



SCIENTIFIC INTERNATIONAL CONFERENCE

# SCIENCE FOR YOUTH

May 2022  
Tirana



Politecnico  
di Bari



# **PROCEEDINGS OF THE INTERNATIONAL SCIENTIFIC CONFERENCE "SCIENCE FOR YOUTH"**

Tirana, on 27-28 May 2022

This conference brought together Albanian and International researchers from different areas, such as: Psychology, Education, Sports and Wellbeing, Architecture, Creative Industries, Computer Science, Economy, Tourism, Law, and Political Science, focusing on applied research gravitating toward youth issues in the contemporary world. The postmodern world poses significant challenges to finding smart, rapid, and flexible solutions to complex problems. The Covid 19 pandemic was and still is, a critical global issue, affecting not only population health and wellbeing, but also education, economy, human rights, social policies etc. Youth represent the fraction of the population which will be particularly affected by challenges, changes, and innovation in the near future.

Keynote speakers of the conference were distinguished international professors and professionals in their fields who brought their knowledge and expertise from very diverse cultural contexts.

**ISBN 978-9928-4675-4-6**

**Barleti Press/ Universiteti Barleti,  
Tiranë.**

Rruga Frang Bardhi, Nr.111, Selitë, Tiranë,

Shqipëri



Tel: +355 69 20 62 086| E: [info@umb.edu.al](mailto:info@umb.edu.al)| W: [www.umb.edu](http://www.umb.edu)

## **CONTENTS OF CONFERENCE**

<b>I.</b>	<b>SECTIONS OF THE CONFERENCE.....</b>	<b>III</b>
<b>II.</b>	<b>CONFERENCE SCIENTIFIC BOARD AND THE EDITORS IN CHIEF.....</b>	<b>IV-V</b>
<b>III.</b>	<b>KEYNOTE SPEAKERS .....</b>	<b>VI-VI</b>
<b>IV.</b>	<b>TABLE OF CONTENTS.....</b>	<b>1</b>

## **SECTIONS OF THE CONFERENCE**

SECTION OF EDUCATION AND PSYCHOLOGY .....	<b>3-98</b>
SECTION OF ECONOMICS AND TOURISM.....	<b>112-205</b>
SECTION OF ARCHITECTURE AND CREATIVE INDUSTRIES .....	<b>227-269</b>
SECTION OF LAW AND POLITICAL SCIENCE... ..	<b>282-334</b>
SECTION OF PHYSICAL EDUCATION AND SPORTS.....	<b>347-363</b>



**CONFERENCE SCIENTIFIC BOARD  
AND  
EDITORS IN CHIEF**

Chair of the conference: **Prof.Dr. Suzana GUXHOLLI**, *Rector of Barleti University, Albania*

**Prof.Dr. Ana VIVAS**, *CITY College, University of York Europe Campus, Greece*

**Assoc.Prof.Dr. Erika MELONASHI**, *Barleti University, Albania*

**Assoc.Prof.Dr. Arjana MUCAJ**, *University of Tirana, Albania*

**Ph.D. Arjan GJONCAJ**, *London School of Economics, United Kingdom*

**Assoc.Prof.Dr Ragip GJOSHI**, *UkshinHoti University of Prizren, Kosovo*

**Prof.Dr. Ibrahim GASHI**, *University of Prishtina, Kosovo*

**Assoc.Prof. Dr Robert GJEDIA**, *Barleti University, Albania*

**Prof. Tomasz OCHINOWSKI**, *University of Warsaw, Poland*

**Ph.D. Gordana NIKOLIC**, *PAR University College, Croatia*

**Assoc.Prof.Dr. Semiha LOCA**, *Barleti University, Albania*

**Ph.D. Valentina NDOU**, *University of Salento, Italy*

**Ph.D. Kejda NUHU**, *Barleti University, Albania*

**Dr.Rezart PRIFTI**, *Barleti University, Albania*

**Ph.D. Enrico PORFIDO**, *Fundació Politècnica de Catalunya, Spain*

**Dr. Florina PAZARI**, *Barleti University, Albania*

**Assoc.Prof. Dr. Francesco DEFILIPPIS**, *Polytechnic University of Bari, Italy*

**Ph.D.Vincenzo Paolo BAGNATO**, *Polytechnic University of Bari, Italy*

**Prof. Dr.Nicola MARTINELLI**, *Polytechnic University of Bari, Italy*

**Assoc.Prof. Antonio Labalestra**, *Polytechnic University of Bari, Italy*

**Doc.Dr. Vera BUSHATI**, Barleti University, **Albania**  
**Ph.D. Etleva DOBJANI**, Barleti University, **Albania**  
**Ph.D. Saimir SHTYLLA**, Barleti University, **Albania**  
**Ph.D. Gerdi PAPA**, Barleti University, **Albania**  
**Prof.Dr. Milovan BRATIC**, University of Niš, **Serbia**  
**Prof. Dr. Harald TCHAN**, University of Vienna, **Austria**  
**Assoc.Prof. Dr. Musa SELIMI**, University of Prishtina, **Kosovo**  
**Prof.Dr. Artan SHYTI**, Barleti University, **Albania**  
**Dr. Artan POGONI**, Barleti University, **Albania**  
**Prof.Dr. Bashkim ZIBERI**, University of Tetova, **Kosovo**  
**Assoc.Prof.Dr. Zamira CAVO**, Barleti University, **Albania**  
**Dr. Shpetim CAMI**, Barleti University, **Albania**  
**Prof.Dr. Ylber SELA**, South East European University, **North Macedonia**  
**Ph.D. Jonida BEGAJ**, Barleti University, **Albania**

**EDITORS IN CHIEF:**

Ph.D. Olta MURATAJ  
*Barleti University, Albania*

Ph.D. Kejda NUHU  
*Barleti University, Albania*

## KEYNOTE SPEAKERS

### **Prof. Tomasz Ochowski**

#### **Psychologist and Historian of the Organization, Organizational Advisor and Trainer of Social Skills**

A graduate of philosophy in the field of psychology at ATK (currently UKSW), doctor of psychology (KUL), habilitated doctor of management sciences (UW). Prof. Ochowski delivered presentations and guest lectures at the University of Houston (USA), Vlerick Ghent Business School (Belgium), at several Taiwan universities and at the University of Trnava (Slovakia). For many years he lectured at ATK and the Pontifical Faculty of Theology in Warsaw, where he co-created the program of the Salesian Institute of Christian Education (now the Pedagogical Faculty of UKSW), in which he was the deputy director, and the program of the Study of Family Life. Prof. Ochowski was also a long-term lecturer, and periodically also vice-dean of the Faculty of Management at the University of Management and Entrepreneurship. Bogdan Jański in Warsaw.

### **Prof. Ana Vivas**

#### **Professor in Cognitive Psychology and Neuropsychology**

PhD in Experimental Psychology, University of Almeria, Spain Research Training Fellowship, University of Almeria, Spain BSc in Psychology, University of Almeria, Spain. Prof.Vivas had a research training fellowship as a postgraduate student, and taught psychology courses at the University of Almeria in Spain. As part of my research training Prof.Vivas also visited and conducted research at the Neuropsychology center of the University of Birmingham (Uk), and the Center for Perception and Motor Control of the University of Wales (Bangor, UK).

**ArjanGjonçaPh.D****Associate Professor of Demography at the Department of International Development, LSE**

Prof. Gjonca holds an MSc and a PhD in Demography from LSE and continues to work at LSE as a full member of academic staff. Prof. Gjonca teaching focuses on demographic methods and on global population health. Prof. Gjonca is a member of different professional bodies, as International Union for the Scientific Study of Population (IUSSP), British Society for Population Studies (BSPS), European Association for Population Studies (EAPS), Population Association of America (PAA) etc. Arjan has acted as an adviser to different international organizations and national governments, including the World Bank, UNFPA, UNDP, Albanian Government, Turkish Government and Bosnian Government.

**Vincenzo Paolo Bagnato Ph.D****Professor of Design and Architectural Technology at the Polytechnic of Bari**

Prof. Bagnato is Adjunct since 2015 is qualified as Associate Professor in Design and Architectural Technology. Member of the Scientific Committee of the Editorial series “Confini” of the Publisher Rubettino, he published the books entitled “*Architettura e rovina archeologica. Etica, estetica e semantica del paesaggio culturale*” (2017) and “*Il design per la luce. Ricerche e sperimentazioni sulla lampada da tavolo*” (2018) for the Publisher Aracne.

**Assoc.Prof. Antonio Labalestra****Design and architecture historian, Architect and PhD (IUAV, Venice), Senior lecturer at the Polytechnic of Bari**

Prof. Labalestra is the author of essays, articles and reviews mainly dedicated to the relationship between art, architecture and design, between history, theory and project, with independent publications and in Italian and international magazines in the sector. Prof. Labalestra is a member of A/I/S Design, Italian Association of Design Historians and CSSAR, Centre of Studies for the History of Architecture in Rome, editor of magazine “QuAD - Quaderni di Architettura e Design” of the ICAR Department of the Politecnico di Bari and co-director of the magazine “Southern Identity, meridian design news”, Palermo University Press.

# TABLE OF CONTENTS

Why Motivate Children With Musical Activities During The Development Of Three Competencies Of Curricula? <b>Dr. Majlinda Hala</b> .....	3
Emotional Leadership Style And Distributed Leadership During Covid-19 <b>Dr. Mirela Karabina</b> .....	19
Youth, Innovative Technology, And the space time continuum <b>Flutura Sheshi M.Sc.</b> .....	34
The Equating Of Test Scores Of Common Subjects From Matura Exams To Improve The Comparability Of Admission Of Students In Universities <b>Alfons Harizaj Ph.D.</b> .....	47
Education Is An Important Key For The Development Of Society For A Better Future <b>Dr. Adriana Qafa</b> ....	57
Social Anxiety And Descriptive Norms As Predictors Of Problematic Internet Use Among Albanian University Students <b>Assoc. Prof. Dr. Erika Melonashi</b> .....	66
The School That Promote The Good Health For The Pupils Between Advantages And Challenges <b>Lejda Abazi Ph.D.</b> .....	85
The Importance Of Encouraging Healthy Habits In School Settings: Exploring Parental Perspective In School-Parents Partnership <b>Dr. Esmeralda Ismaili, Dr. Reta Pinderi</b> .....	98
Impact Assessment Of Barrier Removal In Trade In Tourism Industries <b>Rezart Prifti Ph.D., Ana Shkreta M.Sc.</b> .....	112
Youth Unemployment And The Minimum Wage ( <i>Case Of Albania</i> ) <b>Teuta Çerpja Ph.D, Forcim Kola Ph.D</b> .....	132
Communicating Tourism In The Albanian Media During 2020: A Corpus Content Analysis <b>Visar Sylaj Ph.D. (C.), Prof. Asoc. Dr. Genc Alimehmeti</b> .....	145
Geo-Village In Albania <b>Prof.Dr. Afat Serjani, Dr. Florina Pazari</b> .....	167
The Evaluation Of Water Resource On The Bilisht Municipality Using Swot And Tows Analysis <b>Dr. Ermiona Braholl, Julika Malo M.Sc., Anjeza Lekams.C</b> .....	181
Challenges Of Cultural Tourism In The Valley Of Theth <b>Fatjon Mlloja Ms.C., Sabrina Kuçi Ms.C.</b> .....	205
Social Housing In Albania. Necessity To Rethink The Supply Process <b>Saimir Shtylla Ph.D.</b> .....	227
Drivers Of Internationalization Of Territorial Development. The Case Of Albania <b>Erbilin Berisha Ph.D, Saimir Shtylla Ph.D.</b> .....	241
Preserving The Past Through Adaptive Re-Use Of The Existing Building Stock In Albania <b>Ph.D. Arch. Etleva Dobjani</b> .....	253
Assessing The Environmental And Social Impact Of Madhesh Hpp In Ulza Watershed <b>Dr. Gazmend Zeneli, Albana Lila M.Sc.</b> .....	269
Rhetoric And Control Over Information And Propaganda As Political Marketing <b>Deniz Çupi (Xhoga) Ph.D.</b> .....	282
Legal And Economic Analytical Profiles On Cryptocurrency: Between Legality And Illegality <b>Enida Bozheku Ph.D. A.L</b> .....	298
The Different Forms Of Civil Disobedience In The Framework Of Participatory Democracy( <i>Lex Injustia No Est Lex</i> ) <b>Jonida Begaj Ph.D</b> .....	309
Local Government From The Perspective Of Sustainable Development <b>Dr. Shpëtim Cami</b> .....	321
Governance And Sustainable Development <b>Sabina Meta Ph.D</b> .....	334
The Affective Dimension In The Planning Of Physical Education Teaching In Schools Of Basic Education In Albania <b>Dr. Dritan Sallaku</b> .....	347

Sports Trauma ( <i>Haemarthrosis</i> ) <b>Dorian Meta Ms.C., Dr. Artan Pogoni.....</b>	<b>359</b>
The Impact Of The Exercise Of Miscellaneous Force To Jump Ability On The Basketball Player <b>Marvi Kristo Ms.C .....</b>	<b>363</b>

# WHY MOTIVATE CHILDREN WITH MUSICAL ACTIVITIES DURING THE DEVELOPMENT OF THREE COMPETENCIES OF CURRICULA?

**Dr. Majlinda Hala**

The University of Arts, Faculty of Arts,  
Lecturer at Department of Picture, Tirana Albania.

**E-mail:** majlindahala@gmail.com

## **ABSTRACT**

The purpose of this paper is to shed light on the role of motivation during the development of music competencies in children's curricula. Motivation serves students in improving their musical competence and teachers meeting the objectives of the curriculum during the development of three competencies: a) music creation; b) performance in singing and playing of instruments; and c) appreciation of music during listening of musical work. Various types of didactic-musical activities that took place in the classroom, were validation of the research questions about the role of motivation in musical activities. These findings and interpretations were based on descriptive analysis of survey responses based on the role of motivation in the development of musical competencies through musical didactic activities. The conclusions that emerged showed the importance of student motivation during musical activities.

**Keywords:** *motivate, listening of diverse musical, assessment musicalactivity, competence, performance*

## **INTRODUCTION AND LITERATURE REVIEW**

Musical activities used from teachers are the best variables to motivating students in learning music and building of musical competencies. The purpose of this study is to analyze the relation between musical activities in the classroom and competence building. Through this study we will confirm how motivation influences the development of students' competence. So, (Haning, 2021) showed that some strategies of the music teaching and learning process are: community expectations, student motivation, time management, teaching strategies, and teacher views of performance. (Rolandson, 2020) revealed that certain motivation factors influenced students enrolled in popular music courses differently than large ensemble participants which suggests that expanding curricula to include popular music courses may motivate students to engage in the music learning opportunities. Sakin & Gül showed that the active participation of the students in music listening activities will contribute to effective and efficient music education (2021). Ismail, Fung Chiat, & Anuar, indicated that application of rhythmic movements, using one of the components from Dalcroze's Eurhythmics as an activity, will develop active and fun music classes and improve students' music performance skills (2021). The rhythmic movement can create a meaningful music class with active participation of students. Learning music through movements has turned music classes into active and fun places. Rhythmic movement activity has made music lessons to become more meaningful. Rhythmic movements have helped students explore music through movements, creating an environment in which they have the chance to play, communicate with each other, learn through observation and express their creativity in their own way.

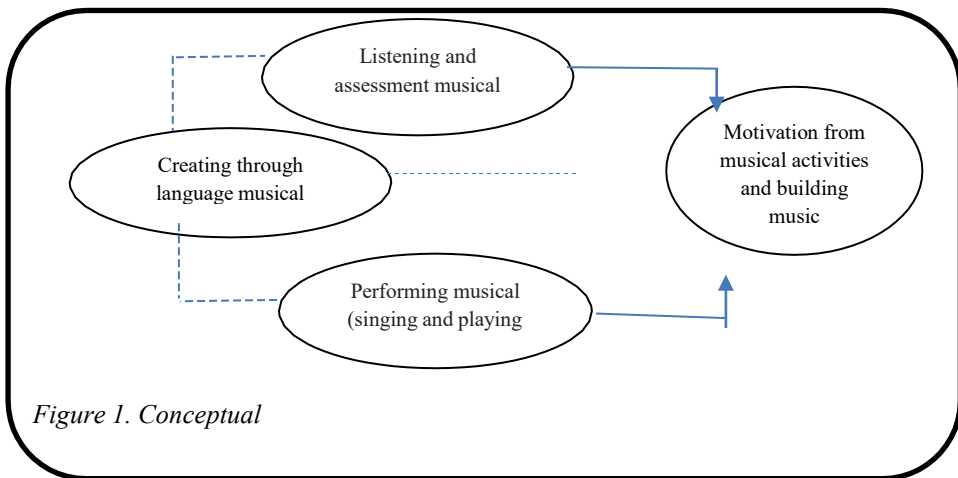
The purpose of this study is to analyze the relation among motivation in music creation, instrument playing, singing performance, listening of music and assessment of musical works and to creating musical skills which are important to build and development music competencies. There are three research questions: (1) is there a statistical relationship between creating motivation with musical language? (2) is there a statistical relationship between motivating to performing /playing with musical instrument? (3) is there a statistical relationship between



motivation and listening of music and assessment of musical works from children?

## CONCEPTUAL FRAMEWORK

The theoretical framework is based on an extensive review of existing evidence about the important role of motivating children to develop musical competencies through musical activities, for example: listening, creating and performing through ERIC and SAGE using the keywords: *motivation to listening; motivation to creating with musical language; motivating to performing /singing; strategy for musical activities to build competence*. Figure1, summarizes the results from the review and proposes a set of relationships among three main constructs: motivation to playing or performing, to listening music and assessment of musical works and to creating musical skills which are important to building and development in music competencies.



***Relationship between motivating to creating with musical language.*** (Jin Young, 2017) showed that music education is an important part of the curriculum that provides children with learning opportunities for development of cognitive and social-emotional as well as aesthetic appreciation. Musical activities that focus on important skills for twenty-first century learning, that were supported by music experiences, can be

transformative processes for children's learning across developmental and curriculum areas through experiences with various musical elements (e.g., rhythm, beat, tempo, melody, and lyrics). Indeed, the emphasizing of performance through artistic processes of creating, performing, and responding where children have strong desires for aesthetic expression through music can support critical and creative thinking, along with collaboration and communication. (Oliveira, Ribeiro, McPherson & Oliveira-Silva, 2021) founded that motivation is a crucial aspect of learning, particularly in the field of music. For decades, motivation for learning music has been a much-discussed subject, and yet its influence still remains a convoluted issue. (Cantero, Jauset-Berrocal, & Jordi-Angel, 2017) showed that motivation is a keyword in arts and, especially, in music since it conveys collective, as well as individual, feelings. The beginning of musical instrument learning should be based on the student's musical interest but due to the casual and improvised nature of everyday situations in which the choice of a musical instrument takes place, tend to underestimate the attention that such interest deserves. (Girgin, 2020) showed that there is a negative relationship between students' motivation toward instrument education, their musical instrument performance self-efficacy beliefs, attitudes, and burnout. (Krönig, 2021) showed which forms of practices can we observe in music education settings? Is it always music just because there are instruments in the room and some sounds are produced or because we can identify some pieces of a musical work now and then? Or is it because the children are engaged in self-determined activities? Or does the verbalization of behavior in musical terms prove this to be musical practice. (Fortuna, & Nijs, 2020) indicated that a bodily engagement with music may affect the children's musical meaning formation, and answers the question on how young children's interact with music, based on verbal description after listening versus body movement, description while listening, may be reflected in the verbal explanation of their own visual representations of the music they listened to.

*H: 1- There is a statistically significant relationship between motivating to creating with musical language.*

***Relationship between motivating to performing / playing musical instrument.***

(Yi, 2021) showed that play is at the heart of early childhood music, and music teachers design activities that are playful using manipulatives, instruments, movements, and musical sounds to engage children. (Kaschub, & Smith, 2016) shows that creating, performing, responding, and connecting are often central focus in the development of music education curricula that help students clarify artistic goals, enhance artistry, expand expressivity, and build technical skills for development of these capacities as they compose, perform, and listen to music. (Varner, E. 2020) showed that activities such as improvisation, ensemble playing and singing, and defining emotions with music can be used to develop social and emotional learning skills in the general music classroom. (Strand, Brenner&Brenda 2017) indicated that creativity as an important component of musical expressivity in relation to (1) musical structures, (2) the emotions and sensations evoked by music, and (3) communication with ensemble members and the audience. Including practical examples and ideas help students learn about performance expressivity on instruments and with voice, along with exercises to help them become creatively expressive performers. And (Hallam, & Rogers, 2016) showed that the young people playing an instrument showed greater progress and better academic outcomes than those not playing with the greatest impact for those playing the longest.

*H: 2- There is a statistically significant relationship between motivatingto performing and playing musical instrument.*

***Relationship between motivating listening to assessment musical works from children.***

(Kratus, 2017) showed that active music listening is a creative activity in that the listener constructs a uniquely personal musical experience. Most approaches to teaching music listening emphasize a conceptual approach in which students learn to identify various characteristics of musical sound (Yoo, Kang, Leal, Chokera & Abbey 2020). One of the challenges

in teaching culturally diverse music is designing a balance between performance-based activities and other activities such as listening, improvising, and composing activities. Despite the importance of developing students' listening skills, listening lessons are still relatively deficient within the context of world music. (Gülbahçe, Çalmasur, & Tozoglu, 2019) founded that students who listen to art music and rock music are higher than the students who listen to other types of music. The duration of listening to music, using a musical instrument and the type of music they are listening have a positive effect on the communication. In this context students are encouraged to use any musical instrument in line with their listening and listening skills and to provide the necessary facilities. Music has a positive effect on communication which is important in the development of children and in expressing themselves, and that they direct children to different social and cultural activities related to music. (Griffin, 2017) indicated that music-making and sound function in children's lives, are (1) the frequency and spontaneity of children's daily music experiences, both in- and out-of-school, (2) the nature of how music and sound function fluidly in a variety of contexts as integral to children's experience, and (3) the power of musical behaviors in assisting young children. (Gourbunova & Kiseleva 2020) showed that new opportunities in teaching is the "Listening to Music" course, which appeared along with a music computer, and which is more often used in the children's music school and meets the requirements of modern pedagogy. Using a musical computer opens up broad prospects for employing creative tasks at children's music and art schools. (Gurgen, 2016) showed that over the past 50 years' individual musical preference is influenced by multiple factors. Many studies have shown throughout that music has been used to induce emotional states, express, activate, control emotions, relax, and communicate. Revealed that the main reasons for listening to music were enjoyment, emotional mood, peer group, and family. The most preferred genres were rock, jazz, western art, and pop. It is seen that enjoyment and emotional mood were among the main reasons for listening to music.

*H: 3- There is a statistically significant relationship on motivating listening to assessment musical works from children.*

## RESEARCH METHODOLOGY

A quantitative approach was used in this research. The correlational research design was used. The primary and secondary school of compulsory education were selected to be used in the study.

### Sample and data collection

A random cluster sample of the experimental group of teachers (N=58) was used in the study. A breakdown of the sample of teachers included 47 females (81%) and 11 males (19 %). Also, 10 teachers or 5.8% of them teach in the primary education, and 48 teachers or 94.2 % of them teach in secondary education. The random cluster sample of the teachers from compulsory education collected from several school was used to gather the primary data from online questionnaire.

### Statistical analyses

Pearson product-moment correlation coefficient was used to assess the relationship between *between motivating to creating with musical language*; relationship between *motivating to performing /playing with musical instrument*; and relation between *motivating listening to assessment musical works from children* of compulsory education.

Linear multivariate regression was used to assess the ability of one control measure to predict the total score of role motivation influence of music in relation to building competence in children. Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, multi collinearity, and homoscedasticity.

(1) is there a statistical relationship *between motivating to creating with musical language*? (2) is there a statistical relationship between *motivating to performing /playing with musical instrument*? (3) is there a statistical relationship between *motivating listening to assessment musical works from children*?

## FINDINGS AND ANALYSIS

**Table 1**  
Frequencies of musical games motivates in learning musical language variable

<b>Musical games motivates in learning the musical language</b>					
Frequency		Percent	Percent	Valid Percent	Cumulative Percent
Valid	Fully disagree	1	1,7	1,7	1,7
	Disagree	2	3,4	3,4	5,2
	Neutral	2	3,4	3,4	8,6
	Agree	29	50,0	50,0	58,6
	Fully agree	24	41,4	41,4	100,0
	Total	58	100,0	100,0	

As shown in Table (1), 5.1 % of the respondents are evidenced to have a fully disagree or disagree that musical games motivate learning of musical language; 3.4 % of the respondents are evidenced neutral that musical games motivate learning of musical language, and according to 91.4 % of them are evidenced high or very high musical that games motivate in learning musical language. Therefore, most of the teachers (91.4 %) evidenced high or very high that musical games motivate in learning of musical language.

**Table 2**  
Frequencies of composition motivates development of creative skills variable

<b>Composition motivates the development of creative skills</b>					
Frequency		Percent	Percent	Valid Percent	Cumulative Percent
Valid	Fully disagree	1	1,7	1,7	1,7
	Disagree	1	1,7	1,7	3,4
	Neutral	4	6,9	6,9	10,3
	Agree	26	44,8	44,8	55,2
	Fully agree	26	44,8	44,8	100,0
	Total	58	100,0	100,0	

As shown in Table (2), 3.4 % of the respondents are evidenced to have a fully disagree or disagree that composition motivates development of creative skills; 6.9 % of the respondents are evidenced neutral that composition motivates development of creative skills, and according to

89.6 % of them are evidenced agree or fully agree that composition motivates development of creative skills. Therefore, most of the teachers (86.6 %) evidenced high or very high that composition motivates development of creative skills.

**Table 3**  
Frequencies of Orf instruments motivates understanding musical elements variable

<b>ORF instruments motivates the understanding musical elements</b>				
Frequency	Percent	Percent	Valid Percent	Cumulative Percent
Valid	Fully disagree			
	Disagree	1	1,7	1,7
	Neutral	1	1,7	3,4
	Agree	34	58,6	62,1
	Fully agree	22	37,9	100,0
	Total	58	100,0	100,0

As shown in Table (3), 3.4 % of the respondents are evidenced to have a disagree or neutral Orf instruments motivate understanding of musical elements, and according to 58.6 % of them are evidenced to agree that Orf instruments motivate understanding of musical elements and according to 37.9 % of them are evidenced fully agree that Orf instruments motivate understanding of musical elements. Therefore, most of the teachers (96.5 %) evidenced agree or fully agree that Orf instruments motivate understanding of musical elements.

**Table 4**  
Frequencies of diverse singing motivates performer skills variable

<b>Diverse genres singing motivates performer skills</b>				
Frequency	Percent	Percent	Valid Percent	Cumulative Percent
Valid	Fully disagree			
	Disagree	2	3,4	3,4
	Neutral	1	1,7	5,2
	Agree	23	39,7	44,8
	Fully agree	32	55,2	100,0
	Total	58	100,0	100,0

As shown in Table (4), 5.1 % of the respondents are evidenced to have a disagree or neutral that singing motivates performer skills, and according to 39.7 % of them are evidenced agree that singing motivates performer skills and according to 55.2 % of them are evidenced fully agree that singing motivates performer skills. Therefore, most of the teachers (94.9 %) evidenced agree or fully agree that singing motivates performer skills.

**Table 5**

Frequencies of accompaniment with musical instruments motivates development of performance skills variable

Diverse musical instruments motivate development of performance skills					
Frequency		Percent	Percent	Valid Percent	Cumulative Percent
Valid	Fully disagree	1	1,7	1,7	1,7
	Disagree	1	1,7	1,7	3,4
	Neutral	1	1,7	1,7	5,2
	Agree	8	13,8	13,8	19,0
	Fully agree	47	81,0	81,0	100,0
	Total	58	100,0	100,0	

As shown in Table (5), 3.4 % of the respondents are evidenced to have a fully disagree or disagree that accompaniment with musical instruments motivates the development of performance skills; 1.7 % of the respondents are evidenced neutral that accompaniment with musical instruments motivates development of performance skills, and according to 94.8 % of them are evidenced agree or fully agree that accompaniment with musical instruments motivates development of performance skills. Therefore, most of the teachers (94.8 %) evidenced agree or fully agree that accompaniment with musical instruments motivates develops performance skills.



**Table 6**  
Frequencies of listening to folk music motivates learning in music  
variable

<b>Listening to folk music motivates learning in music</b>				
Frequency	Percent	Percent	Valid Percent	Cumulative Percent
Valid	Fully disagree			
	Disagree	1	1,7	1,7
	Neutral	3	5,2	6,9
	Agree	28	48,3	55,2
	Fully agree	26	44,8	100,0
	Total	58	100,0	100,0

As shown in Table (6), 6.9 % of the respondents are evidenced to have a disagree or neutral that listening to folk music motivates learning in music, and according to 48.3 % of them are evidenced agree that listening to folk music motivates learning in music, according to 48.8% of them are evidenced fully agree that listening to folk music motivates learning in music. Therefore, most of the teachers (97.1 %) evidenced agree or fully agree that listening to folk music motivates learning in music.

**Table 7**  
Frequencies of listening to classical works develops the ability to judge musical works variable

<b>Listening to classical works develops the ability to judge musical works</b>				
Frequency	Percent	Percent	Valid Percent	Cumulative Percent
Valid	Fully disagree	1	1,7	1,7
	Disagree	2	3,4	5,2
	Neutral	4	6,9	12,1
	Agree	31	53,4	65,5
	Fully agree	20	34,5	100,0
	Total	58	100,0	100,0

As shown in Table (7), 5.1 % of the respondents are evidenced to have a fully disagree or disagree that listening to classical works develops the ability to judge musical works; 6.9 % of the respondents are evidenced neutral that listening to classical works develops the ability to judge musical works, and 87.9 % of them are evidenced agree or fully agree that listening to classical works develops the ability to judge musical works. Therefore, most of the teachers (87.9 %) evidenced agree or fully

agree that listening to classical works develops the ability to judge musical works.

## DISCUSSION

The study analyzed the relationship between motivating to creating with musical language; relationship between motivating to performing /playing with musical instrument and relationship between motivating listening to assessment musical works from children in the primary and secondary school of compulsory education. The study seeks to verify the accuracy of the research questions through seven (7) measuring instruments.

*The first research question* was based on the relationship between motivating to creating with musical language. *The first measurement instruments* evidenced that most of the teachers (91.4 %) agree or fully agree that musical games motivate learning of musical language. This measuring instrument revealed a high positive correlation between musical games motivation and learning of musical language variables ( $r = .914$ ). This measuring instrument found that musical games make 91.4% of the variance of learning of musical language.

In the second measuring instrument, most of the teachers (86.6 %) evidenced agree or fully agree that composition motivates the development of creative skills. This measuring instrument revealed a high positive correlation between composition motivation and the development of creative skills variables ( $r = .866$ ). This measuring instrument found that motivation composition makes 86.6 % of the variance of the development of creative skills.

*The third measuring instrument* evidenced that most of the teachers (96.5 %) agree or fully agree that Orff instruments motivate understanding of musical elements. This measuring instrument revealed a high positive correlation between Orff instruments motivation and understanding of musical elements variables ( $r = .965$ ). This measuring instrument found that the Orff instruments make 96.5 % of the variance of understanding musical elements.

*The second research question* based on the relationship between motivating to performing /playing with musical instrument. *The first measurement instruments* revealed that most of the teachers (94.9 %) evidenced agree or fully agree that diverse singing motivates performer skills. This measuring instrument revealed a high positive correlation between singing motivation and performer skills variables ( $r = .949$ ). This measuring instrument found that singing makes 94.9% of the variance of performing skills.

Therefore, most of the teachers (94.8 %) evidenced agree or fully agree that accompaniment with musical instruments motivates the development of performance skills in *the second measuring instrument*. The measuring instrument revealed a high positive correlation between accompaniment with musical instruments motivation and the development of performance skills variables ( $r = .948$ ). The measuring instrument found that composition motivation makes 94.8 % of the variance on the development of performance skills.

*The third research question* was based on the relationship between motivating listening to assessment of musical works from children. *The first measurement instruments* evidenced most of the teachers (97.1 %) evidenced agree or fully agree that listening to folk music motivates learning in music. This measuring instrument revealed a high positive correlation between folk music motivation and learning in music variables( $r = .971$ ). This measuring instrument found that listening to folk music makes 97.1 % of the variance of learning in music.

In the second measuring instrument, most of the teachers (87.9 %) evidenced agree or fully agree that listening to classical works motivates the ability to judge musical works. This measuring instrument revealed a high positive correlation between listening to classical works motivation and the ability to judge musical works variables ( $r = .879$ ). This measuring instrument found that listening to classical works motivation makes 87.9 % of the variance in the ability to judge musical works.

## **CONCLUSIONS**

This study indicates that usage of musical activities from teachers are not simply musical activates but are the best strategies that motivate students to learn music and build musical competencies. However, the results of this study have major implications in practice. Important interventions should be designed in supporting students in the subject of music education. As confirmed by this study, the development of various musical activities from teachers motivate students in their improving of musical skills: listening, performing, singing, and assessment of musical works. Overall, the findings of this study enhanced theoretical and practical understanding that motivating students through music strategies, has strong influence in the development of musical competencies.

## REFERENCES

- Cantero, Irene M., Jauset-B., & Jordi, A. (2017). Why Do They Choose Their Instruments? *British Journal of Music Education*, 34, (2), 203-215.
- Fortuna, S.& Nijs, L. (2020). Children's Verbal Explanations of Their Visual Representation of the Music, *International Journal of Music Education*, 38, (4), 563-581.
- Girgin, D. (2020). Motivation, Self-Efficacy and Attitude as Predictors of Burnout in Musical Instrument Education in Fine Arts High Schools, *Eurasian Journal of Educational Research*, 85, 93-108.
- Gorbunova, Irina B.& Kiseleva, Yulia N. (2020). Music Computer in Teaching the "Listening to Music" Course, *Journal of Educational Psychology - Propositos y Representaciones*, 8, (2).
- Griffin, Shelley M. (2017). The Fluid Infusion of Musical Culture: Embodied Experiences in a Grade One Classroom, *Pedagogies: An International Journal*, 12, (1), 21-40.
- Gülbahçe, Çalmasur, & Tozoglu. (2019). Analysis of the Communication Levels of the Students Studying in Music Education and Preschool Education in Terms of Music and Different Variables. *Jornaul of Education and Training Studies*, 7, (3),120-126.
- Gürgen, Elif T. (2016). Musical Preference and Music Education: Musical Preferences of Turkish University Students and Their Levels in Genre Identification, *International Journal of Music Education*, 34, (4), 459-471.
- Gurgen, Elif T. (2016). Social and Emotional Function of Music Listening: Reasons for Listening to Music, *Eurasian Journal of Educational Research*, 66, 229-242.
- Hallam, S., & Rogers, K. (2016). The Impact of Instrumental Music Learning on Attainment at Age 16: A Pilot Study, *British Journal of Music Education*, 33, (3), 247-261.
- Haning, M. (2021). The Role and Influence of Performance in School Music Programs: A Grounded Theory, *Journal of Research in Music Education*, 69, (1), 85-104.

- Ismail, Md J., Fung C., Loo & Anuar, Azu F. (2021). Learning Music through Rhythmic Movements in Malaysia, *Malaysian Journal of Learning and Instruction*, 18, (1), 241-263.
- Jin Young, K. (2017). Transforming Music Education for the Next Generation: Planting "Four Cs" through Children's Songs, *International Journal of Early Childhood*, 49, (2), 181-193.
- Kaschub, M., & Smith, Janice P. (2016). The Big Picture: Developing Musical Capacities, *Music Educators Journal*, 102, (3), 33-40.
- Kratus, J. (2017). Music Listening Is Creative, *Music Educators Journal*, 103, (3), 46-51.
- Krönig, Franz K. (2021). Six Fallacies Regarding the Question of Whether We Conceive of Practices as "Musical", *Philosophy of Music Education Review*, 29, (1), 102-116.
- Oliveira, A., Ribeiro, Fabiana S., Ribeiro, Luísa M., McPherson, G., Oliveira-Silva, P. (2021). Disentangling Motivation within Instrumental Music Learning: A Systematic Review, *Music Education Research*, 23 (1), 105-122.
- Rolandson, David M. (2020). Motivation in Music: A Comparison of Popular Music Course Students and Traditional Large Ensemble Participants in High School, *Contributions to Music Education*, 45, 105-126.
- Sakin, Ajda S., & Gül, G. (2021). An Example of a Study with Instructed Music Listening Activities with Information and Concert Event Content, *International Education Studies*, 14, (8), 14-22.
- Strand, K., & Brenner, B. (2017). Learning to Be Creatively Expressive Performers, *Music Educators Journal*, 103, (3), 21-26.
- Varner, E. (2020). General Music Learning Is Also Social and Emotional Learning, *General Music Today*, 33 (2), 74-78.
- Yi, Gina J. (2021). Music-Play in the Guided Music Setting, *General Music Today*, 34, (3), 20-28.
- Yoo, H., Kang, S., Leal, Camilo I., & Chokera, A. (2020). Engaged Listening Experiences: A World Music Sampler, *General Music Today*, 33, (3), 14-20.

## **EMOTIONAL LEADERSHIP STYLE AND DISTRIBUTED LEADERSHIP DURING COVID 19.**

**Dr. Mirela Karabina**

Barleti University, Faculty of Social Sciences, Tourism and Sports,  
Department of Education and Professional Training.

**E-mail:** m.karabina@umb.edu.al

### **ABSTRACT**

This study presents a description of leadership styles during the closure and reopening of schools due to the COVID crisis 19. The question raised in the study was: Which school leadership styles are most favorable in times of crisis? A qualitative approach through the deductive method of drawing conclusions, and a critical review of contemporary theories and studies on school leadership were used in this study. The study found that principals used the emotional leadership style - affiliative style and distributed leadership to manage the difficult situation created by the coronavirus. It is also found that the use of individual leadership resources by principals such as personalized communication, flexibility, care, mobility of rules and changing priorities have provided resilience to school leadership under the pressure of the coronavirus crisis. The study also found that principals do not lead in the same manner in times of crisis as in normal time.

**Keywords:** *emotional leadership styles, affiliative style, distributed leadership, individual leadership resources, COVID 19.*

## 1. INTRODUCTION

The COVID-19 health crisis had a worldwide effect on almost every level of society. Schools were one of the most important social institutions affected by the pandemic. However, most school leaders had little to no training when it came to managing a crisis, nor had they faced a crisis of extent for so long (McLeod & Dulskey, 2021). The pandemic caused by Covid 19 closed the school doors creating chaos and shaking the structure of education worldwide (Hargreaves and Fullan, 2020). The reorganization of distance learning, based on screen and not physical classes, put leaders and teachers in front of new challenges. School leaders were walking on a tightrope without a safety net (Harris, 2020).

Social distancing of staff and students means extra work and pressure. Staff meetings and corridor conversations with colleagues no longer existed during school closure. All those informal, important moments, where social relationships were built and leadership developed, no longer existed throughout the pandemic. Parents, students and teachers existed in a different educational world, awaiting the return of normal service or hoping for a new normalcy that could provide stability, continuity and security.

The return of children to schools was accompanied by new practices such as social distancing, frequent cleaning and disinfection, controlled movements around the school which have changed the daily routine ever since.

School leaders were caught in the most compromised position of being at the top of the system during both times when the schools closed and after they were opened again as opportunities were limited (Harris & Jonson, 2021). In most countries, the return of children to school has been an ongoing issue and a major point of heated debate and no one can predict what the best solutions might be (Netolicky 2020). Effective leaders use and develop their personal qualities and specific traits or tendencies to bring about leadership practices (Leithwood et.al., 2019; quoted by Karabina, 2018).

The study framework was constructed based on the extensive review of the theoretical literature and existing studies of leadership in schools. The



review began with a Google Scholar, Sage and Erik using the keywords “leadership style, "Covid - 19", "crisis management".

## **2. LITERATURE REVIEW**

### **2.1.School leadership in times of crisis**

The COVID-19 pandemic was a test for leaders around the world. By finding new opportunities in such ongoing crisis, good leaders can seize the opportunity and give their employees and the world new hope for a better future (Richards 2021). Fullan (2001) considers school management to be "complex" because it makes deeper changes than initially thought, creates many dilemmas to decide what to do, acts differently in different situations or stages of the changing process, and acts upon the advice that comes in the form of instruction to act, not steps to follow (Fullan, 2001). Goleman and others (2002) argue that modern leaders will need to conceive of leadership as a transformation of the organization through people and teams, and will need to possess strong interpersonal skills and energy. (Goleman, 2002; quoted by Marshall, 2004; Daz et al., 2000, 2001).

In times of crisis nothing is more important than caring for your team (Nichols, Hayden, Trendler, 2020). While the basic principles of effective leadership remain unchanged, crisis leadership requires leaders to take three actions: ensuring stability; goal setting; identifying priorities (Thurgood K., 2020).

Leaders must demonstrate the right mix of characteristics and behaviors to help their employees not only survive but also thrive during a crisis. They need to quickly decide on the accuracy of priorities, adapt to changing circumstances boldly, deliver credibility regardless of environmental factors, and engage deeply with their teams (Nichols, Hayden, Trendler, 2020).

Leadership reputation is made or lost during times of crisis (Chenault; quoted by Rusell, 2020) so it is important that a person makes the right decisions and shows behaviors such as, human humility, empathy,

transparent communication, determination, planning for the future, collaboration, help, support, visionary and self-care (Russell, 2020).

According to studies in the field of education, broad categories of basic leadership practices or the basics of successful school leadership are: instructional setting, people development, redesign of the organization, curriculum management (Leithwood & Jantzi, 2005; Leithwood & Riehl, 2005; Leithwood, Seashore-Louis, Anderson, & Wahlstrom, 2004; Leithwood et al., 2007: quoted by Li, Hallinger-I & Walker, 2016). School stability (management) and school improvement (leadership) are in a synergistic relationship and play a role in school success and achievement. (Leithwood, Sammons, Harris and Hopkins, 2006: 11).

The school context and the surrounding community provide the background for how principals determine which leadership strategies are effective and ignore those that are not appropriate to address a crisis (Hallinger, 2003).

### **3.Leadership Style**

#### **Six Emotional Leadership Styles**

Leadership style is the style that a leader uses to ensure leadership, the making of programs, and the motivation of people. Fullan defined three characteristics of a leader's personality: energy; enthusiasm; hope. In the examples given in successful schools, "leaders had steadily increased the levels of student achievement ... and played a role in this and in the overall success of the school" (Fullan, 2001: 219). According to him, these leaders put human relations at the center.

Goleman (2000) states that emotional positive leadership intelligence influences the organization's climate, exposing a variety of leadership styles. According to him, these leaders are extremely sensitive to the impact they have on the members of the organization and "adapt the leadership style to get better results" (Goleman, 2000; quoted by Fullan, 2001). The emotional style of a leader can determine the mood and behaviors of everyone else through a neurological process called "contagious disease" (Goleman, Boyatzis, & McKee, 2002: 41; quoted by Fullan, 2002).

Goleman (2000, 2002), based on his observations, defined leadership styles and their impact on the organization's atmosphere. Each of these styles, he said, stemmed from one of the components of emotional intelligence. He listed six leadership styles: Authoritarian; the leader mobilizes people toward a vision. Coaching: the leader creates harmony and builds relationships. Affiliative: the leader prepares people for the future. Democratic: hardens agreement through participation. Pacesetter: requires the execution of the order. Coercive: sets high standards of work. According to him, the leader should use as many leadership styles as possible to create a "fluid management" structure (Goleman, 2000). Anyone can learn how to use these leadership styles. But it is important to understand that these styles are intended to be used interchangeably, depending on team needs and situations (Goleman, Boyatzis, & McKee, 2002: 41; quoted by Fullan, 2002).

Affiliate leadership style promotes harmony within the team. This style binds people together, encouraging involvement and conflict resolution. To use this style, principals appreciate the emotional needs of others and motivate staff in stressful times. Leaders who use the Affiliate style are very focused on emotions.

### **Distributed leadership**

Leadership research until the late 1990s focused on the specific traits, functions, or effects of leaders and on defining the heroism of individuals (Spillane, 2006). Distributed leadership emerged in the early 2000s. It was conceived as a theoretical and analytical framework for the study of school leadership, a framework that would clearly focus attention on how leadership was implemented in schools as an activity extending to "social and situational contexts. (Spillane et al., 2001)

Some use DL as a recipe for effective leadership or school improvement; others use it to describe optimal leadership or organizational structure (Harris, 2009).

The most common use is to equate distributed leadership with more than one designated leader, such as joint, democratic, or cooperative leadership. Studies in these areas often look at the distribution of leadership roles (Leithwood et al., 2007). The term "distributed

leadership" is used precisely to represent these alternative organizational structures which reflect the increased demands on school leaders and the changes in requirements for educational organizations (Harris & Spillane, 2008).

One distinction that helps detect the use of distributed leadership is to distinguish between distributed leadership as a conceptual or analytical framework versus distributed leadership as a normative or practical framework (Harris & Spillane, 2008).

Taking an analytical perspective means understanding leadership activities as a product of interactions between leaders, followers, and the situation. A practical or normative approach is to optimize leadership delivery in order to improve the organization.

According to Gronn (2002) DL is a type of action that directs and coordinates a collective action that can be shared and distributed by choice or by appearances outside of everyday situations in the workplace (Gronn, 2002; quoted by Buffalino 2019). In this sense, Gronn (2002) emphasizes that when leadership extends to many people in an organization, the synergy created by this interaction is more powerful than the sum of individual leadership actions. (Gronn 2002; quoted by Buffalino 2019).

Harris (2006; quoted by Bolden,2011) acknowledging the theoretical work of Gronn and Spillane, argues that there are four normative dimensions to understanding DL: the representational dimension - offers recognition and collaboration as new forms of organization that understand less vertical/top-down leadership based on hierarchy; illustrative dimension- is a reflection of the requirement to share responsibilities and responsibilities to others by expanding leadership teams and sharing responsibilities; descriptive dimension - is about finding how distributed leadership looks like, requires the formula of cooperation within departments teams, groups, projects and curricula, such as action learning groups; predictive dimension- this dimension is about how to improve results and increase an organization's capacity for development and change. Understanding leadership from a diffuse perspective means looking for leadership activity as an established and social process, relying on both diffuse cognition and activity theory.

### **Personal leadership resources (PLR)**

Effective leaders use and develop their personal qualities and specific resources or tendencies to bring leadership practices (Leithwood et al., 2019) and improve organizational leadership. Leithwood (2012) introduced this concept, noting that it incorporates specific features and trends that may affect the effectiveness with which leadership practices are performed. PLRs include three categories identified by the author, which have been recognized, accepted, and completed in the most recent review of educational leadership to date (Leithwood, Harris & Hopkins, 2020): cognitive resources - specific knowledge about problem solving, systematic thinking; social resources - perceiving and managing emotions and acting in an emotionally appropriate way; psychological resources - qualities commonly considered as traits, optimism, self-efficacy, resilience and proactivity. PLRs are a consistent and coherent set of personal characteristics that foster a consistent model of leadership performance in a range of group and organizational situations (Leithwood, 2012). Leithwood's 2012 study included only PLRs for which there was compelling empirical evidence defining them as instrumental to leadership success. Although the PLR report was conducted in Ontario, it was applicable to other environments and circumstances. Leadership requires effective consideration of problems, support and their solution in the best way, based on the circumstances and context in which they occur, using the appropriate leadership style. These reflexive approaches are important in times when principals need to be able to assess the situation carefully and react.

### **4. Leadership style throughout the COVID 19 crisis in several studies.**

The literature on school leadership in times of crisis is scarce, however, Smith and Riley (2012) conducted an extensive literature review and applied crisis management models from other areas to educational leadership theory. They identified nine key attributes of leadership in crisis education: communication skills, procedural intelligence, synthesizing skills, optimism/persistence, flexibility, intuition, empathy/respect, creativity / lateral thinking, and crucial decision making. In her study, Harris (2020) explores how school leaders are

reacting during COVID-19 and what forms of leadership practice are emerging. Through a review of the literature and scientific studies, it turns out that the current crisis has shifted the school's leadership towards distributed, collaborative leadership and the creation of practical networks, Harris points out. Onyefulu's (2021) study on teachers' perceptions of the effectiveness of leading their principals in distance, by enduring an emergency type of teaching during the coronavirus pandemic was based on three research questions and sought to find out how principals guided their teachers in the emergency learning challenge in the distance to schools in Jamaica. The study included 140 teachers from all different levels of schools (early, primary and secondary childhood). The results of the study showed that most teachers affirmed distributed leadership as the style displayed by their school leaders. Most teachers were of the opinion that the principals gave them an opportunity to connect with the school vision/plan and information about what would be done in their schools. Distance learning, including lack of collaborative planning, not being part of the decision-making process, and lack of clear expectations on how to work together, were identified as challenges during the crisis (Onyefulu, 2021). McLeod & Dulskey's (2021) study on resilience and reorientation of school leadership during the early months of the COVID-19 pandemic was based on interviews with 55 school leaders from different countries. Key topics in the interviews included vision and values; family community communication and engagement; staff care, leadership guidance, and organizational capacity building; equality-oriented leadership practices; and recognizing potential opportunities in the future. The results of the study showed that principals had focused their work around school vision, reliance on individual and institutional values, and establishing communication and family engagement strategies. Principals were also committed to caring for their staff and building their capacity through teaching leadership and vocational learning activities. School leaders at the outbreak of the pandemic had used equality and organization for the future despite their current day-to-day battles.

In their study San Miguela & Pascualb (2021), they highlighted how the resistance of school leaders is a possible solution in order for learning to

continue. This was confirmed by the heads of the Division Department of Education in Laguna in the Philippines who had issued an order to provide modalities to ensure learning for students and protect the health and safety of students and teachers. With 73 school principals participating in this study, it was found that they had a very high level of resilience in four aspects - community cohesion, sustainable communication, prioritizing mental and psychosocial health, and welcoming responses.

The study by Weiner et al., (2021) aimed to understand how principals engaged to create psychological security (SP) during the COVID-19 pandemic and how the environmental and organizational learning context may have influenced these conditions. The study shows that principals reported different levels of SP in their schools and these were related to different levels of organizational learning and crisis response. These differences were also based on different organizational conditions, such as the manner of fulfilling accountability, the degree of principal autonomy, the organizational culture, and the degree of educational infrastructure available to support teachers' collective decision-making. Organizational factors such as differences in responsibility, principal autonomy, professional culture, and teacher decision-making were all key to the degree of psychological security displayed.

According to Hutagalung & Purwanto & Prasetya (2021), the five types of transactional, transformational, democratic, bureaucratic, and charismatic leadership and their combination has a positive impact on organizations, and institutions such as schools that have been exposed to coronavirus. The presence of the Covid-19 pandemic becomes a driving factor for organizations to change leadership mainly by combining connected leadership, and social leadership with that of digital transformation as this is the leadership that must face the coronavirus crisis but also leads the workforce of the fourth industrial revolution 4.0. (Gallo and Hlupic 2019; quoted by Hutagalunget et al., 2021).

In their study, Reyes-Guerra et al., (2021) chose a case study, a design that provides rich descriptions of participants' leadership actions, personal experiences, and perspectives on the experiences of their students, student families, and teachers (Stake 1995; quoted by Guerra et

al., 2021). The study examined the experiences of participants who ran from March to June 2020 during the onset of the pandemic in public schools on the southeast coast of Florida. The study results in three findings: a) principals were based on their individual leadership resources such as personalized communication, flexibility, creativity and care, mobility of rules, and changing priorities, showing resilience under the pressure of the crisis; b) principals used the strengths of their schools, school context, and internal expertise; c) principals make inter-school connections. In the first phase, principals prioritized the safety and well-being of students and teachers.

In their study Pla-Ramos et al., (2021) analyzes the sources of personal leadership used by a sample of school principals in Catalonia (Spain) during the closure and post-closure periods due to the COVID-19 crisis. The questionnaire analyzed the sources of personal leadership used by principals during periods of isolation and after closure, compared to a former "normal situation". The results of the data analysis confirmed that the role of principals was crucial in redirecting the situation and satisfactory learning outcomes. Principals demonstrated high leadership skills in normalcy and maintained proactivity at a similar level during the crisis. As a result, there was a high degree of adaptation to this situation by the principals. The results show that principals do not lead in the same way in times of crisis as in normal times. Age, experience, and the type of school affect outcomes only in previous normal situations, but not in times of crisis.

In conclusion, the literature review shows that effective leadership and management have always been considered essential in school to create a positive atmosphere. Emotional leadership style, distributed leadership, and individual leadership resources prevail in times of crisis.

## **5. CONCLUSIONS**

A limitation of the study should be accepted as part of the conclusions. The leadership style used by principals in times of crisis is based on literature reviews and studies conducted during the crisis and not on empirical data. The aim of the study was to identify the most commonly used leadership style in times of crisis.



The study found that emotional leadership styles - affiliative style and distributed leadership DL are the most used in times of crisis. The study also showed that principals used individual leadership resources such as personalized communication, flexibility and care, mobility of rules, and changing priorities showing resilience under the pressure of the crisis. Therefore, educational institutions and schools should promote emotional leadership styles to be used in times of crisis where the priority is the mental health of students and teachers and the management of human capacity to carry out the learning process at an unusual time. Also, the use of distributed leadership when leadership extends to many people the synergy created by this interaction is more powerful than the individual action of leadership. The findings of this study somewhat enhanced the theoretical understanding of school leadership style in times of crisis, specifically during the COVID 19 pandemic.

## REFERENCES

- Bolden R., (2011) *Distributed Leadership in Organizations: A Review of Theory and Research*. Retrieved from <https://doi.org/10.1111/j.1468-2370.2011.00306.x>
- Buffalino, G., (2019) *Distributed Leadership in Middle Management: a comparative study of the educational and private sectors*. Doctoral study. Retrieved from <http://eprints.lincoln.ac.uk/id/eprint/44222/1/Bufalino%20Giambattista%20-%20Education.pdf>
- Day, C., Harris, A., Hadfield, M., Tolley, H., & Beresford, J. (2000). *Leading schools in times of change*. Open University Press.
- Day, C., Harris, A., & Hadfield, M. (2001). *Challenging the orthodoxy of effective school leadership*. *International Journal of Leadership in Education*, 4(1), 39–56.
- Diamond C., (2021). *School Leadership and Covid-19: a chance to create a better education system in England for the long-term*. Retrieved from: <https://www.birmingham.ac.uk/research/perspective/school-leadership-covid-19.aspx>

Fullan, M. (2002). *Principals as Leaders in a Culture of Change*. Paper prepared for Educational Leadership, Special Issue. Retrieved from: <http://www.michaelfullan.ca>

Fullan, M. (2002). *The Role of the Head in School Improvement*. National College of School Leadership. England, Background Paper. Retrieved from: <http://www.michaelfullan.ca>

Goleman, D. (2000). *Leadership that gets results*. Harvard Business Review, 78 (2), 12.

Goleman, D., Boyatzis, R., & McKee, A., (2002). *Primal leadership: Learning to lead with emotional intelligence*. Boston, MA: Harvard Business School Press

Hargreaves, A., and M. Fullan. 2020. "Professional Capital after the Pandemic: Revisiting and revising Classic Understandings of Teachers' Work." Journal of Professional Capital and Community. Retrieved from: <https://www.emerald.com/insight/content/doi/10.1108/JPC-06-2020-0039/full/html?skipTracking=true>

Harri, A., S & Jones, M (20A., s COVID 19 – school leadership in disruptive times, "School Leadership & Management, Formerly School Organisation. Retrieved from: <https://www.tandfonline.com/doi/full/10.1080/13632434.2020.1811479>

Harris, A.; Spillane, J. (2008). "Distributed leadership through the looking glass". Management in Education. **22** (1): 31–34. Retrieved from: [doi:10.1177/0892020607085623](https://doi.org/10.1177/0892020607085623). [S2CID 143505983](https://doi.org/10.1177/0892020607085623)

Hallinger, P., (2003). *Reshaping the Landscape of School Leadership Development: A Global Perspective*. Boca Raton, FL: CRC Press.

Li, L., Hallinger, P., & Walker, A., (2016). *Exploring the mediating effects of trust on principal leadership and teacher professional learning in Hong Kong primary*. Educational Management Administration & Leadership 2016, Vol. 44(1) 20-42

Harris, A., (2009). *Distributed school leadership: Developing tomorrow's leaders*. London: Routledge. ISBN 978-0-415-41958-1.

Harris, A., (2020). COVID-19 – school leadership in crisis? J. Profess. Cap. Comm. 5(3/4):321–326.

Hutagalung, L., & Purwanto A., & Prasetya A., & Harapan P., (2020). The Five Leadership Style in Time of Pandemic Covid-19 throughout Industrial Revolution 4.0 as compared to Humane Leadership University, Indonesia.

. Retrieved from: <file:///C:/Users/User/Downloads/21-Article%20Text-39-1-10-20201217.pdf>

Leithwood K., & Mascal, B., & Strauss, T., Sacks, R., & Memon, N., Yashkina, A., (2007). *"Distributing Leadership to Make Schools Smarter: Taking the Ego Out of the System"*. Leadership and Policy in Schools. 6 (1): 37–67. Retrieved from: [doi:10.1080/15700760601091267](https://doi.org/10.1080/15700760601091267)

Leithwood, K., Harris, A., & Hopkins, D. (2020). *Seven Strong Claims about Successful School Leadership Revisited*. School Leadership & Management, 40, 5-22. Retrieved from: <https://doi.org/10.1080/13632434.2019.1596077>

Karabina, M., (2018), “Ndikimi i drejtimit të shkollës në krijimin e klimës pozitive dhe rritjes së kënaqësisë së mësuesve nga puna”, Doctoral study.

Marshall, M. L. (2004). *Examining School Climate: Defining Factors and Educational Influences*.

Retrieved from: <http://education.gsu.edu/schoolsafety>

McLeod S., and Dulsky Sh., (2021). *Resilience, Reorientation, and Reinvention: School Leadership During the Early Months of the COVID-19 Pandemic*.

Retrieved from: <https://www.frontiersin.org/articles/10.3389/feduc.2021.637075/full>

Netolicky M., D., (2020). *School leadership during a pandemic: navigating tensions*. Retrieved from: DOI:10.1108/JPCC-05-2020-0017

Nilda V., & San Miguela, Elymar A. Pascualb, (2021). *School Leaders 'Resilience amidst Pandemic in the Division of Laguna, Philippines*. Retrieved from: <file:///C:/Users/User/Downloads/1008811120212390.pdf>

Nichols Ch., & Hayden Ch, Sh., & Trendler Ch., (2020). *4 Behaviors That Help Leaders Manage a Crisis*, Harvard Business Review. Retrieved from: <https://hbr.org/2020/04/4-behaviors-that-help-leaders-manage-a-crisis>

Onyefulu, C., (2021). *Perceived Effectiveness of School Leadership in Emergency Remote Learning During the Coronavirus Pandemic.* "Emergency Remote Learning, Teaching and Leading: Global Perspectives".

Retrieved from: [https://link.springer.com/chapter/10.1007/978-3-030-76591-0\\_9](https://link.springer.com/chapter/10.1007/978-3-030-76591-0_9)

Ramos-Pla, A., M. Tintoré M., ArcoI., (2021). *Leadership in times of crisis.* School principals facing COVID-19. Retrieved from: doi: [10.1016/j.heliyon.2021.e08443](https://doi.org/10.1016/j.heliyon.2021.e08443)

Reyes-Guerra, D., Maslin-Ostrowski, P., Barakat Y., M., and Stefanovic A., M., (2021). *Confronting a Compound Crisis: The School Principal's Role During Initial Phase of the COVID-19 Pandemic.* Retrieved from: <https://www.frontiersin.org/articles/10.3389/feduc.2021.617875/full>

Russell A.E. J., (2020). *Leading in Times of Crisis.* Retrieved from: <https://www.forbes.com/sites/joyceearussell/2020/07/26/leading-in-times-of-crisis/?sh=a2865936ed2d>

San Miguela V., N., & Pascualb, A., E., (2021). *School Leaders 'Resilience amidst Pandemic in the Division of Laguna, Philippines.* Retrieved from: <file:///C:/Users/User/Downloads/1008811120212390.pdf>

Smith, L., and Riley, D. (2012). *School leadership in times of crisis.* Sch. Leadersh. Manag. 32, 57–71. Retrieved from: doi: [10.1080/13632434.2011.614941](https://doi.org/10.1080/13632434.2011.614941)

Spillane, James P.; Halverson, Richard; Diamond, John (2001). "Investigating School Leadership Practice: A Distributed Perspective". Educational Researcher. 30 (April): 23–28. Cite SeerX [10.1.1.494.6018](https://seerx.org/document/10.1.1.494.6018).

Retrieved from: [doi:10.3102/0013189X030003023](https://doi.org/10.3102/0013189X030003023).

Spillane, James P. (2006). *Distributed leadership* (1st ed.). San Francisco: Jossey-Bass. ISBN 978-0-7879-6538-9

Thurgood K., (2020). *The Leadership Moment: Leading in Times of Crisis,* Naveen Jindal School of Management. Retrieved from: <https://jindal.utdallas.edu/blog/leading-in-times-of-crisis/>

Weiner, J., Francois, Ch., Johnson, S., C., and Childs, J., (2021). *Keep Safe, Keep Learning: Principals' Role in Creating Psychological Safety and Organizational Learning During the COVID-19 Pandemic*.

Retrieved from:

<https://www.frontiersin.org/articles/10.3389/feduc.2020.618483/full>

# YOUTH, INNOVATIVE TECHNOLOGY, AND THE SPACE TIME CONTINUUM

**Flutura Sheshi, M.Sc**  
“Barleti” University, Albania  
E-mail: [f.sheshi@umb.edu.al](mailto:f.sheshi@umb.edu.al)

## ABSTRACT

*The purpose* of this article is to give an indicative orientation to Youth, the role of developing contemporary knowledge based on the principles of 21<sup>st</sup> century and STEAM education with a direct impact on improving life and its skills quality, seen from the perspective of dimensions of the space-time continuum, recognition of scientific discoveries, the cooperation of evolving and reforming between natural and social sciences, multiple intelligences, particularly artificial intelligence, metaverse. Research *identification* is based on questionnaires, interviews, alignments on technological innovations, historical point of view of science and technology in the space-time continuum, exchange of experiences, from comprehensive discussions conducted with students and specialists in this field during regional meetings for STEAM activities, trainings, and collaborations with contemporary alternative technological education institutions. The *methodology* used is based on empirical, quantitative, qualitative data analysis to identify the needs of the young people in order to get oriented to rapid technological changes, discussions on the dimensions of the space- time continuum, scientific evolution, experiences and suggestions on updating cyber security, the role of intellectual property and contemporary education, and their adaptation and implementation in everyday life. *Finally*, the article can help young people being educated with new scientific ideas, orienting them to acquire innovative skills and knowing the impact of space-time continuum, to enhance the critical thinking by applying science and modern technology, to increase the efficiency of multiple and artificial intelligence in day-to-day life.

**Keywords:** *Youth, space-time continuum, STEAM principles of 21<sup>st</sup> century education, multiple artificial intelligences, metaverse*

## INTRODUCTION / PRESENTATION

*"Somewhere, something incredible is waiting to be known":* Carl Sagan-Astronomer and planetary cosmologist.

In the century we are living, technology develops at a very fast steps, which is reflected in devices we use in everyday life, especially by young people, who know them, understand, and use them easily. But scientific information can be often uncontrolled, negatively affecting intellectual deformation in all aspects. For this reason, is our job to orient the youth towards correct philosophical-scientific information, creating opportunities and concrete conditions for practical and social education. The main role is to understand the inner, physical, and social world of each individual skill; his position in society and at job, in the planet Earth and in Universe, based on the philosophical and scientific development in relation to continuum space-time, from the past to the present and in the future. The impact of Youth on recognizing the changes during the evolution of the Universe, human and scientific development in the perspective of the space-time continuum is very critical. Therefore, educating through ideas and scientific research can lead to new solutions, and new scientific and technological discoveries. They will help in the improvement and development of the space in which they live, by protecting the plants and animals in our world, mankind, and cosmic spaces with the aim of protecting human society in the future. For this reason, knowing the history of the Universe over time, the laws of nature, science; the discovery of new phenomena to use in the interest of all, and keeping away from destructive wars. They need to know their real position in the world around them in relation to time, knowing the past, the present and predicting their future in the space-time continuum.

The role of acknowledging the level of wisdom in regards of space and time by pupils, students, teachers, and parents, have a positive effect in contemporary education of generations by changing the scientific and philosophical thinking on them. Ideas of creative possibility in transporting earth life in other planets, the discovery of mysteries on them, are reflected in this scientific material in different ways, throughout the methodology used. Through interviews, surveys, and conversations with youth of different ages, information was obtained about the level of knowledge on space-time concepts, the role of natural sciences, communication technology, engineering, arts, and mathematics. Therefore, the efficiency of Youth's knowledge of the space-time concept in all its dimensions is important for practical applications of every life, based on principles of STEAM education.

A theoretical orientation effort, to realize such practical implementations was done through an international competition which was realized in April 2022 at “Barleti” University. The winners successfully presented their works at the Techno-fest international meeting in Turkey. The idea was to educate young people based on the scientific understanding of real and virtual spaces, the differences, and similarities between them; it has begun to become possible to realize the connections of these two worlds in the interest of human life. Planet Earth and beyond, the reduction of risks and using priorities, of what is called the metaverse.

The familiarity of youth on the historical, scientific, and philosophical nature of theories on the cosmos, orient them on finding simple and practical ways in different spatial realities for their exploration. The experiences of world and Albanian personalities in the field of cosmology as well as their theories in the cosmos and its birth, are helpful.

This article aims to stimulate the knowledge of scientific methodologies that have been used all through our human history and by applying them in everyday practice. Science through the refinement of ideas with innovative methodologies of observation, research and competitiveness awakens curiosity about the world that surrounds us at all times, especially among young people. The discovery of its surprises affects the improvement of life conditions, at the level of knowledge of the universe. Beside the different levels of education, the importance of understanding the lifelong knowledge, finding modest practical ways by using the scientific method, using the logic and evolving the critical thinking. Understanding the history of the development of human thought, science and technology is important in educating young people with new methodologies in the space-time continuum. It focuses on the culminating points of the history of the development of science and technology, on the knowledge of the world, which is in constant movement and development.

Objectives in this paper are:

- To collaborate with different factors in identifying the level of knowledge on the space-time continuum, the principles of STEAM education among young people, teachers and parents.
- To determine how the knowledge of the history of space-time affects the implementation of daily practice.
- To determine the impact of innovation on the competitiveness of young people and the performance of their products based on STEAM education.



- To influence the organization of the work on the evaluation with scientific professionalism, of STEAM projects of young people in the regional STEAM activity at "Barleti" University.

## LITERATURE REVIEW

- *Space-time continuum kind of space -time vs Youth.*

Why do youth need to study science and the space-time continuum? In our daily life we are bombed with the news regarding the weather, environmental crisis, different concerns, about Covid-19 situation, earthquakes, innovations in biotechnology, cloning humans or animals, different mission of NASA in find a new planet and normally we ask what is the space-time continuum? We all live in a world of matter, energy, forces, and motion. Everything we experience in our lives takes place in an ordered universe with regular and predictable phenomena. All young people have learned to survive, so many of these scientific ideas are second nature to all at the space-time continuum. Youth, especially those who are talented, are given concrete opportunities and conditions to develop their intellectual potential, so that they can be oriented everywhere, in every field of life, especially in STEAM education, based on their skills and hobbies.

- *Space and time's dimensions.*

There are two very different ways of thinking for the universe:

- In the standard Newtonian universe, forces make the objects to accelerate. Space and time are separate dimensions and are experienced in very different ways.
- In Einstein's universe, curved space, objects move according to distortion, while the distinction between space and time depends on your frame of reference.
- Stephen Hawking and Laura Mersini theory -One of the most famous and broadly accepted models for the universe development is the Big Bang Theory or multiverse.

*What is the science method? How was change?*

- Aristotle was the pioneer of the scientific method. The first author, whose works counted for the detailed and extensive observations of natural phenomena. He was the first philosopher to see a relationship between observation and theory in scientific method.

- Galileo introduced for the first time the experimental method to science (by becoming the real contestant of Aristotle).
- Newton built the model of standard 3-dimensional space.
- Einstein built the 4-dimensional space model.
- Laura Mersini built the model of the multiverse and parallel universes.

Discoveries regarding the micro world, macro world and technological developments have influenced the change in learning different methodologies, the ways of transmitting knowledge at every level of education. The application of knowledge of natural sciences, technology, engineering, arts, and mathematics as the "language of science" according to Gauss, is reflected in high technological levels. Through research, young people recognize their ideas in relation to the world. They have practical prospects to explain the mysteries of space over time. Space and time in all their dimension's present great challenges. Some of them happen very rarely and not all generations can experience them, but with the time they become perfect, however, in new and different physical conditions. They can be successfully accepted, relying on information technology, in any space-time reality. For this reason, young people's knowledge of the universe, technological progress, interpretation of natural phenomena is important. Young people should be supported and oriented in a scientific way, how to scientifically prove their ideas and put them into practice.

- *Space-time and the role of information technology, in the Youth reality.*

In the time we live in, it is noticed that young people of the same age do not receive the same education in relation to the concepts of space and time. The education received from the school, the family, it can also be influenced by the information received from social, religious, political, globalist networks. But not to forget by the distortions of pseudoscience. Young people are educated through the verification of information from several reliable scientific sources such as NASA science centers, ARIANE, academic platforms, universities (Oxford, Harvard, Rochester). The development of scientific debates has played a crucial role in simulating ideas and experiences from daily practice, based on new ideas and online education as a strong point for young people.

The moment has come for cooperation, exchange of experiences, obtaining information and knowledge from different channels. But also, for recognizing the position of young people in contemporary developments. One of the good experiences we perceive during the

Covid-19 was the opportunity and possibility to exchange information in real time and taking specialized advice from all doctors in and out our country, with the main aim to preserve health, the implementation of protocols, methodologies, knowledge could be spread successfully and super-fast. What can be done to make this method work in the acknowledgment and development of ideas, research, and scientific conclusions in the space-time continuum?

How much do we know, how far does it go, how many mysteries does it hide from us? How to use technology, in a primary role, through scientific, historical, national, engineering, artistic for youth education on the future in the space of time, preventing some negative phenomena and protecting us against them.

The word metaverse would in the Greek language mean “beyond our universe”. The combination of the word “meta” (beyond) and “verse” which is the contraction of the word universe. In nowadays, “metaverse” it is a shared virtual collective space, in which are merged all the virtual and Internet worlds. It may hold derivatives or copies of the real world, but it is totally very different from it.

The metaverse definition “is a collective, virtual, open space developed by integrating virtually enhanced digital, as well as physical, reality, known for offering immersive experiences to users. The metaverse is a concept of an online, 3D, virtual space connecting users in all aspects of their lives. It would connect multiple platforms, similar to the internet containing different websites accessible through a single browser” (Academy, 2022).

Definitions of AI- Artificial Intelligence: - “an area of computer science that deals with giving machines the ability to seem like they have human intelligence; - the power of a machine to copy intelligent human behavior; - a robot with artificial intelligence. (The Britannica Dictionary, n.d.)

- *History of Artificial Intelligence VS Youth.*

Anticity- Artificial beings with intelligence appeared as storytelling devices in anticity the study of mechanical or “formal”.

By 1943- Walter Harry Pitts was a logician who worked in the field of computational neuroscience.

By 1950 two visions for how to achieve machine intelligence emerged:

- first vision as symbolic AI, was to use computers to create a symbolic representation of the world and a system that could reason about the world.

- second vision known as connectionist approach sought to achieve intelligence through learning, in ways inspired by connections of neurons.

In 1956 was born the field of AI (Artificial Intelligence) research at a workshop at Dartmouth College. Scientists and their students produced programs that described strategies for solving word problems in algebra, proving logical theorems, and speaking English.

By the middle of 1960 research in US was heavily founded by the Department of Defense and laboratories had been established around the world.

Between 1960-1970, Researchers were persuaded that symbolic approaches would finally succeed in creating a machine with artificial intelligence and considered this the focus in searching in their field.

In 1980, AI research was revived by the commercial success of the expert system, a form of AI program that simulated the knowledge and analytical skills of human experts.

By 1985 the market for AI(Artificial Intelligence) has been launched and went over a billion dollars. Meantime, in Japan the computer project (5<sup>th</sup> generation) pushed the US and British governments to focus and gather more funds for academic research and Research and Development. AI gradually restored its reputation in the late 1990 and early 21st century by finding specific solution to specific problems. The narrow focus allowed researchers to produce confirmable results exploit more as statistic, economics and mathematics.

AGI - Artificial General Intelligence. For this reason, it is very important and interesting, that AI&AGI's system can be used from Youth's, every day in their life. The field of research and application of artificial intelligence is directly related to the interests of young people, who find it easy to recognize and understand new innovative knowledge, their application in practice, thanks to orientation skills, for:

- make human life easier.
- gain time in doing some work.
- ease the tasks and work of daily life.

I strongly support that the development of theoretical and practical intellectual skills on the problems of multiple artificial intelligences AGI are a model for Youth!

## RESEARCH METHODOLOGY

**The methodology** used is based on empirical research, while the research is based on the representation study model. It contains about 70 questionnaires that were used in the conducted surveys. Data analysis relies on quantitative and qualitative methods. The information was received in two ways:

- directly
- from other secondary sources

**Participation in the STEAM Fair.** They were invited to participate in the STEAM fair on the campus in April. The participation was impressive, about 200 projects were presented, from Albania and the region. The jury had 10 members, lecturers from "Barleti", University of "Tirana", University of "Elbasan" and the Ministry of Education. They went to all the participating groups, listened to them, investigated the level of knowledge about STEAM education. They asked and discussed the knowledge applied in the presented products, carried out under the guidance of the teachers. The evaluation committee with professional and ethical responsibility evaluated the 10 best papers, based on the criteria they had been informed about during live and online meetings. This activity will continue the tradition in the future.

**The questionnaire** was divided into parts according to the following areas regarding the level of recognition by young people of:

- University
- Metaverse
- Multiverse
- space-time continuum.
- the principles of STEAM education and 21st century schools.
- regional activity with secondary schools on STEAM
- Artificial Intelligence, Artificial General Intelligence.

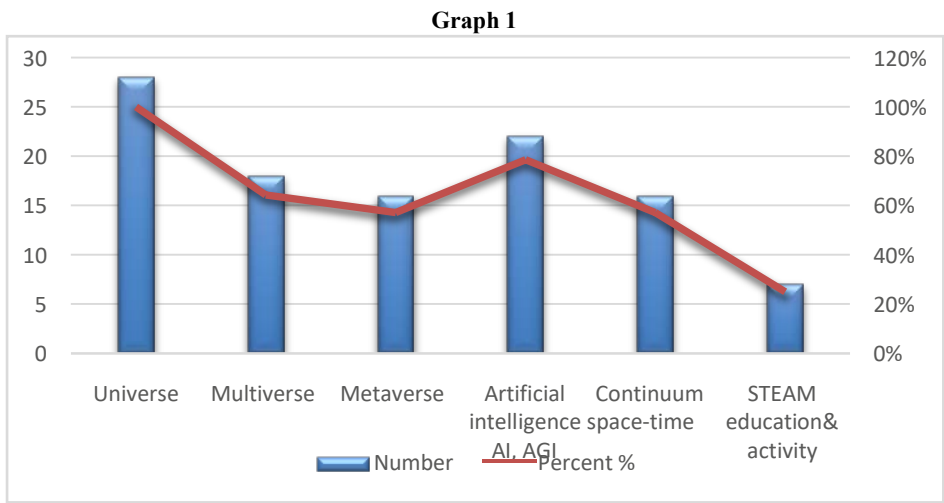
## FINDINGS AND ANALYSIS

**Quantitative Analysis.** In the *first group* of interviews were youth from professional high schools, it was noticed that they knew very well the concepts of space, time, space-time continuum, but had deficiencies on the new theories on Cosmogony. This is related to the lack of theories on modern celestial mechanics, the theory of relativity, the universe, in the Pre-University Education programs. For them space-time remains mysterious and inaccessible and their desire to have knowledge it is enormous. *The second group* of interviewers were with youth from

gymnasium. The surprise was that they were passionate about cosmogony, had more accurate knowledge about the concepts of 4-dimensional spaces, understood the concept of space-time, for this space. Most of them had limitations on multidimensional spaces, multidimensional concepts, and real and virtual spaces such as metaverse, multiverse, multidimensional space. They were curious to know because of their lack of interpretation for this topic. Their knowledge was obtained not from school but in alternative ways such as watching science fiction films, scientific documentaries, or what they read on social networks and a little from schoolbooks.

**Table 1**  
 Youth from professional high schools (total of no of students 28)

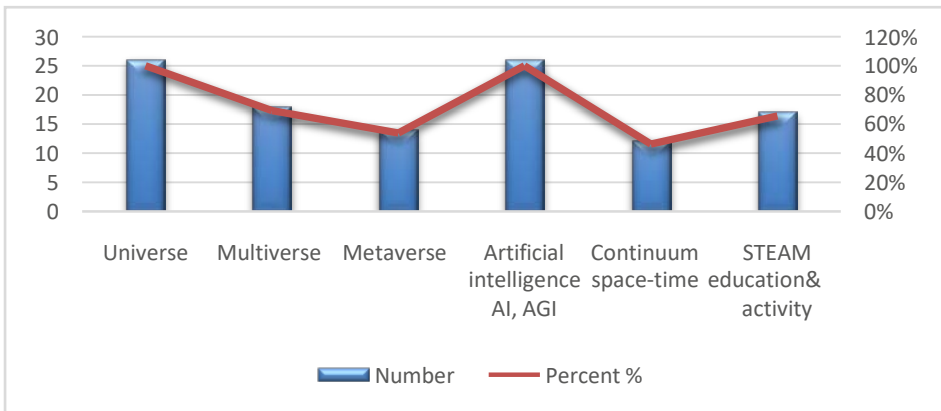
<i><b>Level of knowledge's space and time&amp; STEAM</b></i>	<b>Number</b>	<b>Percent %</b>
<i>Universe</i>	28	100%
<i>Multiverse</i>	18	64%
<i>Metaverse</i>	16	57%
<i>Artificial intelligence AI, AGI</i>	22	78%
<i>Continuum space-time</i>	16	57%
<i>STEAM education&amp; activity</i>	7	25%



**Table 2**  
Youth from high schools (gymnasium, in total 26 students)

<i>Level of knowledge's space and time</i>	<b>Number</b>	<b>Percent %</b>
<i>Universe</i>	26	100%
<i>Multiverse</i>	18	69%
<i>Metaverse</i>	14	53%
<i>Artificial intelligence AI, AGI</i>	26	100%
<i>Continuum space-time</i>	12	46%
<i>STEAM education&amp; activity</i>	17	65%

**Graph 2**



***Success story of Youth.*** At "Barleti" University, the STEM scientific activity was carried out, with young people from the country and region, presented with a lot of professionalism and innovative scientific culture. Naturally, they showed a sustainable knowledge through the products brought to support AGI, where the devotion of Youth is directed. The combination of science and technology with archeology, environment, agriculture, arts, mathematics, and local resources was observed. Precisely in these fields, using different types of energy, such as wind, sun, water, biomass, they had created technological devices through artificial intelligence. It was noted that their products brought technological innovation.

***Feedback:*** the successful implementation of the nationwide STEAM activity in "Barlet", where the winners present their artificial intelligence devices, also at the international Fair at:

- environmental robot
- solar powered lawn mower

- "pink" robot

The activities influence the development of the field of study of artificial intelligence devices, which refers to the creation of systems and devices with intelligence designed for specific tasks or objectives by young people. Currently, most devices where artificial intelligence is applied are related to everyday tasks, such as:

- search for information,
- calling someone on the phone
- reaching a site, e.g. on iPhone or GPS
- robots for environmental cleaning,
- equipment, which perform mechanical movements of various types

This is one more reason to move forward with implementations related to facilitating daily life in the community, increasing the level of cleanliness of the environment where they live. Especially in cities, i.e. in urban areas, where production has an impact on air pollution, on maintaining the production patent, being supported financially by the local government, on the principles of decentralization of society.

Another important aspect is how they can be implemented anywhere, quickly, accurately, cheaply, how to recognize all the programs to stay away from social network scams, how it affects the marketing of these devices, how can young people be financially supported, through microcredits, to further develop, not only their innovative knowledge, but also finding efficient ways of implementation in daily life, for themselves, family and society.

*The role of developing* contemporary knowledge based on the principles of 21<sup>st</sup> century and STEAM education with a direct impact on improving life and its skills quality, seen from the perspective of dimensions of the space-time continuum, recognition of scientific discoveries, the cooperation of evolving and reforming between natural and social sciences, multiple intelligences, particularly artificial intelligence, metaverse. During the month of April, the STEAM Fair took place at "Barleti" University, with talented young high school students in the field of natural sciences, engineering, technology, arts and mathematics, from all over the country and region. The winners presented their interesting projects with great success at the international meeting "Techno fest" in Turkey.

- The methodology followed for the realization of the STEAM activity.

*Familiarity with the principles of STEAM education and 21st century schools.* The interest of high school students in Albania and the region for



STEAM education was extraordinary. This was noticed during meetings with them in school environments throughout Albania, online university environments in the "STEAM Albania" and "Barleti Training" links. The teachers of the departments of education, informatics, architecture, and business got to know the students all over the country, for a period of 6 months.

Participation in the biggest science festival "TechnoFest" in Istanbul. The 10 winners of this STEAM Fair presented their works at the international science festival in Istanbul, where the Albanian group was highly appreciated.

## **DISCUSSION**

From the study done during the entire period of realization of the STEAM Fair, we investigated the level of knowledge not only of this education, but also of space and time, evolution, and familiarity with the concept of the Space-time continuum, the results so far in science and technology through scientific research etc. The practical way of thinking of the students were really good, they knew how to interpret their phenomena and ideas. But they often implement them with the intuition of practicality, without realizing that they have made an important difference. But scientific research has its own rules, presentation as well and more important is the structuring of simple scientific paths for the further development of ideas in the interest of everyday life and its facilitation through communication-information and exchange of experiences.

## **CONCLUSIONS**

This article aims to encourage the knowledge of scientific methodologies that have been used all through our human history and by applying them in everyday practice. Science, through the refinement of ideas with innovative methodologies of observation, research and competitiveness awakens curiosity about the world that always surrounds us, especially among young people. Soon a project will be implemented in cooperation with the Municipality of Tirana in 5 gymnasiums of Tirana. The project will orient the students and teachers with contemporary and innovative methodology and theoretical and practical way based on STEAM education.

We are enthusiast that we influence the growth of YOUTH's interest in natural sciences, technology, engineering, design, arts and mathematics, modern technology, arts, and mathematics, thanks to the dedication of all lecturers and local specialists with the support of the leaders of the institution, especially under the context of development and improvement. The space-time continuum may lead to improve our daily life, to let us know the world around us, to evaluate scientific work and why not also to influence space exploration.

## REFERENCES

Academy, B. (2022, September 1). *What Is the Metaverse?* Retrieved from Binance Academy: <https://academy.binance.com/en/articles/what-is-the-metaverse?>)

Allori, V. (2022, September 1). *SPACE, TIME, AND (how they) MATTER: A Discussion of Some Metaphysical Insights about the Nature of Space and Time Provided by Our Best Fundamental Physical Theories*. Retrieved from philsci-archive.pitt.edu: <http://philsci-archive.pitt.edu/12288/1/Allori-%20Space%20time%20and%20how%20they%20matter-ghirardi%20volume-shortened.pdf>

*Good readers*. (2022, September 10). Retrieved from Good readers: <https://www.goodreads.com/quotes/27726-somewhere-something-incredible-is-waiting-to-be-known>

*The Britannica Dictionary*. (n.d.). Retrieved September 1, 2022, from <https://www.britannica.com/dictionary>

# THE EQUATING OF TEST SCORES OF COMMON SUBJECTS FROM MATURA EXAMS TO IMPROVE THE COMPARABILITY OF ADMISSION OF STUDENTS IN UNIVERSITIES

**Alfons HARIZAJ, Ph.D.**

Canadian Institute of Technology

**E-mail:** alfons.harizaj@gmail.com

## **ABSTRACT**

The purpose of standard assessments in education is to measure students' achievement in order to make a variety of decisions based on students' performance. Matura exams are standard assessments in Albania which use their results for two main decisions related to students. The first decision is to certify the completion of the secondary school program by the student. The second one is using the results as criteria for entry into universities. Most of the students that apply for university are from the actual academic year. But there are some students that completed Matura in the previous years. Their results in Matura exams are not from the Matura tests of this academic year. Because of that, the results are not fully comparable even if the same grades have been achieved in the same subjects. If there are students from previous Matura applying this academic year for university studies, it would be fairer to equate test results for each subject with the test results of Matura of this year. There are some methods to do it, but we will present one of them, which is the linear method of equating the test results.

**Keywords:** *standard scores, test results, linear equating, comparability, university admission*

## INTRODUCTION

Equating is a statistical procedure used to create a common measurement scale across two or more forms of a test. When two test forms have been properly equated, educators can validly interpret performance on one test form as having the same substantive meaning compared to the equated score of the other test form (Ryan & Brockmann, 2009). Equating procedures are designed to produce scores that can be validly compared across individuals even when they took different versions of a test (different “test forms”).

Dorans, Moses, and Eignor (2010), suggest the following five requirements for equating two test forms:

- tests should measure the same construct (e.g. latent trait, skill, ability);
- tests should have the same level of reliability;
- equating transformation for mapping the scores of tests should be the inverse function;
- test results should not depend on the test form an examinee actually takes;
- the equating function used to link the scores of two tests should be the same regardless of the choice of (sub) population from which it is derived.

Users of educational tests often seek to compare scores even if the scores were obtained at different times, in different places, or using variations in assessment content and procedures. Comparing scores across the two tests form is more favorable when the tests are composed with the same content standards. Additionally, the tests would need to use the same blueprints that emphasized the same content areas as well as the same performance-level descriptions (e.g., Marion & Perie, 2011). Below are given characteristics of the design of tests of state Matura that fulfill conditions for applying any methods of equating test results. The tests of a subject are composed based on the same content each year starting from the 2019 year. There is a blueprint that is prepared before the final test design. There is a well-prepared marking scheme for scoring tests. There is the same number of questions in every test of State Matura. The maximum score of each test is 60. The time of the test is 2h and 30

minutes. The test has 20 multiple questions and the rest are open-ended questions. The students give the answers to the multiple-choice questions in the answer sheet, which is scanned and the result is given automatically. The administration of exams is done in the same conditions for all schools and students.

## **BACKGROUND**

In order to be eligible to apply to a university in Albania, a student must achieve a minimum score according to a formula weighting of the State Matura Examination and upper secondary school course marks. Universities in Albania are permitted to set their own additional criteria for admission, including creating their own formula for ranking students and requiring scores or grades in specific elective tests. Upper secondary students in general programs often choose electives based on the recommendations provided by specific universities on gaining entry to their university or specific programs. For example, applying to an economics department or program could require students to take the State Matura economics test. Most universities do not set additional entrance examinations, which shows a certain level of trust in the State Matura process (OECD 2020).

When norm-referenced standardized tests are administered to students, the results are reported in a way that permits comparisons with a well-defined group of other students who have taken the same assessment (Nitko, 2004). The primary difference between criterion- and norm-referenced scores is that with norm-referenced test scores, individual student scores are entirely dependent upon the performance of other students. Norm-referenced tests and their resulting scores provide evidence that assists educators in answering the following questions:

- What is the relative standing of this student (or the students in this class or district) across this broad domain of content?
- How does the student (or do these students) compare to other similar students?

Admission to universities in Albania is very competitive in some programs such as medicine, pharmacy, software, and computer

engineering, and finance. The criteria are based on the secondary school average grade and the results of state Matura in some subjects (math, physics, biology, chemistry, economy). The results of student applicants do not come from the same test in one or some subjects. This poses a challenge for the admissions office for two students might have different scores just because the tests had different difficulties, i.e. one was easier than the other. Example: The students that are going to apply for studying medicine will compare the results in math, physics, biology, and chemistry. It may happen that candidates have not taken the same test form in one or more subjects. This happens because some students come from previous years, and some others are from other school profiles (not gymnasium). Equating is a procedure that is needed to produce scores that can compare individuals even when they take different versions of a test (different “test forms”).

## **DATA COLLECTION**

The equating of test scores of common subjects from Matura exams. This section presents the main findings from the analyses of the public reports for state Matura, 2019 and 2020. These reports are officially published by the Center of Education Services (CES) under the authority of Ministry of Education and Sports (MoES) in Albania. The subjects investigated in this report are Math (gymnasium), Albanian language and literature, Physics, Biology, Chemistry, Economy has taken from State Matura Exams of 2019 and 2022. The mean score and the standard deviation are reported at the end of the scoring process based on results for all students (QSHA web).

## **RESEARCH METHODOLOGY**

The results are analyzed by using the method of linear equating. It is explained in more detail in the next paragraph. Equating is “a statistical process that is used to adjust scores on test forms so that scores on the forms can be used interchangeably” (Kolen & Brennan, 2004, p. 2). The test forms 2021 are considered as reference forms. Among the student applicants for university programs in 2021, most of them came

from 2021 Matura. The Matura 2022 hasn't happened yet as we are writing this article and so we consider the last Matura 2021. The scores are transformed (adjusted) from the 2019 to 2021 scale. They are not presented equating to Matura 2020 as there is no official published report in CES web ([www.qsha.gov.al](http://www.qsha.gov.al)) as they are for Matura 2019 and 2020. It is chosen 2019 to start as from that period a new curriculum is applied. The scores are compared between test forms in some subjects for Matura 2019 and 2021, and then the impact on the overall qualification level is explored.

## THE METHOD OF LINEAR EQUATING

This method of equating is called “linear equating,” because the relationship between the raw scores and the adjusted scores appears on a graph as a straight line.

Under linear equating, scores on the two forms are considered equivalent if they are the same distance from the mean of the form in standard deviation units (i.e., have the same z-score).

$$z = \frac{\text{raw score} - \mu}{\sigma}$$

Scores  $x$  (on Form X) and  $y$  (on Form Y) are considered equivalent if:

$$\frac{x - \mu_X}{\sigma_X} = \frac{y - \mu_Y}{\sigma_Y}$$

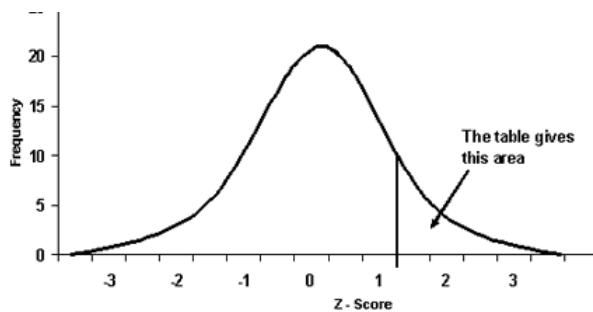
where  $\mu_X$  and  $\sigma_X$  are the mean and standard deviation of scores on Form X and  $\mu_Y$  and  $\sigma_Y$  are the mean and standard deviation of scores on Form Y. Hence, there is a linear relationship between the two sets of scores.

## THE STANDARD SCORE

Standardized scores report performance on different scales in terms of how many standard deviations the score is away from the mean. There are several types of standardized scores. The types of scores include z-scores, T-scores, normal curve equivalent scores, and deviation IQ scores.

The standard score (as a z-score) is a very useful statistic because it enables to calculate the probability of a score occurring within our normal distribution. It also gives a possibility to compare two scores that are from different normal distributions. The standard score does this by converting (in other words, standardizing) scores in a normal distribution to z-scores in what becomes a standard normal distribution. When a frequency distribution is normally distributed, we can get the probability of a score occurring by standardizing the scores, known as standard scores, z scores. The standard normal distribution transfers the group of data in our frequency distribution where mean is 0 and the standard deviation is 1 (Figure 1).

**Figure 1.**  
Standard normal distribution



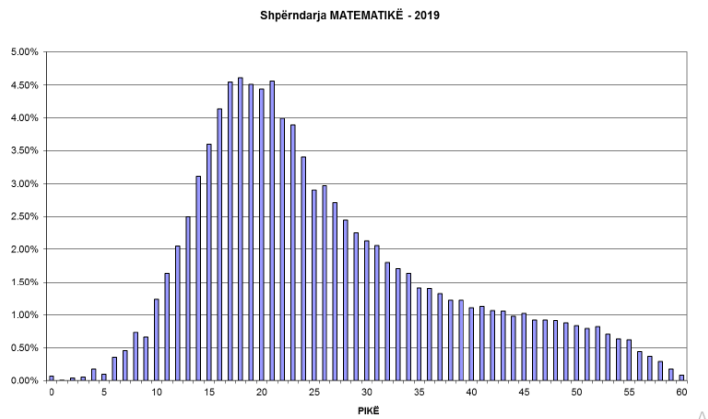
### **FINDINGS AND ANALYSIS**

The standard score is simply the score, minus the mean score, divided by the standard deviation.

Clearly, the two scores (Math 2019 and Math 2021) come from different distributions (Figure2, Figure 3). The distribution of students that completed the Math 2019test has a mean of 27.37 and a standard deviation of 12.05 (Table 1). The distribution of students that completed Math 2021, on the other hand, has a mean of 25.89 and a standard deviation of 10.26 (Table 1). This gives us the following:



**Figure 2**  
Math score's distribution 2019



**Figure 3**  
Math test score's distribution 2021



**Table 1**  
Math test 2019 and 2021

	Mean	Standard Deviation
	$\mu$	$\sigma$
Math 2019(Form X)	27.37	12.05
Math 2021(Form Y)	25.89	10.26

Consider a student that achieved score of 60 on the Math test 2019.  
The transformation for rescaling Form X scores to the scale of Form Y is:

$$y^* = \frac{x - \mu}{\sigma_x} \cdot \sigma_y + \mu$$

The raw score of 60 on Math 2019 has equity scores of 53.67 on Math 2021.

In the same way, we can find the adjusted scores for some other subjects which are given below (Table 2).

**Table 2**  
the adjusted scores for some other subjects

	Raw score 2019 (x)	2019		2021		Adjusted score 2021 (y*)
		$\mu_x$	$\sigma_x$	$\mu_y$	$\sigma_y$	
Math	60	27.37	12.05	25.89	10.26	53.67
Albanian language and literature	52	26.78	9.47	33.45	9.97	60.00
Biology	55	36.2	14	41.82	12.98	59.25
Physics	51	39.41	13.22	40.06	12.26	50.81
Chemistry	55	44.86	12.08	39.41	12.38	49.80
Economy	55	37.94	11.1	43.38	11.16	60.53

The differences in equating the tests scores from 2019 to the 2021 year are given for some subjects in the table below (Table 3):

**Table 3**  
differences in equating testsscores 2019 and 2021

	2019	2021	Dif.
Math	60	53.67	-6.33
Albanian language and literature	52	60.00	8.00
Biology	55	59.25	4.25
Physics	51	50.81	-0.19
Chemistry	55	49.80	-5.20
Economy	55	60.53	5.53

## CONCLUSIONS

The equating methods enable the comparison of students' test results based on raw scores within the same test form or various test forms. The equating methods give data and indicators for improving test design otherwise in high test take or large-scale assessment. The equating methods enable to compare the results of students in different format tests composed in common content of a subject. Universities that apply criteria for admission based on the results on specific subject of state Matura exams need to compare the results of applicants. The applicants that come from previous years need to adjust (transfer) the scores in the score scale of the actual year. The equating methods can be used also for students that are coming from other school profiles, not gymnasium. There are various methods for comparing or equating results. Linear equating method is a proper one to use. That is because it is applied after scoring of all the tests and they are known many characteristics of tests and items. The mean score and standard deviation are two important parameters that are known at the end of scoring tests. The condition of applying linear equating methods related to test format of state Matura are fulfilled. The subjects are very determinative in ranking of students that apply to study for medicine, computer and software engineering, finance, architecture, construction Eng., etc. The difference result after equity from 2019 to 2021 is significant.

## REFERENCES

Maghnouj, S. et al. (2020), *OECD Reviews of Evaluation and Assessment in Education: Albania*, OECD Reviews of Evaluation and Assessment in Education, OECD Publishing, Paris, <https://doi.org/10.1787/d267dc93-en>

© QSHA 2021 Public Report of Students Achievements MSH 2021  
[http://qsha.gov.al/infos/matura\\_2021/raport\\_public\\_msh2021.pdf](http://qsha.gov.al/infos/matura_2021/raport_public_msh2021.pdf);

© QSHA 2019 Public Report of Students Achievements MSH 2019  
[http://qsha.gov.al/infos/matura\\_2019/raport\\_public\\_msh2019.pdf](http://qsha.gov.al/infos/matura_2019/raport_public_msh2019.pdf)

Dorans, N. J., Moses, T. P., & Eignor, D. R. (2010). Principles and practices of test score equating. ETS Research Report Series, 2010(2), i-41.

Ryan, J., & Brockmann, F. (2009). A Practitioner's Introduction to Equating with Primers on Classical Test Theory and Item Response Theory. Council of Chief State School Officers.

Kolen, M. J., & Brennan, R. L. (2004). Test equating, scaling, and linking: Methods and practices (2nd ed.). New York: Springer.

Nitko, A.J. (2004) Educational Assessment of Students, 4th Edition, Pearson Education, Inc., Upper Saddle River, NJ.

## **EDUCATION IS AN IMPORTANT KEY FOR THE DEVELOPMENT OF SOCIETY FOR A BETTER FUTURE**

**Dr. Adriana Qafa**

Barleti University, Faculty of Social Science, Tourism and Sports,  
Department of Vocational Education and Training Sciences

**E-mail:** edu.co@umb.edu.al

### **ABSTRACT**

Education is the main pillar of a country, and it is the first pillar of a nation. Without education, even the nation itself would risk extinction by assimilation. Education is a right of every child, of every community, and every country which they need to practice and benefit for a better future. Learning opens doors of opportunity that are only available to those who seek it out and put their hearts and souls into it. Through education and becoming exposed to added knowledge and experiences, people can find themselves what they are best suited for or interested in doing for the rest of their lives. In this study, I will present some ideas on today's educational practice for motivation, and the realization of meaningful reading. There is a special place for the methodical ranking of the reading process, starting in school. The main requests of this reading, consist of the deep meaning of the subject, exploration of the idea, and other elements of the subject, and implementation of the technique's rules of the expressive reading, such as breathing, voice, diction, intonation, spelling, stoppages, logical emphasizes, emotional expressions, temper, timber, gesticulations, and mimic. There is also highlighted the fact that the used method comes from the pupils' results and depends on the capability and level of the teacher, the programming's scale, the tools that are put into disposition, the age and the level of the pupils, and from the environment that the teacher creates during courses. In the end, there are some practical guidelines for the realization of expressive reading in the literature subject.

**Keywords:** *Education, expressive reading, educational method, level of teacher*

## **INTRODUCTION/ PRESENTATION**

Along speaking and listening, reading like a communicative skill is a very important activity and also an important source of knowledge; thus, it takes a very important place in the program of the subject for literary reading in school. This fact realizes a good knowledge from the teacher to the process of reading and the realization of an effective teaching toward students to become good readers, active and capable to be involved in independent ways and reading activities. Today, reading has gained a new characteristic, new elements that must be known and promoted for the progress of each individual. In a special way, school must know these characteristics; through it enables a high quality of pupils' achievements in the whole teaching process. The problems of pupils in reading based in all educational levels, have great importance, after that, we generally meet in a superficial from the parts of a low results that come as a result quality of teaching and learning. It's increasingly spoken in the educational practice, nowadays, the motivation of a meaningful and expressive reading. There are different practices to achieve a good reading that are followed by successful strategies and techniques that are linked a lot with the penetration of pupils in content and the deep meaning of the texts we read. The quality and validity of reading is an important aspect of teacher's work in school, not only in literary reading of subject. There are a lot of studies that bright in the quality of reading. Today, in many specialized institutions are prepared tests where new technology is applied to evaluate reading in understanding plan, quality and its speed too. We are all conscious of a poll applied by the World Bank in Albania where noticed that 57 % of pupils till the age of 15, didn't know to read, according to the actual reading it doesn't mean decoding but skills of pupils to rebuild the structure and content of expressed ideas in different literal parts and beyond. These verify that pupils are not only able to summarize texts' summaries but they are rarely courageous to support the evaluation of interpretation.

## **LITERATURE REVIEW**

This observation leads to another conclusion that the ways of reading reflect low level of the thinking process, there lacks a literary reading and critical analysis of the literal text. This raises the task of teachers to direct pupils to develop the ability of the highest level of thinking. By looking at learning as a cognitive process of a higher level, it requires an understanding, and conclusions, making the time of literary reading a logical place to start the process. The pupils must learn and read to decide in situations that create conditions for real reading. Thus, to learn how to read means to actually read. The meaningful and expressive process of reading passes in some steps from the first class and higher to get better till it becomes perfect as a process. When the child enters school, he has formulated some hypothesis about writing, in this way he is now a reader, and this experience must be taken into consideration during further teaching of reading in school.

Later, we see the transition of early reading in the automation process of reading where pupils are involved in an intentional reading to decode difficult texts and new words (unknown words) and also to read faster. In the last step, which is achieved through reading in the subject of literary reading, the pupil achieves control of the meaning of the text he has read, to read with rhythm and intonation, to use his experience in reading and recreate the meaning of different literary texts.

## **RESEARCH METHODOLOGY**

This is a methodical ranking of reading process; it makes us think that pupils firstly learn how to read” and later “read how to learn”. This alternative attracts the attention of the school, didactics over reports and relations where reading must have been like a process, and also as an artistic literacy reading. This shows that lots of researchers have seen reading as a communicative activity in many uses; it must serve to all fields of knowledge and literature. In many researches of the language field and didactics where prevails the idea that reading must be involved and goes to a continued demand of the whole text, of the whole school curriculum an also some demands in all school subjects. In her work

Gjokutaj (1997) has written: “In the practice of Albanian schools, there are places for modifications and re-conceptions because the dominance of idea for a long time that reading is an aim mainly in the subject of artistic, literary reading has forwarded a bias in the process of reading by creating reductions in other school subjects.

## **FINDINGS AND ANALYSIS**

The question is how should be a reader to whom we should aspire to?

(1) Traditionally, the expressive reading was done in a certain stage of the class, usually after the presentation of the topic before the development of the content. So its object is seen only the book of the literary reading, where teachers only in this case raise up the demands for an expressive reading. This has been a close overview of reading that didn't respond to its final objectives.

The expressive reading must permeate the whole class of the literary reading and hunts out only through reading of literary pieces, but also in other instruments of reading for example, assignments, homework done by pupils, creative works with writing, other school's texts aims a reader to understand better the aims and objectives of reading and applies new rules to be able to identify the important information in a text by bringing knowledge or early experiences to build a meaning in its text. Thus, a good reader reads to answer the questions, to learn from a written text and it comes true when achieves the rates of a meaningful and expressive reading. Like many other reading processes, a meaningful and expressive reading must not realize without practice, without the teacher's example because it couldn't let since the first steps of pupils to look after themselves.

Firstly, pupils must know and then own mechanisms that are necessary for the embezzlement of expressive reading. If a pupil tries or not the power and the beauty of language like a tool, not only in communication but also in expressive reading, this depends on a passionate work of teacher who creates an atmosphere that stimulates pupils' trial and judgments. They should be encouraged to ask questions, to make predictions and organize ideas that support their judgments about the



information they get from the literary parts. Teachers, who encourage discussions before the reading process, help pupils to activate previous knowledge, also allow pupils search further through reading that is necessary need. In this way, teacher helps pupils to identify the aims for reading to formulate hypothesis and test the truth of their hypothesis through the reading process. He leads the discussion by evaluating every meaning or interpretation given by pupils, every judgment and way form a sub-context as it is stated by Petriti, K. (2000) first operation of the text deals with the philology.

(2) So with the explanation of vocabulary by giving the proper context for new words, a word has different meanings in different contexts. The importance of the expressive reading is clear in the content of the subject's program of the literary reading. There focuses that, pupils should win the reading technique to enable an expressive way of reading, a right conscious one, a fluent reading by respecting the rates of spelling and writing to know and apply in practice for the elements of the expressive reading with gradual increase from class to class accompanied with breathing, stoppages, intonation of spelling and understanding of literal parts in the whole text, after that, it makes an attractive content, it raises up vivid pictures of pupils, it promotes the interest, light up imagination, pays attention, helps them to distinguish which has the main valuable importance and it makes pupils feel and live the literary texts. The expressive reading involves all included parts OD a literary passage, content, ideas, structure, artistic tools, the stylistic of language, all accompanied with writing and spelling, with practical character of literature and language. He, generally reads, understands, lives more with literary passage, and applies the spoken and written texts in relations with others and its personal life. In front of a text the reader creates its meaning for all those who read it. The comprehension of a text is an act of work and the structure of understanding in different levels. Thus, in a class, pupils can give interpretations from a text's reading. Based on this result, there are different thoughts from different researchers (Tsukerman G.A, 1993). Some researchers think that the meaning is inside the literary text and belongs to the text that discovered it. In this case, the problem often stays in the facts. That interpretation of the reader may not be fixed

with the author's one. Other researchers protect the thought that meaning is not in the text depends on the knowledge that the reader has opposite the text. According to this viewpoint, each reaction of the reader from the text has the common values as it is said that: "A realized description mustn't ever be a simple numeration, its values consist before all the unity of the described details pre-determined to realize an effect. This unity, this effect declares the spiritual state and mood of the person who did the description.

**(3)** Each reading is the structure of meaning and comes out from a numerous visual and abstract indicators. But, it exists even a concept of an independent meaning from the reader and this is the meaning that the author gives to his text.

For this reason, to read means to not only build a meaning but in the same time to rebuild the meaning that the author has wanted to give to his text. The structure and the re-structure include more than a simple intellectual activity because reading changes. So, we may say that writing has not a single meaning. To read what is written, maybe in different forms, but to read means to read even what isn't written, thus to read what is written between the lines. To achieve this, in the center of the lesson, we see the reader, where the pupil is promoted to participate in a colloquial, conversation, over the given meanings of the literary text. With the concept of reading between lines, the reader recognizes the views and aims to interpret and judge his thoughts. Except for this kind of reading, meaning and the aim of reading process of literary text achieves it through reading beyond the lines where we face the suppositions linked with the results and taking out of the conclusions that aren't expressed from the author in literary pieces (Laylo V.V,2001).

The process of analyses allows pupils to make a new synthesis, understand and reflect deeply linked with the importance of the ideas.

This purpose of work with literary text surely has difficulties because it searches a lot of facts above all the cultural information of pupils, a rich and personal experience. But this doesn't mean that it's not reachable because a good teacher knows how to function the personal experiences of his pupils. Teacher asks different questions, such as: If what the author says is true, what other conclusions can we come out? If things weren't

as the author has mentioned, but differently, which is our viewpoints? What differences do we expect if events come from the author's view? What kind of differences do you want to see and why? There are other questions that move on the pupils and reader's fantasy by enriching the meaning of the stories with their experiences, where is included the reader's experience. So, the pupils must not be in the repetitive level of communication and also to create a parallel text's creation. To achieve this, in the literary reading class, develops a talk throughout highlight values, factors and subjects of literal communication. As we mentioned above, questions that are asked to pupils must be numerous by leading to the content, characters, the message's clearance, artistic language, etc. The character of question gradually gets more difficult till it joins to questions with creative characters.

The teacher should look after the pupils, to speak more, to express his thoughts freely, to give arguments by arguing them, to evaluate the text in maximum, to not forget the context and the message that come out from the text and contexts, because thoughts and movements of the reader come out not only from the text, but also must be argued with pupils' facts. In this viewpoint, the text of the literal reading has a new development in the class. Nowadays, our society faces with new a phenomenon that negatively indicates in the process of meaningful and expressive reading. The long stays in front of the television, computer, electronic games, all make and push the children to lower in minimum the parameters of creativity that are necessary for reading. So, the movement of interests from electronic multimedia to the art of word needs the commitment of the society, especially schools that directs to its efforts through the word's improvement and the development of methods by finding some movements that make a good reading for pupils who are orientated from the book.

## CONCLUSIONS

The teacher searches the formation of a positive staying over reading, when he prepares teaching, he takes into consideration not only the literal piece but even the pupil. He must be focused in differences that his pupils have in reading, he plans activities for all difficulties. Through reading he must see the way of pupils' communication with different psychological, social and linguistic levels of knowledge. The planning of the class in the subject of literary reading is another moment, which helps in the formation of an expressive reading and in the crystallization of positive pupils' staying. Here we stress a phrase of S. Mc. Namara and G. Moreton (2003): "To plan effectively by not taking so much time, the teacher must be completely clear what his children need to know and to proceed till the end of the topic. "For this, the teacher uses a lot of techniques like concentration above the act of reading as an entire one without spoiling the literal creation, by clarifying the way that the author has integrated pieces like the whole one.

The insurance of success is another positive movement in the promoted process of the child to read because this stay doesn't depend from the time that pupils spend in reading. The success is to another powerful mechanism of motivation; it's like a failure that comes from his results. For this reason, a good teacher plans activities where all pupils live and feel success that dedicates to them. Another way, except the planning of successful activities for pupils, is the knowledge of real mood for each pupil and their presentation in class. All teachers according to the subject they teach and also their personalities influence a considerable indication in the formation of all pupils. The teacher has the ability to promote pupils like active participants in the class, to support their feelings, to express warmness, enthusiasm, to understand difficulties and their needs for help, to be elastic in their staying, to increase the collaboration between pupils, to argue their thoughts, there are necessary qualities for the teacher, to give the waiting results in the school process. This realizes not only when the teacher has the leader's role in the teaching process but also has a multi-planned cultural and professional formation. In conclusion, we may say that meaningful and expressive reading, reading

with proper intonation is the only tool, implement to judge over understanding scale of text from the reader's part.

## REFERENCES

Amonashvili, Sh.A. *Reflektime mbi pedagogjinë humane* M, 1995.

Bugrimenko B.A., Tsukerman G.A. *"Leximi pa detyrim"*, M, 1993.

Gjokutaj, M. (1997) *"Karakteristika të të lexuarit të sotëm"*, Revista pedagogjike, nr 4, fq.96, Tiranë

Laylo V.V. *Zhvillimi i kujtesës dhe shkrim-leximit* Një udhëzues për mësuesit M., Drofa, 2001

McNamara, S. & Moreton, G. (2003), *"Të kuptuarit e të qenit ndryshe"*, udhëzues për mësuesit, Tiranë.

Petriti, K. (2000), *"Fjala poetike e Pandorës"*, Tiranë.

# **SOCIAL ANXIETY AND DESCRIPTIVE NORMS AS PREDICTORS OF PROBLEMATIC INTERNET USE AMONG ALBANIAN UNIVERSITY STUDENTS**

**Assoc. Prof. Dr. Erika Melonashi**

Vice Dean of the Faculty of Social Sciences, Tourism and Sports.

Head of Department of Behavioral and Health Sciences,

Barleti University

**E-mail:** [bh.dep@umb.edu.al](mailto:bh.dep@umb.edu.al)

## **ABSTRACT**

The purpose of the present study was to assess the usefulness of self-medication explanations versus the social norms approach in predicting internet addiction tendencies among Albanian youth. The study tried to determine whether internet addiction tendencies could be best predicted by the social anxiety dimensions of fear and avoidance (self-medication) or descriptive social norms for internet use (perceived behavior of peers, friends, siblings and partners). Participants were 361 university students, 117 men, and 244 women, Mean<sub>age</sub> =24.7 years. The measuring instruments were Liebowitz Social Anxiety Scale (Liebowitz, 1987) and Internet Addiction Test (Young, 1998). Social norms were assessed with four questions referring to perceptions of time spent online by sibling, friend, peer and partner. Results indicated that 8.9% of the sample reported problems with internet use, while 34.6% were classified with very probable to highly probable social anxiety. The regression model, with gender, age, social anxiety dimensions and descriptive norms resulted in a significant model predicting 17% of the variance in internet addiction scores. The variables contributing significantly into the model were fear of social interaction,  $\beta=.42$ ,  $p<.01$ , fear of performance  $\beta=.23$ ,  $p<.05$ , and perceptions of partner's time spent online,  $\beta=.17$ ,  $p<.05$ . Results supported the self-medication hypothesis of internet addiction.

**Keywords:** *internet addiction, social anxiety, descriptive norms, students, Albania*

## INTRODUCTION

Internet has become an integral part of everyday life for individuals all over the world. While patterns of use might vary across different countries, cultures, and age groups, research evidence on unhealthy practices of use has been in place for many years now (Griffiths, 1996, 2000; Young, 1996, 1998). Research studies on this topic mainly come from developed countries, where problematic use has actually become an important issue (Young, 2015). Conversely, very few studies have addressed internet use behavior or addiction in developing countries, as research efforts seem to be directed onto other more ‘pressing’ issues. Even so, internet use in developing countries, and particularly the Balkans is quite widespread, reflecting efforts to keep pace with the rapidly changing post-modern world. The very different context, in terms of social, economic, and cultural aspects suggests that the investigation of this behavior in the specific framework might produce particularly important insights as regards both patterns of internet use and abuse. The present study confronts normative influence explanations versus self-medication explanations of internet addiction, in a sample of Albanian University students.

Albania has undergone important political and socio-economic transformations during the last 30 years, and the country today is still caught in the struggle of trying to follow the pace of post-modernity on the one hand and meet the very basic needs of the people on the other. In this context, the adoption of behaviors that are associated to modern or western values/way of life is largely appealing to youth; several studies have indicated the influence of ‘adopted’ western social norms/values on specific health behaviors (e.g., associations between western images/way of life and smoking behavior and rapidly increasing prevalence of smoking behavior in Albania after the ‘90s) (Melonashi, 2014). Along these lines, internet use behavior might be associated with strong social norms favoring it, particularly because it indicates ‘closeness’ to the Western European way of life and values. Moreover, the relevance of social norms is particularly important in the college or university context, considering the widespread use of the internet for educational purposes;

indeed, Kandell (1998) has argued that university students are particularly vulnerable to develop internet use problems particularly because of the context's characteristics. In this aspect, Albanian students would not be very different from students in other European countries, since the internet now has become an important component in education, and normative influence would certainly be present.

One important aspect though, which would differentiate Albanian students is once more related to the specific socio-cultural context. The rough transition process of the country over the years, is already producing important consequences on the physical and mental health of the population. National data on mental health have indicated that disorders such as depression and anxiety are peaking in the last few years, and particularly among youth (Albanian Institute of Public Health, 2015). Likewise rates of substance use and abuse have been consistently growing (Albanian Institute of Public Health, 2015). Although not directly tested, a self-medication hypothesis of substance abusers or addiction in the Albanian context might be quite plausible (i.e., individuals use and abuse substances to self-medicate for anxiety, depression, etc.) (Chartier, Walker, & Stein, 2003; Ham, 2009; Khantzian, 1985; Sher, & Levenson, 1983; Schneiner et al., 2010). While admitting that this claim needs to be investigated in further research, the existing prevalence data on psychological disorders, clearly indicate vulnerability of Albanian youth towards the development of specific disorders or substance use problems. Therefore, in the context of a self-medication hypothesis, the internet, similarly to substance use might provide a way to cope with negative emotional states; however differently from substance use, the internet provides a more socially acceptable (and even desirable) behavior, which is also cheaper and more easily accessible for a broader range of individuals.

## **LITERATURE REVIEW**

Compulsive use or internet addiction has been subject to much research and some of the main distinguishing features include excessive use, preoccupation with use, and considerable interference with everyday



functioning (Young, Pistner, O'Mara, & Buchanan, 1998; Weinstein, Feder, Rosenberg, & Dannon, 2014). Cross-country research has found relationships between problematic internet use (addiction) and a broad range of anxiety disorders across different countries, both among adolescents (Yen et al., 2007; Wei, Chen, Huang, Bai, 2012; Weinstein, Dorani, Elhadif, Bukovza, & Yarmulnik, 2015) and adults (Alavi, Alaghemandan, Maracy, Jannatifard, Eslami, et al., 2010; Liu & Kuo, 2007). These relationships were explicable through self-medication models (e.g., Yan, Li, & Sui, 2014; Chi, Lin, & Zhang, 2016; Liberatore et al., 2011). In particular, social anxiety is a quite widespread disorder, receiving much research attention, particularly because it is closely related to the developmental challenges faced by adolescents and young adults.

From a developmental perspective, young adults are confronted with significant challenges arising from 'an independent life', including pressure to perform (at college, university, work etc.) adapt to novel situations, form intimate relationships, choose a career, etc. Indeed, studies indicate that stressors at college and university increase the risk for students with anxious tendencies to actually display the specific disorders (e.g., fear of public speech, generalized anxiety, depression etc.) (American Psychiatric Association, 2013; Hartman, 1986; Weeks, Heinberg & Rodebaugh, 2008). Studies have found that actually symptoms of social anxiety are very common among college students (Purdon et al., 2001). Individuals with poor social skills might turn to the internet to manage their social anxiety or fulfil their needs for social affiliation online (Milani, Osualdella, & Di Blasio, 2009; Ceyhan & Ceyhan, 2008; Lavin et al., 2004; (Kardefelt-Winther, 2014; Weidman et al., 2012). Indeed, results from prospective studies have also reported that social anxiety symptoms significantly predict future internet addiction among youth (Ko, Yen, Chen, Yeh, & Yen, 2009).

However, the consideration of the specific developmental stage (i.e., young adulthood) requires the acknowledgment of external social normative influences too. Similar to real life, behaviour does not occur in a vacuum and is just not exclusively internally driven; therefore, online behavioural patterns are subject to influence by perceived social norms,

learning, or modelling processes (Bandura, 1986). Indeed, descriptive social norms, i.e., perceptions on the extent to which other people are involved in a specific behaviour, have proved to be important predictors in a range of other problematic or risky behaviours among youth (e.g., smoking, alcohol drinking, unprotected sex). Moreover, descriptive norms of internet behaviour are particularly important in the college or university context, considering the widespread use of internet for educational purposes; indeed, Kandell (1998) However, some descriptive norms regarding specific categories seem to be more relevant than others; for instance, research has found important resemblances in couple's online behaviors (Helsper& Whitty, 2010). From the Albanian context, Melonashi (2017) has reported that descriptive social norms (i.e., perceptions of how much time significant others spend online) were the only significant predictors of self-reported time spent online, among Albanian university students. This same study did not find any significance for the influence of social anxiety on reported time spent online. Nonetheless this study used 'reported time online' as a measure of internet behavior and not proper measures of internet addiction. Therefore, it might be the case that social normative approaches might be relevant in explaining internet use behavior in general, but self-medication models might fare better at more problematic levels of use (i.e., abuse).

#### *Aim of the study*

The aim of the present study was to assess the usefulness of the self-medication hypothesis versus the social norms approach in predicting internet addiction tendencies among Albanian youth. Considering that social anxiety at clinical levels is much less prevalent than symptomatology (e.g., Purdon, Antony, Monteiro, & Swinson, 2001) it was considered important to descend to a more specific level of analysis in terms of the particular dimensions. Thus, four dimensions of social anxiety were considered, including fear of social interaction, fear of performance, avoidance of social interaction and avoidance of performance. In this way the present study enables a description of tendencies in a non-clinical sample, which is quite important in terms of

prevention. Moreover, four different layers of normative influence were considered: peers, siblings, friends and partners.

## **RESEARCH METHODOLOGY**

### *Participants and Procedure*

Participants were university students, randomly chosen from the institutional database of email addresses. Emails were sent to 600 addresses (i.e., 20% of the whole student population of the university), randomly selected for each of the three faculties. The email explained the aim of the study, as well as ensured both anonymity and confidentiality of the respondents; additionally, contact addresses of the researcher were provided for further questions/clarifications. The questionnaire was accessible through the link contained in the email (Google Docs Platform). The response rate was satisfactory for online surveys (response rates are very low), as 61%, or 361 students filled in the online questionnaire. In terms of gender composition, the sample consisted of 117 men and 244 women,  $Mean_{age} = 24.7$  years,  $SD = 7.8$  years. In terms of field of study, 112 participants were Law students, 111 were Social Sciences students, and 138 participants came from the Faculty of Economics & Information Technology.

### *Instruments*

The self-report questionnaire comprised two scales: The Liebowitz Social Anxiety Scale (Liebowitz, 1987), and the Internet Addiction Test (Young, 1998). Also, the questionnaire asked for general information on gender, age, and education. Descriptive norms were assessed with four questions asking on the amount of time that friends, peers, siblings or partners spent online (measured in hours/day). The response options were as follows: '1-2 hours', '3-4 hours', '5-6 hours' and 'more than 6 hours'. The four dimensions of social anxiety were measured with the Liebowitz Social Anxiety Scale (Liebowitz, 1987). The instrument consists of 24 items, 11 referring to Social interaction situations (fear and avoidance), and 13 to Performance situations (fear and avoidance). Response options were on a Likert scale from 0 (None) to 3 (Severe) for the Fear dimension and from 0 (Never) to 3 (Usually) for the

Avoidance Dimension. The Liebowitz scale results in a total score with a maximum of 144 points, and also has the following categories: Up to a score of 30, social anxiety is unlikely; Up to a score of 60, it is probable; Up to 90 it is very probable, while higher than 90, highly probable. Reliability of the scale as a whole was very good, Chronbach's  $\alpha = .94$ , but also the four subscales had acceptable values for internal consistency: Fear of social interaction  $\alpha=.86$ , Fear in performance situations,  $\alpha=.84$ , Avoidance of social interactions  $\alpha=.84$ , Avoidance of performance situations  $\alpha=.79$ .

Internet Addiction Test was developed by Young (1998), and consists of 20 items, on a five-point Likert scale ranging from 0 (Not Applicable) to 5 (Always). Summing up the answers for each question, results are classified as follows: Average user (mild) up to 49 points; moderate, i.e., occasional problems due to internet use: 50-79 points and finally: severe, i.e., significant problems because of internet use, from 80 to 100 points. The Liebowitz scale and the Internet Addiction Test were translated from English, by two independent translators. The researcher compared the Albanian versions, finding very few inconsistencies. The Albanian version was piloted with 5 students, to ensure the comprehensibility of the items; no major corrections were noted on the items.

## **FINDINGS AND ANALYSIS**

Descriptive analyses on internet addiction test revealed that 91% of the sample were classified as average users, i.e., they use the internet but have control over their behavior. Only 8.6% (31 participants) of the sample reported occasional problems due to internet use (scores in the moderate range) and 0.3% (i.e., only one participant) reported significant problems due to internet use. As regards the Liebowitz scale, results showed that social anxiety was unlikely for 21.3% of the sample (77); however, 44% (159) were classified with 'probable social anxiety', while 29.6% (107) with very probable social anxiety. Finally, 5% of participants (18) were classified in the category of highly probable social anxiety. Table 1 shows mean and standard deviation values for Internet Addiction and Social Anxiety scores. The question on partner's time

spent online, was answered by 317 out of 361 participants, i.e., 87.8% of the sample. Results showed that 11.6% (42) of them reported that their partners spent more than 6 hours/day online, 12.2% (44) reported 5-6 hours, 34% (124) reported 3-4 hours and 29.6% (107), 1 or 2 hours.

**Table 1**  
Descriptive Statistics for Internet Addiction and Social anxiety

	N	Minimum	Maximum	Mean	Std. Deviation
Internet Addiction	361	.00	86.00	23.6814	16.11455
Social Anxiety	360	.00	133.00	50.5500	23.53254
Valid N (listwise)	360				

Pearson correlations between Internet Addiction scores and Gender, Age, Partner's time spent online and the four social anxiety dimensions are shown on Table 2. Internet addiction scores did not correlate significantly with gender, but showed a significant negative weak correlation with age,  $r=-.146$ ,  $p<.01$ ; therefore, younger age was associated with higher scores on the internet addiction scale. As regards descriptive norms, internet addiction scores showed significant positive but weak relationships with time spent online by partners, peers, friends and siblings (see Table 2). Therefore, individuals scoring higher on internet addiction test also reported that their significant others spent more time online. Internet addiction scores also correlated positively with all four dimensions of social anxiety including, Fear of Social Interaction,  $r=.193$ ,  $p<.001$ , Fear of Performance,  $r=.154$ ,  $p<.01$ , Avoidance of Social Interaction,  $r=.14$ ,  $p<.01$ , and Avoidance of Performance,  $r=.158$ ,  $p<.01$ . Therefore, higher scores on the internet addiction test were associated with higher fear of social interaction and performance, as well as greater avoidance of both social interaction and performance.

**Table 2**  
Pearson Correlations between Internet Addiction and Gender, Age, Partner's time online, Fear and Avoidance components of Social Anxiety

	Gender	Age	Partner Online	Friend Online	Sibling Online	Peer Online	Fear SI	Fear PER	Avoid SI	Avoid PER
Pearson's r	-.069	-.146*	.230**	.227**	.146**	.242**	.192**	.154*	.140*	.158*
Sig.	.192	.005	.000	.000	.006	.000	.000	.003	.008	.003
N	361	359	317	356	351	356	361	361	361	361

Sig. \* $p < .01$ , \*\* $p < .001$

**Table 3**  
Regression Model for Internet Addiction scores onto Gender, Age, Social Anxiety Dimensions  
and Descriptive norms for Friend, Sibling, Peer and Partner

<i>Model</i>		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Sig.</i>
1	(Constant)	12.100	5.711		2.119	.035
	Gender	-2.349	1.876	-.070	-1.252	.212
	Age	-.231	.127	-.112	-1.826	.069
	Fear SI	.965	.249	.424	3.879	.000
	Fear PER	-.496	.228	.232	-2.178	.030
	Avoid SI	-.262	.242	-.101	-1.083	.280
	Avoid PERF	.407	.227	.168	1.792	.074
	Friend	.941	1.195	.057	.787	.432
	Sibling	.410	.956	.027	.429	.668
	Peer	1.401	1.269	.082	1.104	.270
	Partner	2.634	1.041	.167	2.531	.012

A regression analysis was conducted with Internet Addiction scores as the dependent variable, and 10 predictor variables: gender, age, four social anxiety dimensions, and descriptive norms for friend, sibling, peer and partner. Results revealed a significant model,  $F(10,309)=6.12$ ,  $p < .001$ , explaining 17% of the variance in internet addiction scores. The strongest predictor was Fear of Social Interaction,  $\beta=.42$ ,  $p < .001$ , followed by Fear of Performance  $\beta=.23$ ,  $p < .05$ , Partner's time online,  $\beta=.17$ ,  $p < .05$ . Hence students, who reported greater fear of social interaction and performance, and more time spent online by their partner, were more likely to report higher scores on the internet addiction test.

## DISCUSSION

The present study assessed the usefulness of self-medication explanations versus the social norms approach in predicting internet addiction tendencies among Albanian youth. Results yielded support for the self-medication hypothesis of problematic internet behavior (Khantzian, 1985; Sher, & Levenson, 1983; Schneiner et al., 2010) as the two strongest

predictors of internet addiction scores were fear of social interaction and fear of performance. Hence individuals who reported greater anxiety during face-to-face social interaction or performance contexts, also scored higher in the internet addiction test. A possible explanation is that the online medium seems to provide a safer context for individuals with social anxiety tendencies to fulfill their social affiliation needs, as well as reduce stress and escape negative emotional outcomes (e.g., fear of social interaction) (e.g., Hardie & Tee, 2007; Milani et al., 2009; Lavin et al., 2004; Wangberg et al., 2008). Since social rejection is less likely in the online medium, internet use behavior is positively reinforced, leading to increased use and consequently to a higher risk of addiction. However, these explanations are tentative, as the present study did not assess reasons or functions of internet use, which is an important limitation that needs to be addressed in future research, i.e., the use of social media, online dating sites etc. (Pontes, Szabo, & Griffiths, 2015).

Moreover, the prevalence of problematic internet behavior in the present sample was very low (8.6% reported occasional problems and only 0.3% reported significant problems), suggesting that scores of the present sample on the internet addiction test reveal 'higher engagement in online behavior' rather than addiction (only one participant). Indeed, these results are remarkably different from other European countries; for instance, Niemz, Griffiths, and Banyard, (2005) have reported figures as high as 18.3% among British university students. Although the present study does not allow for any solid conclusions on prevalence rates (small and unrepresentative of the Albanian youth population), it suggests that internet addiction is present among Albanian youth. Moreover, findings associating higher addiction test scores with younger age suggest that (similarly to other countries all over the world) the internet addiction problem might grow for younger generations.

In clear contrast with internet addiction rates, findings on social anxiety revealed quite concerning as a remarkable fraction of the sample (34.6%) was categorized with 'very probable to highly probable' social anxiety. While acknowledging the self-report nature of the study in an uncontrolled, non-clinical setting, still results are on the same line with the trend reported by the Albanian Institute of Public Health (2015), i.e.,

a high and also increasing prevalence of anxiety disorders in the general population in Albania. Moreover, while being once more very cautious in discussing prevalence rates, it might nonetheless be noted that social anxiety rates in the present sample seem to be more similar to those reported in studies from Asian countries, (e.g., Russia, Arab monarchies, etc.) rather than European countries (e.g., Al-Hinai, Al-Saidy, Dorvlo, 2006; Hofmann, Asnaani, & Hinton, 2011; Pakriev, Vasar, Aluoja & Shlik, 2000; Wittchen, Stein, & Kessler, 1999). This claim though needs to be investigated in future research, which also might consider the involvement of specific cultural characteristics, e.g., individualist versus collectivist values. Indeed, socio-cultural elements have been involved in explaining both prevalence rates and manifestations of social anxiety (Hofmann et al., 2011).

In this context, a possible direction for future research might concern the role of education processes within the school, particularly in relation to a social anxiety component, which is fear of performance. Although there are no systematic research studies on the topic in Albania, the issue of old-fashioned teaching styles or assessment methods thought to provoke anxiety, shame, and self-doubt in children and youth, has been consistently reported as an issue of concern by the media. Future research focusing on teaching methods and particularly feedback styles might be conducted to examine this issue, particularly in relation to social anxiety or even other behavioral problems (e.g., Di Loreto & Donough, 2013).

As regards descriptive social norms, results indicated that only perceptions of partner's time spent online made a significant contribution to the prediction of internet addiction scores. This result makes sense from a developmental perspective, as young adults struggle in the stage of Intimacy vs. Isolation (Erikson, 1978). Thus, the formation of healthy intimate relationships is an important goal at this stage and consequently intimate partners represent an important source of social influence across a range of behaviors (e.g., drinking habits, driving styles etc.) (Kehayes et al., 2017; Taubman - Ben-Ari, 2006). These findings could be explicable in many ways, starting with partners' behavioural similarity, which might be pre-existing or developing during the relationship. Alternatively, the virtual medium might represent an important way



through which couples communicate, particularly in those cases when partners are physically distant from each other (Bacigalupe & Lambe 2011). However, the finding could be also explicable through a self-medication hypothesis, as there have been suggestions that the internet is frequently used as a means to monitor and control the partners' activity, in efforts to manage insecurity and jealousy in a relationship (Burke et al. 2011). Hence individuals who perceive that their partners spend more time online, might also tend to be more engaged in online behavior in efforts to control for possible internet infidelity (cyber cheating or cybersex) (Whitty, 2005; Atwood & Schwartz, 2002). Nonetheless, future research is needed to determine if this is the case, through considering other variables such as overall satisfaction with the relationship, perceived level of support (e.g., Elphinston & Noller 2011). Even so these results suggest the importance of considering the specific characteristics of the developmental stage, in the investigation of internet addiction (e.g., Shiri, Shechner, & Aderka, 2016).

The absence of gender difference in internet addiction scores, is a finding which also requires some attention, considering that it is not in line with empirical research from other countries. Indeed, gender differences in patterns of internet use and abuse have been constantly reported in literature (Armstrong, Phillips, & Saling, 2000; Morahan-Martin, & Schumacher, 2000). However more recently Dufour et al. (2016) has reported no gender differences in overall internet addiction scores, but significant differences in types of online activities involved (e.g., girls on social media, while boys in online games). Hence, it might be important for future research to examine internet behavior, at a more detailed level of analysis by considering the different types of online activities.

## **CONCLUSIONS**

The present study provided support for a self-medication explanation of internet addiction or problematic use among Albanian students. As regards normative influences, only perceived time spent online of the partner was relevant in explaining internet addiction scores, suggesting that the specificity of each developmental stage might be very important

to consider in further research. Although problematic internet use was reported only by a small fraction of the sample, results confirmed at least its' presence among Albanian youth. Hence, although patterns of internet use might not be amongst the top research priorities for Albania for the moment, it would be advisable to dedicate at least some attention to this issue. An additional argument in support of this, is the evidence on a self-medication explanation as regards social anxiety symptoms. In fact fear of social interaction and fear of performance were the two strongest predictors of internet addiction scores suggesting that Albanian youth might turn to the internet to manage anxiety or fulfill their need for social interaction and support. Moreover, the particularly high rates of social anxiety found in the present sample suggest the urgent need for further research on social anxiety in Albania. Although no strong conclusions on prevalence rates can be made, results are clearly indicative of an existing problem which needs to be further examined especially as regards specific socio-cultural factors which might make youth more vulnerable to social anxiety.

## REFERENCES

- Alavi, S. S., Alaghemandan, H., Maracy M. R., Jannatifard, F., Eslami, M., & Ferdosi, M. (2010). Impact of addiction to Internet on a number of psychiatric symptoms in students of Isfahan universities. *International Journal of Preventive Medicine*, 3, 122-127.
- Albanian Institute of Public Health (Instituti i Shëndetit Publik) 2015 'Indikatorët e përbashkët shëndetësorë europianë (ECHI)', <http://ishp.gov.al/wp-content/uploads/2015/04/libri-indikatoreve-final.pdf>, 10.05.2017, accessed on 05.05.2017.
- Al-Hinai, S. S., Al-Saidy, O., & Dorvlo, A. S. (2006). Culture and prevalence of social phobia in a college population in Oman. In: M. Landow (Eds.). *College students: Mental health and coping strategies*. (pp. 115–132). New York: Nova Science Publishers.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th Ed.)*. USA: APA.

- Armstrong, L. Phillips, J. G. & Saling, L. L. (2000). Potential determinants of heavier internet usage," *International Journal of Human-Computer Studies*, 53, 537-550.
- Atwood, J. D. , &Schwartz, L. (2002). Cyber-sex: the new affair treatment considerations. *Journal of Couple & Relationship Therapy*, 1, 37-56.
- Bacigalupe, G., & Lambe, S. (2011). Virtualizing intimacy: Information communication technologies and transnational families in therapy. *Family Process*, 50, 12-26. doi:10.1111/j.1545-5300.2010.01343.x.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs NJ: Prentice Hall.
- Baum, D. D., Duffelmeyer, F.,& Greenlan, M. (2001). Resource teacher perceptions of the prevalence of social dysfunction among students with learning disabilities. *Journal of Learning Disabilities*, 21, 380-381.
- Bryan, T. (2005). Science-based advances in the social domain of learning disabilities, *Learning Disability Quarterly*,28, 119-121.
- Burke, S. C., Wallen, M., Vail-Smith, K., & Knox, D. (2011). Using technology to control intimate partners: An exploratory study of college undergraduates. *Computers in Human Behavior*, 27(3), 1162-1167. doi: 10.1016/j.chb.2010.12.010.
- Ceyhan, A., & Ceyhan, E. (2008). Loneliness, depression, and computer self-efficacy as predictors of problematic internet use. *Cyberpsychology and Behavior*, 11, 699-701.
- Chartier, M., Walker, J.,& Stein, M.(2003). Considering co-morbidity in social phobia. *Social Psychiatry and Psychiatric Epidemiology*, 38, 728-734.
- Chi, X., Lin, L., & Zhang, P. (2016). Internet addiction among college students in China: Prevalence and psychosocial correlates. *Cyberpsychology, Behavior, and Social Networking*, 19(9), 567-573.
- Di Loreto, S., & Donough, K. (2013). The relationship between instructor feedback and ESL student anxiety. *TESL Canada Journal*, 31, DOI: <https://doi.org/10.18806/tesl.v31i1.1165>
- Durkee, T., Kaess, M., Carli, V., Parzer, P., Wasserman, C., Floderus, B. et al. (2012). Prevalence of pathological internet use among adolescents

- in Europe: Demographic and social factors. *Addiction*, 107(12), 2210–2222.
- Elphinston, R. A., & Noller, P. (2011). Time to face it! Facebook intrusion and the implications for romantic jealousy and relationship satisfaction. *Cyberpsychology, Behavior, and Social Networking*, 14, 631–635. doi:10.1089/cyber.2010.0318.
- Erikson, E. (1978). *Childhood and Society*. Great Britain: W. W. Norton & Co.
- Griffiths, M. D. (1996). Internet addiction: An issue for clinical psychology? *Clinical Psychology Forum*, 97, 32–36.
- Griffiths, M. D. (1998). Internet addiction: Does it really exist? In: J. Gackenbach, (ed.), *Psychology and the Internet: intrapersonal, interpersonal and transpersonal applications*. (pp. 61–75). New York: Academic Press.
- Griffiths, M. D. (2000). Internet addiction-time to be taken seriously? *Addiction Research and Theory*, 8(5), 413–418.
- Ham, L. S. (2009). Positive social alcohol outcome expectancies, social anxiety and hazardous drinking in college students. *Cognitive Therapy & Research*, 33, 615-623.
- Hardie, E. Yi-Tee, M. (2007). Excessive internet use: the role of personality, loneliness and social support networks in internet addiction. *Australian Journal of Emerging Technologies and Society*, 5, 33-47.
- Hartman, L. M. (1986). *Social anxiety, problem drinking and self-awareness*. New York: Plenum Press.
- Helsper, E. J., & Whitty, M. T. (2010). Netiquette within married couples: Agreement about acceptable online behavior and surveillance between partners. *Computers in Human Behavior*, 26(5), 916-926.
- Hofmann, S. G, Asnaani, A. & Hinton, D. E. (2011). Cultural aspects in social anxiety and social anxiety disorder. *Depression and Anxiety*, 27(12), 1117–1127.
- Kandell, J. J. (1998). Internet addiction on campus: the vulnerability of college students. *Cyberpsychology and Behavior*, 1(1), 11–17.

- Kardefelt-Winther, D. (2014). A conceptual and methodological critique of Internet addiction research: Towards a model of compensatory Internet use. *Computers in Human Behavior*, 31, 351–354.
- Kehayes, I.L., Mackinnon, S. P., Sherry, S. B, Leonard, K. E, & Stewart, S. H. (2017). Similarity in romantic couples' drinking motivations and drinking behaviors. *Substance Abuse*, 20, 1-5. doi: 10.1080/08897077.2017.1355869.
- Khantzian, E. J. (1985). The self-medication hypothesis of addictive disorders: Focus on heroin and cocaine dependence. *The American Journal of Psychiatry*, 142, 1259-1264.
- Ko, C. H., Yen, J. Y. Chen, C. S. Yeh, Y. C. & Yen, C. F. (2009). Predictive values of psychiatric symptoms for Internet addiction in adolescents: A 2-year prospective study. *Archives of Pediatrics Adolescent Medicine*, 163, 937–943.
- Lavin, M. J., Yuen, C. N., Weinman M.,& Kozak, K. (2004). Internet dependence in the collegiate population: the role of shyness. *Cyberpsychology and Behavior*,7, 379-383.
- Liberatore, K. A., Rosario, K., Colon-De Marti, L. N., & Martinez, K. G. (2011). Prevalence of internet addiction in Latino adolescents with psychiatric diagnosis. *Cyberpsychology, Behavior, and Social Networking*, 14, 399-402.
- Liebowitz, M. R. (1987). Social phobia. *Modern Problems of Pharmacopsychiatry*, 22, 141-173.
- Liu, C. & Kuo, F. (2007). A study of Internet addiction through the lens of the interpersonal theory. *Cyberpsychology& Behavior*,10, 799–804.
- Melonashi, E. Social anxiety and self-reported time spent online in a sample of Albanian university students. International Conference on Innovations in Science and Education. Prague:2017
- Melonashi, E. (2014). Noncompliance with smoke-free policies in Albania: Attitudes towards smoke-free policies, noncompliance behavior, and policy recommendations. Saarbrücken: Lambert Academic Publishing. ISBN 978-3-659-21290-1.
- Milani, L., Osualdella, D.,& Di Blasio, P. (2009). Quality of interpersonal relationships and problematic Internet use in adolescence. *Cyberpsychology& Behavior*, 12, 681–684.

- Morahan-Martin, J., & Schumacher, P. (2000). Incidents and correlates of pathological Internet use among college students. *Computers in Human Behavior*, 16, 13–29.
- Niemz, K., Griffiths, M., & Banyard, P. (2005). Prevalence of pathological internet use among university students and correlations with self-esteem, the General Health Questionnaire (GHQ), and disinhibition. *Cyberpsychology & Behavior*, 8(6), 562–570.
- Pakriev, S., Vasar, V., Aluoja, A., & Shlik, J. (2000). Prevalence of social phobia in the rural population of Udmurtia. *Nordic Journal of Psychiatry*, 54, 109–112.
- Purdon, C., Antony, M., Monteiro, S. & Swinson, R. P. (2001). Social anxiety in college students. *Journal of Anxiety Disorders*, 15(3), 203–215.
- Pontes, H. M., Szabo, A., & Griffiths, M. D. (2015). The impact of Internet-based specific activities on the perceptions of Internet addiction, quality of life, and excessive usage: A cross-sectional study. *Addictive Behaviors Reports*, 1, 19–25.
- Schneiner, F. R., Foose, T. E., Hasin, D. S., Heimberg, R. G., Liu, S. M., Grant, B. F. et al. (2010). Social anxiety disorder and alcohol use disorder comorbidity in the National Epidemiologic Survey on Alcohol and Related Conditions. *Psychological Medicine*, 40, 977–988.
- Sher, K., & Levenson, R. (1982). Risk for alcoholism and individual differences in the stress–response-dampening effect of alcohol. *Journal of Abnormal Psychology*, 91, 350–367.
- Shiri, P., Shechner, T. & Aderka, I. M. (2016). Social anxiety and internet use—A meta-analysis: What do we know? What are we missing? *Computers in Human Behavior*, 62, 221–229.
- Taubman - Ben-Ari, O. (2006) Couple similarity for driving style. *Transportation Research Part F: Traffic Psychology and Behaviour*, 9(3), 185–193.
- Tokunaga, R. S. (2011). Social networking site or social surveillance site? Understanding the use of interpersonal electronic surveillance in romantic relationships. *Computers in Human Behavior*, 27(2), 705–713. doi: 10.1016/j.chb.2010.08.014.
- Wangberg, S., Andreassen, H., Prokosch, H., Mariavogos Santana, S., Sørensen, T., & Chronaki, C. (2007). Relations between Internet use,

- socio-economic status (SES), social support and subjective health. *Health Promotion International*, 23, 70–77.
- Weeks, J. W., Heinberg, R. G., & Rodebaugh, T. L. (2008). The Fear of Positive Evaluation Scale: Assessing a proposed cognitive component of social anxiety. *Journal of Anxiety Disorders*, 22, 44–55.
- Wei, H. T., Chen, M. U., Huang, P. C., & Bai, Y. M. (2012). The association between online gaming, social phobia, and depression: an internet survey. *BMC Psychiatry*, 12, 92.
- Weidman, A. C., Fernandez, K. C., Levinson C. A. et al., (2012). Compensatory internet use among individuals higher in social anxiety and its implications for well-being,” *Personality and Individual Differences*, 53, 191–195.
- Weinstein, A. Feder, L. C., Rosenberg, K. P., & Dannon, P. (2014). “Internet addiction disorder: overview and controversies,” In: K. P. Rosenberg, L. C. Feder (eds.). *Behavioral Addictions*. San Diego, CA, USA: Academic Press.
- Wittchen, H. U., Stein, M. B., & Kessler, R. C. (1999). Social fears and social phobia in a community sample of adolescents and young adults: Prevalence, risk factors and co-morbidity. *Psychological Medicine*, 29, 309–323.
- Whitty, M. (2005). The realness of cybercheating. *Social Science Computer Review*, 23, 57–67.
- Yan, W. Li, Y., & Sui, N. (2014). The relationship between recent stressful life events, personality traits, perceived family functioning and internet addiction among college students. *Stress and Health*, 30(1), 3–11.
- Yen, J. Y. Ko, C. H. Yen C. F. et al. (2007). The comorbid psychiatric symptoms of Internet addiction: attention deficit and hyperactivity disorder (ADHD), depression, social phobia, and hostility. *Journal of Adolescent Health*, 41, 93–98.
- Young, K. S. (2015). The evolution of internet addiction, In: C. Montag & M. Reute, *Internet addiction: Neuroscientific approaches and therapeutically interventions*. Germany: Springer, pp. 3–17.
- Young, K. (1998). *Caught in the Net*. New York: John Wiley & Sons.

- Young, K. S. (1998). Internet addiction: The emergence of a new clinical disorder. *Cyberpsychology & Behavior*, 1, 237–244.
- Young, K. S. (1996). *Caught in the net: How to recognize the sign of IA and a winning strategy for recovery*. New York: John Wiley & Sons.
- Young, K. S., Pistner, M., O'Mara, J., & Buchanan, J. (1999). Cyber disorders: the mental health concern for the new millennium. *Cyberpsychology and Behavior*, 2 (5), 475–479.
- Weinstein, A. Dorani, D. Elhadif, R. Bukovza, Y. & Yarmulnik, A. (2015). Internet addiction is associated with social anxiety in young adults. *Annals of Clinical Psychiatry*, 27(1), 1-7.



## **THE SCHOOL THAT PROMOTE THE GOOD HEALTH FOR THE PUPILS BETWEEN ADVANTAGES AND CHALLENGES**

**Lejda Abazi Ph.D.**

Barleti University, Faculty of Social Sciences Tourism and Sports,

Department of Behavioral and Health Sciences

**E-mail:** l.abazi@umb.edu.al

### **ABSTRACT**

In February 2022, WHO/Europe published new guidelines on how to involve adolescents and young people in decision-making about their health. The new guide, entitled “Nothing about us, without us. Tips for policy-makers on child and adolescent participation in policy development (2021)”, invites governments and policymakers to listen to and understand the perspectives, experiences, and needs of young people when making policy decisions affecting their health. Health promotion in a school setting can be defined as any activity undertaken to improve and/or protect the health and well-being of the entire school community. It is a broader concept than that of health education and includes policies for a healthy school, the physical and social environment of schools, and links with partners (municipalities, associations, health services etc.). Health education at school is a communication activity and involves a learning and teaching path that integrates work on students' knowledge, representations/opinions, and attitudes about behaviors, values, abilities, and skills. It often focuses on specific topics such as smoking, alcohol, and nutrition. What is a health-promoting school? A health-promoting school is a school that implements a structured and systematic plan for the health, well-being, and social capital development of all pupils and teaching and non-teaching staff. The project of the Swiss Agency for Development and Cooperation SDC, "Schools for Health" (S4H), implemented by the organization "Save the Children" and in collaboration with the Barleti Training Testing Center (BTTC), was my next approach as a clinical psychologist towards information and

education on healthy lifestyles as a way to prevent non-communicable diseases in students aged 6-15. The objective of the project was to promote healthy lifestyles in order to reduce the risk of non-communicable diseases among school students and the communities around them.

**Key Words:** *school, promotion, health, live styles, WHO*

## **PROMOTING HEALTH IN SCHOOLS FROM EVIDENCE TO ACTION**

Health promotion in a school setting could be defined as any activity undertaken to improve and/or protect the health of all school users. It is a broader concept than health education and it includes provision and activities relating to healthy school policies, the school's physical and social environment, the curriculum, community links, and health services.

Why is the promotion of health in schools important? Worldwide, education and health are inextricably linked. In simplest terms:

- ◆ healthy young people are more likely to learn more effectively;
- ◆ health promotion can assist schools to meet their targets in educational attainment and meet their social aims; young people that attend school have a better chance of good health;
- ◆ young people who feel good about their school and who are connected to significant adults are less likely to undertake high-risk behaviors and are likely to have better learning outcomes;
- ◆ schools are also worksites for the staff and are settings that can practice and model effective worksite health promotion for the benefit of all staff and ultimately the students.

## **THE CONCEPTS OF HEALTH EDUCATION AND HEALTH PROMOTION IN RELATION TO SCHOOLS**

### **What is a health-promoting school?**

A health-promoting school is a school that implements a structured and systematic plan for health, well-being and social capital development of all pupils, teaching and non-teaching staff. In different European countries it is indicated by other terms, but is nevertheless characterized from a global school approach includes:

- a participatory health education approach e action-oriented;
- an understanding that students have their own concepts of health and wellness;
- the development of school policies that promote health and well-being;
- the development of a healthy physical and social school environment;
- the development of skills useful for life;
- the creation of effective bonds with the family and the community;
- efficient use of health services in context school;
- the development of the health and well-being of students and the school staff.

**Health promotion in a school** community may include activities relating to the following **six components**:

#### ***1) Healthy School Policies***

These are clearly defined in documents or in accepted practices that promote health and well-being. Many policies promote health and well-being e.g., policies that enable healthy food practices to occur at school; policies that discourage bullying.

#### ***2) The School's Physical Environment***

The physical environment refers to the buildings, grounds and equipment in and surrounding the school such as: the building design and location; the provision of natural light and adequate shade; the creation of space for physical activity and facilities for learning and healthy eating.

#### ***3) The School's Social Environment***

The social environment of the school is a combination of the quality of the relationships among and between staff and students. It is influenced

by the relationships with parents and the wider community. It is about building quality connections among and between all the key stakeholders in a school community.

#### ***4) Individual Health Skills and Action Competencies***

This refers to both the formal and informal curriculum and associated activities, where students gain age-related knowledge, understandings, skills and experiences, which enable them to build competencies in taking action to improve the health and well-being of themselves and others in their community and that enhances their learning outcomes.

#### ***5) Community Links***

Community links are the connections between the school and the student's families, plus the connection between the school and key local groups and individuals. Appropriate consultation and participation with these stakeholders enhances the health-promoting school and provides students and staff with a context and support for their actions.

#### ***6) Health Services***

These are the local and regional school-based or school-linked services, which have a responsibility for child and adolescent health care and promotion through the provision of direct services to students including those with special needs.

**Health education** in a school is a communication activity and involves learning and teaching pertaining to knowledge, beliefs, attitudes, values, skills, and competencies. It is often focused on particular topics, such as tobacco, alcohol, and nutrition; or it may involve reflecting on health in a more holistic way. Both health promotion and modern concepts of education share a participative approach. Historically health education in schools tended to be based on a topic approach within the classroom, which meant working separately on issues such as smoking, alcohol use, physical activity, healthy eating, sexuality and relationships, safety, mental health, etcetera. This is still reflected today in some of the initiatives in schools on, for example, obesity or substance use. This can be problematic or ineffective as such approaches are sometimes based on assumptions relating to human behavior, which are difficult to justify and not supported by evidence.

First of all, it is known that all the 'topics' interact and are not separate at the behavioral level. For example, teenage sexual activity can be linked to alcohol/ drug use.

Second, there is a risk that health will be seen solely at the level of the individual and his or her relationship to the topic being explored, when in fact the social environment is very often vital in determining behavior.

Third, there is a tendency within the topic approach to assume that human behavior is completely based on knowledge and reasoning, and treats the important dimension of the emotions as a separate topic, when in fact mental and emotional aspects are integral to all the health issues. This is not to say that a topic approach has no place in school health education or in the promotion of health in schools. It is an argument for making sure that if a topic is being explored, that possible connections are made to other topics in the classroom and in the wider life of the school. This can enable students to consider the issue in the reality of the social and environmental contexts of their lives. There are uniting themes that can cut across topics at a theoretical and pedagogical level.

The life skills and competencies, which we wish young people to develop in the context of health-promoting schools, can be important and common to all health topics. For example, the skill of being assertive or having the ability to critically reflect on their role as individuals in a complex society with conflicting values about health.

A more traditional approach to health education at school it focused on individual themes such as healthy eating, smoking, physical activity, and mental health, but these health issues are not separate in the lives of young people and in their health-related behaviors. In one approach based solely on single themes, health can be seen at the level of the individual and his relationship with the subject at the time in time faced, without taking into account the fact that the environment

Health education in a school is an activity of communication that includes learning and teaching knowledge, beliefs, attitudes, values, skills, and competences. It is often focused on themes of individual health or allows us to reflect on our health in a more holistic way. Both health promotion and modern education concepts share one approach

participatory. Health-promoting schools are considered the expression of a global approach.

**Education and health** are closely related. The evidence suggests that:

- Healthy young people are more likely to learn in the most effective way;
- Health promotion can help schools achieve their social goals and to improve the level of education;
- Young people who attend school have a major possibility of enjoying good health;
- Young people who are doing well in school and who have a bond strong with school and with significant adults, they are less prone to developing high-risk behaviors e they can have better learning outcomes.
- Education plays an important role in terms of economic well-being and health outcomes in one phase subsequent life;
- Promote the health of school staff can lead to greater job satisfaction and a reduction of absenteeism;
- Active health promotion in schools can help schools and decision makers to achieve them educational goals, social and economic.

Research reveals many interactions between education and health and there is sufficient evidence to justify the action. Lot of Ministries of Education have not yet fully invested in what they consider an initiative related to health, although it is now evident that you are to be taken in considering huge potential educational benefits just for the education sector.

## **A SCHOOL THAT PROMOTES HEALTH**

Health promotion in the school context has a broader value than the underlying one of health education, also including policies for a healthy

school in relation to the physical and social environment of schools and ties with partners (municipalities, associations, health services ...), to improve and/or protect the health and well-being of the whole community scholastic.

The promotion of health and health equity requires interventions throughout the course of life, according to a life course approach. The main evidence in the literature has shown the greater effectiveness of the "Approach global school "(or systemic)", recommended by the World Health Organization, which deals with individual issues within a single overall picture of the educational training processes, combining interventions in the classroom and on environments, intertwining individual change and social transformation.

This approach thanks to the coherence between school policies (referto the social, physical, and organizational environment) and educational activities, favors the improvement of learning outcomes, increases well-being, and reduces health risk behaviors.

To develop health promotion and well-being in the school context, the winning strategy is, therefore, a fruitful alliance between the school and the health system, taking into account the objectives, the subjects, resources, humanistic and scientific knowledge, as well as the relationships that bind them, directing efforts towards the co-design and co-construction of challenging educational environments, welcoming and innovative.

In planning its improvement process, a health-promoting school must, therefore, adopt a global approach aimed at all students, their families, staff teacher, and non-teacher, aimed at developing the individual skills of all members of the school community, as well as to improve the physical and social environment, opening up to the territory and strengthening collaboration with the local community.

The School is configured, in fact, as a social context in which health determinants act attributable to the different areas that characterize it:

- Educational environment (teaching, contents, evaluation systems, etc.);
- Social environment (internal and external relations, organizational climate, rules, etc.);

- Physical environment (location, structure, spaces used for physical activity/sports practice, activities outdoors, laboratories, restaurants, green areas, etc.);

Organizational environment (services available: canteen/snacks, transport, accessibility, usability extracurricular, transport, internal policies, etc.).

The school becomes a "health-friendly environment" using participatory methodologies through actions of an educational / training nature (curricular activities, life skills education), social (listening, collaboration, participation), organizational (increasing the opportunities to adopt healthy behaviors in the school context: healthy eating in canteens, snacks, and snacks, active lifestyle through curricular and extracurricular physical activity, "pedibus", bike to schools, adaptation of spaces, smoke-free environment) and collaboration with other subjects of the local community.

### **The salutogenic orientation of Health Promoting Schools**

The various ways of thinking and planning prevention in recent decades have re-taken the theoretical models on health and its re-definitions, which since the 1980s they have opened up to concepts such as well-being, quality of life and control of health determinants. And it is precisely in this historical period, between the end of the 1970s and the early 1980s, in the wake of a line of research aimed at investigating what it creates positive effects on various fronts and in many sectors (e.g. resilience studies, on protective factors, on social and cultural capital) that an Israeli sociologist has proposed a real paradigm shift in thinking and building health (Antonovsky, 1996). Introducing the salutogenic model, in the school context, means going beyond the tendency to "medicalise" the behavior of the population scholastic in the able and disabled; healthy and sick; deviant and non-deviant; safe or unsafe; correct and incorrect. It requires not always looking at the problem anyway (problem-based approaches) but identifying personal resources and opportunities of the context that create the quality of life, well-being, and new learning. Indeed, the salutogenic orientation requires: taking care of all the people who live in that precise setting and not just those "at



risk" (for example students with BES o burn out teachers); focusing on everything that can be healthy and improve the quality of life and not just eliminate the risks (see for example the policies on safety in our schools); finally, it invites us to consider the person in all his dimensions (physical but also psychological, social, spiritual). The salutogenic approach is based on learning from experience, providing cognitive and metacognitive activities, supporting the processes attribution of meaning that influence health choices by introducing the idea of Healthy learning. The salutogenic approach is based on learning from experience, providing cognitive and metacognitive activities, supporting the processes attribution of meaning that influence health choices by introducing the idea of Healthy learning. Antonovsky's model cannot be realized in a project or several projects implemented in a school, but to transform and innovate the school, it must be able to enter into policies, organization, design of school buildings, curriculum planning and therefore influence the health factors of spaces, times and bodies that characterize it.

From the theoretical models that underlie the vision and mission of the promotional approach to health education, the network has developed by taking up some methodological proposals that would transform "a school" into "a health promoting school". For joint action at an international level, the European Network of health promoting schools was born in 1991: European Network of Health Promoting Schools (E.N.H.P.S.), a project established by the World Organization of Health, by the European Commission and the Council of Europe.

### **The situation of health and well-being of Albanian students**

- Studies in our country (according to GYTS) with the age group 13-15, show that 11.5% of students are smokers, 17.6 boys, and 6.3 girls.
- In terms of exposure to second-hand smoking, 65% are exposed, to others smoking in their presence and 83% of them are not being prevented from buying tobacco products in the store.

New report on children, food, and nutrition (UNICEF, October 2019).

- In Albania, 11% of children under 5 years are stunted and 16% are overweight. In addition, only 29% of children between six months and 2 years are fed a diet that is diverse and has the required feeding frequency for the age of the child.
- Albania as well is facing the triple burden of malnutrition where in addition to stunting and overweight, micronutrient deficiencies such as anemia and iodine deficiency still affect one in four (25 %) children under 5 years and one in two (50 %) of school-age children.

## **NEW HEALTH PROJECT TO PROMOTE HEALTHY LIVING IN SCHOOLS**

"Schools for Health 2020" launched an activity for health promotion and disease prevention among school students. This new project of its kind aimed to promote healthy lifestyles in order to reduce the risk of non-communicable diseases among school students and their surrounding communities. In cooperation with the Ministry of Health and Social Protection and the Ministry of Education, Sports and Youth, the project of the Swiss Agency for Development and Cooperation SDC will work with schools, directorates of education and health as well as municipalities during the next four years.

Students aged 6-15 years, their families, and communities, in general, were the main target of the project and will be equipped with the necessary skills and knowledge to reduce exposure to risk factors of non-communicable diseases such as smoking, unhealthy diet, lack of physical activity and alcohol consumption. "Schools for Health" would address the new challenges brought by the COVID-19 pandemic as well as mental health, sexual and reproductive health, environment, and hygiene. Teachers and school authorities were the main actors in enabling healthy behaviors and practices for school students. About 120 schools will be covered by direct field activities – approximately 11% of Albania's schools – but all 9-year schools in Albania will benefit from a range of online interventions as well as support for the new national strategy to promote health.

The project will help national institutions and municipalities to define and implement policies that promote health among children and communities.

“Schools for Health” (S4H) was a project of the Swiss Agency for Development and Cooperation SDC, and was implemented by Save the Children, an international organization with extensive experience working with children in Albania for over 20 years.

This important project was applied by “Barleti Group” shpk in cooperation with “Barleti University” mainly with the Departments of Education and Training Sciences; Dep of Behavioral and Health Sciences; Physical Education and Sports and the Barleti Training Testing Center (BTTC) – October 2020.



There were organized the first 34 workshops of the project "Schools for Health 2020" in the main cities of Albania such as Tirana, Durrës, Shkodra, and Lezha.

Part of these workshops were 400 participants and as the target groups participate nominated: pupils; teachers and school leaders; parents and guardians; school physicians, psycho-social workers; health promotion employees and local government authorities.

The aims of the project were: to promote healthy behaviors among school children (aged 6-16) in Albania in order for them, their respective families and communities as a whole to engage in healthy practices and behaviors including healthy eating, physical activity, non-use of tobacco, alcohol or drugs, promotion of mental health, promotion of sexual and reproductive health, personal hygiene, protection of the environment, and promotion of other healthy behaviors because, the non-communicable diseases in Albania are responsible for 93% of all deaths. Unhealthy behaviors and lack of knowledge about good health practices are the main cause of these diseases. Schools have an essential role to play in helping children adopt healthier behaviors and practices and prevent disease.

Another project announced by the Ministry of Health and Social Protection Mrs. Ogerta Manastirliu, in a meeting at Barleti University of Tirana, in 13/05/2022, will be the "School Dental Care Program" that will include the creation of the new dental cabinets in 10 schools in Tirana for free check-up for children 6-14 years old.

The Albanian government has also engaged the eye care program for children 0-14 years old. An intensive screening program in terms of eye care by doing the first check-up, in the classroom, through the visual chart and by referring to all those cases which may have problems with seeing a specialist doctor. So far from this program are more than 24 thousand screenings performed and this program is practically spread all over Albania, in all schools.

## REFERENCE

- Antonovsky, A. (1996). The salutogenic model as a theory to guide health promotion. *Health promotion International Oxford University Press* 1996, Vol. 11, No. 1.
- Garista, P. (2017) The Health Promoting Schools model: School as a pedagogical setting for generating wellbeing and learning. *Formazione & Insegnamento* XV – 3 – 2017.
- Herbert, P. Lohrmann, & D. Fasha (2011) “Leading by example: Health promotion programs for school staff”. *School Business Affairs*. 17-19.
- Poor diets damaging children’s health worldwide, warns UNICEF. [www.unicef.org/albania/press-release](http://www.unicef.org/albania/press-release).
- Indirizzi di “policy” integrate per la Scuola che Promuove Salute. Ministero della Salute e Ministero dell’Istruzione, dell’Università e della Ricerca Italiana. [www.salute.gov.it](http://www.salute.gov.it)
- Leger, L. (2001) School, health literacy and public health: possibilities and challenges. *Health Promotion International Oxford University press* Vol 16 No. 2.
- O’Dea, J. “Benefits of developing a whole-school approach to health promotion” A modern epidemic. <https://ses.library.usyd.edu.au>.
- Plani i veprimet të Promocionit Shëndetësor 2017-2021 pdf. [www.ishp.gov.al](http://www.ishp.gov.al).
- Promoting health in schools from evidence to action pdf. [www.healthscotland.com](http://www.healthscotland.com)
- Scuole per la Salute in Europa: “Promozione della salute nelle scuole: evidenze per azioni efficaci”. She-fact sheet-2-Italy.pdf. [www.schoolsforhealth.eu](http://www.schoolsforhealth.eu).
- WHO (March 2006) What is the evidence on school health promotion in improving health or preventing disease and, specifically, what is the effectiveness of the health promoting schools approach? HEN (*Health Evidence Network*).

# **THE IMPORTANCE OF ENCOURAGING HEALTHY HABITS IN SCHOOL SETTINGS: EXPLORING PARENTAL PERSPECTIVE IN SCHOOL-PARENTS PARTNERSHIP**

**Dr. Esmeralda Ismaili**

Steinbeis University, Berlin, Germany

**E-mail:**esmeraldaismaili@gmail.com

**Dr. Reta Pinderi**

Barleti University, Faculty of Social Sciences, Tourism and Sports,  
Department of Behavior and Health Sciences

**E-mail:**r.pinderi@umb.edu.al

## **ABSTRACT**

In recent years, research is increasingly pointing toward the importance of healthy habits of children and adolescents with the recognition that health education from an early stage of life has a major impact on health and well-being during childhood and beyond. Studies indicate that healthy habits are important during the first years of life since these are crucial years for normal physical and mental development (Adams, K. B., Leibbrandt, S., & Moon, H., 2011). Schools play an important role in the promotion and maintenance of their students' health. But schools won't be successful in this mission without the parents, the other crucial half of the equation, to provide the healthy start that kids need to thrive in the classroom and in life. That's why it's so important for schools to engage parents in school health and wellness efforts and provide parents with the knowledge, skills, and support they'll need to maintain their children on the path of health and academic success (Bill, M. F., Lichtman, M., & Wu-Jung, C, 2017). Albania is a member of the Schools for Health in Europe Network (SHE) and around 30 schools in three counties are implementing School for Health approach. The current study was conducted in five schools which are part of the health for school approach. The authors explored the parental perceptions and awareness on health issues of their children as well as the school intervention and

initiatives in this regard. From the periodic meetings to address health issues to the decision-making process to improve the health of the children, parents are yet to understand the urgency of this topic and proactively engage for enhancing the health and well-being of their children. Results indicated that parents are aware of the importance of health habits toward nutrition, somehow toward mental health, that the school helps them by providing information about healthy eating and the importance of physical activities, but parents do not take initiatives to promote healthy habits, they are expecting to be school's responsibility. The research concluded that parents may need further education on how to engage in school health and wellness. Schools need to provide parents with the information and skills they need to support healthy attitudes and habits for their children both at home and in school. Strategies of creating a culture of wellness in which parents are proactively engaged by making their children and school wellness a priority are recommended not only to cultivate healthy habits in the young generation, but to raise the awareness on the entire community.

**Key words:** *school-parent partnership, health promotion, healthy habits, school setting*

## **INTRODUCTION / PRESENTATION**

Global School Health Initiative, launched by WHO in 1995, seeks to mobilize and strengthen health promotion and education activities at the local, national, regional and global levels. Implementing a healthy school approach (Comprehensive School Health or Health Promoting School) means constantly strengthening its capacity as a healthy setting for living, learning and working (WHO, 1998). Research in both developing and developed countries demonstrates that schools are an ideal setting to teach and provide children with opportunities to learn long-term attitudes towards personal well-being and lifestyle choices, while school health programs are proven to simultaneously reduce common health problems, increase the efficiency of the education system and advance public health (Ratliffe, K. T., & Ponte, E., 2018). Families and schools are two of the

central living environments of children, therefore, their collaboration is seen as an important factor in education, having a high impact on learning outcomes, motivation, and children's health (Paccaud, A., Et al, 2021). Children and adolescents who finish their educational stage integrating a healthy lifestyle will tend to be adults with less probability of exposure to risk factors (Honório, S.Et al, 2021).The current study was conducted in five schools (3 different districts of Albania) which are part of the health for school approach, with the purpose to explore the parental perceptions and awareness on health issues of their children as well as on the school intervention and initiatives to address them.

## **LITERATURE REVIEW**

Every child deserves a fair chance. A chance to learn, grow, explore possibilities, persevere and achieve his or her potential (Fisher, B. Hanson, A., & Raden, T., 2014). That's why the earliest years of their lives are crucial and there is the need to pay attention to how they are leaded on paths toward or away from good health.

Sylvester, B. D., Jackson, B. & Beauchamp, Mark R. (2018) stated that engaging in healthy behaviors, such as regular physical activity and following a nutritious and balanced diet brings about numerous health, social, and self-evaluative benefits. For this reason, it is important to understand the various factors that might support (or thwart) children and adolescents to pursuit in those behaviors.

Social learning theory proposed by Bandura emphasizes the importance of observing, modelling, and imitating the behaviors, attitudes, and emotional reactions of others (McLeod, S. A., 2016). And the most influential models children are surrounded are their parents within the family, friends within their peer group and teachers at school.

Globally, it is estimated that one in two disability-affected life years and one in five deaths among adolescents are caused by non-communicable diseases. These categories of diseases are driven primarily by behaviors that often start during childhood and adolescence including physical inactivity, unhealthy diet, tobacco use and harmful use of alcohol, they have the potential to impact child and adolescent health and bring about negative health outcomes in adulthood (UNICEF, 2021).



School may represent the optimal setting to display educational health-related interventions, as educators can have the opportunity to positively influence day by day students' life-long learning and work to reduce health inequalities among young people (Pulimeno M, Piscitelli P, Colazzo S, Colao A, Miani A., 2020).

A comprehensive school health approach includes a broad spectrum of activities and services which take place in schools and their surrounding communities that enable children and youth to enhance their health, develop to their fullest potential and establish productive and satisfying relationships in their present and future lives behaviors (Allensworth D, Lawson E, Nicholson L, et al., 2007). The goals of this kind of approach are to: promote health and wellness; prevent specific diseases, disorders and injury; prevent high risk social behaviors; intervene to assist children and youth who are in need or at risk; help support those who are already exhibiting special health care needs and to promote positive health and safety.

The below five key interconnected areas should be taken into account for developing a comprehensive school health approach, that will help school and their partners (parents are the most powerful ones) to work together closely for planning their programs for health and wellbeing explicitly, taking account of local circumstances and children individual needs:



*Source: Foundations for a Healthy School: A Companion Resource to the K-12 School Effectiveness Framework*

Children learn best when the significant adults in their lives: parents, teachers, and other family and community members work together to encourage and support them (Comer, J. P & Haynes, N., 1997).

Parent engagement in schools is parents and school staff working together to support and improve the learning, development, and health of children and adolescents (SDC, 2012). Studies have shown that their engagement can promote positive education and health behaviors among children and adolescents. School efforts to promote learning and health among children have been shown to be more successful when parents are involved. These children achieve higher grades and test scores, better school attendance, higher self-esteem, improved social skills, higher graduation rates and lower rates of risk-taking behavior. These positive outcomes are found regardless of race/ethnicity, class, or parents' level of education (Bill, M. F., Lichtman, M., & Wu-Jung, C, 2017).

## **RESEARCH METHODOLOGY**

The present research uses a quantitative methodology approach. This method is used for gathering data in which participants respond to a series of structured questions based on their knowledge and experiences. It is a common method of collecting data with which data is acquired from a predetermined group of respondents. This method is more objective and dependable yet unaffected by the researcher's personal viewpoint in expressing the phenomena since it permits testing theories and hypotheses and collecting a huge amount of data that is more appropriate to answer the topic. This technique supported understating the result's predictors by simplifying a complex problem to a small number of variables (Creswell, 2013).

### **Study sample**

A total sample of 124 parents from five schools in the three districts of Albania, filled the questionnaire. The parents were representatives of parent's council at school that their children attended. The sample was composed of mainly mothers. Most of them, had other children, either attending school or not, and live in urban area. In the below table is presented the distribution of the sample in the different demographic categories.

**Table 1**

Sample demographic characteristics

Parent	Mother	Father	Other/No answer
	66,2%	33,1%	0,7%
Other children	No	Yes (2+)	
	15,2 %	84,8%	
Living area	Urban	Rural	
	69,8%	30,2%	

### Research Instrument

The instrument used to collect the data was developed by the researchers and consisted of 15 questions aiming to get the parental perception and awareness on health issues related to their children, as well as the initiative that schools undertake to promote health among the children attending the school. Each of the questions were rated on 3-point Likert scale: Disagree- somehow agree-totally agree.

### Data collection and analysis

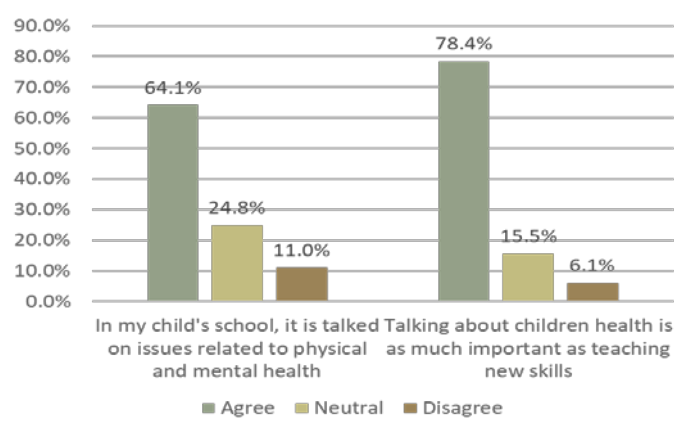
This methodology consisted in distributing self-reporting questionnaires to the parents of children who attended schools. The current study was conducted in five schools which are part of the health for school approach. First, the schools were selected, then the parents which were representatives of parent's council were contacted and were presented with the objective of the study. They were asked to participate in the study with their consent. After that, the researchers distributed the questionnaires physically to the parents. Some of them filled the questionnaire immediately and handed back to the researchers, others handed back the next day. The school staff (teachers, psycho-social staff) helped collecting the questionnaires from the parents and handed over to the researchers.

The quantitative data were processed with SPSS to present the following results in this research paper. The main analysis was descriptive, presenting in percentages the parents' opinion on health issues regarding

their children and the school engagement activities on promoting healthy habits in students.

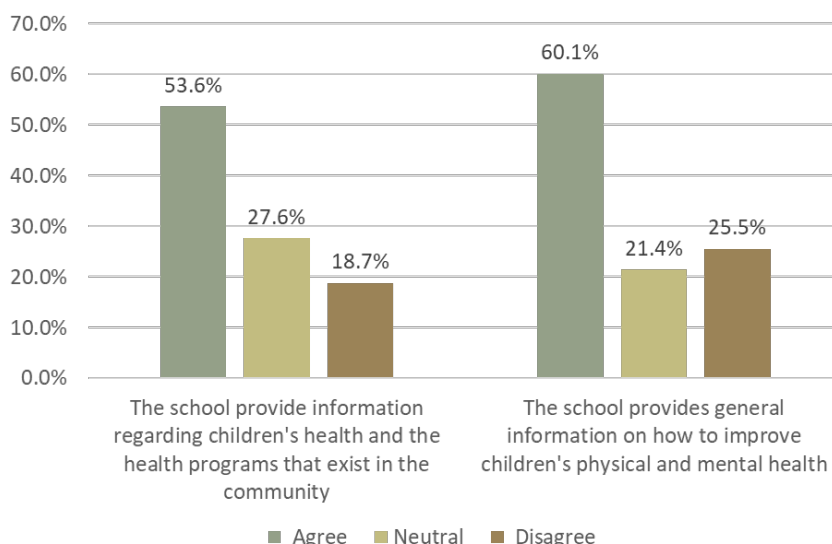
### FINDINGS AND ANALYSIS

The present study indicated that in school and in the family, parents think that it is talked about health-related issues both physical and mental health. So, 64% of the parents think that in schools is talked regarding health issues and 78.4% of the parents think that talking about the children health is as important as learning new skills. As it is shown in the graph below, there are some parents (respectively 24,8% and 15,5%) that are neutral in their responses indicating that they are not sure if that is happening in school or not.



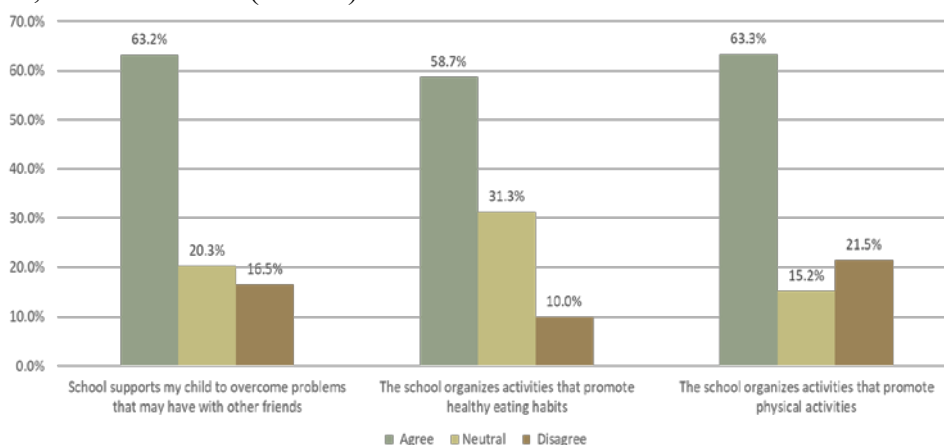
**Figure 1: Talking about health-related issues**

Schools work closely with parents to ensure that the best interest of the child is met. One way to ensure that, is through providing information on various issues to both families and children. When parents were asked if the school provides information on children’s health and health programs that exist in the community, almost half of the parents, 53,6%, agreed that school does so, while the other half either are not sure if this happens nor disagree. Parents were asked if the school provides general information on how to improve the mental and physical health of the children and it resulted that around 60% of them agree that this happens in the school that their children attend and 25,5% do not agree with that.



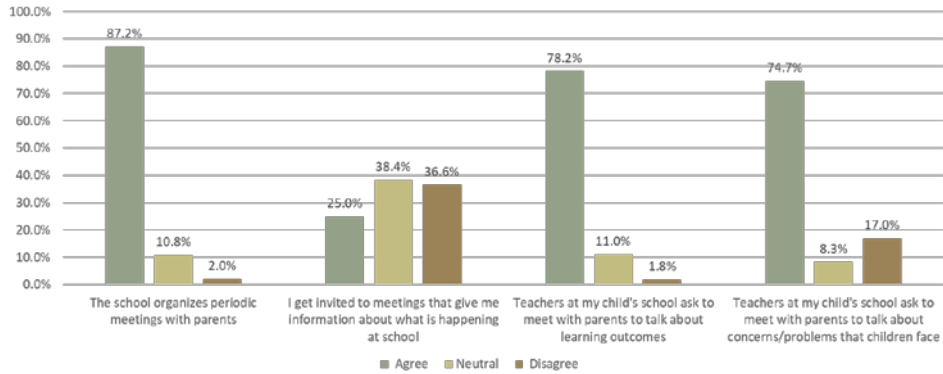
**Figure 2: Health related information provided by schools**

Schools play an important role in promoting healthy habits. This approach was explored by asking three questions to the parents and it resulted that most of them seems to agree. More specifically, 63,2% of the parents agree that school supports their children to overcome problems that might encounter with their peers, while 16,5% of them do not agree on this role that the school might have in their children's social life. When parents were asked if the school organizes activities that aim to promote healthy eating habits, 58,7% of them seemed to agree, while 31,3% are not sure (neutral) if the school does such activities.



**Figure 3: Encouraging healthy behaviors**

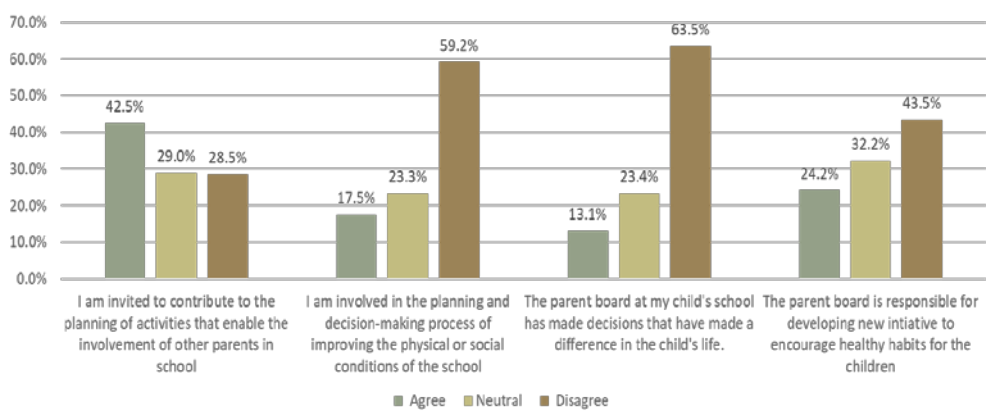
In the figure 4 are presented the results regarding the presence of parents in the school community, generally through the meetings. Most of the parents, 87,2% admit that the school organizes periodic meetings with the parents. For most of the parents, respectively, 78,2% and 74,7%, teachers ask to meet them to talk about learning outcomes and concerns or problems that children face. While it seems that parents have different perceptions when they were asked if they get invited to meetings that provide information regarding what is happening at school. Most of the parents either are neutral or do not agree that this is happening at the school that their children attend. While 25% of the parents agreed that they are invited to the meetings where it is given information on what is happening at school.



**Figure 4: Parents attending meetings at school**

The following set of questions aim to explore the parental engagement in the school activities. When parents were asked if they are invited to contribute to the planning activities that increase the involvement of other parents in school, the majority of them either were neutral (29%) or do not agree (28,5%) with this statement, while 42,5% agreed that this happens to them. Most of the parents, 59,2% of them reported that they are not involved in decision making process of improving social and physical conditions at schools, and only 17,5% of them agreed that they find themselves involved. This finding is supported by the other questions where the parents were asked if the board of parents (parents' council) has made any decision that has brought any difference in the children's life. Most of the parents 63.5. % do not agree with this. These both questions indicate that parents do not see themselves as being part in

decision making process in the school or being involved in this. The last question aimed to explore the idea of being responsible for developing initiatives to encourage healthy habits at school. The finding was surprising, when only 24,2% of them agree that is the board of parents is responsible for such activity, while one third of them were neutral and 43,5% of them do not think that this is their responsibility, indicating less proactive approach toward health initiative at school.



**Figure 5: Parental engagement in school activities**

## DISCUSSION

This study is focused on exploring the parental perceptions and awareness on health issues of children as well as the school intervention and initiatives in this regard. Schools are the best place for children to experience and learn about healthy habits, as well as the mental and physical health. There are different ways and actors that might be involves in how school can adopt the culture of talking and promoting the physical and mental hygiene. One of the most important agents are the parents. In this study parents admitted that the school talks about the health-related issues and they accept that talking about this topic is of great value for the development of their children.

The parents consider the school as great place to provide information on how to improve the health of the children and this reflects the health

promoting approach that school follows. This approach is evident for the parents who agree that the school that their children attend should encourage healthy behaviors by organizing initiatives that promote physical activities and healthy eating habits. As many studies have indicated bringing health information to students as well as organizing various activities that promote healthy lifestyle represents ethical duty for any school institution, so that teachers and psycho-social staff on the school should aim toward promoting physical and mental health for their students.

From the other hand, the promotion of healthy lifestyle in children is also parents' responsibility. In the current study parents indicated they are present in the meetings that the school organizes where are discussed not only the learning outcomes but also the other concerns that children face in everyday routine of the school. This is a very promising attitude considering that parents have their own responsibility in health education of their children that happen exclusively in family life. So collaborating with school staff and asking for information/support on how to approach different problems that children might face would bring better results to the installing the healthy habits in children.

It seems to be a discrepancy in what parents have reported between being involved in decision making process and taking initiatives to encourage healthy habits in children. From one side they do not perceive themselves as being part of the decision-making process at school and from the other hand they do not see themselves as responsible to take new initiatives and propose them to the school management. In this situation, there might be a gap that needs to be explored using insights from both, parents and school managers, and a proactive approach should be implemented.



## CONCLUSIONS

Most of the parents have reported that in the school that their child attend it is talked about health and they are aware of the importance of this topic. In general, schools provide to parents' information on children's health, how to improve and where to go and to consult if there is a problem. Most of the parents feels that school supports children in overcoming problems related to peer relationships, while a great number of parents perceive that the school organizes activities that promote healthy eating and physical activities.

Almost all the surveyed parents reported that the school organizes periodic meetings, and the focus of these meetings is regarding learning outcome and other concerns.

Most of the parents think that they are not involved in planning activities and in the decision-making process and that it not their responsibility to initiate activities related to health promotion.

In regard to the recommendations of this study, one of the main ones is that the school staff should demonstrate to parents how their children's health and education can be enhanced by their engagement in school health activities.

It is recommended to provide parents with seminars, workshops, and information on health topics that relate directly to lessons taught in health education and physical education. This can be provided from psychological and social service in schools.

Schools can include parents as participants in school decisions, school activities, and advocacy activities through the parent's council structure.

## REFERENCES

- Adams, K. B., Leibbrandt, S., & Moon, H. (2011). A critical review of the literature on social and leisure activity and wellbeing in later life. *Ageing & Society*, 31(4), 683–712. <https://doi.org/10.1017/S0144686X10001091>
- Bill, M. F., Lichtman, M., & Wu-Jung, C. (2017). School and family partnership promote school wellness. Cooperative Extension Fact Sheet. Retrieved from Rutgers URL: <https://njaes.rutgers.edu/fs1239/>.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Curriculum for Excellence: Health and wellbeing Principles and practice. Education Scotland, (2007). <https://education.gov.scot/documents/health-and-wellbeing-pp.pdf>
- de Oliveira Lima, C. L., & Kuusisto, E. (2019). Parental Engagement in Children's Learning: A Holistic Approach to Teacher-Parents' Partnerships. In K. Tirri, & A. Toom (Eds.), *Pedagogy in Basic and Higher Education - Current Developments and Challenges*. IntechOpen. <https://doi.org/10.5772/intechopen.89841>
- Fisher, B. Hanson, A., & Raden, T. \*(2014). Start early to build a healthy future: The research linking early learning and health. Ounce of Prevention Fund. Retrieved from Institute of Education Sciences URL: <https://eric.ed.gov/?id=ED570103>
- Institute of Medicine (US) Committee on Comprehensive School Health Programs in Grades K-12; Allensworth D, Lawson E, Nicholson L, et al., editors. Washington (DC): National Academies Press (US); 1997.
- Paccaud, A., Et al, 2021 Satisfaction with the Collaboration Between Families and Schools – The Parent's View. *Front. Educ.*, April 2021 <https://www.frontiersin.org/articles/10.3389/feduc.2021.646878/full>
- Pulimeno M, Piscitelli P, Colazzo S, Colao A, Miani A. School as ideal setting to promote health and wellbeing among young people. *Health Promot Perspect*. 2020 Nov 7;10(4):316-324. doi: 10.34172/hpp.2020.50. PMID: 33312927; PMCID: PMC7723000. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7723000/>
- Sylvester, B. D., Jackson, B. & Beauchamp, Mark R. (2018). *Advances in Motivation Science*, Academic Press.

Ratliffe, K. T., & Ponte, E. (2018). Parent perspectives on developing effective family–school partnerships in Hawai‘i. *The School Community Journal*.

UNICEF. Non-communicable diseases. UNICEF, NEW YORK, 2021.<https://data.unicef.org/topic/child-health/noncommunicable-diseases/>

Centers for Disease Control and Prevention (2012). Ways to Engage in Your Child’s School to Support Student Health and Learning. Information for Parents and Families. Available on: [https://www.cdc.gov/healthyyouth/protective/pdf/parentengagement\\_parents.pdf](https://www.cdc.gov/healthyyouth/protective/pdf/parentengagement_parents.pdf)

WHO (1998) Health Promoting School: A healthy setting for living, learning and working. Geneva, Switzerland. Retrieved from WHO URL: [http://apps.who.int/iris/bitstream/handle/10665/63868/WHO\\_HPR\\_HEP\\_98.4.pdf;jsessionid=589C855FB0AEC2989C1823DEE771AB04?sequence=1](http://apps.who.int/iris/bitstream/handle/10665/63868/WHO_HPR_HEP_98.4.pdf;jsessionid=589C855FB0AEC2989C1823DEE771AB04?sequence=1)

McLeod, S. A. (2016, February 05). *Bandura - social learning theory*. Simply Psychology. [www.simplypsychology.org/bandura.html](http://www.simplypsychology.org/bandura.html)

# IMPACT ASSESSMENT OF BARRIER REMOVAL IN TRADE IN TOURISM INDUSTRIES

**Rezart Prifti Ph. D.**

Barleti University, Faculty of Economy, Governance and Law,  
Department of Economy, Entrepreneurship and Finance  
**E-mail:** r.prifti@umb.edu.al

**Ana Shkreta Ms.C.**

Barleti University, Faculty of Economy, Governance and Law,  
Department of Economy, Entrepreneurship and Finance  
**E-mail:** a.shkreta@umb.edu.al

## ABSTRACT

This paper analysis trade barrier removal in tourism industry in the context of entering the EU market. Albania has been in a transformative state while trying to fit in the EU accession agenda. The importance of tourism industry for the economy dictates the relevance of barriers in trade and the mechanisms they should be operated. The research analysis the integration track with EU alignments of many countries methodologically and follows with a case-country to contextualize the dynamics of barrier removal. Moreover, the research investigates the economic effect measured in GDP spillover, labor market dynamics, trade and capital flows, and inward and outward foreign direct investment. Oriented as a policy paper, it draws to a methodology and instrument for institutional purposes to assess barrier removal in services trade industry. The study finds that there is no unified methodology to assess such processes and the dynamics is deeply entangled in the relationship country of origin - country of destination, rather than country of origin – EU. Authors suggest a model as a policy tool and determine the indicators needed for decision making. The practice needs piloting and further calibration in Albanian economy context.

**Keywords:** *trade barriers, tourism, EU integration, economic impact, service directive 2006/123/EC*

## INTRODUCTION / PRESENTATION

The 2021 EU Commission Progress Report on Albania emphasizes that the country has made *some progress* and is *moderately prepared* for developing a functioning market economy. Synthetically put, the commission presses on issues such public reform of investment management procedures and the development of a comprehensive strategy to tackle informality.

Even though during recent years' tourism contribution fluctuated, the tendency has been on the rise, suggesting a consolidation of the industry and market orientation in the forming. During 2020, these values experienced a slight drop bringing direct contribution to 8,67% and total contribution to 26,97%.

It is understandable that negotiations of free trade agreement, not only related with tourism services but further, between two partners with different economic capabilities and size, is not an easy task, however the process of Albania's integration with the greater EU market represents the greater difficulties toward a greater good. In Albania's context is required a competent negotiating team with clear policy guidance from a committed government and constant communication with the private sector. The forefront from the Albanian government should be ensuring a better market access conditions for tourism services taking in consideration its relevance in the overall economy. The insight that we deduce from this historic perspective and analysis is that despite *some progress and some level of preparation* to cope with competitive pressure and market forces within the EU, it still has a long way to benefit from wider market liberalization policies.

## LITERATURE REVIEW

There is not much academic perspective and more practical experience involved in the process of barrier removal regarding market integration, especially in tourism sector. The nature of this quest is not mere academic, but rather a quest to collect practical wisdom and deduce a strategy of principles that will affect government decision-making. The Albanian government is undergoing a long and consuming resource wise

process of integration with the EU market. Literature suggests that regional integration and trade liberalization (EU 2018) is a value added for economies coming through harmonizing rules and reducing market fragmentation in the EU and wider, despite fears that it might increase immigration and unemployment. Integration refers to a wider and deeper access to tourism. Darcy and Dickson (2009) see accessible tourism through the lens of mobility, vision, hearing and cognitive dimensions of access, and emphasize that universally designed products and services should function independently, with equity in the market and dignity. Above all the principles that the whole process is judged and analyzed are the same: free movement of people, services, and capital, and as an addendum also comes the business environment which is mainly seen in countries such as Albania.

However, there are several economic issues regarding the whole process. *Prima facie* is believed that competition is not a concern between EU and Albanian agencies because of the specialized knowledge that local operators have in domestic markets. However, the Albanian tourism industry has considerable gaps in this specialization chain of value because the market is not matured enough and lacking capacities despite the fact that studies suggest that tourism market is a distinct sector with enormous potential especially in Europe (Bowtell 2015).

Usually trade barriers do not have fixed definitions but according to United States Trade Representative (2018) we may refer to government laws, regulations local or central, practices that favor domestic operators, or especially failing to provide protection of intellectual property rights. With the above context, paradoxically, when screening the Albanian path to EU integration with the aim of removing barriers in tourism industry we notice that for Albanian operators the margins of opportunities are thin competing with EU operators. The analysis shows that this is not just a matter of barriers, that operators usually find a way out, but rather a decision regarding increase in investment to build capacities, infrastructure, and boost intellectual property rights. Moreover, the supply side deals with this lack of capacities, while the demand side Albania has gaps in terms of income per capita relative to the euro area thus making it a more structural issue than barriers (Morgese Borys,

Polgar, and Zlate 2021). Despite that Albania in theory represents a great FDI opportunity for well established companies, the environment is not that attractive for such investments not because of a mere bureaucracy but rather investment climate and rule of law.

## **RESEARCH METHODOLOGY**

The assessment of the barriers to the services trade is done in reference to the Screening Table (Action Plan) concerning the tourism sector prepared by the Ministry of Finance and Economy and the Ministry of Tourism and Environment, supported by GIZ. The scope of the assessment is to address the question(s) raised in relation to the removal of identified barriers in the tourism sector and the expected impact thereof<sup>1</sup>. In doing so, the following aspects have been taken into consideration: i. the Directive 2006/123/EC implications for the tourism sector, ii. national legislation provisions amounting to barriers for the trade in certain tourism services, iii. the experience of EU Countries/other candidate countries in implementing the Directive (e.g., Croatia, Greece, and Serbia).

To be able to address all the questions raised, we have collected and analyzed data regarding tourism sector in Albania, even that it has been very difficult to find data related to specific activities of tourism, as for example maritime tourism.

The assessment of the impact of removal of barriers to trade in services (those identified in the screening exercise) is first informed on the type of barriers at stake, second on the composition of the relevant market(s) and factors influencing the market(s) (i.e., those of tour guides, accommodation structures etc.), third by looking what the implementation of the Services Directive brought in member states and candidate countries, and fourth by looking into the influence that regional integration might have or that the removal of said barriers might have to regional integration.

For this studies (on the implementation of the Services Directive), data (macroeconomic) have been used. Limitation of data is present, especially

---

in apprehending the weight that topical services have in the tourism sector and larger to the economy as such.

**THE IDENTIFIED BARRIERS**

Among the main barriers to trade in tourism services in Albania identified are:



**Figure 6 Identified Barriers Methodologically**

In summary, the table below synthesizes the current laws and regulations which create barriers in the field of tourism according to different activities.



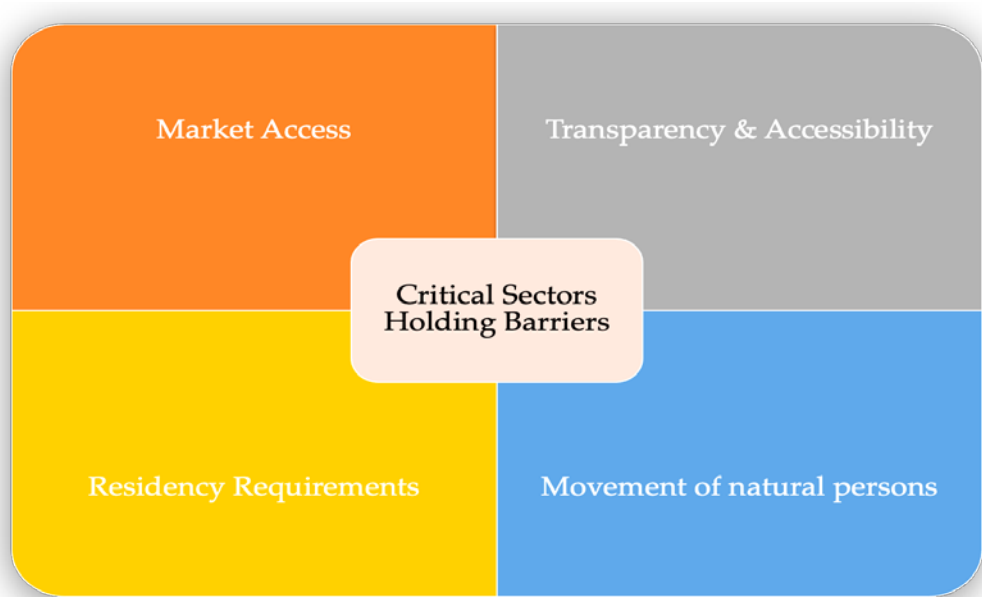
Table 2 Barrier breakdown according to tourism sector

Industry Sector in which Barriers occur	What needs to be done
Tourist Guides	<p>Adapt the articles that stands for:</p> <ul style="list-style-type: none"> <li>- nationality of tourist guides providers (add EU or EEA MS nationals)</li> <li>- criteria for obtaining and renewing the certificate as tourist guide</li> <li>- a limited authorisation period of the validity of the certificate</li> <li>- for the recognition of honorary tourist guide</li> <li>- criteria and the conditions for partnerships</li> <li>- entities offering the qualification programs (<i>can be licensed in the Republic of Albania or in EU or EEA MS nationals</i>)</li> <li>- submission of relevant documentation for applying as Tourism Guide</li> </ul>
Travel Agencies	<p>Adapt the articles that stands for:</p> <ul style="list-style-type: none"> <li>- minimum number of the employees</li> <li>- procedure to apply and issue certificate</li> <li>- limitation of the certificate validity</li> </ul>
Tour Operators	<p>Adapt the articles that stands for:</p> <ul style="list-style-type: none"> <li>- the recognition of a guarantee</li> </ul>
Maritime Tourism	<p>Adapt the articles that stands for:</p> <ul style="list-style-type: none"> <li>- criteria and the conditions needed for provision of services</li> <li>- recognition of a guarantee</li> <li>- criteria and the conditions needed for the gaining the certificate of “diving leader”</li> </ul>

Accommodation Structures	<p>Adapt the articles that stands for:</p> <ul style="list-style-type: none"> <li>- criteria for classification certificate and the limitation of the validity of the certificate</li> <li>- fixed tariffs for the structures</li> <li>- Application documentation for obtaining a classification certificate</li> <li>- period for the approval or rejection of application</li> </ul>
Tourist Ports and Pontoons	<p>Adapt the articles that stands for:</p> <ul style="list-style-type: none"> <li>- criteria and the conditions needed in case of private entities</li> </ul>
Car Rental Operators	<p>Adapt the articles that stands for:</p> <ul style="list-style-type: none"> <li>- criteria and the conditions needed in for the provision of services</li> </ul>
Beach Stations	<p>Adapt the articles that stands for:</p> <ul style="list-style-type: none"> <li>- transparency and accessibility</li> <li>- limitation of authorisations</li> <li>- Responsibility of local self-government institution for giving the use of the beach space</li> <li>- the previous experience needed</li> </ul>

It looks like barriers to trade in tourism services in Albania stand in four critical sectors: market access, transparency and accessibility, residency requirements, and movement of natural persons.

Table 3 Critical sectors holding barriers



In terms of market access, Albania has gained significant trade benefits with EU members from signing and ratifying the Stabilization and Association Agreement in 2006. Albania is a signatory to the Central European Free Trade Agreement (CEFTA) and also in 2009 has signed an FTA with the European Free Trade Association (EFTA). Being part of these agreements, Albania has established a free-trade area with Western Balkan partners, in terms of goods and services with few exceptions, concerning some agricultural and fishery products that are not fully liberalized.

Related to transparency and accessibility, all CEFTA countries are obligated to adopt or change their laws and regulations in terms of transparency and accessibility. As per tourism services, Albania still faces clarity related to procedures, criteria for obtaining the tourism guide certificate, criteria for Agri-tourism service providers, accommodation structures and other procedures.

*As per tourism services, Albania still faces unclarity related to procedures, criteria for obtaining the tourism guide certificate, criteria for Agri-tourism service providers, accommodation structures and other procedures.*

Regarding residency requirements, there are still some legislation and regulations in Albania that need to be adapted or changed for all EU and EEA MS citizens. To work in Albania as a tourism guide, you must be a resident of Albania.

Movement of individuals, this is the most restricted barrier that all the CEFTA countries have. None of the CEFTA countries offer “freedom of employment”, most members need to obtain authorization before working in terms of tourism services and also face difficulties on the recognition of their professional certificates and diplomas.

Regarding to the acquis implications on tourism legislation identified during screening sectorial legislation against the Services Directive, the categorization of barriers is made based on:



Related to the non-discriminatory measures, the Albanian law related to Tourist Guide, Travel Agency & Tour Operators and Maritime tourism should remove restrictions which discriminate foreign citizens, to allow all of them to provide their services in Albania same as in their countries. Also, it is required to remove requirements such as, specific legal forms, minimum/maximum number of employees, tariffs, financial guarantee etc., given that those requirement as considered as requirements that hinder competitiveness.

Under the second category fall service providers/activities that comply with transparency requirements and legal certainty. Specifically, this group include activities as Tourist guides, Rural Tourism (Agrotourism), Maritime tourism, Accommodation structures, Tourist ports and Tourist transport. What is required regarding this category is the fact that all the procedures and conditions for granting authorizations should be clear, unambiguous, transparent, and accessible.

The third category is related to the simplification of procedures for acquisition of authorization related to Tourist guides, Rural Tourism, Maritime tourism and Accommodation structures.

## **IMPACT OF REMOVING BARRIERS IN TOURISM SECTOR TOWARD PRODUCTIVITY AND COMPETITIVENESS OF THE ALBANIAN SECTOR**

Tourism is a highly significant economic sector globally and locally and provides real prospects for enduring and inclusive economic growth. Tourism sector has a great impact on different economic indicators, it creates numerous types of jobs and businesses especially in countries when the tourism is an important contributor in the national GDP. Recent trends show that the tourism will continue a strong growth around the world, in this regard governments should pay an important attention the development of this sector. As the Directive requires, the main focus is to create a single market when everyone has the same rights and opportunities to work and establish their businesses all around the Europe.

In this regard the benefits that Albanian services will benefit is related to the following:

### ***Offer diversification***

Increase the competitiveness, this has the two sides of the medallion, competitiveness helps businesses and professions improve their services by providing, better, cheaper, faster, and create different ways to operate and increase their market, from the other hand national businesses may see that as a discrimination of domestic businesses.

The creation of the one-stop-shops for service providers to get information and complete administrative formalities online in all EU countries, help all the Albanian tourism service providers to gain information of different administrative formalities for all the EU countries and to expand their activity outside Albania.

Increase the opportunities of the Albanian tourism service providers to easy establish their activities in different countries of the EU. Related to

the customer point of view, the implementation of the single market, makes all the providers to improve their services in this regard customers have high quality of services, it also enhances information and transparency on service providers.

Based on these advantages the Albanian tourism market will benefit by the:

- improvement of the tourist service;
- promotion of the tourist service;
- increase in the number of tourists;
- increase the productivity of the tourism services;
- increase in tourism revenues;
- increase of investments in tourism.

But to be able to benefit by this implementation is important to specify that the country should have all the capacity and resources to change specific laws and regulations related to the services in tourism sector. Another very important point to underline is the fact that Albania is an EU candidate country and not part of it, so changing the law at this time would bring unexpected impacts, due to the importance and contribution of any law/order/procedure approved by the government regarding income, employment, competitiveness, service in the tourism sector.

The Services Directive aims to ease establishment and cross-border provision of services by removing administrative and legal barriers across Member States in the Single Market. However, the effectiveness of the Services Directive has fallen short due to poor implementation and complex national regulatory environments, leading to fragmentation in the Single Market for services.<sup>2</sup>

The fragmentation in the Single Market for services hampers competition, productivity, and thereby economic growth. In fact, service sector productivity growth in the EU has been slow in comparison to that of the US. In 2017, the services productivity growth was twice as high in the US than in the EU.

---

<sup>2</sup>World Bank Group, 2016, Growth, Jobs and Integration: Services to the rescue.

Most Member States largely treat service providers from other EU Member States like domestic providers, albeit often requiring additional obligations.<sup>3</sup>

There is a fine line in between pouring too little or too much sugar on a dessert. This can only be done by trying or by previous examples. However, it is important to understand that changes should be followed and reported strictly on a timely manner to achieve the objective and as well to see the impact. Changes should be carefully done in a reversible and flexible manner, so in any case each policy, regulations or law can be quickly adjusted to ensure high impact and to remove the possibilities of negative ones.

With the implementation of the Directive, specifically about the market of services in tourism, member states, also candidates, can receive a series of benefits which come as a result of the common market producing economies of scale. In addition, is the interaction between different cultures and approaches coming from people of different nationalities, the exchange of experiences from different perspectives improves the quality of service.

Directive 2006/123/EC within the framework of liberalization in the Treaty Establishing the European Union (TEU) defines the right of establishment which includes the right to take up and pursue activities as a self-employed person, and to set up and manage undertakings, for a permanent activity of a stable and continuous nature, under the same conditions as those laid down by the law of the Member State concerned regarding establishment for its own nationals. This means that in the market there is increased competition between professionals and service providers, which automatically leads to improved service as well as increased productivity.

## **FINDINGS AND ANALYSIS**

The purpose of this study was to assess the impact of barrier removals on tourism sector in Albania. To further analyses the situation and to reach a conclusion we need advanced data which government institutions can identify to achieve evaluation of the foreign direct investment which come from the tourism sector, changes in GDP as a contribution of tourism services, changes in employment as a result of changes in policies and rules of tourist services. At this point it is worth estimating the number of individuals employed in this sector who are Albanian or foreign citizens.

Unifications in certifications or authorizations should be carefully evaluated considering environmental protection and fair competition, as well as great attention needs to be paid to the impact of fixed tariffs related to tourist services. If these tariffs are removed, or if an individual of a certain state pays this tariff in his own country, what damage would it cause to the budget provided by these tariffs: is there a balancing instrument that would fill the gap created. Meanwhile, all actions defined in the CRM Action Plan 2021-2024 are evaluated as supporting instruments that will help Albania and the countries of the region, identify barriers, and build instruments to provide data that will help to analyses further the impact that will be brought by the actions taken by each country in reducing the barriers on trade to tourism services. From all the analysis conducted in this study, it is very important to note that a careful analysis of all indicators would help institutions to assess the impact of each action that will have to be taken under the Directive.

As a conclusion, we are proposing that the impact of the Directive should be measured by evaluating the impact on services sectors trade and FDI and direct impact on sectoral labour productivity that will produce the estimation of the sectoral impacts, which will then be translated into GDP effects.

Below we are explaining step by step how to measure all the variables:

- ✱ The total impact of barriers will be measured by the productivity variable that consists of direct and indirect impacts from trade and FDI;



- ✱ The impact on trade and FDI flows will be estimated as a flow from the country of origin to the country of destination in a tourism sector per year, given that those trades are influenced by destination country barriers (exports and outward FDI) and barriers of the country of origin (imports and inward FDI);
- ✱ Trade flows will be measured by import and export ratio;
- ✱ Foreign direct investment will be measured by inward and outward FDI;
- ✱ The total ratio of labour productivity will be measured as the elasticity of trade and the elasticity FDI ratio;
- ✱ The impact on GDP in tourism sector will be determined by the link between labour productivity and national GDP;

*Table 4 Measurement of indicators*

Indicators	Definition	How to measure	Data
<b>Foreign direct investments</b>	A purchase of an interest in a company by a company or an investor located outside its borders.	Inward and outward FDI Number of foreign: tourism agencies, travel agencies accommodation structures	INSTAT EUROSTAT OECD STAT
<b>Labour productivity</b>	The amount of real gross domestic product (GDP) produced by an hour of labour. It depends on three main factors: <ul style="list-style-type: none"> <li>• saving and investment in physical capital</li> <li>• new technology</li> <li>• human capital.</li> </ul>	is measured as sectoral gross value added per employee, number of tour operators (national and foreign), improvement of labour procedures and environment	INSTAT EUROSTAT OECD STAT NATIONAL REGULATIONS AND STATISTICS

<b>Trade flows</b>	The supply of a service through any of the four modes of supply: cross border, consumption abroad, commercial presence, and the presence of natural persons.	Import ratio on tourism services export ratio of tourism services	INSTAT EUROSTAT OECD STAT
<b>GDP</b>	Contribution on tourism trade on national GDP  Part of GDP generated by the tourism industry.	Referring open data in national and international tourism institutions	INSTAT EUROSTAT OECD STAT

## CONCLUSIONS

To measure the impact of the what if scenarios through this study we will propose an analytical framework, which will have to be implemented by the national bodies responsible for the tourism sector.

The analytical framework would help institutions analyses the impact of removing barriers to trade in tourism services. Based on the above indicators, the proposed framework aims to take into account both, domestic impact and international impact, for this purpose it considers impact on sectors of trade and FDI (international impact) and direct impact on sectoral labour productivity (domestic impact).

The proposed framework includes:

- Estimation of the impact of barrier reductions in Tourism sector through:
  - \* Impact of foreign direct investment (FDI) in tourism
  - \* impact on trade of reduction of barriers affecting cross-border provision of tourism services
  - \* the direct impact on labour productivity of reduction of barriers affecting domestic establishment

\* the impact on GDP

The analytical framework we are proposing in this policy paper is validated through and used in previous studies related to barrier removals related to the directive in services sector. We are updating the framework as per tourism barriers only. The model proposed is conceptualized by Monteagudo et.al (2012).

It is important to identify that when analyzing models that aim to measure the impact of removing barriers with a view to creating a common market, we will need to consider the country of destination and the country of origin. Thus, to assess the impact that the removal of barriers in the tourism sector in Albania will have, it would require a thorough and careful analysis of indicators such as:

- trade and capital flows,
- exports,
- imports,
- inward and outward foreign direct investment (FDI),
- labour productivity
- GDP

The analysis of these indicators should be evaluated as an analysis of Albania in relation to the countries of the European Union, or the countries of the Western Balkans with which the development of a common market is aimed. The scheme below explains the model on which the effects of the directive are analyzed in relation to the implications it has on a country's economy. In the proposed model trade and capital flows are the dependent variables.

It helps us to define the relations that exist between Albania and the member states of the European Union regarding trade on tourism services, which automatically reflected in import and export ratio and inward and outward FDI ratio, both influencing labour productivity.

To evaluate foreign direct investment from origin country in destination country in tourism sector, authors propose to estimate impact on trade and FDI flows in a bilateral setup. It is necessary to consider the economic size of origin output, destination market and the distance between countries. The model proposes that the trade and investment flows are expected to be influenced by the destination country barriers, and exports and outward FDI of a given country are supposed to be influenced by its partner's barriers, while its imports and inward FDI are influenced by its own barriers.

Regarding to sectoral labour productivity the model aims to measure, barriers to domestic firms, quality of ICT infrastructure, quality of human resources, import ratio, export ratio, inward and outward FDI and investment ratio. The implementation of this analytical framework draws the conclusion that:

**A 10% REDUCTION OF BARRIERS INCREASES TRADE BY  
1.5% AND FDI BY 1.35%  
10% REDUCTION OF BARRIERS TO ESTABLISHMENT  
BRINGS A 1.6% INCREASE IN LABOUR PRODUCTIVITY IN  
SERVICES**

Based on the results and conclusions received by the Monteagudo et.al (2012) study and the barriers identified at the screening table prepared for tourism in Albania, through this policy paper we are proposing the implementation of this analytical framework before removing all the barriers in tourism sector in Albania. This framework would help institutions to evaluate the real impact of barrier removal by developing "what-if" scenarios. It is very important to consider all the variables that impact tourism in Albania, in terms of, productivity, employment and contribution to national economy. Albania is a candidate country for joining the EU since June 2014, and the desire and commitment to join as soon as possible to the union may lead to avoidance of many factors which directly affect the local economy and society.

It is necessary to evaluate every fixed fee that tourism guides, tour operators and/or tourism agencies must pay before they start, their activity, every regulation and documentation required for being a licensed tourism guide, every authorization needed by local and national government bodies for beach stations and maritime tourism, every criterion and authorization from training centers etc. This is since Albania continues to be a candidate country in the European Union, any legislative change would directly affect the country's economy (e.g., fixed tariffs of travel agencies paid into the national budget, at the time of removal/adaption of this barrier will brought a reduction of this budget item, on the other hand being a country outside the European Union this item is not covered by other revenues.) As a conclusion the carefully evaluation of every indicator will help institutions to better evaluate the impact of each barrier and to make the right decision on what to change and how. The Directive is created to facilitate the process of a single market, but do not encourage countries to make decisions that may directly affect the domestic economic and social aspects.

## REFERENCES

- Bowtell, James. 2015. "Assessing the Value and Market Attractiveness of the Accessible Tourism Industry in Europe: A Focus on Major Travel and Leisure Companies." *Journal of Tourism Futures* 1(3): 203–22.
- Darcy, S, and T Dickson. 2009. "A Whole-of-Life Approach to Tourism: The Case for Accessible Tourism Experiences." *Journal of Hospitality and Tourism Management* 16(1): 32–34.
- EU. 2018. "Sustainability Impact Assessment of the EU-ACP Economic Partnership Agreements." : 131–32.
- Morgese Borys, Magdalena, Eva Katalin Polgar, and Andrei Zlate. 2021. "Real Convergence and the Determinants of Growth in EU Candidate and Potential Candidate Countries - A Panel Data Approach." *SSRN Electronic Journal*.
- United States Trade Representative. 2018. *Russian Economic Development over Three Centuries: New Data and Inferences Foreign Trade Barrier*.
- Dimitriadi, A., & Sarantaki, A. M. (2019). National report on the governance of the asylum reception system in Greece. Ceaseval Research on the Common European Asylum System, 20.
- European Commission, Directorate-General for the Internal Market and Services, Handbook on implementation of the Services Directive, Publications Office, 2008
- Monteagudo, J., Rutkowski, A., & Lorenzani, D. (2012). The economic impact of the Services Directive: A first assessment following implementation (No. 456). Directorate General Economic and Financial Affairs (DG ECFIN), European Commission.
- Mustilli, F., & Pelkman, J. (2013). Access Barriers to Services Markets: Mapping, tracing, understanding and measuring. CEPS Special Report No. 77, June 2013.
- Pelkmans, J. (2019). Contribution to Growth: The Single Market for Services: Delivering Economic Benefits for Citizens and Businesses. European Parliament.
- Raza, W. (2007, November). Services liberalisation in the WTO: Implications for public services in Europe. In Conference on An Alternative to the Market: The Social, Political and Economic Role of

Public Services in Europe. ETUI-REHS, EPSE, SALTSA. Brussels, Belgium (pp. 19-20).

The 2012 Commission study “The economic impact of the Services Directive: a first assessment following implementation” (<https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=SWD:2012:0148:FIN:EN:PDF>)

The 2015 Commission study “Assessment of the economic impact of the Services Directive – Update of the 2012 Study”

The 2015 Commission study “Business services – Assessment of Barriers and their Economic Impact”<sup>4</sup> as well as its supporting documents, which contain an inventory of restrictions for specific services sectors;

The 2016 Commission “Legal study on retail establishment through the 28 EU Member States: restrictions and freedom of establishment”

The 2017 Commission study: Proposal for a Directive of the European Parliament and of the Council on the legal and operational framework of the European services e-card introduced by Regulation

The 2018 Commission study “Operational restrictions in the retail sector”

Todorovic, B. (2008). Key issues in multilateral trade liberalization of economies in transition. In International Conference “Strengthening integration of the economies in transition into the world economy through economic diversification”, GENEVA, Switzerland.

# **YOUTH UNEMPLOYMENT AND THE MINIMUM WAGE (CASE OF ALBANIA)**

**Teuta Çerpja Ph.D.**

“Barleti” University,

Faculty of Economics, Governance and Law;

E- mail:[teuta\\_cerpja@yahoo.com](mailto:teuta_cerpja@yahoo.com)

**Forcim Kola Ph.D.**

University of New York Tirana,

Faculty of Economy and Business;

E-mail: [forcimkola@gmail.com](mailto:forcimkola@gmail.com)

## **ABSTRACT**

From the economic point of view, *youth unemployment* means an unutilized potential labor force, a negative impact on production, economic growth of a country, and steady development. Therefore, youth unemployment has always been considered a critical problem, in developed countries as well as in developing ones and remains a challenge for policymakers and academic researchers. According to the International Labour Organization, Albania was among the first countries in Europe for the number of unemployed youths (*ILO,2021*). With such figures, it is very important to deal with the *youth unemployment* issue and to analyze deeply the problem of youth unemployment and its determinant factors in the context of labour market in Albania, especially of those determinants which may be under the control of country policymakers. The aim of this paper is to analyze the relationship between *youth unemployment* and the *minimum wage* in Albania, adding also some other economic variables, hypothesizing that as minimum wage increases, the youth unemployment will increase as well. This paper provides also an in-depth analysis of the dynamics of Albanian youth unemployment.

**Keywords:** *Youth unemployment, minimum wage, labour market, economic development*

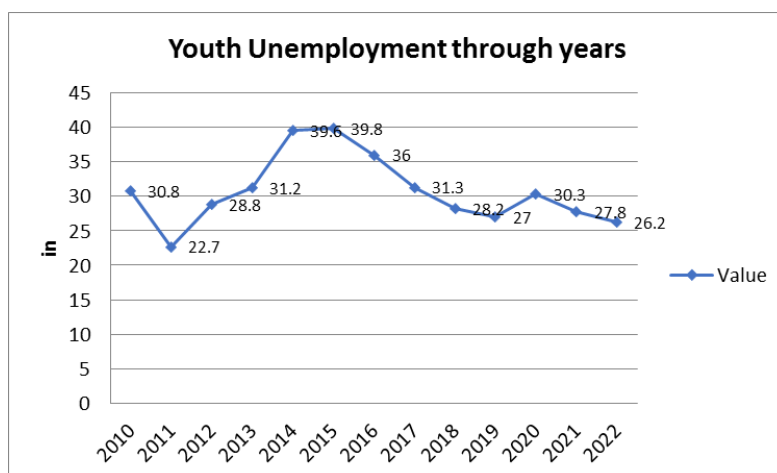


## 1. INTRODUCTION

As reported from Instat, during the pandemic the employment rate for younger or low-skilled workers in Albania worsened significantly (*INSTAT, 2021*). Having a substantial amount of young people out of work can negatively impact a country's economic growth and development and particularly in the long term. For this reason, national policymakers try to identify the right strategies for the problem of the insertion of youth into the labor market considering that this market tends to change at a rapid and continuous step. One of the most discussed policies among researchers is that *the impact of minimum wage on youth unemployment*. According to various economic theories and researchers, increasing the minimum wage has positive effects. Given that workers are also customers, increasing the minimum wage increases consumer spending and as a result drives *economic growth* (Cooper & Hall (2012)). At the same time, it could indirectly increase the revenues for the state budget due to the increase in tax revenues and could also increase the desire of employees to stay at work for a long time. But despite these positive effects, what makes the minimum wage controversial is the fact that an increase in the minimum wage can result in negative effects on the labor market leading to rising unemployment. This negative effect especially affects young people, who are unskilled, without work experience, and consequently have a lower wage (*O'Higgins, 1997*).

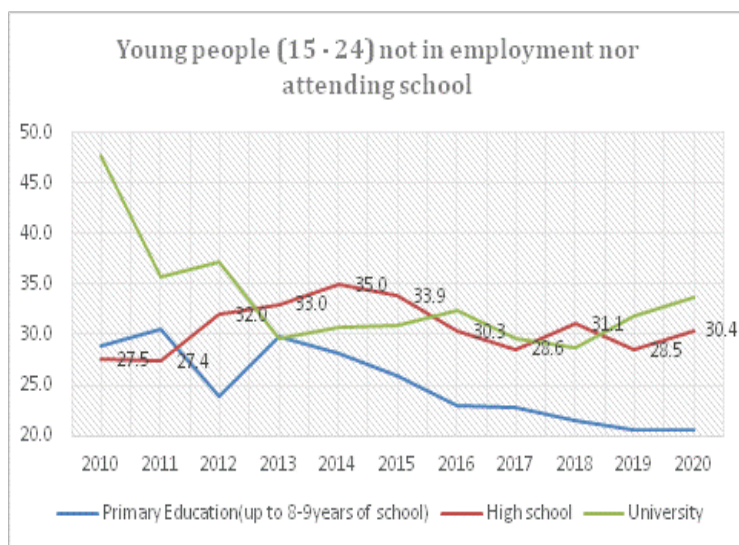
For them, the economic and social factors as well as minimum wage could constitute a critical threshold. In this direction, youth unemployment emerges as an important economic problem and needs to be solved. This problem is not only the case in developing countries but also in developed ones. According to ILO with more than 64 million unemployed youth worldwide and 145 million young workers living in poverty, *youth employment remains a global challenge*.

Also, according to ILO data, youth unemployment in Albania remains a problem.



**Chart 1.** Youth unemployment rate 2010-2022

Although in the last two years there has been a decline of approximately 1.6% in youth unemployment, again compared to the other age groups it remains at higher levels (26.2%). Referring to the data provided by INSTAT, young graduates are those who suffer mostly the highest levels of unemployment. Analyzing the unemployment rate by educational level during 2019, about 14.4% of young people with secondary education are unemployed, while 12.3% of young people with higher education suffer from this phenomenon. Based on the country development indicators according to the World Bank, our country ranks over 50% of the youth labor force with 9 years of education. This figure reflects that in Albania, educated young people are not the biggest contingent of the labor market demand. The last may also come as a result of the fact that in Albania there seems to be a mismatch between the supply of work by educated young people and the labor market demand. Meanwhile, the data show that the number of young people who are unemployed and not even attending school is increasing. The data shown in *Chart 2* confirms that young graduates are those who suffer mostly the highest levels of unemployment in Albania.



**Chart 2.** Young people not in employment nor attending school 2010-2020  
(INSTAT, 2021)

Meanwhile, the level of wages in Albania seems to be a factor that affects employment/unemployment and business costs as well. The latest decision of the Albanian government increased the minimum wage to ALL 32,000 and made wages up to ALL 400,000 tax-exempt.

**Table 1.** Minimum and Average Wage in Euro for 2021, in region countries  
(INSTAT, 2021)

Paga minimale dhe mesatare në Vendet e Rajoni fqinjët, monedha në eu			
Shteti	Paga minimale	Paga mesatare	P mesatare ne Rajon
Shqipëri	244	436	1070
Kosova*	150	466	1070
Maqedonia e Veriut	358	685	1070
Bullgaria	332	766	1070
Bosnje Hercegovina	267	771	1070
Serbia	366	775	1070
Mali i Zi	331	787	1070
Turqia	347	790	1070
Rumania	467	1212	1070
Kroaci	567	1297	1070
Greqi	758	1466	1070
Sllovenia	1024	2009	1070
Italia		2446	1070

Even if the *average wage in Albania is about double the country's minimum wage*, they both are still below the standards of the European Union or the other Western Balkan countries.

## **2. LITERATURE REVIEW**

The essential issue of the minimum wage consists of the idea that government intervenes in the labor market to protect those who are most vulnerable from low wages, helping to alleviate poverty and maintaining purchasing power in the economy. However, the economic analysis also reveals that because of a number of unintended effects of the minimum wage, these benefits do not necessarily result in considerable impact.

According to the simple supply-demand model, the minimum wage will have a negative effect on employment if the minimum wage is fixed above the equilibrium level. The idea behind is simple. Minimum wages create youth unemployment by increasing the number of job seekers and reducing the number of jobs available. Increasing the minimum wage above the equilibrium rate in a labor market close to perfect competition results in higher wage costs and lower employment, particularly among the younger and low-skilled population.

On the other hand, alternative models suggest that the link between employment and the minimum wage is not negative, but in some cases might be positive. The existence of a monopsony in the labor market and the efficiency wage theory led to the conclusion that there is not always a trade-off between higher wages and employment in an economy. While the minimum wage increases lead to increased consumption of the households, generating an increase in the aggregate demand and employment as a result.

In fact, *labor markets are not homogeneous* and their functioning varies from one country to another and from one sector to another. For this reason, in order to undertake appropriate policies, it is important to make in-depth analyses, taking into account the development characteristics of each country and their specifics.

According to a study by Pramod N. Junankar (2019), the major problem faced by young people in developing countries is employment in the informal sector that is poorly paid, intermittent, and insecure. A major

part of employment in developing countries consists of “*vulnerable employment*”. Compared to the other European countries, Albania continues to be a country with a relatively young average age, where young people currently are about 1/4 of the population (24.5%).

But despite this “advantage”, the negative phenomena that have accompanied the development of the country, such as unemployment, poverty, corruption, etc., have resulted in the emigration of a very large number of young people.

### **Empirical research about youth unemployment and minimum wage.**

There are a considerable number of empirical studies carried out to assess the effects of minimum wage on youth unemployment due to the fact that young workers are considered most likely to be paid near the minimum wage and thus the most likely to be affected by any change in the minimum wage. The majority of these studies are dominated by researchers in developed countries, which have found different results in developed countries as well as in developing ones.

Most of the time series analyses focusing on the U.S. conclude that a 10% increase in the minimum wage would bring down teenage employment between 1% to 3% and that the effect of minimum wage on young adult (20-24 years) employment is negative and smaller than that for teenagers (Brown, Gilroy and Kohen, 2016).

Choudhry M., Marelli E., Signorelli M., (2012) found that the impact of labour market reforms on the unemployment rate is statistically significant and robust and that the reforms are more substantial for the youth unemployment rate than the total unemployment. GDP growth, inflation, real interest rate, education level, part-time employment, and population age structure have a significant impact on youth unemployment.

Kellerman (2017) and Neumark (2008) argue that raising the minimum wage puts high incentives for young people to drop out of the education system or drop out of the low-paying vocational training program in order to earn the highest level of full-time employment and that the minimum wage encourages young people to drop out of school, as they

will be able to find a well-paying job without the necessary professional training. Griffith W., Paull K., Smith R (2015) exploring the correlation of minimum wage with youth unemployment across 25 OECD countries found that the relationship between the minimum wage and youth unemployment is positive and has a *coefficient of 0.0176*.

Research conducted by Sturn (2018) on OECD countries proves that the long-term impact of rising minimum wages on workers with low skills especially youth workers will cause a substantial increase in unemployment for the group with low estimates of labor elasticity.

Card & Krueger (2015) examined the total impact of minimum wages on youth workers in two industries, the retail trade industry and fast-food restaurants. They found that that minimum wage does not affect youth workers in total youth, retail trade youth, and fast-food restaurants.

Contrary, Guliano (2013) found that an increase in minimum wages in the United States led to a significant increase in youth workers, especially youth and better-qualified workers, and so the increase in minimum wages can increase youth workers in the United States.

Meanwhile, Card D., Angrist D Joshua., Imbens W Guido, Nobel prize winners 2021, using experimental studies on labour market impacts of minimum wage, immigration and education, found among others that an increase in the hourly minimum wage did not affect employment, challenging conventional wisdom which held that an increase in minimum wage will lead to less hiring.

All these researches and theories show the complexity of modeling the market labor which has many different determining factors. Empirical studies also show often different effects of the minimum wage and other factors on youth unemployment (Cristian, Marius, 2015;). Thus, it is important to consider the development characteristics of the country.

An econometric model is presented as the basis of the analysis. The model is imperfect but however, it captures some of the contributing factors in order to better understand the dynamics of youth unemployment in Albania.

### 3. RESEARCH METHODOLOGY

The purpose of this paper is to study the relationship between the *youth unemployment* rate and the *minimum wage* in Albania. In order to identify the impact that the minimum wage has on the youth unemployment rate, there have been developed 2 models. The first is a simple linear model where the youth unemployment rate is the dependent variable and the minimum wage is the independent variable. The variables are expressed in their logarithmic form.

$$\text{Model 1: } YUN = ff(MW)$$

The second is conducted by applying the Multiple Linear Regression Model. Other factors, including minimum wage, are considered in the study to explain the country-specific macroeconomic influences that would also affect unemployment among the youth.

There been used annual data from 2001 to 2020. A total of 20 observations were obtained. Time series are taken from the World Bank (2022) and ILO database (2022) and refer to the most commonly used variables in the empirical literature. Theoretical model specification is:

$$\text{Model 2: } YUN = ff(MW, D, X1, \dots, Xm)$$

Where:

*YUN* – Youth Unemployment rate (persons between the ages of 15 and 24 who are actively seeking employment, but who are still unemployed)

*MW* – Minimum Wage

*D* - is a business cycle variable

*X* - represents all other potential exogenous variables

This model follows the general model used to study the impact of minimum wage on the unemployment rate as stated by *Brown, Gilroy, and Kohen (1982)*. This general model typically includes a minimum wage variable, business cycle variable, and a few other potentially exogenous variables.

It has used the natural log of the youth unemployment rate to analyze the percent change in youth unemployment as the result of a change in the dependent variables.

Minimum wage is a proxy variable of labor market constraints, Net Domestic Investment and Inflation a proxy variable of the business cycle, as well as other variables believed to be exogenously related.

$$\ln YUN = Q0 + Q1 \ln MINWt + Q2 \ln NDI t + Q3 \ln INF t + Q4 \ln YOP t + \mu t$$

#### 4. FINDINGS AND ANALYSIS

Our Simple Linear Regression model followed the form:

$$lyunemployment = \beta_0 + \beta_1 minwage$$

**Table 2.** Minimum wage and youth unemployment

Model 1-Dependent Variable Youth Unemployment			
lnMinw	0.1175		t-value=1.3967***
Intercept	2.2329		t-value=2.725065***
R	0.0467		

Based on the regression results, we can see a positive relationship between the youth unemployment rate and minimum wage, but p-value of the t-statistic shows that minimum wage variable is not significant and  $\bar{R}$  is only 0.0467 meaning that this model accounts only for 4.7% of the variation in the youth unemployment rate. This simple linear regression model shows that minimum wage is not a statistically significant variable to explain youth unemployment on its own.

In fact, this result can also be supported by ILO studies, according to which in developing countries, *minimum wage may have little or no significant role*, due to the high degree of informality, and due to the fact that firms might ignore minimum wage legislation. Albania is considered to have a high informality in the labor market.

As reported by INSTAT, during 2020 *informality in the business sector was 30%*. On the other hand, undeclared work is paid little and does not respect the standard referred by the law on the minimum wage, not paying employees even at the level of the minimum wage.



Since our simple linear regression model showed that the minimum wage itself was not statistically significant, we decided to include more explanatory variables in the model to judge this relationship. After running different regression functions, we reached the following results:

$$\ln YUN_t = -19.5 + 0.04 * \ln MINW_t - 2.72 * \ln NDI_t - 0.07 * \ln INF_t + 2.73 * \ln YOP_t + \mu_t$$

The model stability has been proved. In our case, *Durbin-Watson stat* = 1.76, implying that data is not auto correlated. Based on the Jarque Bera, the residuals of the test are normal. The value is 0.64 and the p-value is greater than 0.05. Breusch-Godfrey Serial Correlation LM Test: proves that the residuals obtained are free from serial correlation. The Obs\*R-squared is 1.02 and the p-value is greater than 0.05. Breusch-Pagan-Godfrey proves that the residuals obtained are free from heteroskedasticity. The Obs\*R-squared is 4.05 and the p-value is greater than 0.05, which means that the residuals are homoscedastic.

The Adjusted  $R^2$  accounts for 53% of the variation in youth unemployment implying that 53% of the variation of the unemployment youth is explained by the factors considered in the model.

An 1% increase in the minimum wage leads to an 0.04% increase in youth unemployment. Analysis of the regression results indicates that the slope parameter is different from zero at the 0.1% level, therefore, there is a significant relationship between minimum real wage and youths unemployment when we include more explanatory variables in the model. This result is in line with our expectations and some empirical evidence (see *Meer, West2013; Dube 2019; ILO report 2020.* ). . Many of them support the idea that though the minimum wage doesn't increase unemployment when looking at young people the effects may be more sensitive. We believe that many employees in Albania pay employees "on hand", even below the minimum wage level. The more power and influence the state has to set the minimum wage, the more it will affect youth unemployment because may increase the degree of informality (*by not declaring the employee*) and paying them "cash on hand". This result

can be based on INSTAT data also, according to which in 2020 over 50 thousand people lose their jobs. This category was mainly employees in the trade and services sector and represented businesses such as hotels, bars, and restaurants. The increase of the minimum wage from ALL 26,000 to ALL 30,000 in 2020 reduced the total number of employees from 12.1% to 11.1% (*INSTAT, 2021*).

An increase in the youth unemployment rate tends to be associated with lower investments, as much investment (*domestic, foreign*) will provide employment opportunities, especially for young people. The result in our model makes sense given that investment and youth unemployment rate are inversely related. Analysis of the regression results indicates that the slope parameter is significantly different from zero, therefore there is a significant relationship between net domestic investment and youth unemployment. An 1% increase in net domestic investments can decrease youth unemployment by 2.72%.

Inflation and youth unemployment are inversely related. The result is consistent with the economic theory but there is not a significant relationship between inflation and youth unemployment in Albania.

There is a significant relationship between the rate of youth population growth and the youth unemployment rate. An 1% increase in the youth population rate can increase youth unemployment by 2.73%.

## CONCLUSIONS

This study examined the impact of the national minimum wage and some of the other economic factors on youth unemployment in Albania. The number of studies assessing the impact of the minimum wage on employment in developing and transition countries is limited and even more limited on the link between the minimum wage and youth employment, in comparison with the number of studies conducted in developed countries. Hence, this paper would contribute to the existing literature on youth unemployment in Albania.

It has been concluded that the minimum wage is not a statistically significant variable to explain youth unemployment on its own. Minimum wage only is not important to affect Youth Unemployment (*First Model*), but when combined with other factors it does affect this variable

(*Second Model*). This impact is important if there is economic growth, economic stability, investment growth, etc.

The major problem faced by young people in developing countries is employment in the informal sector that is poorly paid, intermittent, and insecure.

The model is imperfect, but however, it captures some of the significant contributing factors in order to better understand the dynamics of youth unemployment in Albania.

## REFERENCES

Brown. Ch., Gilroy C., Kohen, A., (1982). The Effect of The Minimum Wage On Employment And Unemployment: A Survey, Working Paper No. 846 *National Bureau Of Economic Research, Cambridge*.

Brown, Ch., Gilroy, C., Kohen, A. (1983). Time Series Evidence on the Effect of the Minimum Wage on Youth Employment and Unemployment, *Journal of Human Resources*, 18(1), pp. 3-31.

Card & Krueger (2015). Minimum Wages and Employment: A Case Study of the Fast-Food Industry in New Jersey and Pennsylvania, <https://davidcard.berkeley.edu/papers/njmin-aer.pdf>

Cristian S., Marius M., (2015). Minimum Wage as a Public Policy Instrument – Pros and Cons, <https://library.fes.de/pdf-files/bueros/bukarest/13270.pdf>

Dube A., (2019). Impacts of minimum wages: review of the international, <https://assets.publishing.service.gov.uk/government.pdf>

Guiliano L., (2013). Minimum Wage Effects on Employment, Substitution, and the Teenage Labor Supply: Evidence from Personnel Data, *Journal of Labor Economics* Vol. 31, pp. 155-194.

Cooper D., Hall D., (2012). How raising the federal minimum wage would help working families and give the economy a boost. Economic Policy Institute <https://www.epi.org/publication/ib341-raising-federal-minimum-wage/>

Choudhry M., Marelli E., Signorelli M., (2012). Youth unemployment rate and impact of financial crises *International Journal of Manpower*, vol. 33, issue 1, 76-95.

Griffith W., Paull K., Smith R (2015) The Correlation Between Minimum Wage and Youth Unemployment: A Cross Country Analysis. <https://smartech.gatech.edu/handle/1853/54218>

Kellermann, K. Leonie, (2017). Minimum wages and vocational training incentives in Germany, CIW Discussion Paper, No. 3/2017, Westfälische Wilhelms-Universität Münster, Centrum für Interdisziplinäre Wirtschaftsforschung (CIW), Münster

Meer J., West J., (2013) Effects of the Minimum Wage on Employment Dynamics <https://economics.mit.edu/files/9497>

Neumark, D., & Wascher, W. L. (2007). Minimum Wages and Employment (Vol. 3). (W. K. Viscusi, Ed.) Boston: Foundations and Trends in Microeconomics

Pramod N. Junakar, (2019). Youth Labour Markets in Developing and Developed Countries: The Role of the Sectoral Composition of Production, *IZA Discussion Papers, No. 12256*, Institute of Labor Economics (IZA), Bonn

Sturn. S., (2018) Do Minimum Wages Lead to Job Losses? Evidence from OECD Countries on Low-Skilled and Youth Employment <https://doi.org/10.1177/0019793917741259>

O'Higgins, N. (1997). The challenge of youth unemployment, *Publications of the International Labour Office*, ISSN 1020-5322

The World Bank, World Development Indicators: <http://data.worldbank.org/indicator/>(accessed May 2022).

# COMMUNICATING TOURISM IN THE ALBANIAN MEDIA DURING 2020: A CORPUS CONTENT ANALYSIS

**VISAR SYLAJ Ph.D. (c.)**  
Graduate School  
Shaanxi Normal University  
**E-mail:**visar.sylaj@studio.unibo.it

**Prof. Asoc. Dr. GENC ALIMEHMETI**  
Department of Management  
University of Tirana  
**E-mail:**genc.alimehmeti@unitir.edu.al

## ABSTRACT

The severe impact of the COVID-19 outbreak has brought the world economy to its knees with far reaching effects in many industries. Tourism has been among the most harmed sector and its recovery has gone through a long process of image repair. This process has also produced reflections by the academia to rethink pre-pandemic practices and to restart the sector by applying sustainability actions. While assuring the tourist's perception of safety, media is the medium that could stimulate radical changes in the industry. In this context, the present study aims to explore the main themes covered in the Albanian media during 2020. The study seeks to understand whether and to what extent the sustainability principles were reflected and whether Covid-19 crises has given more emphasis to sustainability themes in the media. To this end, a content analysis of 658 online news articles from four Albanian media: Albanian Telegraphic Agency (ATA), Shqiptarja.com, Euronews Albania and Gazeta Dita, was performed. Based on frequency considerations, economic growth and recovery is identified as the recurrent theme associated with tourism in the Albanian media in 2020. This study evidences that discourses of economic growth and tourism recovery prevail over sustainability considerations and the COVID-19 outbreak has not triggered a change in the way how tourism is discussed and the immediate concerns for economic recovery have neglected a possible chance to reshape the Albanian tourism.

**Keywords:** *Albanian Tourism, COVID-19, sustainability, media, content analysis*

## INTRODUCTION

It has already passed two years since the Covid-19 outbreak and the March 11th, 2020 WHO declaration of the pandemic emergency and the aftermath of the health crises were devastating. Not only the pandemic had severely impacted public health, but it had also struck a severe blow to the global economy with catastrophic effects in many core industries. Since travel restrictions were imposed on a global scale, tourism has been clearly one of the first industries to be affected by the Covid-19 health crisis (Leka, 2020). The continuous international travel restrictions, shutdowns and lockdowns to contain the virus spread within countries or particular areas have resulted in a disastrous outcome for the economies (Qiu et al., 2020).

According to World Tourism Organization (2021), international tourist arrivals faced a fall of 74% during the 2020. The drastic shortage of tourists has caused unprecedented loss to the tourism value chain, such as airlines, cruise companies, transnational hotel chains, etc., which directly and indirectly has caused innumerable business closures and job losses (Ioannides & Gyimóthy, 2020). The World Travel & Tourism Council (2021) data on the economic impact of Covid-19 reports a deficit of over USD 4.5 trillion in 2020 in the travel and tourism industry, which accounts for the fall of 3.7% of the world's GDP and 62 million jobs lost globally in 2020. Countries' economies that rely more on tourism, such as Greece, Portugal, Mexico or Spain, where tourism represents 15% of their GDP, were particularly vulnerable to the pandemic (Fernandes, 2020). In particular, the OECD report on tourism in Western Balkans (2021) shows that Albania and Montenegro were among the most heavily affected OECD countries with over 20% of GDP of the tourism income loss.

While the Covid-19 restriction measures have been lifted in most of the countries, masks are still recommended or mandatory to use in public places in some countries, therefore tourism industry is yet in the recovery phase, which is expected to be slow (Shin & Kang, 2020) and extended in time (Fernandes, 2020). Moreover, several studies (Bhati et al., 2020; Bratić et al., 2021; Golets et al., 2020; Luo & Lam, 2020; Shin & Kang, 2020) suggest that Covid-19 has triggered unpleasant feelings of health-

risk fear and anxiety in tourists that have affected their decisions in choosing travel destinations. For this reason, the need to improve the image of safety and restore customers' trust has become crucial (Polo, 2020).

The implementation of mandatory public health measures, such as providing alcohol-based hand sanitizers and disinfectants and requiring mask-wearing have been used as safety mechanism to restore the confidence in the image of tourism services during 2020, however it was not enough and the necessity to enact a new communication strategy to attract tourists has rapidly emerged (Polo, 2020). Although, prior to the pandemic a whole series of mass media channels, such as social media, travel websites, advertising, television, magazines and newspapers, were used to promote the tourism services, the same mediums were also used to inform the customers about the safety conditions offered in 2020 (Romagosa, 2020).

The change of the communication strategy for the sake of promotion of the image of safety has triggered a debate in the literature on what practices are to be reflected in the tourism sector. Given that the current pandemic concerns health and the image of safety is vital for the sector's recovery (Polo, 2020; Romagosa, 2020), several scholars (Gössling et al., 2021; Hall et al., 2020; Ioannides & Gyimóthy, 2020; Polo, 2020; Romagosa, 2020; Stankov et al., 2020) have put forward the possibility of “taking advantage of this period of stoppage in order to make far-reaching structural changes to the tourism sector, starting with a reflection on sustainability” (Romagosa, 2020). Instead of returning to the same practices prior to the Covid-19 crises, where profit and growth were the main concerns, scholars suggested that tourism services should advocate for “mindfulness” of both services and customers (Stankov et al., 2020) and start taking and promoting social and environmental protection actions (Ioannides & Gyimóthy, 2020; Romagosa, 2020), while informing the customers about the safety conditions of Covid-19 measures. These studies indicate that there was a need to adopt a discourse strategy based on sustainability principles in order to assure the image of safety and manage the future development of the tourism sector.

In this context, the paper focuses on the discursive strategy produced by key Albanian online media on tourism sector during 2020. The main purpose of this study is to explore the resilient themes covered in the Albanian media during 2020 and to understand whether and to what extent the sustainability principles were reflected and whether Covid-19 crises has given more emphasis to sustainability themes in the media.

## **BACKGROUND OF THE TOURISM INDUSTRY IN ALBANIA**

Tourism industry is a core sector of the Albanian economy, which makes a significant contribution to the economic development of the country, generating revenues, employment, and investments. For these reasons, the Albanian government has endorsed the tourism development as a national economic and strategic priority in the National Strategy for Development and Integration 2015-2020 (*National Strategy for Development and Integration 2015-2020*, 2016). The main ambition of the Albanian Government's strategy regarding tourism is to expand the tourism sector's activity from a seasonal to a year-round form of touristic attraction, including coastal, natural and cultural thematic subsectors (*National Strategy for Sustainable Tourism Development 2019 – 2023.*, 2019).

Over the last decade, tourism in Albania has witnessed a stable and constant growth. According to the latest annual report of Albanian Institute of Statistics (2019), around 17.5 million individuals have visited Albania in the period 2017-2019, with an increase of 25.2 % in 2019, compared to 2017, and the number of accommodating services, such as hotels, motels, camps, guesthouses, mountain shelters and other structures, recorded an increase of 6.7 %, arriving at 1355 services in 2019. The revenues of tourism services (such as accommodation, food and drink services, travel agencies, tour operators, car rentals and other reservation service) in 2018 were ALL 45 billion, standing for 2.8 % of Albania's GDP (*Tourism in Figures, 2019*, 2019).

Albania's tourism progress was halted in 2020 amid the spread of the COVID-19 pandemic (Polo, 2020). The period of the country's lockdown, from mid-March to the end of April, and the measures taken to prevent the Covid-19 infections had a considerable effect on the



seasonal preparations and bookings (Misho, 2020), but the devastating blow to the tourism industry came from the drop in the numbers of international tourists due to the international flight restrictions and borders closures of almost all EU countries. The total number of tourists that visited Albania during 2020 was 2,657,818, with a drop of 58.5 % compared to 2019 (*Vjetari Rajonal Statistikor 2020 (Regional Statistical Yearbook 2020)*, 2020). Also, the annual reduction of the tourism export services by 58.7% and import services by 53.0% cause a negative impact in revenue contribution (Cela, 2021). With the intent to prevent greater loss of the sector, the Albanian government launched a policy of open borders in the period of summer and attracted tourists from regional countries, mainly from Kosovo, which contributed to maintain many of the private tourism services in business and limited the damage that could have been critical for the whole industry.

The aggravation of the pandemic was a concern for both the government and private businesses (Polo, 2020). Changes in the tourism marketing are indispensable for sector (Polo, 2020). Polo (2020) suggests that some changes must be made to the tourism crisis management and this health emergency “must also be seen as an essential opportunity for changes to be made in the programming and planning for the sustainable development of the country, including the careful planning of the tourism crisis management plans in the strategic planning of marketing.” Misho (2020) argues that the pandemic crisis “may give us time to reflect and think about environmental long-term solutions while tackling the short-term problem ... [and] create new environmental policies after the pandemic, ...ensuring sustainable development.” The calls of scholars for reshaping of the communication strategy and engage in major considerations of sustainability for the tourism sector are in line with the Albanian government’s national strategy for sustainable tourism development 2019-2023, which envisions “Albania, a hospitable, attractive and authentic destination, for sustainable development of country’s economic, natural and social potentials” (NSSTD, 2015).

## **SUSTAINABLE TOURISM**

Over the recent years, the need to address the threats to the environment has been more pressing than ever. Several industries are accounted for having a negative impact on the environment and tourism is no exception (Hall, 2010). With the growth of tourism industry, its influence on the

environment has also incremented (Hall, 2010). While many nations are economically dependent to the tourism sector, without the fair use and reproducibility of environmental resources has become clear that there is no progress and development (Cistulli, 2002). It was in this fashion that the Brundtland Report (Our Common Future, 1987) of the United Nations Conference on Environment and Development (UNCED) defined “sustainable development” as development that “meets the needs and aspirations of the present generation without compromising the ability of future generations to meet their needs” (Cistulli, 2002; Meuser & Carola von Peinen, 2013: 91 (in Jekins); Hall, Grossling Scott, 2015: 1). Also, the Food and Agriculture Organization (FAO) extended the definition of “sustainable development”, including “...the management and conservation of the natural resources base, and the orientation of technological and institutional change, in such a manner as to ensure the attainment and continued satisfaction of human needs for present and future generations. Such sustainable development (in the agricultural, fisheries and forestry sectors) conserves land, water, plant and animal genetic resources, is environmentally non-degrading, technically appropriate, economically viable and socially acceptable” (Cistulli, 2002). Any industry that aims development and growth is bonded to this conceptualization of decision-making for environmental resources reproducibility and social wellbeing. Therefore, the term “sustainable tourism” is integrally related to “sustainable development” due to its economic, social and environmental factors and this is explicitly made clear in the words of World Tourism Organization and Food and Agriculture Organization (UNWTO) that describes “sustainable tourism” as “*Tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities* [italics in original]” (UNWTO, 2020).

Sustainability in tourism has been long discussed since 1980s (Hall, 2010). While environmental issues are always present in policies and regulations, the way how sustainability is understood and moulded into discourses depends on the country’s different political, economic, and societal opinions, values, or ideologies about the efficient use of

resources (Hall, Grossling Scott, 2015). Torkington, Stanford and Guiver (2020) suggest that countries' tourism policies, "rather than reflecting the finite limits of ecological and societal sustainability", patronize the economic growth and "militate against cooperative action to reduce the environmental damage caused by international tourism". The difficulty to determine all aspects of the term has triggered many scholarly debates (Hall, Grossling Scott, 2015). Harrison (1996) argues even that, with account to the tourism field, "sustainable development" is a confusing term (Liu, 2013). However, Hall, Grossling and Scott (2015) suggest that sustainable development is conceived as an umbrella term to encompass "conflicting value positions with regard to the environment and the perception that there is an environmental problem which requires a solution" (2).

While focused on the Covid-19 crises, the 2020 research (Gössling et al., 2021; Hall et al., 2020; Ioannides & Gyimóthy, 2020; Polo, 2020; Romagosa, 2020; Stankov et al., 2020) view it as the perfect chance for a "transformational effect" to occur and consider the environmental protection actions in sustainability as a game changer for the future of tourism (Hall et al., 2020). On the contrary, Torkington et al. (2020) argue that governmental policies on tourism patronize economic growth and are not willing to change the international tourism in terms of ecological and societal sustainability. For this reason, Hall et al. (2020) notes that "[t]here will be strong political and industry pressures to "restart" the economy as quickly as possible and generate employment in a period of major global economic recession". This condition may divert attempts to ensure the sustainable development in tourism and downplay sustainability for the sake of the economy growth and tourism economic recovery.

## **METHODS**

In this study, a content analysis was performed on key Albanian online newspapers to examine the main themes regarding the tourism sector during the pandemic in 2020. Content Analysis (CA) is a systematic and replicable procedure for coding a large amount of text and reducing textual data into categories (Berelson, 1952; Krippendorff, 1980; Stemler,

2000; Weber, 1990). Through CA method researchers can make “replicable and valid inferences from data to their context” (Krippendorff, 1989, p. 403). Being a method concerned with text analysis, CA is primarily used in communication research (Krippendorff, 1989; Lacy et al., 2015). The conceptual framework of content analysis was firstly coined by Berelson (1952), who describes CA as a “research technique for the objective, systematic and quantitative description of the manifest content of communication” (p. 18). The purpose of CA technique is to unveil the focal point of the discursive strategy and is applied for analyzing trends and patterns in the textual data (Stemler, 2000). CA is frequently used to categorize blocks of texts into main themes and link the themes to the macro-level of the discourse, revealing the intention behind the communication (Özsu & Binark, 2019).

**Data collection and sampling**

Four key national newspapers were identified to achieve a wide-range of the tourism-related outlets in Albania: Albanian Telegraphic Agency (ATA), Shqiptarja.com, Euronews Albania and Gazeta Dita. The sample media was selected based on their high circulation, ease of use of their website archive and open access to the news articles. ATA is the official news media of the Albanian government and provides national and international news outlets. Shqiptarja.com is a popular Albanian private national newspaper. Euronews Albania is the Albanian franchise of the international media platform, Euronews Group, which publishes national and international news outlets both in Albanian and English language. Finally, Gazeta Dita is another popular Albanian private national newspaper.

Using the term ‘tourism’ (in Albanian: ‘turizëm’)in the newspapers’ website archives a total of 658 online news articles were collected over a 12 month period between 01 January 2020 and 31 December 2020. The collected items are in Albanian language and are illustrated in Table 1. Keyword-search is a reliable procedure used to scan all articles in media archives that correspond to the keywords chosen and can guarantee that the collected items are representative of the topic studied.

**Table 1.** Number of items divided by media.

Month	ATA	Shqiptarja.com	Euronews Albania	Gazeta Dita
January	27	7	2	2
February	18	14	6	2
March	11	3	5	2
April	30	22	13	14
May	59	16	25	12
June	56	16	10	5
July	39	9	6	8
August	45	15	3	5
September	36	6	5	1
October	29	11	5	2
November	15	6	3	1
December	18	6	3	4
Total	383	131	86	58
All Total		658		

## Coding

After the procedure of cleaning advertisements and other irrelevant information, the coders have read the items to familiarize with the content and have independently classified them into codes. Subsequently, the coded items were reduced into categories that were grouped into main themes and sub-themes. Some categories of news items were grouped in more than one theme or sub-theme, i.e., articles describing investments in agro-tourism were grouped both under the sub-theme of “*National tourism development and economic growth*” and under the sub-theme of “*Agro-tourism*”.

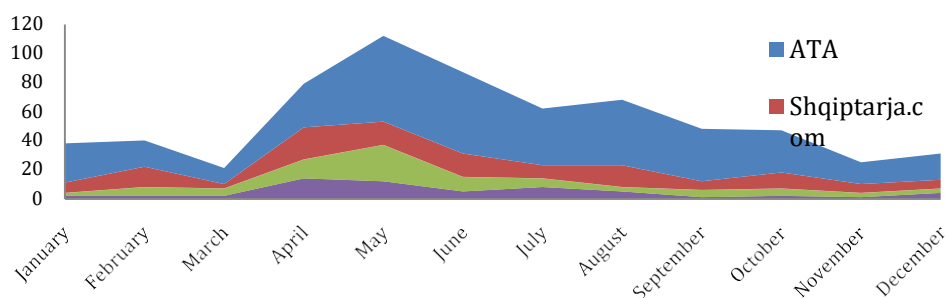
## RESULTS AND DISCUSSION

### Frequency of publications

Our research identified a total of 658 articles published by key Albanian media on topics related to tourism industry during 2020. More than half of the news items on tourism were published from the Albanian government official media ATA (58 %). On the contrary, the private media were relatively less focused on tourism topics, respectively 20 %

from Shqiptarja.com, 13 % from Euronews Albania and 9 % from Gazeta Dita (Table 1).

April and May emerged as the period with the maximum of tourism-related articles published. The topics on tourism started to become a matter of discussion due to the complete lockdown and the closure of national borders (air, sea, land) of Albania in the period of March and April. Many articles reflected the industry's anxiety and discussions were focused on how and when the summer tourism would restart. Business activities were allowed to operate only after April 20th and the international flights restarted with Greece, Serbia, Austria and Germany in June 15th, 2020 and successively with neighbouring countries in June 30th, 2020. Also, the descending rate of Covid-19 new cases in Albania starting from June decreased the number of articles related to tourism topics.



**Figure 1.** Frequency of publication of articles on tourism.

## TYPE OF CONTENT

The aggregated results of the content analysis show a trend in the type of content shared by the Albanian media (Table 2). In general, the Albanian media covered more national (81%) than international news topics on tourism (19 %) during 2020. ATA provided the highest number of nationally oriented news topics on tourism (47 %). In comparison to other media the news articles of Shqiptarja.com were focused more on the domestic tourism, covering 89 % of its articles on national news topics and only 11 % on international ones. The pandemic and the continuous international lockdowns forced the Albanian government to

change the tourism promotion strategy and push forward the promotion of domestic tourism. The domestic destinations gained more importance in the government statements and interviews and, consequently, domestic tourism was covered more than the international destinations in the media outlets.

**Table 2** Type of the topics on tourism-related articles.

Type of coverage	ATA	Shqiptarja.com	Euronews Albania	Gazeta Dita
Nationally oriented news topics	311	117	67	40
Internationally oriented news topics	72	14	19	18

### Main themes

As showed in Table 3, after analyzing the content of 658 news items 13 themes emerged.

### Covid-19 and international tourism

The pandemic crisis of Covid-19 has caused unprecedented consequences to tourism in 2020. Unsurprisingly, as in all other industries, the media coverage about the impact of Covid-19 on tourism resulted to be the main topic in the Albanian media during 2020, comprising 26.5% of the articles. This finding is in accordance with the content analysis study of Chen, Huang and Li (2020) that identified the theme “COVID-19’s impact on tourism” as the main topic covered by the Chinese media on tourism-related articles during 2020. This theme includes news items related to the economic and social challenges created by the COVID-19 situation in the tourism industry in Albania and several other countries. In this study we divided the topic in two categories: “Covid-19 and international tourism” and “Covid-19 and domestic tourism” to identify the type of news that the Albanian media reflected more in relation to the COVID-19’s impact on tourism.

Our findings show that the international situation of Covid-19 on tourism (14.9 %) was covered more than the news reports reflecting the domestic

situation (11.6 %). The international situation of Covid-19 on tourism was covered more in ATA (8.3 %) and Euronews Albania (3.1 %), while the national situation was covered more in Shqiptarja.com (4.4 %) and Gazeta Dita (1.6 %).

### Economic growth

Our results show that economic growth was the second main topic covered in the Albanian media, resulting in 26.3 % of the total of tourism-related news items. This theme includes topics on the investments, financing, reconstructions, rehabilitations, assistances, and agreements carried out by the Albanian government, municipalities or private investors in the tourism industry. Topics on this theme are majorly present in ATA and represents 22 % of its articles. While not being the focus of other media, this theme is yet considerably present in their articles.

### Tourism recovery

Tourism recovery is the third main theme covered in the Albanian media during 2020. Surprisingly, this theme is a topic of major concern for the private media, but relatively less from the state media ATA. Shqiptarja.com (7.7 %) and Euronews Albania (4.1 %) covered the major number of articles on this theme. On the one hand, news items related to this theme covered the measures carried out by the Albanian government, municipalities, or private investors to recover the tourism industry from the Covid-19 crises, the shortage of tourists and the health measures to be adopted in touristic areas. On the other hand, several news articles discussed the investments needed and used for the post-COVID-19 economic recovery of the industry.

### Domestic tourism promotion

The fourth theme revealed in the analysis represents 15.8 % of the total news items and reflects the efforts of the media to promote the domestic tourism. This theme includes articles on types of tourism, such as



maritime tourism, alpine tourism, historical tourism, cultural tourism, adventure tourism, rural tourism, and domestic destinations' promotion. The promotion of the Albanian tourism is revealed as the second main topic of the state media ATA (n = 72). This topic was largely covered by the ATA (10.9 %) and Shqiptarja.com (3.1 %), whereas was scarcely covered by other media. While ATA provided information on the touristic destinations and areas of Albania, Shqiptarja.com news articles were focused more on promoting the types of tourism and touristic activities offered in Albania.

#### Agro-tourism

Being one of the top priorities of the national plan of the Albanian government, Agro-tourism was mostly covered by ATA with 44 news items, while other media scarcely covered this initiative. The scarce promotion of this initiative in the private national media evidences the need for the Albanian government to coordinate the promotion strategy of its initiatives with the private media and share related information on the investments and locations of interests.

#### Albanian tourism promoted in the international media

This theme was mainly covered by ATA and scarcely covered by other media. Being a state media and cooperating with many international state media gives to ATA the possibility to have more information related to the promotion of the Albanian tourism in the world. The promotion of the Albanian tourism in the international media is an important mechanism of marketing and can be a strong point for the tourism promotion strategy that should be covered more in the Albania media.

#### National tourism regulations

This theme encompasses all the political and social discussions triggered by the political parties and the Albanian Tour Operators Association on the tourism situation during the 2020 in Albania. This theme includes the discussions regarding the Law on Nautical Tourism Services that was a matter of concern during the period of March-May 2020.

## Green tourism

While being one of the major attractions of the Albanian tourism, “Green tourism” resulted covered less during 2020. The lack of coverage of the green tourism shows that the Albanian media is less focused on the promotion of green tourism activities in Albania. News items in the theme of “Green tourism” include discussions, reported initiatives, and promoted destinations of nature tourism in Albania.

## Patriotic tourism

Patriotic tourism is another tourism sector initiative created by the Albanian government. In an attempt to recover the tourism industry, in august the Albanian government launched a policy of open borders with Kosovo. This policy was promoted as “Patriotic tourism in Albania” and “Pusho Shqip” (Rest in Albanian language) and aimed to attract the Kosovo tourists in Albania. This initiative resulted successful and ensured the survival of many tourism businesses in Albania during 2020. This initiative was mostly covered by ATA (1.3 %) and scarcely covered by other media, evidencing again the necessity for the Albanian government to coordinate the promotion of its initiatives with the private media.

## International tourism promoted in Albanian media

News on international tourism appeared to be a less covered theme in the Albanian media. The promotion of international touristic destinations is mainly covered by Gazeta Dita (n = 7), which shared mainstream news articles on touristic spots covered by other international media. In this prospective, it is seen a lack of information from the Albanian media to provide original content on other countries’ tourism.

## Sustainable tourism

The theme of “sustainable tourism” emerged as one of the less covered topics in the Albanian media. While being one of the main priorities of the Albanian government’s national strategy on tourism 2019-2023 (NSSTD, 2015), surprisingly this topic was not covered in the articles of the state media ATA in 2020. On the contrary, some initial discussions were provided by the Albanian private media (Shqiptarja.com, n = 3;

Euronews Albania, n = 2; Gazeta Dita, n = 2). This finding suggest that the concept of sustainability is still to be developed in the Albanian media and the lack of discussions imply that the media is not yet in line with the national priorities on tourism initiatives. The scarce coverage of “sustainable tourism” also evidences that the calls of scholars for promoting social and environmental protection actions in the marketing strategy as a form of image repair in the wake of the Covid-19 health crisis did not occur during 2020.

### Discussions on international tourism

This theme is also one of the less covered topics in 2020 and reflects the lack of information in the Albanian media regarding discussions on the international tourism. More attention on this kind of reports can provide valuable insights on the international market needs, innovative services, tourism trends, etc, and support the development of the Albanian tourism.

### Tourism digitalization

Discussions on digitalization of the tourism services are on their early stages in Albania and, whilst poorly covered, can still be considered as a step forward in increasing the awareness of the Albanian media towards the modernisation of services of the tourism industry.

**Table 3.** Themes of the news items

Themes		ATA		Shqiptarja .com		Euronews Albania		Gazeta Dita		Total	
Covid-19	international news	55	(8.3%)	15	(2.2%)	21	(3.1%)	9	(1.3%)	178	(26.5%)
	domestic news	19	(2.8%)	29	(4.4%)	19	(2.8%)	1	(1.6%)		
Economic growth		145	(22%)	16	(2.4%)	6	(0.9%)	7	(1%)	174	(26.3%)
Tourism recovery		29	(4.4%)	51	(7.7%)	27	(4.1%)	1	(1.5%)	11	(17.7%)
Domestic tourism promotion		72	(10.9%)	21	(3.1%)	6	(0.9%)	6	(0.9%)	10	(15.8%)
Agro-tourism		44	(6.6%)	0	(0%)	0	(0%)	1	(0.1%)	45	(6.7%)

Albanian tourism promoted in international media	9	(1.3%)	2	(0.3%)	0	(0%)	1	(0.1%)	12	(1.7%)
National tourism regulations	3	(0.4%)	4	(0.6%)	3	(0.4%)	2	(0.3%)	12	(1.7%)
Green tourism	6	(0.9%)	2	(0.3%)	1	(0.1%)	1	(0.1%)	10	(1.4%)
Patriotic tourism	9	(1.3%)	0	(0%)	0	(0%)	1	(0.1%)	10	(1.4%)
International tourism promoted in Albanian media	1	(0.1%)	0	(0%)	2	(0.3%)	7	(1%)	10	(1.4%)
Sustainable tourism	0	(0%)	3	(0.4%)	2	(0.3%)	2	(0.3%)	7	(1%)
Discussions on international tourism	2	(0.3%)	0	(0%)	0	(0%)	2	(0.3%)	4	(0.6%)
Tourism digitalization	3	(0.4%)	0	(0%)	0	(0%)	1	(0.1%)	4	(0.5%)

## CONCLUSION

The impact of Covid-19 crisis on the global economy, in general, and on tourism industry, in particular, has been devastating. Consequently, the health crisis has put forward the necessity to restore the image of safety of tourism and travel.

The main purpose of this study was to explore the resilient themes in the Albanian online news outlets on tourism during 2020 and to understand whether and to what extent the sustainability principles and actions were covered and whether Covid-19 crises has given more emphasis to sustainability themes in the media. By conducting a content analysis on data retrieved from four Albanian media outlets: Albanian Telegraphic Agency (ATA), Shqiptarja.com, Euronews Albania and Gazeta Dita, this study addresses revealed 13 main themes. Being the major concern in 2020, the Covid-19 impact on the national and international tourism emerged as the main theme covered. Because of the pandemic, the other main themes present in the Albanian media were “economic growth”, “tourism recovery” and “domestic tourism promotion”. Whilst the promotion of the government initiatives in tourism, such as “Agro-tourism”, “Green tourism” and “Patriotic tourism”, were less covered and

mainly represented in the state media ATA articles, which suggest a need for more coordinated action between the state and private media in the promotion of Albanian tourism initiatives. This study confirms the concerns of Hall (2020). The necessity to restart the tourism industry, and the economy, dominated the discourses in the Albanian media during 2020. The main finding of this study suggests that the communication of sustainability in tourism is present in the Albanian media, however it is scarcely covered and has not produced the change that is auspicated by scholars. The Covid-19 health crises did not increase the promotion of the social and environmental protection actions in the marketing strategy. The limited discussions on sustainability in tourism reveal the necessity for additional efforts in its promotion in the Albanian media.

## REFERENCES

- 2020: *Worst Year in Tourism History with 1 Billion Fewer International Arrivals*. (2021). World Tourism Organization. <https://www.unwto.org/news/2020-worst-year-in-tourism-history-with-1-billion-fewer-international-arrivals>
- Berelson, B. (1952). *Content analysis in communication research*.
- Bhati, A. S., Mohammadi, Z., Agarwal, M., Kamble, Z., & Donough-Tan, G. (2020). Motivating or manipulating: The influence of health-protective behaviour and media engagement on post-COVID-19 travel. *Current Issues in Tourism*, 1–5. <https://doi.org/10.1080/13683500.2020.1819970>
- Bratić, M., Radivojević, A., Stojiljković, N., Simović, O., Juvan, E., Lesjak, M., & Podovšovnik, E. (2021). Should I Stay or Should I Go? Tourists' COVID-19 Risk Perception and Vacation Behavior Shift. *Sustainability*, 13(6), 3573. <https://doi.org/10.3390/su13063573>
- Cela, E. (2021). *Analizë e Zhvillimeve në Sektorin e Jashtëm të Ekonomisë T3 – 2020 (Analysis of Developments in the External Sector of the Economy T3—2020)*. Bank of Albania. [https://www.bankofalbania.org/rc/doc/Analiza\\_e\\_Bilancit\\_te\\_Pagesave\\_T3\\_2020\\_18374.pdf](https://www.bankofalbania.org/rc/doc/Analiza_e_Bilancit_te_Pagesave_T3_2020_18374.pdf)

- Economic Impact Reports*. (2021). World Travel & Tourism Council. <https://wttc.org/Research/Economic-Impact>
- Fernandes, N. (2020). Economic Effects of Coronavirus Outbreak (COVID-19) on the World Economy. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3557504>
- Golets, A., Farias, J., Pilati, R., & Costa, H. (2020). *COVID-19 Pandemic and Tourism: The Impact of Health Risk Perception and Intolerance of Uncertainty on Travel Intentions* [Preprint]. SOCIAL SCIENCES. <https://doi.org/10.20944/preprints202010.0432.v1>
- Gössling, S., Scott, D., & Hall, C. M. (2021). Pandemics, tourism and global change: A rapid assessment of COVID-19. *Journal of Sustainable Tourism*, 29(1), 1–20. <https://doi.org/10.1080/09669582.2020.1758708>
- Hall, C. M., Scott, D., & Gössling, S. (2020). Pandemics, transformations and tourism: Be careful what you wish for. *Tourism Geographies*, 22(3), 577–598. <https://doi.org/10.1080/14616688.2020.1759131>
- Ioannides, D., & Gyimóthy, S. (2020). The COVID-19 crisis as an opportunity for escaping the unsustainable global tourism path. *Tourism Geographies*, 22(3), 624–632. <https://doi.org/10.1080/14616688.2020.1763445>
- Krippendorff, K. (1980). *Validity in content analysis*.
- Krippendorff, K. (1989). Content Analysis. In E. Barnouw, G. Gerbner, W. Schramm, T. L. Worth, & L. Gross (Eds.), *International Encyclopedia of Communication, Vol. 1*, 403–407.
- Lacy, S., Watson, B. R., Riffe, D., & Lovejoy, J. (2015). Issues and Best Practices in Content Analysis. *Journalism & Mass Communication Quarterly*, 92(4), 791–811. <https://doi.org/10.1177/1077699015607338>
- Leka, B. (2020). *An Overview of the Pandemic Impact in the Economy of Albania*. 78, 11.
- Luo, J. M., & Lam, C. F. (2020). Travel Anxiety, Risk Attitude and Travel Intentions towards “Travel Bubble” Destinations in Hong Kong: Effect of the Fear of COVID-19. *International Journal of Environmental Research and Public Health*, 17(21), 7859. <https://doi.org/10.3390/ijerph17217859>
- Misho, E. (2020). COVID-19 AND IMPACT ON ENVIRONMENTAL AND INTERNATIONAL LAW IN ALBANIA. *Proceedings of the*

*International Scientific Conference" Social Changes in the Global World", 1(3), 127–137.*

*National Strategy for Development and Integration 2015-2020.* (2016). Republic of Albania Council of Ministers. [http://dap.gov.al/images/DokumentaStrategjik/NSDI\\_2015-2020.pdf](http://dap.gov.al/images/DokumentaStrategjik/NSDI_2015-2020.pdf)

*National Strategy for Sustainable Tourism Development 2019 – 2023.* (2019). Albanian Ministry of Tourism and Environment. <https://turizmi.gov.al/wp-content/uploads/2019/12/National-Tourism-Strategy-2019-2023-EN.pdf>

Özsu, G., & Binark, F. M. (2019). Representation of the “Belt and Road Initiative” in Turkish mainstream newspapers. *Communication and the Public*, 4(4), 291–304. <https://doi.org/10.1177/2057047319895448>

Polo, A. (2020). ECONOMIC CRISIS AND TOURISM CRISIS IN THE CONDITIONS OF COVID-19. THE CASE OF ALBANIA. In *Education, Law, Business* (pp. 55–59).

Qiu, R. T. R., Park, J., Li, S., & Song, H. (2020). Social costs of tourism during the COVID-19 pandemic. *Annals of Tourism Research*, 84, 102994. <https://doi.org/10.1016/j.annals.2020.102994>

Romagosa, F. (2020). The COVID-19 crisis: Opportunities for sustainable and proximity tourism. *Tourism Geographies*, 22(3), 690–694. <https://doi.org/10.1080/14616688.2020.1763447>

Shin, H., & Kang, J. (2020). Reducing perceived health risk to attract hotel customers in the COVID-19 pandemic era: Focused on technology innovation for social distancing and cleanliness. *International Journal of Hospitality Management*, 91, 102664. <https://doi.org/10.1016/j.ijhm.2020.102664>

Stankov, U., Filimonau, V., & Vujičić, M. D. (2020). A mindful shift: An opportunity for mindfulness-driven tourism in a post-pandemic world. *Tourism Geographies*, 22(3), 703–712. <https://doi.org/10.1080/14616688.2020.1768432>

Stemler, S. (2000). An overview of content analysis. *Practical Assessment, Research, and Evaluation*, 7(1), 17.

*THE COVID-19 CRISIS IN THE WESTERN BALKANS: Economic impact, policy responses, and short-term sustainable solutions.* (2021).

OECD. <https://www.oecd.org/south-east-europe/COVID-19-Crisis-Response-Western-Balkans.pdf>

Torkington, K., Stanford, D., & Guiver, J. (2020). Discourse(s) of growth and sustainability in national tourism policy documents. *Journal of Sustainable Tourism*, 28(7), 1041–1062. <https://doi.org/10.1080/09669582.2020.1720695>

*Tourism in figures, 2019*. (2019). Albanian Institute of Statistics. <http://www.instat.gov.al/en/publications/books/2019/tourism-in-figures-2019/>

*Vjetari Rajonal Statistikor 2020 (Regional Statistical Yearbook 2020)*. (2020). Albanian Institute of Statistics.

Weber, R. P. (1990). *Basic content analysis*. Sage.

Category	example articles (Translated In English)	online news media	issue date
Covid-19 and domestic tourism	COVID-19/ Tourism this summer with new rules	ATA	28/04/2020
	COVID-19, Vasil Bedinaj: Tourists canceled reservations, we fired the staff (VIDEO)	Shqiptarja.com	31/03/2020
	The virus puts tourism in trouble, hotel owners in Berat and Gjirokastra: Bookings until the end of May, canceled	Euronews.al	27/03/2020
	Meta: Tourism, one of the sectors most affected by the pandemic, many businesses on the verge of survival	Gazeta Dita	12/5/2020
Covid-19 and international tourism	SPAIN - The UN predicts a 30% drop in international tourism in 2020	ATA	27/3/2020
	The pandemic threatens 120 million jobs in global tourism	Shqiptarja.com	26/08/2020
	Global tourism in trouble, the industry has lost 273 billion euros and 56% of tourists	Euronews.al	29/07/2020
	World Tourism Organization: So far the loss amounts to \$ 320 billion	Gazeta Dita	21/08/2020
Domestic tourism promotion	Thethi, a mountain tourism destination / The road to the Albanian Alps is magical	ATA	9/6/2020
	Helicopter rides and skiing in the mountains ... why you should definitely go to Valbona this winter	Shqiptarja.com	18/02/2020
	Vlora ready for the tourist season, in Pogradec all houses are reserved for family tourism	Euronews.al	10/6/2020



Albanian tourism promoted in international media	TOURISM / It is not just for the beach, it has an impressive history. A guide to the "city with two seas" that flourished after the fall of Apollonia and Orik	Gazeta Dita	2/8/2020
	Well-known Italian website: Tourism in Albania will be a success story	ATA	17/05/2020
	The Calvert Journal': Albania one of the secrets of Europe, 5 right destinations for mountaineering (PHOTO)	Shqiptarja.com	16/02/2020
	"The last secret of Europe ", the Spanish media 'echoes' the tourism in Albania	Gazeta Dita	6/3/2020
National tourism regulations	Meta returns for review to the Assembly the law "On maritime tourism activities"	ATA	26/05/2020
	Rama letter from the touristic operators: We want a dedicated package, remove the time band, open the beaches and borders, foreigners ready to come on June 1 (VIDEO)	Shqiptarja.com	8/5/2020
	President of the Union of Chambers of Industry and Commerce: We demand that special attention be paid to tourism and the tailoring industry	Euronews.al	13/04/2020
	"What does Albania need for quality tourism "	Gazeta Dita	16/04/2020
Discussions on International tourism	FRANCE - Breton: Brussels is working on coordinating rules to support tourism	ATA	5/5/2020
	TOURISM / How did capitalism turn "leisure" into a commodity that is bought and consumed. A proposal to get out of this planetary-scale nightmare	Gazeta Dita	1/9/2020
	CAIRO - Egypt inaugurates airports to boost tourism	ATA	29/06/2020
International tourism promoted in Albanian media	Tree vacation, the special innovation in Belgium for tourism within the borders	Euronews.al	9/7/2020
	Special innovation in Belgium for tourism within the borders	Gazeta Dita	9/7/2020
	Tourism development in Korça, working group for drafting long-term strategies	ATA	11/1/2020
Economic growth	The winner for the Skarfica tunnel / Rama: In September-October it is ready! I will boost tourism, economy and employment	Shqiptarja.com	10/8/2020
	The economy will grow 5%, tourism is seen as a revenue saver	Euronews.al	2/9/2020
Tourism recovery	Klosi says that Tourism will be the 'Doctor Pipero' of the Albanian economy	Gazeta Dita	25/04/2020
	Facilitation policies / Benefited over 14 thousand small businesses, support to the tourism sector	ATA	28/10/2020
	Polish tourists do not 'betray' Albania, 650 tourists come by charter	Shqiptarja.com	14/07/2020
	Blendi Klosi: The project of 100 villages has brought development in tourism	Euronews.al	24/12/2020

	Covid-19 does not stop tourism, in the weekend will come three charters with tourists from Ukraine and Poland	Gazeta Dita	16/06/2020
Tourism digitalization	Cultural heritage, tourism and digitalization, focusing on cooperation with France	ATA	4/12/2020
	Redimensioning tourism in Albania and the role of e-Business	Gazeta Dita	9/4/2020
Green tourism	Klosi in Brussels: Albanian tourism part of the European Green Agreement	ATA	19/02/2020
	Tourism expert: This season will be kept alive by Albanians. If before they wanted to go to Rome or Paris, today they want to explore nature	Euronews.al	14/04/2020
	The samit 'Tourism, Solidarity and Sustainability'	Shqiptarja.com	14/01/2020
Sustainable tourism	International Tourism Day, Meta: We should give a breath to the sector, tourism is not only about 5 stars hotels	Euronews.al	27/09/2020
	Why does Albania need quality tourism	Gazeta Dita	16.04.2020
	The effects of COVID-19 / Patriotic Tourism yielded results, performed at 55% of capacity	ATA	23/09/2020
Patriotic tourism	The virus does not stop "patriotic tourism". High flow of vehicles at the border point of Morina, for two hours about 8 thousand people have passed the border	Gazeta Dita	4/7/2020
Agro-tourism	Berat / Investments in agritourism keep people in the village and ensure sustainable rural development	ATA	20/01/2020
	Mrizi: how is the most famous agro-tourism in Albania surviving	Gazeta Dita	16/04/2020

---

## **GEO-VILLAGE IN ALBANIA**

**Prof. Dr. Afat SERJANI**

ProGEO-Albania, GSA, Tirana, Albania

**E-mail:** afatserjani@gmail.com

**Dr. Florina PAZARI**

ProGEO-Albania

Barleti University, Faculty of Social Science, Tourism and Sports, Department of Tourism, Hospitality and Recreation, Tirana Albania.

**E-mail:** floripazari@gmail.com

### **ABSTRACT**

This presentation is concentrated to development of geo-tourism in our country. Due to his geological-geomorphologic construction Albania is very reach country in geological sites. Along with Adriatic seaside and Ionian Riviera there are formed a lot of attractive landscapes. Last years is going intensively development of tourist industry. The initiative of Albanian State about 100 tourist villages, which coincides with the UNESCO Project on proclamation of geo-tourist villages in every country, inspired authors to do the study on distribution of geo-villages in our country. Below there are presented in details geodiversity and geosites, and their including in before publications and presentations in scientific activities, there are named and described very short geo-villages and group villages, which are placed on geosites and geomorphologic landscapes. Geo-tourism is going to be main trends of the sustainable development of our country. The current socio-economic conditions in Albania, central and local communities, there are waiting for intensive development of tourist and geo-tourist industry. Last times, amongst the exploration of natural resources, it is going to be a priority the development of tourism and geo-tourism. Some different kinds and levels of geo-tourism can be developed, depending by natural conditions of every region.

**Keywords:** *Geodiversity, geosite, geo-village, geotourism, geologicalsites*

## **INTRODUCTION / PRESENTATION**

Last years, after change of the social system, it is intensively evaluated tourism for the sustainable economic development all over Albania. Amongst the development of cultural tourism, on the base of large cultural and historical heritage of our country, it is going the tourism in nature. Albania is rich country in flora and fauna for development of bio-tourism as well, but authors, in this presentation will be concentrated in geo-tourism, linked with reach geodiversity, and especially with the new project, on geo-villages.



### **Petrela Geo-village and Tirana Molasse's Basin**

At the beginning we must point that in most cases national parks in Albania and in all protected areas, have inside interesting geodiversity and geological sites. In such manner they constitute geoparks and not simple natural parks as they are treated up to now.

The initiative of 100 tourist villages by Albanian State, coincides in time with the Initiative of European Community for proclamation of Geo-villages. This Project was proclaimed in IX-th ProGEO (The European Association for the Geological Heritage Conservation) Symposium, held in Chechnya, Poland, on 25-28 June 2018.

According this Project the Geo-village is considered a community which has important geological values in his territory, has local polices for discovering and protection of geodiversity, and who can develop special education and tourist offers.

It is the place to remember the large action on “100 tourist villages in Albania”, organized by National Territory Planning Agency, all over Albania, which was finalized in the large Workshop organized on 14

September, 2018, in Hotel Plazza (14). Here groups of students of architecture and many other specialists, who participated in this action, presented their works done during short time of this action in different villages all over Albania.

## **LITERATURE REVIEW**

The geodiversity concept includes geological-geomorphologic aspect of natural heritage. Due to its geological position and mountainous relief, in Albania can be observed a lot of rare, unrepeatable, some times unique geological phenomena, most part of them represent geological sites. On geological sites of different types and origins, in some cases there are built villages.

Some regional geological sites can be watched even in satellite map of Albania. The main method for discovering of geological and geomorphological sites it is the organization by geologists, geomorphologists and geographers of field works, next to villages. There you can find geosites, can descipe their genesis and evaluate scientific and geotourist values.

There are a lot of literary, old books, where can be read descption of the nature phenomena and beauty of nature.

Sami Frasheri, our famous poet of Albanian Reinasance was wrieded: "Albania is one of the best regions of Balkan with high mountains, wide fields, seassides, bays and a lot of harbours, with nice rivers and lagoons". Sami Frasheri proposed Belshi region, to be as capital of Albania. Belshi region and Dumrea salt diapir, represent a geotourisr region with many lakes and geotourist villages.



**Belshi Geo-village in Dumrea Salt Diapir**

A nice description has been done about our nature by some foreign travelers. At the beginning of last century Lovro Mihachevich has done a voyage in Albania. In his book (3), He has done literary description of Mirdita villages as below: “Oroshi in the heart of Mirdita and Saint Mountain above the Orosh, is a large Highland, from where before You, opened a magnificent view of Shkodra, Ulqini, Durresi and Gjakova”. In Lura village he wrote: .... It was the time to rest and to satisfy with beauty of this place so interesting, and to climb up to Kunora e Lures peak, to see there by our glasses the beauty of this region, the lakes, about it was said that is a pearl at the top of Mountain. Lura village it is at high 1100m, while the Kunora Mountain at 2110m. We climbed up to the lake with coniferous forest, which proudly has his head to the sky. The air is full of balsam, you like to suck more and more, the lungs become wider by fresh and medical air ... From here we get up to Mountain Peak. And what to see around? Before our eyes was opened all Albania full of valiant mountain pasture and Albanian mountain chains...”



**Oroshi landscape in Mirdita  
Lura glacial lake**

Robert Walsh (1772-1852), an Irishman, Historic (6), has done a nice description of Gjirokastra city and Drinos Valley as following:



Between wild, difficult mountains of Albania, you will be surprised when You are entered in a nice fertile field. Gjirokastra field is one of

the nice and great field. It is more than 30 miles long and 6 to 8 in width. On both sides there are built, of about 100 villages along with field center flows in meanders Drinos River. All this view, together with crowds of goats and sheep. full of life is giving to the wildness and to great aspect of nature a rare beauty and interesting character". Some of the geovillages, placed on great geosites can be watched in satellite maps of Albania. In the book of Physical Geography of Albania, can be find many geomorphologic sites in different geographical and tectonic zones of Albania. Geological sites of Albania there are presented in ProGEO symposiums and in studies supported by Geological Survey of Albania. The most important studies and presentations there are as following: Geological sites of Albania, accompanied with the first inventory and the map of geological sites (A. Serjani, A. Neziraj, N. Jozja, 1998, 2000) in sc. 1: 500 000 (9). The Map of the geological sites of Albania, accompanied by the second inventory was finished by A. Neziraj, L. Moisiu, A. Avxhi. on 2021. This new inventory it was put in geological map of Albania in sc. 1: 200 000. Geomorphological sites of Albania and their geotourist values (10), were presented in international symposium: 'Research assessment and improvement in Modena, Italy (Serjani A. Beshku H., Vuksaj N., 2002). An overview on Geological Heritage in Albania. Oral presentation to 32-nd International Geological Congress, Florence-Italy (Serjani A., 2004). One important study on monuments of Albanian nature in Albania was done during eighties years, by Albanian geographers and geologists. This study was published together with the Decision of Council of Ministers Nr. 676 dt. 20.12.2002,, prepared by the Ministry of Environment, Forests and Water Management (5). In the accompanied map you can see that on some natural monuments there are built villages and group of villages. Kole Prgni, famous geographer was published the book of Kelmendi Highland (4) It is the place to remember here scientific activities of Albanian universities, where predominate studies on sustainable development of tourism and geotourism. Such important have been international scientific conferences: "International Conference: Interregional Development in Geographical, Historical, Social, Economic and Cultural" held in Fan S. Noli, Korca University, on November, 2017

(1), and International Conference: “Opportunity and challenges for Sustainable Development Tourism” organized in Barleti University on May, 2021, (2).

## **RESEARCH METHODOLOGY**

In this article the authors will be concentrated below in the following topics: The main methods and published scientific materials on geodiversity and geological sites in Albania, and their relation with villages and group villages are given. There are remembered the most important activities and publications on tourism development especially recent years about tourist villages in Albania. Short date about the most interesting geo-villages, and groups of geo-villages with main geological sites, are present as well.

## **FINDINGS AND ANALYSIS**

Albania is rich country with geo-villages and in some times, there are groups of villages, built on interesting geological formation, with geosites. In Albanian Alps and eastern, and southern geographical units' geo-villages are built on carbonate rocks. In Mirdita tectonic zone some villages are built on magmatic, ophiolite rocks, or volcanic and ultrabasic ones. While in western part, covered by nice molasse landscape, there are villages, which are built on clay and flysch formations.

In Albania, there are many traditional known tourist and rest villages, in Alps, in Korca and Pogradeci, Berati, Vlora and Gjirokastra regions. In Shkodra Lake is Shiroka tourist village built on slope of Taraboshi Mountain. In sandy Adriatic sea coast, and along with Ionian Riviera from Vlora north to Butrinti south, all villages can be named as geo-villages. Amongst them, here we can name in Adriatic coast from north to the south: Velipoja at mouth of Buna River, Shengjini, Patoku, Lalesi Beach, Currila, Durrresi, Golemi, Divjaka, Semani, Cold Water of Vlora, and Orikumi beaches. Along with Ionian Revera there are geo-torist villages of Dhermi, Himara, Qeparo, Borsh, Lukova beaches. South of Saranda City, there are Ksamili Island of beautiful view and Butrinti archeological city.





**Borshi and Qeparo Geo-villages, beaches in Ionian Revera**

Amongst geo-villages, in some regions there are group of villages placed on large geodiversity, or built on large geosites. Here we can name upper Kurveleshi villages pleased in Kurbeleshi Highland, on the edges of Gurra, Shkreli and Nivica canyons.

Curraj i Eperm, on the upper flow of Lekbibaj river is a wide zone of buildings in some places of landscape, located on Triassic carbonate rocks. Here, there are a lot of karst caves, rocky cliffs, and beautiful landscapes.

On Dumre salt diaper, is Belshi and some other villages, built between karst lakes. Around villages and lakes there are formed many field landscapes, and deep karst holes.



**Satellite view of Dumrea salt diaper lakes.**

Another one group of geo-villages there are Zagorie villages, between Dhembele and Cagupi mountain chains. Here is Sheperi historic village, where was born our famous writer Andon Zako Cagupi.

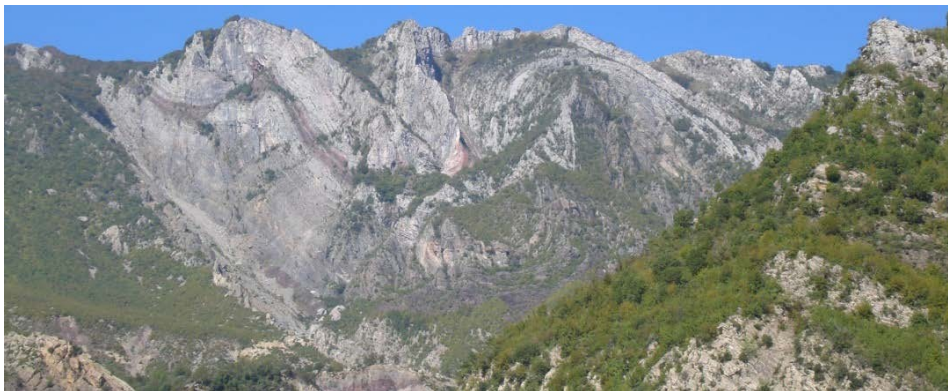
A beautiful view has Dropulli villages built by limestone beds of different colors, at foot of eastern slope of Mali i Gjere Mountain from Dervicani north to Jorgucati south.

Below, will be named some other geo-tourist villages all over Albania.

In North of Albania there are known geo-parks of Valbona and Thethi. They are visited every year from foreigner tourists, often from United States, who enter from Kosovo. After Valbona village they do by foot the path from Valbona to Thethi.

In Valbona River Valley there are placed the village of famous folk singer Fatime Sokoli, and Bajram Curri cave.

At the contact of Cukali and Mirdita tectonic zones is placed Komani geo-village and Komani archeological site. Here, on both sides of Hydro-Energetic Power Station, there are placed a lot of colored folding in carbonate formations of Cretaceous-Paleogene age.



**Komani large folding in Komani Geo-Archeological village.**

In western part of the Albanian Alps zone, in Kelmendi high mountains Plateau, in the bed of Cemi River it is built Tamare village, which is center of the zone. It is placed between large rocky cliffs on both sides of Cemi River. Cemi River has formed deep canyon, where you can enter in along with Leqet e Hotit slope, which is an important stratigraphic geosite where there are determined:

Upper Triassic shallow water carbonates, limestone and dolomite beds rich in *megalodontias* and *algal stromatolites*; Lower Jurassic deposits, black limestone with *algal microfacies* with *Palaeodasycladites mediterraneus*; Limestone packet with *lithiasis*; of Dogger-Malm, a shallow water, *oolite* facie and fine bedded limestone of Neocomian with *macrofauna* beds (“storm deposits”);, In upper part of the section are limestone beds of Tithonian with *Clypeina Jurassica* and *Campanella strata*; and bedded limestone of Barremian-Aptian with *Cisalveolinas*; In Oroshi mountain Region at 1440m above the sea level, is located Konaj Village west and Lajthiza village east.

The best-known geo-village in Peshkopi region is Lura, which is known and used as tourist spot for its geology, for nice glacial lakes and for famous conifer forest.

Lura national park (Mirdita region). It is situated on Lura ultrabasic massif. On the slopes of Kunora e Lures pick (2121 m) there are recognized glacial cirques and moraine deposits at 1650m-1800m. Some beautiful glacial lakes (Large Lake, Black Lake, Cow’s Lake, Flower’s Lake) surrounded by high trees, mainly pines and many laws full of flowers are presenting outstanding aesthetic views.



**Peshkopi salt diapir, around which are placed Bellova, Zagrad and Raptisht geo-villages.**

In Peshkopi region, in upper levels of Banjat torrente, on the gypsum rocks there are placed Bellova, Zagrad dhe Raptisht villages.

In Bulqiza Region is Plani i Bardhe geo-village, placed on both slopes of the nice glacial valley. It is separated by Bulqiza valley by Qafa e Buallit Pass.

In Tirana region we can name Shengjergji and Pellumbasi geo-villages. In Korca region amongst the known tourist villages as Voskopoja, Dardha, Vithkuqi we can remember her Gjinomadhi geo-village. In Gjinomadh, in Upper Cretaceous formations there are two thick packets, constituted by *macrofossils* mainly *gastropods*, *corals* and *rudists*. In Kolonja region we can remember here Borova martir village on the route to Leskoviku.



### **Prespa Lake and geo-villages around**

Very interesting geo-village is Benja village, in Permeti region, which is proclaimed by Decision of the Council of Ministers as a protected Historic Center, together with Lengarica complex of canyon, waterwall, karst caves and thermal water springs. It represents a complex geopark with some geosites, some of them are specific. At the foots of old ancient bridge there are thermal water springs. Lengarica canyon it is of about 4km long, 100m deep, and 20-50m wide. In this canyon there are discovered 15 karst caves by geographer M. Mati. In some of them there are found historic-cultural objects.





Benja Geo-village in Permeti region, here are Benja Canyon, waterfall, karst caves and thermal waters.

Interestig is Kelcyra geo-tourist town with Kelcyra Gorge and Cold-water springs, which represents a complex of geo tops: On the left side of Vjosa river there is big water spring, “Black Eyes” “spring, getting up just at the bottom of Vjosa River. He has clean water and blue to black color. What is why this spring is named: “Black Eyes” spring. Above the “Black Eyes” spring is a karst cave. In Kelcyra spot, there are some cold-water springs and many high ancient, oak trees. This spot is placed just at Kelcyra gorge and in core of Kelcyra huge anticline. Outcrops of Vjosa River terraces on both sides are a classical, geological, new tectonic formation.



Kelcyra Geo-town: Kelcyra deep Gorge, Cold water springs, Vjosa terraces, Black eyes and cave about.

In Gjirokastra region there are Libohova geo - touristic town, Labova e Madhe villages at the foots of Cajupi nice landscape, Glina village with Glina water spring and Sotira geo- tourist village at foots of Morgana Mountain with old high trees, with a lot of cold springs, and massive limestone with cracks of Liassic age filled by uranium-bearing phosphorite mineralization.



The old, high trees in Sotira Geo-village, and cold-water springs Gjirokastra region.

## DISCUSSION

Many geo-villages in Albania are capable to draw the attention of visitors, and to accompany them during walk trails around, they can supply visitors with natural products and their dishes.

Geo - tourism is going to be main trends of the sustainable development of our country. Geo-tourist activities can be developed for different scopes and in different forms. The current socio-economic conditions in Albania, central and local communities there are waiting for intensive development of tourist and geo-tourist industry. Last times, after change of the social system, amongst the exploration of natural resources, it is going to be a priority the development of tourism and geo-tourism. Some different kinds and levels of geo-tourism can be developed, depending by natural conditions of regions.

Improvement of the infrastructure is going every year. Geo-heritage, nature and environment protection, land planning, recreation and

management activities, must be established. New geo-heritage and geo-tourism information technologies, and exchange of knowledge on geosciences information system, need to apply. Description of main geo-tourist itineraries, exploration areas, recreation spots and new geo-eco tourist maps must be compiled, published, and distributed as well. Logistic information will guarantee a pleasant and comfortable geo tours, establishing a complex relationship between participants and rocks, soils, geomorphology, landscapes, flowers, plants. Every geo-site, aesthetic landscape, astonishing geological outcrop has unrepeatable value. It is need to discover, to hear, and to feel by human being. Developing geo-tourism, we do not forget the protection our natural heritage.

## **CONCLUSIONS**

The UNESCO Project on geo-villages coincides in time with the Project of Albanian State on 100 tourist villages all over Albania. Albania, due to its interesting geology and geomorphology it is reach in geo- sites. Many villages in our country are built on geological sites or geoparks, that is why we think they are geo-villages. In some cases, there are some group villages placed on geo - sites. Geo-villages of Albania are very important for sustainable development of geo-tourism amongst the common tourism.

## REFERENCES

- Mihacheviq L., (1883-1907),” NËpër Shqipëri”, Botimi Gjergj Fishta, 2006, Tiranë.
- Qiriazi P., Bego F., (1999), “Monumentet e Natyrës së Shqipërisë” Tiranë.
- Robert Walsh (1772-1852), “Për Ali Pashain”, Gazeta “DITA” December 1, 2021, Tiranë.
- Serjani A. (2009), “Kurveleshi Highland, a Museum of Albanian Nature”. Monography. Published in Albania and English versions. “Mediaprint”, Tirana.
- Serjani A., Avxhi A., (2003) Geotourist Albania, Map in Sc. 1: 500 000. In english version. Tirana.
- Serjani A., Beshku H., Vuksaj N., (2002), “Geomorphologic sites of Albania and their Geo - tourist values”, International Workshop on Geomorphological Sites: “research, assessment and improvement”. *PROCEEDINGS*, Modena (Italy), 12-22 June 2002.
- Serjani A., Cara F., (1996), “Geological sites of Albania”, *Geol. Balc.* 26, No.1, 57-60.
- Serjani A., Moisiu L., Avxhi A., (2008), “The Main Geo - tours in Albania”, Rab Island, Croatia. Proceedings, Zagreb, September 2008.
- Serjani A., Neziraj A., (2000), The First Inventory of Geological Sites of Albania. Annual Meeting of ProGEO’2000 (Abstract volume), Prague, 1-8 June2000.
- Serjani A., W.A.P. Wimbledon, A. Neziraj, H. Hallaci, S. Bushati, K. Onuzi., (2003), “Geological Heritage and Geo - tourism in Albania”, “Marin Barleti”, Tiranë.



# **THE EVALUATION OF WATER RESOURCE ON THE BILISHTI MUNICIPALITY USING SWOT AND TOWS ANALYSIS**

**Dr. Ermiona Braholli**

University of Fan S. Noli, Faculty of Education and Philology,  
Department of History and Geography  
**E-mail:** ermiona.braholli@yahoo.com

**Ms.C. Julika Malo**

Student of Master, University of Fan S. Noli, Faculty of Education and  
Philology, Department of History and Geography  
**E-mail:** julikamalo@gmail.com

**Ms.C. Anjeza Leka**

Teacher at “Petro Nini Luarasi”, Korçë  
**E-mail:** lekaanjeza71@gmail.com

## **ABSTRACT**

This study is focused on the southeast of Albania, in the municipality of Bilisht. The new administrative-territorial division requires sustainable water resources management by assessing their potential. The Bilisht municipality is rich in springs, waterfalls, streams, Devolli River, Small Prespa Lake, and other artificial lakes that have different uses. The aim of this paper is to identify the hydrological diversity and evaluate their economic, aesthetic, functional, spiritual, and touristic values. Through the SWOT analysis are identify the strength and opportunities of using water resources, as well as the weaknesses and threats of using and over-using of water resources. The results of the SWOT analysis are implemented on the TOWS analysis, which is strategic analysis that identify the relationship between strengths, opportunities, weaknesses, and threats. The purpose of this study is to identify four strategies to protect water resource of Bilisht municipality and to develop new sustainable uses.

**Keywords:** *water resource, economic value, Bilisht municipality, SWOT-analysis, TOWS-analysis*

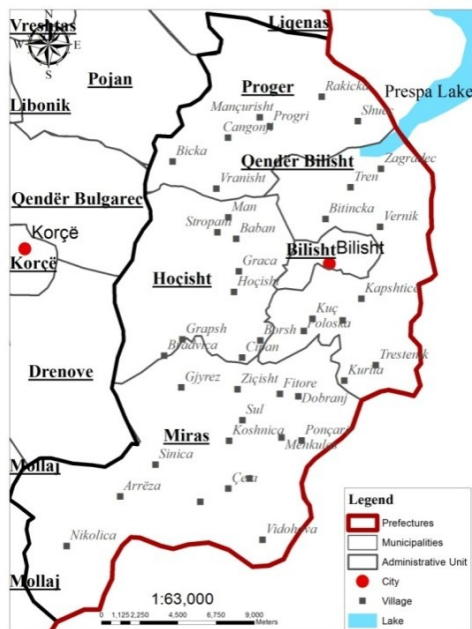
## **INTRODUCTION / PRESENTATION**

Water is a natural resource that keeps in life humans and biodiversity. On the water, bodies are included seas, lakes, rivers, springs, streams, waterfalls, underwater rivers, etc. Surface and ground waters could have scientific, economic, aesthetic, and touristic values. Due to their scientific values, water features have become part of national and international protection area. The water resources have economic values because during the human history water is used for consumption and irrigation, in industry and transportation. Combination of water bodies with rock and biodiversity gives them aesthetic values with touristic interest. Bilishti municipality includes lots of springs, many streams, the upper Devolli River and a part of Small Prespa Lake. To make an evaluation of Bilishti municipality water resource is use SWOT and TOWS analysis.

## **STUDY AREA**

The Municipality of Bilishti is part of Korca Region. It covers an area of 477 km<sup>2</sup>. The Municipality of Bilishti has a long history, expressed in ancient settlements like: Treni Cave, Ventroku Castle, and Trajani Castle etc. According to the latest administrative-territorial division Devolli is organised in five administrative units (Mirasi, Progri, Hoçishti, Bilishti, and Centre Bilishti), with one urban area (Bilishti town), 45 villages, and with about 26 716 inhabitants. All the settlements are located near to water bodies like streams, river or near to the Small Prespa Lake. On the figure below is showed the map of the Bilishti Municipality.

**Figure 1** Administrative organisation of Bilishti Municipality

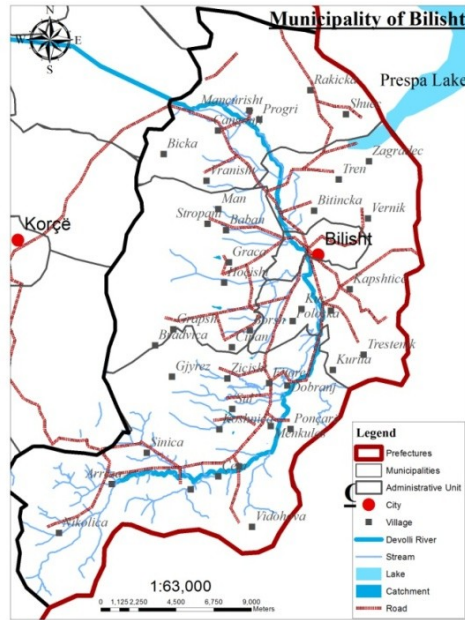


Resource: ArcGIS 10.1 E. Braholli 2022

Geographically, the municipality of Bilisht is located on the southeast of Albanian territory. It includes the Bilishti field, the eastern slope of the Morava mountain range, the Rakicka mountain, the Llapisht mountain and the Vernik valley (Qiriazi, 1985; Qiriazi, 2011; Qiriazi, 2019). The hypsometric amplitude ranges from 850 m (Cangonji Gorge) to 2042 m (Badaroshë peak). Geologically, this area is part of tectonic zone of Mirdita and Albano-Thessalian basin composed of limestone, terrigenous, and ultrabasic (Xhomo et al. 2002). Due to the topography, the territory of Bilishti is part of Devolli Catchment and Small Prespa Lake Catchment (Pano, 2008). The hydrographical system is affected by the Mediterranean climate, dominated in this area. The winter is long and cold, but summer is short and cool. A natural phenomenon is snow, which precipitates during the coldest period. The municipality of Bilishti is known for the smallest number of rainy days (almost 110-120 rainy days) and the amount of rainfall is 733mm per year (Hidrometeorologjik, 1975). The climatic changes indicate the flow regime of Devolli River and of the Small Lake. The max flow (80%) is in the cold period.

and the min flow (20%) is the warmest period. Melting snow in spring brings considerable water flow to streams and to Devolli River.

**Figure 2** Water resources of Municipality of Devolli



Resource: ArcGIS 10.1 E. Braholli 2022

The municipality of Bilishti is an administrative unit with large hydrological assets, such as: Devolli River, over 100springs, about 28 streams, three waterfalls and one natural lake. The most important water resource is Devolli River. The main source of the river is formed in a glacial circus at an altitude of about 1900m above sea level to continue up to 850 m above sea level (up to the threshold of Zemblak) with an average water flow of  $49.5 \text{ m}^3/\text{s}$  (Pano, 2008). According to geographer Vasil Trojani, rivers are constant streams of water moving towards the slope in a natural bed processed by it (Trojani, 2004). Parts of Devolli catchment are 28 main left streams, like: Nikolica stream, Bezhani stream, Suli stream, Vila stream, Dardha stream, Leska stream, Moça stream, Era stream etc, that supplied with water from more than 100 natural springs. The most important springs are the Spring of Devolli, the Spring of Burimas, the Spring of Mançurisht, the Spring of Proгри and the Spring of Ventrok with scientific, economic and cultural values (Qiriazzi & Sala, 2006; Eftimi, 2007; Qiriazzi, 2018). On the main

stream are created three waterfalls like: Vala e Madhe, Vala e Vogel and Vidohova waterfall with aesthetic value. Small Prespa Lake (49.5km<sup>2</sup>) is a tectonic lake located on the north part of municipality (Akademia e Shkencave, 1990). It is a cross-border water body, where only 4 km<sup>2</sup> belongs to municipality of Bilishti (Eftimi, 2019). On the table below is showed the value of each of the water resources of Bilisht municipality.

**Table 1** The water values in Bilisht municipality.

Values Water bodies	Scientific values	Economic values	Aesthetic and touristic values
Springs	-The spring of Proгри is part of Natural Monuments, the third category of Protected Areas in Albania.	-Most of the strings are used for family consumption in the rural area. Springs have fresh and clear water.	-The spring of Devolli and the spring of Proгри have touristic values and create a beautiful landscape.
Streams	-	-The water of the streams is used for irrigation in orchards and in agriculture.	-They have spiritual values for the local people.
Waterfalls	They are protected from the local people, but not from institution and law.	-	-The Vala's waterfall and the Vidohova waterfall have geotouristic potential.
Devolli River	-It is not protected from local and regional institutions.	-It is used for irrigation (from Nikolica to Zemblak village); -It is used for production of electricity (Nikolica and Qyteza hydropower).	-It has aesthetic values due to the meanders of the valley.
Small Prespa Lake	It is part of Prespa National Park, the second category of Protected Area (IUCN).	-The lake is used for fishing. The most popular fish is Krapu.	The Small Prespa lake is part of touristic destinations of Korca region. The presence of the Castles and of the Treni cave makes it an important destination.

Despite of scientific, economic, aesthetic and touristic values, the water resources in Bilisht municipality is unprotected from physis damages and chemical pollution.

## RESEARCH METHODOLOGY

Water is a fundamental natural source that affects social progress and economic development (Gao et al. 2017). To analyse values of water resource in Municipality of Bilisht is necessary to use SWOT and TOWS analysis. SWOT analysis has an important role in every strategic process where strengths and weaknesses are controllable internal factors and can interact with opportunities and threats that are external, uncontrollable factors. Sustainable use of water resources can contribute to sustainable human development increase the needs of present and future generations. TOWS analysis presents a variation of SWOT analysis that identifies various factors and then binds them together (Bozic, 2008). TOWS analysis helped in the process of identifying the relationship between the strengths, weaknesses, opportunities and threats (Antic & Tomic, 2017). According to Antic & Tomić (2017) TOWS analysis contains four strategies:

- 1- Maxi - Maxi (SO). This strategy focuses on strengths and opportunities. It explains how strengths can be used for realization of certain possibilities.
- 2- Maxi- Mini (ST). This strategy shows strengths in relation to threats (from competitors). Essentially all resources must be used in order to minimize threats or remove them completely.
- 3- Mini- Maxi (WO). This strategy demonstrates weakness in relation to opportunities. Weaknesses must be overcome to be able to take advantage of some opportunities.
- 4- Mini- Mini (WT). This strategy shows weakness in comparison to threats. The goal is to minimize weaknesses and avoid threats.

## RESULTS AND DISCUSSION

On the table below are analysed the strengths, weakness, opportunities and threats of using water resources in Bilishti municipality.

**Table 2** Water wealth assessment at Bilishti Municipality via SWOT analysis

Strengths	Weaknesses
-More than 28 main streams (branches of Devolli river).	-The lack of strategic management policies. -Water pollution in rural areas ( all the upper

<ul style="list-style-type: none"> <li>-The presence of springs and streams near to rural settlements.</li> <li>-The use of water for agricultural, fishing and supply of residents with drinking water.</li> <li>-Using of Small Prespa as a touristic destination.</li> <li>-The use of Devolli valley as touristic path.</li> <li>-The production of electricity through Nikolica and Qyteza hydropower.</li> </ul>	<ul style="list-style-type: none"> <li>valley).</li> <li>- The poor population involvement in management strategies.</li> <li>-The use of water for electricity production have brought ecological changes (example the case in Miras).</li> <li>-The use of chemicals in agriculture brings chemical pollution in underground water.</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>-Better uses of water in the future from local communities.</li> <li>-Awareness and geoeducation of local people;</li> <li>-Development of ecological agriculture.</li> <li>-The use of advanced technology in watering.</li> <li>-A big touristic potential of Prespa Lake (villages Shyec, Zagradec, Rakicka, Treni).</li> <li>-Increase of the Protected Areas in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>-The eutrophication of Small Prespa Lake;</li> <li>-Changes in hydrology system from Climate Changes;</li> <li>-Increase of wastes in the Devolli Valley;</li> <li>- Changes on the Devolli valley from the uncontrolled interventions (taking inert from the valley).</li> </ul>

By implementing the TOWS analysis, are used four strategies for assessing water wealth in Bilisht municipality. The first strategy, connects strengths and opportunities, shows the implementation of integrated management to preserve water resources (use of Nikolica source) and improved the water system for use (gradual replacement of networks built with eternity). Regulating local consumption and making information public would help for this.

The second strategy shows the correlation between strengths and threats. One of the main threats is related to the human factor. This strategy shows the need for the implementation of water resource management policies. This also includes the participation of specialists.

The third strategy focuses between weaknesses and opportunities of this destination. Weaknesses must be eliminated in order to take advantage of some opportunities. The strategy includes increasing investments in infrastructure (increasing the performance of pump equipment) and consumer awareness of savings.

The fourth strategy relates to weaknesses and threats. This strategy includes eliminating weaknesses and avoiding threats as much as possible. The strategy includes changing agro-cultural cultivation

techniques and good practice guidelines to reduce erosion and improvement of aqueduct networks (Vernik, Bradvica, Vidohova, Bilisht town). Furthermore, the strategy has focused on improving legislation to stop interventions on the bed of the Devolli River.

**Table 3** TOWS analysis on water resource in Bilishti Municipality

		External Situation	
Internal Situation		Strength	Weakness
	Opportunity	<b>Strategy SO max- max</b> <ul style="list-style-type: none"> <li>➤ Better use of springs and streams that are located near to rural settlements;</li> <li>➤ Protection of Devolli valley and use it as a geotouristic destination, for regional and national tourists.</li> <li>➤ Development of ecotourism in rural areas.</li> <li>➤ Water supply for all rural families.</li> </ul>	<b>Strategy WO mini-max</b> <ul style="list-style-type: none"> <li>➤ Creation of national/regional strategies for a best water use.</li> <li>➤ Involvement of local people in managements strategies;</li> <li>➤ The use of sustainable technologies in production of electricity;</li> <li>➤ Development of sustainable agriculture will reduce chemical pollution of ground water.</li> </ul>
	Threats	<b>Strategy ST max-min</b> <ul style="list-style-type: none"> <li>➤ Reduce the water pollution near the rural settlements (through the use of cans);</li> <li>➤ Developing geotourism on the Small Prespa Lake (see and learn);</li> <li>➤ The use the Devolli valley for touristic purpose, not for industrial purpose;</li> </ul>	<b>Strategy WT mini-mini</b> <ul style="list-style-type: none"> <li>➤ Creation of new management strategies that reduce wastes in the Devolli River;</li> <li>➤ Education of people for the effects of Climate Changes in their area.</li> </ul>

## CONCLUSIONS

The Bilishti Municipality has large water potential. The fresh water has an important economic value, especially in developing of agriculture and arboriculture. Increase of protected area will give good opportunities to develop geotourism and ecotourism in Small Prespa and on the Source of Devolli River. It is necessary to have water sustainable management policies in order to eliminate negative impacts.



## REFERENCES

- Antic, A., & Tomic, N. (2017). Geoheritage and geotourism potencial of the Homolje area (eastern Serbia). *Acta Geoturistica*, 8 (2), 67-78.
- Bozac, M. G. (2008). Swot analysis and tows matrix-similarities and differences. *Economic reseach*, 21 (1), 19-34.
- Eftimi, R. (2020). Karst and karst water resourses of Albania and their management. *Carbonates and Evaporites* , 1-14.
- Eftimi, R. (2019). The catastrophic decrease of Prespa Lake level-result of Natural or Antropogenic reason? *Geoscences 2019* (pp. 20-24). Sofia: University "St. Kliment Ohridski".
- Eftimi, R., Amataj, S., & Zoto, J. (2007). Groundwater circulation in two transboundary carbonate aquifers of Albania; their vulnerability and protection. *Groundwater Vulnerability Assessment and Mapping, International Conference, Ustron, Poland*, (pp. 206-218). London: Taylor & Francis.
- Eftimi, R., Stevanovic, Z., & Stojov, V. (2021). Hydrogeology of Mali Thatë-Galicica karst massif related to the catastrophic decrease of the level of Lake Prespa. *Environmental Earth Sciences*, 1-19.
- Gao, X., Chen, L., Sun, B., & Liu, Y. (2017). Employin SWOT Analysis and Normal Cloud Model for Water Resource Sustainable Utilization Assessment and Strategy Development. *Sustainability*.
- Hidrometerologjik, I. (1975). *Klima e Shqipërisë*. Tiranë.
- Pano, N. (2008). *Pasuritë ujore të Shqipërisë*. Tiranë: Akademia e Shkencave të Shqipërisë.
- Qiriazi, P. (2011). *Gjeografia Fizike e Shqipërisë*. Tiranë: Mediaprint.
- Qiriazi, P. (2019). *Gjeografia Fizike e Shqipërisë*. Tiranë: Mediaprint.
- Qiriazi, P. (1985). *Morfologjia dhe morfogjeneza e gropave juglindore dhe e maleve përreth tyre*. Tirane: Universiteti i Tiranës "Enver Hoxha".
- Qiriazi, P. (2018). *Tashëgimia natyrore e Shqipërisë (Vlerat, rreziqet dhe menaxhimi)*. Tiranë: Mediaprint.
- Qiriazi, P., & Sala, S. (2006). Monumentet e natyrës të Shqipërisë. Tirane: Ministria e Mjedisit, Pyjeve dhe Administrimit të Ujrave.
- Shqiperisë, A. e. (1990). *Gjeografia Fizike e Shqipërisë, vol II*. Tiranë: Qendra e Studimeve Gjeografike.

Shqipërisë, K. i. (2014). *Ligji nr. 115/2014 Për ndarjen administrativo-territoriale të njësisve të Qeverisjes Vendore në Republikën e Shqipërisë*. Tiranë: Fletore Zyrtare.

Trojani, V. (2004). *Gjeografia Fizike e Përgjithshme*. Tiranë: Afërdita.

Xhomo, A., Kodra, A., Xhafa, Z., & Shallo, M. (2002). *Gjeologjia e Shqipërisë (Tekst shpjegues i Hartes Gjeologjike 1:200 000 te vitit2002)*. Tiranë.

# **NATURAL AND ANTHROPOGENIC TOURIST ASSETS POTENTIAL FOR SOCIAL-ECONOMIC DEVELOPMENT IN THE MUNICIPALITY OF VAU-DEJA**

**Ms.C. Sead Baraku**

University “Luigj Gurakuqi” Economy Faculty, Shkodër

**E-mail:** seadbarakuj@unishk.edu.al

**MP. Majlinda Laçaj**

University “Luigj Gurakuqi” Economy Faculty, Shkodër

**E-mail:** majlinda\_lacaj@unishk.edu.al

## **ABSTRAKT**

The area of Vau-Deja is one of the areas with tourist potential in the north of Albania, with historical, cultural, ethnographic, archaeological, natural resources, with exceptional potential for the development of tourism in the area. Vau i Dejës, (or Danja) was a very important medieval Albanian city with a long history. The area is very rich in cultural heritage assets such as tradition, history, places of worship as well as autochthonous cuisine, and natural as the lake, amazing picturesque landscapes that come as famous Albanian legends, offering the possibility of a tourism development which would derive with an economic growth so necessary for the residents of the area. The purpose of this paper is to identify and promote the attractions and capacities, natural, historical, cultural, artisan that the area possesses. This paper aims to reflect the Municipality of Vau-Deja to tourism actors in such a way as to promote the operation of the area for the improvement of infrastructure and hosting capacities, also to tourism operators to include it in their itineraries of tourist guides, as promising for socio-development - economic of this area. The research methodology consists of secondary data as well as interviews conducted with various subjects of the area, whether state or private, about how the approach of tourism has affected the area and the difficulties encountered as a result of various problems. At the end of the paper, we propose the following recommendations: improvement of infrastructure and signage, increased investment and care

in the preservation of the area's natural resources, promotion of the area through responsible tourist companies, cooperation with tourist institutions and agencies, continuous training of host and accommodation structures, competitive prices with quality service.

**Key words:** *Natural tourism, historical tourism, heritage, promotion, tourist infrastructure*

## INTRODUCTION

Sustainable territorial development in the environmental, social and economic dimensions is today the main perspective (Font, 2002). Each territory has its own heritage which is composed of the territories together with their social-natural path. Strategic planning proposes the identification of territorial resources and the promotion of common visions, the identification of strategies (Wielewicki & Roda, 2011).

The justification of what is understood as a common objective with the development of the territory, in defense of all interested parties, constitutes the conception of the common vision (Sheng, 2012).

Tourism includes the activities of people who travel and stay in places other than their usual place of residence for a period not longer than one calendar year and the purpose of this travel is leisure. (Gorica. K, Koja. V, 2005)

According to (Milne, 1998) tourism is the activity or phenomenon and relationships that arise as a whole from the movement and stay of non-residents in another country without being associated with the creation of income and economic benefits.

For tourism, more other definitions have been given, such as:

- Tourism includes the activities of people who travel and stay in countries other than their place of residence for no longer than one calendar year for leisure, business and other purposes (INSTAT).
- Tourism is the temporary movement of people outside their normal place of work, residence, the activities undertaken by them during

their stay in these destinations and the creation of facilities to meet and satisfy their needs (Mathison and Wall, 1982)

- Tourism is a specific and intense case of what is observed in the life of modern societies - regular relations between foreigners (Madlis, Burch, "Leisure in your life", 173)
- Tourism is the totality of the actions of individuals who move and settle for a period not longer than one year without interruption in places or environments where they do not usually live, for the purpose of spending free time or vacations during the year or for purposes business.
- Tourism is also explained as a search for a new behavior, a search for the authentic, the relationship between foreigners, as a form of imperialism, as a search for pleasure, it is sometimes called the Theory of Tourism of the 4 "S" (Sun, Sand, Surf and Sex - sun, sand, surf and sex) (Godbey G, "Leisure in your life", third edition, 1990:171)

Recent tourism trends show that:

- The coast is still the preferred destination for 63% of European vacationers;
- The average vacation stay for 2019 is between 4 and 13 days;
- They have influenced socio-demographic changes (life expectancy has increased, they have shorter working weeks, the continuous increase in disposable income), are creating a much wider mix of visitor profiles (from different generations, speaking languages others, from different socio-economic levels, etc.) that leads to the improvement of Albanian tourism;
- Development of the most appropriate forms of visitor care;
- Tourists are always looking for a wide range of opportunities allowing them to put together a stay of a few days combining sports and cultural activities, events, social shopping and in some cases themed activities;
- The aging of the European population is increasing the demand and length of stay of tourists in our country;
- Requirements for security and proximity to health centers;

- Tourists are generally looking for a better quality/price ratio.<sup>4</sup>

The Mediterranean region is the leading destination in the world. In less than 20 years, the number of tourists visiting the Mediterranean is expected to increase from 220 million to 350 million (forecast for 2020). 84% of tourists come from Europe, most from countries in the north and west. Germany constitutes the largest market, followed by the United Kingdom, France and the Netherlands. Almost 80% of tourists in the Mediterranean choose Spain, France, Italy or Greece (WTO, 2003).

A third of global tourism revenue comes from the Mediterranean. In the last three years, 2/3 of this income returned to the hands of less than 10 tour operators from Northern Europe. At the moment, mass tourism is one of the main causes of ecological losses in the region. Some locations, which were once virgin, are now out of the question of repair (Conroy, 2002).

## **METHODOLOGY**

In the realization of this study, the secondary data was obtained from the review of a wide literature on the natural and cultural assets of the Vau - Deja area at the Shkoder Regional Directorate of Cultural Heritage (DRTKSH):

- the resources that the Vau-Dejës area owns and manages,
- opportunities for the development of tourism in this area.

Data on the Vau - Dejës area have been provided by books, scientific works, publications in scientific newspapers on tourism, studies by academics from various fields.

The main data on natural and cultural assets have been provided by the specialist of the Shkodër Regional Directorate of Cultural Heritage (DRTKSH), Zt. (field specialist) and Mrs. Brunilda Kovaçaj (Head of the cultural sector Vau-Dejës Municipality). The basis for the development of this study was the Vau-Dejës area. The rest continues with the primary data, the tool used, interview on the natural and cultural assets of the Vau-Deja area.

---

<sup>4</sup> European Communities. 2000. Towards quality coastal tourism. Integrated quality management (IQM) of coastal tourist destinations. Luxemburg: Office for Official Publications of the European Communities, fq 21.

The questions addressed are:

- What are the natural and cultural assets of the Vau-Deja area?
- What are the challenges of managing the natural and cultural assets of this area?
- What are the measures taken at the institutional level for the operation of assets with access to tourism?
- What are the measures implemented to manage the movement of tourists?

### **Vau-Dejas area**

The Vau-Dejës area is an area full of cultural values covered with natural beauty, where the values and cultural traditions of the inhabitants of this area are reflected, which they protect with fanaticism and pride. The city was built in the XI-XII century at the point where the Drini comes out of the mountains. He owned the caravan route and collected a large income from the customs paid for the passage of the Vau de Deja. From the beginning of the 13th century, it remained under the rule of Serbian feudal lords. Here the feudal family of the Zahariajs was strengthened. With the formation of the principality of Balshaj, Deja also became part of it. In 1396 it passed as the city of Venice. In the years 1423-1443, Deja passed twice into the hands of the Ottomans to be liberated in 1443 after the general anti-Ottoman uprising. The possession of Deja became the cause of the conflict between the feudal lords N. Dukagjini and L. Zaharia in 1445. After the murder of the latter, the city was handed over to his mother, Venice. The city remained under Venice until 1479, when it was reconquered by the Ottomans. After that, he did not recover. Today you can still see Deja Castle, inside which are the ruins of a church.

Prashniker (Austrian Archaeologist) The first road to go to Vau Dejës (1916) was difficult, crossing with primitive canoes and we found ourselves in front of a village burned by the Serbs (Mjeda). We continued the road from Laçi and saw that between Laçi and Naraç there were Mounds which were 2 meters high with a perimeter of 15-20 m.

The area of Vau-Deja was known since ancient times for a very large economic development. This area was strategic due to the very fact that ancient roads used to connect the East with the West. From Lisus came

the old Roman road through Nënshat, Hajmel then passed to Laç e Qafë te Guri and through the gorge of Gomsiqes it passed to Pukë.

The area is a reservoir on the Drin River in northern Albania. The area is surrounded by densely forested hills, vertical slopes, deep gorges and a narrow valley, completely occupied by the river. In addition to the Drin, it is fed by the Shala and Valbona rivers. The lake covers an area of 34 km<sup>2</sup> (13 sq mi), its width is 400 m (0.25 mi). The narrowest gorge, which is surrounded by vertical canyon walls, is more than 50 m (0.031 mi) wide. The reservoir was built between 1979 and 1988 near the village of Koman with a height of 115 m (377 ft).

### **Vau-Dejës area and the connection with Tourism**

The Vau-Dejës area lies between the mountains of Shkodra and Kukës districts. It is incredible that such a beautiful place is the result of a reservoir built in 1978 near the village of Koman. The geographical position of the tourist area affects the formation of microclimates. Being on the edge of the lake of Shkodra, in addition to direct light, it also benefits from the reflection of the refraction of light on the surface of the water and that which is refracted by the slopes of the mountains. The combination of specific topography and hydrological conditions have contributed to the formation of different habitats. Golden jackal, red fox, European badger, Eurasian otter, beech gourd, European polecat are the main predatory mammals. A high number of bird species have been observed in the region, including common terns, common partridges, gray herons, Eurasian plovers, great-spotted woodpeckers and black-headed gulls. This lake is home to 13 different species of fish and amphibians.

Based on the legal framework for territorial planning, "issues, areas and objects of national importance in territorial planning" are those issues, areas and objects that are united or related to state or national interests. Usually, for areas of national importance, there are acts approved for their protection and management, by the central bodies (ministries and agencies) covering the relevant sectors. From the territorial analysis of the municipality of Vau-Deja, it results that the issues, areas and facilities of national importance in territorial planning are:



- National transport infrastructure (road and railway)
- Energy infrastructure
- Areas with special natural and environmental values
- Areas with special archaeological, historical and cultural heritage values.

Among the most important elements we can mention: Transport infrastructure:

- National Axis Tirana - Shkodër - Hani i Hoti, National Axis Shkodër - Pukë - Kukës, railway Tirana - Shkodër.
- Energy infrastructure: Bushati, Vaut deja and Koman hydropower plants
- Protected and natural areas: National Park of the Alps (predicted by PPK), Liqeth Field, Fragment of the Shkodër - Pejë tectonic fault, Malagji Cave
- Historical and archaeological areas: Archaeological area A and B of the settlement of Koman, Sapa Castle, Vigu, Vaut te Deja, Shurdhah, etc.

### **Inventory of natural and anthropogenic tourist attractions of the Vau-Deja area**

**Danje Castle** is located on a rocky hill about 120 meters above sea level. *Significance* - She controlled in the palm of her hand the entire fertile field of Zadrina and the main roads coming from Shkodra and Lezha, joining the customs of Danja, continuing towards Kosovo and beyond. This is mentioned in documents of the 12th century, it was an episcopal center and one of the most important centers of the time that controlled the Shkodër-Prizren road.

*Accessibility* - This destination has a distance of 18 km from the city of Shkodra, which can be reached in 25 minutes by car to the city of Vau - Deja, then 3.8 km will be reached by climbing the mountain as there is no road infrastructure, there is only one footpath which has been marked in recent years.

**Shurdhah Castle** rises on a rocky hill on the right bank of the Drin River, about 8 km southeast of the city of Shkodra.

*Significance* - The defensive walls divide the city into two parts, the lower and the upper city with an area of 4.7 ha and a total length of about 1 km. The latter performed the function of a fortress, but served entirely as a place of resistance. The ruins of Shurdhah Castle are among the most impressive, due to the fact that they are located on a lake island, created by the construction of the dam. Once there was the medieval city of Sarda, known as the meeting point of the culture of Malësia, that of Zadrina and Mirdita.

*Accessibility* - In 2015 with the new territorial administrative division, the island of Shurdhah (Sarda) passed to the territorial administration of Shkodër municipality. This historical and cultural destination can only be reached by sailing, boat, canoe. Access can be done from the dam of Ragam village, where you can reach the destination by boat, from the area of Vau-Deja, access is also done by boat, also from the village of Mllojë, Vau-Deja. municipality, can only be reached by navigation. Shurdhah Island is 30 km from the city of Shkodra.

### **Saint Mark's Church**

*Significance* - The cult objects are really numerous in Vaun e Deja. Another category I cultural monument is Saint Mark's Church, which has been mentioned since 1400. According to legends that have come down to this day, the church was built in honor of Skanderbeg's victories over the Venetians. The destination in question has the same location as Danja Castle and the same accessibility

### **Saint Mary's Church**

*Significance* - St. Mary's Church carries with it a sad history. Built at the foot of Deja mountain around 1300, it was one of the oldest churches in Albania, until it was demolished during the communist regime in 1969. Today, only the ruins of the old church can be seen surrounding the new church of the same name.

*Accessibility* - This cultural monument and historical tourist attraction is located 17 km away from the city of Shkodra and can be easily reached by driving to the destination.

### **The ruins of the diocese of Sapa**

*Significance* - The Diocese of Sapa has a history of 950 years and was located within the fortified city of the same name. The first records about

this city are from the Yearbook of the Holy See from the year 1062. The city was built inside Mount Saint Mihill (today Mali i Nënshatit) on a natural terrace about 30 m without reaching the top of the mountain, giving a secure protection against attacks. Later, according to the documents of the time, it was Helena of Rasha who, together with the bishop of Tivar, begged the Pope to declare the city of Sapa a new Diocese together with the field of Zadrima. In 1292, the city was burned and destroyed by the incursions of the Tatars in the Balkans. Only in 1491 the fortress of a part of the city would be rebuilt and the new Diocese would already have under its jurisdiction that of Danja and Sarda that had been destroyed by the Ottoman occupation.

*Accessibility* - The castle together with the ruins of the city within it rise to a height of 580 m above sea level. The ruins of the Diocese of Sapa are located in the village of Nënshat, 28 km from the city of Shkodra, where only the facade is preserved, as the monastery of the "Carmelite" sisters was built there, which has now turned into one. place of pilgrimage for Catholics. The road infrastructure is good and the destination can be reached easily.

### **Vig Castle**

*Significance* - Vigo Castle is one of the three Roman military castles in Albanian territory. It is located at a crossroads of ancient roads between Lezha and Mirdita (Lisus-Nasius), today completely 'forgotten' if not for travelers' notes... "Cultural monument - protected by the state", since 1948, in the present his. the state today preserves three preserved quadrangular towers with buttresses, as well as a gate on the eastern side.

*Accessibility* - This destination is about 34 km from the city of Shkodra and the best time to visit is the summer perio

### **Residence of Koman, Dalmatia**

*Significance* - The settlement of Koman has an extension of hilly territory, covering an area of about 35 ha, this settlement may belong to an even earlier period, but takes shape as a consolidated inhabited center at the end of the Roman period . This page has become part of the scientific research studies of recent years, where for five years the archaeological excavations are bringing to light new discoveries which attract many tourists who, despite the unfavorable infrastructural

conditions, enter the site, enabling the development of adventure tourism in the area .

*Accessibility* - Access from Shkodra to Koman (about 54 km) is done by means of mountain roads and after arriving in Koman the ascent begins (for about 1.30 hours) currently this is the only way to enter the residence of Koman.

### **Lake Vau-Deja**

*Importance* - Vau de Deja Lake is another reason to plan an unforgettable weekend trip. This lake was formed in 1971 from the Drin reservoir, the lake stretches along the gorges of the mountains and the magical nature giving the environment in which it is traversed an impressive panorama. The lake has a surface of 24.7 km and a depth of 52 meters and the Vau de Deja hydropower plant was built in it. In this water and tourism potential, you can go fishing, boating, or even sunbathe and enjoy the wonderful nature.

### **The river of Shala**

*Significance* - Shala River, whose source comes from the area of Dukagjin, crosses Drin, now the lake of the Koman cascade. This destination has become the most frequented point in the north of Albania, isolated by high peaks, the rapid flow of the blue water of Shala offers adventurers a panorama of what resembles distant Thailand, about 100 km from the city of Shkodra, accessible. by car to Koman, then to the Koman dam, the journey continues by boat to the said destination.

### **Accessibility and accessibility in the Vu-Dejas area**

As the area of Vau-Dejës in the past was part of the construction of the largest hydropower works in our country, in the cascade of the Drin river, the copper enrichment factory was also built in this city (a building that unfortunately does not exist today which can be of added touristic value). The infrastructure has been in line with the standards of the time, currently as a result of the continuous lack of maintenance over the years the roads are extremely amortized and access to these destinations and potential tourists turns into a real challenge for visitors, local or foreign (Wielewicki, 2011). The road to the Shala river is very degraded, but so is the navigation on the Drin river.

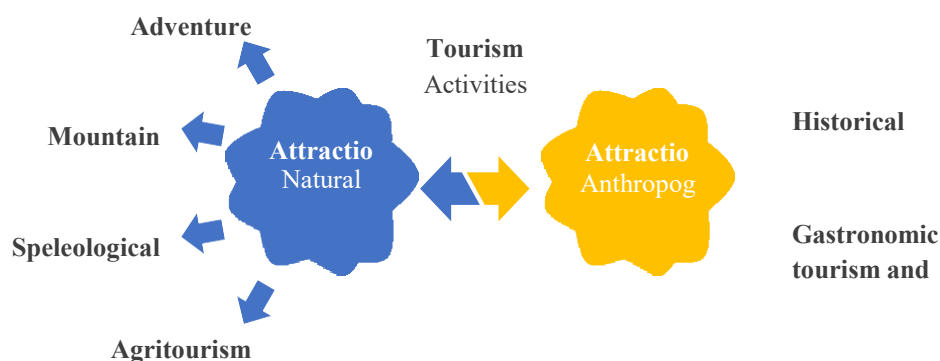
Problems - Part of the Lake Koman cascade is not provided with safe means of travel to reach the above mentioned tourist destination. The road should be built with the right standard, the number of visitors who visit that destination loved by locals and foreigners would be many times greater, so the local government should pay more attention to improving the infrastructure conditions that will affect many in the population of the area but also of a social and economic improvement and development.

## TOURIST SUPERSTRUCTURE IN SUPPORT OF TOURISM

In the last two decades, restaurants have begun to open, as well as agrotourism flourishing points, in minority, which have satisfactorily been included in the tourist market, at the national level, and are massively frequented by local tourists, especially from the south of Albania.

Tourist businesses - We can mention the "DEA" complex in Spathar, the "Gardenland" resort in Barbullush, "Vëllezërit Hasmegaj" in Mjedë, "Perla" in the city of Vau - Deja, "Lisna" agrotourism, "Agora" agrotourism which are already. well-known in the tourism market, offer services for specialized, traditional foods, meeting the demands of tourists who go to relax in the aforementioned entities through the opportunities they offer for various entertainments such as: sailing, fishing, guides in cultural attractions and historical area.

### Possible typologies of tourist activities



Wherever you walk in the area, the beautiful and amazing nature accompanies you without leaving you, you can go hiking, where a good part of the paths is marked, you can travel by bike, climbing by mule but also walking to visit the residence of To Koman, travel by boat to the island of Sarda which carries an interesting history.

Boating on the river Shala is a promising tourist attraction, so with all these exceptional tourist attractions you only need a visionary cooperation between public and private institutions of this area to be potential competitors and challengers not only in the regional administrative tourist market but also national.

## **CONCLUSIONS**

The municipality of Vau-Dejës is an area rich in tourist resources, starting from historical, cultural, adventure, speleological tourism, etc. Hypothesis 1 is confirmed: Vau-Dejës Municipality is a cultural and natural tourism product. The competitive tourist destination for this market must have a clear vision and a concrete strategy for the development of the area and for the attraction of domestic and foreign tourists, to be an area where tourists want to stay for more than a few hours. Hypothesis 2 is confirmed: Tourism in the Municipality of Vau-Dejës brings positive social-economic effects to the area. The area should receive the proper attention from the institutions responsible for the development and improvement of the infrastructure as the first beginning of the development of tourism in the area and consequently its socio-economic development.

## **RECOMMENDATION**

Through the field observation of the current situation of the management of natural and cultural assets in historical and cultural institutions, and after getting acquainted with all the information dealt with on the measures taken in their management and functioning and established by DRTKSH and the Municipality of Vau - Dejës , some recommendations for stakeholders in this regard are:

- Improvement of infrastructure and signage

- Increasing investments and care in preserving the natural resources of the area
- Promotion of the area through various materials and responsible tourist companies
- Cooperation with tourism institutions and agencies
- Continuous training of reception and accommodation structures
- Competitive prices with quality service

## REFERENCES

- Conroy, M. (2002). Certification systems for sustainable tourism and ecotourism: can they transform social and environmental practices? *Ecotourism & certification: Setting standards in practice*. Guðbrandur.
- Font, X. (2002). Environmental certification in tourism and hospitality: progress, process and prospects. *Tourism Management* 23(3) , 197-205.
- Roberts, S., & Tribe, J. (2008). Sustainability Indicators for Small Tourism Enterprises – An Exploratory Perspective. *Journal of Sustainable Tourism* 16 (5) , 575 – 593.
- Rogerson, C. (2008). Integrating SMEs into Value Chains: The Role of South Africa's Tourism Enterprise Programme. *Africa Insight* 38(1) , 1-19.
- Sustainable Development: From Brundtland to Rio 2012. (September 2010). United Nations Headquarters, New York .
- Gimblett, B. K. (1998). *Destination Culture*. University of California Press.
- Girard, L. F., & Nijkamp, P. (2009). *Cultural Tourism and Sustainable Local Development*. Ashgate.
- Godbey G, "Leisure in your life", third edition, 1990:171

Marketing Science Institute (MSI) (2001). 2002–2004 Research Priorities. A Guide to MSI Research Programs and Procedures. Marketing Science Institute.

Vita Koja & Klodiana Gorica. (2010). Bazat e Turizmit.

Vita Koja. (2010). Manaxhim i Ndermarrjeve Te Udhetimeve Turistike Salvatore Messina. Sfidat e zhvillimit të burimeve

Roberts, S., & Tribe, J. (2008). Sustainability Indicators for Small Tourism Enterprises – An Exploratory Perspective. *Journal of Sustainable Tourism* 16 (5) , 575 – 593.

Rogerson, C. (2008). Integrating SMEs into Value Chains: The Role of South Africa's Tourism Enterprise Programme. *Africa Insight* 38(1) , 1-19.

Sheng, C.-W., & Chen, M.-C. (2012). *Tourism Management* 33 , 53-60.

Sustainable Development: From Brundtland to Rio 2012. (September 2010). United Nations Headquarters, New York .

Wielewicki, P. F., & Roda, R. M. (2011). Shared Visions and local sustainability: Territory perspectives under Strategic Design lenses. *Strategic Design Research Journal*, volume 4, number 3 , 118-126.

Tourism” (1999), subsequently endorsed by the United Nations General Assembly in 2001



# **CHALLENGES OF CULTURAL TOURISM IN THE VALLEY OF THETH**

**Fatjon Mlloja Ms.C.**

University of Shkodra "Luigj Gurakuqi",  
Faculty of Economy, Tourism Department  
**E-mail:** fatjon.mlloja@unishk.edu.al

**Sabrina Kuçi Ms.C.**

University of Shkodra "Luigj Gurakuqi",  
Faculty of Social Sciences, Geography Department  
**E-mail:** sabrina.kuci@unishk.edu.al

## **ABSTRACT**

The Valley of Theth is known for its unique typology in terms of both architecture and rare natural beauties. This paper deals with the tangible cultural heritage and the natural heritage of Theth as the main pillars of tourism that this area offers. The inhabitants play a key role in the development and promotion of tourism in the area through the preservation of traditional architecture, the cultivation of local products, and the use of natural resources. The main construction typology of the area is that of "kullë" (a tower built of stone and timber), which is the most widespread variant in mountainous territories with heavy snowfall. In recent years, elements such as concrete, durable aluminium, and so on have replaced the traditional materials of construction, thus altering the typology of constructions. Theth has a great potential for tourism development, which is shown by the increased number of domestic and foreign tourists. This study shows that this type of architecture in the area is an attraction for tourists. The methodology used is that of reviewing the literature and identifying these towers along with the changes that they have undergone in recent years. The main purpose of this paper is to enhance the tangible and natural cultural values of the area and also to identify the challenges that the valley is facing in order to give recommendations to improve these issues. This paper answers the

question of whether a good management policy has been implemented over the years in favor of tourism development, the conservation of tower's vernacular architecture, and the transmission of traditions to meet the new needs. Further development of the area should be done in a controlled manner without alienating characteristic elements that make it unique and original.

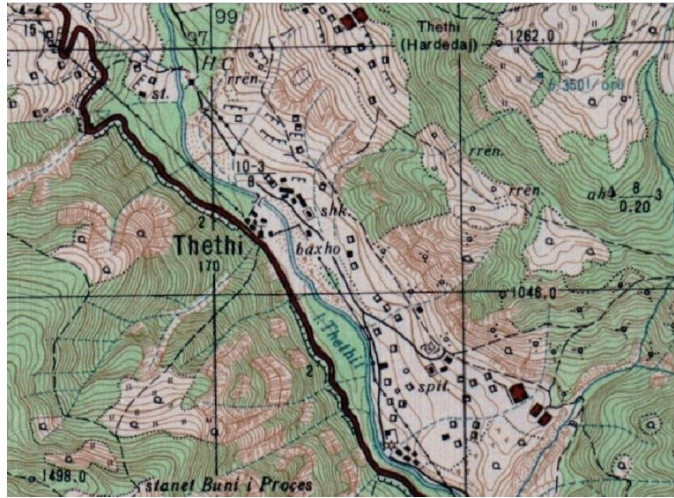
**Keywords:** *Tourism, Cultural Heritage, Architecture, Natural Resources, Theth*

## INTRODUCTION

Theth has extraordinary natural resources and a very rich cultural heritage. This paper deals with the natural and cultural heritage of Theth as a promoter of the mountain tourism that this area offers. Here are described some of the natural attractions that this area offers as well as the changes of the typical Thethi's house *kulla*, as a result of unapproved interventions by institutions dealing with the preservation of cultural heritage and the increased number of tourists. The main purpose of this paper is to identify the natural and cultural values of the area, but also to analyze the problems that Theth is facing and how they can be minimized. The methodology used is that of literature review in regard of natural and architectural monuments, as well as from the evidence of the changes that the latter have undergone over time.

## THETH VILLAGE

Theth is a village in the administrative unit of Shala, and is located about 75 km in North-East of Shkodra (Talani & Kraja, 2000). Widely known for its natural beauties, the Valley of Theth is located in the center of the Albanian Alps part of the ethno-geographical area of Dukagjin in the border area with Kosovo and Montenegro, with an altitude between 750 m and 950 m above sea level (Figure 1).



**Figure 1.** Topographic map of Theth  
*Source: ASIG*

The valley is surrounded by mountain peaks among the highest in Albania such as Radohina, Jezerca, Arapi, etc. reaching an altitude of over 2000 m above sea level. It has been qualified as National Forest Park since 1966 and has a protected area of 2630 ha (Qiriazi, 2018; Shkreli, 2018). Fifty years later the historical center of Theth village was approved, and the regulation for administration of the protected area was defined by Council of Ministers decree No. 733, dated December 8, 2017 (see Figure 2). Due to the increased tourist interest that the area inspires not only for its features but also for the tourist attractions, Theth was included in the Albanian government program "100 Fshatrat" (100 Villages) (Shkreli, 2018). Thethi was mentioned for the first time in the Turkish register of the "Sandzak of Shkodra" 1485 under the name Fusha (Pulaha, 1974; Qiriazi, 2018), and was known as a settlement with 7 houses and it was Koroneli who first put his name on the map in the year 1668 (Dibra, 2016).



**Figure 2.** Map of the historical center of Theth

*Source: Adapted by the authors*

Other known scholars like Pouqueville, Armao, Durham, Nopça, Lane will testify that this area is a place of rare beauty (Lane 1922/2004; Nopça, 2007). The topography of the land, social and economic conditions, and historical circumstances, is one of the main reasons for the low density of rural settlements in this area (Thomo, 1976, 1981, 2021; Thomo et al., 2004; Thomo et al., 2016). In the northern part, the Alpine massif is crossed by mountain Rivers, thus creating deep valleys, which in some points they expand, thus creating suitable terrains for settlements. In addition, they also had a link function with the other provinces. Under these conditions two of the main provinces have developed: Kelmend which develops along the river and the branches of Cemi and Dukagjin where Thethi is part develops along Leshnica River and its branches (Thomo, 2021).



**Figure 3.** Satellite image of Theth  
*Source: Google map*

Theth is a typical settlement composed of 10 neighborhoods scattered along the valley of the Thethi stream, all of which correspond to different patrilineals: Gjela, Gjeçaj, Okol, Nik Gjona, Ndreaj, Ulaj, Kolaj, Stakaj, Grunas, and Nën Rreth. (see Figure 3). Nowadays two recent extensions have been added Ndërlajsaj in south Shala and Rrogam on the other side of the Qafë Valbonë (Galaty et al., 2013; Qiriazi, 2018). The streams also act as a boundary between the neighborhoods, which were once built away from the river bed to avoid flooding (Thomo et al., 2004; Shkreli, 2018).

## **NATURAL RESOURCES OF THE VALLEY OF THETH**

In recent years in Albania it has been discussed a lot and projected on behalf of tourism as a growing economic and social field. Undoubtedly, the key factor for the development of tourism is the favorable natural conditions that our country offers along with the cultural and historical heritage (Doka, 1999). Shkodra region has a valuable biophysical environment that can contribute to possible economic and social growth (Bërzholli, 1999). The district of Shkodra not only has the largest area in the country but at the same time within this area, there are many suitable

geographical-natural conditions as well as an important historical and cultural heritage that can be used for tourism purposes (Doka, 1999). Heritage is a value, a site, an object that is inherited from generation to generation and is natural and cultural. Natural heritage is about nature, landscapes, and environmental habitat, and due to the values it carries are divided into common and unique assets. The cultural one has to do with the creative activity of humanity for centuries. In terms of the values that these two categories of heritage carry, they can be unique and of national importance within the political boundaries where they are located (Qiriazhi, 2018). Often by the term "monument", we mean only those architectural creations or works of art created by man, underestimating nature as a very skillful architect with its creations from the various forms that hide mystery in their creation and awaken our curiosity. Referring to this concept for natural monuments, given the variety of these natural monuments that Shkodra region is distinguished, it comprises also the Western Alps and the Shkodra Lowland. Based on this notion of natural monuments, it can be said without doubt that the mountainous part of Albania is entirely a natural monument in which the Northern Alps stand out (Ziu, 1999). According to (Qiriazhi & Sala, 2004) the concept of natural monuments includes geo monuments or objects of living nature and non-living, as well as hydro monuments. Theth as well as the Alps in general has its own microclimate characterized by long and cold winters where average January temperature is 0°C but often drops till -15°C.



**Figure 4.** View of Theth  
*Source: Photo by the authors*

Another characteristic of Theth is that it is known for its abundant rainfalls, where most of them fall in the form of snow that in height reaches thicknesses over 4-5 m (Qiriazi, 2018; Shkreli, 2018). National Park of Theth is one of the major ecological and natural resources that Albania has, shaped by ice, snow, water erosion, and alpine climate (Figure 4).

**Grunas Waterfall** is located at an altitude of 900 m above sea level in Theth and has a height of 30 m (Figure 5). This waterfall is distinguished for its aesthetic, scientific (geological, hydrological, biological), ecological and picturesque values (Qiriazi & Sala, 2004).





**Figure 5.** Grunas Waterfall  
*Source: Photo by the authors*

**The Blue Eye** (known by locals as *black well*) is located in the village of Kaprrë, and on the way to get here, we encounter beautiful sceneries and amazing natural landscapes (see Figure 6). This is created as a result of erosion of rock masses, from the water of the Black River source coming from the melting of the Alps snow. The Blue Eye has an area of 100 m<sup>2</sup> and its depth reaches up to 5 m (The Municipality of Shkodra, n.d).





**Figure 6.** Blue Eye

*Source: Photo by the authors*

**Grunas Canyon** 700 m above sea level, located in the upper sector of the river of Theth (see Figure 7). The canyon is formed by the river of the same name as a result of its erosive activity. It has a length of about 1.8 km, depth reaching up to 60 m and capture a width ranging from 4-6 m, and is characterized by the presence of steep slopes. The Canyon is famous for its scientific values (geological, hydrological, biological), ecological and aesthetic (Qiriazi & Sala, 2004). We can also mention the Valley of Jezerca, Valley of Runica, Okol springs, Arap Cave and many others (Qiriazi, 2018). National Park of Theth is also known for its biodiversity, which includes nearly half of the national flora with 1500 species of trees and plants (Shkreli, 2018). Many of these herbs are used by the locals for medicinal purposes as well as in gastronomy where mixed with other ingredients they are used as fillers for pies that this area is famous *byrek* or *laknur* (Pieroni, 2008).



**Figure 7.** Grunas Canyon  
*Source: Photo by the authors*

## **VERNACULAR ARCHITECTURE: KULLA**

Starting from the second half of the 19th century, Albania became a travel destination for study purposes by ambassadors, consuls, missionaries, merchants, clerical missionaries or specialists in various fields, where from the records of the latter we find valuable data about houses and our settlements. Rural settlements and rural dwellings as typology have found significant treatment in the works of ethnographers such as Haberland, Urban, and Nopça. The work of the latter is presented as the most complete not only from the ethnographic aspect but also for the study of the dwellings of Northern Albania. It is worth noting that in terms of housing, Nopça's work is not exhaustive for the entire housing of Northern Albania. This is because it is limited to a certain number of provinces, and leaves out other important provinces to have a complete overview of the housing character of this area of the country. Nopça analyzes the most primitive forms such as simple huts built with primitive materials or cave settlements to reconstruct the chronology of

the genesis of the Albanian house. When he deals the most architecturally elaborated homes like towers he finds at those Longobard influences of Northern Italy, whilst at those with porches the influence of the Turkish typology of the house. Haberland considers all constructions except the primitive ones as imitations of foreign models. Regarding the genesis of the towers in Northern Albania, unlike Nopça, the influence comes from Switzerland or South Germany. Urban points out that the geographical factor is directly related to the typology and morphology of the traditional house (Thomo, 2021). The towers of Northern Albania in terms of origin and their changes over time constitute one of the most original and interesting typologies of Albanian traditional creativity as an architectural style (Shkreli, 2018). Thethi as part of Dukagjin province is one of the most developed villages and is characterized by a unique type of architecture that makes it famous. From the beginning, when you look at these dwellings what comes to attention are the 2-3 storey stone buildings covered with wooden tiles called *furde* (Thomo, 1981, 2021). Later on, from the beginning of the 20th Century alpine roofs with high slopes covered with wooden tiles would be used, in order to exploit the space created under the construction. The high slope allows the snow to slide, so the roof does not overload (Thomo et al., 2004). In Theth there were also two-storey buildings the so called "porch-houses", where the first floor was usually built of stone but in some cases also of wood and the first floor entirely built of wood (Thomo, 1981, 2021). Another typology of construction, built of stone is what is known as *kulla* (tower) style home. Mainly two-storey buildings, with a square plan and at the outer corners and on the stone lintel they may feature sculpted decorative elements. The ground floor was largely used for keeping animals, while access to the first floor which was used for living purposes was via an internal wooden staircase. Based on its construction with the word *kulla*, often now used to identify a "tower" construction built deliberately for defense purposes, marked further by the presence of narrow stone-framed windows *frëngji* only on the upper floors for observation and protection, the windows are small, and it has rifle slits and "murder holes" (which allowed shooting straight down at the outside of the door) (Galaty et al., 2013). The architecture of the *kulla* with defense purpose fits perfectly

well within the territory where it stands, at the same time offers male protection from the phenomenon of blood feuds that characterized the area since women were unrestricted to move on. This type of construction may have been developed based on the fortified houses of Yemen, and spread here as well in the mid-19th century when there was dissatisfaction against Ottoman control (Galaty et al., 2013; Shkreli, 2018; Dibra, 2015). Even the construction of towers outside residential territory in other safe natural places it was done mainly for safety reasons, and not only economic or related to livelihood (Thomo et al., 2004). Three-storey *kulla* is the most representative of this construction typology with a living space on each floor, whereas the ground floor is used as a shelter for the animals. The entry to the second floor is made through an external wooden staircase which now has a balcony in front of the entrance. In the third floor the entrance is made through internal stairs and was used for living room. On the façade we also have the presence of the balcony or *krevet* which is covered by the roof that protrudes outwards on this side. The construction of the hip roof with high slope, emphasizes even more the vertical silhouette of the tower (Thomo, 1981, 2021). The architecture of Theth if analyzed on the basis of the function it carries out can be divided into two groups: in private homes built for housing and in those of public use with educational, religious, medical, tourist information functions and so on. Part of the Historic Center of Theth are also some cultural assets classified as first category Cultural Monument and enjoy a special status of protection and conservation by the State (L. No. 27/2018; Shkreli, 2018). These constructions are evidence of the architecture that was built in this area, they constitute a full picture of the development of the living space within the house and they display the materials that were used, the variety of construction techniques that were used to construct different parts of the house. Luckily some examples of this architecture still stands today and they are object of study trips, tour guides, thanks all to periodic restoration and maintenance interventions over the years.



**Figure 8.** The house of Ndue Mark Kola

*Source: Photo by the authors*

**The House of Ndue Mark Kola** has been qualified as a Cultural Monument of the first category, by the Ministry of Education and Culture by decree No. 1886, dated December 18, 1987 (Regional Directorate of Cultural Heritage [DRTK] of Shkodër, 2014). A three-story house, built of stone masonry with one room on each floor and covered with wooden roof *furde* (pine tiles) (Figure 8). The house is an example of the development of the house in terms of height and in design scheme of a single room in every floor. The stone walls on the ground floor reach a width of 70-80 cm and in the two residential floors this width reduces to 50-60 cm, while the ceilings and floors are built in wood. The function of the floors has a clear division, the ground floor or *ahri* is used for keeping animals, the second floor as a fire house and the third for guests. These two living floors are connected to each other by an internal staircase. The façade of the house is further enriched by the open balconies, both functionally creating a living space as well as stylistically, thus breaking

the monotony of the entire stone construction (Thomo et al., 2004; Shkreli, 2018).

**The Tower of Lulash Keçi** has been qualified as a Cultural Monument of the first category, issued by the Ministry of Education and Culture by decree No. 1886, dated June 10, 1973 (DRTK Shkodër 2014). From the typology perspective it belongs to the *kulla*-style buildings with porch, built in the second half of the 19th century (Figure 9). Built on a rock was influenced by the family's typical need for protection. To its fortifying feature is added the lack of openings throughout the volume, except for some very small openings, as well as the presence of *frëngji* in big numbers. Consisting of two floors where the animals were kept on the ground floor and in the first one the fire room and the guest room, is covered with wooden roof *furde* (pine tiles). The first floor premises were also used as Ethnographic Museum of Dukagjin for the exhibition of some cultural objects of the area. The most particular architectural element that is preserved today from all other towers is the open porch *çardaku* built on the upper floor (Thomo et al., 2004; Shkreli, 2018).



**Figure 9.** The tower of Lulash Keçi

*Source: Photo by the authors*

**The Tower of Nikoll Zef Koçeku** has been qualified as a Cultural Monument of the first category, issued by the Culture and Arts



Committee by decree No. 8, December 18, 1987 (DRTK Shkodër, 2014). What is characteristic for this construction is given by its distinctive defensive features and the presence of *frëngji* on all the facades (see Figure 10). It is a three-story tower with thick stone walls. This construction is largely known lock in tower or *Kulla e ngujimit* (Thomo et al., 2004; Dibra, 2015). This name is partly given by the function of the house itself, as a place where individuals accused for murder were locked up. From the composition perspective it is the same with that of other houses, with one room on each floor; floors and ceilings built of wood and the roof covered with pine tiles *furde*.



**Figure 10.** The tower of Nikoll Zef Koçeku  
*Source: Photo by the authors*

The entrance to the tower is on the ground floor and it is small. The tower is uninhabited, but for the fame, itself is adapted to a museum and is visited by many local and foreign tourists (Thomo et al., 2004; Shkreli, 2018).

**The Prehistoric settlement of the terraced system of Grunas** has been qualified as a Cultural Monument of the first category, issued by Ministry of Tourism, Cultural Affairs, Youth and Sports (National Culture Sector) by decree No. 8, dated May 19, 2009 (DRTK Shkodër, 2014). The

pottery found in an area of 9812 m<sup>2</sup> from the joint Albanian-American archaeological excavations in 2005, is thought to belong to the 8th century BC.



**Figure 11.** The prehistoric settlement of the terraced system of Grunas  
*Source: Photo by the authors*

At the same time within this territory are preserved stone terraces (Figure 11) of different sizes and the best preserved construction is positioned to the left of the entrance of the settlement (Shkreli, 2018).

## **THETH AND TOURISM**

The extraordinary beauties that the Valley of Theth offers, the alpine landscapes, the numerous natural and cultural assets have led to the development of different types of tourism in the area such as: rural, wildlife, ecotourism, cultural, adventurous, culinary, wellness, educational, geo-tourism, sports and so on (Talani & Kraja, 2000; Qiriazzi, 2018). Tourism is another powerful cultural force of the modern world, one of the many practices that governs the performance of identities related to heritage (Porter, 2008). Theth has an early tradition in welcoming tourists since 1879. This area was first visited by Franciscan Friars for summer tourism, as in 1892 the Church of Theth was built under the jurisdiction of the Archdiocese of Pult (Dibra, 2016, Shkreli,

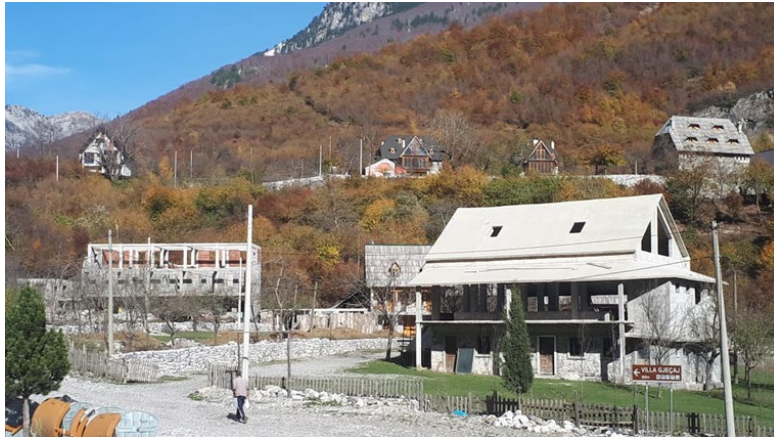


2018). The construction of the road in the 1930s would influence the development of this village and tourism in Albanian Alps. Some of the renowned people from Shkodra such as Ernest Koliqi, Hasan Kaduku are known as the first tourists in Theth. Theth was one of the first Alpine villages to be supplied with electricity and in 1968 the Workers' Holiday Camp was built. The camp operated until the early 1990s, and was frequented during both summer and winter seasons. The best model for a market-oriented tourism that respects the natural and cultural heritage was created by GIZ. Drafting a small tourist guide that offer accommodation and doing an outdoor activity from a simple walk, mountain climbing would be a turning point for the residents of the area living there. During the tourist season Theth was daily visited by up to 500 visitors during the April-October season, families living in the Shkodra surrounding areas return to Theth to take care of seasonal jobs such as farming, breeding. The number of visitors reached the peak in the tourist season in July-August up to 1000 visitors per day, making Theth one of the most attractive areas of the Albanian Alps (Shkreli, 2018). According to the publication of the Albanian Institute of Statistics about the use of accommodation facilities for the fourth quarter of 2021, was indicated that for the same period the number of visitors is increased by 89.2% compared to 2020. The North Region had the largest increase in the number of visitors accommodated by 2.4 times (Albanian Institute of Statistics, 2021).

## **IDENTITY AND THREATS**

In the framework of a rapid development of tourism, globalization, accompanied by the process of a large-scale and uncontrolled urbanization, there is a need to undertake a study on the assessment of the state of natural and cultural heritage and to adopt measures for its protection. The arising problems in this valley are of two types, natural and anthropogenic, where the latter are the ones bringing more issues to deal with. Beech and oak forests as they are located far from inhabited areas they are seriously threatened by fires to establish new pastures, illegal logging, dumping of waste, uncontrolled tourism (Qiriaz, 2018).

As it was reported during summer of 2021, in some of Theth areas fires were detected (Albanian Armed Forces, 2021). The wildlife is also at risk from illegal hunting even outside the permitted season. Another problem of creating erosion hotspots are the lands that once were cultivated. The general shortcomings of the tourist offer at the national level are also reflected in the Alps, which are also linked to the economic and political situation, food and health security and managerial skills when the demand is higher than the supply (Qiriazhi, 2018). The issue of the restoration of existing homes and that of the construction of new homes is a major concern for the construction heritage of the area. One of the main problems faced by residents is the lack of documentation on land ownership, a problem that the state has not yet been able to provide a solution today (Shkreli, 2018). This problem makes it impossible to obtain a regular building permit respecting the guidelines set by the building plans or regulations of the area. All projects must be approved by the National Institute of Cultural Heritage in Tirana. (Figure 12).



**Figure 12.** New buildings spread in the historical center of Theth

*Source: Photo by the authors*

The proposed interventions must comply fully with the architectural features and landscape values of the area according to the law No. 27/2018 "On Cultural Heritage and Museums". Although there is an approved regulation that clearly indicates the allowed interventions or not, it often happens that in recent we encounter constructions that do not

preserve and represent the character of existing buildings at all. The use of materials such as reinforced concrete, windows of various shapes, bricks, roofs covered with metal sheet, plastering of facades, the use of durable aluminum, as well as the increase in height of some buildings for over 3 floors are the worst example of construction violating both formally and stylistically the heritage of the area and its impact on tourism (Figure 13).



**Figure 13.** New buildings spread in the historical center of Theth  
*Source: Photo by the authors*

## CONCLUSIONS

What Theth has always been known outside Albania, for its impressive nature and houses *kulla*, from year to year is being alienated by illicit interventions. These interventions are happening to an area despite the fact that it is qualified as National Natural Park, thus immediate measures must be taken to prevent this phenomenon. Some of the measurements that should be taken are: solving the ownership problems, monitoring the urbanization of the area where new settlements are spreading here and there without following any urban regulation and concern about the ecosystem of the area, implementation of a construction manual based on the local architecture, forestry surveillance to prevent illegal logging, hunting monitoring, the creation of a managerial policy that guides and protects the development of the area in collaboration with local people, promoting and adding of other recreational activities. Theth should be

preserved and inherited to other generations for all the discussed values, it also constitutes one of the emerging areas of tourism development in the Northern Alps.

## REFERENCES

- Albanian Armed Forces. (2021, 6th of August). *Situata e zjarreve në vend*.  
<https://aaf.mil.al/te-fundit/5959-situata-e-zjarreve-ne-vend>
- Albanian Institute of Statistics. (2021). *Accommodation Establishments*.  
[http://www.instat.gov.al/media/9576/accommodation-establishments-t4-2021\\_.pdf](http://www.instat.gov.al/media/9576/accommodation-establishments-t4-2021_.pdf)
- Bërzholli, A. (1999). Popullsia, mjedisi dhe zhvillimi në rajonin e Shkodrës. *Seminari i dytë Ndërkombëtar Shkodra në Shekuj (22-23 Qershor 1995)*, (Vol. II, pp. 263-270). Shkodër: Rozafat.
- Council of Minister's decree 8 December 2017, No. 733, "For the assignment of the historic center of the village of Theth, Shkodër and the surrounding area and the approval of the regulation for its administration" (Published in O. G. 20 December 2017, No.223).  
<https://qbz.gov.al/eli/fz/2017/223/0b6bf6e1-add2-40c6-83e0-2d0581208ddc;q=shpalljen%20e%20qendres%20historike%20te%20fshatit%20theth>
- Dibra, Z. (2015). *Fjalor enciklopedik i hapësirës shkodrane*(I. A-K). Lezhë: Gjergj Fishta.
- Dibra, Z. (2016). *Fjalor enciklopedik i hapësirës shkodrane* (II. L-ZH). Lezhë: Gjergj Fishta.
- Galaty, M. L., Lefe, O., Lee, W. E., & Tafilica, Z. (Eds.). (2013). *Light and shadow: isolation and interaction in the Shala Valley of Northern Albania*. Cotsen Institute of Archaeology Press.  
<https://escholarship.org/uc/item/7589409p>
- Lane, Rose. W. (2004). *Majat e Shalës: Një kornikë e disa udhëtimeve midis fiseve malësore të Shqipërisë*. (K. Ymeri, Trans.). Dituria. (Original work published 1922).
- Law 17 May 2018, No. 27, "On Cultural Heritage and Museums" (Published in O. G. 12 June 2018, No.86).

<https://qbz.gov.al/eli/fz/2018/86/2a51768d-a7f2-4c92-9516-c7c48d832d9b>

Nopça, F. B. (2007). *Udhëtime nëpër Ballkan: Kujtime nga jeta e Franc Baron Nopça*. (I. Angoni, Trans.). Plejad.

Pieroni, A. (2008). Local plant resources in the ethnobotany of Theth, a village in the Northern Albanian Alps. *Genet Resour Crop Evol*, 55, 1197–1214.

<https://doi.org/10.1007/s10722-008-9320-3>

Porter, W. B. (2008). Heritage Tourism: Conflicting Identities in the Modern World. In B. Graham & P. Howard. (Eds.), *The Ashgate Research Companion to Heritage and Identity* (pp. 267-281). Burlington: Ashgate.

Pulaha, S. (1974). *Defteri i regjistrimit të Sanxhakut të Shkodrës i vitit 1485*, (Vol. I). Tiranë: Mihal Duri.

Qiriazi, P. (2018). *Trashëgimia natyrore e Shqipërisë: vlerat, rreziqet dhe menaxhim*. Tiranë: Kristalina.

Qiriazi, P., & Sala, S. (2004). Shkodranët në mjedisin e tyre. *Seminari i katërt Ndërkombëtar Shkodra në Shekuj(20-22Nëntor2000)*, (Vol. IV, pp. 8-23). Shkodër: Rozafat.

Regional Directorate of Cultural Heritage of Shkodër. (2014). *Card for the Tangible Cultural Heritage*, 17.

[http://iktk.gov.al/site/wp-content/uploads/2020/10/Monumentet\\_-Qarku-Shkoder.pdf](http://iktk.gov.al/site/wp-content/uploads/2020/10/Monumentet_-Qarku-Shkoder.pdf)

Regional Directorate of Cultural Heritage of Shkodër. (2014). *Card for the Tangible Cultural Heritage*, 60.

[http://iktk.gov.al/site/wp-content/uploads/2020/10/Monumentet\\_-Qarku-Shkoder.pdf](http://iktk.gov.al/site/wp-content/uploads/2020/10/Monumentet_-Qarku-Shkoder.pdf)

Regional Directorate of Cultural Heritage of Shkodër. (2014). *Card for the Tangible Cultural Heritage*, 142.

[http://iktk.gov.al/site/wp-content/uploads/2020/10/Monumentet\\_-Qarku-Shkoder.pdf](http://iktk.gov.al/site/wp-content/uploads/2020/10/Monumentet_-Qarku-Shkoder.pdf)

Regional Directorate of Cultural Heritage of Shkodër. (2014). *Card for the Tangible Cultural Heritage*, 144.

[http://iktk.gov.al/site/wp-content/uploads/2020/10/Monumentet\\_-Qarku-Shkoder.pdf](http://iktk.gov.al/site/wp-content/uploads/2020/10/Monumentet_-Qarku-Shkoder.pdf)

Shkreli, E. (2018). *Trashëgimia ndërtimore në Theth: Udhëzues për banorët, mjeshtrat, profesionistët dhe vendimmarrësit*. [https://issuu.com/go2albania/docs/trashegimia\\_ndertimore\\_ne\\_theth\\_-\\_e](https://issuu.com/go2albania/docs/trashegimia_ndertimore_ne_theth_-_e)

- Talani, R., & Kraja, Xh. (2000). *Razëm-Bogë-Theth veçori fiziko-gjeografike, hartografike dhe turistike*. Shkodër: Camaj-Pipa.
- The Municipality of Shkodra. (n.d.). *The essential Tourist Guide*. Shkodër.
- Thomo, P. (1976). Arkitektura e banesës fshatare në Shqipërinë e Veriut gjatë shekullit XIX. *monumentet*, 12, 159-172. Tiranë: Mihal Duri.
- Thomo, P. (1981). *Banesa fshatare e Shqipërise Veriore*. Tiranë: 8 Nëntori.
- Thomo, P. (2021). *Vendbanime dhe banesa fshatare në Shqipërinë e Veriut*. Tiranë: Kristalina-KH.
- Thomo, P. (2004). Grupi i krahinave të Shqipërisë Veriperëndimore (Zona e parë tipologjike). In A. Muka, E. Riza, Gj. Martini and F. Zarshati, *Vendbanime dhe banesa fshatare 1* (pp. 22-91). Tiranë: Toena.
- Thomo, P. (2016). Vendbanimet dhe banesat fshatare (shek. XV-fillim të shek. XX). In A. Meksi, A. Baçe, E. Riza& Gj. Karaiskaj, *Historia e arkitekturës në Shqipëri: nga fillimet deri në vitin 1912* (pp. 749-860, 2. ed.).Tiranë: Kristalina- KH.
- Ziu, T. (1999). Monumente natyrore të Rajonit të Shkodrës. *Seminari i dytë Ndërkombëtar Shkodra në Shekuj(22-23 Qershor 1995)*, (Vol. 2, pp. 251-262). Shkodër: Rozafat.

# **SOCIAL HOUSING IN ALBANIA. NECESSITY TO RETHINK THE SUPPLY PROCESS**

**Saimir Shtylla Ph.D.**

Barleti University, Faculty of Applied Research and Creative Industries,

Department of Creative Industries

**E-mail:** s.shtylla@umb.edu.al

## **ABSTRACT**

Social housing is not just a matter of public land and budget. The post-war reconstruction period in Europe, saw the implementation of large prefabricated concrete panels, in response towards those who had lost their homes during the conflict and the growing urban population, too. Unlike most East-European countries during Socialism, Albania adopted the prefabricated building systems only in the late 70s. The political changes in early 90s, erased the supply approach with prefabricated panels in the few social housing interventions. Although a national strategy has been approved to structure a fair assignation system, there is the necessity for a debate regarding how the shortage and supply issues should be approached. Learning from the (Albanian) past and analysing the recent examples worldwide of prefabricated technologies is important in order to identify sustainable and efficient solutions, in light of budget limitations and lack of vacant public. Furthermore, this approach can positively contribute in the regeneration of informal areas as well.

**Keywords:** *Albania, prefabrication, housing, sustainability, social housing*

## INTRODUCTION / PRESENTATION

This paper explains the benefits from the reactivation of the prefabrication industry in order to solve the social housing shortage in Albania. During Socialism, thanks to the Chinese support, prefabricated construction technology was implemented in the construction of dwellings until early 90s, when the country's political system changed. The shift towards private economy and the consequent boom of the private construction industry in the country, introduced cast in-situ concrete buildings, largely avoided during the Socialist system because of the high costs. The national Social Housing Strategy SHS 2016-25 is expected to guarantee a better management of the social housing assignation system without leading to possible misinterpretations but the as long as the supply is the main problem, there is still a lot to be done. Even though, budget and public land are acknowledged as the major problems by the government and local administrations, new technological solutions for sustainable and quality housing need to be identified. On this base, the paper is structured in three parts. In the first one, there will be examined the approach the country had before the 90s in comparison to East-European Countries in the implementation of the prefabricated building systems, considering the similar political context. In the second part, there will be analysed the outcomes of the mid-term of the SHS 2016-2025 and how the supply process occurs. In the third part, there will be described the approach to adopt in order to stimulate the creation of the prefabricated building systems industry in the country and the benefits.

## LITERATURE REVIEW



**Figure 1.** Typical Khrushchyovka in Norlisk, Russia - source: Reddit.com





**Figure 2.** Prefabricated building in Tirana - source: the author

After the end of World War II, driven by the urgency of the post-war reconstruction process, the prefabricated building systems represented the best solution in terms of time and costs. Indeed, large concrete panel systems accounted 60 % of the housing stock in the German Democratic Republic GDR (also known as East Germany) in 1970s, 50 % in Finland in the 1980s and a remarkable 75 % of all housing in the Soviet Union by the 1990s (Chung-Klatte, Knaack, & Hasselbach, 2012, p. 22).

In 2011, the prefabricated buildings known as Panelház<sup>5</sup>, counted 21.1% of the Hungarian dwellings' stock (KSH, 2011), whereas in Czech Republic, 1.2 million prefabricated dwellings hosted about a third of the country's population (CZSO, 2011). The *Plattenbau*<sup>6</sup> building system, well-known for high-rise and high-density housing blocks, although being originally developed in the GDR contributing to the construction of 2.1 million dwellings, it was also implemented in West Germany in the construction of 500,000 dwellings as well (Rubin, 2011). In the Soviet Union, the Khrushyovka<sup>7</sup> (see Figure 1), developed during the Nikita Khrushchev's rule and providing shelter to millions of people until the 70s, were abandoned because it did not permit a high urban density.

In Albania, prefabrication was not implemented immediately after the end of World War II as in the countries mentioned above. The policy of the government at the time was to control as much as possible the growth of the urban population in the country, resulting at the end of the 80s with

---

<sup>5</sup>Panel (Hungarian)

<sup>6</sup> Slab Building (German)

<sup>7</sup> Nickname of the 5-storey prefabricated building built during Nikita Khrushchev's rule in USSR

about two-third of the country's population living in the rural areas. Prefabrication in the country occurred through the Chinese assistance, in the period of the strategic partnership among the two countries 1962-1978. Indeed, the so called Parafabrikate<sup>8</sup>, where no less some Khrushyovkas but with the difference that were produced under the assistance and graphical details were brought from China. With a centralized supply process, due to the presence of just only factory<sup>9</sup> since 1978, in Tirana (the capital of the country), this aspect that did not encourage a larger diffusion of this typology within the national territory (Shtylla, 2018). According to the national statistics, from the 507,180 dwellings in Albania 22,945 made by prefabricated panels (about 5 % of the stock), representing a small amount in comparison with the other East-European countries (Shtylla & Berisha, 2019).

The change of the political system in the country in early 90s, besides resulting with a lower attention towards social housing, reinforced-concrete structures totally replaced concrete prefabricated panels and other prefabricated solutions were not taken into consideration. Energetic performance and indoor comfort in the existing prefabricated dwellings got worse because they did not undergo to any maintenance and/or renovation/refurbishment interventions, too. Although the number of prefabricated dwellings in Albania is very small in comparison to those of the countries mentioned above, these buildings represent evidence, a lesson and a question in the same time. First because they represent the first examples of implementation of prefabricated building technology for housing purposes, even though interesting example of the social housing's supply approach even though implemented much later than the countries mentioned above. Second, they highlight the importance of the building quality in the long-term period and its impact on the energetic performance as long as sustainability goals cannot be neglected; and third, issue (question) is related with an eventual possibility to reconsider the (re)introduction of prefabricated building systems in light of the benefits they guarantee in terms of costs, time and environmental to

---

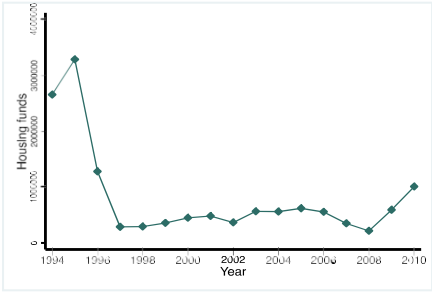
<sup>8</sup>Prefabricated dwellings (Albanian)

<sup>9</sup>Named as "two-thousand dwellings", because of having as main goal the construction of that number of dwellings per year

provide sustainable social housing. For better answer of this question, it is necessary the analysis the housing supply approach the country has had in the past and in the last recent interventions.

### RESEARCH METHODOLOGY

In this part, there will be identified and analysed the causes of the housing shortage in Albania in the structural, economic and planning point of view. As illustrated in Figure 4, social housing has not been a top priority in the country for many years. The Social Housing Strategy 2016-2025, approved by the Albanian government, represents a clear intent to build an efficient and fair system too. Referring to Table 2, the strategy is structured in two phases where the first one (2016-2018) is over and the second one (2019-2025) is halfway. It was followed by the approval of Law Nr.22/2018<sup>10</sup> regulating the national social housing’s management and assignation system.



**Figure 3** Social housing funds 1993 – 2010 (source: UNDP)

**Table 1** Applicants and beneficiaries by program (source: UNDP 2014)

	Number of applicants	Number of beneficiaries	% of beneficiaries
Social rented housing	10.834	291	2,7
Low-cost housing	22.753	4.009	17,62
Housing subsidies	678	601	88,64
Land equipped with infrastructure	395	0	-
Total	35.011	5.021	14,34

<sup>10</sup> Ligji Nr.22/2018 “Për strehimin social” - in Albanian

**Table 2** Phases of the SHS 2016-2025 (source: SHS 2016-2025)

	Ph 1: 2016-2018	Ph2: 2019-2025	Ph1+Ph2
State budget (ALL)	1.500.000.000	4.160.000.000	5.660.000.000
Donor funds UNDP (ALL)	27.660.000	4.450.000	32.110.000
Gap (ALL)	59.850.000	1.508.000.000	1.567.850.000
Total	1.587.510.000	5.672.450.000	7.259.960.000



**Figure 4.** Informal area in Albania- source: the author

Reducing the social housing shortage issue as a matter of low investments besides being inappropriate will not be helpful in the identification of an efficient solution. For this reason, it is appropriate to analyse the approach adopted so far. Privatization of the state-housing sector following the political system changes in Albania in the early 90s, resulted in a drastic reduction of the number of public rental dwellings that counted about 35.5 % of the country's housing stock. Within ten years, this value was reduced to 1.0%, meaning that 97.2 % of the state-owned houses were privatized (Whitehead & Scanlon, 2007). During 1993 – 2010 (see Figure 4), there have been invested ALL 13,903,000,000 (EU 99,307,142.85) in housing programs, where the biggest part of the investments was covered by the state budget (59.6 %) and the remaining part from Donors and privatization funds (Dauti, 2014). During 2005-2014, there have been registered 35,011 applications for four social housing programs (see Table 1). Considering that social housing is constrained by budget and public land, (Dauti, 2014) highlighted that the mean value of the vacant land owned by municipalities in most important urban

centres (where the demand is high) was 8,366 m<sup>2</sup> in comparison 77,000 m<sup>2</sup> in the rural areas where demand is low. This unbalanced distribution is evident especially in Tirana where low availability of vacant land has to deal with the highest demand in nation (n = 13,200), unlike cities like Erseka (80,156 m<sup>2</sup>) where the demand is very low. Among the causes, is the presence of the informal areas, in particular nearby the most important cities of the country, developed in early 90s. Indeed, low public vacant land availability nearby urban areas is directly related to the extension of informal areas (see Figure 4) where according to the ALUIZNI<sup>11</sup>, about 19,300 hectares is the total area of the national territory occupied by informal buildings that are in an ongoing process of legalization, too (ALUIZNI, 2017).

## **FINDINGS AND ANALYSIS**

Regarding the economic efforts implement the SHS strategy, Public-Private partnership (PPP) is very important for the complete implementation of administrative measures amounting approximately ALL 7.3 billion (EU 54.792.150,94) in the two programmed phases. In percentage, the state budget will cover the biggest part (78 %) whereas the rest from other donors (21.6 %) and UNDP (0,4 %).

The Mid-Term Evaluation Report for the Social Housing Strategy elaborated by (UNDP, 2020) emphasized that the impact of earthquake in November 2019 and the pandemic situation due to COVID-19 started in March 2020 have shifted the economic efforts of the government from the strategy, at least for the first phase. The progress made during this phase, in 37 out of the 61 municipalities of the country, revealed an increase of the number of beneficiaries by 63.6% and the effectiveness the new legislation achieved by covering up to 88.9 % of the issues related to social housing. However, the supply remains a critical issue in terms of quantity because in 83.3 % claimed to not have housing stock available and those who have supply responded that they were able to fulfil between 10%-30% of the demand. In terms of PPP, 89.9 % claimed that private companies are not interested in investing in social housing,

---

<sup>11</sup> ALUIZNI- abbreviation of the Agency for the Legalization, Urbanization and Integration of the Informal Buildings in Albania.

and only 7.8 % of the current supply is included in mixed use projects. Only one municipality managed



**Figure 5.** Ongoing low-cost housing project in Vlorë – source: ekb.gov.al

**Table 3.** Ongoing low-cost housing projects – source: ekb.gov.al

City	Nr of dwellings
Burrel	25
Delvina	30
Bajram Curri	25
Has	35
Kukës	70
Maliq	27
Vlorë	150
TOTAL	362

to through PPP, the improvement of living conditions in 75 households and guaranteed 60 new low-cost dwellings, too.

Social housing interventions in the country are coordinated by the National Housing Authority<sup>12</sup> NHA that currently has 11 ongoing construction sites (with 4 in Vlorë and 2 in Kukës) for a total supply of 362 dwellings. They are 6-8 storeys-high buildings that respect the guidelines of the energy efficiency laws in the country like the laws Nr. 124/2015<sup>13</sup> “On Energy Efficiency”; Law Nr. 116/2016<sup>14</sup> “Buildings’ energy performance”; and Nr. 537/2020<sup>15</sup> “For the minimal energetic

<sup>12</sup> Enti Kombëtar i Banesave EKB (Albanian)

<sup>13</sup> Ligji Nr. 124/2015 “Për efikasitetin e energjisë” (Albanian)

<sup>14</sup> Ligji Nr. 116/2016 “Për performancën e energjisë së ndërtesave” (Albanian)

<sup>15</sup> Ligji Nr. 537/2020 “Për miratimin e kërkesave minimale të performancës së energjisë së ndërtesave dhe të elementeve të ndërtesave” (Albanian)

performance requirements of building components”. All these projects are in reinforced-concrete structure and have an estimated construction time between 350-480<sup>16</sup> days. Although they do not seek alternative building systems, energetic performance requirements are respected as defined by the laws mentioned above, representing an important attention towards energy efficiency considering that the building sector in Albania is responsible for the consume of 30% and 60 % percent of the national energy and electric power production respectively (Novikova, et al., 2015). However, in relation to the demand and the construction time required by reinforced-concrete structures, rethinking the supply process is very important in a logic of sustainability as well.

## DISCUSSION

In Albania the social housing supply should be included in a large debate involving many stakeholders. The survey performed by (UNDP, 2020), witnessed the necessity for a better coordination between the social housing legislation, practice and other sectors, especially with the legislation on territorial planning, the civil protection and energy efficiency and performance. A strong reason to rethink the social housing supply, should be influenced by recent experience with the reconstruction process from the earthquake of November 2019, where the housing sector registered around 85 % of the total damages quantified in 662.30 million Euros loss. Indeed, it took about two years to complete a part of the 33 construction sites<sup>17</sup> involving high and low-rise buildings considering that 11,490 housing units were severely damaged or destroyed. As illustrated in Figure 6, the same building system is used and it is not unexpected that this process is still ongoing.

Nowadays, social housing, driven by emergency or not, should be approached by fast and efficient building solutions. In such cases, prefabricated technologies represent the most suitable solutions in terms of quality and quantity. In Italy (see Figure 7), to speed up the construction of the provisory dwellings due to the Earthquake of April 2009 in L'Aquila, Cross-Laminated Timber CLT panels were used to

---

<sup>16</sup> For further information: <https://ekb.gov.al>

<sup>17</sup>For further information: <https://rindertimi.gov.al/en/>

build the new dwellings. A successful example with this building system in high-rise buildings (see Figure 8), are the 41 dwellings in London whose structure was finished in 12 weeks and resulting with a positive impact on the environment by avoiding 892 tons of CO<sub>2</sub> emissions<sup>18</sup>. Even in non-emergency situation, prefabricated technologies are the best solution and the micro apartments building in New York made of prefabricated modules (see Figure 9) represent another important evidence of sustainability.

The development of valid construction technologies needs to be part of a large debate involving three main actors: (i) public (government and local administrations); (ii) academic (private/public institutions); and (iii) private investors. Instead of making a typical PPP a new form of collaboration should be the PAPP (Public-Academic-Private Partnership) to build up a sustainable housing industry in Albania. Involving academic institutions in the process will guarantee a better development of the sector by introducing efficient solutions not only in architectural aspect but also in the environmental one. The Public actors should aim to encourage private investors to invest in social housing but they have to impose social housing on top their planning policies, as well. Although the lack of vacant (public) land does not represent an advantage, this kind of developments should prevail towards free market investments. More precisely, future transformation on existing informal settlements, once the legalization process will be complete should give priority to social housing developments and allow them to be “assaulted” from private investors for free-market transformations. Last but not least, private investors have an important role in the development of sustainable social housing industry, as well in the implementation of the national strategy. Even though, past experience with prefabricated dwellings has not been successful, it is a fact that it was a good response in terms of quantity to the demand for dwellings at the time. Re-prefabricate does not mean to return back to prefabrication technology introduced in Albania during the end of 70s with precast concrete panels but to encourage the use of prefabricated technology regardless of its structural frame material to fulfil the persisting (and growing) social housing demand. In particular,

---

<sup>18</sup>For further information: <https://www.thinkwood.com>



CLT panels can represent a good solution considering its application in the construction of multi-storey buildings and for the presence of 1,026,000 hectares of forestall areas in the country (Dida et.al, 2003). Another advantage from the development of the prefabricated industries in the country can be also the creation of new jobs as well.



**Figure 6** New apartment buildings in Laç -source: A2CNN



**Figure 7** New CLT dwellings in Aquila (Italy) – source: opiaq.it



**Figure 8** Bridport Social housing - source: europeanwood.org



**Figure 9** Modular micro apartments in New York- source lifeedited.com

## CONCLUSIONS

The social housing challenge in Albania is more complex than expected because of the shortage of public land and budget. Obviously, the absence of the prefabricated sector in the Albanian market does not facilitate but there are possibilities to attract and encourage foreign industries to establish their activities in the country. The PAPP can discuss about the implementation of prefabricated systems, in particular of the CLT. Regaining land by imposing the social housing model in the future transformation of the legalized areas, can be an alternative because there will be avoided also the risk of free-market transformations. The government and the public administration should be aware that quality

always pays off and if the building process is not sustainable in the economic and environmental point of view, the social housing supply in the country will not be efficient.

## REFERENCES

ALUIZNI. (2017). *Raport i analizës së veprimtarisë për vitin 2016*. Tirana: ALUIZNI.

Chung-Klatte, S., Knaack, U., & Hasselbach, R. (2012). *Prefabricated Systems. Principles of Construction*. Basel: Birkhäuser.

CZSO. (2011). Retrieved 07 15, 2017, from <https://www.czso.cz/csu/czso/home>

Dauti, M. (2014). *Social housing in Albania: A needs assessment*. Tirana: UNDP.

Dida, M., Mine, V., Foellmi, H., Kola, H., & Male, J. (2003). Retrieved 04 20, 2018, from <http://www.fao.org/docrep/ARTICLE/WFC/XII/0663-A1.HTM>

KSH. (2011). Retrieved 7 17, 2017, from [http://www.ksh.hu/nepszamlalas/tables\\_regional\\_00](http://www.ksh.hu/nepszamlalas/tables_regional_00)

Novikova, A., Szalay, Z., Simaku, G., Thimjo, T., Salamon, B., Plaku, T., & Csoknyai, T. (2015). *Tipologjia e stokut të ndërtesave të banimit në Shqipëri dhe modelimi i shndërrimit të tyre për shkarkime të ulta karboni në të ardhmen*. Tirana.

Rubin, E. (2011). Concrete Utopia: Everyday Life and Socialism in Berlin-Marzahn. *Bulletin of the German Historical Institute*. Retrieved from [https://www.ghi-dc.org/fileadmin/user\\_upload/GHI\\_Washington/Publications/Supplements/Supplement\\_7/029.pdf](https://www.ghi-dc.org/fileadmin/user_upload/GHI_Washington/Publications/Supplements/Supplement_7/029.pdf): [https://www.ghi-dc.org/fileadmin/user\\_upload/GHI\\_Washington/Publications/Supplements/Supplement\\_7/029.pdf](https://www.ghi-dc.org/fileadmin/user_upload/GHI_Washington/Publications/Supplements/Supplement_7/029.pdf)

Shtylla, S. (2018). Sustainable Prefabrication for the social housing shortage in Albania. *TAW 2018* (pp. 595-599). Tirana: Universiteti "Polis".

Shtylla, S., & Berisha, E. (2019). Three decades of (un)planned territorial development. The evergreen question of social housing in Albania.

*IFAU2017* (pp. 153-158). Tirana: La scuola di Pitagora Editrice.  
Retrieved from <http://hdl.handle.net/11392/2404456>

UNDP. (2020). *Mid-Term Evaluation Report for the Social Housing Strategy*. Tirana: UNDP. Retrieved from <https://www.al.undp.org/content/dam/albania/NewPublications/raporti%20afatmesem%20anglisht.pdf>

Whitehead, C., & Scanlon, K. (2007). *Social Housing in Europe*. London: London School of Economics and Political Science.

# DRIVERS OF INTERNATIONALIZATION OF TERRITORIAL DEVELOPMENT. THE CASE OF ALBANIA

**Erblin Berisha Ph.D.**

Politecnico di Torino, DIST - Interuniversity Department  
of Regional and Urban Studies and Planning

**E-mail:** erblin.berisha@polito.it

**Saimir Shtylla Ph.D.**

Barleti University, Faculty of Applied Research and Creative Industries,  
Department of Creative Industries

**E-mail:** s.shtylla@umb.edu.al

## ABSTRACT

Mechanisms and trajectories triggered by globalization have largely influenced territorial development across the globe. Countries have tried to address territorial development with alternative fortunes due to the interlinked international and domestic economic, political, and social contingencies. In terms of sustainable land use, there have been enormous differences between the developed and under-developed countries. To overcome these territorial management imbalances, international actors have activated a number of initiatives aiming for a more coherent territorial development across the globe. Relevant actors like the United Nations Agencies, international development agencies, and the European Union EU have launched numerous territorial agendas aiming the assessment of the necessary actions to achieve a major balanced use of the territory. This paper explores the path of the drivers of a progressive internationalization of spatial planning practices. Its focus will be on Albania, which has recently introduced the reform of its national spatial development system, aiming at addressing its territorial challenges.

**Keywords:** *Spatial Planning, International Actors, Albania, Territorial Development, Multilevel Approach*

## INTRODUCTION

In light of the multiple and complexities of the challenges at global level, the responses that public administrations have to give at local level must be immediate and efficient. For this purpose, involving various actors becomes very important to properly address the strategies and actions throughout the territory to achieve the expected outcomes. Besides the duration of the measures (short, medium or long term), attention towards sustainability in relation to the availability and exploitation of local resources is very important, too.

Important documents at global level such as the United Nations UN Urban Agenda 2030 and the Sustainable Development Goals SDG represent important inputs for countries to properly address their territorial development and it is up to local administration to translate them into actions. But in the European Union (EU), where territorial development and sustainability are top priorities, important documents have been elaborated to contribute further to the achievement of these global goals. Even though it is not an EU member state, Albania is concentrating lots of efforts to efficiently control its territory and contribute as a Western Balkan country to the achievement of these common goals.

The paper is structured around three sections. After this brief introduction, a literature review has been examined to motivate the importance of the multi-level territorial development approach from an international perspective. Next, there will be described the developed methodological approach to systematically describe the relation between of the interlink between external and internal logics of development. There will be paid particular attention to the territorial development in Albania describing the current institutional framework and the path it should take to structure its multi-level territorial development in relation to such analysis. Finally, a concluding section, reflecting on the impact of the progressive internationalization of planning practices.

## LITERATURE REVIEW

Territorial development is becoming more and more complex nowadays because of the variety of issues and actors involved, including various levels of interactions mobilizing interlinked economic and power relations. Since the end of World War II, urbanization processes have grown simultaneously with market interests and speculations (Berisha, Cotella, Janin Rivolin, & Solly, 2021). With the growing impact of globalisation, countries have tried on one hand to become players in the ‘globalisation game’ (Nayyar, 1997) and on the other to attract more and more international investments (Fischer, 1998). Furthermore, globalisation has been the driver of change for those ‘transition countries’ that since the beginning of the 90s have moved from top-down centered to market economy (Dawson, 2003; Berisha and Cotella, 2021). Indeed, transition countries have been required to adopt a series of reforms in order to adapt their institutional framework in relation to their new socio-economic reality (Berisha, Colic, Cotella, & Nedović-Budić, 2018) (Berisha, Cotella, & Solly, 2021a), (2021b), somehow influencing on their territorial development, as well. Although path-dependent, territorial development is based on complex issues and conditions that often cannot be explained referring exclusively to a specific context (Berisha, 2018). Usually, it is linked with the combination of endogenous (local) and exogenous (global) factors (Berisha, 2018). In this perspective, endogenous factors are referred to the complex of: (i) socio-economic and political environment; (ii) legal and administrative structures and institutions; (iii) cultural tradition; (iv) historical legacy and; (v) actors’ interests. On the other hand, exogenous factors might be seen as: (i) introduction of disruptive new technologies and concepts; (ii) global economic crises; (iii) international military conflict; (iv) regime collapse; (v) change of the economy’s environment (new-liberal perspective and free market) or other kinds of external shock. Returning again to territorial development, it can be stated that at some extent the process of progressive internationalization of territorial development, has interested all countries around the world. The well-known statement “think globally and act locally” is very actual because unconsciously everyone is involved to achieve global goals even though the range of action is local.

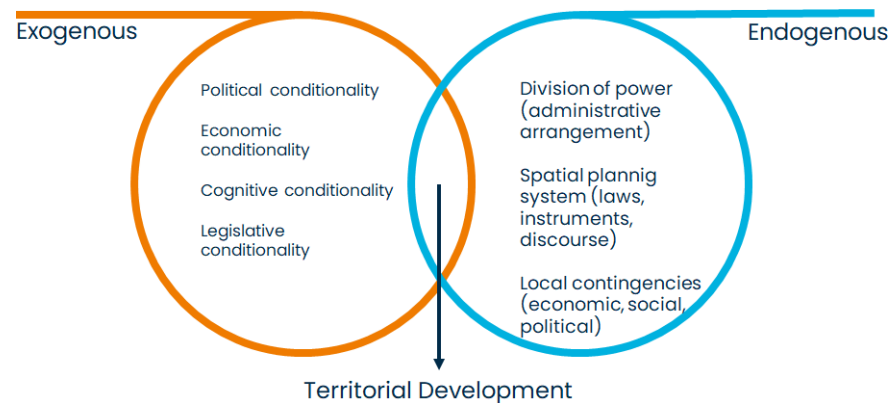
For a deeper analysis on how the internationalization of territorial development (and spatial planning) is occurring, the following section will introduce the methodological framework to describe the possible influence modalities.

## **RESEARCH METHODOLOGY**

From a methodological perspective, it is interesting to observe how the international context can affect the territorial development in a specific country. As previously mentioned, territorial development is a combination of endogenous and exogenous factors (Figure 1). From a last decades' literature review emerged various analyses regarding the impact of the international context. According to (Knill & Lehmkuhl, 2012), international context can mobilize various types of conditionalities such as: (i) legislative, resulting with adoption of new legislations or improvement of the existing ones; (ii) political, where actors may influence political orientation of the domestic political arena by imposing external political models; (iii) economic, by altering the possibilities of domestic actors through the redistribution of resources and powers; (iv) cognitive, by influencing on the public debate through the introduction of new hegemonic concepts (Servillo & Van Den Broeck, 2012). Looking at the exogenous and endogenous dichotomy from the territorial development perspective, exogenous factors can later affect: (i) political orientation - the international political predisposition (and will) to address the issue of territorial development in a more sustainable way; (ii) geo-economic interest - the interest of international actors and players towards a specific context by moving investments; (iii) hegemonic concepts - diffusion of international concepts and the predisposition of local context to be influenced from them. Among the endogenous factors that facilitate or hamper territorial development there may emerge: (i) the division of administrative power, affecting the nature and structure of the administrative arrangement and how power (and responsibilities) is shared among the various level; (ii) the spatial planning system, hence, its various levels, authorities and documents, and; (iii) local contingencies, hence, at the level of economic development and the ability to mobilize investments; including the social predisposition towards a more balanced

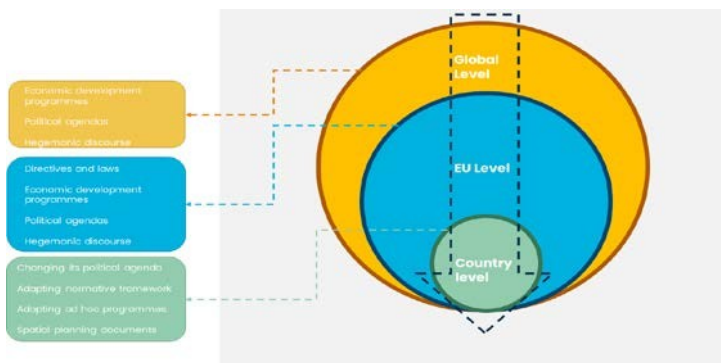


territorial development and the political will towards a sustainable territorial development perspective.



**Figure 1.** Combination of endogenous and exogenous factors as drivers of territorial development - source: the authors

For European countries (see Figure 2), the internationalization of territorial development can be seen from three interlinked levels: (i) global level – intended as “global influence” where hegemonic concepts, programmes, political agendas are framed; (ii) EU level - intended as influence from the European Union; (iii) Country level - intended as a “recipient” where external notions are, translated, adopted and implemented.



**Figure 2.** Methodological framework of the drivers of internationalization of territorial development practices - source: the authors

Each planning level can mobilize various channels to promote territorial development. More precisely, at the global level it is possible to identify several channels of influence defining: (i) the global political agenda on sustainable development; (ii) economic development programmes, that support the implementation of specific political agendas, and; (iii) hegemonic discourse where is based their action and political decision. At the EU level, due to the prerogatives that the EU offers as a regional (and global) player, beside setting economic programmers, political agenda and promotion of hegemonic discourse, it has also the discretionarily to establish EU directives in several sectors that must be transposed to each member or candidate country's legislation. In response to that, each domestic context can then translate this external influences by: (i) changing its political agenda; (ii) adapting normative framework; (iii) adopting *ad hoc* programmes and; (iv) introducing new spatial planning documents. Based on this methodological framework, the following section will briefly present the main channels of influence by taking into account: the global context, the EU impacts and how Albania has translated these external stimuli.

## DISCUSSION

Since their establishment, the role of international organizations in the definition of domestic territorial development policies has been growing progressively. Based on the methodology, in Figure 3, are illustrated the channels of influence from the exogenous context that may influence the Albanian territorial development.

At the global level, the most recent global documents, the UN Urban Agenda 2030 and the SDG remind us that current urbanization rates need to be seriously taken into consideration to not endanger the resources available. The New Urban Agenda incorporates a new recognition of the correlation between good urbanization and development. In light of the growing urbanization trend that will lead urban population to double (UN, 2017), the risk of inefficient and improper use of the resources available will not lead to a safe and sustainable future. On the other hand, the SDG document with its 17 goals, represents a further reminder to the possible threats in case of poor prevention and attention towards the

related risks. By showing a specific interest in it, Albania was among the first countries to translate in local language the Urban Agenda's guidelines with the scope to support local practitioners and civil servants to be closer on the agenda content and challenges.

At the community level, the EU is making a significant contribution in the elaboration of common territorial development logics. Since the late 90s, among the important documents developed is the European Spatial Development Perspective ESDP, an informal document adopted with the purpose to define principles and guidelines of territorial development at European level. Another important document is the Territorial Agenda starting from the first version in 2007 and followed by "Territorial Agenda 2020" and "Territorial Agenda 2030" elaborated respectively in 2011 and 2020. There are marked concepts of equity - "A fair Europe" - and preserving the environment in the meantime - "A greener Europe". In coherence with the ESDP, the territorial agendas outline the development guidelines defined over time by the European Council in a spatial perspective. Along with the development of spatial visions, the ministers of the EU member countries have also focused on the adoption of planning documents and agendas of a purely urban nature capable of addressing the development conditions of European urban areas. It includes "The Green Book on the Urban Environment" (1990) which recognizes the problem of seamless urban development; the document "Towards an urban agenda in the European Union" (1997) which emphasizes the importance of the European citizens' participation in the future development of their cities and inviting to reflect on the necessity for new mechanisms that improve access and interaction with the decision-making process. The "Framework for action for sustainable urban development in the European Union" (1998) invites for a reflection on the aspects of local governance and the necessity for its horizontal and vertical coordination. They are flanked by more strategic documents such as "The Leipzig Charter (2007) on sustainable city development, the Amsterdam Pact (2016) as a European urban agenda and, last but not least, the "New Leipzig Charter "(2020).

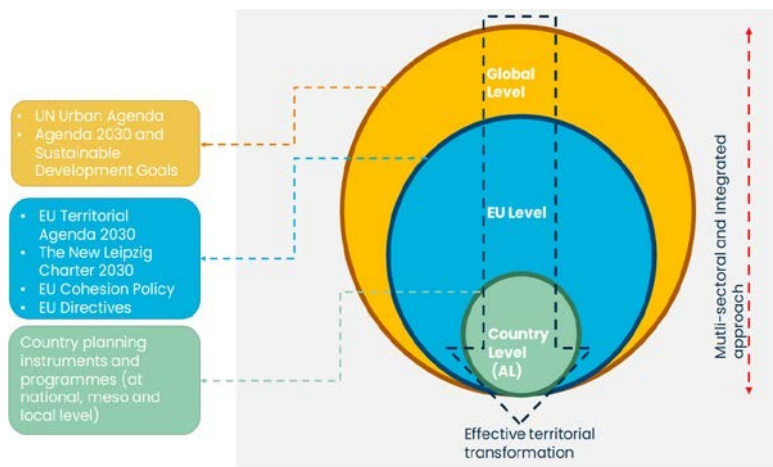
At the country level, since the end of the communist regime, Albania has made a series of reforms to regulate its spatial planning policy in relation

to its new territorial configuration. Unfortunately, the transition from the socialist to the pluralist system in early 90s has not been easy to handle because the necessary transformations at institutional level revealed serious problems in terms of territorial planning and governance. Indeed, the lack of attention towards the public interest for a larger private initiative, resulted with the widespread informality, in particular nearby the most important cities of the country. The intention to gain control of the territory through the latest territorial division and necessary framework to regulate planning activity is facing other important barriers when it comes to translate these policies into concrete actions at local level. The gaps between the planning activity and their implementation are linked to the limited financial and human resources. Despite the will to stimulate various sectors of the economy, sectoral policy orientation, often promoted by the central government as strategically-important investments have brought unbalanced territorial development and evident regional disparities. At the local level, poor cooperation and absence of a place-based governance, results in major conflicts and marking of centralization trends. The unstable governance, intended as a sum of various problems (informality, corruption, and unstable fiscal policy) deepened this crisis further (Shtylla & Berisha, 2019). Despite reforms of 1993, 1998 and 2009, only the last adopted in 2014 was able to trigger an effective change in the planning system from the ground up. Among the novelties introduced, the law establishes two comprehensive plans at national and local level.

At the national level, the law foresees as main document the General National Plan GNP whose purposes are: (i) definition of principles and guidelines for a sustainable and balanced territorial development in coherence to the preservation of the ecosystems, biodiversity, natural and cultural heritage; (i) orientation of the objectives of national, regional and local planning trajectory; (ii) coordination, harmonization and orientation of the sectoral development objectives with spatial planning evidences and effects on the territory and; (iii) making territorial development more coherent with the guidelines and principles of ESDP. The plan has thus the objectives to: (i) balance national and local interests with the territorial development's necessities; (ii) define the intensity of land use

and the extent of natural systems, construction, agricultural and urban areas; (iii) define programs and measures to ensure urban regeneration, environmental protection, sustainable development of natural resources, rural land and landscape; (iv) define public infrastructures and utilities and; (v) protect and use natural and historical areas. While at the local level, the law establishes the Local General Plan (LGP) as a tool that every municipality on the national territory should approve to regulate its spatial planning activity. Nowadays only 51 municipalities have their LGPs approved (AKPT, 2022). The importance of these plans is to guide toward a sustainable and long-term development in relation to resources available in the territory in conformity with the GNP's principle where the territory is the most important asset.

As described, the recent planning documents are fully aligned, at least on paper, with the logics of international territorial agenda where notions like sustainability, coordination, integration, environmental protection are well incorporated. Like in other contexts worldwide, the biggest challenge is their translation into concrete actions in line with the sustainable development trajectories.



**Figure 3.** Methodological framework of the drivers of internationalization of territorial development in the case of Albania- - source: the authors

## CONCLUSIONS

It is undeniable that globalization has influenced land use rates and territorial development trajectories across the world (Lambin & Meyfroidt, 2011) (Solly, Berisha, Cotella, & Janin-Rivolin, 2020) (Solly, Berisha, & Cotella, 2021). The impact of the international context depends in relation to the conditionality's. Albania, as a country in transition, the international context has played a pivotal role in the address of the main economic and social reforms as well influencing at some extent the modalities of land use management. By adopting a number of territorial and urban agendas, international actors have been influential to some extent both in the normative dimension as well as to what is concerned with spatial planning documents. Although the process of internationalization of territorial development practices in Albania has registered some progress, there is a need for a further and more structural integration of notions and practices at each territorial level. Albania, as other Western Balkans countries, can benefit from the application of a more integrated approach where global concepts can be digested and translated locally (Berisha & Cotella, 2021), (Berisha, Cotella, & Solly, 2021a), (2021b). However, the process of transposing should be carefully followed with a comprehensive understanding and contextualisation in relation to the local needs and priorities, otherwise the “copy and past” approach can hamper and limit the sustainable use of land.

## REFERENCES

- AKPT. (2022, 04 26). Retrieved from <https://planifikimi.gov.al/index.php?id=732>
- Berisha, E. (2018). *The evolution of spatial planning systems in the Western Balkan Region. Between international influences and domestic actors*. Turin, Italy: Politecnico di Torino. doi: 10.6092/polito/porto/2707105
- Berisha, E., & Cotella, G. (2021). Territorial development and governance in the Western Balkans. In E. Berisha, G. Cotella, & A. Solly, *Governing territorial development in the Western Balkans—*

- challenges and prospects of regional cooperation*. (pp. 23-42). New York: Springer. doi:10.1007/978-3-030-72124-4\_2
- Berisha, E., Colic, N., Cotella, G., & Nedović-Budić, Z. (2018). Mind the gap: Spatial planning systems in the Western Balkan region. *Transactions of the Association of European Schools of Planning*, 2(1), 47-62. doi:http://dx.doi.org/10.24306/TrAESOP.2018.01.004
- Berisha, E., Cotella, G., & Solly, A. (2021a). *Governing Territorial Development in the Western Balkans. Challenges and Prospects of Regional Cooperation. Advance in Spatial Science*. New York: Springer. doi:10.1007/978-3-030-72124-4
- Berisha, E., Cotella, G., & Solly, A. (2021b). Introduction. The Western Balkans between continuity and change. In E. Berisha, G. Cotella, & A. Solly, *Governing territorial development in the Western Balkans. Challenges and prospects of regional cooperation* (pp. 1-19). New York: Springer. doi:10.1007/978-3-030-72124-4\_1
- Dawson, T. C. (2003, 03 14). Retrieved from <https://www.imf.org/en/News/Articles/2015/09/28/04/53/sp031403>
- Fischer, B. (1998). Globalisation and the Competitiveness of Regional Blocs. *Intereconomics*. doi: DOI: 10.1007/bf02929509
- Knill, C., & Lehmkuhl, D. (2012). How Europe Matters. Different Mechanisms of Europeanization. *SSRN Electronic Journal*, 1-19. doi:10.2139/ssrn.302746
- Lambin, E. F., & Meyfroidt, P. (2011). Global land use change, economic globalization, and the looming land scarcity. *PNAS*, 108(9). doi:10.1073/pnas.1100480108
- Nayyar, D. (1997). Globalization: The Game, the Players and the Rules Gupta, S.D. (eds). In S. D. Gupta, *The Political Economy of Globalization. Recent Economic Thought Series* (Vol. 55). Boston, Massachusetts: Springer. doi:https://doi.org/10.1007/978-1-4615-6169-9\_2
- Servillo, L. A., & Van Den Broeck, P. (2012). The Social Construction of Planning Systems: A Strategic-Relational Institutional Approach. *Planning Practice & Research*, 27(1). doi:10.1080/02697459.2012.661179

Shtylla, S., & Berisha, E. (2019). Three decades of (un)planned territorial development. The evergreen question of social housing in Albania. *IFAU2017* (pp. 153-158). Tirana: La scuola di Pitagora Editrice. Retrieved from <http://hdl.handle.net/11392/2404456>

Solly, A., Berisha, E., & Cotella, G. (2021). Towards sustainable urbanization. Learning from What's Out There. *Land*, 10(4). doi:10.3390/land10040356

Solly, A., Berisha, E., Cotella, G., & Janin-Rivolin, U. (2020). How Sustainable Are Land Use Tools? A Europe-Wide Typological Investigation. *Sustainability*, 12(3). doi:10.3390/su12031257

United Nation (2017). *The new Urban Agenda*. New York: United Nations. Retrieved from <https://unhabitat.org/about-us/new-urban-agenda#:~:text=The%20implementation%20of%20the%20New%20Urban%20Agenda%20contributes%20to%20the,%2C%20safe%2C%20resilient%20and%20sustainable.>



## **PRESERVING THE PAST THROUGH ADAPTIVE RE-USE OF THE EXISTING BUILDING STOCK IN ALBANIA**

**Ph.D. Arch. Etleva Dobjani**

Barleti University, Faculty of Applied Sciences and Creative Industries,  
Head of the Department of Architecture and Design

**E-mail:** [arch.dep@umb.edu.al](mailto:arch.dep@umb.edu.al)

### **ABSTRACT**

The city is always changing as a result of a succession of ongoing new constructions, demolitions, reconstructions, and repurposing of its components in response to the requirements of the various socioeconomic groups. The Socialist heritage in Tirana, including residential, industrial, and cultural buildings, between the years 1945 to 1990 is still abundantly visible in the architectural environment of the city. The growth of the city of Tirana and its urban pattern throughout the Socialist period and post socialist development are perennial topics of discussion among academics. With a particular focus on the abandoned buildings, the research paper defines strategies and methods of re-adaptation of abandoned buildings from this era that are located in urban areas or in marginal areas of the city from a perspective that takes into account both environmental and building sustainability in search of new urban equilibriums. This process of intervention may be considered as a chance to renovate the building as a whole, as well as a chance to rethink the neighborhood and forge connections with the surrounding area. The findings of the research done with architecture students are presented in this paper. This proposal seeks to make a contribution to the development of more livable cities through the rehabilitation and re-adaptation of old buildings that have historically played a significant role in the city's structure and still contribute to the formation of a community's memory and its identity, to meet current needs. Adaptation is here interpreted beyond maintenance. It includes alterations,

extensions, improvements as well as conservation and renovations. At the end this paper provides a list of possible interventions based also on previously published books or papers, dealing with specific aspects of building adaptation.

**Keywords:** *Adaptive Re-Use, Abandoned buildings, Rehabilitation, Regeneration, Revitalization.*

## 1. INTRODUCTION

Since the beginning of time, there has been a close relationship between the development of the built environment and the development of human society. The built environment is a testimonial regarding human behavior and their evolution. Humanity has created this environment, and it has served as the cornerstone for its advancement in social, political, and cultural spheres. The communist regime's architecture in Albania, some of which are abandoned today, is a reminder of that era and should be maintained as such. In addition to lowering construction costs significantly, this preserves the historic character of the area and provides a more environmentally friendly alternative to demolishing it and starting again. Reusing existing construction materials and having minimal of an impact on the environment are the main advantages of doing so. However, due to the growing society's concern about how construction activities affect the environment, adaptive reuse has emerged as a crucial stage in discovering a new use for an existing structure. The process of modifying the function of old buildings have been used also in the past in order to accommodate new uses or changing demands, so adaptive reuse is not a new idea. This was typical in the past, for instance, during the French Revolution or during the Renaissance period. This method is crucial for sustainable development since it promotes memory retention, environmental protection, and creative challenge in addition to new building functionality and economic benefit. Through

the restoration, rehabilitation, or re-adaptation of abandoned buildings, this procedure improves the quality of inner-city regions and makes cities more habitable and responsive to modern demands. This essay's goal is to examine several remarkable communist structures that were constructed between 1945 and 1990 and are considered significant examples of Albanian architecture. In order to maintain a substantial percentage of the city's memory, it entails a careful investigation of the existing structures, a detailed functional analysis, and the creation of a criterion catalog with a variety of design possibilities.

## **2. CRITERIA CATALOGUE AND ITS IMPLEMENTATION**

Since the end of the 1970s, several publications and researches have focused on a city's identity and genius loci. The urban surroundings of many cities started to change as a result of the development of industry and the introduction of new technology. Modern urbanization and population growth are prevalent almost everywhere. The most important thing is that any city should be recognizable in terms of its historical background and its multiple historical layers, even if cities regularly change their look and architecture. Over time, the city acquires knowledge and memories of itself. *In fact, each area seems to be a "locus solus" while each intervention seems to have to return to gods general setting criteria.* (Rossi, A. 1978, pp. 6)

In order to maintain the historical urban layers in Tirana and retain its cityscape, the buildings which play an important role for the city creation and the memory should be preserved. In order to insert them again into the life cycle, a set of criteria catalogues was created from the detailed investigation of the existing structures and the functional analysis, to the variety of design options.

In this paper three case studies are selected based on their architectural quality and originality.

1. *The origin of modern architectural expression in Albania - former Radio station*
2. *Industrial building – ish Uzina Enver*
3. *Ex-military building*

These objects are built during the communist regime between 1945 and 1990. They hold a great deal of cultural significance in this regard since they are actual representations of communist-era architecture. This selection was made in order to have different architectural representation of abandoned buildings of communism architecture within three different architectural programs. The first case study is inside an urban area, the second and third one is located in the margins of the city. The three case studies are located in Tirana and Peqin. The first building has contemporary design, while the second and third are typical communist buildings with rigid political restrictions. These significant studies serve as a testament to Albanian architecture during communism and highlight the restrictions placed on design by the strict political laws of the time. After an architectural program analyze was important a technical approach in order to study the degradation of building envelope and structure elements and intervention possibilities to upgrade building comfort, safety and energy efficiency.

### **3. BUILDING ADAPTATION STRATEGIES THROUGH THE HISTORY**

The desire to preserve the structure is typically what drives building regeneration and readaptation. It only acts as a reaction to shifts in the market for a certain sort or style of occupancy for a property. The ultimate objective is to revitalize an outdated building that is in risk of going dormant and being dismantled. Building conservation in heritage buildings is a process that view back in history from very beginning. Referring to Cunningham and Douglas (1988), although the adaptation of buildings is not a new process, their conversion to other uses on a regular, larger scale is a more recent phenomenon. Through the history there are evidence of occasional building conversions from the Roman era up to the late-Medieval period. During the Renaissance period, classical monuments were transformed for new uses or during the French Revolution religious buildings were transformed for industrial functions or military uses after they had been confiscated and sold (Plevoets & Cleempoel, 2011). Because of the fast population expansion and the numerous changes in urban life brought about by

agricultural, industrial, and religious advances between the 16th and 19th centuries, conversions and other types of adaptation were more prevalent. By the late 19th century, new construction had surpassed conversions in popularity. Conversion plans have been more popular in the latter part of the 20th century, mostly for economic reasons but also due to the dearth of suitable land for construction in inner cities. There are no rigorous regulations in intervention for non-listed structures that improve cultural heritage and memory. Many occupiers typically see a change in use as the most practical and cheapest way to deal with abandoned properties. The scope of adaption projects relies on how much and for what the structure is being changed. As Douglas (2006) states, adaptation works can range from basic preservation works at almost complete reconstruction. In between these two extremes, in approximate ascending order are interventions such as refurbishment, rehabilitation, remodeling, renovation, retrofitting, and restoration in case of historic buildings. According to the research by B. Plevoets and K. Van Cleempoel (2011) titled "Adaptive reuse on conservation of cultural assets," modern theories on adaptation focus the reuse of building interventions on three key methods: typological, technical, and architectural strategies. Based more on the architectural strategies for our intervention, it's crucial to comprehend the typology as Robert (1989) provides examples of intervention strategy from the prehistoric era up to the postmodern era by using various strategies like building inside, over, around, or alongside existing structures, recycling leftover materials, adapting to a new function, building in the style of an existing structure, and more. These approaches, however, may overlap and lack focus in terms of the limitations and potential of the structure.

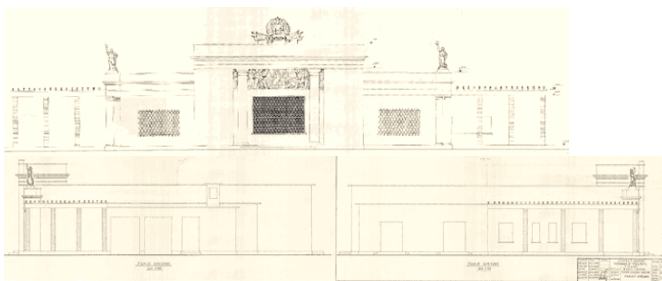
#### **4. TECHNICAL APPROACH OF THE BUILDINGS**

*Object 1: Former radio station of Kashar* marks the first era of modern architecture in Albania. It was designed by a Russian architect and carried out in cooperation with Albania's single design organization during the communist era, the National Institute of Design. It stopped being used in 1990 and is now abandoned and in bad condition. It is a fairly prominent landmark since it is next to the Durrës-Tirana

highway, which passes through the center of a freshly developed industrial area. In this aspect, regeneration, future renovations, and reuse may have a significant influence on the area.

The historic radio station is a one-story neoclassical Soviet-style building with retaining brick walls. The lateral part of the structure contains a number of decorative columns. As Tirana's first radio station and one of only a few buildings with this feature, the building has historical significance even though it is not a listed monument. The highway, then called as the Durrës-Tirana national road, was the building's primary entrance. Now there is no practical method to reach in this direction because of the highway barrier. The building has a back expansion that was previously finished during the construction phase by changing the initial idea, as can be seen on the historical blueprints. The structure has not received any modifications or transformations since the completion of the construction phase, nor has it been utilized for its intended usage.

Due to its deterioration, the masonry has to be reinforced. In addition, the ceiling and walls plainly exhibit wetness and humidity. There is ample light and ventilation in the building. However, a few of the original entrances that were closed off due to abandonment must now be reopened. The entrance to the building is positioned on the ground level, on the main façade. There are no impediments there yet. There isn't any modern infrastructure, like electricity, a source of clean water, a way to get rid of rubbish, or ventilation. The structure has to be reinforced despite its versatility in usage. The walls and ceiling need to be cleaned and repaired, along with new doors, windows, and electrical connections.



*Figure 1.1 Main frontal façade (Project from AQTN) / Figure. 1.2 Lateral facades*

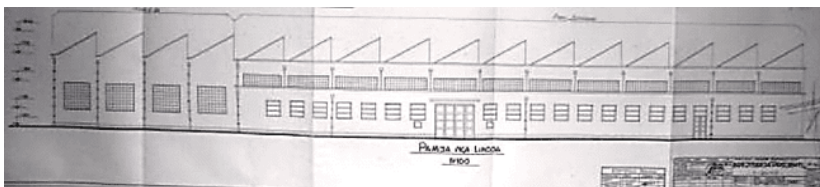
*Object 2: Ish Uzina Mekanike Enver - Industrial buildings, is located*

in a distance of 1.65 km from Skenderbej Square, along Kavaja Street. In the years when it was constructed, between the 1950s and 1960s, the area was considered as an industrial area for Tirana, but today it is a highly structured residential center due to the big urban growth. The former industrial building is situated in a densely populated urban area in Tirana with a high growth rate and is surrounded by different residential buildings. The industrial area is directly connected to a street and can be easily accessed during the conversion process. Due to its situation the change of use respectively a conversion of the existing structure is clearly favored.

The 10.63 meter hall extends over one floor. Based on the available digital plans, the supporting structure is a steel construction anchored in single footings. The exterior envelope consists of massive brickwork and the roof is covered by iron sheet panels. The building is not listed; hence, there are not any special requirements referring to historic preservation during the refurbishment process.

The roof offers sufficient illumination due to the openings in the roof construction, which allows indirect lighting to enter the inner space of the hall. This aspect definitely has to be considered in the conversion due to the depth of the building and the rare illumination areas apart from the roof. No information about the load-bearing capacity of the construction is available; hence, it needs to be tested before the refurbishment process starts.

Due to the proximity to the university campus, uses such as studios, workshops, or student dorms can be taken into consideration as these would result in an expansion of the campus. A further option would be to evaluate the inside spaces for cultural events or sports area.



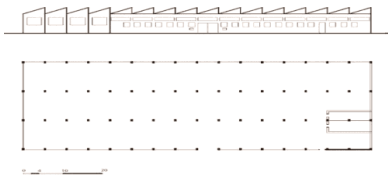


Figure 2.1 Lateral façade (Project from AQTN) / Figure 2.2 Space distribution in plan

3. *Ex-military building* complex is located in the Peqin settlement of Karine. Mustafa Gjinishi Boulevard is around 2 kilometers away from the complex. The complex, which was formerly a military camp, comprises of 10 buildings, however in this project phase, 5 of them have undergone regenerative interventions. The existing structures have brick retaining walls. They contain roof covers and small windows. The inside floor requires requalification intervention because it is in a deteriorated state. Moisture and mold have grown on the side walls.



Figure 3. Location and pictures of the existing buildings

## 5. RE-ADAPTATION PROJECTS

The proposed renovations to the former radio station include reinforcing the structure, cleaning the additions, opening the windows that have been closed, and cleaning the walls of mold. Later, the interior spatial composition will be altered without changing the original design. The replacement structure, which is presently being dismantled, will be erected at the back and lifted above the floor plan. The internal spaces, including restrooms and other essential spaces, will be organized and the stairs will be added from the back. The new



function can change over time. It will have a bar, conference spaces, a canteen on the second level, an exhibition space for local firms and their goods. Another section will feature radio productions from throughout Albania's history. Young people may utilize a portion of the outside area and the canteen above the building for various gatherings after work hours since it is just six kilometers from the capital of Tirana. Building over and alongside, addition and modernization are the main strategies followed for the adaptation.



*Figure 3.1 Location in plan, Figure 3.2 Intervention in Plan, Figure 3.3*

*Façade degradationand intervention*



*Figure 4. 3d modeling of the intervention*

In the former industrial building, as the original structure is a combination of a supporting steel structure and a massive envelope, it is recommended continuing the use of the same materials for the interior work or the general refurbishment in order to create a similar

surface feel and to rely on the local technical expertise. The existing materials can be upgraded and colored to change the spatial appearance. A careful treatment of the stock is to be considered in the material choice which results in favoring of reversible solutions.

The intervention consists in the implementation of the new building within the old. The whole philosophy of the object started from the triangular shape of the cover. This was done in such a way that the plant would have natural lighting, through the glass facade on one side of the triangle, as well as the aspiration would be natural through some holes in the shape of a circle that made the aspiration of the building. As part of the concept are precisely these triangular shapes which were later expanded into lines, where after these already deformed lines take another new shape where they are sometimes lengthened, sometimes shortened, rotated, twisted, etc. If the work process will be described, it starts with the identification of the existing lines in the plans and their extension against a length of 200m. They are placed in an irregular manner in order to make a visual and aesthetic break from the previous one, so the shape aims to be a contrary approach to the existing regular shape. The irregular lines come together creating a shape on the base which was then divided into modules of different heights, where the maximum height is 20m and the minimum is 7m.



*Figure 5 New plan development process*

The building is divided into three main sections where the dominant part is the central corridor, which distributes to the both side of the building and will have the hybrid function also as a fair or exhibition space. Where the facility is dedicated to various businesses or firms that need exhibition spaces for their products, as well as for people or individuals who need an environment where they can exhibit their creativity or talent. This building will serve as a node or reference point where everyone can find themselves in the facilities it offers. The age groups that can visit this building vary from small children to the

elderly, because everyone will have their own dedicated space. Children between the ages of 2-10 will have a playground in one of the premises of the building, while the elderly will have a space specially dedicated for them to play and relax. There are many free spaces. One space is the multifunctional corridor which is lined with green walls. The new facility is supposed to be built with a reticular structure beam in a way to cover the space, which varies from 20m to 7m.

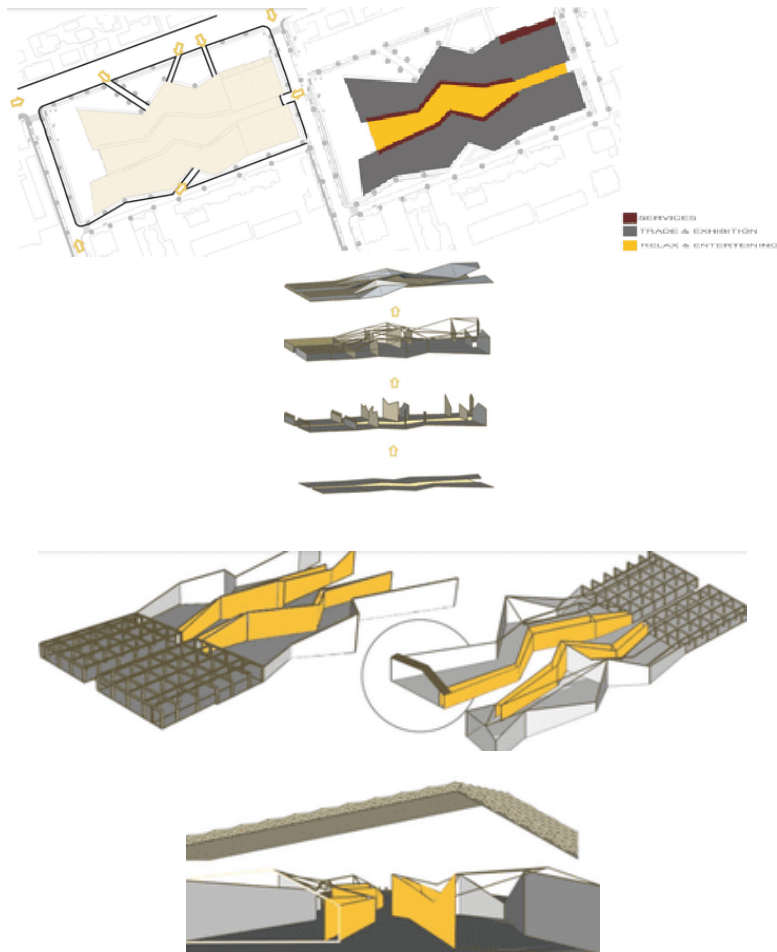
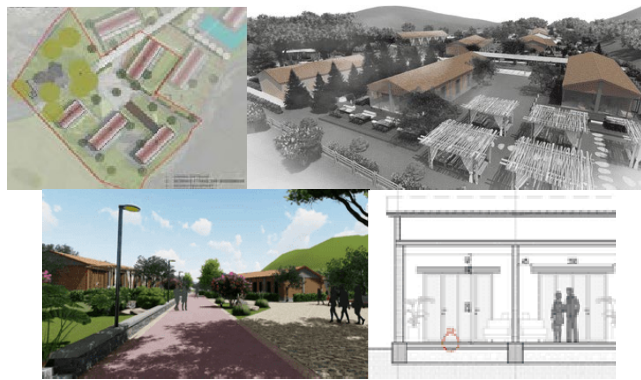


Figure 6. Re-adaptation of former industrial building - new building within the building (plan and 3d views)

In the *Ex-military building* complex all buildings will undergo to interior renovations and facades requalification. Additionally, the

doors and window openings will change, becoming more numerous and larger in surface area. To facilitate the transition from one building to another, additional roads and alleyways are planned for the overall system. Each of them will have a different layout that will be highlighted based on relevance. The main road will act as a moving artery that connects the structures to one another. Lighting and dividing plants or bushes that serve to divide places from one another will be installed in streets and alleyways. With the addition of new trees of various types, the neighborhood will gain more green spaces. There are other places on the building site that may be used for parking, peaceful green spaces, etc. A specialized guard room will be housed in the entry building, which is the first structure and has a space smaller than 50 m<sup>2</sup>. The second building will be mostly utilized for offices, the other two will serve as canteens and eating areas, and the last structure will house sleeping rooms. The buildings' original design will be preserved on the outside, but new divisions will be added within to accommodate the new functions. The walls and the facades will be cleaned and retrained. The inside structures height is 2.70 meters tall.



*Figure 7. Possible intervention for building regeneration and neighborhood requalification*

Building interventions in the three case studies consist in Reinforcement of Construction Frames; Floors; Walls; Roofs; Rebuilding envelope; Internal surfaces; Accessibility and circulation; Comfort, Safety and Energy Efficiency; Fire-resistance; Thermal performance; Acoustic performance; Preventing moisture and dampness. Interventions can be also divided in three main scales:

intervention in urban scale, building scale and technology or constructive scale. (Fig.8)

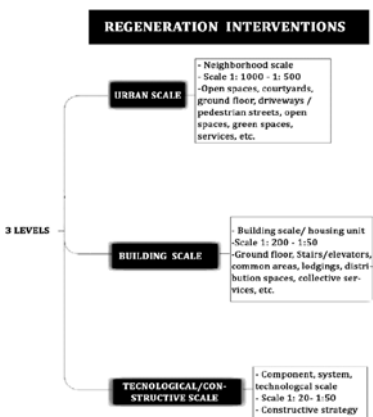


Figure 8. Structure of building interventions

Making a reflection on the strategies followed for the intervention in the case studies in the second paragraph, table 1 presents the strategies for the adaptive reuse which building types have received.

Strategies towards adaptive reuse	Former radio station	Industrial building	Ex-military buildings
Building within			
Building over			
Building around			
Building alongside			
Adapting to a new function			
Recycling existing construction materials			
Transformation			
Modernization			
Unification			

Addition			
Insertion			
Installation			
Corrective maintenance			

*Table 1. Strategies towards adaptive reuse*

## 6. CONCLUSIONS

The summary of the results presented here briefly shows that adaptive reuse bypasses the wasteful process of demolition and reconstruction. This environmental benefit, combined with the life of the structure extended, prevents demolition waste, promotes the reuse of embodied energy, and offers considerable social and economic advantages to society, so it is a type of sustainable urban regeneration. Adaptive reuse is an irreplaceable necessity to improve physical quality of the building to enhance the quality of life, by doing less damages to the environment. Regeneration is not simply about making a contribution about creating a beautiful urban landscape but to make local habitat more social integrated, productive and healthier. The area of intervention is not a small entity isolated from the contest, but adaptive reuse is part of a regeneration process which include community participation, area revitalization, building improvement. When we start from a whole system understanding, any of these entities is an entry point into the whole system. Referring to Reed, (2007), each is an integral part of a living system and a key role can be found for anyone and any system within the smallest to largest physical footprint. The footprint is not the limiting factor as long as a sense of conscious engagement can be realized by the people who are part of it.

Preservation and revitalization process of existing buildings, even though they may not be listed monument but just buildings with historical or constructive value, leads to revitalization of the territory and the creation of sustainable environments. As a result, it incorporates all of sustainability's facets. In order to make requalification and reuse of the abandoned buildings, some specific criteria should be taken into consideration. In this article the strategies

are based on three main components, typological, technical and architectural strategies. In terms of typological strategies there have been chosen three different ones as representative of the types of that construction period. In terms of technical intervention some important one proposed are: important preliminary analysis; reinforcement of the solid masonry; structure reinforcement; cleaning of the walls and the ceiling from the visible presence of the humidity and moisture; creating sufficient light and ventilation; new electrical lines; new technical infrastructure such as electricity, fresh water supply, wastewater disposal, and ventilation should be provided in accordance with local standards. In terms of architectural strategies, the main goal has been creating flexible spaces inside and outside the building, in order to give to the building, the possibility to temporarily accommodate different uses; flexibility in use; installation of new doors and windows with efficient energy parameters; new building within the building, building over, around or alongside the building. These proposals are not final, as each project requires proper analysis and reporting to the environment where it is placed, but they are simply guidelines that can help in the best structuring of ideas before the design process begins.

## REFERENCES

- B. Plevoets & K. Van Cleempoel (2011). Adaptive Reuse as a Strategy towards Conservation of Cultural Heritage: a Literature Review, available in [https://www.researchgate.net/publication/263124844\\_Adaptive\\_Reuse\\_as\\_a\\_Strategy\\_towards\\_Conservation\\_of\\_Cultural\\_Heritage\\_a\\_Literature\\_Review](https://www.researchgate.net/publication/263124844_Adaptive_Reuse_as_a_Strategy_towards_Conservation_of_Cultural_Heritage_a_Literature_Review)
- Bill Reed, (2007). Forum: Shifting from 'sustainability' to regeneration, *Building Research and Information* 35(6):674-680 DOI:10.1080/09613210701475753, available in : [https://www.researchgate.net/publication/233664065\\_Forum\\_Shifting\\_from\\_'sustainability'\\_to\\_regeneration](https://www.researchgate.net/publication/233664065_Forum_Shifting_from_'sustainability'_to_regeneration) [accessed Sep 12 2022].
- Cunnington, P. (1988). *Change of Use: The Conversion of Old Buildings*.

Dorset: Alphabooks (A & C Black)., in Douglas, J., Building Adaptation, 2 ed., Elsevier: Oxford, 2006. Pp. 97]

Douglas, J., (2006). Building Adaptation, 2 ed., Elsevier: Oxford, pp. 50-150

Robert, P., (1989). Adaptations. New Uses for Old Buildings. Editions du Moniteur: Paris, in Douglas, J., Building Adaptation, 2 ed., Elsevier: Oxford, 2006

Rossi, A. (1978). The architecture of the city, Mit Press, Cambridge, pp. 6

## BIBLIOGRAPHY

B. Plevoets & K. Van Cleempoel, (2011). Adaptive Reuse as a Strategy towards Conservation of Cultural Heritage: a Literature Review, in Brebbia, C.A.

Baçe, A. Meksi, A. Riza, E. Karaiskaj, Gj. Thomo, P., (1980). Historia e arkitekturës shqiptare nga fillimet deri në v.1912.

Binda, L. (Ed.). (2011). Structural Studies, Repairs and Maintenance of Heritage Architecture XII, WIT

Cherchi, P. F., (2015). Adaptive Reuse of Abandoned Monumental Buildings as a Strategy for Urban Liveability, CC BY-NC, DOI: 10.30958/aja.1-4-1

Douglas, J., (2006). Building Adaptation, 2 ed., Elsevier: Oxford

Miller, S., M., (2017). *Aldo Rossi: The City as the Locus of Collective Memory. The Making of the Public City in Cold War Italy*, research gate

Powell, K., (1999). *Architecture reborn. Converting old buildings for new uses*, Rizzoli international publications, inc.: New York

Reed, B., (2007). Forum: Shifting from 'sustainability' to regeneration, Building Research and Information 35(6):674-680  
DOI:10.1080/09613210701475753, available in :  
[https://www.researchgate.net/publication/233664065\\_Forum\\_Shifting\\_from\\_'sustainability'\\_to\\_regeneration](https://www.researchgate.net/publication/233664065_Forum_Shifting_from_'sustainability'_to_regeneration) [accessed Sep 12 2022].

Robert, P., (1989). *Adaptations. New Uses for Old Buildings*. Editions du Moniteur: Paris

Stratton, M. (ed.), (2000). Industrial Buildings Conservation and Regeneration, Taylor and Francis: London.



# ASSESSING THE ENVIRONMENTAL AND SOCIAL IMPACT OF MADHESH HPP IN ULZA WATERSHED

**Dr. Gazmend Zeneli**

“Barleti” University, Faculty of Social Sciences, Tourism and Sport,  
Department of Tourism Management and Recreation- Tirana, Albania

**E-mail:** g.zeneli@umb.edu.al

**MS.C. Albana Lila**

Ecostudio “Joni”- Tirana Albania

**E-mail:** info@ecostudio-joni.al

## ABSTRACT

Due to the numerous water resources Albania provides more than 90% of electricity from the Hydropower plants (HPPs). Currently, about 10% of the electricity produced in Albania comes from small hydropower plants under private. Despite many advantages that small and mini hydropower stations have against the massive hydropower stations, there are several disadvantages in small hydropower projects; mainly environmental impact. These impacts are related to the hydroelectric project impact on the ecosystem of a river and its habitats. This paper attempt to shed light on the expected environmental and social impacts of Madhesh HPP that is required to be built on Lundre river with an installed capacity of 930 kW. In order to quantify the environmental damage, a method called Environmental Impact Value (EIV), specially developed for small HPP, has been applied. Field observations and discussions with local residents helped to finalize the calculation of the EIV. Comparing the weight of positive and negative impacts, it can be clearly seen that there is a potential threat that can be caused by the construction of this hydropower plant to the surrounding environment. In order to better assess the expected impacts of this mini HPP, a more detailed analysis is recommended.

**Keywords:** *community, electricity, environmental impact value (eiv), hydropower, ichthyofauna*

## INTRODUCTION

Hydropower plays an important part of the electricity production in world. Hydropower plants can be classified in different categories on the basis of their size and the type of scheme. Considering the classification of hydropower plants by type, the main schemes of hydropower plants are conventional or impoundment hydropower plants, diversion or run-of-river hydropower plants, and pumped storage hydropower plants (Tovar-Facio et al, 2022).

Hydropower plants are traditionally broken down into categories depending upon their size. The usual categorization is shown in Table 1. The smallest plants, with capacities of between 1 and 100 kW are called micro hydropower plants. Between 100 kW and 1 MW a plant is described as a mini hydropower plant. Small hydropower plants are generally those with capacities of between 1 and 10 MW, but this upper limit can vary from country to country and in some cases may be as high as 30 MW. Plants with capacities larger than 10 MW (or up to 30 MW depending on jurisdiction) are classed as large hydropower plants (Table 1)(Breeze, 2019).

**Table 1**  
Hydropower plant categories

Micro	1kW to100 kW
Mini	100kWto1MW
Small	1MWto10–30MW
Large	Above10–30MW

Sometimes an intermediate category for medium hydropower plants is also introduced between small and large hydropower. If used, this is typically for plants between 5 and 50 MW; those above are large and those below are small.

From a global perspective, large hydropower is the most important category and this accounts for most of the hydropower capacity in operation today.

However, it has been discussed that the classification of hydropower plants by size should be avoided because there is no clear connection between the size and the impact that causes. (Tovar-Facio et al, 2022)

Due to the numerous water resources, Albania provides more than 90% of its electricity from the Hydropower plants (HPPs).

Electricity production in Albania reached 8.96 billion kWh in 2021, an increase of 70% compared to the previous year as a result of the combination of abundant rainfall and the entry into operation of new hydropower plants, mainly the Moglica hydropower plant on the Devoll river (INSTAT, 2022).

Currently, about 40% of the energy produced in Albania comes from hydropower plants under private ownership, built with a concession or privatized, while 60% comes from the hydropower plants of the Drin cascade, which remain under state ownership (Erebara, 2022).

Recently, the initiative for the construction of small hydropower plants has also increased; this is also due to government support which has facilitate the process making it possible to obtain their permission within a fairly short time.

Small and mini hydropower stations have advantages as well as disadvantages against massive hydropower stations. Most of the advantages are along the lines of environmental concerns. Usually, the small hydropower plants are run- of-the-river type hydropower stations. Therefore, there is no reservoir to store the water. The damage to the biodiversity in the natural environment in run-of-the-river type hydropower stations is considered to be minimum (Anderson et al, 2014). Moreover, the emission of greenhouse gases compared to massive hydropower plants is very small. In addition, sedimentation is a significant issue for most of the massive reservoirs (Bergkamp et al., 2000).

Despite many advantages, some of them listed here, there are several disadvantages in small hydropower projects (Abbasi and Abbasi, 2011); mainly environmental impact. These impacts are related to the hydroelectric project impact on the ecosystem of a river and its habitats. Therefore, the aim is to have a balance between economic, social and ecological business development in order to reach a sustainable development.

This paper attempt to shed light on the expected environmental and social impacts of Madhesh HPP that is required to be built on Lundre river with an installed capacity of 930 kW.

## **DESCRIPTION OF PROJECT AREA AND HPP PROJECT**

### **1. Project area**

Covering an inhabited rural area of outstanding beauty in order to protect the scenery and heritage as well as set up sustainable economic development in the area, since 2013, the Natural ecosystem “Ulza Lake” has been proclaimed Regional Nature (Natural) Park.

The Lundre river is the last branch of the Mat river on its left side before reaching the Shkopet hydropower dam. The river flow has a general south-north direction. The catchment area of the Lunre river is bordered from the east by the catchment area of the Terraje stream, from the south and southwest by the catchment area of the Hurdhazi river. From the physical-geographical point of view, studied area is located at the northwestern end of the Skanderbeg mountain range on its western slope (Blinkov, 2013). The highest point of the Lundre River watershed is Mountain of Skenderbeu on the southern side at an elevation of 1524 m above sea level. On the eastern side of the Lundre river basin, the watershed descends gradually, but still always above 1000 m asl, while the western side is under 1000 m asl.

From the hydrogeological point of view, the catchment basin of the Lundre River is generally characterized by flishoidal formations and less by limestones, from which several underground springs emerge (Blinkov, 2013). Based on the scheme of hydropower utilization of this stream, in addition to the waters of the springs, the waters of the Lundre River itself will be used by Madhesh hydropower plant.

Because of its values and aiming on the better protection of the natural environment based on park's unique landscape and heritage, recently (January, 2022) the Government of Albania decided to change the protection status of the area from Regional Nature Park (Category IV/1 of IUCN of protected areas) to Nature Park (Category IV of IUCN of

protected areas). Some important plant species growing in the area are listed in the following (Diava, 2019):

*Achillea millefolium*, *Agromonia eupatoria*, *Bellis perennis*, *Campanula latifolia*, *Chamomilla recutita*, *Colchicum autumnale*, *Digitalis* sp. L., *Erica herba cea* L., *Origanum vulgare* L., *Hypericum perforatum* L., *Galium odoratum*, *Urtica dioica* L., *Lotus corniculatus* L., *Orchis* sp. L., *Papaver rhoeas* L., *Paris quadrifolia*, *Tussilago farfara* L., *Teucrium* sp. L., *Trifolium* sp. L., *Malva sylvestris* L., *Euphorbia* sp. L., *Equisetum arvense* L., *Galium verum* L., *Iris germanica* L., *Melissa officinalis* L., *Primula officinalis* L., *Satureia montana* L., *Sempervivum tectorum* L., *Stilbum marianum* L., *Verbascum* species L., *Viola odorata* L., *Viscum album* L., *Thymus vulgaris* L., *Galium odoratum* L., *Sanguisorba minor* L., *Agromonia eupatoria* L., and *Salvia officinalis* L.

The park is home to 22 species of rare plants, trees and shrubs and 6 categories of rare plant associations (Diava, 2010). In addition, the area offers shelters for 10 rare frog species; 2 turtles' species; 11 species of reptiles; 8 rare species of mammals, 16 insect species; and 3 species of mushrooms (Diava, 2010). As can be subtracted, the area represents an important oasis in terms of biodiversity of national importance. All this great species richness is combined with the rare landscape of the area as well as its unique traditions.

## 2. Ichthyofauna

Ulza and Shkopet lakes represent a unique unit in the country in terms of the ecological systems they carry, creating completely unique aquatic habitats for the biodiversity in the country (Diava, 2019).

Aquatic fauna of these lakes is very rich with several fish species such as: *Gobio gobio albanicus*; *Barbus meridionalis petenyi*, *Nemachilus barbatulus*, *Cyprinus capria*, *Hypophthalmichthys molitrix*, *Ctenopharyngodon idella*, *Aristichthys nobilis*, *Carassius carassius*, *Leuciscus cephalus albus*, *Rutilus rubilio*, *Anguilla anguilla*, *Alburnus alburnus alborella*, *Megalobrama terminalis*, *Pachychilon pictum*, *Chalcalburnus chalcoides*, *Coregonus "Forma hybrida"* (Kolaneci and Kuka, 2009; Diava, 2019).

In order to highlight the importance of the area, during the species inventory a special focus has been devoted to rare, endangered and endangered species that are part of the red book of Albanian flora and fauna. Thus, amongst the above- mentioned fish species, the first three are listed in the Red Book of the Albanian fauna of rare, threatened and endangered species (Diava, 2019).

### 2.3. Project characteristics

Micro hydro system is comprised of a number of components (Figure 1), the most important incorporate the intake where water is redirected from the natural stream or river. Usually micro hydro installations do not have a dam and reservoir, like large hydroelectric plants have, relying on a minimal flow of water to be available year-round (Ali et al, 2019).

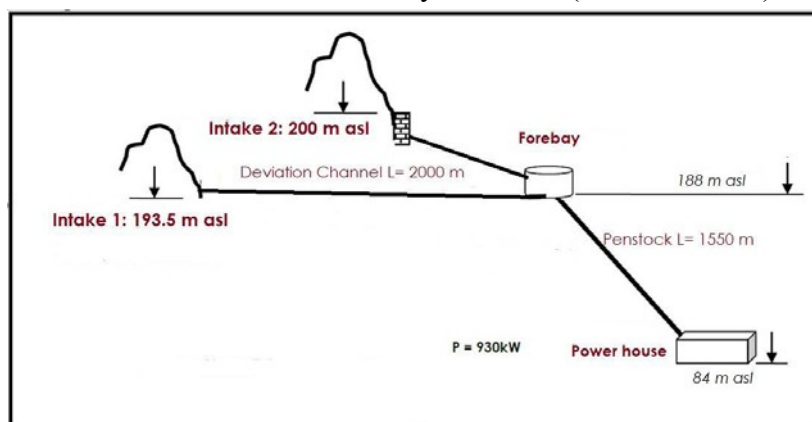


Figure 8. Schematic presentation of run-of-river hydropower components of Madhesh HPP.

#### *Intake No. 1*

The intake No. 1 of the "Madhesh" Hydropower Plant will be built in the "Lundre" River at the absolute quota of +193.50 m. The intake will be a level-raising dam about 9.5 m high equipped with a Tyrolean weir (a type of water intake structure in which water is taken into the channel by bottom racks built on the stream bed).

#### *Intake No. 2*

The intake No. 1 of the "Madhesh" Hydropower Plant will be built in the "Lundre" River at the absolute quota of +200 m. The intake will be a level-raising dam about 2.1 m high equipped with a Tyrolean weir.

### *Forebay*

In the forebay tank the connection towards the penstock must not be the lowest point. The lowest point is towards a flush pipe. At such sand and mud can be flushed out during maintenance intervals. The forebay is closed by a trash rack. It's preventing any debris entering the penstock. The forebay is designed to be built in the quota of 188 m above sea level. The water level in the upper stream for full passage with 1% certainty is equal to +200.60 m.

### *Power house (Central building)*

The turbine, generator, and electrical control have to be protected from: rain, theft and unauthorized access. The turbine should be nicely accessible, placed min. 1 ½ m from the walls. The location has to be dry even during floods. Rainwater from the hill is to be drained away from the house. The power house of Madhesh Hydropower plant will be built at the quota +84.0 m asl.

## **RESEARCH METHODOLOGY**

### *Approach*

The assessment of environmental impacts and the economic calculation of some of the indicators of these impacts, was based on different sources of information.

1. The primary source was field visits. Several field visits were organized to the planned area for the hydro plant from January 2022 to May 2022. These included visiting the designated area for the hydropower plant, the water intake works and the village near the hydro plant. We were able to obtain some technical details of the hydro plant and intake structures from the technical report prepared as part of the EIA documentation. Digital maps of the area were obtained from previous studies or from the website of the State Authority for Geospatial Information (ASIG). Estimates from the field visits were used to calculate the EIV for the Madhesh mini hydropower plant. The authors do not have the specific knowledge to identify the entire list of flora and fauna; however, they managed to identify some of them during the visits. However, it is highly recommended to carry out a

biodiversity analysis to identify potential threats of the hydropower plant on flora and fauna. In the following, these visits consisted of:

- a) Evaluation of the indicators related to the morphology of the terrain such as the aspect of the slopes, the position of the objects to be built, the distances from the inhabited centers, the altitude, etc.
  - b) Evaluation of pedological indicators such as soil type, structural characteristics, etc.
  - c) Description and assessment of flora and biodiversity of the area.
  - d) Description and evaluation of the fauna of the area.
  - e) Description of the Ichthyofauna (fishes) in the area.
2. Documentation for the area that includes:
    - a) Ulëz Regional Natural Park Management Plan (2013)
    - b) Ulëz-Mat Municipality Management Plan (2010)
    - c) The Fisheries Co-Management Plan 2019-2029.
  3. Technical literature related to the characteristics of the ecosystem "Ulez Natural Park"; the services of such ecosystems and the impact on the environment and ecosystem services of similar works (small HPP) (Bakaya and Sari, 2011; Blinkov and Trendafilov, 2014; Blinkov and Kampen, 2014; Costanza et al, 2017; De Groot et al, 2002; Meijboom and Kampen, 2013; etc.).

#### Quantification of environmental damage

There are several techniques to quantify the environmental damage from a mini hydropower plant. Regulation degree and environmental impact value are two different ways of presenting the damage.

The total impact caused to the environment can be calculated using environment impact value (EIV). The summation of the impact values gives an overview idea on whether the power plant is a threat or an advantage to the country (Gracey and Verones, 2016; Herath et al, 2021; Rupasinghe et al, 2007; Senarath et al, 2017). The index was not only used to hydropower plants but also many other environmental concerned activities [Safont et al, 2012]. Even though there are various ways of expressing the index in the literature, we have used the mathematical explanation as given in Equation below:



$$EIV = \sum_{i=1}^n (V_i \times W_i)$$

Where;  $V_i$  is the relative change of environmental quality parameter,  $W_i$  is the relative importance or weightage of the parameters and  $n$  is the total number of parameters.

## RESULTS AND DISCUSSION

In order to quantify the environmental damage, a method called Environmental Impact Value (EIV), specially developed for small hydropower plants, has been applied. Field observations and discussions with local residents helped to finalize the calculation of the EIV. Table 2 gives the different weightages used in the three subsections (physical, biological and social environments). Furthermore, it shows the calculations for EIV. According to the summary of positive impacts and negative impacts, the hydropower plant has reached the value (-37). The adverse impact on biological environment is quite significant. Therefore, as it was stated in the earlier section of the paper, a detailed biodiversity analysis is recommended. Comparing the weight of positive and negative impacts, it can be clearly seen that there is a potential threat that can be caused by the construction of this hydropower plant to the surrounding environment.

**Table 2**  
Environmental Impact Value (EIV) calculation

Impact	$V_i$	$W_i$	$V_i W_i$
<b>Physical Environment</b>			
Micro-climate and air quality	0	3	0
Change of flow characteristics	1	3	3(-ve)
Topography and land use	2	2	4(-ve)
Surface erosion	1	2	2(-ve)
Disposal of excavated material	1	2	2(-ve)
Hydrology and sedimentations	0	2	0
Water quality/pollution	0	4	0
Solid waste	0	3	0
Re-forestation	2	3	6(+ve)

Compostingandrecycling	2	2	4(+ve)
Noiseandvibration	2	2	4(-ve)
<b>Biological Environment</b>			
Lossofforestcover	1	3	3(-ve)
Increaseinfellingtrees	1	2	2(-ve)
Exploitationofnon-timberforestproducts	2	2	4(-ve)
Impactonbiodiversity	3	3	9(-ve)
Impactonrareendangeredandthreatenedspecies	3	3	9(-ve)
Impactonfishmigration	2	2	4(-ve)
Effectonriparianhabitat	1	2	2(-ve)
Downstreameffect	0	1	0
<b>Social Environment</b>			
Impactsinagriculturalland	2	2	4(-ve)
Womenandchildlabour	0	2	0
Cultureandreligion	1	1	1(-ve)
Publichealth	1	3	3(-ve)
Occupationalhealthandsafety	0	4	0
Lawandorder	1	3	3(-ve)
Impactonlocallifestyle	1	1	1(-ve)
Increasepressure onlocalservices	0	1	0
Increasedlocalemployment	1	2	2(+ve)
Increaseinlocaltrade	3	1	3(+ve)
Improvementinroadcondition	3	1	3(+ve)
Promotionofeco-tourism	1	2	2(-ve)

Note:(+ve):pozitive;(-ve):negative.

The positive impacts of social environment were found from the discussions among the villages. Construction of the road connecting Madhesh mini- hydropower building (and thus somehow the village with the national road Milot- Burrel was considered the most important positive social impact from project.

The assessments clearly show the negative impacts of the hydropower plant on the physical and biological environment. The reasons that contribute to this negative evaluation, amongst others, are:

1. Project Impact on ichthyofauna (fishes). Lundre river is one of the most suitable areas for spawning of the Common nase (*Chondrostoma nasus* L.) which is a species of commercial importance. This is one of the first species to start spawning during the spawning season. The population of *Chondrostoma nasus* L., is very sensitive to water pollution, thus it might be endangered by the construction work.
2. The impact of the project on the flora of the area. The area where the Madhesh HPP is designed to be built it is estimated to have a rich and well-formed ecosystem in terms of biotic aspects. Construction of the Intake weirs, forebay, deviation channel, pipeline routes and the power house will have a significant impact on the biotic environment.
3. The entire Ulza area is foreseen for the eco-tourism development (spatial general national plan), while the construction of the HPP would go against it.
4. The lack of irrigation water for the Madhesh community is considered the most negative impact of this project, as it directly affects the normal life of the residents. As one of the residents said, "If Lundre will flow in the pipes (no water is left for irrigation), the company has put all the residents of Madheshi into the pipes".

## REFERENCES

- Abbasi, T., and Abbasi, S. 2011. Small Hydro and the Environmental Implications of Its Extensive Utilization. *Renewable and Sustainable Energy Reviews*, 15 (4): 2134-2143.
- Ali, A. M., Algburi, S. S., & Aljaradin, M. A. (2019). Design optimization of a hybrid hydro-wind micropower system for rural communities. *Journal of Engineering and Sustainable Development*, 22(02), 1-10.
- Anderson, D., Moggridge, H., Warren, P., and Shucksmith, J. (2014). The Impacts of 'Run-of-River' Hydropower on the Physical and Ecological Condition of Rivers." *Water and Environment Journal* 29 (2): 268-76.

Bakaya, E., & Sari, A. (2011). The principal negative environmental impacts of small hydropower plants in Turkey. *African Journal of Agricultural Research*, 6(14), 3284-3290.

Bergkamp, G., McCartney, M., Dugan, P., McNeely, J., Acreman, M. (2000). "Dams, Ecosystem Functions and Environmental Restoration: Thematic Review II." 1 World Commission on Dams, Cape Town, South Africa.

Blinkov I., & Trendafilov, A. (2014). Mapping and Modelling Erosion Intensity and Calculating Transported Sediments in the Ulza Watershed. CNVP, under the WB-PROFOR SFM PES project.

Blinkov, I. (2013). Description of Ulza watershed boundary. Faculty of Forestry, Skopje, Republic of Macedonia under the WB-PROFOR SFM PES project.

Blinkov, I., & Kampen, P. (2014). Ulza Watershed Cross Cutting, 'Cross Cutting Issues and Summary of the Ulza Watershed Case. CNVP, under the WB-PROFOR SFM PES project

Breeze, P. (2019). An Introduction to Electricity Generation. *In: Power Generation Technologies* (Third Edition), Editor: Breeze, P. Pages 1-14, Newnes, ISBN 9780081026311, (<https://doi.org/10.1016/B978-0-08-102631-1.00001-8>).

Costanza, R., De Groot, R., Braat, L., Kubiszewski, I., Fioramonti, L., Sutton, P., Farber, S., & Grasso, M. (2017). Twenty years of ecosystem services: how far have we come and how far do we still need to go?. *Ecosystem services*, 28, 1-16.

De Groot, R. S., Wilson, M. A., & Boumans, R. M. (2002). A typology for the classification, description and valuation of ecosystem functions, goods and services. *Ecological economics*, 41(3), 393-408.

Diava Consulting (2010). Ulëz-Mat Municipality Management Plan.

Diava Consulting (2019). Fisheries Co-Management Plan 2019-2029 Ulza. Ulez Fisheries Management Organization.

Erebara, Gj. (2022). Reporter: 03/03/2022. (<https://www.reporter.al/2022/03/03/shqiperia-shenon-rekord-historik-ne-prodhimin-e-energjise-elektrike/>)

Gracey, E., and Verones, F. (2016). “Impacts from hydropower production on biodiversity in an LCA framework—review and recommendations.” *The International Journal of Life Cycle Assessment* 21(3):412-28.

Herath, H. M. K. A., Prabodanie, R. R., & Wijewicrama, M. T. (2021). Environmental and social impact of a mini-hydropower plant based on Sudu Ganga in Sri Lanka. *Ruhuna Journal of Science*, 12(1)].

Kolaneci, V., & Kuka, B. (2009). Estimation of Growth Parameters of Bleak (*Alburnus alburnus alburnus*) in Shkodra and Ulza Lake through Length at Age Relationship. *Journal of International Environmental Application and Science*, 4(3), 267-271.

Meijboom, M., & Kampen, P. (2013). Designing Potential Payment for Environmental Services (PES) schemes for watershed protection in Ulza, Albania’. CNVP under the WB-PROFOR SFM PES project.

Rupasinghe, B. W. H. A., & De Silva, S. N. (2007, October). Environmental impacts of mini-hydropower projects in Sri Lanka. In *International Conference on Small Hydropower-Hydro Sri Lanka* (Vol. 22, p. 24).

Safont, E., Vegas-Vilarrúbia, T., and Rull, V. (2012). Use of Environmental Impact Assessment (EIA) Tools to Set Priorities and Optimize Strategies in Biodiversity Conservation.” *Biological Conservation* 149 (1): 113-21.

Senarath, P. G., Khaniya, B., Baduge, N., Azamathulla, H. M., & Rathnayake, U. (2017). Environmental and social impacts of mini-hydropower plants—A case study from Sri Lanka. *Journal of Civil Engineering and Architecture*, 11, 1130-1139.

Tovar-Facio, J., Cansino-Loeza, B., Ponce-Ortega, J.M. (2022). Management of renewable energy sources. In: *Sustainable Design for Renewable Processes*. Editor: Martín, M. Pages 3-31, Elsevier, ISBN 9780128243244, (<https://doi.org/10.1016/B978-0-12-824324-4.00004-4>).

## **RHETORIC AND CONTROL OVER INFORMATION AND PROPAGANDA AS POLITICAL MARKETING**

**Deniz Çupi (Xhoga<sup>19</sup>) Ph.D.**

National Agency of Protected Area

**E-mail:** Info@akzm.gov.al

### **Abstract**

Politics creates its own rhetoric on a national or less important issue and in accordance with this central rhetoric other exponents of politics and government build their own rhetoric, which they then cast as postulates in their social circles and in media. Meanwhile, the information which is transmitted does not go beyond the framework of predetermined rhetoric. The information served to the public goes through media and social network according to frameworks constructed and predetermined by rhetoric. In this way it is propagates over information without giving information. All this is the politic marketing, which tells the citizen what to think and how to think. The elements of this marketing interact and strengthen each other. The raw material of the news goes through many filters, leaving only the cleaned and suitable information to be served to the public. The result is an obedient public. Meanwhile, technological development, the entry of new media in the market has cracked this chain of communication. In social networks and the web, you can find citizens, which think different, but they have difficulties organizing and to be a factor, to enter the media agenda because mechanisms are missing. Civil society and unions, which would be mechanisms of real democracy in our country, act in accordance with the agenda of the elite and fail to go out beyond the predetermined framework. At first glance, marketing seems to have nothing to do with rhetoric and information, but in reality, marketing aims to convince the buyer of the high value of the product that it is selling and, in this case, political marketing convinces the public

---

<sup>19</sup>The author works as a communication specialist at the National Agency of Protected Areas, NAPA

of the high value of the rhetoric it builds. Political communication today is essentially not about conveying meaningful and valuable political messages to the public, or messages that contain valuable information, but today it aims to build the political image of institutions and politicians. In this view, style is more important than the essence, which will easily influence the mass public, who are also their potential voters.

**Keywords:** *Rhetoric, media, propaganda, politic, marketing*

## **1. Introduction**

We saw in Albania's recent elections that political parties no longer talk about their agendas and electoral programs, but instead use rhetoric, certain "fixed" paragraphs, and even repeat them again and over. They try to reach out to the public with this language in many cases, but without expressing anything substantial about how these concerns would be remedied. Even epithets and offensive expressions have been used to insult the opponent in some situations. However, this is not unique to Albania; we are witnessing a global trend of political marketing in this direction. The difference is that rhetoric in Albania is poorer and cruder. Meanwhile, all material thrown on social media by politicians and institutions passes via the filters of Public Relations professionals, leaving only propaganda, complete with slogans and hashtags. In news editions on our screens, material from press offices, delivered with links to the What's Up media group, or through social networks, which have taken the place of the former cassettes. As a result, according to Ellul (Ellul, J. 1973), the medium becomes an "epidermal syringe".

## **2. Hypothesis:**

In election campaigns, political parties and politicians compete less and less with political programs, strategies, and ideas; instead, they use poor rhetoric, slogans, hashtags, expressive photographs, and as little information as possible, which passes through numerous filters in each case.

1. Research questions: Do the rhetoric, propaganda and personal attacks of the candidates in the elections remove or bring closer the gray electorate?
2. Why are such weak figures being elected as deputies?
3. Does political marketing like this hurt democracy?

In order to confirm the hypothesis and to give answers to these questions, studies have been used by Albanian authors and foreign studies, which show that in any case, Albania follows the trend of other countries in building political marketing. Authors such as Chomsky, Palmer, Koenig-Lewis, Rubinstein, Chaves, Chris Miles, etc. have been used.

### **3. Research methodology**

During the work were used as quantitative data, extracted during media monitoring, both for the 2021 elections and in a normal period without political elections.

Quantitative data were analyzed and studied by confronting the political marketing trend in European and American countries. The theoretical concepts of the most famous scholars, Albanian and foreign, also helped in the interpretation of the facts.

This is cross-sectoral research, for which data were collected for a single moment of the 2021 elections, by examining the variables, studying the incidence and their correlation at a specific moment. This type of cross-sectoral research belongs to the indirect exploratory model.

### **4. Findings and analysis**

Political marketing's strong aspects can also be problematic for democracy. "Firstly, political marketing drives tend to be commercialized, reducing political values and political substantives. Secondly, as the media and consultants become more important, it will replace the role of the parties in the future. Thirdly, the use of money politics is an obvious impact on political marketing. This is because the high level of competition and democracy means a free market as well. Fourthly, political marketing, which usually uses advertising as a medium to promote the candidate, tends to manipulate the public and therefore is not good for democracy" (Sofyan, I. 2015).



## Rhetoric, election case study 2021

The leaders never mentioned their political programs during the 2021 elections. Yes, they only talked about rhetoric, which was only two or three sentences long. Rama kept repeating that he handled the earthquake and the covid crisis properly, while Basha claimed that the socialist administration has brought the country to the brink of famine. Poor rhetoric accompanied not only their election gatherings, which drew a small crowd due to the pandemic, but also their social media status and the accompanying texts of meeting footage they released to the media. As a result, political parties used social media and media to promote their campaigns. As if that wasn't bad enough, the accompanying status texts were not only brief but also devoid of information.

To illustrate this, we see the status of three politicians from the Socialist Party, Blendi Klossi, Belinda Balluku and Olta Xhaçka, as well as Lulëzim Basha from the Democratic Party:

Fig nr 1.  
Status of Minister Xhaçka



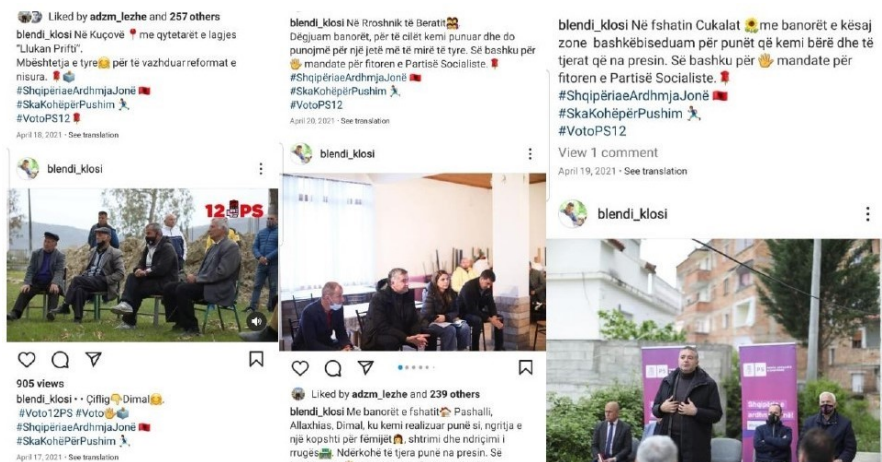
We also see the status of Minister Balluku:

Fig nr 2:  
Status of Minister Balluku



Minister Klosi also provided limited information:

Fig nr 3.  
Status of Minister Klosi



During the 2021 election campaign, politicians "played" with photos, which in many cases, such as the above photos from Mrs. Balluku's social networks, but also those from Prime Minister Rama's social networks, are very expressive, despite the lukewarm rhetoric and limited information on change and work to improve the lives of these residents. Meanwhile, the Chairman of the Opposition in the 2021 elections has even shorter titles, with phrases like "vote on Sunday," "bring change," and "something exceptional is occurring in Albania" being used everywhere. It appears that the manner of writing on social media is suited to politicians who want to express something without actually saying anything.

Fig. nr.4  
Status of Basha



However, affluent countries, particularly America, are viewed as role models in Albania. "It's clear that the US government has a plan for both the concerns it wants to emphasize and the topics it wants to overlook or minimize"(Herman E, Chomsky 2020). Giving you a positive image from Chomskyan's point of view.

As previously said, politicians, institutions, and their social media networks provide news to the media. According to a monitoring campaign done for the last three months, January, February, and March 2022 on the three main televisions for their central editions at 19.30, TOP Channel, TV KLAN and Vizion+, we see that TV Klan and Vizion Plus contain 45-50 percent ready news, or package news. In the meantime, it's worth noting that this percentage rises in other news editions, and the amount of package news on their websites is even higher. The problem is that this news is really propaganda, which is more closely controlled and filtered by the producers, while the journalistic processing paradigm is very low.

Table nr.1  
Monitoring on package news by parties and institutions, by author D.Ç

Monitoring of package news by parties and institutions, 19.30 edition period: January - March 2022		
Nr.	Television	Ready news
1	TV Klan	50%
2	Top Channel	50.20%
3	Vizion Plus	50%

We see that news editions represent the interests of political and economic elites rather than those of the general public. "News from the primary sources of the establishment meets the main demand of the filter and is easily adapted by the media" (Herman E, Chomsky 2020). Thus, news with sources from weak groups and "dissidents" get lost in the filters set by the media. In this way propaganda is built and takes shape. "Media representatives claim that what the government is saying is 'worthy news' in itself" (Herman E, Chomsky 2020).

Meanwhile, it must be said that from the beginning of democracy until now, political parties try to increase the number and persons who

maintain and coordinate relations with the media. Political parties and institutions have established important organizational structures and practices for the use of the media quickly and efficiently, ensuring better management in media-political relations, but also increasing centralization.

Continuous regulation of communication channels becomes a critical factor in governance in the face of growing online media and increased interactivity. Politicians no longer need to connect with traditional media or hold face-to-face meetings to reach out to the public, as the election of 2021 demonstrated. Online media offers a benefit in that it allows you to create your own media content without having to rely on traditional media, but it also poses a barrier because it necessitates the hiring of personnel with specific abilities. As a result, public relations departments are becoming increasingly crucial in the relationship between politicians, journalists, and the general public, particularly in the age of social media.

### **Rhetoric**

The ability to talk and express oneself is at the heart of Roman and Greek civilization, and it has long been used to sway public opinion. Today, rhetoric is a strong instrument for achieving political objectives. During meetings/gatherings with individuals, body language and giving an oral message are especially important. Yet, back then, the majority of public opinion was formed through speaking and writing rhetoric.

However, as the images above show, politicians try hard to use persuasive rhetorical methods during campaigns and in general in public appearances: starting with language, clothing, color combinations, icons and symbols, and the use of children, despite the fact that it is not advisable to use their photos for campaigns. In terms of public persuasion, all of these are extremely strong tactics. Politicians utilize rhetoric to demonstrate personal safety, morality, innocence, and sincerity to their constituents. Yes, today's discourse is far more sophisticated. The "spin doctors," who advise the candidate on what to say and how to say it, are a part of it. Exactly, they have to say what people want to hear from them.

Political marketing is no longer limited to traditional marketing, which is based on rhetoric and classical media but is now also introduced in digital media. Social media is a form of digital media which in its market offers a place for politicians, executive directors, and political parties, etc. Social media today is a very clear tool to express opinions, conclusions and ideas turning into an influential tool in creating and processing opinions. According to Palmer and Koenig-Lewis, social media is an online application platform that facilitates interaction, sharing, and sharing of content with others (Palmer, A & Koenig-Lewis, N 2009). "Information and communication technology is being widely used, especially media and social networks by the leadership of the two main forces in the competition. But this innovation is not accompanied by innovation in content, in the behavior of political entities in the race in relation to the voter. The voter is being bombarded with information about the political opponent not about the governing programs of the political entity seeking his vote. The campaign is characterized by a lack of ideas, objectives for good governance and an excess of statements: the socialist majority to stay in power at any cost, the DP to come to power at any cost", Kristaq Kume told for DW.

The same is stated by the OSCE in its report on the April 2021 elections: "The media environment is busy. Editorial independence is negatively affected by the interests of the owners, which encourages self-censorship... Broadcasters were deterred from conducting in-depth and analytical coverage of all electoral subjects. This, combined with the content produced by the parties themselves in news programs, limited the ability of voters to make informed choices. Unfortunately, no televised debate was organized between the political leaders".

In every election, political parties try to win over the gray electorate, but in many cases, they have acted wrongly, as the aggression shown in the language used, the videos displayed on social networks, where personal attacks on the opponent are used, drive away from the gray electorate, who nevertheless seems to have a different mentality from that of the militants. The aggressive and violent language used by the participants is unsettling in two ways. A. Fuga (Balkanweb 2021) remarks, "this type of

language, he claims, limits voter participation by motivating only radicals, and the second is a threat of physical violence after April 25". Albania is ranked 83rd in the world for media freedom (World Press Freedom Index, 2021), but this "liberty" is even more limited during political campaign seasons, when political control and pressure increase, leading to misinformation and propaganda in favor of a particular political party or politician, depending on the media's interests. According to Abacus and Telemetric data (Media Enterprise Monitor, 2021), "the influence of the media audience whose owners have political links varies between 65.18 percent and 75.86 percent in the MOM analysis". We see that the mass media is playing a very important role, gaining a central role in political communication systems. Moreover, the development of media technology increases interactions between people, where "visibility" becomes the trend of the time. For politicians, "visibility" is to be an actor in the game and this is very important for them. "The more visible politicians are on television, the more dominant they are. Therefore, these changes force political institutions to change their political discourse and new communication techniques emerge with "catch-all" politicians. Furthermore, the impact of political marketing on democracy would be dependent on the public itself in participating and responding to this kind of political communication", (Sofyan, I.2015).

### **5. The American "patronages" DMP platform**

The "patronages" was another interesting phenomenon, both in violation of ethics and law and fruitful for rough calculations. Yes, it is not only Albania that has the register of patrons and voters, more sophisticatedly these registers are used in elections in America or other countries. Referee to Chester and Montgomery: "Data collection, analysis and targeting were further introduced into the daily lives of consumers with the rise of social media platforms and mobile devices" (Chester, J & Montgomery, K. C. 2017). Initially the creation of the database for the public, which could potentially be and clients have started from large business companies. Digital marketing has built a global research infrastructure, which many experts have called the "surveillance economy" (Singer, 2012). "Over the last few election cycles, the latest

technological innovations and industry advances have created a much stronger system than what was in place in 2012" (Rubinstein. I.S., 2014). For years, "political campaigns have been able to combine public voter files with commercial information from data intermediaries to develop detailed and comprehensive files on American voters" (Rubinstein, I.S., 2014). According to Chester and Montgomery: "large broker companies sell policy data along with a large amount of detailed consumer information" (Chester, J & Montgomery, K. C. 2017). So, if we have a voter database where the source is the patronage, in America and other countries we have the Data Management Platform (DMP) (Chavez, 2017).

They provide political parties with "centralized control of all their audience and campaign data" (BlueKai, 2011). All this information creates "target audience segments". In America in the 2016 election the largest marketing company Drawbridge offered a range of electoral services including and "Identifying political influence" of voters. "The increasingly central role of digital commercial marketing in contemporary political campaigns is fundamentally reformulating modern politics, changing the relationship between candidates, parties, voters and the media" (Chester, J. & Montgomery, K. C. 2017).

## **6. Obedience and frivolity**

"Concern with gullibility in public life has become highly topical in recent years. Gullibility may have played some role in the election of leaders like Trump. His detractors regard his supporters as gullible for supporting a novice politician who claims to be a world expert on almost everything and has a narcissistic view of his own abilities. Meanwhile, his supporters view his detractors as gullible for embracing the "politically correct views and practices and relish Trump's overt, mocking rejection of what they regard as elite hypocrisy". (Forgas, J. P & Baumeister R. F. 2019).

Frivolity explains why many theories such as Nazism, Fascism or Marxism-Leninism have found supporters not only then but also today, although their implementation caused real genocide among the people.



## **7. The political spectrum is rife with gullibility**

One important recent influence promoting gullibility is the advent of Internet-based communication. Until recently, it was the privileged class of experts, truth-seekers, and truth-tellers who following the Enlightenment were institutionally established in our social systems and whose job it was to discover and communicate truth. They have now lost their privileged position and information monopoly, and it seems truth in public life is now also at risk. It would indeed be an ironic and paradoxical effect if the immense success of our “scientist age” would be undermined by the very scientific progress and information technology it helped to create. “Given the damage that populism, demagoguery, “fake news,” and the rising tide of identity politics and nationalism have produced in our public life, a better understanding of the social psychology of gullibility is now recognized as of considerable importance”. (Forgas, J. P & Baumeister R. F. 2019).

“The term fake news has been popularized by politicians who themselves hold dubious records of truthfulness. Because of its pervasiveness and resistance to correction, fake news compromises a democracy’s functioning” (Pennycook et al., 2017). “Fake news contaminates public discourse on the economy” (Bartels, 2002). Not only that, but fake news has recently polluted other areas as well, ranging from safety concerns to vaccine concerns.

## **8. Gullibility brings a convincing electorate**

“Interesting, captivating stories and tales that are salient and easy to imagine are more likely to be believed by humans” (Kahneman & Tversky, 2000).

We are exposed to news, or noteworthy stories, through the media, which are easily remembered as information exactly because they are fascinating. This is due to a weird "mental flaw" in the way we process information. Meanwhile, such data is regarded as more accurate, trustworthy, and valuable. "These mental shortcuts aggravate people's inability to view the world as it is". (Forgas, J. P & Baumeister R. F. 2019).

Repetition is a modern rhetorical phenomenon. It is a crucial factor in achieving an obedient electorate. As a result, when the same news is repeated on hundreds of portals and social media sites, it has greater significance. Repeated news and a rhetoric of "everywhere" get ingrained in the citizen's psyche, eventually being taken as proof of the reality. In the political realm, repeated misinformation can have a seductive influence (Bullock, 2006; Nyhan & Reifler, 2008).

### **9. Similar minds polarize**

The polarization of society is influenced by social media and websites. People form links based on pages that demonstrate their common beliefs. Group polarization happens when the same concept resounds in a room. As a result, what begins as fun can quickly turn toxic?

People who vote on a regular basis become agitated as a result of polarization. According to academics, this is why the weakest candidates are frequently elected, and we are now represented by them. As a result, we must look within ourselves for the answer, as we have placed the decision in the hands of fools.

Finally, because the media plays such a crucial part in political communication, they can achieve a position of prominence. Furthermore, technological advancements alter people's interactions, making "visibility" more vital for politicians. "The more visible politicians are on television, the more dominant they are. Therefore, these changes force political institutions to change their political discourse and new communication techniques emerge with "catch-all" politicians. Furthermore, the impact of political marketing on democracy would be dependent on the public itself in participating and responding this kind of political communication" (Myers G. D 2019).

### **10. Discussion**

This study answers the question posed by all citizens: Why are the candidates elected for deputy increasingly weak figures?! The quest to answer this question-assertion made this study necessary to understand some of the trends in which not just political marketing, but politics as a

whole is taking place. The one who is lost from these developments is the public and the democracy of the states.

## 11. Conclusions

Albanian politics employs bad and primitive rhetoric, but it does so by being cautious not to express anything specific. Any information must pass via the public relations employees' filters. Only the information that politicians choose and in the format that they like is made available to the public. More and more, social media platforms are assisting in the dissemination of this type of information, which is also well received by the media. The rhetoric of repeating the same information all over the place instills even more conviction in the people. This is all political advertising. Another issue is gullibility which results in an obedient, polarized electorate that consistently votes for the weakest candidate. As a result, we should not be shocked by our politicians' performance, as long as their choice is entirely in the hands of gullibility.

## REFERENCES

- Bartels Larry, M (2002). Beyond the Running Tally: Partisan Bias in Political Perceptions, *Political Behavior*, Volume 24, pages 117–150. <https://doi.org/10.1023/A:1021226224601>
- Chester, J & Montgomery, K. C. (2017). The role of digital marketing in political campaigns. *Internet Policy Review*, Volume 6 (Issue 4), page 20. <https://doi.org/10.14763/2017.4.773>
- <https://policyreview.info/articles/analysis/role-digital-marketing-political-campaigns>
- Myers David G. (2019, July 8-12), *Psychological Science Meets a Gullible Post-Truth World*, Sydney Symposium of Social Psychology, The Social Psychology of Gullibility: Conspiracy Theories, Fake News and Irrational Beliefs, pages 93. <https://www.sydneysymposium.unsw.edu.au>
- Herman, E & Chomsky, N. (2020) *Fabrication of Persuasion, through Media Policies*, Tirana: Albas, pages 142-253
- Ellul J, (1973) *Propaganda: The Formation of Men's Attitudes*, New York: Vintage books edition, pages 84.

- Forgas, J. P & Baumeister R. F. (2019) *Homo credulous: On the Social Psychology of Gullibility*, Sydney Symposium of Social Psychology, The Social Psychology of Gullibility: Conspiracy Theories, Fake News and Irrational Beliefs, pages 1-18, <https://www.sydneysymposium.unsw.edu.au>
- Kahneman, D & Tversky A. (Eds) (2000) *Choices, values and frames*. New York: Cambridge University Press and the Russell Sage Foundation.
- Nyhan, B & Reifler, J. (2010). When corrections fail: The persistence of political misperceptions. *Political Behavior, Volume 32, (No.2)* pages 303-330. <https://www.jsor.org/stable/40587320>
- Palmer, A & Koeing-Lewis, N. (2009). An experiential, social network-based approach to direct marketing. *Direct Marketing: An International Journal, Volume 3 (Issue 3)*: pages 162-176
- Pennycook et al., (2017) Dunning–Kruger effects in reasoning: Theoretical implications of the failure to recognize incompetence, *Psychonomic Bulletin & Review, Volume 24 (Issue 6)*, page 1774–1784
- Rubinstein, I.S. (2014) Voter privacy in the age of big data. *Wisconsin Law Review*, pages 76. Retrieved from <http://wisconsinlawreview.org/wp-content/upload/2015/02/1-Rubinstein-Final-online.pdf>
- Sofyan, I. (2015) Political Marketing and Its Impact on Democracy, *Communication Sphere, Volume 1, (No. 1)*, pages 95-96

## Links

- <https://www.dw.com/sq/zgjedhjet-n%C3%AB-shqip%C3%ABri-fushatarisi-n%C3%AB-form%C3%AB-jo-n%C3%AB-p%C3%ABrmbajtje/a-57207531>
- <https://rsf.org/en/ranking/2021>
- <https://www.osce.org/sq/odihr/elections/albania/484802>
- <https://www.balkanweb.com/retorika-e-ashper-gjate-fushates-elektorale-artan-fuga-ngushton-pjesemarrjen-e-elektoratit-paralajmeruese-e-dhunes-fizike-pas-25-prillit/>
- <https://www.eurospeak.al/news/dritare-per-te-rinjte/1507analize-e-mediave-ne-fushate-dhe-zgjedhjet-elektorale/>
- [http://www.nytimes.com/2012/10/14/technology/do-not-track-movement-is-drawing-advertisers-fire.html?\\_r=0](http://www.nytimes.com/2012/10/14/technology/do-not-track-movement-is-drawing-advertisers-fire.html?_r=0)
- Singer, N. (2012). Do

not track? Advertisers say “don’t tread on us.” *New York Times*. Retrieved from [http://www.bluekai.com/files/DMP\\_Demystified\\_Whitepaper\\_BlueKai.pdf](http://www.bluekai.com/files/DMP_Demystified_Whitepaper_BlueKai.pdf). BlueKai. (2011). Whitepaper: Data management platforms demystified. Retrieved from <https://www.salesforce.com/blog/2017/05/krux-is-now-salesforce-dmp.html>. Chavez, T. (2017). Krux is now Salesforce DMP. *Salesforce Blog*. Retrieved from [https://www.allacademic.com/meta/p97459\\_index.html](https://www.allacademic.com/meta/p97459_index.html). Bullock, J. (2006, March 17). The enduring importance of false political beliefs. Paper presented at the annual meeting of the Western Political Science Association, Albuquerque.

# LEGAL AND ECONOMIC ANALYTICAL PROFILES ON CRYPTOCURRENCY: BETWEEN LEGALITY AND ILLEGALITY

**Enida Bozheku, Ph.D. A.L. (Ph.D.)**

“Qiriazi” University College, Faculty of Law,  
Head of the "*Public and Criminal*" Department

**E-mail:** enida.bozheku@qiriazi.edu.al

## ABSTRACT

In these times, technology is advancing so fast that the legal system is struggling to adapt to this new dimension. The birth of cryptocurrencies is undermining the criminal system, as it seems difficult to respond immediately to the scams and various criminal offenses that are committed online through these new forms of investment that are not always lawful. Thus, it becomes the task of researchers to deal analytically with these new forms of investment which have an impact both on the economic system (financial markets) and on the liceity of the market in which they operate.

Currently the Albanian financial and criminal system presents regulatory gaps that leave no room for the regular exercise of this activity but neither does it present well-articulated restrictive barriers. Starting from this analytical dissection of this new investment system on the internet, the market in which they operate, the security of the networks, and the new blockchain technology, arise as a necessity, the carrying out of an in-depth analysis of the new financial institution - hybrid - that has come to be created. This analysis seems to be indispensable for the purpose of creating a doctrinal basis aimed at responding to the need to fill the normative space that has been created in recent years. By analyzing cryptocurrencies, it is also possible to structure a basic scheme from which to start to create an adequate legal system aimed at regulating this new frontier of investment in the financial markets and the related financial instruments connected to it, thus respecting the principle of legality and state regulations.

**Keywords:** *Cryptocurrency, law, crime, internet, trade (financial) market, blockchain*

## **1. INTRODUCTION**

The idea of this paper consists in the analysis of the phenomenon of cryptocurrencies by giving an analytical-descriptive approach which are the most important cryptocurrencies in the current financial market.

What is the technological platform on which this new form of investment takes place and the legal course it takes in regulated situations, as well as its informal position in ambiguous legal situations. (E.C.J., Case C-264/14, *Skatteverket vs. Hedqvist*).

The criminal profile affecting the illegal forms of creation and use of these virtual currencies also has connections with the world of organized crime, the phenomenon of money laundering, and terrorist financing. (Lucev R., 2018).

The situation in Albania seems to be divided by the clash between the regulated legal aspect and the difficulty to apply the law even though the latter guarantees a stable and regulated financial market in its basic aspects. (Law n° 66/2020; Law n° 9917, date 19.05.2008; Criminal Code)

## **2. RESEARCH METHODOLOGY**

Starting from the fact that studies in the field of virtual currencies and their socio-economic impact with criminal profiles is still in its infancy, the research methodology will be based on the dialectical profile of technical-legal reasoning. Specifically, the systemic analysis of the legislation in force in the Republic of Albania that coordinates the regulation of crypto-currencies, criminal offenses in the cyber-financial field and the law for the prevention of money laundering and financing of terrorism, seems to be necessary to understand the legal mechanism and the gray area where operate cryptocurrencies.

The empirical data justified in this paper, of a metric nature, are based on statistical references issued by law enforcement bodies such as the Prosecutor's Office of the Republic of Albania, the State Police, Research Institutes in the field of Cryptocurrencies and previous studies.

The purpose of the study is to compare the technical-financial legislation and the criminal consequences provided for in the Albanian Criminal Code.

### 3. LITERATURE REVIEW

#### *General Structure of Cryptocurrencies*

Today's technology system moves at a fast pace creating communication structures that allow network users to create and apply alternative forms of investment and development of economic, commercial, and criminal relationships, such as communication networks between criminal organizations, terrorist organizations, circulation of money derived from criminal activity, etc. (Parodi C., 2020).

Thus, one of the most developed forms of the last 10 years in the field of investments in digital platforms are cryptocurrencies.

#### *What are cryptocurrencies?!*

Cryptocurrencies arise as an intermediate structure between the traditional currency "currency" and the "crypto" system (CONSOB, 2022). So, a hidden currency, which is not visible or tangible in solid form, but its use through a system of computer codes (public and private access keys). Virtual currencies in their production and use are used in a special computing field, which guarantees their generation and the equipment of economic value capable of spending.

#### *How does the structure of cryptocurrencies work?*

Blockchain is the digital platform where the construction of virtual currencies takes place, the most famous of them, Bitcoin (Nori G. M., 2019).

Blockchain, or otherwise: "Distributed ledger technology", is a digital, incorruptible ledger of economic transactions that can be programmed to record, not only a financial transaction but any form of investment of economic value.

The structure of the Blockchain is built in such a way that it works through interconnected blocks, which transmit information according to the sequences of transactions that are carried out.

Bitcoin is developed as a virtual currency in 2009, by Satoshi Nakamoto, who first used the Blockchain platform to account for said virtual currency. The construction structure of Bitcoin is closely related to the



digital platform Blockchain, the chain of actions that creates the virtual currency is consecutive, creates in a systemic form block equipped with codes that carry the information of the series of transactions and connects it with the initial code of the preceding block. (CONSOB, 2022).

The Blockchain platform allows anyone to create virtual currency, making hundreds of thousands of cryptocurrencies available at the same time.

Characteristic of cryptocurrencies is that once they are purchased and the procedure of their issuance is completed, they cannot be returned, or cancel the confirmed transaction.

Virtual currency can be purchased on the predetermined online platforms and their purchase, as a form of investment, is carried out in all currencies that have legal tender, such as Dollars, Euros, etc.

### ***The most famous virtual currencies in the world***

Currently the three most famous virtual currencies in the world and most successful investment methods are Bitcoin, Ethereum and Litecoin.

There are many other virtual currencies launched on the market, through Blockchain such as: Dogecoin, Tether (USDT), Cardano (ADA), Ripple (XRP), Polkadot (DOT), Bitcoin Cash (BCH), ecc., which operate in the financial exchange and investment system according to the investment course defined in the virtual investment platforms.

- Bitcoin: was born in 2009 and the amount produced by the system in which it operates cannot be more than 21 million of these. Currently in the world there are about 17 million bitcoins produced through the "mining" procedure, or the miners, who are the ones who give life to the virtual currency on the Blockchain platform, through the series of blocks they create with the specific code.

Ethereum is a virtual currency created in 2015, which, like Bitcoin, works through the creation of "tokens", which have a specific economic value and are used, in the network, as payment methods. Tokens are instruments used for the management of digital assets that are not a derivative of the creation of blocks on the blockchain platform. Token can also be used as "titles" representing a right or a digital asset other than virtual currency. Turning back to the Ethereum virtual currency, it

has an annual network emission limit of 18 million and its value varies according to the market and the production requirements of this currency in a variable of 25% from the initial annual stock.

- Litecoin is another virtual currency which has a lesser-known use than Bitcoin even though it is a spin-off of the original Bitcoin. Its creator, Charlie Lee, has created this virtual currency that is faster and can be created in shorter times. Currently the maximum number of Litecoin available in the financial market is 84 million.

Therefore, looking at the variety of virtual currencies produced with Blockchain Technology, new forms of electronic exchange are becoming alternative investment formats to traditional ones. In this sense, Blockchain technology is increasingly finding application in other structures, not only of a financial nature, such as transactions of other assets of a legal nature, but also of the creation of security programs and encrypted codes for electoral systems, where voting is done by means of electronic processes.

### ***Cryptocurrency criminal profiles***

The Bank of the Republic of Italy, one of the first European Banks engaged in determining the economic value of cryptocurrencies, in an interpretive approach, also looking at the development of Fintech, defines it as: *“Digital representations with economic value, which are not issued by the Central Bank or other public authority. They are not necessarily tied to a legal tender currency, but they can be used as a currency of exchange or held for investment purposes and can be transferred, filed, and negotiated electronically. Virtual currencies are not regular currencies with legal exchange rate value and should not and cannot be confused with electronic currencies, where the last are used for regular payments in the e-Commerce service.”*. (Bochini C., 2017).

The problem of the production of cryptocurrencies, currently, is related to a series of elements that need special attention from the operators of justice, financial operators, and the legislator. (Neilson D., - Hara S., - Mitchell I., 2016).

In Albania, the problem of alternative technological structures for the creation of virtual currencies has been positively regulated with a special

law, that has allowed the possibility of creating and using cryptocurrencies.

Thus, by law n. 66/2020 "On Financial Markets Based on the Technology of Distributed Registers" (Blockchain), Albania has regulated the form of issuing digital land or virtual currencies by recognizing them the legality of the issue and the development of their creative activity.

The legal regulation of such a high profile of financial technology has made Albania rank among the most progressive countries in the field of Blockchain technology. Regardless of this, even the problematic profiles of the application in practice are few.

Thus, this law, regulating the procedural-technical aspect of this new form of technology, has not hesitated to define the requirements that interested subjects must have to be licensed for the use of these digital platforms.

Entities that want to exercise their activity as providers of innovative services or in which digital land issuers and their intermediary agent, must be provided with a special permit from the Financial Supervision Authority.

These subjects are also obliged to submit to the legislation for the prevention of money laundering and the financing of terrorism, as well as they must respect the provisions as in Law n. 66/2020 as well as the special articles contained in the Criminal Code regarding the prohibition of market abuse, its manipulation, or the trading of privileged information.

In this sense, the equipment with the special license turns into an ordeal of guarantees and compliance with penal-financial norms of special importance.

### ***Criminal offenses consumed in relation to cryptocurrencies***

Regardless of the normative forecast, the risk of virtual currencies becoming a source of funding for illegal activities and financing terrorism is always present.

From the results obtained, so far, by law enforcement bodies, even though the law for the regulation of financial markets based on

Blockchain technology is already operative, the tendency is that of operating in complete illegality.

Currently, in Albania, there is only 1 economic operator licensed to operate in Blockchain technology, in accordance with what is provided by law n° 66/2020.

The illegal exercise of virtual currency production activity seems to happen for several factors such as:

**a)** – the blockchain technology to produce cryptocurrencies requires a very high consumption of electricity, which, translated into economic value, would cost the operator hundreds of thousands of euros in monthly electricity bill payments; the trend is that of electricity theft;

**b)** – the informal system of crypto-currencies allows money that comes because of various criminal activities to be transited and invested in it. In case of operation in a regular market, the licensed operator has the duty to report any suspicious transaction, otherwise, he would be considered an accomplice; (Rosato A., 2021)

**c)** –the informality of the platform's use ensures that the criminal entities do not pay taxes. This is since operating in a legally regulated structure would also presuppose the payment of fiscal bills, as a result, the payment of taxes, otherwise we would be facing a situation of fiscal evasion;

**d)** –not operating in the market in legal forms, gives criminal entities access to the use of any source of income, which passes through the blockchain system, cleared up and then re-introduced into the market. This situation applies where the third criminal operator plays the role of an intermediary for money laundering that does not necessarily come from organized criminal activities but can also be income from fiscal evasion or fictitious sales. So, any alternative form of non-declaration of income when it was due can be "cleaned up" using cryptocurrency investment.

Currently, in Albania, the most frequent criminal offenses encountered in the field of cryptocurrencies are: "*Computer Fraud*", provided for by Article 143/b of the Criminal Code; "*Conducting Financial Activity without a license*", provided by article 170/c of the Criminal Code; "*Concealment of income*", provided by article 180 of the Criminal Code

and “*Laundering the Proceeds of Criminal Offence or Criminal Activity*”, provided by article 287 of the Criminal Code.

#### **4. FINDINGS AND ANALYSIS**

At the current stage, even though the law is of a scrupulous technicality, its practical application seems to be lukewarm and not at all efficient.

The overall financial situation of Albania, where there is still no regulated financial market in the sense of the "Stock Exchange", means that the interaction between the interest to invest in banknotes in Albania in regulated formats is low to non-existent.

Regardless of Law n° 66/2020 talks about "Innovative service providers" based on distributed ledger technology, the fact that there is no stock exchange institutionalized by the Bank of Albania means that even part of the articles provided for in this law that have criminal consequences, remain inapplicable.

Specifically, Article 143/a/2 "*Unauthorized Use and Divulgence of Privileged Information*", combined with Article 92 "*Unauthorized Use and Divulgence of Privileged Information*" of Law n° 66/2020, or Article 143/a/1 "*Market Manipulation*" reflected for correspondence also in Article 89 "*Market Manipulation*" of Law n° 66/2020, in the financial system, with criminal consequences, in the Republic of Albania, is currently inapplicable.

The same principle applies to all those activities of a financial nature, which are carried out through distributed ledger technology. Currently, the provisions remain on paper in the absence of a harmonized legal framework in all its constituent elements such as financial, administrative and criminal. The current, complete legal framework remains that of the connection between Law n. 66/2020 "On Financial Markets Based on Distributed Register Technology" and Law n. 9917, dated 19.05.2009, amended, "*On the Prevention of Money Laundering and Financing of Terrorism*" and criminal norms, but in concrete terms, none of these laws currently have an implemented application.

## **5. DISCUSSION**

The confrontation between the structure of cryptocurrencies and the normative regulation envisaged leads to a more in-depth study analysis of the law-technology cycle. The recognition of virtual currencies as an alternative form of investment is an important step in the idea of other forms and connections that exist between the world of finance and citizens. In this way, the investment-citizen relationship goes directly to the activation of investment in technological forms, considering it as part of the financial markets.

On the other hand, the fact that the law, even though it exists, does not yet find ground to be applied, shows that in a country with a low level of technological security, lack of applicability in concrete of typical financial structures and the absence of special monitoring structures, it is not synonymous of quality but remains simply a formal addition to the legal framework without tangible results.

The fact that blockchain is used in Albania as a springboard for investing in illegality and profiting in violation of existing laws shows that the law enforcement structures are still not in step with the law and its needs for fast application and accurate monitoring.

## **6. CONCLUSIONS**

Blockchain technology is an absolute innovation and in constant transformation of itself. Its regulation by law means that it is more controlled by the state bodies, but, in any case, in the illegality of the action, it turns into a parallel form of investment that carries on itself the consummation of a series of criminal offenses.

The absence of the financial market "Stock Exchange" in Albania means that the interest of technological operators to regularly enter this market is almost non-existent.

The existence of typified criminal offenses related to the activity carried out through financial markets and blockchain as a creation and investment platform is important in the criminal coverage of illegitimate situations and the control of the flow of money transiting these new platforms of investment and creation of virtual currencies.

As a result, it is recommended that the Bank of Albania be activated as soon as possible in opening the stock exchange for financial markets so that the entire blockchain platform can experiment on its own in legality and in valid economic forms.

Also is appropriate, an incentive from the Financial Supervision Authority to promote and create special trainings in the field of Blockchain and cryptocurrencies with the aim of providing accurate and legal information to all subjects who are interested in becoming part of the virtual finance market (Fintech).

Also, increased attention should be given to inform the citizens about the concept of cryptocurrencies, their economic value, and the investment opportunities it creates in a regulated financial market.

## REFERENCES

Bocchini V., *Lo sviluppo della moneta virtuale: primi tentativi di inquadramento e disciplina tra prospettive economiche e giuridiche*, in *Diritto dell'Informatica*, 2017, Vol. n° 1

Lucev R., (2018), *Criptovalute e profili di rischio penale nella attività degli exchanger*, *Giurisprudenza Penale Web*, 2018, Vol. n° 3,

<https://www.giurisprudenzapenale.com/2018/03/01/criptovalute-profilirischio-penale-nella-attivita-degli-exchanger/>

Neilson D., - Hara S., - Mitchell I., *Bitcoin Forensics: A Tutorial*, 2016, In Jahankhani H., in *Global Security, Safety and Sustainability - The Security Challenges of the Connected World*, in *Communications in Computer and Information Science*, 2017, 630, 1.

Nori G. M., (2019, February 22-23), *Bitcoin, tra moneta ed investimento*, “X Convegno Annuale dell’associazione Italiana dei Professori Universitari di Diritto Commerciale “Orizzonti del Diritto Commerciale” “L’evoluzione Tecnologica e il Diritto Commerciale”, Rome,

[https://www.orizzontideldirittocommerciale.it/wpcontent/uploads/2021/04/Nori\\_Bitcoin-tra-moneta-e-investimento.pdf](https://www.orizzontideldirittocommerciale.it/wpcontent/uploads/2021/04/Nori_Bitcoin-tra-moneta-e-investimento.pdf)

Parodi C., (2020), *Diritto penale dell'informatica, I reati della rete e sulla rete*, Giuffrè, Milano.

Rosato A., (2021), *Profili penali delle Criptovalute*, Pacini Edition, Pisa, <https://www.dirittopenaleglobalizzazione.it/wpcontent/uploads/2021/01/Profili-penali-delle-criptovalute-Rosato-Antonio.pdf>

### ***Sitography***

<https://amf.gov.al/search.asp?s=blockchain>

<https://eurlex.europa.eu/legalcontent/IT/TXT/?uri=CELEX%3A62014CA0264> - European Court of Justice, (Case C-264/14 - Skatteverket vs. D. Hedqvist) (access 14.07.2022)

[www.academy.binance.com/it/articles/a-complete-guide-to-cryptocurrency-trading-for-beginners](http://www.academy.binance.com/it/articles/a-complete-guide-to-cryptocurrency-trading-for-beginners) (access, 04.07.2022)

[www.coinbase.com/it/price/ethereum](http://www.coinbase.com/it/price/ethereum) (access, 06.08.2022)

[www.consob.it/web/investor-education/criptovalute](http://www.consob.it/web/investor-education/criptovalute) (access 14.07.2022)

[www.milanofinanza.it/mercati/bitcoin-criptovalute](http://www.milanofinanza.it/mercati/bitcoin-criptovalute) (access, 03.09.2022)

[www.punto-informatico.it/elenco-criptovaluteaggiornato/#lista-delle-principali-cripto-monete](http://www.punto-informatico.it/elenco-criptovaluteaggiornato/#lista-delle-principali-cripto-monete)

### ***Laws***

Law n° 66/2020 *“For financial markets based on distributed ledger technolog”*

Criminal Code of Republic of Albania

Law n° 9917, date 19.05.2008 *“For the prevention of money laundering and terrorist financing”*



**THE DIFFERENT FORMS OF CIVIL DISOBEDIENCE IN THE  
FRAMEWORK OF PARTICIPATORY DEMOCRACY**  
*(Lex injustia no est lex)*

**Jonida Begaj Ph.D.**

“Barleti University”

Faculty of Economics, Governance, and Law

Department of Law

**E-mail:**[jonidabegaj@yahoo.it](mailto:jonidabegaj@yahoo.it)

**ABSTRACT**

This study focuses on the scientific meaning of the concept of civil disobedience and the various forms of its emergence in the context of participatory democracy. The main purpose of this paper is to draw particular attention to the change of the conception of the acting dimension of civil disobedience, as well as to the explanation of this subject under scientific evidences. In this paper, it is concluded that some non-violent protest actions, which stand within the borders of the rule of law, constitute an alternative form of dialogue aimed at changing or abolishing certain laws or practices that appear to be unfair or at legitimizing fair requests. All these are analyzed as forms of participatory democracy.

**Keywords:** *civil disobedience, authority, participatory democracy, law vs. justice*

## INTRODUCTION

Nowadays, discussions about civil disobedience are more focused on the philosophical, legal and sociological dimension of the concept of justice (jusice). Basically, civil disobedience is an issue that belongs to the modernization period, which relies on the rational mind. The rational mind is the one that contains the knowledge about the tools and techniques necessary to reach the goals in the shortest possible way (success) and thus the happiness of man, but it seems that it has not really managed to sufficiently enable justice and freedom, and as a result the human happiness as well. Although apparently social well-being has relatively increased, especially after industrialization, this development, on the other hand, has also had negative impacts in the non-material field of living (culture, respect, dignity, rights, etc.). Nowadays it is clear that public opinion, through power and money, has been diverted in favor of the economic or political interests of various organized structures, which Weber called *Loss of Freedom*.

Due to this problem, it is noticed that in modern societies, some of the social objectives and the existing institutional order are not in the function of the common interest, which creates doubts about their legitimacy (Atiker 1998: 7). In modern societies, the needs for freedom and justice as well as the legitimization/representation of social diversity are achieved only through negotiations in the public space. Because basically the public space itself is the platform of shared values, norms and behaviors of individuals and the state (Aydın, 2003: 8). In cases where the negotiations in the public space do not reach a common consensus, then an alternative form of dialogue starts, such as that of protests, through which a solution to the problems of (in)justice is sought. In relation to this problem of modern societies, Habermas brings the theory of Communicative Action. According to this theory, society is a truth that consists of two parts. In the framework of organized relations, it consists of the *System* and, in the framework of everyday human relations, it consists of *Privacy (everyday culture, everyday life)*. This is also the most well-known division in society - public space and private space. In the field of the System, material rationalism has an inevitable advantage, an advantage that cannot be given even in the private space or

in the creation of public opinion. In the private space, communicative rationalism takes precedence, which requires the creation of a rational dialogue (not centralized) between the parties, a dialogue based on logical and rational reasoning. While *material* (instrumental) *rationalism* is based on imposition (the use of force), *communicative rationalism* is achieved through a communication purified with elements of force or imposition. In order to realize such a process, the civil society must not consist of formal organizations but of groups organized in a non-formalized way (Atiker 1998: 7).

Habermas' Theory of Communicative Action shows how society should be, but from an analysis of today's representative and pluralistic democracies, it is noticed that organized pressure groups act only for their private interests. Although the interests of these groups seem to be in favor of a common good, it seems that they fail to sufficiently protect the interests of the layers of the society that are not organized, even if you take them altogether. Only those groups that appear to be stronger than other groups manage to gain an advantage in society (ibid: 9). In these conditions, weak civil organizations and unorganized layers of society, when they fail to benefit from the negotiations for the establishment of justice, start to commit acts of civil disobedience. Based on its definition, civil disobedience is a type of protest different from any kind of action aimed at anarchism, fanaticism, ideological obsessions or selfish interests (Nişancı 2000). In this framework, civil disobedience is treated as one of the tools that contribute to the establishment and functioning of participatory democracy.

This paper provides an analysis of the features of civil disobedience, starting from the historical framework, the notion and the evaluation of its sociological-political and legal dimension.

## **HISTORICAL DEVELOPMENT OF CIVIL DISOBEDIENCE**

Acts of civil disobedience are an integral part of the 19<sup>th</sup> century (Jordan 2002: 8). Civil disobedience is a form of expression of the individual in a civil society, in a state of law. It is a form of expression of opposition to certain legal norms or implementations which are assessed as unfair but

with the condition of not containing the element of violence (Çağlar 1993: 651). Civil disobedience is a process of conflict between official authorities and citizens trying to defend their livelihood, but it is also a form of democratic participation recognized by the public sector. Although it may seem paradoxical, the individual-authority conflict, in the context of civil disobedience, is an element that develops democracy (Ost 2000: 15-37).

The study of civil disobedience in literature generally begins with two important names: Henry David Thoreau and Mahatma Gandhi. We have not stopped at the doctrine that defends the idea that civil disobedience has its roots in ancient Greece, since in our judgment the examples mentioned in these works, such as Socrates, do not fulfill the necessary criteria to be shown as examples of civil disobedience in today's connotation. Only examples from the 1800s onwards, such as Thoreau, Gandhi, Martin Luther King or even the Albanian example Ibrahim Rugova, also known as the Gandhi of the Balkans, are those accepted by the general doctrine as the main examples of civil disobedience.

The first to write about civil disobedience is H. D. Thoreau, an American writer who lived from 1817 to 1962. Thoreau was sentenced to prison for refusing to pay church taxes and the Poll Tax, but was later released from prison when the taxes were paid by his men. Based on this experience, he wrote the book *About the Duty of Civil Disobedience*, a book which took an important place in the political history of the world (Uçar 1999: 9-12). The main idea Thoreau conveys in this book is that "When in a free society, the laws are unjust, everyone has a duty to break the law". Although basically the ideas he conveyed were closer to the anarchist character, they did not contain any element of violence.

According to Thoreau, if the authority abuses human rights and this becomes unacceptable to the conscience of the people, acts of civil disobedience, such as refusing to pay taxes or do military service, would be enough to overthrow an authority that governs in such a way.

According to Miller and al., external factors that influenced Thoreau's approach in that period have been the war that the USA declared on Mexico and the continuation of slavery in the South of USA (1995: 28).

The second most typical example that is studied in the literature in the context of civil disobedience is the example of Mahatma Gandhi (1869-1948). A young Indian lawyer, educated in the metropolis of the British Empire. After completing his studies, he started working as a lawyer in South Africa, a country that at that time followed racist policies against Indian immigrants and black natives. The South African government had passed a law punishing with imprisonment all the Indian immigrants who crossed the border illegally to break this law enforcement, Gandhi organized people to cross the border massively, which in turn caused prisons to overflowing, until law enforcement became impossible and the government withdrew it (Uçar 1999: 13). This was Gandhi's first organization of civil disobedience which was followed by many others that he organized in India.

In 1915, Gandhi returned to his homeland and organized his people against the British colonial regime in peaceful resistance. This resistance was a powerful form of civil disobedience against the colonizer's taxes and discrimination. He led his people both institutionally as well as spiritually and symbolically through the famous salt march, until self-determination and then the departure of the British from India<sup>20</sup>. His civil protests included long fasts, boycotting the titles and symbols of the British, not paying taxes, removing children from public schools, not participating in voting, not recognizing the courts, leaving the job from state administration, etc. The protests led by Gandhi did not contain any element of violence, even those who had used violence were distanced from Gandhi. At the Amritsar Rally, British forces tried to disperse the crowds by force, leaving 379 people dead and 1,500 injured, although none of the protesters used a weapon. His example of nonviolent civil disobedience is universal and his birthday, October 2, is considered as the International Day of Nonviolent Resistance (Miller 1995: 286; Jordan 2002: 54-55).

The first examples of civil disobedience historically coincide with the generations of development of human rights, which managed to get a full meaning only with the development of the first constitutions in which they began to be foreseen and protected. The constitutions of the 18<sup>th</sup> and

---

<sup>20</sup><http://brentonkotorri.com/?p=1180>

19<sup>th</sup> centuries highlighted human rights and freedoms, such as equality before the law, life security, personal freedom, freedom of thought and belief, political rights, etc. This group of rights was also called the first generation of human rights and freedoms. While the constitutions of the 20<sup>th</sup> century added the constitutional protection of the second generation of rights with a social, cultural, and economic character. Even the Universal Declaration of Human Rights of 1948 is of the character of the second generation of rights. The social rights that took place in this second generation also arose the need to develop the notion of the social state, which already prioritized social rather than individual equality. Meanwhile, in these last 40 years, the third generation of rights seems to have developed, which are mainly based on the rights to solidarity, including rights related to peace, self-determination, development, dignity, respect, environmental protection, etc. Even today's Constitutions have begun to be modified to include these rights (Kaboğlu 1999: 189-203). So, it can be said that acts of civil disobedience are being developed in accordance with this third generation of rights.

If we were to analyze Thoreau's and Gandhi's examples of civil disobedience, we would notice that Thoreau's civil disobedience was more about protecting the rights of the first generation because it was more focused on personal conscience, which is important in terms of freedom of thought and belief. But on the other hand, not paying taxes or refusing military service does not correspond to the worldview of today's democracy, in which the freedom of the individual is essential but cannot be interpreted up to such tolerance (Ibid Sanli 2003). Whereas, Gandhi's acts of civil disobedience against racism and colonization were aimed at protecting the rights of the second generation with a social, cultural and economic character. These acts have inspired many other protests in the world (Sakka 2003: 1).

Nowadays, acts of civil disobedience are mainly carried out to protect the rights of the third generation mentioned above, which is why they have undergone a significant change from the previous ones. As Habermas expresses it, from 1975 onwards a new form of civil disobedience is observed. What these acts of civil disobedience have in common is that they are spontaneously developed and rely on heterogeneous, dispersed

and local-based initiatives. Moreover, it seems that they are almost completely disconnected from political and party ideologies. Such are the protest acts in defense of rights related to peace, environment, children, women, animals, etc. (Habermas 1997: 116-136; 118).

Among the examples of acts of civil disobedience, we can mention the Greenpeace protests that, in order to denounce France's nuclear tests on some islands of the South Pacific, organized the boycott of French wine, the protest by animal rights activists who painted animal skin clothing, etc. (Aydemir 2003: 78-81; 80).

### **DEFINITION AND FORMS OF CIVIL DISOBEDIENCE**

The term *civil disobedience* was used for the first time by Thorneau, while in the Albanian language the term *civil disobedience* is also used. In literature, the term non-conformism is also found, but it seems that the latter is not very suitable to reflect this phenomenon (Rawls 1997: 54-75; 65). In order to arrive at an accurate definition of civil disobedience, it would be appropriate to address the issue first within the context of its purpose and motivation. According to Atiker, the purpose of civil disobedience is to first initiate a public discourse (discussion) regarding the raised problem, then to identify the truth and afterwards to solve the problem with (universal, natural) justice (ibid Atiker 1998).

According to Rawls, the main motivation of civil disobedience is the violation of the principle of freedom at the constitution of the political system and *the blocking of legal avenues for the correction of injustice* (ibid Rawls 1997: 62-65). Habermas emphasizes that nowadays civil disobedience only makes sense within a democratic system and expresses it like this: every self-confident democratic state must see civil disobedience as an inseparable part of it because it is a necessary element of political culture (1997: 119). Even Freeman, who supports this idea, states that the most important function of civil disobedience is that it constitutes a kind of social education that shows man the place he should have in a developed society (1999: 108 - 125; 108). Civil disobedience is what also positively resolves the tension between the dilemma of being a 'good citizen and/or a good man'.

If we have to come to a definition, we choose that of the American Philosopher J. Rawls, forwarded by Habermas (1997: 121), according to which *civil disobedience is a conscious but not legal act, which is carried out openly in front of the public opinion, which does not rely on violence and has the purpose of changing laws or government policies with justice.*

Habermas lists in this way the criteria of an act that can be considered as an act of civil disobedience:

1. Civil disobedience is an act of moral protest that is not only based on individual beliefs or interests. It is an act that is publicly carried out to oppose great injustices.
2. Civil disobedience is a public act that is announced in advance and the police can predict how it will follow. In this context, hidden actions planned by terrorist organizations or gangs cannot be considered as acts of civil disobedience.
3. Civil disobedience does not intend to oppose the entire legal order in general, so it is not at the level of a coup d'état, uprising or revolution. In the context of civil disobedience, the conscious violation of one or several legal norms is realized, without endangering the entire constitutional order. But there is an important condition that before reaching civil disobedience actions, all legal ways for solving the problem must have been exhausted.
4. Supporters of the act of civil disobedience must be ready to take on the legal consequences of the violation they will commit.
5. The disobedience that is carried out within the framework of civil disobedience is a symbolic action.
6. Protest actions must be peaceful and contain no element of violence.

Acts of civil disobedience in democratic societies are an important instrument in solving problems related to legitimacy, but in order for them to be legitimate (right) they must fulfill the criteria mentioned above. The two most important criteria that must be fulfilled by an act in order to be called an act of civil disobedience are not to exceed the limits of the rule of law and not contain violence.



As important as the criteria of civil disobedience are, so are the conditions in which a society is located. The most essential condition for the existence of civil disobedience is the existence of a *democratic society*. According to Freeman, the most important external condition in civil disobedience is the existence of *judicial independence*. In a country where the judiciary is not independent, there may be many cases of resistance, but not of civil disobedience. The citizen who commits the act of civil disobedience must be sure that his punishment for the committed action will be according to the law and that the judiciary will be fair in its decision, so his punishment will be in relation to the action done. If the judiciary is not independent, even the punishment for the disobedient may not be fair. This would be an indicator of a non-democratic society, and, as a consequence, in such a society it would not be possible to talk about civil disobedience (1999: 111-114).

Civil disobedience is essentially a form of participatory behavior in democratic governance, despite having a negative or oppositional character. Therefore, it can be said that the behavior of negative participation (that is civil disobedience) will include all ways of citizens' participation in democratic governance, through ways that are not foreseen as legitimate by the system (Eroğul 1990: 234).

## **THE SOCIOLOGICAL AND LEGAL DIMENSIONS OF CIVIL DISOBEDIENCE**

Nowadays, the most diverse and interesting acts of civil disobedience are observed, such as setting up barricades, creating human chains, traffic jams, slowing down work and reducing production, organizations from social media, etc.

In sociology, civil disobedience is a form of socio-political relationship which plays an important role in social changes. After all, civil disobedience is part of general social movements which are created in case of injustices or non-fulfillment of expectations. According to Giddens, social movements are defined as an effort by society to protect a common interest or to achieve a common goal, through common acts outside the established institutional field (2000: 540-541).

Giddens classifies social movements into four groups: transformative, reforming, liberating (rescuing) and changing movements. Transformative social movements are of a very wide range, which have a disruptive character and aim to create change through the use of force. Revolutions can be shown as an example of these. Reforming social movements aim to change only some aspects of the existing system. Social liberating (rescue) movements aim to find a way to save people from some aspects of life that may seem insignificant (such as religious extremist sects). Whereas social change movements aim to bring about various changes for some groups of people, as happens in acts of civil disobedience. So, civil disobedience is the simplest form of social movement, while the most complicated one seems to be revolution (ibid: 532-533). While, from a legal point of view, civil disobedience is evaluated first in the context of legitimacy. Even among different lawyers, the discussion continues whether or not civil disobedience should be included in human rights. Assessed within the framework of natural law, if the acts of civil disobedience are based on morality and (universal) justice, they can be viewed and affirmed as a right (Özkeş 2005: 1-16). But such an approach cannot be valid within the framework of positive law. The essence of positive law is clearly reflected in Montaigne's expression in which it is said that laws are enforced not because they are right but because they are laws. In order to achieve civil disobedience, in positive law, an act of civil disobedience, even though it may appear to be right, as long as it is not in accordance with the laws, it cannot be called legal. So, although civil disobedience can be considered a natural right, it cannot be considered legal within the system of positive law.

In conclusion, civil disobedience, despite its contradictory nature to positive law, constitutes an important form of expression of participatory democracy.

## REFERENCES

- ATIKER, Erhan. (1998), *Modernizm ve Kitle Toplumu*, Ankara: Vadi.
- AYDEMİR, Güneşin. (2003), “Sivil İtaatsizlik Cennetten Kovuluş”, *Kap. Yeşil Atlas Dergisi*, Kapak Konusu; *Miras Coğrafyalar*, Numri 6, Nëntor 2003, f.78–81.
- AYDIN, Mustafa. (2003), “Kamusal Alan ya da Siyasetin Ön Bahçesi”, *Sivil Toplum Review*, 1 (4).
- ÇAĞLAR, Bakır. (1993), “Sivil İtaatsizlik Olgusunun Değerlendirilmesi”, *İç. Argumentum Review*, Periudha Korrik-Dhjetor 1993, Viti 3–4, Numri 36–41, f.651
- Eroğul, C. (1990), *Demokratik Yönetime Katılma Hakkı*, Ankara: İmge.
- FREEMAN, Harrop A. (1999), “Sivil İtaatsizlik Üzerine Görüşler”, *İç. Sivil İtaatsizlik ve Pasif Direniş*, përkthyer nga: Fatma Ünsal, (Editor: Ercan Hamzaoglu), Ankara: Vadi, f.108–125.
- GİDDENS, Anthony. (2000), *Sosyoloji*, Ankara: Ayraç Yayınevi, f.540-541
- HABERMAS, Jürgen. (1997), “Sivil İtaatsizlik: Demokratik Hukuk Devletin Denek Taşı. Almanya’da Otoriter Legalizm Karşıtlığı”, *Kap. Kamu Vicdanına Çağrı – Sivil İtaatsizlik*, (Përkthyer nga: Yakup Coşar), İstanbul: Ayrıntı, f.116–136.
- JORDAN, Tim. (2002), *Eylemci*, (Përkthyer në Turqisht nga: Gül Çağalı Güven), İstanbul: Kitap Yay.
- KABOĞLU, İbrahim. (1999), “Bildiri: Sivil İtaatsizlik”, *İç. Sivil İtaatsizlik, Disiplinlerarası Kolokyum 7– 9 Nëntor 1997 Uludağ/Bursa*, (përgatiti përbotim.: Hayretin Ökçesiz), İstanbul: Dünya Yerel Yönetim Ve Demokrasi Akademisi (Wald) Yayını, f.189-203.
- MİLLER, Daisy. and al. (1995), “Toplumsal Hareketler”, *Kap. Blackwell’in Siyasal Düşünceler Ansiklopedisi*, seria 2, (përkthyer nga: B. Peker Ve N. Kırac), Ankara: Ümit.
- NİŞANCI, Şükrü. (2000), *Sivil İtaatsizliğin Teorik Temelleri ve Meşruiyeti Meselesi*, Tezë Doktorature e Papublikuar, Sakarya: S.Ü. S.B.E.
- OST. François, (2000), “La Désobéissance Civile. Jalons Pour Un Débat”, *Dans Obéir Et Désobéir: Le Citoyen Face A La Loi*, (Edit. Par

Pierre Arnaud Perroudy), Bruxelles: Éditions De L'université De Bruxelles, P.15–37

ÖZEKEŞ, Muhammet. (2005), “Ülkemizde Hukukun Vicdan ve Ahlak Sorunu”, Kap. Eskişehir Barosu Dergisi, 2005/6, Eskişehir: Eskişehir Barosu, f.1–16, f. 2

RAWLS, John. (1997), “Sivil İtaatsizliğin Tanımı Ve Haklılığı”, Kap. Kamu Vicdanına Çağrı – Sivil İtaatsizlik, (Përkthyer nga Yakup Coşar), İstanbul: Ayrıntı, S.54–75.

SAKKA, El Abaher (2003), “Citoyenneté Et Engagement Politique Chez Les Jeunes Palestiniens”, Dans (Semposium) Première Rencontres Jeunes & Sociétés En Europe Et Autour De La Méditerranée: Marseille - 22,23 Et 24 Octobre 2003, Atelier B1, Nantes: Centre Nantais De Sociologie – Cens, f.1–12.

UÇAR, Şahin. (1999), “H. D. Thoreau Ve Sivil İtaatsizlik”, Kap. Sivil İtaatsizlik ve Pasif Direniş, (Editor: Ercan Hamzaoglu), Ankara: Vadi Yayınları, f.9–18.

# LOCAL GOVERNMENT FROM THE PERSPECTIVE OF SUSTAINABLE DEVELOPMENT

**Dr. Shpëtim Cami**

Barleti University, Head of Department of Governance  
Political Science and Communication.

**E-mail:** gov.dep@umb.edu.al

## **ABSTRACT**

Based on the history and definition of sustainable development, as well as the analysis of 17 sustainable development objectives and responsibilities of local self-government, it turns out that this development is increasingly the responsibility of local self-government. This study, through the analysis of the law on local self-government and self-government of some municipalities in Albania from the perspective of sustainable development, findings on the direct relationship of this level of government with sustainable development, aims to provide recommendations on increasing local government contribution to sustainable development as well as increasing the political responsibility of political parties, civil society, media and public opinion in the function of this goal. Analysis of the decisions of the Municipal Council of Tirana, Korça, Vlora, Durrës for the years 2019-2020-2021, pursuant to Article 9 of Law 139/2015 "On local self-government" on responsibilities and Chapter 7 of the same law, on functions and competencies of local self-government, in the comparative point of view with the 17 sustainable development objectives approved by the UN in 2015, it turns out that they are far from taking legal, political and social responsibilities for their realization. This study also aims to contribute to changing the perception of public opinion on the responsibilities of the central government in this area as well as creating a new perception of the responsibilities of local self-government and other local actors as well as citizens.

**Keywords:** *local self-government, sustainable development, responsibilities and functions, municipalities, political parties*

## **SUSTAINABLE DEVELOPMENT AND LOCAL SELF- GOVERNMENT LAW**

Sustainable development continues to be more global and I also consider it as such. Personal experience in local government and teaching in this field prompted me to make a modest contribution, through this analysis, to inform the Albanian environment and society about the opportunities and legal requirements that governance has in this field. The analysis of the new law on self-government No. 139/2015 helps us to achieve self-government in Albania in a stable country.

The lack of information on the creation of political laws, the creation of such a culture that seeks to establish and always remain at the highest possible level, while they are able to be in individuals, civil society, local government, then to higher levels.

Failure to address the problem in the right direction and not to the right people for the solution.

The basic data literature for these works are UN Agenda 203 for the sustainability of the object 17 objectives of establishing sustainability and the law on local self-government in Albania, no. 139/2015. In order to better find the possibilities of realizing these objectives, the annual reports of the Ministry of Finance of Local Self-Government in Albania were also considered.

The findings of this paper consist in determining the creation of laws in self-government established in function of the objectives of establishing sustainability.

### **A BRIEF HISTORY**

The recovery from the consequences of the Second World War and the rapid economic development highlighted a new problem that the world began to face, the threat to nature. This concern was published in several publications such as Rachel Carson's "Silent Spring" (1962), Garret Hardin's "Tragedy of the Commons" (1968), the survival project from Ecologist magazine (1972), and the Club of Rome report "Limits. to Growth" (1972).

Based on the growing concern, the United Nations Organization, in the next conference on the environment, made public the concept of

"Sustainable Development" according to which: "Sustainable development is a development that meets the needs of the present without harming the ability of future generations." future to meet their own needs"

Following its activity, the UN decided on the basis of the Conference held in Rio de Janeiro in 1992, for the Environment and Development, the concept of sustainable development, examining the solution to the problems of environmental degradation discussed by the Brundtland Commission in the report of 1987.

At this conference, the Commission on Sustainable Development (UNCSD) was founded, containing the Rio Declaration on Environment and Development; as well as several conventions and declarations were adopted as follows:

1. UN Framework Convention on Climate Change;
2. Convention on Biological Diversity; and
3. Forest management statement.

#### **ALBANIA AND SUSTAINABLE DEVELOPMENT OBJECTIVES**

On September 25-27, 2015, at the UN Summit, held in NEW YORK, the participating countries signed the declaration: "Transforming the world: The Program for Sustainable Development, 2030", which was based on 17 Sustainable Development Goals. The signing of this declaration by Albania was promoted at the Prime Minister's office on September 28, 2015. From the point of view of international relations, the signing of any international act constitutes an obligation for the signatory states, an obligation that must be accompanied by national acts, strategies, laws, decisions, instructions, etc. Before signing this declaration, Albania had approved the National Strategy for Development and Integration 2015-2020, which included sustainable development, and where the final goal was membership in the European Union. Meanwhile, the law on local self-government no. 139/2015 was approved before the signing of this declaration, but the law included elements of sustainable development as well as national strategy.

In DECISION No. 783, dated 7.10.2020 "FOR THE APPROVAL OF THE ACTION PLAN 2020-2022, IN IMPLEMENTATION OF THE

INTERSECTORAL STRATEGY FOR DECENTRALIZATION AND LOCAL GOVERNMENT, 2015-2020", the Council of Ministers has approved an action plan which contains four areas such as:

A. Consolidation of strategic and operational capacities of local self-government units

B. Strengthening local finances and fiscal autonomy

C. Promotion of sustainable local development

D. Strengthening good governance at the local level

Through this decision, the government undertakes to take care of promoting sustainable local development, without which there cannot be sustainable national development or the realization of the 17 sustainable development objectives. In this action plan, special importance is given to the administration and management of water, which constitutes the 6th objective of sustainable development. Below I will discuss which legal elements of this law define obligations for local governments in the function of the objectives of sustainable development.

## **LOCAL SELF-GOVERNMENT AND SUSTAINABLE DEVELOPMENT OBJECTIVES**

The comparative analysis between the 17 objectives of sustainable development and the functions of local self-government according to law 139/2015 "On local self-government", it results that local self-government has several functions that can contribute to the realization of these objectives from the search on the official websites of the Municipalities of the Republic of Albania, on the website [portavendore.al](http://portavendore.al) as well as [vendime.al](http://vendime.al), out of 61 municipalities, we find published only in the Municipality of Tirana, on its official website as well as [vendime.al](http://vendime.al), the decision of Tirana Municipal Council, No. 160, dated 21.12 2018, "FOR THE APPROVAL OF THE SUSTAINABLE DEVELOPMENT STRATEGY OF THE MUNICIPALITY OF TIRANA 2018-2022", Sustainable Development Strategy, a strategy which deserves to be evaluated as a unique positive step in this process and there is a need for further measurement and evaluation of its implementation, For example: **for the first and second goals** of sustainable development "No poverty" and "Zero hunger", the purpose of



Law no. 57/2019 on Social Assistance in the Republic of Albania, article 2, point b, is written: "to alleviate poverty and social exclusion for individuals and families, as well as to create opportunities for their integration, through the provision of a system of interventions and services for the improvement of their lives". This law charges the State Social Service and local self-government with direct responsibility to administer the process of providing social assistance to those people who may be in poverty or hunger conditions, as well as to all the categories that this law determines to be treated with funds. social these social categories. Article 24, point 1 of Law 139/2015, "On local self-government" defines the function of local self-government bodies to administer social services: "The creation and administration of social services, at the local level, for the needy, persons with disabilities disabled, children, women, female heads of households, abused women, victims of traffic, mothers or parents with many children, the elderly, etc., according to the law. Pursuant to these two laws, local self-government units use two types of funds to contribute in this direction. The conditional fund, sent by the government and own funds. At the meetings of the municipal council every month, decisions are adopted that have to do with the distribution of these funds to alleviate poverty and eliminate hunger. Another possibility that local units have is cooperation with civil society organizations and foundations to contribute with aid for this social category, but what experience shows is that municipalities do not keep statistics on these aids, not contributing to the measurement of the poverty level for the unit. their local. From the analysis of the decisions taken by the municipal councils in this regard, it results that all municipalities, regardless of the negative financial situation they inherited from the previous municipalities, or the financial impossibility due to the earthquake of November 26, 2019 and the Covid-19 pandemic, have manage to make decisions on the granting of economic aid from both funds (conditional and own funds). **The third goal** "for good health and well-being", point 13, of article 23 of law 139/2015 "On local self-government" has been defined as a function of municipalities: "Construction, rehabilitation and maintenance of primary health service buildings and the development of educational and

promotional activities at the local level, which are related to health protection, as well as the administration of centers and other services in the field of public health, according to the law. Although not a direct contribution to the health service, this function plays an important role in creating the conditions for good health. From the analysis of the decisions of the municipal councils, the investment in this direction is still not appreciable, but it remains an important function for the future. Regarding the **fourth goal**, "the development of a quality education", the local government is assigned by law only: "Administration and regulation of the preschool education system in kindergartens and nurseries", according to point 12 of article 23 of law 139/2015 "For local self-government"

**Goal 5** - "Increasing gender equality and empowering women and girls" has room for reflection. The report carried out by the office of the Commissioner for Protection from Discrimination in cooperation with UN Women Albania in 2019, "focuses on one of the aspects where gender discrimination is manifested in Albania, in that of high management levels in local self-government"

The international and national legal framework has not yet found proper implementation in local self-government bodies, especially in municipalities where the majority of the population is rural.

The report states that: "However, the implementation of the above strategies and legal basis is not efficient enough, as can be seen from the data on current gender inequalities".

These findings of this report show that local self-government needs to reflect and consider this objective of sustainable development.

**Goal 6** "Ensuring the availability and sustainable management of water and sanitary services for all" is now a full responsibility and function of local self-government with the transfer of all water administration institutions under municipalities and with clear functions in Article 23 of Law 139/2015 "On Local Self-Government"

**Goal 7** "Ensuring general access to affordable and reliable energy services and investments in clean energy", local self-government units do not have specific responsibilities and functions in this area.

**Goal 8** – "Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all"

In function of this objective, local self-government in Albania, because no sustainable development strategy has been drawn up and approved, employment policies are spontaneous or in anticipation of national employment policies only.

From the analysis of the publications of the Municipality of Tirana, it results that after the publication of statistics on the employment situation according to sectors, according to the territorial division into administrative units, according to the level of education and according to the branches of the economy, the Municipality of Tirana has approved in this strategy, chapter 4, part 4.2. 3 and employment promotion programs. Of course, more in-depth analysis of 61 municipalities is necessary to analyze their activity in cooperation with other actors for promoting employment, despite the fact that they do not have an approved strategy as in the case of Tirana Municipality.

**Goal 9** - "Building a strong infrastructure, promoting comprehensive and sustainable industrialization and promoting innovation"

The realization of this objective is the main responsibility of the central government, but local self-government, in accordance with article 23, point 4 and 14, where the functions of local self-government in the field of infrastructure and public services are defined, can become an important factor for the realization of this objective.

From the study of the data published by the National Territorial Planning Agency, it appears that this agency is responsible for approving local development plans. From the analysis of the decisions of the AKPT, it appears that:

- These development plans have been approved for 52 municipalities,
- 4 municipalities are in the bleaching process
- 5 municipalities are in the drafting process.

These indicators show that a much greater commitment of both levels of government is required to first enable the drafting and full approval of these local development plans, without which we cannot have strong infrastructure as a basis for promoting industrialization and innovation.

This does not mean that the 52 municipalities that have approved local development plans should not draw up Sustainable Development Strategies according to the model of the Tirana Municipality.

**Goal 10** - "Reducing inequality between countries" is the responsibility of international organizations such as the European Union through Social Cohesion, but also of the states themselves and their governing structures, reducing inequalities between regions, counties or municipalities in the case of Albania.

From the analysis of the report on local finances, drawn up by the Ministry of Finance of the Republic of Albania, a noticeable dishevelment can be immediately noticed either in the level of debts, or in the level of opportunities to pay off these debts inherited from the municipalities, but also due to other objective factors such as earthquakes, pandemics, or floods, but also subjective factors resulting from local misgovernance.

**Goal 11:** Make cities and human settlements inclusive, safe, resilient and sustainable

This objective aims to ensure that by 2030, access for all to adequate, safe, affordable housing, basic services and the improvement of poor neighborhoods is guaranteed.

In points 1, 2, 3 of article 29, in law 139/2015, "On local self-government", the functions of municipalities in the field of public security are defined as:

1. Civil protection, at the local level, and the administration of the relevant structures, according to the law.
2. Guaranteeing the service of firefighters, at the local level, and the administration of the relevant structures, according to the law.
3. Guaranteeing the smooth running of community relations, prevention and mediation for the resolution of conflicts in the community.

In the Sustainable Development Strategy 2018-2022 of the municipality of Tirana, public safety is established in chapter 4.16, which includes the following elements and actors:

- 1- Fire protection (fire service)

2- The mission, responsibilities and duties of the municipal police pursuant to law no. 8224, dated 15.05.1997 "On the organization and functioning of the municipal police (Amended)

3- The consumer protection agency as an instrument for increased security for citizens

4- The territory protection inspectorate of the municipality

5- Civil Emergencies, based on Law 8756 dated 26.3.2001 "For Civil Emergencies" for the municipality of Tirana, the operational structures of the mayor, the Commission of Civil Emergencies and the Directorate of Civil Emergencies have been defined.

**Goal 12:** Ensuring sustainable patterns of consumption and production. By 2030, achieve sustainable management and efficient use of natural resources.

To contribute in this direction, law 139/2015, On local self-government, helps with articles 27 and 28 where the functions of municipalities are defined in the field of:

1- Agriculture, rural development, forests and public pastures, nature and biodiversity (Article 27)

2- Local economic development (Article 28)

The Municipality of Tirana, in its strategy, has set elements of this objective in chapters 4.12 and 4.15

**Goal 13:** Take action to combat climate change and its effects. How can local self-government contribute in this field and what has Albanian legislation determined?

From the examination of the functions of local self-government defined in law 139/2015 as well as other normative acts, we find some obligations such as:

1- Protection of nature and biodiversity, according to the legislation in force (Article 27, point 6).

In many municipalities, the growth of green areas and the planting of trees is a direct contribution to taking effective measures to preserve the climate.

**Goal 14:** Conservation and sustainable use of oceans, seas and marine resources for sustainable development.

This objective, seemingly an obligation only at the state level, lays down the need to define action plans for all municipalities that have seas, rivers and lakes in their territory to protect them from pollution and indiscriminate use.

**Goal 15:** Protect, restore and promote the sustainable use of terrestrial ecosystems, sustainable forest management, fight against desertification and stop and reverse the process of land degradation and stop the loss of biodiversity.

1- Planning, administration, development and control of the territory, according to the law. (Article 23, point 14)

2- Creation and administration of the local agricultural and rural information and advisory system, according to the legislation in force. . (Article 27, point 3)

3- Creation and administration of local grant schemes for agriculture and rural development, financed by the local budget and/or co-financed by third parties, guaranteeing balanced gender access. . (Article 27, point 4)

4- Administration and protection of agricultural lands and other categories of resources, such as barren lands, etc., according to the law. (Article 27, Point 2)

5- Administration of the public forest and pasture fund, according to the legislation in force. . (Article 27, point 5)

All these specific functions for municipalities, give you the opportunity to contribute with good governance in a measurable and evaluable way to minimize the negative effects on climate change.

**Goal 16:** Foster peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

In order to achieve a peaceful society, this objective would be achieved if the significant reduction of all forms of violence and the mortality rate were achieved, the end of abuse, exploitation, trafficking, and all forms of violence against and torture of children,

At the central level, for example, Kosovo, in 2021, drew up the "rule of law strategy" for the years 2021-2026, while Albania has approved the cross-sectoral strategy 2021-2025, in which, in the strategic framework, the link with the Development Objectives of sustainable

At the level of local self-government, good governance, good administration and management, transparency and citizen information would guarantee effective institutions.

Articles 3, 32 and 33 of Law 139/2015 "On local self-government" oblige local government to provide service, effectiveness, accountability and inclusiveness to all its citizens.

The cooperation of municipalities with civil society, with a focus on protection from violence, has first sensitized public opinion and then the institutions responsible for realizing this objective.

**Goal 17:** Strengthen the means of implementation and revitalize the global partnership for sustainable development.

Even for this objective, the law on local self-government helps with chapter V, article 14, in which the possibilities for national and international cooperation are determined to increase the possibilities of contribution in the field of achieving the objectives of sustainable development.

Point 4 of this article stipulates that: Local self-government units can enter into interstate cooperation agreements with local self-government units of foreign countries. Before concluding these agreements, the units receive the opinion of the Ministry of Foreign Affairs.

## CONCLUSION

The analysis of the law on local self-government in the perspective of the objectives of sustainable development results in numerous opportunities for municipalities to contribute in this direction. Drafting and approval of local development plans in full for all municipalities would facilitate the drafting and approval of Sustainable Development Strategies for all municipalities according to the model of Tirana Municipality. The inclusion of local self-government with clear tasks and action plans in the national strategies would help local self-government both in the design of strategies and action plans and in their implementation. From the examination of all the information published by the local self-government, it appears that there is a lack of public information on the objectives of sustainable development as an international committee of

the UN and member states that are signatories or non-members such as the case of Kosovo, but which has taken responsibility for the realization theirs at the central and local level.

## **RECOMMENDATIONS**

- 1- Completion of local development plans.
- 2- The drafting of local strategies for sustainable development, the construction of this strategy in compliance with the objectives of sustainable development divided into at least 17 chapters according to the objectives, in accordance with the legal acts in the function of local self-government.
- 3- Drafting of action plans, determination of human resources, and the necessary financial fund for the implementation of the strategy.
- 4- Encouraging the creation of NGOs and cooperation with local civil society organizations is an added value of local self-government in achieving the objectives of sustainable development.
- 5- Publishing strategies and informing citizens for raising awareness and involving citizens in co-governance and the realization of these objectives, strategies, and relevant action plans.



## REFERENCES

Law 139/2015, "On local self-government".

CLIMATE CHANGE STRATEGY 2019-2028, 2018, published by the Government of Kosovo

References from the Internet: <http://www.instat.gov.al/al/sdgs/qytete-dhe-komunitete-t%27%ab-q%27%abndrubuale/111-deri-n%27%ab-vitin-2030-ensuring-access-p%27%abr-t%27%ab-all%27%ab-n%27%ab-housing-t%27%ab-p%27%abr-t%27%ab-safe-t%27%ab-p%27%affordable-in%27%ab-sh%27%abbrimimes-bas%27%ab-as-and-p%27%abrmir%27%absimilation-of-neighborhoods-t%27%ab-poor/1111-p%27%abrpercentage-of-the-urban-population-that%27%ab-lives-in%27%ab-neighborhoods-of-the-poor-residential-non-formal-or-unsuitable-housing/>, April 2022.

Law no. 8224 dated 15.05.1997 "On the organization and operation of the Municipality and Commune Police" (amended).

Law 8756 dated 26.3.2001 "On Civil Emergencies", <https://ata.gov.al/2019/08/28/axhenda-2030-17-objektiva-te-zhvillimit-te-qendrueshem/>, April 2022.

VKM No. 783, dated 7.10.2020 "FOR THE APPROVAL OF THE ACTION PLAN 2020-2022, IN IMPLEMENTATION OF THE INTERSECTORAL STRATEGY FOR DECENTRALIZATION AND LOCAL GOVERNMENT, 2015-2020 <https://www.globalgoals.org/>, April 2022.

Decision of the Tirana Municipal Council, No. 160, dated 21.12 2018, "FOR THE APPROVAL OF THE SUSTAINABLE DEVELOPMENT STRATEGY OF THE MUNICIPALITY OF TIRANA 2018-2022.

# GOVERNANCE AND SUSTAINABLE DEVELOPMENT

**SABINA META Ph.D.**

Tirana Faculty of Law, Department of Constitutional Law

**E-mail:** sabina.meta@yahoo.com

## **ABSTRACT**

Sustainable development is a development that meets the needs of the present, without compromising the ability of future generations to meet their own needs (Our Common Future-Report - 1987 Commissione Bruntland). Sustainable development means growth, economic, social, and environmental development, to build roads of the future through exploitation or finding new ways of developing utilization of current capacities towards maximum self-improvement. The World around us is complex and constantly changing with rapid steps and precisely is necessary to find ways opportunities, and strategies for its further development, including the role of government, but above all, the human factor which is seen as a key element for sustainability or further development, economic, social, environmental, educational, health policies, gender equality, industrial, etc., The object of this paper is precisely to find ways, and different strategies which involve in advance the individual change of perception of the contribution of the human, being as an individual than as a member of a society, the community participants in political, economic, social, health, educational, training, environmental, industrial structures whereas a factor of its participation strongly and directly influences this development and specifically the poverty reduction (no poverty) or zero hunger, good health and well being, quality education, gender equality, clean water and sanitation, decent work and economic growth, industry innovation and infrastructure reduced inequality. We are going to explain each of the above elements and their role in sustainable development, on purpose finding ways and strategies toward a secure future

**Keywords:** *sustainable development, poverty, governance, the human factor*

## INTRODUCTION

The term Sustainable development (SD) began to be recognized, around the years 80-87 in *Our Common Future*, which was also known as the Brundtland Report. This commission, in its beginnings, wanted to present the main problems that had to do with the mismanagement of the environment, the impact on the current and future economic development as well as the human factor, extending it to the national and international level. Sustainable development is the development that meets the needs of the present, without compromising the ability of future generations to meet their own needs (*Our Common Future-Report - 1987 Commission Brundtland*). It includes No poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life on land, peace. Justice and strong institutions, partnerships for the goals, grouped on, social, economic, and environmental issues. Many elements of development and other forms of environmental education, poverty alleviation, citizenship, peace, ethics, democracy and governance, justice, security, human rights, health, gender equality, Include rural and urban development, economy, production and consumption issues, Joint responsibility, environmental protection, natural resource management, and landscape diversity and biological responsibility locally and globally, cultural diversity. Research and development activities are needed in various fields such as effective learning methods. This article will treat sustainable development at the national level in the same time, reflecting the Albanian reality regarding the matter and treating the problems encountered with each element of sustainable development.

## LITERATURE REVIEW

This article will treat the stages of sustainable development based on national and international legal frameworks, by-laws, previous studies, etc used as a literature of this article for its treatment, reflecting the problems encountered by this process.

This article will treat the origin of this phenomenon, its further development, the various problems, treating them from the most vital stages to the social ones, which directly affect sustainable development. This article is based on Our Common Future-Report - 1987 Commission Brundtland, Brundtland report 1987, "*Strategjia e UNICEF për zhvillim dhe edukim të qendrueshëm 17-18 mars 2005*", National and International acts, statistical data made by INSTAT, internet materials, which provide information related to the treatment of the topic.

## RESEARCH METHODOLOGY

The methodology used is research, analysis, comparison, highlighting the problems related today to sustainable development, which is not as easy to achieve as it is treated theoretically, but it is a continuous struggle that should involve all of us. to take advantage of today and create the foundations for a peaceful, healthy life for future generations Regarding the treatment of the issue at the national level, the data were extracted based on INSTAT statistics, in the city, village, different periods of time, education, etc. The treatment at the international level is the research work which is published on the Internet, and treated in previous articles

## FINDINGS AND ANALYSIS

Sustainable development is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs, It includes goals as quoted below:

**No poverty.** In order to enable the fight against poverty, it is important to define the term poverty and to identify the exact number of people living in poverty at the national and international levels, comparing all this with periods of crises, wars, viruses, which are direct factors that affect the increase in the number of poverty. New research published by the UN's World Institute for Development Economic Research warns that the economic fallout from the global pandemic could increase global poverty by up to half a billion people, so now It is important to know what we should understand by poverty? What should be the minimum daily subsistence per person, how does this rapport stand in rural, urban areas, or in different countries of the region, nationally and internationally. All

these together provide an information which should be taken into consideration, to identify in advance the "poverty phenomenon" according to states, areas, etc. and then to find ways, ways, strategies to fight and reduce this phenomenon. (<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>)

**Zero hunger.** Zero hunger consists in determining the number of people suffering from hunger or malnutrition, which is directly and indirectly related to the fight against poverty. We have to remember that the world is where it is, not because the poor can't be fed, but because the rich can't be fed, so for the reduction of poverty and zero hunger the situation can change, when politicians will be able to put people first and not the Corporation, when they are guided by the principles of respecting the dignity, integrity, human being and not legal protection of that small percentage of the risk. Therefore, to say that zero hunger is an objective that can be achieved in the short term is objectively impossible, for the meaning that this word carries, and for the current situation where people are deprived of food, water, freedom, health, movement, employment, development of agriculture, international cooperation, social programs, support of producers, trade, international tourism, etc., factors that directly or indirectly affect zero hunger.

It turns out that according to the World Food Program, 135 million people suffer from acute hunger mainly due to man-made conflicts, climate change and economic downturns. The COVID-19 pandemic could now double that number, putting an additional 130 million people at risk of acute hunger by the end of 2020

**Ensuring a healthy life** - means the promotion of health well-being for all age groups by providing health assistance, especially for families in need, or those with low incomes. Ensuring a healthy life simultaneously means the identification of incurable diseases, funding for the discovery of efficient methods for treatment or the treatment of various cases by prioritizing human well-being. the assistance

**Education.** Education, enabling conditions and poverty reduction are directly related to each other, so education, its growth, its enabling, the creation of conditions, opportunities for different strata to have access is

a component of sustainable development in education at all levels, especially for the female gender or in countries where the latter is deprived of many rights.

**Gender equality.** Gender equality is a right, an obligation, a cornerstone for the further development of society, for a beautiful, prosperous, sustainable and further development world. Gender equality means non-discrimination due to gender, limiting women from the simplest things to the most complicated ones. Before gender equality is a legal notion, it must be a social obligation, recognized, accepted, imposed, developed by the society itself. Gender equality is in itself the non-limitation to appear as a woman, to develop in every field of life, to demand your rights and to realize yourself. Gender equality means the non-existence of psychological, physical, emotional violence, or any kind of mistreatment, abuse, direct or indirect violence as a result of being female.

**Pure water.** It means increasing access to drinking and clean water, construction of sewers, both in urban and rural areas, 24-hour non-stop use of water throughout the day, availability of water-sewage services, which increases hygiene as a result of the health and well-being of to people.

**Use of electricity or renewable energy.** Disposition, sustainability, access, both in poor and developed countries, both in rural and urban areas, since through it's use, facilities are created in every human activity. Access to electricity in the poorest countries is beginning to accelerate, energy efficiency continues to improve and renewable energy is making impressive gains in the electricity sector, 789 million people – mostly in sub-Saharan Africa – live without access to energy electricity and hundreds of millions more have only access to very limited or unreliable electricity. It is estimated that only 28 percent of health facilities have access to reliable electricity in sub-Saharan Africa, yet power is critically needed to keep people connected at home and run life-saving equipment in hospitals (<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>).

**Decent work and economic growth** can drive progress, create decent jobs for all and improve living standards. Employed people and the creation of income from work increases living standards, reduces poverty, develops well-being which is rewarded with a healthy life within the standards recognized by International Organizations.

**Health insurance** and the provision of free health services from countries being an efficient help for people in economic hardship, or who live in conditions below the minimum vital. The provision of essential health services is simultaneously related to the provision or protection of jobs by helping people provide basic social services, according to the legislation of each country. COVID-19 has deepened existing inequalities, hitting the poorest and most vulnerable communities hardest. It has put the spotlight on economic inequalities and fragile social safety nets that leave vulnerable communities bearing the brunt of the crisis. At the same time, social, political and economic inequalities have amplified the impacts of the pandemic.

**Urbanization** means the increasing concentration of the population in urban areas, this at the national and international level, since cities and metropolitan areas are the powerhouses of economic growth, but all this results in the increase of poverty in many cases, as it consists of the accumulation of a large number of residents within an area . The difficulty to find a job that brings an affordable income, or to have access to resources, natural and legal resources (water, electricity, sewage, shelter, social services, health, etc.), making life difficult in these areas where for many from them it turns into survival. The consequences of overpopulation include the difficulty of accessing clean water, the environment, roads, transport, employment, natural resources, air and water pollution, unplanned urban sprawl, etc.

**Responsible consumption** and production is about doing more and better with less. It is also about decoupling economic growth from environmental degradation, increasing resource efficiency and promoting sustainable lifestyles. Sustainable consumption and production can also contribute substantially to poverty alleviation and the transition to low-carbon economies. low and green.

**Climate action or Global warming**, climate changes, the greenhouse effect, global warming, the increase of gases in the atmosphere, are the main problems that are affecting every continent and have a devastating effect on the survival of the planet, life on earth, changing climatic conditions in atmospheric conditions, transforming global warming in a climate emergency.

**Water systems**, Water systems. water is life, it is the beginning, it is the end, it is the development of life, well-being, in all its forms, the ocean, rain water, drinking water, usable water, etc. The lack of access to it is an obstacle to the continuation of life and sustainable development. Its possession means care, management, maintenance, not polluting it, or abusing it in such a way that we are deprived of this vital element, making it a priority for our life and planet.

**Life in Land. Nature.** Its preservation and development, ecosystems, nature, the animal world, the wild world, as it is our main ally for survival, development and sustainability. The world, wanting to develop economically, is violating the balance of nature, and if it continues with the killing of nature by human hands, we will destroy our main ally for today's life, endangering the lives of generations in the future and therefore also violating a sustainable development for them.

**Violence against children** means psychological, physical, emotional violence, sexual abuse of children, and trafficking of human beings, worldwide, which affects more than 1 billion, costing societies not only financially, but also in terms of mental, psychological health and harming the future not only of those who are direct victims of violence but indirectly and others, so international cooperation is necessary to fight this phenomenon.

**Peace, Justice and Strong Institutions**, promote peaceful and inclusive societies for sustainable development provide access to justice for all and build effective, accountable and inclusive institutions at all levels (<https://albania.un.org/en/sdgs/>), it include, end abuse, exploitation, trafficking and all forms of violence against and torture of children, Promote the rule of law at the national and international levels and ensure equal access to justice for all, Combat all the forms of organized crime, reduce corruption and bribery in all their forms. Public



access to information and protect fundamental freedoms, in accordance with national legislation and international agreements.

## **THE ROLE OF THE STATE IN SUSTAINABLE DEVELOPMENT**

For sustainable development within international standards, it is important to follow policies that exceed the borders of a country, turning into international policies, supporting development, coordinating, so that sustainable development does not remain in the range of a project, but inclusive life. Sustainable development means in itself.

### **National / state implementation- Includes**

- a) Strong political will, at all levels of government.
- b) Inclusion of requirements in the planning, investment
- c) Management strategies of each state and local government to all levels of education, educational institutions and organizations.
- d) Should define their obligations for education, participation derived from agreements, international environmental and other related agreements
- e) Need close and effective cooperation with other public authorities and other local actors, in particular with the authorities responsible for economic affairs.

### **International State implementation include:**

- a. Sustainable development has been consolidated as a principle of international law and has contributed to the evolution of international environmental law through the conclusion of global environmental treaties and numerous regional agreements.
- b. The scope of all this it was the use of biological resources that do not lead to a long-term reduction and that preserve the ability to meet the needs of present and future generations-internationally
- c. International cooperation, especially in legal framework or advanced education.
- d. implementation of multidisciplinary forms of education to find solutions to sustainable development problems
- e. Capacity building and financial assistance or support for countries in economic transition

### **Individual role includes**

- a) Sustainable development is about finding better ways of doing things, both for the future and the present.
- b) We might need to change the way we work and live now, but this doesn't mean our quality of life will be reduced.
- c) the change has to come from me because the way we approach development affects everyone, small actions, taken collectively, can make a difference

### **Governance role**

- a. Find a way to enforce international law, not only de jure but de facto.
- b. Find a way to support a transition to a sustainable economy
- c. Find a way to support action in communities and business that encourages changes to people's behavior and which enables more sustainable lives?
- d. Find a way and new strategies, to reduces poverty, to help the family in poverty
- e. Find a way to help business, new jobs or everything that help people to be more useful.
- f. Find a way to be better or organize itself , to deliver more sustainable outcomes
- g. Cooperation with society, human factor, organization ect, stays within environmental limits, while creating sustainable places?

### **1. SUSTAINABLE DEVELOPMENT ON ALBANIA AND DISCUSSION**

Countries like Albania have short-term and long-term challenges, due to the various problems surrounding it. They have everyday problems related to today's generation. But the initiative of the United Nations that has not been absent since 2000, at least with the declaration of the Millennium Goals, aims to help the Albanian society, in particular the Albanian political class to become more aware and to set the mandate agendas political or of the common, unifying agenda of integration in the European Union, in the global dispute.

Albania is a country that is still living in transition, it encounters many problems, especially as it pertains to the above-mentioned elements. Extreme poverty has resulted in a lack of stability and therefore people

leave Albania to other countries for a better life, making sustainable development a mere principle.

**No poverty.** The lack of social policies in the country has resulted in this country drifting in poverty. In 2022, Albania does not have a living wage, salaries vary from the lowest (below the living minimum) to the highest (where they are often given for money laundering). Pensions, social assistance, assistance, etc., are incomes below the living minimum per person and not enough to afford living, to pay obligations for water, electricity, etc. Therefore, Albania is far from the implementation or reduction of this phenomenon.

**Zero hunger.** It is the same attitude as above, poverty, lack of income, not having a vital minimum, means that we are far from the implementation of the "zero hunger" principle, as many Albanians today struggle to feed themselves, both in rural and urban areas, or in deep areas where the lack of income or aid from the state leads to problems with nutrition.

**Ensuring a healthy life.** The problem is related to access to free health services, due to the fact that this service is lacking. There are shortages in terms of medicines, hospital conditions, lack of access and in terms of communities (the Roma, Egyptian community is almost totally excluded from these services), remote areas, etc., which in many cases have neither medical clinics nor personnel, so access to health is limited, it needs many adjustments.

**Education.** Nine-year education is Compulsory and free, while problems arise when it comes to pursuing secondary education or higher education. Young people have generally lost faith in school and the benefits it can bring, as in many cases employment is difficult, conditioned by political recognition, versus bribery, etc...

**Gender equality.** It is in average standards. Equality belongs to women and men to pursue education, to be employed, to express and affirm. It is not absolute, as there are deep areas, or uneducated, backward families who do not understand the concept of the development of women's rights, but in general women have the opportunity to be educated, qualified, follow different courses, we see leaders, participation in various

professions, even in the government ranks, their number is higher than that of men.

**Pure water and Water Systems** A country rich in water reserves, regardless of this, Albania suffers from the supply of not only drinking water but also the 24-hour water supply, resulting in the lack of water being seen as a problem, both in rural and urban areas, but especially in the capital it is seen as a serious obstacle which needs to find new ways and strategies for permission.

**Use of electricity or renewable energy.** Use of electricity or renewable energy. There are also problems with electricity. For a considerable time after the years 1990-2000, Albania was faced with a lack of energy, which in current years, is not in the standards of the above-mentioned years, but still Albania faces the phenomenon of lack of electricity.

**Decent work and economic growth** **Health insurance** **Urbanization .**

**Responsible consumption.** The right to employment is a right recognized by international Conventions, where our country has acceded and recognized them and through the Constitution of Albania, but in reality, the market has a shortage of work and in many cases, work is not done according to the profile or do you work enough to have an income?

**Climate action or Global warming, Life in Land. Nature .** Albania has encountered phenomena that have gradually destroyed nature, as a result of the absence of the state. Natural damage has been spread over the years, where vacant plots of land were turned into land and people built illegally, the increase in the number of large buildings, hindering breathing, water damage as a result of buildings, cutting of forests. , leaving lands without production, are all elements that have gradually destroyed nature in Albania.

**Violence against children.** Violence in all its forms is a present element in Albanian society, such as psychological, emotional, physical, abuses, etc., although we cannot talk about accurate statistics since not every case of violence is identified, pursued in a national way. A desperate phenomenon is the increase in the number of minor children who beg on the street, or are used for different jobs, regardless of whether they belong to different communities (most openly Roma and Egyptian), but which still means the exploitation of minor children

**Peace, Justice and Strong Institutions.** The transition in Albania, which has affected every system of society, could not be indifferent to state institutions or justice. The Vetting phenomenon resulted in the destruction of the judge in three degrees. For a long time, the country was without a Constitutional Court, without a High Court, and this process brought about the suspension of work, in the Court of Judicial Districts or Appeal, which during the Pandemic period, the gap that negatively affected Albanian justice grew even more, all this brought violation of human rights recognized by the European convention of human rights and the Constitution of the Republic of Albania

**Strong Institutions.** As far as the Albanian institutions are concerned, they leave a lot to be desired, not only because the appointments in 90% of the cases are partisan and not based on meritocracy, but also due to the effect of corruption as a result of the low salaries of the employees.

## CONCLUSION

Sustainable development is not a only concept that meets the needs of the present, without compromising the ability of future generations to meet their own needs, it' s not only the ability to sacrifice something for the future, it's not about to reduce stile of life or to study practice haw to manage the resources. Sustainable development, is the life, is the education, is love expressed toward the life, to the person, to the nature, the economy, from all us in cooperation, national and international areas.If we want a better world now and in the future, we have to do the our best now and to educate the other generation to do the same, to protect the future as we want. We must have to be clear in one thing, that the role of everybody of us, is bigger than we think, specially when the role of the states is real, factual and not just legislative, or false.The state should adopt social policies, in order to give people the opportunity to grow, develop within their country, and not abandon it as a result of poverty, corruption, crime.People should love nature, protect it and not damage it. The human hand can be destructive in nature but it can also be its salvation towards a healthy life span.It's necessary National and International cooperation,help, and coordinationbecause it belongs to the

social and economic aspect, but also to the fight against corruption, and organized crime that causes poverty and injustice in all areas.

## **REFERENCES**

Our Common Future-Report - 1987 Commissione Bruntland.Bruntland raport 1987.

European Convention of Human Rights

Constitution of the Republic of Albania: “Strategjia UNICEF per zhvillim dhe edukim te qendrushem 17-18 mars 2005”.

Te dhena nga INSTAT (2015-2021)

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

<https://albania.un.org/en/sdgs/16>

# **THE AFFECTIVE DIMENSION IN THE PLANNING OF PHYSICAL EDUCATION TEACHING IN SCHOOLS OF BASIC EDUCATION IN ALBANIA**

**Dr. Dritan Sallaku**

University of Sports of Tirana, Faculty of Movement Sciences,

Department of Education and Health

**E-mail:** sallakutan@gmail.com

## **ABSTRACT**

Teaching planning, as for any school subject, for physical education as well, represents an aspect with a determining impact on the quality of service and the contribution that physical education has on the development and education of students. The presentation aims to highlight that the planning of physical education teaching in our schools of basic education does not include the Affective sphere of student development and also, aims to present some theoretical-methodological recommendations in order to include the affective dimension in the planning experience of teaching in this subject. The topic has in its object the teaching process, which naturally includes teachers, specialists in the field, and students. The best quality realization of the course is an interest for students, while for teachers, the quality of teaching is an interest, but also a professional obligation. The affective dimension in physical education and sports, represents an aspect of special importance in the development of the pupils, as it is characterized by two dimensions; his emotional/personal and social development. The methodology of the paper relies on the qualitative method of analysis and reflection of theoretical treatments of the topic by local and foreign authors. In the analysis of the experience of planning physical education teaching in primary education schools in Albania. We conclude that the inclusion of the affective dimension in the teaching planning will enable the improvement of the quality of teaching, expressed in the learning outcomes and the realization of the educational and formative potential that this subject has in education.

**Keywords:** *affective development, planning, learning, teaching.*

## INTRODUCTION

Teaching planning for each subject is already an essential part of the educational service planning experience of pre-university education institutions. In the process of planning subject teaching, teachers are the main actors.

Even in Physical Education, teaching planning, already has the experience, and models, but also its own theoretical context, created by teachers, specialists, and researchers in the field of physical education and sports. In their models and publications, the unifying approach is evidenced that objective and efficient teaching planning represents a precondition and condition for the qualitative realization of the cognitive, formative and educational potentials of physical education in students.

Through this paper, it is intended to present an analysis of the teaching planning experience of EF in primary education schools in Albania, which consists of two perspectives; a) the formal aspect of the planning methodology, and b) the substantive aspect that characterizes the planning of the course teaching. Also, the purpose of the paper is to introduce the personal approach, that the planning of teaching in this subject, should be designed not only on the "practice" of the student but on the domains of his development and especially in the affective domain. The topic of the paper, its analysis, interpretation, and recommended approaches are of interest to the actors involved in the education process, such as

- *Teachers*; because, the success of teaching in physical education, is both a responsibility and a characteristic requirement of the teaching profession. Their role and influence in the organization and realization of the learning process are known and accepted.
- *Students*; because the benefit from qualitative teaching is their objective right and their interest as well.
- *The school*, (its administrators); because the quality of the educational service is at the core of its mission and activity. The quality of service is projected in two dimensions, in the teaching process and the educational one, where the inclusion, role or contribution of the EF subject is unique.



- *The subject*, (its content aspect); because the analytical approaches, discussions, replications and substantive and methodological findings, help in the recognition and promotion in communities of the cognitive and formative values of the subject/field, favoring the sustainable relationship of the individual with the Movement and Sport.

In the experience of school management in our country, the typical teaching planning is expressed through the Annual Curriculum (AC), which are drafted by teachers for each subject and whose main source is the subject curricula. From a formal point of view, teaching planning by Physical Education (EF) teachers is based on the official unified subject curriculum, which is drafted by specialists in this field and approved by the ministry responsible for education. The teaching planning experience in this subject, created over the years in our schools, relies on;

- Formal methodological instructions described mainly in the subject's curriculum, but also
- In some didactic and pedagogical principles of this subject. Physical education teachers, in panning their annual curriculum, in addition to the above aspects, have the right to choose and adapt the teaching activities according to reality and the infrastructural and didactic possibilities of the school, as well as the interests and tradition created in the field of sports by the school's community.

## **LITERATURE REVIEW**

The planning of the educational service in general and that of teaching in particular, has constantly attracted the attention of specialists and researchers in the field of education. In their studies, it is emphasized that the quality of educational service, but also of teaching by subjects, is preceded by objective and efficient planning in identifying and using resources and training and educational capacities. The authors join in the consideration that teaching planning is a special aspect in the implementation of school curricula. Bailey, R (2001) describes effective teaching planning as one of the most significant factors influencing

teaching performance. In teaching planning, teachers are the main actors and in this process, they present some decisions, which are mainly related to two main aspects; *a)* with the purpose of education in general, which is typically expressed in the role and / or mission of the school and *b)* with the purpose of the subject of physical education with its nature of content. Despite the many definitions, the authors agree that the planning in education, through the identification and management of resources and capacities, has at the center of its goal, the achievement of objectives, both at the level of the education system and at the level of school and subjects. Akpan (2011) describes planning as fundamental in achieving goals. While in the perspective of school-level, theoretical approaches underline that education planning should adequately consider the school infrastructure, needs, opportunities, and desires of students and the professional experience of teachers.

Teaching planning in physical education also appears as the main topic of studies and analysis by researchers and specialists in this field. From the literature review, different approaches of the authors to the concept of planning in education are evidenced, expressed with many definitions of this concept. The authors, through their publications, have created a clear theoretical and methodological context of concepts, characteristics, techniques, and models of effective development of this aspect in school. Subashi, G and Daci, J, (2004), find that a group of authors say that "to plan teaching, means to plan in advance a set of intentional actions, which will be performed during teaching", while another group, introduces planning "as a prediction of what will happen in the classroom". In their analytical approaches, two categorizations of the object and the content that the teaching planning in this subject should have been ascertained.

*a)* Planned design on content and *b)* Planned design on learning/practice. To achieve success according to these approaches, A, Pesikan (2012) emphasizes the need for teachers' skills in the appropriate planning and implementation of traditional teaching and that active learning. Beyond the differences, the authors unite in the consideration that the purpose of planning in the subject of physical education is the most complete transfer of the cognitive, educational and formative potential that the

subject of Physical Education carries. Dashi, E & Dashi.T (2007) estimate that "precise planning of teaching and its pedagogical organization, enables the individual to achieve high physical, mobility and health levels". In the created planning models, in addition to underlining the central role of the teacher, there are also some characteristic aspects of teaching that are implicated in this process, which Bailey, R (2000b), describes as decisions regarding to:

1. *The content of the course*; which addresses issues such as, "What should students learn at the end of the lecture/s"? "What activities should be selected in support of learning?", "How difficult are the activities for students?"

2. *Organizing teaching*; which includes learning issues and situations such as; creation of groups of students, available space and its use, use of teaching tools and equipment.

3. *Presentation*, in which aspects and dilemmas are presented mainly of a methodological nature, related to; the presentation of activities that students will carry out, explanation and demonstration of tasks or requirements, and students' ability to demonstrate understanding. According to J. Lund & D.Tannehill (2005), in physical education, in relation to teaching planning, teachers are asked questions; What Skills, Knowledge and Behavior / Values , and/or Attitudes do we want to teach students during the school year (s)? Whereas, Siedentop & Tannehill (2000), in this aspect, recommend that, Teachers, should start programming/planning with the question: "What" benefits "do students gain from a Physical Education program?". In the literature, they are underlined as characteristics of planning, the purposefulness of planning, and its time dimension. According to R, Cendal (1998), these are expressed in long-term goals/objectives, such as in the case of annual teaching planning, and in short-term goals/objectives, as in the case of quarterly planning, or weeks, days, and hours of teaching.

Planning teaching in physical education is described as a complex process and success is interdependent on factors such as; teacher's vocational training, experience and qualifications, school and community sports culture, teaching infrastructure and logistics, frequency of classes per week, age, attitudes and students' relationship with physical activity

and sports. Also, another aspect influencing the quality and effectiveness of this process is the culture and experience that the school has created in teaching planning. Among these factors, Stanescu, M (2012), states that the years of experience of the teacher and the age of the students are the main factors that determine the profile of the content in teaching planning, thus, the objectives of the course content for students of secondary school level, aims at "maintaining and improving the health condition", while in high school students, they aim at "development of personality traits facilitating social integration". Regarding the educational and formative potentials of physical education as a subject in school, the authors are united in the consideration that this subject has a unique profile in education because, through physical activity and games, it has a multiple impact on education and training of students. All the authors point out that the *physical, mental, social and emotional* benefits that this subject carries make it of particular importance in school curricula and in education in general. In this perspective, in the process of teaching planning, there is a need for teachers to select those movement and sports activities and to adapt teaching methodologies that enable students to develop cognitive, affective and of course, psycho-motor.

## **RESEARCH METHODOLOGY**

In methodological terms, the topic covered by the paper relies on the qualitative method of; - Analysis and reflection of theoretical approaches to the issue by domestic and foreign authors. - In order to analyze the experience of planning physical education teaching in basic education schools in our country, the subject curricula have been reviewed, which as we said above, are approved by the ministry responsible for education, as well as some planning models annual teaching. - The programs/modules of the courses that are developed in the study programs offered by the institutions of higher education in Albania for the initial training of physical education teachers are also analyzed.

## **FINDINGS AND ANALYSIS**

From the review of the theoretical context of the topic, it results that, teaching planning is rightly considered as a determining aspect in

achieving the purpose of the course. Theoretical thinking is approximated in the definition that physical education is the process in which the individual acquires physical, mental, emotional, social skills in function of his well-being and quality of life. The subject of physical education is confirmed for its role and impact on the general education of the individual, both in his individual and social plan. In the effective realization of this aspect, teachers are challenged by several factors, the management of which must ensure;

- Harmonizing the educational values and contributions of the subject, with the educational goals that the school projects through the educational service that it offers.

- Selection of movement and sports activities that enable the fullest transfer to students of values and cognitive, educational and training potentials contained in this subject in its professional "personality". From the analysis of teaching planning typologies in physical education, we can consider that the experience created in this aspect, is categorized into two types;

- 1) “student-centered” oriented planning and

- 2)“learning-centered” planning. For both types of planning The pedagogical “instrument” available to the teacher for teaching planning is movement, structured and/or organized in; "Physical activity", which focuses mainly on the individual and “Sports activities”, which focus on the individual, but as part of the group.

In the planning experience created in our schools; it is evidenced that, Annual teaching planning is based on the formal program, which is structured, in; Topics, Subtopics and in three time periods (trimester), with the corresponding number of teaching hours. For example, table 1 shows the structure of the annual curriculum of a 9-year school in Tirana. Class IX

**Table 1**  
Teaching Plan & Distribution of teaching hours

The content of the subject					
Themes	Subtheme	1 thremester	1 thremester	1 thremester	

Physical activities	Games& Traditional games. Athletics Gymnastics				44
Sports activities	Basketball Volleyball Handball Football Walking				35
Health, wellness, and community education	Health education				20
Projects					6
Total					105

Based on the curriculum, teachers draft the annual curriculum, conceived for each three-month period, where in addition to learning topics, they also determine the rubrics of the learning situation. Table 2 presents a fragment of the model of the school's annual curriculum, which distinguishes the rubric of topics selected from the sub-topics, as well as the rubrics of the learning situation, methodology, assessment and resources.

**Table 2**  
The thematic curriculum of the school

Nr. hour	Nr	Theme	Topic Teaching	Predicted learning situation	Methodology	Assessment	Resources
63							
64		Ed.Physical Activity Athletics	Long jump	Motor scheme	Demonstration	Individual	Program& Instruction

From the review of the subjects that are realized in the study programs of the initial training of physical education teachers, it results that the Planning of teaching in physical education is a subject that is treated especially through programs/modules, the purpose of which is the transmission and training of students with related concepts and

knowledge; planning, planning documentation, types of learning, organization, and direction of the learning process.

In “practice” oriented planning, teaching techniques, and methodologies, through mainly description and demonstration, aim to convey to students the requirements of the technical elements of the motor scheme that carries the requirement of the act, exercise or motor complex. From this point of view of the analysis, we estimate that this typology of content planning of the course is dominated by the psycho-motor sphere. In the pedagogical context, the purpose of this teaching planning is based on the questions "*What*" and "*How*" and on the belief that the involvement and engagement of the student in as many motor experiences, improves his motor performance. Whereas, in the typology of planning "oriented on learning", the purpose of teaching planning is projected, in addition to the psycho-motor sphere, as well in the cognitive and affective sphere of individual development.

Referring to the social and emotional dimensions of the affective sphere and in particular, their respective qualities (see Table 3), we estimate that social and emotional qualities are both the cause of failure, but also the success factor of student performance in the class/learning unit. In the pedagogical context, the purpose of this teaching planning is based not only on the questions "What" and "How", but specifically on the question "Why". Students' knowledge of social and emotional qualities and deliberate exercise to improve them, enable the establishment and development of stable student relationships with physical activity and sports, which is one of the most important goals of the course.

**Table 3**  
The affective domain of development

Development Domain	Educational dimensions	Intended qualities for student development. (Attitudes, values, abilities, skills)
Affective	Social	Self-confidence, affiliation, value judgments, character development, communication skills, courtesy, fair play
	Emotional	Motivation, self-control, self-discipline, tension release, expression, learning how to win and to lose, intelligence, and attention.

## DISCUSSION

Teaching planning continues to be a “Teacher-centered” experience, while it should be student-centered. In the analysis of this experience, it is evidenced that teaching planning aims to answer the questions "What?" and "how?". While the teaching and education process as a whole, should also record the answers to the question "Why?"

Planning according to the experience of our school, is projected only on "Practice" and/or "Ability", which means that the learning process in this subject is dominated by the student's motor activity, contributing only to physical development and not also in the mental, social and emotional development. "Practice" oriented teaching can only affect motor skills learning, influencing the schematic learning of action and/or motor complex, while planning and developing teaching oriented to the qualities of the affective and cognitive field, enable students to recognize values and create attitudes towards physical activity and sports.

In order to include the affective sphere in the planning of physical education teaching, we would suggest the structure presented in Table 4, as well as an example of planning a topic from the topic "Athletics", as part of the category of "Activity"

**Table 4**

AFFECTIVE DOMAIN							
Them	Subtheme	Theme class	Teaching Objectives	Learning objectives	Monitoring Indicators	Indicators of success	Risk factor(s)
Motor activities	Athletics	Long Jump	Teaching of the motor scheme according to technical standards.	The student: - recognize, describe and perform the task	Understanding Psychosocial indicators  Technical skills	Motivated participation Technical accuracy Enthusiastic Collaborative , and supportive behavior	Demotivation  Failure in technical aspects
Sports activities and games							



## CONCLUSIONS

The affective sphere should be more present in the teaching planning, as it, with its dual potential in education (social and emotional), is in coherence with *education* and with the purpose of the school, the subject, and especially with the interest and need of the students.

For the inclusion of the affective sphere in the planning of teaching in Physical Education, we suggest that the methodology of planning, implementation, and impact assessment, must be part of the formation and professional development of physical education teachers. The involvement of the affective sphere in the planning of teaching in Physical Education requires the development of methodologies for the design of learning objectives related to the emotional and social qualities that this field carries.

Recognition by students of emotional and social qualities and their commitment to development in a purposeful, concrete, and measurable way, will help them to improve their performance and establish stable relationships with physical activity and sports throughout life.

## REFERENCES

- Akpan, Ch. (2018) *Types of Educational Planning/Reasons for Planning Education*. Calabar. [www.acadamia.edu](http://www.acadamia.edu).
- Bailey, R. (2001). *Teaching Physical Education*. London:Kogan Page.
- Bailey, R. (2006). *Physical Education and Sport in Schools: A Review of Benefits and Outcomes*. Journal of School Health. October 2006, Vol. 76, No. 8. American School Health Association.
- Dashi, E & Dashi, T. *Physical Education in School* (2007). Tiranë. Ora.
- Ivic, I., & Pesikan, A., (2012) *Education System Reforms in an Unstable Political Situation: The case of Serbia in the first decade of the 21<sup>st</sup> Century*. CEPS Journal, Volume 2., Nr.2., (2012).
- Lampkin, A. (1998). *Physical Education and Sport: A contemporary introduction*. USA: McGraw-Hill.
- Lund, J., & Tannehill, D. (2005). *Standard-Based Physical Education Curriculum Development*. Canada: Jones & Bartlet.
- Siedentop, D., & Tannehill, D., (2000). *Developing teaching skills in physical education* (4<sup>th</sup> ed). Canada: Mayfield Publishing Company.
- Stanescu, M (2013.5.7) *Planning Physical Education-from theory to practice*. Procedia-Social & Behavioral Social. Volume 76 (2013). <https://doi.org/10.1016/j.sbspro.2013.04.207>.
- Subashi, G & Daci, J. *Didactis of Physical Education* (2004). Tiranë. Shblu.

## SPORTS TRAUMA (HAEMARTHROSIS)

**M.Sc. Dorian Meta**

**Dr. Artan Pogoni**

Barleti University, Department of Sports

**E-mail:** [d.meta@umb.edu.al](mailto:d.meta@umb.edu.al)

**E-mail:** [sport.dep@umb.edu.al](mailto:sport.dep@umb.edu.al)

### **ABSTRACT**

The blood collection in the athlete's knee without suffering injuries of the soft tissues represents a dangerous potential to the future of the athlete. The operational and rehabilitative problems mean that the operative phase must have specific attention to have excellent results both for recovery and for good joint functioning. Particular attention must be paid to the hematoma, to decide whether the best solution for the damage is the operation or rehabilitation.

**Key Words:** *injures, recovery, rehabilitation, solution, trauma*

## **INTRODUCTION / PRESENTATION**

The cases studied try to take into consideration a large margin of athletes who have had Haemarthrosis problems. Both surgical and non-surgical aspects have been studied in these athletes. In addition, secondary damage to the ligament structures of the knee was also considered.

## **RESEARCH METHODOLOGY**

The cases studied try to take into consideration a large margin of athletes who have had Haemarthrosis problems. Both surgical and non-surgical aspects have been studied in these athletes. In addition, secondary damage to the ligament structures of the knee was also considered.

### **Material & methods**

The study period involves the years from 2010-2020. All of them comprising of competitive athletes with regular activities and training involving a timeframe from 3 to 10 years. The average age of the injured athletes was 23.4 years, the youngest of them 14 years whereas the eldest 28.7 years. The study material involves cases comprising of 13 men and 3 women.

Depending on the side of the injured knee:

1. The right knee was injured on 12 cases 75%,
2. Whereas the left knee on 4 cases, 25%.

This spreading with injuries of the right knee at 75% of the cases is a clear indication that the vast majority of the injured athletes were right footed, and there are only few of them using the left foot.

Divided according to the sports exercised we have 7 or 44% out of the cases, in basketball 4 cases or 25%, volleyball 3 cases or 19 %, athletics 1 case or 6 %, wrestling 1 case so 6%.

In our study series 6 athletes or 37.5% of the general number of the athletes were performed surgery. There were 2 football players 12.5% with rupture of the anterior cruciate ligament as well as one football

player or 6.25% with a meniscus rupture. 1 football player 6.25% with a rupture of the collateral medial ligament and 2 volleyball players (women) or 6.25 % were performed diagnosing arthrotomy wherein chronic injuries of the articular tissue were noticed and another one with severe injuries of the knee.

## **FINDINGS AND ANALYSIS**

At the end of this study has been found that: normal training of the athlete after the injury 13 athletes or 81, 25 %. Simple Haemarthrosis 10 cases Meniscectomy 2 cases. Rupture of the collateral medial ligament 1 case.

Intervallic training activity of the athlete. Rupture of the anterior cruciate ligament 2 cases. Quitting sports due to major injury: Complex injury of the knee 1 case.

## **CONCLUSIONS**

Traumatic Haemarthrosis of the knee articulation at the sportsmen and women is only the outer side of the injury. It has consequences quite severe with the future of the athlete. An in-depth study of the accompanying injuries is a primary duty of the sports team medical doctor, and a request filled with hope by the sportsmen to have their problem solved. The correction of the accompanying injuries, with or without invasive surgery is a necessity to the successful continuation of the sports activity.

## REFERENCES

Ann Rheum Dis 1990;49:554-6.

ANZ J Surg 2010;80:247-9. *Associated with synovial and juxta-articular haemagiohamartoma.*

Balasundaram R, Sanathkumar S, Salah SB. *Pigmented villonodular Dorian Meta, Iliia Mazniku.* European Journal of Health & Science in Sports Volume 8 Issue 2 20216 ACL INJURY AND RETURN TO SPORT doi.org/10.33598/V8I220217 *in multiple hemangiomatosis.* Arch Orthop Trauma Surgjoint. Case Rep Orthop 2016;2016:1026861.

Montane I, McCollough NC 3rd, Lian EC. *Sinovectomy*

Nomura E, Hiraoka H, Sakai H. *Spontaneous recurrent hemarthrosis of bleeding detected during arthroscopic surgery of the knee of the knee for hemophilic arthropathy.* JBJS Am of the knee. *A report of five cases.* British Medical Journal of the knee: *a report of two cases with a sourcesynovitis of the knee in a patient on oral anticoagulation*

Tat-Sing law M, McClure DN. *Therapeutic embolization in the therapy: a case report.* J Med Case Rep 2009;3:121. *treatment of recurrent haemarthrosis following knee arthroplasty.*

VisuriT *Recurrent spontaneous haemarthrosis of the knee* 1959;23:1327 8.

Wilson JN. *Spontaneous hemarthrosis in the osteoarthritis* 1986;68:210-6.

Zarza Perez A, Salvago M, Dolores M. *Synovial knee affected* 2007;127:845-8.

# **THE IMPACT OF THE EXERCISE OF MISCELLANEOUS FORCE TO JUMP ABILITY ON THE BASKETBALL PLAYER**

**Marvi KristoMS.C.**

Barleti University,

Department of Physical Education and Sports.

**E-mail:** m.kristo@umb.edu.al

## **ABSTRACT**

In many sports disciplines, jumping ability it's an indicator of the strong settings physical of athletes. Trainers are always in search of methods more the good of what of have influence stronger in increasing parameters of bounce. searching for those methods that will affect increasing the capacity of jumpiness, is related to the expectation of success in jumping ability vertical linking it to performance success in many sports.

**Key Words:** *strength, method, exercise, test, jump, evaluation.*

## **METHODOLOGY**

It was done via surveys in scientific publications and local and foreign literature. Selection of subjects: In 80 subjects were included in the study aged 19-20 years. Subjects u divided in manner randomly into 4 groups: 1 group of control, and 3 groups experimental of who exercised with methods of miscellaneous training. The exercises training about the group: Strength maximum; Power; Plyometer. Process training of the experiment lasted 12 weeks.

## **ANALYSIS**

Group of force maximum: 2 sessions training in a week, with exercises:

- footwork, 3 x 6 x 85 -- 100%
- withdrawal in chest, 3 x 6 x 85 -- 100%
- barbell push \_ lying ABOUT arms, 3 x 6 x 85 -- 100%
- pulps 3 x 6 x 85 -- 100%

GROUP of Strength: 2 sessions training in a week, with exercises:

- running with weights (20% of the weight bodily) and
- foot pain in "smith machine" 6 x 8 x 60% (of weight bodily)
- jumps vertical 6 x 8x 50% (of weight bodily)

GROUP of Plyometrics: accomplished THESE exercises:

- jumps two deep \_ legs 3 x 10 x 60 / 80cm.
- three rebounds in a row with one leg launched from a platform with a height of 40cm (15x3).

## **DISCUSSIONS**

The study had on focus evaluation of changes capability of the vertical jump compared via three methods of miscellaneous training with exercises of force, factor about performance enhancement and the athletic of an athlete in Sports of different.

Works of literature state that the body of man it's built about of had examination results of system physiological tall exercise physical and



sports performance, where like aftermath reaction from these systems will optimize results about an improvement of performance.

It is known that the strength of its system proximity neuromuscular about to Generation that. In every sports discipline, athletes of Keroh carry office of what requiring output how more of up of force about an age of certain, as They are capture tasks the blunt IN table IN Basketball (jumping for a rebound).

Launched from requests motile of sports disciplines, especially of duties of what requiring of a distract body in webspace about faction's time, where the indicator of force is dominant in performance increase the office mobile of requested.

As a result of the facts above mentioned, it is verified the importance of application of exercise of force maximum about of increase altitude performance the jump vertical.

Applied exercises in a survey have concerned with teasing neuromuscular maximizing the power muscular, where these influences promote the rate of development of strength, speed of contraction intermuscular, cycle performance of contracting extension - shortening, coordination locomotive, and the ability to move.

## **CONCLUSIONS**

In conclusion uphold the fact that three pattern training affects strong neuromuscular of what affect in skill improvement the jump ability, but launched from the significance of the results of displayed, applied exercises about strength maximum and plyometric showed impact with it great in improving the result of capability the bounce.

## REFERENCE

Vesel Rizvanolli *Nivelet aktuale të kercyeshmerisë në volejbollin tonë për vitin 1986* Kultura Fizike dhe Sporti Nr.1-1988 Komiteti i Këshillit të Përgjithshëm të BFSSH

Vesel Rizvanolli, Dhimitraq Dhjaku, Nora Goxhi. *Studime Sportive 3* – 1998 Qendra kerkimore shkencore e sportit.

Vesel Rizvanolli *Disa nga tendencat e sotme te edukimit fizik*. Studime Sportive 1 – 1995 Qendra Kerkimore e Sportit, MKRSSH

Artan Pogoni; Vejsel Rizvanolli; Harald Tschan. *Dy herë në javë stërvitje* Revista Shkencore e Sportit Nr.1 – 2011/ Botim periodike informative, Universiteti i Sporteve të Tiranës; Instituti Kërkimor Shkencor i Sportit.

Yllka Lalazi, Vejsel Rizvanolli, Anduela Lile. Revista Shkencore e Sportit Nr.1 – 2011/ Botim periodike informative, Universiteti i Sporteve të Tiranës; Instituti Kërkimor Shkencor i Sportit.

**CIP Katalogimi në botim BK Tiranë**

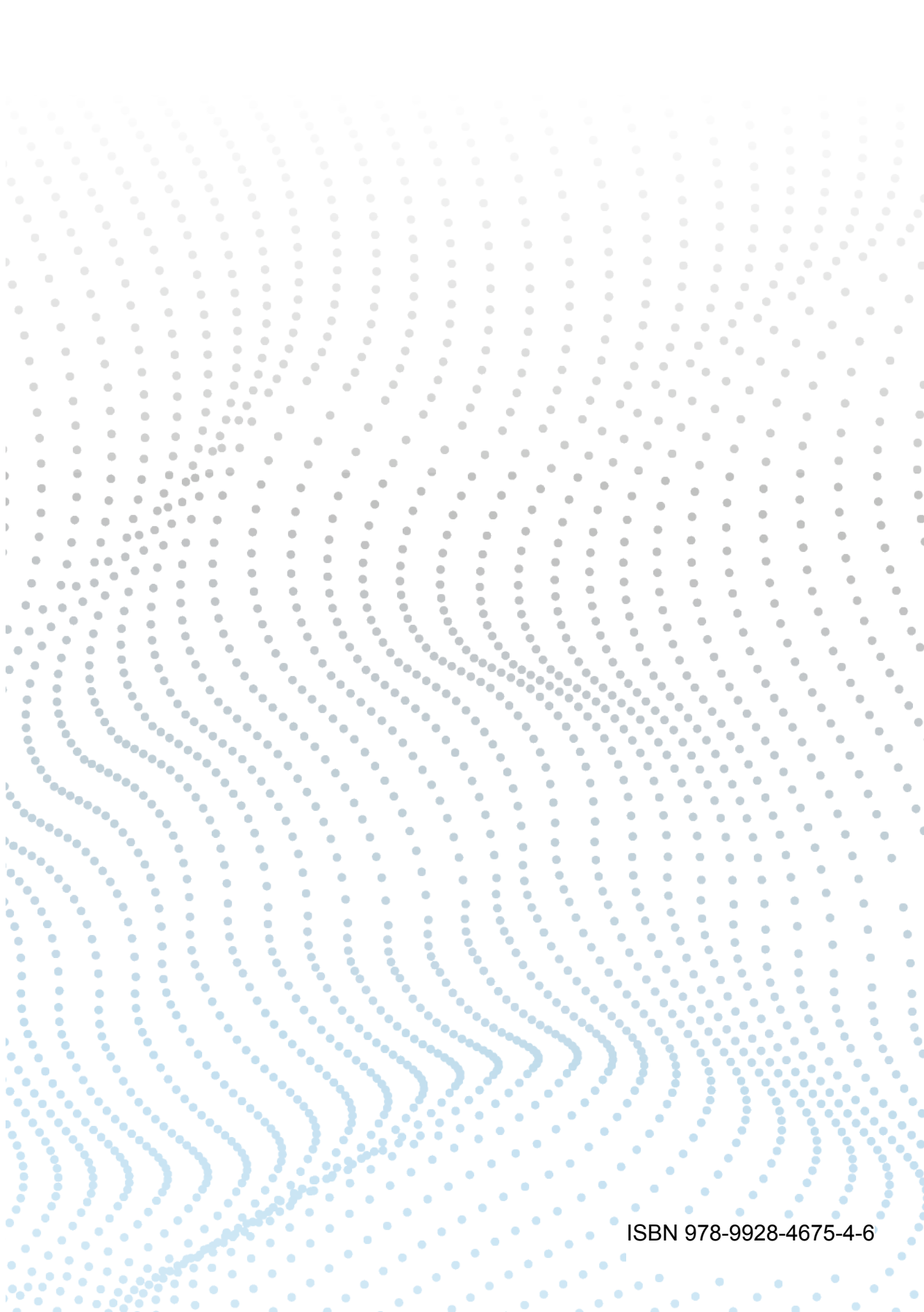
Science for youth : scientific international conference :  
proceedings / Universiteti "Barleti". – Tiranë : Universiteti  
"Barleti", 2022

369 f. ; 22 x 28 cm cm.

ISBN 978-9928-4675-4-6

1.Shkenca shoqërore 2.Edukimi 3.Të rinj 4.Konferenca

3 (062)



ISBN 978-9928-4675-4-6