në lidhje me pyetjen "A keni dëgjuar më përpara për programet AS400 dhe Citrix?" para se të punonin në këtë kompani kemi që: përgjithësisht punonjësit e anketuar nuk kanë dëgjuar më përpara për programet AS400/Citrix, rreth 65% e tyre jo. Ndërsa nga ana tjetër kemi 35% që kanë pasur informacione apo kanë dëgjuar për programin AS400/Citrix. Këta ishin kryesisht përgjegjësit e zyrave apo pjesë e administratës.

Për pjesën më të madhe të punonjësve të intervistuar AS400/Citrix kanë rol kryesor në punën e tyre dhe bllokimi apo mosfunksionimi i tyre do t'i pengonte. Duke qenë se në AS400 ato raportojnë, shkarkojnë, marrin të dhënat për punën e tyre, e shohin si shumë të rëndësishëm si program. Ndërkohë për 34.8% e të intervistuarve, AS400/Citrix ka rol dytësor, p.sh. për

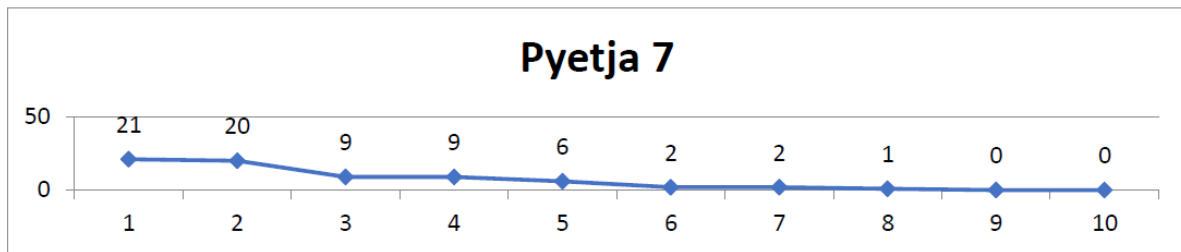
pjesën e administratës si departamenti i shitjeve. Rreth 2.9% e tyre e shohin që ka një rol pak të rëndësishëm për procesin e punës, si: departamenti i burimeve njerëzore.

**Tabela 1** A ka AS400/Citrix rol kryesor në procesin e punës tuaj?

Rëndësia e programeve	Frekuenca	Përqindja
Është shumë i rëndësishëm	44	62.3%
Mesatarisht i rëndësishëm	24	34.8%
Pak i rëndësishëm	2	2.9%
<b>Total</b>	<b>70</b>	<b>100%</b>

Burimi: Përpunuar nga autori

Ndërsa në lidhje me faktin që "A jeni trajnuar/instruktuar për përdorimin e programve të lartpërmendura?" kemi që normalisht që për një program jo shumë të njohur si AS400/Citrix është i nevojshëm trajnimi për të kuptuar se si funksionon. Pjesa e 2% që nuk janë trajnuar është rezultat i përgjigjes së punonjësve që nuk e kanë parësor AS400, por kanë dëgjuar për të.



**Fig. 1** Pyetja nw lidhje me niveli i vështirësisë (Burimi: Përpunuar nga autoret)

Sa do ta konsideroni nivelin e vështirësisë së programeve? Kjo pyetje është formuar në shkallë numerike nga njëshi deri tek dhjeta, ku numri një barazvlerësohet me "Shumë i thjeshtë" dhe numri dhjetë baravlerësohet me "shumë i vështirë". Për pjesën më të madhe të punonjësve programi nuk ka vështirësi të madhe, rreth 27% e tyre mendojnë se ka një nivel vështirësie mesatare në intervalet {4-7}. Kjo statistikë mund të jetë pasojë: ngarkesës së procesit të punës në AS400, kompleksitetit të informacionit që AS400 ofron, si pasojë e aftësisë së punëtorit për ta kuptuar si program, është i/e re në ndërmarrje etj.

Përsa i përket pyetjes "A e ka përshpejtuar procesin e punës përdorimi i AS400/Citrix?" kemi qenë, një ndër pikat e forta të programit është fakti që përshpejton procesin e punës. Po të mos ishte programi i gjithë ky proces do të mbahej me anë të letrave të printuara që do të merrte më shumë kohë, do të sillte më tepër punë angari për magazinierët. 18.8% e të anketuarve kanë shprehur mendim neutral, pra nuk ka ndikim të madh në procesin e punës që kanë.

Pyetja: A mendoni se përdorimi i AS400/Citrix ka rritur sigurinë dhe saktësinë e të dhënave?

**Tabela 2** Saktësia dhe siguria e të dhënave.

Përgjigjia	Frekuenca	Përqindja
Të dhënat janë më të sakta dhe ruhen më mirë	65	92.8%
Mesatarisht, ka nevojë për përmirësim	5	7.2%
<b>Total</b>	<b>70</b>	<b>100%</b>

Burimi: Përpunuar nga autoret

92.8% e të anketuarve pohojnë që më anë të programeve të dhënat ruhen, përpunohen, është më thjeshtë për t'i menaxhuar. Sasia e informacioneve që qarkullon nga njëra magazinë në tjetrën është tepër e madhë, nëse i gjithë ky informacion do të qarkullonte vetëm më anë të letrave do të bëhej një kaos letrash në tavolinat e çdo operatori. Falë AS400 të dhënat nuk humbin, pasi regjistrohen direkt në sistem, janë më të sigurt, më të sakta dhe kontrollohen më mirë.

Ndërsa në lidhje me pyetjen “Sa të lehtë e keni të kontrolloni të dhënat me anë të programeve?”

**Tabela 3** Lehtsi nw kontrollin e të dhënave.

<b>Përgjigjja</b>	<b>Frekuenca</b>	<b>Përqindja</b>
Shumë të lehtë	52	74%
Ndonjëherë has vështirësi	18	26%
<b>Total</b>	<b>70</b>	<b>100%</b>

Burimi:Përpunuar nga autorët

Për çdo proces ka kodifikimet e veta për të hyrë në File-et e duhura, prandaj në momentin që mund të hysh gabimisht në File-in e një procesi tjetër programi nuk e pranon si veprim. Për të ngatërruar të dhënat nuk ta lejon, gjë që rrit saktësinë siç përmendëm më lart. Ashtu siç ka kodifikimet për hyrjen në platformë, ashtu ka kodet për të kontrolluar të dhënat. Për çdo veprim/ ndryshim që kryhet në File krijohet një numër lëvizje që të lejon të rihysh dhe të kontrollosh punën që ke bërë, tek disa File ke aksesin për ta ndryshuar, tek disa të tjerë vetëm për të shikuar, pasi e ke përfunduar. Pra, me AS400, është më thjeshtë të kontrollojmë të dhënat, sesa t'i kontrollojmë me anë të letrave. Të dhënat në AS400 janë të dhëna faktike të sigurt.

Pyetja. A ka ndihmuar në koordinimin e zinxhirit të punës edhe me sektorët e tjerë?

**Tabela 4** Koordinimi i zinxhirit të punës.

<b>Përgjigjja</b>	<b>Frekuenca</b>	<b>Përqindja</b>
Jashtëzakonisht shumë	38	53.6%
Relativisht	28	40.6%
Neutral	4	5.8%
<b>Total</b>	<b>70</b>	<b>100%</b>

Burimi:Përpunuar nga autorët

Ashtu siç rrjedh puna zinxhir nga njëri repart në tjetrin ashtu ndiqet edhe me anë të programit AS400. Janë File që kanë akses të gjerë dhe secili kryen punën që i përket. 53.6% e të anketuarve pohojnë se programet AS400/Citrix kanë ndihmuar jashtëzakonisht shumë për t'u koordinuar me repartet e tjera dhe 40.6% e tyre shprehen relativisht. Ajo që duhet përmendur në këtë pjesë është ndihmesa në koordinimin me kolegët italianë. Njësoj siç kemi akses ne në kodet e levizjeve, njësoj kanë edhe ata duke lehtësuar edhe në komunikim. Si programi AS400 ashtu edhe programi Citrix janë të aksesueshme si nga pala italiane ashtu edhe nga punonjësit e Shqipërisë Trikot, duke u koordinuar si një staf i vetëm.

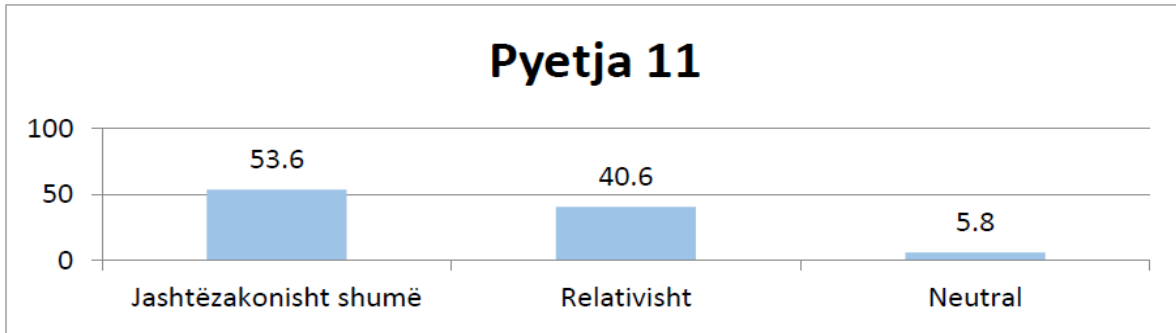


Fig. 2 Koordinimi i zinxhirit të punës (Burimi: Përpunuar nga autorët)

Pyetja 12. Nga 1-10 sa do ta konsideronit veten të aftë për t'u përshtatur ndaj ndryshimeve teknologjike që ndodhin në ShTr?

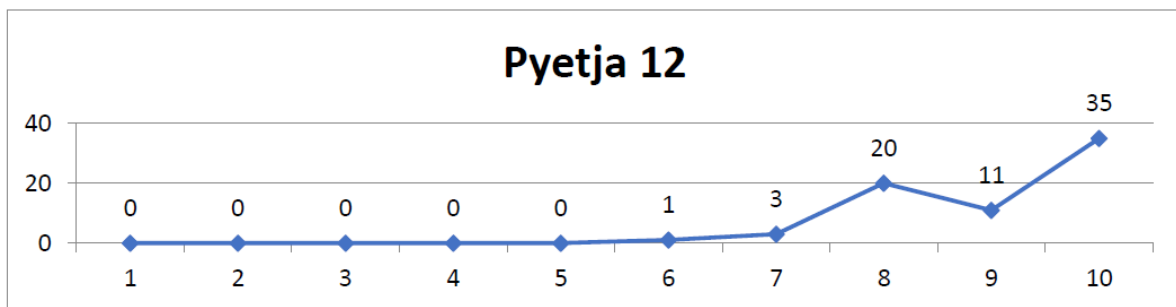


Fig. 3 Pyetja 12, përshtatja me ndryshimet teknologjike (Burimi: Përpunuar nga autori)

Pyetja e prezantuar te respondents është që sa e shohin veten të aftë për t'u përshtatur me ndryshimet teknologjike. Me zhvillimin e teknologjisë shohim çdo ditë diçka të re që krijohet për të na lehtësuar mënyrën e të jetuarit dhe punuarit. Në biznesin Shqipëria Trikot duke pasur moshë mikse çdo ndryshim përjetohet në shumë mënyra unike për secilin. Duke pasur moshën dominuese grupin 26-35, ato kanë edhe eksperiencën e nevojshme edhe njohuritë e duhura për t'u përshtatur lehtësisht ndaj ndryshimeve. Sa më lehtë të përshtaten me ndryshimet, aq më mirë funksionon ndërmarrja, prandaj thuhet që një ndër asetet më të rëndësishme të një biznesi janë Burimet Njerëzore.

## PËRFUNDIME

Bazuar në përgjigjet, komunikimin, diskutimet me të intervistuarit mund të themi që falë teknologjisë përparimi i bizneseve është më i thjeshtë. Me anë të programeve "inteligjente" rritet efikasiteti. Përdorimi i programeve AS400, Citrix, Asycuda world, TS-PLUS etj., në ndërmarrjen "Shqipëria Trikot" ka përmirësuar cilësinë e menaxhimit.

Që në fillimet e Shqipërisë Trikot dy programet kanë qenë pjesë e saj dhe me instruktimin e IT italian dhe kolegëve të tjerë italianë që tashmë kishin vite që e përdornin, arritën ta përvetësonin edhe programin brenda muajit. Bazuar edhe tek eksperiencia personale të punonjësve mund të themi që një muaj është i mjaftueshëm për të mësuar bazat e procesit që do të kryesh në AS400, por kurrë nuk është i mjaftueshëm duke qenë se AS00 ofron me mijëra opsione për të eksploruar.



Business Intelligence ka avantazhet dhe disavantazhet e veta, por mund të themi që me përdorimin e duhur do të sillte vetëm efekte pozitive për biznesin. AS400 është programi kryesor i menaxhimit në biznesin Shqipëria Trikot. Falë AS400 proceset e punës ekzekutohen në mënyrë më efikase.

Përparimet në teknologjine informative dhe në sistemet e informacionit i kanë ofruar bizneseve mundësi të mira në zhvillimin e modeleve të reja të biznesit. Business Intelligence është një proces i shpejtë dhe i saktë i raportimit të informacionit, që lehtëson procesin e vendimmarrjes duke e bërë më efikas, ofron informacion në kohë reale për menaxhim më të mirë të marrëdhënieve me klientët, përmirëson të ardhurat e kompanisë. Business Intelligence mbështet përdorimin e praktikave më të mira dhe identifikon çdo kosto të fshehur.

Aplikimi i Business Intelligence në Shqipëri Trikot ka bërë që të dhënat të përpunohen më shpejt, të dhënat të jenë më të sigurta dhe të koordinohemi më me lehtësi më kolegët italianë.

### **REKOMANDIME**

Bizneset të mbështetur edhe nga politikat qeveritare duhet të përkrahin risitë teknologjike, në këmbim të një produkti dhe shërbimi më cilësor. Qeveria duhet të hartojë politika për të reduktuar papunësinë në Shqipëri dhe për të inkurajuar atë që të bëjnë më të mirën këtu, në vendin e tyre (KRAJA BORIÇI, 2022).

Përmirësimin e infrastrukturës të aplikimit të programeve që përfshin kompjuterat dhe pajisjet ndihmëse në procesin e punës. Përmirësimin e kualitetit dhe shpejtësisë të internetit dhe të sistemit të brendshëm. Update-imi i programeve 'inteligjente'. Tashmë kanë dalë versione me më shumë specifika për të eksploruar dhe që ende nuk janë bërë pjesë e Shqipërisë Trikot. Përmirësimi i anës grafike të programit AS400. Një ndër pikat e dobëta të këtij programi është pamja grafike, dhe është pikërisht një ndër arsyt pse sot klientë potencialë të mundshëm zgjedhin programe të tjera në vend të AS400. Sugjerojmë që të eksperimentonin edhe me programe të tjera më të kohës për të përmirëuar procesin e menaxhimit. Trajnim më specifik për përdorimin e programeve për punonjësit e rinj.

Rritja e sigurisë së të dhënave në mënyrë që zhvillimi i informatikës së biznesit të mbahet nën kontroll. E një rëndësie të veçantë është kontrolli i aksesit në program, në mënyrë që të mos keqpërdoren username-et dhe të krijohen informalitete në tranzicionet e informacionit në departamente të ndryshme.

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## **DISTANCE SUBCONTRACTS, DEVELOPMENTS IN THE ALBANIAN ECONOMY**

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### **ABSTRACT**

Subcontracting has become very prevalent in contemporary socio-technical systems. One solution gaining popularity since the COVID-19 pandemic began is outsourcing. Outsourcing is based on an obligation to provide results; the service provider takes entire responsibility for the management of the outsourced activity (CONSTANCE GUERS, 2014). During Covid-19 but and nowadays Outsourcing ultimately offers business owners great advantages. Foreign businesses investing in Albania at a lower cost have the ability to increase their competitiveness through the use of technology and working conditions that are made more accessible through external subcontracting. This paper takes a new look at organizational boundaries in terms of the concept of businesses expanding through subcontracting and its implications in Albania. The main goal of the research is to highlight the main advantages of foreign subcontracting to Albanian businesses and the impact they have on economic growth. Through the statistical analysis, the relationship that exists between remote subcontracting and GDP was examined. The data was obtained from INSTAT. The conclusion was that this process has influenced a significant improvement in the Albanian financial situation.

**Keywords:** outsourcing, business owners, foreign direct investment, risk factor, low costs investment

### **INRODUCTION**

Since the beginning of the twentieth century, we have seen big changes in the structure and management of private businesses in the world market. Working with an experienced outsourcing provider helps companies overcome productivity challenges, streamline operations and add additional resources that may be lacking in-house. Subcontracting is one form of outsourcing (CONSTANCE GUERS, 2014). Subcontracting is prevalent in supply chains across various industries, but it has attracted little attention in the scholarly discourse as of yet (CARTER, 2015). Focal buying companies themselves have given rise to high levels of subcontracting in labor-intensive supply chains as they have moved to arm's length contractual agreements with suppliers to cut costs and reduce legal ownership (LeBARON, 2014). In times when enterprises leading global value chains are rethinking the placement of operations sites, new outsourcing opportunities arise for enterprises located in the countries of Europe. Outsourcing opportunities arise especially from European enterprises that, due to the lengthy delivery times and ever-increasing transporting costs, are relocating production segments to

geographically closer regions, such as Albania. This paper considers financial performance as a key determinant for outsourcing in a small business like a call center, with a particular focus on the trade-off between short- and long-term financial risks (BROCHET, 2015). This study highlights the strong relationship between external contracting and GDP in the Albanian economy during Covid-19. As a result, work must be done on creating and continuously improving a competitive climate for organizations that subcontract in Albania. Subcontracting according to the right strategy has a positive result on the performance of the firm. Remote outsourcing has an effect on job creation in developing countries. Also, the young generations, are very satisfied with online work with foreign companies in our country. Subcontracting has had the effect of lowering the wages of unskilled workers, leading to inequality in wages between skilled and unskilled workers.

### **DESK REVIEW**

The term “outsourcing” was created at the end of the 1980s for contracting out information systems (2004 & 2003, 2003). In the economic field, financial ratios are considered key indicators to assess the financial health of enterprises operating in any industry. All firms operate to increase their competitive advantage by providing good short-term and long-term risk exposure to enterprises. Investors regard financial ratios as robust tools to determine the operating financial conditions and the growth potential of an enterprise (TRAN, 2020). According to (LAITINEN, 2018), financial ratios are used to analyze the historical financial performance of an enterprise and how it compares with competitors in the same industry. The differences in the management of financial risk between family and non-family enterprises during the COVID-19 pandemic are also considered in the literature. During covid-19, 60% of families worked with remote subcontracting, (INSTAT 2021). Financial recovery in the post-COVID-19 pandemic of the restaurant industry in the United States shows that the survival potential is higher in restaurants that are able to manage long-term risk, especially in preserving cash and delaying capital expenditures (YOST, 2021). A study analyzing financial ratios of European enterprises for a period of thirty years concludes that financially sustainable enterprises have lower long-term risk and are able to obtain above-average returns (KACANI, 2022). In this study, industry estimations serve as reference points for investors and lending institutions to evaluate the creditworthiness of enterprises (BARTOŠOVÁ, 2017). According to (World Bank) outsourcing has become a promising alternative to traditional employment in today’s digital era. For instance, many claim that outsourcing involves processing outside the firm to obtain specific activities or services that are not provided inside the firm (Constance Guers, 2014). Overall, outsourcing is usually explained as the contracting with an external service provider to provide a service function (KAMYABI). In fact, activities in which the companies lack the necessary resources or capabilities internally can be outsourced (McIVOR, 2009). On one hand, the process of outsourcing involves the ‘external accountant,’ including both the professional accountant and the accounting firm (EVERAERT *et al.*, 2010).

### **MATERIALS AND METHODS**

This study focuses on two main points. The first point consists of the literature review. For its realization, we have taken into consideration different publications of authors related to the

issue, studies conducted in different countries of the world, different papers, and the literature used in the study programs. From these materials, it has been possible to create a clear concept regarding the background of the problem under consideration. All materials used, from which information was obtained, are cited at the end of this paper.

The second part consists of the numerical evaluation of the paper, so we have chosen an econometric model to evaluate it with historical data. By means of this model, we seek to find out if the hypothesis of the connection between outsourcing and GDP applies in Albania. The data were obtained from INSTAT and the Bank of Albania. We will use the E-views program to evaluate the model.

## RESULTS AND DISCUSSIONS

The hypothesis we will test in this paper is;

If outsourcing increases, its impact on economic growth (GDP) will be positive.

Methods and procedures are tools for testing hypotheses and achieving objectives in empirical causal research, i.e. is there a cause-and-effect relationship between outsourcing and economic growth? The connection between the variables is a logical connection, which enables clarification of the problem and real results.

The data used are time series which enable the review of the effects of outsourcing in different years.

The following factors influence the construction of econometric models:

$$T = T + S + C + R$$

**The effects involving these factors are:**

- Fictitious correlation between the dependent variable and the factor.
- Multicollinearity for multifactorial models
- Unreal estimation of the coefficients.

Dependent Variable: Y

Method: Least Squares

Date: 05/10/2022 Time: 15:32

Sample: 2010 2022

Included observations: 11

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	5478.873	263.0914	20.82498	0.0000
X	1.749183	0.899741	1.944095	0.0878
T	250.8830	64.81494	3.870759	0.0047
R-squared	0.958596	Mean dependent var		8859.636
Adjusted R-squared	0.948246	S.D. dependent var		1250.367

S.E. of regression	284.4533	Akaike info criterion	14.36602
Sum squared resid	647309.2	Schëarz criterion	14.47453
Log likelihood	-76.01309	F-statistic	92.61018
Durbin-Watson stat	2.109314	Prob(F-statistic)	0.000003

$$Y = 5478.872916 + 1.749182666 * X + 250.8830214 * T$$

5478.872916 → The free term of the model, which has no economic meaning, i.e. when external contracting is 0 PPB is 5478.872916

For us, the value 1.749182666 is important, this value is called partial regression coefficient or partial marginal GDP because it is for a specific factor. If external contracts are increased by 1 euro, it is expected that the GDP will increase by 1.749182666 euros.

250.8830214- the positive sign shows that, in addition to external contracting, other factors related to other elements affect the GDP.

R<sup>2</sup>=0.958596 or 95.8% If external contracts change, we say that this change determines 95.8% of the GDP variance.

R=0.948246 shows the strength of the relationship which clearly shows us that we have a strong relationship between outsourcing and GDP.

In this way, we confirm the hypothesis that: If external subcontracting increases, then their impact on economic growth (GDP) will be positive.

### CONCLUSIONS

It was proven that there is a strong relationship between external contracting and GDP in the Albanian economy. As a result, work must be done on creating and continuously improving a competitive climate for organizations that subcontract in Albania. Subcontracting according to the right strategy has a positive result on the performance of the firm. Remote outsourcing has an effect on job creation in developing countries. Subcontracting has had the effect of lowering the wages of unskilled workers, leading to inequality in wages between skilled and unskilled workers.

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## IMPAKTI EKONOMIK DHE SOCIAL I PROCESIT TË PASTRIMIT TË PARAVE (RASTI I SHQIPËRISË)

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### ABSTRAKT

Ky punim synon të analizojë procesin e pastrimit të parave dhe pasojat ekonomike e sociale të tij në vendin tonë. Janë paraqitur fazat e procesit të pastrimit të parave dhe të impaktit ekonomik dhe social të tyre. Është analizuar kuadri ligjor në vendin tonë, i cili vitet e fundit është përafuar sipas rekomandimeve ndërkombëtare, paraqiten treguesit e sjelljeve të dyshimta në rastet e individit, punonjësve, monedhave virtuale, shoqërive të sigurimit etj. Nëpërmjet tipologjive e rasteve të dërguara në organet ligjzbatuese, qartësohen më tepër procesi i pastrimit të parave. Duke qenë se, monedhat virtuale janë tepër të përhapura, një sërë çështjesh janë analizuar, si funksionojnë, kush janë emetuesit, cilat janë ndërhyrjet e institucioneve kombëtare dhe ndërkombëtare kundër pastrimit të parave, dhe sa i përhapur është fenomeni në vendin tonë.

Në këtë punim janë përdorur të dhëna dytësore, raporte dhe analiza të ndryshme të institucioneve shtetërore, si edhe të institucioneve ndërkombëtare që lidhen me fenomenin, me qëllim njohjen e situatës dhe marrjen e masave në parandalimin e këtij fenomeni mjaft serioz dhe me kaq ndikim, në ekonominë dhe sigurinë sociale, në vendin tonë. Funksionimi i strukturave përkatëse shtetërore, koordinimi me institucionet financiare dhe bankare, brenda dhe jashtë vendit, zbatimi i akteve ligjore dhe ndërgjegjësimi i individit dhe shoqërisë mbeten faktorët kyç në procesin e parandalimit të pastrimit të parave dhe minimizimin e impaktit negativ ekonomik dhe social.

**Fjalë Kyçe:** Ekonomia informale, kuadri ligjor rregullues, organet ligjzbatuese, institucionet financiare publike dhe private

**Jel Classification:** G28, G38, O17

### HYRJE

*“Pastrimi i parave quhet ashtu siç është sepse përshkruhet në mënyrë të përsosur ajo që ndodh-ilegale e pisët, paratë futen në një cikël transaksionesh ose larje, në mënyrë që të dalë nga ana tjetër si e ligjshme, ose para të pastra. Me fjalë të tjera, burimi i mjeteve të përfituara në mënyrë të paligjshme është errësuar përmes një sërë transferimesh dhe marrëveshjesh në mënyrë që të njëjtat fonde mund të të shfaqen përfundimisht si të ardhura legjitime.”*

**-Robinson**

Kostot e mundshme sociale dhe ekonomike të pastrimit të parave, nëse lihen të pakontrolluara ose trajtohen në mënyrë joefektive, janë serioze. Ndikimi ekonomik dhe politik i organizatave

kriminale mund të dobësojnë strukturën sociale, standardet etike kolektive dhe në fund të fundit institucionet demokratike të shoqërisë (KUMAR, 2012).

Pastrimi i parave përkufizohet si një proces nëpërmjet të cilit, synohet që t'ju jepet një formë të ligjshme pasurive dhe fondeve e siguruar nëpërmjet veprave penale si për shembull nga korrupsioni, trafikimi i lëndëve narkotike dhe qenieve njerëzore, mashtrimeve, evazionit fiskal, krimeve kibernetike apo krimeve të tjera të rënda. Ekonomia e sotme globale e mbështetur gjithnjë e më shumë në instrumente financiare ndërkombëtare dhe zhvillime teknologjike me ritme të shpejta krijojnë një ambient gjithnjë e më të përshtatshëm për krimin e organizuar për të kamufluar gjithnjë e më shumë origjinën e jashtëligjshme të fondeve të tyre dhe integrimin e tyre në biznese dhe sektorë të ndryshëm të ekonomisë. Pastrimi i parave përkufizon një gamë mjaft të gjerë të aktiviteteve dhe proceseve të cilat kanë qëllim errësimin e burimit të fituar krejtësisht në mënyrë të paligjshme e ndërkohë për të krijuar pamjen se ato e kanë origjinën nga një burim legjitim.

Sipas të dhënave zyrtare dhe raporteve ndërkombëtare mbi procesin e pastrimit të parave, të gjitha bien dakord që pastrimi i parave ka një efekt mjaft negativ dhe të drejtpërdrejtë në rritjen ekonomike dhe aktivitetin social të një vendi. Procesi i pastrimit të parave largon burimet për aktivitetet më pak produktive. Disa nga investimet që përgjithësisht realizohen nga paratë e pista lidhen me blerjen e mallrave të luksit, të tipit makina luksore, bizhuteri antike reale apo investime që nuk gjenerojnë një të ardhur shtesë apo një produktivitet shtesë në ekonomi.

Aspekti më serioz i pastrimit të parave qëndron në faktin se për sa kohë që nuk parandalohet dhe luftohet në mënyrë efektive i siguron krimin të organizuar lehtësitë e nevojshme për zgjerimin e mëtejshëm të aktiviteteve të jashtëligjshme duke përbërë një rrezik serioz për ekonominë globale, sigurinë e sistemit financiar dhe rrezik i shtuar për jetën në shoqëri. Rekomandimet ndërkombëtare dhe legjislativi Shqiptar përcakton detyrime dhe përgjegjësitë konkrete të kontabilistëve në luftën kundër pastrimit të parave.

Termi "pastrim parash" rrjedh nga aktivitete të kryera nga krimi i organizuar, i cili përdor bizneset e pastrimit të rrobave për të maskuar, "larë", sasi të mëdha para të gatshme të fituara në fakt përmes zhvatjes, prostitucionit, bixhozit dhe vjedhjes me para (STEEL, 2004).

Procesi i pastrimit të parave përgjithësisht realizohet nëpërmjet disa fazave të cilat mund të jenë të veçuara ose të kombinuara me njëra-tjetrën. Në njërin fazë, të ardhurat e përfituara në mënyrë të jashtëligjshme, vendosen në sistemin financiar, në mënyrë që të transformohen në lloje të tjera pasurish për të fshehur origjinën e tyre të jashtëligjshme. Përgjithësisht realizohet nëpërmjet transaksioneve financiare komplekse për të vështirësuar masat e kontrollit apo hetimeve duke fshehur pronësinë e vërtetë të fondeve. Disa nga metodat e përdorura janë transferimi elektronik i fondeve, konvertimi në instrumente monetare, investimet në biznese të ligjshme dhe blerjen e pasurive të paluajtshme. Në shumë raste, transferimet elektronike të fondeve kryhen në nivel ndërkombëtar duke përdorur kompanitë "fantazmë" që kanë marrëdhënie biznesi me bankat në vendet që konsiderohen si parajsë fiskale. Duke qenë se transfertat elektronike në nivel ndërkombëtar janë në rritje të vazhdueshme kjo e bën gjithnjë e më të vështirë të dallosh transaksionet me fonde kriminale nga ato që janë të ligjshme. Hapi i

fundit në pastrimin e parave integron rishtas paratë e pastruara tashmë në operacione të ligjshme biznesi. Në atë pikë, çdo përdorim i ardhshëm i parave do të fshehë më tej burimin e tyre origjinal. Pastruesit e parave themelojnë korporata private në vende të tjera dhe i drejtojnë paratë drejt këtyre korporatave, faturat e rreme të lëshuara nga kompanitë që merren me import-eksport, pastruesi i parave thjesht blen një bankë në det të hapur.

Për shumicën e njerëzve, vetë pastrimi i parave nuk konsiderohet si një vepër penale me pasoja të rënda. Disa nga efektet kryesore të këtij aktiviteti konsistojnë në nxitjen e ambicieve të trafikantëve të drogës, anëtarëve të krimit të organizuar, terroristëve dhe të tjerë për zgjeruar llojin e aktiviteteve të jashtëligjshme dhe bashkëpunimin mes tyre në nivel ndërkombëtar. Pastrimi i parave cënon integritetin e tregjeve financiare, qeveritë humbasin të ardhura si rezultat i pastrimit të parave dhe kjo përkthehet në norma të larta tatimore për qytetarët e ndershëm. Ngjashmëria kryesore midis sistemeve financiare të fshehura, të quajtura edhe sisteme paralele të pagesave, përbëjnë aftësinë e tyre për të lehtësuar transfertat ndërkombëtare anonime të parave. Kjo aftësi është ajo që i bën këto sisteme ekzistuese kaq tërheqëse për terroristët: ata mund t'i përdorin ato për të lëvizur paratë e nevojshme për të mbështetur aktivitetet e tyre. Ekspertët tregojnë se duhet të ketë përpjekje më të koordinuara kundër këtyre tregjeve dhe operacione të tjera të pastrimit të parave.

### ***Rishikim Literature***

Në nëntor të vitit 2006, u miratuan ligjet nr. 9641, datë 20.11.2006, “Për ratifikimin e Konventës së Këshillit të Evropës “Për Parandalimin e Terrorizmit” dhe nr. 9646, datë 27.11.2006 “Për ratifikimin e Konventës së Këshillit të Evropës “Për pastrimin, kërkimin, kapjen dhe konfiskimin e produkteve të krimit dhe të financimit të terrorizmit””. Në maj të vitit 2008, Parlamenti Shqiptar miratoi Ligjin nr. 9917, datë 19.05.2008, “Për parandalimin e pastrimit të parave dhe financimit të terrorizmit”, i cili hyri në fuqi në shtator të po atij viti. Me anë të këtij ligji synohej përafrimi i legjislacionit Shqiptar me rekomandimet ndërkombëtare të FATF. Në muajin tetor 2013, Parlamenti Shqiptar, miratoi ligjin Nr.157/2013 “Për masat kundër financimit të terrorizmit”, me të cilin sigurohej një përafrim më i mirë me rekomandimet ndërkombëtare të FATF në funksion të zbatimit të rezolutave të Këshillit të Sigurimit të Kombeve të Bashkuara. Në prill 2017 Parlamenti Shqiptar në kuadër të reformës në drejtësi, miratoi ligjin nr. 44/2017 “Për disa ndryshime dhe shtesa në ligjin nr. 9917/2008, Për Parandalimin e Pastrimit të Parave dhe Financimit të Terrorizmit”. Nga Kuvendi i Shqipërisë, më datë 2.12.2021 me ligjin nr.120/2021 është bërë përditësim i këtij ligji, këto ndryshime të bëra synojnë harmonizimin me rekomandimet ndërkombëtare të FATF-së.

Që në shkurt 2020, kur Shqipëria mori një angazhim politik të nivelit të lartë për të punuar me FATF dhe MONEYVAL për të forcuar efektivitetin e regjimit të saj drejt parandalimit të pastrimit të parave, janë ndërmarrë hapa drejt përmirësimit të saj në këtë drejtim, duke përfshirë finalizimin e regjistrimit real të pronave të patundshme dhe përfundimi i një projekti afatgjatë për reduktimin e ekonomisë informale.

Shqipëria duhet të vazhdojë të punojë për zbatimin e planit të saj të veprimit për të adresuar mangësitë e saj strategjike, duke përfshirë krijimin e mekanizmave më efektive për të

parandaluar kriminelët nga zotërimi ose kontrolli i Bizneseve dhe profesioneve të përcaktuara jofinanciare, duke përfshirë zbatimin e ligjeve të reja për rregullimin e ndërmjetësve dhe noterëve të pasurive të paluajtshme. Ekzistojnë mekanizma efektivë për aksesin në kohë të autoriteteve në informacionin e pronësisë përfituese të kompanisë, si dhe dënimet e duhura për mospërputhje ose dhënie të informacionit të rremë, duke përfshirë zbatimin e ligjeve të reja për të rritur popullsinë e regjistrit të pronarëve përfitues dhe ngritja e nivelit të sanksioneve administrative. Vitet e fundit është vënë re rritja e numrit të ndjekjeve penale për Pastrim Parash, veçanërisht në rastet që përfshijnë vepra penale të huaja dhe demonstrimi i konfiskimeve dhe konfiskimeve të aseteve të lidhura me pastrues parash të palëve të treta dhe profesionale. FATF inkurajon Shqipërinë që të vazhdojë të zbatojë planin e saj të veprimit për të adresuar mangësitë strategjike të sipërpërmendura sa më shpejt të jetë e mundur (FORCE, 2022).

Shqipëria si një nga vendet që i nënshtrohen vlerësimit nga MONEYVAL dhe me përfaqësues shteti dhe territori në MONEYVAL nga zyrtarë të lartë dhe ekspertë me përgjegjësi për rregullimin dhe mbikëqyrjen e institucioneve financiare. Zyrtarë të lartë janë edhe pjesë e njësisë të zbatimit të ligjit dhe inteligjencës financiare ose ekspertë të lartë ligjorë nga ministrinë e drejtësisë dhe/ose organet gjyqësore dhe prokuroriale (MONEYVAL, 2022).

McDowell dhe Novis, në Perspektivat Ekonomike, deklarojnë se pastrimi i parave i paraqet komunitetit botëror një sfidë komplekse dhe dinamike (MCDOWELL, 2001; NOVIS, 2001). Ata besojnë se natyra e problemit kërkon standarde globale dhe bashkëpunim ndërkombëtar për të zvogëluar aftësinë e kriminelëve për të pastruar të ardhurat e tyre dhe për të kryer aktivitetet e tyre kriminale.

Linda Davies shkruan, në Nest of Vipers, "Paratë ulërinin nëpër tela, prejardhja po zbehet në një labirint të transfertave elektronike, të cilat e zhvendosën, e fshehën, e shpërndanë në vaska të menaxhueshme të cilat do të tërhiqen dhe do të ridedepozitoheshin diku tjetër, duke fshirë gjurmët." (DAVIES, 1995). Autorja përcakton qartë thelbin e natyrës aktuale të problemit të pastrimit të parave. Në mjedisin e sotëm global të teknologjisë së lartë, procesi i pastrimit të parave është akoma më i vështirë për t'u gjurmuar.

Alvin James, Drejtor në Ernst and Young, ekzaminoi përdorimin e sistemet financiare të fshehta, të tilla si shkëmbimi i Pesove të Tregut të Zi Kolumbian (TZK), nga terroristët (JAMES, 2001). Ai vuri në dukje se ndërsa terroristët mund të mos kenë nevojë të pastrojnë ato para, ata kanë nevojë për mjetet për të lëvizur fondet fshehurazi.

### ***Analiza Ekonomike dhe Sociale Procesit të Pastrimit të Parave***

Burime dytësore dhe rishikim literature janë përdorur për të kuptuar mënyrën se si funksionon dhe cili është impakti social dhe ekonomik që shkakton ky fenomen. Për këtë janë përdorur artikuj të shumtë studimorë, akte ligjore dhe raporte zyrtare të institucioneve vendase dhe të huaja. Këto të dhëna janë marrë në kohë reale, duke kërkuar gjithmonë për informacione sa më specifike dhe konkrete, për të pasur kështu një shumëllojshmëri informacioni.

Pastrimi i parave ka pasoja të rëndësishme ekonomike dhe sociale, veçanërisht për zhvillimin e vendeve dhe tregjeve. Kalimi i lehtë ose relativisht i lehtë i fondeve nga një institucion dhe sistemet që lejojnë vendosjen e parave pa ngritur asnjë pyetje, janë një territor pjellor për para pastruesit. Mbajtja e standardeve ligjore, profesionale dhe etike është kritike për integritetin e tregjet financiare (MCDOWELL, 2001) Pastrimi i parave është një rezultat i çdo krimi që gjeneron fitime për kriminelët e përfshirë. Pastrimi i parave nuk njeh kufij, dhe vendet më të preferuara janë ato me legjislacione dhe institucione të dobëta, ose joefektive kundër pastrimit të parave. Megjithatë, qendrat e mëdha financiare dhe të zhvilluara mirë janë gjithashtu të ndjeshme ndaj këtij fenomeni për shkak të vëllimeve të konsiderueshme të transaksioneve që iu mundëson kriminelëve të fshehin më lehtë transaksionet e tyre në gamën e gjerë të shërbimeve duke ju dhënë një pamje të ligjshme. Shumica e pastruesve duan të përdorin përfundimisht të ardhurat e krimeve të tyre, qëllimi i tyre përfundimtar është të lëvizin fondet përmes sistemeve financiare të qëndrueshme.

Pastrimi i suksesshëm i parave rrit aspektet fitimprurëse të veprimtarisë kriminale. Kur një vend shihet si një parajsë për pastrimin e parave, do të tërheqë njerëzit që kryejnë krime. Në mënyrë tipike, parajsat për pastrim parash dhe financim të terrorizmit kanë numër të kufizuar të krimeve kryesore për pastrim parash, lloje të kufizuara të institucioneve dhe personave të mbuluar nga ligjet dhe rregulloret për pastrimin e parave, pak ose aspak zbatim të ligjeve dhe dënime ose dispozita të dobëta që e bëjnë të vështirë të konfiskojë ose ngrijë asetet që lidhen me pastrimin e parave dhe kapacitete të kufizuara rregullatore për të monitoruar dhe mbikëqyrur në mënyrë efektive përputhshmërinë me ligjet dhe rregulloret për pastrimin e parave dhe financimin e terrorizmit.

Nëse pastrimi i parave është i përhapur, ka më shumë gjasa të ketë korrupsion. Në mënyrë tipike, depërtimi i grupeve të krimit të organizuar në një juridiksion është i lidhur drejtpërdrejt me korrupsionin në sektorin publik dhe privat. Kriminelët mund të përpiqen të korruptojnë zyrtarë qeveritarë, avokatë dhe punonjës të institucioneve financiare ose jofinanciare në mënyrë që ata të vazhdojnë të drejtojnë bizneset e tyre kriminale. Në vendet me ligje dhe institucione më të dobëta, është korrupsioni ai që shkakton pastrimin e parave. Ajo gjithashtu çon në rritje të përdorimit të ryshfetit në institucionet financiare, midis avokatëve dhe kontabilistëve, në legjislativ, në agjencitë e zbatimit, me policinë dhe autoritetet mbikëqyrëse, madje edhe me gjykatat dhe prokurorët. Një nga efektet më serioze mikroekonomike të pastrimit të parave ndihet në sektorin privat.

Dihet se pastruesit e parave përdorin para së gjithash: biznese të cilat duken të ligjshme dhe angazhohen në biznes të ligjshëm, por në fakt kontrollohen nga kriminelët që përziejnë të ardhurat e veprimtarive të paligjshme me fonde të ligjshme për të fshehur përfitimet e paligjshme. Këto kompani kanë një avantazh konkurrues ndaj firmave legjitime, sepse ato kanë akses në fonde të konsiderueshme, që i lejon ata të subvencionojnë produktet dhe shërbimet e shitura me çmime nën nivelin e tregut. Kjo e bën të vështirë për bizneset legjitime të konkurrojnë me to. Qartazi, parimet menaxhuese të këtyre ndërmarrjeve kriminale nuk janë në përputhje me parimet tradicionale të tregut të lirë, gjë që rezulton në efekte të mëtejshme negative makroekonomike.

Duke përdorur kompanitë dhe investime të tjera në kompani të ligjshme, të ardhurat nga pastrimi i parave mund të përdoren për të kontrolluar industri të tëra ose sektorë të ekonomisë të vendeve të caktuara. Kjo rrit potencialin për paqëndrueshmëri monetare dhe ekonomike për shkak të shpërndarjes së gabuar të burimeve nga shtrebbërimet artificiale në çmimet e aktiveve dhe të mallrave. Ajo gjithashtu ofron një mjet për shmangien e taksave, duke privuar kështu vendin nga të ardhurat.

Pastrimi i parave dhe financimi i terrorizmit mund të dëmtojnë qëndrueshmërinë e sektorit financiar të një vendi. Ato mund të ndikojnë negativisht në stabilitetin e individit, bankave ose institucioneve të tjera financiare, të tilla si firmat e letrave me vlerë dhe kompanitë e sigurimit. Aktivitetet kriminale janë shoqëruar me një sërë dështimesh bankash në mbarë globin, p.sh., Riggs Bank (BANK, 2005).

Edhe pse ekonomitë në zhvillim nuk mund të përballojnë për të qenë shumë selektive në lidhje me burimet e kapitalit që tërheqin, ka një efekt zbutës në investimet e huaja direkte kur perceptohen të jenë sektorët tregtarë dhe financiarë të një vendi të komprometuara dhe të nënshtruara nga ndikimi i krimit të organizuar. Për të mbajtur një mjedis biznesi miqësor këto rreziqe duhet të administrohen në mënyrë efektive. Për shkak të shumave të mëdha të parave të përfshira në procesin e pastrimit të parave, në disa vende me tregje në zhvillim këto të ardhura të paligjshme mund të konkurrojnë dhe buxhetet qeveritare. Kjo mund të rezultojë në humbjen e kontrollit të politikës ekonomike nga qeveritë ose në gabimet e politikave për shkak të gabimeve në matje në statistikat makroekonomike.

Pastruesit e parave nuk janë të interesuar për fitimin e siguruar nga investimet e tyre, por më tepër në mbrojtjen e të ardhurave të tyre dhe fshehjen e origjinës së fondeve të paligjshme. Nga format themelore të aktivitetit të paligjshëm, evazoni fiskal, është ndoshta, një nga format me ndikimin më të dukshëm makroekonomik. Pastrimi i parave kërcënon përpjekjet e shumë shteteve që përpiqen për të futur reforma në ekonomitë e tyre nëpërmjet privatizimit të pronave shtetërore, të tilla si: toka, burimet ose ndërmarrjet. Një reputacion si një parajsë e pastrimit të parave ose financimit të terrorizmit mund të dëmtojë zhvillimin dhe rritjen ekonomike të një vendi. Kostot dhe rreziqet e rëndësishme sociale lidhen me pastrimin e parave. Pastrimi i parave është pjesë përbërëse e ruajtjes së përfitimit të krimit. Publicitet negativ në lidhje me institucionet financiare shkaktojnë humbje të besimit të publikut në integritetin e sistemit. Potenciali për humbje rezulton nga proceset e brendshme të pamjaftueshme, nga personeli ose sisteme ose nga ngjarje të jashtme. Ka potencial për padi, gjykime të pafavorshme, kontrata të pazbatueshme, gjoba dhe gjoba që gjenerojnë humbje, rritje të shpenzimeve për një organizatë, apo edhe mbyllje të organizatës. Mundësia për humbje rezulton nga ekspozimi i tepërt ndaj kredisë ose huasë të një huamarrësi ose grup huamarrësish (NOVIS, 2001).

## **KONKLUZIONE DHE REKOMANDIME**

Ndryshimet ligjore kryesore, konsistojnë në saktësimin e disa përkufizimeve ligjore, saktësimin e listës së subjekteve raportuese që i nënshtrohen ligjit, përcaktimin e disa të dhënave shtesë të nevojshme për t'u mbajtur dhe për t'u zbatuar nga subjektet raportuese ndaj klientëve në rastin e vigjilencës së duhur dhe të zgjeruar, parashikimin e masave të vigjilencës së zgjeruar në lidhje

me marrëdhëniet e biznesit apo transaksionet që përfshijnë vendet me risk të lartë, qartësimin e afateve për mbajtjen e dokumentacionit nga subjektet raportuese, parashikimi i sanksioneve të mëtejshme administrative në rastet e shkeljes së dispozitave të këtij ligji.

Pasi është vlerësuar situata aktuale në vendin tonë dhe pas gjithë hulumtimeve të bëra, pastrimi i parave ka një ndikim të madh në zhvillimin ekonomik jo vetëm në vendin tonë, por një ndikim në mbarë botën.

Është bërë e vështirë të realizohet një vlerësim i drejtë mbi ndikimin që ka pastrimi i parave në zhvillimin ekonomik të një vendi, kjo sepse procesi kryhet në menyre të fshehtë. Ajo çfarë e ndihmon është avancimi teknologjik, i cili e bën më të lehtë kalimin e transfertave të ndryshme.

Vendet në zhvillim dhe ato që ndodhen në tranzicion janë vendet me ekonominë më të rrezikuar krahasimisht me vendet e tjera. Kjo ndodh, pasi vendet janë ende në hapat e parë drejt shtet ndërtimit, posedojnë tregje të vogla dhe kanë një sistem të dobët ligjor, në të cilin rastet e pastrimit të parave mund të gjenden me vite në sirtarët e gjykatave, të pashqyrtuara. Mund të themi se, sektori financiar, bankar dhe institucionet financiare përballen me dëme të mëdha, kanë probleme shpesh me likuiditetin bankar, po ashtu përballen dhe me ulje reputacioni.

Vihet re një rritje e raportimeve të aktiviteteve të dyshimta, ku sipas raportit vjetor 2021 nga Drejtoria e Përgjithshme e Parandalimit të Pastrimit të Parave (DPPP, 2021), vitin e kaluar kanë pësuar një rritje me rreth 50% rastet e dërguara nga subjektet noter dhe një rritje nga subjekti i bankave.

Çështja e pastrimit të parave është tepër serioze, shumë investitorë hezitojnë të investojnë në vendet në zhvillim për shkak të rrezikut dhe pasigurisë për humbje fondesh, gjithashtu për shkak të ndikimit të korrupsionit. Një deficit i të ardhurave të qeverisë është në qendër të vështirësive ekonomike në shumë vende, dhe korrigjimi i tij është fokusi kryesor i shumicës së programeve të stabilizimit ekonomik.

Aktivitetet e pastrimit të parave janë efekte negative e të dëmshme për komunitetin dhe këto përfshijnë fenomene që lidhen me:

- Përhapjen e varfërisë,
- Varësinë nga droga,
- Rritjen e kriminalitetit,
- Rritjen e divorceve,
- Institucionet e korruptuara të qeverisë,
- Dëmtimin e besueshmërisë së sigurisë ekonomike dhe sociale.

Pastrimi i Parave ka kosto dhe rreziqe të konsiderueshme sociale. Pastrimi i parave është një proces jetik për ta bërë krimin të vlefshëm. Ajo lejon trafikantët e drogës, kontrabandistët dhe kriminelët e tjerë të zgjerojnë operacionet e tyre (SAFDARI *et al.*, 2015).

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## INFORMALITETI NË SHQIPËRI

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### ABSTRAKT

Qëllimi i këtij punimi është kuptimi, arsyet e ekzistencës dhe rritja e nivelit të informalitetit në Shqipëri. Informaliteti është një fenomen global, i cili është tipar i shteteve të zhvilluara dhe atyre në zhvillim. Ai përfshin të gjitha aktivitetet ekonomike të cilat zhvillohen fshehurazi nga shteti dhe nuk ndjekin apo neglizhojnë rregullat dhe ligjet e shtetit. Në këtë koncept përfshihet evazioni fiskal (fshehja e të ardhurave), mosdeklarimi i punonjësve apo mosdeklarimi i saktë i pagave të punonjësve. Në këtë kuptim, informaliteti i referohet aktiviteteve ekonomike që normalisht janë objekt i taksave dhe tatimeve dhe përjashton të gjitha llojet e aktiviteteve që konsiderohen në mënyrë të qartë nga legjislacioni si të paligjshme. Arsyet për informalitetin në Shqipëri lidhen si me legjislacionin e komplikuar dhe rregullimet administrative, barrën fiskale, mungesën e besimit tek institucionet, ashtu edhe me kulturën dhe etikën për të paguar taksat edhe pranimin gjerësisht nga publiku të punës ilegale. Gjithashtu një arsye kryesore për ekzistencën e informalitetit, vjen kryesisht nga konkurrenca jo e ndershme dhe e jo e drejtë brenda të së njëjtës industri. Sektori më i ndjeshëm kundrejt kësaj teme mund të jetë sektori i bujqësisë dhe blegtorisë, i cili ka një kontribut goxha të rëndësishëm në ekonominë Shqiptare. Një ndër shkaqet e ekzistencës së informalitetit, renditet korrupsioni si faktori më i rëndësishëm për ekzistencën e ekonomisë së fshehur sipas bizneseve Shqiptare të cilat janë shprehur për këtë fakt në nivelin 72.9%. Sipas një raporti të fundit të të SELDI- rrjeti i Evropës Juglindore për Lidership, Zhvillim dhe Integritet, Shqipëria renditet e treta me një tregues të informalitetit të punës prej 47%, nga 39% që ishte në vitin 2016. Reduktimi i informalitetit nuk mund të jetë kryesisht një penalizim tatimor deri në burgosje, por një proces i formalizimit të ekonomisë informale. Objektivat duhet të jenë të qarta, të matshme dhe të monitorueshme. Ato duhet t'i shtrijmë në kohë, duke u bazuar në specifikat e vendit tonë dhe në eksperiencat më të suksesshme të vendeve të tjera.

**Fjalët kyçe:** informalitet, fshehje, korrupsion, barrë fiskale, evazion fiskal.

### HYRJE

#### Çfarë është Informaliteti?

Termi “Ekonomi joformale” apo “Informalitet” përcaktohet duke përfshirë aktivitete ekonomike të fshehta dhe të paligjshme, të ardhurat e të cilave duhet të ishin raportuar në autoritetet tatimore, por që i kanë fshehur për disa arsye<sup>95</sup>:

- Së pari, ky fenomen gjendet kryesisht tek sipërmarrjet e vogla të palicencuara.
- Së dyti, përfshin ato aktivitete të cilat janë të licencuara, por raportojnë nënfaturim të të ardhurave, apo mosdeklarim të disa mallrave të caktuar. Këto aktivitete në këtë formë

<sup>95</sup> [https://www.bankofalbania.org/rc/doc/Olters\\_782\\_1\\_13003.pdf](https://www.bankofalbania.org/rc/doc/Olters_782_1_13003.pdf)

përfshihen tek shkelja e ligjit për evazionin fiskal, që do të thotë fshehja e të ardhurave reale të biznesit.

- Së treti, në këtë term janë të specifikuar dhe fshehja e punonjësve, mosdeklarimi i tyre, apo mosdeklarimi real i pagës apo orëve të punës së tyre.
- Së katërti, përfshihen aktivitete që nga vetë lloji i veprimtarisë janë të cilësuar si jo të ligjshme, dhe kjo mund të përcaktohet si “ekonomi kriminale” pra që rezultojnë nga prodhimi i produkteve dhe shërbimeve në mënyrë të kundërligjshme dhe nga aktivitete të ndaluara me ligj.

Ndryshimi i ekonomisë kriminale me ekonominë informale konsiston në ligjshmërinë e aktivitetit. Pra, në ekonominë kriminale është i ndaluar me ligj vetë aktiviteti i biznesit, ndërsa në ekonominë informale, aktiviteti i biznesit që zhvillohet është i ligjshëm, por të ardhurat fshihen dhe shmangen nëpërmjet mjeteve të paligjshme<sup>96</sup>.

Një tjetër përkufizim për Ekonominë informale konkludohet si një grup i larmishëm i aktiviteteve ekonomike, ndërmarrjeve, vendeve të punës dhe punëtorëve që nuk rregullohen ose mbrohen nga shteti<sup>97</sup>.

Si përmbledhje, Informaliteti përfshin të gjitha aktivitetet tregtare të padeklaruar të cilat ndikojnë në kontributin e të ardhurave kombëtare.

Informaliteti është një nga pengesat kryesore për reformat e tjera që synojnë forcimin e klimës së biznesit dhe rritjen e qëndrueshme të ekonomisë shqiptare.

Informaliteti në një kontekst tjetër mund të përcaktohet si i vullnetshëm ose i pavullnetshëm dhe dallimi mes tyre varet nga stazhi i zhvillimit të shtetit. Sipas tyre, shtetet e zhvilluara kanë siguri më të mëdha sociale dhe “kështu papunësia e hapur mund të jetë alternativa më e mirë sesa punësimi informal i pavullnetshëm në rast të humbjes së vendit të punës” (Kucera dhe Roncolato 2008). Në anën tjetër, papunësia në vendet më pak të zhvilluara rrit varfërinë aq sa punëtorët në këto shtete thjesht nuk mundin të ngelen të papunë, dhe rrjedhimisht duhet të pranojnë punësim në sektorin informal (Kucera dhe Roncolato 2008)<sup>98</sup>.

### **Shkaqet e Ekzistencës së Informalitetit**

Shkaqet pse ekziston informaliteti, është një temë shumë e gjerë e cila kërkon shumë debat dhe kërkim të vazhdueshëm por kryesisht arsyet kryesore të ekzistencës së këtij fenomeni janë si rezultat i nivelit të taksave, si dhe barrierat që lidhen me burokraci dhe rregullimet e punësimit, një tjetër barrierë ka të bëjë me rënien e cilësisë dhe sasisë së mallrave dhe shërbimeve publike, korrupsionin e zyrtarëve publikë dhe trajtimin jo të mirë të taksapaguesve nga autoritetet tatimore.

Motivimi për punësim joformal mund të ketë shkaqe ekonomike dhe joekonomike, të cilat janë: zhvillimi jo i mjaftueshëm ekonomik, barra e madhe tatimore dhe sistemi i tatimit i komplikuar,

<sup>96</sup> [https://www.investment.com.al/sq/veshtrim-mbi-treguesit-ekonomike/DOKUMENT\\_PUNE\\_INFORMALITETI\\_SFIDË\\_E\\_PËRBASHKËT\\_QEVERI-SIPËRMARRJE](https://www.investment.com.al/sq/veshtrim-mbi-treguesit-ekonomike/DOKUMENT_PUNE_INFORMALITETI_SFIDË_E_PËRBASHKËT_QEVERI-SIPËRMARRJE)

<sup>97</sup> <https://lwworc.org/sq/how-to-explain-informality>

<sup>98</sup> [https://www.riinvestinstitute.org/uploads/files/2016/October/17/BUSINESS\\_INFORMALITY\\_5mm\\_bleed\\_no\\_inside\\_ALB\\_FINAL\\_v613964385731476692858.pdf](https://www.riinvestinstitute.org/uploads/files/2016/October/17/BUSINESS_INFORMALITY_5mm_bleed_no_inside_ALB_FINAL_v613964385731476692858.pdf)

korniza ligjore institucionale dhe ligjore e komplikuar dhe e dobët, mekanizmat joeficientë të përforcimit, niveli i lartë i korrupsionit dhe jokompetenca burokratike nga agjentët qeveritarë, mungesa e besimit në institucionet shtetërore.

Shkalla e informalitetit varet edhe nga niveli i aftësive dhe demografia. Niveli i aftësive matet me shkollimin ose angazhimin në industri.

Ka studime që fokusohen në sfidat më praktike që krijohen nga informaliteti, i cili sipas disa autorëve shihet si pengesë që duhet eliminuar sa më shpejt, dhe të tjerë, që thonë se informaliteti përbën një fenomen që mund të përdoret për rritje ekonomike në aspekt afatgjatë. Këta të fundit, informalitetin e konsiderojnë si diçka që mundet jo vetëm ta mbrojë ekonominë nga rënia e plotë duke krijuar mundësi pune, por edhe si diçka që ofron të ardhura për ata që përndryshe do të ishin të papunë.

Çdo pjesëmarrës i tregut në ekonominë joformale përfiton direkt, indirekt dhe personalisht në disa mënyra:

- Individët, kërkojnë të marrin paga më të larta neto, duke fshehur pagën reale bruto, për t'iu shmangur detyrimeve ndaj sigurimeve shoqërore dhe shëndetësore, tatimit mbi të ardhurat personale.
- Firmat dhe bizneset, kanë mundësinë të prodhojnë dhe të tregtojnë duke përdorur çmimin si faktor kryesor të konkurrencës duke bashkëvepruar me nëpunësit e qeverisë për mosndjekjen e ligjit, mosplotësimin e kushteve të zhvillimit të aktivitetit, mosdeklarimin e të ardhurave dhe mospagimin e detyrimeve ndaj shtetit.
- Nëpunësit e shtetit dhe politikanët e korruptuar, marrin të ardhura private shtesë duke përdorur pozicionin e tyre në shkëmbim të lejimit të veprimtarisë së aktiviteteve informale, prej të cilave kanë përfitimet e tyre.

### **Informaliteti në Shqipëri**

Ekonomia joformale vepron si një frenues i qëndrueshmërisë ekonomike.

Një nga plagët më të rënda nga të cilat vuan buxheti i shtetit, është informaliteti në sektorin privat. Kur informaliteti ndërthuret me korrupsionin, atëherë ai kthehet nga plagë, në gangrenë, dhe si e tillë rrezikon seriozisht ekonominë shqiptare.

Një nga format më të përhapura të informalitetit është mosregjistrimi i biznesit pranë organeve tatimore. Si rrjedhojë, kjo sjell mosvjeljen e të ardhurave, të cilat, pastaj, ndikojnë drejtpërdrejt në shumë sektorë të ekonomisë<sup>99</sup>.

Bizneset e vogla, që kanë në boshtin e veprimtarisë së tyre informalitetin duket se kanë tendencë të mbeten të vogla dhe për vite të tëra pas 2021, duke ruajtur produktivitetin e ulët dhe qasjen e kufizuar në atë treg të brendshëm financiar që ka problemet e veta të ekzistencës dhe konsolidimit drejt të ardhmes. Gjithashtu, bizneset e vogla duket se nuk po kontribuojnë në bazën e tatimeve më kryesore, më së shumti për shkak të politikës fiskale të lëvizshme me administrimin e çorientuar dhe që ecin sipas modelit “tjetër shkruhet e tjetër kërkohet” duke

<sup>99</sup> <https://www.gazetatema.net/2013/08/19/informaliteti-dhe-format-e-sherimit-te-tij>

privuar në fakt vetveten (qeverinë) për të ofruar shpejt dhe efektivisht ato shërbime bazë që u nevojiten qytetarëve në përgjithësi. Politika fiskale pak efektive ka ndjekur parimin e marrjes borxh në vend të rritjes cilësore të nivelit të administrimit fiskal (rritjes së nivelit të arkëtimeve nga kufizimi i informalitetit dhe mundësisë për të bërë evazion lehtësisht).

Punonjësit e pakualifikuar të aktiviteteve joformale ka më shumë gjasa të vijojnë të jenë pjesë e një standardi jetese afër nivelit të varfërisë dhe si duket ende nuk ka një vizion se si ata të fitojnë paga më të larta, përtej premtimit për rritje të pagës minimale. Punonjësve në Shqipëri u mungon mbrojtja sociale e denjë për të jetuar si qytetarë të lirë dhe mundësitë për të ndryshuar kjo situatë nuk duket se shkojnë përtej disa politikave, që e kanë ndikimin jo më shumë se çfarë kemi përjetuar gjithë këto vite<sup>100</sup>.

### **Shkaqet e Informalitetit në Shqipëri**

Në Shqipëri, shkaqet e shfaqjes së informalitetit kanë ardhur si rezultat i:

- Kalimit të ekonomisë nga një ekonomi e centralizuar në ekonomi tregu të hapur;
- Dobësive fillestare të shtetit për të krijuar institucione ligjore e fiskale të përshtatshme për një ekonomi tregu;
- Krizës fiskale gjatë të cilave është përballur vendi ynë;
- Polarizimit ekonomik dhe social, gjatë periudhës së korrupsionit deri në ditët e sotme;
- Korrupsionit dhe ndikimit politik;
- Taksave e larta;
- Konkurrencës së pandershme.

Faktorët që i shtyjnë sipërmarrësit të jenë pjesë e ekonomisë informale janë:

- Aktiviteti zhvillohet në kushtet e evazionit fiskal (Tvsh, taksa);
- Aktiviteti shmang kontributet shoqërore, duke shmangur normativat ligjore, ose duke mosrespektuar normat mbi orarin e punës, pagën minimale etj.;
- Aktivitetit i mungojnë autorizimet e nevojshme administrative për t'u zhvilluar;
- Kostoja e kalimit nga ekonomia informale në ekonomi formale është shumë e lartë, madje edhe më e lartë se përfitimet, atëherë bizneset zgjedhin të zhvillojnë aktivitetin e tyre në mnëyrë informale.

### **Indeksi i perceptimit të Korrupsionit<sup>101</sup>:**

Shqipëria renditet e 110/180 në rang botëror, duke përkeqësuar pozicionin e saj nga viti i kaluar. Shqipëria e ka ulur vlerësimin e indeksit nga 36 një vit më parë, në 35 për vitin 2021. Mal i Zi ka renditjen më të mirë nga të gjitha gjashtë vendet në rajonin e Ballkanit Perëndimor (64/180). Informaliteti i punës (puna pa kontratë, ose pagë më e lartë sesa deklarohet) është rritur në pesë nga gjashtë vendet e Ballkanit Perëndimor, në periudhën 2016-2019, me përjashtim të Serbisë, sipas një raporti të fundit të SELDI- rrjeti i Evropës Juglindore për Leadership, Zhvillim dhe Integritet.

<sup>100</sup> <https://www.linkedin.com/pulse/informaliteti-korrupsioni-konsensualiteti-altax-polifakt/>

<sup>101</sup> [https://www.investment.com.al/wp-content/uploads/2022/04/AL\\_2021-Albania-Economic-Outlook.pdf](https://www.investment.com.al/wp-content/uploads/2022/04/AL_2021-Albania-Economic-Outlook.pdf)

Niveli më i lartë i informalitetit të punës është në Kosovë, me 83% në 2019-n (nga 81% në 2016-n), e ndjekur nga Bosnjë dhe Hercegovina, me 48% (nga 37% në 2016-n). E treta renditet Shqipëria, me një tregues të informalitetit të punës prej 47%, nga 39% që ishte në vitin 2016. Serbia është shteti i vetëm që ka shënuar rënie në nivelet e punësimit të fshehur që nga 2016-a<sup>102</sup>.

Ajo që tashmë ka nevojë ekonomia formale është që të ndihmohet të fitojë terren të ri duke zvogëluar informalitetin, me objektiva gradualë, të realizueshëm dhe të matshëm lehtësisht (hapa të vegjël, por të sigurtë për të mos u rikthyer përsëri). Në këtë drejtim nevojitet që qeveria në bashkëveprim me opozitarët e interesuar dhe gjithë rrjetin e specialistëve dhe biznesit formal të trajtojë nxitësit e informalitetit në vend, përfshirë përjashtimin fiskal dhe stimujt për individët dhe bizneset që veprojnë në mënyrë informale<sup>103</sup>.

### **Lufta kundër Informalitetit**

Fiskalizimi apo nisma të ngjashme teknologjike, pa u bërë pjesë e kontekstit nuk mundën të kenë efekte të qëndrueshme dhe afatgjata në formalizimin e ekonomisë dhe rritjen e kontributit buxhetor. Po ashtu veprime të pastuduara/paorganizuara dhe të bazuara mbi modelin e aksionit janë shpërdorim i kohës dhe burimeve, por nuk mund ta ndryshojnë status quo-në e informalitetit, pasi janë të pamjaftueshme, përveçse ftojnë edhe korrupsionin si aleat të tij.

Drejtoria Rajonale Tatimore me nismën që ka bërë duke vënë në zbatim projektin e fiskalizimit ka si qëllim zvogëlimin e evazionit fiskal në transaksionet me ose pa para në dorë. Në procesin e fiskalizimit, të gjitha transaksionet (faturat) raportohen në kohë reale në Administratën Tatimore. Për efekt të identifikimit dhe gjurmimit të çdo transaksioni, çdo fature i jepet numri identifikues i veçantë i faturës (NIVF).

NIVF është një numër unik për çdo faturë, i cili përcakton lidhjen midis faturës dhe lëshuesit të faturës. NIVF shërben si e dhëna kryesore e faturës për qëllim të regjistrimit dhe identifikimit të saj në librat e blerjes dhe shitjes. Sistemi i Informacionit të Administratës Tatimore gjeneron numrin identifikues të veçantë të faturës (NIVF), pasi procesi i verifikimit të faturës të përfundojë me sukses dhe ia dërgon atë tatimpaguesit si konfirmim të informacionit të faturës të pranuar në mënyrë të rregullt.

Subjekt i fiskalizimit do të jenë:

- të gjithë tatimpaguesit që lëshojnë faturë, sipas këtij Ligji dhe legjislacionit në fuqi për tatimin mbi vlerën e shtuar;
- Organet publike
- Bankat, institucionet financiare jobankare dhe subjekte të tjera, që ofrojnë shërbime pagesash të faturave elektronike.

<sup>102</sup> <https://www.monitor.al/rritet-informaliteti-i-punes-ne-shqiperi-fshehja-me-e-larte-e-pagave-reale-ne-rajon/>

<sup>103</sup> <https://www.linkedin.com/pulse/informaliteti-korrupsioni-konsensualiteti-altax-polifakt/>



Fig. 1 Ecuria javore e fiskalizimit

Nga kontakti me Inspektoriatin e punës, ligjet ku bazohet kryesisht për të luftuar informalitetin janë:

- Ligji nr 9364 “Ligji për Inspektimin e punës dhe Inspektoriatin Shtetëror të Punës”,
- Ligji nr 10237 “Ligji për sigurinë dhe shëndetin në punë”,
- Ligji nr 7961 “Kodi i Punës”,

Detyra kryesore e Inspektoriatit të Punës është Kontrollimi, Këshillimi, Konsultimi, Bindje, Paralajmërim dhe Sanksion.

Qëllimi kryesor që ka ky inspektoriat është të shikojë marrëdhëniet punëdhënës, punëmarrës dhe sigurimin dhe shëndetin në punë.

Marrëdhëniet punëdhënës punëmarrës krijohen dhe rregullohen nëpërmjet kontratave individuale të punës, kushtet e punës, paga, përcaktimi i shtesave për orët shtesë, orët e punuara në festat zyrtare apo shtesat në turnet e dyta dhe të treta.

Informaliteti i bazuar tek marrëdhëniet punëdhënës-punëmarrës konsiston në dy kategori:

1. Informal gri- kur punëmarrësi nuk ka kontratë individuale të nënshkruar me punëdhënësin, por është i deklaruar në sistemin tatimor.
2. Informal illegal- kur punëmarrësi nuk ka as kontratë individuale dhe nuk është as i regjistruar në sistemin tatimor.

1) Çdo orë pune e kryer nga ora 19:00 deri në 22:00 jep të drejtën e një shtese mbi pagë jo më pak se 20 për qind.

2) Çdo orë pune e kryer midis intervalit 22:00 dhe 6:00 jep të drejtën e një shtese mbi pagë jo më pak se 50 për qind.

Çdo orë pune e realizuar gjatë këtyre orareve dhe e jollogaritur apo deklaruar siç duhet konsiderohet informale.

## **MATERIALE DHE METODA**

Për realizimin e studimit janë marrë materiale dhe punime të cilat kanë patur fokus këtë temë vite më parë, nga të cilat janë nxjerrë dhe statistika.

Janë realizuar takime me Institucione shtetërore, si: Drejtoria Rajonale Tatimore, AKU, Instat nga të cilat nuk ka patur feedback për kërkesat statistikore sepse nuk dispononin database lidhur me Informalitetin.

Gjithashtu takime me disa subjekte për marrjen e informacionit lidhur me rastin studimor.

## **REZULTATE DHE DISKUTIME**

### **Rast Studimor: Industria e Përpunimit të Qumështit**

Në të gjithë zinxhirin e industrisë së përpunimit të Qumështit, ka aktorë të cilët punojnë dhe veprojnë në mënyrë informale.

E fillojmë me fermerin, i cili nuk ka të deklaruar tokën, bagëtitë, nuk është i pajisur me nipt fermeri dhe si rrjedhim nuk lëshon as faturë tatimore kundrejt fabrikave të grumbullimit të qumështit.

Këta aktorë të cilët operojnë në këtë formë, shesin tek fabrikat e qumështit të cilët janë po ashtu të palicencuar, duke arritur të moslejojnë asnjë lloj informacioni për problematikat reale që mund të shfaqen në këtë industri, duke sjellë një konkurrencë jo të drejtë për tregtimin e këtyre produkteve.

Nga ana tjetër, kemi fabrikat e qumështit të cilat janë të licencuara, grumbullojnë sasi të mëdha qumështi nga fermerë të palicencuar, sasi të cilën nuk e deklarojnë duke dëmtuar në këtë mënyrë dhe gjurmueshmërinë për kontrollin e cilësisë dhe sigurisë së produktit që tregtojnë.

Përveç faktit të gjurmueshmërisë, kemi dhe informalitet në fshehjen e shitjeve reale të kësaj industrie.

Probleme të tjera lidhur me ekzistencën e informalitetit në këtë lloj industrie janë:

- Mungesa e informacionit dhe vështirësia për ndërgjegjësimin e fermerëve mbi legjislacionin tatimor dhe skemën e formalizimit.
- Problemet në vetë ligjin shqiptar për regjistrimin e tokës apo identifikimin dhe regjistrimin e kafshëve.
- Procedura e gjatë për pajisjen me certifikatën e regjistrimit të personit të tatueshëm si “Fermer” që konsiston në:
  1. 1.Marrje vërtetim toke në komunë/bashki,
  2. 2.Marrje vërtetimi në Drejtori Bujqësore,
  3. 3.Dorëzimi i dokumentacionit pranë Drejtorisë Rajonale Tatimore për pajisje me Nipt Fermeri.



Gjatë vitit 2022, aplikimi për Nipt Fermeri nuk realizohet më pranë Drejtorisë Rajonale Tatimore, por duhet të kryhet online tek e-Albania. Kjo procedurë është akoma më e vështirë duke patur parasysh se kategoria dhe grupmosha e cila duhet të pajiset me këtë certifikatë nuk ka dijeni për përdorimin e e-Albanias.

- Ulja e tvsh-së për fermerët nga 20% në 6% e cila u pasua në 0% për periudhën që jemi. Kjo iniciativë ndikon negativisht për të dyja palët, si për fermerin i cili ka patur rimbursim nivelin e tvsh-së për çdo sasi të shitur tek grumbulluesi, ashtu dhe për grumbulluesin i cili ka kosto shtesë pagesën e tvsh-së në organet tatimore.

Një faktor shumë problematik për këtë industri, është ulja e sasisë së qumështit të shitur, si rezultat i emigrimit të shoqërisë shqiptare e cila ka sjellë heqjen e bagëtive.

Nga të dhënat e marra në disa subjekte përpunim qumështi, në shtator të vitit 2020, qumështi blihej me çmim mesatarisht 38 lekë/litër, ndërsa në shtator të vitit 2022, qumështi blihet me çmim mesatar 80 lekë/ litër. Rritja e çmimit për një periudhë 2- vjeçare është në nivelin 52.5%, ndërsa rënia e grumbullimit ditor të qumështit është rreth 67% e krahasuar në po të njëjtën periudhë. Reformat e duhura kundër Informalitetit.

Reduktimi i informalitetit nuk mund të jetë kryesisht një penalizim tatimor deri në burgosje, por një proces i formalizimit të ekonomisë informale. Objektivat duhet të jenë të qarta, të matshme dhe të monitorueshme. Ato duhet t'i shtrijmë në kohë, duke u bazuar në specifikat e vendit tonë dhe në eksperiencat më të suksesshme të vendeve të tjera.

Sipas literaturës ndërkombëtare<sup>42</sup>, për reduktimin e informalitetit sugjerohet që të merren në konsideratë tri parime kryesore<sup>104</sup>:

- a) Përqasja graduale për formalizim nëpërmjet përgatitjes, diskutimit dhe zbatimit të Strategjisë së integruar kundër informalitetit;
- b) Kujdes për radhën e masave që merren. Rregullat e forta duhet të vijnë mbasi të jenë aplikuar rregullat e mira. Nëse luftohet ekonomia informale me represion ndërkohë që kemi probleme me zbatimin e ligjit, rrezikon më tepër të dëmtojë ekonominë dhe rritësh papunësinë.
- c) Ndërtimi i kapitali social. Është e rëndësishme të synohet rritja e transparencës dhe lufta kundër korrupsionit. Edhe rregullat e mira mund të mos funksionojnë nëse ka nivel të ulët të kapitalit social dhe institucione të dobëta.

Masat e marra të projektuara për vitin 2023 lidhur me uljen e informaliteti nga qeveria shqiptare janë<sup>105</sup>:

1. Vendosja e kufizimeve në gjendjen e arkës;
2. Dyfishohet gjoba për mosdeklarim të punonjësve dhe fshehje të pagës;
3. Hiqet akciza për artikullin bateri;
4. Përrjashtim nga tvsh për drutë dhe donacionet;
5. Hiqet akciza për birrën;

<sup>104</sup> The shadow economy and how to fight against it (with focus on Moldova and the best Slovak experience) Peter Golias, Institute for economic and social reforms (INEKO) Slovakia, Prill 2013.

<sup>105</sup> <https://www.monitor.al/paketa-fiskale-2023-rrit-presionin-fiskal-mbi-prodhuesit/>

6. Hiqet taksa për hurrën dhe taksa për kremin e qumështit respektivisht 150 lekë/kg. Kjo për arsye se tregu i bulmetit është nën presion nga mungesa e prodhimit vendas nga rënia e numrit të bagëtime;
7. Gjoha- Nga janari 2023, tatimpaguesit e mëdhënj nëse kapen nga organet tatimore duke bërë furnizime pa fatura për herë të dytë do të gjobiten me 1.5 milionë lekë.

Rritja e penaliteteve në luftën kundër evazionit fiskal nuk ka dhënë rritje të disiplinës fiskale e cila nuk ka dhënë rezultatin e kërkuar dhe të parashikuar.

Shqipëria ka 28% të PBB(GDP) ndërkohë që në vendet e rajonit mesatarja është 35%.

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## **THE ROLE AND THE IMPORTANCE OF THE INTERNAL PUBLIC FINANCIAL CONTROL TO LOCAL GOVERNMENTS.**

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### **ABSTRACT**

The internal control is the integral process of the management system and the internal audit, to ensure that public funds are used in accordance with the general objectives of the governance and in order to fulfill the unit's mission. These objectives are:

- The regular implementation of ethics, efficiency and economy during performance of the unit's activities;
- Fulfilling accountability obligations;
- Compliance with laws and regulations;
- Preparation of reliable and complete operational and financial information;
- Preparation of public assets against loss, damage and misuse.

It includes all policies, procedures, activities and control through which financial resources are planned, and incomes, expenses, assets and liabilities of public units are managed and controlled.

Under “Internal Control, Audit and Financial reporting”, component provides technical support to Local Government unit for:

- Increasing the managerial responsibility of municipal leaders and improving capacities during the process of self assessment of the quality of internal control components in the municipality;
- Introducing the risk management process in the municipality through the creation of teams of risk coordinators, their training/mentoring for the identification, assessment and addressing of the risk events that prevent the realization of the objectives of the municipality;
- Assessment of compliance with legal acts and support for revision/drafting of the internal regulations and the guidance process;
- Increasing the professional capacities of managers for the creation of the periodic and annual financial reports respecting the main principles of the information reliability, completeness, relevance and comparability;
- Increasing the professional capacities of the Internal Auditors in their role to support management in improving the efficiency of the components of the internal control system of municipalities.

**Keywords:** local government, internal control system, risk management, legal acts, accountability.

## INTRODUCTION

The internal public financial control is to ensure further development of the internal public financial control system, as a tool that should be used by managers and staff of the units for a successful and transparent management of national and EU funds.

Determining the framework of the contemporary, suitable and effective system of internal public financial control, including financial management and control, internal audit, the central unit of harmonization, as well as to cooperate for a sound financial management of public funds in the Republic of Albania.

Aiming for managers to become fully aware of the role that the internal control plays in ensuring the strong and sustainable management of public finances, the implementation of this policy document will improve the function of the public sector by providing appropriate methods of planning and financial reporting, comprehensive performance indicators as well as effective control mechanism that will ensure a sufficient degree of security for the delegation of duties and responsibilities. By placing emphasis on the decentralized managerial responsibility at all levels of the entire public sector, managers will develop appropriate and effective objectives for their actions and decisions. Therefore instead of being developed as an add-one to existing systems, managerial accountability should be placed at the heart of budget planning and management processes and in all current and future budget systems. By continuing to comply with the international standards, internal audit units will be able to improve the support they provide to managers in the identification, evaluation and management of risks.

### THE COMPONENTS OF THE INTERNAL FINANCIAL SYSTEM CONTROL

The five components of an internal control system are:

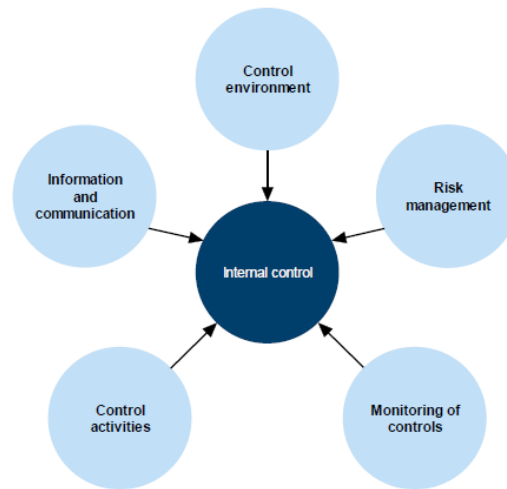
- ✓ control environment;
- ✓ risk assessment process;
- ✓ information system;
- ✓ control activities;
- ✓ monitoring of controls.

#### *The control environment*

The control environment includes the governance and management function of an organization. It focuses largely on the attitude, awareness and actions of those responsible for designing, implementing and monitoring internal controls. Elements of the control environment that are relevant when the auditor obtains an understanding include the following:

- ✓ communication and enforcement of integrity and ethical values;
- ✓ commitment to competence;
- ✓ participation by those charged with governance;
- ✓ management's philosophy and operating style;
- ✓ organizational structure;
- ✓ assignment of authority and responsibility; and

- ✓ human resource policies and practices.



**Fig. 1** Components of an internal control system

Evidence regarding the control environment is usually obtained through a mixture of enquiry and observation, although inspection of key internal documents (e.g. codes of conduct and organization charts) is possible.

This component has 5 principles as below:

1. The public demonstrates commitment to integrity values.
2. The Mayer/Authorizing officer or the council of directors demonstrates independence and accountability in exercising oversight responsibility.
3. The head creates organizational structures, reporting lines, authorities and responsibilities.
4. The public unit demonstrates in the realization of competences.
5. The public unit acts in accordance with managerial responsibility

### ***The risk assessment process***

The risk assessment process forms the basis for how management determines the risks to be managed. These processes will vary hugely depending upon the nature, size and complexity of the organization. However, larger organizations (usually listed ones) will have internal audit departments, whose roles focus heavily on risk identification and assessment.

If the client has robust procedures for assessing the business risks it faces, the risk of misstatement, overall, will be lower.

This component has 4 principles as below:

1. The public unit specifies the objectives as a basis for identification and evaluation of risks related to these objectives.
2. The public unit identifies and analyzes risks for achieving objectives.

3. The public assesses the possibility of fraud risk.
4. The public unit identifies and analyzes important changes.

This brings to shortfalls of responsibility and therefore lack of monitoring to minimize the risks.

Given that risk management is still in its early steps, it is necessary to develop proper training in this field.

### ***The information and communication system***

The information systems relevant to financial reporting objectives include all the procedures and records which are designed to:

- ✓ Initiate, record, process and report transactions;
- ✓ Maintain accountability for assets, liabilities and equity;
- ✓ Resolve incorrect processing of transactions;
- ✓ Process and account for system overrides;
- ✓ Transfer information to the general/nominal ledger;
- ✓ Capture information relevant to financial reporting for other events and conditions; and
- ✓ Ensure information required to be disclosed is appropriately reported.
- ✓ Control activities

This component has 3 principles as below:

1. The public unit selects and develops control activities.
2. The public unit selects and develops general control activities on technology.
3. The public unit establishes control activities through policies and procedures.

### ***The control activities***

The control activities include all policies and procedures designed to ensure that management directives are carried out throughout the organization. Examples of specific control activities include those relating to:

- ✓ Authorization;
- ✓ Performance review;
- ✓ Information processing;
- ✓ Physical controls; and
- ✓ Segregation of duties.

This component has 3 principles as below:

1. The public unit obtains, generates and uses relevant qualitative information.
2. The public unit uses internal communication
3. The public unit uses external communication

### ***Monitoring of controls***

This is the process of assessing the effectiveness of controls over time and taking necessary remedial action. Clearly if a control is not implemented properly or is simply considered ineffective then misstatements may pass undetected into the financial statements.

Monitoring can be either ongoing or performed on a separate evaluation basis (or a combination of both). Either way, it needs to be effective for the system to work. Monitoring of internal controls is often the key role of internal auditors.

This component has 2 principles as below:

1. The public unit selects, develops and conducts continuous evaluations and/ or special internal control system.
2. The public unit assesses and communicates deficiencies.

### ***Analyses from the self-evaluation system of mfc***

Analysis for performance indicators are shown below:

1. The first indicator analyzed by the structure responsible for the budget in MoF is "Realization of budget expenditures", which determines the extent to which budget expenditures were realized during the year against the approved budget plan.
2. Another indicator is "Realization of budget expenditures according to economic classification", which measures the difference between the approved budget and the actual budget at the end of the year for each group of budget expenditures divided according to economic classification
3. The indicator "Reduction of the level of arrears" represents the difference between the 12-month stock of arrears of the current budget year and the 12-month stock of the previous year in relation to the 12-month stock of the previous year.
4. The indicator "Realization of capital expenditures" represents the deviation from the implementation plan i of capital expenditures in a year against total planned capital expenditures with the annual budget law.
5. The first indicator analyzed by the structure responsible for the treasury is "All invoices have been sent on time for payment to the relevant branch of the treasury", which determines the number of invoices sent to the treasury for payment after the deadline of 30 days against the total number of invoices sent for payment. .
6. Another analyzed indicator is "All contracts were sent on time." the relevant branch of the treasury", which determines the number of contracts sent to it treasury branches after three days from the date of their signature against the total number of contracts sent to the treasury.

7. The indicator "Number of unauthorized procurement orders" represents the number of orders unauthorized procurements against the total of authorized procurement orders sent to Treasury department.
8. Another indicator analyzed by the structure responsible for the treasury is "Monthly cash plan advance limit", which determines the value of advances performed during the year by spending units against the total of the annual cash plan
9. The last indicator analyzed by the structure responsible for the treasury is "Presenting, signing and respecting the deadline for submission of statements financial according to the legal framework in force", which measures compliance with the deadline, signing, preparation and submission of annual financial statements
10. The first indicator analyzed by the structure responsible for the harmonization of management financial, control and accounting is "Quality drafting of the action plan of financial management and control (MFC) and presentation within the time limits determined", which determines the respect of the time limit and the quality of the content of the Action Plan.

Meanwhile, the situation remains problematic in local self-government units, where one is still missing standard procedure for the use of information systems and quality and the periodicity of reports, as a result of the low level of commitment of managers on the development of this field.







**Fig. 2** .The ranking of the Municipalities, for 1-st, 2-nd, and 3-rd place from 2015-2021

Another important mechanism for the operation of the effective system of managerial accountability is also the use of procedures regular delegation of tasks and responsibilities, this element, which is evaluated in levels not satisfactory in all groups of institutions. Despite the support provided from MoF through the regulatory framework or technical assistance, they are few institutions that implement documented procedures of delegation, which makes it is necessary to raise the awareness of managers, to take measures to address problems and the clear definition of terms, rules and procedures that must be followed in the process of delegation of tasks within the public unit.

From the data taken, we see that Shkodra Municipality form 2015-2021 , has been ranked at the top and this is because of the good performance indicators, through years.

### ***Key findings of the evaluations***

Among the most important findings in these evaluation processes for the above 25 units u noted:

- The resources available to the audit structure are not complete in number and some cases there is a lack of work experience in auditing. This carries the risk of the insufficiency of resources to achieve the objectives in terms of quantity but it may harm and the quality of audits.
- The role and value of internal audit is not sufficiently recognized by the incumbent and/or decision maker, and as a result there is a risk that the internal audit does not have sufficient supports that should be given to fulfill its mission.

- The internal audit unit was not created according to the requirements of the Law on the internal audit (there are less than 3 staff auditors), and the Director himself or auditors do not meet the employment criteria with reference to audit experience and request for certification.
- The Audit Card must be updated, as it is a key document that determines the status and responsibility of the internal audit and ensures de jure independence of the internal audit.
- Not clear and sufficient description on the rights and responsibilities of auditors in Internal Regulation as an integral part of the public unit.
- Failure to comply with the completeness of the information that must be contained in the Program i Commitment to Auditing, not including all the systems necessary to be evaluated by internal auditors. Shortcomings in the design of internal control assessment questionnaires and tests insufficient for selected systems/fields.
- The reporting of audit results does not respect the principles of reporting in the form and several times in the content. Audit reports are long and not clear and concise, to address full message recommendations to subject holders of audited.
- The organic connection, findings, conclusion and recommendation are not respected, they are not treated observations of the subject, and there is no opinion on the functioning of the IA.
- There is no Action Plan agreed with the audited unit for its implementation audit recommendations Programs for internal quality assurance and improvement in some cases are missing or performance indicators are not defined with deficiencies.
- An effective system for monitoring the implementation of recommendations has not been established of the audit, not reaching the final impact of the audit.

### **RECOMANDATION**

Based on the findings and the conclusions reached, the evaluation groups have given recommendations regarding the measures to be taken by these units for the improvement of audit activity in the future. The main recommendations where the reception of measures for improvement by audit units and holders of public units include:

- Increasing the awareness of senior management in general government units, regarding their role and responsibilities in the establishment and successful implementation of MFC systems
- To take into consideration the development of the risk management process in the public entities
- Increasing the awareness of holders and managers on the role of internal auditors
- Increasing the professionalism of internal auditors
- Updating of basic audit documents, Audit Card and others necessary according to the requirements of the Internal Audit Manual and ensure their application in the practice of audit work.

- Clarification of the role, function, tasks and responsibilities of the internal audit in Internal Regulation of the public unit as well as the clear definition of the lines communication respecting the Code of Ethics for avoiding conflict of interest.
- The program of audit engagements should be carried out on the basis of a real analysis of risk assessment and address all systems and areas according to prioritization the risk that these systems present.
- IA to document the process of monitoring the implementation of recommendations, as well as communication with the audited , related to obtaining information on the progress that has been made in implementing the recommendations, including this monitoring and in the annual report of its activity.

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## **APPENDIX**

### **Appendix 1: Form of self-evaluation system components for MFC**

#### **I. ENVIRONMENT CONTROL**

1. Do you have in your unit a Mission Statement adopted in accordance with the requirements of the Law on Management of Budgetary System in Albania?
2. Do you have a strategy (one or more documents) which contains strategic goals and priorities of your unit, in accordance with the requirements of Budget Management System in the Republic of Albania?
3. Is there any guidance on managing the process of setting objectives (for the entire unit, or part of it) to ensure that the targets set are realistic and achievable?
4. Do you have adopted action plans to achieve strategic goals, which include actions, deadlines, and concrete persons responsible for each anticipated action?
5. Are customized rules and procedures that exist at your facility as required by law for FMC?
6. Are developed new procedures and rules in your unit, in accordance with the requirements of FMC law?

#### **I.1 PERSONAL AND PROFESSIONAL ETHICS**

1. Is there a procedure that ensures that all employees know / understand the Law on Rules of Ethics in Public Administration?
2. Are all employees required to act in accordance with the Rules of Conduct for civil servants and in particular, to comply with the Code of Ethics of the respective unit (if one exists)?
3. Is there a procedure for reporting violations of rules of conduct for civil servants and for taking action as a result of this?

#### **I. 2. ORGANIZATIONAL STRUCTURE**

1. In your opinion, is the structure of the unit suitable for its size?

2. Are defined and exercised leadership responsibilities in an appropriate manner to ensure that none of them has an excessive responsibility?
3. Are the writing tasks described in, powers and responsibilities of the head of the unit (in accordance with the laws and by-laws)?
4. Is there any department / director / sector responsibilities and duties clearly defined and separately by departments / departments / other sectors.

### **I.3 POLICIES AND PRACTICES OF HUMAN RESOURCES**

1. Are there specific internal rules regarding the selection, appointment and determination of salary and bonuses for employees, or connected with the performance evaluation and sanctions in case of non-fulfillment of duties?
2. Are the policies and practices of human resources, such as to guarantee that the promotion is perceived by employees as a direct consequence of good results and achievements at work, and that the promotion is done in accordance with clear rules and criteria ?
3. Do you have approved job descriptions for each job position in the unit, in which the involved individual tasks to be performed, the requirements regarding the qualifications required and reporting lines?
4. Is the policy and practice of human resources, such as to guarantee the employment of sufficient staff with the right qualifications?
5. Is the policy and practice of human resources such as to ensure the preservation and development of professional competencies of staff?
6. Do you feel you needed training for employees with managerial functions on your unit, around the concept of PIFC and the Law on FMC, which is expected to be adopted soon?

### **II. RISK MANAGEMENT**

1. Is there any procedure to your unit for risk management - identifying, analyzing and controlling the risks that could endanger the achievement of the objectives of the unit?
2. A discussion between the owner and employees with managerial functions in the unit, the risks that might jeopardize the achievement of the objectives of the unit and whether they plan appropriate measures to put under control those risks?
3. Are managers at all levels aware of their responsibilities in risk management?

### **III. CONTROL ACTIVITIES**

1. Are there rules / detailed internal guidelines that describe the main operational and financial processes, including circulation of documents and information, levels of decision-making and internal controls located?

2. Are described and documented in detail the working procedures and put them whether they were available to all employees?
3. A guarantee you that your unit there is a separation of duties, so that the same person should not simultaneously involved in the implementation of two or more tasks related to: the adoption, implementation and registration of financial operations?
4. Have the appropriate steps to reduce the level of risk to employees that are involved in delicate nature?
5. Do the appropriate action provided control for IT systems (information technology)?

#### **IV. INFORMATION AND COMMUNICATION**

1. Does the IT system in your unit information for monitoring progress in achieving the objectives of the unit as a whole and its separate units?
2. Are there any written instructions to your unit on the manner of communication internally within the unit (written communication, electronic, or oral)?
3. Is there a mechanism for getting useful information from abroad about changes to the legal and economic conditions, or to exchange information with other public sector with citizens, non-profit organizations, media and representatives the private sector?

#### **V. MONITORING AND VERIFICATION**

1. A set is a reporting line, which ensures the objectivity and independence of the internal audit?
2. As the head of the unit au ask you departmental managers / directors, to send periodic reports on the activities of the directorates / departments concerned?
3. Regularly monitored progress regarding the achievement of objectives and analyze the reasons for failure in this regard?
4. A head continuously monitors the implementation of recommendations made by internal auditors and external on the improvements in the system of internal controls?
5. Do the operating guidelines clearly describe what controls need to be implemented and give the name of the contact person in case of identifying the weaknesses in existing controls?
6. A unit regularly performs a self-assessment of internal control?

## **PËRSHTATSHMËRIA E STUDIMEVE AKADEMIKE NË DEGËN TURIZËM DHE KARRIERËS PROFESIONALE**

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### **ABSTRAKT**

Përshtatshmëria e studimeve universitare në degën turizëm me karrierën profesionale sjell produkt të gatshëm për tregun e punës, me aftësi kompetenca dhe shprehi të perditësuara sipas zhvillimeve globale të sektorit turistik. Ky studim synon të hulumtojë impaktin e këshillimit akademik të karrierës tek studentët e degës turizëm dhe nëse ky këshillim ka përshtatshmëri me studimet akademike, që ata ndjekin në Fakultetin e Ekonomik të USH në degën Turizëm. Për të realizuar këtë u përdor si instrument kërkimor survejimi duke mbledhur përgjigjet nga 40 studentë të degës Turizëm në këtë fakultet. Po ashtu u kryen edhe intervista me pedagogët e programeve të studimit në turizëm të këtij fakulteti dhe menaxherë të bizneseve turistike më të rëndësishme që operojnë në Shkodër të cilët ndjekin studentët e turizmit gjatë praktikës profesionale dhe madje japin kontributin e tyre në hartimin e programit të studimit të degës Turizëm. Rezultati i studimit na tregon, se përshtatshmëria e karrierës së studentëve të turizmit ndikohet nga këshillimi akademik intelektual, efektiv dhe praktik. Ky punim kontribon në literaturën e këshillimit akademik në universitete. Gjithashtu ai është i vlefshëm për të gjithë aktorët që kontribuojnë në zhvillimin e turizmit, sepse analizon kushtet aktuale të përshtatshmërisë mes karrierës profesionale dhe programeve të studimeve akademike dhe ndihmon që kushtet e dinamikës së zhvillimit të turizmit të vazhdojnë të hulumtohen për përmirësim dhe përditësim të vazhdueshëm të programeve të studimit të turizmit për t’iu përgjigjur sfidave të këtij zhvillimi.

**Fjalët kyçe:** Këshillim Karriere, Përshtatshmëri karriere, Karrierë universitare, Këshillimi Akademik.

### **HYRJE**

Është e njohur që sektori i arsimit përbën shtyllën kurrizore të çdo vendi. Një sistem arsimor i zhvilluar mirë dhe cilësor do të përcaktojë nëse vendi do të përparojë në zhvillimin e tij të qëndrueshëm. Në kushtet kur zhvillimi i qëndrueshëm është nevojshëm e kohës, Axhenda 21 për zhvillim të qëndrueshëm deklaroi se “arsimimi është kritik për promovimin e zhvillimit të qëndrueshëm dhe përmirësimin e kapacitetit të njerëzve për të adresuar çështjet e zhvillimit të qëndrueshëm” (UNCED, 1992: Kapitulli 36). Ndërsa si një forcë shtytëse e mundshme e ndryshimit drejt qëndrueshmërisë UNESCO (2009) përcakton Institucionet e Arsimit të Lartë.

Sistemet arsimore universitare synojnë të kontribuojnë në zhvillimin dhe përmirësimin e qëndrueshëm të shoqërisë në tërësi. Nga ana tjetër shihet se sistemi i arsimit të lartë konsiderohet si një nga pikat më të rëndësishme të referimit për njerzit për të përballuar kushtet e shekullit të njëzet e një, përse i përket parakushteve për punësim në të ardhmen. Për shkak të

shfaqjes së sfidave sociale dhe teknologjike dhe krizës globale në botën e biznesit, aftësia e studentëve për të qenë të suksesshëm në tregun e punës, për të marrë punën e tyre të parë dhe për të përmbushur karrierën janë bërë një temë e rëndësishme në kushtet e sotme të punës (SKOK & DOLINSEK, 2013).

Turizmi luan një rol jetik për zhvillimin e qëndrueshëm të çdo vendi me atraksione të mundshme turistike (SWARBROOKE, 2002; DIBRA, 2014). Por, turizmi si një sektor pune intensive është një nga sektorët kryesorë në të cilin burimet njerëzore shihen si shumë të rëndësishme dhe shumë të varura nga arsimit. Turizmi mund të ekzistojë vetëm nëse mund të tërheqë dhe mbajë një numër të mjaftueshëm të stafit të kualifikuar dhe të qëndrueshëm (SWARBROOKE, 2002). Stafi luan një rol jetik në çdo aspekt të prodhimit dhe ofrimit të produktit turistik, prandaj kënaqësia e konsumatorit është funksion i cilësisë së stafit operacional dhe menaxherial. Kualifikimi i burimeve njerëzore sipas nevojave të tregut të punës të sektorit të turizmit dhe përgatitja e tyre për një karrierë përmbushëse në të ardhmen shihen si vendimtare në industrinë turistike për të fituar sukses dhe avantazh konkurrues (LO *et al.*, 2014). Nga njëra anë, industria e turizmit mbështetet shumë në cilësinë e punës së saj për të zhvilluar cilësinë e produktit turistik; nga ana tjetër, arsimimi në fushën e turizmit luan një rol të rëndësishëm për të përmbushur nivelet më të larta dhe më të thella të njohurive të kërkuara nga industria për të zhvilluar kapitalin njerëzor dhe për zhvillim karriere në turizëm. Pra, arsimimi në fushën e turizmit është i lidhur ngusht me punësimin dhe karrierën në industrinë e turizmit. Ai duhet të ekuilibrojë tri kërkesa: nevojën për të inkurajuar zhvillimin individual, nevojën për të avancuar njohuritë dhe nevojën për të përgatitur burime njerëzore me aftësi praktike dhe përkatëse për industrinë e turizmit. Është pranuar se e ardhmja e arsimit në fushën e turizmit qëndron në programet e tij në institucionet e arsimit të lartë (DIBRA & OELFKE, 2011; FANG *et al.*, 2020). Zhvillimi i arsimit të lartë në fushën e turizmit siguron furnizimin me kapacitete të kualifikuara të burimeve njerëzore të përshtatshme për rritjen e shpejtë të industrisë së turizmit në aspektin sasior dhe cilësor.

Në Shqipëri, turizmi është një industri e re. Vetëm me hapjen e Shqipërisë me botën pas viteve '90, politika e qeverisë shqiptare e përcaktoi turizmin si industri prioritare në zhvillimin e qëndrueshëm të vendit. Programet e studimit në “Turizëm” në arsimin e lartë në Shqipëri u zhvilluan si përgjigje ndaj politikës qeveritare për prioritet ndaj zhvillimit të turizmit; rritja e madhe e industrisë së turizmit; nevojat e perceptuara të punësimit nga kjo rritje e industrisë së turizmit dhe iu dha një shtysë e shtuar nga kërkesa e studentëve që panë mundësi punësimi në të ardhmen në industrinë e turizmit. (DIBRA & OELFKE, 2011).

Edhe pse arsimi i lartë për turizmin në Shqipëri vazhdon të rritet, ai përballet me sfida të mëdha. Dinamika e rritjes së shpejtë të industrisë turistike, evolucioni i vazhdueshëm i teknologjisë së komunikimit dhe informacionit dhe ndikimi i tij në mënyrën e bërjes biznes, nevoja e bërjes biznes në turizëm në kushtet e pandemisë apo të ndikimit të faktorve të tjerë të jashtëm, kërkesat e sofistikuara të tregut turistik për produkte turistike të shëndosha mjedisore të cilat kërkojnë studim, si dhe konkurrenca e programeve të tjera të arsimit të lartë kanë implikime të mëdha për zhvillimin e kurrikulave të programeve të studimit në ‘Turizëm’. Vetëm ato programe që kanë vizionin, njohuritë dhe ndjekin tendencat e fundit që ndikojnë turizmin mund t'i përgatisin më mirë studentët në tregun e ardhshëm të punës. (JENKINS, 2020; FANG



*et al.*, 2020). Nëse kurrikula e turizmit nuk është e lidhur ngusht me perspektivat e punësimit, duket sikur rrënjët e një peme të begatë (zhvillimi i shpejtë i arsimit në fushën e turizmit) po shkëputen nga toka e saj (lulëzimi i industrisë së turizmit). Pra, nëse hartimi i kurrikulës së programeve të studimit në Turizëm' neglizhon nevojat e industrinë e turizmit, arsimimi për turizëm nuk do të jetë i qëndrueshëm dhe në fund nuk do të përfitojmë zhvillimin të qëndrueshëm të turizmit

Në këto kushte sistemet e arsimit të lartë duhet të personalizojnë programet e studentëve të fushës së turizmit sipas kërkesave të tregut të punës të sektorit të turizmit. Nga ana tjetër, studentët duhet të hartojnë më parë planet e tyre të karrierës, që lidhen me zgjedhjen e deqës, të lëndëve, programeve 'Master' për të gjetur punën më të përshtatshme që përputhet me aftësitë e tyre. Brenda kësaj periudhe nevojiten këshilltarë të duhur, që i ndihmojnë studentët të realizojnë plane të efektshme karriere (PALADE & CONSTANTIN, 2012).

Në këtë kontekst, këshillimi akademik konsiderohet si një nga aktivitetet specifike të cilat i orientojnë studentët në lidhje me karrierën e tyre të ardhshme, i lehtësojnë ato në përshtatshmërinë e zgjedhjes së karrierës dhe i ndihmojnë ata të përmirësojnë karrierën e tyre. Në literaturë ka disa kërkime, që lidhen me këshillimin akademik. Por nuk ka asnjë literaturë në lidhje me sistemet e këshillimit akademik në universitete në Shqipëri.

Prandaj, ky studim synon të ekzaminojë dhe vlerësojë ndikimin e këshillimit akademik në përshtatshmërinë e karrierës së studentëve universitarë të programeve të studimit në Turizëm. Ky studim kontribuon në zbutjen e boshllëkut të literaturës së këshillimit akademik në universitetet në Shqipëri. Është gjithashtu i vlefshëm për të gjithë aktorët që kontribuojnë në zhvillimin e turizmit në Shqipëri sepse analizon kushtet aktuale të përshtatshmërisë ndërmjet karrierave profesionale dhe programeve të studimit akademik për turizmin dhe ndihmon që në kushtet e dinamikës së zhvillimit të turizmit të vazhdojë kërkimi për përmirësim të vazhdueshëm dhe përditësimin e programeve të studimit të turizmit për t'iu përgjigjur sfidave të këtij zhvillimi.

## **RISHIKIM LITERATURE**

Në një mjedis global, që ndryshon me shpejtësi kërkohet që individët të kenë një kompetencë që i shtyn ata të përshtaten me zhvillimin e karrierës, kërkesat e tyre dhe kërkesat për punësim (HOU *et al.*, 2012). Për t'u përballur me sfidat e këtij mjedisi dinamik, individët duhet rregullojnë dhe përshtasin aftësitë e tyre, Gjithashtu dihet se për të pasur sukses në vendin e punës të diplomuarit duhet të pajisen me aftësitë e duhura. Tregu i sotëm i punës po sjell tek studentët nevojën për të marrë përgjegjësi personale për zhvillimin e aftësive dhe kompetencave, që do t'i ndihmojnë ata të punësohen dhe të jenë konkurrues tek punëdhënësit e tyre. Prandaj për përgatitjen e të diplomuarve për një karrierë në turizëm është me vlerë përputhshmëria e programeve akademike me kërkesat e tregut.

Në literaturë, sugjerohet që përshtatshmëritë e karrierës lidhen me një grup të rëndësishëm aftësish, shprehish dhe kompetencash, të cilat i lejojnë individët të përshtaten shpejt me një sërë situatash dhe besohet se këto aftësitë kanë ndikime të forta në karrierën e individëve ose në rezultatet e lidhura me punën, si: sukcesi, angazhimi në punë, kënaqësia në punë ose

qëndrimi në punë (ROSSIER *et al.*, 2012; ZACHER, 2014 ).Përshtatshmëria e karrierës funksionalizohet si vetefikasitet në vendimet për karrierë, ne angazhimin për zgjedhje të karrierës, në pritshmëritë e rezultateve të karrierës, në planifikimin e karrierës, në identifikimin e programit të studimit, në perceptimet e barrierave arsimore, vetefikasitet në strategjitë e kërkimit të punës (CREED *et al.*, 2009; KOEN *et al.*, 2010). Pra, përshtatshmëria e karrierës konsiderohet si një komponent thelbësor i përgatitjes së suksesshme të karrierës, sepse ndihmon të rriturit (mbi 18 vjeç) të formulojnë karrierën dhe qëllimet e tyre arsimore sipas preferencave personale, mundësive dhe kufizimeve mjedisore.

Në literaturë, ka pak kërkime, që theksojnë pararendësit personalë dhe mjedisorë të përshtatshmërive në karrierë. Nga këto studime vetëm BIMROSE & HEARNE (2012) ekzaminuan marrëdhëniet midis këshillimit të karrierës dhe përshtatshmërisë së karrierës. Sipas këtyre studiuesve (BIMROSE & HEARNE, 2012), këshillimi i karrierës mund të jetë vendimtar në pikat kyçe në jetën e individëve dhe këshillimi akademik është një nga pararendësit me të rëndësishëm të përshtatshmërisë së karrierës. Këshillimi akademik duhet të jetë një komponent qendror i sistemit të arsimit të lartë (BLASHAK, 2010). Këshillimi akademik i referohet situatave në të cilat këshilltarët ose një përfaqësues i institucionit arsimor qëndron pranë studentit përballë pengesave dhe barrierave të tij duke i dhënë njohuri ose drejtim studentit për një çështje akademike, sociale dhe personale. Për t'i ndihmuar të përmirësojnë aftësitë e të menduarit dhe të të mësuarit, të vlerësuarit të procesit mësuarit, aftësinë e të bërit zgjedhje në mënyrë që të realizojë mundësitë dhe të jetë i vetëdijshëm për rritjen personale arsimore dhe profesionale (NWOKOLO *et al.*, 2010). NOY & RAY (2012) kanë konceptuar lloje të ndryshme këshillimesh akademike, si afektiv, profesional ose praktik dhe intelektual. Këshillimi akademik afektiv përfshin të qenit i ndjeshëm ndaj nevojave të studentëve, ofrimin e mbështetjes emocionale ku shfaqja e shqetësimit si profesional ashtu edhe personal për studentët ekziston; Këshillimi praktik lidhet me kërkesat praktike të trajnimit të të diplomuarve duke përfshirë materialet, mësimdhënien, rrjetëzimin etj., dhe ku këshilltarët i kërkojnë të dhëna nga studentët e tyre; Këshillimi akademik intelektual synon të japë reagime, vlerëson përparimin e studentët, drejton trajnimin kërkimor dhe këshillon për çështjet e kërkimit.

Nga sa më sipër modeli konceptual i përdorur në këtë kërkim është si më poshtë:

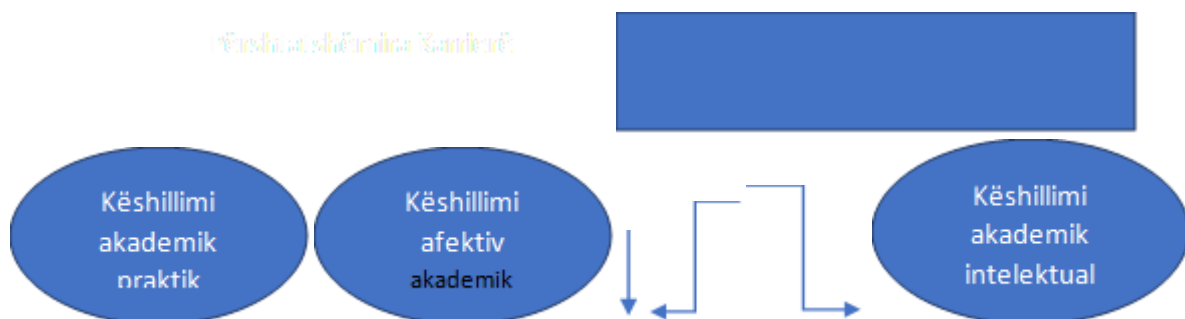


Fig.1 Modeli konceptual i kërkimit

## MATERIALE DHE METODA

Kërkimi u zhvillua për të ekzaminuar hipotezat e mëposhtme:

**H1:** Këshillimi akademik intelektual ndikon në përshtatshmërinë e karrierës së studentëve të turizmit.

**H2:** Këshillimi akademik afektiv ndikon në përshtatshmërinë e karrierës së studentëve të turizmit.

**H3:** Këshillimi akademik praktik ndikon në përshtatshmërinë e karrierës së studentëve të turizmit.

Për të ekzaminuar këto hipoteza kërkimore përdoret kërkimi eksplorues, ndërsa për mbledhjen e të dhënave primare janë përdorur të gërshetuara metoda sasiore dhe cilësore kërkimore. Popullimi, objekt studimi janë studentët që kanë ndjekur studimet në pesë vitet e fundit në programet e studimit në nivel Bachelor dhe Master në fushën e 'Turizmit' në Universitetin e Shkodrës. Për të marrë opinionet e studentëve të turizmit u përdorurve pyetësi i studentëve si metodë sasiore dhe si instrument kërkimor u përdor pyetësi. Zhvillimi i pyetësit kaloi në dy faza. Faza e parë ishte hulumtimi i literaturës ekzistuese për pyetjet matëse të perceptimeve të studentëve çështjet kërkimore të studimit. Faza e dytë ishte hartimi i pyetësit dhe realizimi i një paratestimi pilot të tij tek 5 studentë për të siguruar vlefshmërinë e pyetësit dhe qartësinë e pyetjeve, të shkallëve të matjes, përshtatshmërinë e fjalës së zgjedhur. Nuk rezultoi asnjë vështirësi specifike në përgjigjen e pyetësit. Skica e përdorur në pyetësorë është përshkruese. Pyetësi është i strukturuar me pyetje me alternativa shumëfishe ose të matshme me shkallën Likert. Me anë të pyetësit mund të identifikojmë e të vlerësojmë përshtatshmërinë e programeve studimore dhe praktikave profesionale në biznes me karrierën profesionale në sektorin turistik. Ndërsa intervista u përdor si metodë cilësore për të marrë opinionet e pedagogëve të turizmit dhe bizneseve turistike në lidhje me çështjet kërkimore.

Mënyra e organizimit për mbledhjen e të dhënave për këtë studim ishte anketimi i përgatitur në platformën Google Drive nga ku përftohen të dhëna të matshme dhe të krahasueshme. Pas gjenerimit të linkut, pyetësi i është dërguar studenteve përmes postës elektronike. Pyetësit iu përgjigjën 40 studentë. Pjesa më e madhe e studentëve që iu përgjigjën pyetësit (37%) i përkasin moshës 18-21 vjeç, duke vazhduar më pas me 25% që i përkasin moshës 22-25 vjeç, 20% moshës 26-30 vjeç dhe 18% i përkasin moshës 31 vjeç e më lart. Mbizotëronte gjinia femërore (68%) tek studentet që iu përgjigjën pyetësit. Pyetësi është plotësuar nga 42% studentë të turizmit të programin Bachelor, 25% të programit Master Shkencor, 23% Master Profesional dhe 10 % kanë kryer tashmë studimet e ciklit të parë dhe të dytë për 'Turizëm'. Shumica e studentëve të turizmit që iu përgjigjën pyetësit (92.5%) ishin të angazhuar në punë. Llojshmëria e të anketuarve na jep një imazh më të plotë të situatës që po studiohet. Ndërsa intervista u drejtua ballë për ballë me tre pedagogë pranë departamentit të turizmit në Universitetin e Shkodrës dhe dy menaxherët e dy bizneseve turistike hoteliere të cilat kanë vlerësime të larta në Booking dhe janë subjekte pritëse të praktikës së studentëve të turizmit. Për të realizuar analizën e të dhënave sasiore, pas mbledhjes së pyetësorëve, u përdor aplikacioni Google Drive, i cili gjeneron direkt përgjigjet e grumbulluara në grafikë dhe po ashtu edhe në tabela. Përpunimi i të dhënave është bërë duke përdorur me pas statistikën përshkruese dhe ilustrimin grafik.

## REZULTATE DHE DISKUTIME

## **Opinionet e studentëve mbi arsyet e përzgjedhjes së programeve të studimit në turizëm**

Literatura na ofron disa arsye të përzgjedhjes së programeve të studimit në turizëm. Për studentët e turizmit të Fakultetit Ekonomik të Universitetit të Shkodrës, arsyeja e të shikuarit të turizmit si trend i kohës ka ndikuar shumë në përzgjedhjen e programit të studimit në 'Turizëm' për 45% të tyre, pasi ata e kanë kuptuar se ai është trend global zhvillimi për shkak të rritjes së kërkesës për produkte turistike dhe të përfitimeve që sjell turizmi në zhvillimin e një vendi. Po kështu, mundësia për studime pasuniversitare në fushën e turizmit që ofron në Fakultetin Ekonomik është vlerësuar shumë nga 45% e studentëve si arsye të përzgjedhjes së programeve të studimit në 'Turizëm'. Tashmë në këtë fakultet ofrohet Masteri Shkencor 'Menaxhim i Turizmit të qëndrueshëm' dhe Masteri Profesional 'Trashigimi kulturor dhe Menaxhim Turizmi' dhe po hap doktoraturën në 'Ekonomi dhe Turizëm të qëndrueshëm'. Nga ana tjetër 42.5% e studentëve e kanë vlerësuar mesatarisht këtë arsye në përzgjedhjen e programeve të studimit në 'Turizëm'. Përgjigjja e këtij vlerësimi mesatar nga 42.5% e studentëve merr kuptim më saktë nga përgjigjet e arsyes së tretë, ku përzgjedhja e kësaj dege shihet me perspektivën e një punësimi të sigurt nga 62.5% e studentëve. Ndërsa përshtatshmëria e arsimit parauniversitar me atë unversitar për përzgjedhjen e këtyre programeve të studimit kishte ndikim më shumë tek 42.5% e studentëve. Kjo na jep një panoramë mjaft pozitive për nxënësit e shkollave të mesme profesionale të fushës ekonomike apo të turizmit të cilët vazhdojnë karrierën e tyre akademike të kombinuar me atë profesionale. Përshtatja e studimeve në 'Turizëm' me punën e tyre të ëndrrave vlerësohet shumë nga 60% e tyre, si arsye e përzgjedhjes së programeve të studimit në 'Turizëm', ndërsa 35% kanë vlerësuar mesatarisht këtë arsye. Prirja e studentit për këtë degë studimi është arsye e rëndësishme për zgjedhjen e kësaj dege për 57.5% të studentëve, ndërsa për 37.5% e tyre është mesatarisht. Ndërsa nevojat e zonës ku banojnë për burime njerëzore në fushën e turizmit si arsye për zgjedhjen e programit të studimit ndikim më shumë tek 42.5% dhe mesatarisht tek 32.5% e studentëve. Ky është një vlerësim shpresëdhënës, sepse na bën të mendojnë, se po arsimohet një brez, që e sheh të ardhmen në Shqipëri ku turizmi ka potencial të madh zhvillimi dhe që do të përmbushë nevojat e tregut të punës vendas të industrisë turistike. Ndërsa vetëm për 15 % e studentëve, zotërimi i një biznesi familjar ka qenë arsye shumë e rëndësishme për përzgjedhjen e studimeve në 'Turizëm'. Nga sa më sipër mund të arrijmë në vlerësimin se për më shumë se gjysma e studentëve të turizmit bëjnë përzgjedhjen e programit të studimit për arsye të mundësisë për realizimin e punës së tyre të ëndrrave, për shkak të prirjes së tyre në këtë degë dhe për perspektivën e një punësimi të sigurt. Më pas, tek 45 % e studentëve vlerësohen si arsye të përzgjedhjes së studimeve në 'Turizëm' të qenurit të turizmit trend global, mundësia e vazhdimit të studimeve në turizëm në ciklet e tjera të ofruara nga ky fakultet, Ndërsa tek 42.5 % e studentëve ka shumë ndikim në përzgjedhjen e kësaj dege edhe përshtatshmëria e arsimit parauniversitar me atë unversitar si dhe nevojat e zonës ku banojnë për burime njerëzore të kualifikuara në fushën e turizmit.

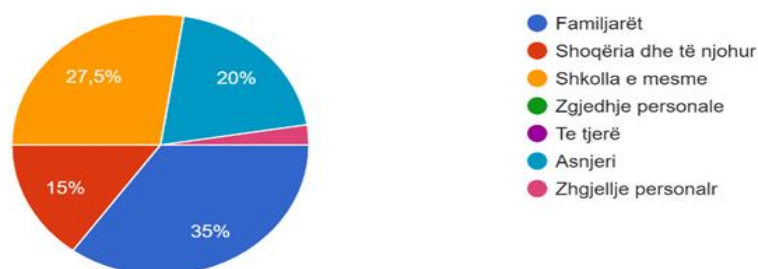
## **Qëndrime mbi ndikimin e këshillimit akademik afektiv ne përshtatjen e karrierës së studentëve të turizmit.**

Nga përgjigjet e studentëve të turizmit në lidhje me këshillimin që ato morën për preokupimim e tyre në përzgjedhjen e degës së studimit vihet re se ndikimin më të madh e kanë familjarët

(35%), rezultat i cili mbështet teoritë e këshillimit akademik. Më pas vjen këshillimi nga institucionet arsimore me 27,5%. Ndërsa për 22.5% e studentëve ka qenë vendimi personal i tyre për zgjedhjen e degës së studimit, dhe për 15% e studentëve ka qenë marrja në konsideratë e këshillimit nga shoqëria ose të afërmit, ku zakonisht prevalon të zgjedhurit e të njëjtit program studimi që shokët e të njohurit e tyre kanë bërë ( Fig.2).

1. Kush ju këshilloj te zgjidhni degën Turizëm?

40 risposte



**Fig.2** Këshillimi që morën studentët për preokupimim që ato kanë në përzgjedhjen e degës së studimit

Në lidhje me burimet e informacionet që morën për programin e studimit në ‘Turizëm’ rreth 25% e studentëve pohojnë se janë informuar nga institucionet arsimore. Ndërsa dy grupe studentësh me nga 22.5% sejcila kanë marrë informacion nga miqtë e të afërmit dhe nga mediat sociale të ndryshme. E para mbështetet fuqishëm nga rishikimi i literaturës, por edhe nga rezultatet nga pyetja e mëpërparshme, ku njihet fuqia e ndikimit. Kjo tregon se tek të rinjtë krahas mjedisit familjar dhe shoqëror, janë edhe mediat sociale një burim për t’u marrë në konsideratë në përhapjen e informacionit tek audienca e kandidatëve për studime universitare. Fushatat e dyerve të hapura nga universiteti ishte vlerësuar nga 17% e studentëve të turizmit si burim informacioni për përzgjedhjen e programit të studimit . Vizitat në ambientet reale të universitetit dhe takimet me pedagogët janë burim informimi rezultativ, sepse bëjnë më të prekshme dhe reale kontaktin e parë me karrierën e ardhshme prej të rrituri tashmë (Fig.3). Ndikim në këtë përqindje më të ulët të këtij burimi informacioni mund të jetë edhe për shkak të zhvillimit on-line të fushatës “Ditë takimi me maturantët” të universitetit për vitin akademik 2020-2021.

Nga cilat burime morët informacion për degen Turizëm?

40 risposte



**Fig.3** Burimet e informacionit për përzgjedhjen e programit të studimit

## Qëndrime mbi ndikimin e këshillimit akademik intelektual në përshtatjen e karrieres së studentëve të turizmit.

Në lidhje me këtë çështje kërkimore, studentëve iu kërkua të vlerësonin procesin e këshillimit akademik në universitet. Vlen për t'u theksuar, që rreth 65% e studentëve pohojnë se kanë marrë këtë shërbim, ç'ka duhet të shihet si sukses i universitetit dhe po ashtu si një mundësi që të arrihet përshtatshmëria e karrierës me studimet e ndjekura. Pjesa tjetër, rreth 7.5% e studentëve shprehen se nuk e kanë idenë se çfarë është ky proces, ndërsa 27.5% pohojnë, që ky shërbim nuk i është ofruar. Rezultatet e marra për këtë grup studentësh prej 35% tregojnë se duhet një promovim më i madh i mundësive që ofrohen në universitet për këshillim karriere në mënyrë që studentët të përftojnë nga ky shërbim dhe të marrin orientimin e duhur në funksion të një karriere të suksesshme.

Në universitet a ju është ofruar këshillim karriere?  
40 risposte

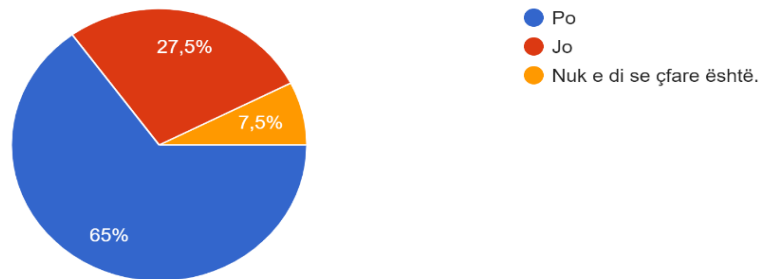


Fig.4. Ofrimi i Këshillimit të Karrierës nga Universiteti

Studentëve iu ofrohet më shume këshillim karriere nga pedagogët tek 37.5% e studentëve, ndërsa për 35% e tyre nga zyra ALUMNI si pjesë e strukturës në rang universiteti që bën orientimin e studentëve të USH-së në funksion të një karriere të suksesshme dhe vetëm për 12% e studentëve ofrohej nga drejtues departamentesh, pra pjesa më e madhe e këshillimit akademik intelektual behet nga stafi akademik. Vetëm 2.5% e studentëve pohojnë se janë këshilluar nga bizneset turistike, ku kanë kryer praktikën, ndërsa pjesa tjetër e studentëve nuk kanë marrë këshillim (Fig. 5).

Nëse ju është ofruar, kush ju ka bere keshillim karriere në universitet?  
40 risposte

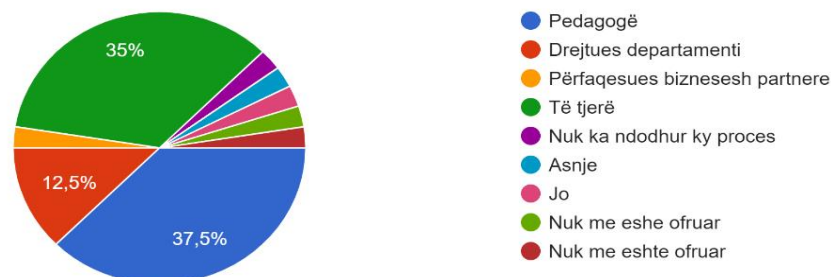


Fig. 5. Ofruesit e Këshillimit të Karrierës në Universitet

Shumica e studentëve (67.5%) e vlerësojnë shumë ndikimin e këshillimit të karrierës në përzgjedhjen e degës së studimit të përshtatshme për karrierën e tyre profesionale.

Sa mendoni se do kishte ndikuar në zgjedhjen e degës të përshtatshme për ju keshillimi i karrierës?  
40 risposte

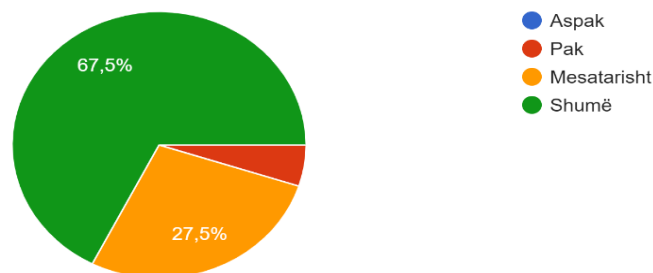


Fig. 6 Perceptim mbi ndikimin e këshillimit të karrierës në zgjedhjen e degës së studimit të përshtatshme për karrierën profesionale.

### Qëndrime mbi ndikimin e këshillimit akademik praktik në përshtatjen e karrierës së studentëve të turizmit

Për zhvillimin e aftësive praktikë, pedagogët e turizmit të intervistuar pohojnë se studentët e turizmit realizojnë praktikën profesionale 10-15 javë në subjekte që i shërbejnë turizmit. Subjektet që iu ofrohen studentëve për zhvillimin e praktikës përzgjidhen nga vlerësimi i realizimit të pritshmërive të studentëve të vitit të mëparshëm gjatë bërjes së praktikës në këto subjekte, me të cilët me pas lidhet kontratë institucionale. Pedagogët e praktikës i asistojnë studentët në përzgjedhjen e subjektit të praktikës. Nga anketimi i studentëve rezulton se të gjithë studentët e vlerësojnë asistencën e pedagogëve të praktikës për përzgjedhjen e subjektit të praktikës nëpërmjet formularit që pedagogët i dërgojnë studentëve, sepse iu jepet mundësia studentëve të njohin më mirë veten nga vetanaliza që i bëjnë aftësive, interesave, qëllimeve të tyre për praktikën profesionale duke plotësuar pyetësorin.

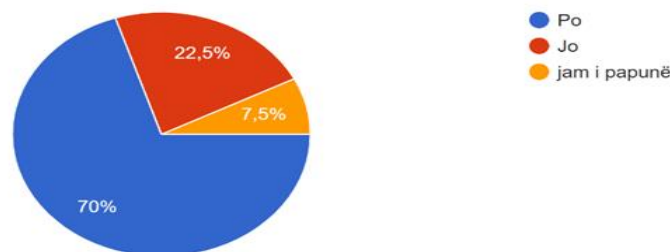
Ndërsa menaxherët e intervistuar të dy hoteleve shprehen se gjatë praktikës është e nevojshme angazhimi i studentëve në të gjitha aktivitetet operacionale dhe menaxheriale dhe asistimi i mbikëqyrësit të praktikës nga ana e subjektit pritës të praktikës. Në këtë mënyrë do të jetë edhe më real vlerësimi i vazhdueshëm i performancës së praktikës së studentit nga mbikëqyrësi i praktikës së subjektit pritës dhe do të jepen këshillime efektive për përmirësim të aftësive praktike në ato aktivitete operacionale dhe menaxheriale kur është e nevojshme. Menaxherët e intervistuar mendojnë se aftësimi i studentëve gjatë praktikës në lidhje me kërkesat e tregut të punës varet shpesh nga vullneti dhe dëshira e studentëve për karriere të suksesshme në sektorin turistik. Ata veçojnë studentët me rezultate të larta gjatë studimeve në Bachelor dhe në Master të cilët e vlerësojnë këtë mundësi të zhvillimit të praktikës me asistencë akademike dhe profesionale duke drejtuar shumë pyetje konstruktive dhe duke u angazhuar më shumë në çdo aktivitet operacionale dhe menaxheriale ku ata dërgohen nga mbikëqyrësi i praktikës për subjektin pritës. Përsa i përket përshtatshmërisë së programit të praktikës i parashikuar për studentët e turizmit me atë që studentët zhvillojnë realisht në praktikë, ata shprehen se rreth 60% e programit i përshtatet realisht praktikës që studentët kryejnë në ambientet e biznesit turistik.

Ata besojnë se mundësitë e asistencës së stafit akademik për marrjen e njohurive teorike nga studentët dhe asistencës profesionale që iu sigurohet atyre gjatë praktikës nga vetë mbikëqyrësit e praktikës në subjektin pritis të praktikës, bëjnë që studentët të jenë një burim njerëzor i kualifikuar i gatshëm për tregun e punës në sektorin e turizmit. Duke qenë turizmi një industri dinamike dhe intensive pune, ata kërkojnë që studentët të marrin trajnime të kryqëzuara për të shërbyer e menaxhuar në sektorë të ndryshëm pune në mënyrë që të dinë të menaxhojnë situata të paparishikuara të mungesës së stafit, apo të rritjes së fluksit të klientelës turistike ndërsa plotësojnë prithshmëritë e konsumatorëve dhe mbajnë avantazhin konkurrues të biznesit.

### **Vlersime të përputhshmërisë së studimeve akademike me karrieren profesionale të studentëve të turizmit**

Pedagogët e turizmit pohuan gjatë intervistës se programet e mësimore, syllbuset e lëndëve, materialet e format e mësimdhënies në çdo nivel të ciklit të studimit zhvillohen për t'i ndihmuar studentët të marrin njohuritë e duhura teorike, aftësitë e kërkuara nga tregu i punës dhe lehtësojnë punësimin e studentëve në sektorin e turizmit. Mbi këtë pohim të pedagogëve hedhin dritë edhe opinionet e studentëve. Prej studentëve të anketuar, 70% pohonin se punonin në një profesion që ka lidhje direkte me studimet në programet e ‘Turizmit’. Ky rezultat mbresëlënës tregon se programet e studimit në ‘Turizëm’ i kanë mundësuar studentëve një punësim të sigurt në sektorin turistik. Vetëm 22.5% e studentëve pohuan se punojnë në sektorë të tjerë.

A punoni aktualisht në një profesion, që ka lidhje me degën tuaj?  
40 risposte



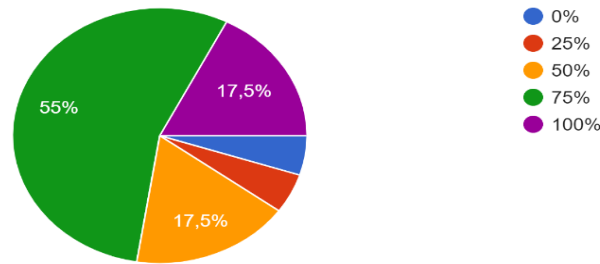
**Fig.7** Lidhja e profesionit aktual të studentëve të turizmit me programin e studimit në ‘Turizëm’

Lidhur me nivelin e përshtatjes së profesionit aktual të studentëve me programet e studimit në ‘Turizëm’, vetëm 17.5% pohojnë një shkallë përputhshmërie të plotë. Ndërsa 55% e studentëve pohojnë, një shkallë përputhshmërie në masën 75% dhe 17.5% e studentëve të tjerë shprehen për një shkallë përputhshmërie 50% të programit të studimit në ‘Turizëm’ me profesionin e tyre aktual. Kjo përgjigje është e kuptueshme për atë kohë sa larmishmëria e profesioneve në turizëm është shumë e gjerë, në një kohë që pas marrjes së njohurive teorike dhe aftësive praktike bazë në Bachelor, ekzistojnë vetëm dy programe Master për njohuri teorike dhe aftësi praktike më të avancuara. Vetëm 5% pohojnë se nuk përputhet plotësisht profesioni aktual me programin e studimit në ‘Turizëm’.



Sa mendoni se dega juaj ofron programin, që përshtatet me profesionin tuaj aktual?

40 risposte



**Fig.8.** Perceptime të përshtatshmërisë së profesionit aktual të studentve me programet e studimit në Turizëm

Rastet e karrierave të sukseshme të studentëve të diplomur në fushën e turizmit, të prezantuara nga pedagogët dhe menaxherët e intervistur janë shembulli real i përgatitjes për tregun e punës të sektorit të turizmit të studentët e diplomuar në programet e turizmit të Fakultetit Ekonomik të Universitetit të Shkodrës.

## PËRFUNDIME DHE REKOMANDIME

Çelësi i punës për sukses të industrisë turistike është përmes rekrutimit të burimeve njerëzore të kualifikuara dhe përmirësimit të cilësisë së burimeve njerëzore të punësuar. Përgatitja e burimeve njerëzore të kualifikuara për turizmin nga institucionet arsimore është porta drejt qëndrueshmërisë së sektorit të turizmit, If education for tourism is to provide a valuable starting point for the development of the capacities of qualified human resources, then it is necessary an ongoing dialogue between tourism industry and education would për të kontribuar në zhvillimin e njohurive teorike dhe aftësive praktike të studentëve, në përshatjen e programeve të studimit me nevojat e tregut turistik, të trajnimit të përhershëm të stafit të punës së industrisë turistike.

Më shume se gjysma e studentëve që studiojnë në programet e studimit në ‘Turizëm’ kanë si arsye kryesore në përzgjedhjen e programeve të studimit në ‘Turizëm’ mundësinë për realizimin e punës së tyre të ëndrrave, prirjet e tyre në këtë degë dhe perspektivën e mundshme të një punësimi të sigurt.

Më shumë se gjysma e studentëve të turizmit të anketuar vlerësojnë përputhshmërinë e karrierës profesionale aktuale të tyre me programet e studimit në turizëm të ofruar nga Fakulteti Ekonomik i Universitetit të Shkodrës. Rezultatet e gjetjeve kërkimore vërtetojnë ndikimin e këshillimit akademik intelektual, afektiv dhe praktik në përshtatshmërinë e këtyre programeve të studimit në turizëm.

Nga ky studim, dalin edhe disa rekomandime, për t’i bërë më shumë të rinjtë të interesuar për karrierë në turizëm dhe për ta shikuar zhvillimin e karrierës në atdheun e tyre.

Të lobohet më shumë tek studentët nga Zyra e ALUMNIT e Universitetit të Shkodrës për asistencën që ajo i ofron studentëve në orientimin e tyre për karrierë të suksesshme profesionale.

Shtimi i mundësive të studentëve për intership jashtë vendi në biznese turistike të suksesshme dhe punime me projekte që mbështesin hapjen e Start-Up-eve, do të rriste interesin e studentëve për ndjekjen e programeve të studimit në turizëm, sepse kështu ata do të jenë më të kërkuar nga tregu i punës me sjelljen e kësaj ekperience të suksesshme pune për ta implementuar në bizneset turistike vendase që operojnë në Shqipëri, do të jenë një treg i përshtatshëm pune për resortet turistike të huaja dhe vendëse që po ngrihen në këtë fazë të zhvillimit të turizmit në Shqipëri, si dhe do të fitojnë aftësitë e duhura për t'u shndërruar në menaxher apo sipërmarrës të suksesshëm të ndërmarrjeve turistike.

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## MUNDËSITË E ZHVILLIMIT TË TURIZMIT NË LUGINËN E KIRIT

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### ABSTRAKT

Gjatë dekadës së fundit industria turistike ka pësuar një rritje të rëndësishme në Shqipëri. Kemi një rritje si në kërkesë po ashtu edhe në ofertë. Struktura të reja akomoduese të tilla si agroturizmet janë duke u zhvilluar përgjatë gjithë territorit të vendit. Një destinacion i veçantë ku ka oportunitete të mëdha zhvillimi të kësaj industrie dhe sidomos të këtyre strukturave agroturistike është edhe Drishti. Zona e Drishtit njihet për rëndësinë e saj ekonomike dhe kulturore që në kohët e hershme. Duke parë interesin në rritje, banorët kanë nisur investimet e tyre kryesisht në bare dhe restorante duke ofruar produkte të zonës. Zhvillimi i agroturizmit në këtë zonë është një mundësi e re dhe e favorshme si dhe ideja e promovimit të vlerave të saj me anë të këtij turizmi është një mundësi reale e zhvillimit të potencialit që mbart kjo zonë. Qëllimi i këtij studimi është të analizojmë avantazhet e ndërtimit të strukturave agroturistike për turistët dhe vendasit në një fushë afër lumit Kir, konkretisht në zonën e Drishtit. Rezultatet e studimit janë që kemi potencial të mjaftueshëm natyror, strukturash dhe njerëzor për zhvillimin e këtyre agroturismeve. Përfshirja e Drishtit në programin e zhvillimit ndër 100 fshatrat turistike me ambient relaksues, është mjaft e rëndësishme si dhe mundësia e shfrytëzimit të hapësirës totale për bujtina jep zhvillimin e sipërmarrjes së parë në fushën e agroturizmit në këtë zonë.

**Fjalët kyqe:** Agroturizëm, Drisht, Zhvillimi i Turizmit Rural, Ofertë Turistike.

### HYRJE

Shqipëria është një vend bujqësor me vendndodhje të jashtëzakonshme gjeografike, me peizazhe të mrekullueshme dhe mjaft e pasur në kulinari dhe gastronomi. Ndërthurur me traditën e bukur të mikpritjes, Shqipëria ofron një potencial të madh për zhvillimin e agroturizmit. Ndërsa ky sektor është shfaqur të zhvillohet vetëm gjatë viteve të fundit, pritet që ai të rritet shpejt në të ardhmen e afërt dhe të mesme. Potenciali i pashfrytëzuar për zhvillimin e agroturizmit ekziston pothuajse në të gjithë vendin. Qarqet që premtojnë më shumë në ndërthurjen e bujqësisë me atraksionet turistike janë Korça, Berati, Gjirokastra, Vlora, Shkodra, Kukësi dhe Dibra. Modelet më të zakonshme të agroturizmit janë restorantet “nga ferma në tryezë” me kapacitete të kufizuara akomodimi. Agroturizmi trajtohet si një sektor me prioritet të lartë në programin e qeverisë. Shumica e strategjive të nivelit qendror dhe vendor e kanë konsideruar agroturizmin të rëndësishëm për bujqësinë dhe diversifikimin rural. Për sa u përket përpjekjeve të sektorit publik për të mbështetur agroturizmin, duket se nuk ka konflikt në role, por vetëm në koordinim. Shkëmbimi më i mirë i informacionit midis institucioneve publike do të sjellë përfitime të rëndësishme dhe rezultate më koherente të zhvillimit. Sinergjitë midis institucioneve publike dhe projekteve të donatorëve me fokus agroturizmin janë gjithashtu të rëndësishme në krijimin e efekteve më të mëdha të kombinuara. Një përkufizim më i mirë zyrtar i agroturizmit - sipas praktikave më të mira ndërkombëtare - do të përshpejtonte reformat e

politikave dhe do të integronte më mirë financimin përmes granteve me zhvillimin e qëndrueshëm (<https://aasf.com.al>). Agroturizmi është forma alternative e turizmit që ka një dinamikë në zhvillim, sipërmarrësit dhe agro-vendasit janë duke shfrytëzuar natyrën dhe pasuri të tjera kapitale për të bërë të mundur zhvillimin e agro-aktivitete. Agroturizmi është futur në mjedisin e sotëm të udhëtimit dhe në industrinë e turizmit si mjet për të rritur zhvillimin dhe mirëqenien e komunitetit (KENTERELIDOU, GALATSOPOULOU & SKAMNAKIS, 2017). Agroturizmi është gjithashtu një mënyrë më e butë për të zhvilluar turizmin e qëndrueshëm në zonat rurale. Agroturizmi shihet si një lloj turizmi rural i lidhur me bujqësinë. Agroturizmi mobilizon forcat prodhuese, kulturore dhe zhvillimore të një zone, duke kontribuar për zhvillimin e qëndrueshëm mjedisor, ekonomik dhe social të zonës rurale. (RAHMADIAN, FEITOSA & ZWITTER, 2022). Ne duhet të kuptojmë se po aq sa turizmi ka nevojë për globalizimin që të rritet si industri, është falë turizmit që globalizimi u bë një aspekt kaq i rëndësishëm i ndërveprimit në disa vende (FAGANEL, 2011).

Pyetja kërkimore: Si ndikon në zonën turistike të Drishtit zhvillimi i strukturave agroturistike?

Objektivat e këtij studimi janë :

Të identifikojnë benefitet e përfshirjes së Drishtit në programin e zhvillimit ndër 100 fshatrat turistike.

Të marrë në konsideratë oportunitetet që sjell mundësia e shfrytëzimit të hapësirës totale të zonës së Drishtit për ndërtimin e bujtinave.

Të vlerësojë cilat janë avantazhet e sipërmarrjes së parë në fushën e agroturizmit në këtë zone turistike.

### **Teori mbi bujqësinë dhe agroturizmin nga autorë të ndryshëm.**

Sektori i bujqësisë përbën një aspekt tepër të rëndësishëm në vendet e Evropës Qendrore dhe Lindore. Ai është zhvilluar në mënyra të ndryshme në krahasim me Evropën Perëndimore. Fermerët e vegjël ndonjëherë marginalizohen nga reformat e politikës së përbashkët bujqësore dhe shpesh konsiderohen si pengesë për zhvillim. Strategjitë e mbijetesës së fermerëve shqiptarë ishin më të përafuara me nevojat e tregut, ndërsa strategjitë e rishpërndarjes dhe reciprocitetit janë hasur më pak. Ky disproporcion ngre implikimet për zhvillimin e një modeli të qëndrueshëm bujqësor. (MANTHO, 2013). Ndërtimi i lidhjeve për të balancuar tri mënyrat e integritit ekonomik nëpërmjet: ndërtimit të strukturave të reja të tregut, promovimit të formave të bashkëpunimit ndërmjet fermerëve dhe nxitjes së pjesëmarrjes së organizatave publike; do të kontribuojnë në adresimin e presioneve socio-ekonomike dhe rritjen e qëndrueshmërisë. Kjo çështje e fundit kërkon një zgjidhje më të thellë dhe të shumanshme veçanërisht për shkak të shkallës së lartë të migrimit dhe të rënies së të rinjve që marrin pjesë në aktivitetet bujqësore. Multifunksionaliteti i bujqësisë përfaqëson një koncept zhvillimi që trajton çështjet ekonomike, sociale dhe mjedisore, aktivitetet bujqësore dhe aspektet e zhvillimit për zonat rurale. Edhe pse ai përfshin një gamë të gjerë shqetësimesh në zonat rurale, ka arsye të ndryshme pse praktikatat e multifunksionalitetit mund të jenë të vështira për t'u zbatuar në

kushtet aktuale socio-ekonomike zhvillimi në Shqipëri. Zhvillimi i bujqësisë në Shqipëri pas rënies së regjimit socialist është karakterizuar nga një shkallë e lartë e copëzimit të tokës që rezultoi nga procesi i dekolktivizimit në fillim të viteve 90. Numri i fermerëve të vegjël është i lartë, duke përbërë 320,000 ferma të vogla një sipërfaqe mesatare totale prej 1-1,2 ha e cila është e fragmentuar në parcela të vogla me një mesatare prej 0,27 ha dhe që përfaqëson 39% të sipërfaqes totale të tokës (DOKO *et al.*, 2011). Aktualisht, fermat me një sipërfaqe mesatare prej më pak se 2 ha përfaqëson 70% të totalit të tokës bujqësore, ndërsa mesatarja e vendit madhësia e fermës është 1.26 ha (DOKO *et al.*, 2011). Shumica e fermerëve bien nën kategorinë e shkallës së vogël megjithëse nuk ka një ndarje të qartë mbi kuadrin rregullator apo kombëtar duke i kategorizuar ato. Zyrtarë të qeverisë konfirmojnë se në disa raste është bërë kategorizimi, por fermat nuk bazohen vetëm në madhësi, por edhe në produktivitetin e fermave dhe shkallën e tyre komerciale. Gjatë dy dekadave të fundit, sektori i bujqësisë në Shqipëri kalon nëpër ndryshime të manifestuara nëpërmjet modernizimit të saj dhe rritjes graduale të produktivitetit. Nga viti 1995 produktiviteti u dyfishua dhe tani arrin në rreth 3500 USD për punëtorë në industri. LIKA (2021) Duke qënë se agroturizmi dhe bujqësia janë të lidhur ngusht me njëra-tjetrën u trajtuan si çështja e agroturizmit po ashtu dhe e ajo e bujqësisë. Sfidat kryesore me të cilën përballet agroturizmi është të mbështesë rritjen e ekonomive rurale duke siguruar mbrojtjen afatgjatë të mjedisit social dhe natyror. Duke parë lidhjen midis këtyre të fundit është marrë në studim zona agro-turistike e Drishtit duke dhënë fillimisht një historik të shkurtër të kësaj zone. Ura e Mesit, ndodhet 8 km larg qytetit të Shkodrës mbi lumin Kir, është një monument kulture me vlera të mëdha dhe simbol i qytetërimit të lashtë. E ndërtuar në vitin 1768 nga Mehmet Pashë Bushati, ura me kurriz që ndodhet mbi lumin Kir shërbente për të lidhur Drishtin me Shkodrën. Duke qënë një monument me vlera të mëdha arkitektonike e teknike, kjo urë është një objekt që tërheq vizitorë të shumtë . 800 metra mbi nivelin e detit me një largësi prej 15 kilometrash nga qyteti i Shkodrës ndodhet Kalaja e Drishtit, ndër të paktat kala në Shqipëri në të cilat ende banohet, Zona e Drishtit njihet për rëndësinë e saj ekonomike dhe kulturore që në kohët e hershme. Fshati Prekal është pjesë e kësaj lugine, e cila pozicionohet rreth 26 km larg qendrës së qytetit dhe ofron një bukuri mahnitëse. Ideale për një ditë pushimi dhe pa shpenzime “Lugina e Kiri” është kthyer në destinacionet kryesore të turizmit ditor në qytetin e Shkodrës. Duke parë interesin në rritje, banorët kanë nisur investimet e tyre kryesisht në bare dhe restorante duke ofruar produkte të zonës. “Lugina e Kirit” nga të dy anët e rrugës është e rrethuar me shkëmbinj të lartë dhe të gjelbëruar, të ofron një panoramë fantastike. Zhvillimi i agroturizmit në këtë zonë është një mundësi e re dhe e favorshme si dhe ideja e promovimit të vlerave të saj me anë të këtij turizmi është një mundësi reale e zhvillimit të potencialit që mbart kjo zonë. Lumi Kiri ka një prurje mesatare vjetore prej 18,36 m<sup>3</sup>/s bazuar në të dhënat e IGEWE nga viti 1948 deri në vitin 2000. Moduli që korrespondon me sipërfaqen totale të pellgut ujëmbledhës është 65 l/s.km<sup>2</sup> që është 2 herë më shumë se një modul i gjerë vendi. Shpërndarja ndërvjetore e prurjeve për të gjithë pellgun e Kirit është më afër borës së regjimit dhe reshje me maksimum në dimër (dhjetor) dhe një minimum në fund të verës (gusht). Lumi Kir ka dy stacione hidrologjike. Rryma e sipërme quhej stacioni i Prekalit dhe i dyti stacioni Rasek, në rrjedhën e poshtme. Stacioni Rasek ishte pjesë e stacioneve hidrologjike kombëtare dhe është shumë afër me vendndodhjen ku është instaluar stacioni i ri automatik.

Stacioni Rasek ka 230 km<sup>2</sup> zona ujëmbledhëse me 778 m lartësi mesatare nga deti. (FUSTO & NICCOLI, 2012).

## MATERIALE DHE METODA

Në këtë hulumtim janë përdorur të dhëna sekondare të marra nga INSTAT për zhvillimin e zonave agro-turistike në Shqipëri si dhe faktorët që ndikojnë në promovimin e zonave turistike, gjithashtu benefitet e sipërmarrjes në fushën e agroturizmit. Ndërsa të dhënat primare u siguruan nëpërmjet metodës cilësore të intervistave gjysmë të strukturuar me banorët e zonës së marrë në studim që është zona e Drishtit, intervista me fermerët e vegjël si dhe intervista e cila u zhvillua me pronarin e bujtinave në ndërtim e sipër pranë lumit Kir. Pyetjet në këto intervista ishin të krijuara për të evidentuar ndikimin ekonomik që ka sipërmarrja e parë si dhe krijimi i strukturave agro-turistike në zonën e Drishtit.

## REZULATE

Pavarësisht se agroturizmi konsiderohet në fazat e tij fillestare në Shqipëri, të dhënat e analizuar të dhënat INSTAT tregojnë se gjatë 5 viteve të fundit, të ardhurat për fermat e regjistruara paraqesin tendencë rritëse. Sipas të dhënave të grumbulluara për 20 kompani të regjistruara pranë Qendrës Kombëtare të Biznesit, të ardhurat e fermave arrijnë në 427 mln lekë ose 3,5 mln euro ndërkohë që fitimet neto raportohen në vlerën e 65 milionë lekëve, ose 545 mijë këtë sektor, pasi të ardhurat përgjatë vitit 2020, krahasuar me vitin 2019 për një pjesë të konsiderueshme të banorëve të zonës të marrë në intervistë kanë rënë nga 35%-50%. Nëse do t'i referohemi sërish studimit të sipërpërmendur, përfshirja e drishtit në programin e zhvillimit ndër 100 fshatrat turistikë me ambient relaksues, mundësia e shfrytëzimit të hapësirës totale për bujtina dhe sipërmarrjen e parë në fushën e agroturizmit në këtë zonë mund të kontribuojë si urë lidhëse mes banorëve të zonës urbane dhe bujqësisë e jetës rurale, si dhe siguron përfitime shoqërore e kulturore siç është edukimi publik mbi ushqimin, sigurinë ushqimore, bujqësinë dhe rëndësinë e saj për ekonominë. Ndërkohë që procesi i identifikimit dhe nxitjes së sipërmarrjeve të reja nga Ministria e Bujqësisë dhe Zhvillimit Rural vijon, duket se gjithnjë e më shumë individë po hedhin vështrimin drejt agroturizmit si një formë tejet tërheqëse dhe jo pak fitimprurëse.

## PËRFUNDIME

- Ngritja e strukturave agro-turistike ndikon pozitivisht në frekuentimin e turistëve që pëlqejnë turizmin malor si dhe atë kulturor nga pozicioni që ka afër kalasë së Drishtit;
- Përveç turistëve vendas mund të vijnë edhe turistë të huaj si dhe për kamping;
- Ngritja e këtyre strukturave i jep zhvillim më të madh zonës ( si pasojë e emigracionit masiv);
- Mundësia e ushtrimit të aktivitetit 12 muajt e vitit dhe jo vetëm sezonal;
- Pozicionimi poshtë kalasë së Drishtit të këtyre strukturave agro- turistike është shumë atraktiv për turistët që preferojnë turizmin malor.
- Turizmi kulturor dhe historik tashmë promovohet.
- Alternativa tjera të zhvillimit të turizmit rural dhe lumor;
- Krijimi i destinacioneve turistike dytësore;

- Krijimi i zonave dhe drejttimeve të vizitës;
- Kategorizimi i akomodimit;
- Përfshirja turistike në komunitetin e mirëfilltë lokal.

### REKOMANDIME

- Bashkëpunimi me agjencitë turistike dhe përfshirja e bonusit për to;
- Reklamimi i biznesit në rrjetet sociale;
- Bashkëpunimi me njerëz që operojnë në Airbnb për turistët e huaj;
- Aplikimi në programe qeveritare si Ipard si dhe në programet evropiane si UNDP sjell mundësi më të mëdha për të përshpejtuar punën;
- Aplikimi për bujtina do të ketë prioritet në biznesin e ngritur sepse synohet një biznes eficient dhe synohet që të ketë më shumë turistë të huaj;
- Një matës i mirë mund të jenë turistët që vizitojnë kalanë e Drishtit.

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## **SESSION 5**

**SOCIAL, SPORT, HUMAN AND MEDICAL SCIENCES, PROMOTION  
OF ENVIRONMENTAL AND HEALTH EDUCATION**

## TRAJNIMI PËR PËRMIRËSIMIN E PERFORMANCËS

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### ABSTRAKT

Njerëzit përfshihen në një ushtrim për një numër arsyesh: për të përmirësuar shëndetin e tyre dhe kushtet fizike, për të arritur ambiciet sportive, për të hequr tensionin dhe stresin e jetës së përditshme, për të humbur peshë, i bën ata të ndjehen mirë. Pjesëmarrja në sport inkurajon kooperimin në skuadra sportive, zhvillon elementin për konkurrencë, na jep një sfidë fizike dhe mundësi për të takuar njerëz të rinj dhe për të krijuar shokë të rinj.

Trajnimi për përmirësimin e performancës së atletit përputhen me principet e trajnimit: specifikiteti, mbingarkesa, përmirësimi, përshtatja dhe kthyeshmëria. Përveç zhvillimit të niveleve të përgjithshme të një mobiliteti të plotë të një atleti, trajnerët duhet të konsiderojnë kërkesat specifike të mobilitetit, për një event të dhënë.

Trajnieri mund të analizojë teknikën e eventit të tij/saj, të identifikojë se cilat veprime të kyçeve janë të përfshira dhe përcaktuar, cila duhet përmirësuar në term a të rangut të lëvizjes.

Një hedhës, për shembull, mund të kërkojë përmirësime në shpatullën e tij/saj dhe mobilitetin e shpinës. Një kërcyes pengesash mund të duhet të zhvillojë mobilitetin e tij/saj të legenit.

**Qëllimi:** Ky punim klasifikohet tek studimet me përmbledhje të literaturës. Qëllimi është të gjejë të përbashkëtat dhe të veçantat midis autorëve më në zë të kohës dhe për të pasuruar leksionet me studime që kërkojnë laboratore cilësore, të cilat në vendin tonë nuk gjenden.

**Metodologjia:** Metoda është bazuar në trekëndëshin biofizik, që ka bazament njohjen e principeve të trajnimit, si anësore majtas, gjetjen e të përbashkëtave midis autorëve dhe kateti djathtas, njohjen e ndryshimeve midis autorëve.

**Fjalët kyçe:** trajnim, performancë, aktivitet fizik, mobilitete.

### HYRJE

#### Specifikiteti

Për të përmirësuar rangun e lëvizjes për një veprim të veçantë të kyçeve, duhet të performohen ushtrime që përfshijnë veprimet e kyçeve. Është gjithashtu e mundur për një atlet të ketë mobilitet të mirë në kyçin e shpatullës, por duke patur mobilitet të dobët të legenit. Të zhvilluarit të mobilitetit të shpatullës, mund të përmirësojë me tej mobilitetin e shpatullës, por nuk do të ndikonte mobilitetin e legenit.

Sasia dhe natyra e trajnimit të mobilitetit të kërkuar nga çdo atlet do të variojë sipas eventit të atletit individual dhe rangu individual i tij/saj për çdo veprim të kyçeve. Mund të jetë e

domosdoshme për të matur rangun e lëvizjes për veprime specifike të kyçeve për të përcaktuar rangun prezent dhe përmirësimin e ardhshëm.

Specificiteti është një princip i rëndësishëm në trajnimin në fuqi, ku ushtrimi duhet të jetë specifik ndaj llojit të fuqisë së kërkuar, dhe është kështu i lidhur me kërkesat specifike të eventit. Trajneri duhet të ketë njohuri për llojet predominante të aktivitetit muskolor të shoqëruar me eventin specifik të tij/saj, sjellja e lëvizjes e përfshirë dhe lloji i fuqisë së kërkuar. Edhe pse specificiteti është i rëndësishëm, është e domosdoshme në çdo skedë të përfshijmë ushtrime të një natyre të përgjithshme (p.sh., fuqi e pastër, skuatë). Këto ushtrime mund të mos lidhen shumë ngusht me lëvizjen e çdo eventit atletik, por ato japin një zhvillim të balancuar dhe na japin një bazë të fortë mbi të cilën ushtrimet specifike mund të ndërtohen.

Për të përdorur metoda të hedhjeve me topa të mbushur apo rripa me peshë, kjo mund të duket një zgjidhje e dukshme për specificitetin e problemit, por ka mundësi që duke bërë këtë gjë, atleti do të zhvillonte në mënyrë jo të vetëdijshme lëvizjet kompensuese në teknikën e tij/saj, duke rregulluar peshën e re. Shumica e autoriteteve konsiderojnë se në evente të hedhjes zbatimi i trajnimit duhet të mbahet brenda 15% të peshës së kompeticionit.

A mundet ne të jemi specifik në shpejtësinë e lëvizjes? Trajnimi me shpejtësi të ulët rrit fuqinë e shpejtësisë së ulët tepër, por ka pak efekt mbi fuqinë e shpejtësisë së lartë (COYLE & FLEMING, 1980).

Nëse do të kishte ndonjë justifikim për trajnim fuqie me shpejtësi të ngadaltë për atletët që duhet të performojnë lëvizje me shpejtësi të lartë? Po. Trajnimi i shpejtësisë së ulët mund të jetë me vlerë për stimulimin e adoptimit maksimal brenda muskulit. Rritja muskulore (dhe rritja në fuqinë kontraktuese) lidhet me sasinë e tensionit të zhvilluar brenda muskulit (GOLDBERG, 1975). Kur një atlet performon punë fuqie me shpejtësi të lartë, forca që ai/ajo gjeneron është relativisht e ulët dhe në këto kushte dështon të stimulojë rritje substanciale muskulore. Nëse performohet në mënyrë të gjerë, atleti mund të mos ketë adoptim maksimal me muskujt. Kështu është e rëndësishme për atletin që të përdorë lëvizje të shpejta dhe të ngadalta për të trajnuar muskujt.

### **Mbingarkesa**

Kur një atlet performon një ushtrim mobiliteti, ai/ajo duhet të bëjë stretching deri në fund të rangut të tij/saj të lëvizjes. Në mobilitetin aktiv, fundi i rangut tek lëvizjet njihet si pozicion përfundimtar aktiv. Përmirësimet në mobilitet mundet vetëm të arrihen duke punuar apo përtej pozicionit të fundëm aktiv.

- Ushtrimet pasive përfshijnë kalimin e pozicionit të fundëm aktiv, ndërsa forca eksternale është e aftë të lëvizë nyjet më larg se kontraktimi aktiv i muskujve agonistë;
- Ushtrimet te mobiliteti kinetik (dinamik) përdorin momentin e lëvizjes për t'u kthyer përtej pozicionit të fundëm aktiv.

Një muskul vetëm do të fuqizohej, kur detyrohet të operojë përtej intensitetit të zakonshëm. Ngarkesa duhet të rritet progresivisht për të arritur përgjigje të mëtejshme adoptive, ndërsa

trajnimi zhvillohet, dhe stimuli i trajnimit rritet gradualisht. Mbingarkesa mund të përshkallëzohet duke:

- rritur rezistencën p.sh. duke shtuar 5kg tek peshat;
- rritur numrin e përsëritjeve me një peshe specifike;
- rritur numrin e seteve të ushtrimit (punën) ;
- rritur intensitetin - më tepër punë në të njëjtën kohë, p.sh., duke reduktuar periudhat e përmirësimit.

### **Përmirësimi**

Qetësimi është kërkuar në mënyrë që trupi të përmirësohet nga trajnimi dhe të lejojë që adoptimi të ndodhë.

### **Adoptimi**

Trupi do të reagojë ndaj ngarkesave të trajnimit të vendosura, duke rritur aftësinë për t'u përballur me këto ngarkesa. Adoptimi ndodh gjatë periudhës së përmirësimit, pasi sesioni trajnues të përfundojë.

Nëse ushtrimet që zgjasin më pak se 10 sekonda (të sistemit energjistik ATP-CP) përsëriten me përmirësim të plotë (afërsisht 3 deri 5 minuta) atëherë adoptimi në të cilin burimet e ATP dhe CP në muskuj rriten.

Kjo do të thotë se më tepër energji është e disponueshme më shpejt dhe rrit pikën e fuqisë maksimale të prodhuar. Nëse ngarkesat përjetohen për periudha deri në 60 sekonda, me përmirësim të plotë, vihet re se burimet e glikogjenit përmirësohen.

Efekti më i dukshëm i trajnimit me pesha, me ngarkesa të rënda mbi fibrat muskulore me kontraktim të shpejtë janë muskujt më të mëdhenj dhe më të fuqishëm (hipertrofi). Norma e adoptimit do të varet nga volume, intensiteti dhe frekuenca e sesioneve ushtrimore. Në investigimin e fundit të tyre, BURGOMASTER *et al.* (2008) raporton se, 6 javë volumi të ulet, me trajnim në sprint, me intensitet të lartë, solli ndryshime të ngjashme tek adoptimet e zgjedhura të trupit dhe muskujve skeletikë, si punimet tradicionale me volum të lartë, intensitet të ulët të durimit që ndërmerren për të njëjtën periudhë ndërhyrjeje.

HAWLEY (2008) cakton se koha e adoptimit mund të jetë më e shpejtë për trajnimin sprint me intensitet të lartë, kur krahasohet me trajnimin në durim me intensitet të ulët, por kjo mbi një periudhë më të gjatë, të dy regjimet trajnuese sjellin adoptime të ngjashme.

### **Kthyeshmëria apo detrajnimi**

Seritë e përmirësuara të lëvizjes mund të arrihen dhe mbahen përmes përdorimit të rregullt të ushtrimeve të mobilitetit. Nëse një atlet ndalon trajnimin e mobilitetit, seritë e tij/saj e lëvizjes do të bien përgjatë kohës ndaj atyre që mbajtën aktivitetet e tij/saj fizike.

Kur trajnimi ndalon, efekti i trajnimit ndalon gjithashtu. Ai reduktohet gradualisht deri përafërsisht 1/3 e normës së përfitimit (JENSON & FISHER, 1972). Atletët duhet të sigurojnë se ata vazhdojnë trajnimin e fuqisë përgjatë periudhës kompetitive, edhe pse me volum të reduktuar, ose fuqia e re e përfituar do të humbasë.

### **Risku i detrajnimit për atletet**

Efektet e një periudhe të gjatë inaktiviteti mbi fitnesin fizik, vjen nga një rast nga Mbretëria e Bashkuar të një vozitësi Olimpik (GODFREY *et al.*, 2005), të cilit iu desh më shumë se 20 javë për të përmirësuar plotësisht fitnesin e tij pas një periudhe inaktiviteti prej 8 javësh.

Edhe pse atleti në këtë rast mori kohë të lirë si përgjigje të pushimit fizik dhe mendor dhe jo për shkak të sëmundjes apo dëmtimit, ky rast studimor ka implikime të qarta për atletët e dëmtuar.

Atleti, një vozitës elitari i peshave të rënda dhe kampion Olimpik, i lejoi vetes se tij luksin e 8 javëve inaktivitet pas konkurrimit në Lojërat Olimpike të Sidney-t në shtator 2000. Fitnesi i tij u vlerësua me anë të mënyrave të testimit të vozitjes me ritme rritëse të bazuara në laborator në 4 raste të veçanta, 8 javë para lojërave Olimpike. Pas 8 javësh inaktivitet, pas 8 javësh ritrajnim dhe pas një trajnimi të mëtejshëm 12 javësh.

Gjetjet kyçe ishin si më poshtë: Pas 8 javësh detrajnim (kur ngarkesat e stërvitjes zvogëlohen ose eliminohen plotësisht, kushti i kthimit të ndryshimeve fizike, fiziologjike dhe biologjike në nivelin parastërvitor, quhet parimi i kthimit ose “detrajnimi” në shkencën e stërvitjes).

- VO<sub>2</sub> maksimal pësoi rënie me 8%. Pas 8 javësh ritrajnim u rrit vetëm në 4%, duke u kthyer pothuajse nën vlerat para Olimpikëve, pas 12 javësh të mëtejshme.
- Fuqia në konsumin maksimal të oksigjenit ra nga një vlerë para Olimpikëve te 546W në 435W- një reduktim prej 20%. Pas 8 javësh ritrajnim u rrit me 15%, duke kthyer vlerat para Olimpikëve pas 12 javësh të tjera.
- Fuqia në përqendrimet referencë të laktateve të gjakut pësuan rënie me 27%, për t'u kthyer në paksa nën, apo paksa mbi nivelet para Olimpikëve pas 20 javësh ritrajnim

Kërkuesit rekomandojnë se programet e trajnimit duhet të limitojnë periudhat e inaktivitetit të plotë në, jo më tepër se 2 apo 3 javë. Periudhat e zgjatura të inaktivitetit duhet të shmangen dhe programi i trajnimit duhet të inkorporojë ndonjë formë trajnimi “mirëmbajtjeje”, ku një pushim i zgjatur është i dëshiruar.

### **Filozofia e trajnimit**

#### **Frank Reynolds na shpjegon pse një përcaktim i filozofisë së trajnimit është esencial për të gjithë trajnerët**

Duke marrë parasysh se ju jeni trajner, ju mbani rolin tuaj bazuar në eksperiencën tuaj, njohuritë, vlerat, opinionet dhe besimet. Kjo në vetevete është një filozofi dhe ju mund ta bëni këtë në mënyrë të pavullnetshme.

Pyetja është: - A e njihni veten tuaj mjaftueshëm për të kuptuar se cilat janë vlerat tuaja bazike dhe metodat e trajnimit?

Një filozofi e trajnimit që mendohet mirë përmes qartësimeve të shumë aspekteve të shpërndarjes së trajnimit dhe prezanton një mesazh konsistent dhe pozitiv për atletët që duhen trajnuar. Një nga përfitimet më të forta që dalin nga një mënyrë konsistente dhe e sinqertë për trajnimin, është besimi. Një lidhje e fortë midis trajnerit dhe atletit, sjell nivele më të larta përkushtimi dhe performancë atletike. Me këtë në mendje, është trajneri i zgjuar ai që merr kohë për të menduar dhe formalizuar filozofinë e tij/saj personale të trajnimit.

### **Zhvillimi i filozofisë**

Në zhvillimin e filozofisë formale trajneri duhet të marrë tre komponentë kyç në aftësinë e tij/saj për të formuluar një dokument të filozofisë së trajnimit me synimin për të qenë një trajner më i mirë, për të përmirësuar kënaqësinë e trajnerit/atletit dhe për të arritur rezultate superiore atletike. Këto 3 komponente janë:

1. Njohja e vetvetes, fuqive tuaja, dobësive dhe zonave që kërkojnë përmirësim;
2. Njohja e asaj me të cilën përballeni dhe pengesat që mund të hasni;
3. Të kuptuarit e atletëve tuaj, personalitetet e tyre, aftësitë, objektivat, edhe pse ata janë në sportin tuaj.

### **Njihni vetveten**

Duhet një vlerësim i sinqertë për të pranuar patjen e dobësive, por ne të gjithë i kemi ato. Nuk duam që ato të interferojnë me një gjykim të mirë trajnimi.

A jeni një mësues i mirë, apo motivues, apo akademik, apo komunikues apo një atlet i mëparshëm?

A jeni dinamik, apo mendjelehtë, apo tip i vështirë apo i hapur dhe i shoqërueshëm? Përdorni fuqitë që ke në avantazhin tënd. Duke marrë kohën për të bërë vlerësime serioze të fuqive dhe dobësive, duke njohur moralin, vlerat dhe besimet dalin konkluzione për atletët që trajnohen. Gjithashtu, për t'i bërë një panoramë vetes, duhet përgjigjja e pyetjeve të rëndësishme mbi:

Pse jeni trajner, si do shpërndani aktualisht pyetjet e rëndësishme mbi arsyen pse jeni trajner, si do shpërndani objektivat si trajner dhe cilat objektiva jeni duke përmbushur? Vetënjohuria sjell vetëkonfidencë dhe besim. Një pikë tjetër për t'u konsideruar këtu është - si ju perceptojnë të tjerët ju?

### **Njihni atë me të cilën përballeni—konteksti i trajnimit**

Është e rëndësishme të kuptojmë kufizimet e kontekstit të trajnimit. Përmes kësaj, nënkuptojmë:

Një kuptim të mirë të moshës, gjinisë, dhe nivelit të trajnimit të atletit, që trajnohet. Lind pyetja: Sa kohë ka trajneri dhe atletët tuaj në dispozicion për t'u trajnuar dhe konkurruar? Ku bazohet programi i zhvillimit dhe sa larg mund ta çoni atë duke përmirësuar dhe inkorporuar aspekte

të tjera si psikologjia sportive, edukimi i të ushqyerit apo një teknikë e sofistikuar analize? Cilat fonde, godina, shërbime dhe pajisje janë në dispozicionin tuaj? Gjithashtu, cilat janë objektivat afatshkurtra dhe afatgjata për atletët tuaj? Mund të ketë kufizime të tjera, të cilat ndikojnë në shpërndarjen e trajnimit. Këto përfshijnë ligje apo politika mbi praktikën e sigurta, rregulla klubi apo shkollë mbi sjelljen, konkurrencën me sporte të tjera, presionet e shkollës dhe aktivitete të jashtme, ndërhyrje prindërore, apo standard performance për kualifikim të skuadrave dhe konkurrencës.

Të njohurit se me çfarë përballësh, lejon përmirësimin e programit vjetor trajnues ndaj kërkesave specifike të atletëve që stërviten. Duke kuptuar influencat e jashtme të cilat do ndikojnë programin stërvitor, mund të inkorporohen ato që janë praktika të mira. Si politikat mbi sigurinë dhe sjelljen, adoptimi tek të tjerët, që kufizojnë aftësinë tuaj për të qenë trajnieri që i bën të gjitha, si: mungesa e fondeve, pajisjet apo shërbimet, dhe minimizimi i pengesave negative që ndikojnë personalitetin tuaj apo një atleti apo ekipin në përgjithësi. Të vepruarit me prindërit mund të jetë situatë stresuese dhe një filozofi e qartë në mënyrën se si mund të merresh me një prind të shqetësuar, do të minimizonte apo shmangte reagimin e tepruar që çon gjërat në situatë më të keqe.

Duke adoptuar filozofinë individuale të trajnimit, reflektohet mbi situatën e trajnimit me të cilat merresh, bëhesh më efektiv dhe produktiv dhe minimizohen pengesat dhe vështirësitë e tjera.

### **Të kuptuarit e atletëve, personalitetet e tyre, aftësitë, objektivat**

Komunikimi është një aspekt vital i lidhjes trajnieri/atlet. Është shumë e rëndësishme të flitet me atletët tuaj në mënyrë individuale, për të përcaktuar se cilat janë vlerat dhe besimet e tyre, cilat janë objektivat dhe pse po marrin pjesë. Pa këtë njohuri, ju do mund të jeni duke shpërndarë një çantë me mollë atletëve që duan një çantë me portokalle. Programi mund të mos jetë duke funksionuar siç duhet. Si trajnieri, mund të jesh një model i forte, roli i cili mund të ketë influencë të madhe mbi atletët tuaj nëse ju dhe atletët tuaj jeni në të njëjtën faqe.

Duhet kohë për të njohur secilin nga atletët, njësoj si të jesh duke ekzaminuar vlerat tuaja, besimet dhe sjelljet. Sapo të njihen dhe të kuptohen secili nga atletët, fuqitë e tyre, dobësitë, aftësitë dhe potencialet, duhet të gjehet një mënyrë për t'i trajnuar ato. A do fokusoheni tek yjet? A do trajtoni secilin në terma të barabarta të vëmendjes dhe ndihmës? Mbase puna në skuadër si mënyrë do të funksiononte më mirë.

### **Cili është qëndrimi juaj ndaj punës në skuadër?**

Duke zhvilluar një filozofi SKUADRE (së bashku secili arrin më tepër) si dhe filozofinë personale të trajnimit, janë ingredientët për sukses superior. Duke njohur atletët njihet mënyra se, si secili përshtatet me filozofinë e SKUADRES. Disa mund të kenë vlera apo sjellje që kërcënojnë skuadrën dhe duhet të punohet për gjetjen e zgjidhjeve, për të ndryshuar sjelljen e atletit, për t'u përshtatur për të mirën e skuadrës. Të njohurit e atletit mundëson identifikimin e liderave dhe modelet e rolit, që pjesa tjetër e skuadrës i përgjigjet pozitivisht. Duke bërë që atletët të blejnë mbi konceptin e "SKUADRES", ndihmon në vendosjen e një mënyrë



konsistente për trajnimin dhe konkurrencën e secilit atlet. Kjo e bën trajnimin shumë më të lehtë dhe me shpresë me fitimprurës.

### **Procesi kundrejt pasojës**

Në opinionin tim, çdo filozofi trajnimi duhet të ketë një përcaktim madhor të mënyrës se si trajneri shikon rezultatet e trajnimit dhe kompeticionit. S'mund të hamendësoj mjaftueshëm, rëndësinë e edukimit të atletëve, që është më e rëndësishme për t'u fokusuar në procesin e tyre të zhvillimit dhe mënyrës së performimit të tyre, në kompeticion dhe jo rezultatet e pasojave që arrihen. Në një garë apo lojë mund të ketë vetëm një fitues. A do të thotë kjo se çdo person tjetër është një humbës? Po të lexoni informacionet, kjo është ajo që mendoni. Kështu, për të ndërtuar konfidencën dhe për të parë progresin e matshëm dhe për të mësuar pozitivisht nga gabimet e bëra, duhet nga të gjithë trajnerët që të fokusohen mbi procesin dhe jo pasojat e atletëve të tyre. Është e rëndësishme për atletët që të bëjnë të njëjtën gjë.

### **PËRFUNDIME**

Të gjithë trajnerët operojnë nën një filozofi të trajnimit të ndonjë lloji. Kjo mund të vijë nga instikti apo mund të jetë e dokumentuar formalisht dhe e menduar mirë. Avantazhet e një filozofie të mirëmenduar të trajnimit ndahen në tri faza.

1. Njohja mbi veten tuaj, si vihesh në lëvizje dhe cilat fuqi ke, pse po trajnon dhe si mund të përmirësohet në mënyrë efektive, shpërndarjen e trajnimit.
2. Përfitimi i një kuptueshmërie të kontekstit të trajnimit, pengesat me të cilat përballësh dhe si të merresh me limitimet, metodat e duhura dhe të sigurta të trajnimit dhe objektivat të cilat kërkohen të arrihen.
3. Njohja e atletëve mbi një bazë më intime, duke përpunuar trajnimin për të arritur kërkesat e tyre, fuqitë dhe limitimet.

Me këtë njohuri, është e mundur që të zhvillohet një mënyrë në skuadër, e cila arrin performanca superiore. Të bashkuarit e aspekteve të tre segmenteve të filozofisë së trajnimit, krijojnë një hartë trajnimi e cila është realiste, duke plotësuar trajnerin dhe atletet dhe duke vlerësuar në formën e performancës së përmirësuar.

Trajnimi ka të bëjë kryesisht me ndihmën ndaj atletëve për të arritur ëndrrat e tyre. Kjo duhet bërë pozitivisht dhe në mënyrë të zgjuar dhe me pasion. Trajneri pozitiv dhe modeli rol, duke ndjekur një filozofi të mirë përcaktuar trajnimi, do të ishte përbërësi thelbësor në suksesin e atletëve të tij/saj. Vetëm për këtë arsye, zhvillimi i përcaktimit të filozofisë formale të trajnimit është esencial për të gjithë trajnerët.

### **Mbi autorin**

Frank Reynolds është një trajner Kanadez i nivelit 4 të performancës, për distancë mesatare dhe të gjata, që punon me atletë elitare si dhe trajnon atletë të shkollës së mesme me Klubin e Trakut dhe Fushës së NorWesters.

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## THE IMPACT OF PHYSICAL EDUCATION AND SPORTS ON THE EDUCATIONAL SYSTEM

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### ABSTRACT

Sport and physical education have the potential to make a special contribution to the development of basic motor skills and physical competencies of children, which influence subsequent lifestyle and sporting activities. They can also support the development of social skills, increase self-esteem and in certain circumstances even the academic achievement of students. The inclusion of sport and physical education requires engaging interactions between students, teachers and parents.

The mental, intellectual, emotional and social development of a growing child is dependent on and closely related to physical education. A physically fit individual has a strong personality that is mentally healthy, emotionally stable and social at the same time. Sport teaches us how to acquire the ability to develop strength, speed, endurance, coordination skills, increase the ability to socialize, work in a team respecting the rules, which are essential for healthy social relationships.

This paper explores the benefits of physical education and sports at school and aims to analyze the challenges faced by physical education teachers when developing sports activities, as well as career opportunities after leaving school.

Through a questionnaire it was possible to collect data on the impact of sport and physical education in schools. The results showed that sport is not only beneficial in terms of health, but also in emotional, social and academic terms.

**Keyword;** physical education, sport, school, questionnaire.

### INTRODUCTION

Physical Education and sports are among the most preferred curricular activities by school students of different levels. Physical education in schools generally means physical activities, games, sports, competitions, swimming, etc. If we look at the history of physical education, a variety of initiatives have been undertaken over the years by the Government for schools, where every student must participate in physical activities, creating suitable environments such as gyms, volleyball and football fields, as well as increasing the number of physical education classes from 1 hour per week to 3 hours per week, etc.

Physical Education is a type of education that improves performance with the help of physical activities. Physical activities range from simple walking to running, jumping, climbing, throwing, pushing, pulling, kicking, etc. Physical education is also considered as movement

education as life itself begins through movement. The movement starts from the birth of a child, until the end of life.

The mental, intellectual, emotional and social development of a growing child is dependent and closely related to physical education. A physically fit individual has a strong personality which is mentally healthy, emotionally stable and at the same time social. Sport teaches us how to gain the ability to develop strength, speed, endurance and coordination skills. It also strengthens socialization skills, such as empathy, cooperation, friendship, teamwork and respect for rules, which are essential for healthy social relationships with others.

Physical education and sports teach us discipline, how to sit, talk, walk, etc. They improve thinking ability and reduce stress therefore those people who are not so interested in sports are less active and also the chances of being affected by various diseases in the early stages of life and also causes lethargy in daily activities and in work. Sports should be made compulsory in school so that at a young age students can know its benefits. Council of Europe (2001).

**a. Purpose of the study and research questions**

This paper explores the benefits of physical education and sports in schools and aims to analyze what are some of the challenges faced by physical education teachers and some of the sports activities and games used in schools as well as career opportunities after completing sports school. Benefits include lifestyle, social and cognitive health benefits.

**b. The importance of the study**

Doing physical activity and playing sports helps students to "relax" and reduce anxiety levels. Besides being fun, sports can help them perform better in school, relax and worry less, learn how to overcome obstacles in different situations, work with others and be energetic - all this helps them to be more active and relaxed in their daily life. This is why considering the necessity of sports and physical education in schools is of great importance.

**c. Literature review**

Physical education at school is very important for developing physical skills and ensuring physical activity among students and young people. For many children, school is the primary setting for being physically active, through PE programs or after-school activities. School provides the main opportunity for regular physical activity, structured as a combination of economic impossibility and parental safety concerns mean that fewer children are able to practice sports in non-school settings. In addition, physical education in schools provides an opportunity for qualified and responsible teachers to introduce physical activities, skills and life knowledge in a structured way to all students, within a safe and supportive environment.

The inclusion of sports in schools is a good opportunity for young people to grow up healthy. Sport improves life. Young people who play sports do not waste their time, because it is valuable time.

The physical health benefits of regular physical activity have been scientifically proven. Regular participation in such physical activities is associated with a better quality of life, reduced risk of a number of diseases and many psychological and emotional benefits. There is also research showing that inactivity is one of the most significant causes of death, disability and reduced quality of life worldwide. Studies also show that there is a strong link between physical activity and a host of factors that affect children's physical health, including diabetes, blood pressure, bone health and obesity.

Basic movement skills, such as those developed in physical education, form the basis of almost all subsequent sports and physical activities. There is evidence that people who have developed a strong foundation in basic movement skills are more likely to be active, both during childhood and later in life.

Conversely, students who have not been able to acquire the foundation of movement skills are more likely to be excluded from participating in organized sports and with their friends due to a lack of basic physical skills. So, as one of the most valued aspects of the life of many children and young people, physical education and sports are indispensable for the development and education of children. Physical inactivity has been identified as an important risk factor for coronary heart diseases, such as and is associated with premature mortality and obesity. Therefore, every state should promote Physical Education (PE) programs as one of the few opportunities to promote cost-effective physical activities to help future generations lead an active life. However, studies claim that a number of factors contribute to making physical activity part of a healthy lifestyle. Therefore, health-related behaviors learned in childhood are often retained into adulthood. The extent to which physical activity patterns are maintained over time is still unclear ANNERSTEDT (2005).

Other studies, however, have found that youth activity persists into later life. A review of retrospective studies reported that physical activity and sports participation in childhood and adolescence represents a significant predictor of later activity. Interestingly, studies also show how strongly inactivity in young people's lives continues into adulthood, so lack of physical activity can be associated with inactivity and associated health problems in later years.

There have been frequent claims that PE in schools creates important contexts in which physical activity levels are influenced. Studies have shown that school-based physical education programs can contribute to physical activity levels, both during youth and later in life. The strength of PE's influence on physical activity is thought to be greater when programs combine classroom study with activity, when they allow students experiences of self-determination and feelings of competence in their abilities, and when they emphasize enjoyment and positive experiences. It has been proven that regular physical activity can have a positive effect on the psychological well-being of children and young people, although the underlying mechanisms for explaining these effects are still unclear. An important set of results, in this regard, is related to the development of perceived physical competence. It is thought that self-esteem is influenced by an individual's perceptions of competence or suitability to achieve something, and that it is also worth considering the growing interest in the relationship between PE and students' general attitudes towards school.

Studies supporting such claims are limited and largely based on hypotheses. However, some studies report generally positive results in terms of student attendance following the introduction of PE schemes, and there is evidence from student studies that an increase in the availability of PE programs and hours would make school even more interesting (ZOUABI, 2005).

On the subject of the relationship between PE and school attitudes, it must be acknowledged that not all students prefer such activities, at least when they are presented in certain ways. For example, many girls experience a progressive disenchantment with certain aspects of PE and withdraw from participation altogether as they move into secondary schooling. There are many problems and dilemmas faced by Physical Education teachers. The problems range from inappropriate environments such as gymnasiums, football, volleyball, basketball fields, etc. Most schools do not even meet the minimum recommendations for physical activity of 50 to 200 minutes per week, according to a study by the National Sports and Education Association Physics. Even if students have a gym, lack of proper physical exercise programs in attractive and relevant ways for girls, they can be as active as boys (ANON, 2004). For example, UNESCO stated that there is a shortage of primary school teachers who are professionals in the field of physical education. Furthermore, designated schedules for physical activities have not yet been established, many schools lack space and equipment, and many physical education teachers do not fully appreciate the importance of physical activity. PÜHSE & GERBER (2005) Furthermore, a report by the Education Inspectorate on Physical Education in Primary Schools said that physical education within the school day is insufficient; and that encouragement to participate in sports is necessary to enable a positive impact on the student's lifestyle.

## **MATERIALS AND METHODS**

This chapter presents the methodology and processes used in conducting this study. A brief explanation of the participants who participated in this study, the research sources used through questionnaires and interviews, and the procedure for conducting this study will be presented in this chapter.

- The study method includes the quantitative method. The quantitative method is related to the development of questionnaires for students regarding their opinions on the inclusion of sports and physical education in the education curriculum.

- For the empirical part of the study, it was thought to include approximately 176 students from the school "Zani i Shkodrës", "Kolë Idrmeno", "Ndre Mjeda" and "Deshmorët e Prishtinës" in the city of Shkodra. From the selected sample, 81 of them were male and 95 female, mostly students from the age of 12-18 were selected.

The main data collection instrument of this paper was the questionnaire based on a battery of 8 questions as follows:

## **RESULTS**

1. How many times a week do you do physical activity? a) 1 time; b) 2-3 times; c) 3+ times

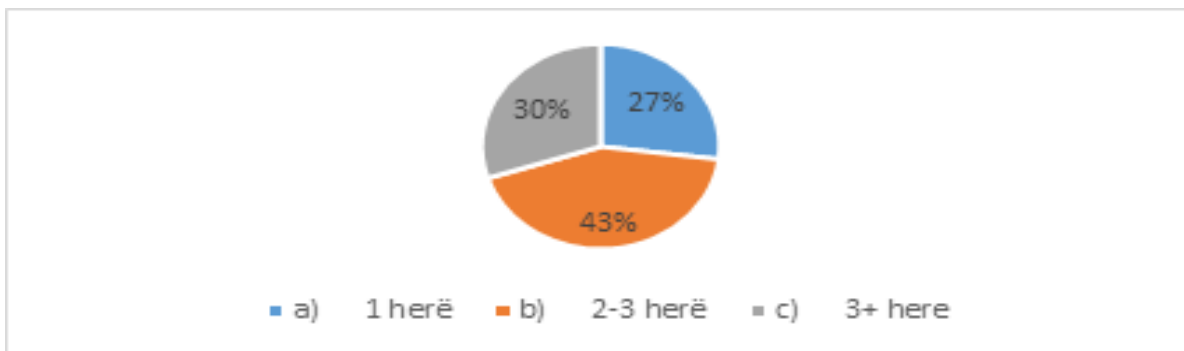


Fig. 1

27% of students have physical education 1 time a week, 43% have 2-3 times, while 30% have more than 3 times a week.

2. Do you currently participate in any sports activities outside of school? a) Yes; b) No

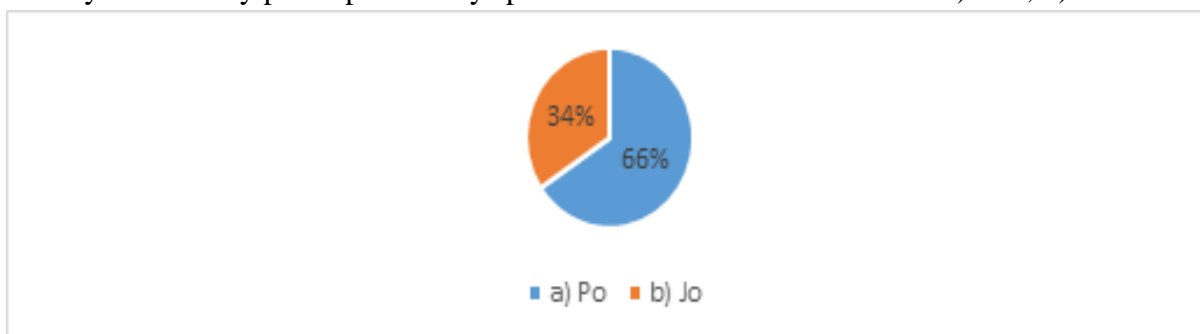


Fig. 2

66% of students participate in extracurricular activities, while 34% do not.

3. If not, what are the reasons why you do not practice sports?

a) I don't like it; b) it seems like a waste of time; c) there are expenses; d) there is no time

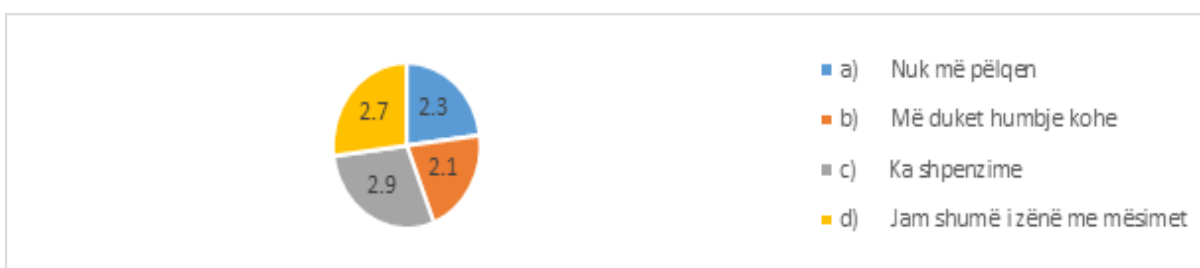


Fig. 3

Of the 34% of those who do not engage in a type of sport, the following answers were given to the above question: 23% of students said that the reason why they do not practice sport is because they do not like it, 21% think it is a waste of time, 29% stated that there are expenses, while 27% stated that they are very busy with lessons.

4. If yes, what kind of sport do you do?

a) Football; b) Volleyball; c) Basketball; d) Dance; e) Tennis

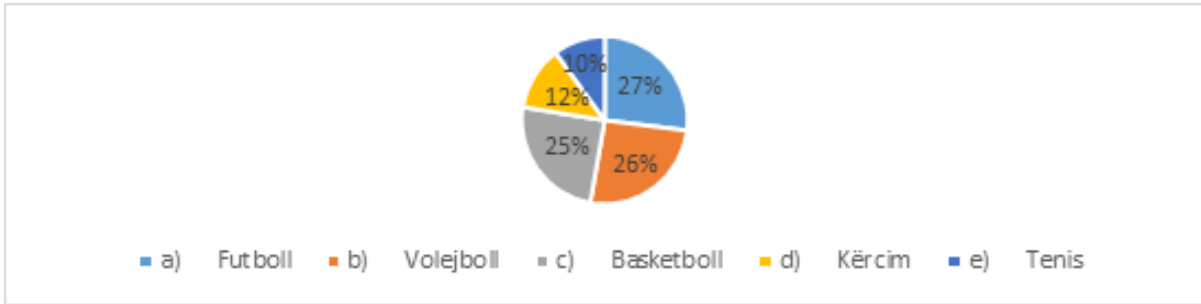


Fig. 4

33% of students said that their family pushed them to play sports, 29% society pushed them, 18% like to be active, while 20% like to play in a group.

5. Which of the following physical activities would you like to do in your free time?

a) Walking; b) Running; c) Mountain climbing; d) swimming

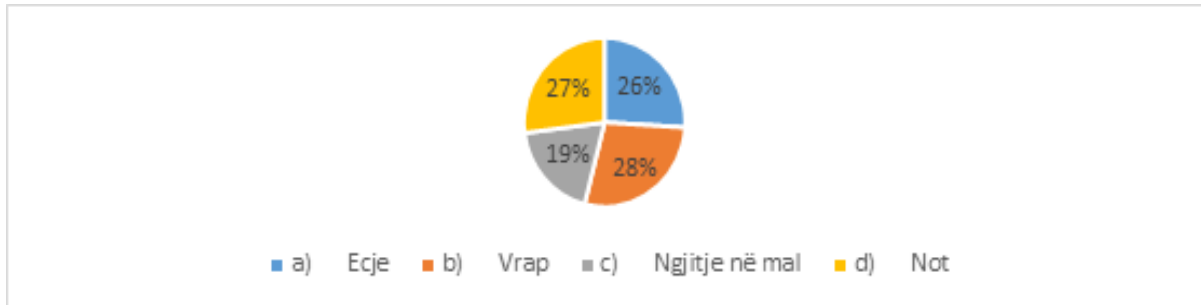


Fig. 5

26% of students said they would like walking in their free time, 28% would like running, 19% would like mountain climbing, while 27% would like swimming.

6. How difficult is it to balance your sports and learning activities?

a) Extremely difficult; b) Very difficult; c) Somewhat difficult; d) Not very difficult

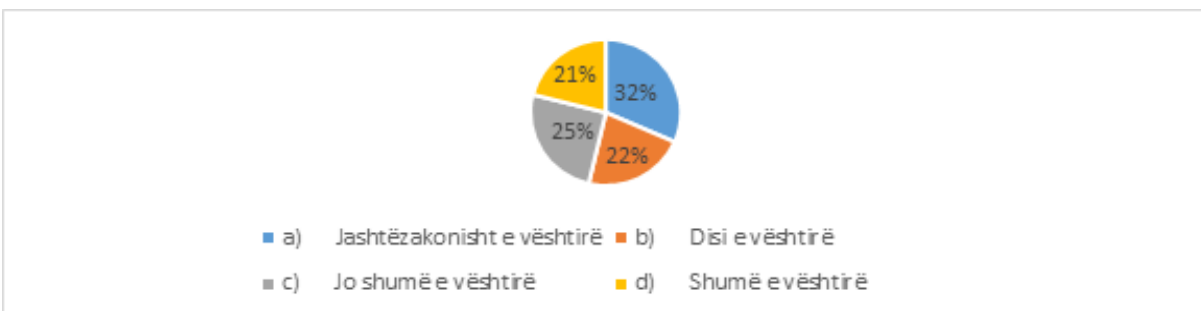


Fig. 6

32% of students stated that it is extremely difficult to balance their sports and academic activities, 22% stated that it is somewhat difficult, 25% stated that it is not very difficult, while 21% stated that it is very difficult. difficult.



7. Is the school equipped with the necessary teaching tools for the physical education lesson?  
 a) Very good; b) not much; c) little; d) very little;

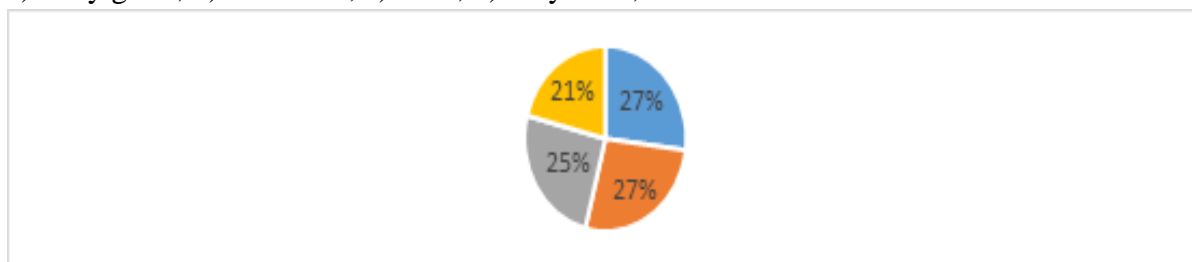


Fig. 7

27% of students said very well, 27% answered not much, 25% answered that there are few tools, while 21% answered that there are very few tools.

8. How satisfied are you with the sports programs offered at your school?  
 a) Very satisfied; b) Not very satisfied; c) Somewhat satisfied; d) Extremely satisfied

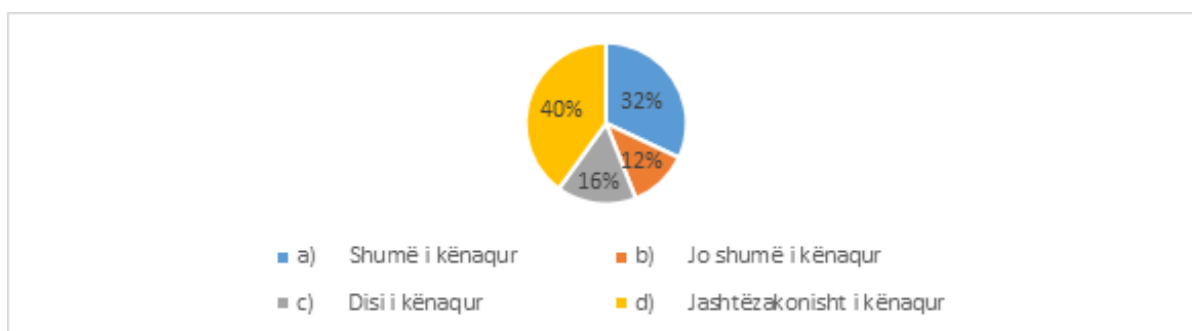


Fig. 8

32% of students are very satisfied with the sports programs offered at their school, 12% are not very satisfied, 16% are somewhat satisfied, while 40% are extremely satisfied.

## DISCUSSIONS

Sports and physical education are an integral part of our lives in all spheres of life. Moreover, sports help in building a person's character and personality. It is certainly a great tool to keep the body in good physical condition. Most importantly, physical education has a massive positive effect on both mind and body.

Sports and regular physical activity increase lung capacity and body efficiency. Therefore, more oxygen enters the blood, which is extremely beneficial. In addition, there is less chance of developing lung diseases and the right body weight is easy to maintain.

Some scientific research reports that Sport prevents many diseases, for example, the development of cancer. Sport is also an excellent tool to increase self-confidence and improves communication skills with others. Furthermore, physical education and sports enrich an individual's social life.

Moreover, the importance of following a time schedule is also present in Sports. Above all, sports improve the thinking ability of individuals.

The results obtained from the questionnaire show that day by day students are seeing sport as a development opportunity and are also managing to make assessments regarding the lessons.

Finally, sport reduces stress, brings happiness and joy to the lives of individuals. Everyone should perform at least one sporting activity on a regular basis.

## **CONCLUSIONS**

This paper explores the benefits of physical education and sports in schools and aims to analyze what are some of the challenges faced by physical education teachers and some of the sports activities and games used in schools as well as career opportunities after completing sports school. Benefits include lifestyle, social and cognitive health benefits.

Furthermore, the inclusion of sports in schools is a good opportunity for young people to grow up healthy. Sport improves life. Young people who play sports do not waste their time, because it is valuable time.

The need and importance of physical education can be understood in several ways that describe the different types of requirements for different parts of society. Health and Physical Education should continue to be a compulsory subject from 9 years of secondary school, and as an elective subject in higher education, giving it equal status with other subjects, in order to realize the curriculum effectively, it is essential that spaces and minimum essential physical equipment are provided in each school, and that doctors and medical personnel visit the school regularly.

Finally, it can be concluded that the development of all personality traits such as physical, social, mental, emotional and moral is done through different physical education programs.

It should be possible to organize and use school spaces for special sports programs both before and after school to enable students with special talents for sports to find time for individualized training and during vacation periods. It should also be possible to develop these sports facilities so that many more children can take advantage of them for sports activities in their free time and engage in team games such as basketball, shooting, volleyball and local forms of sports.

## **RECOMMENDATIONS**

Some recommendations on how teachers can promote physical activity and the practice of sports in schools include:

- Inform students about the benefits of sports

Promoting exercise in schools can start by educating students on the benefits we discussed above. By informing students of the impact physical exercise has on their health and well-being, as well as their performance at school, we can motivate and inspire them to stay active.

- Inform their parents about the benefits of sports

Inform and encourage parents to limit the time their children spend in front of the TV or computer screen and instead plan activities for the whole family that include physical exercise, such as bike rides or walks. Parents should also guide their children in extracurricular activities, helping them stay active.

- Give priority to Physical Education

The subject of physical education allows them to learn healthy habits by having a more active lifestyle. Physical education classes and other sports activities in groups make it more fun and meaningful for students.

- Provide sports equipment and spaces

The lack of sports equipment and spaces is a problem that often causes students to not dedicate themselves enough to the physical education class, therefore teachers must occasionally inform school leaders about the needs he has for the didactic material base and sports facilities.

- Include physical exercise in the classroom

Teachers can help students stay active by incorporating physical exercise into their lesson plans. Even if teachers are intimidated by the idea of incorporating physical activity into their lesson planning, they can simply ask students to do simple hand or leg, neck, etc. exercises.

If the school's physical education program is lacking, the school may need to re-evaluate the physical education curriculum when it comes to the role of physical activity in children's education. It should ensure that gyms and other sports spaces encourage healthy habits in students.

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## NDIKIMI I USHTRIMEVE TË BODYBUILDING-UT NË TREGUESIT E VO<sub>2</sub>MAX DHE PËRMIRËSIMI NËPËRMJET PROGRAMEVE TË NDRYSHME TË USHTRIMEVE TË FORCES

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### ABSTRAKT

Në këtë artikull ka të dhëna mjaft interesante mbi studime të shumta, që vërtetojnë se Ushtrimet e forcës ndikojnë në nivel optimal në përmirësimin e VO<sub>2</sub>max, nëse aplikohen programe dhe metoda të posaçme stërvitore të ushtrimeve me pesha në sistem cirkuit.

Për përmirësimin e performancës aerobe çdo aplikant duhet të kalojë në 3 faza:

*Faza e parë* ka lidhje me optimalizimin e kontraksioneve muskulare, gjë e cila realizohet nëpërmjet kapilarizimit deri në brendësi të muskulit, ku stërvitja me pesha merr rol parësor, ndërsa vrapimi rol mbështetës.

*Faza e dytë* ka lidhje me përmirësimin e performancës aerobe, e cila ndikon direkt në rritjen e vlerave të VO<sub>2</sub> max. Në këtë fazë vrapimi merr rol të rëndësishëm, i cili ndikon ndjeshëm në përmirësimin e përbërësve truporë.

*Faza e tretë* ose faza stabilizuese ka lidhje me rritjen e aftësisë së organizmit për të djegur yndyrnat dhe si rrjedhojë në stabilizimin e peshës trupore.

Kjo shërben për të treguar synimin tonë në studimin eksperimental që kemi nisur nga sistemi i matjeve paraprake. Pra, synimi ynë është përdorimi i ushtrimeve të ndryshme për rritjen e performancës aerobe nëpërmjet kalimit të këtyre tri fazave.

**Fjalet kyçe:** vo<sub>2</sub>max, resistance training, weight circuit training, cardiovascular.

### HYRJE

Sipas autorit Ozaki, është fakt i pamohueshëm, se stërvitja me pesha është një stimul i fuqishëm për hipertrofinë e muskujve dhe fitimin forcës, por kjo është më pak e kuptueshme nëse stërvitja me pesha mund të rrisë kapacitetin maksimal aerobik (Vo<sub>2</sub>max) (OZAKI, 2013). Qëllimi i këtij shqyrtimi të shkurtër është për të diskutuar nëse Stërvitja, por në sistemin Cirkuit të Ushtrimeve me Pesha (SCUP), rrit Vo<sub>2</sub>max tek të rinjtë (20-40 vjeç), ndërkohë që në subjektet më të moshuar (>60 vjet) ka treguar rritje të ndjeshme të Vo<sub>2</sub>max. Vetëm 3 nga 17 studime, që përfshijnë subjektet e rinj duke ndjekur (SCUP), kanë treguar rritje të ndjeshme të Vo<sub>2</sub>max, ndërsa gjashtë nga nëntë studime në subjektet e vjetër, që janë (SCUP), kanë raportuar përmirësime të konsiderueshme të Vo<sub>2</sub>max. Është një korrelacion negativ domethënës ndërmjet Vo<sub>2</sub>max fillestar dhe (SCUP) që nxit ndryshimin në Vo<sub>2</sub>max, sepse rritja e Vo<sub>2</sub>max nëpërmjet (SCUP) është e varur nga Vo<sub>2</sub>max fillestar i subjektit. Për të parë më qartë efektin e (SCUP)

duhet, që treguesit fillestarë të  $VO_2\max$  tek subjektet e moshës së vjetër të jenë nën nivelin 25 ml/kg/min dhe për subjekte të rinj më e ulët se 40 ml/kg/min. Kështu që tek subjektet e rinj dhe të vjetër, që kanë nivele të ulëta të performancës fizike, pas ndjekjes së programit të (SCUP) pritet përmirësimi në të njëjtën kohë dhe brenda një mënyrë të vetme të dy fitnes: atë muskular dhe kardiovaskular (OZAKI, 2013).

Studimi eksperimental me qëllimin për të përcaktuar nëse 16 javë (SCUP), mund të zvogëlojë presionin e gjakut dhe për të përmirësuar funksionin kardiovaskular tek meshkujt e moshës 70-80 vjeç (Dale I Lovell, 2009). Njëzet e katër burra të moshës 70 deri 80 vjeç u caktuan rastësisht në një grup për t'u stërvitur në (SCUP) (n=12) dhe grupin e kontrollit (n=12). Trajnimi përbëhej nga tre grupe në ushtirmin squat 5 seri x 6-10 përsëritje në 70-90% të përsëritjeve maksimale, tri herë në javë, 16 javë. Presioni i gjakut dhe funksioni kardiovaskular janë vlerësuar gjatë ushtrimit të ciklit submaximum në 40W dhe 50-70 % të konsumit maksimal të oksigjenit ( $VO_2\max$ ) para trajnimit dhe pas 16 javësh trajnimi. Forca e këmbëve dhe  $VO_2\max$  u vlerësuan çdo 4 javë të studimit 16 -javor. Në 40W, ritmi i zemrës, tensioni sistolik i gjakut, presioni, ishin më të ulëta dhe vëllimi i punës ishte dukshëm më i lartë pas 16 javë të trajnimit. Në 50%  $VO_2\max$  ritmi i zemrës dhe norma e presionit ishin më të ulëta pas 16 javë të trajnimit dhe në 70 %  $VO_2\max$ , fuqia në biçikletën ergometrike,  $VO_2$ , dhe diferenca arterio-venoze e oksigjenit, ishin më të larta. Gjithashtu edhe forca e këmbëve u rrit ndjeshëm pas 16 javë të trajnimit. Gjashtëmbëdhjetë javë të (SCUP), zvogëlon konsiderueshëm presionin e gjakut dhe përmirëson funksionin kardiovaskular tek njerëzit e moshuar gjatë ushtrimit submaximum aerobe. Prandaj, (SCUP) jo vetëm rrit fuqinë dhe masën muskulore, por ofron përfitime të rëndësishme kardiovaskulare për individët më të vjetër (Dale I Lovell, 2009).

Autori konsideron, se rënia fuqisë maksimale aerobike dhe e forcës muskulore me avancimin e moshës, janë shembuj të rënies funksionale të organizmit, që sjellin plakjen, të cilat mund të kufizojnë rëndë performancën fizike dhe pavarësinë dhe janë në korrelacion negativ me të gjitha rastet e vdekshmërisë (ROMERO-ARENAS, 2013). Siç dihet, ushtrimet e qëndrueshmërisë dhe ushtrimet e rezistencës mund të përmirësojnë ndjeshëm performancën fizike dhe faktorët e shëndetit tek individët të moshuar. Bazuar në sistemin circuit të stërvitjes së rezistencës me ngritjen e peshave të lehta dhe pushime minimale gjatë serive dhe përsëritjeve, mund të jetë një strategji shumë efektive për rritjen e konsumit të oksigjenit, ventilimit pulmonar, forcës dhe kapacitetin funksional duke përmirësuar përbërjen e trupit (body composition). Përveç kësaj, stërvitjet me sistemin circuit kanë efikasitet në kohë dhe modalitetet ushtrimore, që mund të sjellin përmirësime të dukshme për shëndetin dhe performancën fizike. Prandaj, është nevojshme të hartohen programe stërvitore me kombinim më efektiv të intensitetit, volumit, punës në raport me pushimin, frekuencës javore dhe rendin e ushtrimeve për të aktivizuar sistemin neuromuskular, cardiorespirator dhe përbërjen e trupit në përshtatje për të moshuarit. Kështu, qëllimi i këtij studimi ishte për të përmbledhur njohuri bashkëkohore në lidhje me efektet pozitive të sistemit circuit të ushtrimeve me pesha, për moshat e dyta dhe të treta, si pikënisje për hartimin e ndërhyrjeve të ardhshme që përmbajnë një cilësi më të lartë të jetës së njerëzve gjatë gjithë jetës së tyre (ROMERO-ARENAS, 2013).

Ky studim është projektuar për të vëzhguar ndikimin e lartë të Trajnimit Rezistencë (RT) në sistemin circuit të ushtrimeve me pesha, në fuqi maksimale aerobe (PETERSEN, 1988) Njëzet

e shtatë meshkuj morën pjesë për t'u ndarë në dy grupe, ku (N=16) iu nënshtruan programit të stërvitjes RT Cirkuid dhe (N=11) u veçua si grupi i kontrollit. Grupi i trajnimit u stërvit me 2 seri nga 20 sekonda në 6 ushtrimet e veglave të ndryshme hidraulike të forcës duke kryer mbi tre cirkuite në të gjithë ushtrimet. Subjektet u trajnuan katër herë në javë gjatë 5 javëve. Rezistenca në çdo vegël të forcës u fiksua për të mbajtur të qëndrueshme shpejtësinë përafërsisht 3,2 rad/sek. VO<sub>2</sub>max për grupin e trajnimit u rrit (p<0,001) me 9,5%. Nuk ka ndryshime të vërejtura për subjektet e kontrollit. Përgjigjet e konsumit të Oxygenit të matura gjatë dy cirkuiteve për gjashtë subjekte të grupit të trajnimit kishte rritje mesatarisht në 57 deri 61 % të VO<sub>2</sub>max për çdo interval stërvitje. Sugjerohet që Trajnimi Rezistencë (RT) në sistemin circuit të ushtrimeve me pesha e përshkruar si më lart, do të nxjerrë një intensitet metabolik të mjaftueshëm për të përmirësuar fuqinë aerobike (PETERSEN, 1988).

Sëmundja arterio-koronare (CAD) paraqet një problem të madh mjekësor në shoqërinë perëndimore dhe është një shkak i konsiderueshëm i sëmundshmërisë dhe vdekshmërisë në Afrikën e Jugut (SHAW, 2005). Vitet e fundit, epidemiologët kanë bërë përpjekje të shumta për të përcaktuar faktorët më të zakonshëm të rrezikut për CAD duke propozuar masa parandaluese për kufizimin e përhapjes së sëmundjes. Megjithë rëndësinë që ka Trajnimi Rezistencës (RT), literatura është përqendruar kryesisht në mënyrat aerobe të ushtrimeve për efektet në uljen e rrezikshmërisë së CAD. Qëllimi i këtij studimi është për të përcaktuar nëse trajnimi rezistencë mund të ndryshojë qëndrueshmërinë kardio-respiratore (VO<sub>2</sub>max), për të zvogëluar rrezikshmërinë e CAD edhe në këtë mënyrë. Njëzet e tetë vullnetarë meshkuj të patrajnuar, të moshës mesatare deri 28 vjeç, u caktuan rastësisht për këtë eksperiment duke u ndarë në grupin e kontrollit (n=15) dhe grupi i Trajnimit Rezistencë (n=13). Studimi nuk tregoi asnjë ndryshim statistikisht të rëndësishëm në VO<sub>2</sub>max për grupin e kontrollit para-testit të tyre (25,097ml/kg/min) dhe në post-test (23,778ml / kg/min) (p=0,201). Ndërsa tek grupi i trajnuar rezistencë pati rritje të konsiderueshme të (p = 0,01), VO<sub>2</sub>max prej 26,674 ml/kg/min në 30,981ml/kg/ min (p = 0,004). Përveç kësaj, dallimi para, në mes dhe pas testit tek të dy grupet, tregoi se mesatarja VO<sub>2</sub>max në grupin e kontrollit ishte dukshëm më e ulët se ajo e grupit trajnues rezistencë (p = 0,001). Edhe pse jo të gjitha studimet kanë treguar rritje të ndjeshme në VO<sub>2</sub>max pas trajnimit rezistencës, rezultatet e këtij studimi treguan se tetë javë të trajnimit rezistencës ishin të mjaftueshme që të rezultojë në një përmirësim të ndjeshëm në VO<sub>2</sub>max. Prandaj dizenjimi i programeve ushtrimore me pesha në sistemin circuit për trajnim rezistencë merr rëndësi për efektet pozitive që sjell në përmirësimin fizik dhe fiziologjik të organizmit për parandalimin e sëmundjeve në përgjithësi dhe veçanërisht në sëmundjet arterio-koronare. (SHAW, 2005)

Qëllimi i këtij vëzhgimi është për të përcaktuar nivelin e stresit kardiovaskular të nxjerrë nga trajnimi i vazhdueshëm dhe i zgjatur i Circuit Resistance Training (CRT) (GOTSHAK, 2004). Secili nga 11 subjektet janë testuar për të përcaktuar konsumin e oksigjenit dhe reagimin e rahjeve të zemrës nën regjimin submaksimal dhe protokoll maksimal pune rutinë tek një seancë e CRT të përbërë nga 10 ushtrime X 10 përsëritje në 40% të 1 përsëritje maksimum (1RM) për çdo stacion me 4,6 cirkuite të kryer. Stresi fiziologjik i shkaktuar nga CRT në ritmin e zemrës ishte dukshëm me shumë se 70% të maksimumit për 16,6 minuta dhe më shumë se 80% në 12 minutat e fundit. Pavarësisht nga komponenti i madh anaerob në CRT, Vo<sub>2</sub> ishte i

qëndrueshëm në 50% ose më shumë se maksimum në 12 minutat finale. Në makinën vrapuese duke përfshirë grupe të mëdha muskujsh, rriti Vo<sub>2</sub> më shpejt se CRT, ku janë përdorur të alternuara grupe më të mëdha dhe më të vogla të muskujve. Përveç kësaj, në të njëjtën Vo<sub>2</sub> ritmi i zemrës ndryshonte në mënyrë të konsiderueshme në mes të 2 mënyrave të aktivitetit. Ritmi i zemrës në CRT (165) ishte më e lartë se ritmi i zemrës në makinën vrapuese (150) në të njëjtën masë 50% Vo<sub>2</sub>. Këto stërvitje mund të përdoren në një cikël trajnimi të periudhës klasike lineare ose jolineare programi ditor duke synuar qëndrueshmërinë lokale muskulore në kushte intensive kardio-respiratore, të cilat mund të ndihmojnë individët të zhvillojnë tolerancën zgjeruar të mjedisëve fiziologjike, ku kërkesat e larta kardiovaskulare dhe përqendrimet e larta laktate janë të pranishëm (GOTSHAK, 2004).

Përmirësimi i sistemit kardiovaskular nëpërmjet stërvitjes me ushtrimet e forcës është aq shumë i rëndësishëm sa dhe efektet pozitive që vijnë nga vrapimi dhe kjo nuk është aspak shaka (BAYE,1998). Madje vrapimi në vetvete është një aktivitet i varfër dhe i mangët, nganjëherë edhe i rrezikshëm, i limituar dhe i ngadaltë në dobitë për përmirësim kardiovaskular. Çdo numër efektesh pozitive që mund të prodhohen nga vrapimi mund të dyfishohen dhe tejkalohet me përdorimin e duhur, sipas programeve të posaçme të stërvitjes në sistemit circuit të ushtrimeve me pesha për përfitime kardiovaskulare. Ka me qindra emijëra, ndoshta miliona njerëz anekënd, që nuk e kuptojnë ose nuk e besojnë ose nuk e pranojnë këtë fenomen, por thjesht ata janë të painformuar. Duhet të jetë e qartë, se ashtu sikur ka vrapime jo të dobishme pa benefite, ka dhe ngritje peshash të dëmshme dhe pa benefite. Unë jam duke folur në lidhje me përdorimin e duhur të ngritjes së peshave dhe si duhet aplikuar në mënyrë që stërvitja e ushtrimeve me pesha të shërbejë për përfitimin e efekteve pozitive kardiovaskulare në një shkallë që është e pamundur për t'u arritur në vrapime (BAYE,1998).

Ngritja e peshave mund të konsiderohet dhe si trajnim kardio (Kimberly Burdette, NASM Elite Trainer). Një nga programet më efektiv për humbjen e peshës trupore vjen nga stërvitja circuit me pesha, që siç përcaktohet nga NASM, është " kryerja e disa ushtrimeve njëri pas tjetrit me pushime minimale disa sekondëshe në disa seri, ku një circuit është 1 seri". Sa i përket trajnimit kardio me anë të trajnimit rezistencë (RT) të ushtrimeve me pesha në sistemin circuit, mund të konsiderohet një nga mënyrat më të dobishme për përmirësimin e sistemit kardiovaskular dhe fiziologjik të organizmit. Kur kryehen stërvitje kardiovaskulare me anë të ushtrimeve të forcës ritmi i zemrës është i ngritur, duke përdorur oksigjen më shumë dhe për një periudhë të zgjatur kohe deri në përfundim të ushtrimeve në gjithë seritë e cirkuiteve. Kjo sjell gjithashtu një shpenzim të konsiderueshëm kalorish dhe përmirëson dukshëm qëndrueshmërinë muskulare. Shumë nga personat që u morën me këtë stërvitje, kanë rezultate në humbjen e peshës dhe ndjehen shumë mirë në këtë stil të trajnimit. Secili është i aftë për të punuar në bilancin e trupit të tij në maksimizimin e shpenzimit të kalorive në arritjen e qëllimit të përgjithshëm të humbjes së peshës dhe rritjen e performancës fizike (BURDETTE).

Studimet e fundit kanë treguar se llojet e ndryshme të stërvitjes me pesha në sistemin circuit mund të përmirësojnë fitnesin aerobik (GARRISON). Për të qenë në natyrë aerobike stërvitja me pesha duhet të jetë mjaft intensive me periudha shumë të shkurtra pushimi në mes të serive dhe kalimin nga njeri ushtrim tek tjetri, me qëllim për të mbajtur rrahjet e zemrës ngritur vazhdimisht. Studimet kanë treguar se pushimet e shkurtra, stërvitja e rregullt dhe korrekte

sipas sistemit circuit të ushtrimeve me pesha, ul ritmin e zembrës në qetësi, rrit VO<sub>2</sub> max, dhe përmirëson fuqinë aerobike, ndryshe nga trajnimi tradicional kardiovaskular. Është e nevojshme që këto lloje programesh të stërvitjeve me pesha të implementohen në proceset stërvitore nëpër palestrat e fitnessit të drejtuara nga trajner profesionist dhe përveç përfitimeve që folëm më lart, do të ketë përmirësime të ndjeshme në fuqinë muskulare, qëndrueshmëri dhe dendësinë minerale të kockave (GARRISON).

Sistemi Circuit i ushtrimeve me pesha është një lloj trajnimi i rezistencës, që ka pa dyshim përfitime kardiovaskulare (CLARK). Në këtë mënyrë stërvitje kryhen ushtrime me pesha njeri pas tjetrit, shpejt dhe pa pushim për të mbajtur të karikuar stresin në sistemin kardio respirator duke përfituar efektet pozitive të trajnimit të rezistencës dhe të trajnimit kardiovaskular në të njëjtën kohë. Një shembull i trajnimit circuit përfshin 4 ushtrimet e mëposhtme: 1-push ups, 2-single leg squat, 3-standing cable row, 4-lunge to overhead press 3 seri X 12 deri 20 përsëritje, shpejt dhe pa pushime si treguam më sipër. Kjo rutinë ushtirmesh mban lart ritmin e zembrës duke thithur më shumë oksigjen dhe si rrjedhojë digjen më shumë kalori për rënie në peshë për ato që duan dhe formohen muskuj cilësorë duke përmirësuar kështu performancën e fitnessit (CLARK).

## PËRFUNDIME

- Ushtrimet e forcës ndikojnë në nivel optimal në përmirësimin e VO<sub>2</sub>max.
- Duhet të aplikohen programe dhe metoda të posaçme stërvitore të ushtrimeve me pesha në sistem circuit.
- Për përmirësimin e performancës aerobe çdo aplikant duhet të kalojë në 3 faza:  
*Faza e parë*, stërvitja me pesha merr rol parësor, ndërsa vrapimi rol mbështetës.  
*Faza e dytë*, vrapimi merr rol të rëndësishëm, i cili ndikon ndjeshëm në përmirësimin e përbërësve truporë.  
*Faza e tretë* ose faza stabilizuese ka lidhje me rritjen e aftësisë së organizmit për të djegur yndyrnat dhe si rrjedhojë në stabilizimin e peshës trupore.
- Stërvitja në sistemin Circuit të Ushtrimeve me Pesha(SCUP) rrit Vo<sub>2</sub>max tek të rinjtë (20-40 vjeç), ndërkohë që në subjektet më të moshuar (>60 vjet) ka treguar rritje të ndjeshme të Vo<sub>2</sub>max.
- (SCUP) jo vetëm rrit fuqinë dhe masën muskulore, por ofron përfitime të rëndësishme kardiovaskulare për individët më të vjetër.
- Ushtrimet e qëndrueshmërisë dhe ushtrimet e rezistencës mund të përmirësojnë ndjeshëm performancën fizike dhe faktorët e shëndetit tek individët të moshuar.
- Bazuar në sistemin circuit të stërvitjes së rezistencës me ngritjen e peshave të lehta dhe pushime minimale gjatë serive dhe përsëritjeve, mund të jetë një strategji shumë efektive për rritjen e konsumit të oksigjenit, ventilimit pulmonar, forcës dhe kapacitetin funksional duke përmirësuar përbërjen e trupit (body composition).
- Ushtrimet me pesha në sistemin circuit për trajnim rezistence, merr rëndësi për efektet pozitive që sjell në përmirësimin fizik dhe fiziologjik të organizmit për parandalimin e sëmundjeve në përgjithësi dhe veçanërisht në sëmundjet arterio- koronare.
- Përmirësimi i sistemit kardiovaskular nëpërmjet stërvitjes me ushtrimet e forcës është aq shumë i rëndësishëm sa dhe efektet pozitive që vijnë nga vrapimi.



- Duhet aplikuar përdorimin i duhur i ngritjes se peshave, në mënyrë që stërvitja e ushtrimeve me pesha të shërbeje për përfitimin e efekteve pozitive kardiovaskulare në një shkallë që është e pamundur për t'u arritur në vrapime.
- Ngritja e peshave mund të konsiderohet dhe si trajnim kardio.
- Trajnimi rezistencë (RT) i ushtrimeve me pesha në sistemin circuit, mund të konsiderohet një nga mënyrat më të dobishme për përmirësimin e sistemit kardiovaskular dhe fiziologjik të organizmit.
- Pushimet e shkurtra, stërvitja e rregullt dhe korrekte sipas sistemit circuit të ushtrimeve me pesha, ul ritmin e zembrës në qetësi, rrit VO<sub>2</sub> max, dhe përmirëson fuqinë aerobike, ndryshe nga trajnimi tradicional kardiovaskular.
- Është e nevojshme që këto lloje programesh të stërvitjeve me pesha të implementohen në proceset stërvitore nëpër palestrat e fitnessit të drejtuara nga trajnerë profesionistë dhe përveç përfitimeve që folëm më lart, do të ketë përmirësime të ndjeshme në fuqinë muskulare, qëndrueshmëri dhe dendësinë minerale të kockave.

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## PROMOTING A HUMANE ATTITUDE TOWARDS CHILDREN WITH DISABILITIES. BIOETHICAL APPROACH

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### ABSTRACT

In 2022 the authors TOMIĆ, PRSKALO & LORGER conducted and published the results of research on the topic of the child in the Zagreb professional journal *Glasnik* by the Croatian Catholic Medical Society (CCMS) (1991–2021). Although this quarterly journal does not focus on child and childhood research, the authors have shown in their study that the journal is rich in topics about medical and other care for children. In the new paper, the team of authors (TOMIĆ, PRSKALO & KUDEK-MIROŠEVIĆ) continued the research they had started with the aim of pointing out other topics in this magazine that focused on the child. A special empathy towards children with Down syndrome was observed, which was triggered by the discussion on the termination of pregnancy in case of early detection of the syndrome, but also by the indication of the possibility of euthanasia of such children. The authors did not find that the syndrome itself was described in detail in the journal itself. Continuing on this topic, the authors elaborate on the attitude towards a sick child as "damaged goods", which is the result of a rationalistic and positivist view of the world. In this context, several articles in the paper also dealt with the issue of the moral permissibility of euthanasia of sick children. Palliative care should be an alternative to euthanasia, especially in cases of malignant tumors, HIV infection and other severe forms of children's diseases. This form of care should be focused on the quality of life of the child, it should be continuous and broad enough to include the entire family as support. At the end of the article, the authors pointed to various forms of "good practice" concerning the care of children: care during the war in Croatia, opening of facilities intended for sick and disabled children, volunteer visits by medical workers, helping children in Africa and others. In conclusion, the authors of the article note that the journal approaches children, especially those who are ill, from a professional, bioethical and moral standpoint. The contributions published in the *CCMS Glasnik* in accordance with the time when they were created contribute to raising the quality of life of children and young people and sensitizing the medical staff of the children's developmental stage and possible difficulties. This issue raises the question of the future of human civilization, as well as the question of the limits of "choice". Will it be allowed to give birth to only top athletes, scientists, children without genetic defects in the future? Such unfortunate attempts were already a part of recent human history, which modern civilization renounces with disgust.

**Keywords:** bioethics, Down syndrome, educational sciences, euthanasia, palliative care of children, pediatrics

### INRODUCTION

This paper examines the issue of humane treatment of children with developmental disabilities, according to the journal *Glasnik Hrvatskoga katoličkoga liječničkoga društva* (*Newsletter of the Croatian Catholic Medical Society - Glasnik HKLD-a*). It is a quarterly published in Zagreb since 1991 by the mentioned professional association of doctors. KOLIĆ & GALEŠIĆ LJUBANOVIĆ (2022) wrote about the foundation and history of HKLD. In addition to the magazine's bibliography, TOMIĆ (2021a, 2021b) also provided an analysis of the magazine's content and pointed out that in addition to news from the Association, *Glasnik* also contains professional articles. Although *Glasnik HKLD* is not a paediatric journal, it also contains articles on practical care for the quality of life of children and young people, as written by TOMIĆ, PRSKALO & LORGER (2022). They also brought a list of topics in the *Glasnik* that focus on children.

The first part of this article presents some discussions about the attitude towards children with Down syndrome and their right to life. The second part discusses the rights of children with disabilities, and then children and HIV-infections, which was quite relevant at the time when the danger of the spread of this disease was noticed. Ethical aspects of euthanasia of sick children can be found in the fourth part of the article. As an alternative, palliative and other enhanced care for sick children are offered.

### **Children with down syndrome**

Children born with Down syndrome were mentioned somewhat more often in *Glasnik* in the context of termination of pregnancy when the syndrome was detected early, possible euthanasia of such children after birth and discrimination against them in general. The syndrome itself is not described in detail in this journal.

In support of the acceptance of children with the syndrome, the magazine published a letter from Stana Babić, a mother of three children, two of whom had Down syndrome. She describes in detail her experience with medical professionals after finding out that her second child was also sick (BURNSIDE, 2003). Acceptance of children with the syndrome is supported by the experience of an enterprising family that opened a pizzeria in the suburbs of Rome where children with the syndrome worked: "I left last weekend taking my little son Joshua with me, who also has Down syndrome. We entered through cheerful brightly coloured doors, decorated with photographs of children with Down syndrome posing with various Italian celebrities." (LEV, 2005)

BURNSIDE (2006) writes, among other things, about the French doctor and scientific researcher - geneticist Dr. Jerome Lejeune (1926-1994), who was completely devoted to children, especially the ones with Down syndrome. The children understood this and gave him their love. MOYNIHAN (2007) claims that the disease Trisomy 21 in its own way describes the scientist Lejeune who discovered it: "With their slightly slanted eyes, their small nose on a round face and their unfinished appearance, children with trisomy look more like children than other children. Other children have short hands and short fingers, but theirs are even shorter. Their entire anatomy is smooth, without sharpness and stiffness. Their ligaments and their muscles are so soft that they give a slight languor to their whole temper. This cuteness also extends to their character: they are communicative and gentle, possessing a special charm that

is easier to share than to describe. I am not suggesting that trisomy 21 is a desirable condition. It is an inexorable disease that robs a child of the most valuable gift of genetic inheritance: the full power of rational thought. This combination of a tragic chromosomal error and a kind nature immediately shows the essence of medicine: hatred for the disease, and love for the patient." The article continues, claiming that Lejeune and his colleagues turned the surgical department of the Necker Children's Hospital in Paris into one of the largest cytogenetic centres in the world. He studied 30,000 cases of chromosomal changes and treated more than 9,000 children with genetically caused intellectual disabilities. On the other hand, new achievements in prenatal diagnostics led to the termination of more than 90% of pregnancies with Down syndrome in Great Britain in the 1990s. Since 2003, all pregnant women can have a screening test. Middle-class parents, as well as those who choose to have children later in life, are at greater risk of having children with Down syndrome.

In the "Short News" section, the magazine reports on the situation in France regarding children with Down syndrome. The interlocutor of the newspaper *Le Croix* (2006?) claims: "It is terrifying. No other country has made a decision to completely eradicate chromosomal disorders; no other country carries out such an intensive screening." He explains this by saying that "French society is particularly intolerant of handicaps and differences". However, the disability is approached with regret, but without any concrete action. He observed "the prevailing consensus that the child must be normal" and that this is why the French are literally obsessed with prenatal screening (NNA, 2006).

According to data published in the *British Medical Journal* (2009?), the number of children and fetuses diagnosed with Down syndrome in England and Wales has increased by 71% over the past 20 years. They consider this increase to be a direct consequence of the increasing age of women giving birth. At the same time, thanks to the improvement of prenatal screening methods, the number of live births with Down syndrome fell by 1%. If it were not for screening, the number of children with this syndrome would increase by 48%. In addition, it is pointed out that the risk of giving birth to a child with the syndrome is one in 85 for a 40-year-old mother, which is more than a tenfold increase compared to 30-year-old mothers, for whom the risk is one in 940 children (NNA, 2009).

Thanks to more precise and less invasive prenatal tests, children with the syndrome can be reliably detected, so the question has been raised in America whether children with Down syndrome will disappear. Namely, the research shows that 92% of women from developed countries who receive a definitive prenatal diagnosis of Down syndrome terminate the pregnancy, claims Dr. Brian G. Skotko from Children's Hospital in Boston. (NNb, 2009).

### **CHILDREN WITH DISABILITIES**

Children with congenital or acquired disabilities were discussed at a conference in Rome (ŽAGAR, 2009). Then BARBUTO (2004) reflects on society's attitude towards people with disabilities: "But if someone talks about good and bad genes, about genetically acceptable children, about children 'who are good at birth', I ask myself and I ask you: Is the right to exist guaranteed to all? If someone told the father and mother that the birth of a child with a disability

is socially unacceptable because it causes the impoverishment of the nation, would the human rights of that child be respected or would he think only of economic well-being, or, even better, would he think of false welfare of society? Our movement is concerned and appalled by the spreading of contemporary genetics, with its promise of therapy and prevention. New technologies have created very perfect standards that feed on the one hand the desire for an ever more perfect product, a healthy almost perfect child, and on the other hand the social tendency to accept disability, tendency to alcoholism and potential risk for heart disease as a reason for abortion. According to the *Disabled Persons International*, genetic tests significantly contribute to the increase in the number of those who should be 'removed' because they are not good. In short, the claim that there are 'good' and 'bad' genes implies that there are 'good individuals' and 'bad individuals'. And if today the bad individuals, 'those who turned out bad', are only the disabled, in the near future many others will be included in what Giovanna Milano defines as the "biological underclass"

During the audience of the participants of the 23<sup>rd</sup> International Conference of the Pontifical Council for Pastoral Health, RATZINGER (2008) advocates for sensitizing public opinion on the duty to give children all the attention they need for their harmonious physical and spiritual development. A special attention is paid to sick children and those who need special medical treatments. He advocates for the improvement of health care for children in underdeveloped countries. He notes that medicine has made a significant progress in the last 50 years, resulting in a decrease in child mortality, but still four million newborns die every year within 26 days of birth. He reminds that a sick person, and especially a child, understands the language of tenderness and love, expressed through care, patient, and generous service. The mentioned RATZINGER (2009), in his message on the Day of the Sick, addressed specifically sick children: the weakest and most vulnerable human beings, those who bear the consequences of illness on their bodies, those whose bodies and souls have been wounded by conflicts and wars, children "from the streets" left to fend for themselves, hungry and thirsty children without health care... "I want to express here my admiration and encouragement to international and national organizations that care for sick children, especially in poor countries, and contribute with generosity and self-sacrifice to provide them with adequate care with love. At the same time, I make a strong appeal to the leaders of the people to support the laws and regulations in favour of sick children and their families"

In order to sensitize the public to the needs of children at the aforementioned conference, Lozano Barragan states that in the last decade more than two million children were killed during armed conflicts, six million were left disabled, tens of thousands were maimed by landmines and three hundred thousand of them were recruited as child soldiers. More than four million children have died from AIDS. "Poverty," adds Barragan, "remains the root cause of childhood disease. One billion and two hundred thousand people live on less than one dollar a day. Even in the richest countries, one in six children live in poor conditions. ... Two hundred and fifty million children under the age of 15 work, including about 60 million who work in hazardous conditions." In rich countries, "... children and adolescents are left to fend for themselves. ... There is no control on television programs or on the Internet where they surf without any kind of moral guidance. Sex trafficking, paedophilia, violence in schools, crimes, organized gangs,

etc. are a growing phenomenon. ... Many families give up their obligation to educate their children and very often education in schools is reduced to mere information, leaving behind authentic formation" (ĆELIĆ, 2008).

### **Children and hiv infections**

HIV-infections and AIDS as a public health and global problem are phenomena that have been mentioned in *Glasnik* several times and in different contexts, often in the context of talking about sexuality and especially when arguing about sex and health education and the HPV vaccination campaign.

The International Association of Catholic Doctors (FIAMC) launched a project to help children with AIDIS in Romania (1998). The project lasts two years. The purpose is to start the treatment of children suffering from AIDS, to supply necessary expensive medicines and medical devices, as well as to train local doctors and nurses to continue the started work. The project started in Bucharest and spread to four other Romanian cities (HOST, 1998).

In his message for World AIDS Day, BARRAGAN (2004) takes UNICEF, UNAIDS and USAID statistics for the period 2001-2003. The number of children orphaned by AIDS in Africa has risen from eleven and a half to fifteen million. It is estimated that by 2010 there will be more than eighteen million orphaned children in Sub-Saharan Africa for the same reason. The growing number of orphans in Africa is changing the traditional system of accepting such children into other (mostly poor) families. HIV-positive children are the subject of messages, speeches and efforts of several individuals and associations. In 2009, the humanitarian agency Caritas Internationalis appealed to young people around the world to contact governments and pharmaceutical companies through the agency's website so that governments and companies pay attention to the prevention of mother-to-child transmission of the virus and help remove barriers that prevent women and children from being diagnosed and treatment (NNc, 2009).

### **Euthanasia of sick children**

RICHTER (1995) writes that the fruit of the rationalist and positivist view of the world is the destruction of "worthless life". This mentality first began with forced sterilization, followed by the removal of "damaged" children in hospitals, and then the removal of "damaged" adults from mental hospitals and other institutions.

Regarding the permission of euthanasia in the Netherlands for children under the age of 12, the already mentioned FIAMC issued a statement. Members of that association warn of the possible bad outcomes of a "moral descent" which step by step allows the authorities to make decisions about which life is suitable to continue living, which will result in violence and discrimination (GIGLI, 2004).

*Glasnik* describes the case of Andrew Wragg in England, to show that judicial consideration of "mercy killing" contributes to the acceptance of euthanasia. Wragg's ten-year-old son Jacob suffered from a degenerative disease, Hunter's syndrome, and had numerous physical defects.

On 24 July 2004, his father smothered him. After that, he called the police and said that he had killed his son. The prosecution argued that Wragg's act was a "selfish killing" because he could no longer cope with caring for the boy. Judge Anne Rafferty stated that the case was "exceptional" and that there was nothing to be gained by sending the father to prison. Wragg was given a suspended prison sentence... Muriel Gray, a reporter for the Scottish *Sunday Herald* observed on 18 December that Jacob was "innocent except for having been born with a chromosomal defect". Jacob suffered because of his illness, but the judge focused more on the parents' suffering, Gray said. He goes on to note that the judge justified the father's decision to kill his son, even though the father did not take care of him. Wragg's wife took upon herself the burden of caring for Jacob. The meaning of the verdict, Gray continues, is that "the lives of our handicapped children are less valuable than the lives of physically healthy ones"... The Irish daily *Examiner* of 9 September 9 2005, reports on a study from the Erasmus Medical Centre in Rotterdam which shows that doctors help hasten the death of sick children in various ways, sometimes operating on the fringes of the law. The research was published in the September issue of *Archives of Paediatrics and Adolescent Medicine*. During the four-month period, the deaths of sixty-four sick children were considered. In 42 cases, doctors' decisions that could hasten death were involved. *The Associated Press* reported on 29 September 2005 that the Dutch government intends to expand its euthanasia policy, providing guidelines for when doctors can end the life of terminally ill newborns with parental consent. The guidelines were drawn up in 2004 by doctors at the Medical Centre of the University of Groningen. They considered allowing euthanasia in cases where the child is terminally ill with no prospect of recovery, when he/she is in great pain, when two teams of doctors agree that the condition is hopeless, and when the parents give their consent. The 10 December 2005 edition of the *British Medical Journal* provides even more details about the changes to the Act. Doctors who terminate the lives of infants will be tried by a chamber of medical and legal experts, to which all cases must be reported. Ending the life of infants will remain illegal, but if doctors adhere to established criteria, they will most likely not be prosecuted. According to a medical journal, since 1997, 22 cases, in which doctors ended the lives of newborns, were reported to the public prosecution. After two test cases ended in acquittals in the 1990s, all other proceedings were suspended (NNb, 2006).

An article advocating the euthanasia of young children was published in *The Hastings Centre Report*. The article is entitled "Ending the Life of a Newborn: The Groningen Protocol", (LINDEMANN, H. & VERKERK, M. 2008: January-February: 42-51). This protocol originated in the Netherlands and is named after the hospital from which it originated, and it provides five conditions that must be met in order to euthanize a child. These are: 1. diagnosis and prognosis must be certain, 2. hopeless and unbearable suffering, 3. hopeless and unbearable suffering must be confirmed by another doctor, 4. both parents must give informed consent and 5. the procedure of killing the child must be carried out, "in compliance with accepted medical standards". The authors of the article make some initial requirements. First of all, they say that the protocol does not apply to young children who die, but refers to children "who are not in mortal danger" (NATIONAL CATHOLIC BIOTIC CENTRE, 2008). In the rest of the article, the conditions for euthanizing children are problematized.

## **Palliative care of children**

At the symposium "Ethics and palliative medicine" and the accompanying presentation, Stepan-GILJEVIĆ & BUTKOVIĆ (2011) presented the bioethical aspects of palliative care in paediatrics. They pointed out that this care is necessary in the case of malignant tumours, HIV infection, cystic fibrosis, severe gastrointestinal malformation (e.g. gastroschisis), epidermolysis bullosa, severe immunodeficiency, kidney failure with dialysis and transplantation, chronic respiratory failure, muscular dystrophy, mucopolysaccharidosis and other storage diseases, severe chromosomal anomalies (trisomy 13 and 18), severe form of osteogenesis imperfecta, severe forms of cerebral palsy, neurological sequelae of infectious conditions, hypoxic anoxic brain injuries. Which symptoms require the intervention of palliative medicine in childhood? First of all, in the case of pain that needs to be treated multimodally. The experience of pain can be greatly influenced by the environment in which the child lives: the family, the community with cultural characteristics, and previous physical and psychosocial development and behaviour. Palliative care for children should be broad and comprehensive. It should be started as soon as the diagnosis of an incurable disease is made, and not until a patient reaches the terminal stage of the disease. The transition from curative to palliative medicine is not a moment, but a process. Palliative care involves the transition from a chronically ill child to a terminally ill one. Sometimes palliative care is equated with euthanasia. Euthanasia is an active procedure that leads to the end of life, while palliative care leaves the disease to take its natural course while improving the quality of the rest of life with physical, psychological and spiritual help. The support provided by palliative care must be directed towards a child, but also parents, brothers, sisters, peers, and it should be continuous. The primary interest is the quality of life of a child. In a report from the annual meeting of the Swiss Association of Catholic doctors, it is mentioned that Dr. Judith Uohlinger-Walter presented her experiences in the intensive care unit on monitoring the parents of dying children (MAUČEVIĆ, 1992).

Caring for terminally ill children is certainly one of the most difficult jobs for medical staff, which places them in an insurmountable discrepancy between what they have learned in the process of socialization, the social values they have adopted, the expectations of the environment they are in, and the objective possibilities of action are at their disposal (BRKLJAČIĆ ŽAGROVIĆ, 2009).

VOKIĆ (2011) conducted research on palliative care for children among medical staff in Zagreb hospitals. She showed how a large number of health personnel meet seriously ill children and terminally ill children; healthcare workers do not have enough knowledge of palliative care, so it is important to educate them within their institutions. It would be useful to introduce palliative care courses in secondary health schools and in college education. Based on the assessment from the work experience of healthcare professionals, a high percentage of patients need palliative care and hospice. Since Zagreb is a city of millions and that seriously and terminally ill children come to its hospitals from all over Croatia, it is necessary to build a hospice, which will include a children's hospice department.



## Specific care for children

*Glasnik HKLD* reports on various forms of care for children, especially for those who are sick or otherwise at risk. The words from the Hippocratic Oath about a special attitude towards the children of fellow doctors give impetus to this effort (ŠVAJGER, 1996). In addition to the legal regulations of the respective country and the rules of moral behaviour, the WORLD MEDICAL ASSOCIATION (2000) drew attention to the health care of children. At the beginning of 1999, the *Ottawa Declaration* on Children's Rights to Health Care was adopted. Although the preface of this declaration admits that in most countries of the world there are not yet conditions for its full application, every doctor who will work with children anywhere in the world in the coming years will have to keep in mind most of the stated principles - if not as an immediately achievable goal, then at least as a guide to where to go. The declaration is divided into two parts (general and special principles). The general principles emphasize that every child has an innate right to life, as well as the access to resources and institutions for health improvement, disease prevention and treatment, and health rehabilitation. Special principles contain instructions regarding the quality of care, freedom of choice, consent and self-determination, availability of information, confidentiality, admission to hospital, child abuse, health education, patient dignity, religious assistance.

At home, *Glasnik* reported on the care of children during the last war in Croatia. Donations of baby food (regular and diet ones) were followed, which were passed on to sick children at the *Institute for the Protection of Mothers and Children* in Zagreb (NN, 1992). During the war, *Diakonija* Pharmacy distributed baby food and baby cosmetics (BENCIĆ, 1993). Marija Matić reports on a visit to children and mothers from Glina, Jukinac, Viduševac, Nuštar, Marinci, Vinkovci, Topusko housed in the *Home for the Education of Children and Youth* in Zagreb's Folnegović area. Physical examinations (general and dental) were carried out on a voluntary basis. Additional attention was paid to the children, and they happily awaited new visits, which were not missed (MATIĆ, 1992; 1997).

In 1995, *St. George Health Centre* was opened in Đurđevac intended for the children of that city and its surroundings, and primarily for sick and disabled children who were the victims of the war. The opening ceremony was reported in *Glasnik* (BUNETIĆ, 1995). Children from Elementary School "Kaptol" in Zagreb, in agreement with the school principal and with the help of medical staff, performed a program for patients in several nursing homes and in Zagreb hospitals (NN, 1995). Medical workers also visited sick children in *Klaićeva Hospital* and children in Goljak Special Hospital on the Day of the Sick in 1996. The following year, they collected toys for the Day of the Sick and gave them to children in special institutions or hospitals (GAZIBARA, 1997). Young people visited the Home for neglected children in Brezovica. Among the members, there is an interest in voluntary help in working with children (BILIĆ, 1997). In Split, members visited sick children at the *University Hospital Children's Disease Clinic* and donated food, cosmetics, and toys (BUČAN, 1998).

*The family counselling centre* in Zadar also takes care of children. In 1997, it was reported that two groups of children (86 in total) stay in the playroom for several hours every day under the professional supervision of a teacher (PERINČIĆ, 1997). The Caritas counselling centre in

Rijeka was also mentioned. It foresees the care of mothers with children (1997). They are preparing a course that will deal with preschool children: upbringing, health, psychological development, nutrition, learning. They visit children's homes and other homes and provide organized help to children with learning difficulties in the form of free tutorials in mathematics, Croatian, English, computer science and others (HOST, 1997).

Special attention was drawn to the renovation of the Caritas *home Centre for occupational therapy and rehabilitation "St. Vinko Paulski"*, Čakovec Branch, for severely ill children who do not have the option of other accommodation. The home is supplied with food, necessities for children, disability aids, and salaries for employees from the headquarters in Zagreb. In 1998, eleven children with cerebral palsy stayed there during the day. Several of them also had epilepsy, and one was blind. They were cared for by a professional team of nurses, a physiotherapist, a neuropediatrician, a cook, and volunteers. "All of us who work at the Home, either as professional employees or as volunteers, do our work with love, but also with special passion. We managed to infect many people from our environment with it. A small Međimurje village decided with its cultural and artistic society to start a chain of charity concerts, the proceeds of which go to our benefit. Some good people deliver food to us continuously, every month, and others give up part of their fees and pay it for our benefit. Our Home has become a bright spot in our city, a meeting place for those who need help and who seek it. It is a place where the border between health and illness fades, where we all try to embrace and love each other." (JAČMENICA-JAZBEC, 1998) On the fifth anniversary of its existence (1996-2001), the home and its manager, paediatrician-volunteer, Dr. Verica Jačmenica-Jezbec, received the Golden Plaque "Coat of Arms of the City of Čakovec" (NN, 2001).

Dubravka LIPOVAC (2006), paediatrician, volunteered in Benin in 2005 and described her experiences working with children as a doctor. She states that in Benin, about 15 thousand children work in quarries, about 50 thousand as slaves in Benin and the surrounding countries. Education is not compulsory and is otherwise expensive. About 37% of children are malnourished due to poverty. "People, especially children and young people, amazed me with their physical beauty. But I was even more taken aback by their attention, their desire to help in different situations and their expression of happiness and satisfaction when someone gives them a hand or pats a child on the head." As a specialist doctor in children's diseases, I should mention what impressed me most about health care, especially in the protection of children... A child will not be admitted to the hospital if all the costs of examination, treatment and admission to the department have not been previously paid. Often our waste is more luxurious than what belongs to the equipment of health institutions in Benin. These institutions are above all humane. I visited two children's dispensaries organized and located in the houses of missionaries. Women give birth to an average of six children, of which, depending on the place of birth, a third, and sometimes even a half, die. Many of them are not registered when they are born, let alone when they die... 150 to 200 thousand, mostly women and children, suffer from AIDS. It is estimated that 50 people are infected with the HIV virus every day. Of the other diseases, the most common are malaria, acute respiratory diseases, infectious intestinal diseases (dysentery and salmonellosis), invasions by intestinal parasites, tuberculosis, etc. Recently, a disease has appeared that replaced leprosy, the so-called "ulcer de Burulu", which is fatal if

treatment does not start on time." In 2010, Lipovac received the Lifetime Achievement Award for the Promotion of Children's Rights from the *Ministry of Family, Veterans and Intergenerational Solidarity* on the UN Convention Acceptance Day on the rights of children (NN, 2010).

Sister Bonifacija Barun tried to sensitize the medical staff to help children in Zaire with her lecture. Hospitals, maternity hospitals and orphanages are full of children without one or both parents. Educating children and young people is the only way to get out of indescribable misery. Annual primary school education for one child is 50 euros, high school 100 euros, higher education 150 euros (PERAICA, 2011).

In the report from Slavonski Brod, it is said that before Christmas 2005, doctors visited the Home for neglected children in Slavonski Brod. They presented the children with gifts and clothes that they had previously collected themselves. After that visit, an educational lecture in the field of sexual education was arranged for the residents of the Home, and Dr. Marija Ivanko, specialist in school medicine, gave them a lecture entitled "Reproductive health and sexual diseases in adolescents" in March 2006 (MARTINOVIĆ-VLAHOVIĆ, 2006).

Doctors from Požega occasionally visit the sick and poor. They helped transport children to the hospital and to rehabilitation (BRKANIĆ, 2007). In 2006, doctors in Zagreb created a mental health protection program for traumatized children and submitted it to the Ministry of Labour and Social Welfare for approval. In case of a positive decision on financing, they intend to implement the program with children and teachers in Vukovar." (KOCIJAN HERCIGONJA, 2007).

## CONCLUSIONS

In this paper, it has been sufficiently demonstrated that the care of terminally ill children - as well as the care of children with permanent genetic or other disabilities - is a great challenge both for children themselves, for their family and for the medical staff, both economically and morally. The authors of the presented articles pointed to a large gap between the proclaimed principles and social values on the one hand and social and economic opportunities on the other. In this dichotomy, the authors of the article in *Glasnik* mostly advocate for the preservation of life, even the wounded one. They stand for the fact that life once conceived, regardless of its state of health, should not be violently terminated (euthanasia), but should be humanely brought to its end. It is necessary to leave the disease to take its natural course while striving for the possible quality of the rest of life with physical, psychological and spiritual help, both for sick children and their environment (palliative).

The articles presented here aim to sensitize public opinion about the needs of sick children, including those children who need special (i.e. expensive) medical treatments. They strive to further sensitize the public to the need for a suitable environment for the harmonious physical and spiritual development of children. The authors are appealing to people around the world to call on governments and pharmaceutical companies to pay more attention to disease prevention in children and to help remove barriers that prevent children from being diagnosed and treated.

The authors warn that the screening performed in the prenatal and postnatal age points to the intolerance of modern societies towards disabilities and differences. New technologies have formed perfect standards that go after an ever more perfect product, i.e. an almost perfect child, and then consequently remove the "biological subclasses". A technologized, rationalistic and positivist view of the world results in the removal of "defective goods". The authors ask whether economic interests can prevail over ethical ones, whether existence is guaranteed to all or only to those without fault. Are technicism, rationalism and positivism turning into violence and discrimination?

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## AUTISM SAVANT AND POLYGLOTISM, A CASE STUDY

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### ABSTRACT

Autism was described in the late nineteenth century, in 1887 at a conference in London by John Lang Down, before the term autism was used. DOWN (1887) explains the condition as "developmental delays" referring to those who speak in the third person or do not speak, have difficulty entering into a relationship and maintaining it over time and who often have had a typical development and then regress in their abilities.

In the same paper, Down explains the "savant syndrome", a condition that is distinguished by the great abilities of a person in a specific field such as, for example, music or mathematics, while also presenting behaviors that will subsequently be defined in the DSM criteria of the Disorders of the Autism Spectrum. Savantism has a spectrum of prodigy allocating each and every realm its attributes: prodigious, splinter and talented savants. (TREFFERT, 2005). A hardly present trait by the vast majority of savants is polyglotism by means of which the mastery of multiple foreign languages is demonstrated without formal instruction. (SMITHSIMPLI, & SMITH 1996; NETTLEBECK & YOUNG, 1999).

This article aims to describe a case study of a 13 years old boy with Autism Spectrum Disorder diagnosis that speaks fluently eight languages, 5 of them without formal instruction. Using the qualitative approach, we will describe the autism savant condition, the functioning of this particular brain, and the story of learning 8 languages.

**Key words:** autism, savant, polyglotism, foreign language, brain function

### INTRODUCTION

The best-known autistic savant is a fictional one, Raymond Babbitt, as portrayed by Dustin Hoffman in the 1988 movie Rain man. However, the original inspiration for the savant portrayed in Rain man was a now 57-year-old male who has memorized over 6000 books and has encyclopedic knowledge of geography, music, literature, history, sports and nine other areas of expertise (PEEK & HANSON, 2008).

Autism was described in the late nineteenth century, in 1887 at a conference in London by John Lang Down, before the term autism was used. DOWN (1887) explains the condition as "developmental delays" referring to those who speak in the third person or do not speak, have difficulty entering into a relationship and maintaining it over time and who often have had a typical development and then regress in their abilities.

In the same paper, Down explains the "savant syndrome", a condition that is distinguished by the great abilities of a person in a specific field such as, for example, music or mathematics, while also presenting behaviors that will subsequently be defined in the DSM criteria of the Disorders of the Autism Spectrum Disorder. Savantism has a spectrum of prodigy allocating each and every realm its attributes: prodigious, splinter and talented savants (TREFFERT, 2005). A hardly present trait by the vast majority of savants is polyglotism by means of which the mastery of multiple foreign languages is demonstrated without formal instruction. (SMTSIMPLI, & SMITH, 1996; NETTLEBECK & YOUNG, 1999). "You don't need to be disabled to be different, because everybody is different." Indeed, the words of Kim Peek, the world's most well-known savant, reveal much about the uniqueness of disabled savants in certain fields of expertise.

Savant syndrome is a rare, but extraordinary. As many as one in 10 persons with autistic disorder have such remarkable abilities in varying degrees, although savant syndrome occurs in other developmental disabilities or in other types of central nervous system injury or disease as well. In 1887, 'idiot' was an accepted classification for persons with an IQ below 25, and 'savant', or 'knowledgeable person', was derived from the French word *savoir* meaning 'to know'. Down joined those words together and coined the term idiot savant by which the condition was generally known over the next century. In the interest of accuracy and dignity, savant syndrome now has been substituted and is widely used. Savants are individuals who show marked genius in particular areas of expertise yet lag in other equally important domains. Their minds tend to focus on just one single activity to the exclusion of all other ones (TREFFERT, 2005; SMITH & TSIMPLI, 1996).

People with Autism Spectrum Disorder that are contemporarily with Savant Syndrome correlated to polyglotism are even more rare (2 % of all cases of autism savant). Learning foreign languages is not just a more developed skill in specific children, but also an opportunity for them to develop different areas of their brain. A recent Science Daily article, published in the journal *Child Development*, shows that learning a foreign language or becoming bilingual can improve a range of cognitive processes, including attention and behavior control, and improve memory. thinks the cognitive function of the brain is increased because its ability to communicate in two different languages means it trains it to be able to switch quickly and smoothly between two mental modes. Over time and training, this transition between the two language systems can improve the cognitive performance of the brain as a whole in people with Autism Spectrum Disorder and other conditions.

This article aims to describe a case study of a 13 years old boy with Autism Spectrum Disorder diagnosis that speaks fluently eight languages, 5 of them without formal instruction. Using the qualitative approach, we will describe the autism savant condition, the functioning of this particular brain, and the story of learning 8 languages.

## **MATERIALS AND METHODS**

Qualitative approach is used to describe and analyze through a unique or a few samples a phenomenon that is very rare. The qualitative approach is used for this study, by a detailed



description of a case study. The sample is a 13 years old boy with Autism Spectrum Disorder, Savant Syndrome and polyglotism competences. The methods used for this study are qualitative: observation, description, interviews and self-reporting information.

### **CASE STUDY- ANDI, A 13 YEARS OLD BOY WITH AUTISM, SPEAKING FLUENTLY 8 FOREIGN LANGUAGES**

The case study represents an accurate method to discover through observation and interviews a special mind of a 13 years old boy with Autism Spectrum Disorder that speaks fluently 8 foreign languages: Albanian, French, Italian, English, Spanish, Portuguese, polish and Turkish. Through the description, we will consider the family background of Andi, his development through the years, the brain functioning and IQ and the foreign language acquisition, both formal (structured) and informal (natural environment).

#### ***Family background***

Andi's family is composed by his parents and his older sister. His parents are both teachers, but none of them is a language teacher. His older sister is 17 years old and she doesn't have the same abilities correlated to foreign languages. Andi loves all the members of his family, but has a special bond with his father. Since he was 2 years old, he used to do different things with his father and always felt attached with him. His family discovered the Andi's diagnosis: Autism Spectrum Disorder at the age of two, but they couldn't imagine that Andi could also have very special abilities correlated to languages, even if they heard him talking in English before talking in Albanian. His family is very open minded and willing to engage him in all family activities.

#### ***Child foreign language development during kindergarten***

Andi was born premature and his mother explains difficulties during pregnancy. At 9 months, Andi started using the first words and they were all in English. The parents were very careful to not let him pass much time using mobile or tv, except for listening to kids songs. They soon discovered at 18 months that he was very interested in books in foreign languages and in foreign language songs. He started repeating the words of songs not only in English, but also in Italian and Spanish, even when he listened to that song for only two times.

He started to read words and phrases in Albanian, English, Italian and Spanish at the age of two and he could read even the words that were difficult to read (composed words, complex phrase structure). He seemed to understand even the significance of words in foreign languages that were not associated to images.

Andi had great difficulties especially in kindergarten. He could not handle loud noises, wall images and particular textures. For him was very difficult to create a contact with other children. He stayed in his own during all the activities of kindergarten, except the moment when they danced with foreign language songs. He was the only one in the group that could remember and repeat all the words. His pre-school teacher was very surprised when she putted on a song in

polish, and after listening it two times, he could repeat it without a pronunciation mistake. The same happened during listening to French songs.

### *Child foreign language development in school years- formal learning*

Formal learning is used to structure the process of acquisition. The method used for teaching influences the process of acquisition. Anyway, it depends on the abilities of the specific child to learn, independently by the method that is used.

Andi started the first grade and the teachers thought that he could not be able to learn, considering the curricula processing of the class. They thought that he needed a slower process. During the years, it came out that this was not true. He can actually learn faster than the rest of the class.

We observed Andi during French lessons, in the classroom for a week. We will describe the two observations, considering the process of learning of his particular mind.

**Masculine and Feminine in French**  
with Emily and Sammy

In French, words that are **masculine** or **feminine** are distinguished by the use of the words **le** or **la**.

When you say a **feminine** word in French, you use **la** in front of the word.

**Feminine:**

- la fille = the girl
- la mère = the mother
- la femme = the woman
- la maison = the house
- la pomme = the apple

When you say a **masculine** word in French, you use **le** in front of the word.

**Masculine:**

- le garçon = the boy
- le père = the father
- le chien = the dog
- le bébé = the baby
- le facteur = the mailman

Finish the sentences below by adding the words **le** or **la**.

- 1) \_\_\_\_\_ garçon parle avec \_\_\_\_\_ fille. The boy is talking to the girl.
- 2) Sammy parle avec \_\_\_\_\_ mère d'Emily. Sammy is talking with Emily's mother.
- 3) Emily promène \_\_\_\_\_ chien. Emily is walking the dog.
- 4) \_\_\_\_\_ bébé boit du lait. The baby is drinking milk.
- 5) \_\_\_\_\_ pomme est tombée de l'arbre. The apple fell from the tree.
- 6) \_\_\_\_\_ facteur distribue le courrier à \_\_\_\_\_ maison. The mailman delivers the mail to the house.

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Fig.1 Difference between French and English on masculine and feminine nouns

### **Observation 1**

Andi was sited at the second row. He was very concentrated and continuously looked at the table. The teacher was explaining masculine and feminine in french language, as observable in Fig.1 below. Knowing that actually the children are very familiar to english language due to use of mobile phone and YouTube videos, the teacher decided to confront it with English examples, in order to present the difference between french and english. Andi was particularly interested in this difference and he immediately started to find other nouns that could match these ones used during the explanation.

### **Observation 2**

Andi was sited at the second row. He was very concentrated and continuously looked at the table. The teacher was explaining how to describe daily activities in french as part of developing communicative competences. Andi found it very simple to describe his day and sometimes he used phrases that teacher reported very sophisticated, considering his age. However, it was difficult for him to understand the request: “Describe your day!” For him, to describe his day, meant to describe what was happening at the actual moment, and not before. After he understood through an example that teacher wrote in the table (visive model), he could describe his daily activities without difficulties.

### ***Child foreign language development in school years- informal learning***

Andi was part of a two-week summer camp with his family, other families with a child with Autism Spectrum Disorder, organized by a polish group of specialized pedagogists in development disorders. During the daily activities, they talked to each other in polish language, to have a better understanding and for the rest of the group like parents or albanian staff in english or in italian. Since the first day, Andi was very curious about this new language. He started to ask the polish group about specific words and simple structured sentences. The second day he remembered all that they said the previous day and started practicing simple structure sentences. The pronunciation was exactly the same as the one he heard from them. They gave him a small vocabulary with simple everyday phrases from polish to English. He stayed all night awake to practice and in a week, he started to communicate with them in polish language. Everyone was surprised by his pronunciation and by the fact that he didn't just repeat the words and phrases they taught him, but he started adding other words.

### ***Brain functioning***

Due to technologies missing, we could not present the view of Andi's brain, but we will present the images of an Autism Savant that is well known in international scientific literature, the brain of Kim Peek. As we can see in Fig. 2, the first image represents a typical brain. We can notice the corpus callosum with anterior and posterior commissures, a structure that connects the two hemispheres: the right hemisphere is responsible for creativity and emotions and the left one for thinking, language etc. and cerebellum, a brain structure that helps to coordinate and regulate a wide range of processes in brain and body (HINKLEY *et al.*, 2012).

As we can see from the image, these structures seem different in the brain of Kim Peek. His brain shows smaller cerebellum, as well as missing corpus callosum and the anterior and posterior commissures. These differences, not only in the way of functioning, but also in the brain structure represent an explanation about the reasons why some people with savant condition, have a different way of learning foreign language.

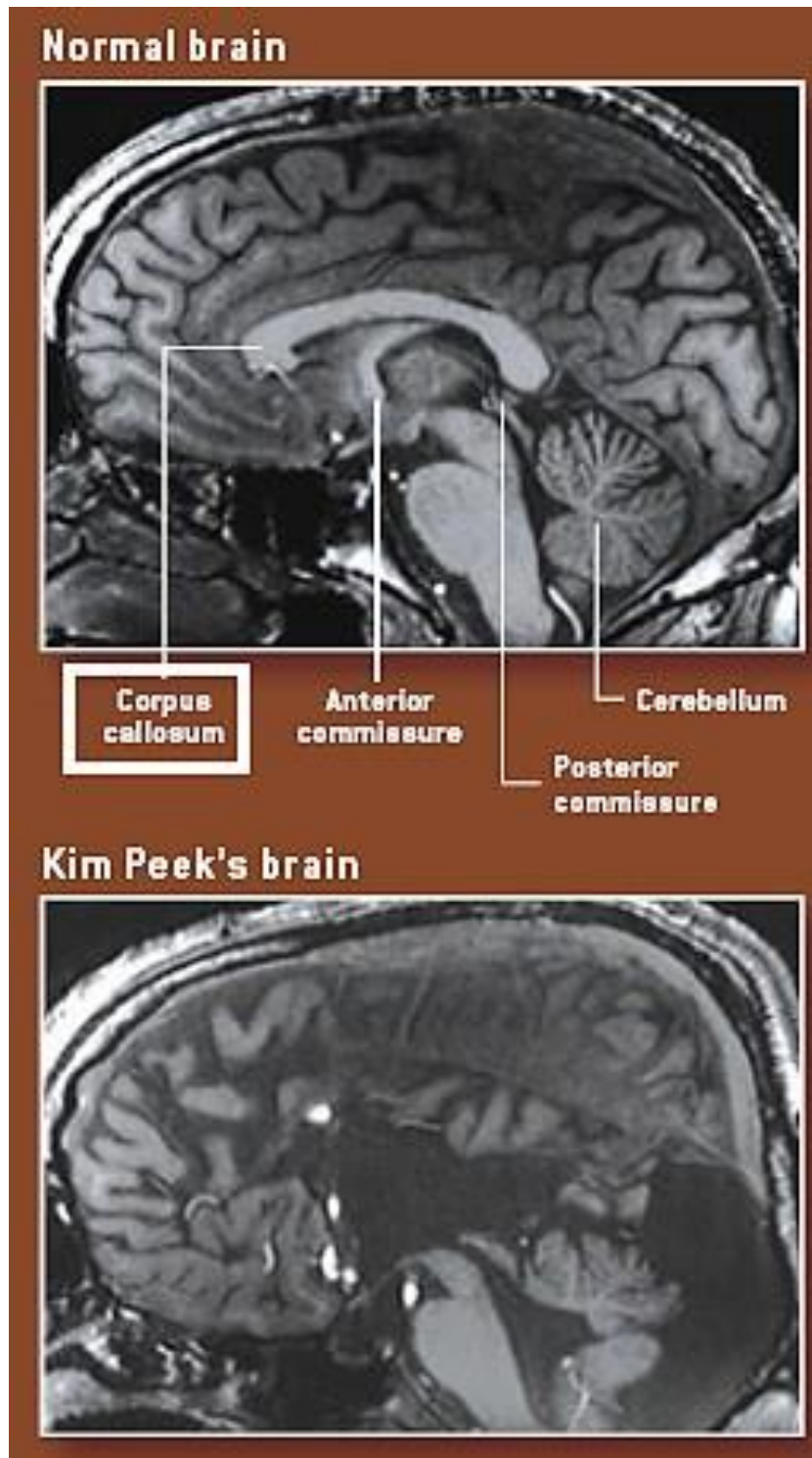


Fig 2. Typical brain (top) vs Kim Peek's brain (bottom)

## CONCLUSIONS

"Savant syndrome" is a condition that is distinguished by the great abilities of a person in a specific field such as, for example, music or mathematics, while also presenting behaviors that will subsequently be defined in the DSM criteria of the Disorders of the Autism Spectrum Disorder. Savantism has a spectrum of prodigy allocating each and every realm its attributes: prodigious, splinter and talented savants. (TREFFERT, 2005). A hardly present trait by the vast majority of savants is polyglotism by means of which the mastery of multiple foreign languages is demonstrated without formal instruction. (SMTSIMPLI & SMITH, 1996; NETTLEBECK & YOUNG, 1999).

The brain of someone with Savant Syndrome is very different from a brain of a person with a typical development. These differences, not only in the way of functioning, but also in the brain structure represent an explanation about the reasons why some people with savant condition, have a different way of learning foreign language. In this study, we have presented the case of Andi, but we are aware that not all savant syndrome people have the same characteristics, because as Kim Peek previously affirmed: "People are not different because of their disabilities, but because of their uniqueness".

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## **THE PRINCIPLES OF SOCIAL WORK IN THE EUROPEAN MODEL ADAPTED TO THE ALBANIAN CONTEXT**

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### **ABSTRACT**

The process of integration into the European Union is considered a national strategic priority of the Republic of Albania, and the process entered an important phase when in June 2014 the European Council granted the country candidate status.

Obtaining the status of a candidate country and the opening of negotiations for membership is inevitably accompanied by the adaptation of legislation and the undertaking of reforms for alignment with the EU, among others in the field of social services.

The aim of this paper is to scrutinize the extent of implementation of the European social model principles on the Albanian context.

The new legislation and the reforms adopted, the official reports on the matter and the statistical data, are the sources analyzed for this purpose.

**Key words:** social care services, welfare models, deinstitutionalization, decentralization, inclusion.

### **INTRODUCTION**

The process of integration in the European Union (EU) is considered a strategic national priority for Albania and leads the government agenda.

The first moment in the political and legal process of adhesion is the year 2006, when Albania signed the Stabilization and Association Agreement (SAA) with the EU. After the entry into force of SAA in 2009, Albania presented its official application for membership of the EU. A very important step in the integration process was made in June 2014, when the Council of Europe granted to Albania the status of candidate country for EU membership. In 2018 the European Commission issued an unconditional recommendation to open accession negotiations, and in March 2020 the members of the European Council endorsed the General Affairs Council's decision to open accession negotiations with Albania (EUROPEAN COMMISSION, 2021).

During this long process of integration Albania has implemented important reforms on functioning of democratic institutions and Public Administration, rule of law, economy and finances.

Following the recommendations of European Commission, reforms are also adopted in the field of social protection and inclusion, between others, the National Social Protection Strategy 2015 – 2020 (extended until 2023), the adoption of Law 121 / 2016 “On social care services in the Republic of Albania”, and the Territorial and Administrative Reform – TAR (2014) which foresees another step on the decentralization of social care services.

The aim of this paper is to scrutinize the extent of implementation of the European social model principles on the Albanian context. First the question of an EU model is discussed. Despite the fact that exists different European Social Welfare models, there are some generic common principles that lead the provision of social care services. Than the issue of the adoption of these principles to the Albanian context is discussed. The new legislation and the reforms adopted in country, the official reports on the matter and the official statistical data, are the sources analyzed to determine the level of implementation of European principles in the field of social care services.

### **The European model(s) and principles**

The evolution of modern social policies has been characterized by some basic trends, as the organization of institutional responses to welfare problems, growing presence of the state, increase in social spending, affirmation of social rights and of the principle of the collective protection of well-being (BORZAGA & FAZZI, 2005). However, the empirical indications show the existence of very different ways through which the states have responded to the problems of social protection.

The analysis of social policy models dates back to the works of Richard TITMUSS (1958), who identifies three models:

- *Public assistance model*, characterized by temporal interventions only in case of necessity;
- *Industrial achievement* – performance model, in which the level of protection are proportional with the individual performance of the workers;
- *Institutional redistributive model*, characterized by universal protection for the citizens.

The study of the types of welfare systems became an object of renewed interest in the nineties. GØSTA ESPING-ANDERSEN (1990) identifies three types of social policy that substantially correspond to the models proposed by Titmus, which are however defined differently:

- *Liberal model*, characterized by the presence of social assistance programs, whose disbursement is subject to “means testing” (Ireland, UK);
- *Conservative – corporative model*, is centered on the social protection programs for workers and their families (continental Europe);
- *Social Democratic model*, in which the social protection is considered a civil right, with benefits of universal coverage paid automatically when the various risks occur (Scandinavian countries and Holland).

The typology of Esping-Andersen has been greatly appreciated, but the comparative analysis of social policies has led to the expansion of the known typologies. The first result of the expansion of the models is the identification of the Southern European.

FERRERA (1996) includes a fourth model that defines as the *Mediterranean family*. This is a mix type of model, with occupational social protection logic on one side, and National Health Services of universalistic vocation on the other side (Italy, Spain, Portugal, and Greece).

Another one is the *model of ex-communist countries* characterized by a process of social policy liberalization. The social policy systems of the ex-communist countries were characterized by a very strong presence of the state which formally absorbed by itself the functions of protection and security. After 1989 most of these countries had to start a process of transformation of national welfare regimes which included the liberalization of social policy (BORZAGA & FAZZI, 2005).

So, private pension schemes and health insurance have been introduced. Clinics, kindergartens, private residential structures have multiplied, whose access is reserved for those who have a medium-high income (HAGEMEYER, 1999).

Despite the process of liberalization, the existence of levels of protection and the minimal share of social spending made it possible in these countries to manage the transition without producing an extinction of protection measures. In this way, the ongoing transition processes led to hybrid models that place themselves in a position of continuity rather than a break with the communist past and with the pre-existing system of guarantees (GOTTING, 1998).

Even with the existing differences of ways through which the European states have responded to the problems of social protection, there can be identified four main areas of social policy intervention: 1) social insurances, including the pensions (of retirement, invalidity, etc.); 2) health care system (including primary, secondary, and tertiary health care services); 3) employment politics, divided in passive (unemployment benefits, etc.) and active politics (training and formative professional courses, etc.); 4) the social care including cash transfers (social assistance or “ndihma ekonomike” and disability benefits or “pagesa për aftësinë e kufizuar” in the case of Albania), and the social care services.

Defining what are the social care services, the Council of Europe (2010) also describes the principles on which they are based: “person-oriented, designed to respond to human vital needs, generally driven by the principle of solidarity, they contribute to safeguarding fundamental rights and human dignity, non-discrimination and to ensuring the creation of equal opportunities for all, enabling individuals to play a significant part in the economic and social life of the society.”

In resonance with this description, the European Association of Schools of Social Work (EASSW) lists the main social work values and principles: respect for the inherent worth and dignity of human beings, doing no harm, respect for diversity, upholding human rights and social justice.



### **Adaption of principles to the Albanian legislation**

After the fall of the communist regime in 1991, Albania launched a series of structural reforms. Social protection was among the aspects of socio-economic life, where institutions were not consolidated. Law No. 7491, dated 29.4.1991 “On Constitutional Main Provisions”, in the quality of the basic law, provided the fundamental principles that respects human dignity, rights and freedoms, the free development of human personality, equality before the law, social justice, social support and pluralism are the basis of this state, which has the duty to respect and protect them”. In this way “social protection” was guaranteed at the constitutional level (OSMANAJ & CELA, 2020).

The present Constitution of Republic of Albania, adopted in 1998, that succeeded the “Constitutional Main Provisions”, recognizes and guarantees the social rights in three articles of its Chapter IV “Freedoms and economic, social, cultural rights”. Article 52 states “the rights of citizens to social security in old age or in case of disability to work [...], unemployment for reason independent of their will and without other live means”. According to article 54 “children, young people, pregnant women and young mothers are entitled to special protection by the state”, and in the article 55 it is stated that “citizens equally enjoy the right of health care from state [...] and health insurance”. Also, in Chapter V dedicated entirely to “Social Objectives”, article 59 states that “the state, within the constitutional powers and means it possesses, and in addition to the initiative and the private responsibility, guarantee the social rights of citizens as: employment and labor conditions, housing, health, education and professional qualification, environment and public health, integration of the people with special needs, etc.”

The main law in the field of social protection, approved after the 1990, was the Law No. 7710 “On Economic Aid and Social Care”, which defined the system of economic aid and social care to be provided for the families in need. It defined Social Care Services by target groups as elderly people, disabled persons and orphans. These services were funded by the state budget and administered by both, central and local government. Additionally, the law acknowledged for the first time non-governmental social services. A new law was designed and approved in 2005, the Law No. 9355 “On Economic Aid and Social Services”<sup>6</sup>, which enlarged the typology of services and the targets of persons in need. This law went along to the establishment and definition of social care standards for all typologies of services (OSMANAJ & CELA, 2020).

An important step in the process of reforming the social protection system in Albania was the approval of Sectorial Strategy of Social Protection 2015 – 2020, which had three main objectives: poverty alleviation and mitigation; Improvement of persons with disabilities’ quality of life; development of social care services.

Also the Territorial Administrative Reform of 2014 was an important moment of transformation. The aim of the new reform was to improve the efficiency and effectiveness of public administration at both the national and local levels, to improve the quality of local public services, and to encourage more balanced socio-economic development. On the 31.07.2014 the Parliament adopted the Law No. 115/2014 “On Territorial and Administrative Division of Local Government Units in Republic of Albania”. The first output of the reform was the contraction

of the number of LGUs (former “Urban Municipalities” and “Communes”) at the first level of government from 374 to 61, and also abolished the “Communes”.

Further, the functions of local authorities in the area of social services, were delineated by the Law No. 139/2015 “On Local Self-Government”. These functions include the creation and administration of social care services on a local level, building and administration of social houses and local social service centers, creation, in cooperation with the Ministry in charge of social welfare, of the “Social Fund” for the financing of social services.

### **Social care services as defined in the law 121/2016 “On social care services”**

Today, the functioning of social care services in Albania is regulated by the Law 121 / 2016 “On social care services in the Republic of Albania”. The Law 121/2016 defines the social care services as an integrated and well-organized system of benefits and facilities in order to ensure the welfare, independence and social inclusion of individuals, and families in need of social care.

The types of social services recognized by this law are six: residential services, including shelters; community services, including developmental centers; pre-social services (information and counseling, homecare service, psycho-social support, early intervention); alternative care services to children without parental care; specialized services (children with disorders, mental illness, in need of physical recovery, abused, in conflict with the law, violated or trafficked women and girls, etc.); telephone or *online* consulting service.

Social care services are classified as public (funded by the State Budget and the local budget of LGU’s), and non-public services (profit and non-profit services). Meanwhile the law regulates their financing as follows:

- a. funding allocated by the State Budget, including the social fund;
- b. funding allocated by the budget of local government units;
- c. income generated from assets and other activities of the municipality;
- d. service fees to the beneficiaries.

Also the law 121/2016 states the social care services are administered based on the universal principles in the field of protection of human rights:

- a. principle of universality. Social care services applied similarly as to the beneficiaries who are under similar circumstances;
- b. principle of social justice. Everyone shall have the obligation to ensure the main living conditions to oneself and other persons under his/her legal obligation;
- c. principle of subsidiarity. Social care services shall be provided closer to the citizens and to the extent possible by the local structures;
- d. principle of social support. The subjects that meet the conditions shall have the right to use social care services as long as they are under the conditions of impossibility and difficulty;

- e. principle of de - institutionalization. Social care services shall be ensured and offered, to the extent possible, at home or community of the service beneficiary;
- f. principle of partnership. Cooperation between the central and local government, as main funders of social services with the non-profit organizations and other public subjects;
- g. principle of respect for human rights and integrity of the beneficiary. Provision of social care services shall be based on respect for human rights, integrity of individuals, religious belief and comprehensive education.
- h. principle of non-discrimination. It shall be prohibited any form of discrimination of the beneficiaries of social care services
- i. principle of confidentiality and personal data protection. Personal data of the individual who has been granted social care services, shall be confidential.

### **In field application**

Despite the guarantees of social right by the Constitution and the reflection in the law of the principles of social protection and inclusion, these principles have different implementation difficulties in the field of social care services.

The local authorities have encounter difficulties in the creation and administration of social care services on the local level, as foreseen by Law No. 139/2015 “On Local Self-Government”. Few municipalities have established public social care services and very few have funded non-profit services (SOTA, 2020).

Although the reforms adopted in the field of decentralization, as Territorial Administrative Reform and the approval of Law No. 139/2015, there still is the risk of centralized toward territorial decentralization of social care services. JORGONI & WECHLIN (2015) identified a concentration of services at the central level, with around 23% of public and 34% of non-public social care services being located in Tirana.

The same study show clearly the dependence on the NGO sector to cover social services provision in general, with an uneven national distribution throughout the country, with about 43 public social care institutions and about 256 non-public ones spread in different localities (JORGONI & WECHLIN, 2015). Other studies discover cases of a disconnection between services provided by local authorities and those provided by NGOs. The sustainability of NGOs to provide services in the long run is ensured by the commitment of local government, which bear the statutory responsibility to provide these services, even by procurement of social services through “Social Fund”, which is not yet effective (SOTA, 2020).

Also, important changes in demographic structure of population, migration and emigration phenomena, the modification of the traditional role of the family, have raised the risks to poverty and lack of social services for families and communities in Albania (INFOCIP and UNICEF, 2018).

These risks and difficulties of the principles application in field are better comprehended if are considered some general conditions in which the organization and function of social care services in Albania is based.

First of all, must be considered that in Albania, as in other ex-communist countries, the hybrid model of social policies consists in a continuity rather than a break with the communist past and the pre-existing system of social protection. The legacy of social protection communist system is nowadays reflected mainly in social care services characterized by centralization, assistance-based model, and institutionalism.

A second important conditioning of the social care services functioning is their type and amount of financing. Due to the general economic difficulties encountered by the country, the social care services in Albania suffer by under – funding. At the central level, the share of social protection sector budget to GDP has decreased from year to year, representing about 1.4% of total. The weight of the sector in overall public spending also has declined slightly to 5.4%. About the composition of sector expenditures, the cash benefits (social assistance – “ndihma ekonomike” and payment for people with disabilities – “pagesa për PAK”) dominate with about a steady 95% of the overall budget, compared to 5% of spending in social care services. At the local level, the share of social spending to total budget is around 1% (DIZDARI, 2020).

Also, the non-equal distribution of social care services on national territory, with about 90% of services concentrated in urban areas, in center and west, is another condition that impede to a considerable amount of population to have their benefits.

## CONCLUSIONS

In conclusion, some points about the adoption of the principles of social work in the European model to the Albanian context, can be highlighted:

- There does not exist an unique European social model, nevertheless there are general shared principle on offering the social care services;
- During the process of integration to EU, Albania has implemented important reforms in the field of social protection and inclusion;
- The social right are guaranteed by the Constitution and the principles of social protection and inclusion are reflected in the law (121 / 2016 “On social care services”);
- However these principles encounter difficulties of implementation in field (Decentralization vs concentration; Changes in demographic structure of population, migration, modification of the traditional role of the family; Unemployment and other social problems; Dependence on the NGO-s).

There are some general conditions that do not favor in field application of the principles:

- The ex-communist model (legacy: centralization, assistance-based, institutionalism);
- Social care services minor component (5% of share) of social care;
- Under – funding;
- Non equal distribution on territory (90% in urban areas, center and west)

As recommendations, for a better implementation of the principles of social work in the European model to the Albanian context, what follow from the conclusions of this paper is the need of focusing more in the two main directions of the social protection and inclusion reform: the decentralization and the process of de-institutionalization of social care services; and also,

the central and local authorities need to make more efforts to increase the share of social care service budget.

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## PREVALENCE OF DEPRESSION, ANXIETY AND STRESS DURING THE COVID-19 PANDEMIC AMONG UNIVERSITY STUDENTS

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### ABSTRACT

This study aims to investigate the prevalence of depression, anxiety and stress during Covid-19 outbreak among university students of Shkoder. A quantitative study was undertaken between January - March 2021, in order to answer to the research questions. Data was collected using the Depression, Anxiety and Stress Scale (DASS-21). The 180 university students who answered the questionnaire, were selected through a purposive non-probability sampling, where  $n = 61$  were male students and  $n = 119$  were females. The results showed that the prevalence of depression, anxiety and stress among university students was found 65%, 77.2% and 56.1% respectively. The findings of the study showed the prevalence of depression within the range of normal (35%), mild (21.1%), moderate (26.7%), severe (10.6%) and extremely severe (6.7%). The prevalence of anxiety was found to be in the range of normal (22.8%), mild (10.6%), moderate (26.7%), severe (17.2%) and extremely severe (22.8%). Stress was normal (43.9%), mild (16.7%), moderate (24.4%), severe (10.6%) and extremely severe (4.4%). There was no gender differences in experiencing depression, anxiety and stress. The 24 – 25 age group, were more prone to experience stress, but there were no age differences related to depression and anxiety. **Conclusions:** Most of the students reported elevated psychological distress during COVID-19 pandemic. They were more predisposed to experience symptoms of anxiety and depression than stress, from moderate to extremely severe range. The findings from current study highlights some of the factors associated with a greater risk of developing psychological symptoms due to COVID-19 and can be used to develop appropriate interventions and inform future research to reduce depression, anxiety, stress and other psychological problems among university students.

**Keywords:** COVID-19, Depression, Anxiety, Stress, DASS-21, Prevalence, Students.

### INTRODUCTION

The coronavirus pandemic is an epidemiological and psychological crisis. The enormity of living in isolation, changes in our daily lives, job loss, financial hardship, and grief over the death of loved ones has the potential to affect the mental health and well-being of many (APA, 2020). University students have been particularly affected by COVID-19. Remote teaching and social distancing measures implemented across institutions worldwide have dramatically changed campus life (CRAWFORD *et al.*, 2020). In addition to the changes experienced by the general population, students have experienced disruption to their learning, assessment and schedules, and the cancellation of enriched learning opportunities including field trips, laboratory courses and learning exchanges. Additionally, the pandemic may affect future educational opportunities, job prospects and financial stability (APPLEBY *et al.*, 2022).

Although the overall impact on education and mental health, the university environment is still unknown and it is expected to be very considerable (ARAÚJO *et al.*, 2020; SAHU, 2020). Considering the usual high incidence of emotional disorders in university students, it can be expected that the current situation may cause a notable impact on this population (AUERBACH *et al.*, 2016; BRUFFAERTS *et al.*, 2018; HUNT & EISENBERG, 2010). The earlier literature on mental health problems indicated that the students are expected to be well prepared for the future demands, stressors, increased responsibilities in academic as well as social life which leads to mental health problems among them (ASIF *et al.*, 2020). The pandemic will indirectly cause psychological mental health consequences, such as stress, anxiety, worry, panic, and depression (HASHEMIAN *et al.*, 2006).

The COVID-19 Mental Disorders Collaborators conclude that, throughout 2020, the pandemic led to a 27.6% increase in cases of major depressive disorders and 25.6% increase in cases of anxiety disorders globally. Depression is the most prevalent psychological disorder worldwide (GOTLIB & HAMMEN, 2009). Its prevalence among university students in many countries is relatively high, ranging from 1-33%. The World Health Organization (WHO, 1992) has identified it as the main cause of the psychosocial problems in subjects aged from 14 to 44 years old. Depression is included in the category of mood disorders and is characterized by symptoms such as: sadness, loss of interest in certain activities, weight loss or gain, insomnia or hypersomnia, psychomotor stimulation or inhibition, lack of energy, excessive feelings and inappropriate feelings of worthlessness and guilt, decreased concentration skills, and thoughts of death. Depressed people report the presence of a low mood that accompanies them for more than two weeks. The anxiety is associated with three or more of the following symptoms for at least six months: restlessness, feeling keyed up or on edge, being easily fatigued, difficulty in concentrating or mind going blank, irritability, muscle tension, sleep disturbance, and irritability (MUNIR *et al.*, 2019; ADWAS *et al.*, 2019). The term “stress”, as it is currently used was coined by Hans Selye in 1936, who defined it as “the non-specific response of the body to any demand for change”. McNERNEY (1974) defined stress as the physical, mental and chemical reaction of the body to circumstances that frighten, disturb, confuse, endanger or irritate the person. Stress has also been defined as an external and harmful force that exerts undesirable and unpleasant effects on an individual (GRAHAM-BONNALIE, 1972). In the light of the above information, the aim of this study is to determine the prevalence of depression, anxiety and stress among university students of Shkoder, as well as to explore the relationship between these variables with gender and age. In this direction, this study seeks answers to the following research questions:

- 1) What is the prevalence of depression, anxiety and stress among university students of Shkoder?
- 2) Does depression, anxiety and stress among students show significant differences in terms of gender?
- 3) Does depression, anxiety and stress among students show significant differences in terms of age group?

## **MATERIALS AND METHODS**



### *Study design*

This study uses a quantitative descriptive design intended to explain the prevalence of depression, anxiety and stress variables among university students of Shkoder.

### *The sample*

It was created a purposive, non-probability sample of 180 students from Bachelor and Master studies of University of Shkoder (accademic year 2020-2021). The sample consists of 66.1% (n=119) female and 33.9% (n=61) male. Respondents ranged in age from 18 to 25 years old (M=20.25; SD=2.14). They were studying Psychology 29.4% (n=53), Social Work 37.5% (n=68), Physical Education 33.1% (n=60) from the faculty of Educational Sciences.

We invited students via email to complete the online questionnaire (in google forms) informing them about the aims of the study and ethical guidelines for research through informed consent form.

### *Instrument*

*The Depression Anxiety and Stress Scale (DASS-21)* (LOVIBOND & LOVIBOND,1995). This short version, self-report questionnaire was designed to assess the severity of the symptoms of depression, anxiety and stress; it consists of statements referring to the past week. Each item is scored on a 4-point scale (0 = Did not apply to me at all, to 3 = Applied to me very much or most of the time). At the beginning of the questionnaire to the participants were given some demographic questions which icluded standard categories such as gender, age and academic discipline. The reliability (internal consistency) of the the whole questionnaire was evaluated using the Cronbach's alpha coefficient and has resulted  $\alpha=.916$  and for the subscales respectively: Depression  $\alpha=.811$ , Anxiety  $\alpha=.846$  and Stress  $\alpha=.759$ .

### *Data Analysis*

Data were analyzed using SPSS version 23.0 software (SPSS Inc., Chicago, IL), and includes reliability analysis, descriptive statistics, independent sample t-test and one-way Anova.

## **RESULTS AND DISCUSSION**

### *The prevalence of anxiety, depression and stress*

The prevalence of anxiety, depression, and stress during the COVID-19 pandemic among university students of Shkoder was measured using DASS-21 and has resulted that 77.2% (n=139), 65% (n=117), and 56.1% (n=101) had moderate to extremely severe levels of depressive, anxiety and stress symptoms respectively, as depicted in Table 1.

These results indicated high levels of the three study variables. One explanation could be due to sudden overwhelming academic online assignments and sessions added to social apprehension of lethally and the outbreak of COVID-19 (HAMAIDEH *et al.*, 2021). Another explanation could be related to fears that students bear due to uncertainty of their grades and graduation-related issues as supported by SAHU (2020) and lack of the essential facilities of

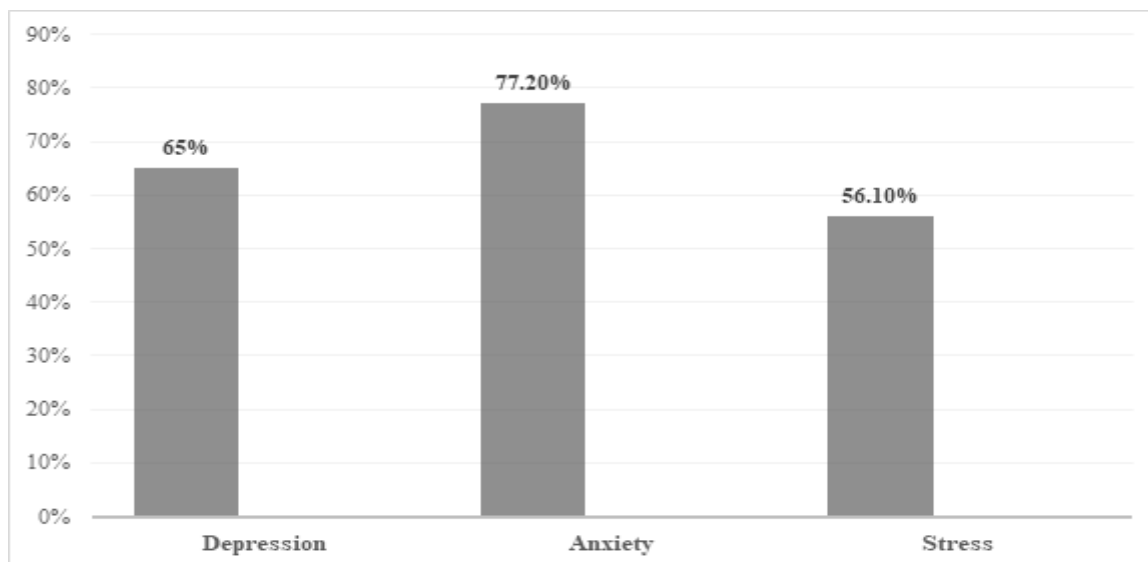
information technology that is needed to accomplish their online academic requirements. For university students, some studies report increasing depression and anxiety during COVID-19 (JOHANSSON *et al.*, 2021), while some reported slight decreases (THOMBS *et al.*, 2020).

**Tab. 1** Mean, Standard Deviation, frequency and percentage scores of DASS-21 (depression, anxiety, stress) f (%) (N = 180).

Scores of DASS-21 subscales	Mean	SD	f (%)
Depression	17.04	8.34	117 (65%)
Anxiety	13.32	8.40	139 (77.2%)
Stress	12.48	8.62	101 (56.1%)

The Prevalence of depression, anxiety and stress presented in the Figure 1 is comparable to the results of FUAD *et al.* (2014) who found that 76.2%, 60.2% and 46.9% of medical university students in Malaysia had symptoms of depression, anxiety and stress respectively. Another research from Egypt was found consistent with the current findings reported high level of prevalence of stress 62.4%, anxiety 64.3% and depression 60.8% among university students. Anxiety was again the most prevalent problem with highest percentage of 77.2% in the sample here. Academic work is considered a source of anxiety in a normal situation (SHEHADEH *et al.*, 2020); however, the global apprehension and anxiety due to COVID-19 might have worsened the psychological status of students.

To even higher level are the results of VERMA *et al.* (2021) who reports that almost 85% of students experienced mild-to-moderate levels of depression, 62% experienced mild-to-moderate anxiety, and 77% experienced mild-to-moderate stress levels during the pandemic.



**Fig. 1** The prevalence of depression, anxiety and stress during COVID-19 pandemic

As shown in Table 2, about 35% of the participants had normal scores on the depression subscale, 21.1% had scores in the mild range, 26.7% in the moderate range, 10.6% were classified as severe and 6.7% extremely severe. On the anxiety subscale, 22.8% had normal

scores, 10.6% had scores in the mild range, 26.7% in the moderate range, 17.2% in the severe and 22.8% in the extremely severe range. Normal symptoms of stress were experienced by 43.9% of the participants, mild symptoms by 16.7% of them, moderate by 24.4%, severe symptoms by 10.6% and 4.4% of them were classified with extremely severe of symptoms of stress.

**Tab. 2** The prevalence of depression, anxiety, and stress during COVID-19 with respect to severity

DASS-21 category	DASS-21 Depression	DASS-21 Anxiety	DASS-21 Stress
Normal	35%	22.8%	43.9%
Mild	21.1%	10.6%	16.7%
Moderate	26.7%	26.7%	24.4%
Severe	10.6%	17.2%	10.6%
Extremely severe	6.7%	22.8%	4.4%

N = 180

The prevalence of moderate to severe depression in the present study (37.3%) is almost double comparable to that reported in China (16.8%) (WANG *et al.*, 2020); also, the prevalence of moderate to severe anxiety (43.9%) is higher compared to that in China (28.8%) and the prevalence of moderate to severe stress reported in this study (35%) is many times higher than that reported in China (8.1%). A doctoral research realized in the pre-pandemic period with students from all Albanian universities showed a lower level of depression, anxiety and stress symptoms, respectively 23.7%, 37% and 7.9% (HASMUJAJ, 2017).

It is possible that the high prevalence of depression may also be a result of lack of investment in mental health support services. The higher anxiety scores in the present study may be attributed to respondents perceiving the pandemic situation as permanent and threatening to their physical, psychological and social well-being, whereas the higher stress levels may be attributed to the uncertainty about the future, particularly regarding job losses and economic stress.

### ***Gender differences in depression, anxiety and stress***

Despite the small differences in the mean between men and women, Table 3 indicates that there are no gender differences in the symptoms of depression ( $t=-.532$ ,  $df = 178$ ,  $p = .596 > .05$ ), of anxiety ( $t=-.761$ ,  $df = 178$ ,  $p = .448 > .05$ ) and stress ( $t=-.421$ ,  $df = 178$ ,  $p = .674 > .05$ ).

This study is in line with other research that have found that females and males did not differ significantly in terms of stress, depression and anxiety (HEHMAN *et al.*, 2021; RADWAN, 2021). Contradictory results were previously documented in a study realized by WANG *et al.* (2020), who found that the female gender was a predictor of the negative psychological influence of the COVID-19 pandemic, with females experiencing a greater psychological impact and higher levels of depression, stress and anxiety than males. Female students often experience more stress and depression than male students as a result of the fear of losing their educational accomplishments as a result of school closures during the COVID-19 pandemic, as

well as the fear of COVID-19 having a negative effect on the wellbeing of their families or relatives (ALON, 2020).

**Tab. 3** Reports of the mean scores, standard deviation, and t-values of female and male students in relation to depression, anxiety and stress

Variables	Gender	N	Mean	SD	t	Df	F	P
Depression	Male	61	12.00	8.41	-.532	178	.042	.596
	Female	119	12.72	8.74				
Anxiety	Male	61	12.65	8.34	-.761	178	.007	.448
	Female	119	13.66	8.44				
Stress	Male	61	16.67	7.92	-.421	178	1.631	.674
	Female	119	17.22	8.57				

### *Age group differences in depression, anxiety and stress*

For a comparison of more than two group means we used one-way analysis of variance (ANOVA). Homogeneity of variance according to Levene's test was statistically non-significant for depression ( $p = .141$ ;  $> .05$ ), for anxiety ( $p = .699$ ;  $> .05$ ) and for stress ( $p = .593$ ;  $> .05$ ).

As can be seen from the Table 4, the mean score of depression is higher in 18-19 age group ( $M = 14.18$ ,  $SD = 9.54$ ), but the results are statistically non-significant [ $F(3,176) = 2.654$ ,  $p = .072 > .05$ ]. The results are statistically non-significant for anxiety too [ $F(3,176) = 1.392$ ,  $p = .247 > .05$ ]. For the stress variable the mean score is higher in 24 – 25 age group ( $M = 20.00$ ;  $SD = 7.69$ ) and the results in this case are statistically significant [ $F(3,176) = 2.371$ ,  $p = .049 < .05$ ].

**Tab 4.** Mean, standard deviation, F and p for different ages on depression, anxiety and stress

Variables	Groups	N	Mean	SD	F (3, 176)	p
Depression	18-19	66	14.18	9.54	2.654	.072
	20-21	63	10.44	8.40		
	22-23	40	13.35	7.40		
	24-25	11	10.72	5.81		
Anxiety	18-19	66	14.63	8.50	1.392	.247
	20-21	63	11.68	8.00		
	22-23	40	13.50	9.06		
	24-25	11	14.18	6.72		
Stress	18-19	66	18.83	8.46	2.371	.049
	20-21	63	15.81	8.58		
	22-23	40	15.20	7.35		
	24-25	11	20.00	7.69		

In the present research, age was found to be associated with stress only. The literature reports mixed results for this variable, indicating a greater psychological impact for both young adults and the elderly (TAYLOR, 2008). Some authors have suggested that greater worry amongst the

younger population may be due to their greater access to information through social media, which can easily trigger stress (CHENG *et al.*, 2014). Otherwise, we found no association between participants' age anxiety and depression, as also reported by HAWRYLUCK *et al.* (2004). In addition to the vulnerabilities to stress and the stressors that emerged in the pandemic crisis younger students (18 to 24 years old) tend to suffer greater impact with social distancing, as it hinders the natural movement of this population to seek greater closeness with their peers (OLIVEIRA *et al.*, 2020). Thus, it is possible to think that adults tend to have developed adaptation and coping mechanisms when facing stressful situations, being able to better preserve their own mental health (LOPES & NIHEI, 2021).

It is important to define some limitations of the study, to provide direction for future research. *Firstly*, the convenience sampling does not allow generalizing the results to the totality of university students of Shkoder. *Secondly*, the lockdown period made it difficult to directly interact with students and collecting data using online Google forms prevent students who do not have mobile phones or have limited access to internet services. *Thirdly*, not having a baseline of pre-pandemic data in this sample, we cannot be sure that any increase in depression, anxiety and stress levels was related to COVID-19 situation. However, our results offer a general picture of the psychological impact of COVID-19 on the students of university of Shkoder population, providing a baseline for future research on the impact of COVID-19 in the psychological well-being of this target group.

## CONCLUSIONS

The levels of depression, anxiety and stress in university students of Shkoder were examined in this study. The results showed that the majority of the students experienced mild to extremely severe levels of anxiety (77.2%), depression (65%), whereas more than half of them (56.1%) experienced mild to extremely severe stress. There were no statistically significant differences regarding the gender variable, but there were age differences on experiencing stress symptoms. The 24 – 25 age group, were more prone to experience stress compared to the other groups, but there were no age differences related to depression and anxiety. Our results can be used to develop a psychological intervention for students, as well as to deploy public mental health measures alongside pandemic response and to provide direction for future research on the same topic.

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## **PROBLEMS AND DIFFICULTIES IN IMPLEMENTING PHYSICAL EDUCATION IN THE CONDITIONS OF THE PANDEMIC COVID 19 AS WELL AS THE EFFORTS TO OVERCOME THEM.**

(CASE STUDY FROM ALBANIA - UNIVERSITY OF SHKODRA, USA - METROPOLITAN STATE UNIVERSITY OF DENVER, SWITZERLAND - ZURICH UNIVERSITY OF EDUCATION, UNIVERSITY OF ZAGREB, CROATIA AND KOSOVO)

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### **ABSTRACT**

The purpose of this article is to reflect the problems and difficulties in the implementation of disciplines of Physical Education as well as the efforts to overcome them in the links and education where the authors practice their activity.

During the last two years, the world faced and continues to face, albeit in milder forms, the dramatic situation of the Covid 19 pandemic. The situation is such that it has not yet disappeared and there is no clear perspective for its end. In these conditions, which had a very important impact on education and the problematic circumstances raised, the ways of dealing with them take on special importance, especially for the realization of Physical Education in such extreme situations.

During the pandemic, it was mandatory to close many activities that regulate normal human life. Naturally, for the entire educational system, gyms, sports fields, etc. If for the subjects of natural and social sciences it was possible to develop them at distance learning with minor problems, for the subject of physical education it was very difficult or almost impossible to achieve. In these conditions, not only children, teenagers, but also students were less physically active, spending a long time in front of the computer, phone or TV with visible consequences in the reduction of motor reflexes and disruption of the daily routine.

This inclusion of digital tools was mandatory along with new learning methodologies in order to provide a continuity of the learning process. It is fully accepted that physical activity improves lung function and quality of life. During the pandemic, the minimum amount of physical activity recommended by WHO, on average 60 min per day, was impossible to achieve. The methods used to adapt to this situation, such as distance learning/e-learning/hybrid learning even for Physical Education, was a way that was not at all comfortable and efficient but mandatory to help even a little in increasing the physical activity of the people who stayed closed in the premises of the house.

The use of videos with prepared physical education lectures, giving physical tasks to be completed online, and suggesting literature that helps increase information on bodybuilding and the effects of physical exercise on the body were some of the ways that were carried out during this period.

But even the post-pandemic had its big problems, such as keeping the distance, using the mask, and the frequent sanitization of the premises created problems in the successful implementation of the Physical Education lessons. Easing the rules by allowing sports in open spaces and in nature, using games without physical contact, movement and psychomotor games without the exchange of sports equipment was another way that helped to increase the movement capacity of children and teenagers during the pandemic.

In addition to the situation, the authors also aim to identify the important challenges and implementation strategies in the future after the pandemic to improve as well as propose appropriate approaches and methodology in order to improve the learning process in the "new normal" situation.

In addition to the recommendations, the paper also deals with the framework for a better learning methodology in order to improve the learning process in the disciplines related to physical education and sports, and engage students to increase the effectiveness in all aspects of this process.

**Keywords:** physical education, e-learning, new normal education, pandemic, sports,

## THE EFFECTS OF ELECTROSIMULATION IN THE IMPROVEMENT OF URINARY NON-PERSUASION

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### ABSTRACT

Treatments with EMS (electromusclestimulation) are extensively used in medicine and physiotherapy. The purpose of this study was to identify the effects of EMS training (electromusclestimulation) on urinary failure. 47 subjects suffering from back pain were examined in this study. With the help of questionnaires before and after (GAUDENZ 1979) existence, of type and the intensity of the disorders of the non-persuasion was identified. 19 subjects (15 women, 4 men) with an average age of 47 They had a mostly easy to average kind of urinary inconsistency. The subjects conducted one EMS session per week for 20 minutes (a total of 12 sessions) with The following parameters of deprivation: 4 s impulse cohesion, impulse interval 2 s, 80 Hz frequency, time of growth 0 s, 350 us impulse amplitude. Every practice session started with A 3-5-minute stake period with the aim of suiting your electrical and electrical incentives set the individual intensity of the impulse for depleting. Within the program, i'm going to do it. The subjects perform various static exercise positions (reth 25 minutes). The subjects perform a 3-minute relaxation program with the following parameters: impulsive duration 1 s, pulse interval 1 s, frequency 100 Hz, time of growth 0 s, amplitude impulse 150 us. 63.6% of the subjects showed a softening of urinary inconsistency. 23.7% were without Not urinating after this. 25.4% reported a reduction and 35.1% showed no change. These results are equal to the improvements reported after the treatments non-compliance with specific local electromyostimulation devices (ERIKSEN, 1987; SEBASTIO, 2000; SALINAS CASADO 1990; MEYER, 2001).The all-body EMS test offers an effective method. EMS training achieved therapeutic purposes such as mitigation and back pain disorders as well as limestone preventative such as muscle growth, body formation, improvement of mood, vitality, consistence of body and growth of the total performance.

**Keywords:** electrostimulation, treatment, training

## NEW OPPORTUNITIES FOR INTERNATIONAL COOPERATION IN HIGHER EDUCATION THROUGH ERASMUS+

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### ABSTRACT

*The purpose of the Cooperation* was the realization of two international blended projects with a duration of 5 days through Erasmus+. The first project was realized at the ski resort Kodra e Diellit in Tetovo RN Macedonia between three universities of different countries Bulgaria, Romania and Macedonia. The first project subject was "Skiing and sport animations/game activities for children". The aim of the training program was for students to organize and implement sports animation programs for children and to teach them skiing, games and other physical indoors and outdoors activities. *The number of students* who participated in this project was 20, while the staff and expertise numbered 8 professors from the three afore-mentioned universities. The demonstration and teaching/*learning method of work* as well as other didactic and special methods were used in the educational process. The second international program "Sport Animation for Children and Water Sports" at a Seaside Resort Kiten in Bulgaria was successfully completed. In this program, 4 countries participate: Bulgaria, Macedonia, Romania and Albania, with 25 students and 10 teachers. Of the water sports that were applied, it is worth mentioning: windsurfing, water skiing, canoe and kayak, while on the beach: team-building games, orienteering, beach volleyball, kin-ball on the sand, etc. And in the evening, sports animations and various folk and modern dances for fun and for recognition and respect of different cultures where applied. *Results and conclusion*, both Winter and Summer programs resulted with professional development of the students for outdoor and indoor sports, games and animation for children, social and communication competences, recognition of intercultural values through traditional games and dances. *And as a recommendation*, projects with an international character supported by Erasmus+ should have priority in higher education.

**Keywords:** International cooperation, Winter/Summer sports, indoor/outdoor activities, animations.

## **THE NEED FOR ALTERNATIVE CARE SERVICES FOR CHILDREN IN ALBANIA**

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### **ABSTRACT**

Nowadays, the category of children without parental care includes both biological orphans and "social orphans" who are children from families with social, psychological and economic problems. The number of children without parental care is increasing due to the increase in divorces, accidents, child abandonment, unstable relationships, immigration, health problems, difficult economic situations, etc. In Albania, the foster care service is one of the new forms of social services which is a reflection of the state taking responsibility to protect children who are deprived of parental care. The purpose of this study is to assess the need for alternative care services in Albania by addressing the deinstitutionalization of children. The study used the qualitative approach using semi-structured interviews as an instrument. The study included 20 professionals from the city of Tirana who work in the field of child protection. The data of the study showed that the majority of the Albanian society does not know yet the concept of foster care service in Albania. Also, kinship care is the main form of care for children without parental care, but this form is difficult to monitor. The recommendations of this study include awareness-raising interventions on alternative care, improvement of the legal framework, as well as capacity building of professionals involved in alternative care such as staff of local government, staff of residential institutions and judges.

**Keywords:** alternative care, foster care, families at risk, children without parental care

## **INCLUSIVE VISION VERSUS SPECIAL EDUCATION REALITY: CHALLENGES AND PERSPECTIVES**

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### **ABSTRACT:**

The mismatch between the low degree of inclusion vision in educational institutions around the world and the inclusive reality driven by Article 24 of the United Nations Convention on the Rights of Persons with Disabilities is examined. First, the promotion of a vision of full inclusion by prominent and influential scholars in the field of special education was flawed because there was insufficient evidence to demonstrate its superiority over traditional special education outcomes. Second, given the long and complex history of how people with disabilities are viewed and treated, inclusionists have often been critical of special education in the 20th century. In particular, they argue that special educational requirements for classification, labeling, and classifying are having a negative impact. Regarding this, a survey is developed with educators and teachers of special education and public schools. Third, educators were asked to imagine an open-ended education system to include all students with disabilities in general education. General education classrooms are expected to be highly adaptable, enabling them to accommodate students with disabilities regardless of the nature or level of their special educational needs. Fourth, due to the flaws in human judgment, there will always be errors in determining student placement for educational purposes. Fifth, many proponents of full inclusion do not consider the practical, real-world implications, but commitments to inclusion demand educators/teachers to do so. In conclusion, inclusion in the sense of pupils physically attending general education classes is not regarded as being as crucial as inclusion in the reality of being involved in a difficult and relevant instructional program. Therefore, we suggest that special education should be created, disseminated, and strictly applied within schools as multisensory center rather than disappearing. In order to effectively educate all young people with special educational needs and disabilities, important special education strategies and proper psychoeducation approaches must coexist with those from inclusive education and education policies.

**Keywords:** disability; special education; inclusion; inclusive education

## **CHALLENGES OF ELDERLY RETURNEES IMMIGRANTS IN ALBANIA**

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### **ABSTRACT**

Albanian society these last 30 years has faced with many challenges. However, one of them, probably the most important, is emigration. Although there is no exact number of immigrants over these years, it is noticed a return of some of them in Albania. Most of the returnees are individuals aged 60 to 65 years. This article aims to explore the reasons for their return and the way that they have followed to organize their new life. The objectives of the paper are to identify the perception of individuals aged 60 to 65 years about the challenges of living in Albania with which they have had to face after returning from migration. The methodology used is that quality through in-depth interviews aimed to explore the emotions and feelings of the participants in the study. Study was conducted in Tirana city. Sample consisting of 17 participants, 9 males and 8 females, is selected through the form of the snowball sampling. The study reached some interesting conclusions. Thus, participants of this study, point out that the desire to spend the last years close to relatives and memories of childhood have been a very strong motive to return to their country. They believe that with incomes earned while working as migrant and pension earned by age and contributions can live well in their county. One of the recommendations of this study has to do with the development of support policies for the returnees' emigrants such as medical care and home services.

**Key words:** elderly, returnees' immigrants, live qualitative, home services.

## **SESSION 6**

**LINGUISTIC AND ALBANALOGICAL SCIENCES, THEIR  
CHALLENGES IN THE CONTEXT OF GLOBAL EDUCATION**



## LINGUISTIC REFLECTION OF THE ALBANIAN-FRENCH CONTACT

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### ABSTRACT

The object of this paper are the French borrowings, with a significant impact on the Albanian language.

Many cultural and intellectual ties have existed between France and Albania for a long time, causing French culture to find reflection in Albanian life and culture, with significant traces in the language as well.

The lexicon selected for this treatment will contain words that Albanian borrowed directly from French. Words from French, in general, are part of the professional and terminological lexicon and many of them have an international character. They are words that are used in administration, in law, in school, in social and political life, in technology, in medicine, in the arts, in fashion, in sports etc. They entered Albanian mainly through the written language or even the spoken language through the educated stratum of the population, generally preserving the pronunciation or word formation features of the source language.

The entry of French words (and not only) into the Albanian lexicon is considered legitimate for all those cases where the word or expression for a new notion, meaning or concept is missing; while, for other cases, when there is a corresponding Albanian word for the same object or concept, it can be considered unnecessary to accept and use them.

**Keywords:** borrowing, language, lexicon, word, French, Albanian

No nation has been able to develop a completely autochthonous lexical structure. The history of languages clearly shows this universal phenomenon of *borrowing words*, which largely participates in the dynamics of languages and the expansion of their vocabulary.

Following the long history of the Albanian nation, the Albanian language has also borrowed words from the languages of the peoples it has met throughout history, enriching itself with words and expressions that have adapted to its system, so that sometimes it is difficult to distinguish them from inherited words. As a result of continuous language contacts over the centuries with different populations for political, economic, social and cultural reasons, the Albanian language has been confronted with foreign words from different sources: Latin, Greek, Slavic, Turkish, Roman (Italian, French) and English.

Today, the Albanian society is also facing the general globalization and integration processes, with an impact on the education and development of our culture, especially in linguistic matters.

In these circumstances, it is difficult to try to stop the influences coming from other languages, especially the lexical influences. These efforts have proved unsuccessful for the most developed languages of the world. Also, it is understandable that when a society is open to other societies, these societies will give and take with each other.

In this paper, we will focus on the reflection of French borrowings in the Albanian language:

Cultural and intellectual ties are early between France and Albania, causing French culture to find reflection in Albanian life and culture, with significant traces in the language.

According to the lexicologist Jani Thomaj, "the earliest borrowing of words from French to Albanian mainly belongs to the end of the 19th century and the beginning of the 20th century" (THOMAJ, 2006, p. 258). In this period and the following, especially after the Declaration of Independence (in 1912), in accordance with the new social, economic, political and cultural conditions, the Albanian language recognized many developments and movements, mainly in the lexicon. In various fields of linguistic activity and by certain social strata, new designations began to be used, many of them with borrowed words. French would be during the first half of the 20<sup>th</sup> century the dominant foreign language of the intellectual and political elites in Albania. Faik Konica, in the 20's - 30's, joked about the mixed Albanian-French language of the administration's documents.

"In the 1920s, words from Neo-Latin languages (French and Italian) entered the Albanian language, more in the field of terminology" (THOMAJ, 2006, p. 250). We can mention here the legal-administrative terms, of French origin. The data of these terms give an image of the contribution of French in the Albanian administrative-legal sphere, also in the formation of an international legal language. We mention some cases that prove that this type of terminology is particularly open to French, with such words as: *anketë*, *krim*, *kriminël*, *shantazh* etc.

In this period (the first half of the 20th century), there are significant influences from French to Albanian also in the field of education. We remember here the opening of the French Lyceum of Korça (1917-1939), which was considered one of the most important institutions of that time in the country. It was a secondary school in the city of Korça that spread French culture and European values. Within this period, in 1926, a nursing school of the French Red Cross was also opened.

Years later, during the time of communism (the period of isolation of Albania), France was among the few countries in the West with which Albania maintained diplomatic and cultural ties.

After the 90s, as a result of major socio-political changes and new changes in the economy, in the democratization of life and in the opening of the country in relations with the world, the

Albanian lexicon experienced a vigorous internal movement in several layers, among which also in the borrowed one.

In 1992, the Committee of the French Alliance of Tirana was created, where this initiative aimed to support the teaching of French in Albania. Since that year, after the creation of its network in different cities of Albania, the French Alliance, with its dedication mainly to teaching the French language, also organizes cultural activities from time to time. They are an expression of French and Francophone culture, which, of course, have left their mark, with no small influence on our language:

French borrowings in the Albanian language, like other borrowings, have affected all its linguistic levels: phonetics, lexicon, morphology and syntax.

The French influence has penetrated so deeply at the lexical level, by constantly using those lexemes, that not infrequently it has become difficult to distinguish which word is from the Albanian language and which is foreign (French).

For the realization of this research, we have referred to the work of the academician Koleç Topalli "Fjalor etimologjik i gjuhës shqipe" ["Etymological dictionary of the Albanian language"] (Tiranë, 2017).

The lexicon collected (referred to 3 letters: *C, D, E*) for this paper contains words that Albanian borrowed directly from French, not including cases of French borrowings that came to Albanian indirectly, from other intermediary languages.

French words are generally part of the professional and terminological lexicon and many of them have an international character. They are words that are used in administration, in law, in school, in social and political life, in technology, in medicine, in the arts, in fashion, in sports, etc. They entered the Albanian language mainly through the written language. Through the spoken language, they entered from the educated stratum of the population, generally preserving the pronunciation or word formation features of the source language.

What are some features of these loanwords in the Albanian language?

Referring to *the source*, two groups of words are distinguished:

- Direct French borrowings, where the source language is also the source language, for example these words: *ceremoni, dantellë, debat, debutoj, ekran, ekuipazh, epruvetë, ese, eskortë, etazher* etc;

- Direct French borrowings, where the source language is not the first source language, for example these words: *daktilografoj* (Fr., from Gr.), *eklektik* (Fr., from Gr.), *eklips* (Fr., from Gr.), *elozhe* (Fr., from Gr.), *emal* (Fr., from Ger.), *emfazë* (Fr., from Gr.), *estradë* (Fr., from Sp.), *etalon* (Fr., from Ger.), *etapë* (Fr., from Hol.), *etiketë* (Fr., from Hol.) etc. In these cases, French serves as an intermediate language; therefore, the Albanian language borrowed them directly from French, but it (French) itself borrowed them from other languages, such as: Portuguese, English, Greek, German, Dutch, Spanish etc.

The words of the first group, where the French loanwords in the Albanian language do not recognize another source language, are more numerous than those which themselves result as borrowings from other languages.

Referring to *the structure*, two groups of words are also distinguished:

- Lexical borrowings, with their full form and meaning in the source language. They make up the majority of words of French origin in the Albanian language, for example: *ceremoni, debat, deficit, dekadë, dekolte, deduksion, demokrat, dekor, departament, depo, detaj, diftong, disiplinë, dosje, drenazh, eklips, ekran, ekskursion, ekspres, ekuipazh, ese, etapë, etiketë* etc.

- Grammatical borrowings, where only one of the constituent elements is translated, while the other remains as it is, such as in the word: *culturel*, instead of the French suffix *-el* (*culturel*) the Albanian suffix *-or* is used.

French borrowings, like other borrowings, are subject to the phonetic and grammatical system of our language: they are written and pronounced according to the phonetic value of our alphabet, they change according to grammatical classes and according to the relevant rules.

The Albanian language has taken and processed French borrowings as its own words. Some of them continue in the territory of the Albanian language, becoming productive topics. The words introduced in this way are Albanian formations and can no longer be called borrowings. These formations with affixes (mainly with suffixes), of course, are not marked as separate words, but are attached to the French base word, from which they are created, such as: from *daktilografoj* - daktilografi, daktilografim, daktilografist; from *debat* - debatoj, debatim, debatues; from *ekran* - ekranizoj, ekranizim etc.

As a separate grouping, we have also included French words that have not been further developed in the Albanian language, for example: *dezhurn, domen, dosje, estradë, eskortë, etalon, etazher* etc.

After ascertaining that there are many French borrowings in the Albanian language, we pose the question: Should they be accepted as an enrichment of our language or should they be removed from use, when there is a responsible word in Albanian?

According to some researchers, foreign words enrich the language; according to others, they damage the language and therefore should be taken out of use (certainly when they have the equivalent in Albanian). In fact, most of the French borrowings have become the property of the Albanian lexicon and their replacement with other words can no longer be done. Such are the words that entered early and were completely adopted by Albanian, as well as those that entered together with a certain thing or concept that did not exist in Albania. We no longer distinguish these words from other Albanian words, as they have already defined their place in the lexicon of our language and do not correspond to an equivalent word in Albanian. These cases turn out to be the majority of the French-to-Albanian lexicon (referred to the Dictionary of the Albanian Language (2006)), such as: *ceremoni, debat, deklaratë, dekolte, demokrat,*

*departament, diafragmë, difteri, diftong, dizenteri, dosje, ekip, eklips, ekran, ekskursion, ekuipazh, epruvetë, ese, eskortë, estradë, etiketë* etc.

These borrowings have their own enriching value for the Albanian language, but, in other cases when there are corresponding words for them, completely with the same meaning, better known, more precise and clear for those who speak Albanian, efforts should be made to the existing Albanian word should be used instead. We are mentioning some such cases, where the French word can be replaced by an Albanian word, without the need for the French loanword to be part of the Dictionary of the Albanian language, such as: *deduksion* (with *përfundim*), *deklaroj* (with *shpall, pohoj*), *dekompozoj* (with *shpërbëj*), *dezertoj* (with *braktis*), *detaj* (with *hollësi*), *domen* (with *pronë*), *eksituj* (with *ngacmoj*), *ekstrem* (with *i skajshëm*), *elozhe* (with *lëvdata*), *etazher* (with *raft librash*), *etalon* (with *gjedhe, model*) etc.

In closing, we can say that the entry of foreign words (French, in this case) into the Albanian lexicon is considered legitimate for all those cases where the word or expression for a new notion, meaning or concept is missing; while, for other cases, when there is a corresponding Albanian word for the same thing or object, it can be considered unnecessary to accept and use them. Therefore, as a national cultural treasure, the Albanian language seeks to be protected, as defined in the Constitution: "The state, within the constitutional powers and means at its disposal, as well as in addition to private initiative and responsibility, aims to: ... protect the national heritage, cultural and special care for the Albanian language." (Kushtetuta e Republikës së Shqipërisë, *Neni 59, pika 1., shkronja g*, (Qendra e Botimeve Zyrtare), Tiranë, 2017).

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## KOMUNIKIMI MASIV NË KOHËN E RRJETEVE SOCIALE –DUKURI, PROBLEME DHE SFIDA

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### ABSTRAKT

Zhvillimi i hovshëm teknologjik gjatë viteve të fundit ka sjellë ndryshime të mëdha, sidomos në fushën e komunikimit masiv. Përdorimi i teknologjive të reja e ka revolucionarizuar industrinë e informacionit. Interneti dhe mediat e reja kanë ndryshuar rrënjësisht perceptimin tonë të mëparshëm të medias (tradicionale) dhe marrëdhënien e publikut ndaj informacionit të medias. Interneti ka krijuar jo vetëm mundësinë e interaktivitetit, por nga një marrës “pasiv” çdo njeri ka sot mundësinë e prodhimit të informacionit. Rrjetet sociale, si një kanal i ri dhe më tërheqës i komunikimit, përdoren me të madhe nga individët dhe mediat për përhapjen e informacionit. Komunikimi përmes kanaleve të ndryshme të informacionit i shërben pluralizimit mediatik dhe të informacionit, por nga ana tjetër si pasojë e përdorimit të rrjeteve sociale ka ndodhur copëzimi i audiencës. Problemi që shtrohet është se a (si) mund t’i bashkojmë këto audiencë? Qëllimi i artikullit është të evidentojë dhe të hulumtojë disa nga dukuritë, problemet dhe sfidat me të cilat përballet komunikimi masiv në kohën e sotme të rrjeteve sociale.

**Fjalë kyçe:** komunikim masiv, internet, rrjete shoqërore, media e re, audiencë.

### HYRJE

Komunikimi masiv është një ndër llojet kryesore të komunikimit, i cili së bashku me komunikimin ndërpersonal dhe komunikimin ndërpersonal me pajisje përbëjnë tri llojet kryesore të komunikimit. Në kuptimin tradicional, “komunikimi masiv i referohet procesit, përmes të cilit një organizatë komplekse, me ndihmën e një ose më shumë pajisjeve, prodhon dhe transmeton mesazhe publike që u adresohen audiencave të gjera, heterogjene dhe të shpërndara” (DOMINICK, 2010:42-43). Ky është vetëm një prej përkufizimeve të komunikimit masiv, por studiues të komunikimit nënvizojnë veçori të ndryshme të komunikimit. Me “organizatë komplekse” Dominick nënkupton mediat masive (tradicionale) që dikur ishin aktorët e vetëm në fushën e komunikimit masiv të aftë për të prodhuar mesazhe për audiencën. Te mediat klasike apo tradicionale roli i publikut ka qenë pak a shumë i përcaktuar, si një marrës pasiv i cili pret të marrë informacionin që i ofrohet. Po ashtu audiencë e mediave tradicionale përbëhej nga një turmë anonime, ku pjesëtarët e saj nuk e njohin njëri-tjetrin.

Por kjo tashmë ka ndryshuar me shfaqjen e internetit, i cili e ka ndryshuar rrënjësisht gazetarinë dhe komunikimin masiv. Interneti mundëson jo vetëm rolin ndërveprues të publikut, por ai nga një marrës “pasiv” është shndërruar në prodhues të informacionit. Sipas studiuesit Artan Fuga

*“Ka ndryshuar edhe më shumë se më parë marrëdhënia e konsumatorit, e klientit, pra e audiencave, me mallin informacion”. Çdo individ mund të prodhojë informacion për publikun, duke u shndërruar në një media më vete. DOMINICK (2010:60) konkludon se “jemi në një kohë kur audiencia kontrollon median e vet”. Sot kemi shembuj të blogerëve të njohur të cilët arrijnë të tërheqin mijëra ndjekës.*

Interneti dhe teknologjitë e reja të informacionit kanë mundësuar që audiencia të marrë informacionin që kërkon në kohën kur, ku dhe si ajo don. Ato kanë ndryshuar edhe rolin e gazetarit. Gazetari nuk e ka më sot ekskluzivitetin e prodhuesit dhe përpunuesit të vetëm të informacionit. Domethënë, ka humbur roli i gazetarit si ndërmjetës midis informacionit dhe publikut, sepse në kohën e internetit çdokush është një gazetar potencial, aq sa Eric Scherer shtron pyetjen provokuese se *“A na duhen gazetarët?”* (SCHERER, 2012).

### **Rrjetet sociale, një kanal i rëndësishëm komunikimi**

Interneti dhe mediat e reja kanë ndryshuar rrënjësisht mënyrën e qasjes së informacionit nga publiku. Derisa në periudhën e mediave klasike, të njohur si periudha gutenbergiene, aktorët në hapësirën publike i drejtoheshin kryesisht audiencës përmes mjeteve të komunikimit masiv, sot ata kanë në dispozicion shumë më tepër kanale për përcimin e informacionit.

Rrjetet sociale përbëjnë sot një kanal të rëndësishëm të komunikimit. Zhvillimi i shpejtë i tyre përbën një pikë kthese dhe revolucion në procesin e komunikimit. Ato përdoren nga individët për qëllime të ndryshme. Përmes tyre njerëzit komunikojnë me njëri-tjetrin, shkëmbejnë mesazhe, informacione të ndryshme, fotografi, video etj. Ato shërbejnë edhe si forume debati për çështje e tema të ndryshme. Në këtë mënyrë, rrjetet sociale kanë marrë primatin nga televizioni si mjeti më i rëndësishëm i komunikimit masiv. Madje vetë mediat tradicionale i përdorin rrjetet sociale në orvatjen për të rritur audiencën e tyre. Ky konvergjim i kanaleve të komunikimit synon të optimizojë audiencën gjithnjë e më të copëzuar.

Përparësitë e rrjeteve sociale në raport me kanalet tjera të komunikimit janë të shumta. Ato lidhen me mundësitë që ofrojnë rrjetet sociale dhe lehtësinë e përdorimit të tyre. Interneti mundëson transmetimin e informacionit përmes rrjeteve sociale në kohë reale. Çdo njeri ka në dorë një armë të fuqishme të cilën varet nga ai se si do ta përdorë.

Ndërveprimi si një prej veçorive dalluese të rrjeteve sociale siguron, ndërmjet tjerash, marrjen e informacionit kthyes (feedback-ut). Ai po ashtu ndikon në heqjen e murit midis prodhuesit dhe konsumatorit të informacionit, sepse i njëjti person mund të jetë njëkohësisht edhe prodhues, edhe konsumator, për dallim nga periudha e mediave klasike kur *“ofruesi dhe konsumatori i informacionit ishin dy aktorë komunikimi të ndarë prej njëri-tjetrit. Njëri e konceptonte informacionin dhe tjetri pasi e blinte, e konsumonte”* (FUGA, 2013).

Komunikimi përmes kanaleve të ndryshme të informacionit i shërben pluralizimit mediatik. Kjo është shumë e rëndësishme për shëndetin e demokracisë në nivel të një vendi dhe atë global. Rrjetet sociale përdoren edhe si hapësirë debati dhe polemike, ku aktorët shtrojnë argumentet e tyre lidhur me çështje me interes publik. Ato po ashtu përdoren në fushën e marrëdhënieve me

publikun si një mjet i përshtatshëm, i lirë dhe efikas në përçimin dhe promovimin e një ideje, informacioni etj.

Sot rrjetet sociale kanë një shtrirje aq të gjerë saqë nuk ka individ në botën e zhvilluar, ku interneti është pjesë e shoqërisë, i cili nuk ka llogari në njërin prej rrjeteve sociale, por shumë kanë llogari edhe në dy apo më shumë rrjete sociale, si: Facebook, Twitter, Instagram, Snapchat, Telegram etj.

Rrjetet sociale janë edhe tregues i shkallës së demokracisë së një vendi. Në regjimet totalitare dhe vendet jodemokratike pushteti përpiqet t’ua mbyllë gojën kundërshtarëve dhe kritikëve, duke censuruar mes tjerash edhe rrjetet sociale.

### **Qasja kritike ndaj rrjeteve sociale**

Krahas këtyre mundësive dhe avantazheve të tjera që ofrojnë interneti dhe rrjetet sociale, nga ana tjetër përdorimi i rrjeteve sociale ka sjellë me vete edhe disa dukuri negative dhe probleme, që lidhen kryesisht me raportin ndërmjet teknologjisë dhe individit (shoqërisë), mënyrën e përdorimit të teknologjisë dhe rrjeteve sociale etj.

Që prej kohësh studiuesit dhe teoricienët, duke iu referuar rolit të zhvillimeve teknologjike, janë shprehur kritikë për ndikimin e teknologjisë te njeriu dhe në përgjithësi në shoqëri. Njëri prej përfaqësuesve më të njohur të Shkollës së Frankfurtit të teorisë kritike - filozofi, sociologu dhe teoricieni politik Herbert Marcuse ka vërejtur se *“Përparimi teknologjik po bëhet edhe i dëmshëm për njeriun, në kuptimin që, duke forcuar nevojat e tij të krijuara artificialisht, e nënshtron atë. Shkurt, ndonëse shoqëria konsumatore nuk përdor forcën ndaj individit, megjithatë e shtyp atë në mënyrë dinake... Njerëzit, të varur nga objektet, e kalojnë jetën duke prodhuar mallra të panevojshme konsumi ose pajisje që i largojnë ata nga problemet thelbësore; falë indoktrinimit të medias po zhduket mendimi i individëve”*.

Megjithëse të gjitha grupmoshat janë të ndikuara nga kjo varësi, të rinjtë sidomos janë grupmosha më e rrezikuar nga efektet negative të rrjeteve sociale si përdoruesit më të mëdhenj të tyre dhe të teknologjive të reja të informacionit.

Përkundër emërimit të tyre, rrjetet shoqërore (sociale) i kanë bërë njerëzit më antishoqërorë (antisocialë). Nëse qëllimi i krijimit të rrjeteve sociale ka qenë për t’i lidhur më tepër njerëzit me njëri-tjetrin, kjo është arritur vetëm virtualisht, ndërsa në kuptimin fizik i ka larguar ata. Sipas themeluesit të rrjetit social Facebook, Mark Zuckerberg, *“nëse njerëzit ndajnë më shumë, bota do të jetë më e hapur dhe më e lidhur”*. Por sipas Umberto Eco-s, interneti dhe rrjetet sociale do të përmbushin funksionin e tyre vetëm nëse arrijnë që t’i shtyjnë njerëzit të krijojnë lidhje fizike.

*“Nëpërmjet internetit, njerëzit mund të krijojnë kontakte me njerëz të tjerë. A është ai një zëvendësues adekuat për praninë reale fizike të të tjerëve, për shoqërinë e vërtetë? Në asnjë mënyrë!... Kur interneti të përmbushë vërtet këtë rol, do të jetë një ndryshim i rëndësishëm shoqëror”* (ECO). Por në qoftë se nuk ndodh kjo? Sipas gazetares së njohur Janet Daley, atëherë



ekziston rreziku i vetizolimit të përdoruesve të rrjeteve sociale, gjë që mund të nxisë sjellje devijante, narcisoide, gati-gati autike. Të njëjtin mendim ndan edhe Fuga kur thotë se *“Grupi i miqve të faqeve të rrjeteve sociale priret të përmbillet në vetvete duke krijuar një lloj getoizimi komunikativ sa kohë që ‘pranon’ në gjirin e vet kryesisht ata që kanë prirje pak a shumë të përbashkëta dhe interesa të ngjashme”*.

Rrjetet sociale i kanë kontribuar rritjes së sasisë së informacionit. Kjo në pamje të parë duket sikur nuk ka asgjë të keqe. Sot nuk vuajmë nga mungesa, por nga bollëku i informacionit apo info-obeziteti. Në këtë realitet mediatik të mbingarkesës së informacionit, ku mbizotëron shpejtësia e dhënies së informacionit, konsumatori e ka gjithnjë e më të vështirë të gjejë të vërtetën, që është synimi i gazetarisë.

*“Shumë informacion e ‘vret’ informacionin. E ‘vret’ sepse shpesh ai është prodhuar pa profesionalizëm dhe mbetet i pakonfirmuar. Nga ana tjetër, e mbi të gjitha, prodhohet një informacion shumë herë më i madh sesa ai që konsumohet. A mund të konsumohet nga një individ me psikologji shumë të ngarkuar me stres, me informacion dhe me probleme të përditshme?”* (FUGA, 2013).

Bashkë me rritjen e sasisë së informacionit është rritur edhe numri i lajmeve të rreme, si një prej formave të manipulimit mediatik. Rasti më i freskët është pandemia e shkaktuar nga COVID-19 që është shoqëruar me infodeminë e lajmeve mbi koronavirusin, në media dhe rrjete sociale, pothuajse në tërë botën, përfshirë edhe rajonin tonë. Një pjesë e tyre përbëjnë lajme të rreme mbi mënyrën e shfaqjes dhe përhapjes së virusit, ilaçet për shërimin, përpjekjet për zbulimin e vaksinës kundër virusit etj. Duke qenë konsumatorë jo të vëmendshëm, përdoruesit e rrjeteve sociale janë të prirur të besojnë më tepër dhe në këtë mënyrë të jenë viktimat të lajmeve të rreme. Hulumtimi i American Press Institute dhe Associated Press NORC Center ka treguar se njerëzit u besojnë miqve të cilët e shpërndajnë mesazhin duke u përqendruar më tepër te personi që e përhap lajmin dhe duke mos e verifikuar besueshmërinë e burimit.

E nëse nga njëra anë rrjetet sociale kanë pasur ndikim pozitiv duke i kontribuar debatit dhe polemikës, nga ana tjetër ato e kanë kontaminuar këtë hapësirë publike. Barazia në qasjen ndaj rrjeteve sociale, sipas Umberto Eco-s, ka bërë që *“Mediat sociale u kanë dhënë të drejtën e fjalës budallenjve. Më përpara ata flisnin vetëm në bare pas një gote me verë, pa e dëmtuar komunitetin. Ua mbyllnin menjëherë gojën, ndërsa tani kanë të njëjtën të drejtë fjale me një fitues të çmimit Nobel. Është pushtim nga budallenjtë”*. Rrjetet shoqërore ofrojnë mundësinë e keqpërdorimit të tyre përmes fyerjeve, kryerjes së veprimeve kriminale, nxitjes së urrejtjes ndaj shtresave të ndryshme shoqërore, publikimit të përmbajtjeve të papërshtatshme për grupmosha të caktuara etj. Mashtrimi nëpërmjet rrjeteve sociale, duke përdorur identitete të rrejshme (falso), është një prej formave më të përhapura sot, pre e të cilit kanë rënë shumë persona.

Mediat sociale konsiderohen nga publiku si mediat më pak të besueshme nga të gjitha llojet e mediave. Kjo vlen edhe për Shqipërinë. Një anketim i kryer nga Instituti Shqiptar i Medias në janar-shkurt 2019 ka treguar se mediat sociale kanë një nivel besueshmërie nën mesataren (ZGURI, 2020).

Këto natyrisht janë vetëm disa prej fenomeneve, problemeve dhe sfidave me të cilat përballen sot përdoruesit e rrjeteve sociale dhe komunikimi përmes rrjeteve sociale.

### **Audienca(t) e rrjeteve sociale**

Audienca e medias nënkupton një numër të madh njerëzish të cilët pranojnë të njëjtin mesazh. Por sot nuk mund të flasim për audiencën (në njëjës), por për audiencat (në shumës) për shkak se *“audiencat e medias janë bërë më pak ‘masive’ dhe më shumë përzgjedhëse”* (DOMINICK, 2010:55). Liria më e madhe në mënyrën e marrjes së informacionit ka çuar në copëzimin e audiencës në nivel global dhe ka rezultuar me humbjen e bazës së përbashkët të informimit. DOMINICK (2010:682) thotë se *“Teknologjia gjithnjë e më shumë po i drejton individët drejt programeve më selektive... Nëse kjo prirje vazhdon, ajo mund të sjellë si rezultat një brez konsumatorësh të fragmentarizuar në grupe gjithnjë e më të vogla, që kanë më pak gjëra të përbashkëta me pjesën tjetër të shoqërisë”*.

Rreziku i copëzimit të audiencës bëhet gjithnjë e më i madh në kohën e mbizotërimit të komunikimit masiv nga rrjetet sociale. Në rrjetet sociale audiencat janë të ndara sipas lidhjeve shoqërore, interesit etj. Tematikat dhe çështjet për të cilat diskutojnë janë të ndryshme, shpeshherë nuk janë të lidhura me atë që ndodh në jetën e përditshme. Problemi që shtrohet është se a (si) mund t’i bashkojmë këto audienca?

Pavarësisht faktit se janë rritur kanalet e komunikimit masiv, kjo nuk do të thotë a priori se njerëzit janë sot më të informuar se sa kanë qenë më herët, në periudhën para internetit dhe rrjeteve shoqërore. Kjo vlen sidomos për të rinjtë, për të cilët rrjetet sociale përbëjnë burimin kryesor të informimit.

### **PËRFUNDIME**

Rrjetet sociale përbëjnë sot një ndër kanalet kryesore, nëse jo më të rëndësishmin, në procesin e komunikimit masiv. Megjithatë, duke qenë komunikim pa “filtër”, informacioni që transmetohet përmes rrjeteve sociale është më pak i besueshëm. Ekziston rreziku real i manipulimit përmes lajmeve të rreme, sepse përdoruesit e rrjeteve sociale u besojnë miqve të tyre që i shpërndajnë këto lajme.

Audienca e rrjeteve sociale nuk është e njëjtë me atë të mediave masive tradicionale. Përdoruesit e rrjeteve shoqërore nuk lexojnë të njëjtat gjëra, por në varësi të interesave të tyre. Segmentimi i audiencës zvogëlon rolin e integritimit social të medias.

Rrjetet sociale kanë vënë në pikëpyetje sot karakterin masiv të komunikimit. Megjithatë, kjo nuk do të thotë se nuk ekzistojnë audienca(t) masive.

Duke i zëvendësuar mediat tradicionale me ato sociale, ne nuk e dimë akoma se çfarë sjellin realisht këto media. Nisur nga e gjithë kjo, nevojitet që të shqyrtohen dobisht dhe pasojat apo efektet negative të përdorimit të rrjeteve sociale.

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## **IBRAHIM KODRA - SYMBOL OF MODERN ALBANIAN ART**

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### **ABSTRACT**

This article aims to highlight the art of Ibrahim Kodra, considered one of the greatest Italian painters of the new generation. An outstanding and original talent, suggestive, contemporary with special findings, very original, seeker of new genres.

There, the beginnings of a talent are treated in all cycles of his education, from the continuation of the drawing school in Albania, where he was lucky to have the master Odise Paskali as a teacher, until his studies at the Academy of Fine Arts, in Breras, Milan, Italy.

Kodra's art is treated there, where his painting knows no national borders, it lives in the civilized world with a lot of dignity and individualism, a painter of explosions, an irreplaceable painter with thoughts and expressive power. He is described by Pol Elyar as "primitive of a new civilization". The primitivization of Kodra's work unfolds as an idea in an infinity of subjects in direct or indirect connection with the concerns of the present for the future, presented as a relationship between form and content.

Works of Kodra, his sixty years of continuous artistic creativity is weighted with extraordinary successes. Until 1948, when he met Picasso, he had opened numerous exhibitions in different countries of the world, which had attracted the attention of the qualified public and critics of the time.

The results provide an original picture of Kodra, in which he conveys his messages by means of a visual figure, where he models the human figure. The depiction of man is not an end in itself, but through it the author expresses humanity.

The presentation of Kodra's awards with the "International Gold Medal of Science, Art and Literature", of the Academy of France, "Campione d' Italia" in other Italy are important aspects of the paper.

The paper is based on research in the literature published in Albanian, at the National Library of Tirana, at the Library of the Academy of Sciences, as well as at the Academy of Arts, and in foreign languages wherever it is written about him, as well as in the observation of his works in the National Gallery of Arts in Tirana and the most famous galleries in the world where his works are exhibited?

The conclusions are another important aspect of this work, especially for the generation of young painters who are educated today and which serve as a model of inspiration for them.

**Keywords:** art, drawing, illustration, Kodra, painting.

### LIFE AND EDUCATION

Ibrahim Kodra was born on April 22, 1918 in Ishem, Durrës district. His childhood was difficult and often Dickensian. When he was 3 years old, his mother died and his father married to ensure a peaceful childhood, but it was not said. At the age of 8, he leaves home and works in Mamurras in the "INAG" company. A year later he goes to the pier of Patog (PATITUCI, 2000).

Selim Sukaj, a well-wisher to whom he brought coffee every morning, takes him to his house in Durrës and takes care of him. At school, the little boy was recognized as a talent for drawing portraits of Skenderbeu, Ismail Qemali, Naim Frashër, etc. An Italian, a furniture owner, offers him to draw the portraits of his customers. With the money he earned, he bought the pencils, paints and tools he needed in his work (PATITUCI, 2000).

The life of the famous painter has a lot of light and shadow, but perseverance and strength of talent have always helped him to find his way through chance. So a man from the king's court, after recognizing the boy's talent, secured a meeting with the Queen Mother. The support was great and with her help he was enrolled in the "Harry Fultz" technical high school, where he lived in a room with the king's grandson and had the opportunity to attend the drawing school which at that time was directed by the master Odise Paskali (DEMI, 2008).

Again, chance and fate in Kodra do not come by chance, because fate contains in its interior strength, character and rare talent. He had been asking for the right to study at an Italian university for painting for some time, but he had not received an answer. A journalist invites him to make a portrait of the Italian cinematographer, Maria Denis (DEMI, 2008). Kodra had made her portrait many times, but this time she dressed in Albanian national clothes.

At the inauguration ceremony of her film in Tirana, they give her the portrait presenting Kodra as the future talent of Albanian painting (DEMI, 2008).

Maria Denis was surprised by his talent and she intervened in the Italian embassy to give him the requested right and in 1938 he began his studies at the Silver academy in Rome. His professor, who adored him, advised him to study at the Academy of Brera in Milan, which at the time was an important center of contemporary art. Especially Brera was the true square of peace and understanding of the artists (DEMI, 2008).

Although the great painter also appreciates the first knowledge acquired in the School of Drawing as a lawyer of the artistic language, Brera gave our great painter what was necessary for a famous artist, the spirit of research, the cult of work, the search for messages unconsumed. Brera was for him like soil for roots. He is formed as a rare talent in the currents of abstractionism, futurism, cubism, impressionism and above all he was a Eurydice.

## FEATURES OF KODRA'S CHARACTER

The painter has many friends, not only because life made him so, but the great strength of his talent, his broad culture, his love for his country, his humanity, made it possible for him to connect with young and old, painters more vocally, poets, writers, historians and politicians in general with the simplest people, those of origin. He chose his connection with the people as his aesthetic philosophy, where he says: "Not only man should follow the star, but also the star should follow the man".

Love for the homeland is one of the great feelings of Kodra. He thinks that there are 1000 roads that connect him to the homeland. The place of his birth and three nationalities are for him not like a point, the center of a circle, but that small point is the macrocosm of his creativity (DEMI, 2008).

The grain of the soil of the Homeland is the artistic cell of creativity from where the internal and external developments of the anatomical forms of his work originate. For the artist, the birthplace is always like the land for Anteu, he feels deeply Albanian and is proud of the history of his people (DEMI, 2008).

He experienced with pain and concern the exodus after the 90s, where he helped as much as he could in the settlement of immigrants. He sensitized the Italian press, the governments of Western countries, and from his being issued a SOS call for Albania and the Albanians.

He thinks that a day will come when the birds will return from distant horizons, and this will be the most beautiful day for him and for Albania. He says that the future must be thought of now, because Albania's present is a focus where extreme contradictions coexist and the hope that a day will come when true democracy will triumph (DEMI, 2008).

Creators and artists are usually not one-dimensional, and Kodra has a tendency in music as well. He considers music an inner driving force, a solace, a counselor. Music for him is a catharsis, an opportunity to remember the past and anticipate the future.

In many of his works, he takes inspiration from music, but in these findings, he does not apologize for the instrument, but for the relationship he creates between the instrument and the instrumentalist. In these themes, the author conveys to people peace, tranquility and the melody that originates from his soul. He prefers classics such as Beethoven, Bach, Vivaldi, Verdi, while among the musicians of his period he likes the Beatles, Adriano Celentano (DEMI, 2008).

The guitar is his favorite instrument, which he learned to play when he was in high school in Tirana. He has created a composition for guitar, "The sound of bells", the musical bed of which is based on our folk melodies (DEMI, 2008).

The poetics describes the life and work of Kodra. Poetry lives inside him like a fire, which makes him look at a new sky and a new earth. Poetry guides him to always be himself. For him, she is like a lighthouse that shows people the way to the "Cape of Good Hope". Kodra is a

connoisseur of traditional Albanian nationwide poetry. Naim is his most chosen poet, who inspires him with patriotism, with his creative work.

He likes the poems of the Italian poets, Ungaretti Montale, Quasimodo, in whom he appreciates the poetic philosophy, which is centered on the search for the universal truth about man and life. The Spanish poets Macado, Lorca, Alberti inspire him to rely on popular creativity, raising him to a world peak of poetic creativity (DEMI, 2008).

Pol Elyar, his favorite poet, with whom he connects the peace and love found inside their being, is reflected in his works. He appreciates the master as open-hearted, dreamer, fantasist, persistent, demanding. Elyar's poem "Kerkoj" has been described as the motto of Kodra's life, in life activity and art, by the author himself.

### ART OF "KODRA"

Kodra has been described as one of the greatest Italian painters of the new generation. An outstanding original, suggestive, contemporary talent with special and highly original findings and a seeker of new genres. His painting knows no national borders, it lives in the civilized world with a lot of dignity and individualism; a painter of explosions, an irreplaceable painter with thoughts and expressive power.

In his work, Kodra has an original solution, in which he conveys his messages with the help of a visual figure, where he models the human figure.

Within the legality of painting, he applies the legality of prose, he is a character that starts from childhood fantasy, from drawing dolls, from the desire to reflect human connections and relationships, to express ideas, impressions. He combines puppetry with modern forms and thus the artistic maturity manages to give a special character, which was appreciated by the critics as an innovation of figurative art.

The author's intention is that the style is not presented as the inner world, but the inner world is the style. He synthesizes the motto of his life, moves in many subjects, in different environments, generalizes many ideas, distributes different messages. , so he is a man robotized by the political, economic and social pressures of modern civilization and those in power, who hopes to return to his origins. The figuration of man is not an end in itself, but through him the author expresses human humanity.

Kodra was not looking for a dry painting without emotion, but a communicative painting that dialogued with the spectator, excited and aroused his imagination.

"Ibrahim Kodra's art is a message of peace", this would be the definition of Pope Paolo VI, in the aesthetic-artistic contest, thus he gains a new height (GRIPSHI, 2014).

Kodra is described by Pol Elyar as "Primitive, a new civilization". The primitivization of Kodra's work unfolds as an idea in the infinity of subjects in direct or indirect relation with the concerns of the present for the future; it is presented as a relationship between form and content.

The work of Kodra describes the spirit of Magellanism in the sense of new findings in art. The favorite color is blue, in all its variations, it is the blue of the magical sea of the landscape of the birthplace. The sea is his, where the blueness and whiteness of the blossoms of spring intoxicate the painter, and they often describe his work. Red is especially striking in the colors used, where again it triumphs in the voluptuous and instinctive scent of the home country, which is ignited by the poppies. Also the decoration in Kodra's work is inspired by our folklore (DEMI, 2008).

The use of geometric figures in Kodra's work does not give the image of cubism, neoplasticism or cosmo painting, geometry has its own meaning. It is used as a tool to realize the content and acquires a conventional meaning while simultaneously following our old cultural tradition (DEMI, 2008).

In the semantics of geometric figures, an explanation can be, for example: star, circle, cross as symbols of the sun; the spiral is a symbol of an Illyrian head totem, the narrow angle represents anxiety towards internal or external spiritual pressures, the angle right is peace, balance. Letters are symbols, so they form a conventional alphabet that has its own key to decomposition in the work (DEMI, 2008). The double figures in his work take inspiration from our mythology, which is woven with the metaphorical thought of the existence of many people within a single man.

The "Hill" alphabet. Those signs are not Phoenician writings, nor Assyro-Babylonian writings, they are not Etruscan writings or hieroglyphs. Maybe from the formal side they can resemble the enigmatic archeological writings, but they are not like that. It is an alphabet created for artistic purposes. How to read it? I won't talk about it. The deciphering code must be found. A kind like in the archaeography. As for orientation, I can say that in the use of this alphabet I am interested in the geometric form of the letter. It is a limb of the content. Sometimes it clarifies it, sometimes it makes it esoteric (LLESHI, 2018).

You can't be an artist without being Magellan, you can't discover archipelagos, meridians, new continents, Magellanism in art presupposes the fusion of travels. One is the one who develops in literal geographical lines, while the other in the endocosm of the creator and the observed people from him. The fusion of these two journeys helps to achieve high artistic quality. The presence of this genius reveals one of the secrets of the great artistic strength of Dante, Leonardo, Michelangelo, Shakespeare, Rembrandt, Byron, Gauguin, Van Gogh, Salvador Dali, Kadare, and Shagallit (TAFA, 1992).

To be more precise, it should be said that Magellanism is the earliest phenomenon. It starts from the well-known beginnings of cultured literature, like the Argonauts, like the Phoenicians, like his own Ulysses, Homer is a great navigator, a Magellan even though he was blind, he traveled from one island to another, from the shores of Asia Minor to those of the Aegean. In these journeys, he returned his eyes, the light, his sight to see the world, the people, the events of the time. This undulating itinerary placed the cornerstones of the Iliad and the Odyssey in the edifice of world literature (TAFA, 1992).



The Albanian painter would create his artistic originality that appears in different stages of his creativity, when he rocked different currents such as abstractionism, informal art, surrealism, cubism, the fondomarino period and to close with what represents the original Hill, the Totem Kodrian (LLESHI, 2018).

Ibrahim Kodra is considered the most important internationally recognized Albanian painter. Kodra has been appreciated by famous painters such as Picasso, Matisse, Modigliane, Dufy and others. He has been appreciated and collaborated with the greatest Nobel poets such as Quasimodo, Montale, Paul Elyard, etc. He has a bright collection of awards, including the "Gold Medal" of the French Academy, "Citizen of honor" in many Italian cities, the "Golden Ambrogini" award from the Municipality of Milan, and in 1996 he was awarded "Honour of the Nation", as well as the diplomatic passport of the Republic of Albania (LLESHI, 2018).

His works can be found in the Vatican Museum, in the Chamber of Deputies in Rome, in galleries and in well-known museums of the world, such as in Italy, Switzerland, Denmark, Germany, Japan, England, France, USA, Russia, Ukraine, Australia, Brazil, Argentina, Greece, Iran, Albania and Kosovo (LLESHI, 2018).

Many of his works are today the property of collectors around the world. All the artistic wealth that Ibrahim Kodra has left behind in paintings are about 6 thousand works. His work is a world treasure, where the colors of the homeland, the universalized Albanian spirit can be marveled in his cubism as the last disciple of this art. Kodra's work is a real school of art, while Kodra is the great Albanian. Our nation is proud of his name.

## CONCLUSION

The Albanian painter Ibrahim Kodra left Albania in 1938 with a scholarship, headed for Italy and enrolled at the Academy of Fine Arts of Brera in Milan.

In the academy of Brera under the leadership of his professor and one of the greatest Italian futuristic painters Carrlo Carra, the Albanian painter created his artistic originality that appears in different stages of his creativity, where he rocked different currents such as abstractionism, art formal, surrealism, cubism and to close with what represents the original Kodra "Kodrian Totem". In the artistic formation of Kodra, Pablo Picasso's cubism has had a lot of influence, especially after the friendship that was born between them in Rome in 1948, which fell in the eye to the point that the same Spanish newspapers that wrote about Picasso also described Kodra as "the last post-cubist in Europe".

Kodra never forgot his Albanian origins. His mother and Albania were the most precious things to him. The most famous work that proves the connection of the painter with the homeland is the composition "Fantastic Albania". It is a work that maestro Ibrahim Kodra has realized for one month. It was 1997 when Albania was in a difficult moment, where foreign media reflected the anarchy that had invaded the country with film chronicles or magazine photos.

Ibrahim Kodra is Albanian: he tells us about his travels and about his cosmopolitan breadth in contact with European artistic movements. But we would like to dare another interpretation and

say that yes, he has left his land, but has always taken with it and within itself, perhaps unconsciously, its roots. And these are the special roots of an archaic and rural world and like a prehistory that precedes history or chronicle and becomes a song of oil and nostalgia, myth and fantasy, memory and presence to mark in his painting a completely personal and independent stamp and assert that "sustainability" that overcomes any call from the experiences of other tendencies or currents.

Kodra is clinging to the earth (his land), and that brings us, even in a very modern version that does not deny the conscious and well-known help of some avant-gardes, the ethnographic and anthropological truth. That his determined step and heavy is perhaps the bud, or like the preface of a painting that becomes free and sometimes provocative but you want it to be, above all a painting steadfastly stuck to Albanian sources. And through these roads Kodra very often reaches poetry and conveys the emotion to us.

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## RRETHANA ARTISTIKE TË SHEK. XV SI KALLËZUESE MBI VËRTETËSINË E PORTRETIT TË SKËNDERBEUT

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### ABSTRAKT

-Artikulli nisët nga një presdispozitë “formale”, e formës së dukjes, duke tentuar të kapë një të “vërtetë” të mundshme.

Nga burimet historike të pranuar si të tilla, ato materiale dhe përkatësisht veprat e artit, paçka natyrës interpretative që mbartin (ku pranohet ndërhyrja emocionale dhe preferenciale e artistit), një fakt mbetet gjithmonë i pandryshueshëm dhe që është; -karakteristika akute dhe e patjertërsueshme ose mbamendëse e subjektit që merret nën vëmendje. Pra për më thjeshtë, portretisti në rastin tonë Giovanni Bellini edhe sikur të ketë shtënë nga mendja e vet të dhëna fetishizuese mitike, frymëzuar nga epopetë e Rilindjes Evropiane, mes tyre dhe figura e Skënderbeut, tiparet përshkruese të një figure të tillë me ato përmasa fame që kishte Gjergj Kastrioti, diçka do të mbetej e pakompromis të ndryshohej, përkatësisht tiparet dalluese fizike të portretit të tij.

Qasja ndaj kësaj vepre, lidhet me një detaj të portretit që shihet mbi syrin e djathtë, një vrazhë-shenjë e cila e si të thuash; - *e ”zbret në tokë”* imazhin e Skënderbeut duke ja zhveshur remineshencat idilike siç mund ta kishte trajtuar në një kohë më të vonshme sesa realizmi ajo, shkolla Rafaeliane, *ndjekëse e të bukurës ideale*, përkundër së cilës rrinte shkolla Mikelanxholeske e cila i qepej pas të vërtetave të prekshme, si cilësi e të bukurës; - *e bukur është ajo çka shfaqet si e vërtetë*.

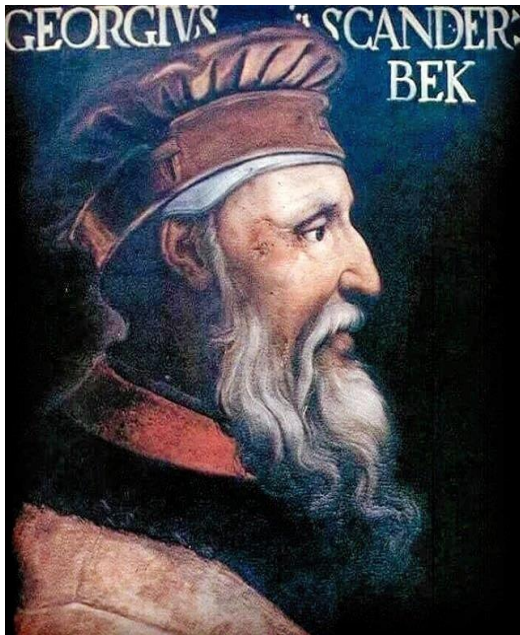
Në një hulumtim më të gjerë, artikulli vë nën dritën e projektorëve portretin e Bellinit me një qasje disi guximtare dhe njëkohësisht në mënyrë disi “delikate”, duke thirrur në ndihmë efektet interpretative, filozofiko-etike të dy shkollave antagonistë të periudhës së *Rilindjes Evropiane*, kryesisht asaj italiane të 500-ës, si rrymat dominante të kohës, fama e të cilave zgjerohej nga kërkesat dhe porositë (për portrete) e vazhdueshme të sunduesve më me zë të kohës për të tejçuar madhësinë e veprës së vet, një lloj propagande me tis glorifikues. Ndonëse referencialisht shkollat në fjalë janë pasrëndëse në mënyrë kronologjike me autorin Bellini, ato mund të na vinë në ndihmë si *“medium operandi”* për sa kohë shihen si rrjedhë e burimeve filozofike që zunë fill në të njëjtin areal gjeografik, aty ku piqeshin interesat e perëndimit dhe lindjes... *Në Republikën e rilindur Athiniote të Venedikut...!*

Bellini po jetonte në atë moment..., në cilësinë e mendimeve humaniste, me kërkesën e lartë, atë të tenativës së përcaktimit të pozitës së vërtetë të njeriut, në kohë dhe hapësirë...!

Sa më sipër mbetet në dorën e ekspertëve antropologjikë të përfundohet ose t'i jepet, një formë vërtetësie këtij “aludimi”, por që në teorinë krahasuese si element i dorës së parë në shkencat e arkeologjisë dhe metodologjisë historike, kjo përpjekje bën sens. Për sa kohë studime të tilla mbeten spontane, ato më tepër luajnë si konceptojnë “ftesa” dhe kërkojnë të tërheqin në tavolinën e diskutimit një panel më të gjerë aktorësh e propozimesh.

Mbajtur pranë Muzeut Historik Shkodër me rastin 550- vjetorit të Vdekjes së Heroit tonë Kombëtar Gjergj Kastrioti Skënderbeu-Nëntor2018/ Ripunuar shtator 2022.

**Fjalë Kyçe:** Skanderbeg/ Portret/Bellini/ Venedik/ Rinascimento/Medium Operandi



**Fig. 1** Portreti i Skenderbeut punuar nga Bellini



**Fig. 2** Gentile Bellini (1475-1501)

Një vit më vonë pas Kuvendit të Lezhës 1444 të thirrur prej Skënderbeut, do të kuvendohej teksti i parë i shtypshkruar me mundësi shumëfishimi, pikërisht ai Gutenbergut 1445 në Mainz duke e bërë diturinë një pasuri gjithënjëzore sidomos për Evropën. Kjo shpikje ndihmoi jo vetëm mundësinë e shumëfishimit të teksteve letrare e liturgjike, por edhe të imazheve grafike të gjithsekujt, që meritonte vëmendjen dhe altarin e dijetarit apo prijësit. Tani e tutje, përveçse ishte mundësia të perjetësonte veprën përmes imazhit grafik, në të njëjtën kohë, ekzistonte mundësia e përjetimit të magjisë së shumëfishimit të aktit.

Jemi në kohën zbulimeve të mëdha...!

Koncepti i zbulimit duhet parë si një akt dramatik ku zë fill të luhet tashmë një episod emocionesh të forta për shoqërinë njerëzore përkatësisht atë evropiane të shek. XV. Ai nuk ishte vetëm një hapje ndaj një perspektive të re kulturash e territoresh, por më shumë rrëzim i një sipari i cili rrinte varur dhe ndante në mes skenën e zhvillimeve politiko- ushtarake me platën e njerëzve të zakonshëm, pikërisht aty ku përvijoheshin fatet e tyre të vërteta.

E konsideruar si më lart, zbulimi mund të vlerësohet edhe si akt i njohjes së unit, unit të një shoqërie dhe mundësive të saja për të bërë përpara. Në këtë këndvështrim, aksioni Skënderbegian i riorganizimit të të gjithë masës së shoqërisë Abërore, si një masiv uniteti kulturor, material, shpirtëror, është fillimi i rrëzimit të atij sipari që tentonte të ndryshonte skenografinë natyrale të zhvillimeve arbërore që përgatiti episodin kryesor, atij të luftës së madhe për një pamje tjetër nga ç'rrjedhë mori historia.

E gjitha sa përshkruhet më sipër, ishte projeksioni i një panorame të dy ngjarjeve të mëdha që zhvilluan dhe ruajtën strukturën e vetë Evropës. Ngjarje që në distancë i dhanë dhe i morën njëra-tjetrës. Shpikja e Gutenbergut dhe epepeja e Skënderbeut janë dy elemente bashkëveprues sikur boja me letrën, të cilat u gjendën të presuara nga pesha e ngjarjeve historike të momentit. Në një skenë të mbarsur me projeksione personazhesh dhe të vërtetash historike, ligjet e projekksioneve përlligjin nevojën e identifikimit të personazhit kryesor në këtë rast, Gjergj Kastrioti Skënderbeu. Nuk është e rastit që gjinden kaq shumë përfytyrime gravurash të portretit të Gjergj Kastriotit dhe bëmave të tij. Kjo risi teknike, ndihmoi në përhapjen e rezonancës së jehonës se si Evropa po mbrohej nga Golia prej Davidit alban?! *Po cilës pamje i referohen këto gravura? Cilit përshkrim i referohet proza historike?* E sigurt është një gjë që; Pa mëdyshje do të ketë ekzistuar një referencë e imazhit real të portretit të Skënderbeut dhe me shumë gjasa është pikërisht portreti që gjindet edhe sot në Galerinë Uffizi-Firenze. Për këtë bën fjalë Jovi, Konica, Frashëri, Hudhri, etj.! Këtë ide e plotësojnë një sërë gravurash me pamje nga dy anët e profilit që me sa duket i referohen pikërisht këtij portreti që, mban autorësinë e Gentille Bellinit me nënshkrimin, George Castriota Scanderbeg (me shkronja të arta).

Imazhi i Skënderbeut, dukja e tij reale ka qenë për një kohë të gjatë pikëpyetja e të vërtetave historike disi të shpeshta në historinë e kombit tonë... Në mendimin tim personal;- I bashkohem arsytimit që;- portreti i realizuar nga Bellini Gentille, i cili bart një shenjë vrage mbi syrin e djathtë të portretit. (Shenjë e një veprimtarie konkrete).

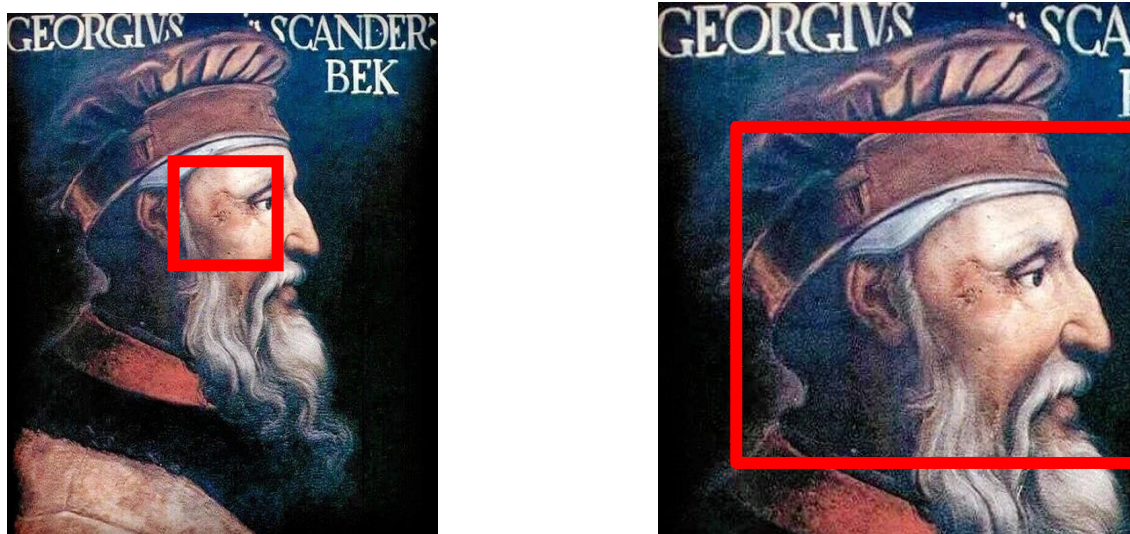


Fig. 3 Imazhi i Skënderbeut

Ky portret e ka të spikatur plagën nga topuzi, që e përmend edhe Barleti, -Vrraga, e Prera në tëmthin e djathtë, një gjë veçantë, që edhe sot po të shihet është pothuasje tejet dramatike).

Duke ndjekur linjën e supozimeve historike të realizimit të këtij portreti, në artikullin e Kristo Frashërit “*Mbi vërtetësinë e portretit të Skënderbeut*”, Frashëri për të theksuar pozitën e Bellinit i referohet personazheve dhe një konteksti të rëndësishëm zhvillimesh konceptuale. Ai përmend edhe Mantegnan (dhëndri i tij)-piktori që përsosi idenë e thellësisë së perspektivës e të vërtetësisë së imazhit që qe nisur më parë nga Piero Della Francesca, Giotto, etj,( *keta njihen si baballaret e Rilindjes italiane të arteve të aplikuara, ihtarë deri në vetëmohim të idesë së interpretimit me besnikëri të elementeve realë, pasi vetëm në një mënyrë racionale, mund të mbërrnin mesazhet e shenja tek besimtari dhe dije kërkuesi*). Këto ide që po mbruheshin nga shumë titanë të rilindjes italiane të pikturës dhe skulpturës, përvijohen disi zyrtarisht aty nga faza përfundimtare e Rinascimentos/Rilindjes, në dy linja filozofiko- praktike, përkatësisht shkolla e Mikelanxhelos dhe e Rafaelit. Ato nënkuptonin dhe mundoheshin të vërtetonin se; e **verteta është e bukura apo e bukura ushqen të vërtetën.**

Shkolla Milkelangjoleske mbronte idenë se; -*E vërteta në plotërinë e saj është e bukur*. Ndërsa Shkolla Rafaeliane mendonte se; -Respekti për të bukurën dhe përfytyrimi perfeksionist i gjërave ushqente të vërtetën tek njerëzit.

Edhe pse pararendës në kohë, në moshë dhe artbërje në krahasim me Mikelanxhelon dhe Rafaelin, Mantegna dhe Bellini, i brendashkruhen së njëjtës fashë të periudhës së rilindjes **1400-1600** që ndryshe njihet dhe si **Rilindja e Lartë**. Megjithëse në rend kronologjik mbajnë meritën e dy prej themeltarëve të rilindjes artistike evropiane, ata qëndrojnë në një tjetër bazament etiko-filozofik që po sendërtohej diku më larg, por jo dhe aq, përkatësisht në lagunën e përndritshme veneciane. Elita e tregtaro-politike i paraprinte materializimit të qëndrimeve të lartpërmendura, sidomos periudha e pesëqindës ku vazhdimisht përthitheshin ide dhe përsosje çdo send që do të ndikonte në rritjen e staturës së Republikës ku e bukura dhe vërteta ishin në raport perfekt masë e harmoni. Harmoni të cilën republika dhe dinjitarët e saj e përflakonin si sublimimin e forcës së njeriut për të ndërtuar pavdekësinë e veprës së vet. **Vepra duhej të ishte sa e bukur, po aq dhe vërtetë**. Ajo duhej të impononte, **PERFEKSION DHE PUSHTET**.

Në një farë mënyre shkolla venedike unifikonte qëndrimet mikelanxholeske dhe rafaeliane që do të agonin pak më vonë. Në këtë këndvështrim Bellini i influencuar dukshëm nga shkolla veneciane e mendimit etiko-filozofik që po sendërtohej mbi parimet e mësipërme, paraqet me besnikëri, me të gjitha vragat e shenjat (nga betejat), portretin e një njeriu rreth të 60 -ve (1462-63/64). Shenja këto që në portretin e realizuar, qëndojnë kundër e bashkërrinë njëkohësisht me teksturat e kadifenjta të dinjitarit dhe shkronjat e arta të emrit të Skënderbeut.

Pra kemi tre mjete kryesore që na qartësojnë në interpretim: Cilësime karakteriale, ushqim filozofiko- etik dhe në në fund, krahasimor.

Dukje karakteriale të portretit, të cilësuar me elementë teksturalë të përkorë të kadifes shoqëruar prej floririt emër shques- raporti final i të vërtetës me ndjesitë e të bukurës së përkorë në këtë rast, bëhet folës i imazhit që vetëm një njeri me virtyte të larta mund t'i kishte, ndaj dhe e meritonte këtë lloj vëmendje artistike. Nisur nga kjo; në rrjedhë të kësaj logjike, ky qëndrim piktorik në thelb është një respekt për të vërtetën ashtu siç e **sheh** dhe si **meriton** të interpretohet. Ndaj nuk mund të ekzistojë asnjë arsye që autori të interpretonte një portret të Skënderbeut sipas imagjinatës së vet, por vetem sesi ai e ka parë atë në realitet.

Për të përforcuar këtë ide mjafton të vendosim përballë portretet e Skënderbeut dhe Sulltan Mehmetit ashtu siç janë të ekspozuara në Uffizi pikturuar nga e njëjta dorë.

- Qartësisht, për këdo që ka njohuri elementare mbi vizatimin do të dalloje direkt diferencën anatomike të dy portreteve. Masa ashtore në portretin e Skënderbeut është kaq sfiduese përballë rrumbullakëzimit dritak të portretit të Mehmetit II, i cili me sa shihet është respektuar në realizim prej autorit, fiks sipas traditës persiane të pikturimit të imazhit njerëzor.



**Fig. 4** Majtas Portreti i Mehmetit II punuar nga Gentile Bellini 1480 dhe djathtas Pikturë e punuar sipas traditës persiane, shek. XV.

-Koha e veprës së piktorëve të tillë si Mantegna dhe Bellini është koha e humanistëve të mëdhenj, koha kur edhe njëherë përmes restaurimit të artit klasik greko - romak kërkohej mbi të gjitha restaurimi i pozitës së njeriut si qenia më supreme, si ekuilibri perfekt i raportit të masës materiale me atë ideale. Si e tillë kjo qenie meritonte gjithmonë qendrën ose piedestalin. Ndaj përshkrimi i saj me saktësinë më të madhe të realitetit (*realiteti si vetmja hapësirë e besueshme dhe referuese*) ishte misioni i çdo mendimtari dhe artisti.

Me kalimin e kohës, do të mblidheshin në këto ujëra një masë rrëke botëkuptimesh dhe qëndrimesh etiko-filozofike me origjinë sa nga veriu i Evropës, jugu Italian po aq dhe nga lindja ish - Bizantine të cilat kishin vetëm një qëllim; ***të hidhin dritë mbi të vërtetën si mjet i kuptimit të jetës dhe lavdërimit të amshueshëm.*** Në pamje të fundit do të krijohet profili i shkollës veneciane të arteve. Arti, venecian, arti i farfurimës dhe vegimeve të dritës që kishte vetëm një qëllim; atë të përlavdimin të republikës dhe bijve të saj që qeverisnin në emër të së "vërtetës". Pikërisht në këtë prag filozofik duhen parë shumë qëndrime dhe prodhime, të asaj kohe e të asaj hapësire.

Pyetjes se; -Skënderbeu a ka qenë në Romë kur është vizatuar, ose a ka qenë në Venedik?!

-Në kontekstin se si shtrohet studimi si (lokacion/vend) kjo pak "rëndësi" ka! Rëndësi në këtë mes, merr formimi i artistit, piktorit realizues i cili në vetëdijen e tij e ka të qartë respektin për të bukurën dhe dinjtitaren. Si të tilla, këto cilësi në kufijtë e ligjësisë, vetëm me një qëndrim të përkorë që respekton në interpretim (vizatim ose pikturim) çdo detaj të imazhit, na qartëson pamjen e vërtetë të asaj çka shikonte autori. Tjetër qëndrim nuk e lejonte logjika e kohës.

Me këtë logjikën e kohës duke iu kthyer shpikjes së Gutenbergut që lejonte shumëfishimin e gravurave. Nevoja për ta pasur shpejt imazhin, bëri që edhe përsiatja e imazhit të portretit të Skënderbeut nga koha në kohë, nga një vend në tjetrin, t'i largohej vërtetësisë së imazhit të parë duke i lënë hapësirë përfytyrimeve nga më të ndryshmet, por që të paktën respektonin koordinatat e portretit të parë origjinal. Imazhe ku fytyra me pamje në profil majtas ose djathtas me tiparet e spikatura; hundë shkabë, shikim thellë dhe mjekërderdhur, përdoren si mjete shumë të zhdervjellta dhe përgjithësuese. Ato lejojnë të fshehësh e të krijosh në të njëjtën kohë. Të paktën për ato që ushtrojnë zanatet e vizatimit e kuptojnë shumë mirë "komoditetet" që të japin këto elemente përshkrues karakteriale.



Fig. 5

Me vonë me shumëfishimin e këtij portreti, u bë dhe me e lehtë të ushqejej fantazia krijuese letrare e jo vetem...Ndaj është e pothuaj e pandalshme në vijimin e shekujve më të lartë, që letërsia të shkruhet e të frymezohet nga madhështia poliedrike e figurës së Skënderbeut. Të vërtetat e ngjarjeve të tija tashmë marrin forcë më të madhe përshkruese vizatimore dhe interpretative. Ashti i imagjinatës tani mund të vishej nga mishi lëndor prej skenash që krijonte fanatazia vizatimore dhe ajo letrare. Nisur nga premisa të tilla ku imazhi gravurial përshkohej nga metafora letrare kuptojme se pse ndoshta; -kjo mund të ketë qenë arsyeja e grumbullimit të shumë teksteve dhe gojëdhënave aq të përhapura në popull, që Marin Sirdani të ndërmerre misionin e përafrimit të gojëdhënës me faktin historik. Me shumë se sa për Marin Sirdanin dhe veprën në fjalë, me këtë fakt do të doja të theksoja se; *sa i përhapur ishte miti dhe forma vizuale e postuar ose në lëvizje e Skënderbeut mes shqiptarësh*. Nuk është kaq e çuditshme nëse; - Qoftë në formën e gojëdhënës, atë të shkruar ose pamore, figura e Skënderbeut na vjen kaq e njësuar në tipare dhe histori të vet. Ky lloj uniciteti nuk mund t'i mbështillet asgjëje tjetër veçse një forme reale, një burimi real të dhënash dhe pastaj interpretimesh. Vasili Kandinski në librin e tij "Mbi shpirtëroren në art" shprehet; - **...fjala e ka origjinën aty për nga është drejtuar përgjigjja...** Ajo që në fund bie në sy është se, që nga përshfaqja e parë deri në ditët tona vjen përmes gravurash, tekstesh, kompozimesh dhe del e pacënuar, thelbësorja unitare e karakterit të



tij vizual dhe permformativ. Si gjithmonë, Profili antropologjik i një personaliteti me tituj kalorësi, dinjitar, vendimmarrësi, kujdestari i fatit të kombit, luftëtarit e shtetbërësit.

## REFERENCA

\* ”. (Kristo Frashëri, Skënderbeu, jeta dhe veprat. Tiranë, 2002, f.266)

Hë për hë, për ne autori i portretit është nga familja Bellini. Unike është që nga gjithë dinjitarët që njeh historia, ky Autoportret ka të spikatur plagën nga topuzi, që e përmend edhe Barleti, Vrraga, e Prera në tëmthin e djathtë, një gjë veçantë, që edhe sot po të shihet është pothuasje tejet dramatike

\*\*1483 Viene nominato pittore ufficiale della Repubblica. esasperato realismo umano come nei lavori di Antonello da Messina.int web

*Il Ritratto del doge Leonardo Loredan, del 1501 circa segnò la piena maturazione della lezione di Antonello da Messina, evidente nel realismo generale nelle rughe come nelle vesti, dove la fissità assume il valore della dignità della carica del soggetto. Le caratteristiche psicologiche sono sublimite da un solenne distacco, in nome del decoro del ruolo gerarchico del soggetto<sup>[17]</sup>.*

\*\*\* Nel Martirio di San Cristoforo e nel Trasporto del corpo del Santo possiamo notare una minor durezza e una minor asprezza dei colori, questo perché intanto il pittore era venuto in contatto con le opere di Gentile e Giovanni Bellini caratterizzate da minore durezza rispetto alle sue; esemplare in questo senso è *L'orazione nell'orto* della National Gallery di Londra. avvenne il 13 settembre del 1506.

-Lomazzo,Idea del tempio della pittura

Il Mantegna è stato il primo che in tal'arte(la prospettiva) ci abbia a perti gli occhi perchè ha compreso che l'arte della pittura senza questo è nulla. Onde ci ha fatto vedere il modo di far corrispondere ogni cosa al modo di vedere come nelle opere sue, fatte con grandissima diligenza, si può osservare.

“La sensibilità verso il mondo classico e il gusto antiquario divennero presto una delle componenti fondamentali del suo linguaggio artistico, che si portò dietro durante tutta la carriera. Inoltre, dà prova di essere un incredibile narratore, differenziandosi da tutti i pittori della scuola dello Squarcione”

\*\*\* Historia e Artit /Heinrich Gombrigh

## INSIGHT INTO A POSSIBLE APPROACH BETWEEN BASSANI AND PROUST (THE GARDEN OF FINZI-CONTINIS AND IN SEARCH OF LOST TIME)

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### ABSTRACT

Not rarely does criticism find in the work of the Italian writer Giorgio Bassani a kind of concept of time and a way of writing which immediately brings to mind the French writer Marcel Proust. Their biographical elements, the feverish reading of Proust's works that Bassani admired, their common concept of memory and the consciousness of time are some of the aspects that will be analyzed in this paper, especially referring to the two most important works of both writers, *The Garden of Finzi-Continis* and *In Search of Lost Time*. The variations of time and the re-creation of its rhythms lead Bassani's narrative towards the past. The female characters and the secret code of their words make the reader experience the same feeling of Proust's work, even though for Proust writing is a way of living whereas for Bassani it remains only a way of survival.

**Keywords:** meeting points, memory, time, narrative

### INTRODUCTION

It must be noted that Bassani's work has often given rise to critical opinions concerning the model of his writings. Some have compared it to Proust for the articulation of its story, for the place accorded to memory and to the subjective perception on time conception. Moreover, Bassani declared himself: “Critics have often spoken of my derivation of Proust. I do not quite agree.” It is precisely this statement that testifies to his contradictory attitude towards Proust. Since Bassani was an avid reader of Proust, he could not escape the allusions to Proust, allusions that are quite common throughout his work. In his own self-interviews, he quotes *In Search of Lost Time* to highlight the difference between his major work entitled *The novel of Ferrara* and that of Proust. We have conceived our study from a comparative approach in order to put into light their enormous literary production which results to have similarities and differences.

#### Memory in Proust and Bassani's works

Firstly, let us find out their biographical data. Coming from a wealthy family of the Parisian bourgeoisie, Marcel Proust had a spoiled childhood as happy as his emotional and anxious nature allows him. Being the son of a renowned doctor in Paris and a Jewish mother, he was attracted to social fairs as soon as he was very young, while Bassani was born into a Jewish

middle-class family that settled in Ferrara. Proust's world is that of his childhood and adolescence, two crucial stages that have marked Bassani's life.

As for their literary creation, it is grouped into a novels cycle where the two authors elaborate their memories, while transposing their own experience. Thus, *In Search of Lost Time* is an imposing work that consists of seven books, whose whole presents a cyclic structure which weaves itself in the village of Combray (invented name). "Proust draws a circle whose end of the journey engenders the beginning; the work construction does not present any intrigue and entirely modifies the traditional composition of the genre" (PIERLUIGI, 2001). On the other hand, *The Roman de Ferrara*, is a narrative cycle that brings together four novels and a dozen of stories in which Bassani evokes the city from which he originates and, more precisely, the Jewish community in the fatal years that go from the promulgation of racial laws by the Mussolini regime in 1938 to persecutions and deportation. In both cases, it is the reconstruction of a life undertaken during the progressive discovery of the reality meaning through memory. Giorgio Bassani has revived the Ferrarese years (the green paradise) of his childhood and adolescence, resuscitated by tenuous and emotional memories shaping a masterfully objective portrait of a twilit world, that of rich Jewish families from Ferrara.

Memory, a word that unites and separates the two authors. If in Proust's work the memory is involuntarily reconstructed by fortuitous events and sensations, the memory of Bassani is voluntary. But to better understand the difference, we will focus on their meaning. Thus, the voluntary memory (memory of the intelligence) is the one that allows us to recall a selection of sensations from the past, as they were presented at that time. So, this is achieved without picking the set of feelings, which gave life to this event. The involuntary memory (memory of sensations), on the contrary, is that which restores the past from a fortuitous sensation, which can come to us from any object (in the text, for example, the "madeleine"). This allows us to instantly feel that past, which is truly alive as if it happened at that moment. Proust argues that involuntary memory gives us an inexpressible joy because a moment in our life appears in its true sense. Indeed, *In Search of Lost Time* ends with a victory over the time itself, since the events are transported at the level of an ideal truth, which is only found in art. In Bassani, "the consciousness of a suspended time, even more, undoubtedly, than of a recovered time [...], of a threat which grows little by little, thus runs the story. It is because the narrator strives to bring his twenty-year thoughts and sensations closer to this moment of remembrance and writing. It is the survivor's eye which colors the pages of Bassani with deep compassion for "the dear voices that have killed themselves" (HERMETET, 2007). The author of this article finds a surprising similarity between the scene of the Proust's *In Search of Lost time* (the reception at the

Princess of Guermentes, in which the narrator evokes, among other figures, some half-paralyzed women who seemed not to completely remove their dress hanging on the stone of the vault) and the description of his relatives and cousins' silhouettes that occur "wrapped in the same aura of mysterious sculptural fatality that envelops them in the memory" in Bassani's work.

In his article Giorgio Bassani: Ferrare, le "monde d'hier" Robert Lévesque explains the meaning of Bassani's voluntary memory. "The walk before dinner begins with the evocation of old postcards, Ferrara's views yellowed by time, to make the reader enter one of them, which shows Giovecca street, main artery of the city, such as it was at the end of the nineteenth century. The narrator describes the photo, Ferrara's dwellers frozen on this old photo, on which a girl is accelerating her pace. He wonders what could the thoughts of a girl like her be, one evening in May of 70 years ago, when she was a student in nursing at the Municipal Hospital"(<https://revue.leslibraires.ca/.../giorgio-bassani-ferrare-le-monde-d-hier>). Then Levesque illustrates his point of view by an example of the novel: "If we look at the postcard with a little more attention, the general appearance of corso Giovecca at this time of day and of its history, if we stop at the overall effect of happiness and hope, corroborated in the first place by the black spur of the Municipal Theater, like a bow which would advance, gaily, towards the future and liberty, we would be given the impression that something of a twenty-year young girl's reveries of that one-there, and no one else, returning home after several hours of forced labor, has remained in a certain way recorded in the image offered in front of us." It can be noticed that the writer finds a kind of virtual past. For its quality of "recognition", this postcard can be treated as Proust's madeleine, because Proust writes in his work "Later a photograph explained to me why" (PROUST, 1919). "Unlike the involuntary memory through which Proust enters a private universe, Bassani's madeleine is the premeditated pretext for entering the public stage of history, which from a narrative point of view is punctual in its omniscience through a few movements reminiscent of narration Proustian technique of [...] As in Proust, it is endowed with an objectivity, an objectivity that history can not join. In this case, it is rather an objectivity which comes from the memory that becomes a vision. [...] This can happen precisely in an old photograph, but this idea of fiction in a certain way resembles that of Proust: to convert time into space and vice versa." (MENGALDO, 2005). According to Campeggiani in his article Proust nell'opera di Bassani, Bassani plays with the limits of the old visibility of the image, which corresponds to the frontier between history and fiction. Bassani borrows the theme of friction between the impressions of objective nature and those of subjective nature, which photographs of In search of lost time create, while often acting as a symbol of time that passes and maintains the complex knots of narrative articulations (CAMPEGIANNI, 2012)

Another common point which unites the two authors is also the use of the same romanesque techniques. Throughout the novels of their immense work, both writers use the same romanesque techniques by retaking the same characters, the same places, the same events which had happened in the city. For instance, in Bassani's *The garden of Finzi-Contini*, some of the characters are caught in the atmosphere of memory, some others just remember vaguely and finally others are in the blinding darkness of extermination.

The walls of the garden of Finzi-Contini encircling the city could be considered as a metaphor for all people who seek protection in the couple and family, others, like adolescents seek protection in friendship, or, older people in political commitment to avoid deep loneliness and impossibility of knowing others as well. The garden of Finzi-Contini is considered by critics as the most Proustian novel by the attraction for the past, by the situation of the narrator who feels a little ashamed of his own family and who is warmly received by the aristocratic parents of

a girl that does not love him - a narrator without a name in the image of the Proustian hero. What approaches both writers are also the anti-Semitic question - Dreyfus affair on one side and racial laws on the other.

As above-mentioned, there are not the involuntary memory hazards that bring Bassani back to the past. And their approach methods are surprisingly similar: the past is not dead. The writer who looks at himself must cross long zones of shadows. Proust spoke of the darkness and silence that the novelist must cross, while Bassani expresses himself: "The past is not dead ... It is necessary, nevertheless, if one really wants to recover it, to go through a sort of corridor, each longer moment. There, at the end of the distant and sunny point of convergence of the black walls of this corridor, there is life as vibrant and thrilling as before." Anne-rachel. Hermelet, 2007). Micòl, leaning on the wall of its garden under a warm summer sky, is the character who makes us think that Bassani has managed to reconstitute this life, just like in Proust's *In search of lost time*. Now then the narrator Micòl is only a shadow, Giorgio walks among the trees like a strange ghost. Since it is the end of a dream he is moving towards writing, just like Proust's narrator.

### **Bassani – a reader of Proust**

Through *The garden of the Finzi-Contini*, the narrator presents a consciousness that is tested, searched and written and he offers infinite variations about time. Everything is seen from "I", which gives primacy to subjectivity and everything will be considered in a tension which pushes the narrator to the past. Bassani reads Proust and meditates on this restitution of time, which turns out to be a possible answer to the absurdity of the action and to the inauthenticity of the society in which he lives. The theme exploited by Bassani coincides with Italian aspirations of the post-war period as the desire to recover a certain unconsciousness, a past that is gone, a childhood that is lost. To catch the meaning of his own existence, the Bassanien "I", like the Proustian narrator, must join the threads of the past, find time and space where everything was possible, to free oneself from uncertainty and finitude. The uninterrupted time concept raises the problem of memory, namely, that of forgetfulness and remembrance.

The characters of Bassani's work communicate just like in Proust's work. For instance, Micòl and Alberto use a secret code when they are discussing, which reminds us of Guermantes' intelligent conversations sharpness. There were words that only those people who belonged to the Duchess's entourage could understand and appreciate in Proust's work. The aristocrats of Ferrara in *The Garden of the Finzi-Contini* are presented as being subject to their I, to time and even intermittences (irregular movements of their heart). "If the story of the relations with Albertine- young girl in flowers, seen, fugitive and disappeared- it is not the song of the knowledge but of the ignorance, impregnated with the lyricism of the unknowable" (TADIÉ, 1986) that of relations with Micòl, the daughter of Finzini-Contini is nothing else but a series of departures and arrivals, of misunderstandings and disappointments that result in failure. Bassani, like Proust, provides the pieces of a puzzle that it is not worth assembling. As one of the victims of dictatorship Micòl considers love for the narrator as an unreachable peak since she is aware that she has no future." (<https://etudesromanes.revues.org/5286>) Hence,

we can affirm that through his work Bassani created the myth of Finzi-Contini family, while Proust created the myth of Guermantes family. Bassani's Finzi-Contini family that isolated themselves in the Magma Domus, can be considered as the mirror of the beautiful, refined and safe world. It is a world that operates according to its laws, to its secret codes which are as mysterious as those of the life of the Faubourg Saint-Germain quarter where Guermantes family live. Behind the nobility of Finzi-Contini Bassani discovers sadness and misery. As in Proust's novel, Bassani presents the real and everyday life as mysterious. Ferrara represents the place of fascist power, violence and death and from here derives the author's intentionnal desire to remember. It must be highlighted that for Micòl and for the narrator himself, it is rather the memory of things and their possession which matters. For both writers, remembering means finding men's roots to allow them to live, to stem this tide that overwhelms them, and inevitably leads them to death.

### **A lost world refound by writing**

The search of lost time allows these authors to take a moment or a period of exceptional life. At this point, the past is not only what it has been, but also what it currently exists. For Micòl, the past is "the green paradise of childhood loves [...] she repeated [...] that she hatred the future, preferring to be "the virgin, the vivacious and the beautiful today is still the past, the dear, the sweet, the charitable past." (BASSANI, 1988) It is a past that is relived thanks to a memory which leads to the recreation of Micòl's character, just like Albertine. As critics have noted, Proust's memory is a memory that comes unconsciously, while that of Bassani is a conscious and intentional memory since the Bassanian I wants to find loved people and places.

According to Bassani, "Art is the opposite of life, exactly its opposite, but it has somehow nostalgia for life, and it must have this nostalgia for life to be true art, provided it is not to be transformed into its opposite" (DOLFI, 2007) Hence, it is Micòl's resignation that opens the

way for aesthetic creation, which was always denied by Bassani. In one of his speeches he declared: "Proust is an esthete and I am a moralist." It is obvious that Proustian writing is a reality of living and a way of being while Bassani's writing proves to be a reality of survival. The adventure of art, more coherent and more lucid than life is the almost mystical adventure of writing in search of vocation. It means reorganization, orderly, fixed and refound time.

## **CONCLUSIONS**

To sum up, while reading continuously an author we acquire, perhaps unconsciously his or her ideas about different topics and concepts, such as: time, space, memory, narrative techniques and writing, in general.

Proust's world is that of his childhood and adolescence, two crucial stages that have also marked Bassani's life. It is certain that memory is a topic that Bassani borrowed in Proust's reading. However, unlike the involuntary memory through which Proust enters a private universe, Bassani's madeleine is the premeditated pretext for entering the public stage of history, which

from a narrative point of view is punctual in its omniscience through a few movements reminiscent of Proust's narration technique. Throughout the novels of their immense work, both writers use the same Romanesque techniques by retaking the same characters, the same places, the same events which had happened in the city.

Bassani reads Proust and meditates on this restitution of time, which turns out to be a possible answer to the absurdity of the action and to the inauthenticity of the society in which he lives.

The characters who act and communicate with secret codes prove to be quite similar. For both writers, remembering means finding men's roots to allow them to live, to stem this tide that overwhelms them, and inevitably leads them to death.

The search of lost time, which is refound by writing, allows these authors to take a moment or a period of exceptional life. At this point, the past is not only what it has been, but also what it currently exists. Throughout this paper, it results that Proust's writing is a reality of living and a way of being while Bassani's writing proves to be a reality of survival. The adventure of art, more coherent and more lucid than life is the almost mystical adventure of writing in search of vocation. It means reorganization, orderely, fixed and refound time. Rightly, one could argue that Bassani, in a natural way has followed in the footsteps of In search for Lost Time, thus becoming the Italian Proust who remains the avid reader of the French writer without being trapped in blind imitation.

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## IMPROVING LEARNERS’ VOCABULARY USING PUZZLE MAKER WEBSITES

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### ABSTRACT

Vocabulary is an important aspect of language and communication skills. A good master of the target language vocabulary helps learners to know and use the target language effectively at all levels: phonetic, grammatical and semantic. This is because a complete knowledge of a word needs far more than simply recognizing the word or being able to give its meaning; it includes learning its: form (spoken and written form, word-parts), meaning (form and meaning, concepts and referents, associations) and use (grammatical functions, collocations and constraints on use).

Nowadays, technology is considered a powerful tool in education throughout the world: the web-based technologies and services enable teachers to improve teaching and learning processes differentiating their classroom instruction based on individual learner’s needs and learning styles.

This paper aims to present the importance and use of Puzzlemaker, a puzzle generation digital tool; it can be used to create and print different customized puzzles for any content area, grade level and world language. The customized puzzles can be used in different phases of the lesson (presentation, repetition and use of familiar or new words, communicative activities, and preparation of quizzes or quick tests). The variety of puzzles enables the teacher to use different kinds of interaction in the classroom, as they can be used effectively by students while working individually, in pairs, in small groups, and even as a whole class (if a computer and a projector are available or an interactive whiteboard).

**Key words:** vocabulary, different, puzzle maker, linguistic aspect, teaching and learning process

### INTRODUCTION

#### *Aspects of word knowledge*

Many learners see vocabulary learning as mainly a matter of learning its meaning, so they devote a great deal of time to memorizing lists of FL words. Referring to Nation (2005), knowing a word is complex since it is not an isolated unit of the language; it fits into many interlocking systems and levels (phonetic, grammatical and semantic). Teaching and learning a language (for example English) for communicative purposes needs focusing on these following aspects of any particular word from the view point of receptive and productive language



knowledge and use: form (spoken and written form, word-parts), meaning (form and meaning, concepts and referents, associations) and use (grammatical functions, collocations and constraints on use) (NATION, 2005; THORNBURY, 2007; GAIRNS & REDMAN, 1986).

*The spoken and written form:* The lack of consistency between spelling and pronunciation makes it difficult (or impossible) to base pronunciation on the written form or vice-versa, not only for foreign learners but also for native speakers (NATION, 2005, p. 45). Unfamiliarity with correct pronunciation can result in failing to understand words in spoken English that the learner clearly understands in written English. Moreover, the stress in a word determines the lexical and grammatical meaning of the word (/ 'import/-noun, /im 'port/-verb.), the length of a phoneme determines the lexical meaning of a word /ʃi:p/ - /ʃip/, and one sound can be represented by one or more letters: /ʌ/ (*cut, come, country, blood, does*).

*Word-parts:* A known stem or affix facilitates the process of word learning and use; it helps the learner to: remember its meaning, recognize it in another context, make guesses about the meaning of unknown items and widen the learner's range of expression by using another word instead of the target one, unable to recall at a certain communicative situation.

*Meaning:* To understand a word fully, learners must know not only what it refers to, but also when the boundaries are that separate it from words of related meaning (as synonymy, hyponymy, antonymy, part-whole relations) (GAIRNS & REDMAN, 2004, p.13). Moreover, to avoid confusion, learners need to know that a word-form can have: several different meanings not closely related (homonymy: *a file* – for papers; a tool for cutting) and a referential (denotative) and a connotative meaning.

*Grammatical function:* In order to use a word correctly, it is necessary to know what part of speech it is and what grammatical patterns it can fit into. This is essential especially in English where: the same word form can be used as a different part of speech (*a book / to book a table*); the lexical choice, especially of verbs, determines the grammatical construction of the rest of the sentence: *Prices rose* (intransitive verb); *She enjoys music* (transitive verb); *I left the key at home* (complex-transitive verb). What is more, as in other languages, words, in a certain word class, are classified based on their grammatical features (regular/irregular verbs, countable/uncountable nouns, regular/irregular plural noun forms). Unfamiliarity with the irregular forms can result in incorrect learning and use by the learner.

*Collocation* involves knowing what a word typically occurs with [*The earth revolves (not circulates) around the sun*]. Such word knowledge helps learners learn and use the target language correctly and fluently. In case of insufficient word collocation knowledge and under the influence of his mother tongue, the learner tends to use grammatically correct but unnatural linguistic sequences ('*I took a decision*' instead of '*I made a decision*').

*Constraints on use* relates to the sociolinguistic factors (such as the relationship of the speaker to the speaker referred to, their social status, age and gender, the aim of communication, etc.) which lead the language user to choose one word (of a certain style or register) rather than

another (from another style or register) in a certain written or oral communicative situation. Failure to consider these can result in inappropriate language use.

### ***Technology in education***

Nowadays, technology is considered a powerful tool in education throughout the world: the web-based technologies and services enable teachers to improve teaching and learning processes differentiating their classroom instruction based on individual learner's needs and learning styles.

Considering some literature related to the use of technology in education (DUDENEY & HOCKLY, 2007; DUDENEY, 2007; LEWIS, 2009), it is worth noting that a very broad range of technological applications have been in the classroom: word processors, websites, emails, social software (blogs, wikis and podcasts), online reference tools (dictionaries, thesauruses, corpuses, translators, encyclopedias), technology-based courseware (CD-ROMs and DVDs, electronic portfolios), m-Learning and online multimedia platform (such as Second Life). Moreover, technology in language teaching is not new; tape recorders, language laboratories and video have been in use since the 1960s and 1970s, (and are still used in classrooms around the world), while computer-based materials for language teaching (such as filling in gapped texts, matching sentence halves, doing multiple-choice activities, text reconstruction) appeared in the early 1985. During the 1990s and beyond, the growing possibilities offered by the Internet and communication technology made the use of technology in the classroom an irreplaceable teaching aid since:

- technology offers new ways for practicing language and assessing performance;
- technology, especially the Internet, presents learners with authentic, ready-made tasks and materials which can be downloaded, printed out and used offline;
- The Internet offers great opportunities for collaboration and communication between learners who are geographically dispersed;
- Using a range of ICT tools can give learners exposure to and practice in all language skills: speaking, listening, writing and reading.

This article aims at enhancing teachers' and learners' interest in using puzzle maker websites. Everyone likes doing word games. Puzzle maker websites can be used by teachers, students and parents not only for entertainment purposes, but also for teaching and learning ones.

### **IMPORTANCE AND USE OF PUZZLEMAKER WEBSITES**

The development of the Internet has led to an explosion of different varieties of language games available to be used online and / or offline. Puzzle maker websites enable its users to create and print different customized puzzles for any content area, grade level and language, using their own word lists. Some examples of puzzles are: *Word Search Puzzle, Criss-Cross or crossword, Double Puzzle, Fallen Phrase Puzzle, Hidden Message, Cryptogram, Math Squares, Maze, Letter Tiles, and Number Blocks Puzzle* (look at the websites in the internet resources, at the end of the paper). Such a variety of puzzles enables the teacher to use them for different teaching

and learning purposes and at different phases of the lesson: eliciting certain linguistic items, presenting new linguistic items (lexical and/or grammatical one), revising linguistic items, improving learners' communicative skills while integrating doing puzzles with other communicative activities such as discussion, writing an opinion essay, assessing learners' linguistic skills by preparing quizzes or quick tests. While solving a puzzle, teacher can choose different grouping arrangements; students work effectively with puzzles even if they work individually, in pairs, in small groups, and even as a whole class (if a computer and a projector or an interactive whiteboard are available).

For a learner, solving a puzzle or word game is:

- a motivating activity since it raises his curiosity; once a puzzle is solves, he will be motivated to do the next one;
- a beneficial learning tool in improving his language competence (abilities) since it: provides an active way of learning or revising vocabulary; get a learner think rather than memorize; focuses his attention on short reading passages with the goal of comprehension, encourages him to speak up, stimulates recall of forgotten words, and foster learning by helping them see patterns.

Let us see in detail the above mentioned puzzles.

*Word Search Puzzle* takes the form of a square or a rectangular grid of letters; the goal is to find all of the words hidden in the puzzle by going through the puzzle left to right or up to down (or right to left or down to up).

*Double Puzzle* is a puzzle where students first need to unscramble clue words and then use letters from those clue words to decode the final word/phrase. The letters for the final phrase can be numbered, making the Double Puzzle slightly easier to solve.

Both Word Search and Double Puzzle help learners to revise the written form of lexical items. A teacher can use them to check whether his learners know certain lexical items so as to decide which ones to focus at the presentation stage.

A *Criss-Cross* or *crossword puzzle* consists of squares (of white or white and black color); the goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers. Besides focusing on form, they help learners to widen their vocabulary and learn new ways to express themselves, as clues are often synonyms, or words with similar meanings.

A *fallen phrase puzzle* is completed by filling the letters into the column they fall under. This kind of puzzle can be used to revise learners' vocabulary, present a certain grammatical structure and practice the target linguistic elements in a communicative way when followed by a communicative activity (discussion, interview, writing an opinion essay, etc.).

A *Hidden Message* puzzle has the form of a Word Search Puzzle. It starts like a standard word search; after finding all the words given in the grid, they can be pieced together to reveal the

hidden code, message or phrase. It can be used for the same teaching and learning purposes as a fallen phrase puzzle.

In a *Cryptogram Puzzle* each letter in the original alphabet (called the plaintext) is replaced by a letter some fixed number of positions up or down the alphabet. The user decrypts to reveal a message; used for discussion (aiming at improving learners' communicative skills) or entertainment purposes. The Caesar cipher is one of the simplest forms of encryption; it is named after Julius Caesar who used it to communicate with his army.

*Letter Tiles* puzzles take phrases and break up the letters into tiles of 3 or 4 letters (a space and punctuation each count as a letter); then the tiles are all scrambled up. Learners have to unscramble the tiles to reveal a phrase or a message.

All the above mentioned puzzles can be used not only in a foreign or native language classroom, but also in all the other school subjects (like literature, history, geography, science, art), when a teacher wants to elicit, present, revise or evaluate his learners' vocabulary related to the target lesson topic.

*Math Squares* and *Number Blocks Puzzle* make learners integrate mathematics discipline with English language; selecting the mathematical operators (addition, subtraction, multiplication, division), they practice using numbers, doing certain calculations and using the language related to them.

## CONCLUSION

The development of technology has provided very useful web tools to enhance learners' linguistic skills. Puzzle maker websites offer a wide variety of puzzles which can be created by teachers, learners and parents for any content area, grade level and language. They can be created and used for teaching, learning and entertainment purposes. They help teachers create a curious-raising, funny and collaborative atmosphere in the classroom. Considering the multi-dimensional character of the word knowledge, puzzle maker websites are very beneficial since they provide puzzles that can be used at different stages of a lesson: eliciting learners' linguistic knowledge, practicing the new linguistic items in a controlled way and communicatively when combined with other activities such as discussion, writing an opinion essay, aiming at improving learners' communicative skills. To get the most benefit out of any kind of puzzles as a language teacher or learner, it is necessary to create and use puzzles that are suitable to learners' language level and refer to a particular vocabulary topic (such as flowers) or a grammatical one (such as present simple tense). Moreover, puzzle maker webs can help teachers to make use of an interdisciplinary approach to teaching and learning, integrating language learning with another discipline.

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### **INTERNET RESOURCES**

<https://puzzlemaker.discoveryeducation.com/>

[www.armoredpenguin.com/crossword/](http://www.armoredpenguin.com/crossword/)

[www.bbc.co.uk/worldservice/learningenglish/quizzes/crossword/](http://www.bbc.co.uk/worldservice/learningenglish/quizzes/crossword/)

## YOUTH LANGUAGE - WORDS AND MODALITY OF COMMUNICATION IN ALBANIAN

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### ABSTRACT

The paper presents some facts about the cultural background of young Albanian people showing subsequently a selection of the well-established features of spoken and written. Language seems to have two principal functions: it is an instrument of communication, but it can also constitute a means of asserting one’s identity or one’s distinctness from others. A common language may be the ideal vehicle to express a social group’s unique nature and encourage common social ties based on a common identity.

Then it moves over to the discussion of Albania’s technological situation, presenting a choice of widely recognized language peculiarities of Albanian youth communication and showing that many of them are linked to a youth linguistic background.

The paper discusses the influence that computers and mediated computer knowledge might have on the youth cultural world presenting also some opinions about these two types of language (youth language and formal language) considered by some as marginal or even dangerous for the “integrity” of the Albanian language. Regarding this issue, the author recalls a well-established scientific tradition that the most mature behavior would be to consider every variety of the Albanian language, even the vernacular language, as equally relevant and linguistically interesting although it is essential to use it in the right way and the correct context.

**Keywords:** sociolinguistics, youth language, computer, social variation, Albanian language.

## THE PROCESS OF TRANSLATION IN THE DIGITAL WORLD

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### ABSTRACT

This article focuses on what does digitization mean for the translation industry. Due to digitization the translation process has become straightforward as compared to past years and a lot has already happened in the field of translation. The days are gone when a translator translates with a dictionary and a pen. Today, translation service providers are under a lot of time pressure, because it is often only possible to launch a new product once the associated texts have been translated into all the desired languages. So the step to computer-aided translation was unavoidable.

**Keywords:** digitization, computer-aided tools, machine translation, computer linguistics

## **TEKSTET E VJETRA SHQIPE NË PROCES VËZHGIMESH DHE KONSIDERIMIT SË HISTORIKUT PËRKATËS**

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### **ABSTRAKT**

Studimet mbi tekstet e vjetra shqipe janë tashmë pjesë e një tradite që ngërthen gjurmime nga disa disiplina, ndër të cilat dhe ajo e historisë dhe e vëzhgimit të kontekstit evropian në shekujt XVI-XVII zë një vend të rëndësishëm. Në mëtimin për t'i dhënë një hapësirë më të konsiderueshme letërsisë së vjetër shqipe dhe konceptimit të saj në vështrimin e studiuesve të filologjisë së tekstit, por dhe të kuadrit historik që nxiti përpilimin e mjaft veprave me një tematikë të caktuar, vijnë në vëmendje jo pak ndihmesa e interpretime që duke u mbështetur dhe në traditën tashmë të iniciuar mbi të tilla argumente, risjellin në optikën tonë çështje të një rëndësie parësore nëse duam të njohim më qartë e më objektivist momente kohore, rrethana të inicimit të veprave, por dhe dokumente që lidhen drejtpërdrejt me këto të fundit. Dhe për një arsye të tillë, çdo disipline që ka ofruar qasje të vlefshme në këtë drejtim i duhet njohur përparësia dhe dobia e madhe në pikëpamje të plotësimit të një panorame komplekse studimore.

**Fjalë kyçe:** tekstet e vjetra, vëzhgime, shekulli XVI-XVII



## **SESSION 7**

**PROMOTING INCLUSIVE AND SUSTAINABLE ECONOMIC  
GROWTH, FULL AND PRODUCTIVE EMPLOYMENT. SOCIAL AND  
ECONOMIC DIMENSIONS OF THE “NEW NORMAL”**

## ELECTRONIC COMMERCE IN ALBANIA

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### ABSTRACT

Currently according to the times, we live in, technology is the main tool of normal daily functioning, and one of the things we prefer to spend our time the most is shopping, which can now be done with just a click on the phone. Online shopping and sales constitute what is known as e-commerce. This trade has experienced the greatest boom after the pandemic period, after which the number of online businesses became difficult to determine. But are these businesses compliant with e-commerce laws?

In this paper, which aims to study the development of electronic commerce, we will be able to understand at what stage the advancement of electronic commerce in Albania is.

As stated by Lefebvre & Lefebvre, in 2012, e-commerce has created a change in the way people do business, always after such revolutions, a period of adaptation for both companies and consumers is followed. There are obstacles to overcome and a high number of challenges for all actors involved for this type of trade to fully develop.

**Key words:** Electronic commerce, Informality, Entrepreneurship, Tax, VAT.

### INTRODUCTION

Electronic commerce (e-commerce) is currently one of the most coherent and successful strategies of the last decade, which has been driven mostly by the pandemic that began from late 2019 to the present day. Isolation brought to people's attention that this type of business offers more facilities and less cost, which is one of the reasons why this type of business grew the most during these three years. But besides this, are there negative economic effects for the country?

E-commerce takes place through computers, tablets, smartphones, and other smart devices. Almost every imaginable product and service is available through e-commerce transactions, including books, clothes and shoes, music, airline tickets and financial services. These transactions are of several different types which will be mentioned in the following. So practically e-commerce is like customers entering an "online store" to browse and place orders for products or services through their devices.

To present a complete image of e-commerce, this study will go on to analyze the stages from the history of e-commerce, its types, the advantages and disadvantages arising from this form of business, to delve further into the concerns that this form of business brings by avoiding legal acts and also to point out the difficulty in measuring the impact it has on informality in the country.

## **ELECTRONIC COMMERCE (E-COMMERCE)**

### **The emergence and evolution of electronic commerce**

Given the advances in technology, the availability of information, speed and reliability, more precisely with the development of the Internet, from the 1990s, a large range of opportunities with a particular emphasis on communication were noted. Some companies, having noticed the potential of this tool, stated that they use it to interact with their customers in the first place, to share information about their products, then to receive orders, and, subsequently, to deliver products and services, until the arrival of electronic commerce, which would also cover remote logistics. According to (TESCHE, 2013) some examples of products widely negotiated using electronic media, and purchased mainly by young people, are electronic tools, plane and show tickets, etc.

Electronic commerce began its first phase in the 1970s, in which it was used in transactions between large corporations that established private communication networks among themselves, and, through electronic funds transfer systems, that conducted electronic financial transactions and exchange of documents (GALINARI *et. al.*, 2015).

Also, according to (ALBERTIN, 2012) the evolution of electronic commerce can be divided into four phases. In the first phase, organizations used the functionalities of the Internet information detection processes in relation to their products and services. This was the initial stimulus for its development. However, according to the author, 'Phase 2' was about taking orders and sending information and instructions for the use of their products and services. At this stage, logistics made its first impact on the company. The third stage of evolution, according to (ALBERTIN, 2012) was the distribution of products and services using information technology. At this stage, some products started to be marketed digitally such as music. Last comes the stage which consolidates electronic commerce, with the interaction between the retailer and the consumer, no longer the transmission of data or only the provision of products and services.

With the advancement of information technologies and the widespread use of the Internet, such interaction enabled ordinary Internet users to become a potential consumer, given the possibilities of electronic commerce. That tool allowed a real revolution in how to market products, services and information, bringing more comfort and great range of offers and options for the consumer, but also for the seller who entered that market practice. Because it is normal for companies to undergo transformations in their structure and globalization contributed to this strong tendency. Increased competition, the need to produce innovation and increased customer demands have culminated in the emergence of more modern forms of company management. According to the authors, the progress in Internet access in recent years has become important for the development of e-commerce. The development of electronic commerce follows the stages of evolution of the digital environment. Thus, the development of information technology influences the evolution in electronic commerce.

### **Types of electronic commerce**

Electronic commerce is usually classified based on the nature of the transaction or relationship between participating subjects. The great progress of electronic commerce, as stated by (da SILVEIRA COELHO *et al.*, 2013), allows a large number of transactions, which occur electronically, either between companies and consumers, between companies, between consumers and can include also government bodies.

Business to business (B2B) e-commerce involves companies doing business with each other. An example is a lumber supplier that sells wood to a furniture manufacturer. In this type of e-commerce, prices can often be negotiated because they depend on the order quantity. This type of e-commerce is the largest category by far and is expected to grow faster than the consumer type of business (SCHNEIDER, 2009). Some common examples of B2B models are IBM, Hewlett Packard (HP), Cisco, Marks & Spencer and Dell. Cisco<sup>1</sup> for example, receives over 90% of its product orders online (ANDAM, 2003) and 70% to 80% of their customer service requests are handled over the Internet. Orders are sent to IT contract manufacturers, who build the products to Cisco's specifications. Most business-to-business models deal with supplier management, inventory management, distribution channel management, and payment management. With B2B e-commerce, sellers can access an entire class of buyers willing to pay for their solutions. They can also offer customized pricing and tailored product offers based on customer groups, shopping behavior or customer profile, leading to more sales and better return on investment (OLAWALE, 2022).

Business to consumer (B2C) includes businesses that sell to the public, usually through online catalogs using various types of payment methods. It is the most common type of e-commerce today. It focuses on building relationships with buyers, for which marketers attract and keep customers' attention using competitive prices, interesting product images and discounts. Despite the setbacks of the 2000s, B2C has continued to grow steadily (SLYKE, BELANGER & COMUNALE, 2004).

B2C e-commerce reduces transaction costs and market barriers for entry. Transaction costs are reduced because customers can access information and find the most competitive price for a

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<sup>1</sup> Cisco System is a brand of IT and networks that is specialized in cybersecurity.

Electronic commerce, "Consumer to consumer" (C2C) includes commerce between consumers interacting with other consumers on the Internet. This business model is based on three players: a consumer acting as a seller, a consumer acting as a buyer, and a platform provider that connects these two to facilitate transactions. Consumers are increasingly using the Internet to sell goods and services through their personal websites, e-mail. Over the years several online C2C platforms have developed like eBay as an online marketplace. According to (XU, ZHANG, & CHEN, 2009) there are two types of trust in this trade: mutual trust between members and members' trust in the platform provider.

Other types of e-commerce are forms with government such as: Government to Consumer, Business to Government and Government to Government. What we are most interested in on the subject is G2B, which involves non-commercial online interactions between local and central government and business known as "government to business". Examples of this type of online government service include tax return filing and trade business licensing applications. Information technology has the potential to improve information management and the quality of government services. However, to benefit all its advantages requires organizations to understand and overcome some challenges. One of the main challenges is the development of reliable business processes for enterprise information management (WILLIAMS, SCIFLEET, & HARDY, 2006). According to Beynon Davies (2005), the implementation of electronic government (e-government) is not only a technological change, but also an organizational one for the state.

product or service. Barriers to market entry are reduced because the cost of setting up and maintaining a website is much cheaper than creating a traditional business structure for a firm. Thus, investing in an interesting and colorful website is something that brands and retailers in the B2C space take seriously. Because B2C customers make smaller orders and make faster purchasing decisions, marketers spend less on marketing and promoting their products.

**Table 1.** Types of possible transactions in e-commerce

<b>Acronym</b>	<b>Name</b>	<b>Description</b>
<b>B2B</b>	<i>Business-to-business</i>	Transactions among companies.
<b>B2C/C2B</b>	<i>Business-to-consumer/Consumer-to-business</i>	Companies that do business-to-business transactions with the end consumer.
<b>C2C</b>	<i>Consumer-to-consumer</i>	Transactions between end consumers.
<b>G2C/C2G</b>	<i>Government-to-consumer/consumer-to-government</i>	Transactions between the government and end consumers.
<b>B2G/G2B</b>	<i>Business-to-government/government-to-business</i>	Transactions between government and companies.
<b>G2C</b>	<i>Government-to-government</i>	Transactions between government departments.

*Source: Adapted from da Silveira Coelho et al. (2013).*

### **Advantages and disadvantages of electronic commerce**

Recently there has been a noticeable increase in the percentage of online shopping. Consumers, organizations as well as society are getting huge benefits from e-commerce. To illustrate, in years past when traditional marketing systems prevailed, customers wasted a lot of time and energy traveling to physical stores to make their purchases. With the advent of e-marketing, customers can give up the usual trip to the supermarket to buy the desired goods. With web-enabled computers, laptops or mobile devices, shopping is much easier. This unconventional form of spending allows customers to shop anywhere while sitting comfortably in their home (AONERANK, 2019). The growing interest in online shopping has a multitude of reasons. Most common is the fact that this shopping is pleasant for both customers and merchants. It is called a win-win situation where both parties are getting benefits. Below is a summary of the classification of e-commerce benefits as listed by FRANCO *et al.* (2016).

A major advantage for consumers is 24/7 shopping all year round, e-commerce stores are available at any time. Customers can shop at all hours of every day of the year. For example, products are classified into categories that help customers place orders quickly. Furthermore, this type of shopping is perfect for people who work long hours and are unable to find time to go to retail stores (AONERANK, 2019; KHURANA, 2019; AL-ABRROW *et al.*, 2018 ). Being a very convenient way to shop, e-commerce has become the easiest and most popular way to

buy. Products can be ordered anywhere on the planet with just a simple click on the internet-connected mobile device (AONERANK, 2019).

Another major advantage for consumers of online stores is saving time. In other words, when shopping online, customers didn't need more than 15 minutes to complete their purchase. Also, the providers are careful enough to deliver the products to the customers' doorstep within a week. With e-commerce platforms, consumers are given more opportunities to view different price points and features and thus choose less expensive and superior options (CLARKE, 1999). A customer not only sees relevant detailed information within seconds but is also able to review his/her previous purchases (CLARKE, 1999). Therefore, it allows customers to search for information about goods, compare costs and benefits, and eventually assess its value before carrying out the purchase. Practicality is another advantage, with e-commerce services, customers can search for categories of goods, or they benefit from the website's search tool and can find the desired product in no time (SEARCHCIO, 2019).

The advantages for the business are, money savings, which means there is no staff to hire and compensate, no rent and there is a reduction in fixed operating expenses (AONERANK, 2019). There are no geographic limitations, so if merchants want to display their products in another city, they will not have to open new branches and pay extra money and put in extra effort. With e-commerce, these kinds of limitations have no place to be found (JAMSHEER, 2019). All that is required are electronic devices such as laptops or mobile phones and an internet connection. Therefore, e-commerce simplifies business processes with greater speed and efficiency.

E-commerce, like any other business where there are always ups and downs, has its benefits and drawbacks. Running this type of business has its own challenges. One of the most common problems encountered during online shopping is that customers are unable to try the item before receiving it (ALHAMDI *et al.*, 2019; AL-ABRROW *et al.*, 2020). In another sense, e-commerce removes an essential part of the buying process which is product testing. Videos promoting products may be made in a very professional and convincing manner, but still many customers are reluctant to buy any item they have not tested or seen before. This is since many customers do not see a real guarantee of product quality.

Waiting is one of the features of online shopping that turns into a problem if customers are not patient enough. Buying online means waiting up to a week, or sometimes more, to get your order in hand. The gratification one gets during actual shopping is always delayed during online shopping where customers do not hold the physical item in their hands for some time after procurement (BHASIN, 2019). Also, the product purchased online may be damaged or broken during delivery.

In case a customer has any questions about a particular item in a physical store, the assistant, cashier or even the store manager are all ready to help. In contrast, customer service on e-commerce websites can be limited: the site can only offer service during specific business hours, and sometimes a call to the customer service division can put the customer on hold for a long time (KHURANA, 2019; ALNOOR *et al.*, 2020).

Some of the technical problems that accompany this type of commerce are the lack of reliable security systems which creates a dangerous experience for customers who buy online. Web connection or Internet access is required for customers to participate in online shopping. They also require devices that connect to the network (BHASIN, 2019).

One of the real and growing problems in the online business world is credit card fraud. This can result in forfeiture of profits, fines, and bad reputation. Both the customer and the business are easy prey for credit card fraud. Some pessimists even claim that fraud will eventually result in the demise of e-commerce (CHAHAR *et al.*, 2013). Despite what was mentioned earlier in this paper about the technical and non-technical disadvantages of e-commerce, the many advantages of this business manage to successfully attract the attention of companies and customers. As we have already mentioned technology is evolving extremely fast, so it is possible to witness the prevention of technological defects especially soon.

## **ANALYSIS OF THE ELECTRONIC MARKET**

### **GLOBAL ELECTRONIC COMMERCE OVERVIEW**

The use of technology in every field of life and for every kind of thing has become vital. In addition to the basic needs that required the use of technology, people began to think creatively, moving to things for pleasure. One of these was the beginning of trading products online, thus e-commerce was created. The emerge of this kind of trade brought an interest of the population because of the benefits and facilities it brings. So having access to technology constantly and realizing the convenience of online shopping, people started becoming digital shoppers en masse.

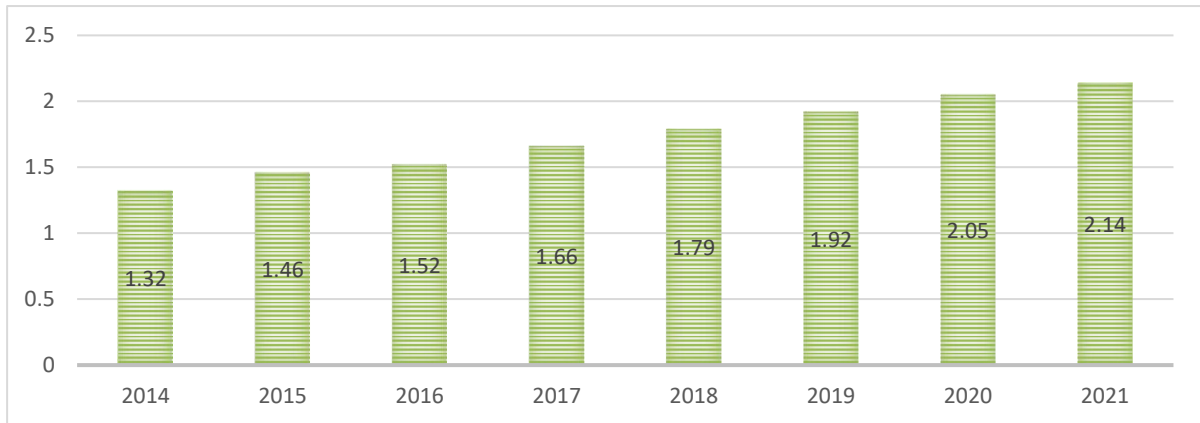
#### **Number of digital buyers**

The spread of online businesses has fueled an increase in the number of digital buyers. These digital buyers include a category of people who make online purchases through social media or online retailers' websites. According to the following graph, it can be noted that in 2021, the number of digital buyers was 2.14 billion, which accounts for 27.6% of the world's 7 billion people. This is a significant percentage that shows the great spread that e-commerce has brought, which has been helped even more during the pandemic.

In 2021, there were 900 million more digital buyers than in 2020, an increase of 4.4% from the previous year. These digital buyers are empowering and encouraging the spread of new online businesses every year. Some of the most visited sites online according to (Statista, 2021):

- Amazon.com
- Ebay.com
- Walmart.com
- Aliexpress.com
- Etsy.com
- Amazon.de
- Wattpad.com

- Amazon.co.uk
- Ikea.com
- Homedepot.com

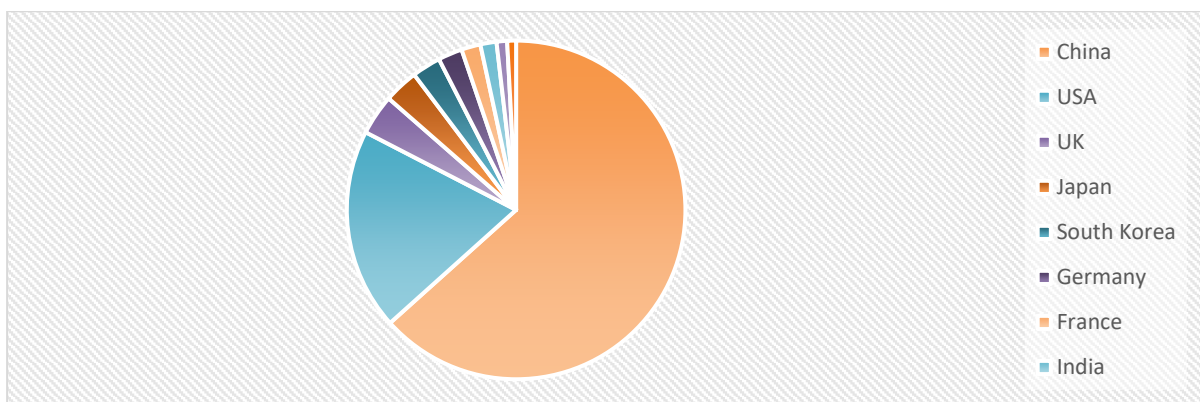


**Fig. 1** Number of global digital buyers 2014-2021, Source: Statista, 2021

It is worth noting that even though some of these businesses also operate physically, they mostly have online orders and sales. It is also noticed that for the same company there are numerous clicks in several different countries of the world. According to the revenue generated by e-commerce, let's observe the following chart.

### E-commerce sales and income from this trade

As previously mentioned online sales have increased and the income that accumulates from this trade. According to the studies and the graphic presentation below, it can be formulated an idea for sales in billions of US dollars.

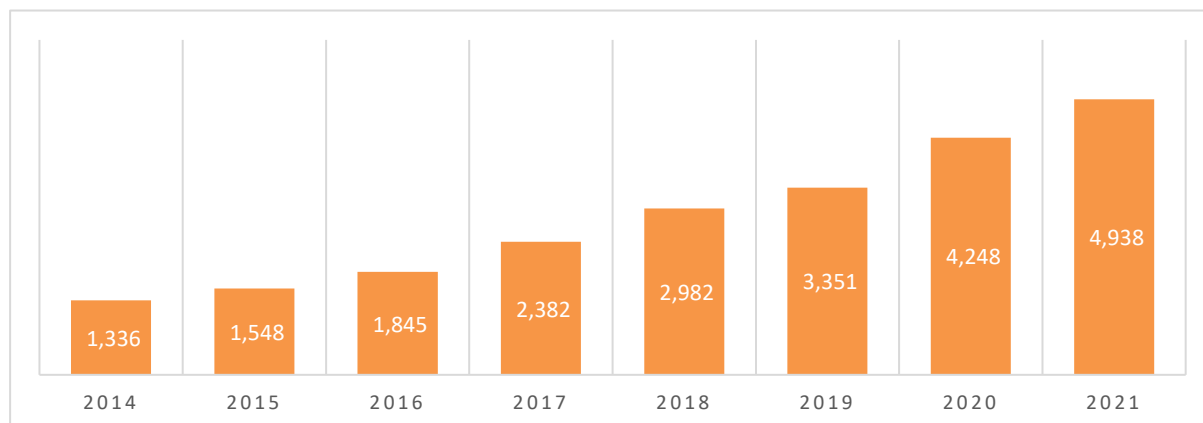


**Fig 2.** E-commerce sales by country 2021 (\$ billion), Source: eMarketer, 2021

According to this chart, China takes first place with about \$2.799 billion in revenue from online sales, since it is one of the initiators of this market, this result is expected. Also, China has a high development of technology compared to other countries, which can be seen as an advantage for it. The second place is taken by the US, generating approximately \$843 billion in online sales revenue.



The third place is taken by the United Kingdom with about \$169 billion generated by online sales during 2021 and all other countries in a row. According to the graph below, we will observe how much sales from electronic commerce are in monetary value.



**Fig 3.** E-commerce sales from 2014-2021 (in billions of \$), Source: Statista, 2021

It can be noticed that sales have increased from 2014 to 2021 gradually. In 2021 we have about 4.938 billion dollars generated from online sales alone worldwide. Comparing this value to that of 2014, it is noticeable how much this trade has developed with the development of technology simultaneously.

## **ELECTRONIC COMMERCE IN ALBANIA**

### **Development of Albanian electronic commerce**

Electronic commerce has brought radical changes in the way business is done, reforming the sale of goods and services. It has become an integral part of the international economy. In a small economy such as that of the Albanian state, electronic commerce has the power to bring buyers and sellers closer by challenging the geographical barriers between urban and rural areas. Also, this form of trade serves for the global promotion of small businesses that operate on the Internet which were initiated by Albanian citizens, in this way advertising and promoting our country's traditional products. This form of trade promotes the incentive of new enterprises to create online businesses as they have lower cost of creation and many facilities.

The year 2020 was a great impetus for the digitization of the Albanian economy, undoubtedly the reason why this radical change happened was the pandemic. In a report studied by the World Bank, it can be distinguished how many new businesses that operate online opened their economic activity. During the pandemic, according to the survey of some firms, about 20% of them either started their activity as online businesses or increased their commercial activity with online operation. Also, according to further studies that were done to understand which forms of shopping are being used more, it turned out that about 55% of consumers have increased their use of online shopping since the pandemic to date.

For Albanian e-commerce to develop at the same pace as the countries of the region, it needs the development and implementation of reforms related to logistics, tax authorities, development of payment forms, global digital connection, specific business management skills online as well as for the necessary support from the state for the realization of trainings for citizens who want to learn about the creation of activities that bring economic benefits through online operation.

Returning to the years before the pandemic, based on studies carried out by the Institute of Albanian Statistical Studies (INSTAT), in 2019, only 5.8% of businesses have integrated e-commerce activity in their everyday life. These businesses are of the type, small that sell handicraft products in the national and international market. Comparing this with the updated 2021 study in which 13.3% of Albanian businesses reported sales in electronic commerce, it can be understood that our country is heading towards a slow and steady development for this form of trade.

Despite having an infinite number of online stores and a larger number of Internet users, Albanian shoppers generally visit stores in person and the use of electronic payments is rare.

Albania, being mainly a cash economy, this affects the limitation of the development of payment types in electronic commerce. However, despite their reluctance to deal with credit cards, mobile payments and prepaid payments are the most popular.

Also, many foreign online merchants do not ship to Albania because the shipping fees are extremely high. Despite the development of businesses operating on the Internet, Albania lags behind the countries of the region. To improve this situation, the Albanian Investment Development Agency (AIDA) has been cooperating with international institutions continuously. Initially by publishing information sources for new investors about setting up an online business and then the steps to take.

### **Laws for electronic commerce in Albania**

The laws on which electronic commerce is based in Albania have their genesis from three main laws. The law, "On electronic commerce", which was approved in 2009 and followed with some changes in 2013, is necessary for the establishment of rules for conducting commercial actions electronically, through the services provided by the information society, for the protection of the participating persons, the legal protection of the confidentiality of consumers or the confidential data of the participants in it, as well as to ensure the free movement of information services, defining the responsibilities of the information society service provider. Legal frameworks like this are very necessary for e-commerce activities because they protect it from major violations or frauds in accordance with the law.

The information society service provider, during the ongoing of the activity, to provide its services at a distance, ensures that these services do not violate the basic human rights and do not misuse their personal information.

According to the law, "On electronic signature", the purpose of which is to create the necessary legal framework for the recognition and use of electronic signatures in the Republic of Albania

and familiarization with the duties of the Responsible Authority for electronic certification and Cyber Security, which have an important role in creating a safe environment for navigating and making online purchases on secure sites by the state.

It is also the "Consumer Protection" law, which sets forth the rights that arise to an individual now they enter into trade relations. The purpose of this law is to protect the interests of consumers in the market, as well as to determine the rules and establish the relevant institutions to protect the rights of consumers. According to Article 10 of this law,

1. Traders are obliged to give the consumer a tax coupon/tax invoice for the goods sold or the service provided. This document allows the consumer to verify the amount calculated for the quantity of goods sold or services provided.

2. The customer is obliged to receive a tax coupon/tax invoice.

### **ABSL ALBANIA AND ITS FUNCTION**

ABSL is a global organization established in 2009 in Poland, with the aim of representing the largest companies of the Business Services sector, under this brand. In recent years, the organization has expanded its activities to different countries and recently to our country. The main objectives of this association, on a global scale, are:

- Representing the Business Services industry to help shape its environment.
- Discussions and close cooperation with local and national authorities.
- Increased dialogue within the industry and cooperation of interested parties.

ABSL Albania is a consultant, strategist and supporter for many companies that are part of the business services sector. The main goal of this organization is to become the main authority in the field of electronic commerce, and for achieving this goal, it has organized discussion tables with the main actors in the field of the digital market, identifying the problems and all the obstacles that stand in the way of the advancement of electronic commerce. Also, this organization aims to support the provision of concrete measures and an action plan for exploring the potential of this sector in the Albanian economy.

In February 2020, this organization offered support in the creation of the study and analysis with the title "E-Commerce Diagnostics, Albania", in close cooperation with the World Bank. ABSL Albania created a meeting between businesses and young entrepreneurs operating in this area. The purpose of this meeting was to identify the main issues and problems of the e-commerce sector in Albania and to identify the potential of this sector. This information provided by conversations between the main actors of electronic commerce in Albania, served as a source for the preparation of this report, which was published in December 2020. Also at the end of 2020, it organized the second meeting, bringing together relevant actors operating in the private and public sector of e-commerce.

This time the main discussions were related to the specific actions that should be taken at the practical and decision-making levels, with the aim of improving the sector of this trade, that is,

facilitating the operation of businesses in the market and increasing the credibility of customers towards these interested parties/institutions.

The development of this organization and its determination to improve the situation of electronic commerce in Albania should be seen with a positive and supportive eye by all of us.

## CONCLUSIONS

1. Electronic commerce has brought radical changes in the way of doing business, reforming the sale of goods and services. It has become an integral part of the international economy. In a small economy such as that of the Albanian state, electronic commerce has the power to bring buyers and sellers closer by challenging the geographical barriers between urban and rural areas.

2. This form of trade serves for the global promotion of small businesses operating on the Internet which were initiated by Albanian citizens, in this way advertising and promotion of the traditional products of our country can be done. This form of commerce promotes the incentive of new enterprises to create online businesses because they have lower cost of creation and easier for them.

3. Despite having an endless number of online stores and a larger number of Internet users, Albanian shoppers generally visit stores in person and the use of electronic payments is rare.

4. Albania is mainly a cash economy; this affects the limitation of the development of payment types in electronic commerce. However, despite their reluctance to deal with credit cards, mobile payments and prepaid payments are the most popular.

5. The year 2020 was a great impetus for the digitization of the Albanian economy, undoubtedly the reason why this radical change happened was the pandemic. In a World Bank report, we can distinguish how many new businesses operating online opened their economic activity. During the pandemic, according to the survey of some firms, about 20% of them either started their activity as online businesses or increased their commercial activity with online operation.

6. Despite all the challenges that are presented for the creation of an honest electronic commerce in Albania, special organizations like ABSL are acting to regulate this aspect. This organization, for the concretization of this goal, continuously organizes discussion tables with the main actors in the field of the digital market, identifying the problems and all the obstacles that stand in the way of the advancement of electronic commerce, as well as the steps that must be taken to overcome theirs. Since it is in its beginnings, this organization has a long way to go and must find support from all online businesses, but the main support must come from the government.

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## AN EMPIRICAL STUDY OF POTENTIAL FACTORS IMPACTING CONSUMER SATISFACTION AND LOYALTY – SPEED TAXI COMPANY, ALBANIA

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### ABSTRAKT

Industria e shërbimit taxi, vitet e fundit, ka pësuar një rritje të rëndësishme në tregun Shqiptar. Si në çdo industri shërbimesh, konsumatori është qendra e aktivitetit të kompanisë. Ky studim eksploron faktorët potencialë që influencojnë në kënaqësinë konsumatore dhe besnikëri, duke iu referuar klientëve të kompanisë Speed Taxi. Qëllimi i tij është i trefishtë. Së pari, ky studim ekzaminon faktorët potencialë që ndikojnë në kënaqësinë konsumatore dhe besnikërinë; së dyti, ai eksploron nëse ka ndryshime domethënëse në kënaqësinë konsumatore apo besnikëri bazuar në faktorët demografikë, si: mosha, gjinia dhe edukimi; së treti, ai ekzaminon lidhjen midis kënaqësisë konsumatore apo besnikërisë dhe faktorëve potencialë. Të dhënat janë mbledhur nëpërmjet pyetësorit, të shpërndarë online tek klientët e kompanisë Speed Taxi, me në fokus veriun e Shqipërisë, respektivisht në qytetet e Shkodrës dhe Lezhës, përgjatë pranverës 2022. Në total u morën 136 përgjigje.

Ne performuan analizën faktoriale dhe analizën e besueshmërisë, për të studiuar impaktin në kënaqësinë konsumatore, mbështetur në katër dimensionet si: 'cilësia e shërbimit', 'lehtësia', 'automjetet' dhe 'shoferët'. Rezultatet treguan se variablat demografikë kanë një ndikim domethënës në kënaqësinë konsumatore dhe besnikëri. Gjithashtu ne performuam analizën e regresionit të shumëfishtë, duke përdorur kënaqësinë konsumatore dhe besnikërinë si variabël i varur dhe katër dimensionet si variabla të pavarura. Ne gjetëm disa faktorë, si 'lehtësia', 'automjetet' dhe 'shoferët' se kanë një ndikim domethënës në kënaqësinë konsumatore, ndërsa në besnikërinë konsumatore rezultuan me ndikim të rëndësishëm statistikisht, faktorët 'lehtësia' dhe 'shoferët'.

**Fjalë kyçe:** kënaqësia konsumatore dhe besnikëria, Kompania Speed Taxi, dimensionet e cilësisë në shërbime, analiza faktoriale dhe e regresionit.

### HYRJA

Transporti është konsideruar si një hallkë e rëndësishme që lidh komunitetin me faktorët që ndikojnë në zhvillimin ekonomik dhe social (UN Economic Commission for Africa, 2009). Është përcaktuar si një urë lidhëse mes zonave rurale e urbane për të shkëmbyer aktivitete si punësimi, edukimi, shëndetësia, turizmi etj. (STARKEY & HINE, 2014). Edhe shërbimi taksit, si pjesë e shërbimit të transportit, ka të njëjtën rëndësi socio-ekonomike.

Për t'u ndalur për vendin tonë, Shqipërinë, shërbimi taxi nuk është një koncept i ri. Ndonëse fillimisht nuk ishin automobilat që shërbenin si mjete të ofrimit të shërbimit, por karrocet me

kuaj. Me kalimin e viteve dhe me përhapjen e automjeteve filloi të zhvillohej më shumë edhe kjo industri, për të arritur në pikën ku është sot. Konsumatorët, çdo ditë e më shumë po i kushtojnë rëndësi modernizimit që ofron zhvillimi teknologjik. Ky trend ka prekur edhe shërbimin taxi. Nevoja për përshtatje ka shtyrë në kërkimin e alternativave të reja për të zëvendësuar ato ekzistuese, për të arritur në atë që çdo kompani ka si qëllim *rritjen e kënaqësisë konsumatore*. Ofrimi i një shërbimi është diçka e arritshme, por të kënaqësh konsumatorin është një sfidë më vete. Përkrahja e zhvillimeve teknologjike me fokus rritjen e kënaqësisë konsumatore ka arritur të ndikojë edhe filozofitë e biznesit në vendin tonë, ku një ndër to është edhe kompania e shërbimit ‘Speed Taxi’.

Speed Taxi është kompania që ndryshoi standardet e shërbimit taxi në Shqipëri. Për herë të parë në vendin tonë, fillon të operojë një kompani shërbimi e tillë, që drejton aktivitetin e saj nga një qendër operative. Po ashtu kjo kompani është e para në Shqipëri, e cila ka zgjeruar aktivitetin e saj në më shumë se një qytet. Momentalisht Speed Taxi operon në tri qytete: Tiranë, Shkodër dhe Lezhë, përmes një shërbimi 24 orë në 365 ditë në vit. Veprimtarinë e saj e filloi para dhjetë vitesh në kryeqytet. Ishte pikërisht viti 2012-të ku qytetarëve të Tiranës iu ofrua mundësia për një shërbim taxi cilësor të standardeve ndërkombëtare. Marrëveshja e drejtuesve të SPEED TAXI të Tiranës me Famiko Group, solli këtë shërbim edhe në qytetet e Shkodrës dhe Lezhës, që nga viti 2019-të.

Kompania ka një zyrë operative që koordinon lëvizjen e shoferëve, e për këtë u vjen në ndihmë sistemi GPS. Klienti mund të telefonojë në numrat e përcaktuar nga kompania, tregon vendndodhjen dhe orarit kur i duhet shërbimi taxi, dhe operatorët e Speed Taxi lajmërojnë shoferët për kërkesat e klientit, për të njoftuar përsëri klientin kur arrin mjeti. Gjithashtu klienti mund të porosisë taxi edhe përmes platformave Messenger, WhatsApp. Po ashtu së fundmi Speed Taxi po aplikon edhe mënyrën e porositjes së taxi-së përmes aplikacionit Speed Taxi. Aplikacioni mund të shkarkohet në smartphone, përmes sistemit GPS mund të lokalizohet vendndodhja e klientit. Klienti mund të hapë aplikacionin, përcaktoni lokacionin ku e dëshiron taksinë, zgjedhë taksinë më të afërt dhe pret 30 sekonda për të marrur konfirmimin nga taksisti. Për sa iu përket tarifave që aplikon, Speed Taxi ka dy metoda të vendosjes së tarifave. Kompania ka përcaktuar tarifa fikse për lëvizjet jashtë qytetit, ku klienti njoftohet që në momentin e porositjes mbi atë sa i kushton shërbimi. Ndërsa për lëvizjet brenda qytetit, tarifa përcaktohet nga ajo që shënon taksimetri.

## **Objektivat**

Studimet e mëparshme kanë shqyrtuar impaktin e cilësisë apo karakteristikave të tjera të shërbimeve në kënaqësinë konsumatore, përfshirë edhe industrinë e shërbimit taxi (Hayder, 2020; Salanova, 2011; Pepić, 2018). Ky studim merret me eksplorimin e faktorëve potencialë që ndikojnë në kënaqësinë konsumatore dhe besnikëri e qëllimi i tij ndahet në tre pjesë. Së pari, ky punim kërkon të zbulojë faktorët që ndikojnë në kënaqësinë konsumatore dhe besnikërinë nga ana e tyre. Së dyti merret me studimin e lidhjes mes kënaqësisë konsumatore dhe besnikërisë, e së fundmi, të përcaktojë ku ka dhe ku jo lidhje me rëndësi statistikore mes variablave demografikë siç janë moshë, gjinia dhe edukimi.

Kompania Speed Taxi Shkoder, që operon në dy qytetet veriore, ka 14 automjete model Skoda Superb të viteve 2015 dhe 2016 me kapacitet 4+1 vende, me disponim interneti të shpejtë "Wi-Fi on board" dhe me sistemin GPS të instaluar. Këta automjete dallojnë për sigurinë, komoditetin, hapësirën e konsiderueshme në kabinë dhe shpejtësinë e lëvizjes. Stafi i kompanisë përbëhet prej katërbëdhjetë taksistësh që lëvizjet e tyre i drejton një staf i manaxhimit të operacioneve i përbërë prej katër personave.

## RISHIKIMI I LITERATURËS

Si një opsion i transportit privat, shërbimi taxi ka dominuar në këtë sektor për vite me radhë, duke ofruar një zgjidhje të thjeshtë dhe të përshtatshme (Alonso, 2018). Përveç këtij kategorizimi, është cilësuar edhe si një formë tradicionale e transportit (Tyrinopoulos, Yannis; Antoniou, Constantinos., 2020). Shërbimi taxi ka mundësuar eliminimin e shumë problemeve që vijnë si rrjedhojë e transportit publik, nga ku mund të përmendim efikasitetin, shpejtësinë, rehatinë dhe privatësinë (Salanova, A review of the modeling of taxi services, 2011; Thomas, Tessa; Rajeev, Sreelakshmi, 2018).

Zhvillimet me të cilën bota është përballur, konkurrenca në rritje dhe larmishmëria e produkteve zëvendësuese nuk ka lënë pa prekur edhe industrinë e transportit e më specifiku shërbimin taxi. Të gjendur në këto pozita nevoja për të ndryshuar është bërë një element jetësor nëse bizneset duan të jenë pjesë e tregut dhe më e rëndësishmja të kënaqin konsumatorët të cilëve iu shërbejnë. Kënaqësia konsumatore është një temë e njohur që ka shoqëruar kërkimet për një kohë të gjatë (Kotler, P. & Kevin Keller, K., 2016; Maria Tverdokhlebova, M. dhe Rozhkov, A. G., 2019). Hunt e përkufizon kënaqësinë konsumatore si një vlerësim i dhënë referuar eksperiencës dhe përputhshërisë së saj me nivelin e supozuar në mendjen e konsumatorit (Yi, 2011).

Ofrimi i një produkti apo shërbimi të ri, të panjohur më parë për një klasë të caktuar konsumatorësh të përball me riskun e mospëlqimit nga ana e tyre. Idetë e reja, sikurse e kemi përmendur më lart, duhet të plotësojnë një nevojë dhe t'i afrohen perceptimit të konsumatorit që ka në lidhje me atë produkt. Element që e ndikon kënaqësinë, përveç performancës së pritur dhe gjykimit subjektiv, është edhe mënyra se si perceptohet performanca në mendjet e konsumatorëve, që ushtron një efekt direkt në kënaqësi (Tse, D.K; Wilton, P.C., 1988). Performanca ndikohet shumë nga botëkuptimi individual që ka secili person për të dhe nëse kompania arrin të gjejë një të përbashkët në mënyrën e perceptimit të tyre do të ketë sukses. Kotler dhe Keller (2016) në përkufizimin e tyre, kënaqësia konsumatore është gjykimi i që vjen nga personi për nivelin e performancës të marrur për një produkt apo shërbim krahasuar me nivelin e pritur të performancës. Nëse niveli i performancës së marrur është më i lartë se niveli i pritur i kësaj të fundit, rezulton që kemi konsumatorë të kënaqur, ndërsa anasjelltas konsumatorët janë të pakënaqur (Mohamed, 2018).

Për të patur sukses në treg lind nevoja e matjes së niveleve të kënaqësisë konsumatore. Kjo kënaqësi, është përgjigjja që merret nga nivelet e përmbushjes së konsumatorit, pra është një gjykim për veçoritë që një produkt/shërbim ka ofruar (Oliver, 2010). Kënaqësia nuk është diçka statike, e fiksuar dhe e njëjtë për të gjithë, pasi njërëzit ndryshojnë nga nevojat, nga dëshirat apo preferencat. Në librin e Yi, profesor Korean, na prezanton me nivelet e matjes për një element



(single-item measures) ku sipas tij në shumë studime janë përdorur shkallët e matjes me disa nivele të matjes së kënaqësisë. Dhe nivelet e matjes për disa elemente (multi-item measures) ku këtu përfshihen shkallët Likert si një mesatare e përgjigjeve për nivelet (nga aspak dakord tek plotësisht dakord). Po ashtu në këtë punim na prezantohen edhe disa variabla kyç si rezultat i disa studimeve ku: është vërejtur një lidhje që ekziston mes karakteristikave demografike dhe kënaqësisë konsumatore. Sipas dy autorëve Pickle dhe Bruce (1972) kanë arritur në përfundimin se kënaqësia konsumatore rritet me moshën, dhe ulet me edukimin (pra sa më të arsimuar aq më shumë janë të pakënaqur me cilësinë). Mason dhe Himes në një studim të realizuar në vitin 1973 kanë arritur në përfundimin se ekziston një lidhje e zhdrejtë mes të ardhurave dhe kënaqësisë konsumatore. (Yi, 2011)

Të mirat, që vijnë nga një nivel i lartë kënaqësie për produktin apo shërbimin, për kompaninë janë të shumta, dhe Fornell na njuh me disa prej tyre. Një nivel i lartë kënaqësie, sipas tij rrit besnikërinë e konsumatorit aktual për firmën, redukton elasticitetin ndaj çmimit, pengon përpjekjet e konkurrentëve për të ndikuar tek këto klientë aktualë, redukton kostot dhe rrit reputacionin e firmës (Eugene W. Anderson, Claes Fornell, & Donald R. Lehmann, 1994). Po ashtu në këtë artikull theksohet se arritja e niveleve të larta të besnikërisë sot të konsumatorëve aktual është një reflektim i rritjeve që do të pasojnë të ardhmen me rritjen e numrit të blerjeve, si nga konkurrentët aktualë ashtu edhe nga ata potencialë. Kur një kompani arrin që përmes produktit/shërbimit të ofruar të kënaqë konsumatorët e saj, kjo do të reflektohet edhe në të ardhurat apo fitimet e kompanisë.

Identifikimi i faktorëve që ndikojnë në kënaqësinë konsumatore, përbën një element të rëndësishëm për të arritur avantazhin konkurrues për organizatën. Për të realizuar këtë identifikim ekzistojnë modele që janë krijuar dhe studiuar ndër vite duke iu përshtatur veçorive që kanë bizneset e marra në studim. Edhe fusha e transportit është bërë pjesë e këtyre studimeve për të theksuar rëndësinë e kënaqësisë konsumatore dhe faktorëve që ndikojnë këtë të fundit (Balachandran, I. & Hamzah, I. B., 2017; Khuong, M. N. & Dai, N. Q., 2016; Kumar, V. H. & Sentamilselvan, K. , 2018). Cilësia e shërbimit përbën një dimension që konsumatori i kushton rëndësi kur blen një shërbim (Khurshid, 2012). Konsumatori gjykon aspekte të ndryshme të cilësisë që përcaktojnë kënaqësinë për shërbimin e marrë (Berry, L. L., Parasuraman, A. & Zeithaml, V. A, 1988). Gjithashtu cilësia dhe karakteristikat e automjeteve zënë një vend të rëndësishëm në dimensionet që ndikojnë kënaqësinë konsumatore, dhe këtu mund të përmendim sediljet (ndenjëset), hapësirën në mjet etj. (Litman, 2008). Kërkues të tjerë arritën në konkluzionet se konsumatori vlerëson rehatinë që ofrojnë mjetet e shërbimit taxi. (Samson, R., & Thompson, P., 2007). Një dimension tjetër që ndikon në kënaqësinë konsumatore janë edhe njërezit, e më specifiku për shërbimin e kompanisë shoferët, dhe sjellja e tyre kundrejt klientëve (Thomas, Tessa; Rajeev, Sreelakshmi, 2018), me korrektësinë, aftësitë për të drejtuar mjetin dhe sigurinë që iu ofrohet klientëve që nga respektimi i rregullores dhe njohja e përgjegjësisë që kanë për jetën e këtij të fundit. Lehtësia është një dimension i rëndësishëm që vlerësohet shumë nga konsumatorët dhe këtë lehtësi më mirë se zhvillimet inovative nuk e ofron asgjë tjetër.

## **PYETJET KËRKIMORE DHE HIPOTEZAT**

Bazuar në diskutimin e lartpërmendur, ky studim kërkon t'iu përgjigjet pyetjeve të mëposhtme:

- Cilët janë faktorët potencialë që ndikojnë kënaqësinë dhe besnikërinë konsumatore?
- A ekziston një lidhje me rëndësi statistikore mes kënaqësisë dhe besnikërisë konsumatore?
- A ekziston ndonjë ndryshim me rëndësi statistikore në kënaqësinë konsumatore dhe besnikërinë e këtyre të fundit bazuar në faktorët demografikë siç janë: moshë; gjinia dhe edukimi?

Në përputhje me pyetjet kërkimore të ngritura, kanë rrjedhur hipotezat e mëposhtme:

H1a: Ekziston një lidhje me rëndësi statistikore mes dimensioneve dhe kënaqësisë konsumatore.

H1b: Ekziston një lidhje me rëndësi statistikore mes dimensioneve dhe besnikërisë konsumatore.

H2: Ekziston një lidhje pozitive me rëndësi statistikore mes besnikërisë dhe kënaqësisë konsumatore.

H3a: Ekziston një lidhje me rëndësi statistikore mes moshës dhe kënaqësisë konsumatore.

H3b: Ekziston një lidhje me rëndësi statistikore mes moshës dhe besnikërisë konsumatore.

H4a: Ekziston një lidhje me rëndësi statistikore mes gjinisë dhe kënaqësisë konsumatore.

H4b: Ekziston një lidhje me rëndësi statistikore mes gjinisë dhe besnikërisë konsumatore.

H5a: Ekziston një lidhje me rëndësi statistikore mes edukimit dhe kënaqësisë konsumatore.

H5b: Ekziston një lidhje me rëndësi statistikore mes edukimit dhe besnikërisë konsumatore.

## **MATERIALE DHE METODA**

### **Subjekti & Procedura**

Të dhënat janë mbledhur nëpërmjet pyetësorëve, të shpërdarë për klientët e Speed Taxi në dy qytete të veriut të Shqipërisë, Shkodër dhe Lezhë, përgjatë pranverës 2022. Pyetësi, i krijuar në Google Docs, është shpërndarë online përmes rrjetit social WhatsApp, në numrat e kontaktit të klientëve, të cilët kanë porositur shërbimin e kompanisë. Ndër 240 pyetësorë të shpërndarë arritëm të mbledhim 136 përgjigje. Ndër personat e përgjigjur, pjesa më e madhe (66.2%) ishin femra, moshë mesatare e të anketuarve ishte 39.8 vjeç dhe një nivel mesatar të ardhurash prej 68 879 lekë (SD=10 218). Pjesa më e madhe e të anketuarve, 55% janë me arsim të lartë (përfshirë nivelet Bachelor; Master apo Doktoraturë); 37% me nivel arsimor të mesëm dhe pjesa tjetër me arsim të ulët 9-vjeçar. Të dhënat janë ngarkuar në programin statistikor SPSS.

### **Variablat e pavarur**

Bazuar në kombinimet e disa literaturave ekzistuese, katër dimensionet janë përdorur në studim: cilësia e shërbimit; automjetet, shoferët dhe lehtësia. Duhet theksuar që, bazuar në modeli e Parasuraman (1985), ku tregohet që cilësia e shërbimit është mesatarja e hendekut të krijuar

mes pritshmërive të konsumatorit dhe performancës së marrë, është përdorur në këtë studim. Do të paraqesim vetëm të dhënat e përfituara nga analiza faktoriale dhe analiza e besueshmërisë.

**Cilësia e shërbimit:** Për të matur cilësinë e shërbimit, në pyetësorë janë përfshirë pesë pyetje. Nga analiza faktoriale, duke përdorur eigenvalue më të madhe se një (kriter), nxori një faktor me 'peshat' e elementeve që variojnë nga 0.750 në 0.854 me një mesatare prej 0.800. Ky faktor shpjegoi rreth 80% të variancës totale. Rezultatet e analizës së besueshmërisë treguan një Cronbach Alfa prej 0.936. Nisur nga natyra e këtij studimi, rezultati është i pranueshëm.

**Tabela 1:** Elementet e Përdorura për të Matur Treguesin 'Cilësinë e Shërbimit' (N=136)

Elementet	Peshat
1. Aksesi në platformat për porositjen e shërbimit	0.786
2. Koha e pritjes për marrjen e shërbimit në Speed Taxi	0.750
3. Shërbim standard(kompania Speed Taxi ofron një shërbim të njëjtë/pothuajse të njëjtë sa herë që udhëtoni me të)	0.827
4. Gjendja e mjeteve të kompanisë	0.854
5. Kultura dhe profesionalizmi nga ana e punonjësve.	0.785

Shënim: Të gjitha pytjet janë matur me një shkallë nga 1- shumë e dobët në 5- shumë e mirë

**Automjetet:** Për të matur variablin 'automjeteve', në pyetësorë janë përfshirë pesë pyetje. Nga analiza faktoriale, duke përdorur eigenvalue më të madhe se një (kriter), nxori një faktor me peshat e elementeve që variojnë nga 0.818 në 0.878 me një mesatare prej 0.855. Ky faktor shpjegoi 85.5% të variancës totale. Rezultatet e analizës së besueshmërisë treguan një Cronbach Alfa prej 0.957. Nisur nga natyra e këtij studimi, rezultati është i pranueshëm.

**Tabela 2:** Shprehjet e Përdorura për të Matur Treguesin 'Automjetet' (N=136)

Shprehjet e Përdorura	Peshat
1. Automjetet e Speed Taxi janë të identifikueshme lehtësisht (ngjyra, logoja e kompanisë etj.) .	0.818
2. Automjetet e Speed Taxi janë të pastra.	0.843
3. Automjetet e Speed Taxi janë të rehatshme dhe komode.	0.878
4. Automjetet e Speed Taxi kanë hapësira të mjaftueshme për qëndrimin tuaj.	0.876
5. Automjetet e Speed Taxi janë të shpejta.	0.860

Shënim: Të gjitha shprehjet janë matur me një shkallë nga 1- aspak dakord në 5- pajtohem plotësisht

**Shoferët:** Për të matur variablin 'shoferët', në pyetësorë janë përfshirë katër pyetje. Nga analiza faktoriale, duke përdorur eigenvalue më të madhe se një (kriter), nxori një faktor me 'peshat' e elementeve që variojnë nga 0.852 në 0.901 me një mesatare prej 0.877. Ky faktor shpjegon 87.7% të variancës totale. Rezultatet e analizës së besueshmërisë treguan një Cronbach Alfa prej 0.953. Nisur nga natyra e këtij studimi, rezultati është i pranueshëm.

**Tabela 3:** Shprehjet e Përdorura për të Matur Treguesin 'Shoferët' (N=136)

Shprehjet e Përdorura	Peshat
1. Shoferët e kompanisë ju bëjnë të ndjeheni të sigurt gjatë udhëtimit.	0.862

2. Shoferët e kompanisë kanë njohuri të sakta mbi rrugët 0.893
3. Shoferët e kompanisë janë të këndshëm dhe të gatshëm për të t'u ardhur në ndihmë. 0.901
4. Shoferët e kompanisë janë korrekt me kohën, për realizimin e shërbimit. 0.852

Shënim: Të gjitha shprehjet janë matur me një shkallë nga 1- aspak dakord në 5- pajtohem plotësisht

**Lehtësia:** Për të matur variablin 'lehtësia', në pyetësorë janë përfshirë tri pyetje. Nga analiza faktoriale, duke përdorur eigenvalue më të madhe se një (kriter), nxori një faktor me 'peshat' e elementeve që variojnë nga 0.784 në 0,872 me një mesatare prej 0.839. Ky faktor shpjegon rreth 84% të variancës totale. Rezultatet e analizës së besueshmërisë treguan një Cronbach Alfa prej 0.904. Nisur nga natyra e këtij studimi, rezultati është i pranueshëm.

**Tabela 4:** Shprehjet e Përdorura për të Matur Treguesin 'Lehtësia' (N=136)

Shprehjet e Përdorura	Peshat
1. Kompania ka lehtësuar mënyrën e rezervimit të shërbimit taxi.	0.784
2. Jam i kënaqur me lehtësinë që ka sjellur në mënyrën e përcaktimit të lokacionit.	0.872
3. Anullimi i porosisë së realizuar realizohet lehtësisht dhe pa kosto	0.861

Shënim: Të gjitha shprehjet janë matur me një shkallë nga 1- aspak dakord në 5- pajtohem plotësisht.

### Variablat e Varur

Në këtë studim, dy variabla janë përdorur si të varur: kënaqësia konsumatore dhe besnikëria konsumatore.

**Kënaqësia konsumatore:** Për të matur variablin 'kënaqësia konsumatore', në pyetësorë janë përfshirë tri pyetje. Nga analiza faktoriale, duke përdorur eigenvalue më të madhe se një (kriter), nxori një faktor me 'peshat' e elementeve që variojnë nga 0.657 në 0.797 me një mesatare prej 0.740. Ky faktor shpjegon 73.9% të variancës totale. Rezultatet e analizës së besueshmërisë treguan një Cronbach Alfa prej 0.821. Nisur nga natyra e këtij studimi, rezultati është i pranueshëm.

**Tabela 5:** Shprehjet e Përdorura për të Matur Treguesin 'Kënaqësia Konsumatore' (N=136)

Shprehjet e Përdorura	Peshat
1. Nëse më kërkohet një vlerësim për cilësinë e shërbimit do ta vlerësoja maksimalisht. 0.765	0.765
2. Në përgjithësi jam i kënaqur me shërbimin e kompanisë Speed Taxi. 0.797	0.797
3. Do ta rekomandoja plotësisht shërbimin tek miqtë/familjarët. 0.657	0.657

Shënim: Të gjitha shprehjet janë matur me një shkallë nga 1- aspak dakord në 5- pajtohem plotësisht.

**Besnikëria konsumatore:** Për të matur variablin 'besnikëria konsumatore', në pyetësorë janë përfshirë dy pyetje. Nga analiza faktoriale, duke përdorur eigenvalue më të madhe se një (kriter), nxori një faktor me 'peshat' e elementeve me një mesatare prej 0.824. Ky faktor shpjegon 82.4% të variancës totale. Rezultatet e analizës së besueshmërisë treguan një Cronbach Alfa prej 0.781. Nisur nga natyra e këtij studimi, rezultati është i pranueshëm.

**Tabela 6:** Shprehjet e Përdorura për të Matur Treguesin 'Besnikëria Konsumatore' (N=136)

Shprehjet e Përdorura	Peshat
1. Nëse kam nevojë për shërbimin taxi, Speed Taxi është alternativa e parë që më vjen ndërmend.	0.824
2. Nëse do të ishte mundësia e zgjedhjes mes alternativave konkurruese, për udhëtimin tim do të zgjidhja Speed Taxi në udhëtimin tim të radhës.	0.824

Shënim: Të gjitha shprehjet janë matur me një shkallë nga 1- aspak dakord në 5- pajtohem plotësisht.

## REZULTATET

Gjatë vëzhgimit të faktorëve potencialë që ndikojnë në kënaqësinë konsumatore, janë ndërtuar modele të analizës së regresionit të shumëfishtë. Si variabla të varur janë përdorur 'kënaqësia konsumatore' dhe 'besnikëria konsumatore'. 'Cilësia e shërbimit'; 'automjetet', 'shoferët' dhe 'lehtësia' janë përdorur si variabla të pavarur.

Në modelin e parë (a), u përfshinë katër dimensionet si variabla të pavarur, ndërsa kënaqësia konsumatore si variabël i varur. Rezultatet treguan se modeli kishte domethënie statistikore të fortë ( $F(4, 131) = 144.392, p=0.000$ ), me koeficient determinacioni  $R^2 = 81.5\%$ . Por jo të gjithë koeficientat e pjesshëm të regresionit ishin statistikisht domethënës. Edhe matrica e korrelacionit me të gjithë varablat e gjeneruar paraprakisht nxori në pah korrelacione midis variablave të pavarur 'cilësia e shërbimit' që e dëmton modelin. Pas largimit të këtij variabli jostatistikisht domethënës, gjeneruam regresionin tashmë me tre variabla të pavarur, respektivisht 'lehtësia', 'shoferët' dhe 'automjetet'. Modeli i ri (b) kishte domethënie më të fortë statistikore ( $F(3, 132) = 187.403, p=0.000$ ), me koeficient determinacioni  $R^2 = 81\%$ . Kështu u vërtetua hipoteza H1a, pasi ka një ndikim statistikisht domethënës të faktorëve respektivisht 'lehtësia', 'shoferët' dhe 'automjetet'. Ekuacioni i regresionit është si më poshtë:

$$\text{Modeli 1(a): } y = 0.185 + 0.368x_1 + 0.277x_2 + 0.119x_3 + 0.191x_4$$

$$\text{Modeli 1(b): } y = 0.217 + 0.435x_1 + 0.312x_2 + 0.199x_4$$

Nga ku  $x_1$  – lehtësia;  $x_2$  – shoferët;  $x_3$  – cilësia e shërbimit dhe  $x_4$  – automjetet.

Në modelin e dytë (a) të ndërtuar, u përfshinë katër dimensionet si variabla të pavarur, ndërsa besnikëria konsumatore si variabël i varur. Rezultatet treguan se modeli kishte domethënie statistikore të fortë ( $F(4, 131) = 60.016, p=0.000$ ), me koeficient determinacioni  $R^2 = 64.7\%$ . Por jo të gjithë koeficientat e pjesshëm të regresionit ishin statistikisht domethënës. Edhe matrica e korrelacionit me të gjithë varablat e gjeneruar paraprakisht nxori në pah korrelacione midis variablave të pavarur si: 'cilësia e shërbimit' dhe 'automjetet' që e dëmton modelin. Pas largimit të këtyre variablave jostatistikisht domethënës, gjeneruam regresionin tashmë me dy variabla të pavarur, respektivisht 'lehtësia' dhe 'shoferët'. Modeli i ri kishte domethënie më të fortë statistikore ( $F(2, 133) = 120.981, p=0.000$ ), me koeficient determinacioni  $R^2 = 64.5\%$ . Kështu u vërtetua hipoteza H1b, pasi ka një ndikim statistikisht domethënës të faktorëve respektivisht 'lehtësia' dhe 'shoferët'. Ekuacioni i regresionit është si më poshtë:

$$\text{Modeli 2 (a): } y = 0.381 + 0.289x_1 + 0.643x_2 + 0.038x_3 - 0.071x_4$$

$$\text{Modeli 2 (b): } y = 0.328 + 0.288x_1 + 0.621x_2$$

Nga ku  $x_1$  – lehtësia;  $x_2$  – shoferët;  $x_3$  – cilësia e shërbimit dhe  $x_4$  – automjetet.

Për të kontrolluar nëse ka lidhje statistikisht domethënëse midis besnikërisë dhe kënaqësisë konsumatore përdorëm analizën e regresionit të thjeshtë, ku variabli i pavarur ishte kënaqësia konsumatore dhe variabli i varur ishte besnikëria konsumatore. Rezultatet treguan se ka një lidhje statistikisht domethënëse mes variablave ( $F(1, 134) = 191,204, p=0.000$ ). Gjithashtu, koeficienti i pjerrtësisë ( $\beta = +0,869$ ) tregon lidhjen pozitive që ekziston mes variablave, që do të thotë se sa më të kënaqur të jenë konsumatorët e Speed Taxi aq më besnikë janë ndaj kompanisë. Së fundmi, koeficienti i korrelacionit ishte 0.767, përcakton një lidhje korrelative relativisht të fortë mes dy variablave. Si rrjedhojë hipoteza H2 vërtetohet.

Për të kontrolluar nëse ka lidhje statistikisht domethënëse midis moshës dhe kënaqësisë konsumatore përdorëm analizën e regresionit të thjeshtë, ku variabli i pavarur ishte mosha dhe variabli i varur ishte kënaqësia konsumatore. Rezultatet treguan se nuk ka lidhje statistikisht domethënëse ( $F(1, 134) = 0,085, p=0.771$ ). Kjo do të thotë se kënaqësia e konsumatorëve të Speed Taxi nuk ndikohet nga mosha. Si rrjedhojë, hipoteza H3a nuk vërtetohet.

Për të kontrolluar nëse ka lidhje statistikisht domethënëse midis moshës dhe besnikërisë konsumatore përdorim edhe një herë analizën e regresionit të thjeshtë, ku variabli i pavarur ishte mosha dhe variabli i varur ishte besnikëria konsumatore. Rezultatet treguan se nuk ka lidhje statistikisht domethënëse ( $F(1, 134) = 0,275, p=0.601$ ). Kjo do të thotë se besnikëria e konsumatorëve të Speed Taxi nuk varet nga mosha. Si rrjedhojë, hipoteza H3b nuk vërtetohet.

Për të kontrolluar nëse ka ndryshim statistikisht domethënëse në kënaqësinë konsumatore sipas gjinisë performuam t-test për kontrollin e dyanshëm. Rezultatet treguan se ka një ndryshim: në fakt kënaqësia për konsumatorët femra ( $M=4.278, SD=0.768$ ) është më e lartë se për meshkujt ( $M=4.029, SD=0.921$ ), por kjo diferencë nuk rezultoi statistikisht domethënëse ( $t(134)=-1.669, p=0.098$ ). Si rrjedhojë H4a nuk vërtetohet.

Për të kontrolluar nëse ka ndryshim statistikisht domethënëse në besnikërinë konsumatore sipas gjinisë performuam t-test për kontrollin e dyanshëm. Rezultatet treguan se nuk ka një ndryshim: sepse kënaqësia për konsumatorët femra ( $M=4.108, SD=0.983$ ) është afërsisht e barabartë me atë tek meshkujt ( $M=4.144, SD=0.918$ ), e po ashtu nuk rezultoi statistikisht domethënëse ( $t(134)= - 0.210, p=0.834$ ). Kështu, hipoteza H4b nuk vërtetohet.

Për të kontrolluar nëse ka ndryshim statistikisht domethënëse në kënaqësinë konsumatore sipas nivelit të edukimit performuam analizën ANOVA. Rezultoi se kënaqësia statistikore është më e lartë tek personat me arsim të ulët 9-vjeçar ( $M=4.636; SD=0.482$ ) në krahasim me konsumatorët e tjerë më të arsimuar respektivisht për ata me arsim të mesëm ( $M=3.880; SD=0.989$ ) dhe ata me arsim të lartë, master apo doktoraturë ( $M=3.338; SD=0.828$ ); dhe kjo diferencë rezultoi me rëndësi statistikore ( $F(2, 133)=6.840, p=0.001$ ). Pra hipoteza H5a vërtetohet.

Për të kontrolluar nëse ka ndryshim statistikisht domethënëse në besnikërinë konsumatore sipas nivelit të edukimit performuam analizën ANOVA. Rezultoi se kënaqësia statistikore është më

e lartë tek personat me arsim të ulët 9-vjeçar ( $M=4.773$ ;  $SD=0.410$ ) në krahasim me konsumatorët e tjerë më të arsimuar respektivisht për ata me arsim të mesëm ( $M=3.820$ ;  $SD=1.024$ ) dhe ata me arsim të lartë, master apo doktoraturë ( $M=3.247$ ;  $SD=0.864$ ); dhe kjo diferencë rezultoi me rëndësi statistikore ( $F(2, 133)=5.185$ ,  $p=0.002$ ). Pra hipoteza H5b vërtetohet.

**Tabela 7:** Përmbledhja e rezultateve

<b>HIPOTEZAT</b>	
H1a: Ekziston një lidhje me rëndësi statistikore mes dimensioneve dhe kënaqësisë konsumatore.	Vërtetohet pjesërisht
H1b: Ekziston një lidhje me rëndësi statistikore mes dimensioneve dhe besnikërisë konsumatore.	Vërtetohet pjesërisht
H2: Ekziston një lidhje pozitive me rëndësi statistikore mes besnikërisë dhe kënaqësisë konsumatore.	Vërtetohet
H3a: Ekziston një lidhje me rëndësi statistikore mes moshës dhe kënaqësisë konsumatore.	Refuzohet
H3b: Ekziston një lidhje me rëndësi statistikore mes moshës dhe besnikërisë konsumatore.	Refuzohet
H4a: Ekziston një lidhje me rëndësi statistikore mes gjinisë dhe kënaqësisë konsumatore.	Refuzohet
H4b: Ekziston një lidhje me rëndësi statistikore mes gjinisë dhe besnikërisë konsumatore.	Refuzohet
H5a: Ekziston një lidhje me rëndësi statistikore mes edukimit dhe kënaqësisë konsumatore.	Vërtetohet
H5b: Ekziston një lidhje me rëndësi statistikore mes edukimit dhe besnikërisë konsumatore.	Vërtetohet

## PËRFUNDIME

Ky studim vëzhgoi se si faktorët potencialë, si: cilësia e shërbimit; automjetet, shoferët dhe lehtësia ndikojnë në kënaqësinë konsumatore dhe besnikërinë për shërbimin e ofruar nga kompania Speed Taxi. Duke qenë se kompania ka sjellur lehtësira si në mënyrën e porositjes së shërbimit, përcaktimin e lokacionit, etj., konsumatorët duket se e vlerësojnë këtë gjë, që reflektohet në lidhjen korrelacionare të rëndësishme statistikisht, me kënaqësinë konsumatore dhe besnikërinë. Kompania i kushton rëndësi zgjedhjes së shoferëve me eksperiencë dhe profesionalizëm, pasi e kupton përgjegjësinë që ka për jetën dhe sigurinë e klientit. Nga analiza jonë duket sikur edhe klientët e kanë kuptuar këtë gjë, pasi në analizën e regresionit rezultoi me lidhje korrelative mes kënaqësisë dhe besnikërisë. Ndërsa automjetet rezultuan me lidhje korrelative me rëndësi statistikore vetëm për kënaqësinë konsumatore dhe jo për besnikërinë. Është e vërtetë se të paturit e mjeteve me gjendje e cilësi të mira bën që të kemi konsumatorë të kënaqur, por nuk mjafton për të ndërtuar një marrëdhënie besnikërie.

Ky punim, po ashtu vëzhgoi lidhjen mes kënaqësisë konsumatore dhe besnikërisë. Rezultatet treguan se ka një lidhje pozitive me rëndësi statistikore mes variablave. Sa më të kënaqur të

jenë konsumatorët e Speed Taxi, aq më besnikë bëhen ndaj kompanisë. Së fundmi, u shqyrtuan efektet e variablave demografikë, si: moshë, gjinia dhe edukimi në kënaqësinë konsumatore dhe besnikëri. Ndonëse në studimin e Pickle dhe Bruce (1972), kënaqësia konsumatore rritet me moshën, në studimin tonë nuk morëm këtë konkluzion, pasi moshë e konsumatorëve rezultoi pa efekt me rëndësi statistikore si në kënaqësi ashtu edhe besnikëri. Në statistikat e përditshme të mbledhura nga kompania Speed Taxi, femrat janë ato që përdorin më shumë shërbimin e kompanisë, por si në nivelet e kënaqësisë ashtu edhe në nivelet e besnikërisë, nuk u reflektua ndonjë ndryshim domethënës mes dy gjinive, kjo mund të jetë edhe rrjedhojë e mostrës së vogël. Por edukimi shfaqet me efekte të rëndësishme statistikisht në kënaqësi dhe besnikëri konsumatore, nga ku personat me nivele më ulëta arsimore, rezultuan me nivele më të larta kënaqësie.

Punimi ka pasur edhe disa limitime. Për të bërë një studim më të saktë për matjen e kënaqësisë konsumatore nga shërbimi i Speed Taxi kërkohet një hapësirë kohore më e madhe dhe një mostër më e madhe për t'u studiuar. Po ashtu pyetësi online nuk është një matës i mirë i preferencës së konsumatorit, pasi ndodh që mund të neglizhohet ose të bëhet një plotësim pa fokusim të plotë nga ana e tyre. Gjithashtu klientët mund të vlerësojnë në bazë të gjendjes momentale psikologjike dhe të mos japin vlerësim të saktë mbi shërbimin e marrë.

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## GRADUATED STUDENTS’ EMPLOYMENT CHALLENGES

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### ABSTRACT

A graduated student is one who earns a university degree after completing a cycle of university studies (WIGELIGAMAGE & SIENGTHAI, 2003). The number of graduated students in Albanian universities has been increasing over time, therefore enhancing the necessity for new job opportunities in the labor market. But unfortunately, the Albanian market does not offer enough opportunities for them, especially when they attempt to find jobs suitable to their degree. Understanding the complexity of the employment process and the challenges students face during it is crucial while attempting to explain this disequilibrium in the labor market and naturally brings us to the following questions:

- A. How possible is for Albanian students to get employed after graduation?
- B. Are there any factors that hinder their employment in the field they have graduated from, and which are they?

To answer such questions, the focus of this paper is to first, identify and analyze the factors that support or hinder students’ employment after graduation, and second, to evaluate the time necessary for a student to find a job that fits his/her university degree. For this purpose, a survey was conducted with a sample of 131 students graduated at the University of Shkodra, in the first and second level of studies. The survey was conducted during May 2022.

From the analysis of the survey data, we infer that factors impeding students’ employment are related to both students’ and employers’ expectations, which most of the time do not match, as well as the opportunities provided by the market itself. On the other hand, the main factor influencing negatively in students’ employment after graduation is their lack of job experience in the specific field they have graduated from. Nevertheless, students who possess both Bachelor and Master degrees have more chances to get employed.

Despite the limitations surrounding this study, in particular the fact that it was confined to students graduated at the University of Shkodra, it can modestly provide some hints on the actual challenges faced by Albanian students trying to find a job after graduation and the importance of collaboration among government structures, universities, and businesses in making this process easier to students.

**Keywords:** Students, graduation, employment, degree

### INTRODUCTION

One of the key goals of higher education institutions (HEI) is the preparation of students who possess the necessary skills to be successful in the labor market, the so called “labor market alignment” (OECD, 2017). This is perfectly in line with the students' expectations to find a job after graduation and is particularly important in today's global economic developments. According to Cleary & Van Noy (2014), pg. 4, labor market alignment is defined as “the activities and the underlying outcomes ensuring that HEI graduate the exact number of students with the necessary skills for the job market, supporting students' career goals as well, together with institutional mission and economic conditions”. Meanwhile, a graduate student is someone who earns a university degree after completing a cycle of university studies (WIGELIGAMAGE & SIENGTHAI, 2003).

In today's reality, many times, graduated students in developed or developing countries find it difficult to integrate into the labor market, and particularly to get a job that fits their qualifications or degrees received (BARTLETT *et al.*, 2016<sup>1</sup>, OECD, 2017, HWANG, 2017, TZANAKOU *et al.*, 2021<sup>2</sup>), so questioning the relevance of such qualifications for the labor market. According to the European Commission report "From the University to Employment, in Western Balkans", 2016, the number of students registered in WB universities has been increasing over time. Having a university degree has helped them to perform better in the labor market compared to other job seekers. However, this has not been true too for recent graduates. As this report states, the unemployment rate of graduated students in the region in 2015 was lower (16.2%) compared to the unemployment rate for the whole labor force (23,9%), while the one for recent graduates was 37.1%. On the other hand, businesses or other employers in the region seem to be dissatisfied with students' qualifications. They report to have necessities for new recruits which cannot be fulfilled with the actual graduated students since they do not possess the required skills. Employers emphasize particularly the lack of interactive skills among graduates, something they are trying to solve by offering additional training to them.

According to the same report an analogous situation is also present in Albania. The number of students graduated each year by the Albanian HEIs is high relative to the possibilities provided by the labor market. In fact, the report states that in 2015 the rate of unemployment for graduated students was higher (19.1%) as compared to that for the whole work force (17.5%), while the unemployment rate among recent graduates was 32% (XHUMARI, DIBRA & BARTLETT, 2016)<sup>3</sup>. Skills' mismatches are a present phenomenon in the Albanian context too. There are students with specific qualifications and skills but not job places corresponding to them or vice versa. Nevertheless, the situation seems to have improved in recent years. Referring to data from the Labor Force Surveys, collected by INSTAT<sup>4</sup>, there has been a slight decrease in the unemployment rate of university graduates, from 12.6% in 2020 to 10.5% in 2021, while the overall unemployment rate resulted to be 11.5%.

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<sup>1</sup> European Commission Report “From University to Employment: Higher Education Provision and Labour Market Needs In the Western Balkans Synthesis Report”, 2016

<sup>2</sup> “ Internships, Employability and the Search for Decent Work Experience”, ILO 2021

<sup>3</sup> European Commission Report “From University to Employment: Higher Education Provision and Labour Market Needs In the Western Balkans Synthesis Report”, 2016

<sup>4</sup> <http://www.instat.gov.al/media/10066/tregu-i-punes-2021.pdf>

Understanding the complexity of the employment process and the challenges students face during it is crucial while attempting to explain this disequilibrium in the labor market and naturally brings us to the following questions:

- A. How possible is for Albanian students to get employed after graduation?
- B. Are there any factors that hinder their employment in the field they have graduated from, and which are they?

In order to answer these questions several research papers and international organizations' reports were consulted, so as to first identify and analyze the possible factors impacting graduated students' employment. Secondly, a survey was conducted with 131 students graduated at the University “Luigj Gurakuqi” of Shkodra to test if the identified factors result relevant in the Albanian context too or other factors may be influencing Albanian graduated students' possibilities to find a job after graduation.

### **FACTORS INFLUENCING GRADUATES' EMPLOYMENT**

Various factors have been identified to impact the ability of graduated students to find a job after graduation in the field they have graduated from. Such factors can be divided into two groups, one that includes factors supporting students' employment and the other factors that hinder this process. Among the factors increasing chances of graduated students to get employed after graduation, the following can be mentioned:

- ◆ Excellence or academic achievement
- ◆ Participation in internships
- ◆ Skills
- ◆ Having family businesses

MONTEIRO *et al.* (2014), referring to GAGNÉ (2004), describe excellent students as those who are talented and motivated and who study more to get higher grades. Academic achievement on the other hand, measured by the grade point average (GPA) or by standardized assessments designed for selection purposes (such as SAT), is seen as the extent to which a person has achieved specific goals required in instructional environments, such as school, college, or university (STEINMAYR *et al.*, 2014). Several authors have explored the role of excellence and high academic achievements in the propensity of students to get employed after graduation. So, in a study involving Portuguese business students, PINTO & RAMALHEIRA (2017), examined the role high academic performance on students' perceived employability. They concluded that high academic performance when combined with participation in extracurricular activities had a positive impact on students' perceived employability. Also, TENTAMA & ABDILLAH (2019) discovered the existence of a strong relationship between academic achievement and self-concept with employability.

In the case of Albania, since the year 2017<sup>5</sup>, the government has been implementing the Platform for Excellent Students' Employment. This platform provides students with high academic achievements the opportunity to have a work experience in public administration

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<sup>5</sup> <https://www.dap.gov.al/dap/evente/231-prezantohet-platforma-per-punesimin-e-studenteve-ekselente>

positions. Students must have a Bachelor or Master degree earned with a GPA ranging from 9,0-10,0 to be eligible for participation in the platform. Despite the fact that many Albanian students have benefited from this opportunity they still represent a small part of the large number of students graduated every year by the Albanian HEIs.

Participation in internships prior to graduation has been identified as well as a factor impacting positively on the chances of students to find a job that fits their degree after graduation. There is not a single and precise definition of internships. However, according to STEWART (2021)<sup>6</sup>, they represent a form of work-based learning. Internships can be undertaken as part of the study program curricula from which students do graduate or may be the result of active labor-market programs (or policies) offered to unemployed job seekers by employment service providers or the government. They can also be found in the open market. This refers to the case of businesses offering internships as a way to test their potential employees or cases of job seekers looking for internships with the intent to get more contacts (STEWART, 2021; TZANAKOU *et al.*, 2021)<sup>7</sup>. TZANAKOU *et al.*, (2021) exploring labor markets in Italy and UK, found that in both cases internships had a positive effect on students' employment after graduation. Even more, in UK this positive effect extended to wages as well. NUNLEY *et al.* (2016) also found a strong relationship among internships and probabilities of students to get a job after graduation. They examined the role of internships and the type of college major on interview call back, the later being used as an approximate of employment chances. They found that having participated in an internship increases students' chances to get an interview call back by 14%.

As mentioned above, inconsistency among the skills required by employers and those possessed or earned by graduated students was a serious problem in many countries, both developed and developing. According to the European Commission Report “From University to Employment in Western Balkans, 2016”<sup>8</sup> this was a common issue for all Western Balkans countries, including Albania. Employers in these countries reported that only half of their employees with a university degree add more value to their organization when compared to non-graduated ones. In another report of the European Commission, “The employability of higher education graduates: the employers' perspective”, by HUMBURG *et al.*, (2013), referring to the EU labor market, employability of graduated students is analyzed based on the viewpoint of employers. As the later states clearly, interpersonal skills, such as communication and teamwork skills, are being viewed as more and more important. In fact, according to the same report interpersonal skills are equally valuable as professional skills. Employees who have interpersonal skills below average are less preferred, even if they have high academic achievement or belong to the most relevant field of study. This is justified by the fact that lack of interpersonal skills can affect negatively group work and therefore undermine the achievement of organizational goals.

KRAJA & BORIÇI (2021) exploring the role of hard and soft skills on Albanian graduated students' employability, reached to the same conclusion. This study aimed to evaluate employers' perspective regarding the skills they were looking for in their future employees. As

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<sup>6</sup> “Internships, Employability and the Search for Decent Work Experience”, ILO 2021

<sup>7</sup> “Internships, Employability and the Search for Decent Work Experience”, ILO 2021

<sup>8</sup> European Commission Report “From University to Employment: Higher Education Provision and Labour Market Needs In the Western Balkans Synthesis Report”, 2016

in the above-mentioned reports, KRAJA & BORIÇI (2021) found out that possession of both skills, hard and soft are crucial to the enhancement of graduates' employability. Nevertheless, soft skills such as communication, problem solving, team working, self-management and self-confidence skills, as well as the ability to work under pressure and on deadlines, have a greater positive impact on employability.

Having a family business is a special opportunity for some students, since with a high probability they will get employed at the business of the family. Their chances of remaining unemployed therefore are lower. In fact, students belonging to families that own a business are more likely to pursue an entrepreneurial career in the family business or on another business of their own. CARR & SEQUIERA (2007) and ZELLWEGER *et al.* (2011), based on the theory of planned behavior, investigated the role of a family business background on students' intentions to follow an entrepreneurial career. In both cases the relationship was found to be positive, in the sense that students coming from families with businesses were more probable than other students to prefer a career as entrepreneurs instead of being employed in someone else's business. WANG & WONG (2004), who were through the first authors to explore entrepreneurial interest among Asian students, came to the same conclusion. They discovered that Asian students were very interested to pursue an entrepreneurial career. Furthermore, the experience of their families with business and the students' education level were critical in determining their positive attitude toward entrepreneurship.

Besides factors supporting graduated students' employment, there are also certain factors which hinder their possibilities to get employed. The most discussed are the following:

- ◆ Lack of previous work experience
- ◆ Students' high expectations about their future job and salary

According to the European Commission report "From the University to Employment, in Western Balkans", 2016<sup>9</sup>, one of the major barriers faced by students in the region, while trying to find a job, is lack of previous work experience. In the case of recent graduates this is more evident. Previous work experience is highly preferred by employers, but the possibilities of recent graduates to achieve that are scarce. Another report of the European Commission, "The employability of higher education graduates: the employers' perspective", by HUMBURG *et al.*, (2013), referring to the EU labor market, goes beyond, arguing that relevant work experience enhances students' possibilities to get to a job interview. In fact, according to this report, a student with relevant work experience has more chances to get a job interview, even if his/her academic performance is weak or his/her field of study is not closely related to the job he/she is applying for. In relation to this, HELYER & LEE (2014) argue the necessity for HEIs to provide students with some sort of work experience, which can be achieved through appropriate internship programs. JASINSKI *et al.*, (2017), studying graduated students' employment chances in the Polish labor market, concluded too that prior work experience has

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<sup>9</sup> European Commission Report "From University to Employment: Higher Education Provision and Labour Market Needs In the Western Balkans Synthesis Report", 2016

a significant impact on students' employment in the first months after graduation. However, later on, the impact of this factor on students' employment diminishes.

Last but not least, students' high expectations about their future job and salary are another factor influencing students' propensity to get a job after graduation. RITCHIE *et al.* (2014), referring to GREENBURG (2011) & LAVELLE (2008), affirm that undergraduate business students' expectations about their job opportunities, the status of their potential job as well as the salary, are much higher than what is offered in the labor market. They did explore this issue themselves and came up with the conclusion that students in general are very optimistic about the salary at their future job and their career prospects. They found out that students with a high GPA were more likely to expect a high salary. Based on such conclusions they suggest universities should undertake seminars or initiate programs to inform students about the reality of job opportunities and salaries. They emphasize the role of career planning services, internships or other employment enhancement programs implemented by universities as very helpful to students looking for a job. On the other hand, FABBRIS & SCIONI (2018), in their paper “Salary acceptability and substitution factors for graduate's employment”, discovered that students were hesitant to accept a job offer that provided them benefits in terms of career advancement, work role and/or other advantages in compensation for a lower salary. Furthermore, salary expectations differences were found among students of different genders, level of education and/or other social variables. Differences in salary expectations among different genders and races were found too by RITCHIE *et al.* (2014).

In order to respond to the research questions raised at the beginning of the paper (relative to Albanian graduated students' possibilities to find a job after graduation and the factors influencing this process), and based on the arguments mentioned above, we formulated the following hypotheses:

1. *There is a relationship between the possession of a Bachelor's degree and students' employment in the field of their degree*
2. *There is a relationship between the lack of previous work experience and students' employment in the field of their degree*
3. *There is a relationship between the expected salary and students' employment in the field of their degree*
4. *There is a relationship between the possession of both a Bachelor and master's degree and students' employment in the field of their degree*

Following is explained the methodology used to collect data, how hypotheses are tested and the results of the research.

## **MATERIALS AND METHODS**

To collect data for the purposes of this paper we conducted a survey with students graduated with a Bachelor and/or Master degree at the University of Shkodra. The questionnaire for this survey was delivered through Google Forms to 300 graduated students, but only 131 of them returned the questionnaires completed (43% response rate). The questionnaire was composed of structured questions, where the respondent was given a list with the possible answers to the



specific question. This type of questionnaire has the advantage of helping the respondent understand the question and easing his recalling process. Although, the alternatives proposed in closed questions may affect the answers of the respondent, may not tell if he/she has understood the question and may not be appropriate for the respondent (KA & CHEUNG, 2021). The questionnaire was composed of two parts, one aiming to collect demographic data and the other to test the hypotheses. Analysis of data was made using SPSS version 20, while hypotheses were tested using the Chi-Square test.

## RESULTS AND DISCUSSION

This section will present the results of the research undertaken, starting first with some descriptive statistics. From 131 surveyed students, 81.7% were females. 45.8% of them were 21-23 years old, 34.4% were 24-26 years old, while the rest were over 27 years old. 52.7% of the students had a Master degree, while 47.3% had only a Bachelor degree. 70% of the students reported to be employed.

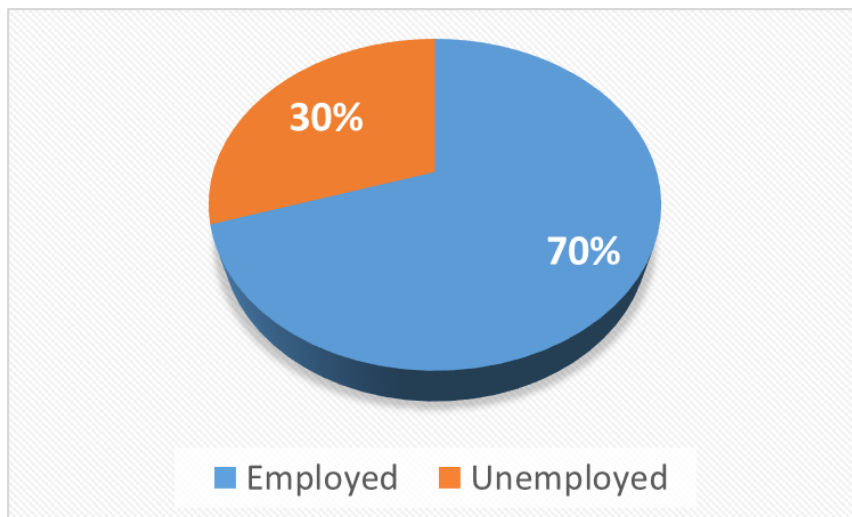


Fig. 1 Data about surveyed students' employment

Most students had a degree from the Faculty of Economy (36% of them), followed by 30% who had a degree from the Faculty of Education Sciences.

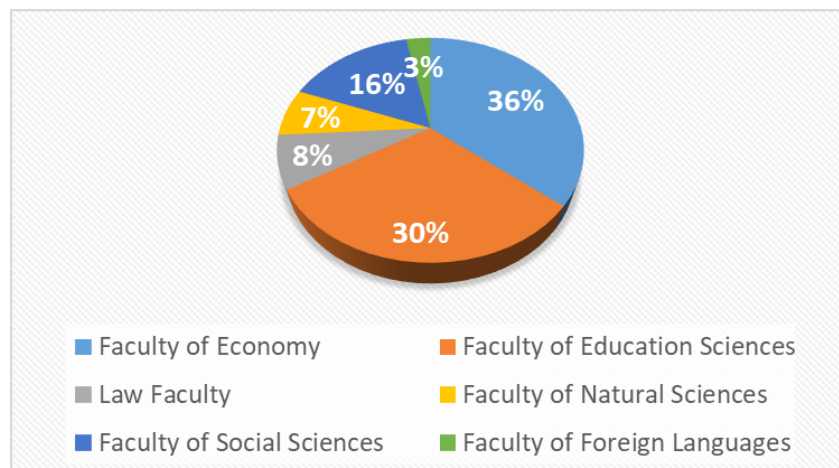
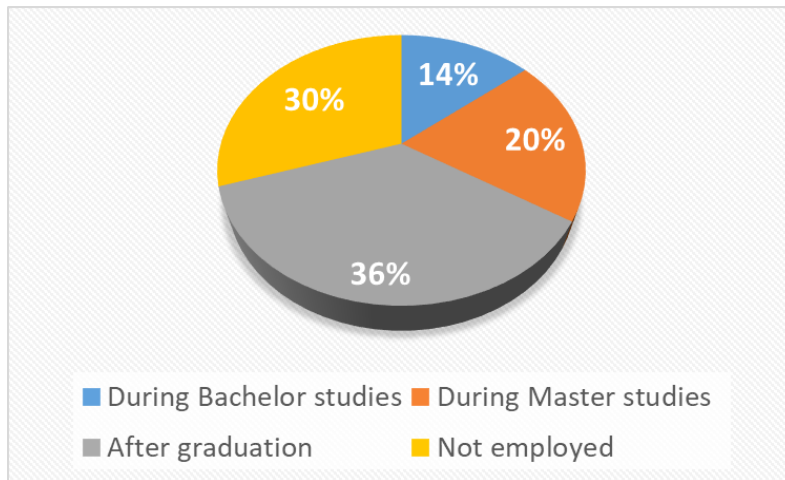


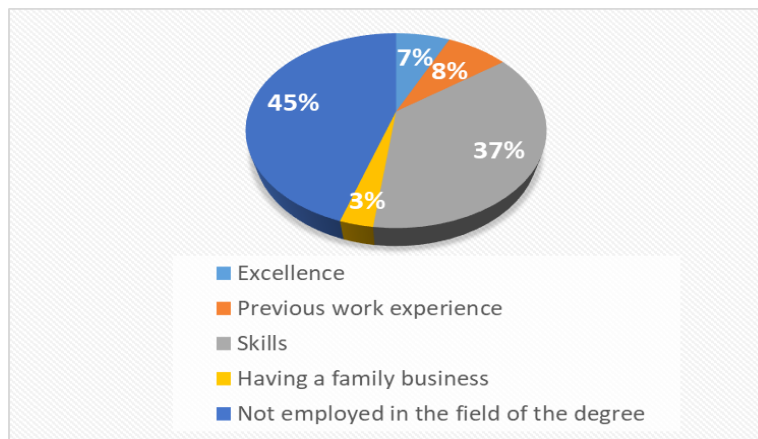
Fig. 2 Data about surveyed students' degree

55% of the students participating in the survey reported to be employed in the field of their degree. Regarding the moment of employment, most students revealed they had been employed after graduation.



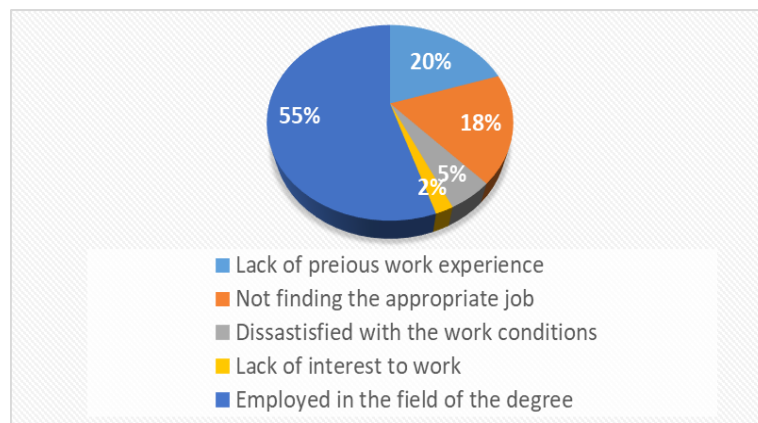
**Fig. 3** Data about surveyed students' moment of employment

Possession of skills was reported by students as the main factor influencing positively in their employment in the field of their degree (37% of them reported that).



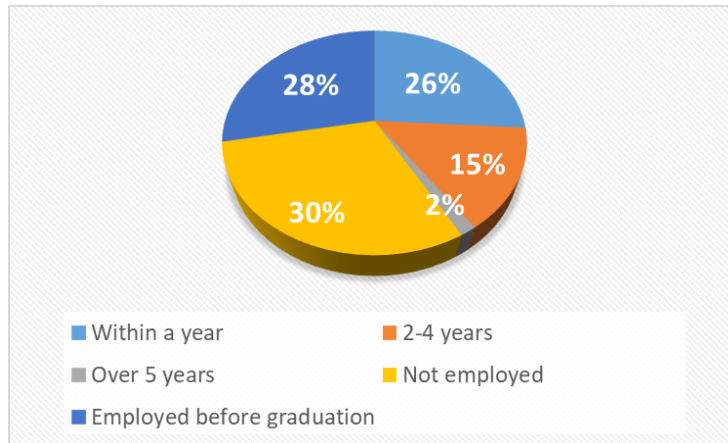
**Fig. 4** Factors influencing positively on surveyed graduates' employment

Lack of previous work experience did result the major barrier to employment of students in the field of their degree.



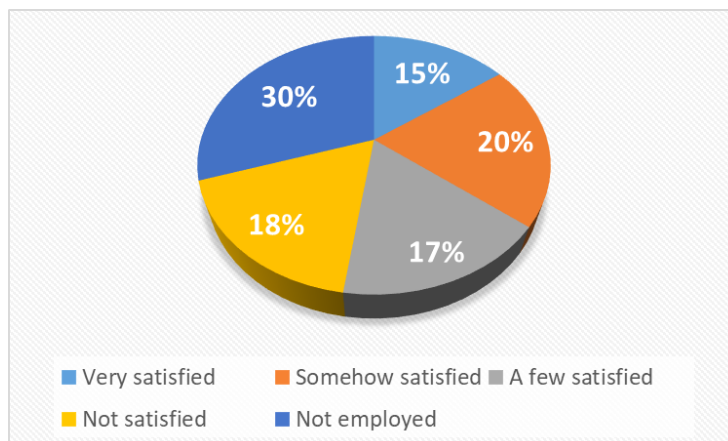
**Fig. 5** Factors influencing negatively on surveyed graduates' employment

40% out of 45% of the students who were not employed in the field of their degree were likely to look for another job. As far as the number of years needed by surveyed graduates to find a job after graduation is concerned, 26% of them reported a period of around 1 year, 14.5%, 2-4 years, 1.5% over 5 years, while 28% of them reported they had earned a job and started working before graduation.



**Fig. 6** The number of years spent by surveyed graduates to find a job after graduation

When asked about satisfaction with the actual jobs, half of the employed students reported to be satisfied and half not. A similar distribution was also found when they were asked about satisfaction with the salary they were actually paid. This means that the level of satisfaction with the salary influences the level of satisfaction with a specific job. Moreover, around half of the students surveyed (56%) revealed that they would change their job if they were unsatisfied with it.

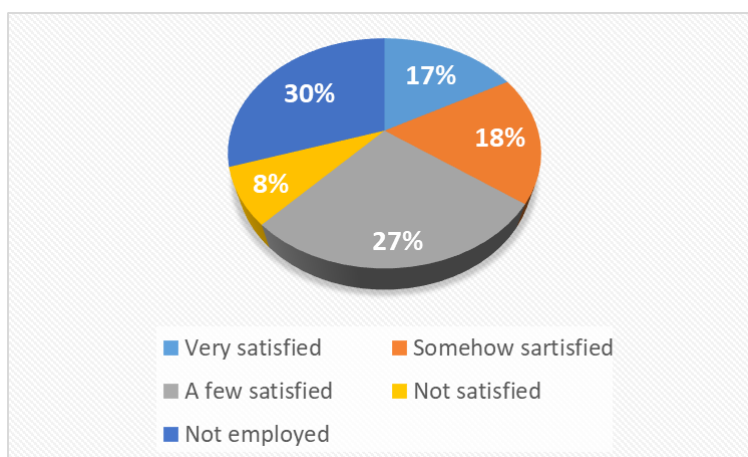


**Fig. 7** Satisfaction of the employed surveyed graduates with their actual jobs

As already mentioned, the Chi-Square test, also known as Chi Square Test of Independence or of Association, was used to verify the hypotheses raised above. This test aims to define if there is any association between categorical variables and uses contingency tables to analyze data about these variables<sup>10</sup>. Since the dependent variable and the independent variables included in

<sup>10</sup> <https://libguides.library.kent.edu/spss/chisquare>

the hypotheses were categorical and our goal was to identify if there was any relationship among them, the Chi Square test was judged as appropriate.



**Fig. 8** Satisfaction of the employed surveyed graduates with their actual salary

The first relationship to test was that between *the possession of a Bachelor's degree* and *students' employment in the field of their degree*. So, the null and the alternative hypotheses are as follows:

H0: There is not a relationship between the possession of a Bachelor's degree and students' employment in the field of their degree

H1: There is a relationship between the possession of a Bachelor's degree and students' employment in the field of their degree

Results of the Chi-Square test for this relationship are summarized below, in Table 1.

**Table 1.**

<b>Variables</b>	
<i>Dependent variable</i>	
Employment in the field of students' degree	
<i>Control variable</i>	
Bachelor degree	
Pearson Chi – Square	69.047
Sig. (2 tailed)	0.000
No. Total values	131

As can be clearly seen from the table, the Pearson Chi-Square index turned out to be 69.047 for a 0.000 level of significance. This means that the null hypothesis is rejected, and the alternative hypothesis accepted. So, according to this we inferred that *there is a relationship between the possession of a Bachelor’s degree and student’s employment in the field of their degree*. What’s more, these variables resulted to be negatively correlated, meaning that the possession of only a Bachelor’s degree reduces the chances of graduated students to get employed.

The next hypotheses were tested using the same logic. The second relationship to be tested was that between *lack of experience and students’ employment in the field of their degree*.

H0: There is not a relationship between the lack of previous work experience and students' employment in the field of their degree

H1: There is a relationship between the lack of previous work experience and students' employment in the field of their degree

**Table 2**

<b>Variables</b>	
<i>Dependent variable</i>	
Employment in the field of students' degree	
<i>Control variable</i>	
Lack of previous work experience	
Pearson Chi – Square	11.832
Sig. (2 tailed)	0.001
No. Total values	60

In this case, the Pearson Chi-Square index turned out to be 11.832 for a 0.001 level of significance. This means that the null hypothesis is rejected, and the alternative hypothesis accepted. According to this result, we inferred that *there is a relationship between the lack of previous work experience and the students’ employment in the field of their degree*. These variables too resulted to be negatively correlated, meaning that the lack of previous work experience reduces the chances of graduated students to get employed in the field pertaining to their degree.

Hypothesis 3 focuses on the relationship between *the expected salary and students’ employment in the field of their degree*.

H0: There is not a relationship between the expected salary and students' employment in the field of their degree

H1: There is a relationship between the expected salary and students' employment in the field of their degree

**Table 3**

<b>Variables</b>	
<i>Dependent variable</i>	
Employment in the field of students' degree	
<i>Control variable</i>	
Expected salary	
Pearson Chi – Square	134.429
Sig. (2 tailed)	0.000
No. Total values	92

The above table shows that the Pearson Chi-Square index in this case was 134.429 for a 0.000 level of significance. This means that the null hypothesis is rejected, and the alternative hypothesis accepted. According to this result, we inferred that *there is a relationship between the expected salary and the students' employment in the field of their degree*. Even these variables resulted to be negatively correlated, meaning that the higher the expectations about the salary the lower the chances of graduated students to get employed in the field of their degree.

The last relationship to be tested was that between *the possession of both, a Bachelor's and Master's degree and students' employment in the field of their degree*.

H0: There is not a relationship between the possession of both a Bachelor's and Master' degree and students' employment in the field of their degree

H1: There is a relationship between the possession of both a Bachelor's and Master' degree and students' employment in the field of their degree

Chi-Square test results in this case are summarized in Table 4.

**Table 4**

<b>Variables</b>	
<i>Dependent variable</i>	
Employment in the field of students' degree	
<i>Control variable</i>	
Bachelor and Master degree	
Pearson Chi – Square	28.386
Sig. (2 tailed)	0.000
No. Total values	131

According to Table 4, the value of Pearson Chi-Square index is 28.386 for a 0.000 level of significance. This means that the null hypothesis is rejected, and the alternative hypothesis accepted. According to this result, we inferred that *there is a relationship between the possession of both, a Bachelor's and a Master's degree and the students' employment in the field of their degree*. In this case the variables resulted to be positively correlated, meaning that the possession of both a Bachelor's and Master's degree augmented the graduated students' chances to get employed in the field of their degree.

## CONCLUSIONS

The employment of students after graduation, particularly in the field they graduated from, is an issue of concern in both developed and developing countries. Research provided by several authors, and reports published by well-known international organizations, reveal that labour markets of various countries are suffering from disequilibrium, because on one hand there are graduated students looking for jobs and on the other businesses and/or institutions looking for employees, but which fail to meet each other's needs. This is so because graduated students' qualifications do not meet the skills required by employers. The later means that more must be done by HEIs in order to achieved what is called the “labor market alignment”, or the graduation of the necessary number of students with the skills required and expected by the employers.

As far as the factors influencing graduated students' employment in the field they graduated from, two categories of them are identified by researchers, factors that support and those that hinder employment opportunities. Supporting factors include: a) excellence or high academic achievement, b) participation in internship programmes, c) availability of skills and d) having a family business. On the other hand, among the factors influencing employment negatively, a) lack of previous work experience and b) high expectations about future jobs and salaries, are through the most mentioned.

Our research about the Albanian labor market suggests that students possessing only a bachelor's degree have less chances for future employment after graduation in the field of their degree, while students possessing both a bachelor and a master's degree have more chances. This is in line with what research suggests, that higher academic achievement is related to more chances for employment. On the other hand, lack of previous work experience and high expectations about the salary are major factors hindering students' employment in the field of their degree.

Based on these conclusions, some modest recommendations are offered. First, students should achieve high academic results in order to increase their propensity to find a job, particularly in the field of their degree. Second, the government should undertake additional initiatives to support the employment of recent graduates. Particularly important would be the collaboration among the government, the universities and businesses/institutions in creating and formalizing a standard document recognizing internships as work experience. Third, universities should work closely with the business community as well as other institutions for the development of a curricula that meet labor market needs.

Some research limitations are also present in this paper. First, lack of previous studies on the recent graduates' employment challenges in Shkodra or in Albania, make it difficult to make comparisons over time, in terms of both the possibilities for employment of students after graduation and the factors influencing this process. Second, a limited number of students were included in the survey. The survey included only students graduated from the University "Luigj Gurakuqi" of Shkodra, making therefore inappropriate generalizations about the Albanian labor market.

Based on the latter, two recommendations for future research are proposed. First, the expansion of the study to include students from other universities, public and private in Albania. And second, additional attention should be put by the research, on specific employment programs or initiatives undertaken by the government, international organizations operating in Albania, NGO's or large businesses, to stimulate youth employment.

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# NDIKIMI I PROCESIT TË MENAXHIMIT TË BURIMEVE NJERËZORE NË PERFORMANCË DHE NË TË ARDHURAT NGA PAGA

(Rasti i kompanive Call Center)

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## ABSTRAKT

Industria e call center-ave është një ndër fushat me rritjen më të madhe në dy dekadat e fundit në Shqipëri. Një element kyç në këtë industri janë burimet njerëzore, të cilët realizojnë komunikimin dhe ndërveprimin me konsumatorët. Menaxhimi i performancës është një proces i vazhdueshëm, i komunikimit dhe i qartësisht të përgjegjësive të punës, prioriteteve, pritjeve të performancës dhe planifikimit të zhvillimit që optimizon performancën e një individi dhe përputhet me qëllimet strategjike të organizatës.

Qëllimi i punimit është identifikimi i faktorëve që ndikojnë në performancën në punë për kompanitë call center dhe të studiohet lidhja mes menaxhimit të performancës së burimeve njerëzore dhe të ardhurave individuale nga paga të agjentëve.

Variablat e pavarur të marrë në shqyrtim janë: rekrutimi, trajnimi, motivimi, karriera dhe variablat e varur: performanca në punë dhe të ardhurat individuale nga paga. Kampioni në studim përfshin 73 punonjës të një kompanie call center në qytetin e Shkodrës. Të dhënat u grumbulluan nëpërmjet një pyetësoi dhe u përdor analiza e regresionit të shumëfishtë për të parë se cilët faktorë ndikojnë në performancën e punonjësve dhe në të ardhurat e tyre nga paga.

Nga gjetjet e punimit rezulton se trajnimi dhe karriera janë faktorë të rëndësishëm që kanë lidhje të drejtë me performancën në punë dhe të ardhurat nga paga. Duke marrë parasysh këta faktorë dhe rëndësinë e tyre, studimi ofron rekomandime dhe sugjerime për përmirësimin e këtyre proceseve dhe praktikave të menaxhimit të burimeve njerëzore për organizatën e studiuar dhe më gjerë.

**Fjalë kyçe:** Burime njerëzore, performancë, të ardhurat nga paga, procesi i MBNj.

## HYRJE

Industria e call center-ave është një nga fushat me rritjen më të madhe në të gjithë botën sipas ABRAHAM (2008). Gjithashtu, BAKKER *et al.* (2003) shtojnë që dy e treta e ndërveprimeve të konsumatorëve zhvillohen nëpërmjet call center-ave. Ky lloj biznesi i ka ndihmuar kompanitë të rrisin shërbimin ndaj konsumatorit dhe në të njëjtën kohë të reduktojnë kostot e këtij shërbimi.

Industria e call center-ave ka njohur një zhvillim shumë të madh në Shqipëri vitet e fundit. Këto kompani kanë numrin më të madh të të punësuarve në sektorin privat, me rreth 25 mijë të punësuar, duke e bërë kështu sektorin e katërt më të madh në vend.

Faktorët që ndikojnë në performacën e punës duhen zbuluar dhe i duhet dhënë vëmendje kryesore, pasi këto faktorë mund të përdoren në avantazh të kompanisë. Konkurenca në botën globale është gjithmonë në rritje ashtu edhe në sektorin e call centerave. Këto kompani duhet të bëhen më konkurruese duke u përqendruar më shumë në pikat e tyre të forta, të cilat në të shumtën e rasteve janë punonjësit produktivë. Në bazë të studimeve të mëparshme mbi menaxhimin e performancës si rrjedhojë e një menaxhimi të mirë apo jo të saj, rezultateve dhe rekomandimeve të këtyre studimeve është ndërtuar një model studimi të bazuar në disa variabla, si: rekrutimi, motivimi, trajnimi, karriera, të ardhurat nga paga.

Qëllimi i punimit është identifikimi i faktorëve që ndikojnë në performancën në punë për kompanitë call center dhe të studiohet lidhja mes menaxhimi të performancës së burimeve njerëzore dhe të ardhurave individuale nga paga të agjentëve.

Pyetjet kërkimore të këtij punimi janë:

*Pyetja kërkimore 1:* Cilët janë faktorët e menaxhimit të performancës së burimeve njerëzore që ndikojnë në performancën në punë dhe të ardhurat nga paga të agjentëve në kompani call center?

*Pyetja kërkimore 2:* A ndikon performanca e punës së punonjësve në të ardhurat e tyre nga paga?

Nisur nga pyetja kërkimore, janë ndërtuar hipotezat:

*Hipoteza 1:* Menaxhimi i performancës të burimeve njerëzore ndikon në performancën në punë të agjentëve në kompani call center.

*Hipoteza 2:* Menaxhimi i performancës të burimeve njerëzore ndikon në të ardhurat individuale nga paga të agjentëve në kompani call center.

*Hipoteza 3:* Ekzistojnë ndryshime në të ardhurat nga paga si pasojë e performancës në punë të agjentëve në kompani call center.

Objektivat e punimit janë:

- Të studiojmë lidhjen mes variablave të menaxhimit të performancës të burimeve njerëzore në performancën në punë.
- Të studiojmë lidhjen mes variablave të menaxhimit të performancës të burimeve njerëzore në të ardhurat individuale nga paga.
- Të studiojmë lidhjen mes rekrutimit dhe të ardhurave individuale nga paga.
- Të studiojmë lidhjen mes trajnimit dhe të ardhurave individuale nga paga.
- Të studiojmë lidhjen mes motivimit dhe të ardhurave individuale nga paga.
- Të studiojmë lidhjen mes karrierës dhe të ardhurave individuale nga paga.
- Të studiojmë rëndësinë që i japin menaxherët variabla që ndikojnë në performancë.

Ky studim nga njëra anë shërben për të analizuar elementë të rëndësishëm të procesit të menaxhimit të performancës individuale duke u fokusuar tek një kompani specifike që ushtron aktivitetin e saj në qytetin e Shkodrës. Rezultatet e këtij studimi synojnë të ndihmojnë në zbulimin e faktorëve kryesorë që ndikojnë në performancën në punë dhe të ardhurat individuale të agjentëve në zonën e Shkodrës. Kjo mund t'u vijë në ndihmë punonjësve për të kuptur se cilët faktorë po ndikojnë në performancën e tyre, si dhe menaxhimit për të ndërtuar strategji dhe për t'i dhënë më shumë rëndësi këtyre faktorëve. Gjithashtu, ky punim synon që të jap përgjigje në disa pyetje kërkimore të cilat lidhen me menaxhimin e performancës së BNJ në kompani CC në qytetin e Shkodrës.

Ndër kufizimet e këtij punimi mund të përmendim se shumë agjentë mund të mos kenë dëshirë të përgjigjen, pasi performanca në punë apo të ardhurat nga paga mund të jenë tema jo të dëshirueshme për ato, prandaj në pyetësor do të sigurohen për anonimitetin. Menaxherët mund të mos dëshirojnë nxjerrjen e anëve negative të kompanisë, prandaj do të sigurohen që informacionet e marra do të jenë vetëm për arsye akademike dhe rezultatet e nxjerra nga studimi mund të përdoren edhe nga kompania.

### **RISHIKIMI I LITERATURËS**

Industria e call-centerave ka përjetuar rritje në të dy krahët e Atlantikut. Sipas RAKESTRAW (2014), tregu i call center-ave në Evropën Perëndimore rritet me 12% çdo vit. Gjithashtu, një rajon që u rrit me ritme të shpejta në këtë industri është Evropa Lindore, sepse forca e punës në këto vende njihet për aftësitë e tyre në gjuhët e huaja. Gjithashtu, një rajon që u rrit me ritme të shpejta në këtë industri është Evropa Lindore, sepse forca e punës në këto vende njihet për aftësitë e tyre në gjuhët e huaja. Zakonisht, call center-at nuk shikohen si vende të kënaqshme pune për shkak të monotonisë dhe ambientit stresues. Punonjësit e kësaj industrie zakonisht punojnë në ambiente të zhurmshme, nën presionin e kohës dhe puna e tyre monitorohet në kohë reale (FERREIRA & SALDIVA, 2002). Në kompanitë call center, burimet njerëzore janë një element kyç me ndikim të drejtpërdrejtë në performancën e kompanisë dhe suksesin e saj, prandaj një vëmendje e veçantë i duhet dhënë këtij departamenti.

Rritja dinamike të këtyre lloj bizneseve në vend është ndikuar nga kapitali i vogël financiar që nevojitet për të nisur një sipërmarrje të tillë. Investimi fillestar nis nga 60-70 mijë euro për një kompani me 100 punonjës dhe kthimi i investimit është i garantuar nëse firma ka kontratë me një klient të fuqishëm jashtë vendit. Marzhet e fitimit llogariten rreth 20%.

Ato mund të bëhen më konkurrues duke rritur performancën e punonjësve, por pa lënë pas cilësinë e shërbimit dhe kënaqësinë e konsumatorit. Për të arritur performancën e dëshiruar duhet fillimisht të identifikohen faktorët që ndikojnë pozitivisht dhe negativisht në performancë. Një element po aq i rëndësishëm i lidhur me performancën janë edhe të ardhurat individuale të agjentëve.

Studiues të ndryshëm kanë dhënë përkufizime të shumta rreth menaxhimit të performancës. Menaxhimi i performancës është një proces për të përmirësuar performancën e organizatës, të ekipit dhe atë individit, e cila drejtohet nga menaxherët. Menaxhimi i performancës është një proces i vazhdueshëm i informacionit midis eprorëve dhe punonjësve gjatë gjithë kohës.

Në përgjithësi mund të themi se menaxhimi i performancës është proces i vazhdueshëm, i komunikimit dhe i qartësimin të përgjegjësi të punës, prioriteteve, pritjeve të performancës dhe planifikimit të zhvillimit që optimizon performancën e një individi dhe përputhet me qëllimet strategjike të organizatës (LUTA, 2021). Menaxhimi i performancës ndërton një sistem komunikimi midis një menaxheri dhe një punonjësi që ndodh gjatë gjithë vitit, në mbështetje të përmbushjes së objektivave strategjike të organizatës. Burimet njerëzore kanë krijuar module për të ndihmuar në menaxhimin e performancës së punonjësve.

Sipas ABRAHAM (2008) shumë literatura kanë studiuar lidhjen mes motivimit të punonjësve dhe faktorëve organizacionalë, kënaqësisë në punë dhe faktorëve të tjerë dhe lidhjen që ata kanë me dorëheqjet e punonjësve në kompani të ndryshme. Gjithashtu, shumë studime të tjera flasin për motivimin në punë, kënaqësinë në punë, ndikimin e jetës personale dhe emocioneve, stresit dhe faktorë të tjerë në lidhje me punën.

Performanca në punë mund të shikohet si përfundimi që nxirret nga puna dhe përpjekjet e punonjësve. Menaxherët në varësi të ambjentit të punës dhe punonjësve duhet të përdorin stimuj dhe politika të ndryshme në mënyrë që të ndikojnë pozitivisht në rritjen e performancës. Për shkak të rëndësisë që merr performanca e individëve në studimet në lidhje me burimet njerëzore, ajo mund të jetë variabli kryesor i efektivitetit të sistemit të menaxhimit të burimeve njerëzore të një biznesi (FERGUSON & REIO, 2010).

## MATERIALE DHE METODA

Të dhënat për realizimin e këtij studimi janë mbledhur nëpërmjet pyetësorit të realizuar në një kompani call-center që operon në qytetin e Shkodrës. Metodën e përdorur për analizën e të dhënave janë përshkruese dhe analizë regresioni e shumëfishtë.

Nga 96 pyetësorë të plotësuar, vetëm 73 rezultuan të vlefshëm për t'u përfshirë në studim. Pyetësori u shpërnda në fund të muajit gusht dhe përgjigjet u mbledhën për një periudhë 1 javore. Pyetësori u plotësua nga agjentë të niveleve të ndryshme në këtë call center, duke filluar nga broker, agjentë të shitjes dhe reklamimit, team leader dhe retention. Pyetësori përbëhet nga dy seksione. Në seksionin e parë paraqitet qëllimi kryesor për të cilin është hartuar dhe shpërndarë, dhe përbëhet nga një grup prej disa pyetjeve në lidhje me karakteristikat kryesore të të anketuarve. Ndërkohë në seksionin e dytë përfshihen pyetjet me karakter të përgjithshëm në lidhje me vërtetimin ose hedhjen poshtë të hipotezave. Analiza e të dhënave është realizuar me programin SPSS.

Hipotezat e ngritura në fillim të punimit ishin:

*Hipoteza 1:* Menaxhimi i performancës të burimeve njerëzore ndikon në performancën në punë të agjentëve në kompani call center.

*Hipoteza 2:* Menaxhimi i performancës të burimeve njerëzore ndikon në të ardhurat individuale nga paga të agjentëve në kompani call center.

*Hipoteza 3:* Ekzistojnë ndryshime në të ardhurat nga paga si pasojë e performancës në punë të agjentëve në kompani call center.

Për të testuar hipotezat e ngritura në fillim të punimit u përdor regresioni i shumëfishtë, ku si variabla të varur ishin respektivisht performanca në punë dhe të ardhurat nga paga, ndërsa si variabla të pavarur qëndruan rekrutimi, trajnimi, motivimi dhe karriera. U ndërtuan gjithsej 2 regresione të shumëfishta.

Përpara analizës së regresionit, variablat u testuan nëse mes tyre ekzistonte multikolinearitet. Në një model regresioni të shumëfishtë, multikolineariteti ekziston nëse dy ose më tepër variabla të pavarur janë shumë të korreluar me njëri-tjetrin (GERALIS & TERZIOVSKI, 2003). Multikolineariteti rrit gabimet standarde të koeficientëve. Për të analizuar nëse mes variablave të pavarur ekzistonte multikolineariteti, u realizua analiza e korrelacionit mes variablave.

Variablat e varur dhe të pavarur u matën përkatësisht si në tabelën 1.

**Tabela 1** Matja e variablave

<i>Variabli i varur</i>	<i>Matësi</i>
<b>Performanca në punë</b>	Numri i telefonatave të bëra në ditë
<b>Të ardhurat nga paga</b>	Paga/orë (€)
<i>Variablat e pavarur:</i>	<i>Matësi</i>
<b>Rekrutimi</b>	Numri i ditëve të provës para punësimit
<b>Trajnimi</b>	Numri i orëve të trajnimit
<b>Motivimi</b>	Shuma e bonusit të fundit të fituar (€)
<b>Karriera</b>	Vitet e eksperiencës në punë

## ANALIZA E TË DHËNAVE

Tabela 2 është një paraqitje përshkuese e të dhënave të grumbulluara nga pyetësorët e realizuar. Në lidhje me performancën në punë, numri minimal i telefonatave në ditë është 30, ndërsa numri maksimal është 70. Mesatarisht agjentët e kësaj kompanie kanë një numër prej 45 telefonatash. Të ardhurat minimale nga paga janë 2 € për orë pune, ndërsa maksimalet 5 € për orë pune. Punonjësit në këtë kompani paguhen mesatarisht 3 euro në orë. Në lidhje me procesin e rekrutimit, numri mesatar i ditëve të provës para punësimit në kompani është 8.42. Numri minimal i orëve të trajnimit është 10 orë, ndërsa maksimali 30 orë. Mesatarisht punonjësit e kësaj kompanie trajnohen 20 orë. Bonusi minimal është 10 euro, ndërsa bonusi maksimal i arritur është 100 euro. Mesatarisht bonuset e arritura janë në vlerën 50 euro. Në lidhje me procesin e karrierës, eksperiencia minimale në call center është 6 muaj, ndërsa numri i viteve të ekperiencës maksimal është 8 vite. Mesatarisht punonjësit e kësaj kompanie kanë 3 vite eksperiencë pune në fushën e call center-ave.

**Tabela 2** Analiza përshkuese e variablave

<b>Variabli</b>	<b>Min.</b>	<b>Maximum</b>	<b>Mesatare</b>	<b>Devijimi standard</b>
<i>Variablat e varur</i>				
<b>Performanca në punë</b>	30	70	44.95	11.8

<b>Të ardhurat nga paga</b>	2	5	3.01	0.8
<b>Variablat e pavarur</b>				
<b>Rekrutimi</b>	5	30	8.42	6.02
<b>Trajnimi</b>	10	30	20.53	9.1
<b>Motivimi</b>	10	100	45.79	27.9
<b>Karriera</b>	0.5	8	3.184	1.78

*Hipoteza 1: Menaxhimit i performancës të burimeve njerëzore ndikon në performancën në punë të agjentëve në kompani call center.*

Për të vërtetuar hipotezën H1 u përdorën *rekrutimi*, *trajnimi*, *motivimi* dhe *karriera* si variabla të pavarur dhe *performanca në punë* si variabël i varur. Rezultatet treguan që modeli është domethënës; megjithatë, variablat *rekrutimi* dhe *motivimi* nuk janë domethënës. Pasi heqim variablat jo domethënës e ribëjmë edhe një herë analizën e regresionit, ku sërish rezulton që modeli është domethënës dhe  $R^2$  i rregulluar është 48%. Variablat domethënës që mbetën në model janë *trajnimi* ( $p = 0.04$ ) dhe *karriera* ( $p = 0.0014$ ), të cilët kanë një lidhje pozitive me performancën në punë. Ekuacioni i regresionit të shumëfishtë është si më poshtë:

$$\text{Performanca në punë} = 30 + 0.3 (\text{Trajnimi}) + 4.6 (\text{Karriera})$$

Nga ekuacioni shohim që karriera ka ndikimin më të madh se trajnimi referuar koeficientit  $\beta = 4.6$ . Pra, sa më shumë eksperiencë të kenë punonjësit në e fushën e call center-ave, aq më e lartë performanca në punë. Duke u bazuar te regresioni i shumëfishtë që ndërtuam mund të themi, se me rritjen e orëve të trajnimit me një orë, numri i telefonatave të punonjësve do të rritet me 0.3 në ditë, nëse variablat e tjerë mbahen konstantë; me rritjen e viteve të eksperiencës në punë me 1 vit, numri i telefonatave do të rritet me 4.6 telefonata në ditë, nëse variablat e tjerë mbahen konstantë. Koeficienti i determinacionit ka një vlerë prej 0.48, që tregon se rreth 48% e variacionit të variablit “performanca në punë” arrihet të shpjegohet nga kontributi i përbashkët i variablave të pavarur “trajnimi” dhe “karriera”.

*Hipoteza 2: Menaxhimi i performancës të burimeve njerëzore ndikon në të ardhurat individuale nga paga të agjentëve në kompani call center.*

Për të vërtetuar hipotezën H2 u përdorën *rekrutimi*, *trajnimi*, *motivimi* dhe *karriera* si variabla të pavarur dhe *të ardhurat nga paga* si variabël i varur. Rezultatet treguan që modeli është domethënës; megjithatë, variablat *rekrutimi* dhe *motivimi* nuk janë domethënës. Pasi heqim variablat jodomethënës e ribëjmë edhe një herë analizën e regresionit, ku sërish rezulton që modeli është domethënës dhe  $R^2$  i rregulluar është 51%. Variablat domethënës që mbetën në model janë *trajnimi* ( $p = 0.0$ ) dhe *karriera* ( $p = 0.0014$ ), të cilët kanë një lidhje pozitive me performancën në punë. Ekuacioni i regresionit të shumëfishtë është si më poshtë:

$$\text{Të ardhurat nga paga} = 2.05 + 0.01 (\text{Trajnimi}) + 0.31 (\text{Karriera})$$

Nga ekuacioni shohim që karriera ka ndikimin më të madh se trajnimi referuar koeficientit  $\beta = 0.31$ . Pra, sa më shumë eksperiencë të kenë punonjësit në fushën e call center-ave, aq më të

larta janë të ardhurat nga paga. Duke u bazuar te regresioni i shumëfishtë që ndërtuam mund të themi, se me rritjen e orëve të trajnimit me një orë, të ardhurat nga paga do të rritet me 0.01 euro në orë, nëse variblat e tjerë mbahen constant; me rritjen e viteve të eksperiencës në punë me 1 vit, të ardhurat nga paga do të rritet me 0.31 euro për orë, nëse variblat e tjerë mbahen konstant.

*Pyetja kërkimore: A ndikon performanca e punës së punonjësve në të ardhurat e tyre nga paga?*

*Hipoteza 3: Ekzistojnë ndryshime në të ardhurat nga paga si pasojë e performancës në punë të agjentëve në kompani call center*

Element shumë i rëndësishëm për këtë studim janë edhe analiza e bashkëveprimit të faktorëve midis tyre nëpërmjet pyetjeve kërkimore të cilat konsiderohet si një analizë shtesë dhe përplotësuese e tij. Për të analizuar këtë pyetje kërkimore të sipërpërmendur i referohemi analizës ANOVA, ku si variabël të varur marrim të ardhurat nga paga dhe variabël të pavarur performancën në punë. Referuar kësaj analize, shohim se vlera e  $F = 78.665$  dhe vlera e  $p=0.000$ . Pra, mund të themi se vërtet ka lidhje varësie midis dy variablave të ardhurave nga paga dhe performancës në punë, dhe midis tyre vërehen dallime domethënëse nga ana statistikore, thënë kjo nga vlera e koeficientit të sigurisë e cila është domethënëse në nivelin 0.000.

$$Të ardhurat nga paga = 0.417 + 0.055 \text{ Performanca në punë}$$

Siç e shohim edhe nga ekuacioni i regresionit, ekziston një lidhje pozitive mes dy variablave. Nga të dhënat mund të themi se me rritjen e 1 telefonate, të ardhurat nga paga do të rriten me 0.055 euro në orë. Koeficienti i determinacionit ka një vlerë prej 0.82, një tregues shumë i mirë, që tregon se rreth 82% e variacionit të variablit “të ardhurat nga paga” arrihet të shpjegohet nga variabli “performanca në punë”.

## **PËRFUNDIME DHE REKOMANDIME**

Qëllimi i këtij studimi është të analizojë ndikimin e procesit të menaxhimit të burimeve njerëzore në performancën në punë dhe të ardhurat nga paga të agjentëve në kompani call center. Rezultatet dhe konkluzionet nga ky studim janë si më poshtë:

1. Variabli i parë *rekrutimi* i matur me ditët e provës para punësimit nuk kishte ndikim në performancën në punë, as në të ardhurat nga paga në rastin konkret të studimit. Punonjësit e kësaj kompanie kanë besim në procesin e rekrutimit, pavarësisht se ky proces mund të mos përfshijë të gjithë menaxherët e nevojshëm për përzgjedhjen e personave të duhur.
2. Variabli *trajnimi* ka ndikim si në performancën në punë, ashtu edhe në të ardhurat nga paga. Lidhja është e drejtë, pra me rritjen e trajnimit do të rritet edhe performanca edhe të ardhurat nga paga. Konkluzionet e këtij përfundimi mbështeten edhe nga studimi i Jozef Konings dhe Stijn Vanormelingen (2010) për ndikimin e trajnimit në produktivitet dhe paga. Gjithashtu, nga rezultatet e pyetësorit shohim që kompanitë call center ofrojnë trajnime herë pas herë dhe tentojnë që t'i përcjellin njohuritë e reja te të gjithë.
3. Variabli i tretë *motivimi*, i matur me shumën në euro të bonuseve, nuk ka ndikim në performancën në punë dhe në të ardhurat nga puna.



4. Variabli i fundit *karriera* e matur me vitet e eksperiencës në kompani call center rezultoi se ka ndikim në performancën në punë, ashtu edhe në ta ardhurat nga paga. Kjo mund të vijë si rezultat i aftësive të fituara ndër vite nga eksperiencia. Megjithatë, nga rezultatet e pyetësorit vëmë re se shumë nga të anketuarit nuk e kanë të qartë rrugën e tyre të karrierës.
5. Menaxherët duhet të fokusohen te trajnimi, pasi kishte ndikim në performancën e punonjësve dhe rrjedhimisht do të ndikojë edhe në performancën e organizatës në tërësi. Gjithashtu, duhet të ndërtojnë sisteme nxitëse për punonjësit me eksperiencë në fushën e call center-ave dhe të cilët kanë planifikuar një karrierë në këtë fushë.

Nisur nga sa u tha më sipër, më poshtë paraqesim disa rekomandime, të cilat mendojmë se janë të nevojshme të merren në konsideratë, qoftë për situatën aktuale të procesit të menxhimit të performancës së burimeve njerëzore ashtu edhe për ndryshimet e mundshme në të ardhmen.

1. Rezultatet e këtij studimi na treguan se dy variabla *trajnimi dhe karriera* ndikojnë në performancën në punë dhe të ardhurat nga paga në rastin e kompanive call center, prandaj këto kompani duhet t'u kushtojnë më shumë vëmendje këtyre faktorëve. Organizatat duhet të nxisin, nëpërmjet metodave të ndryshme, punonjësit me eksperiencë në fushën e call center-ave në mënyrë që t'i mbajnë sa më gjatë të në kompani.
2. Kompanitë duhet t'i kushtojnë një vëmendje të rëndësishme procesit të trajnimit të punonjësve, nëpërmjet trajnimeve të shpeshta dhe trajnimit të punonjësve të sapopunësuar.
3. Kompanitë duhet të sigurojnë punonjësit për vazhdimësinë në kompani dhe *mundësitë e rritjes në karrierë*. Meqenëse, shumica e të punësuarve në call center janë të moshës 18-25 vjeç, kompanitë duhet t'i nxisin që ato të kenë të qartë rrugën e karrierë në mënyrë që të shmangin numrin e madh të dorëheqjeve, i cili është një problem për këtë industri. Pjesa më e madhe e të punësuarve në këto kompani janë me arsim bachelor, ndonjëherë edhe master, të cilët mund të kërkojnë punë në profesion, prandaj kompania duhet të gjejë mënyra për t'i nxitur të rrijnë në kompani.
4. Rekomandohen studime të mëtejshme me një numër të anketuarish më të madh duke përfshirë disa kompani call center, në mënyrë që rezultatet të jenë më të sakta. Gjithashtu, ky studim mund të zgjerohet duke përfshirë edhe variabla të tjerë të procesit të menxhimit të performancës së burimeve njerëzore.

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## **FAKTORËT E BRENDSHËM QË NDIKOJNË NË PERFORMANCËN E BIZNESEVE! RAST STUDIMOR QYTETI I SHKODRËS**

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### **ABSTRAKT**

Ky studim është përqendruar në faktorët e brendshëm që ndikojnë në performancën e ndërmarrjeve të mesme dhe të mëdha që operojnë në Shkodër. Qëllimi i studimit është të ekzaminojë performancën e kompanisë dhe faktorët më të rëndësishëm që ndikojnë në performancën e tyre. Në këtë studim kam analizuar katër faktorë të brendshëm financiarë që ndikojnë në performancën e një biznesi të cilët lidhen me ndikimin e menaxhimit të borxhit, likuiditetit, madhësinë e firmës dhe kthimit nga shitjet. Gjithashtu, fokusi ka qenë edhe në katër variabla të tjerë që ndikojnë performancën e biznesit dhe nuk përfshihen në paqyrat financiare, por kanë padyshim një impakt të rëndësishëm në performancën e biznesit. Këta faktorë janë motivimi i stafit, trajnimi dhe zhvillimi, sistemet e kontrollit dhe përfshirja e menaxhimit. Gjithsej u shpërndanë 105 pyetësorë në 30 biznese drejtuar punonjësve dhe 81 u kthyen për analizë. Ndërsa për stafin drejtues u shpërndan 30 pyetësorë pra nga 1 në çdo biznes dhe u kthyen 26 për analizë. Të dhënat janë analizuar duke përdorur Paketën Statistikore për Shkenca Sociale (SPSS). Gjetjet e hulumtimit zbuluan se kishte një lidhje të rëndësishme midis likuiditetit, madhësisë së firmës dhe kthimit nga shitjet me performancën financiare. Gjithashtu kanë rezultuar të rëndësishme trajnimi dhe zhvillimi dhe kontrolli i brendshëm si ndikues të performancës organizative. Nga ky studim arrijmë në përfundimin se bizneset kanë një performancë të mirë financiare dhe organizative.

**Fjalët kyçe:** Performanca e biznesit, leva financiare, raporti korrent, madhësia e firmës, raporti i kthimit nga shitjet, motivimi i stafit, kontrolli i brendshëm, trajnimi dhe zhvillimi dhe përfshirja e menaxhimit.

### **HYRJE**

Në të vërtetë (DRAGNIĆ, 2014) sugjeron se faktorët e brendshëm mund të shpjegojnë deri në dy herë më shumë variancën në performancë sesa faktorët e jashtëm ekonomikë. Në mënyrë të ngjashme hulumtimi i ndërmarrë nga (HANSEN & WERNERFELT, 1989) arriti në përfundimin se 38 për qind e variancës së performancës shpjegohet nga faktorët organizativë (kryesore qëllimi i biznesit dhe burimet njerëzore), ndërkohë që u llogarit se vetëm 18.5 për qind e variancës shpjegohet nga faktorët ekonomikë (variablat që lidhen me industrinë ku operon biznesi, pjesën e tregut dhe madhësinë e firmës), si dhe rreth 47 për qind e variancës shpjegohet nga variablat financiarë (kthimi nga kapitali, likuiditeti dhe menaxhimi i strukturës së financimit të aktiveve). Kërkimet e kaluara kanë zbuluar se faktorë të brendshëm si menaxhimi i likuiditetit, borxhit, fondeve të veta dhe aktiveve janë thelbësore për suksesin e

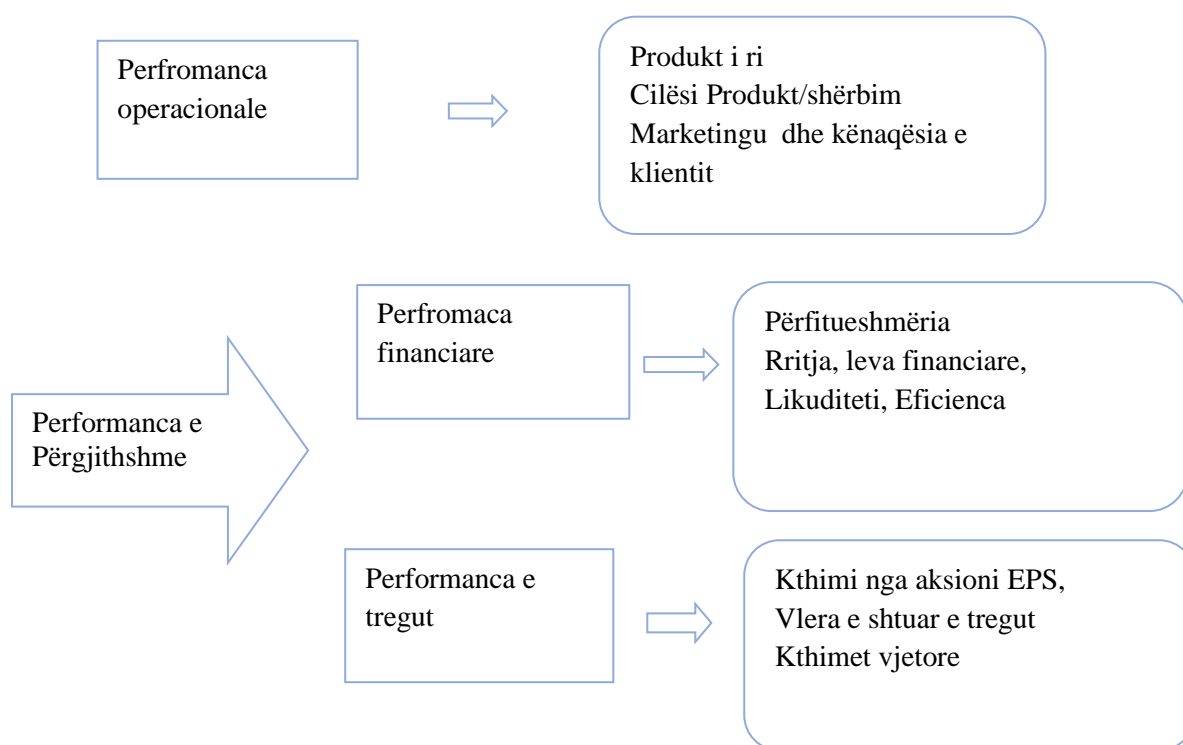
biznesit (GURSOY & SWANGER, 2007) edhe pse pranohet se mosha e firmës do të ndikojnë në rëndësinë e secilit prej faktorëve. Studime të tjera të firmave të mëdha kanë treguar një lidhje të fortë midis menaxhimit, burimeve njerëzore, kontrollit të brendshëm dhe suksesit (RICHARD *et al*, 2009). Kritikë të studimeve mbi faktorët e biznesit mendojnë se në analizë duhet të merren edhe faktorët e jashtëm, por meqë janë faktorë të cilët nuk mund të manipulohen dhe ndyshohen nga manaxherët, fokusi i studimit do të jenë faktorët e brendshëm, të cilët janë në kontrollin e drejtpërdrejtë të manaxherëve ose pronarëve. Kuptimi dhe analiza e këtyre faktorëve do të jetë i rëndësishëm për përdorim praktik.

### Cfarë kuptojmë me termin performancë?

Përkufizimi i termit performancë:

- RICHARD *et al*. (2009), propozon tri llojet e mundshme të matjeve të performancës së përgjithshme të biznesit:

- 1) Rezultatet organizative (kënaqësia në punë, mungesa e qarkullimit, cilësia, produktiviteti, shërbimi),
- 3) Rezultatet financiare (kthimi i aktiveve, rentabiliteti),
- 4) Rezultatet e tregut, (çmimi i aksioneve, rritja, kthimet).



**Fig. 1** Llojet e performaces së përgjithme të biznesit dhe matësit e saj. Burimi: [www.researchgate.net](http://www.researchgate.net)

### Objektivat e kërkimit

- i. Të analizohet marrëdhënia ndërmjet levës financiare, menaxhimit të likuditetit, madhësisë së firmës, kthimit nga shitja (tregon sa efektive është kompania në menaxhimin e kostove) dhe performancës financiare të biznesit.
- ii. Të analizohet marrëdhënia ndërmjet motivimit të stafit, kontrollit të brendshëm, trajnimit dhe zhvillimit, përfshirjes së menaxhimit dhe performancës organizative të biznesit.

## **Hipotezat e kërkimit**

- H1: Ekziston një lidhje midis leves financiare dhe performancës së biznesit.  
H2: Ekziston një lidhje midis matësit të likuditetit raportit korent dhe performancës së biznesit.  
H3: Ekziston një lidhje midis madhësisë së firmës dhe performancës së saj.  
H4: Ekziston një lidhje midis kthimit nga shitjet dhe performancës së biznesit.  
H5: Ekziston një lidhje midis motivimit të stafit dhe performancës organizative.  
H6: Ekziston një marrëdhënie ndërmjet kontrollit të brendshëm dhe performancës organizative.  
H7: Ekziston një marrëdhënie ndërmjet trajnimit dhe aftësive dhe performancës organizative.  
H8: Ekziston një marrëdhënie ndërmjet përfshirjes së menaxhmentit dhe performancës organizative.

## **RISHIKIMI I LITERATURËS**

### **Marrëdhënia mes leves financiare dhe performancës së biznesit**

Një numër i madh studimesh në vende dhe industri të ndryshme janë kryer për të vlerësuar ndikimin e levës financiare në performancën e firmës. Por nuk ka konsensus të përgjithshëm për asnjë vend apo për çdo industri specifike. Për më tepër, ndikimi i borxhit afatshkurtër dhe afatgjatë është gjetur të ketë gjithashtu ndikim të ndryshëm në performancën e firmës. GOYAL (2013) studioi ndikimin e levës në performancën e bankave të sektorit publik dhe zbuloi se ekziston një marrëdhënie e fortë midis borxhit afatshkurtër dhe performancës së biznesit (ROA, ROE dhe EPS). Më tej sugjeroi se borxhi afatgjatë ka lidhje negative me ROA, ROE dhe EPS. Teorema bazë e Modigliani - Miller M&M thotë se në mungesë të taksave, kostove të falimentimit, kostove të agjencisë dhe informacionit asimetrik, dhe në një treg efikas, vlera e një firme nuk ndikohet nga mënyra se si financohet ajo firmë. Por për aq kohë sa këto kushte perfekte nuk mund të ekzistojnë do të thotë se vlera e firmës ndikohet nga mënyra e financimit. Përfundimi i (PANDEY, 2008) nënkupton që borxhi rrit të ardhurat në dispozicion të aksionerve, ky pohim do të jetë i vlefshëm vetëm nëse kthimi nga aktivet ROA do të jetë më i lartë se kostoja e borxhit.

### **Marrëdhënia mes menaxhimit të likuditetit dhe performancës së biznesit**

Niveli i raportit aktual shpreh aftësinë e kompanisë për të paguar borxhet në një kohë të shkurtër, është e rëndësishme të mbahet raporti aktual në nivel të caktuar që do të thotë se kompania është në gjendje të paguajë borxhet aktuale pa vonesë. Kompania duhet të ketë nivelin e aktiveve korente më të lartë se niveli i detyrimeve korente. Mund të parashikohet se një raport aktual i ulët sjell performancë të ulët, por duhet theksuar se një raport i lartë tregon mbilikuiditet dhe është një problem që ndikon në uljen e performancës. Kështu në studimin e realizuar në kompanitë e IT-së në Poloni, ZYGMUNT (2013), treguesit e likuditetit shpjegojnë rreth 57.5 përqind të performancës së biznesit (ROA).

### **Marrëdhënia mes madhësisë së firmës dhe performancës së saj**

Totali i aseteve përfaqëson madhësinë e firmës. Bazuar në teorinë e kostos së falimentimit, kompanitë të cilat kanë asete të mëdha tentojnë të kenë më shumë detyrime sesa ato të vogla

(VĀTAVU, 2015). Sipas studimeve të (GARCÍA-TERUEL & MARTÍNEZ-SOLANO, 2007), (DELOOF, 2003) dhe (LAZARIDIS & TRYFONIDIS, 2006), efekti i madhësisë së firmës mbi performancën financiare është pozitiv, që do të thotë se sa më e madhe të jetë firma, aq më i lartë është përfitimi, pra më i lartë sesa në firmat më të vogla. Megjithatë, (ENQVIST *et al.*, 2014) dhe (HALL & WEISS, 1967) vëzhgojnë se madhësia e firmës ka një efekt negativ në performancën e biznesit.

### **Marrëdhënia mes kthimit nga shitjet dhe performancës së biznesit**

Kthimi nga shitjet është një tregues i rëndësishëm dhe tregon sa mirë kompania i menaxhon kostot e saj në mënyrë që të sigurojë një kthim sa më të lartë. Nëse kompania ka një raport të lartë tregon që është duke operuar në mënyrë efektive. Në studimin e realizuar nga (SIMINICA *et al.*, 2012) tregoi që rreth 64.7 përqind e variacionit në performancën e biznesit arrin të shpjegohet nga kthimi i shitjeve.

### **Marrëdhënia mes motivimit të stafit dhe performancës organizative**

Kënaqësia dhe motivimi i punonjësve ndaj punës i referohen perspektivave të punonjësit për organizatën dhe objektivave për realizimin e punës (DOBRE, 2013). Një studim është bërë për të ekzaminuar marrëdhënien e performancës së biznesit dhe motivimit të punonjësve në sektorin e telekomunikacionit dhe atë bankar. Rezultatet e hetimit treguan se ka një lidhje të rëndësishme ndërmjet motivimit të punonjësve dhe efektivitetit organizativ (MOROSAN-DANILA, 2020).

### **Marrëdhënia mes kontrollit të brendshëm dhe performancës organizative**

Kontrolli i brendshëm përfshin disa komponentë kryesorë siç janë: kontrolli i mjedisit, vlerësimi i riskut, aktivitetet e kontrollit, informacioni dhe komunikimi dhe monitorimi (JANVRIN *et al.*, 2012). Studimi i realizuar nga tregoi që ka një lidhje të fortë pozitive ndërmjet kontrollit të brendshëm dhe performancës së biznesit dhe 73.4% e variacionit të performancës arrin të shpjegohet nga kontrolli i brendshëm. Një studim i kryer nga (HENRI, 2006) në industrinë e telekomunikacionit zbuloi se ka një lidhje të rëndësishme ndërmjet kontrollit të brendshëm dhe performancës së biznesit duke përfshirë performancën financiare dhe atë jofinanciare.

### **Marrëdhënia mes trajnimit dhe aftësive dhe performancës organizative.**

Trajnimi dhe zhvillimi janë të lidhura me performancën organizative në shumë mënyra. Ka dy skenarë; së pari, programet e trajnimit mund të rrisin aftësitë e punonjësve në mënyrë të njëpasnjëshme, të rrisin produktivitetin e punonjësve si dhe të reduktojnë pakënaqësinë në punë që rezulton në qarkullimin e punonjësve. Së dyti, trajnimi dhe zhvillimi i personelit të brendshëm redukton koston dhe rrezikun e përzgjedhjes, punësimit dhe përvetësimit të njerëzve nga tregu i jashtëm i punës, gjë që rrit sërish produktivitetin e punonjësve dhe redukton qarkullimin (CARTON, 2004). Sipas KHAN *et al.*, (2011) Trajnimi rezultoi të ketë një efekt pozitiv dhe domethënës në ROA (49.7 %) si dhe në performancën organizative dhe produktivitetin. RICHARD (2009) zbuloi se edukimi dhe zhvillimi i punonjësve ka një efekt të

rëndësishëm si në produktivitetin e personelit ashtu edhe në treguesit afatshkurtër dhe afatgjatë të performancës organizative.

### **Marrëdhënia mes përfshirjes së menaxhmentit dhe performancës organizative.**

Përfshirjet e menaxhimit janë duke ofruar mundësi për komunikim, sqarim, ndarje të mirëkuptimit strategjik dhe angazhimit me punonjësit (MAJEED, 2011). Menaxhimi i performancës është ndoshta procesi më i vështirë që mund të përdoret për të përmirësuar suksesin organizativ, megjithatë ai ofron kthimin më të madh të mundshëm për kompaninë (FERREIRA & OTLEY, 2009). Studimi i McDONALD & SMITH (1995) përfshiu 437 kompani në SHBA dhe tregoi se kompanitë që aplikuan Menaxhimin e Performancës kishin tejkaluar kompanitë pa sisteme të tilla në një gamë të gjerë të treguesve financiar dhe produktivitetit.

## **MATERIALE DHE METODA**

### **Të dhënat primare**

Në këtë studim, të dhënat parësore janë mbledhur nga pyetësorët e përgatitur për të anketuarit në bizneset që ushtrojnë veprimtarinë e tyre në qytetin e Shkodrës. U përdorën teknikat e kampionimit të rastësishëm për të matur faktorët e brendshëm që ndikojnë në performancën e biznesit. Ky është një studim hulumtues që synon të shpjegojë faktorët që ndikojnë në performancën e bizneseve. Për mbledhjen e të dhënave është përdorur pyetësori. Kjo metodë u zgjodh për shkak se është praktike, ku koha dhe buxheti janë kufizimet kryesore.

### **Të dhënat dytësore**

Të dhënat dytësore i referohen informacionit të mbledhur më herët përpara se të kryhet studimi aktual. Burimet e të dhënave janë marrë nga Biblioteka e Universitetit, gjithashtu dhe nga faqe interneti. Llojet e të dhënave janë libra, revista, raporte, teza dhe informacione të tjera të lidhura rreth studimit.

### **Popullata e përzgjedhur**

Popullata e studimit në kërkimin tonë ka të bëjë me biznest e mesme dhe të mëdha në qytetin e Shkodrës dhe gjithashtu janë marrë në konsideratë ato biznese që kanë numër sa më të lartë punonjësish. Popullata e studimit janë punonjësit e punësuar në biznese dhe stafi drejtues. Në mënyrë që të realizohet ky studim janë realizuar dy pyetësorë. Pyetësori i parë kërkon në pjesën e parë plotësimin në lidhje me informacionet e përgjithshme të zgjedhjes. Pjesa e dytë i është drejtuar punonjësve të biznesit për të indentifikuar faktorët ndikues në motivimin, trajnimin, nivelin e kontrollit të brendshëm dhe raportin me përfshirjen e menaxhimit. Pyetësori i dytë i drejtohet stafit drejtues të biznesit për të siguruar informacion në lidhje me matësit financiarë të performancës dhe gjithashtu vlerësimin e faktorëve jofinanciarë që ndikojnë në performancë sipas deklarimeve të drejtuesve. Për të realizuar modelin e parë janë marrë variablat financiarë, të cilët janë llogaritur nga të dhënat financiare, sipas raporteve përkatëse, ndërsa për modelin e dytë variablat janë të matur me shkallë likert duke u bazuar tek literatura e shqyrtuar.

## Mbledhja e të dhënave

U shpërndanë 105 pyetësorë në 30 biznese drejtuar punonjësve dhe 81 u kthyen për analizë. Ndërsa për stafin drejtues u shpërndanë 30 pyetësorë pra nga 1 në çdo biznes dhe u kthyen 26 për analizë. Pyetësorët u shpërndanë në mënyrë elektronike nëpërmjet platformës google forms.

## Teknikat e analizës së të dhënave

Të dhënat u analizuan duke përdorur SPSS versionin 25.0. Për t'iu përgjigjur të gjitha objektivave të vendosura, u krye analiza e statistikave përshkruese dhe konkluzive.

- Statistikat përshkruese për të dhënë frekuencat, matjen e tendencës qendrore (mesatarja) dhe përqindjen.
- Statistikat inferenciale për të kryer analizën e besueshmërisë, analizën përshkruese, korrelacionin Pearson dhe analizën e regresioneve të shumëfishta.

## REZULTATET

Ky kapitull përshkruan rezultatet e analizës të të dhënave të marra nga të dhënat e mbledhura nga të anketuarit. Qëllimi kryesor i këtij studimi është shqyrtimi i faktorëve të brendshëm që ndikojnë në performancën e bizneseve të marra në shqyrtim. Përveç kësaj, ky studim synon të verifikojë hipotezat e ngritura në kapitullin e dytë.

## Analiza përshkruese

**Tabela 1** Analiza përshkruese e zgjedhjes

Demografia	Kategoritë	Frekuenca (n)	Perqindja (%)
Gjinia	Femër	49	60.49
	Mashkull	32	39.51
Grup mosha	20-30 vjeç	25	30.9
	31-40 vjeç	23	40.7
	41-50 vjeç	18	16.0
	51 vjeç +	15	12.3
Gjendja civile	Beqar	29	35.8
	I martuar	47	58
	I divorcuar	5	6.2
Edukimi	9 vjeçar	8	9.9
	I mesëm	25	30.9
	I lartë (Ba)	32	39.5
	Pasuniversitar (Master, Dok. etj.)	16	19.8
Paga	Nën 30,000L	7	8.6
	30,001-40,000	19	23.5
	40,001-50,000	27	33.3
	50,001-60,000	16	19.8
	Mbi 60,000	12	14.8
Madhësia e biznesit	I mesëm	46	56.8
	I madh	35	43.2



Sektori i biznesit	Sektor bankar	13	16
	Sektor telekomunikacioni	7	8.6
	Sektor i tregtisë	30	37
	Sektor shërbimi	12	14.8
	Sektor Prodhimi	19	23.5
Eksperiencë pune	1-5 vite	18	22.2
	5-10 vite	41	50.6
	Mbi 10 vite	22	27.2

#### Burimi:Gjetjet e studimit

Nga studimi shohim se 60.5% e të anketuarve janë femra, ndërsa pjesa e mbetur prej 39.5% janë meshkuj. Kanë shpërndarje sipas moshave përkatëse, nga të cilët 35.8% janë ende beqarë, 58% e të anketuar janë të martuar dhe 6.2% të anketuar janë të divorcuar. 9.9% e të anketuarve janë me shkollë 9 - vjeçare, 30.9% e të anketuarve janë me shkollë të mesme, 39.5% e të anketuarve janë me shkollë të lartë (Bachelor), dhe 19.8% e të anketuarve janë me diplomë Master. Për sa i përket pagës 8.6% e të anketuarve marrin pagë nën 30,000 lekë, 23.5% midis 30,001-40,000, 33.3% marrin pagë midis 40,001-50,000, 19.8% midis 50,001- 60,000 dhe 14.8% e të anketuarve mbi 60,000. Rreth 56.8% nga të anketuarit janë biznes i mesëm dhe pjesa e mbetur 43.2% janë biznes i madh. Pjesa më e madhe e të anketuarve janë të punësuar në sektorin e tregtisë 37%. Eksperiencia e punës është shumë e rëndësishme për studimin tonë dhe rreth 22.2% e të anketuarve kanë 1-5 vite eksperiencë pune, 50.6% kanë 5-10 vite eksperiencë pune dhe 27.2% kanë mbi 10 vite.

#### Analiza e besueshmërisë

Të dhënat për këtë studim u siguruan përmes një grupi pyetësorësh, të cilët janë burimi primar i mbledhjes së të dhënave. Prandaj, është thelbësore të verifikohet përshtatshmëria e përdorimit të këtij instrumenti për matje. Sipas TAVAKOL & DENNICK (2011), sa më shumë që koeficienti i besueshmërisë t'i afrohet 1.0, aq më mirë është dhe vlerat 0,80 konsiderohen si të mira. Vlerat më të mëdha se 0,70 konsiderohen si të pranueshme dhe vlerat e besueshmërisë më të vogla se 0,60 konsiderohen të jenë të dobëta.

**Tabela 2** Elementet për matjen e rëndësisë së motivimit të stafit

Elementet	Peshat faktorial	% e variancës së shpjeguar	Cronbach's $\alpha$
<b>Motivimi i stafit</b>			67.627 0.879
Jeni të kënaqur me mirënjohjen e marrë për performancën tuaj në punë.	0.894		
Jeni të kënaqur me pagesat.	0.844		
Unë jam i lirë të diskutoj lidhur për problemet lidhur me punën me stafin drejtues.	0.826		
Në punë janë të përcaktuara saktë rolet dhe përgjegjësitë.	0.799		

Drejtimi kujdeset për nevojat dhe mirëqenien e punonjësve. 0.742

*Burimi: Gjetjet e studimit*

Për të matur motivimin, u përdorën pesë pohime (faktorë). Këto pohime iu nënshtruan analizës faktoriale eksploruese për të parë se sa qëndrojnë të lidhur me njëri-tjetrin. Në analizë u përdor kriteri me vlera eigen më të mëdha se një dhe metoda e rotacionit “varimax”. Nga analiza rezultuan që të pestë pohimet qëndrojnë në një komponent të vetëm dhe peshat faktoriale janë më të larta se 0.4, duke u shtrirë në një interval nga 0.742 deri në 0.894 dhe me një mediane prej 0.821. Varianca e shpjeguar nga ky komponent është 87.9% e variancës totale. Më pas analiza vazhdoi me matjen e besueshmërisë së qëndrimit të këtyre faktorëve në një komponent të vetëm. Koeficienti Cronbach’s alfa rezultoi 0.879. Ky është një koeficient i pranueshëm në lidhje me besueshmërinë. Në analizë u përdor edhe opsioni për të parë nëse do të kishte përmirësim të këtij koeficienti po të eliminonohet ndonjë nga pohimet. Rezultoi që nuk ka përmirësim të tij, prandaj u vendos që të pestë këto elemente të mbahen në studim dhe të ndërtohet një variabël i vetëm me mesataren e tyre, pra motivimi i stafit.

**Tabela 3** Elementet për matjen e rëndësisë së Trajnim zhvillimit

Elementet	Peshat faktorial	% e variancës së shpjeguar	Cronbach’s $\alpha$
<b>Trajnim zhvillimi</b>		78.02	0.875
Jeni të kënaqur me trajnimin që keni marrë nga organizata/firma	0.895		
Trajnimi ju ndihmon të kryeni punë më të mirë	0.865		
Unë mund të praktikoj aftësitë dhe njohuritë e mia në punën time.	0.817		
Trajnimi i marrë nga organizata më ka ndihmuar të rritem në karrierë.	0.788		
Ju jeni gjithmonë pjesëmarrës në trajnime që organizohen nga kompania.	0.716		

*Burimi: Gjetjet e punimit*

Për të matur trajnim zhvillimin, u përdorën pesë elementë. Edhe këto elementë iu nënshtruan analizës faktoriale eksploruese për të parë se sa qëndrojnë të lidhur me njëri-tjetrin. Në analizë u përdor kriteri me vlera eigen më të mëdha se një dhe metoda e rotacionit “varimax”. Nga analiza rezultuan që të pestë faktorët i kanë peshat faktoriale që kalojnë kufirin prej 0.4. Varianca e shpjeguar nga ky komponent është 78.02%.

**Tabela 4** Elementet për matjen e rëndësisë së Përfshirjes së menaxhimit

Elementet	Peshat faktoriale	% e variancës së shpjeguar	Cronbach’s $\alpha$
<b>Përfshirja e menaxhimit</b>		81.035	0.904

Unë jam i lirë të jap një mendim për menaxhimin e kompanisë.	0.939
Menaxhimi i kompanisë ka një performancë të mirë.	0.935
Ju keni një marrëdhënie të mirë me menaxherin tuaj.	0.924
Menaxhimi ka një reagim të mirë për të gjitha llojet e ankesave të mia.	0.873
Ju jeni të kënaqur me ekipin e menaxhimit të kompanisë suaj.	0.825

*Burimi: Gjetjet e punimit*

Për të përfshirjen e menaxhimit, u përdorën pesë elementë. Edhe këto elementë iu nënshtruan analizës faktoriale eksploruese për të parë se sa qëndrojnë të lidhur me njëri-tjetrin. Në analizë u përdor kriteri me vlera eigen më të mëdha se një dhe metoda e rotacionit "varimax". Nga analiza rezultuan që të pestë faktorët i kanë peshat faktoriale që kalojnë kufirin prej 0.4. Varianca e shpjeguar nga ky komponent është 81.05%

**Tabela 5** Elementet për matjen e rëndësisë së Sistemit të kontrollit

Elementet	Peshat faktorial	% e variancës së shpjeguar	Cronbach's $\alpha$
<b>Sistemet e kontrollit</b>		91.262	0.938
Kompania përdor sisteme kontrolli efektive.	0.978		
Sistemet e kontrollit kanë ndikuar pozitivisht në mbarëvajtjen e punës.	0.975		
Sistemet e kontrollit kanë ulur vjedhjet dhe mashtrimet në kompani.	0.945		
Sistemet e kontrollit kanë ulur gabimet nga pakujdesitë e punonjësve.	0.922		

*Burimi: Gjetjet e punimit*

Për sistemet e kontrollit, u përdorën pesë elementë. Nga analiza rezultuan që të pestë faktorët i kanë peshat faktoriale që kalojnë kufirin prej 0.4. Varianca e shpjeguar nga ky komponent është 91.262%

**Tabela 6** Elementet për matjen e rëndësisë së Performancës Organizative

Elementet	Peshat faktorial	% e variancës së shpjeguar	Cronbach's $\alpha$
Performanca organizative		85.695	0.919
Si e vlerësoni cilësinë e shërbimit ose të produktit të kompanisë tuaj	0.887		

Ju jeni dakord me objektivat dhe politikën që përdor kompania për të rritur performancën	0.987
Efekti i faktorit të brendshëm ndjehet në rritjen e fitimit dhe përmirësimin e performancës	0.984
Kompania përdor një sistem efektiv të vlerësimit të performancës	0.968
Jeni të kënaqur performancën e kompanisë	0.822

*Burimi: Gjetjet e punimit*

Për performancën organizative, u përdorën pesë elementë. Nga analiza rezultuan që të pestë faktorët i kanë peshat faktoriale që kalojnë kufirin prej 0.4. Varianca e shpjeguar nga ky komponent është 85.695%.

### Analiza e regresionit

**Tabela 7** Përmbledhje e analizës së regresionit për variablat financiarë

Hipotezat	Koeficientat-vlera p		Collinearity Statistics	
			Tolerance	VIF
H <sub>1,0</sub> : Leva financiare nuk ndikon në performancën financiare të biznesit.	-0.0029(0.132)	H0 Pranohet	0.525	1.149
H <sub>1,1</sub> : Leva financiare ndikon në performancën financiare të biznesit.	t=-0.1898			
H <sub>2,0</sub> : Likuiditeti nuk ndikon në performancën financiare të biznesit.	-0.00069(0.000)	H0 Refuzohet	0.766	1.186
H <sub>2,1</sub> : Likuiditeti ndikon në performancën financiare të biznesit	t=-3.773			
H <sub>3,0</sub> : Madhësia e firmës nuk ndikon në performancën financiare të biznesit.	-0.00877(0.001)	H0 Refuzohet	0.868	1.024
H <sub>3,1</sub> : Madhësia e firmës ndikon në performancën financiare të biznesit.	t=-4.471			
H <sub>4,0</sub> : Kthimi nga shitjet nuk ndikon në performancën financiare të biznesit.	0.0863(0.000)	H0 Refuzohet	0.688	1.131
H <sub>4,1</sub> : Kthimi nga shitjet ndikon në performancën financiare të biznesit.	t=7.843			
Konstante	1.1468(0.000)			
R Square	0.765			
Adjusted R Square	0.72			
Fisher	47.665(0.000)			
Durbin-Watson	1.529			

\*\*Niveli i rëndësisë=0.05

$Y_{(Performanca,financiare)} = 1.1468 - 0.00069 \text{Likuiditeti} - 0.00877 * \text{Madhësia e firmes} + 0.086 * \text{Kthimi nga shitjet} + E$

Nisur nga modeli i parë i supozuar kemi koeficientin e determinacionit  $R^2=0.720$  që do të thotë se 72% e variacionit të performancës financiare arrin të shpjegohet nga kontributi i përbashkët i variablave të pavarur siç janë leva financiare, raporti korent, madhësia e firmës dhe kthimi nga shitjet. Tani shohim autokorrelacionin ndërmjet të dhënave të variablave, për të shpjeguar këtë shohim Durbin-Watson në kolonën e fundit të tabelës, një rregull në lidhje me këtë koeficient thotë që vlerat e pranueshme janë nga 1.5 deri në 2.5, çdo vlerë jashtë këtij intervali mund të jetë shkak për shqetësim. Në këtë rast vlera në studim tonë është 1.529 dhe është një autokorrelacion normal. Në këtë rast duke parë  $F=47.665$  dhe  $p=0.00<0.05$  ne refuzojmë hipotezën bazë dhe pranojmë atë alternative, ku të paktën njëri nga variablat shpjegues ka lidhje me variablin e shpjeguar. Nga tabela mund të shohim edhe multikolaritetin që tregon korrelacionin ndërmjet variablave të pavarur. Nëse  $VIF>10$  dhe  $Tolerance<0.25$  tregon që ekziston multikolariteti i lartë dhe duhet të rregullohet. Në rastin tonë nuk ekziston sepse vlerat e VIF janë më të vogla dhe të tolerancës janë më të larta.

**Tabela 8** Përmbledhje e analizës së regresionit për variablat jofianciare

Hipotezat	Koeficientat-vlera p		Collinearity Statistics	
			Tolerance	VIF
H <sub>5.0</sub> : Motivimi i stafit nuk ndikon në performancën e biznesit	0.054(0.639)	H0 Pranohet	0.42	2.38
H <sub>5.1</sub> : Motivimi i stafit ndikon në performancën e biznesit	t=0.471			
H <sub>6.0</sub> : Trajnimi nuk ndikon në performancën e biznesit	0.513(0.000)	H0 Refuzohet	0.49	2.05
H <sub>6.1</sub> : Trajnimi ndikon në performancën e biznesit	t=4.742			
H <sub>7.0</sub> : Kontrolli i brendshëm nuk ndikon në performancën e biznesit	0.364(0.000)	H0 Refuzohet	0.61	1.64
H <sub>7.1</sub> : Kontrolli i brendshëm ndikon në performancën e biznesit	t=4.137			
H <sub>8.0</sub> : Përfshirja e menaxhimit nuk ndikon në performancën e biznesit	-0.032(0.801)	H0 Pranohet	0.35	2.87
H <sub>8.1</sub> : Përfshirja e menaxhimit ndikon në performancën e biznesit	t=-0.253			
Konstante	0.803(0.015)			
R Square	0.571			
Adjusted R Square	0.548			
Fisher	25.249(0.000)			
Durbin-Watson	1.625			

\*\*Niveli i rëndësisë=0.05

$$Y_{(Performanca,organizative)} = 0.803 + 0.513 * Trajnimi + 0.364 * Kontrolli i brendshëm + E$$

Duke parë modelin e supozuar ne arrijmë të dallojmë që koeficienti i determinacionit i cili është  $R^2=0.548$  që do të thotë se 54.8% e variacionit të performancës organizative arrin të shpjegohet nga kontributi i përbashkët i variablave të pavarur siç janë motivimi i stafit, trajnim zhvillimi,

kontrolli i brendshëm dhe përfshirja e menaxhimit. Në këtë model nuk kemi as autokorrelacione e as multikolaritet.

## **PËRFUNDIME**

Në studimin tonë kemi rënë të performancës së bizneseve gjatë viteve 2018-2020, e matur nëpërmjet ROA dhe ka pësuar rritje në 2021. Periudha e marrë në studim është për 4 vite dhe përkatësisht 2018 deri në 2021. Likuiditeti nuk ka pasur ndryshueshmëri të madhe me kalimin e viteve. Aktivitetet totale me kalimin e viteve kanë pasur rritje. Raporti kthim shitje ka pasur ulje gjatë periudhës në studim. Nga modeli i regresionit rezultoi se 72% e variacionit të performancës financiare arrin të shpjegohet nga kontributi i përbashkët i variablave të pavarur, raporti korent, madhësia e firmës dhe kthimi nga shitjet.

Studimi tregoi se ekziston një lidhje pozitive midis trajnimit zhvillimit, kontrollit të brendshëm dhe performancës organizative, gjithashtu rezultatet e marra në studim treguan se kjo lidhje është statistikisht e rëndësishme. Kjo është shumë e rëndësishme sepse trajnimi mund të ndihmojë në zgjerimin e gamës së aftësive të disponueshme në fuqinë punëtore si dhe në përmirësimin e ekspertizës ekzistuese. Gjithashtu nga modeli i regresionit rezultoi se 54.8% e variacionit të performancës organizative arrin të shpjegohet nga kontributi i përbashkët i trajnimit zhvillimit dhe kontrollit të brendshëm. Studimi tregoi se lidhja ndërmjet motivimit dhe përfshirjes së menaxhimit nuk është e rëndësishme statistikisht. Kjo mund të tregojë edhe faktin që në shumë biznese mungon sistemi i vlerësimit të performancës dhe kjo ndikon edhe në vlerësimin dhe motivimin e punonjësve. Ajo që duhet të trajtohet më me kujdes është lidhja ndërmjet menaxhimit dhe performancës. Kjo mund të tregojë mungesë të konsensusit, mirëkuptimit dhe angazhimit të përbashkët duke ndikuar në të njëjtën kohë produktivitetin dhe performancën e tyre.

### **Kufizimet e punimit**

Kufizimet e punimit nuk kanë qenë të pakta. Disa prej tyre janë:

- Metoda e anketimit ka qenë online dhe është pak e vështirë monitorimi dhe vlerësimi i seriozitetit të plotësisht të pyetësorit.
- Nuk ka studime të realizuara në lidhje me këta faktorë të marrë njëkohësisht, sidomos për bizneset në vendin tonë.
- Disa nga variablat e përfshirë në studim janë më tepër cilësorë dhe lidhen shumë me perceptimet e secilit individ, gjë që ndikon objektivitetin e rezultateve.
- Mungesa e transparencës si dhe jo të gjitha bizneset kanë plotësuar të dhënat në lidhje me informacionin financiar të kërkuar.
- Studimi është realizuar në qytetin e Shkodrës duke përfshirë vetëm ndërmarrjet e mesme dhe të mëdha dhe mostra ka qenë e vogël gjë që mund të ndikojë tek rezultatet e arritura.

## **REKOMANDIME**

### **Rekomandime për performancën financiare**

- Të përdoret financimi me borxh për aq kohë sa ky financim nuk ka ndikuar negativisht në performancën e bizneseve.

- Meqenëse kthimi nga shitjet nga pasur rënie, kompania duhet të bëjë një vlerësim të kostove të saj.
- Bizneset duhet të konsiderojnë gjithashtu cilësinë e produkteve apo shërbimeve, meqenëse ka pasur rënie të shitjeve.
- Bizneset të tregojnë kujdes në mbajtjen e aktiveve afatshkurtra sepse likuiditeti ka sjellë uljen e performancës së tyre.
- Ndikimi i levës financiare në ROA është shumë i ulët dhe i parëndësishëm, prandaj bizneset duhet të kontrollojnë cilësinë e borxhit në strukturën e kapitalit dhe të vlerësojnë nëse kompania është efektive në përdorimin e tij.

### **Rekomandime për performancën jofinanciare**

- Bizneset duhet të bëjnë një vlerësim të menaxhimit në kompaninë e tyre.
- Një aspekt tjetër që duhet të tregohet kujdes është edhe motivimi i punonjësve duke gjetur politikat e duhura për motivimin e tyre, nëpërmjet rritjes në detyrë, bonuse, rritje page apo krijimin e ambienteve të përshtatshme në punë.
- Përmirësimin e simeve të kontrollit dhe monitorimin e tyre të vazhdueshëm.
- Zhvillimi i trajnimeve të rregullta sidomos për punonjësit e rinj.

### **Rekomandime për studime të mëtejshme**

Pavarësisht kufizimeve të mësipërme, studiuesit e ardhshëm duhet të marrin parasysh disa elementë që mund të jenë të rëndësishëm, të tillë si:

- Të zgjerohet studimi në një numër më të madh biznesesh, në mënyrë që të nxirren rezultatet për industri të caktuara dhe të mund të bëhet edhe krahasimi i rezultateve të tyre.
- Të analizohen më shumë faktorë të brendshëm që ndikojnë në performancën e biznesit.
- Mund të përfshijë gjithashtu edhe matjen e performancës së tregut, në mënyrë që të shikohet biznesi në të gjitha aspektet dhe llojet e performancave.
- Në këtë studim u përdorën metodat e pyetësorit dhe përgjigjet nga të anketuarit ishin të kufizuara. Një metodë më e mirë do të ishte intervistimi, por kjo kërkon një kohë të gjatë dhe një kujdes më të madh në analizimin e saj.
- Në të ardhmen, studiuesit mund të përfshijnë faktorë të jashtëm duke përfshirë politikën, ekonominë dhe mjedisin.

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## **CASHING OUT PENSION SAVINGS DURING THE COVID CRISIS: AN INAPPROPRIATE RESPONSE TO INCOME SHORTFALLS?**

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### **ABSTRACT**

This paper was motivated by provisions made in the by the Kosovo Pensions Savings Trust (KSPT) in late 2020 that permitted savers to draw out money from their pensions accounts to help meet shortfalls in income caused by the covid pandemic. In fact, Kosovo imitated what had been legislated for in Chile some half a year earlier – with the difference that the temporary programme there was repeated several times.

The paper looks at both the Kosovan and Chilean experiences and at those of other countries – both in Europe and Latin America but also in Australia. It also considers the extent to which savers in other, more voluntary, pension systems curtailed contributions or even sought opportunities to access their pension accounts.

There might be short-term benefits to governments making such provisions or for people to take steps on their own, especially if other components of social protection are underdeveloped – for example, limited social assistance programmes and/or an absence of job furlough procedures. On the other hand, taking such steps can have longer-term negative implications. It can contribute to inflation, and so have implications for interest rates that impact on jobs later down the line. Moreover, it undermines the concept of pension fund – which is to save for retirement.

The paper discusses lessons to be learnt. It is not only relevant retrospectively. The provisions made to deal with covid could be repeated in the face of new economic disruptions – particularly those consequent upon the war in Ukraine. The question is, are there alternatives?

**Keywords:** pension policy; Covid 19; cost of living crisis; social protection

### **INTRODUCTION**

Chile and Kosovo are not so far apart. Geographically maybe, confessionally and linguistically, too. But they share at least one thing – their funded pension systems and how the key element of them was functionalised to meet the exigencies of Covid-19.

Amongst those familiar with pension schemes and pension reform, the case of Chile is frequently mentioned. Back in the early 1980s under the Pinochet regime, the system was completely revised. For most employees, or at least those who were lucky enough to have regular employment in the formal sector, the system had paid earnings-related benefits on a pay-as-you-go (PAYG) basis. This model was thrown over. A new system, based on individual savings accounts was installed.

People – admittedly still only those who were in something like formal employment – had to contribute into a personal savings plan. Their contributions, and the returns earned upon their investments, built up into a pot that could be liquidated on retirement. The money from the pot could then be drawn down in stages each year, or it could be used to buy a lifelong annuity.

The World Bank loved the system. In a much-cited book, it propagated it widely – suggesting that such a model reduced state expenditure, generated resources for national development, and encouraged higher participation in the labour market. Whether the reform achieved this is another matter – and one that has been much discussed in the decades that followed.

Kosovo embraced the model much later. As a breakaway from Serbia, Kosovo’s creation as a state was one of the final stages of the disintegration of what had once been Yugoslavia. Workers in Yugoslavia had been part of a PAYG pension system that, in many ways, was like that which had prevailed in Chile prior to its reform. After the breakup, the new states made reforms, some more radical than others. In Kosovo, this process went further than elsewhere.

International experts, drawing on the World Bank’s experience and with its involvement, set up a new system of which the main component is a funded second pillar. It became operative in 2002 and is managed by Kosovo Pensions Savings Trust (KSPT). As in Chile, the pillar is based upon individual savings accounts accessible at retirement. The main difference to its Chilean counterpart was that under the KPST almost all the money was to be invested abroad – among others, a reflection of how capital markets were (and still are) very underdeveloped in Kosovo.

### **Similar responses to Covid-19**

Come Covid-19, the parallels between the two countries persisted. The pandemic disrupted employment and jobs were lost. Social security provisions in Chile – including unemployment benefits and social assistance – are much less encompassing than in most European countries. There existed no permanent scheme for short-time working as for example in Germany (*Kurzarbeit*), although a temporary furlough scheme – somewhat like that in the UK, if much less extensive – was introduced.

In June 2020, and under pressure to provide supplementary income to households, the Chilean government legislated to allow people to take up to 10% from their savings pots. The then president, Sebastián Piñera, opposed the move. So, too, did both the pension funds, which regarded it as contrary to the retirement scheme’s purpose, and the central bank, which saw it as contributing to inflationary pressure.

However, congressional approval was almost universal. What had been a one-off exercise was repeated twice more. By the conclusion of the third round in mid-2021, 39% of all account holders had made at least one withdrawal. Some 3.8 million out of about 9.7 million accounts held by the population had been reduced to zero. Total assets in pension funds were reduced by \$50 billion, or by at least a quarter.

Chile’s new, radical president, Gabriel Boric (himself of Yugoslavian descent), had, as a member of congress, supported the withdrawal plans. However, when in office he acted to prevent a fourth round of withdrawals. Various alternatives were proposed – including allowing access only under strict conditions for specific purposes and providing opportunities for people to make additional contributions to help repair their savings pots.<sup>8</sup> Subsequently, and as the president’s popularity has been on the wane, these proposals have come to nought.

Kosovo – albeit six months later – followed Chile’s suit with its own withdrawal scheme. In December 2020, around the time of the Chilean second round, the government legislated to allow savers to take up to 10% of their pots. Again, parliament’s support was across the board (only one left-wing party opposed). Some two thirds of savers took advantage of the provision and 10% of the KPST’s assets were withdrawn.

One difference to Chile was that the government in Kosovo agreed to reimburse the pension funds for any individual withdrawal up to €999. Whilst partly protecting pension savings, this component generates an increase in public expenditure. Kosovo had, historically, sought to maintain a fiscal deficit not exceeding 2%. Total withdrawals amounted to some €200 million, and the state ended up taking on reimbursement liabilities of just over half of this amount. Although reimbursement is not scheduled to start until 2023, the sum involved is close to 1.4% of what was the country’s 2020 GDP.

Like Chile, once a withdrawal process had been initiated, people wanted more. In early summer 2022, legislation was proposed to permit a withdrawal of 30% of remaining funds. Unlike with the first round, there were no plans so far for partial reimbursements. This might have been good for the public finances, but it would have been bad for the retirees of the future. Even though the main party in the government (the left-wing Self-Determination Movement) declared itself against the plan, most of the main opposition parties backed it. The trade unions said that 90% of their members want the proposal to be passed. The IMF, however, cautioned strongly against it. Ultimately, the proposal failed.

### **The end of a paradigm**

Withdrawals have also been discussed and implemented in other countries, but events in Chile and Kosovo are highly significant because they are prominent cases of a reform paradigm that was once prescribed for countries with unsustainable PAYG systems. Now, these withdrawals could decide the fate of this model.

Several other countries in Latin America and other post-socialist countries in Eastern Europe have backtracked from reforms introducing a funded component to pensions. That form of privatisation has often created small and unequal savings that are costly to manage and are prone to market uncertainty. Like their abrupt arrival, the individual account systems in Chile and Kosovo could be sounding their systems’ own death knell – emptying people’s pension pots but presenting no clear reform alternatives.

## SCHOOL TO WORK TRANSITIONS AND COVID19 – A STUDY OF THE WESTERN BALKANS

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### ABSTRACT

This study investigates the effects of Covid19 on school-to-work transitions for the case of the Western Balkans 6 countries (Albania, Bosnia and Herzegovina, Kosovo, Montenegro, North Macedonia, and Serbia).

Using cohort analysis, we estimate the differences in the length of time documented by the youth before and during Covid19. We use the cross-sectional data from the 2017 to 2022 waves of the Public Opinion (Regional Cooperation Council). Control variables include standard demographic and socio-economic information at the individual level. Also, labour market controls and year fixed effects are included in the model with cross-country analysis using a small set of countries. This allows for a comparison of the performance of each of the WB6 countries with each other.

The findings suggest that there are negative effects associated to the length of school-to-work transitions for the Covid19 (2020 – 2022) period compared to the previous period (2017 – 2019). These results are robust across countries, gender, education, and labour market experience.

**Keywords:** school to work transitions, Western Balkans, Post-Communist, Covid19, cohort analysis

## **REAL ESTATE MARKET EFFICIENCY**

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### **ABSTRACT**

Real estate is an important part of an individual's wealth and also the real estate market plays a key role in the economy in general. Given the strategic importance of this sector, it is important to study the way this market operates. Numerous studies have been conducted on the efficiency of the capital market by performing numerous tests from which the theoretical bases of efficiency have emerged. It has generally been assumed that the real estate market is less efficient than the capital market. This will be the focus of this study, the analysis of the efficiency of the real estate market, focusing on the housing market. The data used in the study mainly focus on the city of Tirana. The study starts with the literature review that brings tests of different authors regarding the efficiency of the real estate market and then focuses on an autocorrelation model to test with the provided data whether the housing market is efficient or not. This study is a new value in the Albanian real estate literature because it brings into focus the efficiency which has been little studied before in the Albanian market.

**Keywords:** real estate, market efficiency, Albania

## **WHAT EXPLAIN POLITICAL SCIENCE STUDENTS’ PREFERENCES FOR THEIR POST-GRADUATE CAREERS: PROFESSION PERCEPTIONS AND ACADEMIC EXPERIENCES**

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### **ABSTRACT**

It has been argued that shrinking student enrolments in Political Science programs reflect dim employment and professional career opportunities. We try to explain student preferences for their post-graduate academic and/or employment and career preferences with two sets of explanatory variables, namely their perceptions of the discipline and their student experiences during their studies. The measured student preferences are those of finding a job in the discipline of their studies; finding a job in any profession; finding a job abroad; further studies in the same discipline and same country; further studies in another discipline and another country; further studies in the same discipline and another country; and further studies in another discipline and another country. We rely on a dataset that we built during the 2021-2022 academic year by interviewing Political Science students in 11 universities in three Southeastern European countries, Albania, Kosovo and North Macedonia. The core of our analysis consists in a series of multilevel linear models of multiple imputed data. Our findings could be helpful both to the existing literature on student expectations out of their studies as well as the role of academic curricula in such expectations and Political Science programs’ efforts to attract and retain talented students.

**Keywords:** political sciences, students, post-graduate career

## **UNIVERSITY TO SOCIETY INNOMEDIARIES IN ALBANIA: CO-PRODUCTION OF KNOWLEDGE AND RESEARCH THAT MATTERS U-SIA**

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### **ABSTRACT**

Current crises have highlighted the importance of integrating research, politics and practice to work on solutions for complex social problems. The higher education sector is an area with high potential and relevance for the overall development of Albanian society and economy. For the pro-European development of the country, young academics, researchers, project managers, innovators, and students are of crucial importance. Thus, it is the main motivation for the USIA project consortium to enhance an enabling higher education environment that supports university to society collaborations in order to co-produce knowledge and research with an impact that is not only academically insightful but also applicable to the development of Albania in light of European integration.

The project led by the Mesdheu Center -Mediterranean University of Albania in partnership with 11 partners from Albania, Italy, Serbia, and Germany, from university and business sector, SMEs, start-ups, NGOs, CSOs, think tanks, public bodies, and media with aim to co-produce knowledge and research that are applicable to local priorities.

The project has strengthened the institutional and human resources capacities in HEIs in Albania and the capacity-building program, models, guidelines, best practices, strategies, and pilot programs of cooperation (Second a Researcher, Policy Lab, Policy Challenge Fund) are contributing to the modernization of HEIs governance and their integration in the European Higher Education Area.

In this round table we are bringing to a wider audience of project stakeholders the results of the work done by university professors and students during the implementation of the working package, wp5- Second a researcher program and wp6- piloting University to Policy Cooperation through Policy Labs



The papers presented will explore the mechanisms of boundary spanning including relationship and trust building, knowledge translation and developing solutions of university, businesses and policy making. All the approaches reduce wicked problems to a manageable scale, by grounding them in local decision-making, reducing their scope or reducing the problem analytically. We argue that despite the ambition of businesses and policy making to modernize, unless they are institutionally well embedded, their effects are likely to be small scale, local and temporary.

## **SESSION 8**

**ENVIRONMENT PROTECTION AND CLIMATE CHANGE,  
BIODIVERSITY CONSERVATION AND SUSTAINABLE USE OF  
ECOSYSTEMS, HEALTH AND SAFETY FOOD**

## THE OCCURRENCE OF NON-NATIVE PLANT SPECIES IN THE HABITATS OF LAKE SHKODRA AND THE BUNA RIVER-VELIPOJA AND THE IMPACT OF CLIMATE CHANGE

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### ABSTRACT

Several previously unknown non-native plant species have been reported in the last decade from the aquatic and wetland habitats of Lake Shkodra and the Buna River. It is known that freshwater habitats are more sensitive to the introduction of alien species. The introduction and distribution of many alien species are facilitated by habitat disturbances, because of intensive human activities and climate change.

The occurrence of seven non-native plants, *Ambrosia artemisiifolia* L., *Artemisia verlotiorum* Lamotte, *Elodea canadensis* Michx., *Elodea nuttallii* (Planch.) H.St. John, *Euphorbia prostrata* Aiton, *Lindernia dubia* (L.) Pennel, and *Paspalum dilatatum* Poir., with their current and past distribution, together with relevant references, in the habitats of Lake Shkodra and the Buna River are addressed in this paper.

We have also attempted to explain the impact of some intense human activities and climate change on their naturalization.

**Key words:** Alien flora, human activities, climate change, introduction, non-native species, Lake Shkodra, Buna River-Velipoja.

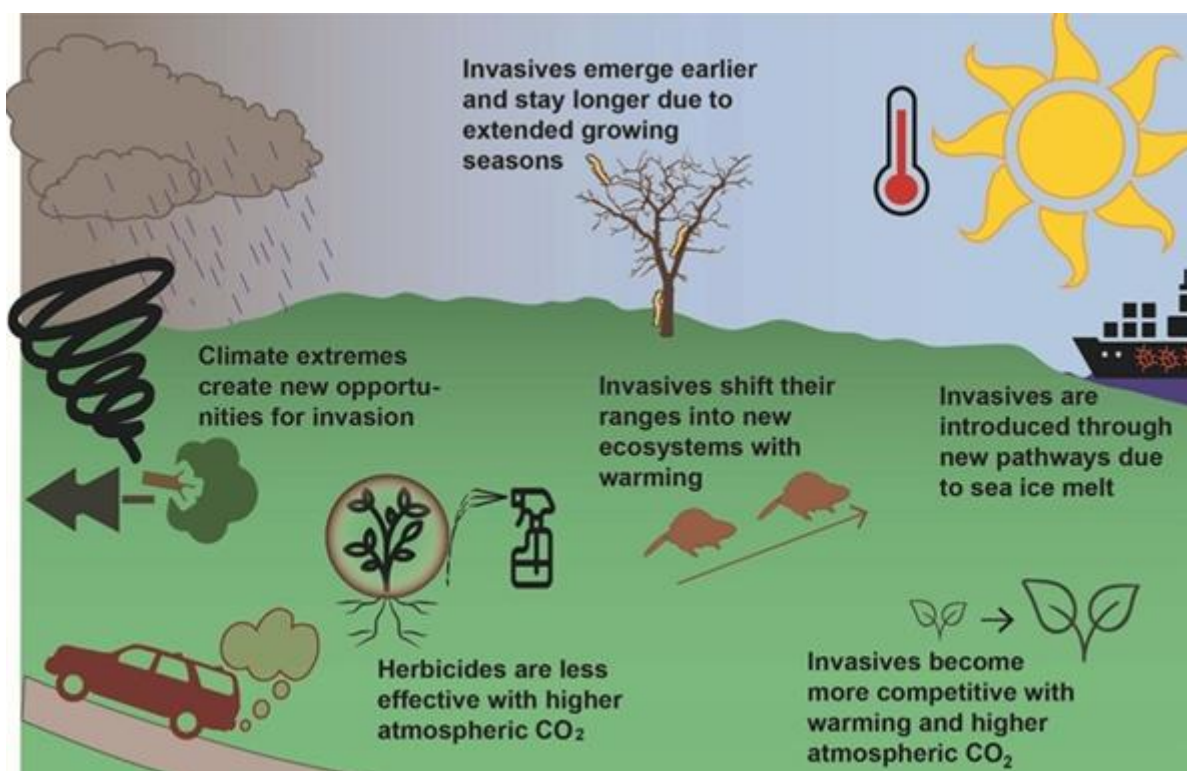
### INTRODUCTION

The average temperature in Albania, as well as in the Mediterranean countries, is increasing faster than the average global warming. The data show an increase of over 1.1°C (UNEP, 2012).

The climate change mainly threatens the Western Lowlands of Albania due to rising sea levels and flooding of large areas of land. This increase in global warming ranks Albania among the countries most at risk from extreme weather events, such as floods, droughts, wildfires, drying up of water resources, introduction of invasive plants, proliferation of infectious diseases etc. (ANONYMOUS, 2012, 2021a).

Global warming facilitates the spread and the establishment of many alien species and creates new opportunities for them to become invasive. In the last decades, this process has been further promoted by using species in aquaculture, fishing, game, agriculture, forestry, horticulture, and tourism (ANONYMOUS, 2021b).

Invasive species and climate change reduce ecosystem resilience. According to BRADLEY *et al.* (2020), changes in climate (including temperature, humidity, and precipitation) can create favourable conditions for increased spread of invasive species (Fig. 1).



**Fig. 1** Key interactions between invasive alien species and climate change (Bradley *et al.*, 2020)

An alien plant species is an introduced plant capable of spreading rapidly and once spread, able to cause damage to its ecosystem, changing the conditions of that environment as well as adversely affecting native plant species (EPPO, 2019; DAISIE, 2009).

Invasive alien species (IAS) are animals, plants or other organisms that are introduced into places outside of their natural range, adversely affecting native biodiversity, ecosystem services or human well-being. These species are often successful in their new ecosystems because they can reproduce and grow rapidly or because their new environment lacks any natural predators or pests (DAISIE, 2009).

Invasive alien species can reduce the resilience of natural habitats, agricultural systems, and urban areas to climate change. They have an impact on local species diversity, affect water availability, and damage the quality of soil nutrients. They are mainly spread by human activities (RICHARDSON *et al.*, 2000; VILA *et al.*, 2011).

Studies are showing that rising global temperatures are helping invasive species establish themselves in ecosystems. The interconnection between three ecological issues (climate change, wildfires, and habitat loss) together increases the invasiveness of alien plants. It is known that people affect the physical environment in many ways, such as overpopulation, pollution with solids and agricultural and urban water, burning of fossil fuels, fires, deforestation, etc. Various activities like these have caused climate change, soil erosion, poor

air quality, habitat destruction, undrinkable water, and the introduction of invasive species (COM, 2008; PYŠEK & RICHARDSON, 2010).

Over the past few decades, globalization has greatly facilitated the movement of people and goods around the world, leading to an increase in the number of species introduced into areas outside their natural range. Increased activities such as tourism and trade have meant that people and goods can move across the planet, often taking invasive species with them, either accidentally or on purpose. Ships may carry aquatic organisms in their ballast water, while smaller boats may carry them in their propellers (DAISIE, 20013; FAO, 2013).

Biological invasions are among the main drivers of biodiversity loss and species extinction worldwide. Invasive plant species spread quickly and can displace native plants, prevent the growth of native plants, and create monocultures, thereby reducing the diversity of plant species (FAO 2013).

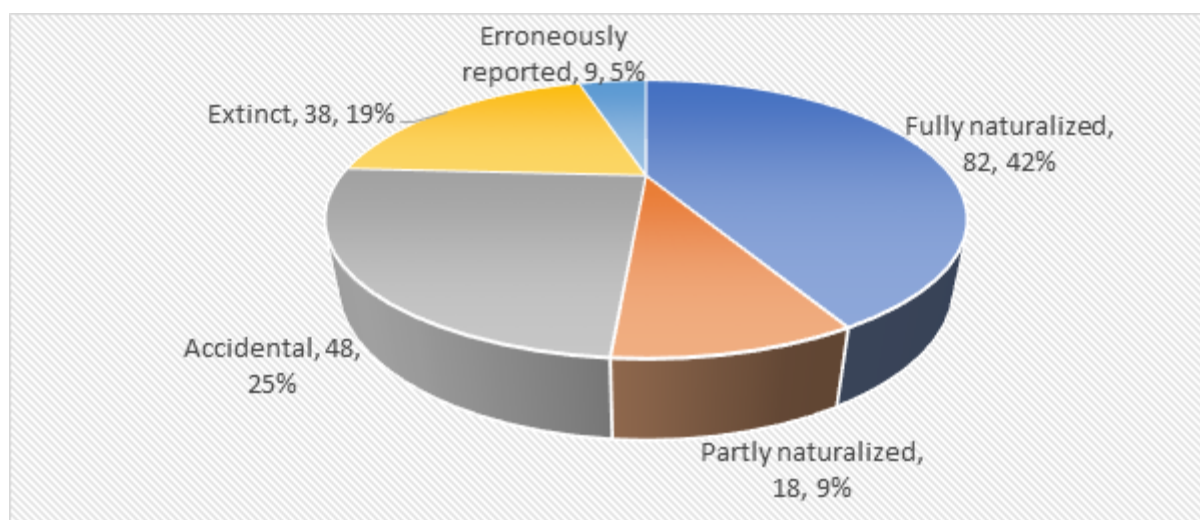
According to HEFFERNAN & RICHARDSON (2015) invasive plants are often successful in their new ecosystems because they exhibit such competitive characteristics as: rapid growth and maturation, prolific seed production, highly successful seed dispersal, germination and colonization, propagation rampant vegetation, the ability to outcompete native species; or because their new environment lacks any natural predators or pests, and the high cost to remove or control them.

Climate change policies can include IAS, including prevention and control of IAS, and ensuring that measures to address climate change do not increase the threat of IAS. This should include establishing effective biosecurity measures to manage priority routes of introduction, supported by early warning and rapid eradication to tackle alien species before they become invasive. By preventing the spread of invasive species, we also protect our natural environment from the effects of climate change (COM, 2008; EU, 2014; PYŠEK & RICHARDSON, 2010; SIMBERLOFF *et al.*, 2013).

Albania is considered an important trade and transport route between the eastern and western countries of Europe, therefore Albania is unique in Europe from the point of view of the special opportunities that foreign species have to enter at different times (HAZIZI, 2020).

Out of 234 species of non-native or alien plants of the flora of Albania that have been reported so far, about 82 species are fully naturalized (neophytes), 18 species are partially naturalized, 48 species are considered accidental, 25 species are native, 11 species are left under cultivation, 41 species are considered extinct, while 9 species have been erroneously reported (BARINA *et al.*, 2014; MESTERHÁZY *et al.*, 2017; VANGJELI, 2019) (Fig. 2).

In the protected area of Lake Shkodra and the Buna River and around them, about 57 species of naturalized foreign plants have been confirmed, of which 4 species in aquatic habitats, 13 species in wetland habitats and 40 species in terrestrial habitats (RAKAJ, 2019; RAKAJ *et al.*, 2020).



**Fig. 2** Composition of alien plant species reported in Albania

Invasive species are considered one of the top five threats to aquatic biodiversity worldwide, with particularly large impact on freshwater habitats. They increase evaporation rates and reduce streamflow and dilution capacity (PYŠEK & RICHARDSON, 2010).

Among the ecosystems most sensitive to climate change are freshwater ecosystems, such as Lake Shkodra and the Buna River, in which many alien species can be introduced and naturalized.

## MATERIALS AND METHODS

**STUDY AREA: Lake Shkodra and the River Buna – Velipoja including the urban area of the city of Shkodra** (as comprehensive publication of Lake Shkodra and Buna River is considered mainly DHORA 2017).

**Lake Shkodra**, located on the border of Albania and Montenegro, with a surface that fluctuates seasonally between 360 km<sup>2</sup> and 500 km<sup>2</sup>, is the largest lake in Southern Europe. The lake is approximately 44 km long, and is lowland, karstic and shallow lake, with the water level varying seasonally from 4.7 to 9.8 meters above sea level.

The lake is a crypto-depression, filled with water from the Moraça River, with about 62% of the water flowing into the Adriatic Sea through the Bojana/Buna River (Fig. 3).

The type of climate is subtropical, with hot and dry summers (the maximum water temperature reaches 32C) and mild and rainy winters.

The Shkodra Lake system is a known hot spot of freshwater biodiversity. The lake consists of a complex of habitats, lacustrine, fluvial and palustrine, in which many species of macrophytes with roots grow, with a high abundance. The lake is also one of the largest bird reserves in Europe with 283 bird species.

The main activities today are agriculture, livestock, fishing and tourism, which are the main disturbers and polluters of the lake.

The Montenegrin part of the lake and the surrounding land is designated as a National Park, while the Albanian part is a “Managed Natural Reserve” (IUCN category IV) and a Ramsar site.

**The River Buna/Bojana**, with a length of 44 kilometres, joins the Drin River 1.5 km after leaving Shkodra Lake and flows into the Adriatic Sea. It has an average flow of 680 m<sup>3</sup>/s, which makes the Buna River rank second among all the branches of the Adriatic, after the Po River in Italy. Rarely, during the rainy season, it occurs that the flows reach up to 7500m<sup>3</sup>/s causing the water to come out of the riverbed and cause major flooding of the plain area from Bahçallek to Velipoja.

At a length of about 24 km, the Buna River forms the border between Albania and Montenegro. At its mouth in the Adriatic, Buna forms a small delta with two arms, the left one forming the border with Albania and the right one, together with the island of Ada between the arms, being part of Montenegro. Buna River is a lowland and navigable river.

Buna is characterized by a complex of important habitats, among which we highlight: Ada, Ulcinj Salina, Shasi Lake, Velipoj Rezervat, Mertemze Lake, Viluni Lagoon, Ulcinj Velika Plaža, Velipoja Beach etc. (Fig. 3).

Over 150 species of rare and threatened plants and animals are included in the Red List of Threatened Species of Albania 2013 from Lake Shkodra and the River Buna basin.

The combined rivers Buna and Drin, which connect Lake Shkodra with the Adriatic Sea, are very important migration routes for fish and birds. Furthermore, these combined wetlands support about 1,000 different plant species and 25,000 individuals of wintering waterfowl, of which 76% are migratory.

Albanian part of River Buna is designed as “Protected Water and Terrestrial Landscape” (IUCN category V) since 2005.

Field observations were carried out during the vegetation period in 2021 and 2022, in the protected area of Lake Shkodra and the River Buna - Velipoja and in the urban area of the city of Shkodra. The occurrences of alien plants in their natural habitats, semi-natural habitats, urban habitats, and disturbed areas have been documented by collecting plant material and photographing them.

The determination of the plant species is based on the floristic guides: “*Flora of Albania*” vol. 2, 3, 4 (QOSJA *et al.*, 1992, 1996; VANGJELI *et al.*, 2000) and “*Flora of Europe*” (TUTIN *et al.*, 1976, 1980), whereas regarding the chorological data and their geographical distribution, we have consulted the publications “*Handbook of Alien Species in Europe*” (DAISIE, 2009) and portal Euro+Med Plant Base (2019).

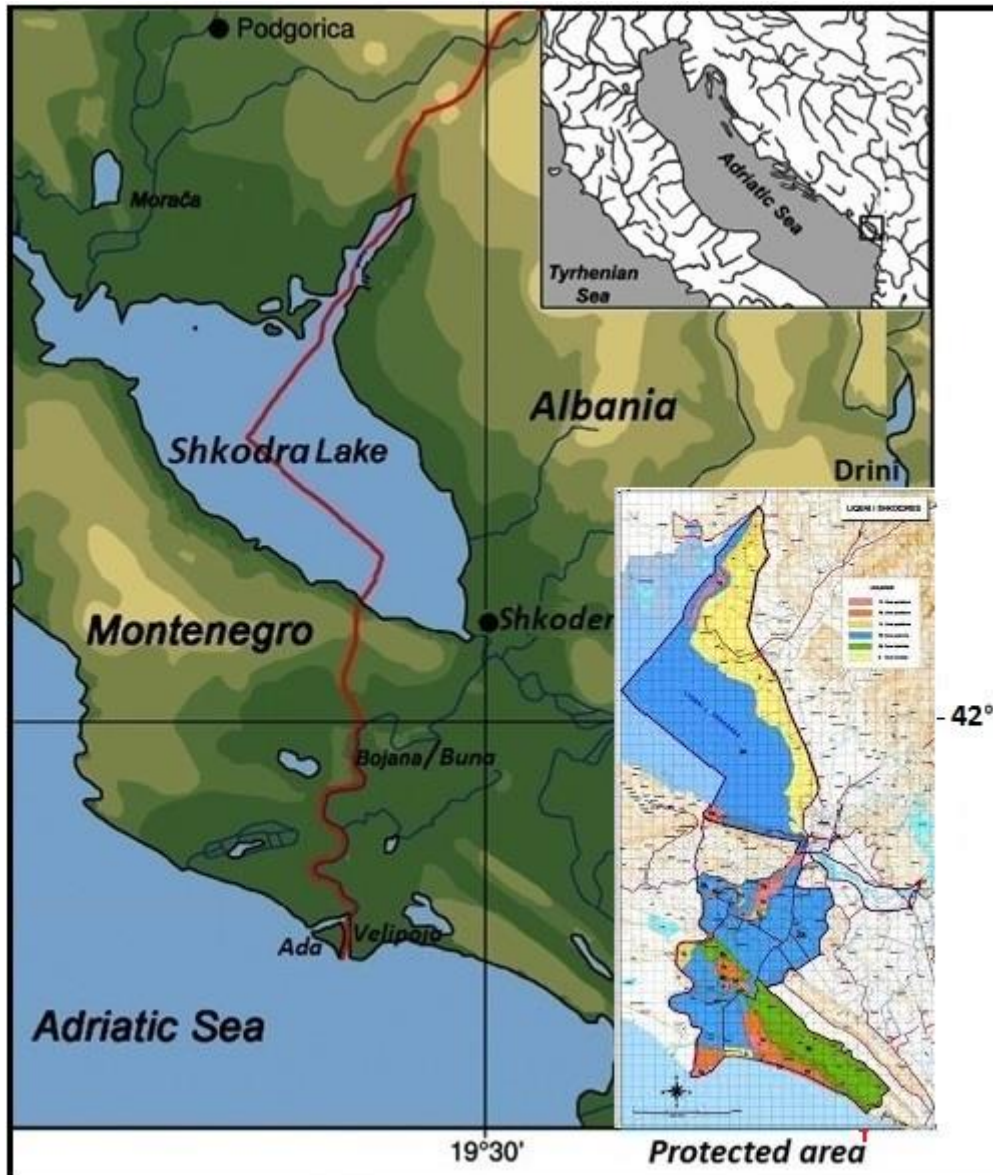


Fig. 3 Lake Shkodra and River Buna - Velipoja map.

Our data on plants collected in the field and those obtained from the main publications of the last decade on the alien flora, "*The alien flora of Albania: history, current status and future trends* (BARINA *et al.*, 2014) and "*Specie aliene të ujërave të ëmbla të Shqipërisë*" (RAKAJ *et al.*, 2020), and the flora of Albania as a whole, "*Distribution atlas of vascular plants in Albania* " (BARINA *et al.*, 2016), "*Checklist of vascular plants of Albania*" (BARINA *et al.*, 2017), "*Atlasi i florës së Shqipërisë*", vol. I, II (VANGJELI 2016, 2019), and other publication on flora of Lake Shkodra (RAKAJ, 2016; RAKAJ & KASHTA, 2017), were compared with publications data from about two decades ago, "*Flora e Shqipërisë*" vol. 2, 3, 4 (QOSJA *et al.*, 1992, 1996; VANGJELI *et al.*, 2000), "*Udhëheqës fushor i Florës së Shqipërisë*" (VANGJELI, 2003) and "*Lista e specieve të bimëve dhe kafshëve të Liqenit të Shkodrës*" (DHORA & RAKAJ, 2010).



The dried plants have been systematized to be stored in the herbarium of the Center of Water Study of Shkodra Region, Faculty of Natural Sciences, University of Shkodra "Luigi Gurakuqi".

## RESULTS AND DISCUSSION

The occurrence of seven non-native plants with their current and past localities in the aquatic and terrestrial habitats of Lake Shkodra and the Buna River are discussed below.

*Paspalum dilatatum* Poir. (Poaceae) is native to Brazil and Argentina, but it is known throughout the world as an introduced species and at times a common weed.

We found it in the found in Kaldrun, in the coordinates 42.203566° N, 19.381514° E, on the eastern shore of Lake Shkodra, in humid natural habitats, in clumps dominant to native vegetation (RAKAJ 2022) (Fig. 4).

The presence of this species in Albania has been reported only in recent years, in the artificial lawns in and around Rinas Airport, Tirana (MESTERHÁZY *et al.*, 2017).

*Ambrosia artemisiifolia* L. (Compositae, Asteraceae) is a native plant in the regions of North and South America.

It was found in Velipoja, in the coordinates 41.861219° N, 19.430404° E, on the seashore, in disturbed ground and sandy habitats, accompanied by *Xanthium italicum*, *Polygonum hydropiper* and *Juncus effusus* (BARINA *et al.*, 2015b).

We also found it in Stërbeq, in the coordinates 42.203185° N, 19.381857° E, on the eastern shore of Lake Shkodra, in disturbed sandy and muddy habitats, accompanied by *Amorpha fruticosa*, *Juncus effusus*, *Polygonum hydropiper*, *Plantago lanceolata*, etc. (Fig. 4).

This species has also been found around Kampi pa emër, Kavajë (BARINA - *confirmed by email*) and in Vrith, Malësia e Madhe (RAKAJ, 2022).

*Artemisia verlotiorum* Lamotte (Compositae, Asteraceae) is a plant species widespread in most of Eurasia.

It was found in Malësia e Madhe county, south of village Kalldrun, on scrap heap, in the coordinates 42.18791° N, 19.41367° E; next to a karstic spring in village Hysaj, by the roadside, in the coordinates 42.14599° N, 19.54479° E, and in city of Shkodër, Bulevardi "Bujar Bishanaku", in the coordinates 42.071449° N, 19.506687° E (BARINA *et al.*, 2015b). We found it north of the Stadiumi "Loro Boriçi", in the garden of a ruined house, in the coordinates 42.069027° N, 19.506011° E; at the former Soap Factory, Lagjia Tom Kola, in a garden, next to Street "Kokej", in the coordinates 42.070801° N, 19.520752° E, and next to Train Station, in the garden, in the coordinates 42.061230° N, 19.526347° E (Fig. 4).

This autumn, flowering specimens have also been reported in urban habitats in the town of Poliçan and in the village Ponçarë, Korçë, without given chorological data (BARINA *et al.*, 2014).

*Elodea canadensis* Michx (Hydrocharitaceae) is a [perennial aquatic plant](#), native to most of [North America](#). It has been [introduced](#) widely to regions outside its native range. This species entered Albania in the mid-1990s in Drilon, Pogradec (MULLAJ & RAUS, 2000).

It was found along the lower course of the Buna River, from Luarzi to the mouth of the river (Rezervat), in the coordinates 41.921045° N, 19.370989° E; 41.915808° N, 19.359831° E; 41.873769° N, 19.375710° E, and 41.865204° N, 19.376139° E, often in shallow waters from 0.6 to 1.2 m deep (RAKAJ, 2019; RAKAJ *et al.*, 2020) (Fig. 4).

This species was also reported in the eastern part of Velika Plaža, near the Buna River, Ulcinj, Montenegro (BUBANJA & STEVANOVIĆ, 2013).

*Elodea nuttallii* (Planch.) H. St. John (Hydrocharitaceae) is a perennial [aquatic plant](#), native to North America, where it grows submersed in lakes, rivers, and other shallow water bodies.

It was found on the western shore of the southern part of Lake Shkodra, in Shiroka, in the coordinates 42.05861° N, 19.46000° E (MESTERHÁZY *et al.*, 2017), and along the course of the Buna River in Samrisht i Poshtëm, in the coordinates 42.057620° N 19.466702° E; 42.054943° N, 19.474598° E; 42.011861° N, 19.466679° E; 41.995023° N, 19.382844° E, abundant in shallow, turbulent and nutrient-rich waters and around springs (RAKAJ, 2019; RAKAJ *et al.*, 2020) (Fig. 4).

*Euphorbia prostrata* Aiton (Euphorbiaceae) is native to the [Caribbean](#) and certain parts of [South America](#), but it is widely [naturalized](#) in many other parts of the world.

It was found in Shkodër county, in Velipojë, in pavement gaps, in the coordinates 41.86245° N, 19.42486° E; (CSIKY *et al.*, 2017).

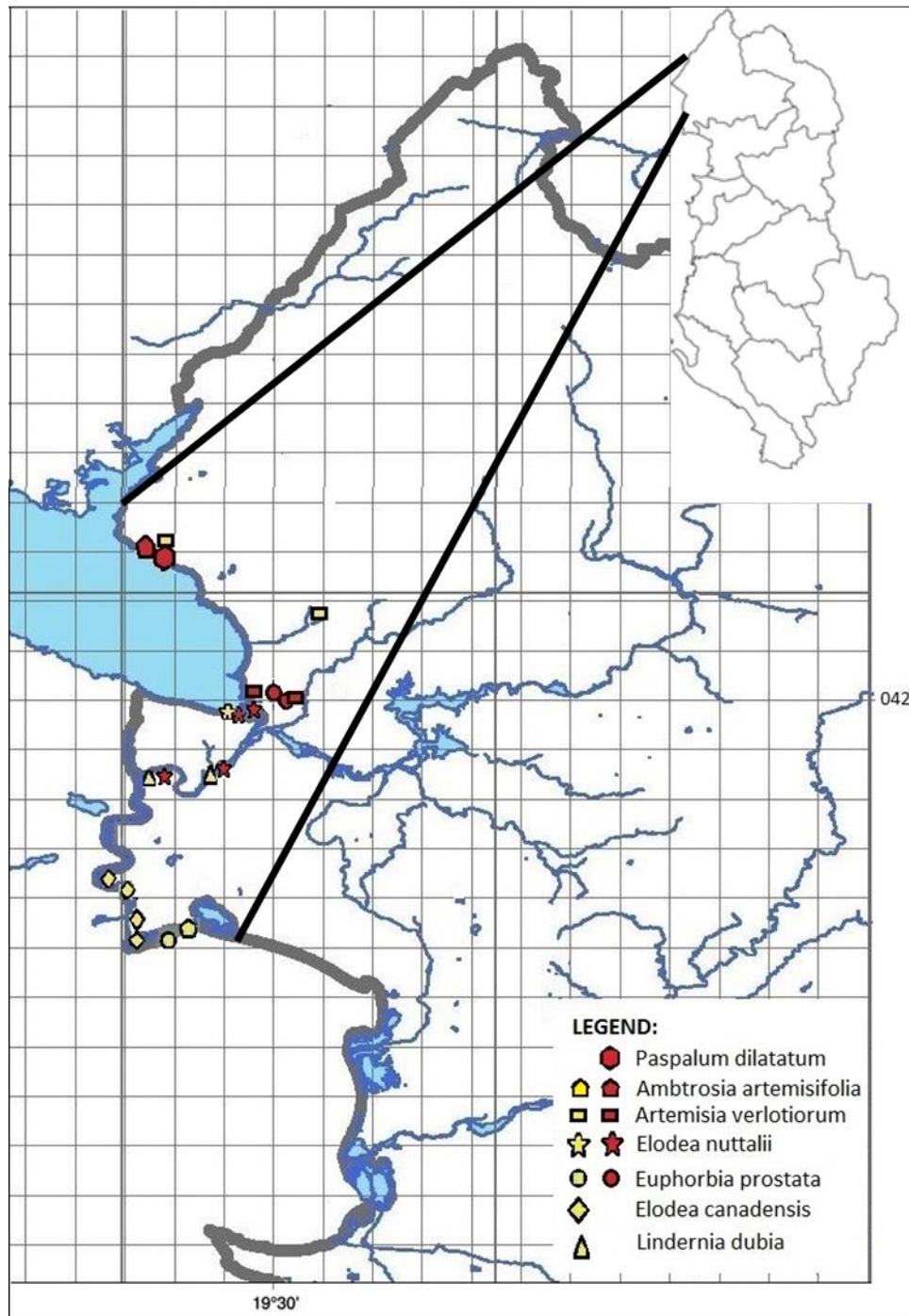
We found it also in the city of Shkodra, in Perash, around the Isa Boletini square, in the coordinates 42.061154° N, 19.511547° E, and in Serreq, northeast of the St. Stephen's Cathedral, in the coordinates 42.066805° N, 19.520634° E (Fig. 4).

It was also reported earlier in Qafa e Çelës, between the town of Vau i Dejës and the village Gomsiqe, along the main road (CSIKY *et al.*, 2017).

It is likely that the species entered Albania much earlier, but it may have been overlooked because it is similar with *Euphorbia chamaesyce* or *Euphorbia nutans*, so further findings are expected in urban habitats throughout the country.

*Lindernia dubia* (L.) Pennel (Linderniaceae) is native to much of the Americas, from Canada to Chile, and it can be found on other continents as an [introduced species](#) as well.

We found in Shkodër county, in the floodplain of river Buna, at village Samrisht, in the coordinates 41.995692° N, 19.382930° E, and at village Darragjat, in the coordinate 42.001178° N, 19.454684° E; (BARINA *et al.*, 2015b). (Fig. 4).



**Fig. 4** The distribution of 7 alien plants in the Shkodra Lake and the Buna River – Velipoja Protected Area (*in red – recent years; in yellow - more than 8 years ago*)

According to PYŠEK & RICHARDSON (2010), *Ambrosia artemisiifolia* is a very competitive weed and due to climate change, its distribution is expected to expand towards Northern Europe in the future.

The two alien aquatic species, *Elodea canadensis* and *Elodea nuttallii*, are very widespread along the course of the Buna River and near the springs on the western lakeside of Lake Shkodra. Both species are outcompeting native species by replacing or eliminating them, such as *Potamogeto nodosus*, *P. perfoliatus*, *P. lucens*, *Valisneria spiralis*, *Myriophyllum spicatum*, *Ceratophyllum demersum* etc. (Fig. 5).

*Elodea nuttallii* has formed particularly dense monospecific masses in some sectors of the Buna River (monoculture), making navigation along the river quite difficult. Recently, this species is replacing the species *E. canadensis*.



**Fig. 5** Dense mass of *Elodea nuttallii* in Darragjat, Buna River

Some terrestrial invasive plants, such as *Amorpha fruticosa*, *Ailanthus altissima*, *Robinia pseudoacacia*, *Ditrichia viscosa*, *Erigeron canadensis*, *Paspalum distichum*, *Xanthium strumarium*, also are very developed and have occupied large areas on the eastern shore of Lake Shkodra, along the banks of the Buna River and in the Velipoja Rezervat.

Of particular concern is the alien shrub *Amorpha fruticosa*, a species with very strong competitive abilities, which has invaded large areas on the eastern shore of Lake Shkodra,

replacing some native species, such as *Salix alba*, *S. amplexicaulis*, *S. elaeagnos*, *S. triandra*, *Populus alba*, *P. nigra*, *Vitex agnus-castus* etc. (Fig. 6).



**Fig. 6** Invaded areas by *Amorpha fruticosa* on the eastern shore of Lake Shkodra

### **Incorporating climate change into invasive species management**

The ecosystems of Lake Shkodra and Buna River already affected by invasive species should be prioritized for management to improve the resilience of our natural environment.

Several new monitoring and modelling approaches can be used to facilitate the prediction of the future spread of alien and invasive plant species under a range of climate change scenarios. Some of these approaches according to COM (2008) and EU (2014) might be:

- taking effective measures for the management of the main routes of introduction of non-native plants;
- the use of native species of trees for greening or for erosion control, instead of introduced species, such as Acacia, Eucalyptus, Cypress etc., that are outside their native borders;
- mechanical control strategies and herbicides can be used to combat some invasive species, but their effectiveness and cost may vary due to climate change;
- rapid eradication of alien plants before they become invasive;
- alien species that may become invasive due to climate change ('sleepers'), must be identified and eradicated or controlled before they spread and become invasive;

- finally, studying the relationship between invasive populations and environmental variables, such as temperature and precipitation, is critical for identifying climatic drivers of species' spread and predicting the effects of climate change on their future distribution.

## CONCLUSIONS

During the last two decades, an occurrence and expansion of the range of seven non-native plants (*Ambrosia artemisiifolia*, *Artemisia verlotiorum*, *Elodea canadensis*, *Elodea nuttallii*, *Euphorbia prostrata*, *Lindernia dubia* and *Paspalum dilatatum*), previously unknown in the aquatic and wetland habitats of Lake Shkodra and the Buna River and in the urban habitats of the city of Shkodra, has been evidenced.

Various studies on the distribution of alien plants, including this one, confirm that aquatic and urban ecosystems are more sensitive to the introduction and naturalization of alien plant species.

Climatic changes (temperature, humidity, rainfall) and intensive human activities have brought disturbances to the various aquatic habitats of Lake Shkodra and the Buna River and to the urban habitats of the city of Shkodra, and as a result have facilitated the introduction, colonization, and naturalization of some non-native species within them.

The introduction and naturalization of the aforementioned non-native plants has reduced and replaced many native plant species in the Buna River and on the shores of Lake Shkodra.

It is necessary to include the management of invasive species in that of climate change, to prevent the introduction and distribution of alien species in the future, especially for protected areas.

Priority should be given to studying the relationship between invasive populations and environmental variables, in addition to monitoring and managing their distribution in these already affected aquatic and urban ecosystems.

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## A COMBINED SEASONAL ASSESSMENT OF SHKODRA LAKE WATER QUALITY THROUGH PHYSICOCHEMICAL AND BIOMONITORING PARAMETERS

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### ABSTRACT

Important freshwater bodies as lakes are seriously threatened all around the world by accelerated climate changesets and multifactorial indiscriminate human activities. The periodic and spatial monitoring of their chemical water quality dynamics remains a crucial necessity on controlling and predicting contamination events to protect the ecosystem balances and to ensure species conservation. In the current study five sampling stations were chosen to assess during April, July, and October 2019 the physical and chemical state and the potential toxicity of Shkodra Lake (Albanian part) surface waters on a higher plant assay. Physicochemical characterization of water samples and morpho- and cytogenetic analysis of *Allium cepa* L. growing roots were screened and compared by the following parameters: temperature, transparency, pH, conductivity, alkalinity, DO, TN, and TP, number of roots/bundles, mean root length, and morphological root abnormalities, mitotic index and frequencies of micronuclei, chromosomal aberrations, and types. The evaluated biological effects of most water samples appeared related to the examined physicochemical parameters. The results revealed seasonal fluctuation of samples slight toxicity, being more hazardous during July (dry season). Even the general oligo-mesotrophic level of Shkodra Lake water bodies the present data demonstrated the increasing range of samples toxic effects: Middle Lake < Kamicë (showing no significant risk) < Stërbeq < Zogaj < Shirokë and the tendency of lake shore waters to eutrophication. Meanwhile there was observed no significant risk of anthropogenic influence in the middle lake station. The data accentuated the availability of common onion as a successful assay in toxicity biomonitoring of fresh and waste waters and the prerequisite demand to conduct physical-chemical analysis with simultaneous morpho-cytogenetic approaches, for clearer recognizing the mutual effects of natural and anthropogenic pollution factors on Lake water biota and surrounding population health.

**Key words:** Shkodra Lake, freshwater quality, physical-chemical analyses, cyto-genotoxicity, *Allium cepa* L. assay

### INTRODUCTION

The progressive limitation of fresh water sources and evident deterioration of their quality consist in a global and rapidly increasing concern. Accelerated climate change sets demonstrating strong seasonal variations, continuous topographical, lithological transformations and multifactorial indiscriminate human activities characterised by persistent

discharges of pollutants consistently menace the drinking water supply, food procurement and safety, recreative utilisation of lake water bodies and development of sustainable tourism.

Shkodra Lake is the biggest lake of Balkan Peninsula according to its water surface, which varies from 600 km<sup>2</sup> in winter to 370 km<sup>2</sup> in summertime. Its transboundary karstic and open drainage basin stands in South Montenegro and North-West Albania, having rocky (limestone) shore in south and south-western parts and plain/siltstone northern and north-eastern shores (GIZ, 2015). The water bodies and surrounding waterside areas are used from the respective population mostly for fishery, touristic activities, and agriculture in both sides of Albanian/Montenegrin border. The Lake is shallow and due to the subtropical climate, its water regime is furnished by the spring and autumn generally abundant rainfall and from the main inlet Moraca River and many other inlets/streams, as well. Shkodra Lake and its outlet Buna River represents one of the most diverse and interesting ecological areas of South-East Europe (KOPLIKU & MESI, 2014). The typology of the bathometric catchment, sediments runoff,

water bodies profile and volume, often flooded banks represent a great range of diversified habitats which offer exuberant and prolific spaces for sheltering and feeding the biota of Lake ecosystem. Due to the rich biodiversity, high number of endemic and even endangered species (RAKAJ & KASHTA, 2010; TEMALI *et al.*, 2014) the Albanian part of the Lake and Buna River have been included in the Ramsar List of Wetlands with a global importance since 2006 (RAMSAR, 2010). Additionally, based on the values of assessed biological parameters, the ecological status of Shkodra Lake can be classified as good to moderate with high abundance of rooted macrophytes, but during the last decade it is demonstrating the tendency to eutrophication and resilience weakness (RAKAJ, 2012; DHORA, 2013).



**Figure 1. Map of Shkodra Lake**

The control and survey of water quality is based on the international and local legislation (EEA 2018). Multiparameter assessments basically contribute to the effectual amelioration of any attempt to preserve and maintain the water resources quality (ZOTOU *et al.*, 2019). Physical characteristics like temperature, light intensity, transparency, pressure, conductivity, and water current whereas chemical properties like levels of dissolved oxygen, free carbon dioxide, pH, alkalinity, hardness, phosphate, and nitrate levels of the lake hardly govern the aquatic life and determine the trophic status of the water body (PANT *et al.*, 2017). The identification of complex mixtures of known and unknown chemicals, which are often present in minute and varying quantities characterized even by distinct transversal and horizontal distribution, through lake water profiles is a difficult part of water quality monitoring projects

(ESCHER *et al.*, 2020). Physical and chemical analyses cannot give a full picture of their impact on biotic components of water and surrounding lake shore ecosystems. As mentioned by RADIĆ *et al.* (2010) the effects of chemical interactions and the influence of complex matrices on toxicity induced cannot be determined from chemical tests alone, because synergistic, additive, or antagonistic effects may occur (MESI & KOPLIKU, 2013). Among a wide spectrum of bioassay batteries, higher plants are internationally accepted from the main environmental protection agencies, recommended, and frequently used to test the lake water bodies for water quality, trophic status, level and quantity of pollutants contamination and respective consequences (ERNST, 2023; MA *et al.*, 2005, MAJER *et al.*, 2005; MESI *et al.*, 2012; BARBERIO, 2013). In relation to variation of chemical parameters into the aquatic ecosystems the bioaccumulation of chemicals in organisms and biomagnification in higher trophic levels lead to genotoxicity and mutagenicity which can be successfully assessed by a low cost and widespread plant system with comparative simplicity and high sensitivity, such as *Allium cepa* L. assay. Many ecotoxicological studies reveal its efficacy to detect even the adverse effects of trace hazard chemicals diluted in freshwater column due to the rapid growth of root system, reduced number of easily observed chromosomes, strong structural preservation of the genetic material and results correlation with other biotests, mammals, in particular (FISKESJÖ, 1993; 1994; LEME & MARIN-MORALES, 2009; TEDESCO & LAUGHINGHOUSE, 2012; CABUGA *et al.*, 2017; BONCIU *et al.*, 2018; IQBAL *et al.*, 2019).

The present study focuses on doing a combined seasonal and spatial assessment of Shkodra Lake water quality based on a set of physicochemical and biomonitoring parameters.

## MATERIAL AND METHODS

### *Water sampling*

Surface water samples of Shkodra Lake were collected using a Van Dorn sampler according to OWRB (2018) during March, July, and October 2019 from the following stations (Figure 1):

East Lake shore Kamicë (S<sub>1</sub>) and Stërbeq (S<sub>2</sub>); West Lake shore Shiroka (S<sub>3</sub>) and Zogaj (S<sub>4</sub>); Middle Lake (S<sub>5</sub>). Water samples were preserved in polyethylene bottles washed with 5% hydrochloric acid and rinsed out with abundant distilled water before the collection. The pre-labeled bottles with water samples were transferred to the laboratory and stored in refrigerator in 3-4°C.

### *Water physicochemical analysis*

The following parameters were measured *in situ*: temperature, conductivity, dissolved

O<sub>2</sub> and pH were measured by using a multi-



**Fig. 2** Map of sampling points

parameter Hydrolab DS5 water quality monitoring system and transparency by using Secchi disc. Total Phosphorous (TP), total Nitrogen (TN) and alkalinity were evaluated respectively by the: 4500-P D stannous chloride method, 4500-N C persulfate method and 2320 titration method according to APHA (1998). Drinking tap water was used as negative control sample (NC) as suggested by KOPLIKU & MESI (2014).

#### *Allium cepa test procedure*

The *Allium* test was done following the method of FISKESJÖ (1994, 1997) with few modifications second DIZDARI et al. (2020). Healthy and uniform size ( $\Phi = 2\text{-}2.5\text{cm}$ ) bulbs of *Allium cepa* L. native ecotype Drishti untreated with pesticides and growth hormones were: purchased from standard met markets of Shkodra locality (Albania), stored for one year under dry and dark regime in the laboratory of Plant physiology at the Faculty of Natural Sciences, University “Luigj Gurakuqi” of Shkodra and used afterwards to perform the experimental procedures. The outer dried scales of bulbs were previously removed, taking care to save intact the ring of root primordia in order to permit the further growth of new roots. Then the test protocols to monitor the effect of tested Lake water samples on onion root growth and their chemical potency to induce cyto- and genotoxicity were performed in room temperature (at  $20\pm 2^\circ\text{C}$ ) and protected from direct sun light. All experiments were carried out in a completely randomized design with ten prelabelled test tubes filled with tested water samples. On top of each test tube one onion bulb was put with the root primordia downward in the liquid and then a simultaneous 96-hours treatment of each bulb series was done. To examine the potential cytotoxic and genotoxic effects of tested water samples on root meristematic cells the following microscopic endpoints were observed under an optic microscope Leitz-Diaplan using a  $500\times$  oil-immersion lens and assessed after 48 hours: mitotic index (MI), frequencies of aberrant mitotic cells (FAC), chromosomal aberrations (CA) types and interphase cells showing formation of micronuclei (FMN) and other nuclear damages. Root tips of 10 mm taken from 5 bulbs, randomly chosen from each of Lake's and control sample were placed on slides and the terminal root tips (1-2 mm) were cut off and used for further preparation of microscopy slides. Afterwards it was followed the standard procedure for orcein staining of squashed material (SINGH, 2016). The total number of dividing cells (NDC) was determined in 1000 examined cells in the field of view per each slide, then MI was scored as percent ratio of NDC. The presence of micronuclei was examined in about 1000 cells per slide at interphase following the procedure described by BANTI & HADJIKAKOU (2019). 1500 dividing cells (300 cells/slide) have been observed for the characterization, classification, and quantification of chromosome aberrations (CA). The frequencies of micronuclei (FMN), aberrant cells (FAC) were expressed as percent ratio. The potential inducement of phytotoxicity was screened after 96 hours exposure of the biological material by: evidencing the observed morphological deformations; counting and determining the mean number of roots per bundle (NRB), and calculating the mean root length (MRL) of all rooting bulbs grown in each water series.

#### *Statistical analysis*

All experiments were set up in a completely randomized design and the results were expressed as the mean of three replicates per sample  $\pm$  standard deviation (SD). Analysis of Variance

(One-way ANOVA) and post-hoc Student Newman-Keuls (SNK) tests were used to test for significant values of evaluated parameters. Differences against corresponding NC were assumed statistically significant at  $P < 0.05$  and  $P < 0.001$ .

## RESULTS AND DISCUSSION

The data acquired by the physicochemical analysis of water samples from different Shkodra Lake stations are exposed in table 1 and graphs in figure 3, while table 2 and the graphs in figures 4 and 5 display the extrapolated data from morphological and cyto-genetic analysis of *A. cepa* L. roots treated with the same Lake water samples.

The temperature as a crucial environmental factor directly affects the general status of freshwater bodies, often impacting the other physicochemical parameter values. In the present monitoring the absolute maximum value of surface water temperature was recorded in Stërbeq ( $S_2$ ) July sample, while the absolute minimum value was measured at  $S_1$  station (Kamicë) during March. A temperature fluctuation of 3.1 °C through all the five samples (Table1) of the same month was detected mostly during the physical assessment of summer season samples.

**Table 1.** Seasonal physical-chemical analyses of Shkodra Lake surface water samples

Parameter	Month (2021)	Lake water samples				
		$S_1$	$S_2$	$S_3$	$S_4$	$S_5$
Temperature (°C)	March	16.8	18.2	17.7	18.3	17.4
	July	26.1	24.3	25.4	24.1	24.5
	October	18.1	19.0	19.2	18.9	18.6
Secchi disc depth (SSD) (m)	March	3	1.9	2.1	2.8	3.8
	July	2.7	2.0	1.9	2.4	3.2
	October	2.1	2.2	1.4	1.5	2.7
pH	March	7.98	7.81	8.02	7.95	7.99
	July	8.09	8.13	8.53	8.20	8.32
	October	8.23	8.37	8.68	8.41	8.57

Water transparency, indicating the water depth where a Secchi disk is no longer viewable (SSD), is one of the most intuitive, oldest, least expensive, and easiest ways to evaluate water quality (LEE *et al.*, 2015). As explained by FENG *et al.* (2019), lake SSD is co-determined by various environment variables in the lake and catchment total suspended matter (TSM) in particular. TSM per se strongly depends on the temperature, the intensity of phytoplankton growth, riverine input, human activities in the lake surrounding area, resuspension of sediment, basin precipitation regime and slope, windy weather, etc. (LIU *et al.*, 2020). The investigated data (Table 1) support the above-mentioned suggestions, so it can be presumed that the lowest transparency of  $S_3$  and  $S_4$  October samples (1.4 and 1.5 m, respectively) are due to the maximal algal blooming and outspread wastes reaching to the lake from touristic activities situated in the west shore mainly during summer and beginning of autumn. In addition, the significantly lower SSD values as compared to  $S_5$  sample (Middle Lake,  $p < 0.05$ ) of March assessment are evoked by the raw ingoing of comprehensive streams, runlets and rivers flowing to the Lake during the rainy weather of 2019 early spring. Concerning the SSD low value of  $S_1$  March

sample it could be due even to the windy weather of the sampling day, which because of the shallow silty Lake basin, caused the resuspension of sediments.

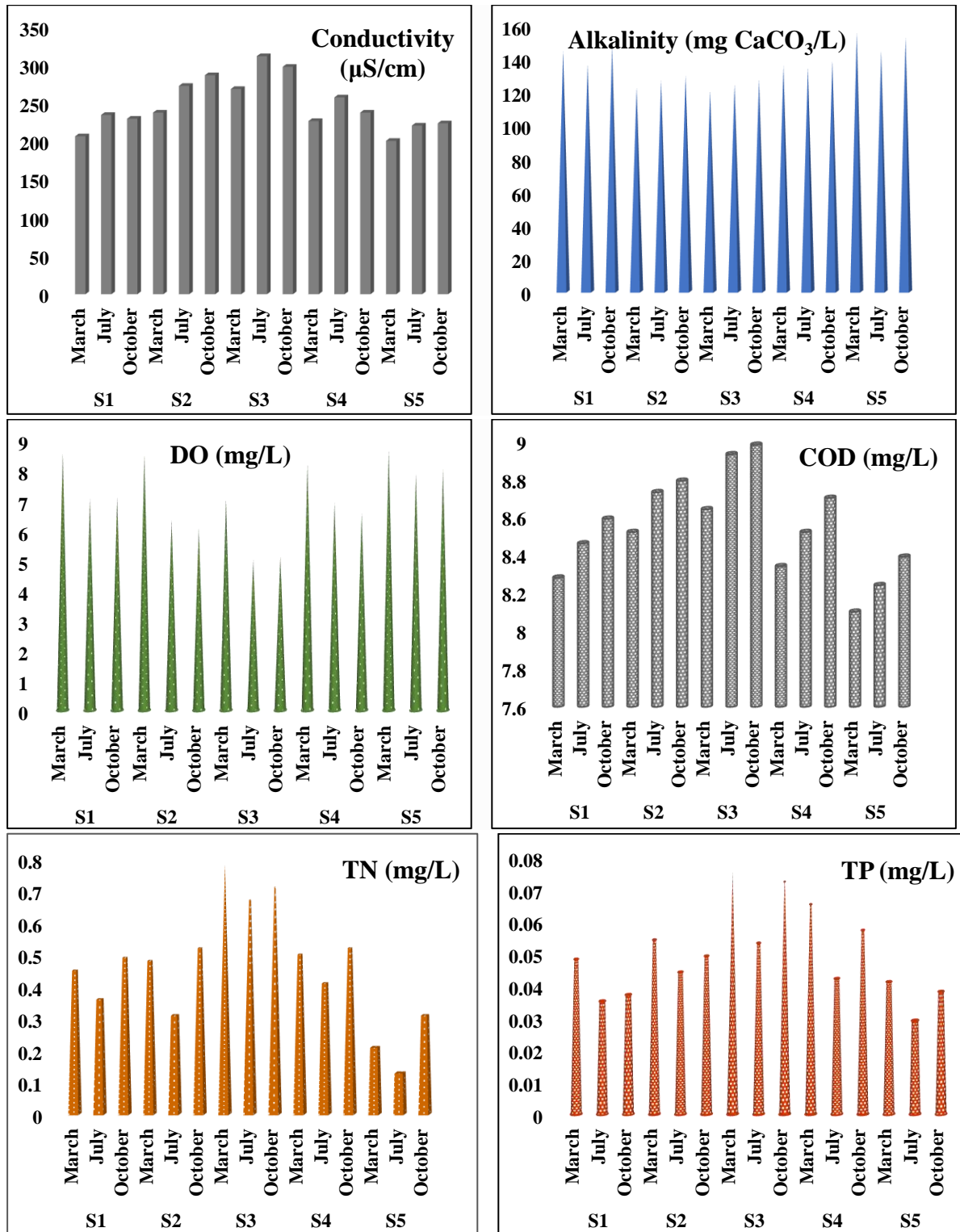


Fig. 3 Seasonal and spatial physicochemical monitoring of Shkodra Lake water

Species distribution and their abundance in aquatic ecosystems depends a lot on a specifically limiting abiotic factor such as pH. Shkodra Lake water is typically alkaline, which reflects the geology and the typology of its basin and demonstrate pH values below 8 (KASTRATOVIĆ,

2018). Local differences in pH values are conditioned by the input quantities of groundwater and phytoplankton productivity. As shown in table 1, the slightly higher pH values recorded in the current summertime chemical assessment potentially incurred by the highest organic production, and in October, at the end of vegetative period of floating and submerged Lake plants. Changes in pH may induce a pronounced negative effect on the toxicity of metals, ammonia, and nitrite on aquatic organisms, mostly on fishes (YAN *et al.*, 2019).

Water conductivity increases in positive correlation with the increased quantity of salts. The highest conductivity values generally appeared in dry season samples (Graph. 1 in Figure 3). The recorded conductivity values could be related to the great increase of temperatures

(Table 1) as compared to the other seasons and potentially by overdrawn quantity of wastes and salts-rich effluents from touristic activities. Based on data the water bodies of Shkodra Lake are weakly mineralized, and their electrolytic conductivity rarely exceeds 300  $\mu\text{S}/\text{cm}$  (PEŠIĆ *et al.* 2018), such was the case in the present study of all seasonal  $S_3$  samples, the July's one (312  $\mu\text{S}/\text{cm}$ ), in particular.

Alkalinity determines the buffering capacity of water against pH changes (capacity to neutralize strong acids). The increase in water alkalinity is also accompanied by a rise of water  $\text{CO}_2$  solubility, which correlate with the present assessment data of March sampling (Graph. 2 in Figure 3). Waters with high alkalinity usually have a high pH as well as a relatively high content of dissolved substances (SINGH *et al.*, 2014). The highest and lowest values of alkalinity were defined in March samples of Middle Lake and Shiroka, respectively.

The dissolved oxygen consists in the quantity of oxygen achievable by the organisms living into the water volume of aquatic ecosystems. In summer period, DO content generally declines due the lower solubility in higher temperatures and the increased respiration rates of aquatic organisms (KAMARUDIN *et al.*, 2020). The lowest DO value was observed in July's  $S_3$  sample (Graph. 3 in Figure 3). Significant DO diminution was recorded also on October sampling at  $S_3$  as compared to NC ( $P < 0.05$ ) and  $S_5, S_1$  samples mainly ( $p < 0.05$ ). Second BOZORG-HADDAD *et al.*, (2021) the low level of dissolved oxygen in water is a sign of contamination and is an important factor in determining water quality, pollution control and treatment process.

Chemical oxygen demand (COD) is a parameter used as a rule to measure the quantity of oxygen which is consumed for the oxidation of organic matter when a strong (or many) oxidizing agent is present. High COD values indicate the presence of all forms of organic matter, both biodegradable and nonbiodegradable and hence the degree of pollution in waters (ISLAM *et al.* 2019). The assessed relatively low values of COD seems to reflect the still acceptable amount of organic matter in Shkodra Lake water bodies (Graph 4 in Figure 3). Spatial October values resulted significantly increased as compared to NC ( $P < 0.001$ ) and March sample of each station point ( $p < 0.05$ ), which means much higher oxygen demand for chemical voidability at the end of summer and autumn season.



All living organisms need Nitrogen and Phosphor as macronutrients. In freshwater bodies such as lakes Nitrogen can be present in different forms and respective quantities, as: organic nitrogen, nitrates, ammonia, and less nitrites. Heavy precipitations during wet seasons can scatter massive runoff of extensively applied chemical and/or organic (animal manure) fertilizers and pesticides containing Nitrogen and Phosphor, which often reach streams, rivers, and lakes (LI *et al.*, 2017). Moreover, the deposition of urban wastes without any pre-treatment for removing toxic quantities of different chemicals can induce superfluous inputs of both nitrogenous and phosphorus forms in lake waters, which subsequently lead to overabundant algal blooming and aquatic plants growth, potential release of algae toxins and loose of water transparency. As emphasized by Wang (2015) the larger the proportion of residential land and cultivated area in the basin, the higher the concentration of N in the water body. The detected Total N content values of all S<sub>3</sub>, S<sub>2</sub> and S<sub>4</sub> spatial samples in the present assessment appeared generally and distinctly higher compared with S<sub>5</sub> and S<sub>1</sub> ( $p < 0.05$ , Graph 5 in Fig. 3), which means that Lake waters closed to the touristic villages of Shiroka (S<sub>3</sub>) and Zogaj (S<sub>4</sub>) and to the agriculture area of Stërbeq (S<sub>2</sub>) can incur excess furnishment of deleterious Nitrogen-rich effluents. Several authors have revealed the eutrophication of Shkodra lake (RAKAJ, 2012, DHORA *et al.*, 2013; GIZ 2015.), particularly at the end of summer and beginning of autumn due to the decrease of DO by decomposition of dying autotrophs, which in addition lessen the respiratory capability of aquatic animals and seriously damage the Shkodra Lake biodiversity. The data of the seasonal investigation generally correlated with above-mentioned studies demonstrating significant increase of TN in all October samples, as compared to summer ones when Nitrogen is consumed abundantly for the massive growing biomass of Lake shore aquatic plants and algae. Over time, animal and plant species composition may shift as native species decline and are replaced by species that take advantage of high nutrient levels. This change in community composition can cause declines in ecological condition and alter the functions that the waterbody provides to the environment (EPA, 2022).

The inter-seasonal variation indicated that the water quality parameters TN and TP of Shkodra Lake (Albanian part) demonstrate an upward trend, and the water quality has shown an overall downward tendency. What remain to be clarified is the amounts of TN and TP of Shkodra Lake main tributaries which can add considerable quantities of these nutrients. Their flow decreases at the entrance to the Lake increasing the suspending N and P particles. This fact confirmed also that the temporal and spatial variation of water quality were caused by processes such as resuspension of suspended sediments and point source inflow of nutrients on a smaller spatial scale (DONG *et al.* 2020).

In the present study are not included sediments sampling and respective analysis data, so the discussion of the potential interchanges between sediment and nutrient mechanic movements with Lake deep water and surface waters must be taken in consideration. Whatever, the examined data from eastern lake shore S<sub>1</sub> sample (Kamicë) indicate that the existence of a natural wetland system connected to the Lake is beneficial, as it possibly acts as a buffer for nutrient input into the water basin (LIN *et al.*, 2015). These data consistently differed during S<sub>2</sub> sample (Stërbeq) assessments, where the agricultural area closed to the Lake is percolated by an irrigation system. It functions as a funnel which periodically conveys fertilizers and pesticide

waste effluents and consists in the main source of point pollution indicated simultaneously by physicochemical and biomonitoring data.

The ecological health of lakes strongly depends on limiting factors as Phosphorus content into water bodies. Because of the limited availability of biologically available phosphorus ( $\text{PO}_4$ ), the standing crop of phytoplankton (and aquatic macrophytes) is often proportional to the level of total phosphorus (SPALINGER & BOUWENS, 2003). Various analyses reveal that TP and water temperature are the key factors regulating *Chla* in urban and suburban lakes, respectively (GU *et al.*, 2020, WU *et al.*, 2022). The stipulated values of TP concentrations in Shkodra Lake spatial and seasonal water samples differed from 104% ( $S_5$  of July) to 268% ( $S_3$  of March) as compared to the respective NC ones (Graph 5 in Fig. 3,  $P < 0.05$  and  $P < 0.001$ ). The highest TP levels were screened in springtime (March) showing significant changes from  $S_5$  sample (183 and 159%,  $p < 0.05$ ) in samples  $S_3$  and  $S_4$ . TP quantity of Lake assessed samples markedly tumbled in summertime. A similar trend of declining summer TP concentrations during dry periods, because of decreased water flow to the lakes, great raise of temperatures and evaporation and prolongation of thermal waters stratification, has been observed in other South European countries (MARIANNI *et al.*, 2015). As defined by WU *et al.* (2022) the aquatic vegetation (present in shallow lakes as Shkodra Lake from late spring to autumn, while being markedly effective in summer) could lower the phosphorus levels in the water column, and the average reduction reaches 90% for submerged vegetation and 80% for emergent vegetation. Autumn samples manifested a sloping increase of TP recycled back by the excretion from bacteria, zooplankton, and excrements of freshwater vertebrates as fishes. This phenomenon consists in a strong indicator of Lake eutrophication at this period of the year. Elevated concentrations of nutrients are a major reason why many European lakes are degraded (MALOLLARI *et al.*, 2012; EEA, 2018). WAGNER & ZALEWSKI (2016) emphasize that the high risk of eutrophication is especially prominent in catchments where runoff is affected by human activities like urbanisation or agriculture. The present data are in compatibility with the above statement, particularly those of  $S_2$ ,  $S_3$  and  $S_4$  samples. Significant positive relationships between a simultaneous increase of TP concentrations and P loads from sanitary systems using Phosphorus containing detergents, application of mineral and organic fertilizers, livestock production, profuse input of domestic products indicate that these drivers have a strong impact on lakes TP variation (VYSTAVNA *et al.*, 2017).

According to the ratio TN:TP the current extrapolated data from Shkodra Lake water bodies (respectively 7 and 4.5 for  $S_2$  and  $S_5$  of July assessments) correlate with different related research studies (DUPAS *et al.*, 2015; MATHEW *et al.*, 2017; POIKANE *et al.*, 2022). SØNDERGAARD *et al.* (2017) found noticeable seasonality in the ratio between total N and total P (TN:TP), reaching its lowest values of  $< 7$  (by mass) in August in the shallow lakes of Denmark and indicating that N more easily becomes a limiting nutrient as summer proceeds. The value of Shiroka sample (12) certifies the potential anthropogenic input of nitrogenous compounds into the lake water closed to over-exploited western shore by wastes and effluents of touristic activities.

Bioassays are broadly used as complementary tools in the entirety of quality (chemical, ecological and toxicological) assessments of aquatic environments. They evidence the proper

and real toxic effects induced by the complicated interactions which happen between often unknown contaminant mixtures and/or despite of the water bodies physical and chemical features (XU *et al.* 2020) A substantial number of scientific publications applying *Allium cepa* L. assay to screen the deleterious morpho-, cyto- and genotoxic effects of many chemicals reaching naturally and anthropologically the freshwater bodies (BARBERIO, 2013) and the facilities the test itself offers gave in the present investigation the opportunity to integrate it as a spatial and seasonal biomonitoring tool with the simultaneous physicochemical examination of Shkodra Lake water samples.

As mentioned by VORONIN *et al.*, (2017) the most sensitive organ of plants to the environmental conditions of growth are the roots. In the present study all morphological and cytogenetic parameter values assessed on the onion roots grown in filtered tap water sample resulted in accordance and within the limits standartized from the literature (Fiskesjö, 1994; 1997; MAJER *et al.*, 2005; ENNACEUR, 2018; IQBAL *et al.*, 2019) a linear growth  $\approx 1$  cm/day, MI within 10-16%, and FAC less than 3% of NDC), which revealed a good chemical quality and permitted its use as a control sample (Table 2). The root sistem of higher plant bioassays being the first to directly contact the potential contaminants in the growing environment can give convenient data concerning their qualitative and quantitative presence. The root tips in particular demonstrate extremely high sensitivity against the toxicity and even mutagenicity induced by polluted water solutions or water bodies (FISKESJÖ, 1993; WEBSTER & MACLEOD, 1996; CAJUBA *et al.*, 2017).

Most of new roots emerging from common onion bulbs treated with the tested spatial and seasonal Shkodra Lake samples were grown normally, except the display of some sporadic morphological aberrations as slight bending and stunted roots detected after 96h exposure in Shiroka (S<sub>3</sub>), Stërbeq (S<sub>2</sub>) and Zogaj (S<sub>4</sub>) of July and October Lake water samples.

Phytotoxicity tests are important to determine how different plants respond to environmental stress related to contamination. None of onion bulbs from each point station showed significantly lower number of roots per bundle compared to control (Table 2 and figure 4, second ANOVA test,  $P < 0.05$ ), despite the July sample of Shiroka where the number of new roots resulted in only 61% of NC value ( $P < 0.001$ ). Extreme mean values of NRB were recorded in bulbs treated with S<sub>5</sub> (Middle Lake) March sample (10% higher than respective NC) and S<sub>2</sub> (Stërbeq) July sample (17% lower than respective NC). Based on this phytotoxicity parameter examined Lake samples showed in general a good chemical water quality.

Root growth eventuate as a materialization of cell division and then cell elongation. Turgor pressure is the main contributor of root cell elongation, which consist in a series of actions extending the cell wall. If pollutants (as heavy metals for example) are present in the root growing medium, they can potentially be bonded to the cell wall components and interact with cell wall losing enzymes, which result is the decrease of cell wall expansion and reduced root prolongation therefore (SANTOS *et al.*, 2014). The triple seasonal biomonitoring of Shkodra Lake water samples showed a root length decrease (MRL, Table 2 and Graph in Fig. 4) of 3-26% compared to the respective NC-s. Only the MRL values of waters sampled in July and October from Shiroka (24 and 26 %) and July from Stërbeq (19%) significantly differed from the responsive NC values.

Phytotoxicity-induced can be also investigated microscopically by a confident endpoint such as the mitotic index used to evaluate the rate of root growth and to quantify the presence and the harmful effects of contaminants in water bodies. It accentuates the proliferation activity of meristematic tissue through cell division in roots (MATSUMOTO, 2006; RADIĆ *et al.*, 2010). A decrease below 50% of MI (compared to control) inducts sublethal effect, while a reduction below 22% causes lethal effect on test organisms (PANDA & SAHU, 1985; ANTONISE-WIEZ, 1990). These deleterious consequences are probably due to either disturbances in the cell cycle or chromatin dysfunction induced by pollutant–DNA interactions (MESI & KOPLIKU, 2013). The significant depression of MI values as compared to NC were recorded only in onion root meristematic cells treated with S<sub>2</sub>, S<sub>3</sub> and S<sub>4</sub> water samples procured in July and S<sub>2</sub>, S<sub>3</sub> ones on October sampling occasions (Table 2 and graph in Figure 4). The steepest decrease of root meristem mitotic activity of was recorded in onion bulbs exposed to July samples, particularly to Shiroka one, where MI value resulted significantly lowered (17%) as compared to Middle Lake ( $p < 0.05$ ) The observed obstruction of cell division could be related with the increasing presence of cytotoxic compounds in Shiroka and Zogaj water samples due to the excess discharge of effluents by touristic service units and agricultural activities (Stërbeq) during summertime. The phenomenon could be induced by accelerated dissociation of specific pollutants positively correlated with the temperatures' increase. The data of the cytological observations fitted well with the above reported phytotoxic effects on longitudinal growth, certifying that the detected reduction of root length was a consequence of mito-depressive influence of potentially present hazards into some of the tested water samples (S<sub>2</sub>, S<sub>3</sub> and S<sub>4</sub>). Detergents and pesticides as rich-heavy metal and organic poisoning compounds are broadly known to act as conspicuous toxins of mitotic apparatus and growth processes (PEDRAZZANI *et al.*, 2012; CAMILO-COTRIM *et al.* 2022).

The ecotoxicological studies, particularly those of natural freshwater bodies must include as a prerequisite the genotoxicity assessment, due to the often-prolonged effects induced even in low concentrations by genotoxins. Root meristematic tissue of certain higher plants is presumed as a suitable tool for screening mutagenic effect and potency of water pollutants (MESI & KOPLIKU, 2013). The suppression of its mitotic activity is usually accompanied by an increase of chromosome aberrations. In the present cytological investigation the decrease of mitotic activity on the onion root meristem by the assessed water samples could not disguise traces of genotoxicity, because there were enough dividing cells in the fields of view permitting to score the presence of chromosomal aberrations into dividing cells and micronuclei in interphase cells, as well. The treatment of *A. cepa* roots with various spatial and periodic monitoring samples of surface water from east and west side of Shkodra Lake caused relatively admissible frequencies of chromosome aberrations and micronuclei in root meristematic cells (Table 2 and Graph in Figure 5).

The cytogenetic analysis demonstrated traces of genotoxic and clastogenic activity of compounds potentially present in the Lake. Scored FAC values through March, July and October 2019 monitoring periods were: 0.7-1.1 (S<sub>1</sub>), 0.9-2 (S<sub>2</sub>), 1.2-2.2 (S<sub>3</sub>), 0.8-1.8 (S<sub>4</sub>) and 0.6-0.95 (S<sub>5</sub>) folds greater than respective NC values (0.91, 1.09 and 1.11 % of NDC). Scored FAC values resulted significantly increased (at  $P < 0.05$  and 0.001), appearing the most

responsive parameter to the recorded level of water toxicity in the current assessment and in concomitance with assessed phytotoxicity parameters (negative correlation with MI reduction, in particular).

**Table 2.** Seasonal phyto- and genotoxic effects of Shkodra Lake surface water samples on roots of *Allium cepa* L. assay

Parameter	Month (2021)	Lake water samples					
		NC	S <sub>1</sub>	S <sub>2</sub>	S <sub>3</sub>	S <sub>4</sub>	S <sub>5</sub>
NRB ± SD	March	21±6	20±5	21±4	19±3	20±5	23±7
	July	26±3	23±3	22±2	16±1*	23±2	24±4
	October	23±4	21±6	20±3	17±4	20±3	22±6
MRL ± SD (cm)	March	4.68±0.514	4.49±0.411	4.21±0.284	3.98±0.305	4.32±0.273	4.71±0.357
	July	4.31±0.237	3.62±0.236	3.49±0.324*	3.19±0.199*	3.45±0.551	3.97±0.488
	October	5.22±0.405	4.89±0.513	4.44±0.287	4.08±0.361*	4.53±0.248	5.06±0.709
MI ± SD (%)	March	14.65±1.631	13.63±1.005	12.31±0.825	12.16±0.993	12.75±1.072	13.48±1.436
	July	13.79±1.222	11.72±0.952	10.34±1.043*	9.79±0.886*	11.56±0.798*	12.14±1.012
	October	15.01±1.497	13.36±1.129	12.01±0.658*	11.55±1.207*	12.90±0.954	14.43±0.894
FAC± SD (%)	March	0.97±0.059	1.61±0.501	1.89±0.113	2.15±0.107	1.76±0.095	1.54±0.137
	July	1.09±0.084	2.27±0.136	3.29±0.212*	3.47±0.946*	3.03±0.241*	2.13±0.178
	October	1.11±0.098	2.14±0.127	3.10±0.184	3.23±0.203	2.45±0.193	2.02±0.089
FMN± SD (%)	March	0.004±0.0003	0.006±0.0021	0.007±0.0003	0.008±0.0015	0.007±0.0024	0.005±0.0006
	July	0.009±0.0007	0.017±0.0014	0.020±0.0005	0.023±0.0048	0.019±0.0012	0.016±0.0013
	October	0.007±0.0005	0.012±0.0019	0.016±0.0034	0.017±0.0022	0.015±0.0009	0.010±0.0051

(Notes: Means labelled with asterisks and letters along each column are significantly different from respective NC values according to One-Way ANOVA test (\* P<0.05; \*\* P<0.001) and between spatial and periodic Lake samples according to SNK test (p<0.05). NC-negative control; NRB-number of roots/bundle; MRL-mean root length; MI-mitotic index; FAC-frequency of aberrant cells with chromosome aberrations; FMN-frequency of micronucleated interphase cells; SD – standard deviation).

The spectrum of observed CA types in onion root meristem differed substantially through spatial Lake samples, but it appeared more stable in seasonal samples. Clastogenic pollutants stimulate break in genetic material, while aneugenic ones are those which cause chromosome disjunction during division (FIRBAS & AMON, 2014). Micronuclei and bridges are examples of resulted clastogenic effects, while c-Mitosis and stickiness, aneugenic ones. The most frequently observed CA types involved: stickiness, bridges and fragments and c-mitosis. Sticky chromosomes indicate a highly toxic, irreversible effect, leading to cell death. They resulted (in % of respective FAC) predominantly induced by S<sub>3</sub> (29.2-41.6%), S<sub>4</sub> (30-35.3%) and S<sub>2</sub> (24.5-31.9%) seasonal samples. The adherence is a typical chromosomal alteration detected in onion root meristem under polluted surface water during the dry season (SACRAMENTO *et al.*, 2020). According to VENTURA-CAMARGO *et al.* (2011) the generation of stickiness is mostly due to the same factors which impose the inactivation of mitotic spindle formation during metaphase and the normal migration of chromosomes to the cell poles during anaphase stages of mitosis, induced by increased chromosomal contraction and condensation, DNA depolymerization and multiple fragmentation (PIZZAIA *et al.* 2019; YADAV *et al.* 2019).

Induced by the same samples (mostly July ones), anaphase bridges were recorded in diverse frequency (15-27%) as well. According to fragments CA type, the observation of dividing meristematic cells revealed their presence in root groups treated with most of periodic samples (6-12.9% of respective FAC values). Multipolar anaphases, lagging, vagrant and ring CA were detected in much lower frequency. C-mitosis (48-56%) predominated between other CA detected in dividing cells of roots grown in S<sub>1</sub> and S<sub>2</sub> LS, particularly those of October.

The findings might be due to the mutagenicity of residual organic substances from potential runoff wastewater of agricultural area located closed to the East Lake shore. The positive correlation evidenced between cytotoxic data and genotoxic effects induced by the same sampling points markedly demonstrate obstruction of the cell division in the root meristematic cells which may be associated with the interactive effects of complex assortment of genotoxic chemicals present in assessed Lake surface waters.

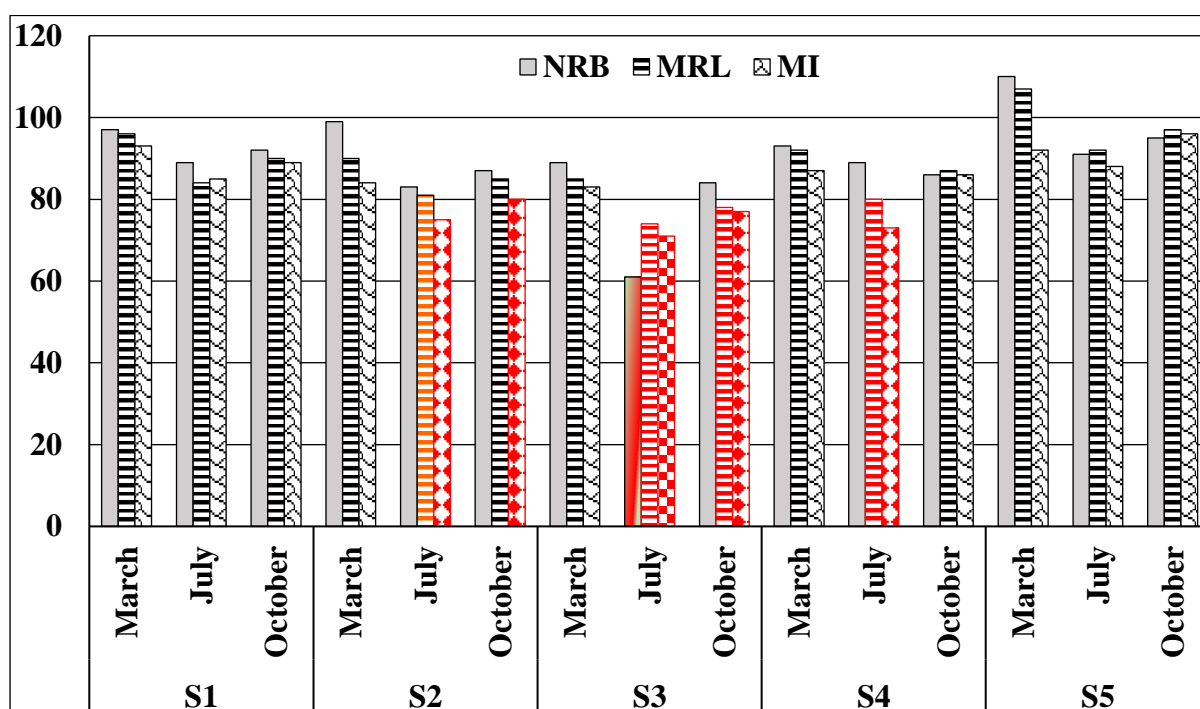


Fig. 4 Comparative phytotoxic effects induced by surface water samples of Shkodra Lake on roots of *Allium cepa* L. assay

Micronuclei consist in structurally aberrant chromosomes observed in general during the interphase stage of onion root meristematic cells (MA *et al.*, 2022). Their occurrence and dispersion are inflicted by many mutagenic factors, both physical and chemical, as well as those of an environmental nature (KWASNIEWSKA & BARA, 2022). The data of micronuclei detection in *A. cepa* L. meristematic cells under mutagens treatment corroborate with those occurring in different organisms including humans as well (CHRYSOULI *et al.*, 2018). Fresh water bodies often contain complex and unknown chemical mixtures which in joint relation with physicochemical factors potentially are capable to induce on cells of the present biota different DNA damages (such as micronuclei) that cannot be repaired. The mutagenicity caused by heavy metals and pesticides with long persistence in waters and sediments has been demonstrated by many authors (LEME & MARIN-MORALES, 2009; MAGDALENO *et al.*, 2021). The inducement of MN in the present study resulted another confident biomarker of

serious genetic damage during cell cycle. It was noticed a relatively higher rate of MN frequencies observed in rooting sets treated with Shkodra lake samples, especially  $S_4$ ,  $S_2$  and  $S_3$ , without exciding significantly corresponding NC values ( $P < 0.05$  and  $0.001$ ) but highlighting the risk of potential mutagenic pollutants diluted in summertime water bodies closed to Shiroka, Stërbeq and Zogaj. The adverse effects through periodic samples rose at peak (0.023%) of the interphase cells in July  $S_3$  sample, being 2.5 folds higher than NC of 0.009% ( $P < 0.05$ ).

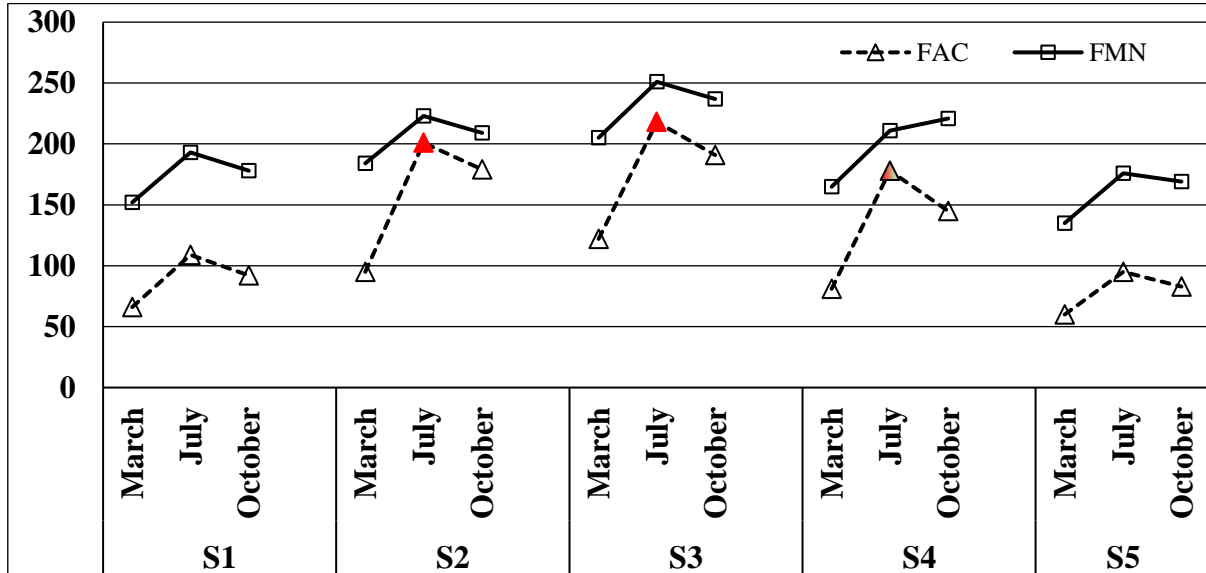


Fig. 5 Comparative genotoxic effects induced by surface water samples of Shkodra Lake on roots of *Allium cepa* L. assay

Plants as producers constitute crucial links of existential importance in web food chains of freshwater and surrounding ecosystems. Water pollution events include hazards dissolved in precipitations, chemical discharge into water courses, and particulate matter from the air (AZZAZY, 2020). Par consequence submerged, floating and watershed plants could be directly affected by lakes water physical state and chemical alterations, which in turn may cause complex noxious effects at biochemical, molecular, cytogenetic, and physiological levels. The recorded distinct data analysis between hot and wet season in Shkodra region (the rainy March 2019, in particular) can be explained by the seasonal concentration changeset of potentially hazard contaminants in some of spatial surface water samples ( $S_3$  and  $S_2$  mostly) due to high temperatures, accelerated natural evaporation, increased runoff of wastewaters. The current study highlighted the profitability to combine plant *in vivo* tests alone with physico-chemical analysis of freshwater samples with strong ecological importance such as Shkodra Lake.

## CONCLUSIONS

During the triple seasonal assessment of physicochemical parameters and biomonitoring Shkodra Lake water samples showed in general consistent results and a noticeable periodic and sampling station-dependence of all screened endpoints (using One-way ANOVA and post-hoc SNK tests). The respective rank order of periodic and spatial Lake water samples (second their physicochemical appearance and potential toxicity level) induced on *A. cepa* L. roots resulted mostly as follows: July > October > March and Shiroka ( $S_3$ ) > Stërbeq ( $S_2$ ) > Zogaj ( $S_4$ ) >

Kamicë (S<sub>1</sub>) > Middle Lake (S<sub>5</sub>). The data of physicochemical analyses and the corresponding phytotoxic and mutagenic effects of examined Lake samples on common onion roots generally correlated, showing that seasonal and spatial fluctuation of temperature, precipitations, TN, TP, and conductivity can sway the presence of such chemical contaminants and making evident the increasing deterioration process of water quality. The current data accentuate to the in charge central and local authorities the availability of common onion as a successful assay in toxicity biomonitoring of fresh and waste waters and the prerequisite demand to invest financial and human capitals on conducting physicochemical analysis with simultaneous morpho-cytogenetic approaches. It should be considered that only in this way could be realized a clearer recognizing of the mutual effects of natural and anthropogenic pollution factors on Lake water biota and surrounding population health, aimin to successfully predict further problems and rectify the impaired Lake water system.

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## DETERMINATION OF MICROBIOLOGICAL AND PHYSICO-CHEMICAL PARAMETERS AT SEVERAL POINTS ALONG DRINI RIVER

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### ABSTRACT

Drini River has a length of 285 km, has a mountainous character, where the average slope is 2.4%. The Black Drini originates from Lake Ohrid, at an altitude of 694 meters above sea level. Drini River has two distributions, one of which flows directly into the Adriatic Sea and the other into the Buna River, in Shkodra. The Drini River area is beautiful and very important for the Albanian economy. Surface water quality continues to be a major requirement for water quality monitoring; therefore, assessing the presence of pathogenic bacteria in water represents a major concern for protecting the health of the population. Our study provides an assessment of the state of water quality of the Drini River in the sampling points Dea Spathar, Ganjolle 1, Ganjollë 2, Vukatanë, Kuç, Qafë, Bahçallek and Dubai. The water quality assessment at these sampling points was carried out in accordance with Directive 2006/7/EC of the European Parliament. From the microbiological parameters were determined; *heterotrophic bacteria*, *Escherichia coli*, *Intestinal enterococci* and physico-chemical parameters *pH*, *temperature*, *chloride*, *conductivity*, *turbidity*, and *dissolved oxygen*. This study was conducted at the Center for Microbiological Diagnostication "Wolfdieter Sixl", at the University of Shkodra "Luigj Gurakuqi".

**Keywords:** *Escherichia coli*, *Intestinal enterococci*, *heterotrophic bacteria*, *chloride*, *turbidity*, etc.

### INTRODUCTION

The Drin River is the largest river in Albania and in the entire eastern coast of the Adriatic and Ionian seas. Black Drin originates from Lake Ohrid, with a height of 694 meters above sea level (PANO, 1995). The water temperature of the Drin River in January is 5.3°C on average, while in August it is 20.8°C on average (DHORA, 2005). The content of dissolved oxygen in the waters of the Drin River results in values from 8.5-9.91 mg/l O<sub>2</sub>, because it came from the influence of the urban discharges of the city as well as the mixing of the waters of the Drin River with Buna. The content of NBO<sub>5</sub> in the river Drin is in values from 0.57-0.9 mg/l O<sub>2</sub>. The content of total phosphorus in the Drin River has small and stable fluctuations from 0.01-0.015 mg/l P. In the Drin River, the trend of the nitrate content has the highest values since the waters of this part are under the influence of the city's urban discharges of Shkodra. Values fluctuate for the Drin River from 0.3-0.26 mg/l N-NO<sub>3</sub>, (MMPAU, 2009). At the station of Bahçallek, the trend of nitrate content has the highest values since the waters of this part of the Drin River

are under the influence of the urban discharges of the city of Shkodra. The Drin station has the value of this indicator from 0.14-0.17 mg/l N-NO<sub>3</sub> which is classified as medium quality waters (MMPAU, 2009; BUSHATI, 2013). Lakes, rivers, and seas are used for a variety of recreational activities including bathing, diving, fishing, and sailing. If these activities are to be enjoyed safely, attention must be given to health hazards such as sewage pollution (BARTRAM & REES, 2000). The presence of *Escherichia coli*, *intestinal enterococci* and the other *coliform bacteria* in surface water depends on input waste waters, septic drainage, agricultural sources, animal waste, during rainfalls, etc. *Escherichia coli* are an indicator of fecal pollution and water contamination (TODAR, 2007). *Intestinal Enterococci* are bacteria that live in the intestinal tracts of warm-blooded animals, including humans, and therefore indicate possible contamination of streams and rivers by fecal waste. These pathogens can sicken swimmers and others who use rivers and streams for recreation or eat raw shellfish or fish. Other potential health effects can include diseases of the skin, eyes, ears, and respiratory tract ([www.epa.gov](http://www.epa.gov)). The *Intestinal Enterococci* group has been used as an indicator of fecal contamination. In human feces, the number of *Intestinal Enterococci* is generally lower than the number of *Escherichia coli*. *Intestinal Enterococci* can survive longer than *Escherichia coli*, (WHO 2008; PAYMENT, 2003). Humans have very high numbers of enterococci, while animals contain large numbers of streptococci (WILSON, 2005).



Fig. 1 Map of Drin River with sampling points

## MATERIALS AND METHODS

The study was carried out on April, May, and June 2022. Sampling stations were selected based on the impact of the source of anthropogenic pollution, being positioned near the inhabited areas of the Drin River (Figure 1). The sampling stations were nine: Dea Spathar, Ganjollë 1,



Ganjolle 2, Vukatane, Kuç, Qafe, Bahçallek, and Dubai. The analyzes of surface water samples of the Drini River were analyzed at the Center for Microbiological Diagnostication "Wolfdieter Sixl", University of Shkodra. Water samples were taken at different points of the station names.

- Stacioni S1(Dea Spathar)
- Stacioni S2 (Ganjollë 1)
- Stacioni S3 (Ganjollë 2)
- Stacioni S4 (Vukatanë 1)
- Stacioni S5 (Vukatanë 2)
- Stacioni S6 (Kuç)
- Stacioni S7 (Qafë)
- Stacioni S8 (Bahçallek)
- Dubai S9 (Dubai)

Water sampling and storage was carried out in accordance with the Standard Methods for the Examination of Water (APHA, AWWA, WEF 1995; WPCF 1998). The sampling period was April-June 2022. Determination of pH, temperature and conductivity was done at the sampling points using the AQUALYTIC system, a portable pH meter (in situ). Turbidity was measured using Turb 430 IR/T. The calibration of the device was carried out with standard solutions of 0.02 NTU/FNU, 10.0 NTU/FNU, and 1000.0 NTU/FNU. Rapid Enterococci ChromoSelect Agar medium was used for the cultivation of *Intestinal enterococci*. Filters containing filtered water were placed in Petri dishes with Rapid Enterococci ChromoSelect Agar medium for 18-24 hours at 35°C. After 24 hours, the colonies were evaluated for blue-green colonies, which were *Intestinal enterococci*. *Escherichia coli* were cultivated in Endo-Agar for 48 hours at 44.5°, which appear with a metallic shiny.

## RESULTS AND DISCUSSIONS

Microbiological and physico-chemical parameters for the months of April, May and June 2022 are presented through tables and histograms with the mean values of all parameters analyzed. According to table 1, the results of physico-chemical parameters showed that the mean temperature values of Drini river varied from 17.4° C to 18.1°C, mean pH values varied from 8.13 to 8.39, mean conductivity values varies from 208 µS/cm to 265 µS/cm, mean chlorides values varies from 7.9 to 24.2 mmol/L, mean turbidity values varies from 0.31 NTU/FNU to 1.02 NTU/FNU (fig 2, a, b, c, d, e, f). Microbiological parameters show different degree of microbial loading from April to June 2022, figure 3 (g, h, i). The highest load in terms of heterotrophic bacteria is represented by the point of Dubai where Drin joins river Buna with a loading of 2400 CFU/100 ml, Bahçallek with microbial load 2200 CFU/100 ml and point Qafë with 1600 CFU/100 ml. The mean value of *Intestinal enterococci/Enterococci faecalis* during the measurement period was 97.4 measured in CFU units/100 ml of water. Directive 2006/7/EC of the European Parliament classifies them in class A, which goes up to 200 CFU/100 ml. The values of *Intestinal enterococci/ Enterococci faecalis* in these waters are also confirmed by other works found for Lake Shkodra and the rivers Drini and Buna by (Anonymous 2001, Bushati, 2002, 2003, 2006, 2013). During the measurement period, the value of Intestinal

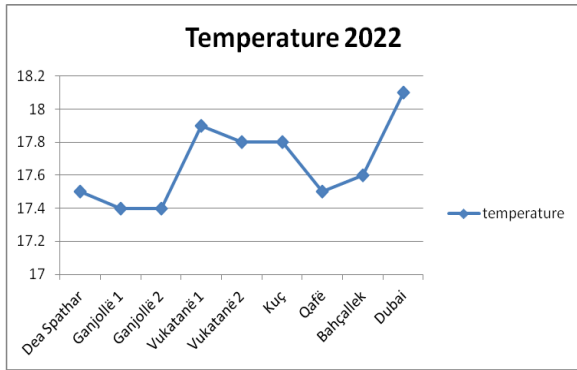
*enterococci/Enterococci faecalis* varied from 0.00-766 CFU/100 ml. The highest load is represented by the confluence of the Drin River with the Buna River with a load of 766 CFU/100 ml, which classifies this point as sufficient quality or Class C. The presence of *Intestinal enterococci/ Enterococci faecalis* indicates old sources of pollution, which originate from sewage discharges. According to figure 3 (i) the highest values for *Escherichia coli* resulted at the connection station of Drin with Buna River, where *Escherichia coli* at this point is 640 CFU/100 ml of water, followed by the point of Bahçallek with 270 CFU/100 ml water. These values classify the Dubai sampling station in class C according to Directive 2006/7/EC (500-1000 CFU/100ml), table 3, followed by the Bahçallek sampling station with 270 CFU/100ml, while the other sampling stations are classified in class A according to Directive 2006/7/EC, table 3 for *Escherichia coli*. The mean value of *Escherichia coli* was 108 CFU/100 ml. During the measurement period, the value of *Escherichia coli* varied from 0.00 to 640 CFU/100 ml, showing that these values have fluctuations in different points of the Drin River based on the growth requirements of *Escherichia coli*. Other sampling points are classified as class A of directive 2006/7/EC as very cleanest surface waters for *Escherichia coli* and for *Intestinal enterococci*.

**Table 1.** Mean values of physico-chemical parameters at sampling stations Drini River surface waters for April, May, June 2022.

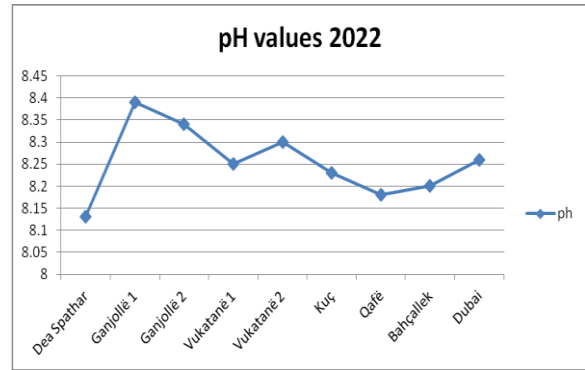
Sampling points	*Temperature	*pH	*Conductivity	*Chlorides	*Dissolved oxygen	*Turbidity
Dea Spathar	17.5	8.13	263	24.2	98	0.48
Ganjollë 1	17.4	8.39	250	9.9	97	0.54
Ganjollë 2	17.4	8.34	265	9.7	96	0.56
Vukatanë 1	17.9	8.25	257	8.3	97	0.69
Vukatanë 2	17.8	8.3	239	8.5	98	0.32
Kuç	17.8	8.23	242	7.9	96	1.02
Qafë	17.5	8.18	252	8.2	98	0.33
Bahçallek	17.6	8.2	249	9.7	98	0.31
Dubai	18.1	8.26	208	9.8	98	0.59

**Table 2.** Mean values of microbiological parameters at sampling stations Drini River surface waters for April, May, June 2022.

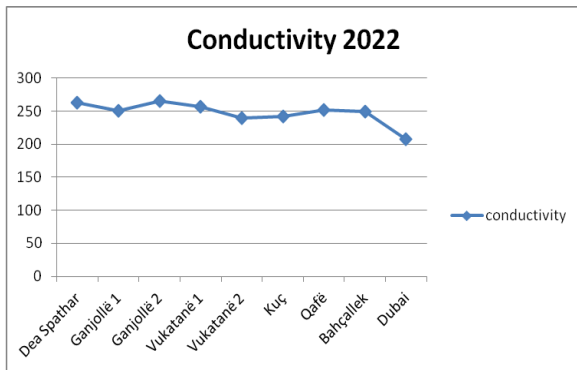
Stations	<i>Heterotrophic bacteria</i>	<i>Escherichia coli</i>	<i>Enterococcus faecalis</i>
Dea Spathar	60	13	10
Ganjollë 1	120	5	0
Ganjollë 2	130	5	10
Vukatanë 1	50	0	5
Vukatanë 2	100	0	5
Kuç	0	5	0
Qafë	1600	40	13
Bahçallek	2200	270	68
Dubai	2400	640	766



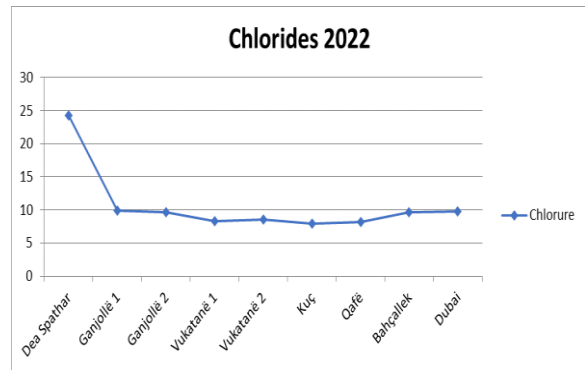
(a)



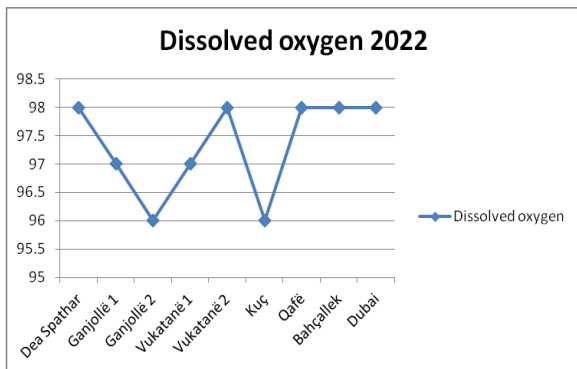
(b)



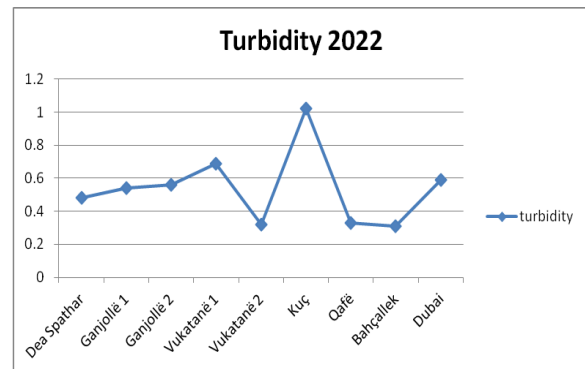
(c)



(d)



(e)



(f)

Fig. 2 (a, b, c, d, e, f, ) Graphics with mean physico-chemical parameters

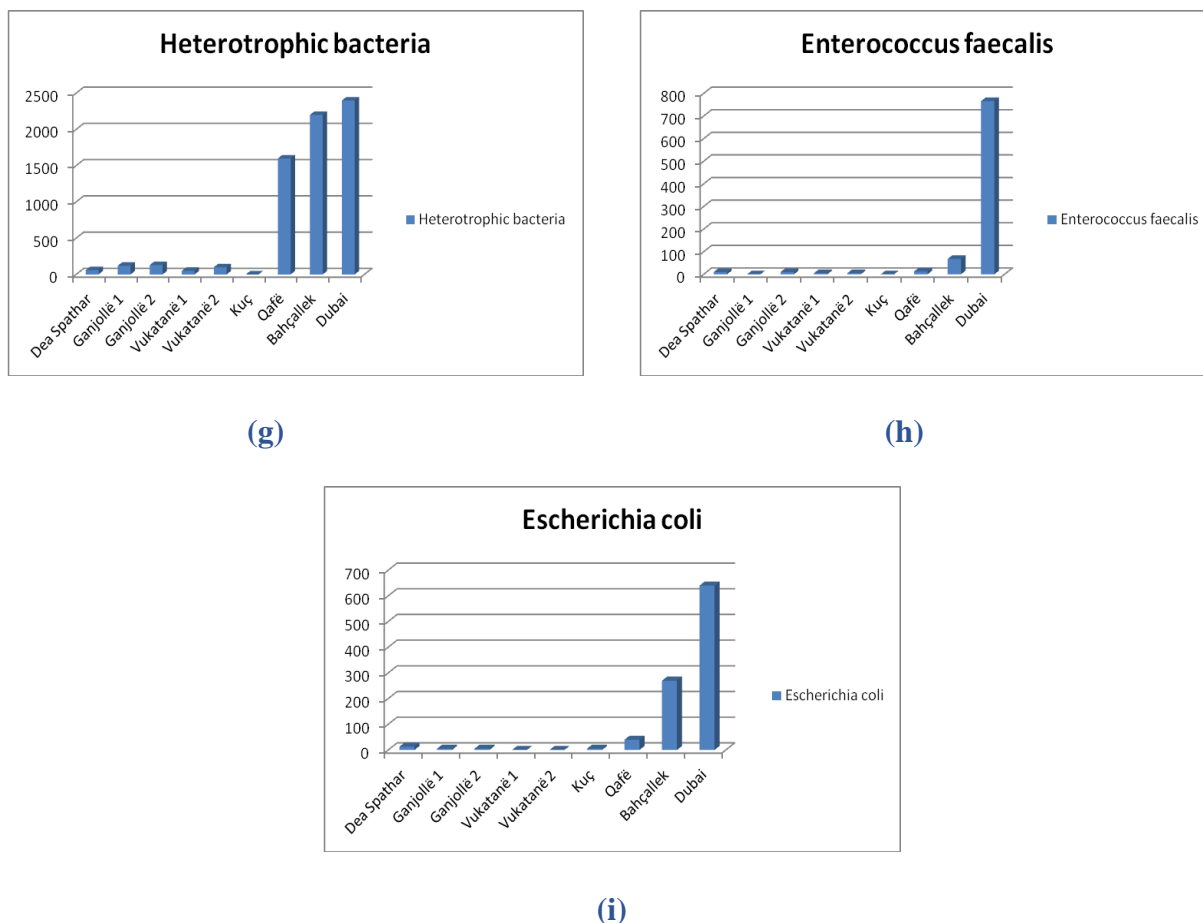


Fig. 3 (g, h, i) Graphics with microbiological parameters

Table 3: Directive 2006/7/EC on surface water

<i>Parameter</i>	<i>Excellent quality (A)</i>	<i>Good quality (B)</i>	<i>Sufficient quality (C)</i>
<i>Intestinal Enterococcus (cfu/100ml)</i>	200	400	330
<i>Escherichia coli (cfu/100ml)</i>	500	1000	900

### CONCLUSIONS

Based on Directive 2006/7/EC for surface water, the sampling station Dubai (the connection of Drin and Buna River) represents the highest load in terms of *Escherichia coli* with 640 CFU/100 ml which classifies them in class (B). Dubai sampling station, in terms of *Intestinal enterococci/Enterococci faecalis* is classified in class B and C while the other points are classified as class A of directive 2006/7/EC as very cleanest. The highest load for *heterotrophic bacteria* is represented by the point of Dubai with 2400 CFU/100 ml of water.

The low bacterial loads that appear in the Drin River at all sampling points indicate a very good quality. Water at all sampling points is classified as very good quality or class A apart from the

Dubai point. All the other sampling points along Drin River met the Directive 2006/7/EC with excellent quality Class A.

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## LOGGERHEAD TURTLE SCATTERED NESTING IN ALBANIA: RECENT FINDINGS AND FUTURE EXPECTATIONS

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### ABSTRACT

Nesting of the loggerhead turtle in Albania is a recent finding. It was confirmed in Divjaka beach and suggested in some other areas where the evidences provided information about possible events happened and the potential of the beach for nesting was identified. This study provides information for two new nests, one of which from an area previously hypothesised for nesting. This study once again confirms the scattered nesting of the loggerhead turtle along the Albanian coastline and raises the necessity of a proper monitoring program in order to identify the real potential of nesting along the Albanian coastline.

**Keywords:** Nesting, loggerhead turtle, Albanian coastline

### INTRODUCTION

Four out of current 7 species of the sea turtles have been reported for Albania (ZEKO & PUZANOV, 1960; GASC *et al.*, 1997; HAXHIU & RUMANO, 2006; HAXHIU, 2010; PIROLI, 2021) of which based on a recent study along the Albanian coastline (PIROLI, 2021) the loggerhead turtle (*Caretta caretta*) is the most abundant specimen compared to the less common green turtle (*Chelonia mydas*) or the rarely found leatherback turtle (*Dermochelys coriacea*).

Information about the presence of the sea turtles in Albanian waters is obtained from bycatch in fishing gears and strandings. Studies show the presence of the loggerhead turtle in Drini Bay, Vlora Bay, Durrës and Divjake (HAXHIU & RUMANO, 2005; HAXHIU, 2010; WHITE *et al.*, 2011; PIROLI 2011; WHITE *et al.*, 2013a; SAÇDANAKU & HAXHIU, 2015; PIROLI & HAXHIU, 2020a). A genetic study of turtles caught at the Drini Bay (YLMAZ *et al.*, 2012) shows a large presence of turtles from Greek nesting sites, but also of new haplotypes from unsampled areas, hypothesised by PIROLI & HAXHIU (2020) as potentially coming from these nests.

Sea turtle studies in Albania have been mainly focused in-water (e.g., HAXHIU & RUMANO, 2005; 2006; HAXHIU, 2010; WHITE *et al.*, 2011; 2013a; PIROLI, 2011) just few of them report findings from the coastline (PIROLI & HAXHIU, 2020; PIROLI, 2021). Nesting of the loggerhead turtle in Albania have been hypothesised several times (HAXHIU, 2010; PIROLI, 2011) but only confirmed by a recent study (PIROLI & HAXHIU, 2020b) that suggests sporadic nesting along the Adriatic coastline and presents the appropriate beaches for nesting. This finding lists Albania

as the first Eastern Adriatic country reporting nesting of the loggerhead turtle and shifts the nesting from the eastern Ionian coastline with moderate nesting sites of Corfu (MARGARITOULIS *et al.*, 2003; MARGARITOULIS & PANAGOPOULOU, 2010) toward the southeast Adriatic coast.

## MATERIALS AND METHODS

The data for this study was collected through the direct reports to the authors by the coastal community, through media search for reports of nesting during May to September identified as the nesting season period in the Mediterranean, and bibliography on the nesting of the loggerhead in Albania. The current reporting is a result of previous awareness raise of the coastal community and training of the staff of the coastal protected areas by previous projects and surveys implemented by the research team.

The location of the egg chamber, the determination of the clutch size and hatchling success was identified based on the methodology described by MILLER (1999). The evaluation of the time of nesting was approximately determined by the state of the eggs and the information gathered by the person who reported the finding. The identification of the development of the embryos was conducted through keys (MILLER, 1985; MILLER *et al.*, 2017) and direct consulting with experts from Mediterranean nesting sites. The hatching period was determined based on the incubation time for the Mediterranean nesting sites (CASALE & MARGARITOULIS, 2010) and the previous nesting evidence from the Albanian coastline (PIROLI & HAXHIU, 2020b; PIROLI, 2021). When no hatching was observed even though the incubation period for the Mediterranean surpassed an additional three weeks was given to the nest and then was excavated to check the incubation progress. The excavation was performed based on the successive method- when no embryos were found on the top of the nest the check gradually progressed to deeper parts of it.

## RESULTS AND DISCUSSION

Two new loggerhead nests along the Albanian coastline were found by this study. A nest laid by a loggerhead turtle (*Caretta caretta*) was identified on 08.06.2020 at Semani beach, next to the landfall of the Trans Adriatic Pipeline (Fig. 1). When the nest was discovered, it was not threatened by tides or sea storms because it was 32m from the water line. Due to the presence of the pipeline's landfall, the waves crashed into its barrier and washed out the entire surrounding area and reached the nest. Because of this the sand where the nest was located was at risk of excessive wet during the storms, causing failure of the incubation. With no possibility of reallocation of the nest, a wall with sandbags was deployed around the nest to prevent the water reaching the nest (Fig. 2 B). This helped on preventing the waves to reach the nest but could not prevent the excessive humidity of the sand caused by two storms that hit the area since the nest was laid.

The nest was laid in an area highly frequented by the local community for sunbathing. Car and ATV racing-wheel tracks were found next to the nest, suggesting the area as a racing venue- and at the same time the presence of the red foxes, jackals and feral dogs know in Greek nesting sites



as egg predators (MARGARITOULIS & PANAGOPULOU, 2010), were found in the sand. Provisory fencing was established as soon as the nest was found, followed by a permanent one (Fig. 2 A). The fence protected the nest by possible damage by the egg predators, beach users for sunbathing and racing.

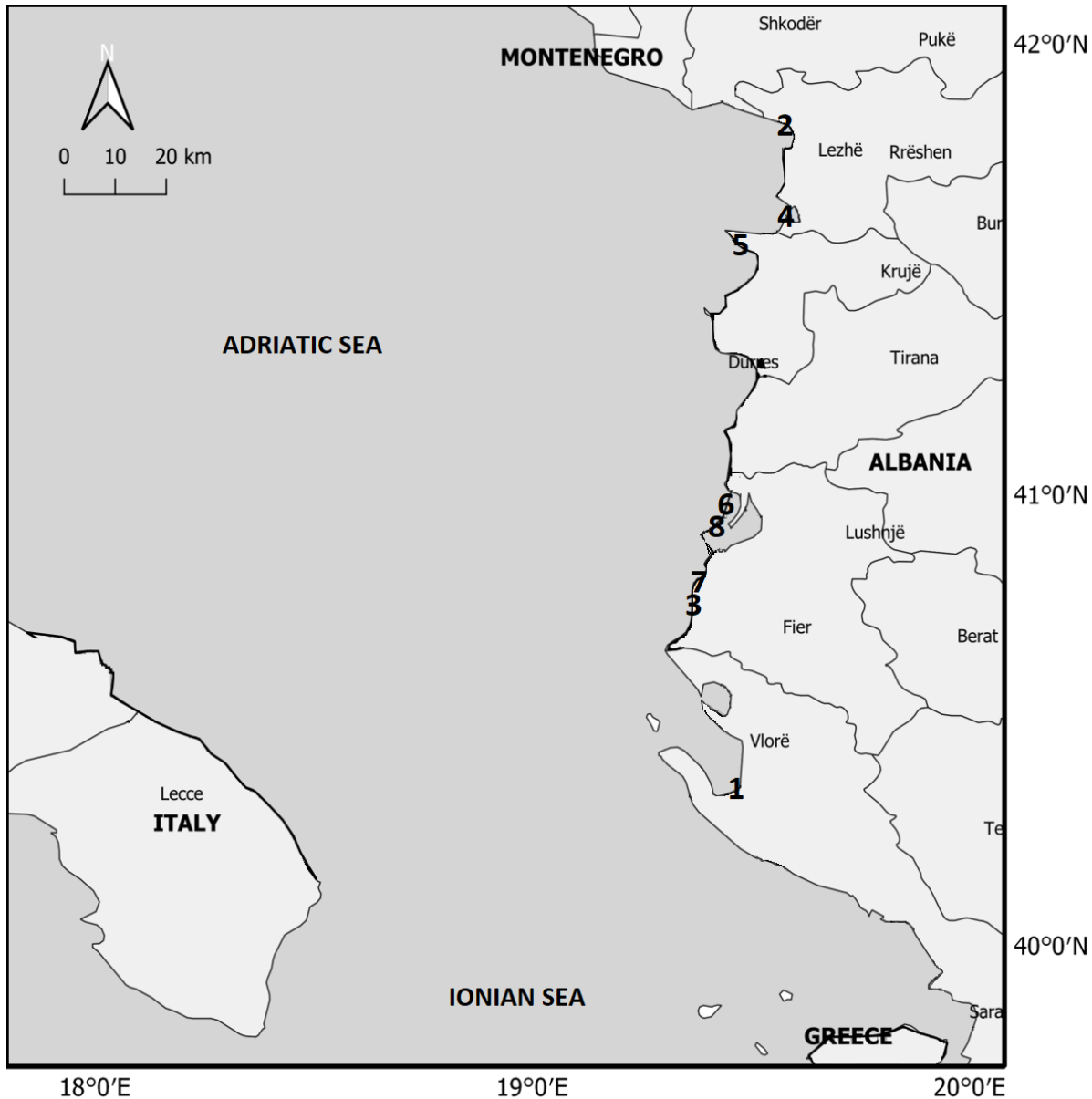


Fig. 1 Nesting evidence of loggerhead turtle as indicated at table 1

On August 18 the progress of embryonic development of the eggs found in the nest was examined because of no hatching was observed, even though a daily monitoring was conducted and the normal incubation time of the nests at the Mediterranean nesting sites had overpassed.

A total of 63 eggs was found in this nest, and no hatching evidence was found. The incubation of the eggs had stopped since the first week. We suggest that the excessive humidity caused by the

storm caused the failure of incubation. The eggs found on the bottom of the nest were in a more advanced phase of decomposition than the ones at the upper part of it, highlighting the impact of high humidity to the incubation failure.

Another nest was reported by the Fier Regional Administration of Protected Areas in 2022 (Fig. 2 D & E). The nest was reported to have been found at Divjaka Beach with a total of 106 eggs and a 74.5% (n=79) of hatching success. The same source reports this nest as the second one monitored by them in the same area, with a previous one in 2018 (Fig. 2 A). The nest of 2018 was reported as the first loggerhead nest found in Albania (PIROLI & HAXHIU, 2020b), and from which about 50 hatchlings were reported by Ardian Koci from the Fier Regional Administration of Protected Areas, emerging from the nest (Tab. 1). The hatching success was not conducted because the nest examination after hatchlings emerged was not conducted as the nest was proclaimed by the RAPA Fier as destroyed by predators few days after the emerging.

These findings compared to the previous ones reported by HAXHIU (2010), PIROLI (2011) and PIROLI & HAXHIU (2020b) showed in the Table 1, suggest the end of May the start of nesting period for the loggerhead turtle in Albania. The fully matured eggs presented as the evidence number 4 in Table 1, suggest that egg laying would occur in the coming days and as consequence the nesting period in Albania may potentially last up to the end of July.

PIROLI & HAXHIU (2020) suggest that nesting of the loggerhead turtle is a sporadic event happening from Drini Bay to Vlora Bay, and this study confirms the nesting happening within this range with two new nests at Semani and Divjaka beach, both of them evaluated by the same study as appropriate for nesting. Identification of a new nest at the Divjaka beach and within the same area as the previous one, suggests the potential annual nesting happens and raises the necessity of a monitoring program. The nests laid in this area are threatened by egg predators like red foxes, jackals, and feral dogs, while there is no current human impact as this part of the beach is not used for recreational purposes. Nesting at Semani beach was hypothesized (Piroli & Haxhiu, 2020, Table 1), but the finding of the nest presented in this study finally confirms it. The nest protection in this area is crucial for its survival because of the ATV races and car maneuvers, and at the same time the egg predators and beach users.

This study found the presence of sand cleaning practices implemented by the coastal municipalities before the official summer season starts. This cleaning consists of plowing, the inversion of the sand surface to a thickness of about 30 cm and the collection of waste washed out by the sea. The local governments were advised to avoid any activity at the beach after mid-May (PIROLI, 2021) in order to avoid nest destruction, meanwhile this study found out presence of sand cleaning as late as end of May. This practice may affect the loggerhead nests laid in beaches used for sunbathing.

The incubation time for one of the nests was 56 days, which is slightly below the estimated 56.6 days pivotal incubation duration from the Kyparissia Bay (Greece) (MROSOVSKY *et al.*, 2002

following GODFREY & MROSOVSKY, 1997) suggesting a slightly female biased hatchling sex ratio.

This study once again confirms the scattered nesting of the loggerhead turtle along the Albanian coastline and raises the necessity of a proper monitoring program in order to identify the real potential of nesting along the Albanian coastline.

### ACKNOWLEDGEMENTS

The authors express their gratitude to Prof. Dr. Yakup Kaska for the experience share and support in nest monitoring, LIFEMEDTURTLE project for the financial support of the monitoring for the Semani nest, Trans Adriatic Pipeline staff and Regional Administration of Protected Areas Fier for the reporting the tracks and nests.

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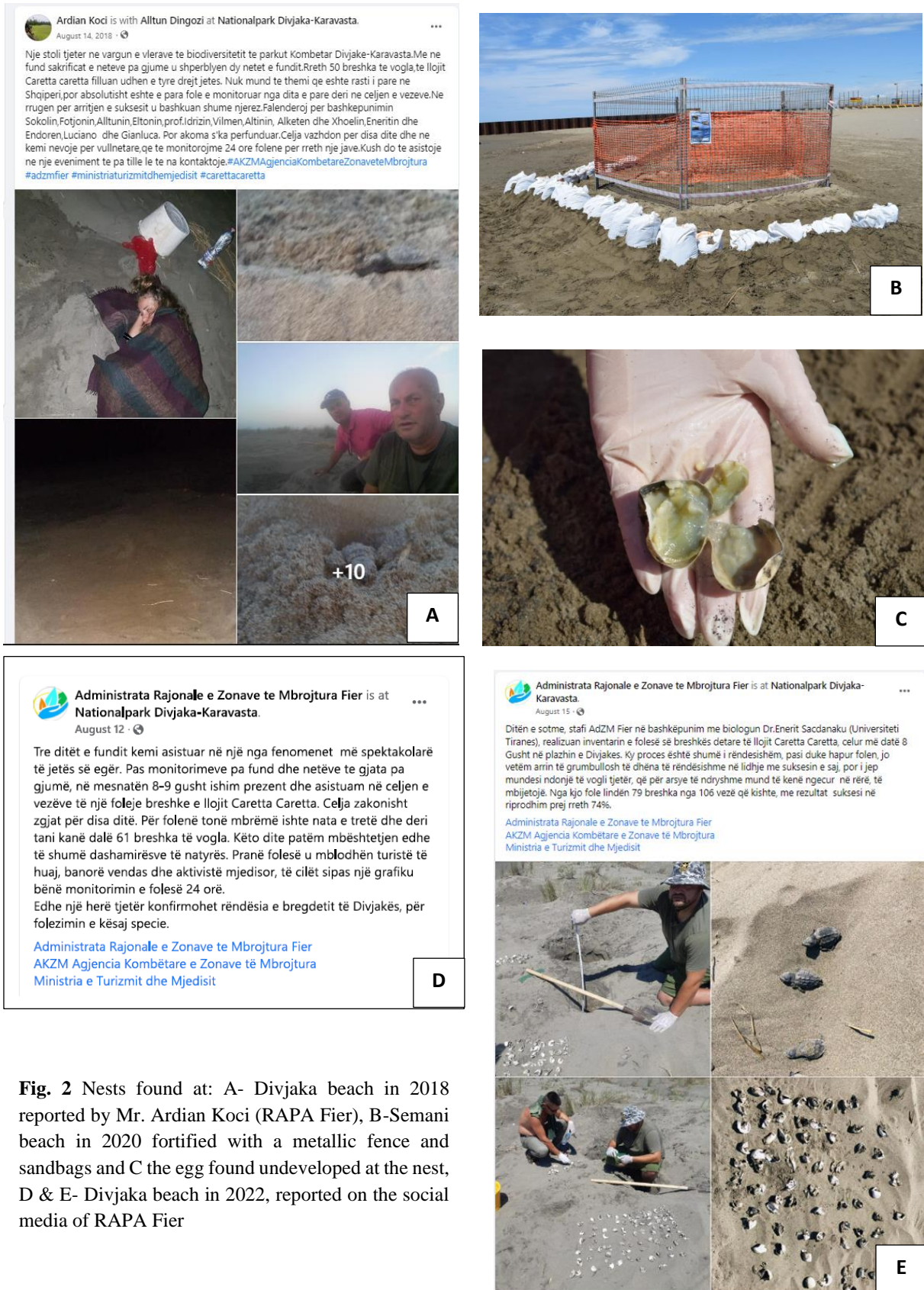
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## ANNEX 1

**Tab. 1** Evidence of nesting of loggerhead turtle in Albania

No	Area	Nesting date	Information on the turtle	Number of eggs	No of hatchlings	Date of hatching	Source
1	Orikum	2004	Found leaving the sea and killed. Eggs were found in the oviducts	N/A	N/A	N/A	Haxhiu, 2010
2	Rana e hedhun	N/A		N/A	N/A	Hatchlings were reported to have been seen by a fisherman crawling toward the sea in August 2007	Piroli & Haxhiu, 2020
3	Semani beach	July 2010	Turtles were seen by fishermen and citizens moving toward the sand dunes during the night	N/A	N/A	N/A	Piroli & Haxhiu, 2020
4	Patoku Lagoon	Fully matured, laid in a water tank on 30.07.2010 where the turtle was kept for further examinations after the bycatch	CCL= 70 cm	17	N/A	N/A	Piroli, 2011
5	Kepi i Rodonit	Estimated: end of May beginning of June	N/A	N/A	15	26.08.2017	Piroli & Haxhiu, 2020
6	Divjaka beach	19.06.2018	Tracks, 69cm wide	N/A	50*	13.08.2018*	Piroli & Haxhiu, 2020
7	Semani beach	08.06.2020	N/A	63	0	N/A	This study
8	Divjaka beach	N/A	N/A	106	79	08.08.2022	Social channels of Administrata e Zonave te Mbrojtura Fier

\*Information reported by Mr. Ardian Koci from the Fier Regional Administration of Protected Areas.



**Fig. 2** Nests found at: A- Divjaka beach in 2018 reported by Mr. Ardian Koci (RAPA Fier), B-Semani beach in 2020 fortified with a metallic fence and sandbags and C the egg found undeveloped at the nest, D & E- Divjaka beach in 2022, reported on the social media of RAPA Fier

## **SESSION 9**

**SOCIAL, HUMAN AND MEDICAL SCIENCES, PROMOTION OF  
ENVIRONMENTAL AND HEALTH EDUCATION**

## NJOHURI, QËNDRIMET DHE PRAKTIKAT E STUDENTËVE TË UNIVERSITETIT TË SHKODRËS NDAJ COVID-19

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### ABSTRAKT

Vitet e fundit në mbarë botën, pandemia e COVID-19 është kthyer në një problem madhor të shëndetit publik. Studentët e universitetit pritet të kenë qëndrime dhe praktika pozitive ndaj COVID-19, jo vetëm për veten e tyre, por edhe për komunitetin. Ky është një studim ndërseksional. Periudha e studimit ishte prill-maj 2022. Ky studim u krye me studentë të Universitetit “Luigj Gurakuqi”, Shkodër, në vitin 2022 për të vlerësuar njohuritë, qëndrimet dhe praktikën ndaj Covid-19 nëpërmjet një pyetësoi të strukturuar me 23 pyetje. Ky pyetësor u administrua vetë, online nëpërmjet platformës së Microsoft Forms office. Në këtë studim morën pjesë 256 studentë. Shumica e pjesëmarrësve ishin femra (N = 222; 87%), mbi 18 vjeç dhe kishin njohuri shumë të mira. Një përgjigje pozitive në lidhje me njohuritë e përgjithshme të simptomave të COVID-19 u vu re në më shumë se 86% të studentëve. Në përgjigje të pyetjeve rreth qëndrimit dhe praktikave, një numër i mirë studentësh, pothuajse 90% u pajtuan se larja e duarve është e nevojshme për të parandaluar infeksionin, ndërsa 89% besonin se mbajtja e maskës do të parandalonte infeksionin. Rreth 9.8% e studentëve e konsideruan virusin si një stigmë, ndaj nuk do të vizitonin spitalin.

**Fjalët kyçe:** COVID-19, njohuri, qëndrime, praktika, studentë, universitet.

### HYRJE

Sëmundja Coronavirus 2019 (COVID-19) është një sëmundje me një shkallë të lartë infeksioziteti, me simptoma të ngjashme me pneumoninë e shkaktuar nga virusi SARS-CoV-2. Në dhjetor 2019, sëmundja Coronavirus (COVID-19) u raportua për herë të parë në Wuhan, Provinca Hubei, Kinë. Sëmundja është përhapur globalisht që nga viti 2019 dhe më 11 mars 2020, Organizata Botërore e Shëndetësisë e shpalli atë një pandemi mbarëbotërore. Në Shqipëri, nga data 3 janar 2020 deri më 22 prill 2022, në OBSH janë raportuar 274,685 raste të konfirmuara me COVID-19 me 3,496 vdekje. Deri më 10 prill 2022, janë administruar gjithsej 2,815,381 doza vaksinash (WHO, 2022).

Koronaviruset (CoV) janë një familje e madhe e viruseve Coronaviridae që shkaktojnë sëmundje të lehta deri në të rënda. Ato janë të përhapura në shumë lloje të kafshëve dhe rrallë evoluojnë, transmetojnë, infektojnë njerëzit dhe më pas përhapen midis tyre (ELTARI, 2009)

Duke pasur parasysh incidencën e lartë të COVID-19, një nga sëmundjet ngjitëse, rritja e njohurive shëndetësore për sëmundjen infektive është çelësi për kontrollin e pandemive dhe

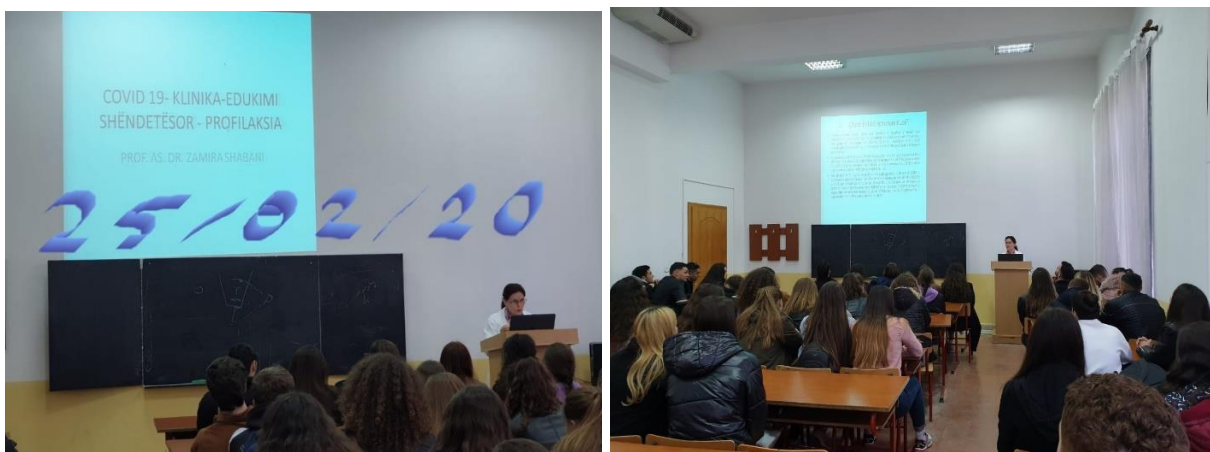


reduktimin efektiv të përhapjes së sëmundjeve infektive. Respektimi i masave ka një kuptim thelbësor në përmirësimin e parandalimit dhe kontrollit të sëmundjeve infektive, ndërsa njohuritë, qëndrimet dhe praktiket janë komponentë thelbësorë të edukimit shëndetësor (WANG *et al.*, 2018).

Më 9 janar 2020, një koronavirus i ri, i quajtur më vonë SARS-CoV-2, virusi që qëndron pas Covid-19 u zbulua se ishte shkaku i pneumonisë. Një ditë më vonë gjenomi i SARS-CoV-2 u rendit dhe u bë i disponueshëm publikisht nga shkencëtarët kinezë. Më 11 janar, një burrë 61-vjeçar u bë personi i parë që vdiq nga kjo sëmundje e re misterioze. Në atë kohë autoritetet thanë se nuk kishte prova të transmetimit nga njeriu te njeriu. Dy javë më vonë, më 23 janar, i gjithë qyteti i Wuhan, shtëpia e më shumë se 11 milionë njerëzve, u vendos nën izolim. Në këtë moment u raportuan 17 raste vdekjeje. Për të ngadalësuar përhapjen e Covid-19, miliarda njerëz u karantinuan (TEMPERTON, 2021).

Situata me zhvillim të shpejtë ka ndryshuar në mënyrë drastike jetën e njerëzve, si dhe shumë aspekte të ekonomisë globale, publike dhe private (XIONG, *et al.*, 2020). Më 8 mars 2020, Shqipëria konfirmoi dy rastet e para me Coronavirus, një baba dhe një djalë, të cilët vijnë në vend nga Firenze, Itali (ANONYMOUS).

Dy muaj e gjysmë më vonë, u regjistruan rreth 300 raste dhe 10 vdekje për një milion banorë. Të dhënat tregojnë se Shqipëria kishte numrin më të ulët kumulativ të rasteve në Ballkanin Perëndimor me 131.517 raste (45.953 raste për milion banorë). Universiteti "Luigj Gurakuqi" në shkurt 2020 nisi sesionet informuese me studentët për këtë pandemi. (Shih fig,1 and 2) Kështu, arsimimi i nxënësve pritej të ndikonte pozitivisht në njohuritë, qëndrimet dhe sjelljen ndaj COVID-19, jo vetëm për ta, por edhe për komunitetin e tyre. Ky punim synon të eksplorojë dhe vlerësojë njohuritë, qëndrimet dhe praktiket e studentëve të universitetit ndaj COVID-19 në Universitetin "Luigj Gurakuqi", Shkodër.



**Fig. 1** Leksion i hapur: majtas- me studentët e Universitetit "Luigj Gurakuqi" FSHE, Departamenti i Edukimit Fizik e Sporteve dhe djathtas- me studentet e universitetit "Luigj Gurakuqi" FSHN, Departamenti Infermieri

## MATERIALE DHE METODA

Ky është një studim krosesksional, transversal. Për realizimin e këtij studimi u përdor një pyetësor online, i strukturuar me vetadministruar, ku u eksploruan njohuritë, qëndrimet dhe praktikatat rreth Covid-19. Studimi u realizua me studentët e Universitetit "Luigj Gurakuqi", Shkodër. Në studim u përfshinë studentët që ndjekin programin bachelor dhe master. Të gjitha fakultetet janë të përfshira. Kriteret e përfshirjes ishin studentët nga secili fakultet që pranuan të merrnin pjesë në këtë studim dhe plotësuan pyetësorin. Ata u informuan paraprakisht se ky është një studim mbi njohuritë, qëndrimet dhe praktikatat rreth COVID-19. Ata gjithashtu u informuan se të dhënat e tyre janë konfidenciale dhe pjesëmarrja është vullnetare. Gjithsej 256 studentë plotësuan pyetësorin. Pyetësori është i standardizuar i vlefshëm për të kontrolluar dhe vlerësuar njohuritë e studentëve për shkakun etiologjik, rrugët e përhapjes, simptomat dhe masat parandaluese, si dhe njohuritë për masat e trajtimit të COVID-19. Pyetësori u krijua me programin e Microsoft Forms Office dhe u shpërnda me WhatsApp. Të dhënat janë përlogaritur përmes programit Microsoft Forms Office. Periudha e studimit është prill-maj 2022. Etika e kërkimit është respektuar. Të dhënat e mbledhura u përdorën vetëm për qëllimin e këtij hulumtimi.

### REZULTATE DHE DISKUTIME

Duke analizuar të dhënat demografike të popullatës së marrë në studim, 52% e studentëve jetojnë në qytet, ndërsa pjesa tjetër në fshat. Moshë mesatare e të anketuarve është 22.8 vjeç, ku moshë minimale është 19 vjeç dhe ajo maksimale 30 vjeç. SDEV-3.57. Në këtë studim 222 pjesëmarrëse ose 87% e tyre ishin femra dhe vetëm 34 ose 13% ishin meshkuj. Nga studimi rezultoi që 43% e pjesëmarrësve ishin në vitin e tretë të studimeve bachelor, 23% në vitin e dytë, 6% në vitin e parë dhe 27% në studimin master. Në këtë studim 54% e studentëve ishin pjesë e Fakultetit të Shkencave të Natyrës, 24% në Fakultetin Ekonomik, 17% në Fakultetin e Shkencave të Edukimit, 2% në Fakultetin e Shkencave Juridike dhe Fakultetin e Shkencave Sociale, 1% ishin pjesë e Fakultetit të Gjuhëve të Huaja.

Një pjesë e mirë e nxënësve janë të informuar për shkakun etiologjik të kësaj sëmundjeje infektive, pasi 89% e nxënësve janë përgjigjur pozitivisht se COVID-19 është virus.

Nga rezultatet e anketës, vihet re se shumica e studentëve, 95% e tyre, kanë njohuri për shenjat klinike të COVID-19, përkatësisht temperaturë, kollë dhe vështirësi në frymëmarrje.

Dhimbja e muskujve, dhimbja e fytit, diarreja janë shenja të tjera të COVID-19. Siç shihet nga rezultatet e pyetësorit, 86% e nxënësve kanë njohuri për këto simptoma, ndërsa 14% e tyre jo.

Respektimi i rregullave higjienike për parandalimin e infektimit me COVID-19 apo mikroorganizma të tjerë është një pikë shumë e rëndësishme, e cila mund të parandalojë jo vetëm infeksionin, por edhe sëmundjen. Rreth 90% e të anketuarve pajtohen se larja e duarve mund të ndihmojë në parandalimin e infeksionit. Përsa i përket mbajtjes së maskës, 89% e studentëve e shohin atë si një strategji efektive parandaluese.

Nga anketën mbi 60% e të anketuarve janë të vetëdijshëm se ekzistojnë medikamente specifike në dispozicion për sëmundjen. Ndërkohë, 69% e tyre besojnë se vaksinat tashmë janë testuar.

Shumica e studentëve nuk kanë një qëndrim të vendosur ose nuk janë dakord për mundësinë e trajtimit të COVID-19 në shtëpi. Kjo mund të jetë si rezultat i rasteve të njohura me simptoma të rënda respiratore si shqetësimi i vazhdueshëm i frymëmarrjes, sepse mund të jetë zhvilluar një pneumoni e rëndë me prognozë të dobët ose si pasojë e komplikimeve të tjera.

Është fakt se 53.1% e nxënësve paraqesin qëndrim pozitiv, pasi nuk janë dakord me fshehjen e simptomave.

Një pjesë e konsiderueshme e të anketuarve pranojnë të marrin kujdes shëndetësor në spital për të kontrolluar sëmundjen. Ky është një qëndrim pozitiv i studentëve për trajtimin e sëmundjes koronavirus.

Nga studimi ynë u vu re se 34.6% e studentëve u përgjigjën se nuk do të izoloheshin pas udhëtimit. Ky mund të konsiderohet si një besim i gabuar i tyre, sepse mundësia e përhapjes së infeksionit është e lartë dhe mund ta transmetojnë atë edhe nga personat e shëndetshëm. Mundësia e infektimit nuk duhet të nënvlerësohet kurrë.

Përqindja më e madhe e studentëve deklarojnë se jo në të gjitha rastet respektojnë protokollet për parandalimin e infeksionit dhe kufizimin e përhapjes, por shprehen se shpesh ose gjithmonë tregojnë kujdes për të parandaluar ndotjen nëpërmjet duarve.

Studentët paraqesin një praktikë negative, pasi një numër i konsiderueshëm prej tyre janë shprehur kategorikisht se nuk janë vetizoluar asnjëherë pas udhëtimeve lokale. Kjo mund të përbëjë rrezik për përhapjen e infeksioneve të marra nga zona të tjera.

Shumica e të anketuarve deklaruan se shpesh marrin me vete sende personale për t'u mbrojtur nga infeksioni. 10.9% e tyre marrin gjithmonë sende me vete dhe 13.3% përdorin gjithmonë dezinfektues. Ata paraqesin një sjellje korrekte në lidhje me këto 2 masa parandaluese.

Rreth 80% e nxënësve thonë se i lajnë duart pasi kryejnë aktivitete apo prekin diçka, ku 54,3% e tyre thonë se i lajnë gjithmonë duart. Kjo është një pikë shumë e rëndësishme pasi higjiena e duarve është masa parësore për reduktimin e infeksioneve dhe është mënyra më e thjeshtë dhe më efektive për të parandaluar përhapjen e bakteve.

Mbajtja e maskës është një tjetër masë shumë e rëndësishme. Maska është një pengesë e rëndësishme mbrojtëse veçanërisht në turmat ku mundësia e përhapjes së virusit është më e lartë. 9.8% e nxënësve thonë se përdorin gjithmonë maskën dhe një pjesë tjetër e madhe thonë se e përdorin shpesh ose ndonjëherë.

Ky studim vlerësoi në mënyrë gjithëpërfshirëse njohuritë, qëndrimet dhe praktikat e studentëve nga fusha të ndryshme studimi në një universitet publik. Rezultati i përgjithshëm i njohurive të studentëve për COVID-19 ishte 86%, që tregon se shumica e studentëve kishin njohuri për këtë COVID-19. Rreth 60% e nxënësve janë në dijeni të mënyrës së trajtimit dhe vaksinave.

## **KONKLUZIONE**

Ky studim tregoi njohuri të mira për COVID-19 te 256 studentë të Universitetit “Luigj Gurakuqi” në qytetin e Shkodrës, me një rezultat të përgjithshëm njohurish prej 86%. Studentët treguan njohuri të mira për shumicën e pyetjeve në lidhje me informacionin e përgjithshëm, etiologjinë, simptomat dhe masat parandaluese të COVID-19. Rreth 60% e nxënësve janë në dijeni të mënyrës së trajtimit dhe vaksinave. Në përgjithësi, ata shfaqin qëndrime pozitive për COVID-19, pasi një numër i konsiderueshëm prej tyre shprehen se nuk do ta fshihnin si informacion, do të kërkonin ndihmë mjekësore. Studentët demonstuan gjithashtu sjellje praktike të mira bazuar në protokollin e COVID-19.

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## PEOPLE’S KNOWLEDGE OF THE COVID-19 VACCINATION

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### ABSTRACT

COVID-19 severely impacted world health and, as a consequence of the measures implemented to stop the spread of the virus, also irreversibly damaged the world economy. Research shows that receiving the COVID-19 vaccine is the most successful measure to combat the virus and could also address its indirect consequences. However, vaccine hesitancy was growing worldwide and the WHO names this hesitancy as one of the top ten threats to global health.

This is a transversal, cross-sectional study. The purpose of this study is to research/describe the knowledge of the population in the city of Shkodra about Covid-19 and the knowledge about the vaccine regarding this infection. A questionnaire with 16 questions was used for this, which was attended by 118 respondents.

The questionnaire was conducted in Google Form format and then sent the link via WhatsApp to each participant.

**Keywords:** *Knowledge, vaccination, population, Covid-19.*

### INTRODUCTION

COVID-19 is considered one of the dangerous viruses which now have several kinds of vaccines that have been distributed worldwide. The vaccine aims to build antibodies in people’s bodies to minimize the virus’s transmission (BENDAVID, 2020).

The coronavirus (COVID-19) was first discovered in Wuhan, China, in December 2019, spreading to many countries and becoming a global pandemic. Globally, as of June 10, 2022, there are 532,201,219 confirmed cases of COVID-19 including 6,305,358 deaths. Our results indicate that more information about vaccine safety and expected side effects is needed to increase positive attitudes toward vaccines.

In contrast, the COVID-19 pandemic is unlikely to end until there is global distribution of vaccines that protect against severe disease and possibly induce herd immunity (GREYLING & ROSSOUW, 2022).

In Albania until June 13, 2022, 276,731 confirmed cases including 3,479 deaths were reported on the who page (WHO).

Some measures needed to be taken, such as wearing a mask, maintaining physical distance, performing hygienic practices, isolation/quarantine and getting the vaccine, minimized this disease from spreading. Hand hygiene and maintaining proper social distance are the most important measures adopted. Evidence from the literature showed that frequent hand washing

would reduce the risk of viral transmission by 55%. Masks can clean the air entering the lungs through filtration and show an excellent effect in epidemics of infectious respiratory diseases.

COVID-19 is considered one of the dangerous viruses that now have several types of vaccines that have been distributed around the world. The vaccine aims to create antibodies in people's bodies to minimize transmission of the virus. Natural human antibody is essential.

Vaccination is given specifically to generate or actively increase an individual's immunity against a disease. The vaccine not only helps us, but also the people in the environment. Vaccine safety is essential to the proper implementation of any immunization program, especially during a pandemic. Therefore, if the disease infects someone, they will not get sick quickly or have only a mild symptom and will not become a source of transmission.

In most settings, people have their own perspective on the COVID-19 vaccine. Despite the supposed scientific justification of the vaccine and the rapid response to the global health crisis, some people have refused to take it (CHEN *et al.*, 2020)

### **MATERIALS AND METHODS**

A descriptive cross-sectional design was used to investigate people's knowledge of the COVID-19 vaccination. The purpose of this study is to identify the knowledge of the population about vaccines against COVID-19. The study period was April-May 2022. For this, a questionnaire with 16 questions was used, where 118 respondents participated. The questionnaire was created in Google Form format and then the link was sent via WhatsApp to each participant. The questionnaire was self-administered and anonymous. The Microsoft Office 2010 program was used to calculate the data.

### **RESULTS AND DISCUSSIONS**

In this study, 118 respondents were included, most of them students of the University of Shkodër from the branches of nursing, midwifery, physiotherapy and the rest of the general population. The average age is 22.9 years, the maximum age is 48 years and the minimum is 19 years. The dominant gender is female, most of which is located in the village.

The study highlights the knowledge of the population regarding the Covid-19 vaccine, where 85.6% have basic knowledge. Also, from this study we can understand the percentage of the population that has passed Covid-19 and that has been vaccinated. This results that 55.1% of the population studied has passed Covid-19 and 72% of it has been vaccinated.

Also, through this study we understand how many people have heard about different types of vaccines or how many of them know them.

More than half (55.1%) of the population believe that the vaccine can prevent the spread of infection and also more than half of the population surveyed (54.2%) believe that the vaccine can prevent severe infection.

Regarding the experiences of the respondents, we came to the conclusion that 99.2% of them think that the vaccinated can be re-infected.

A high number of them express the experience of general side effects of the organism and at the injection site.

Depending on the knowledge they had about the side effects, they took action themselves to alleviate them. Many of them did not hesitate to consult the family doctor or the emergency service.

### CONCLUSIONS

People knows the vaccine against COVID-19 and believes that the vaccination the vaccination program is the most important measure to decrease COVID-19 infection .

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## **MUSCULOSKELETAL DISORDERS IN NURSES OF SHKODRA REGIONAL HOSPITAL**

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### **ABSTRACT**

Musculoskeletal disorders are one of the major problems in the workplace. As the pressure at work increases, so does the risk of being affected by musculoskeletal injuries, thus putting all age groups at risk. The purpose of this is to treat the musculoskeletal disorders encountered by nurses working at the Shkodra Regional Hospital. This is a cross-sectional study. The study period as April - May 2022. The population studied are the nurses of Shkodra Regional Hospital. For the realization of this study, a questionnaire with closed questions as used, through the platform google forms, which Ë as distributed via WhatsApp and email. The questionnaire was self-administered, anonymous. The data were elaborated with the Microsoft office 2010 program. Results: Based on years of work as a nurse, about 48.1% of them have over 10 years of work and about 37% with less than 5 years of work. 59.3% of the nurses surveyed have neck problems and about 55.6% have shoulder problems while 66.7% of nurses have back problems and about 46.9% of them have arm problems. Conclusions: Based on the questionnaire we reach the conclusion that the nurses studied in this study suffer mainly from problems with the upper extremities such as the neck, shoulders or back. Also, these nurses say that they have not encountered such problems before but only during their employment in the hospital.

**Keywords:** nurse, musculoskeletal disorders, Shkodra.



## COVID- 19 AND LOST OF SMELL (ANOSMIA)

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### ABSTRACT

**Introduction:** Anosmia is one of the main characteristics of COVID-19 with a high prevalence of occurrence. The purpose of this study is to research and analyze anosmia as a result of Covid 19. **Methods:** This paper is a cross-sectional transversal study. The questionnaire was created in Google Form and then distributed electronically to a considerable number of subjects through the WhatsApp program, mainly to nursery and midwifery students. **Results:** In this study, about 111 subjects were included where 88.4% of them were males and 11.6% of them were females. The average age of the surveyed subjects is 24.2 years old; the minimum age is 15 years old, while the maximum age is 53 years old. Based on the questionnaire we conducted, 70% of respondents claim about anosmia before and/ or after infection. **Conclusion:** Through the study we conducted, among other things it was concluded that anosmia is one of the most typical symptoms of Covid-19 and very important in the diagnosis, isolation and treatment in time of the disease.

**Keywords:** Covid-19, anosmia.

## THE SIGNIFICANCE OF NEUROSCIENCE TO UNDERSTANDING ACHIEVEMENT IN YOUNGER WITH SPECIAL NEEDS

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### ABSTRACT

For many, neuroscience may represent an underdeveloped new frontier that holds the key to a much better understanding of the inner workings of human mind. Such insights are of particular relevance to research coping with learners with special needs and how and why the processes of these learners differ from those of normally developing learner. [It](#) can also provide valuable information about how and why the processes of those learners differ from those of normally developing learners.

In this paper, the interface of neuroscience and special education is examined from an educational psychology perspective. Additionally, it will provide a framework for determining usefulness of neuroscience research for special needs learner research and general education science. Finally, there is summarized a number of the foremost findings on the character of learning and apply these findings to some specific groups of learners with special needs.

The instruction sheet is structured as follows:

The first section provides a summary of the process: The link between neuroscience and social science with a particular concentration on psychological theories.

The second section presents four ways suggesting that neuroscience research can be particularly beneficial and help expand knowledge in this area for learners with special needs.

The third section then provides a review of recent neuroscientific research in educational psychology and include how this research has relevancy to learners with significant difficulties or disabilities in these areas.

The fourth section provides a comprehensive overview of the most recent neuroscientific research on three major educational disorders, Autism Spectrum Disorder (ASD), Conduct Disorder (CD) and Attention Deficit Hyperactivity Disorder (ADHD)

Finally, suggestions are made for implications for practitioners and researchers. There are given even some directions for future research. While much remains to be explored and learned, one should be optimistic that it is only a matter of one’s time before combined approaches lead to new and effective ways of intervention.

**Key words:** Neuroscience, Understanding Achievement, Younger with special needs

## **PREFERENCES FOR THE DEVELOPMENT OF PROFESSIONAL PRACTICES BY STUDENTS OF THE MIDWIFERY STUDY PROGRAM**

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### **ABSTRACT**

The Nurse–Midwife study program started for the first time at the University of Shkodra “Luigj Gurakuqi” in the academic year 2007–2008, with the decision of the Council of Ministers no. 3955, dated June 01, 2007, as a full-time system.

This study was undertaken to understand the perceptions of midwifery students regarding the most preferred and least preferred places to develop professional practice in relation to gender, year of study and age.

A quantitative descriptive research design was used to evaluate the following components: the perceptions of midwifery study program students regarding the most preferred places of professional practice development taking into consideration in relation to age, gender, and year of study, also midwifery study program students' perceptions midwifery study in relation to the least preferred places of professional practice development related to age, gender and year of study.

The applied test shows that there is a statistically very significant difference in the average age of midwifery students between the preferred wards. This difference is attributed to the comparison of the average age of midwifery students who have chosen the obstetrics gynecology as the most preferred place of practice in relation to all other wards.

Although the study was carried out only for some wards and health centers, the opinions of the midwifery students against the way and places where the professional practices take place were clearly highlighted. The two main factors related to each other and affecting the evaluation of ward selection were age and year of study.

**Keywords:** midwife study program, midwifery, professional practices.

# **SESSION 10**

## **POSTER PRESENTATIONS**

## **IDENTIFYING AND MANAGING THE FACTORS THAT CAUSE JOB STRESS IN TEACHERS**

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### **ABSTRACT**

The goal of this paper is to identify the factors that can cause job stress in teachers, measuring the level of stress experienced by these teachers and finding ways to coping with stress. Job stress/work-related stress is a widespread phenomenon today. Many organizations, institutions and businesses are directly affected by the effects of stress at work. Not only organizations suffer the negative effects of stress at work, but also the individuals themselves, overloading them psychologically and influencing their job performance and the way of life. So, it becomes a challenge for all institutions and managers to find the factors causing job stress and at the other side, to find the ways to best manage the job stress.

In the focus of this study are the teachers at some schools in the rural areas of Shkodra, who were interviewed to identify the factors that caused stress in their work. The results of the study show that the factors that cause more stress are excessive documentation to be completed; the workload; inappropriate behavior of students; lack of tools for the development of learning and low participation in decision-making. From the evaluations made by the teachers, it results that 15% of teachers have experienced low levels of stress; 31% have experienced a high level of stress and 54% have experienced a moderate level of stress. The best ways to overcome stress were the family and friends support, engaging in fun activities, sports activities, vacations, and peer support.

**Keywords:** job stress, factors causing stress, stress level, managing stress.

### **INTRODUCTION**

Nowadays, job stress is becoming a common problem for individuals and organizations. Many people complain about stress because of job insecurity, workload, and changing life balance (YOZGAT *et. al.*, 2013). According to BEEHR & NEWMAN (1978) “job stress refers to a situation wherein job-related factors interact with a worker to change his or her psychological and/or physiological condition such that the person is forced to deviate from the normal functioning”. When professional stress takes a massive shape, it affects the performance of the organization, turns down the quality of individual productivity, deteriorates physical condition, weakens social relations, and ruins family life (HUDA & AZAD, 2015).

The study tries to address the specific causes of stress in teachers in rural areas of Shkodra and tends to reveal their opinions and perceptions about the determinants of professional stress. If the organizations and institution spend more time in this issue, it will be very helpful to encourage and motivate their staffs.

## **STRESS AND WORK-RELATED STRESS**

SELYE (1936) was the first to use the term stress in the scientific research literature and has been described as "the father of modern stress". He describes stress as "the force, pressure, or strain exerted on an object or person that tries to resist and stay in the previous situation". We can also define stress as a negative reaction that people experience when external demands exceed their abilities (WATERS & USSERY, 2007).

Work is an important part of many people's lives, and the work-related stress is inevitable. There is a strong connection between job stress and work performance, and its effects affect the organizational and individual productivity. According to BRUGGEN (2015), employees' job performance can be impacted by job stress. People can experience different types of stress, but work-related stress is unique in his nature and can be considered as "a silent killer" if not properly managed (TARKOVSKY, 2007). This type of stress occurs when the employee finds himself between a disparity between the job and the work environment and especially when they have to work under pressure or anxiety (NAWE, 1995; MASLACH, 2003). We can say that work-related stress is seen as a personal reaction, and everyone can accept a situation as stressful or not. It is the responsibility of employers and employees to cooperate and identify the causes of stress at work and measure its impact. In this way we can avoid the negative effects of stress. An employee experiencing stress may show these signs (PRASAD & VAIDYA, 2018):

- Low productivity
- High number of absences
- Low motivation
- Fatigue
- Loss of interest in working

Stress at work can appear as a combination of stressors and different work situations. According to Cooper and Marshall's (1976), the sources of job stress are divided in five categories:

- Intrinsic to job (poor working conditions; work overload; time pressures, job insecurity, etc.).
- Role in organization (responsibility for people; role conflict; etc.).
- Career development (lack of job security; underpromotion; overpromotion etc.)
- Relationship at work (poor relations with boss, subordinates, or colleagues)
- Organizational structure and climate (little or no participation in decision making)

Individual characteristics play an important role in stress management, and everyone deals with a stressful situation in different ways.

### **Empirical research on work-related stress**

Many studies have been conducted on work-related stress with focus on fulfilling the relevant objectives and testing different hypotheses. A study conducted in the city of Tirana by GEGA

(2019) aimed to measure the level of stress and find the factors that lead to it. 800 employees were included in the study, and it turned out that 48.5% of employees experience moderate stress and 12.4% experience problematic stress. Also, findings showed that women are more likely to have moderate stress and resulted no difference between the genders in terms of problematic stress. According to a study of Huda and AZAD (2015), realized on electronic media journalists of Bangladesh, the main determinants of stress at work were ambiguous objectives; time pressure; long working hours; workload; insufficient support; harassment at work; pressure for unethical behavior; insufficient compensation, etc. The study found that "inadequate support" from management is the strongest cause of stress at work.

Another study was conducted in London in employees of the public sector, private sector, and non-governmental organizations (BHUI *et al.*, 2016). This study was carried out for 51 employees, of which 28 were in managerial positions, the others in non-managerial positions. It turned out that working conditions are the main cause of stress at work. Referring to employees in the public sector or non-governmental organizations physical environment and workload resulted as the main factors of job stress. While the employee of the private sector refers to long working hours and lack of structure in daily work.

Results of a study conducted by DALE *et al.* (2006) in Adelaide, Australia, showed that there is no difference in the level of stress between sectors (public and private), but showed a significant difference in stress levels between genders and work categories.

Various studies have also been conducted to find out the main factors of stress among teachers at different schools and to measure the level of stress in these teachers. A study conducted on urban schools by SHERNOFF *et al.* (2011), including 14 teachers, turned out that, in at least half of the interviewees, the main causes of stress are: lack of resources; workload; behavior problems and responsibility. Also, showed that acquired stress at work affects physical health and personal relationships. In another study organized by MUNTELE *et al.* (2014) conducted on 1137 teachers, showed that stress in teachers is caused by professional activities, working conditions and discipline in classes.

## **MATERIALS AND METHODS**

Qualitative research was selected to achieve a deeper, more accurate and comprehensive understanding of the views and perceptions of the target group. The data for this study was collected through semi-structured interviews and focus group interview with the participants. The selection of the sample was non-random and consists of 26 (N=26) teachers selected from five schools in the rural areas of Shkodra (Trush, Kosmaç, Bushat, Kryebushat and Breg Lumit, Shalë),

The teachers were asked 12 questions, the first ones show us general information about age, work experience: gender and marital status. Other questions with assessment tend to find the factors that

have more influence on job stress they have experienced, and in the questionnaire are also, open-ended questions that help us to take the opinions of the target group and to create a panorama that will help to expand the study in the future. There are some limits in this study:

- The sample taken in the study is small.
- Focusing on some schools in the rural areas of Shkodra, for reasons of time and receiving answers from the interviewed teachers.

## RESULTS AND DISCUSSION

The goal of this paper is to find the factors that influence the occurrence of stress among schoolteachers in selected areas of Shkodra, to measure the level of stress experienced by teachers, and to find ways to avoid and cope with stress. During our analyses, we will try to answer these research questions:

- What factors cause more stress in teachers?
- What is the effect of stress on work, family, and personal life of teachers? How was the manifestation of stress by teachers?
- What are the ways of coping/managing stress? Is help offered by the institution?

***Research question 1: What causes your stress at work?***

*Factors involved in the study*

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Workload  
Student behavior  
Preparation time  
Class sizes  
Documentation  
Physical facilities  
Learning development tools  
Relationship with colleagues  
Participation in decision making  
Relationship with managers  
Family problems  
Economic problems  
Safety at work  
Wages

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In order to find out which factor has the most impact on the appearance of stress, the teachers included in the study gave an assessment for each of the factors from 1-5 where we will make a categorization by dividing it into: factors that were assessed with 1 and 2 we will include them in the "***low impact***" category; factors assessed with 3- "***moderate impact***"; and those assessed with 4 and 5 - "***high impact***".

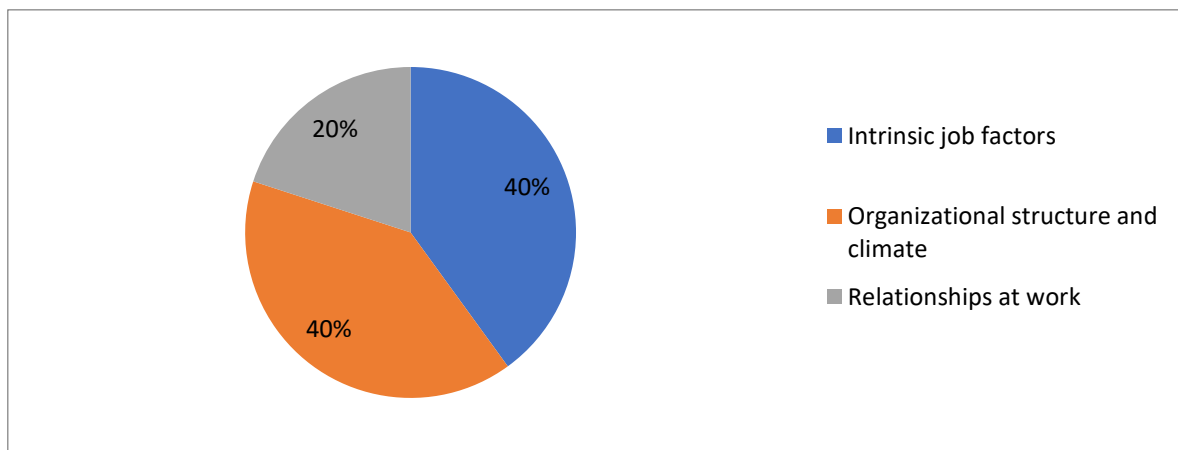


The factor with the highest impact is the completion of documentation, which 21 out of 26 teachers consider as the factor with the highest impact on the occurrence of stress. One of the teachers says:

*" There are so many documents that need to be filled out that I spend all my patience and energy filling them out. I lose all my attention, which should be at the students".*

Other factors with the highest impact on the experience of stress were assessed respectively by 13 teachers for workload, lack of tools, student behavior and 12 teachers assess low participation in decision-making as a factor with high impact. While 19 teachers have assessed that they have very good relations with their colleagues, and we will consider it as the least stressful factor.

Now we will look at the weight of factors that affect stress more, divided by categories based on the model of Cooper & Marshall, 1976.



**Fig. 1** Weight of high impact factors on job stress

Two of these factors, workload and teaching development tools belong to intrinsic job factors, which account for 40% of the weight of all factors with a high impact on stress; 40% are organizational structure and climate factors: documentation and participation in decision-making, and 20% are relationships at work that include inappropriate student behavior.

***Why do you think some people can deal with stress and others can't? Cues: Age, gender, work experience, marital status?***

#### *Gender*

According on gender difference, 53% of female teachers experienced moderate stress, 29% experienced high-level stress and 18% experienced low stress. While 56% of male teachers have experienced moderate stress and 44% of them have experienced high level stress. Teachers were asked which gender is more affected by stress. 50% (N=13) of teachers answer that stress has a higher impact on the female gender, this is because the female nature is more sensitive; they experience stress faster and more; are devoted to the family; take care of children; and a biology teacher explains that even with the biological changes in the female body, it affects the

experience of stress. 42% (N=11) state that there is no difference in terms of gender. They state that it is experienced the same by both genders, even one of the teachers states:

**Tab. 1** Individual characteristics

<b>Gender (N=26)</b>	<b>Woman</b> 65%		<b>Man</b> 35%		
<b>Marital status</b>	<b>Single</b> 31%		<b>Married</b> 69%		
<b>Age groups (years)</b>	<b>25-30</b> 8%	<b>31-35</b> 12%	<b>36-40</b> 23%	<b>41-45</b> 27%	<b>Over 46</b> 31%
<b>Work experience (years)</b>	<b>1-5</b> 12%	<b>6-10</b> 23%	<b>11-15</b> 15%	<b>Over 16 years</b> 50%	

*"The way you experience stress is an individual matter and depending on the situations you find yourself in".*

While 8% (N=2) of teachers say that it affects the male gender more than the female gender, this is because in addition to the workload, it is also the responsibility of the family.

#### *Marital status*

The teachers included in the study, 18 of them (69%) have the status *"married"* and 8 (31%) have the status *"single"*. Each of them has given his argument, specifying why the status affects or not the experience of stress.

Regarding the division of which status has the greatest impact, teachers express the same for both categories, that is, 50% say that status affects and 50% say that status does not affect the experience of stress. 8 teachers with the status of *"single"* state that their status does not affect causing and coping with stress. While teachers with *"married"* status are divided into:

- 13 of them state that their status has influenced the stress they have experienced because being a family member is a motivation to work; having a large family affects the increase in demands and causes emotional overload; there is greater responsibility, especially when the individual has children; requires greater commitment both at work and in the family. One of the teachers says:

*"Often my children have had health problems, and I had to be close to them and also perform the duties of a teacher. This has caused me a great emotional burden".*

- 5 teachers of *"married"* status say that their status did not affect stress as family experiences were not the cause.

#### *Work experience*

The teachers were asked if work experience helps to cope with stress and they answered: 4 teachers specifically with 6-10 years of experience, 11-15 years of experience and more than 16 years of work emphasize that experience does not always help, as there are times when you get tired of doing monotonous work and this can cause stress. While the other 22 teachers claim that experience is a key factor to cope with stress. This comes because of the acquisition of teaching methods; conversation with colleagues; gives you more opportunities to generate ideas and solutions to the problems you encounter; experience helps the professional growth of the teacher.

***How is the stress level based on the factors identified above?***

After the identification of the factors that caused stress among teachers, the next step is to measure the level of stress. The teachers were asked to assess from 1-5 the level of stress they experienced. We have divided the given answers into three categories: we have grouped assessments 1 and 2 as ***a low level*** of stress; assessments with 3, ***moderate level*** of stress; we grouped assessments with 4 and 5 as ***high level*** of stress.

According to 15% of teachers, the stress experienced by them was at low levels. 31% of teachers indicate that the stress experienced was of a high level and 54% of them experienced stress of a moderate level.

***Research question 2: What is the effect of stress on teachers' work, family, and personal life? How was the manifestation of stress by teachers?***

The most frequent responses to the impact of stress at work were: they felt nervous; have often lost concentration; have felt a lack of desire to go to work; they have not been quiet; they did not have the necessary patience to interact with the students; at the beginning of the school year, there was a load to organize the work (the teacher in a leadership position) and it did not allow him to fully focus on teaching; they felt uncertainty and disobedience about the lesson they created; they shunned colleagues and students; they have not been productive as usual; there are times when they felt physically tired. Teachers say that work-related stress has also affected family life. Some of them answer:

*"I have had a change in the way I behave with family members, especially with children. Often the children told me that I had turned into a different person."*

*"I was irritated all the time and I didn't have the right calmness to communicate with family members."*

*"When I finished work, I wanted to be alone, and I felt more tired than usual. The lack of communication and expression of the burden makes it more difficult for both me and the family members."*

Many of the teachers have expressed that they have not allowed work-related stress to affect their personal lives. But some have expressed that they often felt confused and did not know how to understand their own emotions; it has affected the mood by not being calm and they

have become very sensitive; they had mood swings and feelings; it has affected their daily life by not being active and social. While one of the teachers expresses it like this:

*"It has not affected my personal life, in fact, thanks to the persistence of my friends, talking with them has helped me forget and overcome stress very easily."*

### ***Emotional and physical manifestations***

To obtain information about the emotional and physical manifestations experienced by the teachers during moments of stress, they selected alternatives of what they experienced. Regarding the emotional manifestations, the teachers express that they felt angry by selecting it 11 times. Moments that felt uncertain about teaching was selected 9 times. 7 teachers express that they felt anxious; and 1 teacher experienced depression and felt unable to cope with stress. In terms of physical manifestations, 7 teachers experienced fatigue very often; 6 of them have been sleepier than usual, 3 teachers have had physical fatigue and 1 teacher indicates that he has been sick often with frequent headaches.

***Research question 3:*** *What are the ways of coping/managing stress? Is there help offered by the institution?*

The interviewed teachers, asked about the ways of coping with stress, have selected the alternatives of the ways they have followed. They emphasize that this phase is very important because in many cases should not hesitate to ask for the necessary help to overcome stress, as there are many cases when teachers fail on their own and their situation worsens. The ways selected by teachers as the best to deal with stress are fun activities and support from friends was selected 11 times by teachers adding that movies, passions, and hobbies such as: cooking, taking care of flowers and gardening; are the best therapies to relax and relieve stress.

The help provided by the institution is very important to cope with the stress experienced by teachers. The period of the Covid-19 pandemic has been a challenge for the teachers and they all say that there has been no help from the institutions in terms of training for the use of teaching applications. They emphasize that they experienced it very badly because there were difficulties in communicating with the children and the learning process was carried out through the application WhatsApp, in front of the computer and mobile screen. One of the teachers states that:

*"It was so difficult that I started having problems with my eyes from staying too much in front of the screen"*

Some help during the Covid period has been the broadcast of lectures prepared by teachers on the television channel. This has made the students to be coherent in terms of learning development. Nowadays the lesson continues in the school classes, the teachers indicate that everything is back to normal and 24 out of 26 teachers affirm that the institution offers help by making available to teachers and students social workers who are present at the school every week. While two teachers show that the psychologist is fictitious as his presence is missing near the students and teachers.

## CONCLUSIONS

After conducting the study and trying to answer to the research questions, we come to some conclusions:

- From the study we found that the teachers involved in the study most of them experienced moderate stress and less than half experienced high-level stress. But, in the future it will be very useful to expand the study, so we can have a clearer picture of this problem.
- The cause of work-related stress were factors such as: numerous documents to complete and low participation in decision-making (organizational structure and climate factors); workload and lack of tools for teaching development (intrinsic job factors); as well as the inappropriate behavior of students (relationships at work factor).
- The emotional manifestations of teachers when they experienced stress are angry; insecurity during teaching; anxious, depressed, and unable to cope with stress.
- The most frequent physical manifestations of teachers are frequent fatigue, sleepiness, physical exhaustion, and headaches.
- Stress has affected teachers by reducing their performance, not allowing them to be productive and creative, they have felt a lack of desire to work, they had lack of concentration during the lesson, and they had lack of patience.
- The teachers admit that the Covid-19 period has been a very difficult challenge for the teaching process, and there was no help offered by the institution to train teachers about teaching applications.
- Based on the individual characteristics of the teachers, half of the interviewees admit that stress affects the female gender more than the male one. In terms of status, the teachers say that stress affects both teachers with "single" status and "married" ones. And almost all teachers agree that experience helps with coping and managing stress.

Based on the study, we recommend:

- Greater focus of institutions on the needs of teachers and on the reduction of factors that have a high impact on the occurrence of stress.
- Enabling all teachers to have access to the right tools to develop the learning process and make teaching more interesting.
- Giving due importance to social workers and psychologists regarding their engagement in schools.

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## THE EFFECTIVENESS OF USING DIGITAL TOOLS IN EDUCATION

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### ABSTRACT

The use of digital tools in education has been a great support for teachers of English language as a foreign language at the university level. So, the aim of this study is to point out the effectiveness of using Canva.com as a new digital design tool in education. It can be easily used by teachers and students to create beautiful projects. It is free and it allows them to present projects. It can also teach them how to work more creatively on: lesson plans, students' profile, virtual learning, posters, videos, newspapers and magazines.

Canva.com is well integrated with Google Classroom, making it a very useful addition for those institutions that already use this platform.

This study is also focused on a project that students of the first academic year present in the subject of “Text Analysis 2” of the study programme “Bachelor in English” at “Fan S. Noli” University. They worked on writing and designing a magazine by using the digital tool: Canva.com. It is a project that started in the academic year 2018-2019 and since then the students of the first year publish their own edition of the magazine. It was a difficult and challenging process at the beginning but it resulted in a very productive way. They developed not only their skills in English language but also their IT competences.

**Key words:** digital tool, English as a Foreign Language, magazine, project

### INTRODUCTION

The rapid revolution of the Internet and wireless communication technology has resulted in the emergence of various interactive multimedia networks, such as mobile learning, mobile voice, and instant messaging.

Taking advantage of the ease and appeal of the using the internet to implement digital instructional materials and accomplish national competitiveness would take the place of conventional education.

A growing number of studies have documented digital learning tools' solutions' effectiveness to improve learning outcomes with varying results. The question of whether digital tools have any impact on education has become much more important. Digital learning tools that are designed to improve teacher instruction tend to be the most effective in improving learning, especially when they are designed to supplement – and not to replace - best practices for teaching (RODRIGUEZ-SEGUERE, 2020). Well designed digital learning tools often can facilitate a teacher-student feedback mechanism that in turn allows the teacher to assess

students' learning needs, customize educational materials as needed (for personalized/differential instruction), (Bulger, 2016) increase or allow student-teacher interaction time to focus more on problem-solving, and allow the teacher to gauge students' understanding of the material being taught, in turn allowing either the teacher or student to adjust the pace of instruction or learning (FABER *et al.*, 2017; COLLINS, 2001).

Digital tools, by a short definition, are any type of software or hardware that can be used for education (MAHIRI, 2011). They can of course be employed in the classroom by faculty in a variety of forms, from anything as simple as PowerPoint presentations to complex programming software. However, this comparative discussion will focus on the effectiveness of using digital tools in designing an E-magazine.

### **What is Canva.com?**

Canva is a free graphic design tool website that allows users to create professional quality graphics using a very intuitive, simple interface. Featuring a drag and-drop format, the tool provides templates for social media platforms, websites, and print distribution. Additionally, Canva allows users to access over a million photographs, graphics, fonts, and design elements. By combining these features within the program, users can use their creativity to develop professional quality messaging. Designs can then be distributed via different online, social media and print channels. In addition to using the website interface, users can also access Canva via a free mobile app. Within the classroom, Canva can be used to get students' creativity flowing and allow them to design professional quality graphics with little to no knowledge of the platform. This means instructors could assign a lab, provide a brief tutorial of the platform, and let students get to work. Professional graphic designers and website designers use Canva to create cohesive, creative designs that clearly communicate key messages to their audiences. Therefore, having students learn how to use this tool may give them a competitive advantage in the job market.

### **How can Canva.com be used in education?**

Canva is available for free at [www.canva.com](http://www.canva.com). First time users will need to create a login and establish a password by filling out a simple form. After logging in for the first time, you will be taken to the workspace where you can select from preset templates or make your own designs. Over 50,000 different template options are available including: infographics, business cards, social media graphics, flyers, website banners and many more. Once you have created an account, Canva will save your designs and allow you to share them with up to 50 users. This means instructors could use Canva as group projects or an individual assignment or lab activity. Canva also provides many tutorials and examples of different design options to help you get started. The two featured sections, “Learn to Design” and “Get Design Inspiration”, help new and returning users draw inspiration and overcome creative challenges. The “Learn to Design” section offers over 30 different tutorials ranging from a beginner's challenge to consistent branding to enhancing photos. Each tutorial takes users step-by-step through the material and provides exercises to test new skills. The “Get Design Inspiration” section allows users to 3



share their own designs as an inspiration for others. The design stream features a wide variety of designs utilizing many different templates.

According to Faiza cited by (MARYUNANI, 2021) that the Canva application has an attractive design, with features that are easy to access with smartphones or laptops so that it can increase the creativity of teachers and students in designing learning media, besides that this application greatly saves time in designing learning media. In line with other researchers which stated the benefit of implementation the Canva application, for example,

- (1) Has a variety of attractive designs;
- (2) Ready to develop the imagination of educators and students in designing learning media considering the many elements that have been given;
- (3) Does not need much time or time in the design process; and
- (4) In designing, it is not necessary to use a PC, but it can be done through a gadget. (MUDINILLAH & RIZALDI, 2021)

### **How to get started with Canva for Education**

It's free and easy to sign up as a teacher.

1. Open the Canva for Education sign up page.
2. If you can, sign up for Canva for Education with a verified educational email domain. You can also sign up with your school or district's Clever, Microsoft, or Google account.
3. Follow the sign up prompts.
4. After signing up, select that you are a **Teacher**.
5. Click Get **verified**.
6. If you signed up with a verified educational email domain, you'll get access right away – congratulations!
7. If you don't have an educational email domain, no problem. Just upload a photo or scanned copy of an approved document, and we'll review your application within 48 hours.

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If you already have a free or Canva Pro account, you can upgrade that to Canva for Education, 100% free.

### **Templates to get you started**

Here are some templates that can be found in the digital tool: Canva.com.

- *Presentations* - make lessons and classroom presentations interactive and engaging
- *Infographics* - bring technical subjects to life - such as science processes - and showcase facts and figures
- *Lesson plans* - build out a lesson plan or calendar of activities in seconds
- *Student video*- Get students to introduce themselves or have older students present their work through video.

- *Group work activities* - Foster project-based learning with these templates across a range of topics.
- *Social-emotional learning activities* - Support student wellbeing and
- *Storyboards* - Empower students to envision and craft the story to a larger project, such as a short film or video project, with storyboards.
- *Magazines* - Unleash student creativity with thousands of attractive, professionally designed templates for school magazines.
- *Storybooks* - Use our templates and huge array of entertaining elements to craft and tell a unique story.
- *Parent and school communication* - Keep the school community up to date with these eye-catching newsletters. help them manage their emotions.
- *Worksheets* - From science, to English and math, you can print or complete our worksheets online.
- *Classroom decor kits* - Decorate your in-person or virtual classroom with these high quality, themed kits from Zoom backgrounds, to posters and more.<sup>2</sup>

### Why is it better to choose Canva.com in teaching?

Indeed, there are multiple reasons to choose Canva.com; however, over here, we will review its main features and benefits that will provide you in your teaching.

- **Practice design Thinking:** the world of imagination is unlimited; let your students think of a new and innovative solution for problem-solving rather than using already existing ones.
- **Design your own lesson Plan:** the most potent feature of Canva.com for Education is the feature that allows you to create amazing Lesson Plans. It offers millions of images and layouts to choose from, including ready-to-use templates.
- **Assist students in creating Learning Plans:** Another benefit of using Canva for Education is that your students will be able to create their own lesson plans, with your assistance, making their learning processes easier and more organized.
- **Presentations and Videos:** Canva for Education is a perfect tool to visualize and organize learning processes in the best possible way. It even allows you to create multiple presentations and videos. With Canva, you can use **ready-to-use templates** for presentations and customize those or create a completely new one from scratch. It also will provide you with the opportunity to create and edit videos, with no need to use a third-party platform.
- **Classroom Brand:** This platform will allow you to create a whole brand identity for your business so that students will associate certain colors and designs with you and your classes. Environment and colors greatly influence the learning process, so use this knowledge to design a perfect learning space, which will remind students of you and associate with a positive, motivating, and productive atmosphere.
- **Team Work:** Canva will give you all the necessary tools to personalize the learning experience for your students and create a good environment for group projects, which will develop team working skills in your students. Students will be able to create groups of up

to 10 members for completely free, and group projects are extremely important because they teach students how to work collaboratively and share responsibility.<sup>3</sup>

## **MATERIALS AND METHODS**

This study applied first the method design of collecting the quantitative data about the effectiveness of using digital tools in education and the features of the digital tool: canva.com. Then, the researcher applied the digital tool with the students to create an E-magazine.

It was first introduced to 19 intermediate students of the first academic year 2018-2019 studying at the Bachelor degree for “English Language”. It was part of the final assessment that the students received when they finished the second semester in the module of “Text Analysis II”. Since then every first year of the Study programme Bachelor in “English Language” design their own edition of the E-magazine. Every student had his/her own page and had to present it in front of the class.

### **The procedure of designing the E-magazine in Canva.com**

#### **Pick a topic**

First students thought of a topic that had to be in the centre of the magazine. Some potential topics that sparked their interest were music, film, travel, current events, fashion, health and fitness, recreation, sports, gardening, and interior decoration.

#### **Choose a title**

They decided to create a magazine about the English language and some topics that would represent themselves: what they like, prefer and do in their free time. So, the title had to be succinct and to the point. They had to remember the fact that the title would represent the brand over time (in the case of some magazines, hundreds of years) and across platforms. They named the magazine: Time for English Students: EEF.

#### **Choose your cover article**

Every magazine has a cover article which receives the bulk of attention, both in design and content. In a celebrity-focused magazine, this will be an in-depth interview with the star on the cover. In the “Time for English students” magazine, the cover image would highlight something that is connected with the English studies at university.

#### **Find your cover image**

What makes a compelling cover? Your eye is drawn to the top and center of the page, so the cover image should have its most interesting elements there. Students had to be sure that they chose a high-quality image.

#### **Write body articles**

A magazine's articles are often its biggest draw. Students had to write his/her own page of the magazine with the information they had found about it. The topics varied: drawing techniques, online education, the national renaissance, technology, etc. In canva.com, they could drag and drop content from Google directly onto the templates.

### **Incorporate graphics**

Just having a great cover image was not enough—the magazine needed to have interesting photos and graphics throughout. In a visual medium, students would draw your readers in by having high-quality images accompany the articles.

### **Decide on feature articles**

Then students had to decide on feature articles; besides the cover article, they should choose two or three articles to highlight on the cover. These should be articles of top interest to the readers.

### **Create table of contents**

Once students have assembled all of the articles and their accompanying images, they had to build a table of contents. Canva.com makes it easy to align elements on your page. In the table of contents on page 3 of the template, they can select multiple objects.

### **Back page**

Among wide-circulation magazines, the back page will often be a full-page advertisement. In canva.com, click the *Add Page* button to add a back cover to the template. They could add a blank page or choose from the pre-made page style.

## **RESULTS**

Students worked hard to create the first edition of the E-magazine. First, they worked in groups to collect the pages and to edit the information provided by their friends. Then, only two students had access to sign in the account that they created in canva.com. They inserted the information and the pictures in the pages with their corresponding title. They decided on the font and the size of the letters. Also they chose the background colours for each of the pages. Students found it very challenging but at the same time they worked with responsibility.

Here, we have presented some of the cover pictures from the E-magazines that students have created through canva.com over the years: 2019-2022.

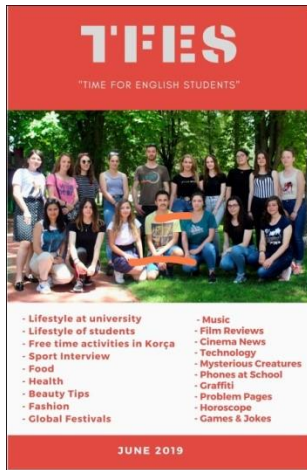


Fig. 1 Students' E-magazine in 2019

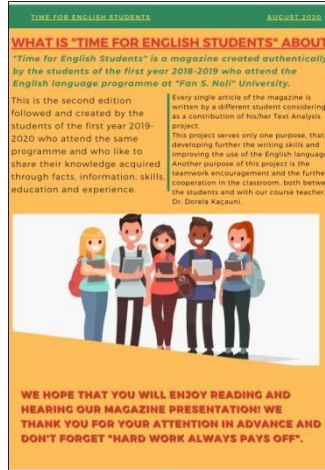


Fig. 2 Students' E-magazine in 2020

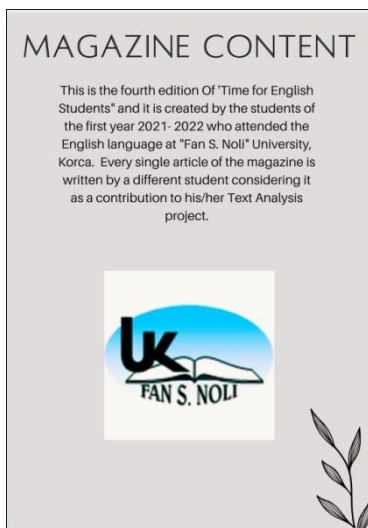
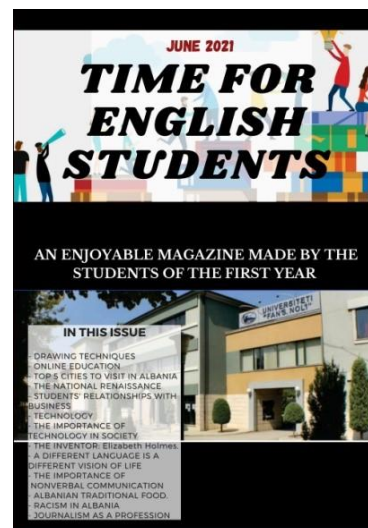


Fig. 3 Students' E-magazine in 2021



Fig. 4 Students' E-magazine in 2022



## CONCLUSIONS

Based on the results above, there are several things why the digital tool: canva.com can be used in education. And as it was seen if students are encouraged to work with the proper tools in the classroom, they can do their best. This digital tool was viewed as a learning strategy that a professor can use to attract students' interest and activity in the learning process, so that there will be interaction between students and students, teachers and students (collaborators). In this way learning resources will ultimately improve students' English language. Then, the application of learning media used must be paid attention to the characteristics of students and schools, so that the interaction between learning and learning materials can be related. Lastly, for other researchers, they should be able to develop this research so that it can be generalized proportionally. It is recommended to conduct similar research, but in other projects in order to see the effectiveness of the digital tool: canva.com in education.

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## VLERËSIMI I UJIT TË PIJSHËM NË QYTETIN E KRUIJËS DHE NDIKIMI NË SHËNDETIN E POPULLATËS

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### PËRMBLEDHJE

Shqipëria ka burime të bollshme ujore, por mungesa e furnizimit me ujë të pijshëm mbetet akoma një problem për shumë zona të vendit tonë. Problemet e keqmenaxhimit dhe të shpërdorimit të ujit janë në nivelet mbi 50% të sasisë së prodhuar në burim. Edhe banorët e Kruijës po vuajnë akoma pamjaftueshmërinë e ujit të pijshëm, si rezultat i ndërprerjeve të shpeshta dhe pa një orar të caktuar, dhe po konsumojnë ujë jo të sigurt si rezultat i ndotjeve mikrobike. Prandaj si objekt i këtij studimi është monitorimi i cilësisë së ujit të pijshëm që konsumon popullata e qytetit të Kruijës. Për të bërë një përcaktim sa më të saktë të cilësisë së ujit të pijshëm, është bërë vlerësimi i ndotjes mikrobike dhe vlerësimi i disa parametrave fiziko-kimikë. Për të parë impaktin në shëndetin e popullatës nga ndotja mikrobike e ujit të pijshëm, gjithashtu është bërë një vlerësim i sëmundshmërisë me origjinë hidrike për periudhën mars 2021- mars 2022. Përveç gjendjes infrastrukture jo të mirë të ujësjellësit që furnizon qytetin, situatën higjieno-sanitare të përkeqësuar të ujit të pijshëm, e konfirmojnë treguesit bakteriologjikë që shpeshherë kanë rezultuar me vlera të larta pozitive.

**Fjalë kyçe:** ujë i ndotur, ujë i pijshëm, sëmundje hidrike, *S. faecalis*

### HYRJE

Uji është thelbësor në shumë sfera të jetës njerëzore dhe luan një rol të rëndësishëm në mirëqenien e njerëzve. Ujërat nëntokësorë dhe sipërfaqësorë si pasuri natyrore kombëtare janë objekt shfrytëzimi i vazhdueshëm dhe me risk të përhershëm ndotjeje nga veprimtaritë natyrore e njerëzore. Uji mund të jetë gjithashtu një burim i sëmundjeve me origjinë ujore, nëse ai është i ndotur dhe i pamjaftueshëm. Në botë, afërsisht, 2.5 miliardë njerëz konsumojnë ujë jo të sigurt dhe rreth 829.000 njerëz vdesin çdo vit nga diarreja e shkaktuar nga uji i pijshëm sipas UNESCO 2021. Konsumimi i ujit jo të sigurt mund të shkaktojë një sërë sëmundjesh, si: dizanteri, tifo abdominale, hepatiti A, gastroenterit etj. Uji i pijshëm i pasigurt dhe higjiena e dobët mjedisore mund të çojnë në sëmundje gastrointestinale, duke penguar përthithjen e lëndëve ushqyese dhe kequshqyerje. Këto efekte janë veçanërisht të theksuara tek fëmijët. Diarreja është një simptomë e zakonshme e sëmundjeve gastrointestinale dhe sëmundja më e zakonshme e shkaktuar nga ndotja e ujit. Diarreja është shkaku kryesor i sëmundjeve dhe vdekjeve tek fëmijët e vegjël në vendet me të ardhura të ulëta. Sëmundjet diarreike përbëjnë 21% të vdekjeve vjetore midis fëmijëve nën 5 vjeç në vendet në zhvillim (Waddington et al., 2009). Shumë agentë infektivë të lidhur me diarrenë lidhen drejtpërdrejt me ujin e kontaminuar (Ahmed dhe Ismail, 2018). Ndër bakteret patogjene që mund të transmetohen nëpërmjet ujit të

pijshëm me një rëndësi të veçantë për shëndetin e njerëzve janë: *E. Coli*, *Salmonella spp.*, *Shigella spp.*, *Vibrio cholerae*, *Yersinia Enterocolitica*, *Campylobacter jejuni*, *Campylobacter coli* etj. (CIWP, 2004; NEZAJ & PUTO, 2011). Raste me infeksione të shkaktuara nga kontakti ose përdorimi i ujit të ndotur me baktere patogjene, si *E. coli*, janë raportuar nga vende të ndryshme të botës, shpeshherë duke shkaktuar edhe epidemi që kanë çuar deri në vdekje (POMA *et al.*, 2016). Në një studim krahasues të ujit të rubinetit, ujit të pastruar dhe ujit në shishe, uji i rubinetit ishte një burim thelbësor i sëmundjeve gastrointestinale (PAYMENT *et al.*, 1997). Rreth (80%) e ujit të pijshëm në Shqipëri merret nga burimet nëntokësore dhe vetëm 20% nga ujërat sipërfaqësore (FLOQI, 2007). Sipas studimeve më të fundit në Shqipëri rrjedhin rreth 1300 m<sup>3</sup> ujë në sekondë dhe për të përmbushur nevojat e saj Shqipërisë i duhet vetëm 1 % e kësaj rezerve, megjithatë ajo nuk arrin të plotësojë nevojat me ujë të pijshëm në shumë rajone të saj, pasi menaxhimi dhe kontrolli i tyre nuk bëhet konform ligjeve të miratuara nga shteti shqiptar (SHKUPI, 2013). Edhe pse rezervat totale të shfrytëzueshme të ujit janë shumë të mëdha, përsëri shkalla e shfrytëzimit është ende e vogël, ne ujin e kemi me orar në çezmat tona; shpërndarja gjeografike e pabarabartë, që nuk përputhet me përqendrimet më të mëdha të popullsisë dhe të kërkesave për ujë, regjimi i çrregullt i prurjeve; probleme me mënyrën e shfrytëzimit dhe sidomos me ndotjen e madhe të ujit.

Kruja gjendet në pjesën veriore të Shqipërisë së mesme. Shtrihet midis kodrave të Ishmit, fushave të Kamzës, malit të Dajtit, zonës së Mnerit, Qafë-Shtamës, malit Skënderbej dhe zonës së Kurbinit. Emri i qytetit është i ndërlidhur me fjalën shqipe kroi, që do të thotë krua. Furnizimi me ujë të pijshëm i qytetit të Krujës bëhet nga burime ujore nëntokësore. Dy burimet kryesore të furnizimit me ujë të pijshëm për 79.600 banorët e Krujës, janë Shkreta dhe Livadhet. Sh.a.UK Krujë administron një rrjet ujësjellësi prej 142 km nga i cili 29 km rrjet kryesor dhe 113 km rrjet shpërndarës. Në stinën e verës prodhimi i këtyre dy burimeve bie në 22 l/s, i cili nuk është i mjaftueshëm për banorët e Krujës, prandaj dhe furnizimi i popullatës me ujë bëhet me orar të reduktuar 1-2 orë në ditë. Në zonën e Vaomirës rreth 1.5 km në Jug-Lindje të burimit të Shkretës në të njëjtën shtrirje në vargmalet e Skënderbeut është ndërtuar depoja e re me kapacitet 500 m<sup>3</sup> ujë dhe një rrjet transmetimi prej 15.6 km për të përmbushur nevojat për ujë të pijshëm për 17500 banorë. Ky rrjet i ujësjellësit dhe kanalizimeve të qytetit të Krujës është ndërtuar në periudhën 2019-2021. Disa muaj pasi është vënë në punë, ujësjellësi i Vaomirës e ndërpreu furnizimin me ujë për banorët si rezultat i një defekti në sistemin hidrik, ku është konstatuar bakteri enterokok në një pikë të tij çka solli dhe probleme në popullatë. Theksojmë se kjo, është një zonë karstike e vargut malor Krujë-Dajt. Për pasojë, ndotjet sipërfaqësore humane, gjatë shirave që paraprijnë epideminë hidrike, mund të depërtojnë në thellësi dhe të ndotin ujin e burimit.

## MATERIALE DHE METODA

Monitorimi i vazhdueshëm i ujit për përcaktimin e mikroorganizmave me origjinë fekale, është rruga më e mirë dhe më e ndjeshme për përcaktimin e cilësisë higjenike të ujit të pijshëm. Bakteret indikatorë të ndotjes fekale, të cilat përdoren si tregues të cilësisë higjenike të ujit duhet të përmbushin disa kriterë: ato duhet të jenë gjithmonë të pranishme dhe në numër të madh në materiet fekale, të zbulohen lehtë me anë të metodave të thjeshta dhe nuk duhet të



shumohen në ujërat natyrale. Si indikatorë të ndotjes fekale janë: grupet e koliformëve (*E. Coli*), grupi i streptokokëve fekalë (*S. Fecalis*) dhe grupi i reduktimit të sulfetit (*C. perfringenes*).

Për të realizuar një vlerësim sa më të saktë mbi cilësinë e ujit të pijshëm në qytetin e Krujës, janë marrë dhe janë analizuar për parametrat mikrobiologjike dhe kimike mostra uji nga depot dhe uji i rubinetit. Mostrat janë marrë në periudhën mars 2021 mars 22, dhe janë analizuar në laboratorin e Mikrobiologjisë pranë Njësia Vendore e Kujdesit Shëndetësor Krujë.



**Fig. 1** Harta e bashkisë Krujë

Marrja e mostrave të ujit të pijshëm është bërë sipas procedurës së marrjes së mostrave ujore në përputhje me metodat standarde (STASH 2639:1989) për ekzaminimin e ujit të pijshëm, (APHA, 1998, 2001), për cilësinë e tij (WHO, 1996). Uji është marrë direkt nga çezma, mbasi është lënë të rrjedhë për pesë minuta, pastaj është mbushur shishja me ujë deri në 2/3 e saj (250 ml) duke e mbajtur në mënyrë të tillë që currili i ujit të bjerë direkt në shishe pa spërkatje (HYSKO, 2012). Mostrat për analizimin e treguesve kimikë (STASH 2639:1989; ISO,7393/2:1995) janë marrë në shishe qelqi sterile të cilat janë të shoqëruara me etiketë, ku shënohet data dhe vendi i marrjes së mostrës. Mostrat për analizimin e treguesve mikrobiologjikë janë marrë në shishe qelqi të sterilizuara më parë në autoklavë në temperaturë 121°C për 20 minuta (BORRELL FONTELLES & WINKLER, 2006). Vlerësimi i cilësisë së ujit është bërë duke e krahasuar me Standardin STASH 3904:1988 dhe rekomandimet e EPAs. Krahasimet janë bërë sipas normave të lejuara dhe vlerave maksimale të pranueshme.

## REZULTATE DHE DISKUTIME

Mostrat e ujërave janë marrë në periudhën mars 2021 - mars 22 në depot kryesore të qytetit të Krujës dhe në ujin e rubinetit në familje të ndryshme. Për analizimin e treguesve mikrobiologjikë (*S. faecalis*) dhe kimikë janë marrë gjithsej 56 mostra të ujit të pijshëm. Në Fig.n 1 paraqitet numri i mostrave të ujit të pijshëm të marra për çdo stinë.

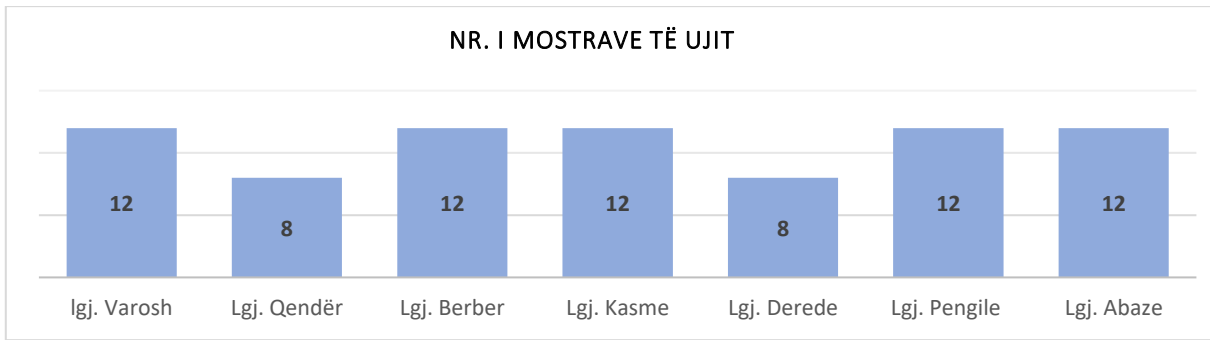


Fig. 2 Shpërndarja e numrit të mostrave të analizuar në qytetin e Krujës

Niveli i pH për ujin e pijshëm të rrethit Krujë për periudhën e marrë në studim për të gjitha mostrat e ujit, ka rezultuar brenda vlerave të lejuara ku vlera minimale ka qenë 7.2 e vlera maksimale e vërejtur ka qenë 8.1. Përqendrimi mesatar i NO<sub>2</sub> -varion nga 0 mg/l deri në 0.03 mg/l. Vlera mesatare më e ulët për NO<sub>3</sub> -ka rezultuar 3.7 mg/l dhe vlera maksimale 5 mg/l. Amoniakut është prezent në të gjitha mostrat dhe pikat e monitorimit të ujit të pijshëm, pavarësisht se norma është që niveli i tij të jetë 0 mg/l, vlerat mesatare të NH<sub>4</sub><sup>+</sup> janë në nivele të vogla dhe të lejuara, poshtë nivelit të sasisë maksimale të pranueshme 0.05 mg/l, me përjashtim të lagjes Pengile 0.09 mg/l. Niveli mbi normat e lejuara të amoniakut në këtë lagje të qytetit tregon se uji është i papërpunuar si dhe ka ndotje organike dhe inorganike (Fawell, et. al., 2003). Përqendrimi mesatar më i lartë i klorit të lirë/rezidual është 0.8 mg/l në stinën e verës, ndërsa përqendrimi mesatar më i ulët është 0.2 mg/l. Sipas OBSH në pikat e shpërndarjes, përqendrimi minimal i klorit të lirë mbetës duhet të jetë 0.2 mg/l (WHO, 2011).

Për analizimin e parametrevë mikrobiologjike (*S. faecalis*) janë analizuar 56 mostra të ujit të pijshëm, në 14 pika të ndryshme të qytetit të Krujës. Analizat për treguesit e ndotjes mikrobiologjike të kryera në laborator, janë bërë duke zbatuar me korrektësi sterilitetin e terreneve mbjellëse, mjeteve dhe ambienteve të punës për të eliminuar në maksimum ndikimin e ndotjeve të mundshme në mostrat e analizuar.

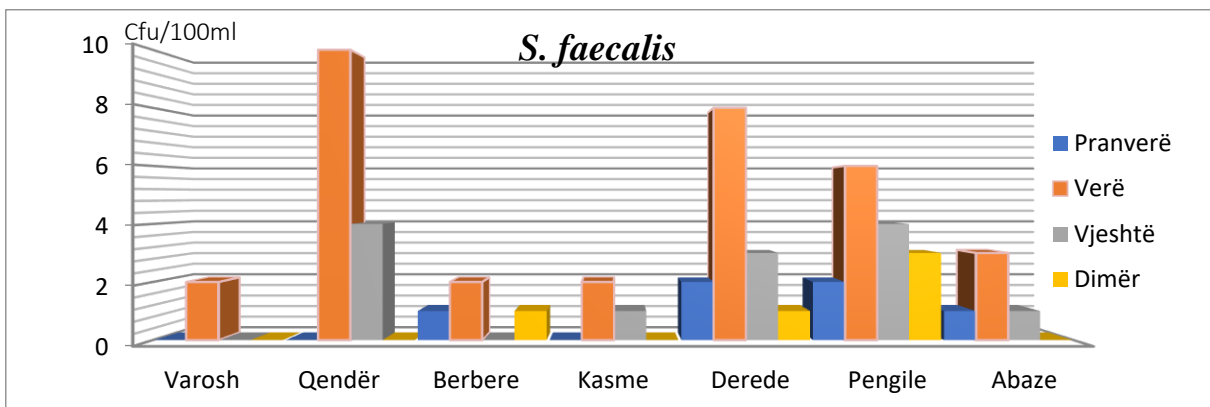


Fig. 3 Vlerat e *S. faecalis* sipas stinëve

Nga Fig. 2 vihet re se vlerat e *S. faecalis* janë më të larta në stinën e verës dhe vjeshtës. Në të gjithë periudhën e marrë në studim rezultojnë vlera minimale e *S. faecalis* është 0 Cfu/100ml dhe vlera maksimale 10 Cfu/100ml. Prezenca e këtij mikroorganizmi tregon se kemi të bëjmë

me ndotje me origjinë fekale nga njerëzit apo kafshët. Duke u bazuar në të dhënat e Fig. 2 rezulton se në lagjen Qendër kemi dhe ngarkesën më të lartë në stinën e verës (10 Cfu/100ml). Lagje Varosh rezulton me ngarkesën më të ulët 0 Cfu/100ml pothuajse gjatë gjithë periudhës së monitorimit, me përjashtim të muajit gusht ku vlerat e *S. faecalis* shkojnë në 2 Cfu/100ml.

Në Figurën 3 paraqitet numri i mostrave pozitive dhe negative të *S. faecalis* në ujin e rubinetit në Krujë. Në lagjet Varosh dhe Abaze rezultojnë nga 1 mostër pozitive për praninë e *S. faecalis*.

Numri më i madh i mostrave të ujit me *S. faecalis* rezulton në lagjen Derede dhe Pengile.

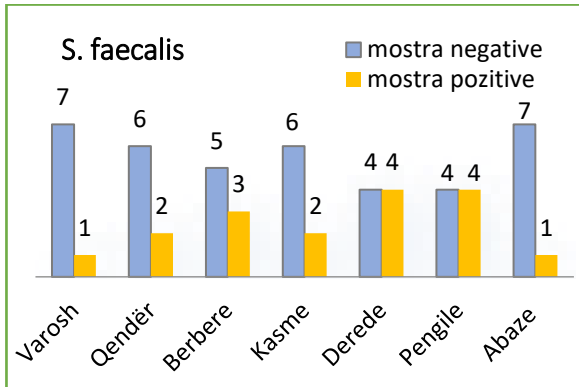


Fig. 4 Numri i mostrave (+) dhe (-)

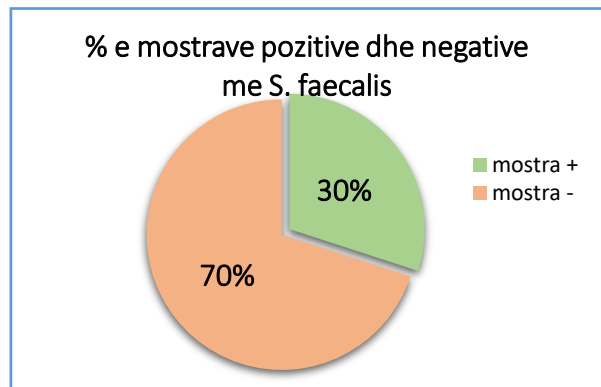


Fig. 5 % e mostrave (+) dhe (-) me *S. faecalis*

Prania e tij në ujë tregon një burim ndotjeje i cili mund të vijë nga njerëzit apo kafshët. Këto lagje kanë një infrastrukturë jo të mirë në lidhje me sistemin e Ujësjetës - Kanalizimeve. Gjithashtu nga banorët e zonës ka patur edhe ndërhyrje të paligjshme në rrjetin e shpërndarjes së ujit të pijshëm nga depoja tek familjet. Sipas të dhënave të Figurën 4, vetëm 30% e mostrave të marra rezultuan positive me *S. faecalis*. Numri më i madh i këtyre mostrave është regjistruar në stinën e verës dhe vjeshtës.

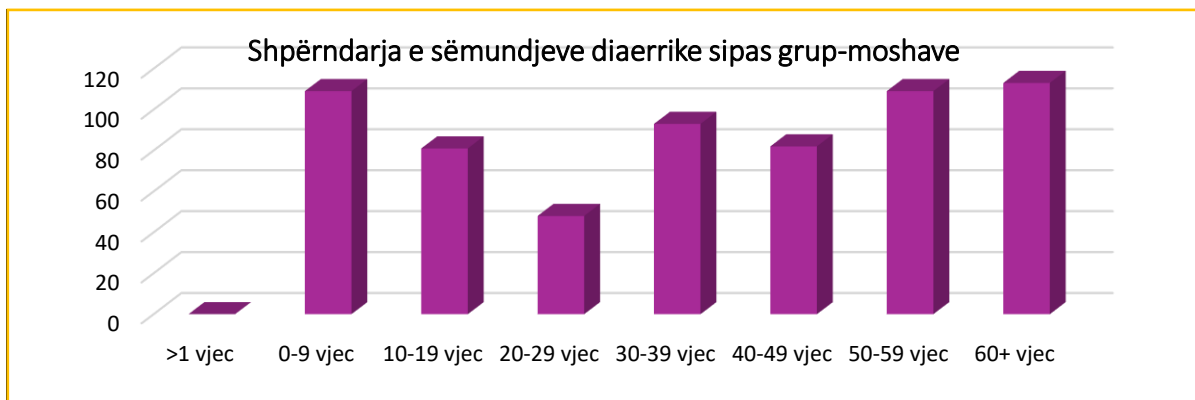


Fig. 6 Shpërndarja e sëmundjeve diaerrike sipas grupmoshave në rrethin e Krujës për periudhën mars 2021- mars 2022

### Sëmundjet me origjinë hidrike - incidenca e tyre për rrethin e Krujës

Uji shpesh është një nga burimet e një sërë sëmundjesh infektive me impakt në shëndetin publik. Një nga objektivat e këtij punimi ishte edhe vlerësimi i incidencës së sëmundjeve infektive me

origjinë hidrike. Duke u bazuar në të dhënat spitalore të rrethit të Krujës si dhe ato të Laboratorit Mikrobiologjik të Njesisë Vendore të Shëndetit Publik për periudhën e marrë në studim u studiuan dhe u analizuan incidencat e sëmundjeve me origjinë hidrike.

Frekuenca e hasjes të sëmundjeve diarreike gjatë vitit vazhdon të paraqesë karakterin e mirënjohur stinor me mbizotërimin e theksuar të rasteve në stinën e nxehtë. Frekuenca e hasjes rritet në muajin Gusht. Në vitin 2021 numri i rasteve me sëmundje diaerrike është rritur ndjeshëm në fund të muajit tetor 2021 për shkak të kontaminimit të ujit që vjen nga burimi i Vaomirës me enterokoke. Në Figurën 6 paraqitet numri i rasteve me sëmundje diaerrike sipas grupmoshave për periudhën mars 2021- mars 2022. Rastet me te shumta u përkasin grupmoshave foshnjore e fëmijore. Konkretisht, moshat 0-9 vjeç përbëjnë rreth 113 raste me sëmundje diarreike. Këto sëmundje janë më të shpeshta në moshën pediatrike për shkak të higjienës më të ulët (moslarja e duarve, e frutave etj.), në këtë grupmoshë. Vendin e dytë në frekuencën sipas moshave të sëmundjeve diarreike e zënë moshat 60+, me rreth 109 raste. Vihet re një ulje e sëmundjeve diarreike me rritjen e moshave: që ulet nga rreth 93 raste në grupmoshën 30-39 vjeç, në 48 në grupmoshën 20-29 vjeç. Numri më i madh i këtyre rasteve është në muajin tetor ku një pjesë e lagjeve të qytetit të Krujës që furnizoheshin nga burimi i ujit të Vaomirës patën shenja, si: diarre, të vjella, marrje mendsh etj., si rezultat i ujit të kontaminuar me Enteroke që rezultoi pas analizave të kryera nga Njësia Vendore e Kujdesit Shëndetësor Krujë. Pranë spitalit “Stefan Gjoni” në Krujë u paraqitën në rreth 600 individë ku morën trajtimin e duhur spitalor.

## PËRFUNDIME

Aktualisht, dy burimet kryesore të furnizimit me ujë të pijshëm për banorët e Krujës, janë Shkreta dhe Livadhet. Bazuar në rezultatet e analizave mikrobiologjike dhe fiziko-kimike për ujin e pijshëm në qytetin e Krujës në periudhën mars 2021- mars 2022 arrijmë në përfundimin, se ndotja mikrobike ndodh gjatë shpërndarjes së ujit nëpër shtëpia. Kjo ndotje vjen për shkak të rrjetit të vjetër e të amortizuar si dhe ndërhyrjeve që janë bërë nga persona të papërgjegjshëm. Vlerat e *S. faecalis* variojnë nga 0 cfu/100 ml - 10 cfu/100ml në pikat fundore të shpërndarjes. Numri i mostrave pozitive me *S. faecalis* është 19 mostra nga 56 mostra të marra në studim. Niveli i ndotjes mikrobike është më i lartë në stinën e verës dhe vjeshtës. Bazuar në të dhënat analitike të këtij studimi dhe duke i'u referuar standardit STASH 3904:1988 dhe rekomandimeve të EPAs për ujin e pijshëm, për treguesit fiziko-kimik rezultojnë, se pH, temperatura, TDS, përcjellshmëria, amoniaku, nitratet dhe nitritet janë brenda kufijve të lejuar gjatë gjithë kohës së monitorimit në të gjitha ujërat e marra në studim. Edhe klori rezidual në ujin e pijshëm ka rezultuar brenda normave të lejuara në përputhje me standardin shqiptar dhe vlerat e rekomanduara sipas udhëzimeve të fundit nga OBSH-ja (WHO, 2011), me përqendrime nga 0.1 mg/l - 0.5 mg/l, me përjashtim në lagjen Derede (0.8 mg/l) dhe lagjen Pengile (0.6 mg/l) në muajin gusht. Përsa i përket sëmundjeve me origjinë hidrike numri më i madh i rasteve rezultojnë te fëmijët deri në moshën 10 vjeç dhe te moshat mbi 60 vjeç. Numri më i madh i rasteve me diarre është në muajin tetor 2021, kjo për arsye të ndotjes që pësoi ujësjellësi i Vaomirës. Banorët po konsumojnë ujë të ambalazhuar ose ujin e mbushin direkt në burimin e Qafshatës.

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## KONTABILITETI DHE INOVACIONET E TIJ NË VENDET E BALLKANIT PERËNDIMOR

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### ABSTRAKTI

Kontabiliteti njihet ndryshe edhe si “gjuha e biznesit”. Informacioni që ai transmeton i ndihmon si përdoruesit e jashtëm, ashtu edhe ata të brendshëm të marrin vendime në lidhje me njësinë ekonomike.

Me kalimin e viteve metodologjia e mbajtjes së kontabilitetit ka ndryshuar. Në fillim ai mbahej në mënyrë manuale, ndërsa me kalimin e kohës filluan të zbuloheshin metoda të reja për mbajtjen e tij për t’u përshtatur me ambientin ekonomik, në të cilin operon njësia ekonomike.

Në Shqipëri aktualisht ka një zhvillim të madh në lidhje me mbajtjen e kontabilitetit. Shumica e njërive ekonomike përdorin programe të ndryshme informative për mbajtjen e tij, të cilat janë përshtatur me rregullat e Bashkimit Evropian, ku Shqipëria është candidate për t’u pranuar së shpejti.

Ngaqë Shqipëria është pjesë e Ballkanit Perëndimor menduam të sjellim një evidencë në lidhje me kontabilitetin në këto vende dhe metodat inovative që kanë ndjekur këto shtete për t’u përshtatur ndryshimeve që kanë ndodhur gjatë viteve.

Si përfundim, do të shohim që në vendet e Ballkanit Perëndimor kontabiliteti mbahet sipas standardeve kombëtare për ndërrmarjet mikro dhe të vogla e të mesme dhe sipas atyre ndërkombëtare për njësitë e mëdha. Edhe metodat e inovacionit në shumicën e rasteve i janë përshtatur madhësisë së kompanive për të justifikuar kostot që u nevojiten atyre për informacion. Gjithashtu do të japim disa rekomandime në lidhje me këto metoda.

**Fjalë kyçe:** kontabilitet, inovacion, standardet kombëtare, standardet ndërkombëtare.

### HYRJE

Kontabiliteti njihet ndryshe edhe si “gjuha e biznesit”. Kjo për vetë faktin se informacioni që ai transmeton i shërben përdoruesve të brendshëm dhe të jashtëm për të marrë vendime në lidhje me njësinë ekonomike dhe investimet e tyre.

Megjithatë me kalimin e viteve metodologjia që kontabiliteti përdor për hartimin dhe më pas shpërndarjen e këtij informacioni kanë ndryshuar. Kjo ka ndodhur për t’u përshtatur ndryshimeve të herëpashershme të ambientit ekonomik, ku njësia ekonomike operon.

Këto ndryshime njihen ndryshe si inovacione në fushën e kontabilitetit.

Ka disa përkufizime në lidhje me termin inovacion megjithatë ne mund të citojmë njërin prej tyre që na u duk më i plotë: “Inovacioni është diçka e re apo ndryshim që mund t’i bëhet një produkti, ideje apo fushe të caktuar”.<sup>3</sup>

Meqë Shqipëria bën pjesë në vendet e Ballkanit Perëndimor, kontabiliteti i njësive ekonomike të saj ka ngjashmëri me këto vende. Në vendet e Ballkanit Perëndimor përfshihen: Kosova, Maqedonia, Serbia, Bosnja - Hercegovina dhe Mali i Zi. Ato kanë ecur pothuajse me të njëjtën linjë për t’u pranuar në vendet e Bashkimit Evropian. Të gjitha janë pjesë e Marrëveshjes së Stabilizim Asocimit që nga viti 1999. Mali i Zi dhe Serbia kanë hapur bisedimet për të qenë pjesë e Bashkimit Evropian, ndërsa Shqipëria dhe Maqedonia kanë fituar statusin e vendit kandidat, ndërsa Kosova dhe Bosnja Hercegovina janë kandidatë potencialë për t’u bërë pjesë e tij.

Duke qenë se këto vende aderojnë për t’u bërë pjesë e Bashkimit Evropian edhe kontabiliteti i tyre është munduar të përshtatet sipas rregullave të tij, pasi ky ka qenë një ndër udhëzimet bazë të tij. Njësitë ekonomike të mëdha në secilin prej vendeve operojnë sipas standardeve ndërkombëtare të raportimit financiar që nga viti 1999 e në vazhdim.

Edhe metodat inovative të kontabilitetit kanë pothuajse të njëjtin zhvillim në të gjitha këto vende.

## INOVACIONI NË KONTABILITET

Sikurse e thamë më lart, kontabiliteti është “gjuha e biznesit”. Kjo për vetë faktin që informacioni që ai jep është për përdoruesit e brendshëm dhe të jashtëm. Që të jetë sa më i kuptueshëm nga të gjithë duhet të ketë një format të njëjtë që aplikohet nga njësitë ekonomike.

Me ndryshimin e ambientit ekonomik, dhe sidomos pas pandemisë, kanë ndryshuar edhe metodat që përdoren për kontabilizimin e veprimeve. Ato kanë sjellë inovacione në fushën e kontabilitetit.

Sipas studiuesve është e vështirë të ndryshosh njësinë ekonomike pa ndryshuar fillimisht sistemet kontabël që ajo përdor. Pra duhet t’i rinovojmë ato në mënyrë që të dhënat që marrim prej tyre të sigurohen në mënyrë sa më të shpejtë dhe kontabilistët të funksionojnë jo më si njerëz të shifrave pranë bizneseve, por si analistë financiarë dhe konsulentë.

Sipas KESLER (2021) profesioni i shefit të financave të njësisë ekonomike ka ndryshuar totalisht me atë që ai bënte para 10 viteve. Më parë ai bënte regjistrime kontabël dhe më pas hartonte pasqyrat financiare. Ndërsa këto sot ofrohen nga programet kompjuterike të ndryshme. Prandaj ai sot duhet të trajnohet herë pas here që t’u përshtatet këtyre ndryshimeve. Sipas tij secili shef finance duhet të njohë 12 inovacionet e mëposhtme teknologjike dhe t’i përshtasë ato sipas nevojave të njësisë ku ai operon. Ato janë:

1. **Sistemet kontabël Cloud.** Duke operuar me këto sisteme, kontabilistët dhe aksionerët e njësisë ekonomike do të kenë në çdo moment mundësi logimi në të dhënat e saj. Ata mund të përdorin pajisje të ndryshme për të parë të dhënat e njësisë ekonomike në çdo vend ku ata ndodhen.



2. ***Integrimi i plotë i programeve të kontabilitetit.*** Kontabiliteti përfshin shumë detyra nga manaxhimi i raporteve financiare deri tek regjistrimi i të gjitha faturave dhe transaksioneve që ndodhin në njësinë ekonomike. Më parë kjo realizohej në mënyrë manual. Ndërsa me futjen e programeve të kontabilitetit kjo gjë realizohet në mënyrë informative dhe gabimet janë më të pakta.
3. ***Inteligjenca artificiale.*** Inteligjenca artificiale ka ndryshuar të gjitha fushat dhe ka dhënë edhe efektet e saj në kontabilitet. Ajo ka zvogëluar kohën për të kryer detyrën tradicionale të kontabilistit dhe i ka dhënë mundësi atij të përqendrohet në zgjidhjen e problemeve dhe hartimin e planeve strategjike.
4. ***Mësimi mekanik.*** Kjo është pjesë e inteligjencës artificiale që ndihmon në evidentimin e anomalive që ka në njësinë ekonomike. Gjithashtu e ndihmon njësinë të evidentojë në kohë edhe rastet e mashtrimeve financiare. Prandaj kontabilisti duhet të kryejë trajnime të herëpashershme që të evidentojë në kohë këto raste.
5. ***Pagesat digjitale.*** Aktualisht shumë klientë dhe kompani realizojnë pagesa digjitale, të shtuara këto sidomos në periudhën pas pandemisë. Sipas Kesler shuma e pagesave në vitin 2021 arriti në shumën 6.6 trilion \$.
6. ***Zinxhiri transmetues.*** Të dhënat financiare janë shumë të ndjeshme, prandaj kompanitë janë duke investuar në zinxhirin transmetues për të siguruar të dhënat e tyre. Në këto kushte edhe auditimi i veprimeve ekonomike dhe pasqyrave financiare realizohet më lehtë, duke shfrytëzuar të dhënat e viteve të kaluara.
7. ***Paisjet skanuese optike.*** Më parë kontabilistët duhet të realizonin fatura për çdo inventar të shitur. Kjo shoqërohej me një kohë të gjatë pune për ta. Me futjen e pajisjeve skanuese optike kjo kohë është reduktuar ndjeshëm. Gjithastu janë reduktuar edhe kostot e punonjësve.
8. ***Softwarët e taksave.*** Në tregjet botërore gjen shumë software për llogaritjen e taksave. Kjo lehtëson punën e kontabilistit. Shpeshherë ato janë online me sistemin shtetëror të taksave. Mirëpo në Shqipëri është shumë i vështirë përdorimi i tyre, ngaqë sistemi i taksave nuk është i qëndrueshëm.
9. ***Softwarët robotikë.*** Në vende të ndryshme janë krijuar softwarë robotikë të cilët kryejnë detyra të përgjithshme të kontabilistit nga mbajtja e ditarëve e deri tek ndërtimi i pasqyrave financiare për qëllime të taksave.
10. ***Kalimi tek aksesimi në celular.*** Më parë kontabilistët i kryenin të gjitha veprimet në excel duke përdorur kompjuterin apo laptopin. Por me aplikimin e këtyre platformave të sofistikuara ato mund të logohen në sistem kudo, pa pasur nevojë për pajisje shtesë.
11. ***Paneli i sofistikuar i raportimit.*** Sikurse e dimë pasqyrat financiare mund të përdoren edhe nga përdorues që nuk kanë njohuri mbi kontabilitetin. Për këtë ju vjen në ndihmë paneli i raportimit.
12. ***Përmirësimet në teknologji.*** Përparimi teknologjik ka bërë që njësitë ekonomike gjithnjë e më tepër ta përdorin atë. Futja e teknologjisë 5G do të krijojë një botë gjithnjë e më shumë të përparuar.

## KONTABILITETI NË VENDET E BALLKANIT PERËNDIMOR

Sipas David Lipton (FMN, 2015), manaxher i Fondit Monetar Ndërkombëtar, thuhet që, vendet e Ballkanit Perëndimor, kalimin nga socializmi në kapitalizëm e patën më të vështirë se vendet e tjera të Evropës. Kjo vinte si shkak i luftërave të vazhdueshme të zhvilluara ndërmjet këtyre vendeve.

Por me mbarimin e luftërave ndërmjet tyre dhe rikthimin e paqes, këto vende jo vetëm që u rindërtuan, por ndërtuan edhe institucionet e nevojshme për të mbështetur ekonominë e tregut. Sot mbas 30 vitesh mund të thuhet që jo vetëm ka pasur ndryshime, por ka pasur edhe rritje të standardit të jetesës dhe të të ardhurave.

Po sipas tij, kjo ndoshta vjen edhe ngaqë këto vende aspirojnë për një vend në Bashkimin Evropian dhe prandaj edhe rruga e tyre ka marrë drejtimin e duhur. Shumica e tyre zbatojnë SNRF pavarësisht nga kufizimi ose jo në zbatim.

Meqë ne kemi pothuajse të njëjtat hapa me vendet e tjera të Ballkanit Perëndimor, mendova të shoh se si është zhvilluar kontabiliteti dhe raportimi financiar në këto vende në mënyrë që të bëj një krahasim ndërmjet tyre.

### **Zhvillimet e kontabilitetit në Shqipëri**

Në vendin tonë kontabiliteti ka traditë të hershme. Fillimet e tij shihen që në kohën e Perandorisë Osmane (DHIMARKO, 2007), e cila lëshonte udhëzime për mbajtjen e tij. Këto udhëzime vinin edhe në Shqipëri si pjesë e territoreve që administroheshin prej saj.

Sipas BINAJ & KALEMI (2012) zhvillimin e kontabilitetit në 100 vite pavarësi e ndajmë në 3 periudha:

1. **Periudha e parë 1912 -1944.** Në strukturën e shtetit të ri modern të krijuar në Shqipëri ishte e nevojshme edhe ekzistenca e një strukture të financës dhe kontabilitetit që të merrej me mbledhjen e taksave dhe më vonë administrimin e tyre. Kjo ishte një periudhë e vështirë për shtetin shqiptar ngaqë edhe fondet ishin të kufizuara, megjithatë ia dolën t’i manaxhonin me kujdes. Në fillim, vihet re ekzistenca e defterit që mbahej sipas metodës së regjistrimit të dyfishtë, që Turqia e kishte adoptuar nga specialistët francezë që nga shekulli XVIII. Në vitin 1924 u hap Shkolla Tregtare e Vlorës, e cila do të përgatiste e para kontabilistët shqiptarë, të cilët do të mbanin peshën e kontabilitetit në kohën e mëvonshme të Mbretërisë dhe të Diktaturës. Ndërsa në vitin 1929 do të hartohej ligji i parë shqiptar i kontabilitetit, i cili përfshinte parimet dhe rregullat për mbajtjen e kontabilitetit të asaj kohe. Ky ligj ishte i përparuar për kohën dhe bëri që raportimi financiar të ngrihej në nivele të larta.

2. **Periudha e dytë 1944 – 1992.** Në këtë periudhë u bë centralizimi i ekonomisë që kërkonte një ligj dhe plan për kontabilitetin e centralizuar. Për këtë në vitin 1947 doli Plani i parë Kontabël nga Ministria e Financave, i cili mbështetej në eksperiencën ruse. Më pas në vitin 1965, u bënë përpjekje për ta rregulluar planin për t’ia hequr influencën ruse dhe u vendos “Plani Unik Kontabël” dhe në vitin 1979, u bënë ndryshime të tjera për të centralizuar më tej administrimin e ekonomisë dhe informacionin kontabël. Deri në vitet ’50 në vendin tonë funksiononte kontabiliteti me dy nivele: kontabilitet i përgjithshëm dhe kontabilitet i brendshëm. Më vonë ato u njësuën në kontabilitetin e integruar sipas përvojës

ruse dhe botërore. Ky i fundit pasqyrore në mënyrë të plotë, të pandërprerë dhe të dokumentuar në çdo hap veprimet ekonomike. Dokumentacioni bazë miratohej nga Ministria e Financave. Gjatë kësaj periudhe mori hov arsimimi i brezave të rinj. U shtri arsimit i mesëm pothuajse në të gjitha qytetet. Në vitin 1954 u themelua Instituti Ekonomik dhe më pas në vitin 1957 ky institut iu atashua Universitetit të Tiranës si Fakultet i Ekonomisë. Në vitin 1973 në Fakultetin e Ekonomisë Agrare, pranë Institutit Bujqësor të Kamzës u atashua edhe dega e Financës dhe Kontabilitetit për Bujqësinë. Më vonë këto dy Fakultete shtrinë Filialet e tyre në të gjithë Shqipërinë. Në këto universitete u edukuan shumë kontabilistë, të cilët kanë dhënë dhe japin kontributin e tyre edhe gjatë këtyre viteve të ekonomisë së decentralizuar. Vlen të përmendim këtu edhe pedagogët e shquar me prejardhje nga shkolla italiane siç janë: Lefter Kriqi, Xhemil Çela, Njazi Boçari, Malo Frashëri, Laze Ajazi, Pandeli Gjika dhe shumë të tjerë. Ndërsa një ndër më të talentuarit e fushës së financës dhe kontabilitetit mbetet Aristotel Pano, i cili e ktheu kontabilitetin në një disiplinë shkencore rigorozë dhe krijoi tiparet e shkollës shqiptare të analizës, duke e ngritur atë në nivelet më të larta bashkëkohore të perëndimit

3. **Periudha e tretë 1992 e në vazhdim.** Përsa i përket historisë së zhvillimit të kontabilitetit mund të themi që Shqipëria bën pjesë në ato vende që u futën vonë në ekonominë e tregut. Për rrjedhojë, edhe metodat e kontabilitetit, të cilat ajo ka përdorur, i janë përshtatur kushteve sociale dhe ekonomike nëpër të cilat ka kaluar. Mund të thuhet që reforma kontabël në Shqipëri pas vitit '92 ka kaluar në dy etapa kryesore: (Bollano, 2010).

I.Faza e parë përfshin periudhën 1993-2004. Ajo fillon me daljen e ligjit nr. 7661 “Për kontabilitetin” që hyri në fuqi në janar të vitit 1993. Ky ligj përcaktoi format kryesore të mbajtjes së kontabilitetit, të vlerësimit të elementeve të llogarive vjetore dhe të formës së ndërtimit të tyre. Ai u plotësua me Planin Kontabël të Përgjithshëm. Gjatë kësaj faze u punua edhe me ligjin për shoqëritë tregtare i cili përcaktonte edhe rregullat e publikimit të llogarive vjetore dhe aspekte të auditimit të tyre. Më pas u përgatitën edhe manuale të kontabilitetit për sektorin bankar, sektorin publik dhe KESH-in etj. Në këtë kohë filloi edhe rregullimi i profesioneve të pavarura. Kështu në vitin 1998 me vendim qeverie filloi licencimi i Kontabilistëve të Miratuar dhe i Ekspertëve kontabël të autorizuar.

II.Faza e dytë përfshin vitin 2004 e në vijim. Në këtë periudhë del ligji i ri me nr. 9228 “Për kontabilitetin dhe pasqyrat financiare” i cili u miratua nga parlamenti në prill të vitit 2004 dhe hyri në fuqi në janar të vitit 2006. Ai është një ligj që i hapi rrugën zhvillimit të kontabilitetit nëpërmjet standardeve kombëtare dhe ndërkombëtare. Në vitin 2006 u publikuan Standardet Kombëtare të Kontabilitetit që janë futur për zbatim në janar të vitit 2008. Ndërsa nga 1 janari 2015 janë futur në zbatim standardet kombëtare të përmirësuar të kontabilitetit. Ata janë përmirësuar për t’iu përshtatur zhvillimeve ekonomike të Shqipërisë dhe janë në përputhje me SNRF për NVM.

Aktualisht në vendin tonë struktura e raportimit financiar është e organizuar në 4 nivele:

Në nivelin e parë përfshihen njësitë ekonomike që zbatojnë SNRF-të. Këtu bëjnë pjesë:

- a. Njësi ekonomike të listuara dhe me interes publik siç janë: bankat e nivelit të dytë, shoqëritë e sigurimeve dhe risigurimeve, fondet e letrave me vlerë edhe kur ato nuk janë të listuara në një bursë zyrtare letrash me vlerë dhe
- b. Njësitë e tjera ekonomike të mëdha, të palistuara kur ato kanë realizuar dy vitet e fundit njëkohësisht dy nga tre kriteret e mëposhtme:
  - Aktivi 750 milionë lekë;
  - të ardhurat nga veprimtaria ekonomike 1,500 milionë lekë;
  - numrin mesatar vjetor të punonjësve mbi 250 persona.

Në nivelin e dytë përfshihen njësitë ekonomike të vogla dhe të mesme që zbatojnë 14 SKK.

Sipas ligjit nr. 25 "Për kontabilitetin dhe pasqyrat financiare" datë 10.05.2018:

1. Njësi të vogla konsiderohen ato që nuk tejkalojnë 2 nga 3 kriteret e mëposhtme:
  - Aktivi 150 milionë lekë ;
  - të ardhurat nga veprimtaria ekonomike 300 milionë lekë;
  - numrin mesatar vjetor të punonjësve mbi 50 persona.
2. Njësi të mesme konsiderohen ato që nuk tejkalojnë 2 nga 3 kriteret e mëposhtme:
  - Aktivi 750 milionë lekë;
  - të ardhurat nga veprimtaria ekonomike 1,500 milionë lekë;
  - numrin mesatar vjetor të punonjësve mbi 250 persona.

Në nivelin e tretë janë mikronjësitë të cilat bëjnë raportimin mbi bazën e SKK 15. Sipas SKK 15 dhe ligjit nr. 25 "Për kontabilitetin dhe pasqyrat financiare" datë 10.05.2018, mikronjësi quhet një njësi ekonomike që nuk tejkalon 2 nga 3 kriteret e mëposhtme:

- Aktivi 15 milionë lekë;
- të ardhurat nga veprimtaria ekonomike 30 milionë lekë;
- numrin mesatar vjetor të punonjësve mbi 10 persona.

Nga ndarja e mësipërme mund të themi që për nivelin e parë të njësive ekonomike, KKK i ka përkthyer SNRF dhe i ka përditësuar çdo ditë me ndryshimet e reja dhe aktualisht kemi në përdorim 29 SNK (SNRF) dhe 13 SNRF.

Ndërsa për nivelin e dytë dhe të tretë në janar të vitit 2015 ka vënë në zbatim SKK-të e përmirësuara. Gjithashtu KKK ka përfunduar punën për një standard të veçantë për OJF, SKK 16, i cili është miratuar nga MF dhe ka hyrë në zbatim më 1 janar 2016.

Pasqyrat financiare në Shqipëri përgatiten për një periudhë kontabël të barabartë me vitin kalendarik dhe duhet të dorëzohen deri më 31 mars të vitit pasardhës. Ata përgatiten në monedhën vendase lekë.

Pra, si përfundim, mund të themi që Shqipëria sipas të dhënave të mësipërme i është përshtatur mjaft mirë kërkesave të Bashkimit Evropian. Disavantazhi kryesor i saj mbetet ende mospërputhja e legjislacioneve.

### **Zhvillimet e kontabilitetit në Kosovë**

Zhvillimi i kontabilitetit në Kosovë mund të shihet në 2 periudha:

1. **Periudha e paraluftës**; Kontabiliteti në Kosovë ishte në përputhje me legjislacionin e Jugosllavisë. Në bazë të këtij legjislacioni, ishin hartuar standardet jugosllave të kontabilitetit, të cilat nuk zbatohen më në Kosovë që nga viti 1999. Këto standarde përfshinin edhe planin kontabël unik për të gjithë territorin e Jugosllavisë, duke përfshirë edhe kodin numerik, që ishte i zbatueshëm për të gjitha kompanitë.
2. **Periudha e pasluftës**; Kontabiliteti në Kosovë ka pasur zhvillime pozitive. Në vitet e para kontabiliteti rregullohej me ligjet sipas rregullores së UNMIK-ut 2001/30. Sipas kësaj rregulloreje u krijua Bordi i Kosovës për Standardet e Raportimit Financiar, i cili në vitin 2002 hartoi SKK të mbështetura në SNK (SNRF). Janë 18 SKK, të cilat zbatohen edhe sot. Ky bord gjithashtu merrej edhe me certifikimin dhe licencimin e kontabilistëve dhe audituesve. SKK-të përdoren nga njësitë e vogla dhe të mesme të Kosovës, ndërsa të tjerat zbatonin SNK (SNRF) -të.

Ndërsa, në vitin 2011 u aprovua ligji nr. 04/L – 014 “Për kontabilitetin, raportimin financiar dhe kontrollin”, i cili përcaktoi si autoritet përgjegjës për kontabilitetin Këshillin e Kosovës për Raportimin Financiar (KKRF). Sipas këtij ligji shoqëritë tregtare për qëllim të raportimit financiar klasifikohen në:

1. Shoqëri tregtare të mëdha që plotësojnë këto kritere:  
Qarkullimi vjetor i tyre është më i madh se 4 milionë €,  
Asetet bruto në bilancin e gjendjes më të mëdha se 2 milionë €,  
Numri mesatar i të punësuarve gjatë vitit financiar më i madh se 50 punonjës.
2. Shoqëri tregtare të mesme që plotësojnë këto kritere:  
Qarkullimi vjetor i tyre është më i madh se 2 milionë € dhe më i vogël se 4 milionë €,  
Asetet bruto në bilancin e gjendjes më të mëdha se 1 milion € dhe më të vogël se 2 milionë €,  
Numri mesatar i të punësuarve gjatë vitit financiar më i madh se 10 punonjës dhe më i vogël se 50.
3. Shoqëri tregtare të vogla që plotësojnë këto kritere:  
Qarkullimi vjetor i tyre është më i madh se 50000€ dhe më i vogël se 2 milion €,  
Asetet bruto në bilancin e gjendjes më të mëdha se 25000€ dhe më i vogël se 1 milion €,  
Numri mesatar i të punësuarve gjatë vitit financiar deri në 10 punonjës,
4. Mikrondërmarrjet që plotësojnë këto kritere:  
Qarkullimi vjetor i tyre është më pak se 50000 €,  
Asetet bruto në bilancin e gjendjes më pak se 25000 €,  
Numri mesatar i të punësuarve gjatë vitit financiar deri në 10 punonjës.

Sipas këtij ligji, kontabiliteti dhe auditimi i 3 llojeve të para të shoqërive i nënshtrohen SNK (SNRF)-ve ndërsa lloji i katërt rregullohet nga KKRK. Megjithatë në ligj ka mangësi përsa i përket cilësimit të përdorimit të SKK-ve.

I nënshtrohen auditimit shoqëritë tregtare të mëdha dhe të mesme, ndërsa të tjerat nuk e kanë këtë detyrim.

Pasqyrat financiare të njësive ekonomike hartohen për një periudhë kontabël të barabartë me vitin kalendarik dhe duhet të dorëzohen deri më datë 30 prill të vitit pasardhës. Ato përgatiten në monedhën vendase euro.

### **Zhvillimet e kontabilitetit dhe raportimit financiar në Maqedoni**

Maqedonia e fitoi pavarësinë nga Republika e Jugosllavisë në vitin 1991, por zhvillimi i saj ekonomik linte për të dëshiruar. Kjo, për shkak të luftërave dhe të konflikteve të vazhdueshme brendapërbrenda vendit. Por që nga nënshkrimi i marrëveshjes së Stabilizim Asocimit e më pas Maqedonia arriti të mbante një stabilitet ekonomik dhe të drejtohej drejt vendeve të Evropës Perëndimore. Maqedonia u bë kandidatë për të hyrë në Bashkimin Evropian në vitin 2005.

Por perspektivat e zhvillimit të kontabilitetit fillojnë që në vitin 1998 kur Maqedonia vendosi që ta bazonte kontabilitetin e saj sipas SNK (SNRF)-ve.

Për këtë ajo iu nënshtrua një vale përkthimesh të këtyre standardeve dhe aplikimit të tyre në ekonomi.

Këtu mund të përmendim (Gjorgieva, T., 2011):

1. Përkthimet e vitit 1999 të SNK (SNRF)-ve. Pasi u përkthyen SNK (SNRF)-të u publikuan në fletoren zyrtare të Republikës së Maqedonisë dhe u lanë për referencë në ndërtimin e Pasqyrave Financiare. Maqedonia duhej t'i përmbahej këtij përkthimi edhe pas vitit 1999 dhe kjo bënte që ndryshimet në SNK (SNRF) të mos reflektoheshin në kohë. Prandaj u la detyrë nga ROSC 2003 të bëheshin përmirësimet e SNK (SNRF)-ve, në mënyrë që ata të ishin të përditësuar me çdo ndryshim të publikuar nga BSNK.
2. Përkthimet e vitit 2005 të SNK (SNRF)-ve. Ky u realizua gjatë vitit 2004 dhe këtë herë përveç SNK (SNRF)-ve me ndryshime u përkthyen edhe SNRF-të dhe interpretimet e KIRFN. Ata u publikuan në fletoren zyrtare të Republikës së Maqedonisë po gjatë këtij viti. Megjithë rekomandimet e bëra nga Raporti mbi observimin e standardeve dhe kodeve, të përgatitura nga Banka Botërore për përditësime të herëpashershme Maqedonia vazhdonte të kishte mungesa në këtë plan. Prandaj nevojitej një organizëm i veçantë në këtë drejtim.
3. Përkthimet e vitit 2010 të SNK (SNRF). Në këtë rast ligji i ri për kontabilitetin përmbante të gjitha SNK (SNRF)-të, SNRF-të, interpretimet KIRFN dhe interpretimet e BSNK (SNRF), përveç SNK (SNRF) 10 “Ngjarjet pas datës së Pasqyrës së Pozicionit Financiar”, SNRF 9 “Instrumentat financiarë” dhe KIRFN 18 “Transferimi i aktiveve nga klientët” dhe KIRFN 19 “Shlyerja e detyrimeve me instrumentet e kapitalit neto” të cilat nuk u përkthyen, rrjedhimisht nuk u publikuan dhe nuk ishin të detyrueshme për zbatim.

Që nga kjo kohë nuk ka pasur më përkthime dhe përditësime të SNK (SNRF)-ve. Sipas ligjit të shoqërive tregtare, njësitë ekonomike në Maqedoni i ndajmë në:

1. Shoqëri tregtare të mëdha që plotësojnë këto kritere:
  - Të ardhurat totale vjetore janë më të mëdha se 10 milionë €,
  - Aktivet totale mesatare më të mëdha se 11 milionë €,
  - Numri mesatar i të punësuarve gjatë vitit financiar më i madh se 250 punonjës.
2. Shoqëri tregtare të mesme që plotësojnë këto kritere:
  - Të ardhurat totale vjetore janë 2 – 10 milionë €,
  - Aktivet totale mesatare më pak se 2 – 11 milionë €,
  - Numri mesatar i të punësuarve gjatë vitit financiar është 50 -250 punonjës.
3. Shoqëri tregtare të vogla që plotësojnë këto kritere:
  - Qarkullimi vjetor i tyre është më i madh se 50000€ dhe më i vogël se 2 mln €,
  - Aktivet totale mesatare më pak se 2 milionë €,
  - Numri mesatar i të punësuarve gjatë vitit financiar 10 -50 punonjës.
4. Mikronjësitë që plotësojnë këto kritere:
  - Të ardhurat totale vjetore janë më pak se 50000 €,
  - Numri mesatar i të punësuarve gjatë vitit financiar deri në 10 punonjës.

Për t'u konsideruar secili lloj i kompanive duhet të përmbushen të paktën 2 nga 3 kushtet e mësipërme. Po sipas ligjit të mësipërm të gjitha mikronjësitë dhe njësitë e vogla do të përdorin SNRF-të për NVM, ndërsa të tjerat do të përdorin të gjitha SNK (SNRF)-të e tjera.

Ndërsa përsa i përket auditimit në këtë ligj specifikohet që të gjitha njësitë e mëdha dhe të mesme i nënshtrihen auditimit nga një auditues i jashtëm, ndërsa për njësitë e vogla dhe mikronjësitë nuk kërkohet një gjë e tillë.

Pasqyrat financiare të njësive ekonomike hartohen për një periudhë kontabël të barabartë me vitin kalendarik dhe duhet të dorëzohen deri më datë 30 prill të vitit pasardhës. Ato përgatiten në monedhën vendase dinari maqedonas.

### **Zhvillimet e kontabilitetit dhe raportimit financiar në Serbi**

Detyrimi ligjor për të përgatitur pasqyrat financiare të bilancit, pasqyrën e të ardhurave dhe shpenzimeve dhe pasqyrën e inventarëve i ka fillimet e tij në ligjin tregtar, i cili konfirmohet nga një dokument francez i titulluar “The Decrees of Commerce” në vitin 1673. Ndërsa përsa i përket Republikës së Jugosllavisë, pjesë e së cilës ishte edhe Serbia, fillimet e dokumentuara janë pas afro 3 shekujsh, përkatësisht në vitin 1937 me publikimin e legjislacionit tregtar të mbështetur në legjislacionin tregtar gjerman. Ky ligj nuk u aplikua kurrë i plotë.

Më pas nga mesi i viteve '80 kemi fillimet e harmonizimit të legjislacionit të Republikës së Jugosllavisë me atë ndërkombëtar. Kjo, erdhi si pasojë e investimeve, që bëri Banka Botërore në fushën e prodhimit bujqësor gjatë këtyre viteve. Në vitin 1986 Këshilli Federal Ekzekutiv firmosi një marrëveshje për përgatitjen dhe adoptimin e standardeve jugosllave të kontabilitetit

(SKJ) me Federatën e Kontabilistëve dhe Financierëve. Pas kësaj u hartua ligji tregtar i cili u quajt Ligji mbi Kontabilitetin. Për herë të parë ligji përshkruante mbajtjen e kontabilitetit, ndërtimin e pasqyrave financiare dhe auditimin e tyre.

Ligji mbi kontabilitetin bëri që Federata e Kontabilistëve dhe Financierëve të Serbisë të dedikohet në përkthimin dhe implementimin e SKJ-ve. Në vitin 1992 Federata publikoi 30 standarde kombëtare të Jugosllavisë. Ndërsa në vitin 1993 ajo publikoi 2 SKJ; SKJ 31 “Profesioni kontabël” sipas të cilit duhej që një profesionist të mbante librat e njësisë ekonomike dhe më pas të përgatiste pasqyrat financiare të saj dhe SKJ 33 “Programet e kontabilitetit” sipas të cilit u vendos identifikimi i licencave të kontabilitetit dhe standardizimit të programeve kompjuterike. Mund të thuhet, se që nga viti 1993, Republika Federale e Jugosllavisë kishte standardet dhe rregulloret e veta të kontabilitetit në përputhje me SNK (SNRF)-të. Pesë vite më vonë u hartua SKJ 34 “Mbi pasqyrat financiare të konsoliduara”.

Pas kësaj ligji i kontabilitetit është përmirësuar shpeshherë dhe janë bërë ndryshime mbi të. Në vitin 2002, u ndryshua ligji për kontabilitetin duke propozuar zëvendësimin e SKJ-ve me SNK (SNRF)-të. Në Republikën e Serbisë rregullimi dhe organizimi i profesionit kontabël bëhet sipas Ligjit për Kontabilitetin dhe Auditimin dhe realizohet nga Dhoma e Audituesve të Certifikuar dhe nga Këshilli Kombëtar i Kontabilitetit.

Më 16 korrik 2013 në Serbi u miratua nga Parlamenti Ligji i ri “Për Kontabilitetin dhe Auditimin” që zuri vendin e ligjit të vjetër. Sipas tij kemi ndarjen në katër lloje të njësive ekonomike:

1. Shoqëri tregtare të mëdha që plotësojnë këto kritere:  
Të ardhurat totale vjetore janë më të mëdha se 35 milionë €,  
Aktivet totale mesatare më të mëdha se 17.5 milionë €,  
Numri mesatar i të punësuarve gjatë vitit financiar më i madh se 250 punonjës.
2. Shoqëri tregtare të mesme që plotësojnë këto kritere:  
Të ardhurat totale vjetore janë më pak se 8.8 - 35 milionë €,  
Aktivet totale mesatare më pak se 4.4 – 17.5 milionë €,  
Numri mesatar i të punësuarve gjatë vitit financiar është më 50 -250 punonjës.
3. Shoqëri tregtare të vogla që plotësojnë këto kritere:  
Të ardhurat totale vjetore janë 0.7 – 8.8 milionë €,  
Aktivet totale mesatare 0.35 – 4.4 milionë €,  
Numri mesatar i të punësuarve gjatë vitit financiar është 10 -50 punonjës.
4. Mikronjësiti që plotësojnë këto kritere:  
Të ardhurat totale vjetore janë më pak se 700000 €,  
Aktivet totale mesatare janë deri në 350000 €,  
Numri mesatar i të punësuarve gjatë vitit financiar deri në 10 punonjës.

Për t’u konsideruar secili lloj i kompanive duhet të përmbushen të paktën 2 nga 3 kushtet e mësipërme. Edhe në Serbi sikurse edhe në shtetet e tjera të Ballkanit Perëndimor SNRF-të



përdoren për të gjitha njësitë ekonomike të listuara dhe institucionet financiare. Ndërsa për kontabilizimin në NVM përdoren SNRF-të për NVM.

Pasqyrat financiare të të gjitha njësive duhet të dorëzohen deri në fund të muajit shkurt të vitit pasardhës. Pasqyrat financiare të njësive të mëdha do të dorëzohen së bashku me raportin e audituesit deri më 30 qershor të vitit pasardhës, ndërsa pasqyrat financiare të konsoliduara duhet të dorëzohen së bashku me raportin e audituesit deri më 31 korrik të vitit pasardhës. Ato përgatiten në monedhën vendase dinari serb.

### **Zhvillimet e kontabilitetit dhe raportimit financiar në Bosnje Hercegovinë**

Pasi ndoqi luftën shkatërruese gjatë 4 viteve në Bosnjë dhe Hercegovinë, Marrëveshja e Paqes e Dejtonit (World Bank, 2010), e vendosur në dhjetor 1995 vendosi të krijonte një strukturë qeverisëse të decentralizuar, që përbëhej nga Këshilli i Ministrave në nivel shtetëror dhe 2 entitete të mëdha të pavarura: Federata e Bosnje Hercegovinës dhe Republika Srpska. Distrikti i Brcko iu shtua kësaj strukture në vitin 1999. Secili prej këtyre entiteve kishte institucionet e veta të pavarura, duke përfshirë këtu edhe Ministrinë e Financave.

Bosnja dhe Hercegovina në qershor të vitit 2008, nënshkroi Marrëveshjen e Stabilizim Asocimit me BE. Kjo marrëveshje përshkruan edhe hapin e parë që bëri ajo për t'u futur në BE, duke marrë përsipër që të drejtonte kuadrin e saj ligjor dhe institucional drejt kërkesave të BE. Në vitin 2009 dhe 2010 të dy entitetet kanë adoptuar SNRF dhe SNA, për t'u përshtatur me kërkesat e BE, por aplikimi i tyre në BH mbetet ende një sfidë më vete.

Në BH përkthimi i SNK (SNRF)-ve në gjuhën amtare është në nivele të ulëta, janë përkthyer vetëm pjesët më të nevojshme ose thelbësore deri në vitin 2010. BH po bashkëpunon me Kroacinë për ta kryer një detyrë të tillë. Ndërsa RS i ka përkthyer SNRF që nga viti 2005. Kjo ka ardhur si rezultat i bashkëpunimit të saj me Serbinë. Autoriteti përgjegjës për kontabilitetin dhe auditimin në BH dhe RS është Komisioni i Kontabilitetit dhe Auditimit, i cili u krijua në vitin 2005 dhe ka 7 anëtarë: nga 3 përfaqësues të të dy entiteve dhe një të distriktit të Brckos. Ky komision rregullon kontabilitetin dhe aplikimin e SNRF dhe SNA në BH.

Në nëntor të vitit 2010 Shoqata e Kontabilistëve dhe Audituesve të RS u pranua me të drejta të plota, si anëtare e IFAC, ndërsa Shoqata e Kontabilistëve, Audituesve dhe Financierëve të Bosnjës u pranua si anëtare e asociuar.

Që nga viti 2004 BH ka adoptuar një mekanizëm për harmonizimin e rregulloreve dhe ligjeve mbi kontabilitetin dhe auditimin me një ligj, që shërben si bazë për kontabilitetin dhe auditimin ndërmjet dy entiteve. Megjithatë, secili prej entiteve ka pjesë specifike të ligjeve të saj.

Ligji aktual që përdor BH për të rregulluar kontabilitetin e saj është Ligji mbi Kontabilitetin dhe Auditimin në Federatën e BH. Ai është një ligj i vitit 2009, që vazhdon të përdoret edhe sot. Sipas tij njësitë ekonomike në BH ndahen në: njësi ekonomike të vogla, të mesme dhe të mëdha:

1. Njësi ekonomike të mëdha që plotësojnë këto kritere:  
Të ardhurat totale vjetore janë më të mëdha se 8 milionë BAM,<sup>4</sup>

Aktivitetet totale mesatare më të mëdha se 4 milionë BAM,  
Numri mesatar i të punësuarve gjatë vitit financiar më i madh se 250 punonjës.

2. Njësi ekonomike të mesme që plotësojnë këto kritere:

Të ardhurat totale vjetore janë më pak se 2 - 8 milionë BAM,  
Aktivitetet totale mesatare më pak se 1 – 4 milionë BAM,  
Numri mesatar i të punësuarve gjatë vitit financiar është 50 – 250 punonjës.

3. Njësi ekonomike të vogla që plotësojnë këto kritere:

Të ardhurat totale vjetore janë më të vogla se 2 milionë BAM,  
Aktivitetet totale mesatare më të vogla se 1 milion BAM,  
Numri mesatar i të punësuarve gjatë vitit financiar është më i vogël se 50 punonjës.

Për t'u konsideruar secili lloj i kompanive duhet të përmbushen të paktën 2 nga 3 kushtet e mësipërme.

Të gjitha njësitë ekonomike të mësipërme janë të detyruara të ndërtojnë pasqyra financiare në përputhje me SNK (SNRF)-të dhe SNK (SNRF)-të për NVM, për periudhën kontabël që është e barabartë me vitin kalendarik. Përjashtime bëjnë njësitë ekonomike që janë filial të njësive të huaja kur periudha kontabël nuk përputhet me vitin kalendarik, ata duhet të përgatitin pasqyra financiare për të njëjtën periudhë si njësia mëmë. Pasqyrat financiare të konsoliduara duhet të dorëzohen pranë Administratës Tatimore deri më 30 prill të vitit pasardhës. Këto pasqyra duhet të firmosen nga një person që mban titullin KM dhe duhet të dorëzohen brenda ditës së fundit të muajit shkurt të vitit pasardhës. Ato duhet të paraqiten në monedhën vendase marka boshnjake (BAM ose KM). Ndërsa njësitë e mesme dhe të mëdha duhet të përgatitin edhe pasqyrat financiare 6 - mujore dhe duhet t'i dorëzojnë ato brenda datës 31 korrik të vitit aktual.

Pasqyrat financiare të njësive të mesme, të mëdha, të listuara në bursa dhe njësitë mëma duhet t'i nënshtrohen auditimit. Pasqyrat financiare së bashku me raportin e audituesit për këto njësi duhet të dorëzohen pranë DPT brenda datës 31 dhjetor të vitit pasardhës.

Sipas raportit mbi vëzhgimin e standardeve dhe kodeve për BH thuhet se raportimi financiar i njësive ekonomike në Federatën e BH nuk është në përputhje të plotë me SNK (SNRF)-të. Sipas tyre shkak është mospërcaktimi i datës së saktë të hyrjes në fuqi të SNRF dhe rregullimeve të pasqyrave në përputhje me rregullat vendase të kontabilitetit. Disa njësi janë në përputhje të plotë me SNRF-të e disa jo. Edhe për bankat dhe agjencitë e sigurimit është e njëjta gjë. Nuk janë në përputhje me SNRF-të. Bankat i ndërtojnë pasqyrat e tyre financiare në përputhje me SNK (SNRF)-të, por ato ndryshohen nga Agjencia e Mbikëqyrjes së Bankave, e cila i përshtat me rregullat vendase, ndërsa pasqyrat financiare të shoqërive të sigurimit janë të ndërtuara në përputhje me rregullat vendase të kontabilitetit.

Edhe përsa i përket RS kemi mospërputhje ndërmjet ndërtimit të pasqyrave financiare sipas SNRF. Mund të thuhet se sikurse edhe te Federata e BH ka ndërlidhje të SNK (SNRF)-ve me rregullat vendase.

### **Zhvillimet e kontabilitetit në Mal të Zi**

Mali i Zi e fitoi pavarësinë në Qershor të vitit 2006 nga Serbia dhe që atëherë ka si synim të tij integrimin në Bashkimin Evropian. Edhe Bashkimi Evropian nga ana tjetër e ka bërë Malin e Zi kandidat për t'u pranuar në të.

Mali i Zi, si shtet më vete, ka rregulloret dhe ligjet e veta dhe një ndër to është edhe ligji “Mbi kontabilitetin dhe Auditimin” i cili rregullon raportimin financiar të të gjitha njësive ekonomike. Përveç këtij ai ka edhe rregullore të veçanta shtesë në lidhje me raportimin financiar të bankave dhe institucioneve të tjera financiare.

Ligji “Mbi Kontabilitetin dhe Auditimin” u vendos për herë të parë në vitin 2002 dhe u përmirësua më vonë në vitin 2005. Ky ligj vazhdon të ekzistojë edhe tani pas 10 vitesh. Sipas këtij ligji u bë bashkimi i dy organizmave profesionale, që ekzistonin deri atëherë, Bashkimit të Kontabilistëve dhe Audituesve të Malit të Zi dhe Shoqatës së Kontabilistëve dhe Financierëve të Malit të Zi në një organizëm, që ishte Këshilli i Kontabilistëve dhe Financierëve të Malit të Zi. Ky këshill përfaqëson autoritetin përgjegjës për kontabilistët dhe audituesit në Malin e Zi. Sipas ligjit të vitit 2002 të gjitha njësitë ekonomike në Mal të Zi duhej të zbatonin SNK (SNRF)-të e kontabilitetit, ndërsa ligji i përmirësuar i vitit 2005 rekomandoi KKF të Malit të Zi të aplikonte SNRF-të për njësitë e mëdha dhe të listuara ndërsa NVM do të zbatonin SNK (SNRF)-të për NVM.

Sipas këtij ligji njësitë ekonomike në Mal të Zi i ndajmë në 3 lloje: të vogla, të mesme dhe të mëdha:

1. Njësi ekonomike të mëdha që plotësojnë këto kritere:  
Të ardhurat totale vjetore janë më të mëdha se 50 milionë €,  
Aktivet totale mesatare më të mëdha se 43 milionë €,  
Numri mesatar i të punësuarve gjatë vitit financiar më i madh se 250 punonjës.
2. Njësi ekonomike të mesme që plotësojnë këto kritere:  
Të ardhurat totale vjetore janë më pak se 10 - 50 milionë €,  
Aktivet totale mesatare më pak se 10 – 43 milionë €,  
Numri mesatar i të punësuarve gjatë vitit financiar është 50 – 250 punonjës.
3. Njësi ekonomike të vogla që plotësojnë këto kritere:  
Të ardhurat totale vjetore janë më të vogla se 10 milion €,  
Aktivet totale mesatare më të vogla se 10 milion €,  
Numri mesatar i të punësuarve gjatë vitit financiar është më i vogël se 50 punonjës.

Për t'u konsideruar secili lloj i kompanive duhet të përmbushen të paktën 2 nga 3 kushtet e mësipërme.

Të gjitha njësitë ekonomike të mësipërme janë të detyruara të ndërtojnë pasqyra financiare për periudhën kontabël që është e barabartë me vitin kalendarik. Këto pasqyra duhet të dorëzohen në formë elektronike pranë Drejtorisë së Përgjithshme të Tatimeve brenda datës 31 mars të vitit pasardhës. Ato duhet të paraqiten në monedhën vendase euro.

Pasqyrat financiare të njësive të mëdha, të listuara në bursa dhe njësitet mëma duhet t'i nënshtrohen auditimit. Pasqyrat financiare së bashku me raportin e audituesit për këto njësi duhet të dorëzohen pranë DPT brenda datës 30 qershor të vitit pasardhës.

Sipas raportit mbi vëzhgimin e standardeve dhe kodeve për Malin e Zi thuhet se raportimi financiar i njësive të mëdha, të listuara dhe financiare është në përputhje të plotë me SNRF, por ka gabime matematikore, mospërputhje të shumave në pasqyra të ndryshme financiare dhe jo vijimësi përsa i përket pasqyrit. Ndërsa raportimi në njësitet e vogla dhe të mesme nuk është në përputhje të plotë me standardet. Kjo vjen si rezultat i mungesës së kërkesës së përdoruesve të tyre për aplikimin e standardeve. Ka mospërputhje të mëdha ndërmjet kontabilizimit në këto njësi dhe SNK (SNRF)-të nuk zbatohen plotësisht. Cilësia e raportimit financiar në bankat dhe instucionet financiare, sidomos e atyre me kapital të huaj, është e lartë, ndërsa cilësia e raportimit financiar për NVM mbetet në nivele të ulëta. Kjo për shkak të kapacitetit të ulët profesional të kontabilistëve dhe financierëve të Malit të Zi. Pavarësisht kësaj, bankat i kushtojnë rëndësi pasqyrave financiare të njësive ekonomike në procesin e kredimarrjes.

### KONKLUZIONE

- Sikurse të gjitha fushat e jetës edhe kontabiliteti ka pësuar ndryshime me kalimin e viteve.
- Metodrat kryesore inovative që përdoren në kontabilitet janë: sistemet kontabël cloud, integrimi i plotë i programeve të kontabilitetit, inteligjenca artificiale, mësimi mekanik, pagesat digjitale, zinxhiri transmetues, pajisjet skanuese optike, softwarët e taksave, softwarët robotikë, kalimi tek aksesi në celular, paneli i sofistikuar i raportimit dhe përmirësimet në teknologji,
- Përsa i përket klasifikimit të njësive ekonomike në të gjitha legjislacionet kjo realizohet duke pasur parasysh 3 elemente bazë: të ardhurat vjetore, totalin e aktiveve mesatare të bilancit dhe numrin e punonjësve.
- Përsa i përket periudhës kontabël për të cilën ndërtohen pasqyrat financiare është viti kalendarik për të gjitha shtetet. Dallim bën Bosnja Hercegovina e cila ka detyrimin e ndërtimit të pasqyrave financiare edhe për periudhën 6 - mujore për njësitet e mesme dhe të mëdha.
- Monedha në të cilën ndërtohen pasqyrat financiare në të gjitha vendet është monedha vendase, përveç Kosova dhe Mali i Zi që kanë monedhën vendase euron.
- Datat e dorëzimit të pasqyrave financiare janë të ndryshme; Shqipëria dhe Mali i Zi deri më 31 mars të vitit pasardhës, Kosova dhe Maqedonia deri më 30 prill të vitit pasardhës, Serbia dhe BH deri në fund të muajit shkurt.
- Auditimi i pasqyrave në Shqipëri bëhet për të gjitha njësitet që zbatojnë SNK (SNRF)-të, shoqëritë aksionare dhe shoqëritë me përgjegjësi të kufizuar që plotësojnë kriteret, ndërsa në vendet e tjera të BP-ve auditimit i nënshtrohen njësitet e mesme dhe të mëdha.

- Të gjitha shtetet kanë një autoritet përgjegjës në lidhje me rregullat e kontabilizimit dhe auditimit përveç Maqedonisë, ku këtë rol e luan Ministria e Financave.
- Shqipëria, Kosova dhe Serbia kanë përditësuar të gjitha ndryshimet në SNRF, ndërsa shtetet e tjera mbeten prapa nga kjo pikëpamje.
- Shqipëria, Kosova dhe Bosnje Hercegovina përdorin SNRF dhe SKK për kontabilitetin e njësisve ekonomike, ndërsa shtetet e tjera përdorin vetëm SNRF.

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# LLOGARITJA E GJURMËS EKOLOGJIKE NË EKOSITEMIN URBAN TË QYTETIT TË SHKODRËS PER VITET 2019-2022

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## ABSTRAKT

Kontrolli i veprimtarive antropogjene dhe konsumi i ekosistemit natyror tokësor përbëjnë drejtime të reja të lidhura me menaxhimin mjedisor. Integrimi i tyre në konceptin e gjurmës ekologjike bën të mundur vlerësimin e ndikimit të tyre në mjedis duke na siguruar të dhëna konkrete mbi shenjë që lënë banorët në mjedisin ku jetojnë. Në këtë temë jepen të dhëna për gjurmën ekologjike në ekosistemin urban të qytetit të Shkodrës për një periudhë 3- vjeçare (2019-2022). Rezultati është përcaktuar mbi bazën e intervistimit të një mostre prej 300 qytetarësh për sjelljen e tyre ndaj konsumit të ndare sipas kategorive, ushqimi, banim, transport si dhe konsum i të mirave materiale dhe kategoria e shërbimeve. Llogaritja e gjurmës ekologjike do të na ndihmojë në reflektimin lidhur me ndikimin e sjelljes së njeriut në mjedis dhe në drejtimin që duhet ndjekur për të zvogëluar gjurmën ekologjike në këtë ekosistem, konkretisht Bashkia Shkoder.

**Fjale kyçe:** ekosistem urban, gjurme ekologjike, kategori konsumi, kapital natyror, vleresim i ndikimit ne mjedis

## HYRJE

Ekologjia urbane është shkenca që merret me studimin e ekosistemeve urbane dhe veçanërisht me aspektet mjedisore të tyre. Ekosistemi urban paraqet dhe vlerëson ngarkesën mjedisore, cilësinë e burimeve dhe aftësinë për t'i menaxhuar dhe për t'i ruajtur ato.

*Ekosistem urban* konsiderohet nga këndvështrimi ekologjik një zonë me popullsi më shumë se 100.000 ose të paktën me 1000 banorë për km.<sup>2</sup> Të tilla zona quhen shpesh zona urbane të grumbulluara. Një ekosistem urban “prezanton” as më pak as më shumë se sa një lloj të ri mjedisi” i cili është formuar për jetën njerëzore, jo për bimë e kafshë (HOLMBERG *et al.*, 1999). Numri i popullsisë tregon për një dendësi të lartë ndërtimeve në ekosistemin urban. *Analiza* e një ekosistemi urban përmbledh kryesisht informacione dhe të dhëna mbi 70 parametra mjedisorë. Për çdo parameter ndërtohet një shkallë reference e cila parashikon vlerat minimale dhe maksimale. Vlerat më të pranueshme të cilat synojnë qëndrueshmërinë e qyteteve janë ato që arrijnë 95% të vlerave të pranueshme sipas kritereve ndërkombëtare. Objektivi i drejtpërdrejtë është përcaktimi i saktë i përmasës së gjurmës ekologjike për qytetin e Shkodrës për vitet 2019-2022. Analizimi dhe vlerësimi përmes vlerave dhe shifrave i ndikimit të qytetarëve shkodranë mbi mjedisin. Dhënia e rekomandimeve se si mund të zvogëlojmë

ndikimin tonë negativ mbi ekosistemin urban të qytetit të Shkodrës. Dhënia e rekomandimeve për autoritetet lokale, kryesisht Bashkinë e Shkodrës dhe njësitë administrative përreth që të punojnë në fushën e mjedisit për hartimin e politikave të qëndrueshme mjedisore. Gjurma ekologjike përcaktohet si një sipërfaqe toke që do të duhej për të plotësuar nevojën për konsum të një popullate të caktuar si dhe për të absorbuar mbetjet e prodhuara (WACKERNAGEL & REES, 1996). Ajo krahason qëndrueshmërinë e burimeve natyrore ndërmjet popullatave të ndryshme. Kjo mënyrë e thjeshtë konsiderohet nga kërkuesit si një detyrë komplekse për matjen e qëndrueshmërisë së konsumit, sidomos kur bëhet fjalë për të kuptuar arsyet e paqëndrueshmërisë së shfrytëzimit të burimeve nga një popullatë e dhënë, si dhe për të hartuar politika të vlefshme si përgjigje e kësaj paqëndrueshmërie. Pa njohur numrin e popullsisë, nuk mund të kuptohet çdo kërkesë individuale, sepse gjurma ekologjike përfshin jo vetëm konsumin dhe shfrytëzimin e hapësirës, por edhe ndotjen, emetimin e dioksidit të karbonit dhe prodhimin e mbetjeve.

Koncepti i gjurmës ekologjike ka pësuar një sërë modifikimesh domethënëse që konsistojnë në: përdorimin e analizës input-output, skenarë të energjisë së rinovueshme, disturbanat e tokës si një përafrim me qëndrueshmërinë, analizën strukturore të kalimeve (rrugëve) si dhe regresionin multivariable për të pasuruar hollësitë e gjurmës ekologjike.

Njohuritë në lidhje me të janë një mjet edukativ i fuqishëm për nxitjen e shfrytëzimit të natyrës në mënyrë të qëndrueshme, hartimin e politikave lokale për një zhvillim të qëndrueshëm.

Analiza input-output bazuar në gjurmën ekologjike sot llogaritet në shumë vende dhe aplikohet në shumë popullata, kompani, qytete, apo edhe rajone më të gjera.

Gjurma ekologjike është shumë e dobishme për të llogaritur ndikimin e veprimtarive dhe konsumeve të njeriut në ekosistemin tokësor. Ajo konsiderohet si shenja që qytetarët lënë në tokë në vende të ndryshme të botës dhe llogaritet mbi bazën e disa të dhënave. Këto të dhëna konvertohen dhe shprehen në sasi mjedisi natyror (hektar/qytetar/vit).

Kështu i jepet përgjigje pyetjeve të zakonshme, si sa hapësirë zë ndërtesa jonë, sa ecim çdo ditë, sa harxhon mjete që përdorim, sa ujë konsumojmë, sa mbeturina prodhojmë, sa energji përdorim duke shfrytëzuar pajisjet për ndriçim dhe për të ngrohur shtëpitë, sa ushqim konsumojmë në shtëpi apo lokal etj. Njerëzimi duhet të kuptojë se nga po shkon, a po e rrit ndikimin e tij negativ mbi mjedisin, a po e rehabiliton atë, a po i përdor burimet në mënyrë të qëndrueshme.

Gjurma ekologjike e thënë me fjalë të tjera mat kërkesën e njerëzve ndaj natyrës në një përmasë të vetme: hapësirën e biokapacitetit global. Duke krahasuar gjurmën ekologjike të njerëzve me kapacitetin biologjik të tokës analiza e gjurmes ekologjike sugjeron se si njerëzit mund të përdorin drithërat, pyjet, resurset peshkore energjinë në mënyrë sa më të qëndrueshme.

Shpesh natyra është e tejshfrytëzuar shpesh gati rreth 1000 herë mbi kapacitetin e saj rigjenerues dhe për pasojë kanë ardhur problematika, të tilla si: ngrohja globale, shkretëtirizimi i tokave, kopalsi në peshkim dhe rënia e të gjitha burimeve të rinovueshme të natyrës. Gjurma ekologjike na jep një kuadër të shkëlqyer të matjes së kapacitetit shfrytëzues të burimeve natyrore dhe



shërbimeve në kontekstin e qëndrueshmërisë. “Në situatën në të cilën jemi tani na duhet 1,39 Tokë që të garantojmë që brezat e ardhshëm të jenë kaq mirë sa jemi edhe ne tani”. Nga studimet e bëra në nivel global shihet se njerëzit e kanë kaluar kufirin e shfrytëzimit të planetit me 39% dhe kjo do të thotë që duke ruajtur të njëjtin nivel të shfrytëzimit ne do të na duhet një planet dhe 1,39 e Tokës për t’u siguruar brezave të ardhshëm të njëjtën situatë në të cilën neve jemi.

Në nivel vendi siç e tregon analiza e gjurmës ekologjike, Emiratet e Bashkuara, Kuwaiti dhe Shtetet e Bashkuara të Amerikës, e kanë të shtrirë gjurmën e tyre ekologjike më së miri. Në bazë të kontinenteve Evropa Perëndimore dhe Amerika e Veriut kanë shtrirjen më të madhe të gjurmës si dhe balancë negative ekologjike, ndërkohe që Afrika edhe Amerika Latine kanë rajone në të cilat kapaciteti shfrytëzues është shumë i vogël dhe relativisht kanë gjurmë të vogël ekologjike duke pasur kështu edhe një balancë ekologjike pozitive. Duket që vendet me këmbime të larta të mallrave dhe me një shfrytëzim të madh të energjisë, vendet më të urbanizuara kontribuojnë më shumë në deficitet ekologjike të planetit.

Rëndësia e këtij studimi qëndron në vlerësimin e gjurmës ekologjike e cila shërben si një tregues i fuqishëm për nxitjen e shfrytëzimit të natyrës në mënyrë të qëndrueshme dhe hartimin e politikave lokale për një zhvillim të qëndrueshëm për ekosistemin urban të qytetit të Shkodrës.

## MATERIALE DHE METODA

**Gjurma ekologjike** përmbledh një sasi shumë të madhe të informacionit në një vlerë të vetme të matur e të përlllogaritur dhe meqenëse tentohet që të operohet më mirë me konceptet e kapacitetit mbajtës si dhe të qëndrueshmërisë ajo është një madhësi shumë e fuqishme në qarqet akademike, qeveritare, joqeveritare, në fushën e edukimit dhe në rrethet e biznesit. Ajo është një vlerë që i bën njerëzit të gjykojnë në lidhje me konceptin e tyre të qëndrueshmërisë ekologjike. Përlllogaritja e gjurmës ekologjike nuk përfshin konsumin e ujit, toksinat, emetimet e karbonit nga ana e sipërfaqeve pyjore si dhe ciklin e karbonit në planet.

**REES & WACKERNAGEL** në 1996 përpunuan gjurmën ekologjike e cila u bë një mjet reference shumë e fuqishme për shumicën e analizave ekologjike kudo në glob. Analiza e gjurmës ekologjike (EFA - Ecological footprint analysis) përdoret për të llogaritur hapësirën që nevojitet për t’u shfrytëzuar nga ana e njeriut si dhe hapësirën që i duhet për të absorbuar mbetjet që ai prodhon. Kështu duke vlerësuar gjurmën ekologjike të një popullate të dhënë me një hapësirë të caktuar që ata kanë në dispozicion shihet nëse popullata ka një rrugë të qëndrueshme të konsumit apo jo. Nëse gjurma ekologjike është më e vogël se kapaciteti biologjik në dispozicion atëherë jetesa e kësaj popullate është e qëndrueshme. Nëse është më e madhe atëherë popullata ka një balancë ekologjike negative (FERGUSON, 1999).

**Për të llogaritur** gjurmën ekologjike përdoren analiza të të dhënave statistikore të cilat përkthehen në sasi biologjike prodhuese të vendeve si dhe në hapësira që nevojiten, por eliminimin e mbetjeve, kjo në bazë vjetore. Meqenëse shfrytëzimi i burimeve natyrore nga ana e njerëzve shkakton edhe problem të ndotjes në shumicën e vendeve, gjurma ekologjike është shuma e këtyre hapësirave kudo që ato janë të shpërndara në planet. **Përlllogaritja e gjurmës**

bëhet duke u bazuar në pesë kategoritë e konsumit: **ushqimi, banimi, transporti, konsumimi i të mirave materiale** si dhe **shërbimet**.

Këto zona të ndryshme mund të shprehen në të njëjtën njësi (hectar ose ar) megjithëse ato mund të përshkallëzohen në mënyrë proporcionale në varësi të prodhimit të biomasës.

Kjo hapësirë për kërkesën e njerëzve mund të krahasohet me shërbimet ekologjike të natyrës, kështu që është e mundur që kjo t'i shtohet hapësirës që në planet është biologjikisht produktive.

**Llogaritja e gjurmës ekologjike** bëhet duke përpiluar një matricë, në të cilën sipërfaqja i bashkëngjitet çdo kategorie të konsumit; më pas e gjithë sipërfaqja e tokës mbledhet dhe pjesëtohet me numrin e popullsisë duke dhënë rezultatin në hektar për person.

Përcaktimi i gjurmës ekologjike për qytetin e Shkodrës përmblodh hartimin e pyetësorit me rubrikat përkatëse, mbledhjen e të dhënave nga komuniteti përmes plotësimit të tyre, përpunimin e këtyre të dhënave. Pyetësi përmban pesë rubrika duke përdorur pesë treguesit e konsumit: ushqimin, prodhimin e mbetjeve, blerjet, transportin, ujin e energjinë.

Të dhënat për secilën rubrikë janë përpunuar dhe shprehur përmes grafikëve; gjithashtu ato janë pikëzuar si dhe janë konvertuar, duke shprehur raportin hektar/qytetar/vit, në pajtim me konceptin e gjurmës ekologjike. Janë bërë 500 anketime, duke u shpërndarë në mënyrë proporcionale në grupmosha, të rinj (18-25 vjeç), mesomoshë (40-50 vjeç), të moshuar (mbi 60 vjeç), ashtu si dhe në gjini, femra dhe meshkuj. Personat e anketuar përfshijnë kryesisht nxënës të shkollave të mesme dhe studentë, kalimtarë të rastit. Të gjitha rezultatet e anketave, të organizuara sipas rubrikave janë paraqitur me tabela dhe grafikë. Të dhënat janë përpunuar me excel dhe po ashtu edhe grafikët. Secili prej individëve të marrë në intervistë është njohur me numrin e pikëve në total dhe ka vlerësuar sjelljen e tij ndaj mjedisit përmes rezultatit të gjurmës ekologjike. Rezultatet e poshtëshënuara janë një total i të gjithë të intervistuarve të shprehur në përqindje. Gjurma ekologjike totale është llogaritur si mesatare e atyre individuale (mes min max). Anketa përmblodh të dhëna në lidhje me vlerësimin e sjelljes në shtëpi, mënyrën e të ushqyerit, blerjet, transportin e mbeturinave, çdo përgjigje ka një pikëzim dhe pikët e mbledhura në fund të çdo interviste japin rezultatin e gjurmës bazuar në tabelën e mëposhtme:

**Tabela 1.** Numri i pikëve dhe rezultati i gjurmës sipas pikëve

<b>Numri i pikëve</b>	<b>Rezultati i gjurmës</b>
Më pak se <b>150</b> pikë	më e vogël se 2 hektarë
<b>150-350</b> pikë	nga 2 deri në 4 ha
<b>350-550</b> pikë	nga 4 deri në 6 ha
<b>550-750</b> pikë	nga 6 deri në 10 ha

## **Bacgroundi teorik**

Në këtë punim jepen të dhëna për **gjurmën ekologjike** në rajonin urban të Shkodrës. Ajo na ndihmon në reflektimin lidhur me ndikimin e sjelljes së njeriut në mjedis dhe në drejtimin që duhet ndjekur për të zvogëluar gjurmën ekologjike.

Ky studim, jep një kontribut të rëndësishëm në formimin teorik dhe praktik mbi gjurmën ekologjike si risi në ditët e sotme. Ai ndihmon në krijimin e marrëdhënieve të mira jo vetëm me njerëzit dhe shoqërinë, por edhe me mjedisin. Ajo na ndihmon të tregojmë se si raporti njeri-mjedis duhet të tentojë të jetë gjithmonë në vlera sa më të pranueshme në ekosistemin urban apo në qytetin ku jetojmë. Gjurma ekologjike si koncept i ri i viteve të fundit përcaktohet si një sipërfaqe toke që do të duhej për të plotësuar nevojën për konsum të një popullate të caktuar si dhe për të absorbuar mbetjet e prodhuara. Toka është e ndarë në tetë kategori: toka për energji, toka e degraduar, toka e ndërtuar, toka për kopshte, toka për drithëra, korije, pyje të menaxhuara dhe toka me kapacitet të kufizuar disponueshmërie që konsiderohen të paprekshme: pyjet dhe zonat joproduuese. Zonat joproduuese nuk futen në analizë. Në përlllogaritje përfshihen të gjitha të dhënat e marra nga burime të ndryshme, si nga prodhimi dhe tregu, nga raportet shtetërore mjedisore, nga bujqësia, nga statistikat e përdorimit të lëndëve djegëse dhe emëtimet e gazeve.

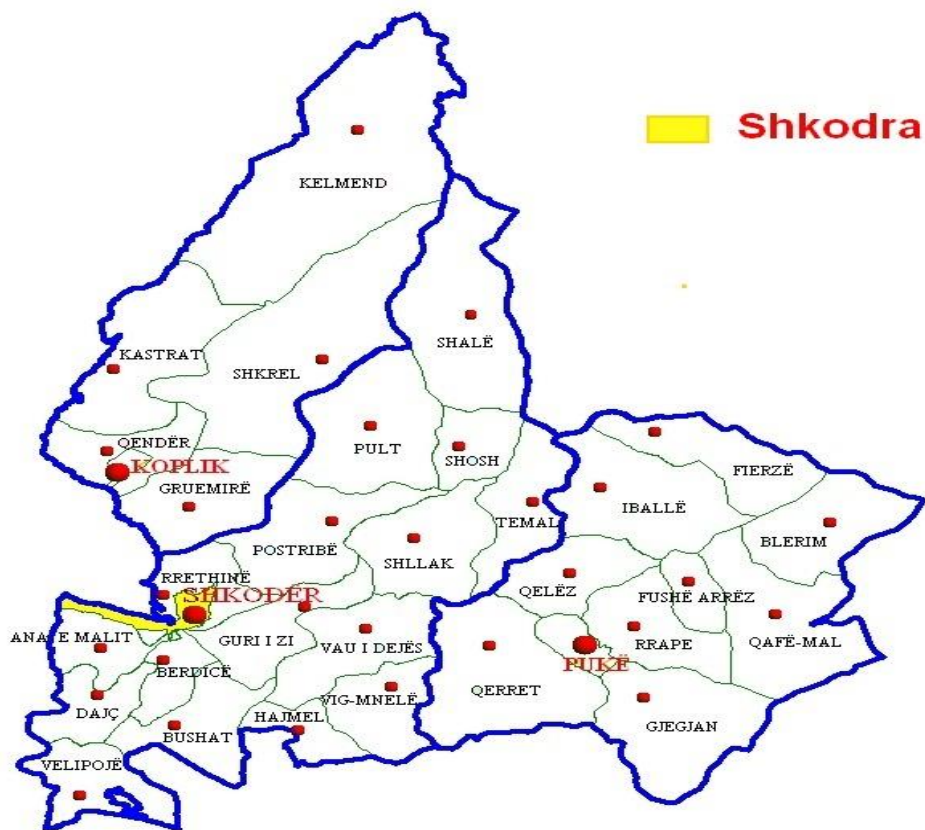


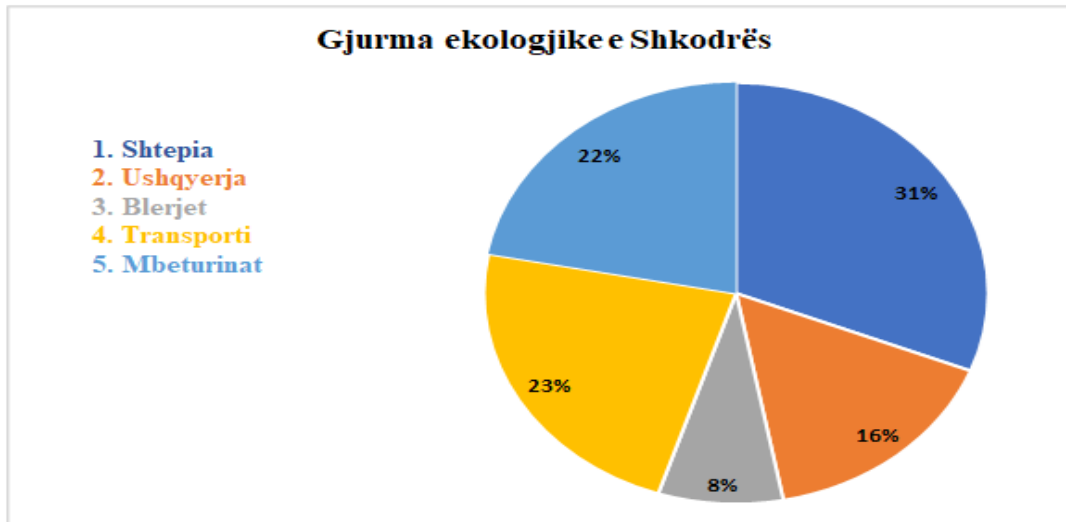
Fig. 1 Harte e ekosistemit urban Shkoder

Ky punim ka si objekt studimin e gjendjes së mjedisit në ekosistemin urban të qytetit të Shkodrës dhe paraqitjen e një panorame të zhvillimit të tij si një ekosistem. Gjithashtu ai merr përsipër të tregojë disa mundësi për zhvillimin e politikave social-ekonomike dhe zbatimin e parametrave bashkëkohorë të cilësisë së jetës së njerëzve në zonat e banuara. Punimi prezanton gjendjen e ekosistemit urban - qyteti i Shkodrës, paraqet disa karakteristika ekologjike të këtij mjedisi urban, merr përsipër të evokojë tradita dhe të krijojë një vizion zhvillimi të këtij ekosistemi urban sipas parimeve të zhvillimit të qyteteve të qëndrueshme. Ky punim nuk pretendon të japë zgjidhje për të gjitha problemet e mjedisit në zonën urbane të qytetit të

Shkodrës, përkundrazi synimi i tij është t'i bëjë arkitektët, urbanistët, ekologët, ndërtuesit dhe studentët shqiptarë t'i shohin problemet urbane si një karakteristikë për një ekonomi të qëndrueshme dhe ekologjike të këtij ekosistemi.

## REZULTATE E DISKUTIME

Rezultatet e pyetjeve të analizuar paraqiten sipas grafikëve përkatës, të cilët rezultojnë me një grafik përmbledhës si më poshtë.



**Fig. 2** Grafiku përmbledhës paraqet ndikimin e secilit prej komponentëve në gjurmën ekologjike të qytetit të Shkodrës.

Secila prej kategorive të konsumit është e paraqitur me përqindje dhe siç shihet ne si qytet kemi një ndikim të madh në shfrytëzimin e mjedisit për transport si dhe një impakt ende negativ në drejtim të reduktimit dhe eliminimit të mbetjeve, rreth 29% secila. Mbeten ndikime pozitive ende tendenca për të konsumuar ushqime të pastra dhe të prodhuara në shtëpi. Ende shihet si një risi blerja e pajisjeve që kursejnë energjinë.

Gjurma ekologjike mesatare për zonën urbane në Shkodër është 2 deri 4 ha/person/vit dhe referuar standardeve vlera e fituar e gjurmës ekologjike në studim përfshihet në klasën e dytë të vlerave, duke e renditur Shkodrën një qytet miqësor me mjedisin.

Nga rezultatet shihen se ende pasuritë mjedisore në rajon përbëjnë potenciale për forcimin e biodiversitetit lokal, janë të preferueshme për qytetarët dhe i shërbejnë forcimit të tregut me produkte lokale ushqimore.

Nisur nga fakti se shfrytëzimi jo i qëndrueshëm i burimeve natyrore si dhe konsumi i tyre janë një faktor kërcënues për biosferën dhe ndikojnë në ndryshimet klimatike, në rajonin e Shkodrës duhet të bëhet e mundur që të shfrytëzohet më shumë energji alternative dhe menaxhimi i mbetjeve të bëhet në mënyrë të integruar.

Zhvillimi bujqësisë organike dhe peshkimi i qëndrueshëm mund të bëjnë të mundur minimizimin e ndikimit negativ mbi burimet e natyrës dhe të ndikojnë në zvogëlimin e gjurmës ekologjike.

Reduktimi i gjurmës ekologjike duhet të jetë një objektivi i qëndrueshëm me qëllim rritjen e biokapacitetit të vlefshëm për person.

### Vlera e gjurmës ekologjike në Shkodër ndër vite

Tabela e mëposhtme tregon rezultatet e gjurmës ekologjike të disa viteve në ekosistemin urban, Rajoni i Shkodrës. Ajo që vihet re është që vit pas viti kemi rritje të vlerës së gjurmës ekologjike gjë që flet për një mbishfrytëzim të tij si ekosistem, tërheqje të tepruar të kapitalit natyror dhe moszbatim efikas të politikave dhe aktiviteteve të qëndrueshme për menaxhimin mjedisor të këtij ekosistemi.

2019-2022	2.99
2018-2021	2.49
2017-2019	2.69
2016-2018	2,38
2015-2017	2,16

### KONKLUSIONE DHE REKOMANDIME

- Gjurma ekologjike mesatare për zonën urbane në Shkodër është **2.99** ha / person / vit.
- Referuar standardeve vlera e fituar e gjurmës ekologjike në studim përfshihet në klasën e dytë të vlerave, duke e renditur Shkodrën një qytet miqësor me mjedisin.
- Pasuritë mjedisore në rajon përbëjnë potenciale për forcimin e biodiversitetit lokal, janë të preferueshme për qytetarët dhe i shërbejnë forcimit të tregut me produkte lokale ushqimore.
- Nisur nga fakti se shfrytëzimi jo i qëndrueshëm i burimeve natyrore si dhe konsumi i tyre janë një faktor kërcënues për biosferën dhe ndikojnë në ndryshimet klimatike. Në rajonin e Shkodrës duhet të bëhet e mundur që të shfrytëzohet më shumë energji alternative dhe menaxhimi i mbetjeve të bëhet në mënyrë të integruar.
- Zhvillimi i bujqësisë organike dhe peshkimi i qëndrueshëm mund të bëjnë të mundur minimizimin e ndikimit negativ mbi burimet e natyrës dhe të ndikojnë në zvogëlimin e gjurmës ekologjike.
- Përfitimi i të mirave materiale dhe rritja ekonomike në rajon duhet të parashikojnë edhe rehabilitimin e ekosistemeve me qëllim rritjen e sasisë së burimeve ekologjike të vlefshme për t'u shfrytëzuar.
- Reduktimi i gjurmës ekologjike duhet të jetë një objektivi i qëndrueshëm me qëllim rritjen e biokapacitetit të vlefshëm për person.

- Shfrytëzimi i burimeve natyrore si dhe konsumi i tyre konsiderohen një faktor kërcënues për biodiversitetin dhe ndryshimet klimatike. Shkodrës i duhet të veprojë në drejtim të:
  - reduktimit në maksimum, ineficences dhe konsumit të plotë të mbetjeve;
  - rritjes së përqindjes së GDP duke shfrytëzuar burimet natyrore në mënyrë të qëndrueshme;
  - transformimit të bujqësisë dhe peshkimit me qëllim rritjen e prodhimit duke pasur një ndikim minimal mbi burimet e mjedisit.

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## REMITANCAT DHE RËNDËSIA E TYRE NË EKONOMI

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### ABSTRAKT

Emigracioni është një çështje shumë e rëndësishme sociale, politike dhe ekonomike. Duke parë numrin gjithnjë e në rritje të të larguarve, kryesisht të rinj, emigracioni është shndërruar në një problem tejet të mprehtë për shoqërinë shqiptare.

Të lidhura ngusht me emigracionin janë remitancat. Emigrimi ka bërë që remitancat të jenë një burim kryesor i të ardhurave për shumë familje shqiptare dhe si rezultat të kenë një ndikim të rëndësishëm për ekonominë kombëtare. Gjatë viteve të fundit, ndikimi i remitancave në promovimin e zhvillimit ekonomik ka marrë një vëmendje të gjerë. Kjo analizë ka qenë shpesh objekt studimi dhe diskutimi prej shumë studiuesve.

Nëpërmjet këtij punimi synohet të analizohet roli i përgjithshëm i remitancave dhe ndikimi në aspekte të ndryshme të ekonomisë. Qëllimi kryesor është të vlerësojmë impaktin që kanë remitancat në zhvillimin ekonomik për rastin e Shqipërisë.

**Fjalë kyçe:** emigracioni, remitancat, zhvillim ekonomik, rritje ekonomike, Shqipëri.

### HYRJE

Pas viteve '90, Shqipëria u dominua nga cikle migruese, të cilat mund të konsiderohen intensive, të parregullta dhe evoluese. Shkëndija fillestare ishte rënia e regjimit komunist në 1990, i cili, bashkë me zbrëthimin e ekonomisë së planifikuar në mënyrë qendrore shkaktoi një ndryshim demografik me një ritëm të paparë (GERMENJI, 2008).

Të lidhura ngusht me emigracionin janë remitancat - para apo të mira të dërguara nga emigrantët pranë familjarëve të tyre në atdhe. Roli i remitancave në promovimin e zhvillimit ekonomik ka marrë një vëmendje të madhe gjatë viteve të fundit (WORLDBANK, 2006).

Në Shqipëri, emigrimi ka kontribuar që remitancat të bëhen një burim kryesor i të ardhurave për shumë familje shqiptare dhe për ekonominë kombëtare. Megjithatë vlerësimi i impaktit të remitancave në rritjen ekonomike të Shqipërisë ndikohet shumë nga mënyrat e përdorimit, për konsum dhe investim (ose kursim), të këtyre dërgesave të emigrantëve nga personat që i marrin ato.

Ndërkohë, këto dy vitet e fundit, sipas BSH, pandemia ka bërë që emigrantët të përdorin gjithnjë e më shumë kanalet zyrtare për dërgesat e tyre kryesisht përmes sistemit bankar apo operatorëve të transferimit të parave, duke ulur kështu rrjedhimisht edhe prurjet e tyre në cash, si rrjedhojë e bllokimit të kufijve çka vështirësoi ardhjen e tyre në vend.

## EMIGRACIONI NË SHQIPËRI

Karakteristikat dhe intensiteti i emigracionit në Shqipëri kanë pësuar disa ndryshime gjatë tre dekadave të fundit.

Gjatë dekadës së parë të emigracionit shumë të lartë në vitet 1990, mund të vëreheshin tri momente kryesore: Në periudhën 1991-93 menjëherë pas hapjes së kufijve; rreth vitit 1997 kur një kolaps financiar thelloi varfërinë dhe trazirat civile; dhe në vitin 1999 gjatë krizës së refugjatëve të Kosovës që destabilizoi edhe Shqipërinë (GËDESHI, 2021).

Në këtë dekadë të parë, shumica e këtij migrimi ishte spontan, i parregullt dhe përbëhej nga të rinj që kërkonin punë dhe që i largoheshin kaosit politik dhe ekonomik pas tranzicionit që po kalonte vendi gjatë atyre viteve. Dekada e dytë nga viti 2001 deri në 2010-ën u karakterizua nga një maturim i flukseve, duke përfshirë bashkimin familjar dhe më shumë fëmijë të lindur në familje që jetonin jashtë. Dekada e tretë (nga 2011 deri në 2020) u karakterizua nga një intensitet i ripërtërirë i ikjes së emigrantëve, por edhe nga diversifikimi i tij për sa i përket llojeve të migracionit dhe një zhvendosjeje të mëtejshme në modelin e destinacioneve (GËDESHI, 2021).

Sipas të dhënave të Organizatës së Kombeve të Bashkuara për vitin 2019, numri i emigrantëve shqiptarë në botë është rreth 1,2 milionë (INSTAT, 2020)<sup>1</sup>.

**Tabela 1:** Shpërndarja e emigrantëve shqiptarë sipas destinacioneve kryesore, 1995 – 2019.

Viti	1995	2000	2005	2010	2015	2019
Itali	31,9%	33,3%	37,4%	39,3%	39,6%	39,4%
Greqi	45,9%	48,6%	43,8%	41,5%	38,7%	35,3%
ShBA	4,5%	4,8%	5,7%	6,4%	8,1%	8,2%
Gjermani	1,7%	1,4%	1,4%	1,3%	1,3%	4,2%
Kanada	0,7%	0,8%	1,0%	1,2%	1,4%	1,4%
M. e Bashkuar	0,2%	0,3%	0,8%	0,7%	0,9%	0,9%
Belgjikë	0,4%	0,3%	0,3%	0,5%	0,8%	0,9%
Vendet e tjera	14,8%	10,7%	9,7%	9,0%	9,2%	9,7%

Burimi: Diaspora e Shqipërisë në Shifra, (INSTAT, 2020)

Në fund të dekadës së tretë, synimet e migracionit shqiptar vazhdojnë të drejtohen nga faktorë ekonomikë, duke përfaqësuar më shumë se gjysmën e arsyeve të identifikuar. Sidoqoftë, kjo pjesë është ulur disi nga niveli i një dekade më parë, kur përbënte gati dy të tretat e të gjitha arsyeve të përmendura (GËDESHI, 2021).

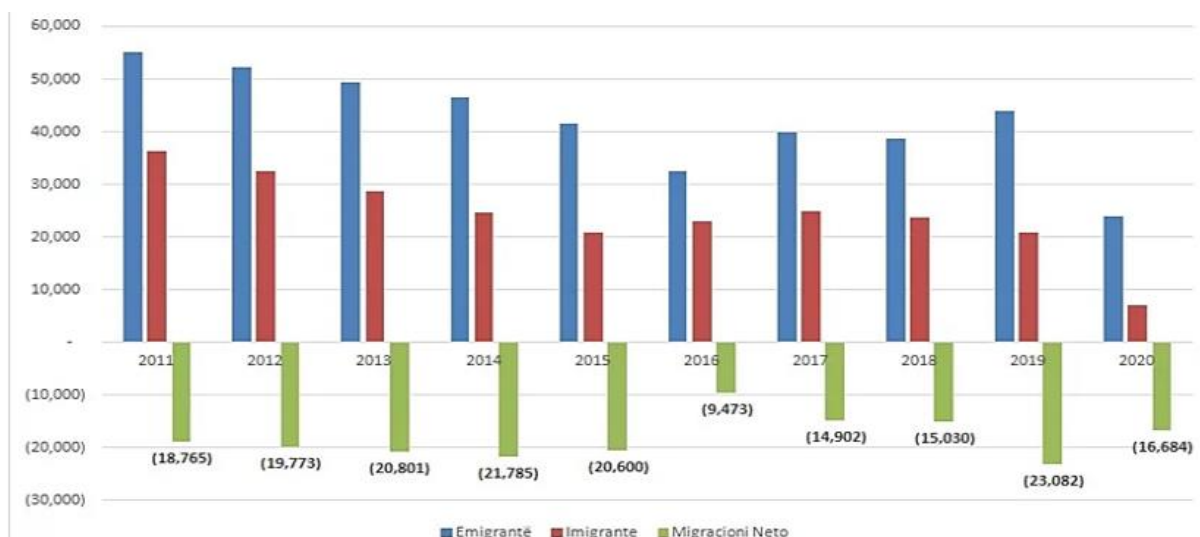
Sipas anketës së Forcës së Punës, 2019, arsyeja kryesore e largimit nga Shqipëria është “Mundësi punësimi” me 83,7 % (INSTAT, 2020).

Të dhënat zyrtare të INSTAT tregojnë se gjatë vitit 2020, edhe pse në kushtet e kufizimeve ekstreme në lëvizje nga pandemia Covid-19, u larguan nga vendi 23,854 persona dhe u rikthyen

<sup>1</sup>Diaspora e Shqipërisë në Shifra



vetëm 7170 persona, duke bërë që emigracioni neto (diferenca ndërmjet të larguarve dhe të kthyerve në vend) të ishte 16,684 persona.



**Fig. 1** Të larguarit nga vendi, të kthyerit dhe migracioni neto, 2011-2020 (Burimi: INSTAT, 2021)

Gjatë viteve të para të tranzicionit, emigrimi i shqiptarëve kishte në qendër të tij personat me arsim të ulët dhe të papunë. Ajo që vihet re vitet e fundit është se fenomeni i emigracionit po përfshin të rinjtë e arsimuar të cilët dëshirojnë të largohen masivisht nga vendi. Dëshira për emigracion është e theksuar në masë tek studentët shqiptarë që studiojnë jashtë vendit. Një anketë e vitit 2020 e zhvilluar nga ekspertët e çështjeve demografike, Gëdeshi dhe King, nga Qendra për Studime Ekonomike dhe Sociale, me 1650 studentë zbuloi se 79% e studentëve (mosha mesatare 22 vjeç), që studiojnë në Shqipëri, synojnë të emigrojnë jashtë vendit në raport me 65% në vitin 2018. Nga ana tjetër, 95% e atyre që studiojnë jashtë nuk dëshirojnë të kthehen<sup>2</sup>.

Tre janë grupet e faktorëve që shtyjnë studentët të emigrojnë nga Shqipëria (GËDESHI & KING, 2018):

1. **Grupi i parë** lidhet me faktorë ekonomikë, siç janë përmirësimi i standardeve të jetesës, gjetja e një vendi pune, kushtet e punës, kërkimi i një karriere ndërkombëtare dhe një sistem më i mirë i sigurimeve sociale. Ky është grupi më i rëndësishëm i faktorëve shtytës dhe thuhet se 65% e studentëve i theksojnë ato.
2. **Grupi i dytë** i arsyet që dominon me 17% dëshirën për largim lidhet me vazhdimin e arsimimit jashtë vendit (master, specializim etj.).
3. **Grupi i tretë**, rreth 17%, lidhet me përfytyrimin që kanë studentët për të ardhmen e tyre, pra me faktorë socialë, si ‘në Shqipëri nuk ka të ardhme’, ‘nuk më pëlqen të jetoj në Shqipëri’, ‘bashkimi familjar’, ‘shërbime më të mira shëndetësore’ etj.

## KUPTIMI I REMITANCAVE DHE RËNDËSIA E TYRE

<sup>2</sup> Revista Monitor, 2021

Gjatë viteve të fundit, ndikimi i remitancave në promovimin e zhvillimit ekonomik ka marrë një vëmendje të gjerë. Kjo analizë ka qenë shpesh objekt studimi dhe diskutimi prej shumë studiuesve.

Remitancat janë fonde të transferura nga emigrantët në vendet e tyre të lindjes. Dërgesat e emigrantëve kanë qenë një burim i rëndësishëm si për të ardhurat dhe për financimin e konsumit dhe janë element thelbësor në kursimet familjare.

Literatura teorike dhe empirike vlerëson se rëndësia e remitancave ndikohet nga mënyra sesi ato përdoren. Për rrjedhojë, efektet e mundshme makroekonomike të remitancave pasqyrojnë strukturën shpenzime-kursim që i karakterizon ato. Një sërë faktorësh ndikojnë në vëllimin e dërgesave të emigrantëve. Një individ që punon në një vend të huaj ka në thelb tri mundësi: të grumbullojë kursime, të blejë mallra të konsumit dhe të blejë mallra kapitale (NIKAS & KING, 2005).

Ekzistojnë dy lloje kryesore të flukseve të dërgesave të parave:

- **Remitancat për jetesën e familjeve të emigrantëve** (qëllime konsumi); Këto remitanca përdoren kryesisht, për nevojat për mbijetesë të përditshme të anëtarëve të familjes që mbeten në Shqipëri - ushqim, veshmbathje etj.; përmirësimin e cilësisë së jetës - mobilje, produkte të qëndrueshme për konsumatorët, duke sjellë ujë në shtëpi, gjeneratorë të vegjël (për të luftuar ndërprerjet e shpeshta të energjisë); rritja e banesave dhe blerja ose ndërtimi i shtëpive të reja; blerja e sendeve luksoze etj. Remitancat të cilat financojnë konsumin përcaktohen nga faktorë që lidhen me familjen e emigrantit si niveli i të ardhurave të saj, numri i fëmijëve dhe vartësve të tjerë, kostoja mesatare dhe standardi i jetesës në vendin e emigracionit, etj (NIKAS & KING, 2005) .
- **Transferat e kursimeve për grumbullim** (kursime dhe qëllime investimi); Këto remitanca përdoren, kryesisht, për investime në ndërmarrjet e biznesit, si: bujqësia, firmat e vogla të ndërtimit ose një aktivitet shërbimi - dyqan, garazh, taksi etj. Remitancat e destinuara për kursime përcaktohen nga niveli i kursimeve të emigrantëve, normat relative të interesit në të dy vendet (e emigrimit dhe imigrimit), norma e kthimit të investimeve të caktuara (p.sh. ndërtimi), kurset e këmbimit dhe siguria e kursimeve në të dy vendet (NIKAS & KING, 2005).

Kuptimi ekonomik i dërgesave të emigrantëve është transferimi i "të ardhurave dhe pasurisë" monetare ose në natyrë - nga emigranti në vendlindjen e tij. Transfertat e të ardhurave në formë monetare rrisin drejtpërdrejt sasinë e valutës në vendin e origjinës së emigrantëve, ndërkohë që transfertat në natyrë ndikojnë në shtimin e kursimit në vendin pritës të emigrantit. Kur remitancat dërgohen përmes kanaleve zyrtare, ato regjistrohen në llogarinë korrente të bilancit të pagesave si të vendit të origjinës ashtu edhe atë pritës të emigrantit. Nga ana tjetër, remitancat e dërguara joformalisht, në cash, mbeten përgjithësisht jashtë regjistrimit zyrtar, duke imponuar nevojën për të kryer vlerësime statistikore të flukseve.

## **Remitancat dhe ndikimi tyre në rritjen ekonomike**

Shumë studime janë bërë për të parë nëse remitancat kanë ndikim në rritjen ekonomike të një vendi. Studime të ndryshme kanë treguar lidhjen negative apo pozitive të remitancave në rritjen ekonomike.

Ka mjaft dëshmi empirike që remitancat kontribuojnë në rritjen ekonomike, përmes ndikimit të tyre pozitiv në konsum, kursime ose investime. RATHA (2003) arrin në përfundimin se dërgesat e emigrantëve rrisin nivelin e konsumit të familjeve rurale, të cilat mund të kenë efekte thelbësore të shumëzuara, sepse ato kanë më shumë gjasa të shpenzohen në mallra të prodhuara në vend. Sipas Giuliano dhe Ruiz-Arranz të cilët kishin punuar në grupin e të dhënave prej më shumë se 100 vendeve në zhvillim nga vitet 1975-2002, zbuluan se dërgesat e emigrantëve mund të rrisin rritjen ekonomike vetëm në vendet më pak të zhvilluara financiarisht.

Një studim ku evidentohet ndikimi negativ është ai i Lipton, Ahlburg dhe Brown. Ata argumentuan se dërgesat e emigrantëve minojnë produktivitetin dhe rritjen në vendet me të ardhura të ulëta sepse ato shpenzohen lehtësisht për konsum që ka të ngjarë të dominohen nga mallrat e huaja sesa në investimet prodhuese.

Një tjetër studim i kryer nga Glytsos për të hetuar ndikimin e dërgesave të emigrantëve në konsum, investime, importe dhe prodhim për tetë vende, përfshirë Algjerinë, Egjiptin, Greqinë, Jordaninë, Marokun, Portugalinë, Sirinë dhe Tunizinë për periudhën 1969-1998, vuri në dukje se efekti i rritjes së dërgesave të emigrantëve është i pjesshëm dhe në disa vite vërehet ndikimi negativ i remitancave në rritje. Chami dhe Jahjah zbuluan se dërgesat e emigrantëve kanë ndikim negativ në rritjen e të ardhurave për frymë. Studimi raportoi tre fakte të stilizuara: *së pari*, se një "pjesë e konsiderueshme, dhe shpesh shumica" e dërgesave të emigrantëve shpenzohen për konsum; *së dyti*, që një pjesë më e vogël e fondeve të remitancave shkojnë për kursime ose investime; dhe *së treti*, mënyrat në të cilat remitancat zakonisht ruhen ose investohen - në strehim, tokë dhe bizhuteri - "nuk janë domosdoshmërisht produktive" për ekonominë në tërësi (MEYER & SHERA, 2017).

## **RËNDËSIA E REMITANCAVE NË SHQIPËRI**

Numri i lartë i emigrantëve ka prodhuar flukse të konsiderueshme të remitancave në vite. Sipas të dhënave të analizuara, nga viti 1992 deri në vitin 2020 totali remitancave ka qenë rreth 30.25 miliardë dollarë mesatarisht për 28 vite, Pra emigrantët kanë sjellë në vend rreth 1,08 miliardë dollarë çdo vit. Në vitin 2007, remitancat përbënin 12 % të të ardhurës kombëtare dhe ishin 3 herë më të larta se investimet neto të huaja direkte. Në një studim të bërë nga Banka e Shqipërisë dhe Banka Botërore, vlerësohet se 23% e familjeve shqiptare në vitet 2014-2018 kanë përfituar nga remitancat, ndërsa vlera vjetore mesatare e këtyre dërgesave arrin në 2000 euro në vit për një familje.

Prurjet e emigrantëve kanë qenë një zë i rëndësishëm në statistikat e bilancit të pagesave të Shqipërisë. Gjatë periudhës 2008-2017, raporti i remitancave ndaj PBB-së ishte mesatarisht 9.1%. Rëndësia e dërgesave të emigrantëve tregohet edhe nga raportet e saj kundrejt treguesve të tjerë. Gjatë viteve 2008-2017, fluksi i remitancave ishte mesatarisht 36.7% e deficitit tregtar në mallra. Në të njëjtën kohë, raporti mesatar i remitancave ndaj eksportit të mallrave ishte

32.6%, ndërsa për Investimet e Huaja Direkte thuajse 100%. Para vitit 2008, remitancat ishin më të larta se eksportet dhe investimet e huaja<sup>3</sup>.

Gjithashtu sipas një publikimi të Bankës së Shqipërisë, rezultatet e vlerësimeve të ndikimit të remitancave në nivelin nominal të PBB-së dhe në normën e rritjes së këtij treguesi tregohen në figurën më poshtë. Vlerësohet që gjatë periudhës së analizës (2010-2017), remitancat kanë kontribuar mesatarisht në rreth 5.6% të nivelit të PBB-së së vendit.



\* Në grafikun djathtas, paraqitet kontributi i remitancave në pikë përqindje ndaj rritjes ekonomike. Për shembull, nëse në vitin 2017, rritja ekonomike nominale rezultoi 5.3%, kontributi i remitancave në këtë rritje ka qenë 0.1 pikë përqindje.

**Fig. 2** Impakti i remitancave në nivelin (% , majtas) dhe rritjen e PBB-së nominale (pikë përqindje, djathtas)  
 (Burimi: Banka e Shqipërisë, 2018)

Ashtu sikurse në rastin e vlerësimeve nominale, një vëmendje e veçantë duhet të kushtohet në rastin e vitit 2014. Kontributi i remitancave në rritjen ekonomike vlerësohet në nivelin 0.6 pikë përqindje. Nëse merret parasysh që rritja ekonomike për këtë vit ka rezultuar 1.8%, impakti i remitancave vlerësohet në rreth 33% (vlerë kjo më e lartë krahasuar me ndikimin në rastin e rritjes nominale).

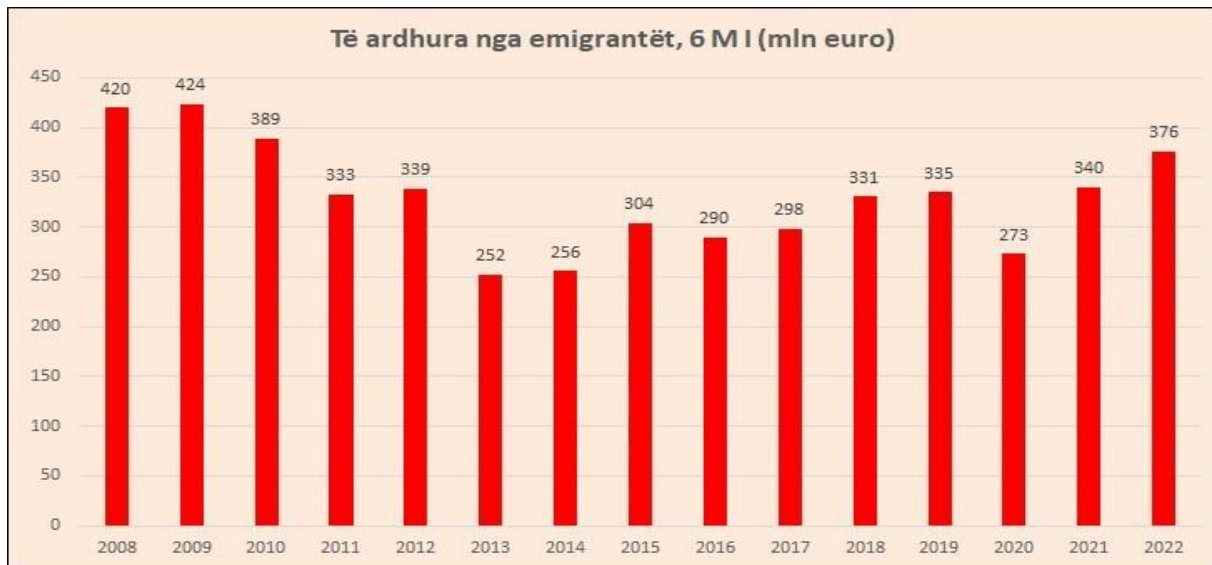
Kjo dëshmon për impaktin e rëndësishëm të këtyre flukseve në dinamikën dhe ekuilibrin makroekonomik në vend. Ruajtja e normave të rritjes ose të paktën e niveleve të fluksit të remitancave, apo dhe shmangia e situatave kur flukset pakësohen janë shumë të rëndësishme në ruajtjen e nivelit të të ardhurave, konsumit dhe rrjedhimisht të rritjes ekonomike në vend (Banka e shqiperise, 2018)<sup>4</sup>.

Përsa i përket vitit 2021, emigrantët shqiptarë kanë dërguar më shumë para te të afërmit e tyre në tremujorin e parë të këtij viti. Banka e Shqipërisë raportoi se në periudhën Janar-Mars remitancat arritën nivelin e 169 milionë euro, duke shënuar një rritje prej 17 milionë euro më shumë se kundrejt të njëjtës periudhë të një viti më parë. Kjo rritje vjetore e prurjeve të emigrantëve me rreth 11% lidhet kryesisht me lehtësimin e masave anti covid edhe nga shtetet e huaja. Sipas Bankës së Shqipërisë, pandemia ka bërë që emigrantët të përdorin gjithnjë e më shumë kanalet zyrtare për dërgesat e tyre kryesisht përmes sistemit bankar apo operatorëve të

<sup>3</sup> <https://uft.al/remitancat-ndikimi-madhor-ne-ekonomine-shqiptare/>

<sup>4</sup> Remitancat, nje mbeshetje per zhvillim

transferim të parave, duke ulur kështu rrjedhimisht edhe prurjet e tyre në cash, si rrjedhojë e bllokimit të kufijve çka vështirësoi ardhjen e tyre në vend.



**Fig. 3** Të adhurat nga emigrantët (2008-2022) (Burimi: Banka e Shqipërisë, 2021)

Sipas bilancit të pagesave të Bankës së Shqipërisë, gjatë periudhës janar-qershor 2022, emigrantët dërguan në shtëpi 376 milionë euro, me një rritje prej 10.6% në krahasim me të njëjtën periudhë të një viti më parë<sup>5</sup>. Ky është niveli më i lartë i remitancave që nga viti 2010.

### KONKLUZIONE

- Karakteristikat dhe intensiteti i emigracionit në Shqipëri kanë pësuar disa ndryshime gjatë tri dekadave të fundit.
- Për vitin 2020, INSTAT raportoi se grup-mosha me tkurrjen më të madhe të popullsisë ishte 15-29 vjeç me rreth 18 mijë persona.
- Në fund të dekadës së tretë, synimet e migracionit shqiptar vazhdojnë të drejtohen nga faktorë ekonomikë, duke përfaqësuar më shumë se gjysmën e arsyeve të identifikuara. Sidoqoftë, kjo pjesë është ulur disi nga niveli i një dekade më parë, kur përbënte gati dy të tretat e të gjitha arsyeve të përmendura
- Emigrimi ka kontribuar që remitancat të bëhen një burim kryesor i të ardhurave për shumë familje shqiptare dhe për ekonominë kombëtare. Kontributi i remitancave në rritjen ekonomike gjatë periudhës kohore të analizës, 2010-2017, vlerësohet mesatarisht në rreth 5.6% të nivelit të PBB-së së vendit.
- Përsa i përket vitit 2021, emigrantët shqiptarë kanë dërguar më shumë para te të afërmit e tyre tremujorin e parë të këtij viti. Banka e Shqipërisë raportoi se në periudhën Janar-Mars remitancat arritën nivelin e 169 milionë euro, duke shënuar një rritje prej 17 milionë euro më shumë se kundrejt të njëjtës periudhë të një viti më parë.
- Sipas bilancit të pagesave të Bankës së Shqipërisë, gjatë periudhës janar-qershor 2022, emigrantët dërguan në shtëpi 376 milionë euro, me një rritje prej 10.6% në krahasim me të

<sup>5</sup> <https://www.monitor.al/cikli-i-ri-i-emigracionit-te-ardhurat-nga-remitancat-arrijne-ne-nivelin-me-te-larte-nga-2010-a/>

njëjtën periudhë të një viti më parë<sup>6</sup>. Ky është niveli më i lartë i remitancave që nga viti 2010.

### REKOMANDIME

- Kanalizimi i fluksit të remitancave përmes kanaleve joformale të dërgimit bën që, kontributi në rritje të remitancave të vlerësohet më i ngushtë. Instancat përkatëse qeveritare duhet të marrin masa për formalizimin e kanaleve të transferimit dhe ngushtimin e hapësirave për dërgesa informale.
- Duke pasur parasysh që familjet pritëse të remitancave janë relativisht më pak të përfshira në sektorin financiar, ofrimi i produkteve specifike financiare për këto kategori do të ndihmonte në zgjerimin e përfshirjes financiare të popullsisë.

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## **ONLINE STUDY PROGRAMS: THE NEXT STEP TO BE TAKEN BY ALBANIAN UNIVERSITIES?**

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### **ABSTRACT**

Higher education is nowadays facing various challenges on multiple levels among which the decline in the students' enrollments can be considered as the most challenging one. It seems like the chances for the latest technological developments to offer possible solutions to indirectly manage the situation are increasing. Until recently, despite being offered by the same institution, online study programs have been considered as the competitors of the ones offered on-site. However, the recent developments have proven differently. During the pandemic situation a considerable incline in the enrollment level of online study programs was ascertained resulting in the reconsideration of the need for the presence of these study programs as a possible alternative not only to cater to the students' necessities, but also to provide universities with a higher number of students. The paper focuses on the benefits and drawbacks derived by online study programs. It also takes in the consideration whether this alternative might threaten the existence of the same study programs offered on-site; the necessary reformations not only in the current curricula, but also in human and physical capacities; and the necessity for partnerships with other national and international institutions.

**Key words:** accessibility, education, capacity, enrollment level

### **INTRODUCTION**

Online study programs have become a well-known practice for a number of universities abroad. Starting around the end of 1900s, they have been subject of constant developments and improvements in order to properly cater to students' needs and capacities. One of the first universities to offer a real online study program is the University of Toronto, in 1984.

Nowadays, most universities abroad successfully offer such study programs (OECD, 2019) and taking into consideration their long existence, it is safe to assume that their advantages outnumber their drawbacks (PURIWAT & TRIPOPSAKUL, 2021). In Albania, however, there are no institutions which offer online study programs. It is not clear whether these institutions are reluctant to devise this type of studying programs (due to various reasons) or they simply haven't seen the need for their existence. Moreover, dual diplomas are lately being favored by Erasmus+ which means that universities should work more towards the opening of such study programs.

The recent pandemic situation has greatly contributed to and has served as a motivation for a number of institutions to offer such types of education among other ones. It, indeed, proved to be as useful as much as successful form of knowledge conveyance leading to the decrease in the

impact the situation had on education. Even though it would be inappropriate to neglect the many obstacles both teachers and learners faced during the transition, (passing from on-site to online teaching) there still is the fact that we succeeded in adapting the new trends and in adequately employing tools to accomplish our main aims and objectives.

This study aims to encourage possible changes in Albanian universities. It relies on the results of an empirical study and on international universities' experiences and promotes the opening of 'online study programs as a common benefit for institutions and students.

### **ADVANTAGES OF ONLINE STUDY PROGRAMS**

Technology lies among the biggest actors influencing every aspect of our life. It greatly enhances the teaching/learning process and positively contributes to practical knowledge acquisition. There are a number of advantages which considerably influence the educators and learners' attitude towards education in general as much as that of the overall Higher-education institutions' operation.

It is understandable that universities which offer online study programs give access even to individuals who, due to financial problems, their social status or other specific circumstances would have been automatically considered ineligible by the institutions' whose services are limited to on-site learning. In such a case, these universities somehow align their offer with potential students' special needs/preferences leading, thus, to higher success rates on both parties.

Not only does the possibility to access classes from different locations increase the chance to have higher participation rates, but as GHERHES *et al.* (2021) suggests, it also gives students more freedom to express their own ideas and feel less under pressure and far from being prejudiced. In addition to this, it is worth bringing into focus the findings of ALONSO *et al.* (2016), according to whom, collaborative classes increase students' cooperative abilities, their sharing and discussing of ideas, and the finalization of their work via high quality projects as a result of hard work, thorough investigation and consistent communication among them.

Another aspect which is worth considering as a solid advantage is objective assessment, especially when the formative one is in question. As such, despite having been considered as a very 'sour subject of discussion'/inappropriate way of teaching during the beginning of the pandemic situation, with the passing of the time, the adaptation on the teaching tools (HOSSEINDOOST, 2022) and the improvement of the teaching platforms, educators came to realize that objective, realistic and constructional assessment is possible. What is more, this form of assessing students' knowledge provides them with the assurance of being assessed objectively, due to everything being stored and available for reference at any time.

Another advantage directly affecting students' enrollment rate is the fact that owing to these study programs being offered fully online, the study costs are reduced considerably. Consequently, they can be attended even by students with low incomes, working full-time or/and the ones who are planning to get a second diploma and due to many possible reasons cannot afford to follow the lesson in the auditorium.

Looking further into the matter, it can be stated that these study programs give access to international students' participation contributing, hence, not only to the increase in the budget of the universities, but also to the exchange of cultural features among students coming from different nationalities. The effect of such variety will be reflected even on students' life-long skills, their attitude towards the entire process of knowledge acquisition and in their future mindset. They also provide more opportunities to the working individuals to further extend their capacities/knowledge and get qualifications helping them maintain the global need for continuous professional development.

With reference to the Higher Educational Institutions, such programs have other long-term advantages especially when internationalization is concerned. (BRUHN-ZASS, 2022) What is more, international partnerships are facilitated when these study programs are not offered online but also in a foreign language, preferably English.

As a result of the above mentioned advantages, we can firmly state that (if and when the above mentioned requirements are met) students, universities and other stakeholders are going to their own profits respectively.

### **DISADVANTAGES OF ONLINE STUDY PROGRAMS**

In the light of the current issue, it is worth mentioning some very important drawbacks which apply to almost all universities all over the world and some others which are specific for our country. The provision of online study programs calls for thorough restructuring of the existing curricula, teaching methodologies and theoretical framework. The entire staff needs to be involved in and contribute to the process of reformation and adaptation of the new form of the study programs offered by their institution. Likewise, internal as well as external expertise must become essential parts of the entire process in order to foster the necessary environment for it.

Moreover, it is understandable that various qualifications and further specializations are required to be performed by the academic, the organizational and the administrative staff in order to adequately facilitate their provision of the students with all the necessary services leading, thus, to an additional increase in the current financial costs of the universities.

The entire process of the arrangement of internships, essential for a great number of study programs (regardless of them being offered online or on-site) might count as another disadvantage the universities will encounter once they agree to offer online study programs.

Several agreements will need to be signed and various arrangements should be carried out by the organizational staff of the universities and other relevant organizations/institutions in order for the latter to host students whenever it is required (as foreseen in the curricula). In this aspect, it should be considered that more difficulty might be encountered by some study programs due to their specific profiles but there are always ways to adapt them accordingly. One example would be the case with the Elementary teachers who will have to teach their students a language different from the one they are taught to in their own classes (while being a student at university) However, due to their lectures being taught in a foreign language (preferably English), the pre-teachers will be able to successfully adopt their teaching material in any given circumstance

content-wise. It is assumed that offering the curricula in a foreign language is a ‘must’ in order to align with the internationalization process (BRUHN-ZASS, 2022) and to positively influence the increase in the enrollment of international students due to the former being accessible by a wider range of interested parties.

It is worth taking into consideration another possible case: providing online study programs might risk their own success rate due to them automatically becoming part of a wider competition spectrum with other international institutions offering the same curricula. This is expected to possibly influence the percentage of international enrollments and, consequently, to negatively affect at least the first five years of their existence. Moreover, all the facilities and advantages closely related to online study programs, most of which have been mentioned above, might lead to students’ increased preference for them, resulting, thus, in the closing of their siblings offered on-site.

There might be cases when valued academic staff with a long on-site teaching experience refuse or/and are not able to teach online either due to their limited knowledge of what is nowadays considered as advanced technological literacy or to their hesitancy towards the functionality of the process and the expected results. In the case when a common ground will not be found, the students might miss valuable experience and meaningful insights derived by these academics’ long studies and findings.

On a broader view, it is important to be given proper consideration to the possibility that some states and/or institutions might still require a graduate to enter an examination or a General Formation Test before they validate their diploma. This situation calls for thorough investigation in order to facilitate the entire process for the students accordingly. Likewise, it is essential that the university’s information packets include all the relevant information and the right pathways to be followed in order for the students to be properly informed prior to their decision making.

Finally, it is worth highlighting the fact that the Law on Education does not stipulate the provision/existence of online study programs and neither that of blended ones. Consequently, their existence is still considered a long-term objective by universities. This might come as a result of a number of reasons among which we can mention the ones regarding universities’ current capacities necessary for fostering such study programs, their capacity for building new ones, and others regarding general developments in the field of education. If, under any circumstance, universities will be granted such initiative, proper action is required by both main actors (mentioned above) in order to adequately sustain them. Obviously, the entire enterprise calls for excessive work and determination on behalf of the government, universities, and other stakeholders.

## CONCLUSIONS

Despite flourishing abroad, Albanian universities seem to show hesitance towards the inclusion of online study programs in the group of the ones they offer on-site even though the former have proven to be really successful abroad. There are a number of reasons among which being a new phenomenon for our country and the absence in the Albanian legislative framework seem

to hold the greatest importance. Other reasons are related to universities' capacities, the additional financial costs which are expected to be added to the actual load of the institutions, etc.

There is a strong necessity for increasing the collaborative capacities with other international partner universities in order to attract more students. In this aspect, additional partnerships with national and international institutions are required, in order to provide students with possibilities to carry out their training and internships.

Moreover, all the curricula for online study programs (especially when dual and/or double diplomas are concerned) should be provided in a foreign language (preferably English).

The process of institutional internationalization leads to the alleviation of the procedures necessary for the exchanging of human and physical capacities among them. Likewise, professors from different universities, living in the country or abroad, might contribute their skills and knowledge in online classes. Hence, providing students with different experiences and viewpoints.

All the necessary changes need time and dedication to be achieved. Further collaboration with international institutions is required in order to acquire the best practices and later adapt them accordingly. Also, participation in projects contributes to the acquisition of new concurrent skills and features.

It is understandable that the reformation and adaptation of the online study programs might increase the university's expenses beyond their capacities. What is more, in some cases, especially in the study programs which are selected by a low number of students, a corresponding online version might lead to the closing of that offered on-site.

To conclude, we can state that the practice seems a very promising one for Albanian universities and as a very good solution for the ones which are not situated in Tirana. It is important to mention that due to the study being mostly empirical, other, more practical ones are needed in order to deepen the analysis on the real benefits of such study programs.

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## **ENHANCING THE ROLE OF FEEDBACK IN HIGHER EDUCATION USING FEEDBACK AS A MEANS TO IMPROVE ONLINE LEARNING PRACTICES**

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### **ABSTRACT**

The current paper aims to bring to the foreground the role of feedback in higher education, more specifically, the role of feedback as an element to improve student learning opportunities and a means of providing further motivation to both students and teachers involved in online environments. We begin the paper by introducing some general insights into several types of feedback and the impact it has in higher education. We then refer to different ways we can retrieve feedback in online environments with the final aim of using feedback to bring improved performance in the complex process of teaching and learning. Throughout the article, we maintain the view that feedback should be a constant source of motivation and self-efficacy for students. To fulfil the aims of the article, we provide a theoretical framework from leading international researchers and we bring some examples from online classes at UNIKO that aim to reconceptualize and recognize the impact of feedback in current teaching and learning practices in higher education.

**Keywords:** learning, teaching, feedback, online, role, motivation

### **INRODUCTION**

We all agree that feedback is important and that it should not be neglected; as instructors we need feedback upon which we can improve teaching and learning experience; learners, on the other hand, need to be feedback-aware and utilize efficiently the information they receive or help generate. The shift from a teacher-centred environment to a learner-centred one also calls for a different approach of feedback, made up not only of teachers' comments but also of learners' input, whose role is much more active in improving the teaching and learning experience. This article aims at bringing to the foreground the role of feedback in improving teaching and learning. We will describe types of feedback in higher education and ways of obtaining it. We will also outline some suggestions on how to improve on feedback and use it to make a difference. The article will be enriched with some concrete examples taken from online classes at UNIKO and illustration of the way feedback was obtained. We conclude the article with some recommendations about enhancing the role of feedback in higher education and using it as a means to improve online learning practices.

## FEEDBACK AND IMPACT

In this part of the article we bring arguments to support the view that feedback and impact are closely related to one another; after all, as instructors, we receive feedback with the intention of witnessing improved future conditions, thus, we hopefully await look forward to meaningful and purposeful impact. To fulfil the aims of the current paper, we refer to views expressed by M. Henderson et al. in the chapter *Identifying feedback that has impact* in *The Impact of Feedback in Higher Education* (2019). The contributors to this book are 28 leading researchers across diverse disciplines and they have explored the notion of feedback impact from different approaches and have thus offered promising directions for both research and practice. We provide below a short summary of the views of those researchers who emphasize that impact should be identified and understood in connection with feedback processes as a whole (HENDERSON *et al.*, 2019: 15-34). The author state from the beginning the need to avoid the common misconception that feedback is something done by the educators and given to learners in the form of comments. Neither should feedback be thought of as a one-way flow of information, taking place after assessment submission and serving to justify the grade, ignoring thus its role to improve future performance. They argue that feedback is usefully defined as *processes where the learner makes sense of performance-relevant information to promote their learning*. There are several implications of this definition; first, they position feedback as a series of processes in order to emphasize that feedback is not an isolated event that involves only transmission of information or input; second, learners have first-hand importance in such process where they are actively involved, with academics not being the centre of attention; third, the sense-making process may be not be necessarily rational or conscious and might call into action the activation of a variety of frames from social constructivist and sociocultural learning; and, fourth, feedback is needed to promote future learning experience, thus, linking feedback to impact and effect, we look forward to improved outcome that benefits learners and academics alike.

What do we mean when we use the term *feedback* in higher education? There are quite a number of different uses and interpretations of the use of this term across different fields, however, for the purposes of this paper, we support the view of the cited authors who state that feedback includes *any systematically organized or structured approach to collecting evidence of performance, whether it is diagnostic, formative or summative in nature*. Such performances may appear as comments at the end of an essay, peer feedback prior to submission of work, face-to-face performance conversations in work integrated learning contexts, to mention but a few. However, feedback is not only related to assessment designs, regardless of how important that may be. Any information without effect, the quoted authors state, is not feedback, it is just information. We quote in this respect a definition of feedback given by Henderson et al., which again emphasizes that feedback is a necessary component of feedback. They say that feedback can be usefully understood as a process in which information about a learner’s performance somehow influences their future capabilities or actions (HENDERSON *et al.*, 2019: 18). Again, in this definition, several components should be brought to attention, such as,



conceptualizing feedback as a process, realizing the fact that it involves information retrieval with the aim of reusing it to influence subsequent future actions and performance, hence the prevailing significance and usefulness of impact. It needs to be recognized, however, that such a realization of the direct connection between performance information and impact does not come without any challenges for educators who are committed to achieving effective feedback. After all, as we are all aware, either from the perspective of learners or the perspective of educators, even though starting from the same performance information, we can have different outcomes due to learner's individuality, sense-making processes and operating contexts. This becomes even more convincing when we think of learning not only as a process of knowledge transmission, but more as a process of knowledge construction rather than reconstruction, which, again, brings to the foreground the role of the learner and the context of learning. Having realized such challenges, instructors need to design feedback in anticipation of its impact on future performance and also find ways to understand and measure that impact to optimize learner outcomes, and, also, be constantly involved in a process of reconfiguration of conditions until effects of benefits in learners are observed.

HENDERSON *et al.* (2019) advise against the sole concentration on the role of teachers or institution to instigate or manage feedback, since they conceive the role of learners to be of primary significance in this aspect, including the potential to identify their own goals, criteria and even generate their own evaluative information to inform their future constructions and actions (HENDERSON *et al.*, 2019: 19). This is even more so in light of the shift from teacher-centred learning perspective towards learner-centred environments in which the teacher is considered as a possible source of eliciting evaluative information about performance, among other sources, such as family members, friends, peers, automated systems, social networks, and, of course, learners themselves. The role of the educator can be observed in shaping feedback processes, designing assessments that elicit and shape performance, and creating opportunities for learners to engage with a variety of sources and types of information designed to develop their evaluative judgment, that is, decisions about the quality of their work (TAI *et al.*, 2018; HENDERSON *et al.*, 2019: 20). The process of performance information and feedback is not a straightforward one. Learners need to be involved in a process of making sense of information in order to be able to act upon it in the future and increase levels of efficacy and improved future performance. To make productive use of feedback, learners need to be made 'feedback literate', which means be provided with an understanding of what feedback is, how it can be managed effectively, and appreciate the role of teachers and themselves in these processes.

Another important concept that needs to be clarified with reference to the conceptualization of feedback is identification of the nature of impact. Since higher education involves complex learning tasks, identifying the nature of impact becomes complex itself, amongst many other factors such as curriculum and assessment design, pedagogy, context and learner agency. In addition to this, we agree with the authors who state that it is quite impossible to assign clear causality of feedback impact outside

experimental conditions. The cyclical nature of feedback process should also be taken into account; elements such as performance by the learner, generation of information, sense-making, and effect are not part of a linear sequence, each element is more complex and fluid and learners can move back and forth in the stages that are comprised in the cycle, and, to complicate matters further, movement and distinction from one stage to the other may not be apparent (HENDERSON *et al.*, 2019: 24-25). The authors also outline diverse forms of feedback impact, supporting the belief that in better understanding impact within a feedback loop, we are more prone to understand better how to improve feedback outcomes. Some of the ways in which authors conceive feedback impact are: impact is not just a learning outcome, thus, learners may meet learning outcomes, but, thus may not be due to feedback; impact may be cognitive, which can be difficult to detect; impact may be affective or motivational, for example, critical comments can lead to negative emotional reactions and demotivation; impact may be relational, issues such as credibility, trust, perceived safety/threat influence the way in which learners engage with the feedback process; impact may change values, beliefs and identity – active participation in feedback discourse provides opportunities for construction, deconstruction and reconstruction of students’ academic self-identities; impact may be intentional or unintentional; impact may be delayed or not successive; and, impact may be plural, that is, multiple effects may interact and influence future performance (HENDERSON *et al.*, 2019: 26-30).

We conclude this part of the current paper by outlining some essential concepts that have been introduced so far and that will guide us through the rest of the article:

- feedback is interrelated with impact,
- feedback is a set of processes with cyclical nature,
- causality with reference to the relationship between feedback and impact is not easy to be identified and measured,
- feedback is hopefully related to improved future performance, even though the latter may not always be a manifestation of the former,
- impact can be framed as essentially any changed state within learners which results from feedback processes,
- feedback results in impact and impact will hopefully improve future performance,
- in order to expect improved future performance, feedback should be meaningfully designed, understood, and, if possible, measured, so that learners’ outcomes be optimized.

We move now to the second part of the paper which will outline more specific information about different ways we can obtain feedback.

## **HOW CAN FEEDBACK BE OBTAINED**

The importance of feedback has already been acknowledged in research literature. Feedback is arguably the most important part in its potential to affect future learning and student achievement (RUST *et al.*, 2005: 234; CONRAD & OPENO, 2018: 15). There are several kinds of feedback as well as several kinds of classifications of feedback, depending on

whether we take into consideration sources of feedback, modes of feedback and agency that provides feedback. Below we present some types of feedback based on current relevant literature review. The concept of feedback can be explored a *macro-level perspective* (information provided by an agent e.g., teacher, peer, book, parent, self, and experience regarding aspects of one's performance or understanding) or through a *micro-level perspective* (information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way (HATTIE & TIMPERLEY, 2007; RAMAPRASAD, 1983; KURTOĞLU-HOOTON, 2016: 2). Following Egan's terminology, based on his work on counselling (19990, 2002), feedback can be divided into two categories: *confirmatory feedback* and *corrective feedback*; through confirmatory feedback, significant others such as helpers, relatives, friends, and colleagues let clients know that they are on course—that is moving successfully through the steps of their action programs toward their goals” and that “through corrective feedback, significant others let clients know that they have wandered off course and what they need to do to get back on” (EGAN, 2002: 361; KURTOĞLU-HOOTON, 2016: 2). Kurtoğlu-Hooton explores the terms corrective and confirmatory feedback and applies them in teacher education context in which the people involved in giving or receiving the feedback are teacher educators or student teachers and are not in a counsellor—client relationship. Confirmatory feedback, as stated by the quoted researcher, involves positive feedback in the form of praise, or confirmation and/or reassurance that something went well, like ‘a pat on the back’ whereas corrective feedback acts as some form of correction and applies to situations where there was perhaps a better alternative for some skill that had been exhibited, for some behavior that took place for some teacher quality that was or was not revealed, or for some decision that did not work particularly well in a specific classroom context (KURTOĞLU-HOOTON, 2016: 3).

Researchers CONRAD & OPENO (2018) in *Assessment Strategies for Online Learning* recognize that although some research argues that feedback is the most important factor in affecting future learning and student performance (HATTIE, 1987; BLACK & WILIAM, 1998; RUST *et al.*, 2005), other educators hold, perhaps more cynically, that the final grade is the telling factor for learners. Whatever the case, they argue, feedback, be it *explanatory* and *confirmatory*, authors agree that feedback is key to the cycle of authentic assessment. Feedback may be *formalized* (when it occurs in conjunction with graded assessment tasks) or *informal* (prior opportunities that contribute to final assessment). In both cases students should be made aware that they will be providing and receiving feedback so that they recognize it as such (BENSON & BRACK, 2010:88). Depending on sources of feedback, we recognize *feedback generated by teachers, peers, self-generated feedback (students), automated systems, relatives*, etc. Feedback generated by sources other than the teacher can help to reduce workload and provide direct benefits to learning. Students who generate their own feedback become self-regulated learners and control their own learning. (NICOL & MACFARLANE-DICK, 2006; BENSON & BRACK, 2010: 88) Referring to modes in which feedback is delivered, we distinguish among *written feedback, video, audio, rubrics*, etc.

We outline some examples extracted from literature review of how feedback can be obtained and encouraged:

- In a *discussion* the teacher presents students with two components of an activity: first, they write a paragraph on a particular topic; second, they critically comment on the contribution of another student. The second component obtains feedback from students, as well as encourages them to improve their own work, based on feedback received from their peers. To make feedback even more productive, the teacher may set schedules for initial contribution, critical contribution, and final contribution (with improvements based on feedback received by peers) (BENSON & BRACK, 2010 :89);
- The teacher sets a *pre-test with incorporated feedback* (which is matched with a later post-test to identify the learning that has occurred), or the teacher provides a *questionnaire* on issues related to students’ goals, expectations, potential problems, etc. (BENSON & BRACK, 2010: 110-111);
- The teacher asks from students to write a *letter of reflections* about themselves and their learning (BENSON & BRACK, 2010: 110);
- The teacher asks students to complete a *self-assessment task* in which they evaluate their past learning (BENSON & BRACK, 2010: 111);
- The teacher invites an expert (from anywhere in the world) to moderate an *online discussion* on a particular topic, which makes students able to benefit from ‘real-world’ experience and receive useful feedback (BENSON & BRACK, 2010: 113);
- Other ways of obtaining feedback from students are *interviews* (structured, semi-structured and unstructured; face-to-face, phone, online, self-recorded audio-tape), *questionnaires* (in-class, post, online/web, phone), *focus groups* (followed by self-assessment quizzes for additional assistance), *observation and reflective logs* (MORGAN *et al.*, 2004: 269)
- Feedback should be organized to link principally to one or more of the following: the module learning outcomes; the marking scheme or grade descriptors; the assessment criteria (BLOXHAM & BOYD, 2007: 111);
- The teacher schedules *assignments* throughout the semester so that there are opportunities for progressive feedback and ensures to provide feedback well before the next assignment is due (BENSON & BRACK, 2010: 119);
- The teacher downloads assignment, assesses and returns it to students *electronically with comments* (tracked changes or separate file in Word or Excel, or, in case of pdf format, annotations, marking sheets or attached files) (BENSON & BRACK, 2010: 129);
- Encouraging the use of feedback as part of the assessment toolkit, Palloff and Pratt advise teachers to promote the use of students’ feedback as part of assessment activities and give tips such as: develop course guidelines that include an *expectation* of students’ feedback to one another; promote a sense of *collaboration* rather than competition through the use of feedback; encourage *posting of feedback on the discussion board* rather than through e-mail, as this allows instructors to see material not otherwise

available; explain the importance of giving good feedback as it deepens the level of discussion and learning (PALLOFF & PRATT, 2009: 72);

- VAUGHAN, CLEVELAND-INNES & GARRISON (2013) suggest that, to promote student engagement by using feedback, “instructors in a blended community of inquiry are also encouraged to take a portfolio approach to assessment, [as] this involves students receiving a second chance or opportunity for summative assessment on their course assignments” (p. 93). They state that providing multiple opportunities to submit iterations of students’ work, and thereby encouraging them to work to close the gap between current and desired performance, is highly authentic and similar to real-world work contexts (CONRAD & OPENO, 2018: 69);
- Reflective assignments such as *learning journals* provide students with an opportunity to reflect on their strengths and weaknesses as learners without losing marks, but these provide their own problems for assessment (BLOXHAM & BOYD, 2007: 21);
- Some ways to gather information about students’ progress, without overloading them, are: *online tests* which provide automated, immediate feedback; peer marking of assignments in class; submission of weekly short assignments of which the tutor randomly selects a small proportion for *summative marking and feedback*; submission of a *log book* indicating work undertaken during the module (BLOXHAM & BOYD, 2007: 52);
- The teacher introduces *true/false or multiple-choice questions* during lectures to test students’ understanding of explained ideas. Students provide answers immediately, which shows the teacher whether they are on the right track or not. Answers can be collected and displayed electronically thus students have an active role in class and instant feedback is gained while on progress (BLOXHAM & BOYD, 2007: 53);
- In order to keep track of students’ learning, teaching plans should be modified in response to them. There is a multitude of sources to obtain that information, such as questions students ask; in-class exercises; online quizzes; and formal mid-course assignments. An example is the ‘*minute paper*’ which involves the tutor asking students to conclude a session by writing the answer to a simple question such as ‘What was the most important thing you learned during this class?’ or ‘What important question remains unanswered?’ on a scrap of paper. As students are asked to limit their reply to a sentence or two, tutors can quickly read the responses (or a sample). Another activity is the ‘*muddiest point*’ which involves a similar technique, but the question is ‘What is the muddiest point in the topic, lecture, reading, etc.?’ (ANGELO & CROSS, 1993: 154; quoted in BLOXHAM & BOYD, 2007: 53). Another suggestion is to ask students to note what they found difficult when they hand in an assignment or to ask ‘students in groups to identify “*a question worth asking*”, based on prior study, that they would like to explore’ during a session (NICOL & MACFARLANE-DICK, 2004: 8; quoted in BLOXHAM & BOYD, 2007: 54);
- LILLIS (2001, 2003) argues for the central importance of developing feedback as a tutor-student dialogue, and addresses the notion of ‘addressivity’ to explain how a tutor’s response to writing in progress can help the student develop and clarify the meaning in their work: ‘are you trying to say...?’ or ‘what is the point you are trying to

make in this paragraph?’. In other words, the dialogue taking place with reference to an assignment can help the student develop the emergent meaning in their writing and provides the opportunity for the teacher to respond to and reorient students’ thinking (Bloxham and Boyd, 2007: 103-104).

In summary, feedback is essential to be obtained and encouraged in the teaching and learning process not only for students, but for teachers as well. Researchers such as ANGELO & CROSS (1993) and NICOL & MACFARLANE-DICK (2004) provide a range of ‘classroom assessment techniques’ designed to assist staff in gaining immediate feedback from students which can be used to *revise teaching strategies* (BLOXHAM & BOYD, 2007: 21). As it has been mentioned, researchers who acknowledge the role of feedback agree that feedback is helpful, but they also advise that, in order for it to be meaningful and purposeful, it requires detailed thinking and explanation, discussion of problems and additional reading. Thus, it can obviously be time-consuming, but rewards will pay off in the long run, that is why, in the next part of the paper we introduce several ways to improve feedback, so that we can use it to everyone’s advantage.

### **HOW CAN FEEDBACK BE IMPROVED**

Some of the noted benefits of helpful feedback, among others, include, clarification of good performance, facilitation of self-assessment and reflection, encouragement of teacher and peer dialogue around learning, encouragement of positive motivational beliefs and self-esteem, opportunities to close the gap between current and desired performance, and shaping of teaching (VAUGHAN *et al.*, 2013, in CONRAD & OPENO, 2018: 15). Some principles of good feedback practice have also been outlined by NICOL & MACFARLANE-DICK (2006: 205; in BENSON & BRACK, 2010: 88) indicating that good feedback helps clarify what good performance is (goals, criteria, expected standards); facilitates the development of self-assessment (reflection) in learning; delivers high quality information to students about their learning; encourages teacher and peer dialogue around learning; encourages positive motivational beliefs and self-esteem; provides opportunities to close the gap between current and desired performance; and provides information to teachers that can be used to help shape teaching.

However, we cannot fail to notice that obtaining good quality feedback that enhances students’ learning is not the easiest thing to do. We list here some of the problems that are related to feedback, as stated by Irons (2008: 25-26). Such problematic cases include cases when students don’t make use of the feedback, they are only interested in grades and marks; feedback does not actually contribute to student learning, especially when feedback is not constructive and is not understood by students,, is too complex or is contradictory; feedback is only there to justify the mark that students are given; feedback may be categorical in tone and not particularly explicit; there is no opportunity for students to enter into dialogue or discourse about their feedback; feedback emphasizes the power relationship between teachers and students – especially if the teacher is providing all the feedback without opportunity for dialogue between teacher and students; provision of feedback has the

potential to include bias; feedback may actually foster rote learning, especially as a reaction to frequent feedback; feedback might actually be inappropriate – for example giving positive feedback to make students feel better or encourage students irrespective of the quality of the work being assessed.

In order to fight such problematic cases and, especially, reduce the workload that accompanies feedback, we present below a summary of qualities that feedback provided in a formal assessment context should have:

- Feedback should be *timely* (students should be informed about feedback obtained or provided to them), *informative* (feedback should convey specific information that is directed towards improvement of learning: any judgment should refer to the reasons supporting the statement), and *supportive* (this is especially necessary in online environment, where lack of direct communication raises need of support and reassurance) (BENSON & BRACK, 2010: 89-90).
- Feedback that is “*planned and tuned to specific student behaviours and needs is effective*” (GREGORY & KUZMICH, 2004: 20; cited in HOWELL & HRICKO, 2006: 216);
- Feedback is most effective when it combines *encouragement* (well done), *explanation* (consider...and try again), and *model answer* (compare your answer with this model answer, prepared by an expert) (BENSON & BRACK, 2010: 131);
- Black and Wiliam, in an extensive review of literature on formative assessment, concluded that feedback in the form of *comments* can have a significantly greater effect on future improvement than feedback that is limited to a grade or mark (BLACK & WILIAM, 1998, in BLOXHAM AND BOYD, 2007: 21);
- Students’ feedback should respond to the question in a way that clearly *supports* a position, it should begin a new topic, it should add to the discussion by *critically reflecting* on what is being discussed, it should move the discussion in a new direction, it should *stimulate* further thinking on the part of the person to whom the feedback is addressed (PALLOF & PRATT, 2009: 72);
- The most useful type of feedback is *timely, detailed, and precise* so that it can support learning. Such feedback helps clarify what good performance is; it facilitates self-assessment and reflection, encourages teacher and peer dialogue around learning, encourages positive motivational beliefs and self-esteem, provides opportunities to close the gap between current and desired performance, and can be used by instructors to help shape their teaching (VAUGHAN *et al.*, 2013; in CONRAD & OPENO, 2018: 68).
- A key principle of feedback is that it will *usefully inform the student* of ways to *improve* their performance, or ‘*feed forward*’ (TORRANCE 1993; HOUNSELL 2006; quoted in cited in BLOXHAM & BOYD, 2007: 104).
- Many students say they would like feedback more regularly (COLBY *et. al.*, 2003), and one of the great complaints by students of the reading of their assignments is that feedback is sparse or more confirmatory than explanatory). *Planning* for the delivery of

positive feedback to learners can help them succeed in their studies (CONRAD & OPENO, 2018: 68-69);

- As assessment feedback contributes to the Community of Inquiry teaching presence, “instructors who take the time to acknowledge the contributions of students through words of *encouragement, affirmation or validation* can achieve high levels of teaching presence” (WISNESKI, OZOGUL, & BICHELMMEYER, 2015:18, in CONRAD & OPENO, 2018: 69).
- RUST *et al.* (2005) cite SADLER (1989), who identified three conditions for effective feedback: (1) a *knowledge* of the standards in use; (2) *comparison* of those standards to one’s own work; and (3) the required action to *close the gap* between the two (Sadler, 1989 cited in CONRAD & OPENO, 2018: 69);
- Appropriate feedback “helps students maintain a sense of *control*, reduces *uncertainty*, and encourages a *higher level of thinking*” (GREGORY & KUZMICH, 2004: 17; cited in HOWELL & HRICKO, 2006: 216).
- Feedback has little value unless it is timely and students pay attention to it, understand it, and *act on it* (Gibbs and Simpson 2004–5), and various studies suggest or investigate practical activities to help students engage with it (NICOL & MACFARLANE-DICK 2004, cited in BLOXHAM & BOYD, 2007: 21);
- *Feedback grids* can be used to speed up the provision of feedback, especially when they are tailored to the assignment (BLOXHAM & BOYD, 2007: 106);
- Feedback tools such as *surveys*, tend to attract larger numbers of respondents when the purpose is clear and action results NAIR & MERTOVA, 2011: 151);
- Feedback should be given to a learner throughout the course and at the end of the training to recap the performance and *review the learner’s progress* (HOWELL & HRICKO, 2006: 216);
- Research indicates that here are three pathways towards more sustainable feedback: *greater focus on the provision of high-value feedback; transforming the role of students in feedback; enhancing the congruence of guidance and feedback* (BOUD & FALCHIKOV, 2007: 103).

Nonetheless, teachers should not underestimate the value of informal feedback and should also notice unsolicited feedback (BENSON & BRACK, 2010: 162), which adds more significance to formal assessment. Recent studies have also placed greater importance on the notion of *feed forward* (TORRANCE, 1993; HOUNSELL, 2006), which focuses on what a student should pay attention to in future assessment tasks, and ensuring that feedback is embedded in day-to-day learning activities as well as provided in response to formal assignments, for example as in-class and online activities (LAURILLARD 2002, cited in BLOXHAM & BOYD, 2007: 104). The latter will be the focus of the last part of the paper.

We conclude this part of the paper by supporting the metaphor of *feedback ‘sandwich’* as described by researchers BLOXHAM & BOYD (2007): the overall structure should start with a layer of specific praise for strengths within the assignment, followed by the filling, which consists of key areas of weakness and strategies for improvement. The final layer



concludes with a statement that is as positive as possible providing an overview of the assignment.

## **FEEDBACK IN ONLINE ENVIRONMENTS**

The role of feedback has been recognized by research to be particularly powerful in higher education, since it can enhance learning in three significant ways: 1) by accelerating learning (speeding up what can be learned by the students concerned within a given period of time, and so enabling learning to take place more rapidly, or in greater depth or scope, than would otherwise be the case); 2) by optimizing the quality of what is learned (helping to ensure that the learning outcomes achieved and evinced by the students meet the standards hoped for or required, such as in terms of precision, appreciation of complexity, applicability to real-world problems and so on); 3) by raising individual and collective attainment, through enabling the students to attain standards or levels of achievement higher than those which they might otherwise have reached, i.e., without recourse to the scaffolding afforded by feedback (Hounsell, in BOUD & FALCHIKOV, 2007: 101). In this part of our paper, based on the quoted research and current practice at UNIKO we are going to introduce some examples of obtaining feedback in online environments to the benefit of everyone involved in teaching and learning.

### **Examples of Online Feedback Activities in Higher Education**

Palloff and Pratt, in *Assessing the Online Learner*, give some feedback guidelines referring to students' online feedback. They advise students to always plan ahead their feedback and think before they type on the screen and before posting messages; make some notes before typing a message online in order to figure out what they need to say; use short paragraphs, so that they use a minimum of words; always read aloud what they have typed to make sure that it makes sense; place their comment clearly, not just type "I agree with this!" or "Me, too!" after quoting a message; avoid saying simply that they "agree" but state reasons why they feel the way they do; read what they have written before sending a message in order to spot errors in spelling, phrasing, and grammar, but also notice degree of formality and friendliness in the message to be posted; and ensure message is worded professionally and not harshly to avoid insulting those who will read it and inadvertently "flaming" other members of the group (PALLOFF & PRATT, 2003, pp. 171 – 172; in PALLOFF & PRATT, 2009: 72-73).

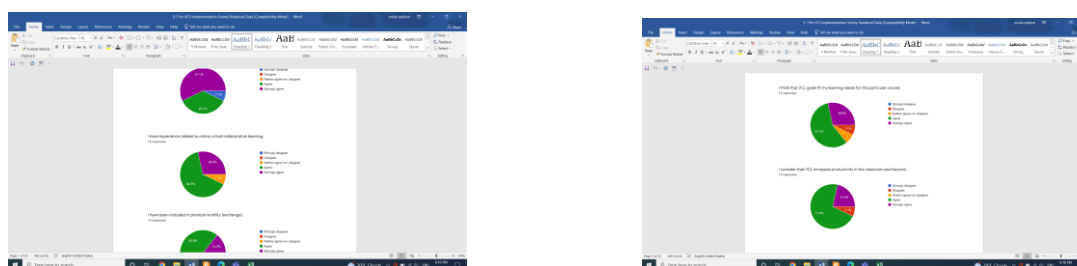
In addition, teachers have to ensure that students know what to expect. Online communication can be a valid tool for supporting *peer feedback*, which, in turn, has benefits for the student providing the feedback through the critical reflection involved, as well as for the student receiving the feedback who might then respond, and for others who observe or then build on the feedback that is generated. Researches have noted that when students are working in groups, feedback to each other becomes a natural part of their engagement and learning as they work on a task together. Nevertheless, students often like to hear (virtually or otherwise) the voice of the teacher as well (BENSON & BRACK, 2010: 88). *Peer assessment* is another useful approach to building a knowledge of standards, comparing

those standards to a learning object, and providing students opportunities to engage with feedback and improve their work. As NAGEL & KOTZÉ (2010: 46) point out, “one of the strategies that can improve the quality of education, particularly in web-based classes, is *electronic peer review*. When students assess their colleagues’ work, the process becomes reflexive: they *learn by teaching and by assessing*”.

However, consistency of feedback can be an issue in itself. In face-to-face classes, the instructors can take notes about learners’ performance, but there is no simple way to accurately evaluate every aspect of a learner’s performance and learners are consequently at a disadvantage when feedback is inconsistent. In a physical classroom setting, an instructor is present and can give feedback instantly and in numerous ways to all students; online courses, on the other hand, do not have an instructor to monitor every interaction that the student executes, yet, they do need detailed, immediate feedback about their performance, just as if they were sitting in a physical classroom (HOWELL & HRICKO, 2006: 221). We present below some of the ways we can obtain feedback in online classrooms, followed by illustrations with examples from UNIKO online classes. Some of the ways to obtain feedback in online environments are: essays, reports, reviews and media files; automated quizzes and interactive multimedia programs in the form of multiple-choice questions, short answers, matching, fill-in blanks, true/false, drag and drop, and simulations; online discussions in the form of forums, debates, allocated roles and role-plays; and web publishing as e-portfolios, webpages as blogs and wikis and shared documents (google docs). Such online opportunities provide possibilities for feedback and assessment (prompt and over time) not only for the individual student, but also for group and peer feedback and assessment (BENSON & BRACK, 2010: 134).

### Examples of Online Feedback Activities at UNIKO

This part of the article illustrates some specific examples of feedback obtained during online teaching and learning at UNIKO. We will present some print screens that illustrate examples of feedback in the forms of quizzes, online discussions and forums, roles’ distribution, portfolios, and shared documents.



**Fig. 1** Examples of results from google forms to get feedback from students’ experience in virtual learning (Google forms)

SESSION 10: POSTER PRESENTATIONS

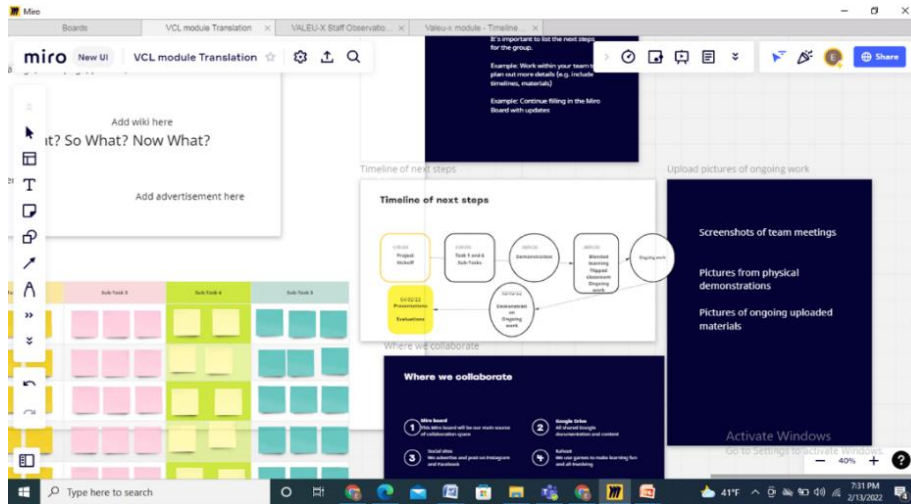


Fig. 2 Example of online collaboration and peer and teacher feedback (Miroboard)

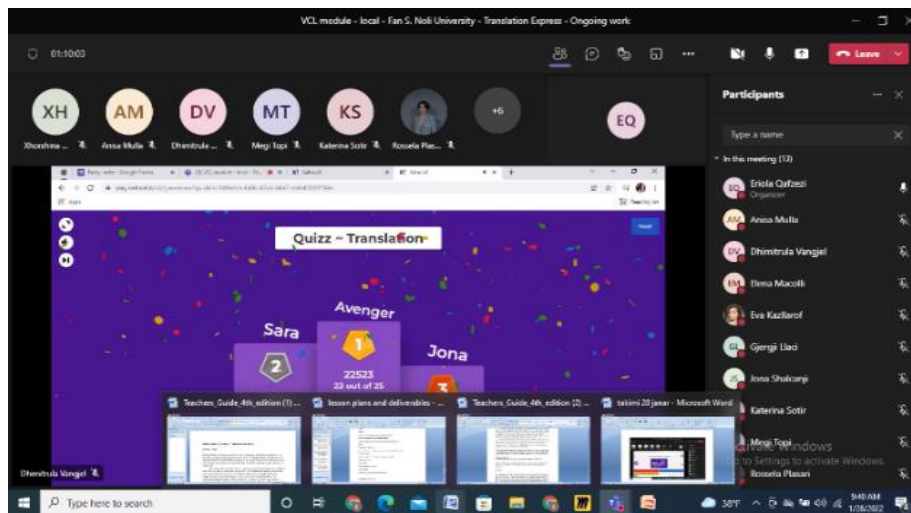


Fig. 3 Example of peer feedback through online quizzes (Kahoot games)

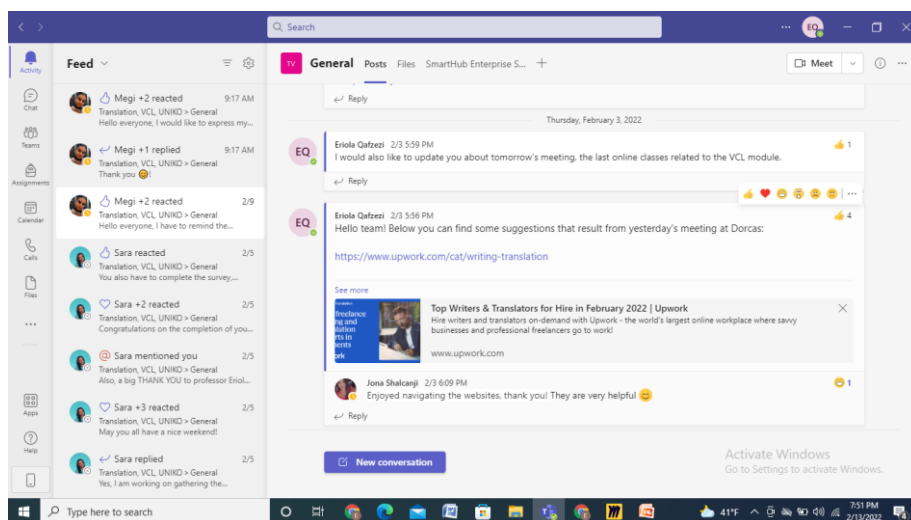


Fig. 4 Example of peer and teacher feedback in online platforms (Teams)

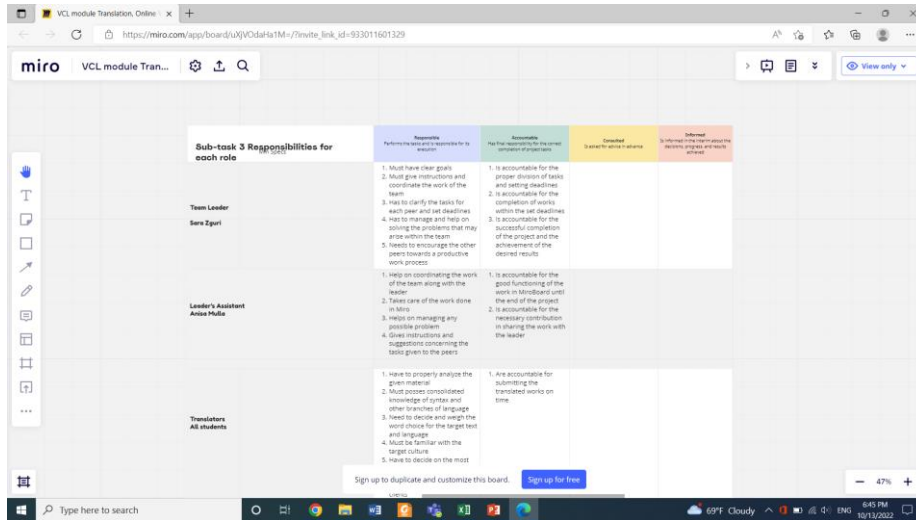


Fig. 5 Example of collaboration and feedback in online platforms (roles' and responsibilities' distribution in Miroboard)

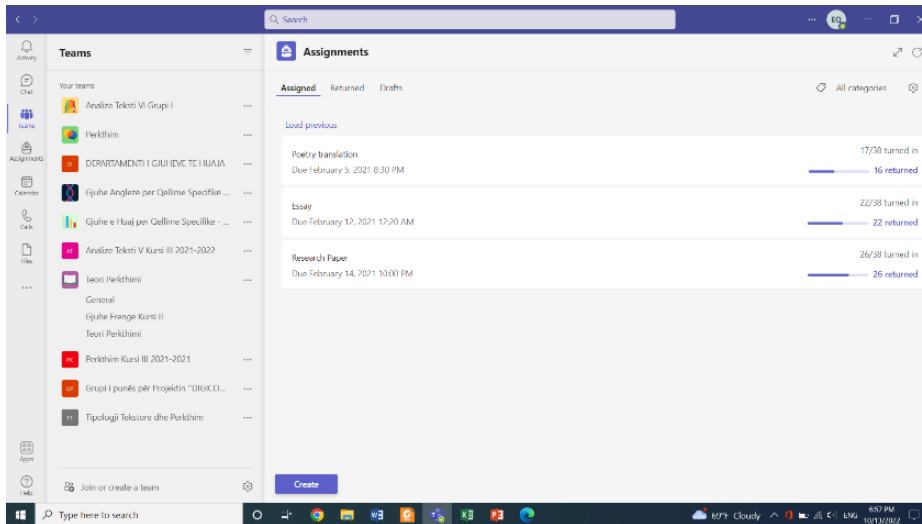


Fig. 6 Example of feedback from electronic portfolios (Teams)

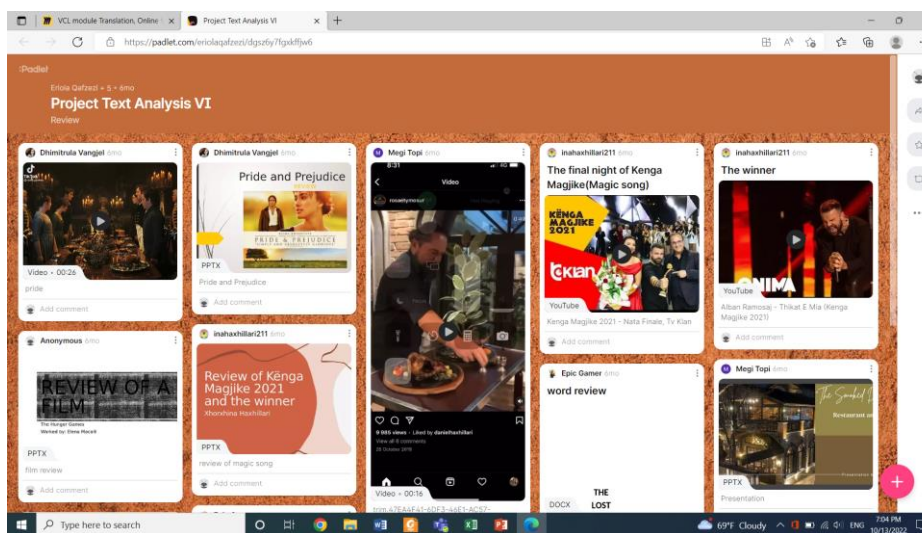


Fig. 7 Example of online peer and teacher feedback and collaboration through online tools (Padlet)

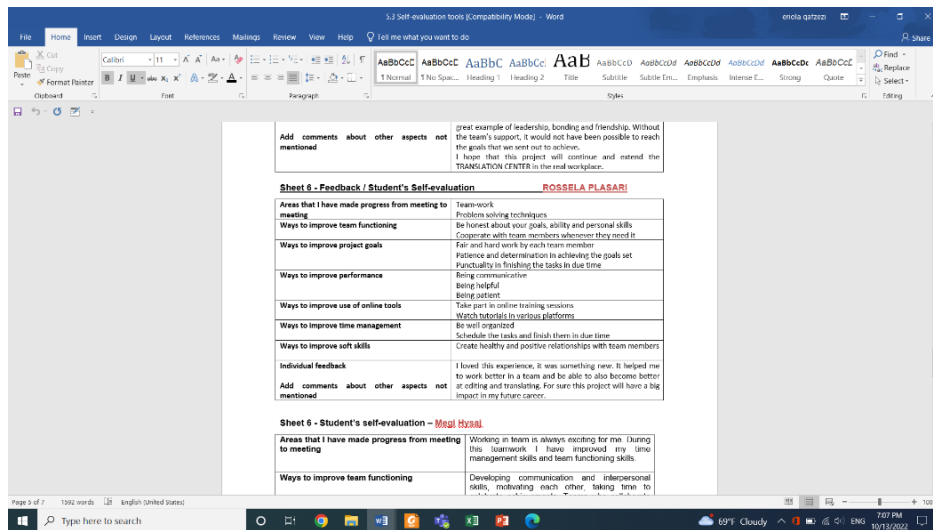


Fig. 8 Example of students' feedback through self-evaluation sheets

The print screens are taken from authentic activities and online classes at UNIKO and they serve to illustrate multiple ways of receiving feedback and using it to everyone's advantage and of facilitating the teaching and learning process, as well as collaboration among peers, towards more effective use of online tools and platforms.

## CONCLUSIONS

To conclude, we support the views outlined by several scholars inside the current paper that feedback is a necessary practice, closely related to impact, and that it can be used to track and improve both students' learning practice and instructors' teaching process and it can also be made more visible to both teachers and learners through digital tools. As far as online environments are concerned, we think that these environments provide a contextualized learning experience and, thus, a differentiated approach to feedback, which means that they provide a helpful resource of information to be used at everyone's advantage. However, obtaining feedback does overload both teachers and learners, and we thus advise teachers to integrate and encourage feedback throughout programs, module learning outcomes and assessment criteria, with the intention of facilitating students' understanding and improving future performance.

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## INVESTIGATING THE GOVERNMENTAL SUPPORT ON ENTERPRISES DURING COVID-19 PANDEMIC

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### ABSTRACT

Our paper focuses on the analyses of the level of financial governmental support on Small and Medium Enterprises (SME) and its economic performance impact in Albania. To answer the research question, we use data for Albania from Enterprise Surveys (ES) for the period 2018 to 2020. The survey was a shared project of the European Bank for Reconstruction and Development (EBRD), the European Investment Bank (EIB), and the World Bank Group (WBG). The questions included in the dataset contribute to understanding what firms experience in the private sector. Collected data are based on firms' experiences and enterprises' perceptions of the environment in which they operate.

To accomplish the empirical analysis the dependent variable is the SME performance. In our paper the enterprise performance is measured in terms of sales, employees, and fixed assets growth. On the other side, the vector of independent variables is composed of enterprise characteristics such as enterprise age, size, ownership structure, legal status, access to formal banking services, gender ownership, and other composed variables. Moreover, to capture the level of governmental support SMEs, we will focus the following ES questions: Whether enterprises received support in the form of (1) cash transfers, (2) deferral of payments, (3) wage subsidies, or (4) some other form. Preliminary empirical research results shed light on the positive effect of government support on enterprises' performance. However, the magnitude and statistical significance are different and give several political implications in support of enterprise development.

**Keywords:** Firm Performance, Entrepreneurship, Governmental Support

**JEL code:** L25, L26, J23, L21

### INTRODUCTION

The pandemic of Covid-19 impacted all aspects of living almost everywhere. In this context due to the economic crises in all sectors of economy, government support measures were released to support households and enterprises. The global pandemic crises have acted as a catalysator for enterprises to face the pressure of the outbreak. Government measures in response to the pandemic affected enterprises activity by decreasing the production capacity, disrupting flows of exports and imports, and seriously pressuring the service sector operation. In this context digitalization may help firms to overcome obstacles and find new opportunities of doing business (PAPADOPOULOS *et al.*, 2020; RATTEN, 2021).

The financial support has become crucial during the challenges of the pandemic Covid-19 in terms of enterprises survive and find new and innovative ways of doing business. Much research attention has been dedicated to the developed countries and still is needed to be done in emerging economies such as Albania. Traditionally, enterprises in developing countries such as Albania have encountered higher barriers in connecting and in obtaining access to information from markets (CURRAJ, 2017; ABEDINI & HANI, 2017; BALLA, 2020). Therefore, it is important to study the microeconomic relationship between governmental support and enterprise’s economic performance.

The rest of the paper is organized as follows. The next section presents a literature review while the third section frames the general environment of Albanian enterprises. The link between governmental support and enterprises’ performance is presented in the fourth section. Conclusions and discussions are summarized in the last section of the study.

### **Literature review**

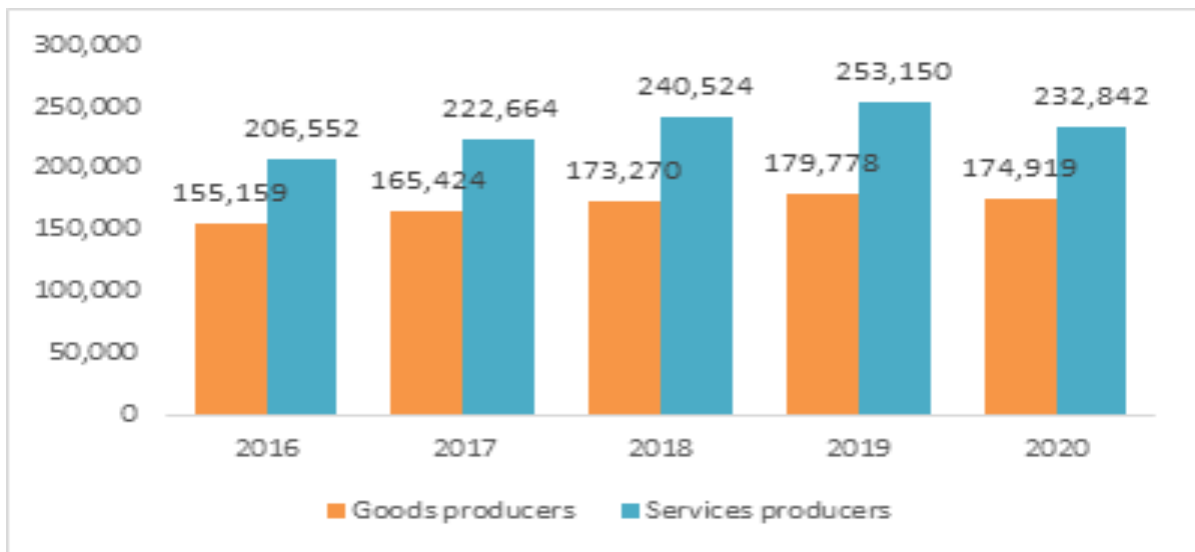
This study contributes to the rapidly growing literature of the economic impact of Covid-19 to the enterprise’s performance with a specific focus on the role of governmental support. There are few studies that investigate on the role of public sector support in Albanian enterprises and its impact to their economic performance. One of the main studies done in this field is the research performed from PAPADOPOULOS *et al.* (2020). In their study, the authors discuss and reflect on the deployment of DT(Digital Technologies) by SMEs to secure business continuity, dealing with the ramifications of COVID-19. Also they discusses the adoption of DTs from SMEs to deal with extreme disruptions and global societal shocks, such as COVID-19. Then outline potential research avenues and reflect on the managerial implications of using DT within SMEs to deal with the repercussions of COVID-19 and securing business continuity. They discuss this gap by (i) outlining potential research avenues and (ii) reflecting on the managerial implications of using DT within SMEs to deal with the repercussions of COVID-19 and securing business continuity. Another author RATTEN (2021) with her article contributes to the ongoing discourse on the effects of COVID-19 on entrepreneurship. Specifically, the article examines the opportunity to utilize entrepreneurship in times of a crisis. From a practical perspective, the challenges derived from the COVID-19 pandemic require an entrepreneurial way of thinking. According CURRAJ (2017) business digitalization impacts positively the overall performance of SMEs in Albania. Size, age and location of the SME dominate performance and are related to the business digitalization more than strategy. Also the entrepreneurial characteristics of the owner – manager also impact the digitalization. Having a clear business plan was also found to be important when it comes to using BI. SMEs in Albania are a vital part of the national economy and from the research it looks that there is growing interest in ICT, digitalization, BI and KM, but innovation is still at low levels due to financial and human resources, which are limited. However, it is also seen that SMEs are very flexible and easy to adopt to change and combined this with a visionary owner-manager they tend to move towards business digitalization.

### **Background of Albanian Enterprises**

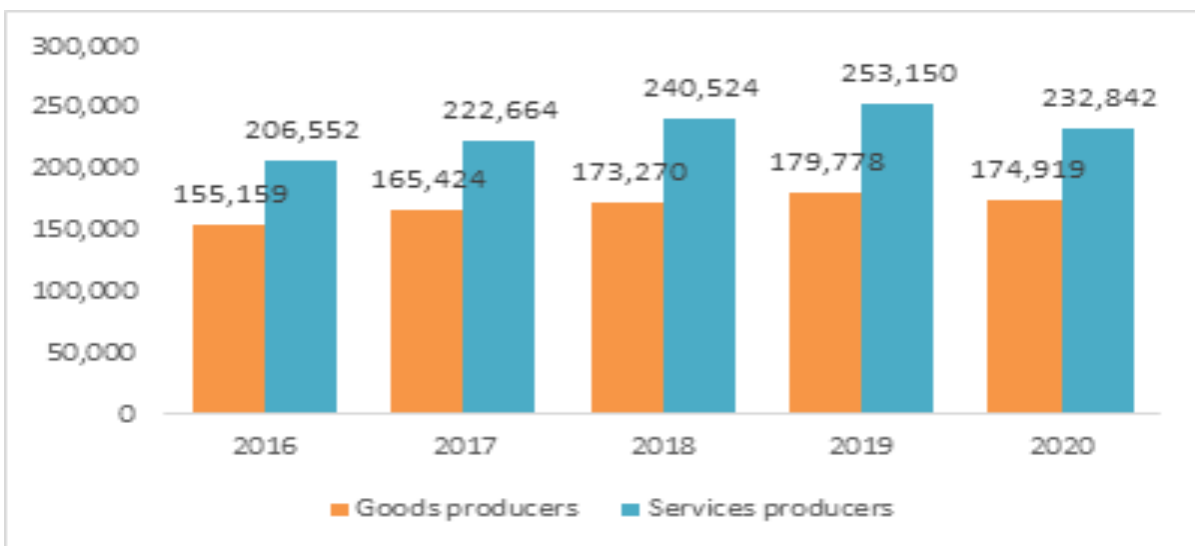


Enterprises in Albania cope with obstacles and challenges in their endeavor. According to the World Bank (2021) the rank of Albania declined to 82 in 2019 from 63 in 2018. Most problematic factors affecting the business environment in Albania are corruption, fiscal policy issues, lack of trained workforce, access to finance, and government bureaucracy (IDRA, 2017; KALAJ & MERKO, 2020; VALBONA *et al.*, 2021).

According to the Institute of Statistics of Albania (2022) the number of active enterprises declined by 1.5 percent in comparison to 2019, the time trends are represented in Figure 1. While the number of average employees divided by sectors is shown in Figure 2. In 2020 there has been a decrease of 5.1 percent in the number of average employees compared to 2019. In the service sector are employed 63.2 percent, and in the goods sectors are employed 36.8 percent.



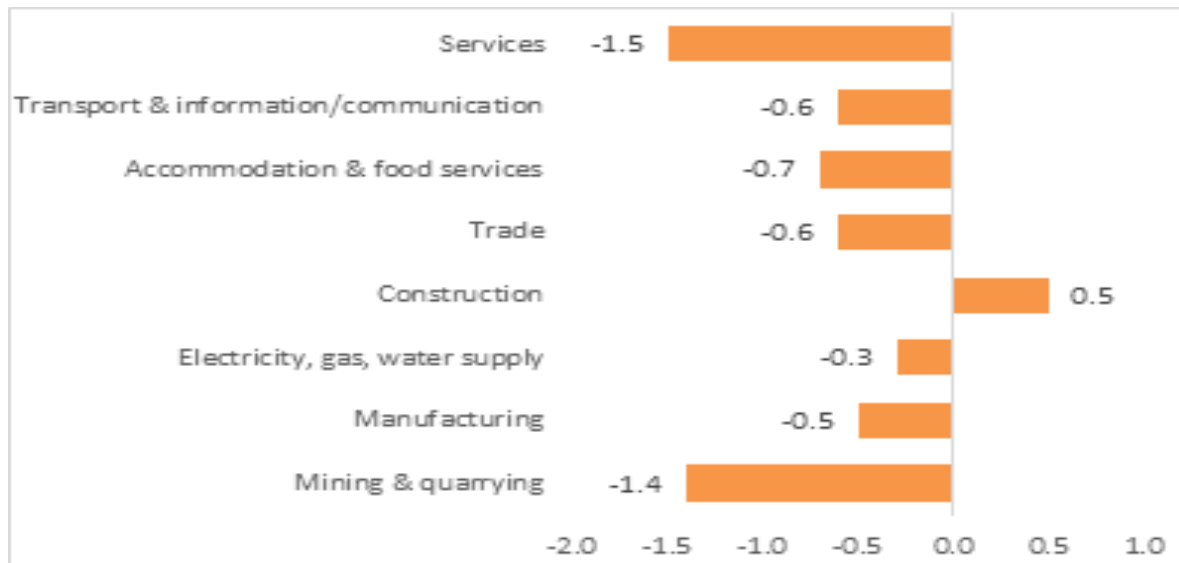
**Fig. 1** Number of enterprises (Source: INSTAT, 2022)



**Fig. 2** Annual average number of employees (Source: INSTAT, 2022)

During the period 2019 to 2020 due to the global pandemic lockdown of Covid-19 there is a decrease by 5.1 percent in 2020 in comparison to 2019, see Figure 3. The only sector

representing a positive turnover growth by 0.5 percent is the construction sector (INSTAT, 2022).



**Fig. 3** Contribution in the annual turnover growth, 2019-2020 (Source: INSTAT, 2022)

According to INSTAT (2022), the largest number of enterprises are concentrated in the central part of the country, more precisely municipality of Tirana, while the lowest number of enterprises is registered in the municipality of Pustec. Female-owned enterprises are 25.5 percent, with women leading mainly micro enterprises (1-4 employed). Most of foreign partners around 77.8 percent are from Greece and Italy in the foreign and joint enterprises.

Various measures aimed at alleviating the economic effects of Covid-19 pandemic were put in place by local, national, and international organizations. Table 1 illustrates the share of firms that received or expected to receive any national or local government support, including but not limited to cash transfers, deferral of payments, or wage subsidies.

**Table 1.** Share of firms receiving COVID-19 pandemic-related government support (%) *Source: INSTAT, 2022*

	All firms	Small firms	Medium firms	Large firms	Manufact firms	Service firms
<b>Percent firms that received/expect to receive national or local govt assistance</b>	47.6	52.0	35.2	49.9	53.5	45.4
<b>If received or expect gov assistance, percent that received wage subsidies</b>	87.5	89.9	83.2	74.0	85.5	88.4
<b>If received or expect gov assistance, percent that received deferral of payments</b>	20.4	20.2	20.4	22.9	21.9	19.8

## MATERIALS AND METHODS

In this paper we use two different sources of data the World Bank Enterprise Survey of 2019 merged with the ES follow-up on Covid-19 for Albania. These short surveys follow the baseline ES of 2019 that contains 377 interviews conducted from January to May 2019 (WB, 2019).

This dataset is designed to provide information on the impact and adjustments that pandemic has brought for the re-interviewed enterprises.

The data are collected in the period between June 5 – June 26, 2020. The target group is all registered establishments with five or more employees that are engaged in the following activities: manufacturing, construction sector, service sector, transport, storage, and communication sector, and information technology. The response rate is 92 percent, 344 enterprises.

**Table 2:** Description of variables

<b>Dependent Variable</b>	<b>Source</b>	<b>Description</b>
Sales growth	Covid-19 follow-up	Change in enterprises sales for the last completed month with the same month in 2019
Employment growth		Change in enterprises employment for the last completed month with the same month in 2019
Closure		Equal to 1 if a firm was confirmed permanently closed
Wage subsidy		Equal to 1 if enterprises received or expect gov assistance, in terms of wage subsidies
Cash transfer		Equal to 1 if enterprises received or expect gov assistance, in terms of cash transfers
Deferral of payments		Equal to 1 if enterprises received or expect gov assistance, in terms of deferral of payments
<b>Explanatory variables</b>		<b>Description</b>
Age	WBG ES 2019	Number of years that the establishment has been in operations.
Size		Number of full-time employees
Manufacturing		Equals to 1 if establishment is in the manufacturing sector.
Retail		Equals to 1 if establishment is in the retail sector.
Services		Equals to 1 if establishment is in the service sector.
Exporter		Equals to 1 if establishment directly exporting at least 10 percent of annual sales
Foreign ownership		Equals to 1 if establishment has at least 10 percent of foreign ownership
Female ownership		Equals to 1 if establishment's top manager is a woman
Website		Equals to 1 if establishment uses website for business related activities
Finance		Equals to 1 if establishment using bank loans to finance working capital
Location		Equals to 1 if establishment is in the capital

Our paper uses these specific questions to study digitalization of enterprises. ES questionnaires focus on the following questions: (1) Does the establishment have its own website? (2) Started or increased business activity online? (3) Started or increased remote work arrangement for its workforce? To investigate the impact of digitalization and give answer to our research questions we use the following model:

$$Y_i = \beta_0 + \beta_1 \text{Wage sub}_i + \beta_2 \text{Transfer}_i + \beta_3 \text{Deferral}_i + \gamma X_i + \mu_i \quad (1)$$

where:

$Y_i$  is one of the components of performance of the firms measured in terms of sales growth, employment growth, closure, and production adjustment.

*Wage subsidies, Cash transfers and Deferral of payments* are dummy variables to indicate the type of government support to enterprises,

$X_i$  is vector of variables including: the size, age, status, foreign ownership, location, exporter, and female-ownership etc.

To compute the dependent variable sales growth, we follow CLARKE *et al.* (2015) and Gosavi (2017). Following the responses from 344 enterprises for the Covid-19 follow-up survey we notice that the establishments experiencing sales growth are quite low. The highest percentage of sales growth is around 10 percent for the sector of services, this result in quite comprehensive.

## RESULTS

The econometric results of the regression for sales growth, and labor productivity are shown in Table 3. As we can notice from the coefficients deferral of payments tend to be statistically significant and impact both sales growth and labor productivity. Furthermore, wage subsidies have positive and statistically significant effect on the employment growth.

**Table 3:** Estimation of regression results on firms' performance

Firms Performance	Sales growth (1)	Labour Productivity (2)
Wage subsidies	0.601 (1.67)	0.042** (2.67)
Cash transfers	1.31 (0.01)	0.128 (0.42)
Deferral of payments	0.117* (4.31)	0.051** (5.46)
Small	0.086 (0.26)	0.048 (0.14)
Medium	0.118 (0.36)	0.293 (0.85)
Manufacturing	-0.453 (-1.36)	0.0225 (0.07)
Retail	-0.182 (-0.57)	-0.123 (-0.43)
Sole proprietorship	0.279 (0.70)	0.643* (2.01)
Foreign owned	0.913* (2.15)	0.134 (0.33)
Exporter	0.481** (10.61)	0.260** (9.35)
Female owned	0.260 (0.84)	0.434 (1.60)
$R^2$	0.43	0.68
$N$	345	345

\*\*\*  $p < .01$ , \*\*  $p < .05$ , \*  $p < .1$

According to the results shown in table 3 enterprises obtaining government support in terms of deferral of payments exhibit higher sales growth and labor productivity than others, and the result is statistically significant, but the magnitude is relatively low. Quite contradictory is the not statistically result when we investigate the role of financial cash transfers to the firms.

Female ownership does not mean statistically higher sales growth or labor productivity. Nevertheless, coefficients have positive signs meaning that there is space for further analyses. Interesting is the positive result for foreign and exporter enterprises. These results give various policy implications on the role and effectiveness of government support in the enterprise performance during periods of shocks such as pandemic.

## CONCLUSIONS

This paper is focused on the analyses of the role of governmental support of Albanian enterprises during the pandemic crises of Covid-19. To give answer to the research questions, the study relies on two different sources of data the World Bank Enterprise Survey of 2019 merged with the ES follow-up on Covid-19 for Albania. These data are collected in the period between June 5 – June 26, 2020.

In our study enterprises performance is measured in terms of sales growth and labor productivity. Empirical results show that governmental support affect enterprise performance in a statistically significant way. The effect is positive and statistically significant when it comes to sales growth, employment growth in response to Covid-19 pandemic crises. However, in the study we have used three different variables as proxy for governmental support such as the wage subsidy, cash transfers, and deferral of payments. The later tend to be the most effective among the governmental measures.

This study contributes to the recently growing literature of enterprise performance during the pandemic crises and the role public sector must overcome financial shocks. It provides a useful frame for the policy formulation. However, additional research is needed to better understand in there are lagged effects of governmental support in the private sector.

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## DATA ON THE MEDICINAL AND AROMATIC PLANTS OF THE KASTRAT ADMINISTRATIVE UNIT

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### ABSTRACT

Administrative Unit Kastrat covers an area of 128.7 km<sup>2</sup>, from the Western Alps, where most of the area is hilly and mountainous. Kastrat Administrative Unit is characterized by numerous geomorphological, terrestrial, water resources (Shkodra Lake), climatic and biological resources. In addition to the developed vegetation, flora and fauna, one of the most significant and important assets for the area are also medicinal and aromatic plants.

During the study we identified 44 species of medicinal and aromatic plants. From the floristic point of view, the species belong to 23 different families. More species are represented by the families *Asteraceae* 4, *Rosaceae* 4 and *Lamiaceae* with 11, *Fabaceae* 5. In terms of biological forms according to Humboldt, the species are divided into three groups: 7 species of trees, 14 species of shrubs and bushes and 23 species of herbaceous species. The main species which are found in the area of study are: walnut (*Juglans regia*), black elder (*Sambucus nigra*), olive (*Olea europaea*), false acacia (*Robinia pseudacacia*), prickly juniper (*Juniperus oxycedrus*), black juniper (*Juniperus communis*), wild rose (*Rosa canina*), etc. Plant species belong to 6 biological forms according to Raunkier: Phanerophytes 12 species, Camphites 4 species, Geophytes 1 species, Hemicryptophytes 15, Therophytes 9 species and 2 species Nanofanerophytes are found in retail. The red list of plants of this administrative unit consists of 6 rare and endangered plant species, 2 of which are herbaceous and 3 shrub and 1 wood species.

**Key words:** medicinal and aromatic plants, floristic spectral analyses

### INTRODUCTION

The Kastrat Administrative Unit covers an area of 128.7 km<sup>2</sup>, from the Western Alps or Bjeshkët e Namuna, from 160 m to about 2000 m above sea level, where about 76 km<sup>2</sup> of the surface is a hilly area and about 57 km<sup>2</sup> is an area mountainous. It has a population of 12,640 inhabitants distributed in 13 villages. Kastrat Administrative Unit is characterized by numerous geomorphological, land, water (Shkodra Lake), climatic and biological resources. In addition to the developed vegetation, flora and fauna, one of the most significant and important assets for the area are medicinal and aromatic plants. Kastrat Administrative Unit lies in the western part of Malësë te Madhe. In the south it is bordered by the Municipality of Koplík and Koplík e Sipërm, in the north by Kelmendí, in the east by Lugina e Shkreli, while in the west by Montenegro. The area of Kastrat Administrative Unit is 128.7 km<sup>2</sup>, with a population of 12,640 inhabitants. Kastrat municipality with latitude of 42.32 (42° 19' 0" N) and longitude 19.43 (19° 25' 60" E), is the administrative unit (division of the third order) located in Malësia E Madhe.





**Fig. 1** Kastrat Administrative Unit

One of the most significant and important assets for the residents of the area are medicinal and aromatic plants. The inhabitants of Hoti and Kastrati have historically used them to cure various diseases, while today, they use them for healing and trading. The last decade has seen an increase in the use and demand of herbal medicinal products. This has encouraged residents to expand the types and cultivated areas. Thus, the cultivation area of lavender (*Lavandula angustifolia*), sage (*Salvia officinalis*), etc., has been expanded. Cultivation and expansion of the cultivated area, especially with sage, has led to the damage of spontaneous or wild sage areas). Damages have also been caused to other plant species as a result of carelessness in their collection, etc.

This work was carried out with the aim of identifying and spreading medicinal and aromatic plant species in different habitats and areas of Hoti and Kastrati, as well as evaluating their capacities.

The municipality of Kastrati has a diverse composition of territories that start from Lake Shkodra and end in the alpine pastures. The geographical diversity of this administrative unit makes this area rich in different types of plants. The following climatic zones are present in this municipality: plain zone, pre-mountain zone, mountain zone. This area also has aquatic plants such as reeds, water chestnuts, etc. In the part of the shore of the lake, these plants are present, such as willow, gray willow, poplar, narrow-leaved ash. The mountainous and pre-mountainous part is rich in bushes of various types, the most important of which are: sage, oak, corn, strawberry, wild apple, wild pear, hazelnut and walnut. The most common in the mountainous area are: Beech, pine, fir, juniper. The pastures are mainly rich in wild plants such as clover, gram, bed grass, garden grass. In addition to sage, which is very rich, in this area there are also other medicinal plants such as chamomile, poppy, mountain tea, strawberry, orchid, violet, lavender, oregano (POPAJ, 2015).

Even this area continues the tradition of growing and cultivating medicinal and aromatic plants, preserving the wild vegetation through the application of sustainable collection methods, also through the cultivation of some species with high demand in our market and abroad.

Similar studies on different territories have been carried out in recent years. Among the most important mention: MEHMETAJ & RAKAJ (2017) and MASHAJ & HOXHAI (2021).

## MATERIALS AND METHODS

The study of the medicinal and aromatic plants of the Administrative Unit of Kastrati was carried out based on the data of the surveys in the 4 study areas, which were determined in advance during the collection of literature and the cartographic study of the territory

The expeditions were carried out during the May-June period, where of course most of them were carried out during the flowering period of the plants.

For the collection of data for the vegetation analysis, the following steps were carried out:

The selection of the re-elevation surface was carried out by means of the "Marshrut" method and the method used to select the size of the reléve surfaces was "Minimum Area" (MULLER-DOMBOIS & ELLENBERG (1967), KOÇI (2015, 2016). For the realization of the reléve tab, we have based on the estimation of the quantity-cover coefficient according to BRAUN-BLANQUET (1964).

The determination of the species was made by means of national flora guides: Flora of Albania (PAPARISTO *et al.*, 1988; QOSJA *et al.* 1992, 1996; VANGJELI *et al.*, 2000), Excursionist Flora of Albania (DEMIRI 1983) and the Field Guide of Flora of Albania (VANGJELI 2003).

The list of aromatic medicinal plant species are used OSJA *et al.* (2006), PAPATHOPULI (1976), KOKOLARI *et al.* (1980), KOÇI (2015, 2016), PAZARI (2014), MEHMETAJ & RAKAJ (2017), MASHAJ & HOXHAI (2021).

For the determination of life forms (biological) it is based on the classification of the Danish botanist Christen C. Raunkier (RAUNKIER, 1934).

Medicinal plants have different development cycles, therefore they are introduced or classified into different biological types. Depending on individual growth and development, there is a physiognomic system of life forms according to HUMBOLDT 1816–26, which classifies them into: trees, shrubs, annual, biennial, perennial plants.

The level of endangerment of medicinal and aromatic plants has been drawn up based on our field observations and by consulting the relevant literature RED LIST (2013).

## RESULTS AND DISCUSSIONS

During our research work related to the diversity of medicinal and aromatic plants, we have identified 44 types of medicinal and aromatic plants in the Administrative Unit of Kastrati. Plant species belong to 23 families. The families *Fabaceae* 5, *Rosaceae* 4 and *Lamiaceae* with 11 species are presented with more species.

The following table presents the information arranged according to the model of the floristic list.

For the creation of the floristic list, the data obtained from the complete floristic list are used. The most important criteria of the study area are: Diversity of species

- Diversity of families (systemic spectrum)
- The diversity of biological forms according to Raunkier

### The diversity of medicinal and aromatic plants

Tab 1. Floristic list

Nr	Scientific name of the species	Family	Biologic forms
1	<i>Anthriscus sylvestris</i>	<i>Apiaceae</i>	H
2	<i>Coryllus avellana</i>	<i>Betulaceae</i>	Ph
3	<i>Cyndon dactylon</i>	<i>Poaceae</i>	H
4	<i>Euphorbia seguieriana</i>	<i>Euphorbiaceae</i>	G
5	<i>Galium aparine</i>	<i>Rubicaceae</i>	T
6	<i>Geranium lucidum</i>	<i>Geranaciae</i>	T
7	<i>Lavandula angustifolia</i>	<i>Lamiaceae</i>	Ch
8	<i>Lotus corniculatus</i>	<i>Fabaceae</i>	H
9	<i>Morus nigra</i>	<i>Moraceae</i>	Ph
10	<i>Matricaria chamomilium</i>	<i>Asteraceae</i>	T
11	<i>Melilotus officinalis</i>	<i>Fabaceae</i>	H
12	<i>Mentha longifolia</i>	<i>Lamiaceae</i>	H
13	<i>Malus sylvestris</i>	<i>Rosaceae</i>	Ph
14	<i>Mentha piperita</i>	<i>Lamiaceae</i>	H
15	<i>Malva sylvestris</i>	<i>Malvaceae</i>	H
16	<i>Taraxacum officinalis</i>	<i>Asteraceae</i>	H
17	<i>Teuricum polium</i>	<i>Lamiaceae</i>	Ch
18	<i>Olea europaea</i>	<i>Oleaceae</i>	Ph
19	<i>Origanium vulgare</i>	<i>Lamiaceae</i>	H
20	<i>Hypericum perforatum</i>	<i>Hypericaceae</i>	H
21	<i>Pisum sativum</i>	<i>Fabaceae</i>	T
22	<i>Pinus sylvestris</i>	<i>Pinaceae</i>	Ph
23	<i>Plantago laceolata</i>	<i>Plantaginaceae</i>	H
24	<i>Punicum granatum</i>	<i>Punicaceae</i>	Ph
25	<i>Papaver rhoeas</i>	<i>Papaveraceae</i>	T
26	<i>Rubus ulmifolius</i>	<i>Rosaceae</i>	Nph
27	<i>Rosmarinus officinale</i>	<i>Lamiaceae</i>	Ch
28	<i>Robinia pseudacacia</i>	<i>Fabaceae</i>	Ph
29	<i>Rosa canina</i>	<i>Rosacea</i>	Nph
30	<i>Urtica dioica</i>	<i>Urticaceae</i>	H
31	<i>Viola odorata</i>	<i>Violaceae</i>	H

32	<i>Vicina viollosa</i>	<i>Fabaceae</i>	T
33	<i>Sochus asper</i>	<i>Asteraceae</i>	H
34	<i>Satureja montana</i>	<i>Lamiaceae</i>	T
35	<i>Salvia officinalis</i>	<i>Lamiaceae</i>	Ch
36	<i>Sambucus nigra</i>	<i>Caprifoliaceae</i>	Ph
37	<i>Sinderitis scardia</i>	<i>Lamiaceae</i>	T
38	<i>Juglans regia</i>	<i>Juglandaceae</i>	Ph
39	<i>Thymus longicaulis</i>	<i>Lamiaceae</i>	H
40	<i>Juniperus communis</i>	<i>Cupressaceae</i>	Ph
41	<i>Juniperus oxydrus</i>	<i>Cupresaceae</i>	Ph
42	<i>Vitex agnus-castus</i>	<i>Lamiaceae</i>	Ph
43	<i>Cichorium endivia</i>	<i>Asteraceae</i>	H
44	<i>Prunus spinosa</i>	<i>Rosaceae</i>	Ph

### Systematic spectrum analysis

The following table presents the spectral analysis from which 23 families with a fairly wide distribution in the territory of Kastrat Administrative Unit were extracted.

**Tab 2.** Systematic spectra

	Family	Systematic spectra
1	<i>Lamiaceae</i>	11
2	<i>Fabaceae</i>	5
3	<i>Rosaceae</i>	4
4	<i>Oleaceae</i>	1
5	<i>Maraceae</i>	1
6	<i>Euphorbiaceae</i>	1
7	<i>Violaceae</i>	1
8	<i>Juglandaceae</i>	1
9	<i>Apiaceae</i>	1
10	<i>Betulaceae</i>	1
11	<i>Rubiaceae</i>	1

	Family	Systematic spectra
12	<i>Plantaginaceae</i>	1
13	<i>Cupresaceae</i>	2
14	<i>Asteraceae</i>	4
15	<i>Malvaceae</i>	1
16	<i>Pinaceae</i>	1
17	<i>Geranaceae</i>	1
18	<i>Punicaceae</i>	1
19	<i>Papaveraceae</i>	1
20	<i>Urticaceae</i>	1
21	<i>Hypericaceae</i>	1
22	<i>Poaceae</i>	1
23	<i>Caprifoliaceae</i>	1

Based on the systematic spectrum, the families that are most widespread in the study areas are: the Lamiaceae family, which accounts for 11.26% of the spread of plants, thus ranking first, the Fabaceae family, which accounts for 5.12%, then the Rosaceae family and Asteraceae with 4.9% each.

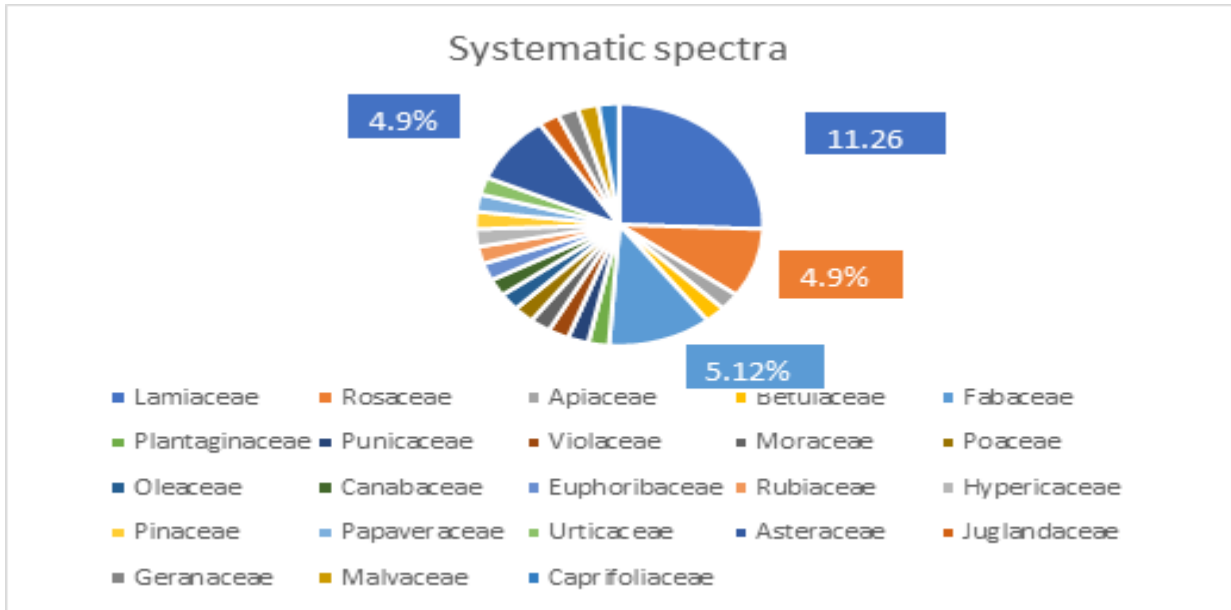


Fig.2 Systematic spectra

**Determination of the biological spectrum according to Raunkier**

Tab 3. Biological spectrum of life forms

Biologic form	Biological spectrum
H	15
Ph	12
T	9
G	1
Ch	4
Nph	2

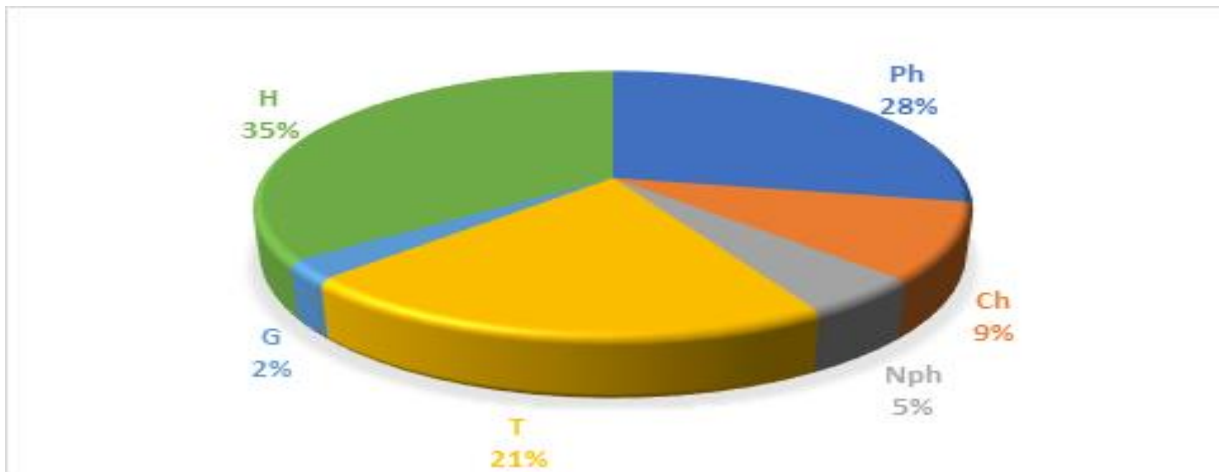


Fig. 3 Biological spectra according to Raunkier

The biological forms are dominated by the Ph form (Phanerophytes), which occupies 28% of their distribution. Therophytes (T) 21%, Chamephytes (Ch) 9%, Geophytes (G) 2%, Nanophanerophytes (Nph) 5%, Hemicryptophytes (H) 35%.

### Determination of the biological spectrum according to Humboldt

According to morphological growth forms or biological forms, the types of medicinal and aromatic plants of Kastrati Municipality are divided into three groups: 7 types of trees, 14 types of bushes and shrubs and 23 types of herbs.

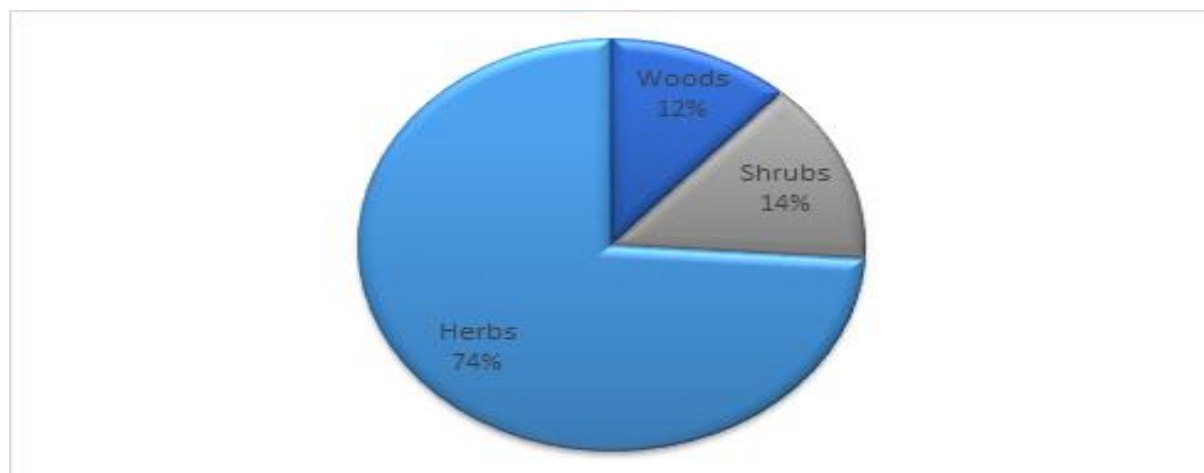
Among the main types of wood we mention the walnut (*Juglans regia*), which is found in small quantities in inhabited villages throughout the municipality, which can be considered the most important wood in the area; mulberry (*Morus alba*) etc., which are found in small quantities throughout the area.

From the bushes we distinguish pure or mixed formations of hazelnut (*Coryllus avellana*). As a pure formation and with a larger area, around 80 ha, the hazel is found in Hot.

Other medically important shrubs for the area are red juniper (*Juniperus oxucedrus*), black juniper (*Juniperus communis*), wild rose (*Rosa canina*), raspberry (*Rubus idaeus*), etc.

**Tab 4.** Biological spectrum of aromatic medicinal plants of Kastrati according to Humboldt

Wood	Shrub	Herb
7	14	23



**Fig.4** Biological spectra according to Raunkier Humboldt

Most of the types of medicinal plants that grow in the Kastrat Administrative Unit are wild or spontaneous. Thus, 44 species are wild, of which 23 herbs, 14 shrubs and 7 woods.

### The risk level of medicinal and aromatic plants

The red list of medicinal and aromatic plants was drawn up on the basis of our observations in the field and by consulting the relevant literature: Red List (2013), and RAKAJ & KASHTA (2011). The list includes the family, scientific name, status and place where it was found

**Tab 5.** Rare and threatened species of the administrative unit Kastrat

Family name	Species name	Red list status 2013	Location
<i>Lamiaceae</i>	<i>Origanium vulgare</i>	EN Alb	Aliaj, Bajze
<i>Hypericaceae</i>	<i>Hypericum perforatum</i>	EN Alb	Pjetroschan, hot
<i>Lamiaceae</i>	<i>Satureja montana</i>	VU Alb	Kastrat, Rapshe
<i>Lamiaceae</i>	<i>Salvia officinalis</i>	VU Alb	Ivanaj, vukpalaj, hot
<i>Caprifoliaceae</i>	<i>Sambucus nigra</i>	VU Alb	Jeran, Bajze, Goraj
<i>Juglandaceae</i>	<i>Juglans regia</i>	EN Alb	Hot, Rapshe, Premal
<i>Cypressaceae</i>	<i>Juniperus oxycedrus</i>	VU Alb	Rapshe
<i>Cypresaceae</i>	<i>Juniperus communis</i>	VU Alb	Rapshe

## CONCLUSIONS

- During this study, we identified 44 types of medicinal and aromatic plants in the Kastrat Administrative Unit.
- From the floristic point of view, the species belong to 23 different families. The families *Asteraceae* 4, *Rosaceae* 4 and *Lamiaceae* with 11, *Fabaceae* 5 are presented with more species.
- In terms of biological forms according to Humboldt, the species are divided into three groups: 7 species of wood, 14 species of bushes and shrubs and 23 species of herbs.
- Among the main tree species, we mention walnut (*Juglans regia*), black elder (*Sambucus nigra*), olive (*Olea europaea*), false acacia (*Robinia pseudacacia*), etc., which are found throughout the area.
- From the bushes we can distinguish the formations of hazelnut (*Coryllus avellana*), prickly juniper (*Juniperus oxycedrus*), black juniper (*Juniperus communis*), wild rose (*Rosa canina*), etc.
- The plant species belong to 6 biological forms according to Raunkier: Phanerophytes 12 species, Kamephytes 4 species, Geophytes 1 species, Hemicryptophytes 15, Therophytes 9 species and rarely 2 Nanophanerophytes species are found.
- The red list of plants of this administrative unit consists of 6 rare and threatened plant species, 2 of which are herbs and 3 shrubs and 1 woody species.
- The area of the Kastrat Administrative Unit results in a large floristic wealth and a high development potential since the inhabitants of the area know aromatic and medicinal plants and how day by day these plants are becoming the main source of income.
- From the information obtained from the field, it appears that aromatic and medicinal plants are being widely used by the local community and not only. Today these plants are being used for trade mainly with the United States of America, for food, and for tea during the winter period mainly.

- We recommend sustainable harvesting and collection according to current legislation to preserve the wild flora.

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## STUDIMI I INCIDENCES DHE PREVALENCES TË HIPOTIREOZES DHE HIPERTIREOZES NË QYTETIN E SHKODRËS

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### ABSTRACT

Sëmundjet e gjëndrës tiroide zënë vendin e dytë në sëmundjet e sistemit endokrin, ato prekin te gjitha popullatat pa dallime ndërmjet racave njerëzore. Ky është një studim transversal. Qëllimi i këtij studimi është evidentimi i incidencës dhe prevalencës së patologjive të tiroides në Rrethin e Shkodrës për periudhën 2012-2014.

Popullata e marrë në studim janë pacientët e paraqitur për vizitë kontrolli rutinë pranë poliklinikës së rrethit Shkodër, pranë specialitetit të endokrinologjisë. Këtu u përfshinë të gjithë pacientët e kartelizuar dhe diagnostikuar me hipertireozë, hipotireozë.

Për këtë studim u shfrytëzuan të gjithë të dhënat e mbledhura nga vëzhgimi i kartelave klinike. Ky studim u krye gjatë periudhës 2012-2014. Në këtë studim u përfshinë rreth 2726 pacientë, të gjithë grupmoshat dhe vendbanimet. Për të përpunuar të dhënat statistikore u përdor programi Microsoft Office Excel 2010 dhe për të evidentuar korrelacionet e mundshme u përdor paketa statistikore SPSS version 19.

Nga studimi konkludoi se incidenca dhe prevalenca e hipotiroidizmit në rrethin e Shkodrës për këto vite paraqitet në shifra të larta e sidomos tek seksi femër dhe pacientët rezidentë në zonat rurale. Incidenca dhe prevalenca e hipertiroidizmit paraqiten në shifra më të ulëta sesa hipotiroidizmit.

**Fjalë kyçe:** pacient, sëmundje, tiroide

### HYRJE

Origjina embrionale e tiroides së njerëzve vjen nga një invaginim i epitelit faringeal, me disa qeliza nga xhepat faringealë anësorë. Zbritja e vazhdueshme e bazës së mesme të tiroides krijon kanalën tiroglosale, i cili shtrihet nga vrina e cecumit, pranë rrënjës së gjuhës, deri te ngushtica e tiroides. Mbeturina të indit të tiroides mund të gjenden gjatë gjithë kësaj rruge zbritëse në formën e “tiroides linguale”, si nodule ose ciste tiroglosale, apo si një strukturë e lidhur me ngushticën e tiroides që quhet lobi piramidale. Te disa njerëz tiroidja linguale mund të jetë i vetmi ind funksionues i tiroides. Në të tilla raste, prodhimi i saj, mund të jetë ose jo i mjaftueshëm për të ruajtur gjendjen metabolike normale (eutiroide). (34,36,38)

Hormonet tiroidine veprojnë në të gjitha qelizat me bërthamë dhe janë esenciale për rritjen, zhvillimin neuronal, riprodhimin dhe rregullimin e metabolizmit energjistik. Efektet e tyre në zhvillimin e indeve shihen në mënyrë të qartë në hipotiroidizmin e lindur, një gjendje e cila nëse nuk trajtohet brenda 3 muajve të parë pas lindjes, përfundon në dëmtime të përhershme të

trurit. Fëmijët hipotiroidë kanë zhvillim të vonuar skeletor, gjatësi të vogël të trupit dhe pubertet të vonuar. Efektet e hormoneve tiroidiene në metabolizëm janë të ndryshme. Ato ndikojnë në shpejtësinë e sintezës dhe të katabolizmit të proteinave dhe të karbohidrateve. Një shembull i efektit të hormoneve tiroide në metabolizmin e lipideve është vrojtimi i kolesterolit të lartë në serum tek disa pacientë hipotiroidizëm. Hipertiroidizmi dhe Hipotiroidizmi janë gjendje të zakonshme që prekin popullatat në të gjithë botën me pasoja të rënda në anën shëndetësore. Marrja e jodit është faktor kyç në përcaktimin e riskut për zhvillimin e sëmundjes së Tiroides, por faktorë të tjerë, si: mosha, duhanpirja, gjenetika, etniciteti gjithashtu ndikojnë në epidemiologjinë e sëmundjeve tiroide.

## MATERIALE DHE METODA

Ky është një studim transversal. Studimi u krye gjatë periudhës 2012-2014. Popullata e marrë në studim janë pacientët e paraqitur për vizitë kontrolli rutinë pranë poliklinikës së rrethit Shkodër, pranë specialitetit të endokrinologjisë. Këtu u përfshinë të gjithë pacientët e kartelizuar dhe diagnostikuar me hipertirozë, hipotirozë. Për këtë studim u shfrytëzuan të gjithë të dhënat e mbledhura nga vëzhgimi i kartelave klinike. Mbledhja e të dhënave është bërë vit pas viti, në muajt janar të çdo viti pasardhës. Në këtë studim u përfshinë rreth 2726 pacientë (meshkuj dhe femra), të gjithë grupmoshave dhe vendbanimeve (urbane dhe rurale). Më pas u përllorarit incidenca dhe prevalenca në nivel rrethi duke u bazuar në popullsinë e rrethit Shkodër sipas viteve përkatëse. Për të dhënat e popullsisë u bazuam në databazën e INSTAT. Për të përpunuar të dhënat statistikore u përdor programi Microsoft Office excel 2010 dhe për të evidentuar korrelacionet e mundshme u përdor paketa statistikore SPSS version 19. Të gjitha të dhënat e mbledhura u hodhën dhe janë prezantuar me tabelat dhe grafikët përkatës.

## REZULTATE DHE DISKUTIME

Në studimin tonë janë përfshirë të gjithë pacientët e kartelizuar pranë specialitetit të endokrinologjisë, në poliklinikën e qytetit. Këta pacientë janë identifikuar sipas diagnozave përkatëse vetëm për patologjitë e tiroides. Këtu janë marrë në shqyrtim patologjitë, si: hipotiroidizmi, hipertiroidizmi. Në këto kartela janë identifikuar dhe faktorët e riskut si duhani dhe historia familjare pozitive apo negative lidhur me praninë e sëmundjes.

Nga tabela 1 dhe 2 vërejmë se kemi një rënie të popullsisë së Rrethit Shkodër, gjë e cila reflektohet në rritjen e incidencës dhe prevalencës së sëmundjeve në përgjithësi. Kjo rënie shpjegohet me emigracionin, migracionin dhe rënien e numrit të lindjeve. (Të dhëna të deklaruara nga INSTAT për çdo vit në 1 janar të vitit pasardhës). Popullsia e Rrethit Shkodër është e përqendruar kryesisht në zonat rurale 56% (121047 banorë) dhe urbane 44% (96328 banorë) (INSTAT, 2011)

**Tabela 1.** Të dhëna demografike për popullsinë e Rrethit Shkodër për periudhën 2012-2014.

Vitet	2012	2013	2014
<b>Gjithsej</b>	219548	216477	213148
<b>Femra</b>	110242	108487	106637
<b>Meshkuj</b>	109306	107990	106511

**Tabela 2.** Popullsia sipas vendbanimit për Rrethin Shkodër për vitin 2011 (INSTAT).

Viti 2011	Rural	Urban	total
Banorë	121047	96328	217375
Përqindja	56%	44%	100%

Nga figura nr. 1 vërejmë se rastet e reja me hipotiroidizëm janë më shpeshta tek seksi femër. Kjo rritje vërehet më e shprehur në vitin 2014. Lidhur me rastet e reja me hipertiroidizëm vërejmë që seksi femër predominon, por rritja është e qëndrueshme. Rastet e reja të seksi mashkull gjatë periudhës 2012-2014 me hipertiroidizëm zënë më pak vend në barrën e sëmundshmërisë së tiroides.

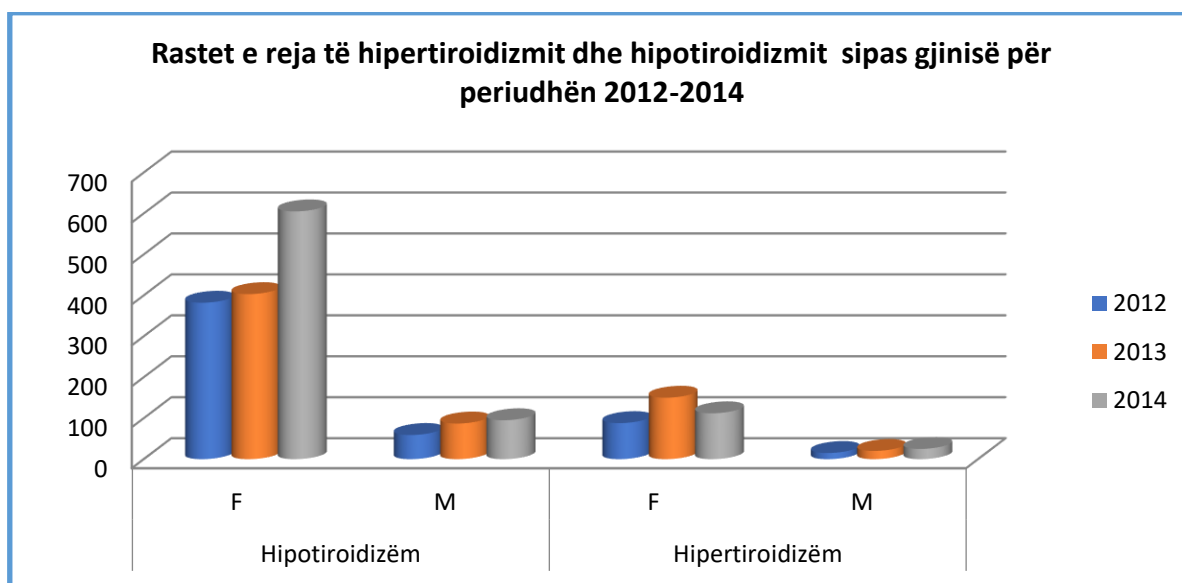
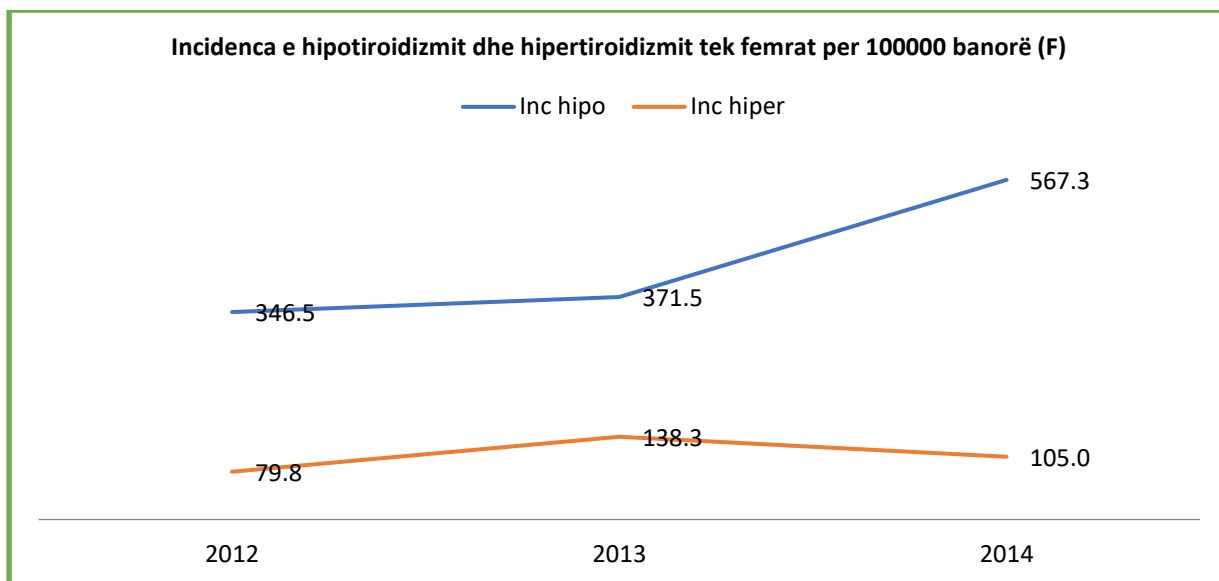


Fig. 1 Rastet e reja të hipertiroidizmit dhe hipotiroidizmit sipas gjinisë për periudhën 2012-2014

Sipas studimit 64.3% pacienteve femra të kartelizuara dhe të diagnostikuara me patologji të tiroides, vuajnë me hipertiroidizëm dhe hipotiroidizëm, ndërsa 64.6% e pacientëve meshkuj me patologji të tiroides janë të diagnostikuar me hiper dhe hipotiroidizëm, pra siç shihet hipo dhe hipertiroidizmi janë dy patologjitë kryesore të patologjive të tiroides për popullatën e Rrethit Shkodër në këto vite. Ky problem qëndron për të dy gjinitë, sipër pacientet femra dhe pacientët meshkuj. Kjo gjë shpjegohet me faktin që ne bëjmë pjesë në zonat endemike hipotiroidike.

Tabela 3. Incidenca dhe prevalenca e hipotiroidizmit tek femrat sipas viteve

Viti	2012	2013	2014
Femra	110242	108487	106637
Nr. Rastet e reja me Hipotiroidizëm tek Femrat	382	403	605
Nr. Rastet e reja me Hipertiroidizëm tek Femrat	88	150	112
Inc hipotiroidizëm tek femrat	346.5	371.5	567.3
Inc hipertiroidizëm tek femrat	79.8	138.3	105.0

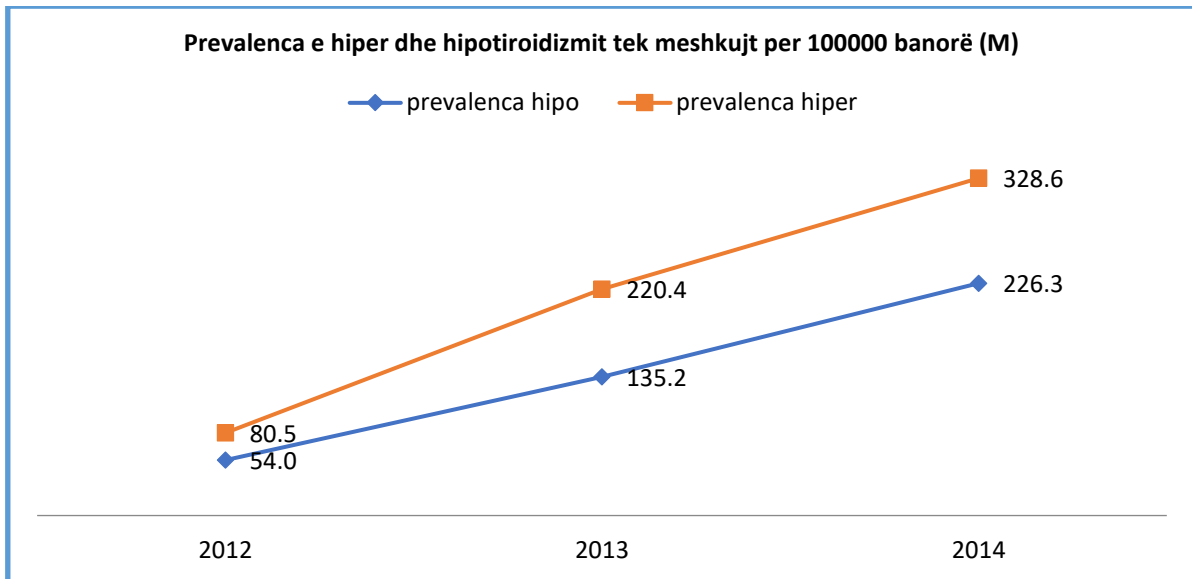


**Fig. 2** Incidenca e hipotiroidizmit dhe hipertiroidizmit tek femrat sipas viteve

Nga tabela 3 dhe figura 2 vërejmë se incidenca e hipotiroidizmit tek popullata e gjinisë femërore ka një rritje të theksuar nga viti 2012 me 340.5 raste për 100000 femra në shifrat 567.3 raste për 100000 femra. Kjo gjë shpjegohet me shtimin e rasteve, uljen e numrit të popullsisë në vite, me plakjen e popullsisë, mungesën e të dhënave në moshat fëmimore. Ajo që vëmë re lidhur me hipertiroidizmin kjo incidencë rritet 2012 me 79.8 raste për 100000 banorë të gjinisë femërore në vitin 2014 me 105 raste për 100000 banore, por jo si në rastin e hipotireozave.

**Tabela 4** Prevalenca tek meshkujt për hipo dhe hipertiroidizmin për 100000 banorë (M)

Viti	2012	2013	2014
<b>Pop Meshkuj</b>	109306	107990	106511
<b>Nr rasteve hipotiroidizëm</b>	59	146	241
<b>Nr. Raste hipertiroidizëm</b>	88	238	350
<b>Prevalenca hipotiroidizëm</b>	54.0	135.2	226.3
<b>Prevalenca hiper tiroidizëm</b>	80.5	220.4	328.6



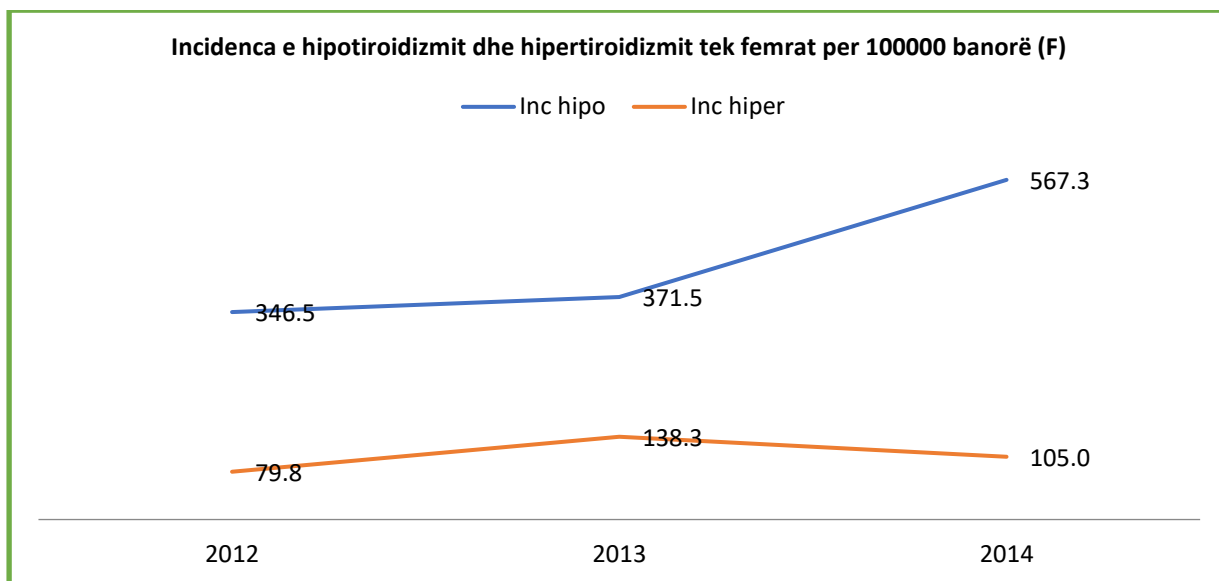
**Fig. 3** Prevalenca tek meshkujt për hipo dhe hipertiroidizmin për 100000 banorë (M)

Nga tabela 4 dhe figura 3 vërejmë rritjen e prevalencës së hipotiroidizmit dhe hipertiroidizmit tek pacientët e seksit femër për periudhën 2012-2014. Është normale që me rritjen e incidencës do të kemi dhe rritjen e prevalencës. Prevalence e hipertiroidizmit tek meshkujt mbetet pak a shumë e përafërt me prevalencën e hasur tek popullata e seksit femër. (shih figurën 4.9). Në figurën 4.13 vërejmë gjithashtu rritjen e prevalencës së hipertireozës rreth trefish dhe të hipotireozës rreth gjashtëfish. Kjo bën që të shtohet numri të sëmurëve kronikë.

Nga tabela 5 dhe figura 4 vërejmë se incidenca e hipotiroidizmit tek popullata e gjinisë femërore ka një rritje të theksuar nga viti 2012 me 340.5 raste për 100000 femra në shifrat 567.3 raste për 100000 femra. Kjo gjë shpjegohet me shtimin e rasteve, uljen e numrit të popullsisë në vite, me plakjen e popullsisë, mungesën e të dhënave në moshat femërore. Ajo që vëmë re lidhur me hipertiroidizmin kjo incidencë rritet 2012 me 79.8 raste për 100000 banorë të gjinisë femërore në vitin 2014 me 105 raste për 100000 banore, por jo si në rastin e hipotireozave.

**Tabela 5** Incidenca dhe prevalence e hipotiroidizmit tek femrat sipas viteve

Viti	2012	2013	2014
<b>Femra</b>	110242	108487	106637
<b>Nr. Rastet e reja me Hipotiroidizëm tek Femrat</b>	382	403	605
<b>Nr. Rastet e reja me Hipertiroidizëm tek Femrat</b>	88	150	112
<b>Inc hipotiroidizëm tek femrat</b>	346.5	371.5	567.3
<b>Inc hipertiroidizëm tek femrat</b>	79.8	138.3	105.0

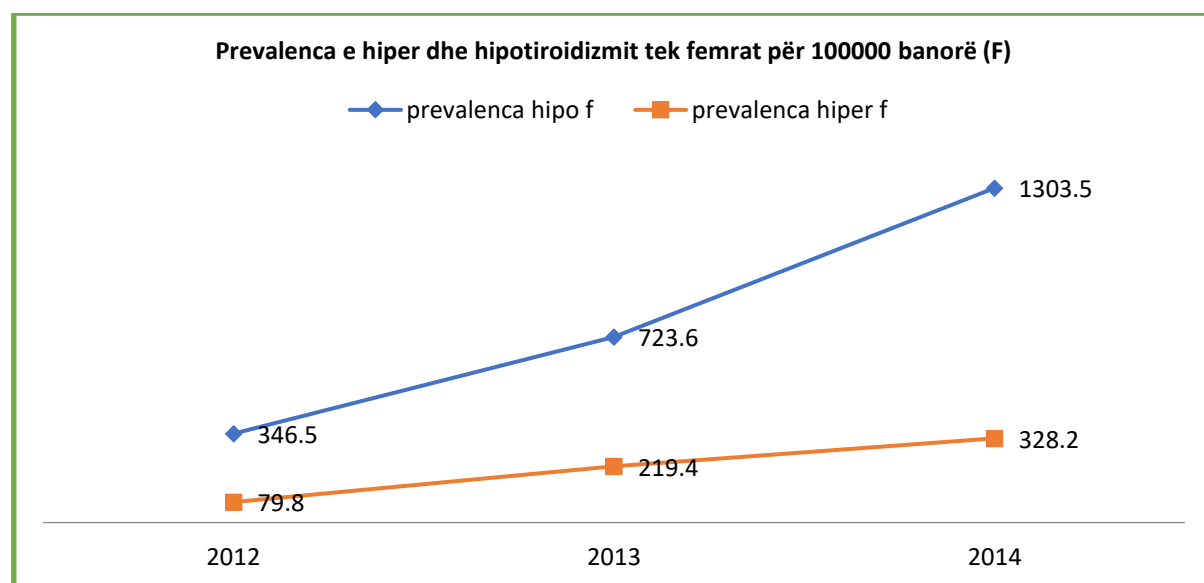


**Fig. 4** Incidenca e hipotiroidizmit dhe hipertiroidizmit tek femrat sipas viteve

Në tabelën 6 dhe figurën 5 kemi shifrat e prevalencë së hipotiroidizmit dhe hipertiroidizmit po tek popullata e gjinisë femërore. Normalisht me rritjen e incidencës do të kemi dhe rritjen e prevalencë me kalimin e viteve. Kjo rritje është e dukshme sidomos për hipotireozën. Në vitin 2014 kemi një prevalencë 1303.5 raste për 100000 banore femra.

**Tabela 6** Prevalenca e hiper dhe hipotiroidizmit tek femrat për 100000 banorë (F)

Viti	2012	2013	2014
<b>Femra</b>	110242	108487	106637
<b>Nr. Hipotiroidizëm</b>	382	785	1390
<b>Nr. Hipertiroidizëm</b>	88	238	350
<b>Prevalenca hipotiroidizmit F</b>	346.5	723.6	1303.5
<b>Prevalenca hipertiroidizmit F</b>	79.8	219.4	328.2



**Fig. 5** Prevalenca e hiper dhe hipotiroidizmit tek femrat për 100000 banorë (F)

## KONKLUZIONE

1. Incidence dhe prevalence e hipotiroidizmit në rrethin e Shkodrës për këto vite paraqitet në shifra të larta e sidomos tek seksi femër dhe pacientët rezidentë në zonat rurale. Incidenca e hipotiroidizmit tek popullata e gjinisë femërore ka një rritje të theksuar nga viti 2012 me 340.5 raste për 100000 femra në shifrat 567.3 raste për 100000 femra. Kjo gjë shpjegohet me shtimin e rasteve, uljen e numrit të popullsisë në vite, me plakjen e popullsisë, mungesën e të dhënave në moshat fëmijore.
2. Gjithashtu ne vërejmë se incidence e hipotiroidizmit ka tendencë që të rritet nga viti në vit. Ajo që vlen të theksohet është se incidenca hipotiroidizmit tek femrat është shumë herë më e lartë se sa tek meshkujt. 54 /100000 banorë meshkuj në vitin 2012, 80.6 /100000 meshkuj në 2013 dhe 89.2/100000 meshkuj në 2014
3. Rastet më të shumta me hipotireoze i hasim në zonat rurale dhe kryesisht janë pacientet femra ato që predominojnë. Këto vlera lëvizin nga 58.2-58.7% në zonat urbane dhe 60.6-61.8% në zonat rurale. Siç shihet kjo diferencë nuk është shumë e madhe, pra ka një shpërndarje të njëtrajtshme në popullatën e marrë në studim. Ajo që vlen të theksohet është fakti që hipotiroidizmi ka një përqindje të lartë brenda totalit të patologjive të tiroides dhe shumë herë më të lartë se hipertiroidizmi.
4. Incidence dhe prevalenca e hipertiroidizmit paraqitet në shifra më të ulëta sesa hipotiroidizmit. Ajo që vëmë re lidhur me hipertiroidizmin është se kjo incidencë rritet nga viti 2012 me 79.8 raste për 100000 banorë të gjinisë femërore me 105 raste për 100000 banorë në vitin 2014, por jo si në rastin e hipotireozave. Tek meshkujt incidenca e hipertiroidizmit është më e lartë se ajo e hipotiroidizmit. Ajo luhet me 80.5 në 2012, 138.9 në 2013 dhe 105.2/100000 banorë meshkuj në 2014. Shpërndarja e rasteve me hipertireozë sipas gjinisë dhe vendbanimit paraqiten pothuaj në një mënyrë të njëtrajtshme si tek pacientët me rezidencë në zonat rurale dhe ato urbane si tek femrat dhe tek meshkujt. Këto vlera lëvizin nga 13.6% në 16.6% të secilit nëngrup pacientësh. Pra ka një shpërndarje të njëtrajtshme në popullatë.

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