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DIALOGO INTERCULTURALE ED EDUCAZIONE NELLA PROSPETTIVA DELLA INTEGRAZIONE EUROPEA

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1) Educare ai valori dell’Europa. L’Albania sta percorrendo le ultime tappe del suo processo di avvicinamento all’Unione europea, iniziato formalmente nel 2009 con l’*Accordo di stabilizzazione e Associazione*. Dopo le decisioni dei ministri degli Affari europei (il 24 marzo del 2020) e del Consiglio europeo (26 marzo 2020) saranno avviati i negoziati per l’ingresso nell’Unione europea. Sono stati fatti numerosi sforzi per adeguare il Paese agli standard dell’Unione relativamente al diritto, all’economia, alla democrazia, allo stato di diritto, alla tutela dei diritti umani e delle libertà (compresa quella di religione), secondo i punti indicati nell’Accordo, ma senza dubbio ora diventa necessario rafforzare i percorsi formativi per educare i cittadini ai valori sui quali si fonda l’Europa. Ciò chiede un ulteriore salto di qualità, che l’Albania è in grado di fare. Dopo la caduta della dittatura il nuovo stato democratico nato dalle libere elezioni del 1992, pur tra numerose difficoltà, stabilì una serie di nuovi obiettivi per la scuola finalizzati a creare una nuova educazione basata su principi democratici, idonea allo sviluppo della personalità individuale dello studente e delle sue capacità mentali per renderlo protagonista nel Paese. La strada per raggiungere questi ambiziosi obiettivi è segnata, ma ora bisogna indirizzare gli sforzi educativi per favorire la crescita di un cittadino europeo, cioè in grado di vivere i valori non contrattabili sui quali è fondata l’Europa (specialmente la tutela della dignità della persona umana e dei suoi diritti fondamentali). Non si tratta solo di dare un nuovo assetto al sistema educativo in Albania, ma di acquisire una nuova mentalità attraverso uno sforzo comune, come cercarono di fare i grandi innovatori fondatori della moderna Albania (come Luigi Gurakuqi, Fan Noli, Mehdi Frashëri, Fishta, Aleksandër Xhuvani e tanti altri).

2) La società albanese e il dialogo interculturale. L'Albania pur avendo una comune anima spirituale che si chiama "albanesità" è composta da differenti famiglie (fis) culturali, da differenti religioni, da differenti tradizioni, che pur avendo una comune radice ha differenti applicazioni. Ciò appartiene alla antica cultura legata in modo solido al kanun: il kanun è unico codice nei suoi valori etici e giuridici, ma la sua applicazione, cioè i kanune delle regioni (kanuni i vendit, kanun delle montagne, kanun di skanderbeg, kanun di lek dukagjini), sono differenti nelle diverse zone. Questo mette in evidenza che la diversità appartiene all'esperienza storica del popolo albanese, il quale, tuttavia, ha sempre considerato queste differenze, e soprattutto quelle religiose, non come elemento di divisione, ma come ricchezza del Paese. La capacità di convivere collaborando tra le "differenze", specie nei momenti difficili, è stata una forza, un valore aggiunto per il progresso. Ora, sulla base di questa esperienza, è importante costruire nuovi modelli sociali di inclusione e di coesione, guardando non solo alla situazione interna del paese, ma anche guardando a un quadro geopolitico più ampio che si proietta nei Balcani, in Europa, nel Mediterraneo. Il dialogo interculturale favorisce coesione e inclusione, poiché è uno strumento costruttivo che, come dice papa Francesco, mette insieme le "diverse ricchezze culturali: la cultura popolare, la cultura universitaria, la cultura giovanile, la cultura artistica e la cultura tecnologica, la cultura economica e la cultura della famiglia e la cultura dei media" (*Fratelli tutti* n. 199).

3) Il Libro bianco europeo sul dialogo interculturale, intitolato *Vivere insieme in pari dignità*, fu lanciato a Strasburgo nel mese di maggio del 2008 dai Ministri degli Affari Esteri del Consiglio d'Europa nel corso della loro 118a sessione ministeriale. Esso indica la necessità di costruire nuovi modelli sociali di inclusione e coesione, ridisegnando le regole fondamentali della convivenza. La prospettiva e le indicazioni del Libro Bianco sono tutt'ora valide e si muovono nel convincimento che l'avvenire comune dei Paesi d'Europa dipenda dalla capacità di "sviluppare i diritti umani sanciti dalla Convenzione europea dei Diritti dell'Uomo, quali la democrazia e il primato del diritto, e a promuovere la comprensione reciproca" (pag. 5 della premessa). Secondo il *Libro Bianco*, l'approccio interculturale presenta molteplici vantaggi, come ad esempio quello di of-

frire “un modello di gestione della diversità culturale aperto sul future” e di basare la sua azione “sulla dignità umana di ogni persona (e sull’idea di una umanità comune e di un destino comune)”. Quindi, è necessario uno sforzo educativo per prevenire le pericolose divisioni(etniche, religiose, linguistiche, culturali) e per “riconoscere le nostre diverse identità in modo costruttivo e democratico, sulla base di valori universali condivisi (*Libro Bianco*).

4) Democrazia e tutela dei diritti fondamentali dell’uomo nello stato di diritto sono alla base della coesione e dell’inclusione. L’educazione alle regole etiche e ai valori umani è fondamentale per garantire lo sviluppo della società e formare cittadini responsabili, come si può verificare sia nei documenti dell’Unione europea sia nella costituzione della repubblica albanese, che tutela “L’indipendenza dello Stato e la sua integrità territoriale, la dignità umana, i principi e i diritti fondamentali dell’uomo, l’ordinamento costituzionale, il pluralismo, l’identità nazionale, la convivenza religiosa nonché la reciproca comprensione delle minoranze” (art. 3). Il principio democratico si fonda sul principio fondamentale dell’egualianza di tutti gli uomini. Lo sviluppo del sistema sociale è prima di tutto una questione di regole etiche, di norme di giustizia, di valori fondamentali: queste sono le regole condivise. Lo sforzo maggiore all’interno di una società multiculturale deve consistere nella capacità di governare i processi, attraverso politiche di regolazione degli interessi e di convergenza verso obiettivi condivisi, alla luce di valori assoluti.

5) L’intercultura è un processo di dialogo tra i soggetti sociali e, contrariamente a ciò che accade nelle esperienze dei diversi Paesi europei (e non solo europei), non può essere considerata solo come azione di settore (per esempio, nello sport, nella scuola, nel lavoro, ecc.). L’azione educativa nella dimensione interculturale appartiene a tutta la società nel suo complesso e deve essere il frutto di una governance di sistema realizzata attraverso adeguate azioni sociali, politiche, giuridiche e pedagogiche. Questo agire complessivo e generale della società (nelle multiformi relazioni intersoggettive, in economico, nel diritto, nell’arte, nelle religioni, nei vari processi di formazione) garantisce solidi processi di inclusione sia all’interno del Paese sia nella prospettiva della integrazione europea. Il *Libro Bianco europeo* suggerisce “L’elaborazione e l’attuazione di “Pia-

ni di azione nazionali”, basati su norme internazionali relative ai diritti dell’uomo” nel quadro di una “governance democratica del quadro delle diversità” (punto 5.1),

6) Le religioni nella storia e nella società albanese si sono dimostrate soggetti sociali molto sensibili ai bisogni della popolazione e hanno consentito di superare momenti difficili anche dopo la caduta della dittatura negli anni novante del secolo scorso, quando l’Albania ha rischiato una dura guerra civile. Le religioni svolgono un ruolo educativo, che favorisce l’affermazione dei valori ideali, delle regole etiche e il bisogno di speranza, cioè di fiducia in un futuro migliore. Esse, quindi, svolgono un ruolo importante perché favoriscono il dialogo, la tutela dei diritti umani fondamentali, contribuiscono alla diffusione di un agire civile fondato sulla collaborazione, sulla tolleranza, sul dialogo (come regole della coesistenza pacifica), contribuendo alla “formazione delle coscienze e ... alla creazione di un consenso etico di fondo nella società”.

ONLINE TEACHING, AN ANALYSIS OF THE PRE-UNIVERSITY SYSTEM, CAUSES AND CONSEQUENCES IN UNIVERSITIES

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Introduction

Facing the pandemic during 2020 and onwards has put the education system in front of a reality where education institutions, of university and pre-university level, are now at a crossroads (OECD 2021). The aim of this study is to answer some research questions which are going to be a significant help to address the problem and develop sustainable mechanisms. What are the main factors that directly affect this process and have we started to think of online teaching as an alternative even when the pandemic is over? The analysis of some factors which have directly influenced the process of digitalization of teaching process in this study, will try to prove that this is a complex problem and that it is related to the truncated knowledge that students have in technology and mainly referring to rural areas and students with low economic level. The awareness of online teaching process should be raised in pre-university education so that the experience or the development of infrastructure in this regard can be functional even later (Evaluation of the pre-university education strategy 2014-2020). The process of online teaching is not a process that needs only theoretical knowledge obtained in school but mainly it needs an improved infrastructure in technology and real programs which must necessarily be accompanied by their implementation in practice (ibid).

Methodology

The results of this thesis are concluded from the analysis of secondary and qualitative data. The analysis of the secondary data emerged after conducting

focus groups with students of the Faculty of Education (Brayman 2012). In total, there were conducted 3 focus groups with students from different years, which aimed to understand the biggest problems in using technology in teaching process. The focus groups confirmed the hypothesis raised that some students were not able to understand the use of technology in this process and this happens for too many reasons (Brayman 2012). The instruments used were semi-structured interviews divided into 3 sessions, the informative section, the purpose of the study and its presentation, the second section was focused on the level of knowledge about the use of technology and the third section was related with the knowledge regarding the infrastructure used. The focus groups led the thesis to an analysis of data based on the level of knowledge in pre-university education, the use of technology in pre-university education, the number of technology hours available, the number of laboratories and computers for students. Secondary data were used to create a clear view of how the pre-university system works in relation to teaching and technology and how the infrastructure in pre-university education affects the process. The analysis is focused on rural and urban areas in Elbasan because the students who study at the University of Alexander Xhuvani, Faculty of Education Sciences are mainly from these areas.

The results of the study

The focus groups were conducted within a period of 2 weeks with a distance of 5 days from each other and resulted that students use computers and smartphones, they think that they know quite well the various applications used in the world today but when it comes to software they face difficulties. Most of them do not know the answer to the question of what programs they mainly use and whether these programs are legal or pirated. A significant part of them do not use computers or PCs but smartphones which causes problems mainly when they have to perform their tasks, generally presentations which may contain graphics, tables or pictures. Many of them admit that they are familiar with these programs or have heard about them for the first time at university. The students know little about the use of platforms in teaching process and the majority of them admit that in the last year of high school Whatsapp and Email have been

widely used. The programs they better know are Word and less PowerPoint. They admit that they have difficulties in presenting the assignments and also face difficulties in sending the tasks in the portfolio which is known as the assessment. Many of them do not use a computer but instead they do their homework and attend the lesson using a mobile phone, including even the online exams. The focus groups also said that they face difficulties in storing material on platform or accessing information on certain pages. Everyone admits that the lessons in elementary and secondary education institutions were not enough, as far as the knowledge gained has never been put into practice. Most of them are acquainted with technology by chance from the use of social networks. Some students state that they own a computer in the family but do not know how to answer regarding the year each program they use belongs. One of the biggest difficulties they faced was when they had to download programs like SPSS which serves mainly in disciplines like research, working with projects etc. From the analysis of official data collected from the Local Education Office (LEO) of Elbasan, the situation is presented through the table as follows:

Table.1 Official data of Local Education Office (LEO) of Elbasan

Total number of schools in Elbasan	66 public schools (50 Elementary schools, 8 Secondary schools, 8 Special Secondary schools)
Total number of students	17036 students (13004 in Elementary education and 4032 in Secondary education)
Number of ICT laboratories in schools	43 school laboratories (from 5 to 37 computers which is the largest laboratory)
Number of classes that use these laboratories	427 classes from 6-10 grade (grades 11, 12 are optional)
Number of computers per school	On average 9 computers / school (in total there are 591 computers, not equally distributed)
Number of schools that have wi-fi connection	21 (mainly schools in the city of Elbasan)

Number of platforms installed before 2020	Socrates, E-Twinning, Academia, School me
Number of platforms installed in 2021	SMIP
Number of hours available for ICT in pre-university education (for all schools)	From 4-9 grade are 412 classes that have 14420 hours of ICT per year, 10th classes are 45 that have 3240 hours of ICT per year, 11th classes are 50 that have 1800 hours of ICT per year. In total, 19460 ICT hours per year are organized in the schools of LEOs of Elbasan.
Number of teachers trained in the use of technology in teaching process before 2020	There are 94 teachers who teach ICT and are all trained. About 1500 teachers are trained in digital competencies.
Number of teachers trained during 2020 and 2021 for the use of ICT	2020-2021 trainings are conducted online and there is no accurate information but should be approximated to that of before 2020.
Number of teachers who provide ICT per school	1-3 teachers for each school. There are 11 teachers of computer profile and 83 teachers of other similar profiles.
Number of ICT hours for each class	4-9 grades have 1 hour of ICT per week, 35 hours per year for each class. Class 10 has 2 ICT hours per week, 72 hours per year. Class 11 has 1 hour of ICT per week, 36 hours per year.
What is the general education profile of ICT teachers?	Teachers who teach the subject of ICT, are generally of mathematical-physical profile (minor informatics, mathematics, physics) or bio-chemistry, because of the impossibility of the appropriate profile.

Conclusions and recommendations

Based on the results of the study it is noticed a truncated lack of knowledge in the pre-university system regarding the subject of ICT and are precisely

these shortcomings that bring consequences later in the university. Students are no longer familiar with the process of digitalization of teaching and learning process, even though it is considered a generation of technology. The subject of ICT in the pre-university system does not properly achieve its objective due to lack of infrastructure, low number of hours available, inadequate profile of teachers who teach this subject. The lack of infrastructure in schools, the low number of computers in use, the lack of wi-fi, makes this discipline to be realizable only theoretically but not practically. The subject of ICT is an optional subject and as such is seen as a secondary subject.

Given this situation we recommend:

- To consider the digitalization of teaching and learning process as an alternative to teach/learn it in class not only during pandemic period but continuously;
- to take the necessary measures to acquaint students with necessary knowledge about the subject of ICT and to improve the process of online teaching in school;
- to provide teaching hours of ICT only by professional teachers and not by teachers out of this field such as teachers of biology, physics, etc.
- to involve teaching and learning of digitalization in the strategy of the Ministry of Education, Sports and Youth (MoESY), to unify the use of platforms and to train teachers referring their usage;
- to enable students in need or marginalized categories to have access by providing them computers or other equipments that are important in this process;
- to increase the number of computers and tech laboratories in schools;
- to train teachers in cooperation with universities and specifically those faculties which have experience in this process.

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TECHNOLOGICAL INTEGRATION INTO TEACHING PRACTICES: AN ITALIAN INVESTIGATION

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Background: The shift from traditional education programs toward technological classrooms has determined the need to incorporate technology into teaching practices. Hence, the importance to clarify those individual factors facilitating/hindering this technological integration. This research analyzed the effects of constructive beliefs, the components of the Integrated Model of Technology Acceptance (ITAM) in predicting information and communication technology (ICT) integration into learning environments.

Methods: The sample comprised 454 Italian teachers (Mage = 34.19, SD = 3.15, F = 252) divided into two groups: the first with 15 or fewer years of teaching experience and the second with 16 or more years. The online questionnaire consists of socio-demographic data, the Teacher's Beliefs, the Intrinsic Motivation Scale, the Perceived Usefulness Scale (Extrinsic Motivation), the Perceived Ease of Use Scale, the Behavioral Intention to Use Computer Scale and the ICT Class Use Scale. Data were applied to descriptive statistics and inferential analyses.

Results: T-test analysis showed that more-experienced teachers were less orientated to integrate ITC into their classroom. Moreover, bivariate associations indicated that classroom use of technology was positively correlated with the variables of interest. Regression analyses highlighted that extrinsic motivation was the strongest predictor of ICT integration followed by intrinsic motivation, behavioral intention to use and constructive beliefs. Finally, perceived ease of use was not significant related to teachers' ICT integration.

Discussion: Since experienced teachers show resistance toward integrating ICT use, findings could suggest the promotion of future technological plans for teacher education, such as financial and logistical supports for their life-long learning.

Introduction

Although Information and Communication Technologies (ICTs) in educational settings provide proactive teaching and active learning, teachers often show some concerns for the integration of technological tools into teaching practice. Two types of barriers generally hinder the integration process. The first-order barriers refer to the lack of adequate access and time, bandwidth, training and institutional support, whereas the second-order barriers comprise pedagogical and technology beliefs and willingness to change [1, 2]. In educational settings, two categories of teachers' computer use have been identified. The first concerns supportive computer use involving proactive and administrative tasks. The second represents a device support for teaching and learning processes.

Following the theoretical framework involving the student-centered class, the research, being focused on the second category of ITC use, examined the effects of teachers' constructive beliefs and motivational factors in predicting ICT integration into learning environments.

Constructivist beliefs have been individualized as an important factor in positively influencing the class use of computers, since they affect teachers' decision-making processes about learning objectives and contents, organizational issues, selection of media, choice of instructional strategies, and adoption of approaches towards assessment and evaluation [3]. As for motivational factors, the Integrated Model of Technology Acceptance (IMTA) [4] has been considered thank to its holistic perspective that integrates three constructs, i.e., intrinsic and extrinsic motivation and perceived ease of use in explaining behavioral intention of ITC integration into classroom. On these premises, the following hypotheses were formulated:

H₁: teachers with less than 15 years of experience would obtain higher levels on extrinsic motivation;

H₂: ICT integration would be positively related to all variables of interest.

Methodology

Participants

The sample consisted of 454 teachers ($M_{age} = 34.19$, $SD = 3.15$, $F =$

252) recruited from primary and secondary schools. They attended a training online course in ICTs aimed at: creating and engaging interactive multimedia contents, digitally assessing students' knowledge, evaluating the best options for a successful ICTs integration.

Data Collection and Analysis

The data collection period took place in the week prior to the training course. Teachers participated voluntarily and responded to an online survey anonymously. Descriptive and causal analyses were applied to the data. The sample was divided into two groups according to the years of teaching experience: the first with 15 or fewer years ($n = 201$), the second with 16 years or more ($n = 253$). Mean differences between the two groups were calculated by using an independent samples t -test. Bivariate correlations were used to analyze the associations among the variables of interest. Regression analyses were performed to examine the effect of each variable on the ICT integration.

The Questionnaire

The self-reported questionnaire was composed by:

- (1) socio-demographic information;
- (2) The Teacher's Beliefs Scale – Constructivist Teaching (TBS-CT) [5] assessing teachers' beliefs related to the student-centered pedagogical perspective. It contains 7 items rated on a five-point Likert scale. Its level of reliability was good ($\alpha = .84$);
- (3) The Intrinsic Motivation-Computer Enjoyment Scale (PE)[4], which measures the extent to which the activity of using computer is perceived as enjoyable. The scale is composed of 3 items. Its internal consistency level was high ($\alpha = .93$);
- (4) The Perceived Ease of Use Scale (PEU)[4] is composed of 5 items assessing the degree to which a person believes that using technology would be free of difficulty or effort. The internal consistency was good ($\alpha = .85$);
- (5) The Behavioural Intention to Use Computer Scale (BIUC)[4] is composed of 3 items with a good internal consistency ($\alpha = .87$);
- (6) The Extrinsic Motivation–Perceived Usefulness (PU) [6] is composed of 6 items assessing the degree to which a person believes that using a particular system would enhance his/her performance. It shows a high

internal consistency ($\alpha = .90$);

(7) The ICT Class Use Scale (ICT-class) [7] is composed of 6 items measuring the frequency (from never to daily) of the didactic use of computer in classroom. The internal consistency level was good ($\alpha = .86$).

Results

Table 1 shows the results of the descriptive analyses

Table 1. Mean and standard deviation for each variable

	Min – Max	Mean	SD
Age	28 – 57	34.19	3.15
Years of teaching experience	1 – 41	15.40	9.096
TBS-CT	15 – 35	28.20	2.19
Motivational factors			
PE	3 – 15	12.22	2.22
PEU	6 – 25	18.83	3.47
PU	6 – 25	18.10	3.02
BIUC	8 – 15	12.78	1.69
ICT-CU	22 – 40	37.25	5.17

Note: TBS-CT = Teacher's beliefs scale-Constructivist Teaching; PE = Perceived Enjoyment; PEU = Perceived Ease of Use; PU = Perceived Usefulness; BIUC = Behavioral Intention to Use Computer; ICT-CU = Integration Computer Technology-Classroom Use

A t-test analysis was run to examine effects of teachers' years of experience on the variables of interest. No mean differences emerged between the two groups in the scores of TBS-CT, $t(452) = 1.17, p > .05$, PE, $t(452) = .192, p > .05$, PEU, $t(452) = -.204, p > .05$ and ICT-CU, $t(452) = 1.17, p > .05$. Differences emerged in the scores of PU, $t(452) = -.232, p < .05$, and BIUC, $t(452) = 1.74, p < .05$. Teachers with less than 15 years of experience obtained higher scores ($M = 20.01, M = 14.01$, respectively) than those of the second group ($M = 18.89, M = 12.58$, respectively). Findings from bivariate correlations showed that ICT-CU was positively correlated with TBS-

CT ($r=.434$), PE ($r=.201$), PEU ($r=.118$), PU ($r=.401$), and BIUC ($r=.534$). Stepwise regression analyses highlighted that among motivational factors, PU was the strongest predictor of ICT integration and PEU was unrelated to ICT. The last model explained 46.9% of the variance in ICT-CU, $F(5,452) = 42.57, p < .001$. Table 3 reports beta coefficients.

Table 3. Regression analyses and standardized beta coefficients

Models		B	T
1	BIUC	.566***	9.616
2	BIUC	.433***	7.260
3	CBS	.335***	5.608
	BIUC	.368***	6.094
4	CBS	.266***	4.385
	PE	.225***	3.688
	BIUC	.319***	5.043
	CBS	.221**	3.657
	PE	.195***	2.898
5	PEU	.162*	2.373
	BIUC	.302***	4.112
	CBS	.209**	2.909
	PE	.114**	1.198
	PEU	.054 ^{ns}	1.689
	PU	.187***	2.243

*** $p < .001$; ** $p < .010$; * $p < .05$

Discussion

The research analyzed the contribution of teacher's psychological factors in determining ICT integration by exploring the extent to which constructivist beliefs and motivational components explained the appropriate use of technology. Descriptive results showed differences that teachers with less than 15 years of experience obtained higher levels on behavioral intention to use and extrinsic, utilitarian motivation. These findings are in line with Prensky's [8] suggestion that teachers with less experience, being born into a digital world, possess more confidence with technology than

their counterparts with more experience. Findings from bivariate correlations indicated that ICT integration was positively linked to constructivist beliefs and factors involving in IMTA: teachers with a more student-oriented approach considered ICTs as powerful tools that encourage students to incorporate their critical-thinking, collaboration, communication, and problem-solving skills into their learning. This in line with previous studies revealing a positive relationship between teachers' beliefs and ICTs [9, 10]. Moreover, behavioral intention to use resulted the most strongest predictor, thus supporting the idea that higher levels on willing to use technologies could determine ICT integration in teaching process, as showed in previous studies [11, 12]. When looking at the regression coefficients, extrinsic motivation obtained the highest value in predicting teachers' ICT integration. Consequently, the utilitarian component seems to be the principal mechanism fostering teachers to attend the training online course to improve their task performance.

Conclusion and Recommendations

Our study suggested that the tendency to integrate ICT into the classroom is driven by the utilitarian orientation of those teachers who, following a more student-oriented approach, believe in the advantages of ICTs consisting of developing socially active classrooms and encouraging co-operative interaction and collaborative learning. Indeed, teachers trained in ICT can provide higher order thinking skills and creative and individualized options for students to express their ideas, thus leaving them better prepared to deal with ongoing technological changes. To this end, it needs the promotion of plans for teachers' education, such as financial and logistical supports for their life-long learning. However, these plans should also consider the factors (e.g., personality, general attitudes) that could hinder such integration into teaching practices.

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TOWARDS FUTURE INVESTMENTS IN SOCIAL WORK RESEARCH AND PRACTICES OF SOCIAL SERVICES IN ALBANIA. REFLECTIONS FROM THE T@SK PROJECT

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Introduction

The pandemic has highlighted the centrality of the principle of equity in all life spheres, as well as the increased need to protect fundamental rights: the right to health, to a social-economic well-being, to education and to access to social services. New democracies with underdeveloped Welfare systems experienced major problems in granting these fundamental rights during the current crisis. In the Balkan region, Albania was the first country to introduce lockdown measures (Dyrmishi 2020). The spread of the pandemic contributed to emphasizing the long-lasting problem of poor governance of social protection system in the country (Dauti et al. 2020) and revealed the need to reinforce the social and professional role of Social Workers. Social Services are a personal and community service: dealing with emergencies is unavoidable.

This contribution aims to briefly retrace the main objectives of the Erasmus + Capacity Building Project T@sk *Towards Increased Awareness, Responsibility and Shared Quality in Social Work* in Albania (2017-2020). It also presents a research currently in progress that aims at investigating the self-perception of Albanian Social Workers during the Covid-19 emergency and at reflecting on the urgent need to invest in their professional education and in the promotion of their role in the Albanian society. These aspects have emerged as crucial during the activities performed in the T@sk project.

T@SK Project in a nutshell

The advancement of Albanian social workers' professional expertise plays a relevant role in the development of the Albanian Welfare State. In order

to support the professional and academic improvement of social work and to facilitate a process of Europeanisation of the Social Services delivery in Albania, the European Commission funded the project T@sk Towards Increased Awareness, Responsibility and Shared Quality in Social Work (2017-2020), positively concluded in December 2020.

The main aim of the project consisted in strengthening the delivery of Social Services in Albania through the empowerment of the higher education system in social work. The project operated at three levels: peer-to peer theoretical and empirical update amongst the project partners; triangulation of knowledge, transdisciplinary cooperation with the societal stakeholders and digital innovation; selection and dissemination of Best Practices.

With its main goal consisting in the reinforcement of the delivery of Social Services in Albania through a direct investment in Social work education at the Higher Education level, T@sk project directly addressed the still insufficient quality of the Albanian Welfare State. Social workers are indeed drivers of social change. Their intervention can promote social innovation, social intrapreneurship and entrepreneurship (Mascagni and Bulli 2021), However, their role in the Albanian society is still largely poorly acknowledged, and their professional conditions are extremely demanding, if one considers the average ratio of the number of social workers per Albanian citizen, the largely unimplemented reform on decentralization, and the scarce central and local financial investment in the Social Services. In terms of enhancement of know-how and share of best practices at the European level, the T@sk project was fully inscribed in a context of capacity building whose main aim – the reinforcement of the professionalization of present and future social workers – is successfully under construction.

Figure 1: Outline of the main impacts of the project

Toward future investments in social work research and practices

T@sk project operated with 4 keywords *Social Work Profession, Albania, Social intervention, Higher Education system in Social Work*. The COVID 19 Pandemic necessarily opened up a new research path and it can therefore

considered as the 5th keyword.

According to the critical event framework (WHO 2019), crises are not due to fate, but to a combination of protective events versus vulnerability factors. Fighting against inequalities in an emergency scenario is essential. Emergency measures can be adopted through deep investments in human resources and through the adaptation of essential social and health services in relation to emerging needs (Sanfelici 2020).

In this framework, the ongoing research project “Impact Assessment of the COVID-19 Outbreak on Albanian social workers’ practice / Transformimin e shërbimeve sociale në Shqipëri gjatë periudhës së pandemisë shkaktuar nga Covid 19-të” aims at understanding the role played by Albanian Social Workers during the COVID 19 pandemic, as well as investigating their self-perception. The main research questions of the project can be summarized as follows: First, how much did communication time, relationship time and “rhythm” changed in social intervention? Second, how did containment measures impact on the provision of services? Third: were update training programs for social workers put in action? These aspects are being investigated through an online survey distributed to social workers operating in Albania and 15 in depth interviews with selected social workers engaged in coordination activities and/or équipe leaders. The empirical results will be confronted with the established literature on social work in Albania that stresses the need for a co-construction of a new professional awareness in a complex framework of challenges, opportunities and constraints (Dauti et al. 2020).

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MEDICINE AND SOCIAL WORK. NOTES FOR A GENEALOGY OF PUBLIC HEALTH

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Introduction

The socio-historical analysis of the emergence of social work as a profession, and its links with medicine, allows us to relate these trends to the genesis of the discipline that would later become Public Health. It is also possible to reopen a debate on the origins and identity of social work at a time when the rise of biomedical technology is relegating social issues to the background. The hypothesis underlying this presentation is that the embryo of the discipline that would come to be Public Health had important contributions from the main trends in the field of social work.

The origins of social work lie in the incorporation of enlightened progressive ideas that pointed out objective factors that produce and maintain poverty (unemployment, illness, unhealthy housing, etc.). All this in a context of economic and social crises, epidemics, population growth and the advent of industrialization. The role of what we now call civil society (trade unions, workers' associations, leagues, and federations) was an important impetus in the recognition of the need for a regulatory state.

Social work is a practice-oriented discipline. The majority of social work professionals are women. Some of its main orientations are linked to reform and social progress. This situation may have led to it being forgotten or co-opted by a profession such as medicine, which is eminently masculine. In this way, this paper aims to shed some light on this, and other questions based on classic texts, and to get closer to the roots at a historical moment of loss of professional identity. A look that focuses on structural, economic, and social aspects is more necessary than ever. It is considered a relevant debate at a time when the constant advance in the field of biomedical technology is relegating the social determinants of health to the background.

Methodology

The methodology responds to the objective of delving into the historical origins of Social Work and its links with Medicine. The hypothesis guiding the literature review is that this relationship would give rise to the embryo of the discipline that later came to be known as Public Health. Furthermore, it is assumed that the relationship between medicine and social work was not unidirectional.

We therefore set out to shed some light through a selection and narrative review of some of the classic texts on the origins of the discipline of social work, but also of a very rudimentary medicine. We provide some specific materials that can be used to carry out a socio-historical or genealogical analysis of the origins of the discipline known as Public Health.

Results and Discussion

Firstly, the influence of medicine on social work is notorious. Despite this, the influence of social work and allied disciplines in the medical field has allowed the development of new models of care related to public health and prevention. The need to intervene in multidisciplinary teams and to intervene with the person and their environment in all its complexity would not be possible without the contributions and influence of social work.

Secondly, the advance of medical technology since the late 1990s, together with an increasing predominance of the biomedical model, pose a major challenge to the social professions, which are relegated to the background (Healy, 2016). The biopsychosocial model emerges as a response to address all those dimensions that are not taken into account in the biomedical model (Engel, 2003). Nowadays, the interest that the first social workers placed on the person and their environment, on social determinants, public health and prevention, is more necessary than ever. Advances in medical technology and the medicalisation of social problems put the focus on individual pathology, relegating causes and social determinants to the background. The emphasis placed by the first social workers on the environment and prevention can serve as a guide for today's social workers intervening in the field of health.

Paradoxically, medical science's neglect of psychological and social aspects is a failure in relation to the effectiveness and efficiency of health services. In North American, for example, where there is a notorious technological

advance, there is a growing concern about the inaccessibility of some vulnerable populations to health services, due to income, ethnic or cultural origin, age, sexual orientation, or geographic isolation (Mackenbach, 2012). There are still many uninsured people with difficulties in accessing health services and, in addition, there are new contexts such as those related to the “diseases of affluence” (Pickett and Wilkinson, 2015): overweight, hypertension, diabetes, etc.

Social work needs training in biomedical technology issues to be able to support a holistic and ethical model of social intervention (Healy, 2016).

Thirdly, it would be worth to reflect on the administrative and welfare drift of social work and to call for the profession’s traditional role in the field of health. This drift could go hand in hand with a de-professionalisation of social work (Healy and Meagher, 2004).

For Healy and Meagher (2004, p. 245) deprofessionalisation refers, to the fragmentation and routinisation of direct care, affecting the use of creativity and reflexivity of practice. It also implies the increasing loss of professional categories, which are occupied by other less qualified and lowest-paid occupations. Finally, deprofessionalization has a clear relationship with “paraprofessional” jobs where social work skills and knowledge are not required or fully utilised.

Conclusion

Socio-historical analysis reopens and contextualizes debates, facilitating their understanding.

As implications underline the claim of a structural understanding and the social character that health care should always imply.

Recommendations

Although rare in current research, genealogical and socio-historical analyses make it possible to situate and contextualize current debates such as the role of social professions in the health sector.

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GRUPOLAB, A SPACE FOR CO-CONSTRUCTION OF KNOWLEDGE

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Introduction

GrupoLab is a pilot experience developed in the Complutense University of Madrid (UCM). This experience is defined as a laboratory for research in social intervention and social work with a specific focus on working with groups. Mutual learning and collaboration between members are key elements of GrupoLab. Members of the laboratory are encouraged to develop their own projects in collaboration with other members. You cannot be a member of GrupoLab without your own project. You cannot be a member of GrupoLab if you are not willing to collaborate with the rest of the Lab members.

The members of GrupoLab are characterised by their interest in working with groups in their different dimensions, such as, the creation of a critical epistemology in social intervention, its application to the digital environment and the development of tools and instruments for social research and intervention. It is a collective environment where both professionals and services users can participate. GrupoLab's core values are collaborative responsibility among members, mutual support and collaboration in the realisation of projects, and the intrinsic motivation necessary for the development of one's own project and the active position in the process. This is materialised in the carrying out of projects directly or indirectly related to the knowledge of interest of GrupoLab of different nature, such as Bachelor Thesis, Master Thesis, Doctoral Thesis, articles, competitive research projects and research stays at UCM.

Likewise, among the main activities carried out for the development of learning and the purpose of the participants are: the presentation of the

projects to the members of the group with their respective feedback, the organisation of research dissemination seminars and the development of projects to present in different calls for proposals and learning by doing.

Methodology

GrupoLab mainly aims to respond to the need to create academic synergies between students, teaching and research staff and project users, whose common point is the interest in social research and social work, specifically in the intervention with groups. It also responds to the need to create learning spaces in which to develop proposals that favour the promotion of the academic career and where it is possible to collaborate horizontally with other people in a way that fosters creativity and initiative.

This also promotes the updating of teaching in the direction of the co-construction of knowledge, resolving a social demand to train people with initiative, collaborative and active in their own projects. Based on the way in which work is currently carried out internationally, an example of this can be found at Harvard University, where it is argued that the ideal way of learning at university is based on motivation and intrinsic learning and practice with the support of contextualised projects in workspaces where people feel involved.

In GrupoLab, all members of the laboratory are treated as researchers, regardless of their degree and status, taking into account all participants as people in the process of learning and valuing all contributions, which is related to the practice of the basic principles defined in the international standards for the practice of Social Work with Groups (IASWG, 2016).

GrupoLab has three main general objectives:

- To enhance the development of competences in relation to teaching and research in Social Intervention

How: Periodic meetings in which members present their projects, publications, work, etc. and receive feedback from the rest of the team.

- Transferring knowledge on social intervention with groups

How: By holding a fortnightly seminar open to the general public on the subject of social intervention with groups, which allows participants to reflect and co-construct knowledge on working with groups.

- To create a space for synergy between people interested in social intervention with groups.

How: Fortnightly meetings in which the laboratory is organised, concerns are shared, projects are proposed and new members are included.

Results and Discussion

GrupoLab started in 2016 with 4 members and today has 16 active members. GrupoLab members include: one professor, six lecturers, two postdoctoral researchers, three predoctoral researchers, two master's students and two computer scientists. At present, regular meetings are held for the organisation of the laboratory, which are attended by most of the members, and when necessary, the work being carried out is presented for feedback from the rest of the team. In addition, GrupoLab began by holding monthly seminars that have now become fortnightly webinars attended mainly by participants from Spain and Latin America.

Between 2018 and 2020, a total of 10 seminars were held with approximately 100 people registered in total, on average 10 participants per webinar. The titles of the seminars organised and their speakers are listed below:

1. "The psychologisation of the self in the society of individuals. Genesis, development and function of a psychological culture". Fernando Álvarez-Uría (10.03.2020)
2. "Support networks and rural old age. A comparative analysis between Spain and Mexico". By Rosa María Flores Martínez (14.01.2020)
3. "Green Social Work". By Nino Žganec (04.12.2019)
4. "Resilience: an alternative for peaceful reconstruction in Mexico". Karla Salazar Serna (12.11.2019)
5. "Disappearances in Mexico. Between impunity, vulnerability, resilience and support networks". Karla Salazar Serna (12.11.2019)
6. "The perplexing question: group work and the formation of NASW". Xoan Lombardero Posada (30.09.2019)
7. "Tensions of Social Work in Chile". Ramón Vivanco Muñoz (30.09.2019)
8. "Suicide Prevention Work". Karl Hedman (05.03.2019)
9. "Mother-infant groups led by social workers. Enhancing the understanding of infant behavior". Rakel Aasheim Greve (28.02.2019)
10. "Critical Epistemologies and Social Intervention". Melissa Campana (18.02.2019)

In March 2020, the Covid-19 pandemic caused by the SARS-CoV-2 virus, made us focus on projects such as “Online Bereavement Groups” or “MAGMA-TIC: Models of group accompaniment for the elderly with information and communication technologies”, both in collaboration with other faculties and entities. Finally, when the social and health situation became relatively stable, we returned to GrupoLab’s usual activity, this time making use of digital tools.

Since then, we have held fortnightly meetings and organised six webinars. An average of 515 people have registered for the latter, although an average of 30 people per webinar have attended. The titles of the webinars organised and their speakers are listed below:

- “Challenges for Social Work and Social Services in 2021”. Patrocinio de las Heras Pinilla (21.05.2021)
- “Social times and Andean migrants”. Juan José Ruiz Blázquez (07.05.2021)
- Resilience and Social Work with Groups. Experiences and reflections of an NGO working with Quechua-speaking peasant communities in Peru”. Héctor Raúl Amache, Ruth Karina Bocangelino and Thio Boek (23.04.2020)
- “An X-ray of social work with groups in Spain from the perspective of professionals”. Andrés Arias Astray (09.04.2021)

Sociology and literature as observatories of social life. Ezra Pound and Erving Goffman in the Saint Elizabeth asylum”. Fernando Álvarez-Uría (12.03.2021)

Conclusion

Grupolab is a laboratory that researches on issues related to social intervention with groups. Essentially it aims to create synergies between researchers, students and professionals interested in social intervention with groups and intervention through digital media. This project is a collaborative space in which learning and cooperation between members is encouraged, the development of competences related to research and intervention with groups is promoted and the transfer of this knowledge is encouraged.

Recommendations

Since its inception, GrupoLab is in constant growth, it is expected that in the future members will continue to be committed to research and transfer in the field of face-to-face group intervention and the use of digital tools. We are aware of the need to continue international collaborations with other researchers and professionals, but we also consider relevant and necessary collaboration in the laboratory of members whose expertise comes from other disciplines such as Fine Arts, Information Science or Computer Science. GrupoLab is currently focused on maintaining its achievements and continuing to grow in the aforementioned way.

LEARNING BY DOING IN A VIRTUAL MODALITY: A TEACHING-LEARNING EXPERIENCE IN SOCIAL WORK WITH GROUPS

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Introduction

Due to the health crisis caused by Covid-19, and the measures implemented for physical distance, it has become essential to adapt teaching to a telematic modality, making use of different digital tools. This situation becomes more complex when the subjects taught have a strong practical component, where it seems that the requirement of physical presence is indispensable.

In this context, we present a teaching experience linked to the subject *Methodology of Social Work Intervention with Groups* (MTSG), taught at the Complutense University of Madrid (UCM). The teaching-learning process proposed in this subject is eminently practical and makes use of the students' own interactivity in different group contexts.

Through this text, we present a teaching experience of social work with groups developed in a virtual presence modality. We will present the framework of action of the teaching experience, the pedagogical principles and the teaching-learning process linked to the subject to subsequently show the transition process towards a virtual presence modality.

Finally, we present some of the keys that we consider fundamental for the experience to develop properly.

Methodology

The pedagogical principles guiding the subject can be summarised along three axes. Firstly, a break with the false dichotomy between theory and practice. In this way, use is made of *praxis*, understanding it as a feedback between theory and practice. Secondly, since this is a subject that teaches working with groups, it seems appropriate to incorporate the standards

promoted by the *International Association for Social Work with Groups* (IASWG) (AASWG, 2006). Thirdly, it is a strongly experiential pedagogy, with a high requirement of attendance and participation that seeks to put into practice theoretical knowledge (composition, structure, group processes, etc.) as well as to improve skills and attitudes necessary for the planning, execution, conduction, and evaluation of a group process. For all these reasons, it is a pedagogy that emphasizes dialogue, interaction, and reflective action, as well as focusing on the experience lived by the participants themselves in the teaching-learning process. In short, it is about learning by doing.

The teaching methodology used, therefore, is based on the value of the students' own experience (N=130), who participate in different group experiences. It is the students themselves who must plan, execute, and evaluate a group project in which different roles are exchanged (participant, observer, and social worker). Moreover, throughout this process, the students are challenged by the different theoretical sessions and at least three supervision sessions (in allusion to the different phases of the life cycle of a project: beginning, development, and closing). It is worth mentioning that it is the students themselves who, at the initial stage of the development of the group project, choose the content of the sessions (social skills, healthy leisure alternatives, emotional management, etc.).

The method used for the systematization and evaluation of the experience is based on different qualitative information gathering systems, such as participant observation, the information and evaluation of the students themselves in their final projects, and the information contained in the digital tools used: Virtual Campus (Moodle), Blackboard Collaborate, Google Meet, Teams, among others.

Results and Discussion

The results obtained allow us to confirm that it is possible to teach, facilitate and participate in online groups without losing the presence and interactivity inherent to group social work. The teaching-learning process of competences for social work with groups has been more complete, including an experience of flexibility and adaptation to unforeseeable external situations (such as the situation produced by Covid-19), the use of

new digital tools or specific skills for conducting online groups.

Despite this, this is a practical experience carried out with a university population, so there were no major problems in terms of digital competences or inequalities in terms of access to the network or appropriate devices for participating in online groups. It is therefore relevant to point out the limits to the importance of face-to-face social interaction in certain contexts. It may not be applicable in all groups or populations.

From the results, we can extract some keys for a successful teaching-learning experience.

Firstly, the need to respond, as far as we can, to the uncertainty produced by the health crisis in the educational context. We believe that it is essential to provide truthful and clear information about how the classes are going to develop and how they will be able to continue with their academic training. To this end, it is necessary for the teaching team to be accessible through different media (e-mail or virtual campus), and to dedicate the necessary time to answering relevant questions about this type of issue. Since the initial conditions of the subject have changed, it is necessary to reschedule the timetable for the subject in a participatory and flexible manner.

Secondly, we need to support the use of digital tools and the accessibility of teachers through different media. To this end, if necessary, we should dedicate a class, or as much time as necessary, so that students are aware of all the digital tools that are going to be used, what for, and how they are going to be used.

Thirdly, it is necessary to attend individually to the specific problematic situations that students may present, mainly taking into account the context of Covid-19. This means that the teaching staff must be accessible through different media: virtual campus for group questions or e-mail for individual questions. In addition, material and/or technical difficulties (internet access, necessary devices, adequate housing, etc.) must be taken into account. In our experience, and due to the health crisis, we had participants who, when doing essential work, had difficulties of availability for work reasons. On the other hand, we had no major difficulties in terms of connection or other material elements. It is worth mentioning that the Complutense University carried out a campaign to solve this type of problem (where the necessary technological material was provided).

Finally, it is necessary to constantly motivate and value the work carried out. Due to the restructuring and re-planning of the timetable, and the adaptation, in the middle of the course, towards a telematic modality, the students had to make an effort to adapt their group projects and carry them out. This adaptation was not planned at the beginning and should therefore be valued.

Conclusion

It should not be simplistic to say that it is convenient to abandon face-to-face teaching, but it does serve as an experience to show that it is possible to develop a significant telematic teaching-learning process in the field of social work with groups. This can be useful to extend training and knowledge without spatial limitations or for professional profiles that have less time availability.

Even though there are some limitations (mainly of a material nature) and that it is a model that cannot be extrapolated to all areas, we can say that it was a positive experience.

Recommendations

Although we are reporting a unique experience that cannot be extrapolated to all areas and contexts, we consider that it may be relevant for thinking about new ways of teaching how to work with groups in telematic contexts. For this reason, it may be useful to establish lines of research that allow us to address the group context in digital environments and in different fields.

SOCIAL WORK AND TECHNOLOGIES. DEVELOPMENT AND INNOVATION FOR SOCIAL INCLUSION

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Introduction

Digital is a form of social inclusion, and this is one of its positive aspects, but it also alerts us to less positive aspects, such as the high percentage of the world's population who are info-excluded.

The incorporation of technologies in professional practice represents a challenge and an important ally in improving the management of social intervention processes, interaction with the person and increasing the efficiency of services.

New digital tools allow decision support, optimization of resources, and a policy of proximity in contact with institutions, and in the follow-up, diagnosis, and monitoring of the person anticipating states of vulnerability. According to Lopez (2017) technologies are changing our society, our economy, the processes of social exclusion and inclusion, as well as Social Work (Andriole, 2005; Castells, 1995, 1997; Coleman, 2011; Degryse, 2016; Marcuello Servós, 2010; Mohr, Burns, Schueller, Clarke, & Klinkman, 2013; Zysman & Newman, 2006). In the coming years, ICT will transform Social Work practice (Berzin, Singer, & Chan, 2015). The incorporation of technologies into everyday life is linked to the analysis of their advantages and disadvantages, the need to develop technology-based interventions that respect the links between social workers and users, and emerging ethical dilemmas (López, 2014; Reamer, 2015; Voshel & Wesala, 2015). E-Social Work can be defined as Social Work that uses ICTs (López Peláez & Díaz, 2015). As such, e-Social Work can be understood as a domain of social action in which subjects, communities and groups have needs, and it is possible to develop intervention programmes, develop research projects and design public policies to address them. It comprises online research, therapy (individual, group and community dynamics), the teaching and training of social workers and the monitoring of social science training

programmes.

In this context, we are going to start a new post-graduate course at Iscte - Instituto Universitário de Lisboa called Digital Social Action (<https://bit.ly/3eiotho>). This post-graduation aims to organise a minimum technological training proposal applied to social services, based on the use of Artificial Intelligence knowledge. Different technologies converge, between technological sciences and social and human sciences, producing a qualitative advance through the integration and transformation of social services.

Methodology

The aim of the study was to analyse and reflect on the use of ICT by social workers and its impacts on the client relationship.

We developed a qualitative study through the review of technical documents, applying document analysis and the technique of participant and non-participant observation.

We reflect empirical data systematised during the pandemic period at the level of social action professionals, the organisation and planning of professional practices, extracting recommendations for the digital transition process in contemporary society.

The sample was made up of technical reports produced by multidisciplinary social intervention teams; evaluations produced by technicians and researchers within the scope of their practices; studies carried out during the pandemic period to analyse the impact of covid on professional practice and included testimonies from the direct beneficiaries of the action.

Results and Discussion

The process of transition to a digital society requires a reflection shared by the different actors and agents that interact in the complexity of the process. But it is also necessary to reflect the principles of equality and social inclusion in the access to digitalisation by analysing the diversity of context at macro, micro and meso level.

We must look at the world as a whole and take into account the needs of developed, underdeveloped and developing countries. The world is not all the same and in each country there is a diversity of contexts and territories.

For example, the case of Covid 19 vaccines. What do we observe? A call for rich countries to donate vaccines to poor countries. A good example of inequality of access to universal human rights.

In a micro dimension, it is also necessary to ensure training in digital competencies in a decentralised and transversal way to all areas of knowledge, avoiding knowledge elites and concentration of power and opportunities and employment. Each country has a diversity of regions characterised by urban, rural or peripheral areas and each of these territories has different populations and different means for inclusion. For example, the lack of access to the Internet. If we are in a process of transition to a digital society, it is necessary to create the conditions for universal access to the Internet and financial means both for training and for digital work.

It is essential to reconfigure public policies that contemplate financial support for the acquisition of means and software support, Internet; Training; qualification of the workplace and continuous monitoring/evaluation. Public policies that implement mentoring of services and professionals. In the latter, promoting their self-esteem and mental health, preventing depressive and burnout situations.

Technologies provide opportunities for learning about diversity and relevant inclusion topics. At work and in the community, workers encounter situations related to diversity and inclusion, based on an inclusive approach to respond to these situations, require education and practice. In Portugal we witnessed during the pandemic period the transition from face-to-face education to the digital system at different educational levels. From this experience we can reflect on individual and family conditions, namely lack of computer equipment (computer); housing conditions (already mentioned); little or no computer knowledge applied to digital action. We also have to reflect on some of the consequences brought about by this process regarding social precariousness, namely the number of children who no longer had a daily meal because the schools were closed. I must mention that the problem was quickly detected, and an attempt was made to minimize it with social support measures. But it is still a warning about the impact of digital technology on social inclusion and people's lives.

A sustainable social basis for human life can only develop in inherent interdependence with the ecological whole and the regenerative economy.

This is a challenge for social work. In this process we bring together transdisciplinary knowledge and research on sustainability transitions, policies and practices in social work as a challenge for the social inclusion of precarious groups as well as people living in vulnerable communities. This is a collaborative and participatory model with the target groups of social action, so that social work methods are co-created as steps in the transition to a sustainable and inclusive digital society. The potentialities of ecology-based (Brofenbrener) models of well-being, environmental justice, circular and solidarity economy, sustainable food policies of community and/or territorial nature are considered, inviting us back to integrated approaches supported by qualitative methods in particular research-action.

Conclusion

The need for the digital transition process to be accompanied by adapted methodologies, centred on people (human capital), guided by collaborative and integrated models sustained by an effective social dialogue between networks and partners.

The digital transition process requires greater care in the field of ethical guarantees to prevent acts of corruption and promote equal opportunities and social inclusion, through Participation as a human right.

This digital transition process invites us to deepen the dimensions of CULTURE in its widest dimension, that is, as a fundamental element for Social and Human Development.

Finally, I conclude by reinforcing the need for connection, relationship and/or interaction between formal, informal and digital networks. Each of them cannot survive alone, they need to find a complementary and collaborative model in order to strengthen a partnership of excellence.

Recommendations

Issues under debate:

- To improve digital skills in social intervention professionals and communication skills between face-to-face and virtual.
- Innovate social action practices using digital tools and E-Social Work.
- Mastering technological literacy in social action.

- Design social intervention plans based on digital techniques and platforms.
- Articulate social responses between face-to-face work and telework with vulnerable groups.
- Implement virtual communication mechanisms with the neighbourhood social network, promoting the management of the social response through digital mechanisms.

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REDUCING THE DIGITAL DIVIDE IN PUBLIC EDUCATION

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The experience of the pandemic has highlighted the existing and increasing digital divide in the field of education.¹ Indeed, the social, territorial, and economic inequalities existed well before the pandemic, which only exacerbated its effects.

For this reason, it has become increasingly necessary to bridge those gaps, also to finalize the constitutional provision relating to the effective guarantee of the social right to education.

This situation has generated a chain reaction: the pandemic emergency has placed a financial burden on the families who have been obliged to support their children. The consequence has been to affect heavily wages and jobs of the parents.²

It should be emphasized that investments in education are a fundamental element from which to start again not only to remove global inequalities but also to support the development of certain innovative economic activities.

From a political point of view, it is necessary to change the perspective followed by the European Union up to now that is to break the oath of allegiance to markets and marginalism.

This path has shown all its fallacy precisely with reference to education which everywhere suffered from the tightness of public budgets.

The reached technological level has not accompanied the evolutionary process in the field of education.

From this viewpoint, the opportunities offered by European programming for development and resilience can allow a significant qualitative leap in the aforementioned perspective: in terms of both the reduction of digital inequalities and economic development.

1 R. Calvano, L'istruzione, il covid e le disuguaglianze, in *Costituzionalismo.it*, n. 3, 2020, 57 ss.

2 P. Bonetti, La Costituzione regge l'emergenza sanitaria: dalla pandemia del coronavirus spunti per attuarla diversamente, in *Osservatorio sulle fonti*, n. 2, 2020, 736.

The pandemic has shown that technologies are not available to everyone. The inefficiency (and, in many cases, the lack) of broadband networks have proved that the digital divide is a global problem.

A large number of students could not attend classes or do their homework (in the United States of America this inequality primarily affects low-income African American and Hispanic families).³

Among the major challenges indicated by most of the scholars, the need to strengthen the public education system has emerged because it can contribute to creating community civic sense through the lever of social integration.⁴

The question must therefore be faced with realism. From the inability to manage a phenomenon (pandemic) in front of which a certain unpreparedness has clearly emerged, also due to the unavailability of means, it is now necessary to move in the direction of the implementation of information systems and infrastructures for education capable of providing efficient and inclusive services for future generations, especially for the vulnerable, the less well-off social classes, the peripheral territories, and so on.⁵

The point is that the policies that ensure social stability have been neglected in many countries in the world.

In this case, the blame cannot be attributed to the monster of globalization. Responsibilities are to be found in state policies. Many European countries, including Italy, have preferred to reduce investments in educational infrastructures. For this reason, we found ourselves unprepared to face the emergency.

In other countries where, on the contrary, much has been invested in education, things went differently: the existing infrastructures made it possible to deal with the emergency in an efficient and effective way. In East Asian countries, for example, they have implemented investments to ensure greater equality through broad access to education (in all forms): the result has been to foster social stability, as well as create economic

3 M. Mazzucato, *Missione economia. Una guida per cambiare il capitalismo*, Editori Laterza, Roma-Bari, 2021, 140.

4 J.E. Stiglitz, *Riscrivere l'economia europea. Le regole per il futuro dell'Unione*, Il Saggiatore, Milano, 2020, 249 ss.

5 P. Maci, *Il cortocircuito del sistema istruzione tra emergenza sanitaria ed emergenza educativa*, in *Dirittifondamentali.it*, 19 maggio 2021, 125 ss.

context that has also allowed growth of the entrepreneurial system.⁶ These policies have allowed East Asia to become an economic powerhouse.⁷

Poverty is inherited.⁸ If this chain will not be broken through the enhancement of public education, State institutions will have failed in the task of guaranteeing social rights for the present and future generations.

Education is undoubtedly the element that could foster changes in terms of social elevator. The pandemic emergency has, however, also suggested that we cannot rely on the internet, because it depersonalizes education, making it devoid of the typical characteristics of socialization.

The network cannot be the norm: it can be useful as a study support, but it will be necessary to maintain a form of otherness with respect to the sociability inherent in traditional forms of teaching.

The web is elusive and often opaque. As it has been authoritatively claimed, the education system must represent the critical counter-power to the excessive power of the internet: schools are physical places that ontologically contrast the power of the network in its impalpable characterization. The democratic perspective that can be glimpsed from this perspective indicates that education is the best antidote against indifference, and, above all, it is the key to strengthening the democratic structure of a country.⁹

6 J.E. Stiglitz, *La globalizzazione e i suoi oppositori. Antiglobalizzazione nell'era di Trump*, Torino, Einaudi, 2018, 209.

7 J.E. Stiglitz, *La globalizzazione e i suoi oppositori. Antiglobalizzazione nell'era di Trump*, supra, 223.

8 J.E. Stiglitz, *La globalizzazione e i suoi oppositori. Antiglobalizzazione nell'era di Trump*, supra, 213.

9 P. Ciarlo, *La scuola come contropotere critico: ovvero della difesa della didattica in presenza*, in www.lacostituzione.info, 22 aprile 2020.

CRITICITÀ E NUOVE PROSPETTIVE RELATIVE ALL'INSEGNAMENTO DELLA RELIGIONE NELLA SCUOLA PUBBLICA ITALIANA

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Introduzione

A norma dell'Accordo di revisione concordataria del 1984 (art 9, L. 121/85), nella scuola pubblica di ogni ordine e grado è garantito l'insegnamento della religione cattolica, per un'ora alla settimana. In questo senso, la dottrina¹⁰ ritiene che tale previsione non trovi più fondamento, come nella disciplina del 1929, nel carattere confessionista dello Stato, ma sia giustificato dal valore culturale del cattolicesimo, che contribuisce a delineare l'identità della nazione italiana. L'insegnamento della religione cattolica deve essere impartito nel rispetto della libertà di coscienza della persona dell'alunno, ovvero gli studenti hanno il diritto di conoscere, approfondire, studiare il patrimonio storico, religioso, culturale del cristianesimo cattolico che si è profondamente radicato nel tessuto culturale italiano, senza che ciò influenzi il loro percorso spirituale e religioso¹¹. Si tratta, quindi, di un insegnamento aperto a tutti, il cui oggetto deve risultare conforme alla dottrina della Chiesa, ma nel rispetto dei programmi scolastici approvati dal Ministero e dovrà essere impartito da docenti che, seppur proposti dall'Ordinario diocesano, saranno nominati dall'autorità scolastica sulla base di precisi e validi titoli di qualificazione professionale riconosciuti dal Ministero. I programmi e l'attività didattica da svolgersi devono essere, come previsto dalla normativa in materia su citata, conformi al rispetto della libertà di coscienza degli alunni, secondo una disciplina bilateralmente concordata.

10 Cfr. M. Madonna, *L'insegnamento della religione cattolica nelle scuole pubbliche tra amministrazione ecclesiastica e pubblici poteri. Brevi note sullo status dei docenti*, in *Stato, Chiese e pluralismo confessionale*, all'indirizzo www.statoechiese.it, 30 gennaio 2012, p.5.

11 Cfr. M. Madonna, *Lo status giuridico degli insegnanti di religione cattolica tra diritto della chiesa e ordinamento dello Stato*, Libellula Edizioni, Tricase, 2018, p. 116.

Il rispetto della libertà religiosa e di coscienza degli studenti e/o dei loro genitori è garantito essenzialmente dalla previsione della facoltatività, del diritto di scegliere se avvalersi o non di detto insegnamento, solo l'esercizio del diritto di avvalersene crea l'obbligo scolastico di frequentarlo¹².

- Criticità dell'attuale sistema

La situazione attuale in cui versa la società italiana, sempre più attraversata da importanti flussi migratori che determinano una mescolanza tra culture diverse, impone la necessità di affrontare una serie di questioni che il nostro ordinamento è tenuto ad analizzare per trovare una soluzione.

Diventa, a tal proposito, fondamentale che, nella logica della partecipazione democratica, tutti mostrino un atteggiamento di coinvolgimento nei confronti delle molteplici situazioni complesse che un tempo rappresentavano un'eccezione, ma che oggi costituiscono un problema diffuso, al fine di predisporre nell'ordinamento tutti gli strumenti necessari a consentire una pacifica convivenza tra le culture.

Lo sforzo maggiore di una società multiculturale e laica consiste nella capacità di governare i processi anche interculturali, attraverso politiche di regolazione degli interessi e di convergenza verso obiettivi condivisi. Non si può parlare di eliminare le differenze, ma di favorirne incontro e reciproca conoscenza; la capacità di gestire il sistema, la *governance* deve consistere proprio nella "elaborazione di politiche di integrazione, di dialogo e di conoscenza"¹³.

Anche la scuola, a seguito dei fenomeni migratori, sta cambiando in termini di "composizione religiosa", per cui in essa nasce l'esigenza di adottare politiche inclusive, che tengano conto, delle differenze culturali, linguistiche e religiose emergenti. L'attuale disciplina dell'insegnamento della religione nella scuola italiana risale a poco più di trent'anni fa e oggi appare il riflesso di una stagione storica piuttosto superata, non solo in Italia ma in tutto il mondo. L'intento originario del legislatore concordatario fu quello di riformare l'insegnamento religioso, ritenuto ancora utile nella scuola

12 Cfr. Corte Costituzionale, sent. 12 aprile 1989, n. 203. Il testo è disponibile in *Il Diritto Ecclesiastico*, II, 1989, p. 293 ss. In dottrina, cfr. G. Dalla Torre, *Lezioni di diritto ecclesiastico*, V edizione, Giappichelli, Torino, p. 288 ss..

13 G. Dammacco, *Multiculturalismo e multireligiosità. Diritto e governante delle differenze*, in R. Santoro (a cura di), *Fenomeno religioso e dinamiche del multiculturalismo*, Bari, 2018, p. 113.

pubblica, nel rispetto dei principi costituzionali, in particolare di quelli di libertà religiosa e di coscienza e di laicità dello Stato. Questo obiettivo è stato sostanzialmente acquisito e rappresenta un patrimonio importante da non disperdere, ma ai giorni nostri, nuove e urgenti sfide si presentano in questo ambito, frutto dei profondi cambiamenti intervenuti nei decenni successivi.

Il primo dato essenziale da cui occorre partire è quello dell'emergente pluralismo confessionale proprio di una società multiculturale, com'è quella italiana attuale. In un tale panorama sociale diventa doveroso dare la possibilità alle giovani generazioni di acquisire una conoscenza obiettiva e critica dei fenomeni religiosi e dei loro significati, che rappresenti innanzitutto una risorsa cognitiva supplementare per operare o perfezionare la propria scelta religiosa e poi anche una forma di difesa preventiva di fronte all'invasione aggressiva del proselitismo di gruppi identitari e di fronte al fascino emotivo dei fondamentalismi di varia matrice¹⁴.

- Le nuove prospettive in materia

La vigente normativa sull'insegnamento religioso nella scuola pubblica stabilisce palesemente che lo stesso non debba essere strettamente collegato a finalità religiose catechetiche, ma culturali e debba essere impartito –a norma del punto 5, lett. A, Prot. Add., Legge n. 121/1985- nel rispetto della libertà di coscienza degli alunni. Inoltre, l'Accordo di Villa Madama del 1984 afferma che “i principi del cattolicesimo fanno parte del patrimonio storico del popolo italiano”, conseguentemente dovrebbe giustificarsi un insegnamento della religione ispirato alla promozione di una consapevolezza storico-culturale negli alunni. In una prospettiva interculturale, tuttavia, tale presupposto giustificerebbe un insegnamento pubblico che riguardi le religioni, declinate al plurale, un tipo di insegnamento religioso che non sia né settoriale né catechistico, che consenta di accostarsi alla conoscenza di tutte le religioni, inteso come patrimonio culturale religioso, proprio come accade in alcuni Paesi europei.

Le difficoltà di attuare un reale pluralismo religioso nella scuola pubblica

¹⁴ In tal senso, cfr. S Berlingò, *Libertà d'istruzione e fattore religioso*, Giuffrè, Milano, 1987, pp. 33-45. F. Pajer, *Educazione religiosa e cittadinanza. L'insegnamento scolastico della religione in Europa*, all'indirizzo www.fondazione sancarlo.it, ottobre 2009, p. 6.

non sono solo di carattere organizzativo, ma risultano anche correlate al retaggio culturale della nostra società.

Il rischio che, quindi, si corre è che allo stato dei fatti l'insegnamento della religione cattolica, da opportunità da valorizzare sul piano culturale, venga percepito sia dagli alunni sia dai genitori, soprattutto se di origine straniera e appartenenti ad altre tradizioni religiose, come un insegnamento, un privilegio rivolto ai soli cattolici. Pertanto il carattere di unicità dell'insegnamento in questione, in un contesto ormai caratterizzato da una pluralità di fedi, finirebbe per offuscarne il carattere culturale che, come già detto, sta alla base dell'Accordo di revisione del Concordato.

L'ipotesi della soppressione dell'insegnamento religioso nella scuola italiana, pur presentatasi in tempi passati, appare oggi un'ipotesi lontana e remota, perché nonostante i limiti relativi a un contesto storico e culturale in parte superato, l'insegnamento religioso, così come disciplinato nel nostro ordinamento, rimane sempre una risorsa e un fondamentale contributo alla formazione culturale e umana delle giovani generazioni, un ottimo fattore di integrazione e di educazione al dialogo e alla convivenza. Non si possono, però, non prendere in considerazione le insistenti proposte fatte negli ultimi anni, da esponenti del mondo culturale e accademico, per affiancare ad esso un insegnamento non confessionale, secondo alcuni obbligatorio, di storia delle religioni o delle religioni *tout court*¹⁵. Il punto di partenza è la convinzione che approfondendo i contenuti delle religioni cresca la considerazione del valore delle differenze e le stesse religioni siano uno strumento efficace per educare alla cittadinanza attiva ed alla partecipazione, visto il ruolo pubblico che le religioni conservano oggi¹⁶. La storia delle religioni di cui si parla, è stata definita come storia del mondo che niente ha a che fare con la fede che ognuno è libero di professare come vuole, ma è cultura, identità che rischia di perdersi, perché celata da un mal interpretato laicismo.

Tutte queste proposte incontrano importanti limiti, infatti sono state fortemente criticate sia dalla Chiesa cattolica sia dalla dottrina, nella misura

15 Cavana P., *Tra istanze di riforma e fughe in avanti giurisprudenziali: il Consiglio di Stato e l' "esonero" dall'ora di religione in corso d'anno*, in *Stato, Chiese e pluralismo confessionale*, all'indirizzo www.statoechiese.it, n. 1 2019, p. 4.

16 Sull'argomento cfr. Giorda M., *La Storia delle religioni: una via italiana dell'educazione alla cittadinanza*, in *Ricerche di Pedagogia e Didattica*, 2009, 4, 2.

in cui le religioni perdono la propria identità. Mentre l'insegnamento di tutte le religioni che lo chiedono deve rispettare il carattere culturale e le specifiche identità, perché l'assemblamento di tutte le narrazioni religiose potrebbe determinare un rifiuto psicologico e un senso di confusione nello studente che, considerata la giovane età, non ha ancora acquisito la necessaria capacità critica¹⁷.

In sostanza, lasciare immutato l'attuale complessivo quadro normativo dell'insegnamento religioso nella scuola italiana rischierebbe, secondo alcuni, di condannarlo a un lento e progressivo declino e a un crescente isolamento rispetto alle altre discipline, sempre più aperte alle esigenze di un mondo globalizzato e pluralista. Però bisognerebbe ben modulare il cambiamento, ricorrendo per certo ad un insegnamento sul fatto religioso di carattere obbligatorio, affidato a docenti selezionati esclusivamente dall'apparato pubblico.

In attesa di auspicabili interventi sul piano normativo in grado di arricchire l'offerta formativa in questo delicato settore dell'istruzione pubblica, si potrebbe intervenire sulla materia facendo leva sul principio dell'autonomia scolastica, come hanno già fatto alcuni istituti superiori, con progetti incidenti sulla didattica e sui contenuti di tale insegnamento, che, pur nel rispetto del suo oggetto centrale, ne valorizzino l'apporto culturale e l'apertura al pluralismo sociale e religioso del nostro tempo.

17 Cfr. C. Cardia, *Il problema della scuola*, in *Stato, Chiese e pluralismo confessionale*, all'indirizzo www.statoechiese.it, novembre 2010, p. 22; Fiorita N. *Scuola pubblica e religioni*, Libellula Edizioni, 2012, p. 110.

REFLEKSIONE MBI EDUKIMIN NË TË ARDHMEN

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Kur shohim drejt së ardhmes, ka pasiguri të shumta se si do të jetë bota për fëmijët tanë, nipërit dhe mbesat tona. Shoqëria njerëzore do të duhet të transformohet, bota e nesërme do të duhet të jetë thelbësisht e ndryshme nga ajo që njohim sot.

Edukimi është «forca e së ardhmes», sepse është një nga instrumentet më të fuqishëm për të ndikuar në ndryshime. Reforma e edukimit kërkon të fokusohemi në planin afatgjatë, në botën e brezave të ardhshëm ndaj të cilëve kemi një përgjegjësi të madhe.

Në këtë kuadër UNESCO është ngarkuar të luajë një rol udhëheqës në mobilizimin e veprimit ndërkombëtar, duke angazhuar ekspertët të shprehin idetë e tyre në lidhje me thelbin dhe një vizion të ri të edukimit për të ardhmen. Edgar Morin, drejtues i kërkimeve në qendren transdisiplinare në shkollën e studimeve të larta në shkencat sociale, president i agjencisë europiane për kulturën dhe i shoqatës për mendimin kompleks, titullar i mbi 20 doktoratave honorifike nga shumë institucione akademike, ka dhënë një kontribut të jashtëzakonshëm dhe të vyer në këtë drejtim.

Gjatë këtij mijëvjeçari të tretë ndodhemi para dy sfidave të mëdha me të cilat dija do të duhet të përballet gjithnjë e më shumë:

- Sfidës së globalitetit, e paraqitur nga mospërputhja e rënduar midis njohurive të copëzuara dhe të ndara midis disiplinave të ndryshme nga njëra anë dhe realiteteve shumëdimensionale, globale, transnacionale, nga ana tjetër.

- Sfidës së rritjes së pandërprerë të njohurive, e cila vazhdimisht e bën më të vështirë organizimin e njohurive rreth problemeve thelbësore».

Kjo situatë na inkurajon të hedhim një vështrim të ri në konceptet e shkakësishë, rendit, sistemit, organizimit, autonomisë, subjektit, objektit, duke hapur një horizont të gjerë njohurish, duke bërë të mundur rimendimin e

njohurive në mënyrë që të jemi në gjendje të rimendojmë njerëzimin. Në librin e tij “Shtate dije të nevojshme për edukimin e së ardhmes”, Morin trajton disa aspekte të rëndësishme për edukimin e së ardhmes.

* * *

Reforma e parashikuar për këtë epokë planetare duhet të ndërthurë: «reformën e shoqërisë (e cila përfshin reformën e civilizimit), reformën e mendjes (e cila përfshin reformën e arsimit), reformën e jetës, reformën etike» e cila bën të mundur që të konsiderohet «identiteti i trefishtë njerëzor individ-shoqëri-specie» (Morin, 2008, f.129).

Një vizion tjetër mbi disiplinat - Realiteti nuk është disiplinuar, është mendja jonë që krijon këtë ndarje. Në mësimet tona, do të ishte e dobishme t’u tregojmë nxënësve lidhjet që ekzistojnë midis disiplinave, midis aspekteve të ndryshme të së njëjtës çështje. Disiplinat do të duhet të vendosen në një kuadër më të gjerë «në objekte», që janë natyrore dhe kulturore, të tilla si bota, Toka, jeta, njerëzimi.

Një qasje tjetër ndaj proceseve të shpjegimit dhe të kuptimit. Mësimdhënia jonë është shpesh deduktive, demonstruese dhe shpesh habitemi nga keqkuptime të caktuara të nxënësve. Ne mund e duhet të rimendojmë nocionet e shpjegimit dhe të kuptimit, duke i lënë më shumë hapësirë induksionit, shoqërimeve të ideve, imagjinatës, krijimtarisë. Shpjegimi është një proces abstrakt i demonstrimeve të kryera logjikisht, nga të dhëna objektive. Kuptimi lëviz kryesisht në sferat e konkretes, analogjikes, intuitës globale, subjektives. Shpjegimi lëviz kryesisht në sferat e abstraktes, logjikes, analitikes, objektives. Ndërsa, të kuptosh do të thotë të kapësh domethëniet ekzistenciale të një situate ose të një fenomeni, të shpjegosh do të thotë të vendosësh një objekt ose një ngjarje në lidhje me origjinën, mënyrën e tij të prodhimit, pjesët e tij ose elementet përbërës, organizimin e tij, dobinë e tij, qëllimin e tij (Morin, 2000, f. 149).

Vëmendje për nocionin e gabimit dhe të iluzionit-Të mësuarit, krahas të tjerave, duhet t’i kushtohet zbulimit të burimeve të gabimit, të iluzionit dhe të verbërisë. Rëndësia e fantazisë dhe imagjinatës tek qeniet njerëzore është e padëgjuar; funksionimi i brendshëm i botës psikike, relativisht të pavarur, ku nevojat, ëndrrat, dëshirat, idetë, imazhet, fantazitë fermentohen, ndikon thellë në vizionin ose në konceptimin e botës së jashtme. Ajo që lejon dallimin midis zgjimit dhe ëndërrimit,

imagjinare dhe reale, subjektive dhe objektive, është veprimtaria racionale e mendjes, e cila kërkon kontrollin e mjedisit (rezistenca fizike e mjedisit ndaj dëshirës dhe imagjinatës), kontrollin e praktikës (kontrollimi i aktivitetit), kontrollin e kulturës (referimi në njohuritë e zakonshme), kontrollin e të tjerëve (a e shihni të njëjtën gjë si unë?), kontrollin kortikal (kujtesa, operacionet logjike). Me fjalë të tjera, racionaliteti është korrektuesi. Racionaliteti është mbrojtja më e mirë kundër gabimeve dhe iluzioneve. Por, edhe racionaliteti mbart në vetvete një mundësi gabimi dhe iluzioni, kur çoroditet në racionalizim. Racionalizimi besohet se është racional, sepse ai përbën një sistem të përsosur logjik, të bazuar në deduksion ose induksion, por ai bazohet në gjymtim ose baza të rreme, dhe është i mbyllur ndaj kontestimit të argumenteve dhe verifikimit empirik. Racionalizimi është i mbyllur, racionaliteti është i hapur. Racionalizimi buron nga të njëjtat burime si racionaliteti, por përbën një nga burimet më të fuqishme të gabimeve dhe iluzioneve (Morin, 2000, f.19).

Vizioni për inteligjencën (inteligjenca komplekse). Vizioni ynë i inteligjencës shpesh është i thjeshtëzuar, i fragmentuar, i ndarë. Një shembull lidhet me ‘testet e inteligjencës’. Çfarë nënkuptojmë kur e shpallim një nxënës “inteligjent”? A ka ai performancë të mirë? A ka shumë aftësi? A është në gjendje të “ketë sukses” në jetë? Apo, a na sjell kenaqesi? Një mënyrë tjetër e të parit të inteligjencës do të ishte të shikojmë aftësinë për të kuptuar kompleksitetin e pyetjeve, aftësinë për t’u përballur me të paparashikuarën, për të vendosur në lidhje aspekte të largëta. Kuptimi i kompleksitetit është një pamje tjetër e asaj që ne lypset praktikojmë shpesh në shkollë. Kompleksitetin e një sistemi nuk e karakterizon aq shumë numri i madh i komponentëve, madje as shumëllojshmëria e marrëdhënieve të tyre të ndërlidhura: për sa kohë që ato janë të numërueshëm praktikisht dhe të shterueshëm, ne do të jemi në prani të një sistemi të komplikuar (ose të ndërlikuar), prej të cilave një numërim kombinator mund të bëjë të mundur përshkrimin e të gjitha sjelljeve të mundshme (dhe kështu parashikimin e sjelljes efektive në çdo moment, sa më shpejt që të njihet rregulli ose programi që i rregullon ato): në terma matematiko-kompjuterike themi se jemi në prani të një “problemi polinom”(Morin, 2000, f.43).

Një vizion i ri për trajtimin e problemeve të mësimdhënies. - Vizioni sistematik i mësimdhënies i propozuar nga Morin modifikon ndjeshëm

mënyrën tonë të përfytyrimit të mësimdhënies. Nëse është nxënësi që shihet në tërësinë e tij si një sistem, por edhe në bashkëveprim me sistemet e tjera përreth. Nëse është institucioni ku vërehet se është nënsistemi më fleksibël që ushtron më shumë ndikim në sistemin e institucionit. Nëse bëhet fjalë për disiplina dhe programe, nuk shihen më si një ndarje artificiale por si një kompleks, domethënë si një tërësi elementesh të ndërthurura, duke interferuar te njëri-tjetri. Ajo që duhet të mësohet është një metodë dhe jo një program. Megjithatë, nëse kemi të drejtë kur pohojmë se realiteti ndryshon dhe shndërrohet, një konceptim i metodës si një program është i pamjaftueshëm, sepse nëse përballë situatave të ndryshueshme dhe të pasigurta programet nuk janë shumë të dobishëm, prania e një teme të menduar dhe strategjike është, nga ana tjetër, thelbësore. Në situata komplekse, domethënë ku në të njëjtën hapësirë dhe në të njëjtën kohë nuk ka vetëm rregull por edhe çrregullim, ku ka jo vetëm determinizma por edhe shanse, ku shfaqet pasiguria, qëndrimi strategjik i një subjekti është i nevojshëm; përballë injorancës dhe konfuzionit, kuptimi dhe kthjelltësia janë thelbësore (Morin, 2000,f.75).

Një etikë laike. Morin propozon një etikë laike, e cila mund të bashkojë. Për të “cdo vështrim mbi etikën duhet të interpretohet, akti moral është një akt individual i mbështetjes: mbështetje me një person tjetër, mbështetje me një komunitet, mbështetje me një shoqëri dhe, në fund të fundit, mbështetje me specien njerëzore” (Morin, 2000, f.129).

Një vizion mbi botën dhe globalizimin (një politikë e civilizimit). Më në fund, në lidhje me globalizimin, Edgar Morin sjell një vizion jo plotësisht negativ dhe as pozitiv euforik. Ai tërheq vëmendjen për faktin, i cili po bëhet gjithnjë e më i dukshëm për shumë njerëz, që të gjithë jemi në të njëjtën varkë, në të njëjtin planet Tokë, dhe se kjo ka pasoja për qëndrimet tona. Globalizimi është akoma për t’u zbuluar, për t’u ndjerë tek nxënësit tanë. Sot, ne i izolojmë problemet e papunësisë, të punësimit dhe të përjashtimit nga konteksti i tyre dhe pretendojmë t’i trajtojmë nga një logjikë e mbyllur ekonomike. Përkundrazi, është e nevojshme t’i konsiderojmë ato brenda një problematike të madhe të shoqërisë dhe të fillojmë nga nevojat e civilizimit, të cilat në vetëvete edhe ato kërkojnë punë të reja. Nëse fillojmë me problemet në një vend, nuk duhet të harrojmë as veçantinë e tyre, as përgjithësimin e tyre: problemet themelore

të civilizimit që prekin një vend janë edhe ato të vendeve të tjera në Europë dhe, më gjerë, ato janë problemet që paraqiten kudo në botë - dhe ato do të lindin herët a vonë kudo ku janë “në proces zhvillimi”(Morin,2000, f. 41).

Duke përmbledhur, vecojmë disa refleksione mbi edukimin e së ardhmes:

- Reformimet në shkollën tonë lypset të korrespondojnë me problemet kryesore me të cilat përballet mendja, bota, Toka, jeta, njerëzimi, për t'i dhënë rëndësi të njëjtë kulturës në shkencat humane dhe kulturës shkencore, duke i ndërthurur për të rigjeneruar virtutet njerëzore njohëse dhe ekzistenciale.

- Të “reformohet mendimi për të rimenduar shkollën, të rimendohet shkolla për të reformuar mendimin”- konkludon Morin. Qasja komplekse në këtë mënyrë nuk ofrohet si një kurë ose një ilaç magjik për të shpëtuar shkollën, por si një sfidë”.

- Misioni i mësuesit t'i përgjigjet synimeve edukative, që janë në lidhje midis tyre, që ushqejnë njeri tjetrin: koka e formuar mire, të mësosh kushtet humane, të mësosh të jetosh, të mësosh mbi të pasigurtën, edukimi qytetar.

- Shkolla lypset të kontribuojë në aftësimin e të njerëzve për t'u përballur më mirë me fatin e tyre, më të aftë për jetën e tyre, për të lexuar botën në kompleksitetin e saj, më të aftë për të njohur gabimet dhe iluzionet në njohuritë, në vendimmarrjet dhe veprimet, në kuptimin më të mirë të njëri-tjetrit, më të aftë për t'u përballur me pasiguritë, më të përshtatur për aventurën e jetës.

Në këtë kontekst të një analize të thelluar të edukimit të së ardhmes, me interes do të ishte propozimi për një konferencë shkencore me temë: “Çfarë Universiteti për nesër? Kjo kërkon diskutime të gjera, reflektime, veçanërisht për pedagogët, universi i të cilëve nuk mund të jetë më mono-disiplinar dhe sfida e të cilëve është të kapin kompleksitetin e botës dhe të dijës, në mënyrë që t'a transmetojnë dhe t'a bëjnë atë të përparojë më tej.

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THE FUNCTIONALISM OF KNOWLEDGE IN RELATION TO THE AIM OF THE STUDENTS' GRADUATION AND THE FUNCTIONALISM OF SCIENTIFIC STRUCTURES IN RELATION TO THE NATURE OF KNOWLEDGE GAINED – ONE OF THE ACTUAL CHALLENGES OF THE UNIVERSITY

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Summary of the article:

University knowledge has formed a distinguished type of knowledge in the epistemological aspect: it is the product of scientific research, of researchers of relevant scientific disciplines, of the university professors (in both scientific and research centers and departments). However, at the same time it bears a particular trait, which involves its destination (it is directed to students, according to their corresponding future jobs and level of university education which is to be formed in a continuous cooperation between students and professors). As such, these kinds of knowledge are to be didactically transposed, since university does not only create knowledge, but it also communicates it.

The long university experience in Europe and all over the world, as well as in Albania, has established a consolidated basis for the delineation of university knowledge, but this experience also shows different philosophies that are not similar to one another, which are related to the social and economic development, the cultural and other types of traditions that have been applied even in Albanian universities. Our universities, based on the deep knowledge of one or another school, have reflected in their attitudes our social, economic and even ideological levels of a certain period of time.

In the recent times, being confronted with the tomorrow's requests, the challenge appears to be globalized, by using certain trends. Some of the

most important trends are: cognitive learning, which is at the same time a present novelty and a future urge; the trend concerned with the triangle *Pedagogy-Technology-Space of learning* that aims not only working for the students, but working with the students. These two trends make us feel more exigent and clearer for the knowledge we gain and transmit at university. The abovementioned trends have driven the whole university world confronted with the challenge: *To reconstruct the educational system so as to prepare the actors who would bring changes to the system, who are ready to react to the world challenges and interaction.*

The dignified confrontation with the present and the urges of the future presuppose the continuous reorganization of references, the scientific or savant knowledge, mastery and use of new technological knowledge, adjustment of new methods of scientific narration, the techno-pedagogical challenges and the advantages of pedagogical engineering, the conception of scientific discourse and communication decoding either face to face or in distance etc. These indicators are somewhat problematic in the formation and conception of new knowledge, without losing the characteristics outlined so far, but by being perpetually reconceptualized according to time, rhythm, space, and methods of teaching and assessment.

Our Universities and Faculties of Education face these challenges nowadays. They are particularly engaged with the kinds and peculiarities of knowledge acquired there, or which they urge in the future. This will be the direct and the main objective of our article.

It is about the cooperation of four types of knowledge which the university (especially the faculties of education) are/should be engaged to be aware of, transpose and communicate:

- the scientific/savant knowledge and reference, which presuppose the accredited, approved and accepted knowledge by the university and scientific committee. This kind of knowledge is acquired by the scientific research process and is transposed, this is knowledge to be taught. This challenge encompasses knowledge of new approaches to scientific thought and the capability of the professors to transpose these kinds of knowledge in different levels of university education. Despite the scientific products that are gained by them locally, [there also exists didactic transposition, when “a complex knowledge reality related to scientific activity and

challenges” (this is scientific knowledge/knowledge of references/savant knowledge) is reconsidered, transformed and transposed in another reality related to activities and challenges, thus knowledge for teaching (this is the knowledge being taught)];

- *didactic knowledge for pre- university education*, which presupposes that kind of knowledge that has been reconsidered and adopted with the official materials (programs, directives, commentaries, school texts/ books). The still remaining challenge is the enablement of the didactic study centers, which can help exceed the deficiencies that persist to appear as a consequence of not fully knowing and understanding didactic transposition and specification of kinds of knowledge that already exist;

- *knowledge gained from the teachers and knowledge gained from the process of teaching*, which presuppose the knowledge gained from the teachers and which he/she tries to transmit to the students. The challenge in this context is the continuous equipment of the teachers with relevant transposed scientific knowledge which establishes the roots for contemporary knowledge for them;

- *the knowledge acquired by the students*, which presuppose the learner’s knowledge, whose measurement is conditioned by psycho-intellectual and cultural indicators. The challenge is the system of concept which enable the students to have not only encyclopedic knowledge but also be a future dignified citizen.

The acquisition of these types of knowledge requires the commitment and engagement of at least four actors involved in the process:

- *university departments and scientific research centers* (which elaborate the knowledge from different disciplines and sciences)

- *centers for the elaboration of didactic thinking* (which outline the selected and recommended knowledge, and later stimulate and realize the didactization of knowledge of reference through programs, directives, textbooks);

- *teachers on duty* (who keep on teaching);

- *students* (as social, psychological reference of somebody who learns / acquires new knowledge).

An intelligent solution is the presence of university research and didactic centers, but their efficiency should be calculated and evaluated according

to the help they provide for *the university knowledge*. As a result, from this viewpoint, we should consider several objectives for the future:

- clarification of scientific and research engagements and their functionalization through well- planned purposeful works, according to the university requests to be successful in the market and of the real possibilities of the teams (professors and students) to bring new scientific products;
- the functionalization of the products of the centers for the elaboration of didactic thought, to act as the messenger of the future for the needs of didactic transposition of university knowledge;
- the establishment of the scientific nucleus or sections which enable pedagogic engineering capacities, techno-pedagogical or numerical pedagogy and putting their products into disposal for the professors and the students;
- the establishment of the scientific nucleus or sections within the research centers or departments which work for the elaboration and development of the scientific discourse and its communication either face to face or in distance, by enabling the professors and the students in this respect;
- University of Elbasan “A. Xhuvani”, is well-known for its tradition in the teachers’ preparation, following *the challenge of the model* of the future. It should be evaluated as an extra feature of the modern philosophy for the time of the Normale School, which marked a success in its own.
- the creation of a suitable and comfortable university climate which enables the development of *interdisciplinary communities* and the repositioning of the institutions and their structures in the modern society with wider relationships in a national and international level. This will give the institution a more ambitious profile as “university of scientific research” which is actually aimed by a lot of other universities in the field of education and teaching;

We aim at being competitive in the market and in total accordance with the university of the future, if we are capable to appropriately complete these *four types of knowledge* and make the *engaged actors* function adequately, we will help the university structures surpass the challenges. By so doing, each university teacher will produce and transpose knowledge in a perpetual cooperation with the students according to their degrees.

Time is in favor of every institution, scientific structure and individual be in the front line, the same way as it at the same time may impede to progress. We are not indebted to the past, when we are clear about the present; we feel safe and secure to project the future especially if this projection is made from the present obvious viewpoints.

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PROMOTING INCLUSIVITY AND SOCIAL PROTECTION IN SCHOOLS: MAPPING STAKEHOLDERS AND SPOTLIGHTING THE ROLE OF PSYCHOSOCIAL SERVICES.

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Introduction

The relation between socio-economic background and academic achievements has been explored across time and space. From developing countries to developed ones, researchers document a significant relation between socio-economic background and the academic performance of students (Barry, 2005; Woessman, 2004; Hassan, 2009). Low economic status prevents access to resources and the additional stress and conflicts at home affect all aspects of a child's life, including academic performance (Mayer, 2016; Eamon, 2005). In this context, providing students with inclusive and equitable quality education is essential. The last 40 years have seen an increasing political attention on issues of inclusion in education, be it at the international level or the local, national level. For the first time in history, the World has agreed on that, by making inclusive and quality education for all, one of the global sustainable development goals (SDG4). Albania, a growing economy, has progressed from a low-income to an upper middle-income country (World Bank, 2015). However, issues of poverty and socio-economic inequalities persist (Cabiri et al, 2016). The country is committed in advancing the agenda on SDGs and has progressed in completing its policy and legal framework accordingly. One specific measure at the school level is the establishment (since 2013) of what is known as the psychosocial unit, comprising a social worker and a psychologist for 3000 to 3500 students . This unit is expected to tackle issues of learning difficulties and behavioral problems, assess students' psychosocial needs and plan and implement individual plans to address them, also in coordination with other local actors. To date little is explored

on how the policy and legal framework is being implemented and the role schools and various actors within it are playing to narrow the gap of inequalities and positively impact student performance and their future lives.

Methodology

Qualitative methods of data collection and analysis were designed and implemented to help explore, understand and triangulate perceptions of teachers, parents, and psychosocial service staff on the issue. A multistage sampling strategy was implemented. The first stage focused on the selection of schools as the unit of observation. Three cases were selected representing the maximal variation. The cases and featured the following characteristics:

Case 1 – average level performance, mixed levels school, in rural area, within a heterogynous community (many newcomers coming from other more remote part of the country, starting from the early 90s and ongoing)

Case 2 – above average level performance school, in periurban area, slowly reducing to simply an elementary school (due to decreasing numbers of students), homogenous community (with high tendency outgoing migration)

Case 3 – below average performance, standard 9-years school, in urban area, in a slightly heterogeneous community.

In each of the schools, the targeted populations comprised teachers (including the managerial staff), psycho-social staff, and parents. The field work lasted for the period from March – June 2019. Data collection involved semi-structured in-depth interviews and focus group discussions. Each participant was informed and invited to become part of the research through an informed consent letter. The researcher made sure that each participant understood that participation in the study was voluntary, that regardless of the permission for different gatekeepers there was no pressure to participate, and that they could withdraw from the process at any time without any penalties and consequences related to the organizers of the research and/or school/education authorities.

A total of 51 participants completed the process and the process of data collection was ended at the point of data saturation (in the case of teachers),

coverage of the total population (in the case of the psychosocial staff), or lack of additional participants showing interest/consenting to participate (in the case of parents). Participants were promised confidentiality of the data. To ensure this, the data analysis is conducted and reported in this report based on themes and subthemes, triangulating the views of teachers, psycho-social staff and parents without identifying and/or comparing schools among them.

Results and Discussions

Equal opportunities and social inclusion are not unfamiliar terms, but the level of understanding of these concepts and the way they are put into practice differs widely among the different actors engaged with the school life, across the different settings in Albania. Overall, equality and inclusion are understood as ‘treating everyone the same’. While this is a principle that everyone embraces, practice and outcomes are far from guaranteeing equal opportunities and inclusion. Although all teachers report to not (at least, intentionally) differentiate among students on any base, parents/caregivers and the psychosocial staff provide examples of the opposite. One reason for the lame progress in this respect is claimed to be the high number of students per class, which leads to an environment that is more prone to enable subgrouping, bullying and exclusions. For classes of over 30 students, the teacher finds it difficult to engage everyone during the class time, while dealing with issues that go beyond the teaching process is out of question.

All actors agree that family plays a crucial role. However, the staff (be it teachers, managers, or psychosocial staff) share the growing concern that, often, it is the family which works against what it is taught and fostered in school. One of the most common inequalities that teachers and psychosocial services need to cope with and which stems primarily from the family setting is gender inequality. In rural areas, the gap is reported to be particularly wide. Traditional stereotypes and inequalities are reinforced and made even more difficult to challenge by new situations created in communities with intense migration. According to the representatives of the psychosocial service in schools, the students who are most at risk of exclusion are those who are perceived to be challenging the traditional,

gendered hierarchy, norms and stereotypes.

The current state of the psychosocial service in schools is portrayed as insufficient and poor by all actors, although the arguments to support their claims vary. Teachers and parent share the impression that the psychosocial staff is almost inexistent, and because of the limited time they spend in the school, their expectations on what they can offer are very low. On the other hand, local government units responsible for child protection issues such as the Child Protection Unit at the municipality level are mostly unknown (except for the psychosocial staff).

The psychosocial staff, too, reports for a very challenging reality in which they are expected to deliver. It is not just the very high number of schools and students they need to cover, but also the resources they have and the way they are perceived that do not help to ease the situation. As a result, most psychosocial staff focuses on a mezzo-level practice, targeting mainly social problems and issues from an awareness raising and prevention point of view. Only in exceptional cases they manage to do micro-level practice. However, resources – including time, are extremely limited for activities of any type. The limited time and opportunities to fully emerge and display their role leads to misperceptions on the role of the psychosocial services and lack of clarity on the distinct roles of the psychologist and the social worker in school. Overall, the psychosocial staff feels that their role is still highly prejudged by all parties.

Conclusions & Recommendations

Albania has taken significant steps towards building a just, inclusive society of equal opportunities, particularly in terms of a more complete framework of policies, laws and mechanisms. However, for more measurable results and wider impact there is still a long way to go. Although a small country, Albania is quite diverse and dynamic, thus, an approach of one policy logic/ law /mechanism fits all does not seem to match the needs. Policymaking, lawmaking and action planning need to shift towards a more tailor-made and evidence driven approach which helps better cater for the diversity of contexts, resources and needs.

The psychosocial service in school and child-protection services at the local level are unarguably insufficient. This is immediately translated into

less chances for a school environment that is enabling in terms of equal opportunities and inclusion. Although boosting human resources and other resources to enhance the presence and impact of such psychosocial and child protection services in school might need more time and larger budgets, some measures can fix some of the problems in a much quicker and costless (or with little costs) way. Clarity on the mission of the services and the roles of the different staff members and specialists might be first step towards transparency, efficiency, and responsiveness.

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PERCEPTIONS OF GRADUATE STUDENTS ON THE PROCESS OF EUROPEAN INTEGRATION OF ALBANIA. ANALYSIS AND RECOMMENDATIONS FOR CHANGE IN THE PRE-UNIVERSITY CURRICULUM

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Introduction

The social sciences in Albania in the last 30 years should be addressed to the key theoretical debates of Albania's integration into the European Union, a process that raises important questions for us. 1. the model of this great socio-political change of the country, but even over 2. human capacity that will carry out this process. Referring, education remains the missionary for realization. The sciences of education, as part of the social ones, need to look at how these human agents of change (individuals, communities or collective human actors) and their structures (e.g., schools, universities) relate to such historical missions. Research with change agents at the centre (pupil, student, teacher, school community) in itself offers both scope and change to many social structures.¹⁸ Education, the school represents an epistemic community in global politics as it is the environment that prioritizes expertise and knowledge in general, this also for the process of European Integration of Albanians. Assisted these 30 years by foreign expertise, Albanian education should be part of these communities themselves which cooperate on scientific values and conceptions. Albanian education should realize integration as a goal with two objectives: 1. Taking "systematically and directly responsible for imparting citizen norms"¹⁹; 2. Knowing the history of EU by exercising

18 Social structures are often treated in conjunction with the concept of social change, relating to forces, agents who change social structures and organization. The school, in the macro concept can be considered one after intertwining large social groups. The way we manage the latter also determines its ability to change itself and on society.

19 Carnegie Corporation and Circle. (2003) The civic Mission of Schools. New York:

critical thinking and reflective skills. The clear definition in the Strategy will be missioned in will facilitate the curriculum for taking responsibilities towards the Civic Mission of Albanian School.

Is our pre-university curriculum up to these standards?

Education policy itself, is it clear in understanding the content of this integration theory?

Methodology

This paper is a systematic research effort in an attempt to answer many questions related to the critical level of knowledge, discourse, dialogue and construction of essays on issues and controversial issues of the European integration process of Albania by students coming to years to study philosophy.²⁰ This research has an internal validity as it aims to analyse and recommend interventions for the benefit of quality training in the competencies of the younger generations for the understanding of the process and their active participation as citizens of this country. Its external validity is related to the fact that the recommendations will have an impact on the improvement of the pre-university curriculum. Data collection is extended to almost 6 months and is focused on quantitative and qualitative research method. The research has examined basic national education documents such as the National Education Strategy in Albania 2016-2020; curriculum on integration processes in various subjects; instructions for textbooks in circulation in 9th grade and high school; teacher qualification program; State Matura test models, elective courses; annual educational plan of the school where the testing was performed, program inspection plan or documents from researchers and international organizations for the evaluation of education in Albania and beyond. Focus groups²¹ with social teachers and students as well as the data of the questionnaire developed with 246 out of 423 graduates 2021 (58% of graduates) are attached to the discussion. The construction of a questionnaire for students or interview plans with a focus group of students and teachers have been evaluated as

Carnegie Corporation of New York. 12

20 Recall that their average was above 7.5 or 8 from high school and much higher in social subjects (this, depending on age)

21 The focus group was 5 out of 8 history teachers; 3 out of 5 teachers of citizenship and philosophy; 2 out of 3 geography teachers in the high school “Petro Nini Luarasi”, Tirana.

measuring tools and through statistical processing to test the hypothesis. As researchers we have respected the ethical aspects of the study.²²

Results and discussion

In the National Education Strategy (2016-2020) and the assessment that UNICEF has made for this Strategy, European integration appears as a recommendation that should be implemented by decision-making bodies and policy makers for the introduction of the concept in school curricula in some subjects such as Citizenship, History, Geography, considering it as an important element for the formation of the future citizen.

This shows the ambiguity of policy makers but also implementers through curricular programs. None of them has an approach to theories of European integration.²³ In this ambiguity of the reference model, we also have an ambiguity of the methodology how the integration process is offered which is neither “constitutive” nor “critical”.²⁴ We cannot have a mission of education pro integration processes in conditions of conceptual ambiguity and moreover this is not realized by being recommended. The drafters above “should be aware not only of their theoretical (major) predispositions but also of the nature of their subject matter”.²⁵ This is expressed by the interviewed graduates, while 2 in 3 connect the integration only with the establishment of the state model and only 2.46% of them consider it as a challenge to build the citizen. Only 40.41% of them rate their knowledge of the process as good, and 4.08% as very good. For more speed of the process, they demand responsibility from 3 actors, the government (60.57%), state institutions themselves, 28%, from political parties 24.39% excluding commitment and civic responsibilities.

The situation becomes more critical when such issues are not even included in the qualification of teachers. In the programs published by ASCAP

22 The rule of respect for the right not to participate in the study was respected (this is evidenced by the number of people who completed the questionnaire, although it was addressed to all), the right to privacy while completing the questionnaire, or respect for the right to remain anonymous and treatment of data while respecting confidentiality.

23 Haas, Ernest B, 1971.26; Linderbergs, Leon.1963.4-5; Deutchs, Karl. 1957.Chapter.2; Wallace, William. 1990.9; Higgott, Richard.1997.

24 Burchill, Scot. Constitutive.1996,24; Cox, Robert. 1981.

25 Rosamond, Ben. Theories of European integration. Palgrave Macxumilian.2000.

(Agency for Quality Assurance in Pre-University Education) as in the subject of History, Citizenship or Geography, there is no document, question that pushes the teacher to have as a competence realized for European Integration. Questions / competencies for the teacher are general, without dwelling on delicate issues such as Integration.

For the subject programs of these subjects,²⁶ the teachers say:²⁷ “European integration in their subjects is developed according to the program mostly in theory and is not practiced in the form of practical training as happens in schools of EU countries”. Digital links provided by UNICEF or UNESCO, precisely to “practically enable” are not part of textbooks but also not provided by teachers.²⁸ Regarding the presentation of European integration in 9 “History” textbooks in PU, we glance that the physical and analytical space dedicated to the EU and Albania’s European perspective is smaller compared to other important events of the historical events of the 20-th century to or 21-st.

ASCAP in the documentation published in the electronic library, respectively “programs”, address as electives the module for European integration, in cases when students do not meet their weekly credits!!

In the models of the State Matura test, European integration is included as a question at the rate of 0.01%, out of 60 questions only one question belongs to the European Union.²⁹

In the “School’s educational plan”,³⁰ European integration seems to appear only as a celebration of a date, May 9 as Europe Day.

So, the process of european integration is disoriented vertically and horizontally, at both pre-university level. It does not provide a theoretically informed and engaged citizen, does not enable him to think critically on the historical european integration process as it does not give him the competence to be reflective in the quality of fulfilling responsibilities as part of the process.

Conclusion

26 Citizenship, 8th grade, “Erik”’s publications, first edition 2017; History with elections 12, “Filara”’s publications, 2018; Geography 11, Alba’s publications, 2017.

27 “Petro Nini Luarasi” school is ranked second in the country in the State Matura 2020.

28 Focus group with students: Do you use the EU digital links? In which school subject? For what?

29 History’s test in the State Matura 2020. www.qsha.gov.al

30 “Annual educational plan of school”, part of the school curriculum. (“Petro Nini Luarasi”)

The APU curriculum and the social sciences in it, have not yet dimensioned themselves qualitatively in the face of the European integration process. It is unclear as history and as a process of building democracy for the statehood of Albanians. The ambiguity in the meaning of the process of integration, the ambiguity of the type of citizen who will be the accelerator of this process, suggests that is only a challenge of political elites and the government. This finding does not give a chance to strengthen the integration process as a result of: its understanding by every citizen; of belief in their power in this multidimensional process; the conviction of the success of this ongoing journey for 3 decades; of perseverance and persistence towards its standards in the local context as well as in the production of quality human and institutional capacities not to fail in realizing the dream of the Albanians in December 1990, “We love Albania like all of Europe”. The authors note that most state standards are focusing on the knowledge among young people, not considering the competence required by age or not to encourage civic european competences that encompass knowledge, cognitive and participative skills, and civic dispositions.

Recommendation

The National Strategy for the Development of Pre-University Education after 2020 should define the mission of education versus: understanding of the process of European integration; the *standards (type) of the citizen* who aims to educate the Albanian education (depending by age), approaching the process of european integration; in that of the quality of preparation and the system of teacher qualification; the role of the school as an institution vis-process-vis communities trained in the process; school curriculum in all its elements; more accurate and dynamic involvement of digital competence; scientific research on the problems and challenges of the process; school documentation and archives for it; the field of specialized publications; monitoring and reformatting its strategic partners in this process. The Ministry should support studies and research of albanian academia with this focus on issues. The universities themselves need to see the obligations they have for direct contributions for these objectives.

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DEMOCRATIC EDUCATION: WHAT PROBLEMS DO WE HAVE TO FACE? SOME WAYS TO BUILD A SYSTEM OF SHARED DEMOCRATIC VALUES.

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Introduction

The ability to organize differently things that are perceived or learned, as well as the ability to think in relation to a situation or action, serve to indicate the degree of a free and democratic education.

The starting point for this paper is a long observation of mine, that a part of the students have a pronounced inability to think with their head, which proves a demotivation both from the community where they live and from the teachers to be themselves and think in freedom. Often they themselves understand it, as students who are so accustomed to thinking, and are subject to a kind of fatality, as they find it difficult to learn creatively. This way of learning is for me a consequence of a series of undemocratic and often authoritarian processes that come from the community where they live and where they get the first relationship about what is right and wrong, true or false.

This paper highlights only some of the phenomena that seem to me to damage this process of democratic education of young people in Albania, which should be taken into account by teachers, who really have such a purpose.

Here are outlined four problems that teachers must face in order to realize a free and democratic process of education. But their solution depends not only on teachers, but also on educational policies in the country. - Inherited problems in the political culture of citizen relations with the state. - Property differences in a free market society condition the lack of a democratic education of young people. - The influence of the community to distinguish good from evil. - Education of blind obedience, or that of reason, the case of education by law.

Methodology

The methods used here combine the qualitative empirical observation of students' behavior and actions related to the values conveyed by the lesson as well as a contemporary theoretical analysis on the pedagogy of values among a group of researchers dealing with this issue in different countries, from Kohlberg, Poppel, Lyotard to Feees, Dewey etc.

The methods are integrated in this study, as the complexity of the concept of values and education of attitude towards them can not be based only on some strategic elements of teaching, which teachers use to impart knowledge in their subjects, but not only with teacher-student relationship. In this case, the pedagogy of values aims to take into account the way the social environment is organized where the student lives, what influences and values he receives within his community, and what spirit the school should educate.

Without a cooperation and integration of methods, pedagogy finds it difficult to respond to the problems that the current pandemic crisis is highlighting, accompanied by economic, social and psychological problems not only in our country but also on a global scale. In this case the methods fit the question: How can react this pedagogy, which aims at educating and training young or old citizens, so as not to impose certain values but to follow some criteria to distinguish good values and emancipatory from problematic ones? Or simply put, how can teaching and education cope with the apathy and indifference prevalent among young people about knowledge, with their aggressiveness, with outbursts of violence and even their manipulation for extremist ideologies?

Results and discussion

Here are four influential factors in the process of educating democratic values that the teacher should consider: First, the impact of inherited political culture on education of values.

The evaluative attitude towards politics in general and the state in particular is a result of a political culture that extends relatively long over time, and that is exercised and developed within a community or society. Political culture here means the cognitive, emotional and evaluative attitude of citizens towards politics, especially politics of the state.

The deficient democratic political culture is one of the most important elements that explains why we Albanians are not able to overcome this endless transition to democracy. Not every change of values is necessarily accompanied by a profound and lasting change of political culture in a country. In this sense, the past as a political culture of Albanians can not immediately change from that authoritarian attitude, although intellectual elites and teachers have tried to influence in this regard through the education of young people.

Democratic political culture is expressed in education with the ability to accept different opinions, with the acceptance of the value of tolerance but also of discussion, with the ability to argue and weigh values and with the ability to reflect critically on them.

Second, the full development of a human and his mind is related to a community and society.

When these are in crisis the school also goes into crisis. As education refers to the past, it happens that it loses its actualizing value and the attempt to adapt the ideas of tradition to the new demands that develop from both technological progress and society itself. The student finds it difficult to relate the values of the community from which he comes to those norms and values that the school is presenting, therefore this connection should be taken into account in all subjects but especially the social ones.

Third, property differences in a free market society condition the lack of a democratic education of young people. Considering the belief of some scholars such as Dewey or Rollins that education can change society, the state and civil society must first take care of these children to ensure with acting laws and policies, equal opportunities and even a kind of privilege (positive discrimination), for children who do not have the opportunity to attend school by providing some basic material conditions and continuous social support while these children are in school. Of course, this is not only about providing books, food, and household conditions, but also psycho-social support.

Fourth, the authoritarian and imposing teaching of certain values should be excluded and their discussion and argumentative spirit should be encouraged. If the teacher or someone else imposes values or does not allow the

student to reasonably choose the values he wants, then this education can not be democratic anyway. Education with the law, for example, continues to be done by teachers as in the dictatorship “The law is violence and sows fear” while the contemporary meaning is missing “Most laws are not violence but serve to avoid conflicts or show us how to take certain action without harming others”.

Conclusions

The relationship of education with the values of society has undergone changes even after the 70s of the last century, when there was little or no talk of a pedagogy of values as such. During this period, the strong influence of technology and the Internet, the strengthening of the influence of the media where the advertising process appears or the intention to influence the values of consumers, but also the desire to influence political attitudes has turned young people into a state of apathy, indifference and ambiguity towards different social values and anti-values.

The crises of society and community must face with changes and the establishment of valuable educational priorities by the education system.

Recommendations

- Pedagogy must face here a set of values that are constantly changing.
- A pedagogy that aims to educate democratic values should not and can not impose values, it should not be authoritarian.
- It should promote with the ways and methods it already has: arguing, discussing these values, setting human criteria, of scientific truth for knowledge, tolerant and pluralistic worldview, refusing to consider traditional values absolute but questioning them.
- This process should be developed not only in certain subjects but should lead all subjects and educational policies in the country.

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THE CHALLENGES OF EDUCATION IN NORTH MACEDONIA

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Introduction

The protracted transition from monism to pluralism left consequences in all spheres of life. This period also hit the foundations of education, undermining and damaging the most basic criteria of academic standards. Involvement in politics and then in the key functions of the former exponents of the previous regime only complicated the spirit of democracy, because it was intended to find new modalities with the capacities of the old mentality.

All that changed was the overthrow of the ideal of communist ideology in extreme desire towards close personal, family and clan interests. The issue of education was also put in the function of this. There are a lot of discussions today about the quality of education, but, unfortunately, all of them seem like their false. Numerous problems in this field impose the need for continuous treatment because everything depends on the educational system. Teachers, doctors, engineers, judges, prosecutors, politicians, police officers and all other cadres of various professions are a product of school desks. In today's world of globalization and information society, education is gaining even more weight, because along with the many opportunities, the problems have increased.

Today pupils and students grow up in a digital environment, surrounded by computers, cell phones, i-pads and with the countless opportunities and accesses offered by the various platforms on the Internet. All these opportunities have their advantages and disadvantages, but the necessary requirement is to channel them towards the most adequate, quality, and useful use. For this, not only empty desires and rhetoric are enough, but knowledge, training and comprehensive conditions are also needed.

Methodology

More than twenty years of work in secondary and university education in North Macedonia and Kosovo have made us see many phenomena and processes more closely, then face concrete first-hand problems and at the same time be interested in many empirical studies performed on this field. We have been directly involved in various projects to improve the quality of education, such as: “A computer for each student”, “External assessment”, “State Matura”, “Electronic diary”, “Work in small groups”, etc. We are also constantly in the flow of the learning process, where we see closely the interest of students and their level of knowledge.

In each semester we see the level of interest of the students and in each test we see the degree of their knowledge, but also the efforts for copying through various sophisticated technical ways. We read the incomplete answers, the ones that are confused from question to question to the funniest ones. And thanks to all this process and based on it, this work has been built through observation, comparative analysis as well as research and previous data. According to academician Izet Zeqiri “if we analyze the students enrolled according to the directions 2017/2018 and the number of faculties we will see that: first - we produce cadres in Social Sciences which the labor market doesn't need that much, and second - we have a number large number of accredited faculties that do not meet the requirements for accreditation by law. Currently, we have 22 economics faculties with 10,997 students and 15 law faculties with 4,884 enrolled students (Halili, E, October, 29 / 1-4).

Macedonia does not have the capacity of staff with scientific teaching vocations for 5 faculties of economics and law and not 22, respectively 15 faculties. This can also be seen from the data of the State Statistical Office, where the largest number of job seekers are those who have graduated in social sciences, while economists and lawyers lead. Based on them, we can reaffirm that “Albanian adolescents in North Macedonia have functional illiteracy, which can be assumed to range from 30-50%” (Hamiti, A., 2018: 243-247).

Results and discussion

One of the various problems facing education in North Macedonia today is that some schools lack the basics. Cambridge curricula have been introduced, while conditions are similar to those in Africa; curricula often do not match methods, equipment, techniques; students are overloaded with lessons and subjects, while teachers with administrative issues - this affects the fatigue of students and teachers, reduces the concentration in lectures, so the teaching-learning ratio turns into monotony and annoyance, so much so that it turns into noise and lack of discipline in class; Students are more interested in assessment rather than learning, so teachers are always under pressure to give high scores to both students and their parents – a phenomenon that discourages the successful when they see themselves being equated with the weak.

The lack of interest of parents has also affected the moral degeneration of many students and their involvement in delinquent behavior - as a result, it is common for videos to circulate on social networks where creepy images are seen, namely textbooks not only of primary and secondary education but also of university-level are full of logical, substantive and linguistic errors. They are a mere product of Google Translation - even though the Ministry of Education allocates funds for them. These shortcomings affect not only the meaning and learning of the text, but also the language culture of pupils and students, who graduate and even some do a master's or Ph.D., but lack basic knowledge of the spelling of the mother tongue; students also misuse the internet, completely copying works and essays that are required of them, and there are even online social network pages where paid preparation of thesis is openly advertised.

Another very serious problem is the compulsory secondary education, which came into force for allegedly raising the educational level of the population. In fact, it is this that greatly reduced the quality of education and extremely degraded the value of education in general. With this, education becomes an obligation and imposition even on those who simply do not want and have no interest in learning. Instead of establishing handicraft schools for this category necessary for the labor market, they are required to become “scientists”.

In this regard, after 2000, it was also possible to ‘give express exams’

in high schools, without any criteria, in which case hundreds of high school diplomas were distributed to all candidates who were late in their education process. After graduation, they also pursued the ‘adventure’ of studies. State and private universities take care of their ‘systematization’. The Bologna experimental system and the various shortcomings in its implementation enable them makes it easy to obtain grades and pass exams.

However, the easiness does not end there. The peak is the opportunity for everyone to get a master’s degree and a doctorate, even if they do not have a high average during their studies. To reach the extreme absurdity, those who do not have a high average, are given the opportunity to undergo several similar exams again after a few years after graduation in order to raise the average of the marks. Another paradox in itself is the possibility of completing a master’s degree in fields completely different from the Bachelor’s degree, which allows a lawyer, for instance, to pursue a master’s degree in political science, international relations, to the theologian in philosophy or sociology, etc.

Conclusions

All the facts show that the education system in North Macedonia is under political influence and that this is the main cause of its degradation. This system ignores real intellectuals and gives more space to pseudo-intellectuals. It is even set this way so that it has taken care to generate its own continuous survival. Consequently, the student is not motivated to delve into studies and research, but rather into seeking connections to politics. That is why we have a surplus of staff from the social sciences and a deficit in the natural sciences. If any of the science-obsessed students plunge into laboratories, archives, and libraries, he terminates his connection with politics, and since he fails to settle within the country, he has no choice but to migrate abroad.

Recommendations

The Ministry of Education and Science should create strategies for the proper development of education, ensure equal infrastructure conditions and supply of teaching technology (Musai, B., 1996:15), remove political influence from educational institutions and political employment, increase

the quality and not the quantity of trainings, seminars, conferences, and teaching progress, discipline and meritocracy, international mobility of students and teaching staff, to motivate distinguished researchers, students to be systematized and oriented according to affinities in adequate study programs, but also in handicrafts, so that education is appropriate to the labor market, not put in the service of politics. Quality education educates even the most aware, critical and visionary voter, who would be a promoter of the comprehensive development of democracy and society in general.

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QUALITATIVE AND QUANTITATIVE ANALYTICAL OVERVIEW OF THE IMPACT OF THE ACADEMIC ENVIRONMENT ON THE ACHIEVEMENTS OF KOSOVO STUDENTS IN THE PISA 2018 TEST

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Introduction

The PISA test for many years is a general display of the state of the education systems of the participating countries. In this comparative study we will present some of the basic characteristics of the academic environment (which we think is a key factor) in the school and out of school in which Kosovar students develop. The paper will compare the achievements of our students with the average achievements of PISA in terms of numbers and statistics but also in terms of quality based on the environment in which they develop their academic skills.

In the study we will bring important information which presents very interesting qualitative indicators of education which represent the quality of Kosovar education which can be taken as an important basis for reforming the education system.

This is because if the overall pass rate differs by about 80% compared to the OECD average, the pass rate distribution with excellent, very good and good successes differs surprisingly. The study will show that in every 18.7 Kosovar schools there is one student with excellent success (according to the OECD standard) compared to the average of OECD countries in which almost 8% of students are of this standard. Passage comparisons also differ in size up to 250 times in disadvantage of Kosovo if we compare them with any particular country such as Austria. This also applies to Albania, which, although it has a pass rate of up to 50%, in terms of quality pass, does not differ much from Kosovo.

All these elements are looked with the aim of researching the causes

and proposing the necessary changes in the teacher recruitment system, student assessment, family and society involvement in creating a student-learning academic environment, in running the school and in supervising the education system in both countries.

Methodology

To conduct our study, we have prepared two instruments. One is the instrument of observation of the teachers of the fourth and fifth grades as well as the instrument for the research of the academic environment in which our students of age of 15 develop academically.

To achieve this goal, to investigate why our students perform so poorly, we have tested through the questionnaire that we mentioned a sample of 800 students from lower secondary schools in seven regions of Kosovo in which case the selected students of ninth grade of the two largest schools in the region. In each region, the largest city school and the largest village school were selected.

Through the instrument we wanted to ascertain what is the family and social school atmosphere in which our student develops. We wanted to know to what extent reading and reading culture is common in Kosovar schools and families.

We have found that the book, reading, motivation to read is not part of the general culture both in the family and at school. The test has shown that very few families in Kosovo and even in Albania have family libraries. Data analysis has also shown that a very small percentage of students have read ten or more books in their lifetime while a very small percentage can list five important authors and their works.

Students have also shown deficient knowledge from general culture. They cannot list two important national personalities from Pogradec, they cannot make the connection between Gjirokastra, the work “Who brought Doruntina” and its author. Also, many students have not been able to convert a one-hundred-word text from Geg dialect to standard language, etc.

The use of the instrument has very clearly reflected the academic situation of the environment where 15-year-old students develop with a focus on the field of reading. The paper will develop a comparative look between the findings from the research and the success achieved in PISA 2018.

Results and discussion

Above all, PISA results and testing instrument we apply in selected schools of Kosovo's seven regions, indicate at a pretty high level, that Kosovo schools have lack professionally prepared teachers beginning from the university level. This situation makes it impossible for the increase of the overall up-to-date professional level of teachers with short-term trainings and seminars.

On the other hand, the data collected by the OECD and results achieved by the students, show that the trainings are not creating the right aiming basis for the professional development of teachers.

We are well aware that we cannot bring solutions here, but we want to emphasize that the preparation of teachers at the university level and their professional development is being associated with specific problems and it is not in accordance with modern teacher preparation standards and strategies. The inadequate performance of teachers at schools and the 'need for sustainable training' are also stressed in the 'EU Progress Report for Kosovo 2020' which finds that Kosovo is at an early stage of preparation in the field of education and culture.

It should also be stressed that the data deriving from the OECD indicate the existence of other problems that are more systemic and political in nature. These include investments in education, the creation and application of educational policies but also the general institutional organization from the level of the Ministry to the level of subordinate institutions of MEST and the municipality. A system showing signs of malfunction has derived from the OECD results and data.

These data show that these weaknesses are systemic, often professional but also organizational and they have an imminent negative impact on the education level and results of our students, who have unfortunately performed, in both PISA tests, the worst in Europe. Based on what is stated here, a series of steps are to be undertaken to start rebuilding our education system urgently.

Conclusion and recommendations

A review of the reorganization of MEST, based on the experiences of the countries of the Region (ex. Slovenia and Croatia) is urgent and immediate because the current state of organization of the MEST leaves much to de-

sire. This situation has largely left this institution defunctionalized; Duplication of institutions and competencies within the MEST and within other institutions in the country should be urgently looked at and this phenomenon should not be repeated in any of the fields and sectors of education.

The Kosovo Accreditation Agency should completely review the accreditation system of university programs, especially in the faculties dealing with education that recruit future teachers;

A study (audit) regarding the performance of the teacher and his professional skills should be carried out and based on it, appropriate measures should be undertaken, especially in the university system and at the level of master studies.

It is necessary to change the teacher licensing system from an improvised one that exists now, to a system based on the measurement of knowledge, the ability and the professional and pedagogical skills of teachers;

Basic and advanced literacy skills should be reviewed and developed at all educational levels;

The system of the Education Inspectorate of Kosovo, as one of main factors that directly affects the quality of education, should become operational as soon as possible;

The Kosovo Pedagogical Institute should be reorganized based on the Law on Scientific Activity and its Statute so that this institution becomes a leading institution of scientific research with a focus on finding new policies and ways and means of raising the quality of education in Kosovo;

A standardized system should be created which does not allow to graduate students who do not have the necessary pedagogical, linguistic, mathematical and scientific skills. j) The education and professional development system of preschool teachers should be urgently reviewed with a focus on reorganizing and reformatting the university and training programs that recruit and prepare such teachers;

The system of grading and evaluation of students by teachers across all school levels in the country to be reviewed urgently;

Review textbooks in terms of subject matter, adaptation, language and quality;

Urgently review the syllabus and curricula of all levels.

Conduct an urgent audit of trainings and review the accreditation procedures of the training programs. To determine the strict bases and standards for accreditation of trainings as well as to determine, with a preliminary study, the needs for the types and types of trainings that Kosovo education system needs.

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A HISTORICAL ANALYSIS OF THE CHALLENGES OF EDUCATION IN THE NEW ERA OF GLOBALIZATION.

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Introduction

This paper aims at giving an historical approach of the challenges of education under the era of globalization. Nowadays, education represents one of the main institutions of the society apart from family, religion, state, politics, etc. In the end of the 19th century and the beginning of the XX century, the American philosopher John Dewey, described the role of education in the developing of democracy. He agreed that education is a social process, education is growth, it is life itself (Dewey, J., 1997:239).

Karl Jaspers, another philosopher would put university at the heart of pursuing the truth. Universities exist to fulfill a variety of functions such as research, teaching and education, communication and all the world of the sciences (Tarifa, F., 2012:18). He also sees a crucial connection between university and politics. University exists for the good will of politics. University exists only when and how the state wants it, to exist. On the other side, the state makes the existence of the state be possible and the state protects the university. The university is between the society and the state, that is why the university is destined to change together with the change of the society (Jaspers, K., 1959:122).

Because of globalization, universities today are undergoing significant and essential changes. Having this said, universities are real agents of cosmopolitanism, they play a crucial role in the relationship between knowledge and citizenship. On the other hand, globalization is the process of integration and interacting between societies, governments, companies and individuals. Globalization has affected many aspects of human life. One of them is education. During the XX century, the developing countries had a growth of the institutions of education, due to the impact of the development western societies on them. The role of globalization in education is to transfer knowledge from developed countries into developing ones, which is known as internalization. Universities are regulated by three principles:

the state, the trade and the self-adaptive professions (Tarifa, F., 2012:186). Universities are entities that are exclusively regulated by the state and the trade, especially after the industrial revolution.

The main historical approaches

The human society has undergone through different phenomena and metamorphoses during the last century, which can be defined as the face of a “New Society”. One of the main changes is *globalization*, an interacted and intertwined phenomena of different countries of the world. As Freidman puts it in his book, “The world is Flat” (2006:9), recently globalization has gone to a whole new level, since there have been three great eras of globalization. The first lasted from 1492 until around 1800, when Colombus set sail, opening trade between the Old World and the New World. This might be called the Globalization 1, since it shrank the world from a size large to a size medium. This was the key agent of change, the dynamic force driving the process of global integration because it was based on how much wind power, horse power, or steam power your country had and how creatively you could deploy it. In this era, countries and governments, often inspired by religion or imperialism, led the way in breaking down walls and knitting the world together, driving global integration.

The second great era, globalization 2, lasted from 1800 to 2000, interrupted by Great Depression and World Wars I and II. This era shrank the world from the size medium to the size small. In Globalization 2, the key agent of change, the dynamic force driving global integration, was multinational companies. These multinationals went global for markets and labor spread mainly by the Industrial Revolution. In the first half of this era, Global integration was powered by falling transportation costs, thanks to the steam engine and the railroad, and in the second half, by falling telecommunication costs, thanks to the telegraph, telephones, satellites, the PC, and the World Wide Web. It was during this era that we really saw the birth and the maturation of a global economy. In this time there were enough movements of goods and information form continent to continent. Around the year 2000, the world entered a new whole era, globalization 3, which is shrinking the world from a size small to size tinny and flattening

(Friedman 2006:10). In this stage, the individuals, need to collaborate and compete globally.

Education in the era of globalization is described in the *Current Sociology* journal (Christou, M., 2010:570). Imagine the global student, someone who speaks many foreign languages, who is educated in different countries of the world, and who is open towards other cultures and civilizations. This student who speaks different languages, appreciates different traditions and other religious beliefs. Thanks to education in different national borders, this student of the world, really understands the cultures and rituals of other nations. It is understood that the student himself/herself is becoming a global student, just like the citizen is becoming a global citizen (Sokoli, L., & Malaj, N., 2012:116).

In this context, education is increasingly “human capital” in which the individual invests and therefore the private good: it is he who has to pay the costs and the state can focus on education at primary level. This is particularly true in the field of higher education: hence the World Bank’s proposal to privatize the university. These general ideas give specific applications to the different levels of education: thus, vocational education must be left to entrepreneurs, while in higher education these ideas have led to what has been called “academic capitalism”.

To the extent that the theme of “choice” is of central importance in these projects, two sociological considerations can be made: the first is that, in the field of educational choices perhaps more than in other fields, a long tradition of study shows that class conditioning (among other things) irreparably distances them from the model of neoclassical homo economicus, since individuals arrive on the educational market and decide under highly unequal conditions. The second is that policies proclaiming parental sovereignty may signal the shift (Brown, A.,1997:399) to educational selection mechanisms, in which the education of children is increasingly dependent on the wealth and desires of parents, rather than on the “skills and efforts” of their children.

This would be the third “wave”, in a series of three in which the former saw education as a means of confirming social position and the second, which corresponds to the second post-war period, advocated the affirmation of the principles of meritocracy (if not for reasons of justice at least in the name of efficiency) and found in the school including at secondary level

its educational ideal. According to Brown, the “third wave”, based on the choice of parents, instead marks the affirmation of “parentocracy”, with consequences in terms of educational inequalities. In the modern times, computers and corporations play very important roles, you can’t have modern economies, without modern computing systems, especially in digital era (Friedman, G., 2009:84).

Conclusions

Apart from the phenomena of globalization which itself has changed the way we live and think, the impact of globalization on education, reveals an underlying idea: global macro decisions made at the superstructure level, trickle down to micro decisions made at the local level (Spring, J., 2008:11). Hence, there is a clear influence of globalization on local education policies and practices. Thus globalization is not an abstract macro phenomenon. Instead, it is an international force experienced at the local level. Education describes a local-global framework, as global agents influence local communities and education.

Education is seen as central to economic competitiveness, the reduction of poverty and inequality and environmental sustainability (Lauder & Hasley, 2006). Under the effects of globalization, the education brings faster developments in technology. Also, communications are foreseeing changes within school systems across the world, as ideas, values and knowledge, changing the roles of students and teachers, and producing a shift in society from industrialization towards an information –based society. It reflects the impact on culture and brings about a new form of cultural imperialism.

Globalization is an important development that changed deeply the world in modern history. In global world, information society changes everyday, due to the massive information and new technologies that are unpredictable sometimes. Globalization has had a relevant impact also in the educational field. In a globalized world, characterized by a convergence culture, school systems should integrate new learning processes, experimenting new didactic models, based on social media and web tools, implementing a new digital literacy and media, in order to understand how the technologies work and how they may affect our global life.

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A SYSTEMATIC LITERATURE REVIEW ON IMPLEMENTING DISRUPTIVE TECHNOLOGICAL ADVANCES FOR TEACHING ENTREPRENEURSHIP EDUCATION COURSE.

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Introduction

New engineering graduates preferably, should complete their studies cycle with enterprise skills. Besides helping, they know more about the challenges of entrepreneurship they will have strong tools added in their curriculums such as a bigger chance to be promoted in a managerial position in a company that the graduate will be hired and to create himself/herself a job. Proving that entrepreneurship skills help engineering graduates in job creation will boost strongly consolidate engineering, will attract new students and will approach the entrepreneurs more with future engineers. Encouraging the social and economic developments of its surrounding through venture creation and entrepreneurship development is a mission of 21st century education; published work, however, offers conflicting opinions about whether or not entrepreneurship can be taught (Virginia Barba-Sanchez, 2017). Many researchers highlight that entrepreneurship motivation may be developed with specific entrepreneurship education (Zerbinati, 2007), others, meanwhile believe that motivation is important for running a business and therefore question whether teaching can enable the emerging of this motivation (Colette, 2005).

In this context, various questions arise: What are the entrepreneurial skills and intentions the engineering students should have? Are they prepared to face the strong challenge in the job market and furthermore, are they aware that their job applications might be rejected multiple times? Next, are they ready to start a venture? If yes, which might be some key factors or motives that might attract them in this respect?

The impact of the entrepreneurial motivations on entrepreneurship

intentions among future engineers is analyzed by different researches (Virginia Barba-Sanchez, 2017). Proving that the existing curriculum is effective to teach entrepreneurship skills and implementing disruptive technologies to fill the gap when course-learning outcomes are not fully delivered is the main object of this study.

Literature Review and Methodology

A case of study: Comparing an Entrepreneurship Education syllabus with Business skills needed for Engineers

Searching different course syllabi, the Northeastern University that is ranked among the ten best universities in the USA, for the subject of Entrepreneurship Education has listed the below-learning outcomes (Northwestern University, 2018).

1. Consider the use of an inspiring view of the future, the challenge to current institutional assumptions, and the identification of challenges, risks, and opportunities to generate innovative and entrepreneurial thinking, in addition to the role of leveraging relationships and resources for actions of change and improvement.
2. Discern elements and conditions of entrepreneurial activity that supports and limits its efficacy.
3. Identify the skills and personal assets and characteristics required of leaders who wish to be successful educational entrepreneurs.
4. Develop case studies of prior and current attempts at K-12 and higher education entrepreneurship in pursuit of educational improvement, change, and reformat the national and local level.
5. Use scenario planning to develop a coherent “storyline” for the pursuit of entrepreneurial activity,
6. Excite others about innovative opportunity and the possibility

Ana Avallani of the Royal Academy of Engineering (National Academy of Engineering in the UK), discusses (Avallani, 2019) why it is critical that we close the business skills gap to drive engineering enterprise. She has identified five business skills for engineering entrepreneurs. Other organizations, institutions, or researchers have suggested more skills, but for more qualitative analyses the higher the number of skills highlighted, it is easier to find those skills in Table 1 the Northeastern University teaches

to their EE students. Analyzing only five main skills will help to observe the importance those skills have in the learning outcomes of the courses in universities.

The five skills identified by the Royal Academy of Engineering (RAE) are: Leadership; People Management; Strategy Development; Financial Management; Networking

Comparing the learning outcomes of Northeastern University to the five skills identified by the Royal Academy of Engineering brings to important findings if universities are teaching their students the right skills. Moreover, for skills that are not fully covered a second analysis of the disruptive technologies are involved.

Research findings and discussion

Avallani (2019) suggests that engineers who are good leaders have skills, including; navigating complex economic and regulatory environments, managing stakeholders effectively and capitalizing on growth opportunities through effective negotiation.

Leadership

In Northeastern University, leadership is a skill being connected with learning outcomes number three and number six. Although the content that covers LO.3 and LO.6 is not known, the description of this learning outcome secures that the learning outcome gives to students a full set of leadership skills.

People Management

The ability to attract and retain the right skills and experience has consistently been highlighted as one of the biggest challenges faced when it comes to future growth. Checking the learning outcomes, it is not clear if there is a chapter that highlights the importance of “People Management” however LO.1, gives to students some skills like how to challenge current institutional assumptions, how to identify challenges, risks, and opportunities to generate innovative and entrepreneurial thinking, how to leverage relationships and resources for actions of change and improvement. However, better coverage of “People Management” is needed in the future.

Strategy development

To make the most of strategic planning, businesses need to set careful objectives that are backed up with realistic, quantifiable benchmarks for evaluating the results.

Learning outcome number five covers all these skills and we find elements of “Strategy Development” also in learning outcome number one, number two and number four. In the future improvements might be necessary.

Financial Management

For any business to operate successfully it must be financially sound. This is especially important during periods of growth when businesses tend to spend more than they earn.

We find similarities with the skill of “People management”. There is not a specified learning outcome that covers this skill, but we can notice that what students learn from LO. 1 and LO. 2 help them to have financial managerial skills. In the future changes or improvements may be helpful.

Networking

Networking does not come naturally to all, but it is certainly a skill that should not be underestimated. Networking can also help expand your technical knowledge and advice during challenging times. A better covering of this skill is found in learning outcome number four; however, all the learning outcomes help the students to have “networking” skills.

Disruptive technology is an innovation that significantly alters the way that consumers, industries, or businesses operate by sweeping away the systems or habits it replaces (Dokras, 2020). Some of the disruptive technologies include “Big data and analytics”, “Autonomous robots”, “Simulation”, “Internet of things”, “Cybersecurity”, “Cloud and Augmented reality” (Lewis, 2020) (Manyika, Chui, Bughin, Dobbs, Bisson, & Marrs, 2013) (Rüßmann, et al., 2015).

We may conclude that skills of People Management and Financial Management need a better covering. Massachusetts Institute of Technology operates with an innovative system of games and activities for teaching “Management” through Simulations.

Students in a simulation can learn how to make the right priorities in a constant influx of information and they can see the immediate consequences of their decisions (MIT, 2021). Moreover, an educational environment focused on supporting learning with the “Internet of Things”

is proofed extremely beneficial in many universities worldwide (Kurzweil & Baker, 2016). Cloud technology (delivery of on-demand computing services), brings to the classroom and especially to business-related classes (management focusing), strong virtual classroom environments, agility, innovation and greater reach (Stone, 2019).

Conclusions

At the end of this study, we conclude that for the best five business skills in engineering by the Royal Academy of Engineering, the Northeastern University covers all of them. Leadership and Strategic Development are fully covered by the university learning outcomes; Networking is satisfactorily covered while People Management and Financial Management were not satisfactorily covered. By involving some of the disruptive technologies that are implemented in education like simulations, Internet of things or Cloud Computing management skills are excellently covered as per multiple sources.

Recommendations

The study does consider selected university curriculums and it analyses some needed business skills in a certain context, based on UK recommendations. In the next studies, a wider context might help if these findings apply in all worldwide universities. Disruptive technologies are analyzed only as a function of only two skills that needed better improvement. For other studies, more findings may be found by implementing disruptive technologies for more knowledge or a set of skills.

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RESEARCH FOR EDUCATION RENEWED RESPONCES TO PSYCHOLOGICAL RELATED ISSUES IN YOUNG ADULTHOOD

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Introduction

Recognition of issues that affect the cognitive, emotional and social development of young people is constant and fundamental for welfare policies, where institutional responses have a strong scientific and research base.

This paper provides important research data, where inquiry process followed contemporary research models, grounding in questioning students of Master level of Tirana University about the impact that psychological problems have.

Based in research, and in European policies review, but in particular, after measuring Albanian institutions efforts to reconnect with European Mental Health Action Plan (World Health Organization, 2015), which objectives and activities distinguish education as restoring and healing factor and response, conclusions call for a new re-orientation of research-based policies in benefit of public health, and in particular of cognitive, psychological and mental health of young people.

Methodology

Quantitative research methods selected have been combined with qualitative methods, in accordance with the exploratory and empirical type of the inquiry process. Research primary data have been collected through the multi-sectional explorative questionnaire, which the design followed models of exploratory questionnaires adapted from Ronald C. Kessler questionnaire model (Kessler, Andrews, Colpe, .et al, 2002) and the Likert scale model (Bhattacharjee, 2012).

The age group of 308 respondents - students of Master of Science level in Tirana University, randomly selected to participate in the study, is between 21 and 36 years old. The analysing process of primary data has been com-

pleted with secondary data analyse upon responses collected from unstructured interviews to 27 psychologists and 31 social workers.

Results and discussion following data analyse

Scientific research and inquiry elaborated from Institute of Statistics (INSTAT) and Public Health Institute in Albania showed that most affected age of population in Albania from depressive disorder is the population between 15 and 59 years old. The transversal study of 2013 has been focused in a youth high school sample, which took place in Tirana, with youth between 14 and 18 years old). This study referred that “about 1 of 3 of them [respondents] showed signs of depression. ... The study showed that young people still have great difficulty communicating with professionals on depression-related issues.... ” (Albanian Institute of Public Health, 2020)

Starting from these issues, to the question: “How many times have you experienced the feeling of depression, anxiety or the feeling of being somewhere on the borderline?” data analyse referred that 54.8% of respondents answered: “Sometimes”, while 32.3% of respondents answered: “Often”. 6.7% of respondents answered: “Never”, 3.2% answered: “Almost every day” and 3% of respondents answered: “I don’t know”.

Following the data analyse, “anxiety, sadness and depression” make respondents feel:

Nervous	-	41.9%
Broken	-	29%
Angry	-	17.7 %
Barricaded	-	9.7%
Excluded	-	1.6%

To the question: “How many times have you experienced the feeling that something bad or dangerous can happen to you?” 50.4% of respondents answered: “Sometimes”, while 27.2% answered: “Often”. 8.1% of respondents answered: “Almost every day”. 3.2% of respondents of the study answered: “Never”, and 4.8% of respondents answered: “I don’t know”.

Causes for negative feelings of anxiety, sadness and depression have been:

Stress at work, school or somewhere outside the home (35.3%)

Financial issues (27.6%)

Obligation to take care of family members (11.3%)

Difficulties and troubles in close relationships (8.2%)

An unpleasant event that happened recently (8%)

The absence of someone to love (6.5%)

[Other (3.2%)]

Research data analyse showed that high degrees of education help respondents to learn dealing and better approaching psychological problems and mental health disorders, and depression. To the affirmation: “My education has helped me gain irreplaceable knowledge in recognizing the dynamics of a person’s cognitive development.” 35.5% of respondents answered: “Strongly agree”, while 48.4% answered: “Agree”. 14.5% of respondents answered: “Neutral” and 1.6% answered: “Disagree”.

To the affirmation: “My education has helped me to understand factors that cause sadness and depression.” 59.7% of respondents answered: “Agree”, while 19.4% answered: “Strongly agree”. 12.9% of respondents answered: “Neutral”, 6.5% answered: “Disagree” and 1.6% of respondents answered: “Strongly disagree”.

To the affirmation: “My education has helped me to understand strategies for protecting myself from negative feelings of sadness and depression.” 58.1% of respondents answered: “Agree”. 11.3% answered: “Strongly agree”. 22.6% of respondents answered: “Neutral”, 4.8% answered: “Disagree” and 3.2% of respondents answered: “Strongly disagree”.

Conclusions

According to Public Health Institute, mental health disorders and depression are higher “from cases diagnosed in health services” (Public Health Institute, 2020).

Also, it states that “the prevalence of the problem in the population is many times greater and the vast majority of individuals, young or old, suffer longer and more severely from whatever happens if they talk about it and receive the right treatment or support” (Albanian Institute of Public Health, 2020).

This research explored a restricted group of well-educated youth with the

purpose to test closely the role that high degree levels of education have in assisting or helping this group to measure new dealings with psychological problems and mental health disorders as anxiety, sadness and depression, following new knowledge and interaction with peers or other adults, and accessing University curricula and lectures during study time.

As data of the case study showed, the major part of respondents find in advanced knowledge an ally to protect their cognitive and psychological development from risk and threatening of psychological, mental health and depression-related problems.

Recommendations

Contemporaneous inquiry provide researchers and experts with important focal points, necessary to direct efforts toward effective mental health interventions and strategies with specific focus to youth.

The processes of formulating, and further, the processes of implementing and evaluating of mental health strategies should reflect European vision based in “fairness, empowerment, and safety and effectiveness” (World Health Organization, 2015).

Comparative researches should highlight the major condition of (that) particular exposure of young people to cognitive, emotional and psychological problems, issues and circumstances, often severe conditionals to human development, education and work.

Academic inquiries, based on contemporary studies, should influence central governance structures and underline the demand for re-orienting youth mental health policies.

This study emphasized that high degree levels of studies and knowledge help students’ acknowledgements about their inner cognitive, emotional and psychological issues, often related to anxiety and depression disorders. Furthermore, Curricula of high degree levels of education should be enriched with complementary knowledge, and to provide for approaches, dealings and tactics as response to those disorders.

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MOTIVATION AND ITS IMPORTANCE IN THE PERFORMANCE OF THE WORK OF PSYCHOLOGISTS IN SCHOOL INSTITUTIONS

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Introduction

The school psychologist is known as the person that provide service and educational activity in all state and public educational institutions. It's activity takes place in close cooperation with pedagogical staff, school leaders, parents and community. The implementation of the psychological service dates back to pre-university education around the years 2004-2005. The psychologist has a great importance in the progress of many activities in the institution where he works. The work of the psychologist in the Albanian society faces many difficulties in the realization of the roles, function that has. The role of psychological service is to assist teachers in their work, to design and implement academic interventions, support positive teacher behavior, to improve academic performance and reduce behavioral problems (Luiselli, Putnam, Handler, & Feinberg, 2005; Nelson, Martella, & Marchand-Martella, 2002) between teachers, etc. The psychological service specialist cooperates with the administrative and pedagogical staff for the conception and realization of services related to the evaluation of students results, career orientation, social and personal development of students. Motivation of psychologists is one of the important issue which has responsibilities over mental health of the individual. Motivation stimulates people's activities and behavior's about the desire for achievement on the educational aspect. Kressler (2003) said that motivation includes several areas that target not only the behavioral side, but also the main concern in the business and work world. Performances shows directly the productivity of the work that employees do in their institutions. Researches Noe, Hollenbeck, Wright claim that in order to improve performance the important is to base in the motivation and

skills of employees, because when they display high levels of motivation and skills they will performed at and above the required standards (Noe, Hollenbeck & Wright, 2011).

The purpose of this study is to contribute in terms of the knowledge and provide a clear picture of some motivating factors that affect their performance at work. Motivating factors constitute a driving force that influence the successful achievement of the services provided by the school psychologist.

Methodology

The study was conducted in the city of Elbasan. The selected sample is to 10 public school psychologists. These school psychologists were not focused on the just one school but on several schools like high school and 9-years system. The interviews conducted with each interview lasted 10-11 minutes with were recorded after obtaining permission from participants. Respondents before conducting the interview were informed what the focus of the interview was and agreed to participate. Eight of them agreed to be interviewed while two of them refused to be interviewed. The interviews took place outside the workplace in quiet places. The eight psychologists who agreed to register requested that their voices not be heard. The interviews were conducted in the form of free conversation with questions that had been defined in advance. The interview contained 10 questions and depending on the questions the interviews often answered briefly but to get information on what the interview was intended for intrusive questions that were asked.

Sampling: Ten psychologists were participated in this study. The selection was intentional as only school psychologists covering the 9-years system and high school of the city of Elbasan. Of the interviews eight of them are female and only two are male. All participants made sure that any information that they provided would be kept confidential.

Instrument: In this study, eight semi-structured interviews were conducted with school psychologists working in public schools in the city of Elbasan, which were recorded. The instrument is an interview with 10 questions. Of these 5 were general questions with the generalities of the persons who answered, while the other 5 were questions about the understanding of motivation and the importance of it in the performance of psychologists.

The most important ethical issues were: All respondents who were interviewed were aware of the purpose of the interview. The names of the interviews were not used in the study. In all cases other initials that are not related to their names are used and also the identification will be done with the terms psychologists 1, psychologist 2 etc.

Interview analysis discussion of results

The interviews were reviewed one by one and the data were extracted from their analysis. For data analysis it was done in this way. During the first phase the whole transcript was read and then their interpretation was done by reading each sentence in each question to find their meanings. In the second phase the coding was done by finding the central ideas found through the data. Interpretation of the results were given according of the qualitative analysis based on the research issues throw the study. Below are examples of data analysis:

Regarding first question: How do they understand motivation and how important is in their work?

Topic 1: Understanding about being motivated in the environment of work:./From the analysis of qualitative data it has resulted for the first topic two categories:

P1: strong internal and external impulse

P2: support from colleagues, fulfillment of physical conditions

One of the subjects when were asked about this issue why is very important to be motivated in work, he/she answered:

Motivation is an internal and external impulse that is related to work environment, goals and directly affects work productivity.

As can be seen from the categories obtained from the data analysis, it is noticed that psychologists see motivation as an internal/ external impulse that directly depends on the productivity of their work.

Regarding the topic “Determination of internal and external factors of motivation”.

Interviews see as an internal force linking to their passion for working as a psychologists and as an important external factors community awareness and acceptance of the role of psychologist.

Regarding internal factors there were two categories:

P1: Passion for work

P2: Acceptance of the role of psychologist from community

Regarding these two categories here is what an interviewer says:

For me, the internal factors are related to the personal interests that I have in the relation to this profession that I have chosen with the passion and desire to help children who show problematic behaviors. In relation to external factors, I consider important the evaluation by colleagues, school leaders, parents and the community. Even though there are years, the work of the psychologists is not evaluated properly. It is considered a hidden job because no one understands what we do, our work and our role.

In this way was done the analysis of all topics and categories arising from the study. From interviews resulted a number of external and internal factors that influenced the work performance of psychologists. This shows the importance of motivation in the productivity of their work and the identification of external and internal factors as important in their work. Motivation is based on motivating factors, where their fulfillment leads to a decrease in the motivation of this phenomenon. In relation of this issues Elliot has asserted that the motivational approach is the energization of the behavior or the direction of behavior versus positive stimulation (Elliot,2008).

Conclusion

In this study were participated ten psychologists of public school of the city of Elbasan. Only eight of them became part of the study. Based on their experience as a school psychologist ranged from 3 to 15 years. Two of them were employed at the time of establishing the psychological service as experimental, two of them had 15 years and four had less experience. From the analysis of data obtained from all respondents on the importance of motivation, respondents show the importance that had motivation in their performance of work, both internal and external factors. From the analyzed data it was seen that from all the answers the internal factor was the passion for psychology and the desire to help students in various aspects. As external factors which influences and is closely related to internal factors, the most important which was raising community awareness about the role and function of the school psychologists. a

number of external. In conclusion all eight psychologists regardless of age, education, experience had the same perceptions on external and internal factors regarding the difficulties and problems faced by psychological service in school institutions.

Recommendation

- To provide knowledge on the concept of the motivation and the performance of the psychologist's school
- Recognition and awareness of the role of the school psychologist in the school institutions
- Establishment cooperative relations with each link of the school institutions
- The school institution must create appropriate working conditions for the school psychologists.
- Establish associations of psychologists that will help identify external and internal motivating factors that will help to increase the level of performance in their work.

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DESIGNING CONTROL TASKS IN FOREIGN LANGUAGES AND THEIR IMPACT ON A MORE OBJECTIVE ASSESSMENT

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Introduction

The purpose of this paper is to highlight the work done by teachers in designing tests or control tasks by identifying the positive aspects and problems encountered in this regard.

Several years of experience as Italian and French language didactic teachers, the guidance of students as tutors for the development of teaching practices, the hours invested in teaching process observation in different schools of the city where Italian and French are taught, encouraged us to expand and explore in this not fully examined field in the Albanian reality. What we have noticed is that in most cases the learning curriculum, in which was clearly defined when the tests should be done and how frequently, was strictly followed.

In previous years, often, teachers in order to fill the valuation gaps of the students, before the end of the semester performed control tasks that were not previously programmed. In these cases the formulation of questions had significant margins of improvement. With the new learning curriculum, three tests are performed, one at the end of each semester, one in December, one in March and the last in June. It is left to the teacher's discretion the performing of intermediate learning checks as well.

In most cases, in the analyzed tasks, were given only grammatical exercises and mainly of the same type. For example, in all the exercises, only the correct placement of the conjunction in the sentence was required, and this for a considerable number of sentences 10-15; while it could be effectively tested in a maximum of 5-8 sentences. We note that there was no correct distribution of the elements to be tested, including grammatical, lexical or spelling ones.

Without considering the evaluation criteria which was a problem itself.

Scoring was often missing in each question or exercise and sometimes different evaluating criteria were used.

To be clearer, the issue was also related to the subjectivity of the evaluation. For example, in an exercise with ten questions was determined a target score of 8 points which for us was absurd. The score could have been of 5, 10, or 20 points, if each question would have been evaluated with 0.5, 1, or 2 points.

Interviews with students also helped to have a clearer picture of the pros and cons of test design.

Methodology

Subjects description

To get real information or close to reality we have chosen to do a survey with Italian language teachers. The survey is one of the most widely used strategies in the social sciences (Mace 1988, Blais 1992, Van Der Maren 1995). The study focuses specifically on high schools whose characteristics reflect more the problematic. The subjects of this study were students, teachers and pedagogues. The students have been selected from the high schools of Elbasan where Italian and French are taught, respectively from “Kostandin Kristoforidhi”, “Mahir Domi” and “Ali e Mahmut Cungu.

The group includes also young teachers and teachers with several years of experience in teaching Italian and French.

Sample selection

For a diagnostic evaluation we initially analyzed some control tasks, performed by the students of three schools during the two school years, stored by the respective teachers. The sample was random.

Search methods

Methods were used to perform the work: literature review, testing, observations, interviews.

We have relied extensively on the studies and researches of the most prominent albanian and foreign methodologists and linguists, mainly italian and french ones.

The surveys were made in agreement with the general education directorate, the directorates of the schools we analyzed and as well with the teachers. A great help was taking advantage of the hours of teaching practice

observation planned in the program of Italian and French language for students who attended the professional master studies. Interviews were conducted with a group of randomly selected students.

Measuring instruments

A scientific activity requires the elaboration of measuring instruments which are an integral part of it. Blais (1993) recommends choosing an instrument with low chances of being contaminated and suggests minimizing negative effects during the performance. Lesson observations and tests or control tasks analysis, have been well performed also in consultation with other colleagues to limit distortions of results. Were also conducted interviews with students and were collected opinions regarding the problems encountered.

Discussion

In the tests or control tasks taken in the analysis we found two problems:

- the first has to do with the content and design of the test (the purpose of the task is not clear, the task is very difficult, the choice of arguments is not related to what is learned, the choice of the type of test does not fit the purpose of the task, etc.);
- the second has to do with the lack of reliability of the task (little clarity in the instructions, confusing wording of the questions, inaccuracy in the clarity of the criteria for assigning the evaluation, etc.).

To avoid these “mistakes” it is important to know some criteria that can guarantee an “accurate” design of a control task and mainly to be aware that we have the opportunity to improve the design.

It is important, Weir³¹ states, “to consult with some colleagues and take into account their remarks”. It is a way to enrich one’s own experience, comparing it to the experience of others developing reflection and criticism. Test design is related to three main criteria: the purpose of the test, the correction method used and the ability it seeks to measure.

In designing the test or control task we have verified whether the required tasks have an appropriate level of difficulty and if the task manages to assess all the skills for seen by the objectives set in the teachers planning

31 Weir, C.J. (1993) *Understanding and Developing Language Tests*. Hemel Hempstead: Prentice Hall, f.19.

schedule. We have also seen if there is an overlap or repetition of questions that measure these knowledge or skills or if the instructions for performing the tasks are clear, concise and acceptable.

In case of tasks that require the comprehension of a text, we have seen if appropriate questions were designed.

In the interviews with the students we wanted to find out if the students had familiarity with the type of task proposed, if the correction criteria have been defined beforehand with them, if corrections or clarifications of mistakes have been made in the classroom.

For indirect type control tasks Weir (1993: 36) distinguishes the following formats:

- completing the modules;
- reviewing a text that contains grammatical, lexical and spelling errors.

We wondered if our teachers practiced such tasks and learned that they noted some of the common mistakes students made and then discussed with them, but this did not happened often.

Reliability and validity of tasks are very important. The essential concepts in control and evaluation are: value, reliability, practicality. The validity of a test indicates the ability to evaluate what is required to be evaluated (ability, competence) and nothing else.

Reliability is a technical concept related to the consistency of results both within the same test and after follow-up. It is a concept related to method and procedures. Reliability is about the consistency of data over time, in different situations and regardless of who collects this data (Benvenuto 2000: 165). In other words the same task done by the same person should not have very different results if it is done for example on Wednesday and not on Thursday, at school and not at home, if it has been corrected by teacher x and not by teacher y.

Practicality is related to the practical and organizational aspects both in the design phase and in the supervision phase. These concepts vary greatly depending on the objective and authentic tasks.

We noticed that in the tests or control tasks taken in analysis these criteria were not always present. This happened when some jobs were corrected by different teachers and the results were different in several times.

Conclusion

It is important that tests or control tasks should be designed as accurately as possible in order to be used as a measure of student achievement; The objective assessment of students depends on the careful design of tests;

In order to reduce the level of subjectivism in assessment, it is recommended, in a phase of lack of national standards of content and result, that in the same type of school, in the same classes and in the same subjects, to be oriented towards uniform parameters and indicators and towards a compliance between expected results and levels.

Recommendation

- Assessment criteria should be clear and discussed with students;
- Correction should be made between each other with discussions on mistakes;
- The errors must be inserted in a findings frame (not punitive);
- The student should communicate with the teacher about the difficulties encountered.

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TECHNOLOGY-BASED TEACHING PERSPECTIVES IN VOCATIONAL EDUCATION: TUMO TIRANA CASE

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Introduction

Vocational education, increasingly known as career and technical education, is a longstanding programme whose place in education continues to evolve (U.S. Department of Education, 2004). It is a major and essential part of any educational system worldwide. According to Smith (2006), if education is the key to economic and social development then technical vocational education and training is the master key that opens the doors to poverty alleviation, greater equity and justice in the society. Jarvis (1983) has stated that the aims of vocational education should be more meaningful and realistic. It should produce recruits to the profession that have a professional ideology, especially in relation to understanding good practice and service. In addition, it should provide students with sufficient knowledge and skills. This article aim is to contribute to the knowledge of how new technology teaching methods will shape the future of vocational education in Albania (VET). Through Tumo Tirana as a case study we will have a more in depth understanding on how Albanian vocational and training education is moving toward new use of technology in teaching and learning methods.

The objective of this article as follow:

- To show through the review of literature the latest studies and theories regarding vocational education and training in Albania.
- To answer the question: What abilities and challenges appear in the new technology methods?
- To analyze TUMO Tirana as a new and innovative centre.

Methodology

The methodology used in this study is review of the literature regarding the vocational and training education in Albania combining qualitative

methods and online researching of the official social media pages and websites of the TUMO centres in Paris, Beirut, Moscow and Tirana during 2020 to March 2021. This study has its limitations due to the measures taken and physical distancing to prevent the spread of COVID-19.

Technology and Vocational education in Albania.

Our culture and the whole world have been transformed by globalization and the advent of new technologies. Digital literacy is a necessary skill for anyone nowadays, but children and young students, must use these new skills in education, in their future careers, and in their daily lives. Innovative learning methods are needed to become competent in the digital world. Albania operates forty-one institutions of vocational training. Most are concentrated especially in populated urban areas; (Tirana, Durres, Shkodra, Vlora, Elbasan, Korça, and so on.). In current years, the vocational education and training in Albania, has long gone via many adjustments inside the structure and content, to improve it and its methodology in accordance with market demands. The main purpose of vocational schooling policy is to reduce the level of unemployment, way to a prime qualification of students inside the labour market.³² Technology knowledge are becoming more and more important. The Albanian VET system featured an element of dual training, by combining theory learning in VET schools with on-the-job training during internships and work periods in the attached state-owned or privet companies. One of most significant educational reform undergoing in Albania is the VET reform, together with active employment and job creation policies remain high on the Government agenda, which is reflected in budget increases for both areas.³³ The vision to develop ‘higher skills and better jobs for women and men’ remains unchanged, as do the four pillars of the National Employment and Skills Strategy (2014-2015), namely: (i) fostering decent job opportunities through effective labour market policies; (ii) offering quality VET to young people and adults; (iii) promoting social inclusion and

32 Ermira Sela, “Analysis in the vocational education system in Albania”, <http://konferenca.unishk.edu.al/icrae2013/icraecd2013/doc/187.pdf>

33 National Reforms in Vocational Education and Training and Adult Learning, Albania, https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-vocational-education-and-training-and-adult-learning_en

territorial cohesion; (iv) strengthening the governance of the labour market and qualification systems. Responsibility for VET is recently centralized under the Ministry of Finance and Economy that oversees a state-funded system composed of two types of providers: vocational schools for young people and vocational training centres, mainly for adults.³⁴ COVID -19 pandemic has changed in many ways the education systems in Albania. Schools had to adapt immediately to the new digital learning management systems, e-learning platforms and communication tools are playing a crucial role during this pandemic. Software and various applications can help to learn providers to manage, plan, deliver and track the learning process. Adaptation and understanding technology have been on the high agenda of the VET institutions, students have learned to use technology for learning academic textbooks, testing, and skills development. But the biggest challenge that students and teachers are faced is the lack of proper technology equipment and internet access for everyone. This inequality has led to delays in learning, receiving information and being left behind in school.

The case of TUMO Tirana as innovative centre.

Robots, automation, and artificial intelligence are becoming increasingly popular in technology. The question is whether Albania is ready to embrace these new trends. How can we keep up with a world that is constantly changing? The conventional educational system seems to be out of date in light of 21st-century demands. Schools and especially VET system must reinvent themselves if we are to raise a generation capable of working in the future. New digital learning centres emerging up around the world in response to student demand, providing modern educational models in which young people can specialize in various areas of the digital world based on their interests, skills and abilities. The TUMO Centre, which was founded in Armenia in 2011, is an excellent example of technology-based teaching perspectives in vocational education. What is TUMO? TUMO is a new kind of educational experience at the intersection of technology and design. At TUMO, students at the age 12 – 18 years old take charge of their own learning, gaining cutting edge skills in the fields that are important

34 National Employment and Skills Strategy, 2014 – 2020, https://financa.gov.al/wp-content/uploads/2018/09/NESS-ENG-8-1-15_final-version.pdf

today. Students combine self-learning activities, workshops and learning labs, picking and choosing from whatever piques their interest. TUMO's 8 learning targets are: programming, animation, game development, graphic design, filmmaking, robotics, music, 3D modelling³⁵. TUMO's innovative path program combines activities, workshops and labs into a personal learning plan, a constantly evolving timeline that can span two or more years. Students attending TUMO Tirana courses have a positive attitude towards the teaching techniques used during the courses they attend and teachers are optimistic and think that Albania has made significant improvements in the use of technology and online learning. This new technology equipment and methods are currently lacking in the Albanian vocational education and training system and TUMO seeks to fill this gap. The aim is to prepare Albanian students to compete with students from developing countries.

Conclusions and recommendations

In conclusion, from all the above observations and findings, despite all efforts to reform the education and training system in Albania, there is still a fundamental lack of skills-building that has not been effectively addressed among the use of new technological methods and online learning. It is recommended to consider and implement a support system that includes valuable digital resources for students and teachers in order to encourage them to participate more effectively in the preparation, development, and implementation of new teaching-based technology methods. TUMO Tirana is the first step to improve the gap between the education system and vocational training in the use of technology in Albania. But this is not enough. The opening of public and private institutions in the field of technology should be promoted through various funds. Please note that the findings are limited due to measures taken against the spread of the COVID-19 virus.

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THE IDEOLOGICAL CONTRIBUTIONS OF NEO-ALBANIANISM IN RELATION TO POLITICS, THE STATE AND THE EXISTING SYSTEM OF GOVERNMENT.

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Introduction

Institutionalist historians such as Orren and Skowronek, Orren, Karen and Skowronek, Stephen (2003) have argued in their theses that those of us who focus on ideas have not done a proper job of developing theoretical frameworks that find a suitable place for political institutions, which are entities that embody ideas, and at the same time are clearly more than just ideas. Therefore, the debate starts right here, who should come first in order to have a healthy social and political order, ideas or institutions, institutions or the state? And once again we are faced with a question of a limiting character, because in a different historical and social context, the advent of a nation is a fluid and unpredictable process. However, the neo-Albanians were quite clear in the role they gave to the ideas in this aspect, emphasizing in their diverse journalism that ideas are the force, and ideals the weapons. Sulstarova, E. (2015).

But in a post-1912 Albania, there were only buildings of deeply Ottomanized anachronistic institutions, with bureaucracies, greed and jealousy that, while maintaining the status quo, held the country hostage to a destructive endemic Orientalism. The vacuum of power created by independence showed once again that the Albanian with an egocentric individual nature, with a neck adorned with a tie, seeks the comfort of the chair of power at the expense of the good of society and the nation. This phalanx of opportunists with ephemeral intentions of power created the pseudo-intellectual and institutional yeast of Albania in the 1930s.

How is a state born?

The state as an organization of human society starts exactly with the exis-

tence of the latter. Aristotle called people ‘political animals’ and as such he emphasizes the importance of man’s interaction in society as the only way to survive the forces of nature. So in the essence of the state as a social organization, these two have existed together. But is it fair to say that the state has an eternal nature, when there is no real apparatus of coercion, as the fundamental element of the state? State theories evolved from Aristotle’s patriarchal theory that saw the state as a development from the family to the tribe and later into a wider society to the contractual theory of Hobbes, Locke, and Rousseau. Focusing a little on the contractual theory, which in response to the state of war against all (insecurity), the individual transfers rights and freedoms to the state in exchange for the protection of natural rights, let us justify the state of the Albanian state after independence.

Methodology

Unlike the methods used in empirical scientific research, the above study is based on a methodology that is directly related to the use of archival resources, libraries and all previous literature such as scientific manuals, encyclopedic dictionaries, the press of the time, etc. This study method claims to produce documents through existing documents. This means that through this method of study, selection, analysis, data processing, we are able to reach conclusions and discover data that can be discovered from previous works which preserve, conserve information of previous research of a direct socio-cultural reality.

Results and discussion

As stated above, there was a mixture not only of ideologies but also great economic and social uncertainties. The miserable condition of the people, both educationally, economically and politically, made it easier to propagate certain ideas. Thus the clash of the enlightened dictatorship with fascist ideology led by King Zog, with an intellectual elite educated in the west led to a partial censorship by the Zogian leadership. Koti, I. (2015) Although Zogu tried to westernize Albania, political and ideological antinomies began to take shape geographically, involving the people to a greater extent.

Albania was made, but the Albanians, as the neo-Albanians trumpeted,

was a partially right axiom because in fact not even Albania was made and they knew this well. Therefore, Merxhani, realizing this, says that the Albanian nationality remains partial while there is no proper political and independent organization, the STATE. Merxhani, B., & Plasari, A. (1998) But how does he explain the definition of the state in the formulas of neo-Albanianism? “The state is the summary of the moral, scientific, artistic, religious and legal personality of a human crowd. The individual is but a “creature with instinct” (closeness to Aristotle). And only the coercion and violence of social consciousness transforms this creature into a social personality. For this reason society always owns and leads the individual. As the French sociologist Durkheim says, the individual does not exist in reality. In reality there is only Society: “there is no right, there is only duty”. For neo-Albanians, state means the will of society. Therefore, neo-Albanianism as a theory and as an idea is not at all interested in talks on the form of the state. The only claim they have to state power is to always be inspired by an ideal. - this form is monarchy, why? (ibid p.17) Although the motto, ‘there is no right, there is only a duty’ contradicts the democratic principles of the rule of law, Merxhani probably seeks with aesthetic wealth to solidify the idea that the interests of the nation should come before self-interests. Moreover this fragment needs a deconstruction which is a Derridian method of critical analysis of language and the assumptions it makes through the text of the author’s forms of expression. First of all, Merxhani perceives the state as a sub-community of the nation, giving it the legal form, the legal aspect and exactly the essential element: that of coercion. Then displaying the motives behind Durkheim’s positivist analysis, he gives priority to society, like the cunning arrows that plow the path of the individual. We have the whole approach of the contractual theory of the western world that sees the state as the will of society, but taking a step further we see the great Hegelian influence in the thought of Merxhani who considers the state as an idea, the state as the embodiment of the absolute idea, independent of the relationship with the economy. So in essence the state is an idea and Hegel’s dialectical idealism places it in the real world, in unity with it, as the highest form of the development of human morality. Hegel, G. W. F. (1991)

For Merxhani, the nation, being the highest scalar of evolution of the soci-

ety, can never exist in the extremely backward Albanian society. He embraces the Aristotelian theory of the evolution of society, but adding that the most complete human society is the national society. Sulstarova, E. (2015).

Towards the end of the passage we are presented with a logical contravention where Merxhani, although he is saying that neo-Albanianism does not care at all about the form of the state, we see it dressed with the monarchy. This superimposition of the state as an absolute idea in the real world that takes shape in the monarchy has probably led to many misinterpretations of neo-Albanian thought, such as radical, fascist or Nazi.

But Merxhani probably did not want to embrace the monarchy as the most advanced form of his idea, so he emphasizes that neo-Albanianism does not require form, but that the form be inspired by the ideal, and consequently he saw the monarchy as the most essential form for the realization of the ideal of that time. But we should by no means confuse the idea of the absolute monarchy represented by Hobbes with that of Locke's constitutional, which saw the people-king relationship as a relationship of trust. In case of violation of this trust the people have the right of *Ius Gentium* (*Ius resistendi*), the right of resistance. This is seen more clearly in the assertion that there must always be a nation that must dominate politics, and the nation can by no means be the offspring of the latter, nor be subject to it. Merxhani, B., & Plasari, A. (1998)

This was the biggest political-ideological struggle that neo-Albanianism waged to outline the nation in spirit and ideal, separated from the aspect of exploitation for the justification of power by politics.

Neo-Albanians saw the constitutional monarchy as closely linked to the republican concept of power. The reforms that Zog's cabinets undertook were progressive and positive, with platforms for economic, cultural and social development. For democracy to be shaped through institutionalization, the monarchy was seen as the most positive form of government because it coincided with the philosophy of neo-Albanianism that began the reform of the individual and respect for his fundamental rights, unlike the great social reforms of the left ideology. It was primary for the neo-Albanian philosophy that through the creation of a new national system the nationalization of morality, education, language and science take place.

Kulla, N. (2019)

Therefore, as a node of their ideology, they sought to unite this system of national life with the science of the state, without which their delineation and realization would be impossible.

Merxhani together with other neo-Albanians built a national philosophical and practical system to approach the Albanian national life. Inspired by ideas and ideals, they built a perhaps hierarchical model based on heritage and philosophy, followed by morality and cultural solidarity. However I decided to present it simply graphically as a circle, which symbolizing the homeland as Merxhani said was limited on the outside, but not on the inside. The Faustian creed of culture leads the definition of the patriotic circle towards an introspective infinity. Albanians must always be fluid in the process of self-search, self-analysis, self-discovery, in order to fill the gaps in the circle as much as possible.

But this national nationalism sought by the neo-Albanians often takes on problematic forms because by adorning the form of the state with the monarchy it becomes a doctrine that to some extent justifies Zog's political rule. From antiquity with Plato up until Marx, we note the ruling idea of the king-philosopher to the philosopher-revolutionary. They believed that a noble and moral leader must necessarily be a philosopher. Although not clearly neo-Albanians express a belief in Zog as a worthy leader to advance reforms. Here they differ with the enlightened dictatorship, in which Toto openly supported a Hegelian spiritual aristocracy, as an ideological rather than a political point of view. However, the contemplation that change should come in a cascading form from top to bottom that balances the ideas of different currents of Albanian thought with right-wing Hegelian views, created a strong boil from the top up, as we will see with the advent of communism later. (Ibid p.395-7)

The way these currents treat the figure of the leader is somewhat similar to that of the Superman of Nietzsche. By legitimizing his power through relevant philosophies and ideologies, they fall prey to a Foucaultian binomial of power-knowledge. The leader by plasmaing his powerful position claims and then states that his knowledge is above all others showing superiority not only in his ability to dominate but also in that of imposing knowledge. Is this the chronic endogenesis of the quest for salvation in a

heroic leader figure? Albanians, well used with dominion, always sought salvation from outside, and when it does not come because it is impossible, this moral and political apathy creates a vacuum that is used by certain people to fill the hopes of a lost people. Therefore, the latter exalts and embodies the local leader as a savior. I am in no way seeking to say that the neo-Albanians were collaborators of this idea about the cult of the leader, on the contrary they explicitly sought the leader based on moral and national principles based on spiritual determinism, where the leader would realize “strengthening contacts between power and people.” . Merxhani, B., & Plasari, A. (1998)

It is Merxhani who claims that individuals are simply “Prophets of the ages, they are the embodiment of the ideal as a social reality and not an individual offspring.” Merxhani, B., & Plasari, A. (1998)

Conclusions

Branko Merxhani, a name still unknown to many today can be called the first modern Albanian philosopher and sociologist. He not only fabricated but exalted with the elaboration of neo-Albanianism, a totally modern philosophy with deep features of our cultural heritage. The potential of this philosophy, although extraordinary and transcendental, the merits of which necessarily go to other followers of it, along with other ideators of Albanian thought with whom they were mentally used, and also to contemporary scholars and academics for its preservation and dissemination in the present day, but that was not enough to convince the people of its use. But this fact, although critical, does not take away its merits, on the contrary, it shows that even today our people suffer from the same wounds and symptoms of a triumphant virus that it cannot defeat, precisely because it lacks critical thinking, conscience, culture, morality, solidarity, and all those elements that Neo-Albanianism trumpeted with conviction, but not propagandistic conviction, but a scientific and philosophical one.

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ATTITUDES OF PSYCHOSOCIAL SERVICE EMPLOYEES ON THE INTERVENTIONS AND PRACTICE CARRIED OUT DURING THE COVID-19 PANDEMIC PERIOD

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Introduction

Changes in learning environments during the COVID-19 pandemic have created changes in the educational process and practices. These changes affect all segments of society as well as psychosocial staff. They have tried to keep up with this new environment. At this point, the psychosocial staff of the school have made and continue to make tremendous efforts to assist in this process. However, since most job descriptions of psychosocial staff are formed around face-to-face contact, this new situation is a process that needs to be further explored.

A review of the literature shows that there are very few studies on psychosocial staffs during pandemic periods (Olson, C. L, 1974). In this context, with the COVID-19 pandemic in Albania, there has been a need for an assessment of the role of psychosocial workers working in schools. Studies have highlighted many factors that contribute to the difficulties experienced. Moreover, it is thought that there is much more to be learned about what can be done to reduce the negative psychological effects of the pandemic.

Methodology

The difficulties experienced by the psychosocial staff of the schools of the city of Elbasan due to COVID-19, the needs that arise due to them and the levels of readiness of the schools to meet the needs of the students were described with the phenomenological model, as one of the research models

qualitative. In this study, “the situation of schools in meeting the needs arising due to the difficulties experienced during the COVID-19 pandemic” was considered as a phenomenon and was analyzed in depth. The following questions were answered: What kind of difficulties do students have in the pandemic process? What are their needs to deal with these challenges? After the pandemic, how ready are the schools to respond to the needs of the students?

Sample of the study

In accordance with the purpose of the study, participants were 10 members of the psychosocial staff of the Local Education Office Elbasan, of which 6 are social workers and 4 psychologists. The methodology selected was that of focus group and interview. The initial invitation to be part of the study was answered by 14 social workers and 16 psychologists currently employed at ZVA Elbasan and Cerrik, from whom only those who had been part of the service from March 2020 were selected for focus group. Taking into account demographic characteristics of the sample, 9 were women and one was a man. The age of the councilors varies between 25 and 47 years. The staff have been in the profession for a long time and they were experienced (varies between 3 and 15 years).

Study instruments

Data were collected using semi-structured interviews used in qualitative research designs. In preparing the interview question forms, first, researchers and experts in the field were interviewed and a draft form was created. In the pilot study, a psychosocial service worker (who subsequently did not become part of the final study) was interviewed and the form was finalized ensuring consistency for the focus group.

Prior to conducting the focus group, an informed consent form was obtained. Meetings were held in accordance with the appropriate days and hours for participants and online.

Analysis of data obtained from the focus group

The obtained data were analyzed in four phases in accordance with the purpose of the research and the phenomenological model; (1) coding data, (2) finding topics, (3) organizing codes and topics, and (4) defining and interpreting findings (Dimitrov. *D*, 2012). In this context, audio recordings were decoded and converted to text written in a Word document. Before

proceeding with the content analysis of the written texts, the content analysis began by ensuring the reliability of the coder.

Results of the work

Findings regarding the difficulties experienced at the time of dropping out of education at the beginning of COVID-19, the services provided to students in this process, the difficulties that students may experience following the resumption of studies in the auditorium and psychosocial services will be addressed in:

a) Difficulties experienced regarding COVID-19

According to the results of the analysis obtained, the difficulties experienced by the students at the beginning of COVID-19 were grouped into:

- ***Family relationships.*** According to school counselors, family pressures, family conflict, high family expectations, conflict with parents, and borderline protection in family relationships were among the difficulties students referred to.
- ***Emotional difficulties.*** Service workers expressed insecurity, fear of infection, anxiety and worry, loneliness, boredom, death of loved ones, and fear of losing loved ones among the emotional difficulties experienced by students.
- ***Personal difficulties.*** Among the outcomes obtained by the focus group regarding personal social difficulties were relationship building, autonomy, entertainment, responsibilities, communication conflict, and daily life skills.
- ***Academic difficulties.*** Among the academic difficulties experienced by their students at the start of COVID-19 were demotivation, uncertainty about education, loss of learning, loss of success, effective work, academic responsibilities, adaptation to distance education, and time management.

b) Psychosocial services during the COVID-19 pandemic

When COVID-19 started, the services provided by the psychosocial service were discussed on three main topics: (1) student services, (2) family services, and (3) teacher services.

- ***Services for students.*** Services provided to the student at the start of COVID-19 included individual counseling (online), vocational guidance, preventive counseling and social assistance.

- **Services for families.** At the beginning of COVID-19, psychosocial staffs provided services to families through various information materials, videos, communications with parents, etc.

- **Services for teachers.** These services included consultations and information materials.

c) The difficulties that students may face after returning to school

According to the participants, the difficulties related to the future are emotional, academic and relational.

- Emotions that students may experience include fear of infection, loss and grief, fear of losing loved ones, pressure of order, and anxiety about school.

- Academic difficulties they may experience include education under fear of infection, learning losses experienced in the distance education process, weakening of school bond, loss of motivation, adaptation to school life, work habits, and time management.

- Relational difficulties were related to keeping distance in relationships, keeping close relationships at a distance, and family pressure.

Discussion of findings

According to the WHO (2020), the sudden closure of schools had negative effects on students' health, education and development. The challenges posed by COVID-19 and the needs of students will also change their expectations of in-school psychosocial services. The readiness of students and service offices is very valuable for protecting the mental health of the community. Although studies have provided some ideas regarding the treatment of stressful situations experienced during the COVID-19 period, it is important to produce effective and permanent services in this regard. It is important to restructure school counseling services and shape the models and processes of health care.

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BOTH SIDES OF THE ONLINE TEACHING: LEARNING BEYOND THE SCREEN!

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Introduction

Online teaching, worldwide, has damaged pre-existing educational inequalities by reducing the opportunities for many children from vulnerable groups living in poor and remote areas to access and benefit from the educational process (De Giusti, 2020).

Closing schools has been associated with a reduction in time dedicated to learning, but also with a range of psychological problems, lack of peer attendance, lack of interaction (Haber & Mills, 2008), decreased motivation, problems with students' self-confidence and self-esteem, have been important issues that teachers have encountered beyond the academic aspect of their students (Di Pietro, 2020).

Some studies that have explored the difficulties faced by teachers have identified resistance to change, lack of skills to implement online teaching, lack of time to prepare for relevant subjects, and difficulties in adapting to the online teaching approach (Kaup, et.al, 2020). Problems with the internet, lack of training (Al-Senaidi, Lin & Poirot, 2009), reduced interest from students, reduced participation, lack of interaction are considered as the main challenges faced by teachers in distance learning. Teachers lack technical support to solve problems they may encounter online (Verma, Campbell, Melville & Park, 2020). In addition to institutional barriers, the lack of positive attitudes towards technology integration, is also related to interpersonal barriers, lack of training and technological tools (Lloyd, Byrne, & McCoy, 2012).

On the other hand, this crisis has stimulated innovation within the educational sector. To support the continuity of education, various structures have taken immediate and rapid action, such as the creation of television spaces dedicated to education or the support of some students with technological tools. However, it is necessary to increase investments

for the future, whether with training for staff, students, parents for distance learning, or internet support and technological tools for all children who do not have good socio-economic conditions (Buabeng-Andoh,2012).

Methodology

The study is based on specific objectives:

- **Objective 1:** To identify the challenges faced by teachers during on-line teaching.
- **Objective 2:** To identify innovations related to the online teaching process.
- **Objective 3:** To identify effective strategies to respond to the situation of online teaching

The study selected the qualitative method for data collection. Qualitative research involves the process known as induction, where data is collected on a particular topic and through the different concepts or theories are generated (Taylor, Bogdan & DeVault, 2015). This study aims to explore a new topic in the area of education, the qualitative approach is thought to be the most appropriate method to understand the experiences, challenges, difficulties, changes, and innovations related to the pandemic period in teaching.

The selected sample for the study was the teachers of the 9-year schools. The sample was randomly selected from 20 public schools in 4 cities (Lezha, Berat, Korca, and Tirana). The number of participants in the study is 60, at about 25-50 years old, where the average age is 45 years old. In terms of gender, 90% of teachers are women and girls and 10% of them are men and boys.

To collect data, semi-structured interviews with open –ended questions with teachers were used. The interviews aimed at obtaining information about changes in teaching patterns caused by the pandemic, online learning difficulties, challenges, teacher experiences, innovations, and personal attitudes. The average duration of the interviews was 50 minutes. Interviews were recorded, after informing and obtaining permission from the participants. The data collection period was March-May 2020. The whole process was conducted online.

For the qualitative study data analysis, the Weft QDA program was used.

The first phase of this process was related to the transcript of each interview. The transcripts have been read and re-read several times to determine the main themes based on the data. The data were analyzed, categorized and organized into themes, which were displayed during the coding process

Results and Discussions

Qualitative data analysis has identified the following topics about the challenges and innovations that teachers have faced during online teaching.

Challenges and innovations Technology

The biggest challenge that teachers have reported is related to technology. The main problems with technology are related to the lack of training and previous experiences regarding distance learning; lack of knowledge in technology to have effective learning; difficulty in accessing instructions for online teaching due to their guides in foreign languages and often complicated.

Lack of guidance and lack of a unified online teaching system. Teachers have reported that for a considerable period they have faced a lack of guidance on how to manage online learning, learning progress, schedule attendance, assessment schemes, or testing methods.

Lack of internet and technological tools. Due to socio-economic conditions, a part of the students did not have access to the internet or technological tools. For students and teachers who did not have internet, teaching was developed through telephone calls, accompanied by difficulties in understanding new information and knowledge.

Fear and insecurity. Isolation, as a protective measure against Covid-19, was a new situation, surprising and accompanied by a series of non-positive emotions and attitudes. Teachers have reported uncertainty about how to continue the teaching process and maintain a relationship with each other.

Overload. During the period of online teaching, teachers have been reported very overloaded. According to them, they have been available to students, and parents all day and night.

Online security. Teachers reported suspicions about online security, related to lack of privacy or cyber-attacks. Also due to the behind schedule of technology, they expressed concerns about the online safety of students, the rise of cyberbullying, clicking on inappropriate sites and increasing

opportunities for bullying.

Dealing with student problems, is reported as an issue that emerged during the pandemic relates to the challenges reported by students. According to teachers, high levels of fear, insecurity, anxiety, the desire to return to school and spend more time with each other, have been observed in students.

Students with special needs. Although online learning was very difficult with almost all students, teachers have reported very big challenges in terms of teaching children with special needs. In these cases, parental supervision is much needed.

Innovations

During the focus groups, in addition to the challenges, teachers have identified innovations and positive aspects associated with online teaching.

Collaboration with parents. Teachers have reported that parents have increased their awareness of the challenging work of teachers and have become more aware of the importance of continued cooperation with the educational institution.

Orientation of students towards personal fulfillment. During the school years, results and grades are given a lot of importance. This is evidenced by the curriculum, where students have an overload of knowledge and are driven towards competition. Meanwhile, during the pandemic period, teachers reported that it oriented students towards exploring themselves, discovering new skills and hobbies. Teachers have encouraged and promoted the development of their talents in art, drawing, cooking, song, etc.

Familiarity with alternative teaching methods. Dealing with the digitized alternative method, has increased teachers' awareness of the importance of using new and more creative techniques, which increase students' interest in the academic process, but also serve to have contacts and share experiences with communities in different countries.

Conclusions

The current study has focused on exploring the challenges, barriers, and innovations that teachers have faced during online teaching.

Teachers have reported several challenges related to the technical part, such

as lack of internet, lack of technological equipment, lack of instructions, lack of a unified system for online teaching, poverty and low income for a group of students and teachers, as well as difficulties in carrying out the process with students with special needs.

In terms of positive practices, this situation has served many teachers to have closer contact with technology, as well as to be more open and creative for the integration of the technological aspect with traditional teaching.

Recommendations

The right to education is universal. Based on the data collected, some recommendations related to intervention strategies are as follows.

- Teacher training on the effective use of technology and programs related to online teaching.
- Support low-income students and teachers with technological tools and the Internet.
- Creating appropriate and secure platforms for the development of online teaching to protect students and teachers from cyberbullying and are suitable for active interaction.
- Creating specific and orienting instructions for teachers, students and parents in relation to each subject, sending assignments, the platform for the realization of the lesson, as well as for the way of interaction between students, teachers and parents.

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THE ROLE OF TECHNOLOGY IN LEARNING A FOREIGN LANGUAGE IN DISTANCE

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Introduction

The pandemic situation obliged the whole world to work online, including education. Willing or not we had to face the new situation created and change immediately the face to face activity in e-learning, or better say a learning experience delivered electronically, through a computer or any other digital device in distance. We found ourselves separated from a standard classroom, but in front of an online class in digital platforms such as Google classroom, Moodle, Microsoft team etc.

As a teacher I will confess that teaching and learning a foreign language online is a different experience from a traditional classroom, that's why we had to be adapted to the new situation to redesign lessons, find materials and engaging methods, so as to ensure efficient language learning and create a positive teaching and learning environment.

Technological development today offers a series of tools and resources that permit to develop training proposals centered on the needs deriving from the specialization of knowledge, the affirmation of multicultural identities and the development of multilingual skills that characterize contemporary society.

What I want to reveal in this study is our online activity in distance with Bachelor students of first nursing course, their behaviours, emotions and perceptions associated to online foreign language learning, focusing on task value, self-perceived foreign language proficiency, stressors and responses. We, as witnesses of the Albanian reality, can testify that one of the main barriers to the effective use of teaching materials is the technology itself such as lack of internet, poor access, slow downloading, rather than the design of the learning materials themselves. Furthermore teachers need the help of an expert with technical issues in the planning, design, and delivery of web based learning activities.

Methodology

First of all we need to make clear our objective about «the ability to use language, to do with language the kind of things one needs or wants to do with it» (Van Ek, 1975: 23). In fact we teach Italian to nursing students of the first year and in general they need language competencies for professional purposes. We propose distance learning courses to fully satisfy the learning needs of those who want to appropriate expressive methods of specialist communication, providing the student with the opportunity to expand, consolidate and support the development of their linguistic-communicative competence over time.

The type of path outlined is a mixed approach: deductive approach according to a traditional experience and inductive approach. The last approach allows the student to appropriate the grammatical and lexical rules starting from the texts, acquiring greater autonomy and skills that prove to be very useful in the context of lifelong learning. The mode of presentation of the rules follows an inductive type: starting from an input text, the student is stimulated to observe the elements and derive the operating rule, and then reuse them independently.

We continue with oral and written text comprehension exercises of the type T/F, filling spaces, role playing and role making and open questions. In role playing activities, students have a list of communicative acts to carry out, while in role making they “must not only take on a role but create, play on the basis of a plot that indicates the situation and the aims, without going into the merits of the individual communicative acts with which they are carried out “ (Balboni, 2013: 134). Just to give an example:

At the morphological level, special languages are characterized by a large use of derivation and composition mechanisms that allow, not only to derive nouns from verbs or adjectives to create nominal structures, but also to create a large number of terms starting from a limited number of elements. By creating neologisms with the use of these procedures, a network of semantic relationships is formed between the terms, so that the meaning of a word becomes predictable on the basis of the meaning of the parts that compose it. Starting from *hepato*, coming from the Greek *hepar* (“liver”), in the language of medicine we have terms such as *hepatic*, *hepatism*, *hepatitis*, *hepatorrhagia*, *hepatocentesis*, *hepatocoele*, *hepatectomy*, *hepatotoxin*, *hepatotherapy*.

Results and Discussion

In the case of teaching a foreign language for special purposes a great attention is paid to the needs of learners. The students of nursing course, in fact, need morphological, syntactic and lexical training connected to the professional sphere of medical activities. In such a context it is the tasks, activities and texts that the student must learn to carry out and manage, that guide the didactic action, determining the choices on a methodological level, the skills to be developed, the operational solutions to be adopted and the technological tools to be used.

The use of network technologies offers a series of possibilities for teaching / learning of special languages, enriching the sources from which teaching materials and didactic aids can be drawn, promoting the experimentation of new methodological solutions and finding support for the autonomy of the learner on which language teaching for special purposes is highly leveraged, especially in the professional sphere. In fact, the network provides a set of tools to support autonomous learning and allows the implementation of language training courses completely or partially at a distance. The network, like a huge library, contains an innumerable amount of material, some of which has been created for didactic use or can in any case be used for language learning. In fact, mono or bilingual dictionaries can be consulted on the Net, also relating to special languages. Unlike the paper dictionaries, many of the digital ones on the Net, in addition to reporting the explanation of the meaning of the searched lemma and its grammatical category, offer links to texts in which the word is used or to user forums that reciprocally help each other in the translation of terms from one language to another. Several studies on the use of dictionaries on the Net have shown the effectiveness of the use of these aids in learning the lexicon both for the speed of research, which induces the student to use them much more frequently than a paper dictionary, and for the possibility of reaching the context that allows you to reflect on the use of terms (Ranalli 2009).

Alongside tools for specialized vocabulary, materials and supports are available on the Net to develop morpho-syntactic skills. In this case the role of the teacher is indispensable, because when a grammatical item is introduced, the teacher during the explanation illustrates with examples

from medical sphere for example when we explain definite articles we try to illustrate with words from medical sphere like: il dottore, il farmaco, l'anestesia, l'intervento, l'operazione, la malattia etc. or when we conjugate different verbs like trattare, operare, esaminare, medicare etc.

Teachers should be encouraged, through training and support, to use the web and other information technology systems in their teaching. They need examples and awareness of good practice, and standards should be set in relation to how teachers present information and manage the learning environment.

Programmes and web pages can be designed to accommodate different technical specifications and versions of software. It is frustrating for learners, however, if they are trying to work on the internet with slow access or cannot download images and videos they need. On the other hand, web based programmes may, for example, encourage more independent and active learning and are often an efficient means of delivering course materials.

Conclusion

Web based learning offers huge opportunities for foreign language learning and access to a vast amount of knowledge and information. The role of teachers is to ensure that the learning environment provided takes account of student's needs and ensures that they are effectively prepared and supported. Online learning has advantages, but web based learning should not always be viewed as the method of choice because barriers (such as inadequate equipment) can easily detract from student learning. The technology must therefore be applied appropriately and not used simply because it is available and new or because students and teachers have particular expectations of this means of course delivery.

When designing web based programmes (as with any learning programme), the learners' needs and experience must be taken into account. Appropriate technology and reasonable computer skills are needed to get the best out of web based or online learning.

Recommendations

To get the best out of web learning experience, students need basic computer skills, support, and guidance.

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RISKS OF ONLINE TEACHING IN THE SUBJECT OF LITERATURE IN PRE-UNIVERSITY EDUCATION AND STRATEGIES TO AVOID THEM.

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Introduction

Since March 2020, the entire education system in the Republic of Albania was involved in the online teaching process. In addition to technical and orientation difficulties, both students and teachers, this teaching practice was applied without a well-studied and defined strategic and methodological plan. First, the time of mastery of computer programs by teachers and students, the time of familiarization with the new way of teaching, the work with more pronounced individual and independent character by the student were the first challenges that would be followed by many others in continued. The curriculum of literature in pre-university education, high school, with a somewhat heterogeneous nature is provided divided into several stages of teaching, such as topics generally divided into five hours: explanation of concepts and theoretical parts, knowledge testing and commentary reading, text analysis, text analysis and written assignments. The nature of the program that applies prior information with critical thinking applied through annotated readings and text analysis as well as creative work, requires a greater emotional involvement of the student and teacher in the classroom. This is accomplished by fostering students' talents and desires in interpreting artistic texts, in presenting students' own creations, and in involving them in confronting age-old thoughts and ideas on certain issues suggested by the literary text. All these processes that take place in different ways and means in the classroom, in order for the subject to be of interest to students and to be assimilated as much as possible, online teaching reduces them and makes some almost impossible. The learning outcome at the end of the lesson, or even the learning topic, becomes difficult to measure by increasing the demand for additional control modes by the teacher.

Methodology

The question that precedes all the others is what is progressive and what is regressive in this process? How is this achieved? At the end of a process that is lasting more than a year, it is necessary to conduct analyzes and studies on its results and progress. In this article I have defined as study methods:

- comparability of methods of teaching literature in classrooms in pre-school education
- means and methods used in the process of teaching in the classroom in the subject of literature compared to the tools and programs realized in a computerized way
- conducting a survey on students of grades XII who have experience in both online learning and classroom learning.
- conducting a survey of pre-university secondary education teachers on the results of online teaching and classroom teaching.
- searching for statistics and surveys that may have education directorates at the county level or beyond results published by the ministry of education.
- study of the impact of tension and psychological pressure due to the pandemic situation in the monitoring and implementation of the learning process in both students and teachers.

The methodology envisaged to be followed in the realization of this scientific article focuses on the comparison of the above-mentioned sources and data in order to identify the problems, needs and search for solutions.

Result and Conclusion

The pandemic situation, which was pervasive all over the world, put parents, teachers and students in a chaotic situation which also had an impact on their relationship with school, teaching and learning. The predisposition of parents, teachers and students towards school and teaching was sometimes, rejection, sometimes doubtful and rarely even enthusiastic. This factor, together with the general anxiety of the unpredictable future, created a weak student-teaching / learning-teacher relationship, which resulted in weaknesses and shortcomings demonstrated by students returning to classes at the beginning of the school year.

The situation of online teaching greatly emphasized the difference between

low-level students and those with medium and high level, due to many factors. The involvement of students in online learning was not the same due to the different access that different families have to technology, but also that a good part of the orienting and demanding role is now shifting from teacher to parent.

Online teaching avoided interaction between students and a sense of competition. Encouragement, motivation and determination of dreams, goals and ambitions are phenomena that arise and develop in adolescence and are often driven by the interaction and time they spend with each other. This phenomenon is certainly accompanied by a lack of motivation, motivation and ambition in achieving results.

The subject of literature, in some points of its program such as analysis, commented readings, literary conversations, projects and essays requires a kind of aesthetic, artistic, subjective interpretation accompanied by stimulation of emotions in the student so that the subject is assimilated as much as possible good. Does the online teaching of the subject of literature fulfill the role of spiritual and cultural education? This remains to be discussed and seen through the results.

On the other hand, online teaching had the advantage of providing faster and more easily documented information, as well as increasing the space for debate and discussion on certain issues. The student, being away from the eyes of the teacher and other students, removed emotional barriers and became more easily involved in presenting thoughts and ideas. Teaching online can help more critical and creative thinking

During online teaching, more space was left for tasks and independent work, which has sometimes resulted in positive in the formation and acquisition of knowledge and their application. In this way the student also develops additional skills in linguistic and artistic performance.

Through online learning the student expanded his knowledge on the use of computer technology in accomplishing many tasks and in finding and processing information. Computer technology today is becoming a tool and way with ever-increasing function and use for pupils and students.

Recommendation

As noted, the innovations and risks of online teaching are inversely related to each other. The risks presented represent the requirement to define a teaching strategy which can avoid all the shortcomings mentioned above. The first task and request is:

- a motivation system realized by finding new tools, such as slides, reports, videos made by students and starring students.
- strengthening and encouraging discussions and debates so that students can articulate their ideas and be more drawn to the text
- the advantage of argumentative texts and the realization of the essay, not always with a free topic, but based on the teaching topics.
- review of the time defined in the curricula for teaching topics

Finally, let us hope that we return to the teaching in the classrooms because the school is a temple, from the time spent in it one does not only provide a diploma and a list of grades, but a full time, the first stage of full responsibility for oneself, creation and management of human relations, acquaintance with the system of human values and their cultivation.

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THE IMPACT OF TECHNOLOGY ON TEACHING AND LEARNING LITERATURE IN PRE-UNIVERSITY EDUCATION.

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Introduction

The implementation of the competence of learning through digital technology, with the aim of enabling students to become global citizens and to promote innovation, drafted in the new Albanian Pre-University Education Curriculum, has brought innovations in the literature learning methodology in secondary schools. (Korniza Kurrikulare e Arsimit Parauniversitar të Republikës së Shqipërisë, Ministria e Arsimit dhe e Sportit, Tirana, 2014, p.2)

But despite such changes, the reality created as a result of the Covid-19 pandemic confronted the teaching of this subject with the difficult challenge of distance learning or online, in both modalities; whether used as the only method, or as a “mixed” lesson.

To cope with such a situation, the Albanian Ministry of Education first transferred the interactivity with students on the public screen, through the RTSH school program and then, also online, through the online learning platform akademi.al. These solutions served as a way out in conditions of an emergency, while today, after a year of experience, we can say that the transition to a digital school for Albanian education is an inevitable path.

The realization of this qualitative step requires a review of the learning logic itself for the subject of literature, as well as for all other areas of study in school, as well as the necessary changes in curricula and programs, new access to online platforms and technologies that enable them, as well as investments in infrastructure and human capacity.

A valuable example in this regard provide theories and models designed from the experience of countries with an advanced education system such

as Canada, or other European schools, which have several decades using technology in the service of learning, creating models such as that of mixed learning.

Methodology

Through this study article we aim to highlight the challenges facing Albanian education today as well as the impact that the use of technology has specifically on the teaching of literature. Based on these issues, this study aims to answer the question:

- Are the main elements involved in this process properly integrated: the student, the teacher, the technology, the content, and the institution, to meet the challenges in the “mixed” teaching of the literature subject?

To reach to results and conclusions we have used quantitative research in the type of survey. The students that filled in the survey are high school students of three schools who went through the adapted online learning that the country had to follow on the academic year 2020-2021. The survey was given to students from different schools and they had to fill it online so the tools used were technology and social media sharing.

From the matrix analysis and comparison of these data, we will synthesize our results, highlighting the possible shortcomings reflected throughout this process, emphasizing the necessity of changing curricula, traditional teaching practices, the effectiveness of the combination of creative new models and methods that enable active learning of the subject of literature, both in physical classes and those online. Also, we have tried to search for efficient tools to construct an appropriate didactic in the new digital reality. For such a possibility, we will refer to some of the latest models of mixed teaching, reflected in the “Guide to BLENDED LEARNING”, which can be adapted and applied effectively in Albanian schools. (Cleveland-Innes & Wilton, 2018)

In summarizing the recommendations, we will suggest appropriate paths for the adoption and integration of technology as well as the implementation of alternative strategies in literature teaching, as well as areas for further research.

Results and discussion

Distance learning, as a result of the pandemic, faced teachers and students with several problems, among which the most important can be identified: Weaknesses and limitations presented in the current Literacy Curriculum Guide for digital skills development. Examples of their reflection do not extend to the main competencies of the subject and its content. (Udhëzues Kurrikular Lëndor për Gjuhën shqipe dhe Letërsinë, Klasa 10-12, Ministria e Arsimit, Sporteve dhe Rinisë, Insituti i Zhvillimit të Arsimit, Tiranë, 2018, f. 20)

The division of these competencies into thematic units, for example for Migjen's work: "Free verses", proves the existence of a gap between the goals of the curriculum, to prepare creative students who connect the reading of literary works with their lives and skills. targeted at subject analytical programs or tools offered in the learning environment.

Teachers also encountered difficulties in implementing distance learning, especially due to the inability to use technology as a result of insufficient training in the use of technology for didactic purposes (Vlerësimi i Strategjisë së Arsimit Parauniversitar 2014-2020, Raporti përfundimtar, f.6).

Distance learning has also changed the role of students, engaging them in new ways with the elements in the system and making them better manage their study time. This is the key that should be used to develop in students the competence that enables them for life.

Analyzes of observations and questionnaires show that:

- Literary didactics designed for a traditional teaching cannot meet the requirements of the new educational reality, as it lacks the proper approaches for the adoption and integration of technology in the new teaching of literature.
- Lack of a platform of professional standards as well as lack of training complicates the work of teachers.
- The role of institutions in providing strategies and investments in infrastructure and human capacity, to effectively cope with the new educational reality created due to the pandemic should have been at a higher level.
- The offered platforms and literature classes transmitted through the

RTSH school program, did not present an efficient model of teaching built on the basis of technology, which aims to encourage students to think independently and critically.

From the analysis made, it becomes clear that the problems start with the process of designing and planning the literature curriculum and continue with the way of its implementation in schools. Also, the lack of interaction and coherence between educational institutions, elements of curriculum development, course content, support of school learning and teachers, has led to shortcomings in the literary education of students, which can be reflected in their final results and in the final literary test, in the “matura shtetërore” exam.

Conclusion

In the new conditions of facing various unforeseen challenges, even as cohabitants of an ever-increasing globalization, the students of our pre-university school system must be prepared for a more efficient teaching, part of which must be alternating methods digital. This requires an effective cooperation between education structures, teachers, students, throughout a work process, which should include the preparatory stages, both by the school and by the students. Part of this challenge is also the subject of Literature. The Internet age, with its advantages and problems, offers a new approach to the art book: digital reading. The traditional requirement to approach the book physically must be combined with the contemporary ways offered by the internet, so that students are offered enjoyable ways to read and discuss artistic values throughout the lessons. Thus, the digital orientation of a few years ago, experimented with in a few pilot classes across the country, has now become a necessity of the day. The reality of the pandemic proved it harshly and quickly.

Recommendation

How can these time requirements be concretely realized?

Through the interaction of teaching methods with new approaches to online platforms and technologies that enable them. Thus, the use of technology can be turned into one of the daily teaching methods, for example, a comment sheet can be completed with a tablet or computer, a mini-test can

be conducted on a computer, etc.

The list of opportunities offered by computer learning platforms can be supplemented with other spaces through various trainings of digital teaching methodology offered to teachers.

Creation of teaching platforms, such as: Akademi.al, Classroom, Zoom meeting, with their applications, should be in the focus of training of all teachers, in order to use them with full efficiency and integrate students into learning requirements related to assignments, interpretive analysis, commentary, and various subject requirements.

Learning support, in order for students to master the subject content and become proficient, should include problem-solving technology, not only within the lesson, but also beyond it through the organization of forums, online blogs, etc.

Analysis of the needs of students and teachers and the offers in their fulfillment by educational policy makers and service providers of professional development programs constitute a basic direction to realize a technology-oriented education.

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CHALLENGES OF ONLINE LEARNING FOR STUDENTS OF THE FACULTY OF EDUCATION AT THE UNIVERSITY OF ELBASAN. (EMPIRICAL RESEARCH)

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Introduction

The Covid-19 pandemic brought about imbalances around the world. All areas of human life were affected. Teaching was one of the most affected activities. The pandemic affected an estimated 1.6 billion students in more than 190 countries worldwide. School closures affected 94% of students worldwide and 99% of students in middle- and low-income countries. Prior to the pandemic, a classroom was an enclosed space in which the teacher and all students gathered according to specific spatial arrangements, in at the same time, all focused, with a common goal. The classroom was replaced by distance education. Ensuring pedagogical continuity during school closures became a priority for states across the planet. Many of them were digitally oriented, which forced teachers to give their lessons on-line. Distance education, definition: UNESCO defines distance education as “a way of teaching, provided by an institution, which does not involve the physical presence of the teacher responsible for giving it, or in which the teacher is present only at certain times or for specific tasks. In our country the online relocation found universities unprepared, faculty and students faced a new and unfamiliar situation

Methodology

Closing universities initially created panic and stress among many students as well as a host of issues, which this study aims to analyze. The methods used for this purpose are combined, qualitative and quantitative. First, a series of open-ended and closed-ended questionnaires were used, focusing on student life during the pandemic, students’ abilities to adapt

to the new learning format, anxiety and stress experienced, attitudes towards on-line learning, efficiency of this format etc. The distribution of the questionnaires was done through the google forms platform. The questionnaires were distributed electronically to the students of the Faculty of Education Sciences of the University “Aleksandër Xhuvani”, Elbasan. Secondly, a focus group was held on the findings of the first phase and the measures that the Faculty of Education should take to reduce the problems. The study was attended by 75 students. The female was 69 and the male was 6. The average age was 19-23 years. From the data processing that was done with the SPS program, conclusions have been drawn based on which the relevant recommendations have been given.

Results and discussion

In general what can be underlined is that most of the students claimed that the stress caused by online learning has affected learning skills, specifically in time management and procrastination. In addition, they identified a number of problems or challenges, where among the most important were: lack of attention and concentration, reduced motivation to attend lectures to the end, reduced motivation to learn, lack of space and conditions at home, etc. . However, despite the problems, it was noted that the engagement in online learning and emotional support from educators, influenced students not to be so attentive to the pandemic and to have an easier time coping with this difficult period.

Conclusions

- Internet access according to students has been at the average level. About 70% of them attended online learning via mobile phones, which caused difficulties in the progress of the process.
- Over 65% of students complain that they do not have a quiet space in their homes to attend classes.
- According to students, return to their families, limited social life, lack of conditions at home such as limited space, high number of family members, workloads and difficulties of online learning have affected:
 1. Increasing the level of stress and anxiety
 2. Decreased attention and concentration
 3. Decreased motivation to attend lectures and study

4. Lack of personal discipline concretized with mismanagement or procrastination

- Despite the issues raised, it was also noted that the engagement in online learning and emotional support from educators, influenced students to be less attentive to the pandemic and find it easier to cope with this difficult period.

Recommendations

Universities need to create facilities that can successfully respond to the needs of students in difficult times.

Creating crisis management plans by universities is necessary and important to keep students safe, both during and after the crisis, giving them the opportunity to intervene more effectively to manage the crisis itself.

Universities should focus on improving online learning, integrating technology into the learning environment and contributing to the ongoing training of academic staff in order to increase the quality of learning, innovative approaches that aim to motivate and stimulate learning.

Creating plans for crisis management by universities is necessary and important for them. Universities should also provide equal access for all by organizing training courses to help students' needs.

Emotional and mental support is also a very important factor for the protection of students, during and after a crisis.

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STUDENT MOTIVATION AND PERFORMANCE DURING DISTANCE LEARNING IN THE PANDEMIC SITUATION (comparative study)

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Introduction

Pandemic has strongly impacted learning mode in higher education. Many university students in Albania and all around the world in the last one year are through these conditions. As online learning has become the new normality, there are some challenges that students face in learning online. Finding the motivation to attend classes and study outside the traditional auditorium environment is a daunting task. In addition being considered a powerful and essential component of education by itself, motivation is also associated with other major factors involved with learning. Among these factors are self-regulation (Mega, Ronconi, & De Beni, 2014), metacognition (Zepeda, Hlutkowski, A, & Nokes-Malak, 2018) and persistence (Fowler, 2018).

Social cognitive theory is a psychological theory which explains learning and behavior as it occurs within the social context. Though there are a large number of researchers operating within the social cognitive theory framework, Albert Bandura is its primary proponent (Schunk & Usher, 2012). Self-regulation refers to individuals' abilities to monitor and modify their current behaviors, as well as mental, physical, and emotional state. Bandura defined three elements of self-regulation: self-observation, self-judgment, and self-reaction (Bandura, 1986). Self-observation is the act of monitoring one's self.

Outcome expectations are internal representations of the consequences of actions that are formed through personal and vicarious experiences (Bandura, 1986).

Goal orientation refers to the types of goals that motivate students in particular, the direction from which those goals originate. There are two general types of goals: intrinsic goals and extrinsic goals (Vansteenkiste, Niemiec, & Soenens, 2010). Intrinsic goals are those that originate from within the individual. Goals that fall under this category include satisfaction, mastery, and the pleasure derived from simply being engaged in an activity. Intrinsic goals are often referred to as mastery goals. Extrinsic goals are those goals that originate from outside the individual. Examples of extrinsic goals include money, social recognition, grades, and avoidance of punishment. Extrinsic goals often take the form of rewards and are sometimes referred to as performance goals. Generally, it is believed that intrinsic goals are more productive than extrinsic goals (Ryan & L.Deci, 2000).

Methodology

University auditoriums, social academic environment even so the actors that significantly influence the creation of a suitable climate for the effective realization of the educational process. Factors such as: the relationship between academic staff and students, between students themselves, attitudes, behaviors, strategies and techniques used during the teaching process affect student motivation.

The purpose of the study was to identify challenges related to student motivation during online learning. The data sources used to achieve the objectives of the study include: research of basic theories on the learning process and the role of motivation; research studies on motivation; an analysis based on the students' opinion on the impact of motivation on the education process during online learning. Mixed methods were used to achieve the goal of this study.

In social sciences studies, mixed methods ask complex questions which require that the study subjects have to be engaged (Bazeley, 2017). Mixed methods research is “research in which the researcher collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry”. This approach has the potential to allow the researcher to collect two sets of data (Rutberg, 2018). Recently, mixed methods are

being used in different fields of study (Poth, 2018). The purpose is to collect data to provide a meaningful understanding of the phenomena in the study. The proper coding of the collected data is also of main importance (Saldaña, 2021).

The selection of the sample data was intentional and includes 100 students of two study cycles, bachelor and master, in Faculty of Educational Science. Semi-structured interviews and focus group interviews were used as a measuring instrument. The interviews were conducted online in the form of Google forms and focus group interviews on the Moodle platform during the period February - April 2021. This created the possibility of collecting primary data, taking students' opinions, sharing opinions and feelings on motivation during online learning, also allowed the possibility of data comparison.

Results and discussions

Quantitative and qualitative analysis of the data in the study, based in the indicator parameters helped to identify problems. The sample categories included in the study were related to each other and allowed the comparability of quantitative and qualitative data. Regarding the desire to attend online learning, which means the motivation of students of both cycles, the findings show that students of the master cycle have about 20% higher motivation. They think they are driven by their goals in professional achievement. Expectations of results that consist of fulfilling their inner goals make them aware of expectations. Moreover, resistance to expectation of results is related to motivation. They claim to have goal-oriented goals.

We also find a higher level of about 20% of the meaning of the content in the master cycle. This relates to the experience that students have accumulated in their field. Knowledge is already combined with habits and skills that are developed in daily work practice. Life purpose orientation is influenced by the types of goals that motivate students. Professional achievement as an internal goal and entering the labor market is seen by master students as a sustainable motivation.

In terms of the quality of the explanation it is perceived and evaluated by students of both cycles at the same level. Students state that the increased

meaning is attributed to the interactive techniques and methods that the course professors have used. This has influenced the growth of internal goals that include the satisfaction of mastering concepts and knowledge. One of the findings of the study is the comparison between concentration and motivation. This is closely related to self-regulation that refers to individuals' abilities to monitor and modify their current behaviors. Bandura in his theory of social cognition explains learning and behavior as it occurs within a given social context (Bandura, 1986). How capable students are, compared to moving from one study cycle to another to monitor and modify their current behaviors, as well as mental, physical and emotional state, in function of learning. How motivation affects concentration and on the other hand concentration nourishes and increases student motivation. The revocation of status "unqualified" (NC) due to overcoming the absence, did not significantly affect the master's students. The study finds an inverted ratio for bachelor students, during the pandemic period in online learning. This leads us to judge that there is an increasing balance towards inner goals. Bachelor students turn out to demand stronger rewards (or punishments) to keep them engaged throughout the learning process. Removal of the NC penalty may result in demotivation. External motivation often takes the form of rewards and refers to performance which takes expression in the presentation of teaching assignments in the form of initial research around an argument of group discussion. When this turns into a continuous form of faculty-student communication, it fosters intrinsic motivation.

Regarding the way of conducting the exam, the students express to an extent of 76-100% that they prefer to conduct it in the auditorium, arguing that in such a way they avoid technical problems: internet interruption, mobile phone not supporting certain apps, limited time to write on mobile phone; subjective evaluation and being more focused. As a result, many educators find themselves in the midst of a paradigm which has them pressured on one side by the responsibility of providing quality of education and on the other hand by the technological expectations of both students and society.

Conclusions

The students wait willingly online learning as the only way to realize the meaning of subject as well as to achieve individual goals.

The use of interactive techniques by lecturer, enhance the interest and makes the students motivated.

Involvement of students in incipient scientific research in course assignments increases their interest and participation.

The revocation of NC status has no significant impact on participation in second cycle.

Low concentration of students due to environmental stimuli when they operate online.

Recommendations

Contextualizing the information using examples to show students why their performance and understanding of the content is valuable beyond the learning experience.

Active learning techniques give students the opportunity to engage with their academic growth, development and performance.

Giving regular comments. feedback, both in the form of praise and constructive criticism, will motivate students to improve their knowledge and skills.

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GENDER MAINSTREAMING IN BASIC EDUCATION CURRICULUM IN ALBANIA

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Introduction

The curriculum plays a crucial role in the education of individuals. If the curriculum reproduces gender inequalities in the public and private spheres and maintains regimes with male hegemony nationally and globally, then education fails to achieve its life-changing goal (Arnot, 2002). Curriculum theorists, such as Goodson, state that the curriculum contains forces that are both stabilizing or destabilizing; thus, the curriculum has empowering and disempowering potential for both women and men (1997). When the curriculum conveys gender balanced education, all the boys and girls who study in schools are exposed to a fair and standard model of daily behaviors and practices. In this way, children are motivated to choose to incorporate these patterns into their lives without perpetuating previous gender stereotypes they encounter at school, in family or social settings.

If we want a democratic society to function correctly, its citizens need to be sufficiently educated to support this democracy through their actions as informed and concerned citizens for the best of their nation as well as the region or the whole globe. Especially in the twenty-first century, where local and global challenges are intertwined, all democratic governments in the world are aware of the fact that in order to have a well-functioning democracy, citizens must be equipped with the right skills and competencies to be active citizens. In this global context, two major issues that arise are as follows: 1. identifying the key competencies required for active youth citizenship in the Europe of the future. 2. Translating these competencies in school activities in the form of curricular and pedagogical strategies (Print & Lange, 2012, p. 1). Implementing these two issues remains a concern for all democratic states as well as educational, cultural and political institutions which interact to achieve these common global goals.

Methodology

This study was carried out as a desk-review. It starts by describing the curriculum as a major concept in education and it analyzes its significance in the education of citizens in a democratic society. Next, the literature review and document sampling in this research dwell on the curricular framework of the basic education in the Republic of Albania. This desk-review merges the gender perspective and civic education as intertwining concepts in present-day education. Also, this desk review presents some practical ideas for dealing with gender biases in the basic education curricula, as adapted from Myra and David Sadker, as well as Karen Zittleman.

Results and discussion

“The term pedagogy refers to teaching processes and refers to interactions between teachers, students, knowledge and the learning environment” (Marsh, 2009, p. 260). In order to achieve full gender mainstreaming in the curriculum, all concepts of inequality need to be challenged, not just that of gender inequality. As bell hooks (Gloria Jean Watkins) explains her concept of feminist pedagogy, visionary teachers know that democratic education cannot be confined to the classroom; on the contrary, the pedagogy of bell hooks responds to the specific situations of each group of students, and according to it education occurs not only within the classroom, but everywhere people are. To reach this conclusion, Hooks was influenced by Paulo Freire’s concept of pedagogy and self-criticism. Critical pedagogy, as we find it explained by Paulo Freire (1992), involves questions that need to be raised by both teachers and students regarding dominant situations in society, questions from which both parties in teaching need to start to challenge practices together, situations and beliefs that enable the recurrence of inequalities and social oppression. The empowering element of pedagogy becomes present in the moment it challenges inequalities.

The gender perspective in education is briefly mentioned in three cases within one of the main documents of basic education in Albania: the curriculum framework. Firstly, gender equality is implied in the context of learning outcomes at the end of upper secondary education, under the

competence of citizenship. This reference includes gender equality within the values and principles of human rights to be promoted and demonstrated in everyday life, which also includes respect for personal dignity as well as the avoidance of prejudice and discrimination of all kinds (MAS, 2014, p. 20). Secondly, gender equality is mentioned within the practices of evaluation and impartiality as two basic principles in education. According to the curriculum framework, “impartial assessment means the assessment of a learning outcome, without being influenced by the characteristics and circumstances of each student, including: gender, ethnicity, language, race, economic and social circumstances, location, and personality, talent, disabilities, etc.” (MAS, 2014, p. 46). Thirdly, the gender aspect is presented as “gender issues” in the form of major cross-curricular topics along with other topics such as national identity, active citizenship, safety and mental and physical health, sustainable development, etc. (MAS, 2014, p. 56). The context in which the gender perspective is present within the curriculum framework reinforces the thesis that the integration of the gender perspective in education is a necessity in achieving active citizenship among boys and girls. However, gender equality policies in the Albanian education system need more systematic and holistic approaches in order to tackle the gender bias in the curriculum.

Myra and David Sadker, as well as Karen Zittleman, have identified seven forms of gender bias encountered in teaching materials in the United States and introduced some practical ideas for dealing with curricular bias in education. These seven forms in a synthesized form include Invisibility, Stereotyping, Bias, Lack of Reality, Fragmentation and Isolation, Language Bias, and Cosmetic Bias (Sadker et al., 2009 p, 144-145). To achieve the identification of these forms it is necessary to read the texts critically and these ideas to avoid gender bias can also be applied in the Albanian curriculum.

Conclusion

In conclusion, the formal curriculum is as much a gender issue as are teacher-student interactions or their ways of socializing with each other. The topic of gender issues in the classroom cannot be simplified by criticizing the prevailing stereotypes. The depth of these issues tells us more about the

layered effects of curriculum and pedagogy on perpetuating belief systems that consider women less important and men's achievements or voices as dominant. For both men and women, transformations in curriculum and pedagogy that value the contributions - formal and informal - of women and men provide assurance of an excellent education that would not exist without the opportunities offered for gender justice.

Recommendations

Gender mainstreaming in the basic education curriculum encompasses a number of learning environments and reinforces the importance that schools have in the formation of citizens, starting with knowledge acquisition and exercising it in the practices of democratic life, as preparation for girls and boys for their lives in the future. Planning to include gender mainstreaming in all the aspects of the curriculum, followed by specific guidelines and policies, may enhance gender equity in education in Albania.

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SCHOOL-UNIVERSITY PARTNERSHIP AS AN IMPORTANT FACTOR IN STUDENT TEACHER PREPARATION

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Introduction

With the recognition of teaching as a profession, all teachers require specialized training in order to develop the knowledge and competencies needed to practice teaching. Education faculties are the main institutions that design and develop programs for the preparation of future teachers. Professional teaching practice creates the environment and opportunities for the student who prepares to become a teacher to observe experienced teachers and develop professional competencies in the field of teaching, planning, classroom management, organizing learning activities for students, etc. The professional learning of students to become teachers takes place in two very different contexts – which are the university and schools, in which they develop professional practices. Partnerships between schools and higher education institutions are about the opportunities for student teachers to participate in professional practice and at the same time acquire the knowledge, skills and values needed to become qualified teachers. Such agreements naturally raise questions about the relationship between the two contexts. Do university and school staffs create an effective partnership in ensuring student progress, or is there confusion? The relationship between universities and schools during the period of professional practice is not regulated through any regulatory document and the supervision of the practice and its evaluation is associated with many problems. The mentoring system for professional practice is weak and almost does not work (Haxhiymeri E., Mita N., 2014). It is noted that there is recognition of the need to clarify new concepts and skills required

to prepare mentors for their responsibilities in supporting student learning and assessment. Universities need to review agreements with schools, addressing the elements and factors that enable this partnership.

Methodology

This study is conducted in the framework of collaborative research, which offers actors the opportunity to understand what is at the center of their action in a given perspective, (Lave & Wenger, 1991; Mottier Lopez, 2008).

We have highlighted the components that are the basis of the collaborative research project, initially starting from the traces left by the actors throughout the process, especially in the form of debates related to accompaniment, provisional concept maps, attitudes that have to do with the role as a companion. Subsequently, we conducted a focus group to obtain information on the path taken and the conditions that defined the engagement and the problems identified. To help assess the attitudes and behaviors of key actors and factors influencing the partnership between school and faculty we have used the mixed research method. Respondents from school and university were asked to provide their views on issues related to roles and activities, partnership between schools and the university, as well as monitoring teachers' needs for continuous professional development, through semi-structured interviews with school leaders, accompanying pedagogues (university tutors), mentor teachers and intern students. The sample of this study were 3 school leaders, 25 mentor teachers, 3 supervising pedagogues and 67 intern students who participated in the 5-week professional internship.

We used the Adult Mentoring Principles Degree Instrument (Cohen, 1995a, 1998), with its Likert scale responses. The validity and reliability of this instrument has been previously proven and reported in the literature (Cohen, 1995a). Students were asked to comment on the roles and activities of the university tutors and mentor teachers with whom they collaborated in their placements, as well as their perceptions of the experience during observation, teaching, feedback, and evaluation.

Results and discussion

The collected data presented us with perceptions on the roles of school and university in the development of professional practices. During the interviews, school and university staffs were asked how they felt about the functioning of the partnership between the schools and the university. Respondents listed their perceptions on partnership in several descriptive dimensions. The results from the questionnaires showed that both school and university staff tend to be positive about the partnership in general, with only a small minority (9%) of school staff judging the partnership to be unsatisfactory. However, school staff tends to be less positive. Some school staffs were unsure or disagreed with the description of the partnership as “close” (56%) or “deep” (59%). On the other hand, school respondents judged that the partnership was continuous and regular (79%), suggesting that positive perceptions of partnership accompany the informal relationships that in many cases have developed between school and university staff over a period of years.

During the interviews, one leader identified the relationship with the teachers as a positive feature of the partnership, another characterized the relationship with the university as “a little too far” and another felt “a little far”. The views of mentor teachers varied greatly. One had experienced excellent cooperation, while another “did not have much partnership”. One teacher interviewed stressed that she did not see herself as a role model or mentor because “the relationship was not so formal.” Two teachers highlighted the time constraints in developing the partnership beyond friendly attitudes, as well as the lack of financial evaluation, in relation to the extra time required to mentor trainee students.

Among the university staff, the tutors interviewed were generally positive about the partnership, emphasizing that it operates in good faith. Another stressed the importance of the school principal in disseminating information, the range of relationships that exist, and the fact that problems tend to arise when schools are not regularly used for placement. The importance of an enthusiastic leader, of goodwill, and of relationships built over time was repeatedly emphasized.

Students were not asked directly about the partnership, but about the perception about the mentoring role of the mentor teacher. They chose

the words support, guidance, guidance, and facilitator. Students felt that attempts had been made to link school and faculty, particularly by course tutors, but reported that these links faded as the course continued. Our research shows that partnerships are based on goodwill and relationships built over time between university and school staff. However, school staff usually has only a poor understanding of the overall direction of the program and they are unsure of how best to fulfill their role in this setting. As a result, students find it difficult to integrate school and university experiences and the quality of placement is very uneven.

Conclusions

There is considerable space for improvement in the partnership between schools and the university. We identify the space for the development of mentoring skills among teachers and argue that current developments in education mean that this is a good time to start strengthening the links between the school and the university components of the teacher training programs that bring school and university staff together. The role of the tutor has the potential to contribute greatly to this process by providing a link between the university and the school for ideas about teaching theory and practice.

Recommendation

Close communication and cooperation between actors are an important factor in the process of preparing and training future teachers. There is no national agreement on the level of achievement of students preparing for teachers. Based on this, it is necessary to draft and unify the professional standards of preparation of intern students. Ensuring the quality of teacher training through topics closely related to the areas and specifics of mentoring is another important step in this partnership. The contribution of mentors should ensure a faculty-school partnership in at least the following areas: training of trainee students, development of school curricula and continuous teacher training.

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COPING WITH COVID-19, ANXIETY AND CHALLENGES IN ADOLESCENTS

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Introduction

The pandemic (COVID-19) has become an international public health emergency, posing continuous threats to lives and healthcare systems worldwide. Numerous studies have found that COVID-19 and its relevant control measures bring enormous psychological impacts on the general populations in different countries (e.g., stress, depression, and anxiety) (Jones, Mitra, & Bhuiyan, 2021). Specifically, anxiety is a multifaceted phenomenon, consisting of distressing emotions, physiological arousal and associated bodily sensations, thoughts and images of danger and avoidance and other defensive behaviors. The phenomenon is experienced on an occasional basis by many people in daily life. Health anxiety is a crucial issue, and both increases and decreases can result in problems (Özdin, & Bayrak Özdin, 2020).

Adolescents are a target group at risk of being affected by the impact of the pandemic on experiencing anxiety levels (Orgilés, Espada... & co 2021). Studies report that mental health and the experience of anxiety more specifically in the period of the pandemic, are more likely to develop in adolescents with higher intensity compared to other ages, mainly in girls aged 16 - 24 years. Therefore, understanding risk and protection factors during the pandemic at this age are essential to prevent adolescents from experiencing anxiety symptoms (Porter, Favara, & Stein, 2021).

Similarly, researchers point out that distance learning along with physical distance, coupled with the fear of being affected by Covid-19, can present adolescents with several challenges. These challenges can be related to the difficulties of staying away from peers, decreased physical activity, sleep problems, unhealthy food diets, spending time on technological tools, breaking the routine, or obsessive-compulsive behavior (Kapetanovic, Gurdal, Ander, & Sorbring, 2021).

The current study aims to measure the experience of anxiety levels during the pandemic period by adolescents, as well as to identify the challenges they faced to lead monitoring or developing future interventions for this important phenomenon in adolescent functioning.

Methodology

Study design. To conduct this study, a mixed methodology was used to collect significant data. The mixed methodology collects and analyzes numerical and narrative data, integrating these findings and drawing conclusions using qualitative and quantitative methods in a single study (Doyle, Brady & Byrne, 2009).

Sample. The sample of this study is adolescents of public high schools. Respectively the sample number consists of 263 students, of which 143 girls and 120 boys. The age of the selected sample varies from 14 to 18 years.

Measures. This study was divided into two application phases. In the first phase, the Beck Anxiety Inventory (BAI) 1988, a standardized self-report instrument, was used to collect quantitative data, to measure the experience of anxiety levels in adolescents, which was applied online. This questionnaire was completed voluntarily, for 15 days, during April 2020. While in the second phase a semi-structured interview was administered, which focused on identifying the challenges faced by these adolescents in the lockdown period, is administered in 4 focus groups constructed with these adolescents, to analyze the results of the data collected in the first phase.

Ethics statement. The procedures were clearly explained and the participants could quit from the study at any point without explaining their reasons for doing so.

This study has 2 research objectives:

- **Objective 1:** To explore the link between anxiety levels during COVID - 19
- **Objective 2:** To identify the challenges that adolescents faced in the lockdown period.

Data Analysis

The data collected during the first phase were submitted to their analysis

phase, starting with coding, data cleansing, and potential sample losses. To understand the relationship between anxiety experience levels and Covid-19, the data were entered in the Social Science Statistical Package (SPSS), version 26. For qualitative focus group analysis, the Weft-QDA program was used, where the data collected from the semi-structured interview, are initially transcribed, the main topics are identified through categorization, and then the data are submitted to the analysis process.

Results and Discussions

Objective 1: *To explore the link between anxiety levels during COVID - 19*

From the data analysis, it was noted that 71% of adolescents reported experiencing high levels of anxiety, 25% of them reported moderate levels of anxiety, and 4% of adolescents reported low levels of anxiety. Also, girls reported more severe symptoms of anxiety levels, respectively 62% of the sample, compared to boys.

Girls reported higher levels in terms of inability to calm down (90%), frequent heartbeats (72%), body tremors and insecurity (55%), fear of death (82%), and fear of losing control (46%). While boys reported the most about frequent heartbeats (42%), nervousness (51%) and difficulty breathing (30%).

Objective 2: *To identify the challenges that adolescents faced in the lockdown period.*

The results of qualitative data collected from the study showed some challenges during the pandemic period, which have influenced the increase of anxiety experience in adolescents at this time. Adolescents reported that they were constantly anxious about their loved ones, had difficulty managing time, had a strong desire to return to school, and decreased concentration and motivation to engage in favorite activities compared to the pre-pandemic period, accompanied by thoughts ongoing issues related to personal hygiene and the environment. Fear, insecurity, and hypervigilance about the possibility of infection with COVID - 19 were persistent and lack of association with peers was present.

The following table describes the main topics by illustrating them with citations.

Table 1: Challenges of adolescents in the pandemic period

Main topics	Citations
Constant concern for loved ones	<i>‘... I actually worry more about my parents and little sister than I do about myself. The parents are elderly, they also have chronic diseases and I do not know how much they can cope with the situation... while I do not want anything bad to happen to my sister in the world... ‘ (#S5, 14 years)</i>
Difficulty in time management	<i>‘... My day is wasted...I can’t understand where time starts and ends for me... because I’m at home, I procrastinate the things I have to do and I have difficulty meeting the deadline. This fact makes me anxious! ‘ (#S.12, 18 years)</i>
Desire to go back to school	<i>‘I can’t wait to go back to school. This is an uncomfortable situation. I dream constantly as if I am learning in class. I miss school a lot ‘. (#S.1, 15 years)</i>
Decreased concentration and motivation for favorite activities	<i>‘I really like to paint and write poetry, but these days I find it very difficult to concentrate, find the calmness and create something. I feel distracted!’ (#S.6, 15 years)</i>
Take care of personal and environmental hygiene	<i>‘... We are becoming obsessed! I check constantly for masks, gloves, and alcohol. When I go out, I disinfect myself from head to toe and I am ready to go into the washing machine myself with my clothes’’. (#S8, 17 yeas)</i>
Lack of peers	<i>‘... I miss talking and hugging with friends. Times when we were quiet talking and enjoying the moments without fear ‘ (# S.10, 16 years)</i>

Conclusions

The data of this study support the fact that the period of the pandemic caused by Covid - 19 has led to the experience of high levels of anxiety in

adolescents, thus affecting their emotional state. The findings show that it is girls who report data on the highest severity of symptoms, compared to boys, precisely in dimensions such as fear, insecurity, frequent heartbeats, and inability to calm down.

Also, the challenges that these teenagers faced during the pandemic were related to worries about loved ones, decreased motivation and desire for favorite activities, or a strong focus on hygiene.

Recommendations

Based on the results obtained from this study, some recommendations have been made to be considered:

- Helping adolescents become aware of the importance of communicating with themselves and the consequences of experiencing anxiety levels for a long time
- Teaching the adolescents some techniques and strategies to manage anxiety and its symptoms appropriately.
- Realizing not only measurements of the current situation, but also to build work plans and effective strategies to contribute to the improvement of the phenomenon in later studies

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PLANNING THE “LEARNING SITUATION”

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Introduction

Planning is an important process of curriculum implementation, which enables the teacher to be creative and flexible in the teaching process (IZHA, 2018, p. 12). There are several types of planning that teachers perform in competency-based teaching (annual planning, planning for each period and daily planning) (IZHA, 2018, p. 12) and they are prepared according to defined formats (Group of authors, p. 62). Competency-based lesson plan formats consist of a series of sections, some of which are new to teachers.

“Learning situation” is one of the new sections in the lesson plan format according to periods and in the teacher’s daily lesson plan format. Curriculum Development Guidelines (IZHA, 2014) provide recommendations on what this section should contain in each of the plans.

The learning situation is not just a new section of plan formats, it is a concept of teaching and learning that needs to be recognized and implemented by teachers. Berns and Erickson (2001) defined contextual learning and teaching as the concept of teaching and learning that helps teachers relate subject matter to real-world situations and students relate their knowledge and applications to everyday life (IZHA, 2014, p. 46). Johnson (2002) defined contextual learning and teaching as an educational process that helps students understand the essence of academic subjects in the context of their daily lives, i.e. in the context of their personal, social and cultural circumstances (IZHA, 2014, p. 46).

The aim of this study is to analyze the process of planning the learning situation by teachers of pre-university education.

This study answers these research questions:

What is the concept of teachers about the “learning situation”, its role and function in teaching?

How do teachers plan the learning situation, in the period plan and in the

daily lesson plan?

What changes in learning situations do teachers make from the period plan to the daily lesson plan?

Methodology

Combined research methods were applied to conduct the study.

Participants

The *population* that served for the selection of the sample of this study were the teachers of pre-university education of the districts of Elbasan, Korça, Lushnja and Librazhd. The *study sample* was 48 teachers of all three levels of pre-university education (primary education-PE, lower secondary education-LSE, upper secondary education-USE).

Study instruments

Through *focus groups* and *content analysis* it was intended to obtain the attitude of teachers regarding the planning of the learning situation. Both of these tools were used online through the Microsoft Teams platform.

Focus group

The focus group enabled the collection of information which reflected the direct experience of teachers, regarding the planning of the learning situation. The teachers were contacted in advance, they were introduced to the aim of the study and were asked to participate in online focus groups. Each focus group consisted of 7-9 teachers. Six *focus groups* with teachers were used to achieve the aim of the study. The duration of focus group discussions ranged from 30-35 minutes. Meetings were recorded in each focus group, an aspect that had been agreed upon in advance with the teachers.

Content analysis

For the purpose of the study, the content analysis of two types of plans was performed: period lesson plans and daily lesson plans. These documents were requested from the teachers and were held electronically.

Results and discussion

Regarding the research question: *What is the concept of teachers about the learning situation, its role and its function in teaching?*

Teachers confirm that there are several sources through which they are

familiarized with the concept/term “Learning situation”. As such they list: Curriculum Development Guide, subject programs, teacher circle meetings and trainings. According to teachers, situational learning refers to the fact that learning must be placed in a particular context and take place within a particular social and physical environment. During the discussion the teachers gave real examples of how they accomplished this in their teaching. Learning with situations, the teachers emphasized, enables students to learn through socialization, visualization, listening, reasoning, reflection and imitation, and enables students to participate in tasks that are similar to real-world applications. The improvement of learning by motivating students and creating a rich learning context was identified as the main goal of learning with situations by all teachers. Teaching is placed in authentic contexts that help students learn from real experience. Teachers often turn the classroom environment into an environment where students feel at home, which helps them function better. They claim that this method has a significant impact on learning skills. Through learning situations, students are able to develop skills and use them. In the process of learning with situations, teachers become facilitators and guides, which are their main roles. Learning with situations also enables the high-scale use of technology.

Teachers’ dilemmas in situation planning are related to how understandable and important they are for students, how they can be conveyed in the lesson, so that students develop the competencies to handle life situations. Regarding the research question: *How do teachers plan the learning situation, in the period plan and in the daily lesson plan?*

Based on their experience, the teachers stated that in the *teaching plan according to periods* they put the learning situations that they anticipate to realize during the period, which they change and supplement throughout the course development. They specified that Learning Situations may belong to one or several learning topics, just as there may be learning topics for which they do not plan learning situations.

In the *Daily Lesson Plan*, teachers indicated that they briefly write the topic of the learning situation, if they have planned a situation. If you do not plan a situation on that topic, they do not write anything in this section. Regarding the research question: *What changes in learning situations do*

teachers make from the period plan to the daily lesson plan?

In order to identify the changes of learning situations between the plan according to periods and the daily lesson plan, the lesson plans of periods I and II and the daily lesson plans of the same periods in primary education, in lower secondary education and in upper secondary education in the same subject (Specifically: Mathematics III Curriculum, Mathematics VII, Mathematics XI) were observed and analyzed. In the period plans it was evidenced that 86.91% of the teaching hours in the three levels of education provide LS and 13.07% do not provide LS. Topics without LS generally belong to the periods of repetition or evaluation. 59.26% of LSs belong to a teaching topic; 23.22% of LSs belong to several teaching topics and 32.24% of teaching topics provide the same LSs. 14.33% of the LSs provided in the period plan are changed by the teachers in the daily lesson plan. These changes consist of making these situations even more specific than anticipated in the period plan.

Conclusions

The results of the study showed that teachers have a clear concept of the “Learning situation”, its role and function in teaching. In the planning according to periods, the teachers generally use the learning situations recommended in the curricular documents, while in the daily lesson plan they also plan other situations, constructed/conceived by them. In the attitudes about the “Learning situation” among teachers of different qualification categories it was noted that master teachers are more flexible than qualified teachers and specialist teachers.

The dilemmas that teachers have in defining learning situations are not only related to the degree of clarity of their description, but also how understandable and important they are for students, how they can be conveyed in the lesson, so that students develop competencies to handle life situations.

Recommendations

For policymakers:

- Update the recommendations in the curriculum guides for more effective learning situations.

For DAR/ZA, school directories, teacher circles:

- Organize trainings dedicated to LS, in order to enrich the repertoire of

teachers with learning situations.

For teachers:

- Increase the level of clarity in describing learning situations.
- Plan more diverse, more specific and important learning situations for students.
- Expand their LS repertoire through a variety of sources, focusing more on individual study.
- Plan more learning situations using technology.

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Plani mësimor i periudhës Matematikë VII

Plani mësimor i periudhës Matematikë XI

Plane të mësimëve ditore Matematikë III

Plane të mësimëve ditore Matematikë VII

Plane të mësimëve ditore Matematikë IX

THE PROBLEMS AND CHALLENGES OF THE ALBANIAN EDUCATION SYSTEM. THE PHENOMENON OF DROPPING OUT OF SCHOOL – SOLUTIONS AND FUTURE PERSPECTIVES.

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Introduction

Society, family and school play a major role in the formation and socialization of children and young people. Their activity is interdependent. In the transition period in Albania, society, family and school were involved in a process of change. This process has been accompanied by a number of phenomena, one of which is “school dropout”.

Educational legislation sets the age and duration of education. Education begins at age 6 in most countries in the world. At least, the first 9-10 years of children and youngsters’ lives are spent in school, which makes up one of the main institutions of socialization which greatly affect childhood and youth’s phase. Children must adapt to school structure and achieve high results. Family and personal conditions are basic for the fulfillment of these requirements. If one of the conditions lacks the development of their personality and the ability to achieve high results are badly affected. The majority of students are able to achieve the required school results, but a considerable number of students face problems with their daily school life. These children and youngsters are forced to find alternative solutions to their problems. This often leads to school abandonment.

There is no single cause for school abandonment. Interruption and school abandonment are known as conditioning interactive structure, which means that different factors interact. In particular cases the tendencies to drop out of school are reduced to one biographical, school and social aspect.

Based on the Albania school context, this paper aims to point out the factors that affect school abandonment and the consequences concerning

this phenomenon.

This research aims to contextualize, understand and deeply analyze dropout phenomenon and its effects in children socializing. The purpose is to find out how children perceive school dropout, how they interpret situations and what their perspectives for school and socializing are.

Based on the literature review related to school dropout in different countries, it is noticed that most researches have been correlative and longitudinal; some of them have been assertive programs to prevent school dropout. These research experiences are new for Albania. Reviewing the research reports done by the foreign and local organizations based in Albania, we have noticed that this research does not go deep to the correlative factors, causes and long term influence of school dropout.

This study answers these research questions:

- What are the reasons and reasons that force students to drop out of school?
- Do schools implement special mechanisms for dealing with the phenomenon of dropout?
- What is the internal legal context on which our country is moving in this area? How effective is the legislation and its implementation in relation to the phenomenon of school dropout in Albania?
- Apart from state institutions, what other institutions are involved in avoiding this phenomenon?
- What strategies do these institutions offer to solve this problem?
- Is there cooperation between institutions in taking various preventive measures, interventions, etc.?
- How can the findings and ideas of this research be communicated and discussed with stakeholders so that it can help and support them in solving this problem?

Research methodology

It is a qualitative research and it is based on these methods: case study, interview, focus group, content analyses.

Research was localized in the district of Elbasan, Central Albania.

As the research is of the qualitative type, the sample was chosen purposely. Research sample was composed by 40 students, 20 from the elementary

schools and 20 from the secondary schools. The sample represents the following cases: extreme or deviant; cases that represent the phenomenon deeply, and typical cases.

Identification of the factors that cause the drop out phenomenon makes possible to act in the appropriate way to prevent this phenomenon. The research was focuses in analyzing the family factors as: economical status, family structure, parents' education, parents' employment status; school factors, as: school climate, teacher-student relationship, teaching methods, student assessment, student progress, class attendance, student motivation.

Findings and recommendations

Research found that two main factors that support drop out are: family conditions and quality of the education service offered by the school. Most children drop out the school as they are obliged to work to help their families that are poor. In the second place there are listed school factors. School does not offer effective services, so it does not help children to fulfill their aims. School should not be considered only as a social institution for getting knowledge, training and developing skills, which are necessary for the future of children, but it should also contribute in individual children development, to help them to cope with social life, with social problems, to become responsible citizens. Only in this way, the school is not considered as a "strange" institution whose functions and tasks are accepted and applied from youngsters in a distance way and obliged discipline. In the third place are ranges the personal factors that are related to student motivation, self-esteem, learning interest and learning style.

Research recommends psycho-social services as one of the ways to help students to cope with the drop out phenomenon. Psycho-social service should assist to children to solve learning, behavior and social problems.

A number of programs and projects are recommended as effective to the dropout prevention and dealing with school dropout problem, such as:

- advising youngsters in education and profession;

- special school projects for youngsters who drop out the school;
- illiterate projects;
- girls projects;
- street children projects;
- school reintegration projects.

Strategies should be planned and steps should be taken in order to avoid school dropout. They should be long term and permanent, otherwise they will not reach the desired effect. They lose the action and effect if they are not applied during the whole year.

The current research demonstrates that it is possible to identify the factors that cause dropout phenomenon, that it is possible to prevent school dropouts, but there is a need for an effective partnership among family, school and society.

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MINIMUM LIVING STANDARD, SOCIAL PROTECTION POLICIES AND POVERTY IN ALBANIA

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Introduction

One of the principles of the United Nations Agenda 2030 is to progress towards the Sustainable Development Goals, paying particular attention to poor individuals and families. The Albanian Government, in this context and in accordance with the National Strategy for Development and Integration 2015-2020 and the Political Document for Social Inclusion 2016-2020, has launched a reform of the social protection system by investing in the drafting of a new legislation in this field. and building mechanisms to ensure an effective social protection system.

The purpose of this article is to make an assessment of the social situation in terms of the situation of non-determination of the subsistence minimum as a definition and as a basis not only for Economic Assistance, but also for other policies in support of poor individuals and families in Albania. The need for this assessment is current, especially in the conditions of a deep reform in the social protection system that the Government of Albania has undertaken. Based on the report's findings, recommendations will be provided for changing or improving the Economic Assistance policy, based on the subsistence level.

Methodology

The methodology used for this article consists of:

- i) Review of political and legal documents for social protection and especially NE. Furthermore, exploring studies, reports, academic literature on social protection systems in Europe, the Western Balkans and Albania. The legal analysis also included a review of the case law of the Court of Human Rights (Strasbourg) on matters of interest.
- ii) Quantitative analysis of available data from databases The method used in this study to calculate the Living Minimum in Albania is what is known

as the Absolute Poverty Method. According to this method are calculated: food poverty line, and non-food poverty line. Both of these poverty lines were calculated as the cost of basic food and non-food needs. The sum of the monetary values of these two poverty lines gives us the Living Minimum.

iii) Interviews with social protection policy researchers in Albania, who can provide a historical perspective of the social protection system in Albania and an assessment of their effectiveness.

Results and Discussions

Reform on Social Protection Policy in Albania

The reform process was successfully completed by the Ministry of Health and Social Protection, after a period of consultations, with the approval of law no. 57/2019 “On social assistance in the Republic of Albania”.

The adoption of this law brought a new mechanism that defined the families and individuals who can receive NE, the calculation formula, the necessary criteria and documentation, as well as the way of action of state institutions for the administration of the scheme.

However, the law preserves the previous situation regarding the subsistence minimum, does not define or define how it is calculated and what is the responsibility of the government for the issuance of other bylaws, which realize the right to have a healthy and dignified life. Thus, even the new legislation on social assistance does not recognize the subsistence minimum as a basis for NE policy and other payments such as disability payments, etc.

Also, the law “On social assistance in the Republic of Albania” defines in detail the categories of entities that benefit NE, favoring specific categories, but in the assessment of experts interviewed for this study, this detailed categorization may lead to the exclusion of categories that are not specifically mentioned in the law.

The current poverty situation in Albania and the effectiveness of NE policy

In Albania, about 40% of the population lives on \$ 5.5 per day and compared to other countries in the region such as Serbia, Macedonia, Bosnia and Herzegovina, Montenegro, Kosovo, this is the highest level of

poverty spread (World Development Indicators, 2018).

The groups that are most disadvantaged and live in poverty are: i) young people aged 15-24, a large part of them are not included in education, work or vocational training (World Development Indicators, 2018) and ii) children, according to the UNICEF report on child welfare, 19.2% of families with children live in absolute poverty (UNICEF, 2016).

Some common characteristics accompany families living in poverty, such as: low education of the head of the household, unemployment of the head of the household; large number of family members (HBS, 2016). Families with children 0-5 years and adolescents are in the lowest band of absolute poverty, which means that these groups are very vulnerable to poverty.

According to the study on Social Protection Transfers to Poor Families (UNICEF, 2019), which lists the categories of expenditures for poor families, food occupies the largest share of expenditures (about 96%) without leaving any space or space not considered for expenditures for human development activities such as health or education as well as other development activities such as transport, communication, recreation and culture.

This means that not only is the NE rate very low, but it also helps to create a closed cycle of poverty by keeping vulnerable groups in the same conditions, without giving them opportunities to be educated or developed. to be able to get out of this cycle. There are no data or studies to assess the extent to which this measure helps alleviate poverty at the national or regional level and how many families have left the NE scheme at the national or regional level as a result of NE and exit strategies.

Children and large families are the poorest and most vulnerable groups to fall into poverty. This means that if the NE measure is not sufficient to cover the cost of food but also other human development activities for individuals and families when they need it, they risk being recycled into the closed cycle of poverty by retaining characteristics such as low education, unemployment and health problems.

Conclusions

Despite the commendable efforts of the Albanian government to reform the social protection system, the definition of the living wage in the social protection legislation is missing, which affects the drafting of social

protection policies, especially in clearly defining their purpose.

According to current estimates, the NE measure has not increased since the reform. The NE measure is not enough to cover the costs for food but also for other human development activities for individuals and families when they need it.

Children and large families are the poorest and most vulnerable groups to fall into poverty. Despite the increased attention and change in the NE measure for these groups, this change has been minimal and unaffected by their exit from poverty.

The categorization, which is done for individuals and families that can benefit NE, in the legislation for NE and its benefit is very detailed creating opportunities that certain individuals or families do not benefit from the scheme.

Investments in other policies, such as education, health or employment policies that are considered to have the most impact on poverty alleviation and poverty alleviation, continue to be low.

Recommendations

To amend Law no. 57/2019 “On social assistance in the Republic of Albania” and to include as a special provision the definition of the subsistence minimum.

The calculation of the subsistence minimum and its measure should be the basis for the measure of NE and the payment for Disability. The increase in NE payment is needed to be done and reflect the needs of individuals and families not only for food but also for other human development activities. Simplify the categorization of individuals and households that can benefit from the NE scheme by aiming to exclude categories or subcategories.

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THE TEACHER'S MOTIVATION AND CHALLENGES IN ON-LINE LEARNING

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Introduction

This project presents an overview of distance learning, as a new teaching method, that is realized through communication technology, to educate people that are located in different places. Distance learning is a method to enter in study courses even though students and their teachers may be in different physical locations.

This project aims to research the attitudes of teachers in the use of informative technology in high schools, its conformity with new curricula, the suitability of teaching using technology, also the development of communication skills through them, putting in highlight the shortcomings that can be hidden from teachers by bypassing contemporary techniques which then reflect on students learning in lessons, etc. Despite the challenges, a positive attitude helps teachers understand that it is necessary to reap the benefits of online learning in the future. And this can be achieved only with a vicious circle of interaction between educational policies, teachers, and parents.

The online teaching method has proved valuable, especially in developed countries, and an indication of the importance and value of distance learning is the award of master's and doctoral degrees by universities where such a program is implemented.

Motivation is the basic concept of teachers, and the theory that describes this concept is the theory of self-worth and achievement by Covington. In the theory of self-worth and achievement (Covington & Beery, 1976; Covington, 1984) assume that the highest human priority is the pursuit of self-acceptance. This theory shows how the individual perceives himself and his achievements. The theory of self-worth also emphasizes the social

and normative functioning of society with special emphasis on social pressure for achievement. Therefore a proper assessment of motivation during online learning, lays the main foundations of success.

Methodology:

Structured interviews and participatory observation were used. The population of this project was the teachers of three high schools in the city of Shkoder: “28 November” High School; “Oso Kuka” High School; “Pjetër Meshkalla” High School.

The sample of the project consists of 15 teachers of public and private secondary education. The selection was done randomly. The time period was March-June 2020. Teachers underwent a semi-structured interview. I myself have been part of virtual classes twice a week when teachers performed the lesson. I have always been present with the same class during my observation. This is to prevent other intrusive factors that could affect the psycho-emotional state of the teacher and not to have changes in academic levels that may influence the teacher’s motivation in his work with the class. In the structured interview, there are 15 questions, five questions are personal while the rest are questions about the project, and the questions are closed with definite answers. The results of the interviews were also supported by the participatory observation in the online classroom.

Results and discussions

Based on the results we notice that there are more female teachers compared to men. Also, it is noticed that groupage 41-60 is bigger.

The sector where the interviews were conducted was private and public schools. Something else that is noticed in the second graph is that there are more teachers with a Master with 42% followed by the Faculty of Pedagogy with 32% and at the end there are the teachers who have done only the Faculty of Education with 26%.

What we understand is that most teachers encounter difficulties in using the computer while teaching online. The rest show that they know how to use the computer and a small percentage know little.

Teachers have used more programs found on the phone because they are

more familiar and easy to use, then there are computer programs.

As can be noticed most of the teachers have maintained a regular communication with the students, the parents and regardless of the situation have tried to adapt to the conditions and achieve the best possible. It is seen that 36% of them strongly agree that I communicate regularly, 29% of them agree, 21% partially agree and 14% do not agree at all because with some it was difficult to maintain constant communication.

Most of the teachers were satisfied with the commitment that the students had during the online learning process and they motivated them verbally and evaluated them where 27% strongly agree, 37% agree, 27% partially agree, 9% do not at agree at all.

During this period teachers have had a great need for motivation, from the graph we have 49% of teachers who comment and evaluate in order to increase their motivation, 36% agree, 16% partially agree and 9% agree and only 6% do not agree at all.

Online learning even without face-to-face interaction with students is not as effective as it could be in school, but despite the difficulties, a good job has been achieved where 27% of teachers said that online learning has been effective and they strongly agree. There are 27% that agree, 37% partially agree and this is seen more in public schools where the communication with students has not been continuous during online learning, lack of electronic equipment or even reluctance to turn it on or other technical difficulties such as loaded network, the lights turned off etc, and 9% do not agree at all.

Conclusion

Some conclusions reached during the work of this assignment:

- Distance learning is a form of education, which is realized through modern communication technologies
- Teachers use information technologies to distribute educational programs to students, providing learning opportunities in facing the obstacles from traditional school institutions;
- Albania, just like other countries in the world, in this pandemic time, is relying education on online learning.
- Despite the challenges, a positive attitude helps teachers understand

that this is necessary to reap the benefits of online learning in the future. And this is achieved only with a vicious circle of interaction between educational policies, teachers, and parents.

- Distance learning has increased the need for teachers for motivation during on-line learning classes.

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THE PERCEPTION OF TEACHERS AT LOWER SECONDARY EDUCATION IN ALBANIA, CONCERNING THE PHENOMENON OF BULLYING THAT THE GROUP DISPLAYS AGAINST CHILDREN WITH SPECIAL NEEDS.

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Introduction

Inclusion today is a right-based approach that allows children to attend mainstream schools and be fully involved in its academic and social process (Mittler, 2000). Since 1990, many academics have supported the idea of inclusive education. Therefore, presenting inclusiveness as a guiding principle has an impact on teachers' attitudes. Shared values make collaboration possible, just as their absence makes it impossible for people to work together. However, when shared values are lacking, the interests of commonalities, as precursors of values, can replace them and in everyday life often turn into a strong changing impulse. Changes in attitudes involve fundamental changes in conception and modeled behavior. Among other factors, this is why change is difficult to achieve. (Ainscow, 1991; Allan, 1999; Booth, 1999; Clough & Corbett, 2000; Dyson, 1990; Slee, 2001)

Methodology

The descriptive correlation approach was used for this research. The research was conducted by including schools in 38 educational offices in Albania, but focusing on those schools where there are children with special needs. The population that served for the selection of the sample of this study was from the school in the lower secondary education in Albania, who teach in the classes where students with special needs have been identified. From this population, through the probabilistic sampling method, a sample of 401 teachers was extracted, taking into account a

random selection of teachers. Thus, from each RED / EO, 10% of the teachers were randomly selected and the questionnaire was distributed to them, and from this group, only 351 teachers expressed their readiness to participate in the study. The instrument used for data collection is a Likert scale with the Cronbach alpha coefficient reported .92. A total of 344 teachers answered the questionnaire indicators for the factor of the research “Teachers’ perception of the bullying phenomenon that the group displays towards children with special needs”.

The abovementioned factor that is been used to measure the perception of the teachers from the schools in the lower education in Albania, that have children in their classes with Special Needs is composed form 15 indicators. These indicators are: “Friends put labels or mocking names”, “Friends call him derogatory names”, “Friends use offensive language when talking to him”, “Friends despise him”, “Friends underestimate his / her abilities”, “Friends use his / her name as a nickname to insult others”, “Friends do not give him time to express himself”, “Friends do not try to understand what he/she says”, “Friends judge him by the way he/she speaks”, “Friends use physical violence”, “Friends push him/her intentionally”, “Friends become a group against him/her and bully him/her”, “Friends remain indifferent when they see that others are bullying”, “Friends targeted him/her to bully”, “Friends do not accept him/her into their group”.

Results and Discussion

The Mann-Whitney U. test and in-depth statistical analysis were used to answer the research questions, where statistical differences for the study dimension were taken into consideration. The development of the Mann-Whitney test revealed a statistically significant difference between teachers in Tirana and teachers in other cities in terms of the factor of “Teachers’ perception of the bullying phenomenon that the group displays towards children with special needs”, ($Md = 34$, $n = 151$) for the city of Tirana and other cities ($Md = 26$, $n = 193$), $U = 10008.000$, $z = -4.994$, $p = .000$.

One of the elements which are necessary for this analysis is also the size effect. To see the magnitude of the effect according to the Cohen (1988) criterion, the following formula was used (Pallant, 2010):

$$r = z / \sqrt{N}$$

If we refer to Cohen (1988), 0.1 is interpreted as a small effect, 0.3 as a medium effect, and 0.5 as a large effect, through this analysis it is stated what percentage will change teachers' perceptions about the basic dimensions of the study depending on the city of Tirana or other cities where the study was conducted.

For this factor "Teachers' perception of the bullying phenomenon that the group displays towards children with special needs", from the statistical analyses the value that is reported is $Z = -4.994$, and for the sample the value is $N = 344$. Replaced these values in the following formula the result is 0.26

$$r = -4.994 / \sqrt{344}$$

$$r = 0.26$$

In this case, the magnitude of the effect is 0.26, then it can be stated that 26% of the variance of the factor "Teachers' perception about the bullying phenomenon that the group shows towards children with special needs", is explained leaving Tirana to other cities. Since this value also came out between the values of 0.1 and 0.3, then in this case it is accepted that the magnitude of the effect is small for the factor "Teachers' perception about the bullying phenomenon that the group shows towards children with special needs".

Based on the results of statistical analysis presented above, it turns out that there are statistically significant differences in terms of perceptions of teachers in the city of Tirana and teachers in other cities, in terms of the dimension of bullying that peers display towards children with disabilities, although these are with a small effect size reported only 26%.

Conclusion

In summary of what was said above it can be concluded that the Mann-Whitney test revealed a statistically significant difference between the level of perceptions of teachers in Tirana and teachers in other cities ($Md = 34$, $n = 151$), for the city of Tirana and other cities ($Md = 26$, $n = 193$), $U = 10008.000$, $z = -4.994$, $p = .000$, $r = .26$. For this case can be stated that 26% of the variance of the factor "Teachers' perception about the bullying phenomenon that the group shows towards children with special needs", is explained by leaving Tirana to other cities.

Recommendations

From what was discussed above, some of the recommendations that can be given in this case is in the first place the continuous professional development of teachers concerning the identification of the bullying phenomenon and the measures to be taken to prevent it, and also the realization of other studies both qualitative and quantitative to explore more this phenomenon.

STRATEGY INVOLVING PARENTS IN EDUCATION AND THEIR BENEFITS

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Introduction

Parental involvement in Albania has reached a significant level of institutionalization, through the presence of parent councils and school boards. The shortcomings still remain in the issues related to the effectiveness and self-organization of these parental organisms. In most cases it is noticed that the role of parents is limited and it is the teachers and school leaders who say the key word and in a way give tone to the activity of these parental structures. Parent associations, which are the most advanced forms of parental self-organization, represent the same reality. Their scope is limited and mainly in areas where donations are easier to obtain from international donors. This situation has still made it impossible to establish a parent association at the national level, which would reliably transmit the voice of parents to decision-making educational institutions. The establishment of a national parent organization which would be a legitimate representative of their mass would have to go through a process of bottom-up representation of parent associations at the local level. There is still no proper awareness on the part of parents about the role they can play in educating their children at home and at school, but this role is more entrusted to the school and teachers.

In the latter there is an interest and a tendency to share with parents the tasks of educating children. Collaboration with parents is learned more through work experience than through organized training and initial training.

There is plenty of room for improvement here, just as there is room for more involvement of school psychologists and social workers in school-parent communication and collaboration.

Overall, the involvement of parents in education issues has achievements but also needs to be decided steps by first giving strong positive signals

from the Ministry of Education and Science and the Regional Education Directorates.

Methodology

The study methodology is the analysis and review of the literature to identify the elements that influence the creation of an inclusive educational environment, in particular the impact that parents have on the education of children and the strategies used for this purpose. At the same time, wherever possible, documentary materials were requested and collected that present the work and activities done by various schools or organizations in the field of education, related to cooperation with parents. A number of interviews were conducted with school leaders to gather opinions and to verify their attitudes through another data collection tool. Interviews were conducted with representatives of RED and education offices in the district of Elbasan, representatives of local government in communes or municipalities, representatives of parents' councils, representatives of parents' associations, school board members, employees of international organizations working for parental participation in education, and with representatives of the MES. The selection of interviewers was done by the ranks of education staff and one of the messages given during their training was to create a more appropriate and confidential environment for the interview, but also neutral and non-suggestive, in order to attract opinions. Authenticity of the interviewees and to minimize errors in the interpretations of the collected data. The interviews were semi-structured. The best illustrative materials have been collected in the district of Elbasan. However, it can be said that these materials and documentation have been deficient in the study, which in a way reflects the fact that what is done for the involvement of parents is not fully institutionalized. However, the report is based on conclusions that have been drawn, including interviews and collected materials such as: communication notebooks with parents, leaflets for parents produced by the school directorate, school evaluation and control platform designed by DRA, etc. The analysis of the data and the drawing of conclusions is presented by analyzing separately the parents and schools (teachers, principals, psychologists) as well as the governing bodies of education such as DAR, MASH and local government bodies. However, within each group

analyzed, the conclusions are summarized and include opinions and assessments made by groups.

Results and discussions

The study shows that there are many variations in the involvement of parents in education nationwide but nevertheless, some general results can be determined. The summary analysis of the results reveals aspects both positive and negative, regarding the level of parental involvement in school and decision-making in the field of education. A generally satisfactory level of evaluation of the role and work of schools and teachers by parents. This has been expressed in various ways but it is generally clear that parents respect the school and teachers as a specialized institution working to educate their children. There is awareness on the part of parents about the difficulties of teachers' work, and at the same time the preparation of teachers in meetings with parents organized by the school and their frequency is evaluated. So, despite the criticism, there is a belief among parents that the school is a respected institution, which serves them and with which they want to cooperate. This is a good psychological basis to work further towards strengthening parent-school cooperation. Both the parents and the teachers are clear about the benefits that children, schools and families would have from a greater cooperation and involvement of parents in school life. Teachers do not show a tendency to underestimate parents and their skills as educators, which is generally the starting point of negligent attitudes and a bad spirit of communication between them and their parents. Teachers, and especially school and DAR leaders, are very positive about the experience of more intensive cooperation with parents, through their boards and councils. In the schools where the board operates, the experiences are generally good and show that it is entirely possible for prepared and interested parents to take an active part in matters of school management, including budget. Teachers and especially school and DAR leaders are very positive about the experience of a more intensive cooperation with parents, through their boards and councils. In the schools where the board operates, the experiences are generally good and show that it is entirely possible for prepared and interested parents to take an active part in matters of school management, including budget. An issue for dis-

cussion remains the necessity of preparing teachers and school leaders to communicate and cooperate with parents. There is a lack of specialized knowledge about working with parents both during initial training and during work. Little has been done to prepare training programs for teachers and parents and there is also a lack of a specialized body or group of trainers to carry out such programs. Most learning in this area takes place through the exchange of experiences between teachers themselves and the practical help they receive from their superiors (school leaders). Lack of representative structures for parental involvement beyond the school level (DAR, local government, MASH). Significant weaknesses in the extension and functioning of parent associations especially at the national level and consequently the lack of institutionalized cooperation at the national level between the MASH and a democratic representation of parents.

Conclusion

Involvement of parents in education is essential in the optimal fulfillment of the whole process of education of children, therefore it is necessary that this issue is foreseen in the strategy and policies of the management of the education system. education actors the results of a study on the involvement of parents in education, and further, an action plan, to take steps forward in this direction. This activity will lay the foundations for a reform at the national level, which will strengthen the role of parents and the community, from school level to education policy making.

Recommendation

The level of parental participation in school life and educational decision-making at different levels varies from country to country. It is the result of several simultaneous factors such as: the importance given to education in determining the future of the child and his economic and social status in a given society, the level of educational and cultural formation of the parents themselves that determines the degree of preparation of to communicate with the school and teachers as well as their expectations, the way teachers are formed and trained in terms of cooperation with parents and their respect as child educators and as school clients, the level of participation in general in political life of social which is a reflection of the

general level of democratization of society, the influence of tradition, etc.

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EXPECTATIONS OF TEACHING STUDENTS AT “ALEKSANDËR XHUVANI” UNIVERSITY FOR THE LABOR MARKET

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Introduction

Albania is a country that continues to suffer from prolonged transition. The consequences of this transition are present in every field, but are certainly more evident in terms of employment. The reality of employment in Albania is extremely bitter for any category of jobseekers, but the most worrying issue continues to be related to unemployment of people with higher education or postgraduate education. The high unemployment rates among recent graduates are the result of a large number of graduates, but also the low absorption capacity of the labor market for educated people. In the academic year 2020-21, 8307 students were enrolled in the field of teaching compared to 2019-20 where the number of enrolled students was 9062 marking a decrease of 7.7%. Students participating in public higher education make up 78.7% of the total number of students. In the bachelor programs, for the same period, 74,382 students participated, marking a decrease of 10%, compared to 2019-20.

The number of people with higher education in Albania is very high compared to the market demand for professionals. A survey conducted by FES (2011) found that 54.7% of young people interviewed were continuing their studies, of which 25.7% were at university, while 4.8% were pursuing a master's / PhD. The number of graduates in the field of teaching is high, while the demand for work is in imbalance with the number of graduates. In a rapidly and continuously changing labor market, informing young people and orienting them to prepare better for integration into the labor market is a primary task of all stakeholders. This is a tendency of all EU countries and absolutely an immediate need for Albania.

Methodology

The research method used in this study is the quantitative method. There are several reasons for selecting the quantitative method. This is the method that best fits the general purpose of this study. The generalization of teaching students expectations was also one of the main reasons why quantitative research was used. The quantitative method is used when there is a need to manage large amounts of information, to test hypotheses and to find the relationship between variables (ACAPS, 2012).

The population of this study consists of 195 teaching students of at the level of Master of science, Master of professional studies and professional studies at the public university “Aleksandër Xhuvani” in Elbasan, specifically at the “Faculty of Education”, respectively in the fields of “Primary Education”, “Psychology-Sociology”, English-IT, Department of Education Administration and 0-3 years old. The population consists of 145 students attending the first year and 50 students attending the studies in the second year.

In this study the sample consisted of 148 students who were studying in the field of teaching. This sample size was selected from a group of 195 students. To determine the size of the sample we have referred to the program (Checkmarket). With a group of 195 people, with a margin of error (4%) and a level of 95% reliability it turns out that the size of the desired sample was 148 people. The sample in this study was 131 students of whom 125 were female and 6 were male.

The selection of the questionnaire was intentional. Given the fact that the field is unstudied and there is no existing secondary data it was judged that the questionnaire could be the best instrument for data collection. The selection of the questionnaire as a research instrument was also influenced by the purpose and objectives of the study.

The design of the questionnaire became possible after conducting an in-depth research in the literature. Each questionnaire was provided with a code from 1 to 195. The instrument consisted of 35 questions where 32 of them were closed questions and 3 of them were open questions, which were divided into three sections respectively.

Discussion

Cross-tabulation between Gender and immediate employment in the profession.

Cross-tabulation tells us that boys compared to girls have lower expectations for the possibility of finding a job in the profession. All the boys answered “maybe” they can find a job. 51.2% of girls say that “maybe” they can find a job in the profession, while 27% of them think that they will find a job in the profession, 10.5% of them say that they will not find a job in the profession and 5% of them say that they do not know, compared to boys, who make up 6.3% of respondents and say that they might find a job in the profession after completing the study. This result is consistent with the results of existing studies in which girls have historically been more optimistic than boys (Armenio et al. 2011; Fridrich Ebert Stiftung, 2011; Brunello et al. 2001).

Cross-tabulation between the year of the master study and the expectation for career growth

Second year students at the master’s level are more confident about the opportunity given by the teaching profession for the opportunity for career growth, but they are also more confused about the opportunity for career growth so we can say that to some extent they match existing findings of the field, as they emphasize that with age, optimism increases (Armenio et al. 2011; FES, 2011),

Cross-tabulation between Gender and Sector where they want to be employed

From the cross-tabulation we understand that 70.5% of girls, prefer to be employed in the public sector compared to boys who prefer employment in the private sector with 29.5% of respondents.

These results are consistent with existing field findings (Fridrich Ebert Stiftung, 2011; Szafranec, 2014), where it was found that girls have a higher preference for employment in the public sector, while boys prefer the private sector.

Cross-tabulation between the city and the thought of salary for teaching.

Students strongly believe in the fact that the field of teaching is poorly paid and expect that the salary they will receive will not be high. Referring

to the results of the study shows that 90% of participating students from all cities agree with the opinion that teaching work is poorly paid regardless of whether the city in which they will work is large or small. The results of the study do not match the results of existing studies which emphasize that salary expectations are higher among students in larger cities than in other cities (Mçracken and Barcinas, 2013).

Cross-tabulation between the city and finding a job immediately in the profession

Students from small towns asked about finding a job immediately in the profession expressed insecurities as 28% of them say “maybe” and “do not know” versus 0% of the answers “yes” and “no”, where we notice that no one from students of small cities does not hope to find a job immediately in the profession, while uncertainty is high among students of large cities, where 36.3% of them say “maybe” and 0% say “I do not know” compared to 24% who think they will find a job immediately in the profession and 11.7% say they will not find a job. This finding is consistent with previous studies as in them students from large cities have higher expectations for their employment, as it is known that urban areas offer more employment opportunities. (Fridrich Ebert Stiftung (2011))

Conclusion

This study found that the expectations of teaching students for the opportunities offered by the labor market are low, mainly in the possibility of finding a job in the profession, in the level of payment, in terms of career advancement, as well as in terms of employment that they expect to have in the future; The study found that the level of student expectations depends on several variables, such as: the level of study in the master, gender, as well as the city; The study noted that girls have lower expectations than boys about the possibility of finding a job in the profession.

Recommendations for further studies

- Specific aspects of the study may need further study and exploration;
- To conduct studies in the future which have a higher number of boys in the sample

Recommendations for policy makers

- Changes in secondary education are recommended. It is suggested to open career offices to help students decide on their field of study based on complete information about labor market demands;
- It is recommended to establish cooperation agreements between the career offices of universities and institutions
- In-depth changes in higher education are recommended.

Recommendations for students

- Students are encouraged to participate regularly in annual career fairs
- It is recommended to invest as much as possible in the period of active practice

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THE EVALUATION OF SOCIAL SERVICES FOR CHILDREN WITH DISABILITIES AND THEIR FAMILIES

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Introduction

The different ability people have been treated differently since ancient times, and the way of interpreting, describing and treating these people has been different and has evolved over time. Human society has always faced the problem of treating different abilities of people and has tried to offer a range of different services and treatments over time periods. A society is identified by the way it treats people in difficulty. All in today's reality for any community in need is the integration of this community into society or better to say the integration of its individuals into society. Children are both the present and the future of a country, so investing in them to help their development and empowerment is considered a priority.

Despite this, children with different abilities are one of the most marginalized but also disadvantaged groups, and their inclusion is still treated from the point of view of their different abilities and not from the point of view of their potential. They face many obstacles and their needs are often underestimated. Most of the barriers faced by these children and their families are caused more by society and the environment in which they live than by their functional limitations (Swiss Embassy, UNICEF and MSWY, 2014). Civil society and international organizations have played an essential role in protecting and promoting the rights of children with disabilities. Disability is part of human society, so it should not be seen as an obstacle, but as a force.

Building inclusive societies requires to have a look at children with disabilities as assets and disabilities themselves as part of human diversity.

In all countries, the legal framework for children with disabilities is closely analyzed in relation to the obligations arising from ratification of two United Nations conventions: the Convention on the Rights of the Child (CRC, 1989) and the Convention on the Rights of People with Disabilities (CRPD, 2006). These principles guarantee the right of all people to the enjoyment of all liberties. Human rights, guarantee non-discrimination and equality of opportunity and access, the ability to raise children with disabilities as a fact to be taken into account in any decision affecting these children, as well as the right to be heard and full participation, the right to family life; the right of access to education, health care, social assistance and protection from all forms of violence.

In general, the legal framework in Albania guarantees the protection of the rights of children with disabilities. An important part of the rights and care of children with disabilities is inclusion, which guarantees the belief that these individuals are part of the whole society and that they have the right to be involved in all spheres of life. In essence, inclusion as an approach requires that all children be granted the right to full participation in society and that all their rights be respected regardless of age, gender, economic status, language or ability.

Methodology

The aim of this study is to recognize and identify social services in the city of Elbasan for children with disabilities and their families, assess their opportunities for development and assess the access and quality of key services offered to this target group. This study has the following objectives:

- 1- To recognize the achievements of psycho-social service for children with different abilities.
2. To measure the perceptions about the level of quality of services for children with disabilities in the community
3. To assess potential inequalities based on demographic and socio-economic characteristics of families of children with disabilities.

The methodology used is the method of theoretical review, analysis and comparison. According to the parents' perception, the financial costs for the services are the main barriers to access. Reviewing financial support

schemes for children with disabilities and their families and finding financial services for every family that has children with disabilities may result in higher access to services.

Result and discussions

Children with disabilities and their families face obstacles, which do not allow them to enjoy their basic rights. They often experience inequality in the form of denied access to education or health care because of their condition, as well as violation of dignity through violence, abuse, neglecting, prejudice or disrespect. In order to realize better the services and needs of this target group, some of the necessary recommendations are.

Families of children with different abilities have low and medium financial incomes. The high conditioning between poverty and ability otherwise raises the need to find new schemes and forms of support for these families, raises the need to design a support plan (specific to the needs of each family).

The study expresses the need to have multidisciplinary and specialized identification, support and treatment services at no cost (or financially affordable), for families with children with disabilities.

Health services should also be adapted and as affordable as possible by all families and be long-term. For this reason, solutions must be long-term for receiving these services, such as free and convenient transportation, staying and receiving all affordable services for every family, as well as increasing the quality of medical services.

The study suggests the need for quality education in inclusive educational institutions, but also investing in increasing the quality of education services such as: quality functioning of the school commission and multidisciplinary commission; drafting PEI, quality training of support teachers and all school staff; creating an inclusive and non-discriminatory climate in the school, etc.

All services for children with disabilities should include their parents, as it is seen as an essential element in all children intervention programs. It is important that the families of children with disabilities are involved in the process of designing and implementing services, so those services are as

appropriate as possible to their needs.

Policies/interventions should be conceived that support parents of children with different abilities to meet the needs of children and to provide more support and opportunities in balancing private, family and professional life.

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Prevalence of disability, access to services and quality of services

THE NECESSITY OF OPENING A CAREER ORIENTATION OFFICE AT FACULTY OF EDUCATIONAL SCIENCES

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Introduction

Career education is important to help young people understand themselves and develop the tools they need to understand the jobs that are available. They also need to develop the skills needed for employment to connect with these opportunities. It is therefore essential that young people in schools be given the opportunity to take responsibility for their own career planning and development. They need to understand the importance of ever-increasing flexibility regarding the types and conditions of jobs they will enter.

The world of work is changing rapidly, with a shift from jobs organized around clearly defined jobs with specific and predictable tasks, to jobs where work is done through a set of projects by randomly created groups of people with the necessary skills, knowledge and skills.

Young people entering the job market will no longer choose “lifelong work”, but will need to clearly understand what their talents and interests are and how these can be applied in a world of work that is constantly in change. In light of changes in the job market, making well-informed, realistic career decisions becomes extremely important, where schools must ensure that students are properly equipped to plan effectively for their future careers.

Methodology

The nature of this article has a descriptive approach, based on a consistent and systematic review. This approach clearly sets out the key aspects of the importance of establishing a Career Orientation Office, describing the need that students have for providing a service to them, the necessity of

career guidance and development, and the expectation of positive student outcomes, relied on the experiences of many other universities in the country or in Europe.

Results and discussion

The Career Orientation Office will help students achieve successful outcomes by linking their interests, values, skills and personality to the world of work, developing their interests through exploring different qualifications and careers. Students will also be encouraged to test their ideas through internships, informative interviews, volunteering and extracurricular activities.

By paying particular attention to the preparation of resumes, CV formats, job expressions, and their ability to win interviews, students will be guided by the implementation of the decisions they make and by learning how to conduct a job search or plan another professional qualification.

By being constantly informed about all the Office assistance services, students will be made aware to appreciate the meritocracy in their personality.

Career orientation is based on three main features: students' interpersonal skills, students' personalities, and students' area of interest. By focusing on these three key features, the Career Counseling Office will help students realize their career ambitions, find themselves in the job market, make effective applications, develop their skills and therefore meet employer criteria.

Conclusion

Career orientation is an interpersonal process designed to assist individuals in career development issues. Thus, career counseling is both a counseling specialty and a key element of general counseling practice. The tendency to create this type of service is characterized by the goal of getting inside the student's psychology and balancing within what he/she wants and can. The Career Orientation Office will serve the career development needs of students, providing high quality and diverse services through sustainable counseling, consulting and partnerships, designed to facilitate learning and welfare advancement development of professionalism, identity and

citizenship.

Career orientation focuses on three main features:

a. Student Interpersonal Skills. This feature requires the placement of measurement indicators through: average (which shows the relative intelligence of students), activation through various events (which can be: workshops, student competitions, etc....) and extracurricular qualifications (which can be: training, internship-e, etc....). These indicators aim to highlight the qualities of students and better complement the elements that make up their interpersonal skills which include: verbal and non-verbal communication, patience, willpower, negotiation, problem solving, decision making and perseverance. In this way the aim is to encourage students to become more skilled, to promote fair and professional competition between them, but also to be better prepared to enter the difficult labor market.

b. Student Personality. This feature will be evidenced through the creation and expansion of youth and inter-university networks to socialize with each other not only according to their professional interests or inclinations but also according to the types and characters they display. These types of networks will help students get to know each other better, learn to appreciate and help each other, but will also foster a spirit of group collaboration.

c. Areas of Student Interest. This feature aims to detect and identify their tendencies and goals, which requires better research of the labor market in order to meet these interests.

The Career Orientation Office will empower students to make responsible choices and will be extended throughout the academic year. It will provide continuous information with all means and forms of communication, of students regarding announcements, participations and applications, activities (such as: open lectures, trainings, workshops, internships, round tables, competitions , teaching practices, employment announcements, social and cultural activities). Also, this Office will prepare information material for the university website regarding all its activities as an Office in support of the Student Council and all students of the Faculty on a large scale.

Recommendations

The opening of this comprehensive “Office” of education and career orientation, will serve as a catalyst for career growth and development, as well as to enter with success in the labor market. The Office will help students realize their career ambitions, find themselves in the job market, make effective applications, develop their skills and consequently meet the criteria of employers.

The Office will help students achieve successful results:

- Relating their interests, values, skills and personality to the world of work.
- Developing their interests through exploring different qualifications and careers.
- Encouraging them to test their ideas through internships, informative interviews, volunteering and extracurricular activities.
- Paying special attention to the preparation of resumes, CV formats, job expressions, and their ability to win interviews.
- Listening carefully to personal concerns related to career decisions.
- Guiding them in implementing the decisions they make and teaching them how to conduct a job search or plan another professional qualification.
- Keeping them informed of all Office assistance services.
- Good career counseling makes students aware of the meritocracy in their personality.

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THE ROLE OF GLOBALIZATION IN INTERDISCIPLINARY RESEARCH, CULTURE AND EDUCATION DEVELOPMENT

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Introduction

The most common definition of the term globalization is the process of economic, political, cultural, educational, and religious integration and unification throughout the world (2008:330-363). In contemporary studies globalization is one of the most addressed problems. As a trend of modern life, globalization means the “weakening” of borders, national traditions, customs, everything that determines the cultural identity of any country or region, and the creation of a world connected by markets, the transition from an isolated world to an integrated world.

The fact that today we are in the phase of globalization, not only in the economic field, but also in the social and cultural one, is evidenced in Genovese’s book on globalization, where it is written that “globalization can not be just an economic issue”. An important factor for globalization is communication technology, which determines the wide spread of knowledge, globalization, directly affects the lifestyle, thinking of the contemporary individual.

Although the ultimate goal of education and school is always the same, the way to achieve it will constantly change. Our teaching system today lacks teaching in line with the “global” era in which we live. Despite the difficulties posed by understanding this age, awareness of it is a great need. Seen from this point of view, the presence or not of the globalizing phenomenon, in the way of understanding has a very great influence towards pedagogy and school.

Every aspect of culture and human activity depends on the level of education, knowledge and professional skills possessed by politicians, teachers, parents and society. Education influences world development pro-

cesses through the conception, development and implementation of new educational programs. Under the influence of globalization, changes and reorganization in the socio-political and economic spheres can reorient the methods and principles of education, teaching management, teacher-student and student-student interaction styles.

The democratic restructuring of the 1990s was a new phenomenon that influenced educational methodology, organization, curriculum, language planning, international and multicultural education (2018:1-4).

Methodology

Aiming to argue that: globalization today is a new phenomenon of a multidimensional nature, inevitable; globalization is a complex issue not only for public awareness but also for education, education and scientific analysis; education and upbringing are human activities that undergo major changes from the development of technologies, the Internet, as methodology of this study we used the method of theoretical review and comparative analysis of the content and impacts of globalization in areas such as education, research, and cultural exchange.

We have used this method because through it we can better understand the inevitability, the complexity of the phenomenon of globalization, its impact on the process of education, but not only. The purpose of this study is to address and evaluate the impact of globalization on the education of populations, on interdisciplinary research, culture and the development of education in the rapid process of modern civilization in the 21st century.

The realization of this study has the following objectives:

- to argue that globalization today is a new inevitable phenomenon of a multidimensional nature;
- globalization is a complex issue not only for public awareness, but also for education, education and scientific analysis;
- education and upbringing are human activities that undergo major changes from the development of technologies, the Internet, in the spirit of the modern era of globalization;
- to highlight the role of technologies, the Internet in interdisciplinary studies in the era of globalization.

Result and discussions

The role of knowledge and education in today's modern world is constantly growing. Consequently, policies in the field of education will determine the development of the modern economy, which relies on new technologies and the technological revolution. In modern times, education, especially higher education, is seen as a real precondition for social mobility, economic progress and political stability.

The growing demands of the world for the globalization of education and the increase of academic mobility, have increased the needs for specialists who can operate different socio-economic and cultural conditions, able to solve the difficulties that arise while working in an international context (2015: 19-24).

Knowing the role of education in society, allows us to hope that in the new global world it will be able to maintain the role of a leading center. Today's education, first of all, is not only a process of transferring the knowledge accumulated by the generations, but also of developing a creative approach to life in general, moral qualities, inner culture, ability to perceive reality and active participation. in constant change.

The problems of education are discussed and developed by well-known research organizations, which recommend cooperation and integration in its field, through the exchange of information through international conferences and mobility programs for students and professors, students and teachers. An important role in the development of education and scientific achievements should play new teaching methods, the use of information technology.

The use of the Internet and new information technologies for the development of distance learning leads to the creation of a new understanding on the internationalization of education. As academic mobility brings about significant change, it begins to be seen as one of the elements of internationalization in interdisciplinary research and education development (2016: 30-37).

Efforts are being made today to find new tools that provide globalized education and training. Many universities are trying to avoid the difficulties of globalized education through the development of distance learning that offers online courses and degrees. For many students and faculty, the

Internet has become a new educational environment, providing fast information and distance education.

Links to websites occupy a special place in the list of recommended literature. In the global computer network, more and more educational pages and portals appear every day. Many universities display their course programs online. The Internet also allows applicants to obtain instant information about training programs around the world, to choose the institution independent of national restrictions.

Offers new perspectives on student exchange programs, academic mobility and inter-university communication. Thanks to modern information technologies, the learning process is realized in qualitatively new forms, distance education is developing rapidly. With the help of the Internet, seminars are held in many areas of human activity, communication between students and professors is realized, teaching methods are being perfected.

Recently, the issue of creating full universities on the Internet, the accreditation of their degrees is being discussed. For students with different abilities as a result of the use of the Internet it has become possible comprehensive education, receiving education from home, for special groups of people with severe disabilities.

Conclusion

The globalization of education that is characteristic of an industrial society, includes integration in interdisciplinary research, availability of information, extensive cooperation between researchers, mobility of students and lecturers. It is the result of three main factors.

1. The growing complexity of socio-technical systems, the integration of socio-economic, political and cultural environments, as well as the growing demands for interdisciplinary knowledge and skills.

2. Increasing inefficiency of the modern local education system due to insufficient opportunities for its transformation.

3. Active development of communication and information technologies, which provides new on-line ways of education and personal and collective development.

Recommendation

By opening opportunities for people to actively influence the processes of globalization, education has become a key factor in the development of the globalizing world. For this reason, modern education systems face the following main tasks:

- Ensure the continuity of the learning process,
 - Support the expansion of opportunities for education,
 - Provide continuous adaptation of training courses to the needs of changing living conditions.
- All these problems of education in the context of globalization to be reflected at the level of the highest world politics, to meet the needs of the labor market.

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THE TEACHER AND HIS ROLE IN COMPETENCY LEARNING CHALLENGE

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Introduction

Long time ago the teacher was information source, while today he is a leader and information organizer, who leads the students to search for information and to solve problems whatever difficult the problems are. Teaching today is focused on the student and the teacher regulates and adapts pupils' interests and needs, in accordance to the goals of teaching (Musai, Bardhyl, 2002, pg 120).

Changes and globalization have caused European Union to face challenges, consequently, all citizens need key competencies in order to easily adopt to an environment which is features by numerous changes (Europäisches Parlament, 2007).

“I believe that real unique education is achieved through the stimulation of forces of the child, through the requirements of social situations the child experiences. I believe that all education is done from the individual participation on the human social self-awareness (Dewey, 2003, pg. 11).

“Students learn to study, act and live, the school of future learning should be supported in these three pillars (Rasfeld, 2012, pg.36). Use of information technology and communication (TIC) in all life areas has become a crucial necessity in the developed world. Di Nicola states in his study that this technology is changing the way individuals are socializing, studying, working and spending their free time (Di Nicola, 2004).

”The curriculum reform to improve the competencies needs a comprehensive approach by organizing learning inside and along all subjects, clear teaching of competencies, training of new teachers, didactic approach, and actively including the teachers, students and other life actors (European Communities, 2007).

Life and work in the contemporary society, fast changes and continuous

competition require from the individual new knowledge, skills, resourcefulness, values and beliefs, hence, new competencies that emphasize innovation, creative spirit, communication in effective way, problem solving skills, critically thinking etc. (Core curriculum for the preparing class and elementary education, pg.130).

Methodology

We used a quantitative method of scientific research, through online completing of a questionnaire combined with the qualitative research through the focus group of some of the participating teachers.

The study methodology is planned and developed to achieve convincing results, to compare opinions and thinking of all the participants in the study. The data was collected by a target participating group through the questionnaires developed with closed questions using Likert scale which is very common in these types of studies (Gall, Gall & Borg, 2005).

During questionnaire application were taken into consideration the ethical issues and the privacy of the participants, confidentiality and fair treatment. The participants were informed about the goal of the study, and were free to decide voluntarily their participation in the study, by making clear that they could withdraw anytime from the study. The participants were all elementary education teachers from the city of Durres. There were 60 teachers that participated, 52 (86.7%) were females and 8 (13.3%) were males. The lack of answers was very small and we can conclude that the questionnaires ensured a reliable sample regarding the generalization of the data.

The questionnaire had ten statements and aimed to collect the right answers from the teachers. From the overall number of the teachers we randomly chose 20 of them with whom we created a focus online group. This meeting aimed to get more detailed information on their thinking, judgement, beliefs on new changes of the competency curriculum the teachers encountered, the support they had and the effectivity of their implementation of competency learning

Results and discussion

Implementation of competency curriculum has improved the effectivity of student learning. This is stated by 80% of the teachers that participated in

the study. Even though it is not easy for teachers to work with competency curriculum under the conditions of online teaching, their biggest part state that are prepared to face the challenge of competency learning. The teacher should keep alive the interests, attention and desire to study. While 20% of the teachers are not convinced that competency learning has an impact on effective learning of the students.

Regarding the trainings, 75% of the teachers state that they have been trained, but are not sure for training effectivity, as their quality is not satisfactory. 25% state that training is adequate and helped them working with students.

A very important part of competency teaching is the daily preparation of the teacher as planning helps in facilitating and making the hour clearer. Keeping this in mind, 66.7% of the teachers state that they are careful for their preparation time, and this eased their work with students, while 33.3% think that this preparation time makes them tired.

The new competency learning approach has its method and methodology that the teacher should use during the lesson hour. 100% of the teachers think that their role is decisive in planning the lessons, selection of textbooks and methods used in order to include all the students in a productive teaching.

The new competency curriculum presents the need to know the plan models that will direct the teacher in planning the daily, term and annual activities, as this planning helps the teachers know the results of competency learning in that field of study, that is why the teachers should find the proper resources to know these models in more details. 50% of the participants state that they were informed about trainings from the official page of ASCAP, 16.7% from the school directory and 13.3% from the Ministry of Education.

Teacher's role on competency learning holds a very high importance, as it is the teacher with his skills prepares the learning environment and positive social climate in school, and this is confirmed by 100% of the participating teachers. Teachers use positive reinforcement to motivate their students, communication between teachers and students should be the right one as the learning environment plays the primary role in activization and inclusion of students in the learning process.

The teachers evaluate themselves for the professionalism used and the standards needed during the learning process, but they also assess the students for the capacity, beliefs, values that students demonstrate during the lesson hour, in order to ensure the proper competencies in students. What teachers consider a weakness is that they do not feel prepared to face the new learning competency approach with the online teaching process and they are very sceptic about its success. They think more work is needed from them. The new learning curriculum enables the transformation of knowledge acquired during the years into competencies which students will use in and out of school. Future generations should be taught with the European education models where our students can be certain and competitive.

Results

Teachers and students play an important role on the effectivity of the competency curriculum. The teacher's role is decisive in ensuring a positive climate in classroom and improving the effectivity of student learning. This is a challenge for teachers during online teaching, as it requires the competency learning to be effective and to achieve the right results.

Teachers emphasize that there have been training sessions, but there is a need for improvement in this area. Right planning and knowing the curriculum from the teachers enhances the clarity in teaching and effectivity of teachers' work.

Recommendations

Teachers should face the innovations and be sure on themselves, to collaborate with their colleagues, students and parents in order to create a positive climate in the classroom. Teachers need to be supported with trainings and pedagogic materials for professional skills and information. It is important that curriculum developers and teachers to collaborate among them. The new approach of competency learning in distance is a necessity nowadays. This is a challenge, as it makes teachers sceptic for its success ensuring the proper competencies of the pupil. The difficulties of the teachers should be taken into consideration by lawmakers in order to improve and facilitate the teacher's job in the future.

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PERCEPTIONS AND ATTITUDES OF YOUNG PEOPLE'S EXPOSURE TO VIOLENT EXTREMISM IDEAS ON THE INTERNET, IN KORCA REGION.

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Introduction

Young people remain the main target of recruitment and mobilization by violent extremist organizations. Regardless of country, religion, social status or level of education, young people constitute the most vulnerable social group to violent extremism. At present, contemporary societies, including the Western Balkans, are characterized by different types of extremism, which mainly aim in recruiting young people. According to Bonk (2009) the beginning of the digital revolution has marked a significant shift in almost all areas of human interaction, starting from business, commerce, learning, professional relationships, romance and others (Litter 2018). In the context of extremism the rapid rhythm of change has developed exposure to new forms of risk for the recruitment, organization and financing of extremist groups (Kenney, 2015). According to Ranstorp (2016) there are a variety of factors that can influence extremist tendencies including individual psycho-social factors; social factors; political factors; ideological and religious motives; cultural and identity issues; traumas as well as the three key factors that are: group dynamics; radicalizers and the role of social media. One of the most common forms of spreading violent extremism among young people is the internet and social media. Extremist groups use the internet to recruit, intimidate, radicalize, and fulfil their intentions for terrorist attacks and acts (European Commission, 2018). It is important to understand that cyber extremism is not the same as online bullying. Internet extremism includes materials and images that express extreme attitudes and contain hate speech against individuals because of differences in religion, ethnicity, gender, cultural identity, and other distinguishing elements (Costello, Haidon, & Ratliff, 2017). Thus, extremists spread through the Internet videos, articles and images

that encourage violence. Extremist ideas can be spread through various platforms like classrooms, social networks, and platforms like you-tube, video games and others (Apau, 2018). The speed, effectiveness and reach of extremist messages on the internet make predicting and preventing an important challenge. It is therefore vital to provide young people with the skills they need to critique and be sceptical of extremist content. The study aims to identify the extremist behaviours and ideas that young people most often encounter online; measure the extremist attitudes and beliefs of young people and identify alternatives to extremist ideas and violent extremism, to undertake coordinated action.

Methodology

To address the objectives of the study, the quantitative method of data collection was used, through a questionnaire which was completed online by 402 young people aged 19-33 in the Korca region through a combination sample, first there was used the convenience sampling and then the snowball sampling. The questionnaire contains 5 sections: the first section contains socio-demographic data; the second section aims to collect data on the understanding and perception of extremist ideas, information, materials and online behaviours of young people; the third section aims at information on the extremist behaviours and ideas that young people encounter most on the Internet; the fourth section measures the attitude towards extremist ideas, information, materials and behaviours on the Internet and the fifth section collects information on the frequency of contacts with ideas, information, materials and various extremist behaviours on the Internet. In each section the questions are closed ended, and evaluated according to the Likert scale, from 1-4 where depending on the attribute the number 1 (one) refers to the lowest attribute and the four highest attribute. The questionnaires for validation purposes was tested with 15 subjects and several changes was made for the finalisation prior to data collection. Data collection was performed online through the google form platform during the period January-February 2021.

The database was compiled in google form and then imported into SPSS, the statistical program for data analysis in the social sciences. The database was further cleaned and prepared for further processing. The analysis

provided descriptive data about the characteristics of the sample, the level of information and knowledge related to the objectives of the study.

The methodology followed presents limitations that are relatively common in online data collection. The population in which they are distributed cannot be described, and respondents with biases may select themselves into the sample (Andrade 2020) even though they do not meet the criteria in our case the age criterion (under 19 years old or over 33 years old). Also, young persons who for several reasons didn't have access to the Internet couldn't participate in the study.

Findings and discussion

From the data analysis it was found that less than half of young people (31.3% - 39.4%) perceive as non-extremist or partially non-extremist the ideas and materials in internet, assertions and behaviours as verbal attack, attacks on people and objects, calls for extremist behaviour, materials that convey extremist religious views, attitudes against behaviour homosexuals etc. About half of young people (43.8% - 51.5%) think that the use of hate speech, which does not encourage people to commit acts of violence and materials with violent humorous content, through forms such as cartoons, jokes, graffiti with violent content, the music that accompanies it, etc. are non-extremist and partly non-extremist materials.

About (61.3% - 73%) of young people claim that they have frequent contact with harassment, insults and materials with violent content conveyed with humour, through forms such as cartoons, jokes, graffiti with violent content, music that accompanies it, etc. Meanwhile, more than half of young people claim that they often encounter materials that use hate speech, which encourages people to commit acts of violence, and materials that show serious acts of violence, such as rape or murder.

A high percentage (about 90%) of young people claim that they are not engaged in searching for material with extremist content, but approximately to the same percentage (87.5%) they claim that the Internet can be used to create disrupted, aggressive and even extremist behaviours. It is important to highlight that more than 80% of young people claim that they prefer to talk and have more information about violent extremism. Also, 58.3% of respondents fully and partially agree that they feel at risk from extremist

ideas and groups that could be contacted via the Internet.

Regarding the frequency of young people contacted privately in the Internet by suspicious persons, groups, sites or channels, 39.7% of respondents claim to have been contacted at least once or more. Also, 24.9% of young men and women claim to have received at least once or more emails with content on extremist behaviour and ideas. Respondents who have been contacted at least once or more through messages on social networks are at a specific weight of 28.8%.

10% -18% out of the total respondents have a predisposition to search for extremist materials, sites with violent extremist content while using the Internet and engaging in behavioural forms and activities with similar content similar. Meanwhile, 18.2% of respondents claim that at least once or more, they have known relatives part of extremist groups and 27.3% of young people report that they have known at least once or more non-family people who are part of groups extremist.

Conclusions

Almost half of young people do not possess the right and accurate information about extremist behaviours and attitudes, they demonstrate confusion, vagueness about the phenomenon. A significant part of young people, unless confusion and vagueness, results that face and encounter extremist attitudes and behaviours in their environment. In a high percentage the young people are not interested and do not search for materials with extremist content on the Internet, but about half of them feel at risk and want to have more information to address the phenomenon. Few young people report that they know at least one person in their family or social networking who is part of extremist groups.

Recommendations

Young people should be informed through various means of communication about extremist behaviours and attitudes. Training and strategies should be used to increase their level of information about the causes, risks and ways of coping. This requires more coordinated and organized initiatives activity by all actors and levels

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THE IMPACT OF PEER VICTIMIZATION ON SYMPTOMS OF SOCIAL ANXIETY AND EXPERIENCING LONELINESS.

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Introduction

Victimization is one of the widespread phenomena in 9-year schools and gymnasiums. He has received special attention from specialists in the field but also from the media, as well. This was the main reason that prompted the selection of this topic. Victimization is an aggressive behavior characterized by an imbalance between physical and / or psychological strength between the aggressor and the victim with the intent of physically and psychologically hurting the other (Slee, 1995).

Social anxiety

Dealing with social situations almost always provokes terrible anxiety or fear, causing those situations to be avoided, experienced with intense fear or anxiety. Because shame, avoidance, or restraint are considered common traits in the personality of the majority of the population, social anxiety-related suffering is minimized and the importance of treatment for this disorder is neglected. Social anxiety disorder is a disorder characterized by a constant fear of embarrassment, humiliation and negative evaluation by others in social situations as well as a tendency to avoid situations that cause fear.

Teenager who experience social trauma, including: mistakes during a classroom presentation, being bullied by peers, are believed to influence the onset of social anxiety (Albano & Barlow, 1996). Despite the small number of studies in this area, both peer bullying and victimization have shown a positive association with social anxiety and social avoidance in boys and girls (Slee, 1994).

The study aims to explore the impact of peer victimization on the symptoms of social anxiety and the experience of loneliness. Its objective is to present a clear overview of victimization and its relationship with social

anxiety and feelings of loneliness. The design of the research question and hypothesis is based on various studies presented in the literature review chapter.

Research question: Does victimization have an effect on adolescent social anxiety symptoms?

Hypothesis: Being a victim of bullying increases the incidence of symptoms of social anxiety in teenager

Methodology

Quantitative method was used to conduct this study. The measuring instrument used in the study is a questionnaire compiled in four sessions which have answers based on the Likert scale. 195 questionnaires have been prepared for this study

The object of study is teenager aged 15-19 years. The champion selected for this paper is the Convenience Champion. A total of 200 teenager from the public gymnasiums “Mahir Domi” and “Kostandin Kristoforidhi” in the city of Elbasan were included in the study. Specifically 100 teenagers for each gymnasium. They belong to the age group 15-19 years. Respectively from class X to class XII. This target group was deliberately selected because according to scientific research, the phenomenon of victimization is more present throughout this age group. The sample taken in the study consisted of 118 girls and 77 boys. They come from different backgrounds and this brings a lot of complexity and dynamics in getting the results.

Results and discussion

After the application of the questionnaires, the data collected from the completion of 195 valid questionnaires were collected. The software SPSS 23 was used for data entry and processing. Descriptive statistics were used to analyze the collected quantitative data, to describe or summarize them and to reflect the parameters of the study.

The study involved 195 teenager of whom 60.5% were female and 39.5% male.

Research question: Does victimization have an effect on adolescent social anxiety symptoms?

receives answers through data analysis.

The Pearson correlation was used to see if there were significant links between victimization by bullying and adolescent anxiety. From the study data it is seen that there are statistically significant relationships between them ($p \leq .01$, $p \leq .05$).

There is an important positive link between victimization and social anxiety and an important positive link between social avoidance. The result shows that as victimization increases, so does social anxiety in teenager.

Hypothesis raised in the study: Being a victim of bullying increases the occurrence of symptoms of social anxiety in teenager through data analysis is seen to have statistically significant links between them.

Pearson correlation was used to see if there were significant links between bullying victimization and adolescent anxiety. The data show that there are statistically significant relationships between them ($p \leq .01$, $p \leq .05$).

There is a significant negative association of bullies with social anxiety and a significant negative association with social avoidance, this refers to the analysis of study data. The result shows that those who are bullies have lower social anxiety.

The study answered the research question and confirmed the hypothesis raised at the beginning of it, based on scientific research.

This study aimed to explore the impact of peer victimization on symptoms of social anxiety and experiencing loneliness.

The results of this research showed that there is a significant positive relationship of victimization with social anxiety and a significant positive relationship with social avoidance ($n = 195$) = .147, $p \leq .05$). The result shows that with the increase of victimization, the social anxiety of teenager also increases. These results answer the first research question: Does victimization have an effect on the symptoms of social anxiety in teenager and confirm the first hypothesis: Being a victim of bullying increases the occurrence of symptoms of social anxiety in teenager

Conclusions and recommendations

As is clearly understood from the results obtained in this study by comparing them and comparing them with theoretical approaches and studies conducted by various researchers, it is clearly proven that being a victim of bullying increases the occurrence of anxiety symptoms. With a

broader view victimization is related to the occurrence of anxiety symptoms in the target group defined in the study.

The hypothesis raised in the study was confirmed and the research question was answered. Increased victimization simultaneously increases social anxiety and the experience of feelings of loneliness in teenager. The need to use positive strategies is one of the important needs to ensure effective achievement in this regard. In this way different students can enjoy social relationships with each other and feel successful. An effective communication and fruitful cooperation between actors and a good management of different situations that come as a result of bullying, social isolation are the most important indicators that affect the positive discipline and reduce problems. It is recommended to develop Intervention Plans for victimization, by the multidisciplinary group of institutions of pre-university education. To work with psycho-social staff at three levels of prevention, assessment and intervention to reduce social anxiety in teenager through standardized instruments. To avoid social avoidance, effective alternative strategies should be identified for the identified problems. Use strategies and techniques for reducing vi through the development of Role Play with students, perpetrators of bullying, to understand the perspective of the victim of bullying. Development of awareness topics on the consequences of bullying in teenager.

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THE ROLE OF THE PSYCHO-SOCIAL TEAM IN THE SCHOOL IN THE PREVENTION AND TREATMENT OF MENTAL HEALTH PROBLEMS IN STUDENTS.

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Introduction

Schools are often one of the first places where mental health issues are recognized and addressed. Many professionals within a school help to support the positive mental health of students. This includes social workers, school counselors, school psychologists, school nurses and other specialist support staff guides (Aaron R Lyon, 2019). Psychosocial staff serve as the primary provider of mental health interventions and services for students and may be the only professional counseling available to students and their families to identify and provide intervention on those issues.

Their services lead to more sustainable and inclusive school improvement, reduce duplication efforts, and require leadership from the principal and commitment from all staff (Kelly M. S., 2014). This team consists of trained professionals who help with mental health concerns, behavioral concerns, positive behavioral support, academic classroom support, consultation with teachers, parents, and administrators as well as providing individual and group counseling / therapy (Carlo, 2017). Important parts in providing services and interventions from the first steps in the prevention and identification of mental health problems in school students are social workers who have recently been installed in all schools in the country (Kelly M. S., 2011). They have special expertise to understand family and community systems as well as connecting students and their families to essential community services to promote success (Lueck, 2011). They work with teachers, administrators, parents and other educators to provide coordinated interventions and consultations for students in the school and to help families get the support they need (Frey, 2012)

Data collection method

The methods selected for conducting this study include the use of qualitative and quantitative methods. The use of a mixed method was used to combine qualitative and quantitative empirical data from the target population. Mainly, the combined strengths of qualitative and quantitative approaches provide the most optimal methodology to build a more complete picture of the target outcome and the target population; quantitative approaches can reveal attitudes, beliefs, and experiences; qualitative techniques allow investigating how people think and reason. The mixed methodology also enables the verification of research findings through comparison between multiple sources (Creswell, 2014).

The study aims to highlight the role of the psycho-social team in preventing and treating students' mental health problems in the school environment.

As a sample, 50 professionals (social workers, psychologists, managers and teachers) of 9-year school in the district of Elbasan were selected. The selection of subjects was random where 25 participants were teachers, 10 social workers, 10 psychologists and 5 school leaders who were included in the study.

A structured self-administered questionnaire was used to conduct the study, which contains open and closed questions.

The questionnaire was used in this study because:

- Through it it is possible to collect information from the population included in the study.
 - It provides fast and short information on the issue under consideration.
- Data analysis was performed through the use of Excel 2007 program, through which graphs representing the results of the study were constructed. During the study we tried to respect the research ethics through:
- Informing respondents about the nature, purpose, and usefulness of the study.
 - Copyright protection, citing any source of information used.

Results and Discussions

Psychosocial staff in schools are professionals who provide services related to a person's social, emotional life to adapt to school and society. They are

the link between family, school and community in providing direct as well as indirect services to students, families and school staff to promote and support student academics and social success.

- Regarding the role of psychosocial staff in the management and treatment of mental health problems in school students, some of the issues considered by this team are:
- Treats and manages problems and disorders that arise in order to minimize their side effects.
- Improves the provision of appropriate high quality care and treatment for students by setting up local mental health services for children and adolescents.
- Works with problems in a child's living situations that affect the child's adaptation to home, school and community.
- Mobilizes family, school and community resources to enable the child to learn as effectively as possible in his or her educational program.
- Helps parents understand and meet the needs of their children.

The psychosocial staff is also engaged in organizing open classes in which different topics are addressed based on the work program and individual plans. Some of the different topics that are reviewed, discussed and addressed by the psychosocial staff are:

- Smoking and its consequences.
- Use and influence of alcohol.
- Counseling for physical, sexual or emotional abuse.
- Counseling on violence, divorce, etc.

Based on the role of the Institute of Public Health, we know that one of its functions is to raise awareness of different age groups to protect and strengthen their health by strengthening the educational-health activity (informative, educational, communication). The aim is:

- Increasing the level of public health knowledge about the causes of the disease and preventive measures against them.
- Raising community awareness of the role of health education and health promotion in protecting health in general and changing their behaviors.

There is a lack of awareness campaigns undertaken by this institution leading to a need for coverage of these activities by psychosocial staff in

schools where in most cases these cases can not be managed by this staff but the intervention of specialists in the field of mental health is needed.

There is a difference in the way mental health issues are handled where we notice that teachers and school leaders in most cases when they encounter these issues refer the case to the psycho-social staff or to the student's family. This case is then reviewed by the school psychosocial staff with the approval of the student's parents or guardian for referral for specialized intervention and treatment at community mental health centers.

In the city of Elbasan for many years have been established the services of Community Mental Health Centers which are equipped with specialized psycho-social staff, psychiatrists for adults, psychiatrists for children and adolescents, nurses, etc.

Schools are equipped with facilities where psycho-social staff can work with students but there is no telephone line where students can call about the various problems that may have these mental health problems and where their anonymity can be shaved. It is noticed that the school curriculum does not adequately address the various mental health issues and the impact that these issues have on students in schools.

Conclusion

1. All schools are equipped with the service of psycho-social staff who play an important role in their unique training and expertise to link mental health, behavior, environmental factors (eg, family, classroom, school and community), guidance and learning together to create safe and successful learning environments.
2. There is a lack of training organized by professionals in the field of mental health to prevent, identify and treat various mental health problems in students.

Recommendation

1. Development of meetings and open and informative hours through which students understand how mental health affects children, adolescents and adults.
2. Treating mental health issues as a priority issue as many individuals try to hide these disorders due to stigma and discrimination.

3. Organizing informative trainings with experts in the field of mental health about prevention, identification of mental health issues for students, teachers, parents and psycho-social staff of schools.

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MODERN SCHOOL AFTER COVID 19 – SOME CONSIDERATIONS ON THE TYPOLOGY OF THE MODERN TEACHER

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Introduction

The key to teaching during 2020 is: to adapt.

The Lockdown of the Covid 19 pandemic has brought a whole new state to society, to individuals, to the way life is organized. The value system, the goals, everything these days has been rebuilt under the sign of survival. However, even these days, the school remains the institution that must ensure, even in the new extraordinary conditions, the normal continuation of the teaching process. This is vital for the structure of the social process, so the efforts for teaching in the new conditions express one of the most obvious aspects of the reorganization and reinterpretation of living during Covid 19.

In Albania the problem of this adaptation starts from the initial effort of teachers to ensure social contact with students in conditions of physical distance. Further, teachers faced the need to review curricula and interpret them in the new context. A no less unknown challenge was the use of communication tools, information technology in teaching, the competence of teachers in this field and the useful use of these intermediaries.

The digitalization of teaching, although a theoretically known experience, was and is a reality far from the teaching practice in Albania. At this point, we are no exception from most of Europe, although in Albania, the issues of conventional teaching are obviously of a different kind.

However, it is not just a matter of overcoming this situation through the use of digital tools, but it matters how the digitalization of teaching in all the phenomenological components of this process was used for elaborate and develop teaching skills during the pandemic. In addition, based on the

experience accumulated during this period, it is of interest to explore the future of online learning or digitalization of teaching in its entirety for the post-pandemic period.

Methodology

With this paper, we are conducting an empirical test of the description of the digital teaching process, according to its dynamics over time, aiming equally at typology for each of its phases.

This modest research deals with the figure of the Foreign Language Teacher (FLT), all that accompanies the experience of his efforts during the pandemic, to solve previously unknown problems, through the use of new tools and techniques.

We are talking about a forced experience due to Covid 19, although the digitalization of teaching is a process that, although in embryonic form it has started long before. The inclusion of students in the not-too-distant future in a computerized economy necessitates “reducing the gap that separates conventional teaching from relevant digital skills and experiences” (Kozma 2011, 106).

A *dialogical context* of teaching where this experience takes place is described as: “learning in synchronized environments or not, through digital devices such as phones or laptops, which are connected to the Internet. In these environments, students can be anywhere, independent of interacting with the teacher or other students (Singh & Thurman 2019). *Synchronized teaching* environments, according to Littlefield (2018) are structured as environments where learning takes place live, where students and teachers interact in real time, where reactions occur on the spot. *Asynchronized environments* are considered on the subjects offered through forums or special systems. Immediate interaction or reaction is impossible in such environments.

This would be the “synchronized environment” or the communicative context where teaching is also conducted in Albania: acknowledging the relative lack of infrastructural conditions, fragmented digital mediation in a society with a low economic and cultural level, of partial coverage with internet, of insufficient education of teachers with information technology, we will describe a somewhat ideal situation in the context of

these shortcomings, the same methodological, psychological and cultural initiation process, during which the teacher changes radically and with it changes radically. teaching (in the UK during the first week of lockdown more than 10% of students did not have equipment or internet connection or in USA where this figure, according to data during 2019 went to 17-18%).

Results and discussions

Teaching under these conditions is traumatic. Almost every element of “displaced teaching” during the pandemic was built in relation to a conservative structure of conventional teaching. *The monological phase of the process.* For the teacher it is crucial to continue teaching, to keep in touch with students, to adapt to the new situation. *Contact.* The contact is made through technology, a laptop or computer, which reconstructs the classic scheme of interaction. Sides are placed in front of an LCD screen. While the student has no reason to be actively involved in a certain role, for the teacher this is a necessity. The teacher is faced with a variety of tasks, where the last or simplest for him, is teaching. In these conditions, the only process that can go quietly to some extent for the teacher is *the reproduction of the subject content* - for this reason, this is also called the monologue phase. *Cold, denotative dialogue.* During this phase the complex of elements that make up the classical teacher collapses - only language remains, which also responds to this previously unknown context, so it tends to be fragmented, yet without style, not responding to a particular identity. *Reduction.* The consequence of this type of dialogue is the reduction - the teacher’s personality is equated with the language. *Context.* The group of students exists as an indeterminate community. Online learning dissolves the classical context, it becomes indeterminate, shifts to communities and spaces to which empathy does not apply. The teacher has to create the context through the subject content - it is what sets the boundaries of the meaning of teaching. *Student.* The classical form of the pupil is lost: it becomes an integral equivalent to the receptive ability of a certain information - *as can be seen, the pupil also loses his identity.* *Rhythm.* The lesson takes place conditioned by the necessity of shifting the information. Rhythm of teaching become a feature of the content that

is transmitted.

For a foreign language - this scheme of action can be described as orienting, but in particular the interpretation of: (a) context; (b) code. The context in the case of a foreign language is significantly more limited, while the code appears relatively less definite for identities, which distinguishes it from teaching in the mother tongue; this makes it relatively easy to build a synchronized environment during the first two stages, but presents great difficulties during the so-called dialogical phase, because both the teacher and the student emerge with difficulty from the characteristic “anonymity” of the code.

Conclusions / Suggestions

Building an online alternative to classical learning is a process; teachers must accept the inevitable dynamics, agree with its nature;

Digitalization of communication should not be turned into a taboo: the teacher should perform as soon as possible individual communication with each of the students, in order to have digital mediation in function of a synchronized environment with a concrete community of participants, thus, to avoid placing the teacher in a “one man show” scene;

Teachers need to master ICT well;

Didactic material should be adapted to have *clarity and rhythm*, to move quickly towards synchronization; this is not done immediately, but in accordance with the peculiarities of the learning community;

Priority in any case should be given to keeping in touch - the difficulties of digital communication artificialize the dialogue, but the situation can be resolved by working with the didactic material, in terms of its presentation. This helps to build a special context, which is the basic prerequisite for good progress during the above stages.

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INTERNET ADDICTION AND THE IMPACT ON STUDENT PERFORMANCE IN SCHOOL

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Introduction

With the rapid development and big changes happening all over the world, we often find ourselves wondering how close we are to them. The Internet is playing a very important role in this development and with each passing day its presence in our lives becomes more visible and necessary. The Internet is a means of communication or information network that has slowly entered our lives and has influenced by changing many areas of it. The Internet is an integral part of modern society and functions as an essential tool for communication, socialization and education. Global internet usage rates have increased significantly in recent decades. Although this trend is observed in all age groups, it is more pronounced in young people. Expanding interactive online activities seems to encourage young people to stay longer than expected. Excessive internet use is known to increase the propensity for developing online addictive behaviors. These risky behaviors can have a detrimental effect on the psychological development of adolescents. There is no doubt that the internet brings benefits to users, however there are negative impacts identified by researchers, which include impaired academic performance, health problems, personal relationship problems and social dysfunction (Wanajak, K 2011). Researchers have reported psychological problems including social isolation, depression, comfort, and time management difficulties related to Internet use (Young and Rodger, 1998). According to the prevalence of pathological internet use among adolescents in Europe in 2012 recent reports showed that some internet users were becoming very addicted to the internet in the same way that others became addicted to drugs, alcohol or gambling, which resulting in academic failure (Brady, 1996 and Murphey, 1996)

Methodology

The aim of this study is to highlight the impact of Internet use on school performance in students. The study was conducted at the high school «Sami Frashëri» Belsh. The sample of this study are 100 students aged 15-18, 20 parents and 20 teachers. The sample was randomly selected. The study covers the period January - March 2020.

The instrument used in this study is the “Internet Addiction” questionnaire (Kimberly. S, 1995) The questionnaire contains 20 questions which measure the level of internet addiction. The questionnaire is constructed according to the Likert scale where 1-Never, 2-Rarely, 3-Sometimes, 4-Constantly, 5-Often, 6-Always. The data of this questionnaire were analyzed with the statistical program SPSS 20. Interviews with teachers and parents were conducted in the high school «Sami Frashëri» Belsh where the sample was also randomly selected. The interview is semi-structured and refers to 12 questions. The interview was formulated in order to further support this study.

Before developing the application of the questionnaire, its piloting was performed to find out if the statements of the questionnaire were clear and understandable for the sample that would be realized. The pilot took place on a sample of 20 students from the first, second and third year of the high school. The piloting of the questionnaire showed that the questionnaire was well completed. The allegations turned out to be understandable and clear. From the piloting of the questionnaire it resulted that its application took a maximum of 10 minutes. The pilots said that this favored our instrument because the time it took to complete it was adequate and not tiring to diminish the desire to complete it to the end. While the piloting of the interview was done with three parents and two of the high school teachers and lasted a maximum of 30 minutes. It turned out that the interview was appropriate and well realized from the impressions given by the teachers obtained in piloting the instrument.

Results and Discussion

The results obtained from the quantitative study have served to identify the level of Internet dependence in students of the high school «Sami Frashëri», Belsh and the relationship that exists between the independent

variables of Internet dependence and the dependent variable on the impact of students' academic performance. The Cronbach's Alpha reliability score was .82, which indicates a high statistical significance.

The study involved 100 students in total and the table above shows that in the application of the questionnaire it turned out that 43 participants were male and 57 of them were female.

To the question «How often are school results negatively affected due to the large amount of time spent online», 15 students answered -Never, 10 students answered -Sometimes, 45 students answered -Rarely, while 30 students answered- Always.

25 students said that they spend 0-2 hours a day online, 25 others responded that they spend 2-4 hours a day online and 35 of them said that most of them spend 4-6 hours a day in internet, while the rest with 15 of the students answered the question that they spend over 6 hours every day online. These figures are alarming in focus, from the provision of internet service, ie where they are addressed for receiving the service (coffee bar, home, school) but also for the time spent on the Internet for information that is not in favor of academic performance. Most of the students, 35 of them, answered that they spend 4-6 hours a day online, but first in relation to their daily engagements in school, the time they need to prepare lessons, homework and projects, it turns out that most of the time these students spend every day online. To the question "How often do you wait impatiently to access the internet, 35 students answer - Always and only 9 students answer - Rarely. Reliance on technology, however, has the potential to hamper academic performance (Bowman, Laura L, et al 2010). Researchers have suggested that the use of technology for non-academic purposes (e.g., entertainment, society) shifts the time and opportunity for technology to be used for academic purposes (Huston, Wright, Marquis, & Green, 1999). In their study Kubey, Lavin and Barrows (2001) found that 14% of college students reported that their performance in school was interrupted occasionally, often, or too often as a result of internet use. Whereas, Wentworth and Middleton (2014), in contrast, reported an insignificant link between cell phone use and academic performance. While the results obtained from the focus groups with teachers showed that, 50% of teachers think that parents should better manage their children's behavior

in relation to the time and the way their children should use the Internet for the benefit of academic achievement and psycho-social well-being.

Conclusion

The results of this study show that 5% of students have developed Internet addiction, while 15% of students result in reduced performance in school as a result of time spent online, shifting the time they need to study. It also turns out that 60% of students show a positive tendency for the way of using information online for the benefit of academic performance in school. It also turns out that 10% of parents do not have information about how their children use the Internet and 50% of teachers think that parents should better manage their children's behavior.

Recommendations

From the data analysis and discussion of the study findings it results that it is necessary to give some recommendations:

- Awareness of students about the positive and negative sides of using the internet.
- Provide training for parents and teachers in the school by specialists, on how they know how to educate their children about the time and way of using the Internet.
- Educate students in the school about the selection of information that they will use for academic benefit.
- Similar studies in Albania are lacking, therefore I recommend creating space for other studies.

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INTEGRATION OF KNOWLEDGE AS A CREATIVE PROCESS

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Introduction

The updating of academic curricula requires a primary focus on the student's human potential, based on interests, pleasures, and meeting challenges in the faculty of education. Curriculum reformatting requires us to delve into the broader meaning of human and academic relationships, based on a theory, which I think frees us from the psychological and individualizing relationships in the institution.

The globalization of education highlights the fact that the student is failing to understand what he needs to do, nor even think about what he wants to do. This state is turning into an existential vacuum^[1], according to V. Frankl, which comes due to the loss of natural instinct and the underestimation of positive traditions.

Currently we encounter two academic profiles, one profile tends to be conformist, realizing the same teaching model as other colleagues, while the other profile tends to automatically implement models, predetermined by superiors in the institution, “releasing” the academic process in a totalitarian decision-making.

I think that the depth of knowledge understanding actualizes the academic process, beyond the psychological frameworks of memorizing knowledge, where professional objectives, in this case, are “isolated” within the psycho-moral “objective” of “high” academic goals.

70 years ago, the Austrian psychiatrist and professor Victor E. Frankl in “a conversation”^[2] with an American doctor in Vienna, proves that the scientific theory of ‘logotherapy’ (semantic deepening) helps man to understand by “listening” to things first, unrelated to the activity he is performing, while psychological analysis of knowledge liberates the person by “showing” things seemingly unrelated to the clinical situation.

Logotherapy as a methodology

Currently, compared to psychoanalytic treatment, the theory of logotherapy conceived and developed by V. Frankl has found wide use in educational methods, as this method has a less retrospective character and less introspective^[3] (meditative), which means, that through this method the education process focuses more on the future, making understandable the predictions of tasks that students must solve in life. Speech therapy methods (logopedy) help build work objectives in the realization of the learning process and in the development of competencies that will serve students in the future.

In the essential treatment of existence^[4], V. Frankl states that: “Speech therapy is neither teaching nor preaching. It is as far from logical reasoning as it is from moral motivation. To understand it, figuratively, the role played by a speech therapist is like that of an eye specialist and not of a painter. A painter tries to convey to us a view of the world as he sees it, an ophthalmologist tries to enable us to see the world as it really is. The role of the speech therapist consists in expanding and supplementing the visual field of man, so that the spectrum of possible meaning becomes aware and visible to man.

Cognitive-therapeutic methods (logotherapy) help to discover knowledge, unlike that of closure in the psyche of the student. This method encourages the student to self-search for knowledge elsewhere, unlike ourselves, towards a self-adaptation to the requirements of the labor market in the future.

According to V. Frankl: “*Self-actualization is possible only as a side effect of self-transcendence*”^[5] ... and it would be expressed: “*I have termed this constitutive characteristic “the self-transcendence of human existence*”^[6].

Ideas and perspectives on visual education

Referring to Benjamin Bloom’s Taxonomy^[7], analytical methods are based on the concrete category of cognition, within knowledge, such as; data listing, theoretical description, procedural schemes and model adaptations. While speech therapy finds itself in the concrete category of meaning, within knowledge, as: data summaries, theoretical interpretations, procedural predictions and execution of original and creative models. This

becomes evident during artistic education, integrated with knowledge in other scientific and cultural fields where understanding about an object, drawn or modeled, requires the integration of cognitive fields.

○ *Summary of knowledge*

Teaching methods in visual arts are not limited with closed formal psychoanalytic activities, in simply inventory, listing and quantitative collection of facts and knowledge, without finding semantic meaning with other fields of knowledge. Tracking and therapeutic treatment of the data, which relate to the physical nature of the object to be drawn, summarizes the meaning of formal vocational elements as the object's lines, geo-physical forms, surface textures and colors. In this process students are educated with methods of visual perception and logical thinking about the deep understanding of objects, spaces and events on the ground. This logotherapeutic semantic method provides a clear communication culture in the reflection of thought.

○ *Theoretical interpretations*

Theoretical overview on the meaning of the line as a formal element of the drawing, “exceeds” formal analytical descriptions of the types of lines (straight, broken and bent), offering their own interpretation as geometric and mathematical structures.

The linear and volumetric shapes of the “sphere” or “apple” can be interpreted as geo-graphic structures with meridians and parallels of the planet, as spatial coordinates in navigation or flight.

The textures of objects are infinitely different, so their interpretation in the process of artistic education helps the student in material classification, understood in the light reflected on smooth or rough surfaces. This therapeutic method helps to “sharpen” the eye, as an instrument that deepens the understanding of the scientific nature.

Colors are an aesthetic and cultural element in education, as well as scientific and therapeutic in the development of competencies and knowledge. Sensing the intensity of color, like the wavelength of light, requires physical explanations of light and the chemical-organic qualities of objects. Theoretical interpretations in the visual arts are discussed over numerous life sources, through the synthesizing method, highlighting the breadth and depth of “thought in art”.

○ *Procedural predictions*

Curriculum design in art education, integrated with programmed knowledge in the fields of scientific, historical and cultural education, turns into a healthy therapeutic activity for the engagement of students in the academic process. Foresight “exceeds” the use of tables with differentiated knowledge, self-seeking supportive and helpful results for the development of knowledge “beyond art”. Integration means therapeutic “overcome” while drawing, for example of the “apple”, where during the process the student “encounters” chemical-organic values, taste, beauty in lines, shapes, colors and surfaces, or the significant symbolism of the “gravitational theory”, or even the “bitten apple” in terms of human morality and historical relationships between opposition and pleasure, as a source of social values in philosophical thought, or even as an excuse for the metaphysics of sin ... beyond the geographical and historical qualities of the “apple” as a tree cultivated in nature, or as an “apple” in technology.

○ *Creative execution models*

The “conjunctive” exchange of knowledge is achieved as a creative professional skill, beyond models built with conformism and totalitarianism. The natural integration of models into the learning process begins with creative executions in the visual arts, music and sports. The models are favored and make sense on the level of discussion of the connections between knowledge, which are expected to take place in a lesson with therapeutic methods for students. Academic activity requires the execution of original creative models, in which professional organizational analysis^[8] enables the construction of integrated knowledge.

Integration as a creative process

“Logos is deeper than logic.”^[9]

Creative levels in the integrated academic process are elevated not only as research-scientific activity in students’ assignments, but also as therapeutic activity, which gives fruits of trust and satisfaction in the execution of academic study tasks, which are expected to be significant in terms to the teacher requirements in educational institutions.

The devotion of the institution to an academic process integrated with the visual arts, enables students whom admire teaching to actualize their

academic self-research: *“By making him aware of what he can be and what he should become, he makes these potentialities come true.”*^[10]

Integrated focuses “away from art”

Who makes this therapeutic integration a reality?

I think that professional theory in any field, the higher it develops, the more chances and opportunities it offers for the integration of the teaching topic with knowledge in other academic processes. Only the clear professional objectives of the teaching process in visual arts education find the prediction of results in the theories of Benjamin Taxonomy. S. Bloom and in logotherapeutic methods, offered in the theories of V. Frankl. Job satisfaction, love for life-meaning knowledge and courage to execute in the visual arts, are the basis in educating talent in students. This integration would serve us as a logotherapeutic method, to identify scientific knowledge “away from art”.

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WITH THE COMMITMENT FOR ALBANIAN EDUCATION AND CULTURE- ABEDIN ÇAUSHI, PEOPLE'S TEACHER

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Introduction

Abedin Çausi has a valuable contribution as a teacher (Teacher of the People), as a social activist, as an ethnographer, as an artist and historian. He was born on January 3, 1894 in the city of Elbasan. His father, Ali Çausi, came from a civic family and worked as a doctor at the municipality. Ali Çausi is known for his patriotic contribution to the struggle of our people for freedom. With the opening of the Normal School, Ali Çausi registers his son as the first student of the Elbasan Normal School. In the work "Teachers for the Albanian Nation", (Kraja, M. 1993, pg 147), emphasizes "Besides Baba Duda, in Berat also worked teachers Sulo Resuli and Nusret Vrioni; Kristoforidhi, Ali Çausi, Alush Saraçi, Emin Haxhiademi in Elbasan, together with Tush Pinë and Hysen Ceka". Ali Çausi participated in the raising of the flag of Independence in Elbasan on November 25, 1912. With these feelings Ali Çausi educated his son. He took care of his son's education. Thus, Abedin completed primary and secondary school in Turkish, but as a patriot, his father immediately withdrew him and enrolled him in the Normal School with the number 1. The Normal School will leave an indelible mark on the formation of Abedin Çausi as a professionally trained patriot teacher. with a wide scope of activity.

On November 27, 1927, Abedin Çausi would address the people of Elbasan like this: "In these moments of joy, our gathering around this building, for symbolic memories, gave me the opportunity to remember a little the history of the Normal school, of that educational nest that prepares educators to raise the younger generation and warriors to eradicate illiteracy and rusty thoughts, which during centuries of captivity had found free space to take root in our nation; I said I would mention a little the

history of that educational castle , who prepares apostles, who preach the national idea, nationalism, after they had the good fortune to be the first student of that school (Dedej, S. 1999).

Methodology

The study work of the People's Teacher Abedin Çausi, presented from the qualitative point of view has traces in the growth of our education. Distinctive feature of his wide activity is the high level of preparation, dedication, coherence and wide participation as a social activist, historian, but also as an artist with a concrete contribution with influence in school, community, his city and beyond, but also as a participant in the Institute of Linguistics and History Studies.

The result of the work comes and is presented with various materials which belong to the teaching space, materials collected for the first time in the field of ethnography, arguing of archaeological toponyms on the antiquity of the city and the contribution as a director and artist in the field of dramaturgy presented this with concrete activities. For many years he has been elected as the head of the methodological districts, where he did a job with high discipline and professionalism. In the important stages of the development of the Albanian school, Abedin Çausi has drafted several textbooks. Thus, with the approval of the Ministry of Education, with decision no. 34/5/1 dated 19.10.1932 is published and made available to schools "State Lessons" for the upper grades of primary school. According to the author, the book would be used by teachers as a textbook and literature for upper secondary school students. In the preface the author wrote: "The lack of textbooks and especially of state education is an undeniable truth. State education after cooking the new generation to make it valuable patriots and good workers for the nation, giving knowledge about life family, social, civic and state. "

The author determines the content of the textbook in the following directions: i. a look at the population of the country. ii. the affairs of the people in the field and the city. iii. the value of collective life is argued, iv. the necessary rules that harmonize collective life, v. the role of the school and its administration, vi. village life, elders, members, & c. vii. family life in the city, city rules to be observed by every citizen, code of ethics, etc.

Results and Discussion

Abedin Çausi was one of those teachers who was not satisfied only with the tireless work he did in school. He was a social activist, who put his knowledge, experience, intellectual skills at the service of the masses, to make traditions known and to help through them in education. He has held many references in schools, work centers and neighborhoods and on the occasion of the 50th anniversary of Independence. An important aspect of his figure and activity is the major and very fruitful work in the field of ethnography. Normalja of Elbasan has done a commendable job to instill in students a love for tradition, for the material and spiritual culture of our people. Thanks to the education he received in his family and the excellent talent to be an ethnologist, dignified for his hometown, he did a voluminous job in collecting data on the toponymy of Elbasan.

Evaluating the work of this tireless ethnologist, the Directorate of the Institute of History and Geography would describe him: “Abedin Çausi, retired teacher, has been an associate of the Institute of History and Linguistics since 1964”. He is one of the founders of the ethnographic section of the museum of Elbasan.

He not only as an outstanding, talented and devoted teacher, but he was an activist, pioneer in the field of culture and art. The history of the Amateur Theater in the city has been associated with his name for several decades. One such play was given in 1917 by the students of the school under the direction of teacher A. Çausi, the play was entitled “The Death of Pyrrhus”. The creation of the society “Bashkimi”, “Aferdita”, “Besa”, had in their programs and the development of theatrical activity. After the declaration of Independence in 1912, the educational and cultural activity was revived, the “Lahuta” society was created. On June 1, 1918, the first theatrical group of the city was formed in Elbasan. In 1924, with the initiative of Abedin Çausi, a theatrical group was created, which became an expression of the reality of the time. He was the director, organizer, director and scenographer of the troupe. This group performed many shows in the city of Elbasan and Tirana. In 1930, the week of theater and music opened in Tirana. Also under the all-round direction of Abedin Çausi, the group prepared the show, which was honored with the first prize. Receiving the first prize increased, encouraged, further increased the

zeal and passion for other theatrical events.

In 1934, the extracurricular societies “Bashkimi” were established, near the intellectuals of Elbasan. He continued his theatrical activity with other plays in 1946 and beyond. Aspects of Abedin Çausi’s activity as a historian make us conclude and evaluate him as a genuine researcher. We see the values of the historian in the factual material that he has collected, in the materials that he has carefully collected from the reality, which he has lived, as well as in the interpretation that he makes to them, always starting from the position of the patriot. A typical example that argues this opinion is the position held by Abedin Çausi in the meetings of 1958 and 1960 organized by the Institute of History regarding the evaluation of the rural movement of Central Albania in the years 1914-1915, openly expressing his opinion, as in other cases, with the real facts it modestly brings helps historians to make a more realistic assessment of our history.

Conclusions

It is precisely the remarkable and diverse spectrum of activity that made Abedin Çausi a figure revered by all, where his words and advice were listened to attentively because they saw in “Mr. Abedini” the man who worked all his life with devotion for homeland, for national education, for the emancipation and affirmation of the Albanian society.

For his merits he has been awarded the title of “Merited Teacher” and the high title of “Teacher of the People”.

Recommandations

To recognize and study the contributions of intellectuals by appreciating the activity they have left as concrete work, high professionalism, message, as a relay of generations, throughout the obelisk of Albanian education and culture, as an identity and as a value in global culture.

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THE NECESSITY OF THE ART OF DANCE IN THE ALBANIAN EDUCATIONAL EDUCATION CURRICULUM

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Introduction

Today's social development has made dancing anywhere in the world a part of educational system in all levels of education, preschool, primary education, high school and university. In these countries dance education represents the following characteristics: "Inclusion; essential, meaningful and challenging knowledge; perception coming gradually; aesthetic promotion in terms of quality; contextual coherence; ensuring a participation that is based on investigations" (Pugh McCutchen, B. , 2006, p. 8). This comprehensiveness of dance education is first and foremost the result of the introduction of dance in educational policies, secondly setting standards for national dance and thirdly the training of teaching staff. The presence of dance in our education system comes when the goals of Albanian education are related to artistic education in school. Up to these moments, dancing, for the most part, existed only as a profiled artistic education, meaning only in an educational institution that develop training in the field of dancing professionals. In the last decades of the twentieth century while breathing art education in school for other arts such as painting and music, dancing had only three educational institutions where they applied in educational curricula and these were Pedagogical School "L. Gurakuqi" Elbasan, Institute of Physical Education "V. Kushi" and then the University "A. Xhuvani" Elbasan. After the first decade of the XXI century in our country the first education policies began to build at the national level for them, made dancing a part of the educational system itself in the theoretical direction in grades X, XI, XII. And then, the initiative to see dance as part of educational system, continues with its introduction in the first and second level of the competency-based curriculum, which corresponds to the second and third grade of primary education.

The material examines its subject matter based on a methodology of field study, analysis and theoretical treatment.

Artistic education in dance

The lack of continuity in all stages of education has created a gap in artistic education in terms of dance. Often this education is required and offered in other private settings such as dance studios, which reflects a tendency to apply dance in its entertainment aspect. This, moreover, is developed by instructors who do not represent both professional artistic knowledge and the proper methodology of how a human body can be guided towards effective knowledge on dance. Therefore the lack of methodologically specialized individuals creates a contradiction between desire to learn and not have the competence or teaching ability.

From 2018, the university system in the field of dance art has started to hire the first specialists trained in the field of dance education in terms of teaching. They already have the professional and institutional competence to contribute to the teaching of dance in primary and high school. They can treat this school discipline with the right artistic quality by offering a new mentality in the aesthetic direction of the knowledge about dance, thus giving dance education a quality that will influence the formation of students. But the current reality in our country today is that there are no cases where members of this contingent of specialists are part of dance education in education, because even those two years that it takes place with minimum hours in the second and third grade are treated by teachers who do not have the specific training and professional competence to develop a productive teaching process. This strain that teaching dance has affects negatively in both terms of dance art and in terms of children who are not given the opportunity of benefiting and real artistic education.

The art of dance as part of the curriculum in primary education.

Choreography and dance as part of the curriculum in primary education was introduced in 2012 when the national curriculum of basic education drafts the first subject curriculum of dance. This curriculum defines dance in education: “as one of the artistic disciplines that seeks to equip the student with the diverse habits and language of the established movement in art” (IZHA, Subject: Dance, p. 3).

This program also underlines the goals of this art in education, such as: “development of kinetic intelligence, through movement; creation of opportunities to express and communicate through the body; self-understanding, revealing identity, values and beliefs, be they personal, ethical, gender, or social; gaining trust, to manifest oneself in many other fields; learning national dances and different cultures to understand and respect them” (IZHA, 2015, Subject: Dance, Class 2-3, p. 4). At the same time the program shows the connection of this subject with other subjects, teaching methodology and assessment, objectives by lines, etc. Also jumping in these programs is seen as a component of aesthetic education, the development of social, psychological and physical educational.

The objectives of the dance in the curriculum are: “... creating opportunities to express and communicate through the body; critical and creative thinking, the development of students’ intellectual, social and cultural personality”(Gjovreku, J. E. and Hala, M. , IZHA, 2016 p. 9).

In 2016, the national education programs for Competency-Based Curricula define the subject of dance: “an important value to enable the development of students’ personality, the development of their ability to work independently and systematically, as well as to think creatively and critically ” (Gjovreku, J. E. and Hala, M. , IZHA, 2016 p. 4).

It is seen by these programs as one of the ways to: “participate in the cultural life of the class, school, community, putting them at the service of the environment where they live their skills and talents, interacting socially, culturally and intellectually with groups of different cultural or ethnic ” (Palaj, F. , School Portal: p. 3). But when the question arises what is the result in the field and what space is given to this subject to achieve its objections and does it have specialized teaching staff in the relevant field? Dance as a compulsory subject takes place in grade I (second grade) respectively 18 hours a year and is oriented towards raising students’ awareness of the knowledge of occurrence, phenomena, objects and artistic situations in the environment that surrounds them. While in grade II (third grade) respectively 35 hours per year and is oriented towards training students in observation, reflection, communication and use of information from various sources. Compared to other subjects in the field of art such as music and visual arts, this load is minimal and in order not to suffice, we

add the lack of ability of teaching staff or teachers on this subject as well as didactic tools or teaching resources such as verbal means. : textbooks, teacher's book, learning environment or dance cabinets.

Is it fair that dance art education has not extended its presence to the primary education cycle, at a time when institutional strategies assess the impact it has on the educational system of each individual at all levels of their education? What are the obstacles and what is the perspective of the art of jumping in the Albanian educational system? Should members of the choreographic community insist on creating a new market for their profession? These questions will be answered in the near future by research and other studies in terms of the extension of art and dance education to all levels of Albanian education. Formative educational institutions that have the status of teacher training in primary education should continue the challenge of perspective with their contribution to giving art and dance subjects a wider scope and time space in addressing the respective curriculum. The reasons for the importance of their presence in educational system are related to the learning and commitment of the human being towards the body, mind and soul. Analyzing the art of dance, Kadare said that "I have always known, in general or theoretically, that dance, choreography, means liberation of the body. But the liberation of the body cannot come without the liberation of the mind and soul"(Kadare, I. ,2005, p. 9).

Conclusion

Dancing is a way of artistic education that gives you the opportunity through education to use it as a means of communication. This result is achieved not only by learning but primarily by teaching and from its quality. This quality requires specialized training of educators. Dancing in the national education strategy is seen as a component of aesthetic education, the development social, psychological and physical educational, but the concrete results of its application in the field are minimal. Dancing in our country does not have a comprehensive characteristic with a wide and sufficient time span to carry out his mission.

Recommendation

I suggest first to realize the extension of the dance subject in all the years of the primary cycle from grade I to grade V as well as to increase the amount of dance hours in a school week; secondly to increase the quality and number of teaching staff or teachers specialized in this field and on this competency-based curriculum subject; thirdly to increase didactic tools and teaching resources such as verbal tools, textbooks and teacher's book or learning environments such as dance cabinets.

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THE CONTEMPORARY EDUCATION FOR THE PROTECTION OF PRIVATE AND FAMILY LAW IN THE CONTEXT OF PROTECTING AND GUARANTEEING THE HUMAN RIGHTS

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Introduction

Privacy is a fundamental human right. It encompasses human dignity and other values such as freedom of association and freedom of speech. It has become one of the most important human rights issues in modern times. Of all the other human rights in the international catalog of these rights, it is probably the most difficult to define. Definitions on privacy are numerous depending on the context and the environment. In many countries, this concept is intertwined with that of personal data protection, which interprets privacy in terms of personal information management. Seen in a narrower sense, the protection of privacy is frequently seen as a way of setting boundaries as to how far society can intervene in the affairs of the individual. Privacy is known around the world in different countries and cultures. It is enshrined in the Universal Declaration of Human Rights (The Universal Declaration of human rights; ohchr), the International Covenant on Civil and Political Rights, and in many international and regional human rights treaties. Almost every country in the world has included and enshrined the right to respect for private life in its constitution. The purpose of this study is to highlight the importance of this right in the way it is treated and guaranteed in a democratic society and the negative obligation of public authorities not to interfere in private and family life.

Methodology

The methodology used in this study is qualitative, of the legal interpretation of national legislation comparing it with international and regional

legislation. This comparison takes place in the context of an in-depth legal analysis reviewing the international literature on guaranteeing private and family law and the interpretation of relevant laws (Bryman, 2016). The assessment of respect for modern privacy and family life at an international level can be found in 1948 in the Universal Declaration of Human Rights (The Universal Declaration of human rights; ohchr), which specifically protects territorial and communal privacy. Since the Universal Declaration of Human Rights was adopted in the form of a resolution, rather than in the form of an international treaty, differences have emerged as to whether the provisions of the Declaration are legally binding or not. This Declaration is seen as a Declaration of Fundamental Principles that should serve as a general standard for all peoples. Article 12 stipulates that “No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. “Everyone has the right to the protection of the law against such interference or attacks.” Numerous international human rights treaties specifically recognize privacy as a right. The International Covenant on Civil and Political Rights, the United Nations Convention on the Protection of the Child use the same language. At the regional level, various treaties make these rights legally binding. Article 8 (The Convention for the protection of human rights and fundamental freedoms) (Europe, 2010) of the 1950 stipulates that: “Everyone has the right to respect for his private and family life, his home and his correspondence. There shall be no interference by a public authority in the exercise of this right except in accordance with the law and in a democratic society it is necessary in the interest of national security, public safety or economic well-being of the country to prevent disturbance of order or crime , for the protection of health and morals, or for the protection of the rights and freedoms of others ”.

The result and discussion

It is generally accepted that the right to respect for private life at its core should provide the individual with a space within which he or she can independently develop and complement his or her personality. Thus, respect for privacy requires in principle not to interfere in the decisions that the individual makes about the way of living his life. Personal data of

property character, as a rule, enter the sphere of private life. However, they do not have the nature and character that sensitive data have, which are also the core of private and family life. It is precisely this data, which enables the individual to independently develop his personality and that “in a well-founded and recognized way by third parties, can not be under public scrutiny”. Property records in their entirety do not have this character. Moreover, on the whole they are often under the scrutiny and appreciation of the general public. On the other hand, the margin of appreciation is and should be much wider and more tolerant, as these are important public figures, endowed with considerable state power. Another aspect of the right to respect for private and family life is undoubtedly the definition of the notion of “private life”. I emphasize that this notion has no exhaustive character. This notion nowadays has been constantly expanding, not only through the jurisprudence of the (European court of human rights), but also from differentiated legal and jurisprudential developments. Case studies on the right to privacy and family life are not very rich. In this context, I believe that, although there are problems related to its practice, in everyday reality we do not find a very rich case law in this regard. The right to privacy and family life has often been violated, a violation that constitutes a very serious restriction on the exercise of this right. So not infrequently this right has been violated but nevertheless, in the case law these processes constitute a minimum in their treatment. To fix the injustices of the past regarding the right to respect for private and family life, we can say that this right is today one of the greatest challenges that free and democratic states must face. The right to respect for private and family life, as a fundamental human right, constitutes one of the most important human rights issues in modern times. If there is one right that is valued above other rights in a democratic society, it is unequivocally the right to private and family life. This right is one of the challenges of free and democratic states, especially of new democracies. The guarantee of this fundamental right is a reflection of the negative experience of totalitarian and dictatorial regimes, whose tendency has been extreme interference in intimate or family matters.

Conclusions and recommendations

I think that the right to private and family life nowadays is a novelty in the

way it is treated and guaranteed. Since the wording “The right to respect for private and family life” there has been a change in the way other fundamental rights are guaranteed. I believe that this wording was made deliberately to highlight not only the negative obligation of public authorities not to interfere in private and family life, but also the positive state obligation to protect these rights as realistically as possible, through the bodies. of the three powers; legislature, executive and judiciary. From the above I judge that, above all, it should be borne in mind that the more it penetrates into the sphere of intimate or sensitive life, the more will increase the obligation of public power to protect private life. In any concrete case, the legitimacy or not of the intervention in private and family life will depend mainly on its intensity, the degree of violation of private and family life, the necessity of this intervention in a democratic society and the concrete reality that has dictated it, effectiveness and proportionality in the ratio of the goal that is intended to be achieved and the means used to achieve it. The right to respect for private and family life needs a number of improvements within the mechanisms made available to guarantee its exercise, due to the protracted transition and the ongoing efforts to establish and guarantee fundamental rights. This consists in the existence of appropriate norms undertaken in the internal legal system, which will enable the protection of private and family life. The right to respect for private and family life, although it is an essential right, cannot be said to be absolute. This implies the fact that restrictions exist in relation to this right but always taking into account their mass minimization and an appropriate balance between the interests of the community and the interests of the individual. So I think, a fair balance needs to be struck between the general interest and the interest of the individual.

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TECHNOLOGY BASED TEACHING AND LEARNING

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Introduction

This article highlights the challenges that teachers and students faced in the learning process from 2020 to the present. There has been a biggest feeling of loss both for teachers and students. It is so because there was no communication, loss of time and no engagement from students. Since we have faced so many challenges, we should think about the opportunities that we can see for change in education. Thus, Charles Darwin said "It is not the strongest of species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change". It means that all of this requires flexibility in thinking in order to change and be adaptable to changes that are going to happen in education system.

Even though it is difficult to find a universal definition of distance education, there are several authors who have examined the role of distance education and the quality of knowledge that students get in this form of education. In a book entitled, *Distance Learning: Principles for Effective Design, Delivery and Evaluation*, Mehrotra, Hollister and McGahey(2001) define distance education as a formal approach to education, where most of the education takes place in the absence of physical presence. (p.1). On the other hand, Roger (2003) explained that the diffusion of innovation is a social process, and that "an important factor regarding the adoption rate of an innovation is its compatibility with the values, beliefs, and past experiences of individuals in the social system" (p.4). According to this definition, technology integration will take a long time for teachers to change the structure of teaching. Today, teachers have to reflect what went right and what went wrong. They should try to understand students' needs and wants and to solve problems in order to help students develop their critical thinking.

Methodology

Nowadays, distance learning courses are being actively realized through using Microsoft Teams. It is a challenge to motivate students to learn online a foreign language and then to use it in daily life. Despite of this, it is possible if teachers use a variety of learning activities, new methods and techniques, and digital skills. So, all participants who took place in this study are the first-year students at high school Gymnasium “7 Marsi” in Tetovo. These students learn English as a foreign language. There were 20 students who participated in this survey. All participants were selected and none of them refused it. The average age of students is 15 years old.

At the first stage of this research, we tried to identify the main problems and students’ concerns about the online learning. Students were observed by the teacher all the time and it was helpful in assessing the teaching and learning situations and outcomes. The purpose of this study was to evaluate how effectively four language skills such reading, writing, speaking and listening were learned in an online environment compared to a traditional classroom environment. For this reason, the questionnaire is used to analyze the students’ attitudes in terms of language skills and the overall effectiveness of language learning in virtual classrooms. The questionnaire was designed and distributed to students via emails. Students were required to complete the questionnaire which is the main instrument of this study. The questionnaire consists of ten questions and all of them are related to the effectiveness of online learning. The time to complete the questionnaire was ten minutes. Data were collected and then analyzed. So, students’ responses were important for the results of the research. The survey was conducted in such a way so that learners’ satisfaction with online learning was the primary focus.

Results and discussion

The main goal of this research was to prove the effectiveness of distance education. The results of this research show that learning a language online is not as easy as it looks. It depends on different factors such as technology, school curriculum, and students’ characteristics. Below are explained in details the results of the questionnaire. Students were asked to analyze the

items and to give their opinions in a three scale such as agree, disagree or neutral.

Table 1 shows the effectiveness of distance learning. Regarding the first item, it is interesting to note from the findings that most of the students enjoy using technology in foreign language classes. So, 45 % of students answered that agree, 40 % disagreed and only 15 % were neutral. For the second item, 30 % of students agreed that they can improve speaking, writing, speaking and listening skills online, majority of them 45% didn't agree and only 25% were neutral. Third item shows that 50% of the students agreed that they take part in online discussion with the other students in virtual classes, 35% didn't agree, and 15% were neutral. In the fourth item, 10 % of students agreed that they are learning much online compared to regular classes, 60% didn't agree and 30% were neutral. It is worth noting that item number five shows that 25 % of students agreed that they don't have difficulties to use technology for online learning such as computer, tablets etc, 35 % disagreed and 40% were neutral. For item number six, 50 % of students agreed that they have barriers in effectively learning from home, 35% didn't agree and 15 % were neutral. For item number seven, 65% of students agreed that there is a lack of interaction and communication between students and teachers through online learning, 15% didn't agree and 20 % were neutral. The analysis of answers have revealed that the main concern regarding the distance education is about the inability to interact student-student and student-teacher. For the following item students showed skepticism that they can do well in school through online platform, so 45 % of them agreed, 35 % didn't agree and 20% were neutral. For item number nine, results show that 45% of students agreed that classroom environment is more effective than the online setting for language learning, 30 % didn't agree and 25% were neutral. For the last item, 35 % of students agreed that they have positive attitudes about distance education, 35% didn't agree and 30% were neutral.

Questionnaire Items	Agree %	Don't agree%	Neutral%	Total
1. I enjoy using technology in learning.	45%(9)	40%(8)	15%(3)	100% (20)
2. I can improve speaking, reading, writing and listening skills.	30% (6)	45% (9)	25%(5)	100%
3. I take part in online discussion.	50%(10)	35% (7)	15% (3)	100%
4. I learn much online compared to regular classes.	10%(2)	60%(12)	30%(6)	100%
5. Is difficult to use technology such as computer, etc.	25%(5)	35%(7)	40%(8)	100%
6. I have barriers in effectively learning from home.	50%(10)	35%(7)	15%(3)	100%
7. Lack of interaction between students and teachers.	65%(13)	15%(3)	20%(4)	100%
8. I can do well in school through online platform.	45%(9)	35%(7)	20%(4)	100%
9. Classroom environment is more effective than the online setting.	45%(9)	30%(6)	25%(5)	100%
10. I have positive attitudes about distance education.	35%(7)	35%(7)	30%(6)	100%

Table 1 shows the effectiveness of distance education

Conclusion

There is a lot of debate in the field of distance education. It has many advantages and disadvantages. Online teaching is more convenient for both teachers and students to communicate from their own homes. It gives us an opportunity to move ahead and to change the classroom reality. It is an advantage to develop our students critical thinking and problem solving, collaboration, and learning them how to be adoptable. On the other hand, the students' enthusiasm and the dynamism in the classroom are missing.

Recommantation

Many teachers, students and parents who have been directly involved in the learning process have expressed a great deal of skepticism about the implementation of online learning. Despite the challenges and loss, we need to change much in education system. From this point of view, the focus should be more on the quality of teaching and learning at all levels of education through using information technology. Students have their own styles and preferences. So. online classes should be organized according to the students' level and their learning interests.

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STUDY OF ANTHROPOMETRIC INDICATORS IN THE ELBASAN REGION, WITH PUPILS AGE 6-18 YERS OLD

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Introduction

Over the last few decades overweight has become extremely common almost everywhere in the world. More than 1 billion people in the world are overweight today, of which 300 million are severely obese. In Europe from 1990 onwards the number of obese people has increased 3 times. The alarm is that it is growing in children as well. Since 1970 the number of obese or overweight young people and children in Europe has increased 10 times. Obesity is already the newest epidemic that is silently invading the planet unstoppably.

Obesity is a chronic disease characterized by increased deposition of adipose tissue in the body. It is considered to be the major cause of many serious pathologies that become the cause of sudden death. In medical language, the term morbid obesity is often used to describe obesity, which poses a high risk of developing a range of diseases. Normally adipose tissue (calories) is a source of energy for the body and plays a protective barrier role for internal organs and skin. It is normally found in higher amounts under the skin, in the joints and around the internal organs. The appearance of obesity is caused as a result of the imbalance of calorie intake and their expenditure, which leans in favor of increasing calories by gradually causing excessive accumulation in the body.

Methodology

Elbasan region covers an area about 3329 km² and has a population over 433,244 inhabitants, divided into four districts, Elbasan, Gramsh, Librazhd and Peqin. The study included pre-university students aged 6 to 18 for both genders. The number of students included in the study is high and, as a count reaches the number 39321 students.

Aim of the Study: Measurement and evaluation of anthropometric

indicators with pre-university education students in the city of Elbasan. Study methodology: Correct training and instruction given to physical education teachers involved in the study, with the help of RED Elbasan and DAZ. The object of the study is to measure body height, body weight, perimeter above the gluteus and waist circumference with school students in the Region of Elbasan, aged 6-18 years. These subjects were tested in optimal conditions, the same and that during the testing did not suffer from any disease and metabolic disorder. Also, the testing was done with the consent of the students and without any imposition. Measurements were made separately for girls and boys and separately for first, second grade and so on until the 12th.

Results and Discussion

The study provided us with a lot of useful data. From the depth on them, a wide, deep, multifaceted information was obtained about the physical condition of the students and the relation with obesity as a disturbing, personal and social phenomenon.

25026 pupils were tested in the city of Elbasan. The age of 6-11 years tells us that out of the total number are 2.47% over weight to obese as for girls, and 1.76% for boys.

The age of 12-15 years shows that from the total number are overweight to obese about 4.12% girls and 4.37% boys.

The age of 16-18 years shows that from the total number of students are overweight to obese about 7.5% girls and about 11.43% boys.

The etymology of obesity is multifactorial, but the underlying cause is overeating. Obesity can happen to anyone. However some groups are more at risk of becoming more obese. Other factors associated with obesity are:

- Biological factor: in some patients low basal metabolism often becomes the cause of obesity.
- Genetic factor: in some cases plays a major role in the development of obesity substances such as leptin protein, which is a protein that limits obesity. In many obese people defects in leptin receptors have been observed, causing normal dysfunction of the mechanisms that prevent obesity.

- Lifestyle nowadays is considered as a major factor in the occurrence of obesity.
Excessive calorie consumption and decreased physical activity are two elements that increase the hypothalamus and control hunger can cause obesity through the mechanism of hyperphagia (increased feeling of hunger as a result of damage to its inhibitory mechanisms).
- Hormonal factor: based on various studies it has been observed that increased pancreatic endocrine activity, and hypercortilosemia pose a risk and constitute a cause for obesity.

Body mass from age to age has an increase, which goes from about 2% who is overweight at the age of 6-11 years to 7.5% for girls and 11.43% for boys over the age of 15 years. This increase in the city of Elbasan is significant, especially with boys, who have this increase of about 11%, a very high increase when we consider the ages under 18 years.

The growth rates of body mass with the ages up to 18 are quite high, which makes us think seriously about how to solve this challenge and how to involve young people in physical activity and sports!

The factors that disrupt balance of health are many, but the most important are as follows: Stress, fatigue, sadness; Age; Some medicines; Hormonal disorders; Quitting smoking (first phase or the first 12-16 months); Maintaining excess weight after childbirth; Inheritance.

The evil of obesity is not just aesthetic. It creates disease and kills. It is even one of the main causes for the birth and aggravation of diseases of a long list of chronic diseases: The balance of such evils in the world is great: 600 million people with arterial hypertension, 177 million with diabetes, 20 million with cancer, and 20 million with ischemic heart and cerebral artery disease. Through the above diseases it was reported that in 2005 alone obesity caused the death of 35 million people: 7 million from ischemic heart disease, 5 million from cerebrovascular accidents. ect.

Conclusion

Increasing the cultural level through continuous communication with AML students, their motivation for a rational lifestyle and nutrition model, which will keep them away from the dependence of virtual life, remain the constant responsibility of the school, family and NGO.

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KARAKTERISTIKAT E DETYRAVE TË CILAT PARAQESIN KONCEPTIN E THYESËS NË TEKSTET E MATEMATIKËS PËR SHKOLLËN E MESME TË ULËT NË KOSOVË

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Hyrje

Koncepti i thyesës është një nga konceptet themelore matematikore, me një histori shumë të gjatë dhe të pasur që daton nga kultura babilonase (Merzbach dhe Boyer, 2010). Ky koncept kompleks interpretohet si një numër matës, si një raport mes sasive, si një tregues i ndarjes së një tërësie, si një herës dhe si një operator (Lamon, 2001).

Nxënësit kosovarë futen në konceptin e plotë të thyesës për herë të parë në klasën e gjashtë. Gjatë arsimimit të tyre nga kjo kohë gjatë viteve të shkollës së mesme të ulët (klasat 6-9), kurse i i rikthehen këtij koncepti tek bashkësia e numrave racionalë, ndërlidhjeve ndërmjet thyesave dhe numrave dhjetorë.

Përveç kësaj, në shkollën fillore (I-5), nxënësit mësojnë sipërfaqësisht për konceptin e pjesshëm të thyesës duke e interpretuar si pjesë të një tërësie. Në Kosovë, libri shkollor është mjeti kryesor dhe pothuajse i vetmi mjetë për mësimdhënien dhe nxënie së matematikës, andaj një analizë e prezantimit të këtij koncepti në tekstet shkollore është shumë e nevojshme. Në Kosovë kemi vetëm një seri të teksteve mësimore për matematikën në shkollën e mesme të ulët: Matematika 6, Matematika 7, Matematika 8 dhe Matematika 9 (Shtëpia Botuese Dukagjini, Pejë).

Meqenëse detyrat përfaqësojnë pjesën më të rëndësishme të mësimdhënies dhe të mësuarit në matematikë, ky punim merret me karakterizimin dhe diferencimin e detyrave matematikore që ilustrojnë konceptin e thyesës. Analiza përfshin një vlerësim të karakteristikave kontekstuale,

karakteristikave matematikore dhe karakteristikave kognitive të detyrave të përdorura për paraqitjen e konceptit të thyesës.

Metodologjia

Në këtë hulumtim jemi marrë me analizën e karakteristikave kontekstuale dhe matematikore të detyrave, si dhe vlerësimin e shkallës së kërkesave njohëse.

Korniza analitike që kombinon tri kategoritë e sipërpërmendura formohet duke kombinuar element nga studimet përkatëse në këtë fushë (Skovsmose, 2001; Brändström, 2005; Smith dhe Stein 1998; Yee, 2002). Më tutje, jepet një përshkrim i gjerë i secilës kategori brenda kornizës për analizimin e detyrave, si dhe të rolit të tyre në arsimin e matematikës.

Karakteristikat kontekstuale të detyrave

Analiza e karakteristikave kontekstuale të detyrave konsideron:

- Përfshirja e jetës reale në detyra
- Natyrën e hapur ose të mbyllur të detyrave

Zbatimet reale dhe ndërdisiplinore të koncepteve dhe përmbajtjes së matematikës u japin nxënësve lidhje kuptimplota me përvojat dhe interesat e tyre (Pepin dhe Haggarty, 2008).

Me qëllim të identifikimit të nivelit të situatave të jetës reale të përfshira në detyrat e analizuara, kemi përdorur një version të modifikuar të Metodës Mjedisore të të Mësuarit (Skovsmose, 2001), sipas së cilës detyrat u ndanë në tri kategori:

Detyrat me përmbajtje të pastër matematikore – janë detyra pa asnjë kontekst jo matematikor, natyra e të cilave nuk lejon zbatimin ose lidhjen e koncepteve dhe njohurive matematikore me probleme të jetës reale ose ndërdisiplinore.

Detyrat në kontekstet gjysmë-reale – janë detyra të vendosura në një realitet artificial të krijuar nga autori.

Detyrat në kontekste reale - me peshë më të madhe dhe që pasqyrojnë më së miri një nga qëllimet parësore të mësimdhënies moderne të matematikës. Bazuar në një modifikim të kornizës së ndërtuar nga Yee (2002), detyrat ndahen detyra të hapura ose të mbyllura:

Detyrat e mbyllura - të cilat janë më të zakonshme dhe më të favorshme kur qëllimi i dhënies së detyrave është të praktikojnë të mësuarit përmendësh

të procedurave matematikore dhe algoritmeve.

Detyra të hapura - të cilat zënë një vend të rëndësishëm në mësimdhënien moderne të matematikës. Roli kryesor i tyre është krijimi i ideve dhe alternativave për përcaktimin dhe zgjidhjen e problemeve.

Karakteristikat matematikore të detyrave

Si karakteristikë matematikore konsiderohet numri i hapave ose operacioneve matematikore të nevojshme për të përfunduar një detyrë të caktuar. Sipas numrit të hapave kemi:

Detyra me një operacion - përfundimi i të cilave kërkon vetëm një operacion matematikor ose asnjë operacion.

Detyra multi-operative - përfundimi i të cilave kërkon dy ose më shumë operacione matematikore.

Niveli i kërkesës njohëse

Ky nivel është analizuar duke dalluar proceset mendore të kërkuara nga nxënësi gjatë përfundimit të detyrës. Sipas metodës së njohur të Kornizës së Detyrave Matematike të Smith dhe Stein (1998), detyrat rangohen në katër nivele:

Memorizimi është niveli më i ulët, i cili përfshin detyrat, përfundimi i të cilave kërkon vetëm memorizimin e rregullave dhe formulave pa nevojën e ndjekjes së ndonjë procedure ose algoritmi.

Procedurat që nuk lidhen me konceptet ose me kuptimin, përfshijn të gjitha detyrat të cilat kërkojnë zbatimin e procedurave dhe algoritmave.

Procedurat që lidhen me konceptet ose me kuptimin, përfshijn detyrat të cilat kërkojnë përdorimin e një sërë procedurash dhe algoritmeve në kombinim me konceptet dhe kuptimin bazë që qëndron pas këtyre procedurave.

- Matematikë e pastër, detyra që kërkojnë mendime komplekse përtej procedurave.

Rezultate dhe diskutime

Nga 116 detyrat e analizuar, vetëm një kishte kontekst gjysëm-real, dhe dy të tjera kishin kontekste të jetës reale, ndërsa të tjerat ishin detyra të pastra matematikore.

Duke analizuar dhe krahasuar tekstet e matematikës në shkollën e mesme të ultë franceze, gjermane dhe angleze Pepin dhe Haggarty (2008) theksojnë faktin se në tekstet angleze dhe gjermane gjysma e detyrave janë detyra

në kontekst, ndërsa në tekstet franceze vetëm një e treta e detyrave janë të tilla.

Nga analiza shohim se vetëm 6 nga detyrat e analizuara ishin të hapura duke i lënë nxënësit hapësirën dhe lirinë për të krijuar ide ose qasje, aplikacione dhe modele matematikore krijuese. Edhe pse kurrikula e Kosovës thekson krijimin e lidhjeve ndërmjet matematikës dhe botës reale, si dhe ndërmjet matematikës dhe lëndëve të tjera shkollore, si disa nga qëllimet kryesore të matematikës

Nga rezultatet e arritura mund të shihet se më pak se një e katërta e detyrave mund të përfundojë pa përdorur ndonjë operacion, ose me vetëm një operacion matematik.

Sa i përketë kërkesës njohëse, memorizimi është kërkesa e vetme kognitive haset në 9 nga detyrat e analizuara. Zbatimi i procedurave që është niveli më i lartë i kërkesës njohëse në gjithsej 97 detyra.

Matematika e pastër, niveli më i lartë i kërkesës njohëse, është plotësisht i papërfaqësuar në detyrat e analizuara. 91.38% e detyrave janë me kërkesë të ulët njohëse dhe 8.62% e detyrave janë me kërkesë të lartë njohëse.

Ky rezultat është mjaft i papranueshëm kur merret parasyshë domosdoshmëria së zhvillimit të aftësive të nivelit të lartë tek nxënësve. P.sh, në tekstet turke që aktualisht përdoren në klasat 6, 7 dhe 8, 25% e tyre janë në nivel të ulët të kërkesës njohëse dhe 75% në nivel të lartë të kërkesës njohëse. (Bayazit, 2013)

Përfundim

Nga analiza vërejmë kemi të bëjmë me një përzgjedhje shumë të mirë të detyrave për paraqitjen e konceptit të thyesës.

Në aspektin e nivelit të kërkesës njohëse, detyrat e zgjedhura gjithashtu ofrojnë mundësi shumë të ulëta të të mësuarit për zhvillimin e aftësive të nivelit të lartë si aplikimi, analiza, sinteza dhe vlerësimi.

Nga ana tjetër, karakteristikat matematikore të detyrave të zgjedhura ofrojnë mundësi për zhvillimin e teknikave tek nxënësit për përdorimin e procedurave dhe algoritmave matematikor.

Fokusi në praktikën mekanike të procedurave matematikore krejtësisht të palidhura me kuptimet themelore që qëndrojnë pas tyre është një karakteristikë e cila nxit më shumë një mësimdhënie tradicionale

të matematikës. Për më tepër, një shpërndarje e pabalancuar dhe e padiferencuar e detyrave, nga aspekti karakteristikave të rishikuara më sipër nxjerr në pah faktin se me këto tekste është shumë e vështirë të punosh në konceptin e thyesës me një grup nxënësish në nivele të ndryshme të aftësive matematikore.

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PROBLEMS OF INTEGRATING STUDENTS WITH DISABILITIES

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Introduction

The first years of theory and practice of integration of students with disabilities are now replaced by efficient theories generated by the case studies, and several years of experience.

The student clinically identified in a situation of different ability and equipped with the relevant medical documentation, during his years of formation, is treated with IEP (Individualized Education Plan). Despite the strategies of working with this category of students, there are still unexplored paths to the fullness of their integration, especially in terms of online learning.

Thus, from the risk of an excessive interest in the problems of individual needs, which marginalize the student, distorting the meaning of his stay in the classroom (Celi, 2000), we passed to the risk of total isolation, an effect completely opposite to that of integration.

The purpose of this study is to bring methods and strategies to effectively involve students with disabilities in the teaching and learning process; highlight the risks of this new form of marginalization in terms of distance learning.

Metodology

Based on the latest theories that suggest comprehensive and integrative methodologies in teaching in general and specifically online, we have identified several strategies for their effective integration into the two typologies of didactics. From the practical study of the cases of students with disabilities during the two school periods: the pandemic and the present, we have reached some conclusions, which will make it possible to design effective strategies.

The paper uses qualitative research methods, legal instruments, contemporary studies on how the pandemic has affected children with disabilities (United Nations Sustainable Development Group, 2020); (Global Education Monitoring Report Team, 2015); (UNESCO, 2020); (World Vision, 2012); (Ferré, 2020).

The way towards integration

In the early seventies, a review of educational models up to that time, brought the need to review the situations in which children with disabilities were. The belief that a particular context was necessary to enable them to achieve the objectives of learning and behavior was seen as outdated. The idea that the normal school experience facilitated the learning processes and their development was gaining ground in the pedagogy and medicine of the time. The debate became massive and three pieces of evidence defined its curve:

In the nineteenth century Dr. Seguin brought the method of experience with the wild child, (Sèguin, 2018) to global ecological education, according to Bateson perspective (Bateson, 1972). Writer Collins (Collins, 2005) brings the experience of an autistic child to a “normal” classroom. Michel (Micheli), brings examples that children with autism need simplification of the school curriculum. Studies based on debates that supported and anathematized the integration of disabled students were effective in international research on special education. The new vision was based on the integration of disabled students in normal classes and required the development of specific work plans.

In the international reality there were three important Declarations:

1. The Salamanca Declaration and the Framework for Action on Special Education (UNESCO, 1994)
2. Council of Europe, Political Statement and Action Plan (Council of Europe, 2003)
3. United Nations International Convention on the Rights of Persons with Disabilities (UNESCO, CRPD, 2006)

In Albania, the Albanian Law on Pre-University Education, regarding inclusion Law no. 69/2012, - Education of Children with disabilities, ensures the organization of integrated education of children with disabilities.

It is necessary to cross different paths, shorter, longer, more attentive to concrete or abstract needs, but always oriented towards the achievement of common formative goals (Gelati, 2004).

Integration strategies

For students with special needs to benefit from the collaborative model, it is important and essential that the support be compared to the specific needs of students in specific areas.

On this basis, the strategies that should be set to achieve a good integration are built, preserving both the rights of people with disabilities and the rights of his classmates.

Creating an inclusive climate

The concept of inclusion is reminiscent of two other concepts: that of normality and specificity (Miato, 2003). Assessing the quality of relationships in a context that is pleasing to both student typologies takes precedence, as long as the student with special needs feels welcome and encouraged in the conditions to develop his or her cognitive dimensions.

Integration of objectives

To ensure the integration of the objectives of both student typologies, the definition of specific didactic paths is required. Dialectical models, which contain good potentials for integration, relate to the teacher's efforts to adapt the goals of the two typologies of students.

Student preparation

It is important that the teacher prepares the class for the presence of the student with special needs. The host group and the student will enter into a series of changes which will create opportunities for cooperation and mutual assistance, so the preparation should be realized with a series of preliminary activities.

Reorganization of didactic material

Individualized teaching programming should anticipate, at the maximum possible level, all the subjects of the class program, differentiating them only in the level of difficulty.

Distance learning strategies

Activation of Distance Learning, which started March 9, 2020, represented an obstacle to continued integration, significantly reducing the participation

of students with special needs.

Activation of Distance Learning has made the integration process more complex.

What changed radically had to do with interpersonal distances and spaces in relation to learning activity, as well as methods of communication in interpersonal relationships, in relationships between schoolmates, and, finally, between the teacher and the class group. Unlike at school, at home each student experiences his own reality, so the ascertainment of difficulties was more or less unique.

From the observation made in three classes during the online learning, we noticed that students with disabilities encountered difficulties during the daily organization of the home learning regarding:

- access to technology;
- time management;
- personalized teaching;
- obtaining customized concepts.

The inclusion was up to 30%.

Findings:

-The student was more involved when the teacher promoted and encouraged interaction with him / her through active involvement in the conversation.

-Depending on the age of the student with special needs, the reactions to fatigue were more quickly displayed by the primary education students.

-Interactive strategies:

- Situation with interesting questions;
- Voice tone changes and pauses;
- Use of signaling words;
- Instruction through simple sentences;
- Visual didactic tools.

Conclusion

- Integration of disabled students resizes the school success criteria;

- Redimension of competencies to focus students with disabilities;

-Integration of students with disabilities is not only the task of the school;

- Updating didactics with focus on students with disabilities;

- Increased awareness;
- Diversity is the norm (Cottini, 1989).

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MATHEMATICS AND TECHNOLOGY

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Introduction

The beginnings of the first mathematical concepts, such as the concepts of number, geometric shapes, etc. have their origins in the prehistoric era, in archaeological discoveries and from the knowledge we have about the general histories of human culture. The traditional fields of application of mathematics, physics, mechanics, astronomy, ballistics, were supplemented by chemistry, biology, linguistics, psychology and a range of technical and economic disciplines. New applications created new interactions between mathematics and other sciences, acquired new problems and new methods.

In the past years, some new mathematical disciplines were born, but the previous disciplines continued to develop, e.g. algebraic geometry, one of the most important branches of mathematics, which is highly cultivated by the school of Italian mathematicians. Classical algebraic geometry relied on the theory of complex variable functions, so it had elaborated transcendental methods.

Many fields of mathematics which were separate fields during the last twenty years can be introduced into cybernetics. Problems related to the construction and use of high-speed calculators occupy a major place in cybernetics. Only electronic technology allowed mathematical machines to be built in the 1940s, which became an indispensable tool for solving some very important practical problems. This surge in mathematical technique influenced the development of mathematics as a whole: i. a fundamental revision of the previously known computational methods was made, which also affected the theoretical methods, ii. a new scientific discipline was born, the theory and practice of “program”, the theory and practice of algorithms for mathematical machines, iii. the new calculating technique made possible the automatic, complete or partial direction of various processes and the modeling of processes and phenomena with an

accuracy and with a scale completely unattainable before. This brought about the rapid expansion of mathematical applications. iv. Today's mathematical machines can perform elementary logic operations at almost the same speed as performing mathematical operations.

Methodology

The advancements in technology today have come with speed and meaningful input - the twenty first century. The time of rapid technological development has been presented in the process of education in the education system, affecting all study cycles, from first grade to university studies. The abundant information that comes in many directions from digital platforms makes the structure for the selection of materials more necessary. This enables and at the same time raises issues for all these development steps, to respond with the standard of technology.

In this article, the relationship between the grade point average of the subject of mathematics and the independent variables are studied, which are: study hours, preparation for testing and rest hours, through the IBM SPSS 20 software.

The following is a summary of data collected from tests, sampling, questionnaires and surveys taken from a group of 27 randomly selected students.

The two tools used most in online learning is Google form and Padlet. Google form is a kind of digital assessment tool, which was used in online learning during pandemic time; it gives feedback and it saves a lot of time. Students complete assignments immediately, on time and there is no opportunity to communicate with each other. Padlets are used by all students easily, giving the options of lessons, lectures, exercises in the chapters of the textbooks, transmitting summaries, repetitions, contents.

Results and Discussion

From the model summary it can be inherited that R, which is the multiple correlation coefficient, has a large value of 0.911, meaning that there is a strong relationship among the observed and the dependent variable.

R Square, that is the coefficient of determination, is the squared value of the multiple correlation coefficient. It shows that 83.1% of the variation in

the average mark, is explained by the model. From the Anova table it can be concluded that the significance value is 0.000 (i.e., $p = 0.000$), lower than 0,05. The F statistic is higher than its critical value (in other words, F that corresponds with the alpha value, which is 0,05), so that the difference among groups is statistically significant.

Whilst interpreting the coefficients, the constant is statistically important because it has a value of 0.000, lower than 0,05. The same thing can be said about hours of studying, again with a significance value of 0.000. There is a small variation for the significance of the coefficient of test preparation and to conclude the leisure time coefficient is once more significant. In other words, a percentage increase in hours of studying and test preparation and on the other hand a percentage decrease in leisure time, affect in a meaningful way the changes in our dependent variable, which is the average mark (GPA).

In the 21st century, support services are very important to be perfectly adapted to the global society. Reality, future challenges and us: teacher and student. In our schools today, what we need to do is work to encourage the student and ourselves, to think critically about the web.2.0 tools to make learning attractive (create, evaluate, analyze, apply, understand, remember).

During the pandemic in Online learning the use of web 2.0 became necessary, important for students and teachers. We and the students engaged safely and effectively with digital technologies at home. We needed a collaboration, to encourage students and ourselves to think critically about new tools, digital tools on learning. We use video-lecture, upload materials in Google Drive, stimulated students' interest in using the Internet with research assignments, research problems, information for mathematicians, scientific curiosities about the teaching knowledge of specific topics of the Mathematics course chapters, guiding objectives in the teaching and learning process, knowledge, abilities, skills and wants, attitudes and values. In the lectures of Mathematics tools like: Kahoot, Quizzes, tests, photos, videos, graphics, etc. have been used.

Conclusion

In today's fast paced society with a lot of information and which changes every moment, we have to adapt to new practices, implement new strategies and have new mindsets. We should be innovative especially in terms of teaching and learning.

In this paper it has been presented a discussion about different variables affecting the average mathematics mark. The results were collected from a random group of pupils. This has been achieved through the long experience with students, in the systematic acquisition of knowledge as a basis for developing skills to reflect on the self-thinking of learning, to achieve high results.

The use of ICT tools is very important because learning becomes more interesting, attractive, comfortable, concise, descriptive. Many basic ideas, basic concepts are instilled in students. The tasks are better defined according to the levels of basic, intermediate and advanced learning. Furthermore, information is more diverse and formatted (text / figure). The student focuses more on understanding the material-lesson they like and are interested in. The student adapts more quickly to new technology tools. The student is taught to communicate clearly, accurately and concisely.

Recommendations

Learning becomes motivating, increasing the skills and use of ICT tools, bringing efficiency and improving the learning process. Students, working in groups; this promotes critical thinking and creative thinking, but also develops their analytical, qualitative and quantitative skills.

The technology used in the subject of mathematics activates many students during the lesson and also they keep in touch with each other, developing personal skills and deepening the content of the lesson. Since the topic discussed is a wide one, further studies should be conducted to better illustrate and enrich the literature with the relationship that exists between mathematics and the use of technology in real life.

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THE IMPORTANCE OF THE EDUCATIONAL AND PHILOSOPHICAL ASPECT IN TEACHING TODAY, FROM NIETZSCHE'S PERSPECTIVE.

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Introduction

Nietzsche and declares war on Christianity which makes us treat it in this article, however we can say some automatically in advance. Nietzsche does not deny everything from Christianity, it is enough to see it in comparison with Christ because no Nietzsche is seen here he is pro-Christ and moreover he calls Christ the noblest man now on earth. In Nietzsche terminology Priests are proclaimed as individuals of weak avengers and who at all times are deniers of life. For Nietzsche the idea of a timeless individual was created and what makes this “lover” of life the most is the idea of an “interesting psychopathy” by any of us will not be seen there as a character who can be easily assimilated by all of us and use it as we please. Nietzsche dealt a strong blow to Christianity, tradition and morality. This does not mean that he destroys everything that comes forward, but it does mean that in addition to this morality has come to an end. He strives to create ground for a new morality..

Simply an individual living in an indefinite time as an individual and practitioner within the ordinary. In this modest article Nietzsche from my point of view and of course it is because this lover has about a sicile that is no more and yet thinkers have not managed to understand how Nietzsche “spoke” in this respect we come out to the conclusion that his genius has been so great that our reason is incapable of understanding this individual.

Methodology

In this paper the methodology used is that of literature review, then the hermeneutic method is followed.

The literature has been selected from authors who have talked about education, but based on the paper are ideas on education given by Nietzsche.

Revolution as a “model” of learning

In the Gospel of Luke, given to us in the New Testament of the Bible, we are quoting: “At that time Jesus went on the sabbath day through the corn; and his hungry disciples began to pluck the ears of corn and eat them. But when the Pharisees saw it, I said unto them, Behold, your disciples do that which is not lawful to do on the sabbath day; on Saturday and yet they do not sin ” [1] In this paragraph, according to Luke, we see Christ being told the rules and opposing the priests, and so to speak he tends to act as he sees fit, thus making it clear to the priests that they are not privileged. and that their Lord has come to an end: “In the psychology of the Gospel,” says Nietzsche, the concept of guilt and punishment, as well as of reward, is lacking; every kind of severance relationship between God and man has been removed. This is exactly the “good news”[2]

So Christ brought a new spirit. He was gradually devaluing the tradition of the Pharisees. Every relationship between God and man was already being removed, and man was, so to speak, becoming the lord of the earth, returning the dignity removed, by the priests of that time. Individuals were under the command of the priests, even when they were hungry they should not eat because they sinned, but Christ removed this barrier, trying to make the individual, “a free individual.” Above “I need” stands “I want”, above “I want” stands “I am”[3] . I think here lies the revolution that Christ made. Individuals already feel free. There was no longer “you have to”, but a “I want” as affirmative of life. According to Nietzsche-ean terminology life had already taken another direction, the practical one. Christ as a free spirit had given life a practical meaning. The life of Christ was the practice of acting, there was no need for formulas.

“The consequence of such a situation is reflected in a very evangelical practice. It is not the faith that distinguishes the Christian, the Christian acts. He is distinguished by a special action. “ [4]

In Nietzsche-’s optics the Christian does not need faith, because even the founder of this religion does not give importance to faith, but to practice and thus it was something new for the time and very advanced. As it were, Christ was simply showing that Moses’s morality had come to an end and that Jewish doctrine was in its west. He finished once and for all with the Jewish doctrine of repentance and reconciliation, he knew that only

with the practice of life, man feels “divine”, “blessed”, “evangelical”, at every moment, “son of God”. Neither “fine” nor seeking forgiveness is the way to God, only evangelical practice leads to God. What is neglected by the gospel was the Judaism of the concepts of “sin”, “confession of sin”, “faith”, “deliverance by faith”, the whole Jewish ecclesiastical doctrine has been denied by the “good news”. [5]

This is one of those passages where Nietzsche with his passion of genius, speaks with soul, heart, body, as if to show us that this individual lived his life, realized his life, in his own way, and this was his peculiarity, this was the “model” of Christ to be followed by those who called themselves Christians. Christ did not offer new rules for living, but he only offered new lives. So Christ changed the way he conceived. As it were, he turned man into a candidate for here, for the earth, and he did so with his divine mind.

For educational ideas and message

In this section we will focus on the message. What was the message he brought to the people.

I am starting with a quote from the Bible, which is the only source where we can quench our thirst a little. In the Gospel of Luke, it is said, “Asked by the Pharisees * when the kingdom of the Lord was coming,” he replied, “So the kingdom of God does not come with visible signs, nor can it be said, here it is, or there and look at it. The kingdom of God is within you.” (Bible, gospel according to Luke, p. 66,) Christ proclaimed his message to tell people not to look down from heaven and wait for the coming of the kingdom of God, but they had it among them and should simply seek it in *vetja*. As it were, the individuals already had something much stronger within themselves and did not have to go up to the priest and seek the Lord. The kingdom of God - says Nietzsche - is not something that touches anyone, it does not have a yesterday and a tomorrow, it does not reach for “a thousand years”, it is an experience of the soul, it exists in everyone and in no place.” [6]

Nietzsche tells us that the message that Christ proclaimed was an experience of our self, we do not have to wait for it, because it never comes and is not an object, it is to all and certainly in no place because it is within us,

in our soul, is on earth. “The ‘kingdom of heaven’ is a state of mind, not something that happens beyond the earth, or after death.” [7]

Here, Nietzsche, relying on the message of Christ, thinks that there is no life after death in heaven, or anything else. Everything is on earth, because according to him, the message was brought to us by Christ. In other words, Christ had brought down the kingdom of God on earth, but people had to work hard to understand this, yet individuals could manage to understand this message and return to themselves. As Umberto Galimbert puts it in his book “Il tramonto dell’occidente”, he says: of which he then belongs above all to himself. ” [8]

So, above all, man must turn to himself, so that his dignity can be restored and for Nietzsche he can leave out the values of the weak, because they are perverting him day by day and have made him a weak being.

Here is how Nietzsche puts it in *The Traveler and His Shadow*: Be perfect, as our Father in heaven is perfect. A blessed life can be effectively made. Thus error can be turned into truth thanks to the promise of Christ. ”. This is one of those Nietzschean expressions in the first place and there may be some particle of Christianity, but it still has the particle of Christ. This must be understood outside of moral judgments, in this line I believe we can get closer to Nietzsche’s thought, because he himself believed in the message of Christ and through his philosophy, his particular style, gives us a Christ outside of moral judgments . Just as the morning dew shines in the sunlight, so Nietzsche’s soul shines from such a Christ, from a “free spirit.” From a dynamic individual who, with his message, destroyed the barriers between God and man, giving the latter the opportunity to become “God”, that is, a god of himself.

Such messages alleviate the pain of this genius and make him feel at ease in himself. Christ Himself, from Nietzsche’s perspective, brought a message of weakening customs (remember here on the Sabbath that Jesus broke the rules), to their destruction, because only then could He live as a son of God. Here is how Nietzsche puts it in *The West of Idols*: “Cruelty and cruelty to habits can be the result of an abundance of life”.

To close, for the message of Christ, I am turning to Nietzsche’s words. Here is how Nietzsche describes it: “How to be at home in a world in which no reality can touch him anymore, in a world now only internal, in a real world, an eternal world, the kingdom of God it is within you

Results and discussions

In this paper the issues that are added for discussion are the models of education and teaching. Are educational ideas equally transcended from antiquity to the present day. Our author takes Christ for granted and shows how a teacher like Christ managed to bring the institutions of the time to their knees and give the message that knowledge must be independent.

The transmission of knowledge should not be politically influenced but should be the work of intellectuals.

Conclusions

Nietzsche is in dynamism for insecure things because they give the green light to life. Nietzsche fights Christianity and strikes at it fundamentally. If you look at it carefully and penetrate deep into its skin we will see that for it Christianity does not matter as a religion, but the importance of Christianity is precisely in its 2000-year dominance and not only that but this dominance is essentially a parasitism who has grabbed the human being by the throat and is taking his breath away. In this line Nietzsche declares himself the antichrist, but the antichrist of Paul and the apostles because this Christ was created out of revenge and wrath. Nietzsche's philosophy remains a brilliant and vital philosophy. His Christ is a dynamic, human, incredibly human Christ. However, this is a simple modest article based on subjectivity and in this context our subjectivity makes us feel like people within an eternity. There is neither beginning nor end but a present, so it has been and so it will always be. In this eternity the human being finds the space to realize himself and to meditate with his head. This is exactly the liberation, to think without repression, outside the schemes, outside the rigidity because only in this way the human being will feel at home.

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PHYSICAL EDUCATION AND SPORTS IN THE CURRENT ERA, ITS ADVANTAGES AND IMPORTANCE ON THE DEVELOPMENT AND WELFARE OF CHILDREN

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Introduction

In today's age of globalization, it seems that the greatest priority of both teachers and parents leans more towards how much their students or children study, putting in the background their development through physical education. Physical activity is the biological foundation of human health and it is essential for one's well-being and a healthy life.¹ The long-term benefits of physical education classes are not always obvious to students, but teachers are able to change that through their innovative ideas. They find creative, evidence-based ways to help students tune into their bodies, minds, and attitudes.

Policymakers appreciate the importance of “Physical education, sports and health” as a course, emphasizing the fact that physical activity contributes to the development of the physical, mental and health state of students, as well as the formation of valid competencies throughout life (MASR, 2018).

The Albanian Government gave priority to the orientation of the population towards sports activity, with a special focus on these activities in schools, increasing the weight of Physical Education in the entire pre-university education system in the country by 13%, as well as an increased attention to its realization by the specialist teachers. In primary education classes, two hours of this subject are taught by the class teacher and one hour by the specialist teacher, aiming to create comprehensive educational programs that go beyond simply pushing children towards physical activity. This seems to encourage teachers to integrate students into various physical activities, which help them find themselves in engaging activities and

provide positive feedback. A way teachers accomplish this is through tailored lessons, ensuring that activities are accessible but challenging for each student.

Methodology

This study aims to identify the achievements and problems displayed in terms of the impact of curricular changes that have occurred, based on the assessments and perceptions of teachers and parents of students in this field. Their evaluation and opinion on these issues were obtained through semi-structured interviews conducted with 25 primary school teachers and 52 parents of primary education students of the two schools in the city of Elbasan.

The study sample was 20 teachers of IV grades in primary education, who cover two out of the three hours of the course and 5 specialist teachers (physical education teachers) in the schools “Fadil Gurmani” and “Qemal Haxhihasani” of the city of Elbasan and 52 parents of primary school students in these two schools.

The recording of the interviews was made possible through mobile phones and they were further clarified. Earlier, permission was obtained from the directorates of both schools to conduct these interviews, reassuring both the school directorate as well as the interviewees about the confidentiality protection. The study was guided by the following questions: How are the changes made in the curriculum of “Physical education, sports and health” as a subject in primary education evaluated? What impact does the involvement of the specialist teacher in the teaching of the subject “Physical education, sports and health” given to primary school students have? We consider as a limitation of the study its extension to a small number of schools in the city of Elbasan and the non-receipt of grades by students. We also estimate that a more in-depth study is required to identify the impact of the changes that have occurred.

Results and discussion

The interviewed teachers evaluate the changes made in the curriculum of the subject “Physical education, sports and health”, which involve increasing the number of subject hours from 2 to 3 hours, the involvement

of the specialist teacher in teaching this subject, etc. For them, these changes affect both the psychological and the physical state of the child. 80% of teachers say that 3 hours of subject teaching are enough, while 20% of them are neutral in this regard.

Meanwhile, parents are divided in their assessments of the changes that have taken place: 65% of them are positive about the increase in hours, while 35% do not have a positive assessment.

Asked about the development of the subject by two teachers, all teachers - including both the ones who work in the class and the specialist teachers - appreciate this fact, but 30% of the class teachers suggest that the subject should be developed by the specialist teacher, while the specialist teachers think that this way of organizing the way of teaching should not be changed. When asked about the needs of teachers in regard to teaching the subject, teachers said that some of them do not feel the need for any change, while others state that they feel the need for changes in how they are teaching the subject which can be achieved by the following: special preparation for teaching; training, preparation for teaching these particular age groups; and specialist help.

Parents, on the other hand, seek to enable the most varied realization of these lessons. There are also parents who seek the focus on subjects such as: Albanian language, Mathematics or Science, which they consider important subjects.

Based on the evaluations of specialists and the findings of the interviews, it is evident that the curricular changes that occurred in the subject of Physical Education in primary education have had a positive impact. Although the class teachers consider the change that has taken place with the involvement of the specialist teacher to be sufficient, they acknowledge that they have to improve in terms of teaching this subject. Training of primary education teachers for teaching the subject "Physical education, sports and health" is required. The changes that have taken place in the curriculum of this subject do not seem to have been fully assimilated by the class teachers, who, to a large extent, continue to develop the teaching of this subject as they have traditionally done.

This need is also felt by specialist teachers, who, although they know and unveil the subject curriculum well into concrete goals and activities,

should know the peculiarities of age development for primary education students better. Teachers require appropriate material base and facilities to increase the effectiveness of the development of this subject. Teachers within the school should consult about changes in the curriculum and about the ways to reflect them in the development of the lesson. Subject teams should coordinate the activity better in order to enable the development of discussions, internal trainings that would lead to increased effectiveness of these lessons.

In conclusion, evaluating the changes that have occurred, due to the importance that the subject “Physical education, sports and health” has in the general well-being of students, it is required that the positive curricular changes that occur continue to increase the quality of lessons, continuous efforts for the professional development of teachers or even investments for infrastructural improvements in order to increase the effectiveness of its development.

Recommendations

The development of sports activities should be at the center of the activity of each school. The development of activity plans should be in the function of providing a variety of opportunities for the involvement of students in them and not simply the fulfillment of a formal obligation by the school directorate or the pedagogical body. The faculties of teaching should also reflect the changes that have taken place, including in their curriculum subjects or modules that would specifically enable the preparation of future teachers of the subject “Physical education, sports and health” for its teaching in primary classes education.

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CHALLENGES FACED BY GIRLS TRAFFICKED, DURING THE REINTEGRATION PROCESS IN ALBANIA

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Introduction

Even nowadays Albania is still considered a country of origin for trafficking of women for sexual exploitation (Acton, 1985). These data are provided to us by four refuges that offer residential services for victims of trafficking and that are currently coming out of four members of the National Coalition of Anti-trafficking Refuge including: The Psychosocial Center “Vatra”; “Different & Compeer Organisation”; “National Host Center for Victims of Trafficking”; “Another Vision” (Bavolek, 1983). These are refuge centers that provide residential services for girls trafficked victims (Berkner, 1977). The reason for undertaking this survey relates to the importance for the victims of trafficking in the reintegration process in the social life (De Soto, 2001). In everyday life, we often discuss about the shocking consequences that this phenomenon causes to vulnerable girls, but it is not spoken about the challenges that should be faced by women who have left behind such a life, with the difficulties that girls should face for the reintegration in the society (Sen, 1985). Being aware that the process of reintegration is a very difficult one, I think, through this study, to examine this process in its entirety, and the factors that lead to a successful reintegration of victims of trafficking in Albania. Cases of victims of trafficking who have been reintegrated completely in society are not lacking, but on the other hand of coin, there have been girls who were victims of trafficking that are reactivated/ recycled, becoming trafficking victims again or tutors for other girls (Ohlin, 2005). There has been established a main hypothesis for this study, to see how the Albanian reality proves this hypothesis. The raised hypothesis of the survey is: H = > Challenge of girls / women after the trafficking process: reintegration

or reactivation/recycling? The difficulty of this study lies in the fact that in Albania there are a few authors who have studied the phenomenon of trafficking in girls / women for sexual exploitation reasons (Upperman, 1998). There are used mainly resources from foreign literature, from well-known foreign authors who have previously conducted studies related to the phenomenon of trafficking in girls, providing in this way, a critical analysis.

Methodology:

This study is entirely qualitative, as an effective method in providing specific information and profound understanding in exploring the subjects. We initially used, an extensive bibliography of studies, monographs, scientific articles or from the daily press, from the Albanian and foreign authors, who have previously written for human trafficking (Sen A. M., 1985). The methods used in this study include analysis of primary and secondary data. The primary data refer to: Semi-structured interviews (with a focus group of 10 girls) which I have conducted with victims of trafficking, re/integrated or in the process of reintegration. Regarding semi-structured interviews, they contain closed and opened questions and personal narratives of victims of trafficking. For the preparation of the interview questions I have reviewed and taken into account a number of strategic documents related to the issue of trafficking, and I have taken into consideration ten guiding principles with regard to ethical issues of interviewing victims of trafficking (Sayad, 2002). Taking into consideration that trafficking victims are regarded as “vulnerable” groups, they are ensured not to be exposed to any danger. Reintegration of victims of trafficking exploited within the territory Albania, is a challenge of this study. Albania, being a “small country”, the main problem is that trafficked victim girls are recognized by the people of their towns, who label them as “prostitutes”, and this fact hinders their involvement in social life (Grumet. J., 1999). Therefore, the method that I have necessarily applied in this survey is the qualitative method, as an effective method in providing specific information and deepened understanding in exploring the subjects (Phipps, 2003). Regarding this phenomenon, the collection and analysis of data could be accomplished efficiently using semi- structured interviews,

thus giving the opportunity to the interviewee to talk about a number of issues on their own way. In this study, the compilation of instruments is conducted by relying on the work of Holstein and Gubrium (1995). There are used “semi- structured interviews “, which do not focus on structured questions but in techniques. There are included two elements in the interviews, objective and subjective, and such interviews are directed with easiness. The subjective element consists in how the interviewer will interpret “what the interviewers want and have got the opportunity to develop their own opinion based on this perception, which can also be wrong.” Objective elements are mainly related to the zealous discussion realized between the interviewees and the Interviewers.

Results and discussions

The second part of the questionnaire was compiled for the difficulties encountered by girls after reintegration process (independent living). To the question “What are the difficulties faced by trafficked girls after reintegration process”? Out of ten victims interviewed, eight girls identified as a primary difficulty finding a job, one girl was working as a secretary in a enterprise in the country of Italy, one trafficked victim girl was physically unable to work because she suffered from a mental disease. Regarding the question “ If they were supported by the family of origin “, out of the ten girls interviewed, it comes out that: five of them have no contact with the family of origin since when they were trafficked, because they do not want to have direct contact with their daughters; two girls keep contacts with their families, and three VOT are reintegrated in their families. Concerning the question “ If they so feel fully reintegrated “, out of ten girls interviewed it resulted: one girl VOT is fully reintegrated outside the Albanian territory (Italy), where she currently has a satisfactory job (secretary in enterprise), she has created her own family, leaving behind negative experiences she suffered during her previous life; three girls were reintegrated in a city of Albania, where one of the girls was working in a tailoring company, one girl working as a hairdresser and one girl working as cleaner in a bar; but one of the major challenges faced by them was the economic hardship to survive with the income that they earned with their job. one girl returned to the family of origin, in a commune of the city of Korça, but she did not

classify herself as a person leading an independent life, for this girl was not working and stayed isolated in her house ; one girl was reintegrated into the family of origin and attended the high school; one girl was reintegrated in her family of origin and suffered from mental problems, who found it impossible to get hired and to create an independent living, three girls confirmed that they are reactivated again exercising the profession of sex worker. Concerning the question “ What are the factors that have influenced their reactivation/recycling”:

The three girls confirmed that they were reactivated again for they were not able to find a job and keep it; the financial difficulties resulting from the unemployment and lack of education to find a job. Since part of the research methodology is the focus group, thus this study is focused on the implementation of ten interviews with victims of trafficked girls, that have been assisted previously at the residential center “The New Moon “, in Elbasan –Alabania, and currently leading an independent life. According to the data analysis, carried out through SPSS program for the demographic section of the questionnaire, the following data resulted:

Age-The interviews conducted with victims of trafficking show that their age is from 15 to 38 years old. Of these, one trafficked girl is at the age of 15 to 20 years old, the largest number of trafficked girls are at the age of 20-25 years old (six), two girls belong to the age of 30-35 years old and one girl belongs to the age 38 years old .

Level of Education-The education level of the victims of trafficking is mostly that of primary school graduates; five of the trafficked girls turn out to have completed it, two of the girls have not completed the primary education. Meanwhile, one victim girl has completed the secondary school, one victim girl of trafficking is attending the secondary school (part-time) and one victim girl of trafficking has not attended any primary education (she is illiterate)

Marital Status-From the interviews, it comes out that the legal marital status of the most of the interviewees are seven girls are ‘ single ‘; three trafficked victims are currently married.

Birthplace and Origin-The birthplace of the victims has a wide geographical distribution and to better facilitate the interpretation, I have divided it into three provinces: Northern regions, provinces in central Albania, and

southern provinces. More specifically, six interviewed victims were from the southern region of Albania, three victims belong to the middle region of Albania and one trafficked girl belongs to the Northern areas. It is evident that the smallest number of cases of trafficked girls is the Northern regions of Albania, probably because of the traditionally conservative, patriarchal, isolated mentality characterizing this province.

Conclusions and Recommendations

I think and that there are a series of factors that influence the process of reintegration of trafficked girls and make it difficult to be carried out in the Albanian society. The failure to carry out with proper efficiency the process of reintegration into society of the trafficked girls is primarily related to the political, social- economic, demographic, moral and family transformations, etc., occurring in the recent 22-23 years. Based on the interviews with the victims of trafficking, I assessed that it is important to identify the key elements that would lead a trafficked victim towards a successful re/integration process as:

1. Compilation of social policies to come to the aid of victims of trafficking as far as employment is concerned, since it is regarded as one of the primary factors for a successful reintegration.
2. Central/local government must help the victims for their accommodation by reducing the cost of their residence.
3. District Education Departments should create opportunities for the education of this group (free education).
4. Enforce laws, national strategy against human trafficking, against traffickers.
5. To financially reimburse VOT by the traffickers, so that they would commence a normal life.
6. Accessing free health service, education and free legal aid to them.

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REINTEGRATION OF TRAFFICKED CHILDREN IN THE EDUCATION SYSTEM

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Introduction

Trafficking in human beings is a multi-billion-dollar industry and has been reported worldwide. Children are particularly vulnerable to becoming victims of sex trafficking and exploitation for various purposes. Albania is a country that has recently recognized this phenomenon, and only in the late 90s, when this phenomenon began to take on galloping proportions, the Albanian state began to react by taking initiatives to combat trafficking. **The problem** examined by this study is related to the process of reintegration of trafficked children into the education system. This study aims to understand and analyze the difficulties faced by children in academic, social and emotional terms, and it also aims to explore and analyze individual factors and those of academic staff or school context to have a successful integration of them.

The purpose of this study is to understand, evaluate and analyze the process of reintegration of children as victims of trafficking in the education system.

Research method

The process of reintegration of children as victims of trafficking in Albania is a sharp and delicate issue, not only at the national level, but also internationally, and the qualitative method is the method that precisely helps when such a delicate issue is studied. The study of the process of reintegration of children in the education system had in its focus not only children but also other school actors and, in this case, the qualitative method was used to delve into this issue and gave us the opportunity to look at the problem from different angles.

The focus of this study were children, victims of trafficking in the process of reintegration who were currently assisted in the social center “Tjetër Vizion”, Elbasan, as well as children who were assisted in this residential center, but that are currently returned to their families.

Also, in order for this study to be as complete as possible, we also had the school actors, where these children attend the educational system.

The study was conducted in one of the social centers that provide services for victims of trafficking, “Tjetër Vizion” which is located in the city of Elbasan. The nine-year school ‘Fejzullah Guranjaku’ in the city of Elbasan, where this target group has followed the educational process, has become part of the study.

The sample was small and consisted of 13 participants in total. The organization of the focus group with the representatives of the nine-year school, who have been in this school for three years, was considered very important in this study.

The instrument used in this study is the semi-structured interview, one with the children and one with the focus group. The observation was also another instrument used which lasted for two months with two days per week.

The results and discussion

After analyzing the data through the Thematic Analysis method, there were identified seven key topics: *Return to school; Academic difficulties; Cognitive difficulties; Emotional difficulties; Social difficulties; The knowledge and the training of teachers; The factors for successful integration*

1. Return to school

The results for this first topic show that children have been reintroduced into the education system, despite delays in documentation. Despite the fact that they had lost years of their education, the Albanian education law for this target group has procedures, which do not allow these children to not be returned to school. In addition, it is noted that the center which has assisted or is assisting these children plays an important role in bringing these children back to school, because only after they entered the in the center, they could resume school.

2. Academic difficulties

Significant difficulties with basic language-reading and mathematics subjects. The results show that these children do not engage much in school tasks and they accomplish those with difficulty, but they have a very

good engagement in extracurricular activities such as drawing, singing and sports.

3. Cognitive difficulties

The trafficked children who returned to school, during the lesson had significant difficulties with the perception of information and understanding, difficulties in terms of their attention and concentration in the lesson, as well as difficulties in terms of memory.

4. Emotional difficulties

The results for this topic show that the children included in the study felt lonely, rejected, and stigmatized at the beginning of their re-entry into school. These have been more manifested by peers. Regarding the analysis of the data, the results show that these children have recuperated the difficult psychological part, have been rehabilitated, and have received counseling from psychologists of the center in which they are or have been assisted. This physical and psychological well-being as well as the support of the teachers has made these children adapt to the new environment and feel good.

5. Social difficulties

The results on this topic show that children had limited communication, were withdrawn in communication, did not talk much, did not express their thoughts freely, and did not participate in class discussions. Creating relationships at first was difficult, but then they managed to have a good relationship with the whole class and it was the academic staff who had the contributing role.

6. The knowledge and the training of academic staff on trafficking

The staff had very good knowledge about the phenomenon of trafficking in human beings. It was a qualified staff with 20 years of experience. They had received and continued to receive training on child trafficking.

7. The factors for successful integration

The practice working with pre-defined plans and objectives for this target group

The work characterized by commitment and reliance on legal provisions
Cooperation at the general school level
School safety

Barriers

- Premature departures
- Aggravated psychological condition

In the chapter's discussion, there are discussed study findings for the research questions raised for this study, compared and based on previous studies and in the literature.

Conclusions

The study found that trafficked children have full access to the education system and reintegration centers play an essential role in the return of trafficked children to the education system assisted by the law of inclusion. Academic difficulties consist of basic subjects such as languages and languages. Cognitive difficulties include the perception and understanding of information, attention and memory. Trafficked children who are part of an assistance have a physical and psychological well-being. School readiness is a key factor for successful integration. Children's readiness for it resuming the learning process is at compromised levels.

Recommendations

- Facilitation and cooperation between relevant institutions for bureaucratic procedures for enrolling children in the education system.
- Support and establishment of literacy classes.
- Inclusion in the curriculum of academic programs that anticipate and influence the filling of gaps of children who have breaks in the school years
- Consideration and involvement of students in the reintegration process
- Consideration of the possibility of appointing an individual (school staff) to protect the needs of this category of students
- Development of awareness trainings with parents
- Involvement of teachers in trainings for post-trafficking treatment of trafficked children.

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CHALLENGES OF PSYCHOSOCIAL SERVICE IN SCHOOL WITH AUTISTIC STUDENTS DURING THE PANDEMIC

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Introduction

Assessment of needs and capacities of the students and the school and the development of different roles within the school team itself are among the core competencies in social work practice at school. The social worker at the school works with the most vulnerable side of the education process, mainly where education is not achieved. The work of the social worker in the school with students diagnosed with autism spectrum disorders is oriented and directed in their activity in the needs assessment and coordination of the elements of social support and care. Autism is a complex neurodevelopmental disorder characterized by impairments in the areas of social relationships, communication, and behavior. Today, the number of children affected by autism is growing at a very fast pace. In Albania there are no accurate data on the total number of children with autism. The collection of statistics is limited to those who benefit from the disability payment limited and services in public day or residential centers. The Covid-19 Pandemic confronted school social workers dealing with cases of students with autism spectrum disorders with major problems in providing services to them during Covid-19 pandemic. The methodology used to conduct the study is the qualitative method. The instruments used were unstructured and semi-structured interviews, focus groups and a case study. Selected champion in three nine-year schools in the city of Elbasan. The study involved 6 psychosocial service employees, 5 parents of autistic students, 3 support teachers and 3 school principals. The study data showed that for many students with autism spectrum disorders, especially

those with extensive supportive needs (associated intellectual disabilities, complex communication needs, intense supportive and behavioral needs), the pandemic produced a more difficult transition from routine home schooling than for their peers without ASD. Psychosocial service providers cannot offer their service at home, through online learning because they are found to be unprofessionally trained and lack guidance. The study suggests the development of a standardized guide to the work of school psychosocial services with students with ASD during distance learning.

Purpose

To explore the problems that the autistic child faces in the family and school, the impact it has on the family and its members, as well as to know the services and policies that are provided for their needs. The study aims to highlight the role and challenges of psychosocial services in working with autistic students during the Covid-19 pandemic period.

Research questions

What services are provided for the child with autism and its members?

What impact does the child with autism have on the parents? What are their needs?

What services did the school provide during the Covid-19 pandemic for autistic students and what was the challenge of the psychosocial service for students with autism spectrum disorders?

Objectives

Identify existing social policies for people with disabilities.

Identify the experiences and attitudes of parents who have children with autism.

Analysis of services provided for autistic children, family and needs of these children. Identification of psychosocial service challenges in school during the Covid-19 pandemic with students with autism spectrum disorders.

Methodology

The methodology used to conduct the study is the qualitative method. The instruments used were unstructured and semi-structured interviews, focus groups and a case study. Selected champion in three nine-year schools in the city of Elbasan. The study involved 6 employees of the psychosocial

service, 5 parents of autistic students, 3 support teachers and 3 school leaders. Literature review has consisted of reviewing and analyzing classical and contemporary literature, nationally and internationally, on children with autism and their impact on the family. According to Hart (2005), literature review lays the foundation for good research, both as it should actually be. The literature review included the identification of study problem materials from books, articles, reviews, dissertations, abstracts, monographs, research reports, and electronic media.

Results and discussion

The moment of diagnosing children with autism and the period that follows are difficult for parents and families. Therefore, the help and support for them from the moment of diagnosis onwards takes on a special importance for coping with problematic and unwanted situations that arise. A big challenge for families of children with autism is their education. The inclusion of children with special needs (disabilities) in public school begins first with the treatment of this issue today in the perspective of guaranteeing fundamental human rights (UN, 1948). Children with disabilities are rated in number (UNESCO, 2006) as one of the most excluded groups from the benefits they should enjoy from education systems, as well as their peers without disabilities. Law “On the pre-university education system” no. 7592 dated 21.6.1995 of the Albanian Parliament as well as the “Normative Provisions for Pre-University Education”, are new notions and conceptions in the treatment and the place that special education should occupy and mainly the part for disability in Albania (MES, 2005) .

Conclusion

The review of the international literature enabled the acquaintance with different theoretical approaches related to the philosophy, importance, organization, best practices and programs of social services for children with different abilities. The analysis of the national and international legal framework provided a clear picture regarding the social protection of children and their right to social services. The literature review assisted the researcher in analyzing the study findings and reaching conclusions. Addressing different theoretical approaches and using them to discuss the findings was necessary given the fact that the development of social services

for children with disabilities is a process with an ongoing assessment of our country.

The study showed that students with autism spectrum disorders during the Covid-19 pandemic felt abandoned and did not benefit enough from distance learning. There is no unified platform for them. Psychosocial service employees in 75% of the answers given prove that they faced many difficulties during the pandemic because they did not have the right tools and tools to work with autistic children. Psychosocial service staff also reported a lack of cooperation from parents of autistic children with them during the pandemic.

A review of the literature shows that the family occupies an important place in national and international documents. Social services for children are considered an important dimension of family rights. The state of social welfare has the obligation, function and responsibility to provide for the protection of the family and consequently the protection of children with special needs with social services.

Social protection and the provision of social services with a focus on children with different abilities remains a challenge not only for the Albanian state, but also for other European countries.

Organizing and developing treatment courses for psycho-social service employees has become a very important part of the community.

Cooperation and formal meetings with parents of children with disabilities is a focal point for a progressive achievement in society and in improving the quality of life of these children.

Recommendation

- Should developing a national strategy for children with autism and their families.

Should developing a strategy for psychosocial service staff to assist students with autism spectrum disorders while learning online as in the case of the covid-19 pandemic.

- The state and its institutions should take more responsibility in addressing issues and providing services for this category.
- Creating in public kindergartens and schools suitable environments for children with autism, their involvement in these services, as well as

training of educators and teachers by professionals in the field.

- Providing part-time employment services for mothers in cases where they are employed.
- Increasing the number and variety of services for both children and parents, as well as meeting the needs they have for services and therapy.
- Creating opportunities for access to services by offering them near their settlements or areas close to them. This will greatly help and facilitate the parents in both caring for the child and reducing financial costs.
- Establishment of specific services for children with autism and their families because their number is growing rapidly and services for them are generally part of the many problems of mental health services.
- Counseling parents on psychological, social, health issues, receiving financial assistance, as well as other problems that concern them and their family.
- Increased involvement of social workers, psychologists and doctors in working with parents, family and members
- Awareness and continuous information of the public by professionals in the field through visual and written media on this topic.

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“GOING TO SCHOOL” DURING A PANDEMIC

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Introduction and methodology

As assessed in a WB Briefing Note on Albania, the social and economic impacts of COVID-19 on Albania's population is likely to be substantial, with some social and economic groups that are likely to be disproportionately affected (Word Bank, 2020). Some groups are becoming even more vulnerable, due to the implementation of social distancing measures that change the way services are provided and may lead to their extreme exclusion from the society. A number of measures were introduced from the government since the start of the pandemic to respond to the needs of population. However, as highlighted in different rapid assessments carried out during the pandemic (UN Women, 2020; Terre des hommes, 2020; Save the Children, 2020; World Vision, 2020) access to basic services and social services has been a challenge for the most vulnerable communities, whereas the existing social services have limited capacities, while specialised services are absent in rural areas.

In this context, two studies were undertaken, based on the need to assess the effectiveness of the response of the social protection system to the needs of citizens during the pandemic, in two municipalities of Albania, Lezhë and Durrës. This paper will present a part of the findings with regard to exploring the access and quality and relevance of the response of the social protection and educational system to the needs of school children and their families with regard to education.

The methodology of the study was qualitative. 38 participants were involved in the assessment. Primary data were collected through 13 semi-structured interviews with representatives of: directorate of social services at municipality, prefecture, regional social service, regional educational directorate, health service, police service, the child protection unit worker and the coordinator against domestic violence; and four focus group discussions with representatives of public and non-public community

centers for social services, teachers, school directors, school psychologists and school social workers.

Main findings

Access and quality

During the pandemic, the municipalities were faced with new needs of their citizens, some of which were already suffering the socio-economic and psychological consequences of the earthquake of November 2019, with Durrës being the epicentre of it and Lezhë being affected, too. With regard to education, children of families with economic challenges, and children with disabilities (CwD) were identified as part of the groups most in need.

The municipalities took several measures in order to respond to the needs of their citizens. Part of the services moved online, through phone consultations or offering mobile services at home. All NGOs adapted their services online or continued to work even during the lockdown. Adaptation of services included: community centers working with CwD, offering services through multidisciplinary groups, supporting parents in providing therapy to their children; community centers, offering psycho-social support and orientation online, etc. With regard to education support, municipalities supported a number of children of families with financial difficulties with phones and tablets, through NGO support, to access online learning. School psycho-social services were offered through online platforms, or phone counselling, for children and parents. Even so, there were several challenges which impacted the access of children to educational services and social services supporting education:

- The centers continued to function with limited capacity (1/2 to 1/3) even after the lockdown, therefore children receive less hours of service per week than before. The therapy time for CwD was reduced, and parents do not bring children regularly to the center, as before though online work continues. Also socializing activities for these children are strongly reduced, because of the risk of infection, lowering their opportunities for social integration. The staff reports that some children and parents have not returned to the centers since the lockdown and do not benefit anymore from their activities.

- Children also struggled with access to education during the lockdown and further on, during online learning, because of lack access to internet and to equipment, especially children of families financially unable to provide equipment - in particular, Roma and Egyptian children, some of which have not attended online learning at all during the lockdown. The schools tried to manage the situation by offering a period of in class learning before the new school year. Even during the current school year, there are Roma and Egyptian children not attending online learning, but only in class, though some children do not attend school at all. Even for those supported with phones by the municipality, having one phone for all the children in one family, limited access to online learning. Children living in some rural areas also faced difficulties in access to internet or having interruptions of electricity (thus not being able to follow even the TV program for schooling 'RTSH school'). In Lezhë, the centers are offering internet access during school days and afterschool support, for those children who frequent them, but the access is also influenced by the changing times of school schedule, and also by the small number of computers/tablets owned by the centers.

Also, the transfer of some services online, impacted their quality, especially with regard to therapy for CwD. Though there was a strong commitment by NGO staff and parents, in this regard, teaching parents to deliver therapy to their own children had some impact in the quality of service they could offer to them.

With regard to learning, its quality has been impacted by online learning, especially for the groups of children with limited access, mentioned above. Psychologists reported the same for CwD, for which switching to online learning was accompanied with regress in learning and emotional challenges, too. They also reported that for all children online learning was challenging emotionally, and also because of lack of privacy at home. Online platforms as Zoom weren't easy to use by some children and parents, so mostly WhatsApp was used, reducing thus the quality of teaching and learning. Teachers also reported that the quality of learning was influenced by their work overload, having to work with extended hours of teaching, adapting teaching materials for online learning, following homework after the work hours, overburdened emotionally and financially, by providing

individually for their equipment needs.

Relevance

The closure of municipality centers during the lockdown caused a lack of response to the needs of children and families benefiting from these services, such as afterschool, socialization, parenting groups, etc.

Offering online education, and minimal support with equipment, while many children from vulnerable groups didn't have access to internet, or equipment at home, did not respond to their needs, leaving especially many Roma and Egyptian children without access to education.

Online platforms are poorly relevant to the needs of CwD, who find technology difficult to use and lack the live support of assistant teachers. Teachers report that there are huge differences between online and face-to-face learning even when combined learning is being applied. The pandemic situation has deepened even more the problem of hidden abandonment, but also the real abandonment, because the teachers themselves have found it difficult to control the situation and have been much more tolerant in taking absences. Educational institutions should plan recovery programs for the next year to enable students to fill the knowledge gap.

Needs of service providers have remained unaddressed. The municipality staff and teachers has been experiencing work overload, working with extended hours, sometimes without the proper protection measures, and also teachers emphasized lack of financial support for equipment and internet access. Also parents were regarded as support service providers for their children with regard to online education and there is a need to support them in this challenging task, which has not been addressed.

Lessons to be learned

While the education system has implemented a rapid response to the COVID-19 pandemic, challenges that require attention and action have emerged. Some challenges were partly related to the digital gap between different groups of children. The education of CwD was halted entirely at one point, and many vulnerable children were excluded from access to education, especially Roma and Egyptian. This shows the importance of investing in the provision of technological solutions for children from vulnerable groups, in order to enhance equity and inclusion.

Best practices

The municipality of Lezhë has supported World Vision, to apply for social funding, for a three year project of interest to the municipality, which was won in June 2020. The project consists of offering a new at home service, for children with limited abilities, including logopedics, physiotherapy, social work and psychological service, offered by a multidisciplinary team. This service responds fully to the needs of the children, during the pandemic, while reducing their health risk.

Conclusions and recommendations

The paper concludes that during the pandemic, several measures were taken, in order to respond to the educational needs of the children and their families, such as adaptation of services, through switching educational services and other supportive ones online. Still there were limitations to the access to online education, mainly because of lack of access to internet and equipment especially for children of families in economic need, from rural areas, Roma and Egyptian. The quality of education offered was perceived as lower than before the pandemic. Online education with minimal internet/equipment support or live support for CwD, wasn't relevant to the needs of these children; the needs of services providers weren't also addressed. Finding technological solutions for providing services to children in need is a lesson learnt during this process. A best practice in this regard are municipality services offered in cooperation with NGOs, such as home assistance and online services for CwD.

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THE USE OF SPEAKING ACTIVITIES IN THE TEXTBOOKS OF ALBANIAN AND ENGLISH LANGUAGES ON THE 9-GRADE SCHOOL LEVEL

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Introduction

School textbooks are a main component in our teaching process. In 2006 Ministry of Education and Science undertook the initiative to liberalize the market for the preparation of the textbooks for all the level of pre-university system (9-grade and high school level). All the Albanian publishing houses were offered the possibility to contract different course book writers and prepare textbooks based on the subject programs/plans prepared by the specialists of MoES and compete with their course books at the board created at the ministry for that purpose.

The programs of these subjects were prepared based on the national curricula of modern languages for public education and on the CEFR (Common European Framework of Languages). For the preparation of the foreign language course books except the Albanian publishing houses were invited foreign ones as well.

This process was renewed in 2013, but in this year Albanian publishing houses were excluded from the competition for the preparation of foreign languages textbooks and only foreign ones were accepted. At this year the translation of foreign course book translations was introduced as well.

This process has resulted successful because for each school year and subject teachers have three different alternatives and teachers are free to choose the course books that serves better and fits to the needs and levels of their students and their way of teaching.

The selection of school course books is done every three years and this process is done based on certain criteria. This process requires a good knowledge of the competencies in the field, teaching plans and students' achievement levels. These aspects and criteria are considered as necessary and useful to be transmitted at future teachers with the intention of a better

professional preparation and a successful career.

Research methodology

In the realization of this study, the qualitative research method was used, focusing on elements and indicators, according to predefined criteria. Texts were viewed by the amount of speaking exercises used in them, as well as the language level used. For foreign language texts, the comparison was made taking into account the Common European Framework of Reference for Languages (1971), while Albanian language textbooks were compared with foreign language texts in terms of level of difficulty and similarity or differences in topics addressed in them. During the second part of the study, 10 trainee students who are trained as English and Albanian language teachers for the 9-year system were interviewed and observed during their teaching process. The interview focused on the information they had about the European framework of languages, how familiar they were with the texts used, what they thought about these texts, as well as more specific questions related to the speaking activities used in language classrooms.

Discussions and results

After reviewing the above textbooks, it was seen that in the Albanian language textbooks the communication exercises occupied 10% of the content of these textbooks. This amount also coincided with the program required by the MES where according to the following pedagogical apparatus out of 5 teaching hours provided per week one corresponded to speaking. 3 hours of literary knowledge (reading, speaking, writing), 2 hours of language knowledge. In the English language texts prepared by the Albanian authors, unlike the Albanian language textbooks, they did not have these skills listed in the table of contents. So the texts had to be studied in more detail to identify the skills and types of exercises used in these texts. There was a greater use of communicative exercises in them than the Albanian language texts, but the observed problem is that their placement was not done in a logical way, but sporadically. Also, reading exercises such as dialogues were used as communication exercises. During the study of these texts, the vocabulary and the level of difficulty of the exercises were in line with the European framework of languages. Thus, the topics covered in

these texts fully matched the predicted language level. (It should be borne in mind that the language level of students at this school level is (A1- B1). Also, the topics used in all textbooks were almost the same.

English language course books prepared by foreign authors were better organized in terms of distribution and use of all the skills that the student should acquire. This was noticed in the content of the course. All skills were evenly distributed and the importance and time given was the same. The trainee students stated that they knew that there was a common European framework of language references; they had also seen the European language portfolio, which also had a guide for language teachers and trainers. Regarding the textbooks prepared by foreign publishing houses, they noticed that they were accompanied by a portfolio for students, while the textbooks of Albanian authors had only one page at the end of every two or three lessons. They did not refer to or use these materials during their teaching process. Internship students saw communication exercises as very important in the teaching process, because they enabled students to communicate freely in and out of the classroom in a foreign language, as well as in their mother tongue, on various civic issues of nowadays. They saw the exercises used in the texts as insufficient. Sometimes the topics in these exercises were irrelevant to the students so the students did not find these topics interesting to discuss or talk about. Students were not always motivated to talk or discuss so many times these types of exercises “failed” and were not performed by them. Another problem observed during the interviews was that the textbooks were so condensed that the teachers did not have time for such exercises which were in a way time consuming exercises considering here the insufficient time of one lesson only 45 minutes as well as the large number of students in classes where it ranged from 40 to 50 students.

Results and conclusions:

Despite the positive steps taken in recent years by MoES to improve the quality of Albanian and English language texts, it is seen that work is still needed. Foreign language textbooks need more freedom in topics, which they should include in their textbooks. The subject programs prepared by the specialists of these subjects should focus more on the language

skills that students should acquire and have for each level based on the European framework of language references. Albanian language textbooks offer a variety of topics covered, but not much importance is paid to their realization. Although the specifics of comparing these textbooks are different in terms of addressing students as a first or second language, it can be seen that the importance and difficulty of using these textbooks in both languages is the same.

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GLOBALIZATION AND PERSPECTIVES OF INTERCULTURAL PEDAGOGY

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Introduction

Globalization and pluralistic societies have not only brought great changes in the economic sector but have also had a great impact on man and his culture and identity as a result of the increase in emigration and the creation of increasingly multiethnic and multicultural societies. There is also an increase in the number of conflicts and a major crisis of values and orientation that seems to affect everyone regardless of where they live. In particular, this crisis is being felt in the field of education and pedagogy. The following material aims to illustrate the very important role that education and pedagogy play in better distinguishing and managing the changes and challenges of globalization. Education is not born with man but is learned over time and pedagogy is the only discipline based entirely on the education of the human being by find the right ways, tools and environment to accomplish this goal.

Applied methodology: Analytical and Synthetic method

Results and discussion

Globalization and education

The changes that took place in Western society after the 1960s brought to the fore the link between education and globalization. The economic changes that led to the birth of a whole model of production / distribution / organization of work brought many changes in the cultural aspect by discussing the existing models. In particular, it is the school from which a re-conception is required in relation to its activity in a globalized society to bring a new idea of education. The school was confronted with the question of its initial purpose, which consisted in the formation of citizens with well-defined identities and standardized languages according to the

idea that dominated Western culture: the predominance of the concept of uniqueness over that of diversity.

How should a method of education adapt to a more globalized society?

Every human being, in every historical period, has an essential need to receive an education that is rooted in tradition that refers to the present and is projected towards the future. In one context, the ideal of education should not be adapted to globalization from an economic point of view just by seeing education simply as a labor investment for the labor market. According to Lyotard, knowledge thus loses its value by becoming a product to be sold.

Education should also be seen from the point of view of increasing the cultural level of man by proposing a model of its development from a global point of view. In this way, education should be guided by the principle of “culture of difference” by placing new cultural influences at the center of its methodology, avoiding referring to a single culture that almost always coincided with the Western one.

Intercultural Pedagogy

Intercultural pedagogy was born as pedagogy for foreigners, to solve problems related to the education and emancipation of immigrants and refugees and initially this concept was related to the idea of creating special norms for groups with social, economic and linguistic difficulties. The globalization of economic relations and cultural influences are significant factors in a process of internationalization in general. Thanks to global political and economic changes, international information exchanges have been strengthened. In this new context, intercultural pedagogy also aims to promote the abilities of every person, whether immigrant or indigenous, resident of the suburbs or major centers of the world, of any social class, to move freely from one cultural context to another, crossing established boundaries.

Intercultural approach as a pedagogical revolution

In this period of constant movements (immigrants, refugees, clandestine, tourists) and virtual influence (television, cinema, internet), first of all it must be borne in mind that despite the fact that immigration has always existed, it has not yet managed to resolve the issue of coexistence.

Usually the word “foreigner” is associated with something negative or

threatening. Consequently, concepts such as “education” and “intercultural pedagogy” represent the most appropriate pedagogical response to this new state of globalization of the human being and the growing coexistence of different languages, traditions and religious beliefs. This change has made concepts such as “identity” and “culture” no longer seen as static but dynamic, in constant change and as an opportunity for individual and collective growth.

World citizen

Intercultural pedagogy can be considered as the best tool for mediation between different cultures, it is a global project that responds to the universal human needs.

The citizen of the world is not an argument of the international political agenda but of a comprehensive Pedagogy based on universal needs. On what basis should the figure of the citizen of the world be created? First of all, through didactic mediation, leaving behind the ethnocentric vision of the so-called superior culture and re-evaluating all the didactic concepts so far.

The use of media

Receiving information from the media is part of our daily lives. Intercultural education through the media can be seen as a tool if we consider the amount and variety of information received from the press, television and the Internet. Education through the media is closely related to intercultural education as it strengthens thinking critical through active access to a specific source of information. Using the information coming from the media can be very interesting to learn how the local community reacts to the reality of the world by sensitizing it to global issues

Conclusions

Globalization and cultural pluralism are inevitable phenomena. There is no contradiction between globalization and education because at the core of Pedagogy is the aim to improve the existential conditions of man in every corner of the world. The reference point always remains man beyond his geographical affiliation can there is talk of a mutual interaction between the processes of education and those of globalization as their purpose is to guarantee and improve the quality of human life.

Recommendations

Global educational strategies should be undertaken

Intercultural pedagogy emphasizes the need for a global change of the educational process by turning it into an intercultural and universal education through strategies such as maximizing the global dimension of man or being aware that communication is achieved through exchanges that are never neutral, community work which helps to eliminate prejudices as well as develop skills for dialogue such as active listening and respecting the opinion of others. The intercultural perspective aims to value differences by becoming more aware of the commonalities and differences. School curricula should serve as the starting point of education for the transition to an intercultural society.

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FACULTY OF EDUCATIONAL SCIENCES IN DEVELOPMENTAL CHALLENGES

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Introduction

The Faculty of Education Sciences is part of the University "A. Xhuvani", which is a continuation of the Normal School of 1909. The opening of the Normal School in the city of Elbasan is "the cradle of national learning and knowledge" according to the definition of the first Director, Mr. Luigj Gurakuqi. The initiation of FSHE is related to the history of the establishment of ILP "A. Xhuvani" in 1971, with the main intention of preparing teachers of different profiles. In 1981 the branch of teacher preparation for primary school was opened. In 1991 it was established as a separate Faculty with two Departments.

Analyzing the work and mission of the teacher for decades and centuries, in the historical development and activity of everyone we look and get acquainted with the growth of personality with a strong impact on the formation of new generations, and throughout the national cause. Everyone is known with the teacher as students who have completed the years of schooling, as parents who have had and have the teacher as a collaborator and the Albanian society and beyond, who look to him in the near future, tomorrow and more than that in the development of society. The work of the teacher is simple and heavy at the same time. It is very complicated as man himself depending on the factors in which the generations grow up. The work of the teacher has always been valued as one of the greatest therefore it is honored and honored wherever teachers work with dedication and high conscience. It is no coincidence that the most prominent personalities of our nation are teachers, even teachers, authors of textbooks to help new teachers, valuable publications while preserving and strengthening the spirit of our identity. The intellectual work of the teacher is one of the most tedious and great, therefore he enjoys the love and eternal respect of generations, parents, people connected with the destinies of the people,

for knowledge, school, education and culture. In this topic, we present the space of creation, growth, structuring and evident contribution of the Faculty of teacher training in several directions as they are organized in the relevant Departments. This organization reflects information on the timely development and achievements in the field of teaching for the preparation of new teachers.

Methodology

The method used in the qualitative plane for the learning activity as an analysis in the development of decades by looking at the creation, growth, contribution and examining this development. The material reflects information about the entire journey of the Faculty of Educational Sciences, as well as its growth as a requirement and necessity of the time.

Learning methods are the ways, ways, developments and didactic procedures used in the learning process and outside it, for the transmission and acquisition of knowledge, skills and habits for the development and formation of new teachers.

We need to use those methods that ensure the conscious and sustainable acquisition of knowledge that puts students in front of the alternative to find knowledge and put it into practice creatively.

Another important criterion is the increase of the quality of study works and the wider organization of this experimentation. Good organization of study work is a necessary condition for good and significant results. It is also important to correctly determine the deadlines for completing the study work and its continuity.

Results and Discussion

Following the set of quality reforms at the University “A. Xhuvani” on 05.12.2007, the Faculty of Educational Sciences was created by merging the former Faculty of Teaching and the former Faculty of Social Sciences of this University.

The motto of A. Xhuvani University and FSHE is “From tradition to success”.

Changes in form and structure were immediately followed by changes in content. FSHE strengthened and deepened the existing study programs in

the field of education, for which it is traditionally considered as a “Leading” Faculty throughout the country, as well as expanded and further improved the quality of study programs in terms of teaching, philosophy, social work, psychology, civic education and physical education and sports.

The Faculty of Educational Sciences has six departments:

- 1- Department of Teaching Methodology.
- 2- Department of Social Sciences.
- 3- Department of Psychology.
- 4- Department of Civic Education.
- 5- Department of Physical Education and Sports.
- 6- Center for Research and Development in Education.

The Faculty of Educational Sciences offers three study cycles: Bachelor, Professional Master (AMU) and Master of Science (MSc).

The object of study in FSHE, learning goals and objectives for the realization of knowledge, values and skills, ensure the realization of standards for the functioning of this Faculty.

Through studies at FSHE aims to better prepare students with all contemporary innovations for learning, fundamental rights and freedoms, concern for public and social accountability, sensitivity to global problems with a focus on developing and solving challenges, appreciation of nature and environmental issues and a lasting connection with graduates.

The mission of the Faculty of Educational Sciences consists of the following interrelated components:

- quality assurance through relevant programs,
- participation in scientific research,
- participation in professional activities.

Students have the opportunity to use basic communication and skills for purposes and situations they will encounter in life, to develop the ability to realize key concepts and principles from the social sciences and humanities, the ability to become self-confident individuals, the ability to become responsible members of the family, working group and community, to develop their skills to think and solve problems and challenges in school and in life .., to develop skills to connect and integrate new experience and new knowledge keeping in mind lifelong learning.

FSHE provides quality teaching and learning environments as well as an effective technological base in the respective Departments.

Conclusions

The Faculty of Education Sciences is committed to encouraging the exchange of different ideas and perspectives by collaborating with faculties at home and abroad.

Students who have completed their studies for years and decades work in the profession of teacher in our country, the Albanian-speaking area, but also in many other countries, for the spread of the Albanian language, to preserve and inherit our identity as part of global culture.

Recommendations

FSHE through the promotion of new programs for high school students seeks to provide more and more students to attend study programs in the relevant Departments. The Dean's Office and all the teaching and support staff, welcomes and is at the service of students for success and high results during their studies, and further at the Faculty of Education Sciences.

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SCHOOL PLACED PSYCHOSOCIAL SERVICES.

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Introduction

Psychosocial service effectively are the best partners to the leading staff interacting through a better communicative and collaborative style and responding appropriately to cultural difference. This partnership makes the huge difference in the positive attitude and climate to a school and in their student's progress. An atmosphere of respect is requisite to establishing optimal collaborative relationships. Communication patterns can help establish such an atmosphere.

It is important that school personnel be aware of the ways in which the cultural patterns of families can affect the development of collaborative educational partnerships. While it is critical to remember to respect the diversity that occurs within cultural groups, it is also important to be aware of various culturally influenced factors that can affect collaborative relationships with diverse families.

MAS 2020, The Order nr 313, on 20.10,2020 "About the organization and functioning of psychosocial service in pre-university system and the procedure of recruiting in this service" is well defined all their career on law terms.

Methodology

The results came through an empiric survey. My every day job is in a big community school, approximately 1000 students and the main results are the best ideas after their prolonged impact in about four years long.

Focus groups, interviews, and conversations dealt us in phases which the objectives were gathering and analyzing data, on how and when we have to develop an helpful communication style; researching on different educational theories about projecting an attitude of confidence in family members and making it part of our school mission; comparing and analyzing psychosocial service employee about their perception on their relationships with parents' community and dealing with concrete proposals.

Results and discussion

Developing Helpful Communication Styles.

We have to use the following as means to establish a collaborative relationship.

Use titles such as Mr., Mrs., or Ms. when addressing adult family members, unless prompted not to do so. Although the use of first names in some cultures (or subcultures) may be used as a means of establishing a collegial, friendly relationship, in other cultures, it can be viewed as disrespectful or overly forward if not formally invited.

Project an attitude of confidence in family members.

Interact with family members as though you view them as competent individuals who care about the educational well-being of their children. Show that you believe that family members can and will be viable partners in their children's educational experience. Be mindful that tone of voice, rate of speech, facial expressions, and body language often convey more than is conveyed by actual words themselves.

Listen to parents and respect their contributions or concerns. Remember that there is at least as much opportunity for you to learn something helpful from family members as there is opportunity for them to learn something helpful from you. Treat family members as individuals. Resist stereotyping based on race, ethnicity, socioeconomic class, or any other characteristic. Recognize that more diversity may exist within any particular group than exists between various groups.

Fostering a Collaborative Style

Collaborative relationships work best when parity exists between members of the collaborative team. We have found the following helpful in establishing a collaborative style:

Avoid "one-size-fits-all" approaches to family involvement. It may be necessary for families and school personnel to work together in redefining family involvement to establish roles that are feasible and productive for all parties involved.

Make special efforts to establish ongoing rapport. Make an effort to personally contact families regarding important school events. Be mindful, however, that families often may be intimidated by school personnel or by the school itself. To reduce family anxieties that may be associated with

interacting with school personnel, initial contacts should focus on positive, non-threatening issues (e.g., report of some student accomplishment). Avoid crisis-driven relationships with families. Unfortunately, some families have learned to associate school interactions with negative information (e.g., report of student misbehavior, report of student academic failure). This expectation can cause defensiveness since families may anticipate negative evaluations of their children—whom they often view as extensions of themselves.

Consider alternate settings for in-person meetings and school events. For in-person meetings, families may feel more comfortable in familiar surroundings (e.g., their home) or in environments that they may perceive as more “neutral” or more readily accessible (e.g., neighborhood community center).

Responding Appropriately to Cultural Difference

It is important that school personnel be aware of the ways in which the cultural patterns of families can affect the development of collaborative educational partnerships. While it is critical to remember to respect the diversity that occurs within cultural groups, it is also important to be aware of various culturally influenced factors that can affect collaborative relationships with diverse families.

Family constellations. Extended families may play a significant role in the education and socialization of children. Consequently, seeking only parent involvement, as it is usually conceptualized, may lead to the exclusion of persons who would prove helpful in building effective home-school ties.

Language of the home. The language spoken in the home has many obvious implications for the educational experience of students, as well as interactions with families. When family members are not fluent speakers of Albanian (roman population or other ethnicity), special efforts must be undertaken to communicate effectively with these persons.

Interactional styles. Cultural differences exist in how we interact with each other. For example, there is cultural variance in the preferred level of directness used in communication. Some cultures exhibit a preference for “getting right to the point,” while others consider it important to spend more time in developing the context of a particular point.

Perceptions regarding the role of the school. Some cultures (families)

embrace a dichotomous view of the role of the school and the role of the home. In these cases, family members may feel it intrusive for them to collaborate with school personnel on different matters.

Perceptions regarding the acceptable limits of behavior. The concept of deviant or unacceptable behavior is socially constructed and, to some extent, varies from culture to culture. For example, behavior that may be considered excessively passive in the dominant culture (e.g., not making eye contact, not initiating discourse with an adult) may be considered desirable in others. Likewise, behavior that might be considered rude in the dominant culture (e.g., talking loudly, talking while others are talking) may be the preferred interaction style in others. Consequently, behaviors that may be viewed as problematic by educators may not be seen as such by families. This dissonance can be a source of conflict in collaborative relationships when the cultural basis for these differences is not understood.

Conclusion

The development of effective collaborative partnerships with families (especially) culturally diverse learners is integral to the task of delivering appropriate educational services to this population of students. Families—regardless of cultural or socio-economic group—generally are concerned about the educational well-being of their children. It is up to us as educators to find ways to connect with these families and build effective educational partnerships with them.

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STORIES OF CULTURE AND IDENTITY OF ALBANIAN MIGRANTS IN GREECE

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Introduction

This paper is based on the research and participatory fieldwork with Albanian migrants in Greece. It also presents the stories of three families living and working in Greece while sharing their lives between their everyday time in Greece and family connections in Albania. Their everyday life contains direct and indirect links with the familiars from the place of origin being manifested in the new relationships that they have set up in Greece, in their daily routine and material culture thus becoming an integral part of daily activity.

Parents, other familiars and friends living in Greece and family visits in Albania play the most important role in the process of the Albanian cultural identity formation. They put in contacts their children with the Albanian culture through stories from Albania, meanings and values attached to objects, habits and rituals, passing on the ethnic language; taking part in the events organized by Albanian community centres and sending them to their grandparents' places in Albania.

Given this commitment made by these families living between two countries, preserving the connections with their familiars in Albania and in the same time living their everyday life in a new cultural setting, theories about formation of cultural identity are taken into consideration when analyzing how the daily activity impacts on their cultural identity. The article argues that these experiences formed by living in two different worlds result in the creation and manifestation of pluri-local identities, challenging the concept of spatially limited cultural heritage.

During the last years it is observed also a large number of returned Albanian who due to the economic crisis in Greece lost their jobs and have returned to Albania and sometime being engaged in seasonal works

in Greece or immigrated to other European countries. Their savings are invested in small companies in Albania mainly in the agricultural, trade and consumption businesses. The general consensus is that there are noticed two interconnected aspects: the personal success, involving social and economic security for the migrant as an individual or family member in the local community and the second aspect is the contribution they bring to the economic and social development in the country.

Methodology

This paper is part of my doctoral thesis research work about the cultural changes as a result of migration of Albanian migrants in Greece. It is based mainly on the research and participatory fieldwork with Albanian migrants in Athens, Greece and review of reports, papers and other official documents in published in Albania, Greece and other countries. The research has combined qualitative and quantitative methods such as interviews, questionnaires, official statistics and documents review.

As case studies were taken the stories of three families living and working in Greece (cities of Athens, Larisa and Igoumenitsa) who also had close contacts with their relatives and other connections in Albania. I had personal contacts and several meetings with these families and the interviews were conducted during July – August 2015.

A set of questionnaires was filled by other migrants in these three towns and in Albania during summer of 2015 when they were back for holidays. Access to interviewees was ensured following snowball sampling in combination with targeted sampling based on key informants input. There were three locations that were eventually chosen for fieldwork in Greece, Athens, Larisa and Igoumenitsa and two towns in Albania, Tirana and Saranda.

Results and Discussion

Over the past two decades, family-linked migration is the most important form of legal migration of Albanians in other countries. Various researchers agree that the family plays a decisive role during the migration process, given that changing one's country of residence is a critical event entailing both opportunities and risks. Although the above families are

very different, during the meetings and conversations with them there are observed lots of similar things and patterns. They left Albania looking for a job and better living conditions. They came from traditional families in Albania, but during the emigration process, various mechanisms have weakened the traditional system of family relations and strong internal and external pressures have changed their psychological, economic and social field. These families are more focused on their family well-being, they support other families during the integration process and the economic circumstances have encouraged families to act as an economic unit in the migration process. Two different researches realized in two main urban areas in Greece indicate that it is an increasing socio-economic mobility and an improve of community's working conditions that include the participation in the social security schemes, access to formal employment and jobs of higher status and salary.

Integration Strategy

These three cases, questionnaires filled, previous researches and published articles show that although there are many differences in the way families and Albanian migrants are integrated in Greece, there are very positive trends in the integration processes. The second generation of children that have born in Greece or have gone there at a young are decisive for a successful integration. The elements that were identified in the interviews and questionnaires as important for the integration are:

(a) communication and language; (b) socializing with Greek / other families (c) having knowledge about customs, traditions and value systems of hosting country; (d) involvement in social activities especially those regarding school education of children, (e) demonstrations of non-conflict and low ethnic identity; and (f) contacts with familiars in Albania.

Relations with the homeland – transnational families

But in the same time when they develop integration strategies migrants develop also a set of informal interpersonal ties, family and friendship ties in Albania, these social networks link them to their home and familiars in Albania and help them to overcome difficulties and the integration problems. Regular contacts in the form of visits, videos, emails and

telephone calls; financial remittances; practices of building houses in the homeland has fostered the social ties and cultural practices with the home country. The findings show that these families build in different levels their lives between Greece and their native home towns and villages. The three families and their friends and relatives have various mechanisms to hold symbolic and real relations with the old homeland. Albanian families have established a life with a cultural belonging in Greece and maintain continuous cross-border contacts with their beloved persons in Albania. These took the form of repeated visits, regular contacts, exchanging gifts and photos and occasionally receiving family visitors from Albania (Al-Ali 2002a; 2002b; 2002c; Parreñas, 2005).³⁶ Trips to Albania are also very popular and sometime spend summer holidays with their grandparents in Albania.

Use of Albanian language

In migration literature native language is considered among the key cultural tools employed in displacement to remember 'home' away from home (Kershen, 2006).³⁷ The case study families use Albanian during their daily communication and practice it at home and less in the public spaces. It is observed also a use a both languages in the same time known as the phenomena of 'double consciousness' in the diasporic realm (Gilroy 1993).³⁸ Adults speak Albanian to each other at home and children speak Greek with their Greek-born Albanian friends, while parent-child communication is on / between both languages. Parents, relatives and friends actively encouraged children's contacts with the ethnic language

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confirming the role of the wider family and ‘ethnic enclaves’ in initiating the second generation to bilingualism (Kershen, 2000).³⁹

Conclusions

This paper summarizes Albanian families’ experiences, integration and cultural changes while sharing their lives between their everyday time in Greece and family connections in Albania.

They have formed and developed adaptation and survival strategies from the beginning of their migration till the establishment in the host country and they have learned the host country social and institutional environment and the related migration policy measures and implementation practices. After that they have adapted their plans and developed coping strategies in response to the social and institutional environment of the country of destination. Their narratives have showed the limitations and opportunities which they actively integrate into their everyday life experience and their understanding of themselves, their country of origin and the host country. This migration experience is reflected on these families’ identity; how they see themselves within the context of the host country, their identifications with the country of origin and their individual self-understanding.

These families living between two countries, keep the contacts with their familiars in Albania, project a life if they will be back in Albania and in the same time adapt and integrate to their everyday life in the host cultural setting.

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TECHNOLOGY-BASED TEACHING PERSPECTIVES

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Introduction

We know full well that in the recent years, when technology applications such as: video projector, computer, internet, mobile or tablet, in modern times have become pervasive in many spheres of the society, the world has been characterized by numerous and rapid changes. In terms of teaching, recently a large number of teachers have new methods, which they use in their efficient work. Especially, the use of new programs is of great importance nowadays, as a convenient opportunity for the use and integration of technology during the learning process.

We need to understand three key issues well: Constructivism/Learning with situations/ Technology. Knowledge-based society needs to possess good communication and social skills, be well-informed and always be ready to learn new things. In order to become a member of such society, citizens must actively participate in this society and feel the benefits offered by it. They should be given the opportunity to possess and acquire the necessary knowledge and skills. They also need to creatively acquire knowledge and experience by creating authentic solutions to problems.

The importance and positive impact of the use of technology in the classroom has become a source of interest for education system in recent years. Applications of technology of any kind, from the simplest to the most complex, have changed the way of teaching and learning. Technology and student-centred teaching promote a high level of thinking, attitude and perception of the teacher and towards this approach often prevents them from integrating it into their subjects. For a learning process to be more effective and more attractive, it must be developed according to appropriate teaching methodologies and theories, increasing the sensitivity and the positive impact on the student. Therefore, we do not unintentionally mention these facts, as we must keep in mind:

Subject competences or development of key competences/

Achieving educational goals and quality assurance/

Implementation of the new curricular reform/

Let us consider a simple example: A student uses the computer in the classroom to reinforce the issues he has explained: To search for information; To do homework via Word; To make a class presentation with PowerPoint.

The world is characterized by many and rapid changes, some of which have come and the rapid development of information and communication technology. Education must adapt to the constant changes of technology, and use them extensively in the learning process. Therefore, exchanges of information through students improve teaching to promote interactive learning.

Teaching technology has already been singled out as an important discipline (special didactics), which ensures the realization of the learning process with maximum effectiveness, in accordance with the general goals of students' learning and education.

Using the term technology, we aim to emphasize that the concrete methodology should take the character of a technological process, where every element of it, no matter how small, should be oriented towards achieving maximum pedagogical effectiveness in the learning process. During the study we noticed that teachers in schools do not provide knowledge to students about the use of ICT for pedagogical needs, because teachers lacked focus on teaching strategies through ICT. It is of significance to recognize that students are already interested and engaged in the use of technology. This creates great opportunities for schools and teachers to benefit from the integration of several forms of technology in the classroom and to make teaching and learning more effective. Here are some of the key benefits of using technology in the classroom.

Advantages of using ict in teaching process

We have a wide range of materials at the same time. We are also dealing with an equality of choices and access to information. For example, even students from isolated rural areas have access to very valuable teaching information.

We need to know how to use technology before we can learn with its help. We use technology to learn the same things as before because ICT allows

us to have an easier, faster and more efficient a teaching process.

However, what I meant to say is the fact that a technology-based teaching is very effective even for the successful teacher. It can be difficult to reach a consensus on what kind of information, knowledge and skills are specific for the teaching profession, however most educators are of the opinion that special knowledge, skills, habits and values are necessary and exist. The teacher should also know something about the environment outside the classroom and school. He must be well acquainted with the content of the material he delivers and be able to distinguish the essential from that which is secondary and incidental. He must embody a set of moral values, which guide him in his role as a teacher. He must recognize and be well familiar with the relation between the students, between the students and the adults, and create the environment for learning facilitation.

In order to fully perfect the picture of a successful teacher, it is also necessary to adapt other features that help teachers implement their contemporary key rules in the classroom. These can be thought of as ancillary, in their main fulfilment. Among some ancillary features, five are identified as the most important:

- Using students' ideas/
- Structuring/
- The art of questioning/
- Analysis/
- Teacher's influence/

This type of dialogue, led by the teacher, requires students not to respond to the material of the text, but to 'internalize' the meaning, elaborating, expanding and summarizing it, using their authentic thoughts. In this way, students are encouraged to get involved in the process through which they learn and this leads, in turn, in building up their own understanding in individual ways which results in a deep and consistent understanding of the content.

The studies indicate that successful teachers are fair, democratic, responsible, understanding, amiable, motivating, authentic, alert, attractive, balanced, discreet, and self-confident. Teachers with poor results are defined as biased, bureaucratic, withdrawn, rigid, harsh, boring, monotonous, apathetic, confused, insecure, spiteful, and erroneous at work. Teachers, all over

the world, are feeling trapped. Herein lies their importance. Teachers in England express their reactions against the forthcoming strict inspections in their schools and against the detailed written requests, which include each inspection:

Lortie says that, for most teachers, there is always a tension between the controlling, teaching aspect of the teacher's role and the aspect of warm relationships with students. Organizing the school with separate cells means that the teachers constantly face their problems and anxieties alone, spending most of their time away from other colleagues. When teachers receive assistance, the most effective resource is usually other teachers, and, secondly, principals and specialists. This help is not frequent and it is used quite selectively. There is very little praise and correction of student work, as well as little guidance from teachers on how to make things better next time.

The teacher as a problem solver

How do the teachers solve the problems? Problem solving is about making a series of decisions, which will provide solutions to a number of problematic situations. There are plenty of them in a teaching day. They vary from the simplest to the most complex, such as the following:

- Even deciding where to move is a kind of problem solving.
- The problems exist when someone seeks to achieve a goal but he does not know, from the beginning, how they will achieve it.
- Activities the teachers develop, such as questions, to achieve specific goals or objectives.

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WESTERN CIVILIZATIONS UNIVERSITIES EXPERIENCE AND CHALLENGES OF ALBANIAN UNIVERSITIES

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Introduction

Education, as an integral part of civilization, represents one of the fundamental pillars of a free society, on which a strong and prosperous state is built. As a phenomenon of many dimensions, with many directions and tendencies of development, it evolves in accordance with the political and social systems, where it operates.

Positive was thought to be the fact that it was put with an experience and structures already set up and consolidated. The experience gained over the years was also important for the group that engaged in this process. Once he used the experience of other Western countries, which had carried out reforms and especially that of higher education institutions. Despite the use as a model of structuring the western school, during the drafting of new drafts, the specific conditions of Albanian education were taken into account, providing for the increase of financial autonomy and academic freedom.

In this short study we will focus on the general analysis of the efforts of the Albanian state in the face of unfulfilled standards in the system of higher education reorganization of the school, in the context of changing the political system and socio-economic transformation of Albania.

Methods of scientific research

In the scientific-historical-pedagogical research of this paper, a series of scientific-research methods have been used. One such method is the historical method. One of the methods is the *historical method*. Through this method we have tried to show the sensitivity of the Albanian school to new pedagogical-academic ideas and developments of western schools, the

tendency to embrace and adapt them to the conditions of Albania after the 90s of the XX century. The historical method includes three main tasks: the collection of historical data, their critical evaluation and the presentation of findings (including their evaluation, elaboration and interpretation). Another method, which is also very current and very important to the scientific research paper on the “*Western Civilizations Universities Experience and Challenges of Albanian Universities*”. Through it, we have tried to highlight the same features, similarities and eventual differences between the institutions of higher education in Albania in relation to those of Western countries, after the ‘90s until today. Which means that through this method is made the description and evaluation of the academic standards that are compared, the grouping of features according to similarity, the system and their evaluation in the conditions of Albanian education.

Higher education reform in Albania, its characteristics and relation to other reforms in Western civilizations. The case of the Germany

In the last years of democracy in Albania, Albanian education has been involved in the reform process based on advanced European and world experiences, with specific adaptations, rhythms and concrete dimensions that were conditioned by the socio-economic development of the country. The Albanian experience in its modest phase has marked many advances both in the way of design and in the implementation of new democratizing design in the specific conditions of the country. Despite some subjective limitations that coincide with the transition period, the lack of necessary knowledge of the global approach, legal and technical content, the project for change has recognized important developments, thanks to the impact of advanced international and Germany experience in particular (Albania - Education Excellence and Equity Project, 2014, pg. 14-15).

In this paper, based on certain concepts and theoretical views justified by the current level of knowledge of new phenomena and processes in the reform of Albanian higher education, found in the advanced Germany experience those necessary qualitative elements that constitute the core of autonomous concepts of Democracy in Higher Education.

The binomial decentralization-democracy, expressed in different words, resembles two drops of water, which carry the same value. The Germany

experience brings this value not only to the concept of the philosophy of education, but also to the level of institutional higher education. Which means that unlike our education system, the democratic system of higher education develops in a positive direction of democratic construction and generalization of the internal achievements of the university (Open Data Albania, 2015, pg. 1).

The basic issues that concern the functioning of higher education in Western civilizations, especially in higher education in the US, can be summarized as follows:

1. *University admission system*(Samuel, R. H. & Thomas R. Hinton. 2007), first of all, it is an open system (anyone can go to university), but with selection criteria, which is done with a file and according to the financial capabilities of each candidate who wants to go to school. University takes into account the results of high school, as well as the CV of each candidate (candidate characteristics, desires, abilities, etc.). The participation of each student in the teaching process is controlled throughout the academic year and is taken into account in the exam result (Phillips, 1992, pg. 261-262).

Compared to this Germany experience, the pre-admission system in Albanian universities is developed on the basis of selection, where the number of candidates is greater than the quotas approved by decision of the Council of Ministers, following proposals made by universities. For the principles in the university, the State Matura has been applied since 2006, which is related to passing the final exams: two joint subjects and two elective subjects, according to the required branch. Elective courses also have a coefficient depending on the preferred branch (Albania Higher Education Report , 2006, pg. 32).

2. *In Germany university, scientific research in every university and college is a fundamental feature of its activity:*

A reform has been launched in Albania that integrates teaching with scientific research and that is continuously related to the restructuring of research institutions in both institutes and universities. But what should be emphasized is the fact that for scientific research in our country is invested a little about 0, 54 GDP (Co-Plan & WFD. 2021), a figure incomparable to any European country

3. *Higher Education Institutions in the Germany enjoy autonomy, which consists of three aspects:*

a) *In institutional terms.* In German higher education institutions, university or faculty leaders have full authority to make executive decisions for their units. They are persons appointed by the Governor, on the recommendation of the Boards of Trustees (Dean & Rust, 1995, pg. 213). In higher education institutions in Albania are elected every four years, but their decision-making is limited. Many decisions are approved by the senates and the executive. Universities do not yet have autonomy in two directions, such as: in determining the staff, tuition fees and any other financial fees, admission quotas, method of admission, allocation of budget items, income is not reported in the following year, etc. (Sota, 2019, pg. 132).

b) *In academic terms.* Every German university proposes to build the academic, educational, scientific structure, or to open a new branch, but the final decision is made by the Higher Education Coordinating Board. Courses in higher education institutions in Albania, e.g. the number of students is determined by the state. Every university wants to be accredited, because in this way its authority and prestige increases ë hap një degë të re, por vendimin përfundimtar e merr Bordi Koordinues i Arsimit të Lartë (Dean & Rust, 1995, pg. 215).

In Albania, the first steps have been taken for internal evaluation (the package of internal evaluation has been approved) and external ones. In this regard, we think that the models accepted today should be elaborated for an evaluation of all aspects of the functioning of the university, as well as the relevant structures should be set up and trained, making them efficient.

c) *In financial terms.* Every German public university receives a fund from the state budget, which amounts to 25-27% of its total budget. The rest of the budget is provided by tuition fees, participation in scientific projects, donations, etc. This part of the budget is increasing every year. Tuition fees are generally set by each university (Hahn, 1998, pg. 146-147).

In Albania, too, the share of the budget is increasing for universities, however the funds they provide for education are below the ratios that exist in Western countries (Sota, Jani. 2018). As I pointed out above, the main

place in the university budget is occupied by the share given by the state, which is gradually losing ground with the increase of income, where the main place is occupied by the tuition fee.

The tuition fee has started to be differentiated for students of the full-time education system by branches and universities, regardless of family income. The state helps students through the scholarship system, but the university itself is still not creating opportunities for part-time employment, especially for the most needy students (Sota, 2019, pg. 176-177).

The third element of donations from alumni or others is a bit sensitive (KALKSH . 2014). In this regard, we think that changes should be made in Law no. 80/2015, dated 22.7.2015 “On higher education and scientific research in higher education institutions in the Republic of Albania” (Ligji Nr. 80/2015), on budget management, to more clearly define the roles of managers and relevant structures.

In German universities, the distribution of funds is done according to the fields of study, according to the cost of studies in each field, with corresponding coefficients (according to a certain matrix). Even in the Albanian university, after 2015, the distribution has started to be done according to a certain matrix (Grup Autorësh. 2007), but there are still problems for its perfection in terms of calculating the cost and the respective funds for the number of students and according to the type of study.

4) *In the German university there is a Coordinating Board of Public Higher Education, which aims:*

- a) To direct and coordinate the public higher education system.
- b) Make policies for the efficient use of state resources (Phillips, 1992, pg. 261-262).

His responsibilities are:

- Develop a general strategy for higher education
- To approve the requests of higher education institutions for new programs.
- To plan the fields of study for each university, eliminating possible duplications.
- To approve new investments for new infrastructures (new constructions) in higher education institutions (Phillips, 1992, pg. 263).

The Higher Education Coordinating Board evaluates state higher education, makes recommendations to central and other institutions, and sets policies for the effective use of state higher education resources. In Albania, an advisory structure at the disposal of the Minister of Education and Science (MoES) and the Prime Minister was approved by the People's Assembly in 2006, which had more or less the same functions as the Germany Coordination Board (Golemi, B.2002).

5. Quality enhancement is another principle for the comparability of curricula and their unification in German universities, which aimed to build a pragmatic curriculum, gradually replacing the scholastic curriculum.

For German reformers such a curriculum increasingly takes into account the formation needs of the young with the necessary skills and cognitive values in the interaction of the integration of German society with those of others.

In Albania, the 3 + 2 or 3 + 1 system is generally implemented; the 4-1 system has been implemented in some faculties of the University of Tirana (Sota, J. 2018). Thanks to gaining several years of experience, many national conferences and seminars, collaborations with counterpart departments, translations and divulgations of the basic acts of this process, a wide debate within the academic staff of universities has been achieved that in designing the curricula two criteria have been taken into account. basic: comparability and market orientation (Sota, J. 2017).

Comparability of curricula has been among the basic goals of the work of counterpart departments during their design. Experience has been gained in universities with similar curricula of western universities, which has been implemented in the conditions of our country (Palomba & Vodopivec, 2000, pg. 28-29).

In terms of market orientation, the aim is to build a curriculum, which necessarily aims to take into account the medium and long-term development strategy of the country and the region, so that diplomas do not turn into worthless securities, as has happened for many branches in the years 2007-2013 (Gjuraj, T. 2012). Gradually, the Albanian university is aiming to become an important community element, someone orienting knowledge for the good of the community as by providing solutions that improve its life.

Conclusions

At the end of this study, it is important to note that higher education is one of the most important areas of any society and any system. Through education, societies and nations transmit to their members the knowledge, culture, cultural heritage, values through which society moves forward.

Positive was thought to be the fact that it was put with an experience and structures already set up and consolidated. The experience gained over the years was also important for the group that engaged in this process. Once he used the experience of other Western countries, which had carried out reforms and especially that of higher education institutions. Despite the use as a model of structuring the western school, during the drafting of new drafts, the specific conditions of Albanian education were taken into account, providing for the increase of financial autonomy and academic freedom.

Recommendation

In an effort to elaborate and analyze the developments of higher education in Albania over the last 20 years and the vision for a bright future, are giving some recommendations on the main phenomena and above all, the trends that will carry it in the decades. other.

1. Without leaving the period, first of all, it would be appropriate to re-evaluate the most sensitive economic, political and social factors that led to transformations in the Albanian higher education. The university must return important community elements together with private enterprise, for the benefit of the regional, national and global development strategy. She should translate this development strategy into the curriculum, stimulate with projects from it, but also offer alternatives and make scientific opposition.

2. It is necessary to realize clearly legally and in detail the institutional-administrative-financial autonomy, through the revision of Law no. 80/2015, dated 22.7.2015 "On higher education and scientific research in higher education institutions in the Republic of Albania", drafted in the spirit of the best standards of civilized western countries. The relationship between policymakers and administrators needs to be defined more clearly and transparency with collegial bodies, academics and students needs to

be further enhanced.

3. We must pay special attention to the scientific work of the pedagogues, the correct determination of the criteria for its measurement, the subsidization with funds. Which means institutionalizing the value of the research product for the benefit of the university and the whole society, in the not too distant future.

4. The internal and external evaluation system should be complete, simple, intertwined, unbiased and at all levels of the institution. Without an evaluation according to accepted standards, we can not fully understand the situation where we are and even take the necessary measures to improve it.

All the recommendations above help a lot for internal evaluation, for transparency, for receiving and processing information, as well as for giving access to the academic staff and each student to be informed in a timely manner.

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GLOBALIZATION IN EDUCATION: THE PLACE AND ROLE OF TEACHING FACULTIES IN THIS REGARD

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Introduction

Nowadays, the process and spirit of globalization have affected many areas of human life. One of them is education. Globalization does not simply mean economic exchanges and various political agreements that unite nations and states in general, but, above all, it means the awareness of every individual that he is not alone, on the contrary, he is part of a (whole) common global system. This form of awareness is transmitted to the community through technological advances, media and, the education system. In a comprehensive view, it is noticed that under the effects of globalization, education is constantly changing day by day. These effects on education bring about rapid developments not only in technology but, above all, in ideas, values, knowledge, and learning and, teaching techniques.

Generally, it is the school that is charged by society to perform this awareness function in a planned and purposeful way. In this regard, we do not want to assert the impossibility and, diminishing role of other non-governmental organizations. But, in school in an organized and coherent way should be reached the achievements of this educational goal as one of the main goals the school undertakes to realize.

School prepares not only students with general global education, but it is the workshop where teachers and educators of these children from whom society expects a new and open mind to the world in general and its main problems and issues which are pending and expect a new reaction are formed.

Methodology

Using mainly the methods of analysis and comparison, it is intended to conclude the path that university education should follow for the global education of future teachers because only in this way this work will not be

left to chance and professionals with the necessary competencies can be obtained.

In connection with this goal, didactic methods and, techniques that enable this achievement will be proposed. European experience and beyond shows that without trained teachers with this capacity, awareness of global education of children and young people in general, can not be achieved.

Hence, many contemporary teaching methods and techniques are seen in the function of global education of students as future teachers to allow them not only to get acquainted with the news of Western research in this area but also of practical realization, turning the auditorium and the schools where the teaching practices take place, into laboratories of total and practical training of students.

To this day, in our auditoriums have been used many contemporary methods and techniques of teaching and learning, but they have been and are treated without having as objective the global education notion which, for the sake of truth is new in our education system and comes mainly through the work and activity of NGOs and projects that, however, could not be fully integrated and merged into the educational and formative objectives of our school in general and the faculties that prepare teachers, in particular.

Based on and benefiting from the results achieved in different countries and schools in Europe and beyond, we will stop, explain, analyze and compare the ways and methods that are mainly used for this purpose; global education of the future teachers.

Results and discussion

The result of research in this field, that is in the field of the most efficient methods for global education, the formation of future teachers with this ability or capacity, we have identified some of the techniques and methods that can and should be used for this purpose. In the wide range of methods, we selected some of the most important, which we do not claim to have been exhaustively treated. The range of such didactic attempts is endless and world practice shows that we are still in the first steps of this process: global education. Such methods and techniques will be:

Collaborative learning. In this learning technique, the positive interdependence between the efforts of the participants constitutes the

supporting basis for the development of this process. The method enables learning through interaction, enhances participants' communication skills and, strengthens self-esteem.

Problem-based learning. Problem-based methodologies encourage people to search for and answer questions, using their natural curiosity about specific events or topics. Problem-based learning paves the way for an active, task-oriented and, self-controlled approach to the learning process.

Learning based on dialogue. Dialogue creates an interactive, conversation between participants seeking to foster the exchange of ideas. It functions as a bridge between people and creates a friendly space for the development of thoughts, reflections and, proposals even though they may be opposite or different thoughts. Dialogue helps develop communication and listening skills and develops understanding, of issues of different views. It is one of the most important methods of global education.

Working with projects method. Working on a common global theme, or its aspects is a task with a strong creative character for students. The final result of the whole project can be an exhibition in the place where it was created or at the local community level.

The method of "world connections" is a method that can be realized by inviting people from different countries and involving them in the learning process. This can also be certainly successfully done when there is an opportunity: - to personally visit other countries' institutions. - to create connections and networks with people from different parts of the world through traditional postal or electronic correspondence, etc.

International school partnership. Some international organizations whose work is devoted to school connections are in the process of building inter-school networks. They provide websites, ideas, written experiences and, reports in the service of this goal and purpose. In most European countries, are national agencies or non-governmental organizations that provide support to schools there that are interested in international school partnerships.

Learning in Community. This technique includes community service and reflection on this service. It feeds social responsibility and commitment to the nearest reality.

"Community learning is an excellent practice in global education learning,

which provides information and skills development for training in” real-life situations “of everyday life and society.”

Intercultural practices. Many EG websites promote this form of learning, which is based on two principles: cultural relativism, according to which there is no hierarchy of cultures (one culture cannot be used to judge the activities of the other culture); the mutual character, that is the interaction and cross-referencing of information about cultures in the context of culturally diverse societies.

Based on these two basic principles, the intercultural learning developed by the Global Education website seeks to realize two goals:

- Overcoming ethnocentrism
- Gaining the ability to empathize with other cultures

Acting practices. This is a goal-oriented process, organized as a rule in the form of a project, with defined results.

Practices in context. This means the continuous integration of an individual’s learning into the system of cultural and civic references of the group, community, or society with which he identifies.

Conclusion

Nowadays, the process and spirit of globalization have affected many areas of human life. One of them is education. In a comprehensive view, it is noticed that day by day under the effects of globalization, education is constantly changing. These effects on education bring rapid developments not only in technology but, above all, in ideas, values, knowledge, learning, and teaching techniques. Generally, it is the school that is charged by society to perform this awareness function in a planned and purposeful way. School prepares not only students with general global education, but it is the workshop where teachers, educators of these children from whom the society expects a new and open-minded attitude towards the world in general and its main problems and issues which are pending and expect a new reaction are formed.

Recommendation

Teaching faculties should treat Global Education as a new philosophy of life in the “global village” community where our country is part of, as the

citizens of this country are also members of a global community that aims to open minds and remove the state and national.

Teacher training programs and curricula should reflect within themselves this kind of lifestyle that global education aims at. All this documentation should provide a much closer connection with pre-university education because without this connection and interaction success will be fragmented and no coherence. Global education at all schooling stages should not be considered a job performed only for the time of implementation of any project or any individual or collective initiative such as NGOs. It should be continuous and constant. The practice of implementing this type of education should aim at returning the pre-university school as a laboratory where not only all participants (actors) work and benefit, but the work of the teaching faculties should be strongly supported, including this type of education, certainly not isolated, but within the holistic education of the younger generation.

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FACTORS THAT PREVENT YOUNG WOMEN TO ACCESS REPRODUCTIVE HEALTH SERVICES

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Introduction

Evidence confirms and reconfirms that young women in Albania are exposed to risky sexual behaviors, and sometimes also subject to gender-based abuse and violence in their relationship. National surveys like HDS⁴⁰ indicate that the age of the first sexual intercourse has lowered, condom or other modern contraceptive use is still very low, abortion rates have increased over time, prevalence of STIs like chlamydia or gonorrhea is high among young people. Investments into health reproductive centers offering counselling and services are being made in the assumption that better services with skilled personnel is key to increase access to such services⁴¹. Data again suggest that the use of health care services for reproductive health issues is very low. The author, during March – May 2019, undertook a study aiming to explore the factors that motivate young women in suburban areas in Tirana to access more regularly reproductive health services, in order to make the necessary recommendations for health care services, or other support services including the role of education.

Methodology

The author considered that the qualitative approach was more appropriate to understand the level of knowledge, attitudes, behaviors/experience, and social norms/values by using a small sample rather than a large sample. Literature suggests that qualitative methods are particularly useful to understand health behaviors in the aim of effectively developing health or education policies⁴². Ten focus groups were conducted with a mixed representation of young women 19 – 24 years old in three areas

40 INSTAT, UNICEF. Albania Demographic and Health Survey 2017 - 2018

41 Ministria e Shëndetësisë. Dokumenti Strategjik dhe Plani i Veprimit për Shëndetin Seksual dhe Riprodhues 2017-2021

42

considered as periurban areas: Paskuqan, Bathora, Kamza. Focus groups were facilitated based on a structured focus group guide with open ended questions on (i) knowledge and attitudes about issues of reproductive health; (ii) information about reproductive health care services; (iii) preferences about where and how they would like to get information on the issues and lastly (iv) experiences and preferences when it comes to utilization of reproductive health care services. Data analysis was made manually using narrative and interpretative analysis⁴³. Similarities were found in all answers and comments to draw the results and the findings of the study. The author placed particular care on ethical considerations and personally approached all participants and got the interest in proceeding through a Voluntary Consent Form. All answers were kept confidential outside the focus group and data files did not contain any names from any of the participants.

Findings

About one third of the women were married; about half were in a relationship, and the rest reported to be single. About 1/5th of the women reported to have completed only the primary education cycle, half only the secondary and the rest had either completed or undergoing the university. About half were employed⁴⁴ on the day of focus group, about one-third of reported to be jobless and the rest was studying. More than half of the women participating in the focus groups did have a clear information about the risks for STIs and unwanted pregnancy and also they could easily attribute the relationship between STIs, early sex, multiple partners and cervical cancer. Yet, only 1-2 women per each focus group (about 10% of women) report to have gone to the health care center to ask for information or advice on prevention methods. About 80% of all the women attending the focus groups could tell only one early breast cancer symptom – the presence of a nodus, and only about 2-3 women in focus groups could mention more than one early symptom. Only one third indicate that they know about self-assessment techniques, and the majority do report that

43 Holloway I. *Qualitative Research in Health Care*. Maidenhead, England: Open University Press; 2005
Bernard H. *Social Research Methods: Qualitative and Quantitative Approaches*; 2000

44 Both formal and informal employment

they have never asked their doctors about the issue. Majority of women knew that condom and pills are the most frequent used contraception method; but they were not able to clearly indicate the method of choice to prevent STIs, early pregnancy, or both. And more than half of women in each focus group mentioned withdrawal as a good contraception method. The use of contraception method was low: half of study participants were not using any method at all, and one third were relying on withdrawal. Condom was the method of choice for one fifth of the women and only 1 or 2 women in every focus group used the pill. The reasons for using or not using the appropriate method were different; the major issues was the decision making on the contraception method was influenced by the male partner, women were embarrassed to go at their family doctor given the proximity to the community and family. Major source for information was the internet through random google searches with key words, web-based media, and friends. Only one fifth reported that they trust their family doctor, most women said doctors are for diseases and not for issues which relate to their “health” “satisfaction”; the rest did not trust the skills and the knowledge, or they feared their confidentiality would not be respected. Most women said that see their family doctor when they are sick. Two women mentioned that they had asked information from the social worker in their community care center and few more women mentioned that they really enjoyed information sessions by the school psychologists when they were in school. Their self-perception was that they were very well informed on all the issues discussed during the focus group.

Conclusions

As a conclusion young women, by being confident on what they know, lack the proper information for a good reproductive health and they do not show any intention to engage with Health Care Personnel on issues that are relevant to their reproductive health needs. Lack of confidentiality is usually the main barrier to access health care. Therefore young women search for information is very random and circumstantial thus leading to wrong knowledge and less use of the appropriate services or protection means.

Recommendations

Reforming health care system is not enough to protect the reproductive health care of young women. A health prevention and promotion should be introduced in both health and education sectors. Additionally, tailored communication strategies should target young women and build their trust and motivate them to better engage with the health care personnel.

DISTANCE LEARNING ACCESS AND INFORMATION TECHNOLOGY IN TEACHING

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Introduction

The twentieth century brought the dominance of technology in all aspects of society and especially in education. Advances in computer science have enabled teaching to shift from the traditional form in the classroom to the online format (Olszewski-Kubilius & Corwith, 2010). ICT in education is understood as an implementation of technological equipment and tools in the learning process to record and process information in digital form. The use of technology in our schools has changed significantly in recent years. Effective use of new technologies that support the student's thinking process increases the student's ability to focus on learning, improves comprehension and transfers content to long-term memory. Based on this reasoning, the aim is to turn traditional classrooms into classrooms conceived on the basis of technology. Online learning also enables individualized student-centered teaching approaches (Potts, 2019).

This process requires teachers to be equipped with the right technological skills and to learn to use new technological tools that support the teaching process of students and their progress. Technology and technological tools have become part of education in schools and the aim is to use technology in the classroom as a tool that further develops and fosters the learning process. The combination of computers and other technological advantages, such as: didactic videos, hypertexts and other programs is a reforming aspect in the field of education. The role of the teacher as the main source of information in the classroom has changed in organizational learning, which leads pupils or students to seek independent information. Findings from other studies have also shown that high academic performance and interest in learning in students is often the result of their

intrinsic motivation, which includes having an internal focus of control and autonomy (Olszewski-Kubilius, Kulieke, & Krasney, 1988).

Even more essential nowadays are the skills in using online communication platforms in the learning process. Meanwhile, in the two school years we left behind, the use of ICT in teaching became a necessity. The lesson went from the school benches to the computer screens, tablet or phone, according to the abilities of the students and teachers, and then to a lesson with a physically combined scenario in the classroom and online from home. Broadcasting of teaching units through television, in some cases, accompanied by learning on online platforms, has been reported to have been used in most Balkan countries, including Albania (UNESCO, 2020; MEST, 2020). Education actors, the need arose to use technology programs which were not very popular with most teachers such as: zoom, google meet, google classroom, google forms, etc. Through online learning it is reported to be possible to organize subjects in a more advanced way compared to how they are organized in school (Cavanaugh, Clark, & Barbour, 2008; Ravaglia, Suppes, Stillinger, & Alper, 1995; Thomson, 2010) .

The purpose of this study is to identify the problems encountered by ZVAP Elbasan teachers during online learning, but also in adapting to the use of technology in the learning process by teachers throughout their work.

Methodology

The study on the use of ICT in teaching, during the pandemic, was conducted in two main phases. The first phase of the study focused on addressing the concept of ICT in teaching and the methods and ways of using it in teaching.

The second phase of the study was conducted in the period March 2020-June 2021. In the second phase the study focused on: designing and conducting questionnaires with teachers of all cycles about their digital skills and problems encountered in the pandemic period during the lesson online; statistical processing of questionnaire results.

The drafted questionnaire was addressed to teachers electronically on Google Forms, in groups set up on WhatsApp, by each EI of ZVAP Elbasan. Participants in this study were 327 teachers of different subjects, age groups and qualifications.

Results and discussions

Teacher questionnaire results based on age classification

When we asked teachers about the effectiveness of online learning, at the time of the pandemic, it was noticed that most of the teachers, of all age groups, thought that this form of teaching was effective enough, given the fact that health is primary. It is also noted that teachers over the age of 46 are more skeptical about this form of teaching. I think this is due to many years of experience in traditional teaching and lack of ability in using online communication platforms.

As expected, the younger teachers at ZVAP Elbasan feel more capable than older teachers in using ICT in teaching. I think this is due to the fact that the younger generation is updating faster with technological innovations than the older ones.

Of all the age groups that participated in the study, it turned out that the lesson took place more on WhatsApp and Zoom. Meanwhile, the tests were conducted with google forms by the youngest and with photos sent to the phone by the rest.

35% of teachers think that they should be trained in using the Google Meet platform, 47% of them think that it would be better to know about the Zoom platform and the rest with about 10% would like to develop training in the use of e- mail and the Google Classroom platform.

Teacher questionnaire results based on the classification according to the cycle where they teach

As can be seen from the graph, teachers of all classes think that online teaching was a good solution in the time we lived.

Teachers are generally satisfied with this form of working with students in the situation where we lived. Higher education teachers are the ones who have found online teaching easier. I think this is due to the fact that, in AML(High Education), the student contingent adapts more easily to technology.

From the questionnaire we notice that teachers do not differentiate according to profiles in their skills of using ICT in teaching, as we noticed in the grouping by age.

When asked which form of teaching you used the most, most teachers in AF (Primary Education) answered that they chose to use WhatsApp,

while AMU (Elementary Education) teachers used the Zoom platform, while most AML(High Education) teachers used Zoom platform alternates with google classroom platform.

Teacher questionnaire results based on the profile of teaching and postgraduate education

From the classification of teachers, according to the profile where they teach, it results that natural profile teachers feel capable in their skills in using technological platforms in teaching, but when preparing videos in Power Point, they feel the need to get acquainted with specific programs of writing texts or drawing various schemes. Meanwhile, teachers of social profiles say that they have found it easier to prepare lessons in power point and encountered the greatest difficulties in using online teaching platforms.

Conclusions and recommendations

From the study with the teachers of ZVAP Elbasan, it turns out that online teaching was a good solution, as we could take care of the physical well-being of students and maintain social contacts, and also implement the curriculum, although not as effectively as physically.

Teachers of a younger age have found it easier to adapt to the form of online teaching, or combined, compared to older teachers in age.

Teachers of all classes and qualifications say they feel relatively good at using the computer to prepare learning topics, but would like training in programs that are specific to the subject they teach. It turns out that the most used form of teaching was whatss app and zoom, as students are also more familiar with these applications. Regarding this issue, we think that the introduction of chapters where the use of communication applications is taught in the subject of ICT, which in primary education, is a necessity.

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LEARNING ONLINE WITH CHILDREN WITH DIFFERENT ABILITIES IN PANDEMIC CONDITIONS: A NEW CHALLENGE FOR ASSISTANT TEACHERS!

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Introduction

As a result of the pandemic situation, the daily routine at work, home and school changed. This has led children with different abilities, in their daily activities, to face new challenges, one of which has been online learning. In addition to students with special needs, online learning was also a challenge for teachers and parents.

The main focus of online learning has been the communication, cooperation and orientation of parents to help these children. Interrupting daily routines and the little time required to create new routines for students with special needs made the beginning difficult.

Despite the desire and constant efforts, some parents due to socio-economic level, lack of technological equipment were not able to help their children. But on the other hand we also had parents who supported the children and did not miss a single day, and following the orientations in online learning helped and activated the children at home.

With the creation of new situations in front of the assistant teachers, the task became to change the way of teaching, taking into account the needs and opportunities of the students. During the pandemic parents became for their children teachers, therapists, psychologists. Online learning enabled parents, students to share with teachers discussions that are not only related to learning but also other issues in the socio-emotional aspect of children, concerns, needs.

Relationships with parents especially with parents more informed with teaching techniques were further strengthened. The time parents have devoted to supporting and engaging children around online learning has been greater. Digital skills were strengthened for both teachers and students, parents. At the time of the pandemic, the assistant teachers applied

methods, teaching methods such as videos, images, illustrations, photos, where the visual side, very important for students with special needs, was predominant.

Methodology

For students with disabilities, the use of the Internet during the pandemic enabled them to learn from home. Adaptation to the created situation made it necessary to improve the teaching practice, served as an impetus through action research to find new forms and methods of work during online learning.

This study is based on the needs of students with different abilities during online learning, as well as the needs for improvement of the current education program. Also provide recommendations for support teachers regarding best practices for serving these students.

The purpose of this study is to argue that the main focus of “online learning” is communication, cooperation and orientation of parents to help children, cooperation with class teachers to stay as close as possible to you, participation in the class group together with other children.

This study was conducted using the method of theoretical review and comparative analysis of learning development with children with different abilities in normal situations and in pandemic conditions.

Through this study we aim to achieve these objectives:

- To identify the main difficulties of students with different abilities during online learning;
- To develop students' skills to adapt better to this type of learning;
- Find out if parent-teacher collaboration improves students' skills and adaptability to this type of learning
- To avoid the difficulties that students face in acquiring knowledge.

The research research questions are:

- How can assistant teachers meet the challenge of online learning?
- How can teacher-parent interaction be achieved to better help the student?
- What tools should be used for illustration in online learning?

The whole study and the issues that will be identified and elaborated will aim at verifying these hypotheses: The implementation of online learning

is a very good alternative platform of classroom learning with students with different abilities.

Results and discussion

Closing schools and taking physical distancing measures around the world as one of the austerity measures to prevent the spread of the coronavirus made communities and online platforms indispensable tools to maintain a sense of normalcy. Offering online learning as a way to keep in touch with the school in times of isolation has created a new problem for students, especially those with different abilities, parents and support teachers themselves.

For these students, a restrictive lifestyle, lack of access to free and affordable support and training services, often means going backwards. This is because children who are followed under the care of various institutions or care centers are treated by professionals in the field, who help them create a special routine, based on specialized programs. Discontinuation of these treatments, in some cases, has resulted in regression. In these children, the pandemic caused them to disconnect from the program and isolate themselves at home.

The experience of life in the pandemic showed that the difficult period for these children was not only the quarantine, but also the time of gradual opening of the country and the resumption of normal life activity. Closing for a long time, brought changes in behavior and created a lack of social resilience in these children, which negatively affected their readjustment to previous educational activities. In this context, pandemic assistants faced the challenge of learning online, which was a novelty for them. Technological equipment, especially the Internet, enabled him to stay “on duty”. Explaining the situation created with students with different abilities, there have been great difficulties. “Such a complex, new and completely unclear situation even for the vast majority of us, especially in the beginning, has been extremely challenging to translate into a simplified and compelling language for these children.” To be as effective as possible in this way of teaching, the assistant teachers focused more on repeating the knowledge previously acquired in the school, based on the strengths and inclinations of the children. In the pandemic it has been very useful to involve students

with different abilities in activities together with other students, in the class group, communication with them, positive reinforcement and frequent motivation.

Adapting very quickly to the way and the online learning program the assistant teachers worked using all the ways to be closer to the children with different abilities and their families. They instructed the parents to support their children in learning at home while they were at home, making it easier for teachers to get information.

Special attention was paid to reporting to the principal on the progress of students with different abilities, progress documentation such as works, photos, videos, preparation of tools, topics accompanied by photos, videos, illustrations, modeling to simplify and make as much easier and more attractive learning topics, intertwining them with each other in accordance with the conditions of the house.

The performance of students with different abilities was motivated and evaluated every day, for the works, tasks, videos, which they had realized in collaboration with their parents, where the message was clearly expressed: “By being together, we can do it”. For communication and cooperation with parents we have used different ways such as phone, messenger, whatsapp, viber, skype.

Conclusion

Applying online learning in pandemic conditions leads us to several conclusions.

- Online learning is tedious and does not give the expected results, especially in some subjects;
- The difficulties of online learning require that assistant teachers see their role as determinants in this specific learning environment;
- Innovations created by the pandemic should be reflected in the organization of the lesson and the use of new teaching methods;
- Assistant teachers must have the appropriate training and be equipped with professional tools;
- Assistant teachers should set objectives in accordance with the specifics of the pandemic situation.

Recommendation

Creating stress from online learning, to assistant teachers, conditions these recommendations:

- Assistant teachers should not show reluctance to ask for help about the online learning form because it is new to all of us;
- Good time management requires setting working hours, providing non-overloading materials for students;
- In their professional work, patience, self-confidence and self-efficacy are needed, focus on their goals.
- To dedicate themselves to their work as much as possible, to get rid of stress, because excessive stress can be reflected in students.

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ADVANTAGES AND DISADVANTAGES OF USING TECHNOLOGY IN HIGHER EDUCATION

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Introduction

Nowdays, technology today is becoming a trendsetter to the way higher education is designed, evaluated and delivered. Universities around the world are depending more on technology to fulfill its core functions in fostering creativity, and in processing knowledge [W.D. Haddad and A. Draxler, p. 2-17, 2002]. While utilizing technology in education is not a new trend we, , are witnessing a proliferation in the use of smarter technologies that has started to cause a shift in the traditional paradigms of education. This shift is mainly driven by the exponential growth of knowledge, the need for more quality education, and also due to a changing tendency to depend on technology within the new student generation [L. Rajasingham, 2011: p. 1-10]. Smart mobile apps, online virtual labs, and social media are just a few technology examples universities are rapidly seeking to employ to server higher education.. Technology enables knowledge to be shared. Technology also provides decision support for educators to enhance the educational outcomes. Anyone can then argue the immense benefits of utilizing technology. Technology, nevertheless, has introduced some negative disruptions on education that should not be neglected. In this article, a review is presented on how technology is positively and negatively serving higher education.

Methodology

The methodology used in this paper is based in a basic, exploratory type of research mainly based on existing survey sources in order to appropriately identify the advantages and drawbacks of the use of technology and expand its scientific understanding in higher education institutions. The aim of this deductive method is to draw two main conclusions on the use of

technology which is respectively the positive aspects, as well as negative aspects of the aforementioned.

The data collected to draw the above mentioned conclusions is made through observation (primary data) of the student interaction in class and outside, and also based on literature review (secondary data). The data have been analyzed quantitatively.

Discussion and results

The discussion in this paper is centered on issues such as how technology is disrupting higher education, both positively and negatively.

Positive Aspects of Technology in Education

- Personalized Learning Experience Technology enables a true personalized learning experience. Technology helps to adapt a flexible evaluation model for each student. Machine-learning algorithms are now able to collect and analyses individual student data to detect learning difficulties [C. Romero and S. Ventura, 2010 , p. 601-618].
- Online Collaboration between Students and amongst Educators Collaboration between students becomes truly feasible inside and outside the classroom by using online technologies. Technology enables students to share and track subject requirements, to follow the progress of assignments within their groups, and to track their achievements.
- The Social Media Learning Paradigm Education is gradually shifting towards encompassing the concepts of social learning driven by the fact that more students are going into higher education with preferences about learning they have acquired throughout their use of social media [C. Dede, p. 95-112, 2016]. In response to this tendency an increasing number of educators are starting to post lectures into online channels, such as Facebook and YouTube [J. Seaman and H. Tinti-Kane, 2013].
- Better Insights into Academic Progress Technology makes it easier for educators to design customized tests, deliver them through different devices like PCs, In addition, relying solely on technology to evaluate the learning experience of a student can be rather risky. As contended by Bernard Bull, technology should not drive the decisions instead of serving as a diverse collection of tools to help achieve the planned goals of education [B. Bull, 1st ed, Wipf and Stock, 2016].

Negative Aspects of Technology in Education

Since technology is offering quality educational opportunities, it is reasonable to say that universities will keep investing in technology. However, the key to enhance education cannot be achieved just by adding another technology, but rather by understanding how the technology should be controlled and utilized. The researcher believes that total reliance on technology alone hinders the core purpose of education, which is to prepare the educated generation who is capable of thinking critically,. In a survey conducted by Pew Research Center in 2012 [K. Purcell, L. Rainie, A. Heaps, J. Buchanan, L. Friedrich, A. Jacklin, C. Chen, and K. Zickuhr, November 1, 2012], the researchers found that technology is altering how students learn. It created “an easily distracted generation with short attention spans” where students think without the aid of technology [K. Purcell, L. Rainie, A. Heaps, J. Buchanan, L. Friedrich, A. Jacklin, C. Chen, and K. Zickuhr, November 1, 2012]. Another issue is that students developed a total dependency on online search engines, such as Wikipedia [K. Purcell, L. Rainie, A. Heaps, J. Buchanan, L. Friedrich, A. Jacklin, C. Chen, and K. Zickuhr, November 1, 2012]. Indeed, there are concerns related to creativity since finding easy answers with technology negates the need for students to think [M. Richtel, August 24, 2010]. Another point is that knowledge acquisition that is transferred from educators to students is partially due to the student’s attention to the nonverbal behavior of the lecturer. Over 50 percent of the message is communicated through facial expression or body language, while about 30 percent travels through the tone [A. Brockbank and I. McGill, 2007]. The second attribute in nonverbal communication is the educator’s awareness of the individual needs of students. Educators are attentive to the subtle signs and reactions of students in the class [J. Delaney, A. Johnson, T. Johnson, and D. Treslan, Lexington Books, 2013]. Finally, a student who is reasonably aware of how technology works can deliberately intend to produce a mediocre result.

Conclusion

In conclusion, when a decision is made to rely on a technology that should be scrutinized, controlled and restricted to its intended role only. To close this discussion the researcher quotes the following statement from a book

titled “The End of Education” by Neil Postman [N. Postman, 1996]: “All technological change is a Faustian bargain. For every advantage a new technology offers, there is always a corresponding disadvantage” [p. 192]. The statement serves the argument of this research on the need to judge technology and evaluate the consequences of utilizing it in higher education.

Recommendations

Technology is an absolute necessity in higher education nowadays, but how technology is put into use and exploited is what matters. Technology should be an enabling tool for learning.

Technology should help teachers to monitor how students are progressing, what difficulties are facing. Students do need to access information using whatever tools under their disposal, but how information is assessed, digested and relayed within the educational context is what really matters. Students have to learn it the hard way; the old traditional way of digging up information.

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SUICIDE AMONG YOUNG PEOPLE

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Introduction

Suicide affects the lives of many people across the globe and is a concerning public health issue. Almost 800,000 people's deaths are the result of internationally suicide each year, meaning one person every 40 seconds. Suicide, or deliberate self-harm in the presence of death thoughts, whether direct or indirect (Kann L), represents a phenomenon with tremendous consequences for the individual and beyond, a phenomenon encountered in all social strata and in different populations.

Youth suicide is a serious phenomenon due to the lost years of life when a young person takes his own life. Since the suicide rate among young people is high, youth suicide should be considered as a serious health and social issue because of the cost. Studies and research so far of cases of suicide from a sociological point of view show that the main causes of its occurrence are of a social and individual nature. Family relationships, good material conditions, correct relations with the environment, normal and trauma-free development of childhood personality, are considered as circumstances that significantly prevent suicide. On the other hand, the disordered family, conflicting relationships between members, trauma, stress, inability to solve life problems are factors that contribute to suicide. In this regard is mentioned mental illness and disorders; various depressions and psychopathies; the suffering from serious and incurable diseases; the loss of loved ones; loss of self-confidence; fear of responsibility for actions or omissions taken; feelings of isolation and abandonment; revenge on others; melancholy and prolonged depression; ambitions and their non-realization; property losses; disappointment in friends and feelings of betrayal; unwanted pregnancy; loneliness; unfortunate love; alcohol consumption; drugs and their abuse; various deviations and aberrations in the gratification of sexual desires; the adherence and belonging to sects or

cult groups that prefer suicide.

The real causes or motives of suicide can hardly be discovered. Sometimes these motives are learned from greeting letters, various recent messages, from the information of family members and friends, from police bodies, courts, etc. But more than half of the motives remain unknown.

The famous French sociologist Emile Durkheim was the first to try to explain the connections between suicides and social factors in his work “Le suicide” published in 1887. In this work he formulated a coherent sociological theory which probably represents the work of first systematically scientifically related to this phenomenon. In his treatment of the phenomenon of suicide, he largely put an end to discussions about the morality of the act of suicide and the thoughts that were then largely influenced by theological teachings. He attempted to make a comprehensive analysis of the social conditions that cause this act. After him, interest in this phenomenon increased significantly, so recently constituted the new scientific discipline that would deal with suicides, called suicidology.

The purpose of this study is to reveal the perceptions of young people about the factors and the degree of influence of these factors that lead their peers to suicide.

Methodology

The population in this study consisted of young people in the Elbasan Region. Out of this population were randomly selected 370 young people in five cities, and respectively 222 young people from Elbasan, 36 young people from Librazhd, 38 young people from Gramsh, 39 young people from Peqin and 35 young people from Cerrik. The respondents were 18-30 years old, selected based on the criteria for inclusion in the study. Regarding the gender of the interviewed persons 270 were female and 100 are represented by males.

The instrument in this study was a semi structured questionnaire. In the first part were included 7 questions pertaining to the demographic characteristics of youngsters. In the second part, 25 items were designed in the form of a 5-point Likert scale ranging from “Not at all influential” to “Extremely influential” with values 1-5 assigned to each alternative for the measurement of the influence degree of the social and economic factors

related to suicide and the idea of suicide, according to the opinions of the young people who participated in the study. Some of the items that have been used for the factors that influence the idea of suicide are: social status, professional status, area of residence, individual's age, sexual orientation different from other members of society, social circle, social position, bullying in society, results at work or at university. In the third part were 5 open-ended questions. The data collection for this study took place during September-November 2020. Data analysis was carried out using SPSS software.

Results and discussion

The study was attended by 370 subjects of which 60% were interviewed in Elbasan, 40% in other districts of Elbasan region. Regarding the gender of the interviewed persons, the most of them, about 73% were women and 27% are represented by men. As for the level of education, the findings show that almost 75% of them have higher education and the rest have secondary education. A small part of them have completed 8-year education, 9-year education or no education at all. As noted above, the purpose of this study is to identify the factors that influence young people to conceive of suicide. Thus, referring to the question:

How widespread is the thought of suicide? - 47% of respondents said that the phenomenon of suicide is somewhat widespread, while 36% of them did not hesitate to state that, "almost every young person at least once in mind thought about suicide", and 55% belong age group 21-25 years, followed by 37% others belonging to the age group 18-20 years.

However, what are some of the social factors that influence this phenomenon?

Young people on the top of these factors rank the phenomenon of bullying with 73% stating that bullying affects too much. They then rank sexual orientation and social circle at 45% and 43%, respectively. On the other hand, the factors such as results in work or exams and the age of individuals respectively with 36% and 34% are motivating factors in the phenomenon of suicide.

The link between bullying and suicide turns out to be quite complex, as suicidal behavior does not originate from a single episode of stress or trau-

ma; thus persons with such behaviors often experience feelings of helplessness or hopelessness, and it is precisely involvement in bullying that can reinforce such feelings leading to an increased risk of suicide, without neglecting the role of complex interactions between friends and family members, mental health and factors stressful in and out of school (Centers for Disease Control and Prevention (CDC), 2014). We can argue that bullying, in any form, can increase the risk of engaging in suicidal behavior. There are many circumstances that can increase individuals' exposure to bullying and / or suicidal behavior, including: stress, family conflicts, alcohol and drug use, exposure to violence, relationship problems, loss of connection to school, various physical disabilities, lack of support, differences in sexual / gender identity, cultural differences, etc. (McKenna M) (Kim YS) (Karch DL).

As for the economic factors which obviously are very important, 75% of respondents answered, that increasing debts are determinant in the decision of young people to commit suicide, as well as unemployment and poor economic situation of their families.

Conclusions and recommendations

Suicide is a great concern of our society, which in addition to the person who commits suicide, it directly and indirectly affects the family in the first place, friends and society in general.

It was found that the risk of suicide among young people depends on external factors including at first the social, economic or cultural factors.

Society as well as economic factors have a significant impact on the growth of opportunities to incite the phenomenon of suicide among young people. Family situations, events or traumas experienced by family members or their relatives also aided by other health factors, have undeniable impact on increasing the prevalence of suicide by multiplying the influence of motivating factors on suicide. Regardless of where young people live the factors that push them towards the fatal phenomenon of suicides are related to other circumstances. Exposure to the phenomenon of suicide is more evident in men than female, and commit suicide more, while women attempt more. Since the trend of young people suicides has increased, it should immediate to intervene to prevent and fight it. For this purpose, the

increase of the well-being of the citizens, opening of new employment opportunities as well as the sensitization of the risked population would serve positively in suicide prevention.

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WHAT IS THE CAUSE OF THE WEAK LANGUAGE (READING) SKILLS OF OUR STUDENTS IN THE PISA TEST

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Introduction

Despite the numerous promises of education policy makers and the anemic efforts of the Ministry of Education and Science to reform pre-university education in Kosovo, the quality of education in the country is very fragile. Such a fact is proved by the results of our students, during their external evaluations, where in a special way, the poor quality of education is shown by the extremely poor results of our students in the PISA test.

Therefore, the essential objective of this paper is to identify the reasons why our students have minimal results in this test, while in internal evaluation of success, they have other (more favorable) results. In the context of addressing this issue, the paper contains the analysis of the teaching process, as a source of competencies of students of all curricular areas, including the field of Language, specifically the aspect of reading-commenting-text analysis, in which, our students, have performed with the minimum results, based on which, Kosovo is ranked as third country form below of the list of participated countries in PISA. *The main objective of the research:* The level of professional performance of the teachers of grades 1-5.

The purpose of this research is to identify the causes of low results of our students in the PISSA test in the field of Reading-analysis-commentary.

Hypothesis

- Our teachers have poor performance and inappropriate methodologies in teaching and assessment and this causes consequences at the students of the age of 14-15 (in grades 7-8) who are not trained to read - understand-analyze-comment the text.

Research questions.

- Are teachers the cause of poor student performance in the field of language (reading)?
- Has (inadequate) methodological and didactic teaching performance affected students' poor results?
- Are class teachers (teachers of elementary school) (1-5 grades) or language teachers of grades 6-9 responsible for bad performance of students?

Research model

The research was conducted through the Observation Instrument for teachers, where the focus of the observation were almost all aspects of the realization of the teaching process.

The research is empirical, descriptive and evaluative. Theoretical and empirical data for the realization of the research will be collected from the published professional sources, as well as from the field, respectively from the educational institutions of the municipalities, selected as a sample.

Population and samples

The population of class teachers of grades 1-5 in Kosovo is 5477, and the sample will be 250 teachers. For sample: we have symmetrically numbered urban and rural schools from all regions of the country, from where we had included 120 primary school teachers (4th and 5th grades).

Results

The real / original data, obtained from the field, through the observation instrument, will be of these criteria / specifics of didactic, pedagogical and methodological, of the teaching process. Specifically, the content of the instruments will reflect on, these dimensions of teaching:

- Positive climate in the classroom
- Structure of the lesson planning and time management
- Inclusion of all students,
- Communication and access to the students,
- Stimulating students for critical-analytical and creative thinking,
- Teaching strategies and methods and the way of evaluation.

As a conclusion

Based on the findings from the survey, through this study we conclude that:

The learning environment and classroom climate, in most cases, are without substantive and essential changes compared to the traditional ones.

The structure of the lesson in most cases, during the observation of the learning process, has strict, rigid, non-flexible and not spontaneous flow, to be more convenient and relaxing for students.

- Teachers realize what they plan, and dedicate themselves more to the administrative side of the learning process, than to the most attractive teaching methods and strategies,

Despite many efforts of educational policies for reform, in most cases (especially in rural areas) teaching continues to be traditional.

- Teachers are mainly focused on the frontal way of teaching and do not give students much space for independent reflection for texts they learn, they are not motivated enough for individual critical or creative reflection,.

- Teacher-student communication, despite the young age of the children of these classes (6-11 years old) is not close, not so friendly, and quite formal.

- The pressure of time, because now the class usually lasts 25-30 minutes, due to anti-covid strategies, is very pronounced and very stressful in the emotional aspect of the students,. Imposed by this, the teachers don't have enough time to complete all the phases that lessons contains.

Recommendations

- MES must identify the needs for professional development of teachers and not to conduct trainings without preliminary study of teacher needs and without evaluation of participants in such trainings.

- To monitor and identify the effectiveness of trainings for professional development of teachers.

- MES must be focused in organizing of trainings for didactic and methodological development of teachers in different curricular areas, because the teachers of grades 1-5, are evidently have lack of this kind of trainings.

- Students should not be overwhelmed with tasks, because this does not bring positive results, on the contrary it irritates children emotionally, in these disturbing pandemic circumstances.

Implement professional inspection in teaching of different subjects, which has been lacking for decades because the inspectorate in the country,

is focused, only in the general aspects of the school: administration, functioning of school councils, hygiene, student absences, etc., things that should be a priority only after the teaching and learning process.

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THE EFFECTIVENESS OF VOCATIONAL EDUCATION IN TRAINING STUDENTS FOR THE LABOR MARKET

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Introduction

The education and skills we gain during our schooling are of great importance, because with them we will be introduced to the labor market. This is why we need to think carefully before choosing a profession and career path, to have easy and fast access to this market. This education is consolidated and always refers to the demands of the labor market (Beadle, et al., 2018). In recent years, initiatives have been undertaken, which have been focused on problems such as: curriculum design, qualification and training of teachers and equipping vocational schools with proper infrastructure. Teachers are trained in the technical-content and methodological-didactic aspect. A dynamic vocational education is the key to success in an economy which is developing at a fast pace and is always looking for a skilled specialist (Mojsoska-Blazevski, 2016). This raises the necessity of opening new branches of study depending on the needs of the market.

The close connection of vocational education and training schools with business is another key to success in the challenge that vocational education is facing, that of preparing specialists for the labor market. The realization of teaching practices in business puts the student in real life, confronts him with the skills required (Fabrykowska & Humpl, 2019). This is provided in the law no. 15/2017 (Albanian parliament, 2017) on vocational education and training in the Republic of Albania.

Methodology

This paper was based on a research conducted for the tracking of graduates. With the support of the ‘Skills for Work’ (S4J) project, a tracking system

has already been set up for our school graduates. Starting from the school year 2019-2020 until their pre-employment in the middle of the school year 2020-2021. Through their achievements we judge on the effectiveness of education and their professional training, their access to the labor market or further continuation of studies. In this research we relied on the inductive method, collected data and developed a conclusion as a result of the analysis made. The first phase of the tracking process is that of pre-tracking which takes place in May of the respective school year. A survey conducted in this period collects basic data on the graduate, contacts, and their expectations at the end of the study cycle in June. Thus, we create a database that we use in the period September-December.

The second phase of the process is that of tracking graduates. This starts at the beginning of the next school year, when the graduates are positioned in jobs or waiting to continue their studies and can continue throughout the school year by updating the database. Through a questionnaire that is realized in kobo toolbox and that is filled in online by each one, the graduates are asked to give their opinions about the experience they have on the job, but also a critical evaluation of their experience in school. The last stage of the process is that of data analysis, their systematization and drafting of reports and presentation of the results.

What we pay more attention to in our institution is the interpretation of these results, their accurate reading, drawing conclusions and determining of the steps to be followed in improving the indicators in our continuity. The main findings are presented below organized according to the main goals of the tracking system.

Results and discussions

Only one year after graduation, almost half of 2018 and 2019 school graduates were employed or self-employed. Meanwhile the other half decide not to enter the labor market but to pursue further studies and qualifications instead. Only a small part of 2018 graduates were unemployed one year after graduation. Unfortunately, the slight increase in employment from 2018 to 2019 was not accompanied by a corresponding decrease in unemployment. Regarding how they found first-time employment, data showed no notable differences between the means or channels used across

cohorts. The most popular or significant way graduates found their first-destination jobs upon graduation was through personal connections of family members and friends. Those who had found employment were asked how their educational institution assisted them in finding their first job. The most mentioned form of assistance for the 2019 cohort was learning how to search and apply for a job.

The proportion of employed graduates that do not work in jobs related to their fields of study represents an indicator of the mismatch between labor market demand and supply. More than half of employed graduates stated that their current job was related to their education. However, there was a slight improvement for the 2019 employed graduates who stated that their job was related to their field of education. Employed graduates were asked about their perceptions of stability and satisfaction at their current jobs. The majority part of employed graduates felt 'safe or very confident' in their current job. Results on workplace satisfaction reflect the same perceptions as those of stability. In general, job security is a significant determinant of job satisfaction. Asked on perceived satisfaction levels with their current job, 2019 graduates reported higher evaluations as compared to the 2018 graduates.

Most of the graduates for both generations had found jobs before graduating from school. Only a small part of school graduates in 2018 and 2019 were involved in the labor market more than a month after graduation. The vast majority of those attending further education and professional development attended Bachelor studies at the university level. Among the reasons why they were pursuing further studies, some of 2019 graduates mentioned increasing opportunities to find a better job in the future, while another others were studying to gain a higher qualification. Only a very small part of graduates were pursuing further studies to pursue another professional career.

The proportion of graduates reporting they are not utilizing their skills or education in their current job is an indicator of the underutilization of skills. In terms of whether the graduates were using their knowledge, the proportion of graduates reporting to use their knowledge either 'at a high' or 'very high' extent in their current job increased for the 2019 cohort as compared to the 2018 cohort. In retrospective evaluation, in order to better

prepare students for the labor market, the improvements that the school needs seem to go in the same line for both generations when evaluating the most important aspects, among the most important are infrastructure, cooperation with businesses, cooperation with employment offices, meanwhile for 2019 graduates career counseling emerges as another aspect to improve.

Although they report difficulties and the need for improvements in some aspects, the vast majority of 2019 graduates, would choose the same field of study again and the same school.

Among the short-term plans, for both generations, is to find a job related to their studies, while a few of them intend to have emigrated abroad in the near future.

Starting a private business seems a short-term plan for both generations, and only a small part of school graduates, were planning to pursue further studies.

Conclusions

In conclusion, we agree that the growing need for a skilled and competitive workforce, the demand for continuous change and improvement of professional skills is making vocational education increasingly sustainable, attractive and valued. This continuous growth goes in one direction with: the level of teaching; school infrastructure; cooperation with the industry and employment offices as well as with career counseling for students.

Recommendations

Given the main purpose of the vocational school, we think that a review of part of the existing curricula, should be carried out with the aim of being in coherence with the demands of the labor market.

This study can also serve as a starting point for further institutional studies related to the training and employment of vocational high school students. Aiming at achieving the main objective, after finishing vocational school, another cycle of studies, the 2-year after graduation, can be seen as a good opportunity by deepening knowledge and adapting better with the job market.

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PERSPECTIVE OF THE ALBANIAN LANGUAGE AND ITS INSTITUTIONS IN THE POST-GLOBAL PERIOD

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"... language is the most precious thing of a people, and for the Albanian people, it is the only treasure" (Çabej, 1929)

Introduction

Given the circumstances that the Albanian people recently went through the unusual earthquakes in Albania, the global pandemic of the Corona Virus, as well as the long-term fluctuations in the political life in Albania and especially in Kosovo, we did not expect to have discussions this time or interest in the realization of this repeated initiative, nor its institutional opposition. In these circumstances, of course, no broad discussion could be anticipated, neither approving nor controversial, but the situation we are going through in the last year has made me believe that at the national level, an awareness-raising discussion about language was expected, as one of the unique assets of the Albanian nation.

The Albanian language is historical, while the Albanian people are a historical people and their right to European geographical space, national identity, and equal with neighboring countries and great peoples of Europe, owes above all the Albanian language and its possibility to function as a single standard. Rather than the Albanian people themselves and their wars, it is the work of Gjon Buzuku's *Meshari* that made Albanians part of European civilization. Rather than the Albanian people and their deeds, it is the Albanian language that, with all its semantic dimensions, made the *Bible* speak in Albanian at the beginning of the 19th century, it is the Albanian language that in the project of Franc Bopp (1854) proved to be its branch of the Indo-European language family, even one of the basic branches, one of the twelve branches of its trunk.

Furthermore, before the Albanian people could finally prove their orientation towards European civilization, it is the letters of the alphabet of the Congress of the Monastery that appear on the European face of this people, and eventually before the Albanian people, the people divided into two states, achieved their unification into one state, it is the language, the standard Albanian (Albanian Language Spelling Congress, 1972), that united them in their communication as a modern and single people.

Methods

Our research is primarily based on theoretical-linguistic and historical data ascertained so far by local and international scholars, while secondly has a futuristic character based on the post-globalist situation we are going through.

By the term post-globalist, we define the situation created after January 2020, when the whole world was closed within months, continuing communication only through the Internet and other electronic forms but excluding any physical presenting.

Results and discussion

I want that with the responsibility of the Albanian language speaker, its university lecturer, the scholar of the citizen concerned about every letter and every word of Albanian, to propose a new orientation of the Albanian academic and educational institutions, everywhere created within national institutions of International:

1. A very serious situation that is being created after the closing of the world will bring re-evaluations of the perspective of the peoples and their languages, and in particular the fate of the languages and cultures of the small people, as is the Albanian people. Today's global closure on this scale, as well as a prospect of closure East (Asia) - West in the not-too-distant future, could result in a demographic explosion and hundreds of millions of Asians moving to Europe, a dimension reminiscent of the migration of Indo-European peoples and arriving in Europe about 3000 years ago.
2. The way we suddenly and quickly dealt with a virus with the possibility of questioning the fates of peoples and their cultures, makes us think about

the current projects of scientific institutions and urgently deal with their re-evaluation, as most scientific institutions do routine work, without medium and long-term projects, and further, without projects of national and nationwide character.

3. Such very dangerous situations that we are going through, as well as the possibilities for them to be repeated on even more tragic proportions, endanger overnight not only certain ages but also their peoples, states, and cultures. Albanians, their two not at all homogeneous states, institutions with a low level of communication, as well as their scientific projects many times of regional proportions, maybe endangered like no other language and culture in the region and Europe. Albanians with three or more faiths, with standard language “still fragile” without the national encyclopedia, without the treasure of the Albanian language in some volumes, as other peoples have, risk being in the province of European developments. And the people, languages, and cultures of the provinces are in danger of disappearing overnight, just as languages with even more speakers than the Albanian language are endangered and extinct.

4. Regional and international experience gives us brilliant examples of long-term risk, their organization, and protection, but let us bring only two of them. Only a year after the end of the war between Serbia and Croatia, in independent Croatia, Croatian lexicographers managed to publish the first volume of *the Croatian Encyclopedia*.

5. What are the works that we have created as scientific institutions after the Kosovo Liberation War? After the Liberation of Kosovo and the national collective works that have been published by scientific and academic institutions in Albania, which serve a purpose of such, distant, not ten thousand years, but 30-50 or 100 years, how much does social publications usually claim?

6. Is not this one of the reasons why our Academies and scientific institutions should take the most principal and primary tasks, which aim at collecting, preserving, securing and registering and managing language corpora in the Albanian heritage space? Our material and spiritual (from lexical and phraseological units to fairy tales and epics), the urgent preparation of *the National Encyclopedia, the complete Dictionary (treasure) of the Albanian language and other encyclopedic manuals of this nature, etc.*, with the

coordinated help of all educational, scientific and cultural institutions of the entire Albanian space.

7. The generations to come to have no reason to understand us or to understand us if we continue in this way to leave *individual and clan achievements, institutional and provincial achievements*.

Conclusion

Recent developments in the field of technology have led to the development of several areas of linguistics more and faster. Global movements, emigration and tourism, trade and cultural cooperation have brought to the fore the development of bilingual and multi-lingual lexicography and the teaching of major languages, such as English, German, Italian, French, and Spanish. Albanian is one of the languages that has done a lot in recent decades, and there has been a dense communication and development in these two areas, but it is time to develop and standardize the preparation and publication of manuals for learning standards Albanian for the new generation of Albanian emigrants. and the preparation and publication of terminological dictionaries of various fields for the state administration of the Albanian states and the educational institutions of the Albanian schools.

Recommendation

To establish the School Book Center as a joint national project of Tirana, Pristina, and Skopje, in which textbooks would be prepared for all Albanians everywhere in ethnic or diaspora countries.

To establish the Albanian Encyclopedic Center, in which all publications of the encyclopedic format with national and international character for all Albanians in the Albanian language and the major languages of the world, the Lexicon of Albanology, etc. would be prepared.

Here, in the Center the Commission for the Protection of Standard Albanian would have its place and *the great Dictionary of the Albanian language* would be prepared.

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