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CROSS-ETHNIC STUDY IN KOSOVO: YOUNG ADULTS' QUALITY OF LIFE, WELL-BEING, SELF-ESTEEM, ANXIETY AND DEPRESSION

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ABSTRACT

Quality of life (QoL) and subjective well-being (SWB) are psychosocial constructs that have garnered considerable attention in contemporary research. Numerous studies have examined the determinants of these constructs, including gender, life events, employment status, migration, age, financial stability, and cultural context. The primary objective of the present study is to explore the associations between QoL and SWB with self-esteem, anxiety, and depression among youth in Kosovo. A secondary objective is to compare these relationships across ethnic groups—specifically between the Albanian majority and minority communities (Bosnians, Turks, and Roma, Ashkali, and Egyptians—RAE)—within the broader context

of Kosovo's post-conflict environment and ongoing socio-political and economic transition. The study sample comprised 770 participants aged 15 to 25 years (M = 18.84, SD = 2.01). Findings indicate that 25.6% of respondents reported low SWB, 9.4% exhibited symptoms indicative of depression, and 80% reported experiencing anxiety. Youth from the Albanian majority community demonstrated significantly more favorable outcomes across indicators of QoL, SWB, self-esteem, community connectedness, and mental health (anxiety and depression), compared to their peers from minority backgrounds. These findings underscore the need for culturally sensitive, community-focused mental health interventions aimed at supporting minority youth. Future research would benefit from the use of longitudinal or experimental methodologies and more diverse, representative samples to better understand the dynamics of well-being in multi-ethnic, transitional societies.

Keywords: *Quality of Life, Subjective Well-being, Self-esteem, anxiety, depression, young adults, ethnicity, Kosovo*

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Introduction

Quality of life, satisfaction with life, and subjective well-being are psychosocial constructs that have found a large space currently in the field of research. Sirgy et al (2021) finds that a plethora of terms/ concepts are directly related to subjective well-being (SWB) such as: life satisfaction (LS), psychological wellbeing, positive/ negative affect, emotional wellbeing, perceived quality of life etc. In the literature we also see that researchers use the terms 'subjective well-being', 'happiness' and

'life satisfaction' interchangeably (Deci, & Ryan, 2008). However, SWB is the broader term and includes both life satisfaction and happiness. Durand (2015) also finds that based on the definitions of researchers, SWB is a complex and multidimensional construct.

Numerous studies on SWB and life satisfaction have also analyzed the factors that influence them (e, g., gender, life events, employment, migration, age, finances, or culture). Kööts-Ausmees and Realo (2016) cite authors who find that despite the relative stability over time of life satisfaction, various life events and circumstances influence this experience. The same applies to SWB.

Rudolf (2020) highlights that since Diener and Diener (1995) found substantial cross-country differences in subjective well-being, many studies have tried to explore their underlying causes and now it is widely acknowledged that culture plays a key role in explaining SWB differences across countries.

The study of Kööts-Ausmees and Realo (2016) finds that relationship between the ethnic minority groups and its psychological impacts have been little studied, even though it is known that these groups face some threats to their psychological well-being. Particularly the feeling of discrimination and unemployment is related to lower levels of life satisfaction, especially in societies with more social problems and in former communist countries (Kööts-Ausmees & Realo, 2016). The study of Galyapina and colleagues (2020) finds that ethnic, religious, and national identities are positively related to psychological well-being of minority members, but in some societies a negative relationship between these identities has also been found. Kööts-Ausmees &

Realo (2016) show that life satisfaction is lower for the ethnic minorities than for majority, not only in the pooled European Social Survey (ESS6), carried out in 2012 sample but also in 19 European countries. Interestingly, in this study, standardized difference between ethnic minority and majority groups, the LS was very small or nonexistent (i.e., Cohen's d < 0.20) in the Kosovo among other countries. Based on data from 20 countries that are represented in the fifth edition of the European Social Survey, with more than 1,500 ethnic minority respondents and 36,000 respondents in total; majority-minority differences in both life satisfaction and happiness can be observed, with ethnic minority respondents having lower levels (de Vroome & Hooghe, 2015). Research has shown that there is a significant correlation between a sense of community and subjective well-being (SWB) or life satisfaction in Chilean adolescents (Alfaro et al, 2017). Others found that children in Brazil who reported a greater sense of community with their community, obtained higher subjective well-being scores compared to less integrated ones (Guzmán et al, 2019).

A meta-analysis finds that self-esteem and social relationships (including ethnicity) reciprocally predict each other (Orth & Robins, 2022). Also, other works finds that self-esteem is beneficial in all areas and that these benefits are held by, among other things, race/ethnicity (Harris & Orth, 2020). The study by Wantchekon et al (2023) found that adolescents with higher ethnic and racial resolution reported higher self-esteem and that at the same time this relationship may be weaker among white adolescents compared to their peers from ethnic-racial minority groups.

Literature review: Kosovo

Evidence on the quality of life among youth in Kosovo, is rather sparse. The review of literature for LS/SWB in Kosovo indicates a lack or rather non-existence of research in this field. Among the few studies we found was the one by Diener and Tay (2015). This study analyzed Gallup pool samples from the year 2005 to 2013 across 164 nations, including Kosovo. Authors, stated that his study stands as the largest and most extensive sample globally to date. According to this research, Kosovo ranks 78th concerning the average of the assessed components for subjective well-being and human welfare. However, concerning solely subjective well-being, it ranks 52nd. Furthermore, based on mean WHO-5 scores in the countries surveyed in the European Quality of Life survey 2012, Kosovo's average is 63.1, positioning it at 16th among the 34 presented countries (Eurofund, 2012). The PISA study in 2018 also measured life satisfaction among middle school students among 15-year-olds in Kosovo across 72 countries. Adolescents from Kosovo ranked third (Rudolf, 2020) in terms of the average (M=8.30, SD=7.61).

Regarding the review of the literature on anxiety and depression in Kosovo, we have been able to find a small number of studies, where rates of internalizing problems vary. Hyseni-Duraku et al (2023) among 234 university students found that 85% of them had severe to extremely severe anxiety; 76.9% have severe to extremely severe depression. In another study among students, 32.3% of participants reported mild to moderate levels of anxiety and 12.9% had marked to severe levels of anxiety (Mustafa et al.,2015). Kamberi et al (2019) found that 24.1% of students showed moderate anxiety level, and 9.5% revealed severe anxiety level. Jetishi-Çollaku et al. (2023) found that anxiety was reported by 41.3% of the students. In a recent study, the prevalence of anxiety (measured with GAD-7, ≥10) was 42.6 % while the prevalence of depression (measured with PHQ-9, ≥10) was 45.5% (Fanaj et al, 2025).

Kosovo Context: Youth

Kosovo is a country located in Southeastern Europe. Kosovo is a new state, which experienced a war almost a quarter of a century ago. Today, Kosovo is the poorest country in Europe (World Population Review, 2020). A report underscores that Kosovo's GDP per capita is the lowest in the region (European Commission, 2023). Roughly 18% of its population lives under the poverty line and 5.1% live in extreme poverty (European Commission, 2022). Kosovo has the youngest average age in Europe where about 38% of Kosovars are under 20 years old (World Bank, 2017). One of the major concerns is the high youth unemployment rate 38.9%, where for RAE community is 89% (EC, 2022); there is also factors such as demographic pressures, a trend towards migration, and a lack of quality education which contribute to the precarious situation of Kosovo's youth (EC, 2022). Kosovo's population (1,585,566) comprises 91.76% Albanians and 8.17% Bosnian, Serbian, Turkish, Roma, Ashkali, Egyptian, and other communities (ASK,2024).

Aims

The primary aim of this study is to investigate the relationships between quality of life and subjective well-being with self-esteem, anxiety and depression,

among young people in Kosovo. The secondary aim in this study is to perform comparisons of the associations of the above-mentioned variables between the ethnic Albanians and other minority groups in Kosovo (Bosnians, Turks and Roma, Ashkali, Egyptians-RAE).

This necessitates further studies of these important variables for young people and society. Undoubtedly, it is also interesting to examine these variables among ethnic communities in Kosovo, as a post-war country and in light of the political and socio-economic transition.

Materials and methods

Sample and procedure
The study involved 770 youths, aged 15 to 25 years, with a mean age of 18.84 (SD = 2.01). The participant sample consisted of 355 males (40.9%), 446 females (57.9%) and 9 adolescents (1.2%) who have not declared their gender (Tab.1). Based on age we divided participants in two age groups: 15-18 years (n=333, 43.2%) and 19-25 years (n=437, 56.8%) (Tab.1). Based on employment status 575 (74.7%) were unemployed, 183 (23.8%) employed and 12 (1.6%) have not declared status (Tab.1). According to ethnicity, the participants were ethnic Albanians 494 (64.2%), Bosnians 110 (14.3%), Turkish 93 (12.1%) and Roma, Ashkali, Egyptians (RAE) 73 (9.5%) (Tab.1). Students were randomly selected from three high secondary schools in Prizren 376 (48.8%) and 387 (50.3%) were from public university "Ukshin Hoti" in Prizren; data is missing for 7 (0.9%) of the participants. All students in the selected schools were asked to fill out the self-report questionnaires in their languages. These questionnaires were distributed in their classrooms after

obtaining the necessary permissions and informed consent. It's important to note that no incentives were offered to motivate the students to participate in the study.

Measurements
Measuring instruments used in the present study included the Albanian version of the instruments below:

- The Global Quality of Life Scale (GQOL; Hyland & Sodergren, 1996) was used to assess an individual's overall perception of their quality of life; effective also for use in younger. This scale consists of a single item, rated on a 100-point scale. Respondents weree asked to rate their quality of life, with options ranging from 'perfect quality of life' (100) to 'no quality of life' (0). Higher scores on the scale indicate a greater perceived quality of life/life satisfaction.
- The WHO-5 Well-Being Index, (WHO,1998) is a brief self-reported assessment / generic global rating scale designed to measure an individual's current subjective psychological well-being. This is among the most widely used questionnaires assessing subjective psychological well-being over the past two weeks. It is appropriate for children aged 9 and above. The final score on the WHO-5 ranges from 0 to 100, where 0 represents very poor well-being and 100 indicates excellent well-being. A score of ≤50 indicates poor wellbeing and suggests further investigation into possible symptoms of depression. A score of 28 or below is indicative of depression. Cronbach's alphas for the scale items was α =.84, is good.
- Single-Item Self-Esteem Scale (Robins, Hendin, & Trzesniewski,

2001) is one-item measure of global self-esteem - "I have high self-esteem,". Participants answer the single item on a 5-point Likert scale, ranging from 1 (not very true of me) to 5 (very true of me). The scale is reported to have strong convergent validity with the Rosenberg Self-Esteem Scale and had similar predictive validity as the Rosenberg Self-Esteem Scale.

- The Generalized Anxiety Disorder 2-item (GAD-2; Kroenke et al, 2007) is a very brief and easy to perform initial screening tool for generalized anxiety disorder but also performs reasonably well as a screening tool for three other common anxiety disorders—Panic Disorder, Social Anxiety Disorder, and Posttraumatic Stress Disorder. A GAD-2 score of 3 and above is a strong signal for the clinical identification of anxiety disorders. Cronbach's alphas for the scale items was $\alpha = .74$.

- The variable of link to community has been assessed through the question on 'how connected do you feel to your community'?. Participants were given the options of very connected (1); somewhat connected (2); neutral (3); somewhat detached (4); too detached (5) to choose from as their response. These options capture individual's expressed feelings regarding whether they are linked with communities they belong.

Ethical considerations
The research was carried out in compliance with the guidelines set forth in the Declaration of Helsinki and the European code of conduct for research integrity. Before participating, all participants were given detailed information about the study. Their involvement was completely voluntary and anonymous, and they gave their written informed consent to participate. They also had the right to withdraw from the study at any point without any consequences. Only the researchers involved had access to the research data and data management has had appropriate measures to ensure their security. Approval for this research was obtained from the Ethical Committe of the AAB College Prishtina, Kosovo, no. A6-437/23.

Results

Descriptive statistics
The mean of GQOL scale was 71.10 (SD=19.29). The mean of SWB measured by WHO-5 index scale was 61.64 (SD=23.19). The results show that out of 770 participants, 197 or 25.6 % reported poor SWB, while 464 or 60.3 % reported good SWB; 109 cases or 14.2 % did not completed all items of the questionnaire of WHO-5 index scale. Regarding the categorization of WHO-5 index scale based on scores indicative of depression, 72 participants or 9.4 % showed scores indicative of depression, while 589 participants or 76.5% did not; 109 cases or 14.2 % did not completed all items of the questionnaire (Tab.1). Based on GAD-2 cut-of score of 3 and above resulted with clinical level of anxiety 616 or 80 % of participants, while 80 or 10.4 % only resulted with no clinical level of anxiety; 74 cases or 9.6 % did not completed all items of the GAD-2 scale (Tab.1). A chi-square test for independence was conducted to explore the relationship between ethnicity variable and age-group variable. A significant association was observed, χ^2 (3, N = 770) = 197.606, p = 0.000, V = .507. A higher proportion of ethnic Albanian youth was between

Table 1: *Number and percentage of respondents according to variables*

Variable			N	%
Ethnicity				
	Albanian		494	64.2
	Bosnian		110	14.3
	RAE		73	9.5
	Turkish		93	12.1
Gender				
	Boys		315	40.9
	Girls		446	57.9
	Missing		9	1.2
Age-Group				
	15 to 18 yr		333	43.2
	19 to 25 yr		437	56.8
Residency				
	Urban		480	62.3
	Rural		286	37.1
	Missing		4	0.5
Employment				
	No		605	72.8
	Yes		214	25.8
	Missing		12	1.4
SWB level				
	Poor		197	25.6
	Good		464	60.3
	Missing		109	14.2
Clinical Anxiety				
	No Cl. Anx.		80	10.4
	Cl. Anx.		616	80
	Missing		74	9.6
Indication for depression				
	No indic.depress.		589	76.5
	Indic. for depress.		72	9.4
	Missing		109	14.2

19 and 25 years (75.3%) then Turkish (31.2%), Bosnians (22.7%) and RAE ethnicity (15.1%).

Ethnicity: differences and associations

Kruskal-Wallis tests revealed statistically significant differences across ethnic groups for all five variables (see Tab. 2). Significant difference in the level of SWB is found, $X2$ (3, n = 661) = 24.463, p < .000. Albanians (Md = 68) had the highest SWB scores compared to RAE and Turkish (Md = 64) and Bosnians (Md = 52) (Tab.2). Also, significant difference in the level of QoL among ethnic groups, $X2$ (3, n = 697) = 28.824, p < .000. Albanians (Md = 80) had the highest QoL scores compared to those of Bosnians and Turkish (Md = 70) and of RAE (Md = 60) (Tab.2). A significant difference in the level of Self-Esteem resulted among ethnic groups, $X2$ (3, n = 683) = 33.849, p < .000. Albanians had the highest mean rank scores compared to those of Turkish, Bosnian and RAE (Tab.2). And also, a significant difference in the level of GAD-2 scores among ethnic groups, $X2$ (3, n = 696) = 13. 980, p < .003. Bosnian and RAE respondents, had the highest mean rank scores compared to those of Albanian

majority ethnicity and Turkish (Tab.2). Regarding the level of link to community a significant difference resulted among groups, $X2$ (3, n = 683) = 26.486, p < .001. Albanians had the highest Mean Rank scores compared to Turkish, Bosnian and RAE-s (Tab.2).

A chi-square test for independence was conducted to explore the relationship between ethnicity and SWB, depression and GAD-2 score (clinical level of anxiety) and. A significant association was observed, χ^2 (3, N = 696) = 28.904, p = 0.000, V = .204; a higher proportion of Bosnians (94.3%) than RAE (93%), Albanians (89.8%) and Turkish (72.2%) scored at clinical level of anxiety. Regarding WHO-5 well-being index level scores (≤ 50 indicates poor wellbeing) a significant association was observed, χ^2 (3, N = 661) = 13.033, p = 0.005, V = .140; where higher proportion of Bosnians (42.2%) than Albanians (27.6%), Turkish (24.7%) and RAE-s(16.7%) scored at poor level of SWB. Further WHO-5 well-being index level scores (≤ 28 indicates depression) resulted in non-significant association, χ^2 (3, N = 661) = 6.161, p = 0.097, V = .104; where a higher proportion of Bosnians (15.7%) than Turkish (15.7%), RAE (10.4 %) and Albanians (8.9%) scored at level indicative for depression.

Table 2: *Kruskal-Wallis test results for variables SWB, QoL, Self-Esteem, GAD and Link to community based on ethnicity*

Variable	Albanian (N=370); Md (IQR)	Bosnian (N=91); Md (IQR)	RAE (N=43); Md (IQR)	Turkish (N=74); Md (IQR)	H (df)	P
SWB	68 (32)	52 (32)	64 (32)	64 (36)	24.46 (3)	< .001
QoL	80 (30)	70 (30)	60 (50)	70 (40)	28.82 (3)	< .001
Self-Esteem	4 (2)	4 (1)	3 (2)	4 (2)	33.84 (3)	< .001
GAD-2	4 (3)	5 (2)	5 (3)	4 (3)	13.98 (3)	< .003
Link to Community	2 (2)	2 (1)	2 (1)	2 (1.25)	26.48 (3)	< .001

Regression analysis

Multiple regression analysis was used to test if the sociodemographic factors (ethnicity, age, gender, residence, employment, link to community), self-esteem and GAD-2 scores significantly predicted participants' ratings of SWB and QoL.

The results of the regression for SWB(Tab.3) indicated the five predictors explained 29.9% of the variance ($F9, 620$) $=30.749$, $p<.00$). It was found that self-esteem significantly positively predicted SWB ($ß = .24$, $p<.000$), as did QoL ($ß = .22$, $p<.000$), and it did negatively predict GAD-2 ($ß = -.23$, $p<.000$), link to Community ($ß = -.15$, $p<.000$) and gender ($ß = -.09$, $p<.010$).

The results of the regression for QoL (Tab.3) indicated the two predictors explained 12.5% of the variance ($F9, 620$) $=10.945$, $p<.00$). It was found that SWB significantly predicted QoL ($ß = .28$, $p<.000$), as it did self-esteem ($ß = .12$, $p<.002$).

Discussion

This is one of the first studies in Kosovo that has been conducted investigating the relationship between subjective well-being (SWB) and various personal and sociodemographic variables in youth, focusing specifically in ethnicity.

The findings according to ethnicity show that the majority ethnic group, Albanians, have a significantly higher level of SWB and QoL and are in line with the findings of the study by Kööts-Ausmees & Realo (2016) in the pooled European Social Survey (ESS6), carried out in 2012 sample but also in 19 European countries, even though this difference in Kosovo was small. On the other hand, Galyapina, Lebedeva & Lepshokova (2020) finds that ethnic/national identities are positively related to the psychological well-being of minority members, but in some societies a negative relationship between these identities has also been found, one of them was in Kosovo for the RAE minority group.

Table 3: *Multiple regression analysis for variables Qol and SWB*

Predictor	QoL: β	p	SWB: β	p
Ethnicity	-0.083	0.06	0.020	0.602
Age	0.012	0.77	0.055	0.142
Gender	0.005	0.89	-0.094	0.010
Residence	-0.011	0.79	0.038	0.289
Employment	-0.019	0.63	0.067	0.064
Self Esteem	0.126	0.00	0.242	0.000
Link to community	0.008	0.83	-0.155	0.000
GAD	-0.014	0.74	-0.231	0.000
SWB	0.284	0.00	n.a.	n.a
QoL	n.a.	n.a	0.228	0.000
R²	0.137		0.309	
Adjusted R²	0.125		0.299	
F (df)	10.945 (9)		30.749 (9)	

The findings according to ethnicity show that the majority ethnic group Albanians have a significantly higher level of Self-Esteem, they can lead us to the conclusion that minority group members often encounter more discrimination than majority group members, which can lead to lower self-esteem (de Vroome & Hooghe, 2015), although we did not investigate this in our study.

But it is not entirely in line with the findings of Wantchekon et al (2023) that adolescents with higher ethnic and racial resolution reported higher self-esteem and that at the same time this relationship may be weaker among white adolescents in compared to their peers from ethnic-racial minority groups, because minority groups reported lower self-esteem than majority ethnicity.

The findings according to ethnicity show that the majority ethnic group Albanians have a significantly higher level of connection with the community, they are in line with the findings that the link to community can often be stronger among majority ethnic groups compared to minority ethnic groups due to factors, such as social power and privilege, which can lead to greater access to community resources, services, and opportunities (Conerly, 2021).

This finding makes more sense when we consider that research has shown that there is a significant correlation between a sense of community and SWB or life satisfaction in adolescents in Chilean adolescents (Alfaro et al, 2017) and that in Brazil found that children who reported a greater sense of community with their community obtained higher subjective well-being scores compared to those who showed little integration with their community (Guzmán et al, 2019). But we shall consider that the socio-cultural context and individual personality factors are also important. As for Link to Community, this sense of belonging is often less accessible to people from minority ethnic backgrounds and this can have an impact on feelings of loneliness but also on SWB and LS, as the British Red Cross report found (British Red Croos, n.d.). We agree with that community and ethnic belonging are interconnected concepts that play a significant role in an individual's identity and well-being, which is also shown in the findings of our study.

Overall, the findings from epidemiological research suggest considerable cultural variation in the prevalence and presentation of anxiety (Marques et al, 2011; Iwamasa & Pai, 2003). There is also the lack of epidemiological and empirical data on the extent of anxiety disorders among ethnic minorities is unclear (Iwamasa & Pai, 2003).

The findings of multiple regression analysis show that for SWB but not for QoL, Link to community also show ability to predict. As for the predictive ability for clinical level of anxiety, it turns out that feeling neutral for link to community, residence in rural areas and Turkish ethnicity give a significant contribution to the possibility of reporting the clinical level of anxiety.

As for the predictive ability for WHO-5 index scores indicative for depression, it turns out that those who feel somewhat detached, too detached and neutral for link to community, GAD-2 scores of anxieties, QoL scores and self-esteem scores, make a significant contribution to the possibility of reporting scores indicative for depression. It is understood and supported by scholars that feeling disconnected from the community

(loneliness), anxiety, self-esteem as well as QoL are predictors of depression.

Limitations

This research has several significant limitations that need to be acknowledged. The primary limitation is that the cross-sectional design limits our ability to establish causal relationships between the variables under investigation. This approach only offers a snapshot in time, overlooking the dynamic and evolving nature of the phenomena being studied. Moreover, when generalizing our findings caution is advised, as the study's design may not fully capture the complexity and diversity of the wider population. For instance, we were unable to include the largest minority group in Kosovo, the Serbs (4%).

Conclusions

SWB and QoL, although they show a moderate positive correlation between themselves that suggests a noticeably relationship; have many differences in relation to other variables in this study; which is similar to the inconsistent findings in the literature about their definition and nature. The Albanian majority ethnic community youth show significantly more positive scores in QoL, SWB, Self-esteem, Link to community but also in mental health indicators (anxiety, depression). A more specific promotional/preventive approach to youth in minority communities that addresses their sense of community, potential coexistence challenges and difficulties in achieving positive mental health is welcome. To address these findings and limitations, future studies could employ longitudinal or experimental designs with more diverse and representative samples.

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Using free artificial intelligence tools by teaching assistants to support children with special needs in primary education (case study)

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ABSTRACT

The purpose of this study was to investigate the impact of free artificial intelligence (AI) programmes on the socio-emotional and academic development of children with special educational needs in the context of inclusive primary education. The research employed empirical pedagogical observation of two 5th-grade pupils from the "Urani Rumbo" and "Koto Hoxhi" schools in Gjirokastër, diagnosed with moderate intellectual disabilities and autism spectrum disorder. Over a three-week period, both students engaged with three free adaptive AI programmes. Progress was assessed in communication, emotional stability, and comprehension using the standardised Behaviour Observation of Students in Schools tool. Results indicated meaningful improvements in both students. For the child with moderate intellectual disability, communication initiations rose from 3 to 5 per lesson (+67%), and correct responses increased to 90%. The child with autism spectrum disorder showed an increase in initiations from 1 to 2 per class, while response accuracy reached 80%. Emotional regulation also improved: irritability decreased by 50% in both students, while confusion

declined by 38% and 30% respectively. Emotion recognition in images improved to 75% in the first student and 70% in the second. Verbal expression of feelings doubled for the first student (from 2 to 4 per lesson) and emerged for the first time in the second. Empathy rose by 25% and 30% respectively. Participation in group activities increased significantly, from 3.2 to 4.6 in the first child and from 2.9 to 4.4 in the second. These findings highlight that free AI programmes can serve as effective tools in inclusive classrooms, fostering communication, emotional regulation, and social participation. The study identifies patterns of successful AI implementation that enhance engagement and skill development. Insights from this research may support teachers, consultants, and specialists in applying adaptive AI programmes to strengthen the educational process and the socio-emotional growth of children with special educational needs.

Keywords: *Student training, digital tools, communication skills, emotional stability.*

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Introduction

The use of artificial intelligence (AI) in primary education to support the inclusion of children with special educational needs is conditioned by the need for personalised approaches to learning that consider individual development characteristics. AI technologies allow automatically analysing students' behavioural and cognitive data, adapting educational materials in accordance with the level of assimilation and pace of work of each child, and providing constant feedback.

In the context of inclusive learning, this allows creating a flexible educational environment that promotes the integration of children with visual, hearing, speech, autism and other forms of disorders into the general education space (UNESCO, 2021). Considering the dynamics of the development of digital tools and current challenges in the field of special pedagogy, the study of the effectiveness and limitations of AI in this area is necessary to improve teaching methods and develop technological solutions that meet the principles of accessibility and

equality in education.

The researchers explored the possibilities of using artificial intelligence to personalise learning, increase the availability of educational resources, and support children with special needs in an inclusive primary school environment. In particular, A. Alkan (2024) explored the role of artificial intelligence in the education of children with special needs, focusing on the potential of adaptive systems to provide an individualised learning experience. The paper analysed the possibilities of using expert systems and educational analytics to support inclusive learning. In particular, A. S. Alsolami (2025) investigated the effectiveness of using artificial intelligence to improve academic skills (reading, writing, mathematical calculations, and reading comprehension) in students with mild intellectual disabilities. The results showed a positive trend in the assimilation of educational material due to the use of digital tools based on AI. Howorth et al. (2024) analysed the integration of the latest technologies of artificial intelligence, augmented reality, adaptive software, decision support systems, and intelligent learning systems, in particular AI, into the training of special education teachers. The researchers pointed out the importance of teachers' technological awareness for successful inclusive practice. In addition, S. Garg (2020) investigated the impact of artificial intelligence on special education as a means of promoting inclusive pedagogy. The study examined the use of intelligent systems to support adaptive learning and individual support for children with special needs, which analysed the needs of students in real time and automatically adapted the content, pace and methods of learning to the individual characteristics of children with special educational needs. Goldman *et al*. (2024) explored how artificial intelligence can reduce the burden on special education teachers, particularly focusing on automating routine tasks and improving the efficiency of learning planning. Julien (2024) analysed the overall impact of AI on inclusive education, including aspects of accessibility, content adaptation, and increased engagement of students with special educational needs. The study highlighted the positive role of technology in expanding participation in the educational process.

Kalniņa et al. (2024) examined the use of AI in higher education for future educators, focusing on the challenges and benefits of implementing an inclusive approach. It was found that AI tools contribute to the development of information and communication, analytical, technological and pedagogical competencies, and understanding the principles of inclusion. The approach to choosing effective teacher communication strategies in the education of children with autism using artificial intelligence was investigated by Lampos et al. (2021). The interaction between teacher and student was modelled to improve learning efficiency. Li et al. (2024) examined the experiences and perceptions of teachers and educators regarding AI interventions for children with autism. The paper highlights the advantages and difficulties of using intelligent solutions in special education. The study by Marino et al. (2023) considered the prospects for the development of artificial intelligence technologies in the context of special education. They emphasised the importance of an interdisciplinary approach to the development and implementation of inclusive digital tools.

In the studies analysed above by researchers who examined the use of artificial intelligence in inclusive primary

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education, there are gaps in the empirical data on the development of children with special needs in primary education with the help of artificial intelligence and the analysis of the effectiveness of free localised programmes. The influence of AI on the emotional development and communicative interaction of children with different types of special educational needs is also insufficiently covered. The purpose of the study was to find out how the use of free artificial intelligence programmes contributed to inclusive education and development of children with special needs in primary education; the tasks were to analyse the practical application of artificial intelligence programmes in the educational environment, to identify their impact on communication, emotional state, and social interaction of students, and to identify difficulties and prospects for their implementation in schools with limited resources.

Case presentation

Two 5th-grade students with moderate intellectual disabilities and autism spectrum disorders were selected for the case, who study at the state inclusive schools "Urani Rumbo" and "Koto Hoxhi"of the city of Gjirokastër. Both schools have experienced teachers, which has become a key criterion for their inclusion. The selection of participants was based on the presence of a formal diagnosis, participation in a regular class, the presence of basic digital learning or the ability to form it, and the written consent of parents to participate in the study. This approach has allowed covering a wide range of individual needs and development dynamics. Given financial and language constraints, three free AI programmes available in Albanian were selected, namely, Foleja (Fojela, n.d.) for broadcasting and

audio support, Leeloo AAC (n.d.) for alternative communication for nonverbal children, Smile and Learn (Smile and Learn, n.d.) for adaptive interactive tasks. The use of these three programmes was conditioned by their accessibility, ease of use, and the presence of localisation in the Albanian language, which is important for children and teachers in the city of Gjirokastër, where the study took place. All programmes were tested for three weeks in January 2025 during the normal training process. Teacher consultants integrated the applications into their daily activities, monitoring students' reactions, engagement levels, and changes in communication and emotional behaviour. The main method of data collection included pedagogical observation. It covered three key categories: communication (initiation, response, word recognition), emotional stability (manifestations of anxiety, excitement, confusion), emotional understanding (definition of emotions in images, verbalisation of states, empathy). The data was recorded in the form of field notes and videos (with the consent of parents), which were subsequently subjected to content analysis to identify repetitive behaviours, positive dynamics, and difficulties in using applications. Pedagogical supervision was carried out for three weeks in February 2025 with a frequency of three classes per week. The BOSS (Behavioural Observation of Students in Schools) tool was used to record the frequency and duration of behavioural responses, involvement in learning activities, initiative, answers to questions, and participation in group interaction.

The indicator of "emotional arousal" was evaluated according to the observed criteria for the severity of external emotional reactions in new or frustrating

situations: a high level predicted frequent outbursts of anxiety, physical activity and self-regulation disorders; an average level predicted episodic manifestations of anxiety or increased excitability; a low level predicted calm behaviour and control of emotions in most situations.

The assessment was carried out by teachers through coordinated expert observation. The level of emotion recognition in the images was determined by the number of correct answers to basic emotion identification tasks (joy, sadness, anger, fear) based on a series of 10 images that showed facial expressions and situations; the percentage was calculated as the ratio of correct answers to the total number of tasks. These methodological approaches helped to comprehensively assess the dynamics of the development of emotional and communicative skills in both students.

For the analysis, open codes were used, which allowed identifying the main patterns: improving speech initiative, reducing anxiety, increasing eye contact, and emotional response. Additionally, the assessment of communicative behaviour and social interaction was carried out using an adapted version of the Behaviour Observation of Students in Schools tool (Behavior Observation of Students in Schools, n.d.), which allowed recording the frequency and duration of participation in training, responses to emotional stimuli, and the initiation of communication and participation in group activities. The study met the ethical requirements of the World Medical Association (2013), data anonymity was ensured, names were changed, and video materials were not used publicly.

Results

The generalised results indicate the effectiveness of individual selection of digital tools, considering the needs of each child. In the case of a student with intellectual disabilities, the key exercises were exercises with speech support, which allowed activating the verbal sphere and reducing emotional stress. Instead, the student with ASD showed positive changes precisely through alternative communication, visual supports, and structured interactive tasks that contributed to the gradual development of emotional understanding and behavioural stability. The results obtained are consistent with the practical observations of teachers, who noted that the programmes significantly facilitated the process of interaction with each student, providing the ability to adapt tasks in real time and create a positive emotional environment (Table 1).

Table 1: *Dynamics of student development in three stages of digital programme implementation*

Student/Stage	Week 1	Week 2	Week 3
Student 1 (intellectual disability)	Started repeating the words from Foleja, first conversations with the teacher	Increased responses to questions, first verbal emotional responses	Stable communication, reduced irritability
Student 2 (ASD)	Started using Leeloo AAC to transfer basic needs	Less emotional breakdowns, better understanding of the sequence of actions	Successful participation in Smile and Learn exercises, improved emotion recognition

Source: compiled by the author based on the analysis of "Fojela" programmes (n.d.), Leeloo AAC (n.d.) Smile and Learn (n.d.).

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Table 1 showed that the differentiated implementation of programmes helped not only to adapt learning, but also to ensure a gradual increase in social and communication skills in both students with special needs. According to the results of observations, the implementation of these programmes has significantly improved the educational and behavioural indicators of students. The student with moderate intellectual disability most noticeably improved speech activity and level of emotional understanding. After the first week of working with the Foleja programme, which provides audio support and visual cues, the child began to repeat words more confidently, and the first attempts to initiate an appeal to the teacher appeared. In the second week, there was an increase in the number of correct answers to questions and a transition to verbal expression of simple emotions ("joy", "fear"). By the end of the third week, the student showed stable participation in communication, a decrease in the level of emotional arousal and a decrease in the number of manifestations of irritability. A student with autism spectrum disorder responded more actively to visual tools that allowed them to avoid overloading verbal instructions. The use of the Leeloo AAC programme, focused on alternative communication through pictograms, allowed the student to indicate basic emotional states ("sad", "do not want", "happy"), which positively affected their inclusion in the educational process. Already in the second week, there was a reduced frequency of emotional breakdowns in waiting situations and an improvement in understanding the sequence of actions. At the third stage of implementation, using the Smile and Learn programme, the student participated in interactive tasks with

adaptive complexity: due to a clear scenario, visual cues, and repetitive exercise formats, the child successfully oriented the tasks, recognised basic emotions in images, and began to show the first empathy reactions. This demonstrates the effectiveness of accessible and adapted artificial intelligence programmes in an inclusive education environment with limited resources. Table 2 shows the results of teachers' observations.

As a result of a three-week follow-up of two students with different educational needs, one with moderate intellectual disability and the other with autism spectrum disorder, there was a marked improvement in all key aspects of communicative and emotional behaviour. A student with intellectual disabilities increased the number of independent visits to the teacher from 3 to 5 per lesson, which is an increase of 67%, and the percentage of answers to questions increased from 60% to 90%. Word recognition improved by 50% from 6 to 9 successful attempts per lesson. In the same student, the frequency of irritability decreased by half (from 4 to 2 cases per week), and the level of confusion decreased by 38% (from 40% to 25%). Level of emotional excitement went from medium to low. In the field of emotional understanding, the student began to recognise 75% of the depicted emotions (up to 50%), and the number of cases of verbal expression of feelings increased from 2 to 4 per lesson. At the same time, empathy increased from 40% to 65%. A student with autism spectrum disorder also showed positive dynamics. The number of request initiations has doubled (from 1 to 2 times per class), mainly due to the use of pictograms. The answer to the question increased from 50% to 80%, and word recognition increased from 4 to 6 per lesson. The

Table 2: *Results of teachers' observations on two students*

Observation aspect	Indicators	Student 1: Moderate intellectual disability	Student 2: autism spectrum disorder (ASD)	Teachers' comments
Communication	Initiation of an application (cases for classes)	It was 3 → became 5 (67% increase)	It was 1 → became 2 (100% increase)	Both students began to contact the teacher more often; Student 1 did so with initiative, Student 2 – through pictograms
	Answer to the question (%)	Increased to 90% (it was 60%)	Increased to 80% (it was 50%)	Improve understanding of instructions and response to requests
	Word recognition (successful attempts at classes)	Increased from 6 to 9 words (50% increase)	Increased from 4 to 6 words (50% increase)	Both were better able to navigate the language material; Student 2 was better able to perceive visual cues
Emotional stability	Frequency of irritability (cases per week)	It was 4 → became 2 (50% decrease)	It was 6 → became 3 (50% decrease)	Reduce emotional stress and improve behaviour
	Manifestations of confusion (%)	It was 40% → became 25% (38% decrease)	It was 50% → became 35% (30% decrease)	Student 1 began to better navigate the instructions, Student 2 – in the order of actions
	Emotional excitement	From medium to low	From high to medium	Student 2 became less excited in situations of expectation or originality
Emotional understanding	Emotion recognition in images (%)	It was 50% → became 75%	It was 40% → became 70%	Students better identified basic emotions: joy, sadness, anger
	Verbal expression of emotions (cases for classes)	It was 2 → became 4 (100% increase)	It was 0 → became 1 (verbalisation via simple words/ pictograms)	Student 1 began to name emotions ("sad", "happy"); Student 2 – showed emotional states on cards
	Empathy (%)	Increased from 40% to 65% (25% increase)	Increased from 20% to 50% (30% increase)	Both began to respond to emotional situations: Student 1 verbally, Student 2 behaviourally

Source: compiled by the author based on teachers' observations.

frequency of irritability decreased from 6 to 3 cases per week, confusion from 50% to 35%, and the level of emotional arousal from high became average. In emotion recognition, the student increased the result from 40% to 70%, first began to express their own emotions verbally (or through pictograms) (1 case per lesson), and empathy increased from 20% to 50%. These results indicate the effectiveness of using adaptive AI programs in an inclusive learning environment for children with

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Table 3: *Evaluating student outcomes on the Behaviour Observation of Students in Schools scale*

Observation aspect	Indicators (on the BOSS scale)	Student 1: Moderate intellectual disability	Student 2: autism spectrum disorder (ASD)	Corrective methods
Communicative behaviour	Frequency of communication initiation (cases per hour)	3.5 → 5.4	2.8 → 4.7	Leeloo AAC for nonverbal treatment, exercises to start a dialogue, situation modelling, game roles, visual instructions
	Duration of participation in the dialogue (minutes per lesson)	11 min → 19 min	9 min → 17 min	Foleja application with audio and visual cues, exercises to complete thoughts, speech support through illustrations and audio signals
Emotional stability	Frequency of irritability (cases per week)	6 cases → 3	10 cases → 5	Adaptive breaks, exercises to reduce arousal, game relaxation (Smile and Learn), creation of a predictable schedule
	Response to emotional stimuli (score on a 5-point scale)	2.8 → 4.2	2.3 → 3.9	Emotion recognition exercises, use of emotion icons, social stories, explanations through fairy tales and situational roles
Social interaction	Level of participation in group activities (class score)	3.2 → 4.6	2.9 → 4.4	Role-playing games with adult support, decision-making exercises in a couple, participation in joint tasks, reinforcement through praise and behaviour modelling

Source: compiled by the author based on Behaviour Observation of Students in Schools (Behaviour Observation of Students in Schools, n.d.).

various types of disabilities. In both cases, there is an increase in communicative activity, a decrease in emotional tension and an improvement in social interaction, which proves the feasibility of introducing personalised digital tools to support the pedagogical process. Table 3 shows improvements in students' communicative behaviour, emotional stability, and social interaction on the Behaviour Observation of Students in Schools scale after applying adaptive learning methods.

The table 3 shows the assessment of changes in communication behaviour, emotional stability, and social interaction of students on the adapted scale of Behaviour Observation of Students in Schools, according to which a student with moderate intellectual disability increased the frequency of communication initiation from 3.5 to 5.4 cases per hour and the duration of engaging in dialogue from 11 to 19 minutes per lesson. The frequency of irritability symptoms halved from 6 to 3 cases per week, and the response to emotional stimuli increased from 2.8 to 4.2 points on a 5-point scale. Participation in group activities improved

from 3.2 to 4.6 points. In the case of a student with autism spectrum disorder, the frequency of communication initiation increased from 2.8 to 4.7, the duration of dialogue from 9 to 17 minutes, and the manifestations of irritability decreased from 10 to 5 cases per week. The response to emotional stimuli increased from 2.3 to 3.9 points, and the level of participation in group activities increased from 2.9 to 4.4 points. These changes indicate the effectiveness of adaptive correctional methods, which included alternative means of communication, audiovisual support, relaxation techniques and social exercises, in increasing communication activity, emotional regulation, and social integration of students with special educational needs.

For a student with moderate intellectual disability, the basis of correctional work was methods aimed at developing communication skills and improving emotional stability. Alternative means of communication were used, in particular, the Leeloo AAC system (Leeloo AAC, n.d.), which helped the student initiate requests more confidently and answer questions. Audio-visual support via the Foleja programme (Fojela, n.d.) contributed to the consolidation of speech skills and the expansion of vocabulary. To reduce the level of anxiety, adaptive breaks, relaxation techniques, and game techniques were used, which allowed stabilising the emotional state and increase motivation to learn. Social exercises and role-playing games helped develop collaboration and interaction skills in the group. For a student with autism spectrum disorder, correction was based on a structured approach using visual cues, pictograms, and social stories that made it easier to understand instructions and emotional states. Interactive platform

Smile and Learn (Smile and Learn, n.d.) was used to develop emotional intelligence and reduce the level of emotional arousal through play and relaxation exercises. Teachers focused on maintaining the stability of the class schedule and using gradual changes that minimised irritability and contributed to adaptation to the learning environment. It is recommended to continue using adaptive digital tools in combination with individual support for the gradual development of social and communication skills.

Based on the results of the study, it was recommended that teachers actively implement adaptive technologies based on artificial intelligence in the educational process, especially when working with students with developmental disabilities. For successful implementation, it was proposed to ensure proper training of teachers in working with such tools, and to develop a policy to support innovation in education at the school and local government levels.

Analysis and Discussion

The use of artificial intelligence in primary education has a significant positive impact on the support of inclusion and development of children with special educational needs. Adaptive AI systems integrated into the educational process helped to increase children's involvement in learning, improve communication and social skills, and create emotional comfort in an inclusive environment. Such results were consistent with the conclusions of P. Mehta et al. (2023), who proved that AI systems focused on identifying learning difficulties and modifying the content of tasks significantly improved the educational outcomes of children with special needs. The researchers emphasised

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to support children with special needs in primary education (Case study)

the importance of flexible algorithms that adapt to students' behavioural responses, which fully corresponded to the characteristics of the tools tested in the study. The study reveals the important role of AI in creating a barrier-free educational environment. Analysis of the dynamics of development of two students with special educational needs showed that the systematic use of digital tools and individualised pedagogical strategies contributes to a significant improvement in both communication and emotional skills. The student with moderate intellectual disability gradually increased the frequency of interactions with the teacher, improved recognition of basic emotions, and also began to verbally name their own emotional states. Instead, a student with autism spectrum disorder responded better to visual instructions, started using pictograms to express needs and emotions, and showed a reduction in anxiety in new situations. Both students responded positively to a clear class structure, repeatability, and visual support, which are critical factors for this category of educational applicants. This aspect coincided with the conclusions of V.-A. Melo-López et al. (2025), who in their systematic review emphasised that it was technologies with AI elements that most contributed to ensuring the accessibility, mobility, and autonomy of students with disabilities. The paper emphasised that interactive virtual environments, adaptive interfaces, and voice assistants help children overcome both physical and cognitive barriers to learning. However, the study showed that the effectiveness of AI tools directly depended on the readiness of teachers to apply technologies in the educational process. This observation was consistent with the analysis of M. Najadat & K. Obeidat (2024), which examined

the opinion of educators on the use of AI in working with children with learning difficulties. The researchers stated that despite the technological potential, barriers to the introduction of artificial intelligence were formed due to a lack of teacher training, limited technical support, and concerns about the ethical consequences of using AI. Similar problems were found in the study, in particular, in the context of ensuring the confidentiality of children's data and integrating technology into daily teaching practice.

An adaptive virtual assistant based on AI had an impact on the development of speech and social skills. Such results were confirmed by P. Mina et al. (2023), who described the experience of using AI to support educational applicants. The paper emphasised that the use of voice assistants and audio interfaces not only expanded the capabilities of students, but also contributed to their socialisation. The use of specific digital programmes helped to more effectively adapt the educational process to the individual capabilities of students. In particular, the Foleja programme provided audio support and improved speech skills for students with intellectual disabilities — due to listening, repeating phrases, and visual accompaniment, the student gradually mastered more words and began to answer questions more actively. In the case of a student with ASD, the Leeloo AAC programme produced significant results, which allowed nonverbal expression of desires and emotions through intuitive pictograms, which reduced frustration and promoted interaction in communication. The Smile and Learn interactive platform have become a universal tool that provides adaptive exercises based on pace and complexity, and promotes the development of emotional intelligence

through visual games and situational tasks. Similar patterns were recorded in the analysed study, in particular, the child with autism spectrum disorders who responded better to visual and sound stimulation than to conventional forms of pedagogical interaction. In the course of the study, there was an increase in children's independence when performing tasks using intelligent platforms. This was reflected in the study by S. Pagliara et al. (2024), where the experience of AI implementation in different European countries was analysed. The researchers noted that the most effective tools were those that provided real-time feedback, allowed adjusting the complexity of tasks, and provided motivational hints. A. Nguyen et al. (2023) outlined clear ethical principles for the use of AI in education, among which the priority was to ensure security, transparency of system decisions, and prevent bias. Although the proposed model proved to be effective, its testing revealed some difficulties in providing a transparent algorithmic explanation of solutions, which required further improvement of the models.

Cultural context also played a role in students' adaptation to an inclusive educational environment, which was consistent with the findings by D. Mariyono & A. Hidayatullah (2024), who investigated the impact of AI on maintaining diversity in multicultural educational environments. The researchers argued that AI systems designed with linguistic and cultural diversity in mind were significantly more effectively implemented in the educational process and better perceived by learning participants. The study confirmed this pattern: interfaces with adaptation to the national context caused a higher level of engagement. Additional value of

the study was the analysis of the use of multimodal AI platforms that combined verbal, visual, and behavioural signals to form an individual learning profile. This was consistent with the findings of C. del R. Navas-Bonilla et al. (2025), who in their systematic review found that it was integrated technological solutions that contributed to the development of adaptive educational environments for different categories of children. Some of the findings did not coincide with previously published results. In particular, in contrast to the statements by S. Ojha (2022), who argued that the introduction of AI in special education was limited due to the low level of technological infrastructure in institutions. This showed the potential of low-budget, but functionally optimised AI tools. An important aspect was the issues related to sustainable development in the context of educational inclusion. As noted by F. Mazzi (2025), national and international AI policies should focus on achieving the sustainable development goal, namely, well-being and health. The results of the study confirmed that the use of AI in primary inclusive education directly affected the emotional state and confidence of children with special needs, and therefore, indirectly supported the implementation of this global goal.

The study by K. Seo et al. (2024) emphasised the importance of integrating AI as an auxiliary tool for teachers in creating personalised educational trajectories. The study also noted that AI not only complements pedagogical efforts, but also greatly facilitates the differentiation of educational material according to the needs of children. Similarly, the results found were consistent with the concept of inclusive learning design proposed by Y. Song et al. (2024), W. Holmes et al. (2019), who substantiated the creation of

a flexible AI-based infrastructure capable of supporting a variety of learning styles and rhythms, including those with autism spectrum disorders, ADHD (Attention Deficit Hyperactivity Disorder), or speech disorders. Especially valuable in the results was the observation of the ability of AI to adapt to nonverbal signals of the child, which coincides with the conclusions of L. Zhang *et al.* (2024), who, based on a meta-analysis, concluded that AI systems capable of recognising students' emotional and behavioural responses significantly increased the effectiveness of individual learning for children with disabilities. Confirmation of the results obtained was also observed in the study by M. Rojas & A. Chiappe (2024), which pointed out the ability of digital ecosystems with AI elements to transform the educational space, ensuring the inclusion of all participants in the educational process without discrimination. Special emphasis was placed on the fact that intelligent systems can not only increase the availability of material, but also change the educational environment so that every child can feel included. Some aspects of the results were not fully consistent with the findings of P. Salazar *et al.* (2024), namely by examining the use of AI in higher education, noted the presence of barriers to digital literacy among teachers as a deterrent. In the case of primary schools, the digital competence of teachers was also critical, but the implementation of the project was accompanied by the support of technical staff, which ensured more effective integration of AI tools.

R. Shams et al. (2025) conducted a systematic analysis of the literature on AI and inclusion. In their paper, the researchers pointed out that, despite technical advances, ethical responsibility and the risks of stigmatisation or unconscious discrimination remained a key challenge. Consistency of the results with international data was also observed in the study by Y. Toyokawa et al. (2023), who studied the practice of active reading using AI in Japanese schools. Similar to the results obtained, this study confirmed an increase in children's motivation and involvement in the learning process due to interactive feedback from AI systems. The results were particularly similar in terms of reducing anxiety in children with special needs, which was mediated through a more comfortable environment for interacting with technology.

The study by S. Yang (2025) expanded the understanding of the importance of AI in the context of achieving the goal of inclusive education within the framework of the sustainable development goals. The researchers emphasised that AI tools are able to overcome regional, socio-economic and language barriers in education, which was partially confirmed in the study, in particular, by using multilingual support in adapted educational content. The most effective elements of AI systems for children with special needs were tools for recognising emotions, synchronising the learning pace with the child's reactions, and automatically adjusting the complexity of tasks. This approach was also described by H. Yi et al. (2024), who studied the introduction of AI in preschool education. The researchers emphasised that the effectiveness of implementation depended on the compliance of the content with the child's development, which was also confirmed in the results of the case study. Such results are consistent with the reasoning by Y. Walter (2024), who noted the importance of AI literacy among teachers, in particular, in the ethical application of AI, the interpretation of results of adaptive learning systems, and

the ability to critically evaluate the tools used in the educational process. The study implemented a strategy of preliminary training of teachers, which ensured the conscious implementation of technologies. Overall, the results demonstrate that digital programmes tailored to the needs of students with intellectual disabilities and ASD can act as an effective support tool in an inclusive environment. Accessibility, visual support, the ability to provide nonverbal feedback, and the flexibility to adapt to each child's level were key factors in their effectiveness. This approach not only contributed to better assimilation of the material, but also helped students to express themselves, interact with adults, and reduce emotional stress during the learning process.

Conclusions

The study analysed the typical characteristics of students with moderate intellectual disability and autism spectrum disorders who made up the main sample. The study found that a student with moderate intellectual disability had difficulties with abstract thinking, limited memory, slow speech formation, and a low level of independence, which led to the need for constant support, repetition, and simplification of tasks. The student with autism spectrum disorder showed hypersensitivity, avoidance of eye contact, stereotypical behaviour, and communication difficulties, which made it difficult to participate in group work, perceive emotions, and adapt to changes. It was found that AI-based tools, in particular, adaptive programmes with visual support, alternative means of communication, and an individual pace of presentation of material, can effectively compensate for these difficulties

by providing a personalised approach to each type of violation. During the study, in a student with moderate intellectual disability, the frequency of communication initiation increased from 3.5 to 5.4 cases per hour, and the duration of engaging in dialogue increased from 11 to 19 minutes per lesson, which indicated a significant increase in speech activity. In a student with autism spectrum disorder, this indicator increased from 2.8 to 4.7 cases per hour, and the duration of the dialogue increased from 9 to 17 minutes. Specifically, 90% of the first student and 80% of the second student began to consistently answer questions using pictograms or verbal communication, which indicated an improvement in cognitive response and language comprehension. Significant positive changes were also observed in the emotional sphere: the frequency of irritability decreased by half from 6 to 3 cases in the first student and from 10 to 5 in the second, and manifestations of confusion decreased by 38% and 30%, respectively. The level of emotional comprehension improved: 75% of the first student and 70% of the second successfully recognised emotions in images, two students began to verbalise their own emotions more actively. Empathy increased by 25% and 30%, respectively. Participation in group activities on the BOSS scale increased from 3.2 to 4.6 points for the first student and from 2.9 to 4.4 points for the second. Correctional work with both students included the use of alternative means of communication (Leeloo AAC), audiovisual support (Foleja), relaxation techniques and adaptive breaks (Smile and Learn), and social and role-playing games. These methods helped to increase communication activity, reduce emotional tension, and develop social skills. Teachers systematically maintained a structured

environment with an individual approach, which ensured successful adaptation of students in the educational process.

It has been proven that adapted artificial intelligence tools, even in the context of limited resources and language barriers, can be effectively integrated into inclusive learning and provide personalised support to children with autism spectrum disorders and moderate intellectual disabilities. The effectiveness of included pedagogical observation as a method of data collection was confirmed. The limitation of the study was limited time coverage and sampling from only two schools, and the prospect of further research remained to investigate the long-term impact of artificial intelligence on the academic performance and emotional development of children with various forms of intellectual and communication disorders.

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THE STRATEGY OF TEXT STRUCTURE
IN READING COMPREHENSION COMPETENCE:
A SOCIO-PEDAGOGICAL APPROACH

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ABSTRACT

This paper addresses one of the main challenges facing contemporary Albanian education: functional illiteracy and its impact on students' ability to read and comprehend texts deeply and critically. Focusing on the role of text structure as a teaching strategy, the analysis intertwines linguistic dimensions with social and cultural factors that influence the acquisition of this essential competence. The paper highlights that reading comprehension competence is not solely the result of didactic techniques but a product of the complex interaction between the family environment, socio-economic background, and educational practices. Furthermore, it analyzes the impact of social inequalities as well as the challenges of teachers' professional development in addressing text structure, proposing integrated measures for policymakers and educational stakeholders to improve teaching quality and reduce the performance gap among students. This study employed a mixed qualitative and quantitative methodology, combining a review of existing literature, interviews with lower secondary school teachers, and analysis of students' test results in reading comprehension. The quantitative analysis included the evaluation and comparison of results from national Albanian language assessments and international studies such as PISA, focusing on reading comprehension competencies among nine-year basic education students. This was accompanied by statistical analyses to identify trends, gaps, and the influence of

socio-economic factors on student performance. This socio-pedagogical approach aims to emphasize the need for a comprehensive treatment that goes beyond the classroom, incorporating social, cultural, and institutional factors into the process of developing reading comprehension skills.

Keywords: *Reading comprehension; Text structure; Skills and habits; Sociopedagogical challenges; Professional development of the teacher;*

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Introduction

The reading comprehension performance of Albanian students is one of the most important indicators of the quality of education and their ability to meet the demands of modern society. Data from national assessments in recent years, as well as from the international PISA 2018 study, provide a clear picture of the situation regarding reading skills in the country. In national assessments for the Albanian language subject, the average score of students aged 14-15 has shown a gradual decline, from 56 points in 2020 to 50 points in 2022. Moreover, the percentage of students who pass the minimum threshold for acceptable reading comprehension has dropped from 78% to 68% during the same period, indicating a concerning trend of weakening basic reading skills for understanding.

In the international context, data from the PISA 2018 test place Albania in a challenging position compared to OECD member countries. Albania's average score in reading comprehension was 375, significantly lower than the OECD average of 487 points. More concerning is the fact that 43% of Albanian students fail to meet the basic reading level, compared to only 15% in OECD countries. This gap highlights a deep divide in functional reading skills, which has significant implications for students' success in secondary education and beyond (OECD, 2019).

The comparison of these two sources reveals not only a long-term issue with the quality of education in Albania but also a strong link between socio-economic factors and student performance. The decline in national assessment results reflects internal challenges within the education system and the impact of social inequalities, while the PISA results highlight that this situation is more pronounced when compared to international standards and practices.

In this context, it is essential to study the factors that influence the acquisition of reading comprehension skills, including the role of text structure, social challenges, and inequalities in access to educational resources. This analysis will help in the development of pedagogical and policy strategies to improve student performance and reduce the gap with more developed countries in education.

Theoretical and research argumentation

Within the framework of the Albanian language curriculum, the competence of reading comprehension of various text types is developed in an interconnected manner with other linguistic competencies. The type of text represents a didactic unit that illustrates the close connection between the linguistic system and its functional and communicative use. Each type of text has its structural elements, which manifest both in content and form, adapting to a specific communication context, particular circumstances, and a broader social and cultural context. The structure of a text is considered a key didactic parameter, closely linked to its creation and understanding process. Therefore, it should be addressed in a holistic manner, taking into account all the components and interactions that occur during its construction and interpretation.

According to one of the findings from my doctoral dissertation (Lilo, 2018) on the impact of various strategies in teaching reading comprehension, as well as the results of a survey conducted with Lower Secondary Education teachers in the city of Gjirokastra, a relatively low level of confidence was observed in the effectiveness of the text structure strategy, compared to other strategies and the research findings in the academic literature regarding the application of this strategy. The academic literature emphasizes the importance of teaching text structure as a key strategy, which should be implemented in alignment with the type of text and contextualized according to various communication situations. Researchers suggest that direct instruction of the text structure strategy is more effective, as it allows for an immediate and tailored response in the process of understanding the structure of the text (Armbruster, Anderson & Ostertag, 1987; Carrell, 1985; Duke & Pearson, 2002). This strategy is closely linked to improving reading comprehension skills, developing metacognitive abilities, and increasing awareness of the writer's intentions and the structural elements of the text.

After a sociological analysis of the factors influencing the inability of some students to develop the skill of text structure, the importance of recognizing and developing this strategy is highlighted. Improving the ability to comprehend and analyze the structure of texts is essential for advancing linguistic competencies and for a deeper understanding of the text's function in various communication contexts. This process is closely linked to the ability to decode and interpret messages, contributing to the development of a more accurate and nuanced understanding of the content of texts. Recognizing the structure of a text, including elements such as the introduction, development, and conclusion, helps students organize their thoughts coherently and supports the construction of clear and effective communication.

Functional literacy as a Social Phenomenon

Functional illiteracy, defined as the inability to understand, process, and use written information effectively in everyday situations, is an issue with deep sociological roots that extends beyond merely pedagogical concerns. It is the result of the interaction of multiple factors, such as family, economic, cultural, and institutional contexts, which influence individuals' ability to read with comprehension.

One of the key predictors of children's reading competence is the level of education of their parents. Parents with a low educational level are less likely to engage in reading activities with their children or create an environment that promotes reading habits. Additionally, unequal access to books, learning materials, and technology, as well as the lack of access to educational resources, deepens the gap between students and presents a barrier to the development of comprehension skills.

Cultural poverty and the lack of exposure to complex texts, critical thinking, and discursive practices limit individuals' ability to develop full literacy. When reading is not an integrated part of everyday social and cultural life, it remains a fragmented and limited skill.

Social Factors in the Acquisition of Text Structure

The acquisition of text structure does not occur automatically during the reading process, but rather is a complex skill built upon an individual's social experience, cultural exposure, and linguistic environment.

Children raised in environments with regular verbal communication, critical dialogue, and well-structured storytelling of experiences are more likely to intuitively acquire structural elements of a text such as the introduction, development, and conclusion, as well as understand the logical relationships between ideas (cause-effect, comparison, contrast, etc.).

In contrast, informal communication, fragmented conversations, and a lack of exposure to complex discourses, especially in socio-economic challenging contexts, lead to a poor understanding of discursive structures, making it harder to achieve deep comprehension of texts, particularly scientific or technical ones.

Sociological Challenges in Teacher Professional Development

Teachers are key agents in mediating between students and the text, and thus the way they approach text structure and the development of understanding is not merely a methodological choice, but a matter of sociological and institutional importance.

In environments with social challenges, teachers are often not equipped with the necessary professional training to use effective strategies to assist students struggling with comprehension. Moreover, teachers in peripheral, rural schools or communities with high cultural diversity face difficulties in individualizing teaching to meet the needs of students.

In this context, educational policies should develop training programs sensitive to cultural, linguistic, and social diversity, equipping teachers with knowledge on text structuring, visual tools for conceptual organization, and differentiated pedagogical interventions.

The Need for Skill Development in Text Structure

The study of text structure and the acquisition of its elements requires the conscious and tailored application of pedagogical strategies, which must be designed for each age group and educational level. This process should not be viewed solely as an academic burden but as an opportunity to help students develop skills that will enable them to understand the world around them more deeply and to make use of the information resources available to them.

In this context, teachers must be equipped with advanced professional skills and appropriate methodologies to help students move beyond simple reading and achieve a deeper understanding of the structure of various texts. The development of metacognitive skills for meaningful reading will not only enable better academic performance but also contribute to the preparation of individuals who can understand and use information effectively in their everyday lives.

In this context, researchers link the development of text structure skills with the ability to understand and acquire the metacognitive process of reading, emphasizing the importance of these skills, especially for students who face learning difficulties. Studies suggest that direct instruction of the text structure strategy is more effective, as it provides immediate and tailored feedback in the process of text comprehension.

Reading Comprehension is Significantly Affected by Text Structure

A well-organized structure can facilitate understanding and assimilation of content, while a poorly organized structure can lead to confusion and difficulties in comprehension.

The structure of a text consists of three main elements, each serving a specific function:

- *Introduction:* Presents the topic of the text and motivates the reader to engage. It outlines what will follow, stimulates interest, and often includes a statement or opening question.
- *Main Body:* Develops and analyzes the key points of the text. Paragraphs typically focus on one main idea or point. A well-structured paragraph includes a topic sentence, supporting evidence, and often a concluding sentence. Subheadings and other structural elements may be used to organize the information clearly.
- *Conclusion (Epilogue):* Summarizes the key points and presents the final conclusions or recommendations. It may include a concluding remark, a reference to the implications of the discussed content, or a suggestion for further reflection or investigation.

Teaching Text Structure in Reinforcing Reading Comprehension

A key aspect in reading instruction is teachers' ability to adopt the stance of research-oriented practitioner towards reading difficulties. Therefore, teachers need to receive appropriate initial training which provides them with solid foundations in educational research and methodology. In particular, coupling the development of theoretical knowledge with field experience appears to be very effective in reconstructing any prior beliefs inconsistent with effective reading instruction, such as attributing reading difficulties solely to disadvantaged home background. Continuing professional development (CPD) also has a fundamental role to play in helping teachers to adopt research-oriented and reflective practices. In recent years, considerable effort has been made to improve national guidelines and promote best pedagogical practices.

Reinforcing cognitive processes through the acquisition and independent use of learning strategies in reading comprehension (Cohen, Weaver & Li, 1995; Oxford, 1990; Wenden, 1998) constitutes the main objective of this paper. Generally, strategies for understanding a text are encouraged and developed through indirect teaching. Many researchers suggest an interventionist,

direct instruction approach to the acquisition of learning strategies and their transformation into study skills (Pressley & Harris, 2006), which facilitates deeper processing of information and monitoring of comprehension

The combination of multiple strategies can ensure more effective understanding and learning, better transfer of learning, increased retention in memory, and improvement in comprehension (Education, Audiovisual and Culture Executive Agency P9 Eurydice, May 2011).

This involves a variety of groupings, among which text structure is a cognitive strategy for the logical organization of information and holds particular research interest. The structure of a text is crucial during the process of reading comprehension, as it helps the reader understand, organize, and internalize information. The structure of a text plays an important role in:

- *Organization of Information:* A clear structure (e.g., headings, subheadings, paragraphs) helps the reader identify the main points and understand the flow of the text.
- *Relationships Between Ideas:* Structures such as cause-and-effect links, comparisons, and contrasts facilitate the understanding of relationships between different concepts.
- *Predictability*: Familiar structures (e.g., introduction, main body, conclusion) allow the reader to anticipate the continuation of the meaning flow, easing the comprehension process.
- *Improvement of Memory:* A well-organized structure aids in mnemonic retention, as readers can associate information with specific points in the structure.
- *Purpose of Communication*: The text's structure can determine its purpose,

clarifying whether the aim is to inform, persuade, or entertain.
- *Teaching Text Structure:* Instruction on text structure is done in relation to the type of text and the purpose of constructing the text's meanings. The structure of a text can varies significantly depending on the type of text. This variation directly affects reading comprehension.

Below are the basic structures commonly found in different types of texts and how these structures influence text comprehension:

Descriptive Texts
- *Introduction:* Introduction of the subject or object being described.
- *Development:* Detailed description of the features, characteristics, or aspects of the subject.
- *Conclusion:* A summary or closing statement that wraps up the description.

The structure of a descriptive text helps readers form a clear mental image of the described subject. The detailed and organized presentation of features or characteristics facilitates better understanding and retention of the information.

Explanatory Texts
The structure of an explanatory text is designed to break down complex information into manageable pieces. It helps readers grasp the underlying principles, causes, or processes of a concept, making the content more understandable and accessible.
- *Introduction:* Presentation of the topic and the purpose of the explanation.
- *Main Section:* Analysis and explanation of the elements of the topic, supported by examples, facts, and explanations.

- *Conclusion:* Summary of the main points and final assessment.

Clear presentation and analysis facilitate understanding of complex concepts and data. The structure helps the reader follow the logical flow of the explanation

Persuasive Text
- *Introduction:* Presentation of the topic and the central argument.
- *Main Section:* Presentation of the main arguments and evidence, usually in contrast to opposing viewpoints.
- *Conclusion:* Summary of the arguments and restatement of the thesis or proposal.

The structure of the argument guides the reader through the logical process and aids in accepting or rejecting the arguments. The clarity of the arguments and the use of evidence strengthen persuasion and understanding.

Instructional Text
- *Introduction:* Presentation of the purpose and meaning of the instructions.
- *Steps or Procedure*: Detailed description of the steps or actions to be followed.
- *Conclusion:* Final remarks or suggestions.

Clear and organized presentation of the steps facilitates the implementation and understanding of the process. Clarity and sequence of the instructions are critical for the success of their execution.

Scientific or Academic Text
- *Introduction:* Presentation of the topic, the problem, and the research question.
- *Methodology:* Description of the method used for data collection or research.
- *Results:* Presentation of the findings.

- *Discussion:* Analysis and interpretation of the results.
- *Conclusion:* Summary and suggestions for future research.

An organized presentation of methods and results facilitates the evaluation of the research and understanding of the findings.

The Importance of Studying Text Structure

For Teachers

The appropriate structure of a text, depending on its type, is critical for meaningful reading. It ensures that the information is presented clearly and logically, making it easier to monitor and internalize the content. Teachers' professional development in studying text structure will refine their ability to graphically present the organization of a text's structure, as well as apply teaching models of text structure for students with learning difficulties.

For Students

Training students in text structure strategies facilitates and strengthens the process of meaningful reading, as it develops reading habits in students, such as:

Improvement of reading skills: When students understand how texts are structured, they become more proficient in their reading. This helps them analyze and interpret information more effectively.

Improvement of writing: Knowing text structure provides students with a model for their own writing. They can create more organized and clear text.

Strategic Awareness: Strategies such as mind maps or flowcharts assist in visualizing the connections between ideas, thereby enhancing the clarity and comprehensibility of the process.

Increased Engagement: By learning about different text structures, students become more engaged and motivated to read and write, as they gain a deeper understanding of how information is organized and conveyed. Development of Critical Thinking: This knowledge enables students to develop critical thinking skills, encouraging them to approach texts with an analytical mindset and evaluate their content more effectively.

Summary and Conclusions

In recent years, the performance of Albanian students in reading comprehension has exhibited a concerning decline. Specifically, 43% of Albanian students fail to achieve the basic reading level, compared to only 15% in OECD countries. This disparity underscores a significant gap between Albania and more developed educational systems. Several factors contribute to this situation, including social, cultural, and educational influences. This paper examines the socio-pedagogical context surrounding the implementation of text structure strategies in enhancing reading comprehension skills. The findings suggest that educators should prioritize the integration of text structure strategies, alongside other instructional methods, to foster essential reading comprehension skills among students.

Researchers suggest that a more direct and focused approach to teaching text structure can provide immediate feedback to students, thereby enhancing their comprehension skills and metacognition.

Recent results from national and international assessments indicate a continuous decline in reading comprehension skills among Albanian students. This should be a serious concern for educational authorities and policymakers. Social inequalities, as well as the lack of equal educational opportunities for students, have a noticeable impact on the development of reading comprehension skills. Children raised in impoverished environments or those who are not exposed to rich communication settings face greater challenges in developing reading and text comprehension abilities.

Especially for students with difficulties and those deprived of rich linguistic environments, mastering text structure is a complex process that is closely linked to social experiences and individuals' exposure to structured communication. Teachers play a key role in this process, and for this reason, they must be equipped with advanced professional skills in applying text structure strategies in instruction.

It is important to develop students' metacognitive skills in order to deeply understand the structure of texts. Teaching text structure should be aimed at helping students develop the ability to think about how they understand and interpret information.

Some aspects of the education system in Albania need improvement, such as adapting curricula and developing teaching methods aimed at enhancing reading comprehension skills. This improvement is essential to achieve a higher level of educational quality and to reduce the gap with more developed countries in education.

Recommendations

Curriculum Reform and Teacher Training: The curriculum needs to be improved, and ongoing professional development should be provided for teachers, focusing on the development of reading comprehension skills and mastery of text structure. Continuous teacher qualification is

essential for improving the quality of education.

Focus on Developing Metacognitive Skills: Students should be provided with opportunities to improve their ability to reflect on how they read and understand texts. This will help them develop a deeper understanding and use information more effectively.

Support for Students from Vulnerable Social Groups: It is essential to provide better opportunities for students from poorer groups, as well as for those with limited exposure to structured communication and language development. This will help reduce inequalities and improve opportunities for all students.

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Mental health in early adolescence: A quantitative study on stress, anxiety and depression in Albanian youth aged 11 – 15

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Abstract[1]

Early adolescence is a critical developmental period marked by significant changes, which can influence mental health outcomes. Building on a study examining stress, anxiety, and TS 07: Childhood, Youth, Leisure, Aging and Gender u 9 9 u depression in Albanian children aged 6–10, this study extends the focus to adolescents aged 11–15, offering a continuous perspective on childhood and early adolescent mental well-being in Albania. This quantitative study employs a multi-informant design. For adolescents aged 11–15, data collection incorporates both self-report and parent-report measures. Participants complete the Perceived Stress Scale for Children (PSS-C), while emotional and behavioral functioning is assessed using the Revised Child Anxiety and Depression Scale (RCADS-25) and the Strengths and Difficulties Questionnaire (SDQ) in both parent and child versions. The design allows comparison between selfreported experiences and parent observations, highlighting

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potential discrepancies and patterns in symptom reporting. Research questions include: 1-
What are the levels of perceived stress, anxiety and depression in Albanian adolescents 11
– 15?; 2- How do adolescents' self – reports compare to those of their parents?; 3- Are there
differences in stress, anxiety or depression by age, or gender?; 4- What is the prevalence of
clinically relevant anxiety and depressive symptoms?; 5- What are the correlations among
stress, anxiety and depression within and between child – parent reports?; 6- How do these
findings relate to earlier data from children aged 6 – 10? Preliminary descriptive analyses
examined mean scores, standard deviations, and prevalence estimates for stress, anxiety,
and depression, stratified by age and gender. Additionally, correlations between self- and
parent-reports, as well as patterns of agreement, were explored to inform the reliability and
interpretability of findings. Findings can inform early identification, intervention strategies,
and policy discussions, while contributing to cross-cultural understanding of mental health
trajectories from childhood into adolescence. Preliminary results show there is a moderate
discrepancy between the way youths perceive these symptoms and the way their parents do.

Keywords: *Early adolescence, stress, anxiety, depression, Albanian youth, multi – informant*

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Introduction

Adolescence (especially between ages 11
and 15) is a formative period during which
mental health problems such as stress,
anxiety, and depression can emerge or
intensify. Elevated perceived stress during
these years has been linked to impaired
academic performance, social withdrawal,
and increased risk behaviours, including
substance use (Cambridge Core, 2025).
Anxiety and depression during early
adolescence also predict later mental health
disorders in adulthood, making early
screening and intervention essential.

There is a strong rationale for
conducting systematic studies of mental
health in children and adolescents.
Epidemiological research and screening
instruments help to identify at-risk

individuals before symptoms become
clinically severe, enabling preventive
programs in schools and communities.
Without reliable local data, it is difficult to
tailor such programs or to design effective
public policies (UNICEF, 2021). By
measuring stress, anxiety, and depression,
researchers can generate evidence to
inform resource allocation, school mental-
health services, and national prevention
strategies.

In Albania, mental health research
has grown but remains limited in scope.
A 2025 study by Qosja et al. found that
among schoolchildren aged 11, 13, and
15, significant proportions reported poor
mental health indications, including 15%
for anxiety (Qosja, Cumashi, & Burazeri,
2025). Behavioural correlates such as
smoking, use of alcohol, and low physical

activity were strongly associated with worse mental health compared to others who didn't identify with these correlates (Mone, Qosja, Qirjako, & Çumashi, 2025). Meanwhile, a situation analysis of mental health services in Albanian children and adolescents reported major gaps: limited community-based care, lack of secure family attachments, stigma, and insufficient integration of mental health into primary care (UET, 2024).

Gender differences are also well documented in this age range. Research in Albania and elsewhere finds that girls report higher rates of anxiety and depressive symptoms compared to boys (Skendi, Alikaj, & Metaj, 2015; UNICEF, 2024). These differences may be amplified by gendered social expectations and stressors, particularly during early adolescence.

Developmentally, the trajectory of mental health symptoms often follows a rising trend from ages 11 to 15. Stress and anxiety tend to grow in early adolescence due to biological changes, increasing social demands, and identity formation, while depressive symptoms may surface as a downstream consequence or comorbid condition (HBSC, UNICEF, 2024).

Cultural factors in Albania further shape these experiences. Economic instability, family migration, and high parental expectations contribute to chronic stress. Emotional neglect, insecure attachments, and childhood abuse also play a role in the mental health burden (UET, 2024). Moreover, stigma around mental illness and limited mental health literacy discourage help-seeking behaviours, while traditional beliefs about "keeping family issues private" hinder public discussion and service use (UET, 2024).

Finally, adopting a multi-informant approach — combining adolescent self-report with parent perspectives — is critical. Self-reports capture internal experiences of stress and sadness, while parents may observe functional impairments or behaviour that the youth may underreport. Discrepancies between parent and adolescent reports can also provide key insights into who might be "silent sufferers" and inform more precise targeting of interventions (Mone et al., 2025).

Aim of the Current Study

The current study aims to examine levels of perceived stress, anxiety and depressive symptoms in adolescents aged 11–15, based on both self-report and parent-report measures.

Research Questions

- What are the levels of perceived stress, anxiety and depressive symptoms in Albanian adolescents aged 11 –15 as measured by self – report and parent report measures?
- How do adolescents' self – reported symptoms compare to parent reported observations for stress, anxiety and depression?
- Are there statistically significant differences in stress, anxiety and depression for age groups (11 – 12 & 13 0 15) and gender?
- What are the patterns of correlation among stress, anxiety and depression within adolescents and between parent child reports?

Methodology

Research Design

A multi – informant design is employed in this research. It allows comparison between adolescents' self – perceptions and parental observations, highlighting agreements and discrepancies in reported

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symptoms. As expected, summary statistics, percentages and correlations as well as group comparison statistics are used.

We emphasize that this is not a common ID dyadic parent – child design. Despite researchers' awareness of the advantages the dyadic parent – child design has, the cultural context sensitive to social stigma and prone to hiding what does not fit in the widely accepted narrative does not allow its application. Indeed, the current design with two independent samples of parent and self - reports which provides community level results has the unexpected advantages of the more 'sincere' responses.

Population and Sampling
Researchers were interested in the early and middle adolescence. In Albania it also coincides with the years of the middle school (grades 6 to 9). Data were gathered in the city of Shkodra. Adolescents were given the measures in school and asked to fill them during the recess time.

The second set of our data was gathered from adolescents' parents who upon agreeing to participate were forwarded the measures via email.

The whole process took approximately one month to be completed. The sample was comprised of 180 adolescents and 308 parents.

The informed consent was either taken verbally in the case of adolescent participants or attached to the written form that parents completed.

Measures
Two sets of measures were completed by the parents and adolescents respectively.

Parents
RCADS 25 – Parent Version (Revised Child Anxiety and Depression Scale –

Parent Version) – it is comprised of 25 items which score in a 4 – point Likert scale (0 = never; 1 = sometimes; 2 = often; 3 = always). It has 2 subscales: Total anxiety (15 items) and total depression (10 items).

Examples of the items include: "My child worries about being away from me or from home".

SDQ 25 – Parent Version (Strengths & Difficulties Questionnaire – Parent Version, ages 11 – 17) (Goodman, 1997) – it has 25 items that score in a Likert scale which uses 3 alternatives (1) not true, (2) somewhat true and (3) certainly true. The scale is composed of 5 subscales as follows: emotional symptoms (5 items); conduct problems (5 items); hyperactivity / inattention (5 items); peer relationship problems (5 items) and prosocial behaviour (5 items). In both versions of the measure in accordance with Goodman's (2010) instructions regarding measures' use in nonclinical populations we have adapted a 3 subscales version which consist in the following revised subscales: internalizing symptoms (emotional (5 items) + peer symptoms (5 items)); externalizing symptoms (conduct (5 items) + hyperactivity symptoms (5 items)) and prosocial behaviour symptoms (5 items) which is not included in the total score.

Example from the items: "My child is generally obedient and usually does what adults request".

Adolescents
PSS – C (Perceived Stress Scale – Children) – It is a self – report measure created by Barbara P. White (2014) which has 13 items with 4 alternatives varying from 'never' to 'a lot'. PSS – C is a single – factor measure of the global perceived stress in children. The aim of this measure is to capture the experience of the stress experienced by children 8 - 12. Although

it is validated for ages 8 – 12 and designed for comprehensibility in this age group, it has been empirically used in research with adolescents up to 17. We too applied the PSS – C to cover the entire 11 – 15 age range. Previous authors that have done the same include Takeuchi et al (8 – 17 y, M =11.3, range 8 – 17) and in a Russian adaptation for ages 11 – 16, showing good reliability (.741) and valid factor structure. Example of a statement is "In the last week, how often did your parent/s or caregiver/s make you feel loved?"

RCADS 25 – Self – report – It was developed by Chorpita & Spence (1998) and contains 25 items. 15 of them measure anxiety, while the 10 remaining ones' measure depression. Responses are calculated using a 0 – 3 Likert starting from 'never' to 'always.' Higher scores always indicate sharper symptoms.

An example item is: "I suddenly start to tremble or shake when there is no reason for this."

SDQ 25 – Self – report (Goodman et al., 1998) – It also contains 25 items and the scoring is identical to that of the parents' version. The rest of the details are described in the SDQ 25 – P description.

Measures adaption in Albanian
PSS -C and RCADS (P & Y) were translated and back – translated following the Brislin (1970) procedure for linguistic and cultural adaption. No specific difficulties were encountered in any item. Meanwhile SDQ (P & Y) translation in Albanian (Smajlaj et al) can be found at the official website of SDQ.

Ethical considerations
The informed consent was given by parents for their own and their children participation in the research. In addition, a verbal assent was given by the adolescents themselves. Confidentiality was guaranteed, and the aim of the research was explained to both categories.

Results

Parents
Sample characteristics
A total of 308 parents participated in the study. Of these 125(40%) reported on boys, 157 (51%) reported on girls, and 26 (8.4%) responses were missing regarding the child's gender. Regarding age distribution 162 (57.2%) children were aged 11 – 12, while 121 (42.8%) were aged 13 – 14. No children had yet turned 15 at the time the data were collected. Some measures contained sporadic missing responses, but the overall data remained robust for analyses.

Descriptive statistics
Across the sample, parents reported the following levels for each variable:
- RCADS 25 - Total Anxiety → M = 22.34, SD = 4.7
- RCADS 25 - Total Depression → M = 17.1, SD = 4.2
- SDQ 25 - Internalising Symptoms → M = 16, SD = 3.5
- SDQ 25 - Externalising Symptoms → M = 16.1, SD = 3.6

The mean results show moderate levels of the symptoms with the exception of anxiety which even in parents' view has somewhat higher levels.

The SD-s for RCADS 25 and SDQ 25 between 3 – 5 seem to have enough variation to allow meaningful correlative and comparative analyses.

Reliability
As for the subscales reliability the following results were obtained:

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- RCADS 25 - Total Anxiety: .775 → shows an almost excellent result, especially considering the subscale is composed of only 15 items.
- RCADS 25 - Total Depression: .848 → excellent reliability.
- SDQ 25 – Internalising Symptoms: .748 → it is a very good and stable reliability.
- SDQ 25 – Externalising Symptoms: .768 → almost excellent reliability.

Considering the non – normal distribution of the data, nonparametric tests were used to compute the rest of the analyses.

Correlational Analyses

Analyses using non-parametric tests (Spearman's rho), due to non-normal distribution of variables, revealed several significant associations among parent-reported measures. Higher parent-reported anxiety scores were positively associated with both internalising and externalising symptoms. Internalizing symptoms and anxiety correlated positively - .535. The correlation among internalizing symptoms and depression was shown to be even stronger –.646. even the relationship between internalising and externalising symptoms showed a typical trend for this age - .646, strong and positive.

Meanwhile the relationship between the three continuous variables of the research varied from strong to very strong: Stress & Anxiety = .649; Stress & Depression = .535; Anxiety & Depression = .619.

Depression scores showed similar patterns, correlating positively with internalising and externalising difficulties, but the effect although expected was small in both cases.

Gender and age showed a positive, small to very small effect in almost all correlations.

Strength and direction of correlations remained consistent across the full sample, boys-only, and girls-only subsamples, although gender did not merge as a significant factor in the strength of associations. Anxiety and depression had a positive, statistically significant correlation in both males (.597) and females (.669). As expected, in parents' perspective females show a higher result. According to parents, the relationship between internalising and externalising symptoms was significant in both subgroups too: .653 in males and .651 in females.

Other statistically significant results in the males' subgroups include the relationship between anxiety and internalising symptoms (.427); the relationship between depression and externalising (.502) and the relationship between age and anxiety (-.338).

The females' subgroup according to the parents' optics showed a high significant relationship between anxiety and internalising symptoms (.611), and depression and internalising symptoms (.666). It is to be noted that although statistically it has a small effect the relationship between age and internalising symptoms is positive (.176) which shows that in parents' opinion as girls grow up their internalising symptoms become more obvious.

Partial correlations controlling for age yielded comparable results, indicating that age did not substantially alter the relationship patterns among stress, anxiety, depression, and behavioural symptoms.

Gender Differences

Interesting results were provided by the Mann-Whitney U Test. As shown by 'p' according to parents, females experience higher anxiety (p = .001) and higher levels of depression (p = .024) than

males. However, no significant results were found in parents' perspective about male and female adolescents internalizing symptoms (p = ,084) though a light tendency can be noted here. The same is true for depressive symptoms. Parents' reports show no differences between male and females adolescents (p = .840).

Age Group Comparisons
Age groups (11–12 vs. 13–14) were analysed using non-parametric tests. Differences across age clusters were examined for anxiety, depression, and SDQ internalising and externalising scores. The overall pattern of findings indicated no substantial age effects across the parent-reported measures, although mean scores showed small expected developmental increases from early to mid-adolescence.

Adolescents

Sample characteristics
A total of 180 adolescents participated in the study, of whom 98 were boys (54.4%) and 80 were girls (44.4%); 2 cases (1.1%) were missing sex information. Participants ranged from 11 to 15 years of age, with the largest groups being ages 11 (24.3%), 12 (22.0%), 13 (28.8%), and 14 (22.6%); only 2.3% were age 15, as data collection preceded most birthdays in that cohort. Therefore, data about 15 years old adolescents were dismissed.

Descriptive statistics
Descriptive statistics for all continuous variables indicated moderate levels of stress, anxiety, and behavioural symptoms in the adolescent sample:
- PSS - C → M = 33.93, SD = 4.86, n = 156
- RCADS 25 - Total Anxiety → M = 21.87, SD = 5.92, n = 161

- RCADS 25 - Total Depression → M = 15.02, SD = 4.80, n = 165
- SDQ 25 – Internalising Symptoms → M = 14.67, SD = 3.12, n = 165
- SDQ 25 – Externalising Symptoms → M = 15.46, SD = 3.15, n = 164

Reliability statistics
Internal consistency values ranged from acceptable to good and excellent. The lowest values was obtained by PSS – C, but it should be stated it has traditionally shown diversity across cultures and stress understanding can be quite problematic in younger children. Additionally, although PSSC showed lower reliability, the remaining scales demonstrated acceptable psychometric robustness for research purposes.
- PSSC Perceived Stress Scale for Children: α = .541→acceptable reliability
- RCADS - Total Anxiety: α = .797 → almost excellent
- RCADS - Total Depression: α = .848 → excellent
- SDQ - Internalising Symptoms: α = .687 → good reliability
- SDQ - Externalising Symptoms: α = .665 → good reliability

Normality tests (Kolmogorov-Smirnov and Shapiro-Wilk) were significant for all variables ($p < .001$), indicating non-normal distributions therefore we used non-parametric attests to carry on the analyses.

Correlational Analyses
Spearman correlations revealed several significant associations among key variables.
Stress (PSSC) was positively correlated with: Total anxiety (ρ = .279, p = .001); Total depression (ρ = .202, p = .015); Internalising symptoms (ρ = .177, p = .034) and externalising symptoms (ρ = .211, p = .011)

Anxiety and depression showed large, robust correlations with one another ($\rho = .628$, $p < .001$) and with SDQ internalising symptoms ($\rho = .604$–.592, $p < .001$). Externalising symptoms also correlated significantly with anxiety ($\rho = .443$, $p < .001$) and depression ($\rho = .490$, $p < .001$)/

Controlling for age did not materially change correlation patterns. Associations between stress, anxiety, depression, and SDQ difficulties remained significant and of similar magnitude, suggesting that age did not confound these relationships in this sample.

Gender Differences

As measured by Mann–Whitney U Test girls scored significantly higher than boys on PSSC: $U = 2113$, $p = .002$; Total Anxiety: $U = 2338$, $p = .002$; Total Depression: $U = 2521$, $p = .006$.

For SDQ Internalising, the difference approached significance ($p = .099$), with girls showing higher ranks. No significant gender differences emerged for SDQ Externalising ($p = .731*$), where boys showed slightly higher but nonsignificant levels.

Age Differences

A significant age effect as measured by Kruskal Wallis Test emerged only for Total Anxiety:

Total Anxiety: $H = 13.421$, $p = .009$

The pattern indicated higher anxiety at ages 11 and 14 relative to 12 and 13.

No significant age differences appeared for PSSC ($p = .336$); total depression ($p = .221$); internalising symptoms ($p = .243$) or externalising symptoms ($p = .150*$).

Discussion

Interpretation of the findings

Results interpretation will follow a comparative style between the subgroups, parents and adolescents.

Firstly, a comment on the sample size: The parents' population has an excellent representation in numbers, and gender balance. Age balance is also optimal for comparative analyses as shown above, although an additional note will follow regarding the absence of the parents of 15 – year – olds and that of the 15 – year – old adolescents themselves. On the other hand, there are 180 adolescent respondents who participated in the research. The number although notably smaller than those of the parent sample, is big enough to allow results with statistical power. The inclusion of two sources of data, parents and adolescents, allows for a multi – layered perspective which though common in serious international research is new n Albania and quite rare in the Balkans.

The use of internationally known and measures such as PSS – C, RCADS 25 (P & Y) and SDQ 25 (P & Y) adds value to the research and proves once more these measures are appropriate for many cultures including the Albanian one.

The results for both groups, parents and adolescents, are highly compatible with the international literature. In both parents and adolescents' perspective, young females show higher levels of anxiety, internalizing symptoms grow slightly as adolescents grow older and no significant gender differences are noted in externalising symptoms either. Correlative analyses in both parents' and adolescents' perception showed strong links between internalising symptoms and externalising behaviours. In both cases girls showed slightly higher emotional symptoms than boys.

In parents' view girls have significantly higher scores in anxiety and depression, while according to adolescents' view girls score higher in stress levels too.

Internalising and externalising according to parents' reports have no significant differences.

Comparing age groups, it can be stated that in parents' perceptions there are no major differences in groups 11 – 12 on one side and 13 – 14 on the other side. On the contrary, adolescents reported significantly higher levels of anxiety in 11 and 14 – year old adolescents. No other significant differences were found.

Both parents and adolescents report moderate emotional and behavioural symptoms, with girls showing higher levels of stress, anxiety and depression. The findings emphasize the importance of monitoring emotional wellbeing during early adolescence, as symptoms of anxiety and depression are strongly interlinked and may influence actual and future behaviour.

Advantages

This study is the second of a serous of four studies focused on the mental health of 6 – 10 year – old children, 11 – 15 – year old youths (the present research), 15 – 18-year-old youths and university students. Therefore, comparative analyses can be drawn to understand the continuity/discontinuity mental health symptoms from 6 to approximately 23/24 years old.

Furthermore, considering the social transition, the academic pressure (though doubtful for Albania!) and the puberty changes that happen during these years the current research can serve as a reference for educational policies in the country regarding youths' mental and socio – emotional development.

Limitations

The study has its own limitations too. The PSS – C showed a moderate reliability. This may be due to younger adolescents (11, 12) unclear understanding of stress. However, we decided to keep the scale due to its wide international use and additionally its wide variability in reliability in different cultures.

Very important to mention the 15 – year – old adolescents are totally missing in the adolescents' subgroup, while in the parents' subgroup only four cases were found. We believe it happened due to the timing of data collection. Because data were collected during October most of the children had not turned 15 yet. However, 4 cases found in parents' responses were excluded from analyses.

A methodological limitation of the study relates to the inability to match parent-reported data with adolescent self-reports at the individual level. Parents elected to participate anonymously and declined to provide identification codes that would have enabled dyadic linkage. This pattern is consistent with well-documented cultural tendencies in Albania, where concerns regarding stigma, confidentiality, and potential institutional judgment contribute to heightened parental caution in mental health–related research. Although anonymity may have increased response validity by reducing social desirability bias, it restricted the possibility of conducting cross-informant analyses, including parent–child concordance, informant discrepancies, and multilevel modelling.

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Karaburun – sazan marine national park as a treasure for Albanian tourism

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Abstract

In the context of recent tourism development in the southern region of Albania, this study addresses the topic of the aquatic/marine ecosystem *"Karaburun-Sazan"*, designated as the only *"marine national park"* in Albania. The first part of this theoretical study focuses on the geological structure and geographical position of this area. Such an analysis highlights the earliest traces of each historical period as well as the presence of various formations created over the centuries. The second and most important part of the study explores the historical background of the Karaburun Peninsula and Sazan Island specially during the communist period, examining the purposes for which these territories were used by the communist regime. The final section discusses the role of this ecosystem as a tourist destination, emphasizing the diversity of flora and fauna, as well as the archaeological attractions along the coastline and underwater. Through this study, it is intended to highlight this true treasure of Albanian tourism - it's almost untouched natural beauty and the captivating views of crystal-clear waters accompanied by rich biodiversity. In today's context, it is essential to emphasize the importance of efficient management of this area as a significant tourist destination.
Through this article, it is intended to highlight this true treasure of Albanian tourism - it's almost untouched natural beauty and its features. In today's context, the issues of efficient management of this area as an important tourist destination are also analyzed.
Keywords: *Ecosystem, marine national park, Karaburun, Sazan, communist system.*

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Introduction

The Karaburun-Sazan National Marine Park is one of the jewels of Albanian nature and an extraordinary destination for both natural and cultural tourism. The park is located in the southwest of the country and includes the Karaburun Peninsula and Sazan Island, creating a spectacular landscape between the breathtaking beauty of the mountains and the sea.

The park features unspoiled natural beauty, crystal-clear waters, hidden beaches, and magical caves, making it a paradise for explorers and more. The area has rich biodiversity and is home to many species of flora and fauna, including sea turtles, dolphins, and several rare species of fish.

This park has been identified by local and foreign experts as an area with high natural and cultural heritage values. Sazan Island itself has a rich archaeological and military history, with bunkers and ruins from different periods, which have recently become very interesting tourist attractions for all visitors, both local and international, who wish to learn about the history of this newly developing destination.

Within the park, a variety of tourist activities are offered, such as diving, snorkeling, kayaking, cave exploration, and panoramic hiking. The National Park provides an unforgettable experience for domestic and international tourists. The aim of this study is to analyze and highlight the full range of natural, historical, cultural, and touristic values of the park as the most unique destination in Albania. This theoretical treatment is of particular importance because it emphasizes not only the preservation and promotion of the values carried by this park but also contributes to strengthening the touristic potential of the area. Good management of this zone will make it possible to create a sustainable economic and scientific system.

The methodological approach of this study consists of the contemporary literature used in the fields of geography, history, and geology, as well as official documentation and reports, scientific research, published articles such as tourist guides, field expeditions, laws and by-laws concerning protected areas. The reason for choosing the theoretical method in this treatment lies in the documentary analysis required for this case. This methodological approach aims to highlight the natural beauties of the park and emphasize the importance of managing this tourist destination.

Geographical Position and Geological Structure of the KaraburunSazan National Marine Park

According to the IUCN, a protected area is: *"A clearly* defined geographical space, recognized, dedicated, and managed through legal or other effective means to achieve the long-term conservation of nature with associated ecosystem services and cultural values" (RAC/SPA & IUCN-Med, 2014)

The Karaburun-Sazan area holds the status of a Marine Protected Area (MPA) as a special natural ecosystem, a status granted on April 28, 2010 by the Council of Ministers, upon the proposal of the Minister of Environment, Forestry and Water Administration (Sinanaj & Memaj, 2024).

The aquatic/marine ecosystem "Karaburun-Sazan," declared as a "National Marine Park" (category II), was expanded by Decision of the Council of Ministers no. 59, dated 26.01.2022, from 12,428 ha to 12,437.7 ha (AKZM, 2025).

This park belongs to the administrative units of Vlorë County and the Municipalities

of Vlorë-Himarë, and extends across a marine area 1 nautical mile wide, along the Karaburun Peninsula (from Cape of Saint Vasil to the Langadha slope) and around Sazan Island (Kromidha, Dragoti & Dedej, 2020: 212-216).

The Sazan-Karaburun National Marine Park is the first marine park in the country. It includes a marine belt along the coasts of Sazan and Karaburun. It stands out for its great scientific, ecological, and tourist values, with particularly rich marine biodiversity. The cultural heritage is also very abundant, as numerous archaeological remains dating back to the Illyrian period are found on the seabed (Qiriazi, 2006)

The Karaburun-Sazan Marine Protected Area (MPA) lies on the boundary between the Adriatic Sea and the Ionian Sea. Within the area, two main

Map of the national park

natural features stand out: the Karaburun Peninsula and Sazan Island, as well as the entire surrounding marine space, which on their eastern side belongs to the Adriatic Sea and on the western side to the Ionian Sea (Sinanaj & Memaj, 2024). The Karaburun Peninsula itself is a Managed Natural Reserve, while Sazan Island is an Albanian military zone (Myftiu, 2019).

The park includes two geo-morphological units: terrigenous formations (flysch), Quaternary molasse deposits, and carbonate rocks (limestone and limestone-dolomite, with rudists/bivalve mollusk fossils in one form or foraminifera fossils) from the Upper Cretaceous.

The park is characterized by a Mediterranean climate, marked by mild winters with relatively high levels of precipitation and hot, dry summers. During the winter season, prevailing winds predominantly originate from the northeast and the south.

The area is rich in groundwater resources, which commonly emerge in the form of karst springs. The park's coastal zone is largely rocky and, in certain sections, features prominent limestone cliffs covered with characteristic Mediterranean vegetation. In localized areas along the shoreline, small pocket beaches composed of gravel and sand are present. This predominantly rocky coastline forms landscapes of exceptional scenic and panoramic value, particularly when observed from the sea, offering striking views of caves, canyons, and small bays, such as Haxhi Ali Cave and Duk Gjoni Cave (AKZM, 2025). This area is also highly important for fishing. The two military ports in the area are the Pasha Limani port, located at the southwestern end of the Bay of Vlorë, and the Sazan port on Sazan Island, where maritime access has recently been permitted as a result of the creation of the Karaburun-Sazan National Park (Myftiu, 2019).

The Karaburun Peninsula

The Karaburun Peninsula stretches along the western side of the Bay of Vlora. It has an area of 62 km² and separates the Albanian coastline of the Adriatic Sea from that of the Ionian Sea. A narrow marine channel, called Mezokanali (the Middle Channel), separates Karaburun from Sazan Island. Sazan Island is 4.8 km long, 2 km wide, and has an area of 5.7 km² (Myftiu, 2019).

The name Karaburun comes from Turkish and means "black tongue" (Abazi, 1979: 40). It is the only large peninsula of our country, 16 km long, 3.5 km wide, with an area of 62 km². It extends into the sea for up to 15 km and, together with Sazan Island, forms the protected Bay of Vlora (Krutaj, Gace & Abazi, 2001: 80). The Karaburun Peninsula is composed of metamorphosed dolomitic limestone formations, which during the period of socialist rule were increasingly exploited as construction material. Karaburun marble had already been used since antiquity as a decorative stone for the embellishment of the Orikum amphitheatre (Abazi, 1979: 41).

The peninsula exhibits multifaceted significance, encompassing strategic, environmental, and spatial dimensions. The dynamic interplay between natural features and historical heritage has given rise to a distinctive geographical landscape of considerable scientific and cultural value. Karaburun represents a critical segment of the Albanian coastline, characterized by particularly favorable conditions for tourism development and a diversified range of attractions that support year-round visitation. In recent years, especially

during the summer season, tourism activity has intensified, with a growing number of agencies organizing structured recreational initiatives, including guided routes across the massif and short-term excursions to the peninsula's coastal environments.

At the northwestern end of the peninsula, at Cape Gjuhëza, lies the Cave of Haxhi Ali, a well-known name in the history of maritime piracy. According to Vlora geographers, this natural feature is the largest marine cave in the country, with many chambers inside. Also located on the western side of the peninsula is the Cave of Grama, inside which numerous inscriptions from different historical periods have been discovered.

The small Bay of Grama, located on the western part of Karaburun, is one of the most exceptional historical surprises of the peninsula. According to historians, this place served since antiquity as a resting spot for ships. On the many rock walls of the bay, one can easily observe numerous carved inscriptions made by sailors expressing gratitude to Poseidon. The earliest inscriptions date back to the 4th century BC. In Latin inscriptions from the 1st century AD, the names of Mark Antony and Pompey appear, along with various drawings, including ships, crosses, anchors, shields, etc. In this bay, there is also a cave bearing the same name, whose rock walls display drawings and inscriptions expressing thanks for kindness and hospitality.

The Karaburun Peninsula is one of the most characteristic areas with Mediterranean qualities. It is marked by very low water turbidity. The medio-littoral environment contains coralligenous formations sometimes over one meter high, composed of coralline algae-a protected and very unique type from a geomorphological, biological, and touristic perspective, often presenting extraordinarily impressive appearances (AKZM, 2023). The Karaburun Peninsula, with its unique combination of natural and cultural features, constitutes one of the most promising areas for tourism development. Initial efforts to promote sustainable visitation have already been initiated, particularly during the summer season, when various tour operators organize daily excursions to Cape Gjuhëza. This area, featuring a largely untouched beach, provides visitors with opportunities to engage with a pristine coastal environment and enjoy recreational activities in a setting characterized by clean sands and scenic natural landscapes. The shipwreck remains along the Karaburun coastline also serve as an attraction for underwater exploration enthusiasts.

The peninsula is under state ownership and access to it is restricted, except for certain agricultural activities that have been approved. It has long been used as a military base, and several ruins of buildings and military facilities have been found there. The area is mostly covered with Mediterranean forests and shrubs (garrigue). The coastline is mostly rugged, with high cliffs, small bays, and caves (Myftiu, 2019). Karaburun represents the segment of the Vlora coastline that offers the most favorable conditions for tourism development

Sazan Island

Continuing from the Karaburun Peninsula lies Sazan Island, once connected to it, but separated during the Quaternary geological period through a 3 km subsidence that formed the Strait of Sazan. It has the shape of an irregular rhombus. Its relief is mountainous, consisting of two rounded peaks separated by a depression. Sazan

Island is located 11 miles from the port of Vlora (Abazi, 1978).

Sazan is the largest island of Albania, with an area of 5.7 km². The island stretches in a southeast-northwest direction, with a length of 4.8 km and a width of 2 km. It is separated from the Karaburun Peninsula by a strait 4.8 km wide, while its distance from Cape Triport is 9 km. Its highest peak reaches 342 m. (Alushi, 2020).

Sazan Island is separated from the Karaburun Peninsula by the Mezokanali Strait. The island has a rugged coastline, composed of monolithic rocky formations (Krutaj, Gace & Abazi, 2001: 82).

From an ecosystem perspective, the island is a true park-very rich and well preserved-as a result of having been continuously designated a military zone. Its underwater caves, such as those of Haxhi Ali, Devil's Bay, and others, are among the largest to be found in the Mediterranean.

They now represent a true challenge for divers and a special attraction for underwater sports. The island of Sazan contains 7 amphibian species, of which 3 are rare species. It also contains 15 reptile species, 13 of which are rare (AKB, 2023). The island is state-owned and consists of a military base and a military port. It is mainly covered with Mediterranean forests and shrubs (garrigue) and is surrounded by a marine protected area, except for the area in front of the port (Myftiu 2019).

Cultural and Historical Heritage of the Park

The park holds underwater cultural and historical values: archaeological evidence and attractions (shipwrecks) from antiquity (Greek, Illyrian, Roman), the Middle Ages, and the modern era, all found underwater. Many others also exist along the coastline, such as ancient sailors' inscriptions on rocks. The historical and archaeological values of these areas are unique and can attract tourists. There are also several archaeological and historical remains in the Orikum lagoon area, the Bay of Vlora, and Karaburun, such as the Bay of Grama and several caves (Kromidha, Dragoti & Dedej, 2020: 207).

Located at the northwestern extremity of the peninsula, at Cape Gjuhëza, the Cave of Haxhi Ali represents a site of notable natural, historical, and archaeological significance. The cave is widely recognized in historical accounts related to maritime activity and piracy in the Adriatic and Mediterranean seas. As noted by Alushi (2020), it is considered among the largest and most aesthetically remarkable caves in the region. Rising to a height of approximately 60 meters, the cave's interior morphology resembles a Gothic cathedral, characterized by a dome with pronounced acoustic properties. The inner surfaces of the cave are inhabited by numerous nests of wild pigeons, while its floor forms a lake with an intense blue hue. Archaeological investigations conducted at a depth of approximately 20 meters have uncovered several artifacts, including amphorae dating to the second century BCE (Alushi, 2020). Historically, the cave functioned as a natural shelter for seafarers during adverse weather conditions and as a strategic refuge during naval conflicts, particularly in encounters involving sea pirates. The cave bears the name of Haxhi Ali of Ulcinj, a distinguished sea captain and naval officer of the Ottoman fleet operating in the Mediterranean (Gace, 2007). With these and many other elements, the Karaburun peninsula is one of the most attractive areas for tourism development. In the summer, various tourist companies offer day trips all the

way to Cape Gjuhëza, where there is a pristine beach. Visitors spend pleasant hours on its clean, white sand.

The park's numerous tourist values are connected to the interesting land and water features, from the surface down to the seabed. Sailing through the marine space of the Bay of Vlora, around the Karaburun Peninsula and the Island of Sazan is not simply an ordinary trip, because it gives you the chance to discover and experience up close the natural beauties shaped by nature, which unfold one after another. The crystal-clear water and the completely untouched nature give you the sensation of being somewhere far away, in a place where imagination rarely leads. Among these landscapes stands out the breathtaking view of the small marine bay of Saint Basil, on the northern coast of Karaburun, where you are stunned by the dazzling whiteness of the gravel beach, the deep greenery of the shrub crown, and the azure of the crystal-clear waters. This mosaic of colors and features forms a true natural gem, giving the feeling of Mediterranean exoticism (Kromidha, Dragoti & Dedej, 2020). These elements make the park an attractive destination for tourists interested in archaeology and history.

History of the Karaburun Peninsula and Sazan Island During the Communist Period

The name of Sazan Island is mentioned as early as antiquity, beginning in the 6th century BC under the name SASON. During the Middle Ages, the island came under Venetian control. In modern times, together with the Ionian Islands of Greece, it was occupied by England. During the Balkan Wars, Greece occupied the island. The decisions of the Conference of Ambassadors in London in 1913

forced Greece to withdraw from Sazan. During the First World War, the island was occupied by Italy. The Vlora War in 1920 enabled the Italians to withdraw from Vlora, but they still kept Sazan under their rule until 1943, when Albania was occupied by Nazi Germany. On 21 October 1944, the island was liberated by the Albanian National Liberation Army, and since then it has been part of the territorial integrity and sovereignty of the Albanian state.

During the Cold War, Sazan Island served as a naval military base, where mainly missile boats, coastal artillery, and other military units were stationed. During that period, the island was inhabited by around 10,000 people, mostly families of officers serving on the island. In the years 1980-1990, it was populated by about 450 residents, for whom there were facilities such as a hospital, a shopping center, a bookstore, a library, a cinema, and an 8-year school (Gace, 2023: 415).

During Albania's communist period, Sazan Island functioned as a closed military zone rather than a conventional settlement. Its role was closely tied to naval surveillance and coastal defense, which required the presence of patrol vessels, artillery positions, and supporting personnel. To sustain this isolated military environment, a small residential area was established for officers and their families, including basic social infrastructure such as a school. Despite its strategic role, daily life on the island was constrained by persistent shortages of fresh water and unreliable electricity, underlining the practical difficulties of maintaining a permanent presence in such an isolated location.

A comparable logic shaped the militarization of the Karaburun Peninsula. The area's remote bays, including Bristani and Dafina, were restricted spaces used

for defense-related activities and training rather than civilian purposes. Pasha Liman served as the central operational base, while a dispersed system of bunkers and installations extended along the peninsula. Positioned opposite Sazan and at the entrance to the Bay of Vlora, Karaburun played a decisive role in monitoring and controlling maritime access, reflecting the broader defensive mindset of the regime during this period.

Karaburun and Sazan have been highly coveted throughout history in the geostrategic plans of the Mediterranean, as much as they have been unconquered. In 2001, the area was declared a priority tourist zone for aero-naval development (Krutaj, Gace & Abazi, 2001: 81).

After 2017, the island was opened to visitors during the months of May to October, offering the possibility to explore the remaining structures from the communist period. The park provides numerous natural, cultural, historical, and tourist attractions. Today, the area can be visited through daily trips organized by tour operators departing from the port of Vlora. This offers real opportunities to visit the park and enjoy a different kind of day in the Bay of Vlora.

For all diving enthusiasts, underwater trails are offered to explore the unique marine world and its underwater treasures (Saracini, 2025).

Flora and Fauna of Karaburun - Sazan National Park

The Marine National Park is a living miracle of Albanian nature. (AKZM,2025) The national park is an important bird area and an important plant area, and after its declaration, has been accepted has a Specially Protected Area of Mediterranean Importance under the umbrella of the Barcelona Convention (Myftiu, 2020: 95).

The park is considered home to 36 marine species of international importance, including species listed as threatened. The underwater landscapes are also of exceptional quality, with rocky bottoms, underwater caves, and communities of marine fauna and flora, sometimes accompanied by archaeological remains. The seagrass meadows of *Posidonia oceanica* provide relatively high biodiversity of benthic macrofauna-including sponges, cnidarians, bryozoans, mollusks, annelids, crustaceans, echinoderms, and ascidians (AKZM, 2025).

Karaburun-Sazan is a refuge for biodiversity, classified as an Important Bird and Plant Area and part of the Illyrian deciduous forest ecoregion within the Mediterranean Palearctic biome. On land, the flora is dominated by Mediterranean maquis shrublands, with species such as mastic (Pistacia lentiscus), kermes oak / Quercus coccifera, and Phoenician juniper/ Juniperus phoenicea). The coastal zones host sea fennel (Crithmum maritimum), sea lavender (Limonium spp.), and caper plant - Capparis spinosa (Ermak Vagus Guide, 2025).

The marine zone of the park is characterized by extremely rich and diverse flora. The shores along Karaburun and Sazan are rocky, with limestone formations covered by Mediterranean shrubs, where mastic, holm oak, and Phoenician juniper dominate. The western coasts are carved by caves and canyons and are characterized by high vertical cliffs that descend into deep waters. These cliffs are largely covered with sea fennel, sea lavender, and capers.

Furthermore, the Posidonia seagrass meadows host macrofauna such as sponges, cnidarians, bryozoans, mollusks, and many others. This part of the rocky coastline offers panoramic landscapes, especially

from boats, when visiting caves, canyons, and small bays such as the Cave of Haxhi Ali and the Cave of Duke Gjon (Sinanaj & Memaj, 2024: 106).

The Karaburun-Sazan Marine National Park shelters a range of rare, endangered, or threatened fauna species at global, regional, and national levels. At least 36 marine species, which are of international concern and are listed as endangered and/or protected under several conventions, are present in the Sazan-Karaburun area. These include seagrasses, marine algae, sponges, cnidarians, mollusks, crustaceans, echinoderms, fish, reptiles, pinnipeds, and cetacea (Myftiu 2019: 95).

Albania's marine and coastal habitats are frequently visited by rare marine mammals. The Mediterranean monk seal, an occasional visitor to Albania's coastal waters, finds ideal habitat in the region's canyons and caves, many of which are difficult to access. The area has also been occasionally visited by the common dolphin and the short-beaked common dolphin. The presence of sea turtles has also been recorded in the waters of this zone.

This area may serve as an important migration corridor for sea turtles traveling through the Ionian Sea toward the Adriatic coast, which has recently been identified as an important feeding ground for these species. Around 36 species of marine flora and fauna of national, regional, and global importance live in the park's territory. Within the Marine National Park, the following have been identified: 2 types of natural habitats, 4 significant floristic species, and 3 species listed under the Bern Convention.

The area is also important for fisheries. Commercially valuable fish fauna includes several bottom-dwelling and schooling species, both small and large, as well as crustaceans and mollusks (AKZM, 2025)

This diverse biodiversity makes the Karaburun-Sazan Marine National Park a highly suitable area for the preservation of both marine and terrestrial ecosystems in Albania.

The Role of This Ecosystem as a Tourist Destination

The underwater landscapes of the Karaburun-Sazan area are a unique treasure, featuring rock formations, underwater caves, diverse fauna and flora, and in some places even accompanied by archaeological remains. This area is undoubtedly the best and most impressive part of the Albanian coastline for developing marine activities such as scuba diving with oxygen tanks-sports which are not yet highly developed in Albania (Sinanaj &Memaj 2024: 106 -107).

The Sazan-Karaburun National Park is being visited this tourist season by a large number of domestic and foreign visitors. Traveling by boat toward this park gives tourists the opportunity to spend a different kind of day in the Bay of Vlora.

With a marine stretch of about 1.9 km, this marine park includes several natural monuments: Haxhi Ali Cave (the most visited attraction by tourists), the natural and cultural Bay of Grama (the furthest southern point of the marine park), Sazan Island, the largest attraction since its opening to the public.

For all those who wish to enjoy moments of relaxation in nature and tranquility, the marine park-with the shores of Shën Vasili, Shën Jani, the Devil's Bay-offers a unique natural experience. This park is the most important corridor for species such as the sea turtle, the Mediterranean monk seal, dolphins, and even sharks (Saracini, 2025).

The crystal-clear waters and the

natural landscape intertwined with historical elements have contributed to a high influx of tourists to the only national marine park in the country this year as well. Tourist boats operating out of the Port of Vlora during the May-September period organized trips to Sazan Island and the Karaburun Peninsula.

The Vlora Port Authority reported to the ATA: "During May-September of this year, tourist vessels with a capacity of over 12 passengers made a total of 879 dockings, transporting 54,660 domestic and international tourists from various countries, such as Italy, Russia, Ukraine, Egypt, Kosovo, North Macedonia, etc."

"There has been a total of 15 licensed tourist boats operating in the Bay of Vlora, making it possible for tourists to visit Sazan and Karaburun," the Authority added. The interest of both domestic and foreign tourists in the country's largest marine park remains high even during the month of October. The highly rugged coastline, the meadows descending right down to the waterline, the numerous hidden bays, and the pristine beaches are some of the attractions that draw visitors to the Sazan-Karaburun Marine (Balkan Web, 2024).

Conclusions

The Karaburun-Sazan National Park offers unique and highly significant potential in the field of tourism. This park represents a combination of the managed nature reserve of the Karaburun Peninsula and the military zone of Sazan Island. It has been designated as a protected area with the aim of preserving the unique marine and coastal ecosystems, which are threatened by human activities. The area is also very important for fishing.

Its natural and cultural beauties have turned it into one of the most attractive tourist destinations in the country, visited each year by thousands of tourists from all over the world. The Karaburun-Sazan Marine National Park offers unique opportunities for diving and snorkeling to explore marine biodiversity, underwater caves, and shipwreck remains.

In recent years, a very high tourist influx has been observed in this park. This phenomenon requires careful marketing and management of tourism in the area, as the park is facing challenges from uncontrolled tourism, which can damage habitats and greatly reduce its values. If this tourist influx is not managed properly, it may destroy the flora and fauna of this ecosystem, cause problems with waste, beach pollution, sewage, etc. For this reason, it is essential to update the legal framework regulating these types of activities, which are necessary not only for the preservation of heritage but also for further developing the tourism offer.

What is most urgent is the establishment of rules aimed at preserving the environmental, cultural, and archaeological values of the park.

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THE IMPACT OF CRISES ON EDUCATIONAL LEADERSHIP MODELS: FROM TRADITIONAL STYLE TO NEW ADAPTIVE APPROACHES

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ABSTRACT[1]

Global and local crises have exposed the weaknesses of traditional leadership models in educational institutions. Many leaders have been found unprepared to manage the emergencies in which society, in general and the education system in particular, found themselves. While some others have known how to successfully face these challenges, leaving their comfort zone and their leadership style by adopting new practices in their leadership. This paper aims to analyze the evolution of educational leadership styles and the impact of crises on the way leaders manage under pressure. The methodological approach for this study was a literature review. The results clearly showed that crises have accelerated the transformation of educational leadership models. The study contributes to the theory and practice of educational leadership,

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providing a deeper understanding of how crises can catalyze positive change. The results can help improve leadership training programs, develop leaders who are better prepared for emergencies, and build more flexible and sustainable institutions. As recommendations for the future, we support the idea that educational leadership should focus on developing adaptive capacities, which prepare the school not only to survive the crisis but to emerge stronger from it by ensuring continuity in its direction.

Keywords: *Educational leadership, crisis, adaptive leadership, traditional style, educational innovation.*

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Introduction

Effective leadership is essential for the success of any organization, including educational institutions. School leadership is considered a key factor in school effectiveness and a driver of strategic change and innovation, including the development of a strong vision, relevant objectives, and a plan for implementation, monitoring, and review (Chatzipanagiotou & Katsarou, 2023). Defining the role of a school principal is a difficult task due to the many and complex responsibilities of this position, the skills required to perform the job, and the values needed to fulfill the tasks (Bezzina et al., 2019). An element included in most definitions of leadership is that it has an influential role on the people it leads (Yulk, 2002). But defining leadership solely in terms of influence is a neutral notion and does not explain which goals or actions should be pursued to achieve that influence. Bush and

Glover (2003), in a report on educational leadership, described leadership as an influential person who carries personal and professional values, has a vision, and manages the institution in which he works. Regardless of the definition of leadership, what is important is the belief that the quality of leadership makes a significant difference to school and student outcomes (Bush, 2007: 1). Essentially, principals plan school life, implement legislation and Ministry of Education guidelines, and supervise teacher-related activities (Brown & Jones, 2025).

The role of educational leadership has transformed significantly over the past decade, especially amid unexpected crises such as the COVID-19 pandemic, economic crises, and socio-political changes. Such situations have put traditional models of leadership to the test (Harris & Jones, 2020). These researchers argue that the pandemic has "shaken" the status quo in school leadership, prompting

a shift towards more decentralized, collaborative, and networked approaches. The purpose of this study is to analyze the evolution of educational leadership styles under the influence of crises, especially during the COVID-19 pandemic, and how leaders manage under pressure. To conduct this study, we used the literature review method.

Literature Review

Traditional Leadership in Educational Institutions

In pre-crisis periods, educational leadership in educational institutions has typically been characterized by a more hierarchical structure, relatively centralized decision-making, and a focus on maintaining institutional stability (Bush, 2011). For example, in his book, Bush (2011) explains that traditional leadership moves away from the role of manager and focuses more on control, formal structure, and the distribution of authority in a top-down manner. However, in times of crisis, such as the COVID-19 pandemic, leadership roles have undergone a major shake-up. The pressure on school leaders, as well as on teaching staff, was very high, chaotic, and limited. Parents and students expected "continuity" from teachers and school leaders, a certain stability and security in the education of their children. Undoubtedly, the routine problem-solving of the pre-pandemic period would not be appropriate to follow in times of crisis and rapid change that it dictates. Under these conditions, educational leadership should possess fluid skills to solve the problems caused by the pandemic (Karimi, 2021).

What does scientific literature emphasize regarding leadership models?

Below, we examine some leadership models and their essential characteristics.

The instructional leadership model has historically focused on three main behavioral components: (a) defining the school's mission, which includes setting learning objectives and communicating them to staff and stakeholders; (b) curriculum management, which includes supervising and evaluating the teaching process, monitoring student progress, and coordinating the curriculum; (c) developing a school climate that is related to supporting teachers' professional development, effective time management, and providing incentives and rewards for teachers and students (Hallinger & Wang, 2015; Liu & Hallinger, 2018, cited in Berkovich & Hassan, 2024). "Instructional leadership … typically assumes that the critical focus of leaders' attention is the behavior of teachers as they engage in activities that directly impact student growth" (Leithwood et al. 1999: 8). Although the model of instructional leadership was initially perceived as centered on the principal, it has since evolved into a more democratic and inclusive approach (Berkovich & Hassan, 2024; Indra et al., 2022).

The authoritarian (dictatorial) leadership model is characterized by decisions made solely from an individual's perspective, without gathering input from other employees (Wetchler & Suseno, 2025). This type of "non-collaborative" leadership inhibits the formation of initiative, creativity, and responsibility from teachers (Harsono et al., 2023).

Conventional leadership models are based on the *bureaucratic and transactional schools of thought.* As such, these models have a strong emphasis on hierarchy and centralization of decision-making and focus on stability, order, and accountability (Weber, 1947; Bass, 1985; cited in Bashir, Haider, and Ramzan, 2025). In routine

environments, bureaucratic leadership emphasizes the efficient use of human and other resources to accomplish tasks through activities such as planning and monitoring operations (Lunenburg, 2020, cited in Waghid, 2023; Çoban & Atasoy, 2020, cited in Harsono et al., 2023). This style also emphasizes structure, rules, and procedures and is often criticized for its resistance to change (Ashok et al., 2021).

Transactional leadership, as a traditional model, is characterized by the enforcement of rules, administrative control, and the achievement of objectives through rewards and punishments (Bass, 1990). According to Miller and Miller (2001: 182),

> Transactional leadership is leadership in which relationships with teachers are based on an exchange for a valuable resource. For the teacher, the interaction between administrators and teachers is usually episodic, short-lived, and limited to the transaction of exchange.

Although this model has provided clarity and consistency, it has been shown to be less effective in situations of uncertainty and rapid change (Leithwood & Jantzi, 2005). These models often inhibit stakeholder involvement and the emergence of innovations and are therefore not suitable for addressing contemporary issues, such as the deployment of technology and the exploitation of diversity (Leithwood & Jantzi, 2006).

The leadership literature also focuses on another leadership style, *transformational leadership*. This style is characterized by a key behavior of particular interest, noted for inspiring positive change and a shared vision (Wetcher & Suseno, 2025: 739). "Transformational leadership is more powerful and complex and occurs when one or more teachers engage with others

in such a way that administrators and teachers lift each other to higher levels of commitment and dedication, motivation, and morale. Through the transformational process, the motives of the leader and the followers are aligned." (Miller and Miller 2001: 182).

Crises as Catalysts for Change

Crises have acted as critical moments of transformation for educational leadership. "Crises are characterized by low probability/high consequence events that threaten the most fundamental goals of an organization" (Weick, 1988: 305). Crises are inevitable in organizational life, constituting acute external forces that cause fundamental and unexpected disruptions in school functioning, with potentially high consequences for the institution and stakeholders (Liou, 2015, cit. Pastor et al., 2024). The COVID-19 pandemic was one such crisis that severely challenged the very structure of education (AlAjmi, 2022). According to Fullan (2020), such periods of crisis force leaders to go beyond usual practices and develop new skills for managing complexity, empathetic communication, and rapid decision-making. The crisis disrupted learning processes and forced educational leaders to reorganize, rework, and redefine their strategies to meet rapidly changing needs (Chatzipanagiotou & Katsarou, 2023).

A crisis serves as a catalyst for change (Zhao & Watterston, 2021; Chatzipanagiotou & Katsarou, 2023), highlighting the need for new and adaptive responses (Brown & Jones, 2025). For example, the COVID-19 pandemic caused a major disruption in the delivery of educational services (Chatzipanagiotou & Katsarou, 2023), forcing teachers to adopt digital learning, an area some had considered too complex (AlAjmi,

2022). This major crisis provided an opportunity for innovation, particularly in relation to distance learning (Caneva & Pulfrey, 2023; Parveen et al., 2022). Although many schools around the world, before the crisis, had been thinking about more innovative ways to "deliver more purposeful, meaningful, and global student-led education", the COVID-19 crisis itself forced a rethinking of education (Zhao, 2020).

In a systematic review of the scientific literature published between 2019 and 2022, Chatzipanagiotou & Katsarou (2023) reported on the challenges encountered, the crisis management strategies used, and the personality traits most often associated with effective crisis leadership during the turbulent era of the pandemic. They stated that school leaders engaged in a two-pronged approach: (i) providing safe schooling and (ii) expanding the leadership role through the digital learning leader. This new role required the exclusive provision of high-quality distance education. During the pandemic, leaders were forced to manage high-quality distance learning, systematically plan the curriculum, and adapt it to the needs of the crisis. In addition to these functions, they had to ensure the school community's engagement in exceptional circumstances to provide students with access to online education (Harahap, Hermanu, Sugiharti, Ruslaini, 2022).

Regarding the role of leadership in building an academic and innovative culture during the pandemic, Harsono, Chirmala & Sabriza (2023), documented practices such as initiatives led by school leaders (virtual clubs, mentoring) that supported academic continuity and school culture. Leadership strategies for crisis management and recovery included clear communication, flexibility, and an orientation towards digital innovation (Chatzipanagiotou & Katsarou, 2023). Caneva and Pulfrey (2023) showed how school leaders are moving from crisis management to digital transformation. They reported that schools that invested in digital infrastructure and training laid the foundation for long-term transformation. These experiences showed that pre-crisis leadership practices were insufficient to cope with the rapid changes required by the crisis, prompting a shift towards transformational and adaptive leadership (Harsono et al., 2023).

From traditional leadership to adaptive approaches

Adaptive leadership, as described by Heifetz (1994), involves guiding institutions through uncertain challenges by engaging stakeholders in the problem-solving process. In education, this translates into shared responsibilities, flexibility in institutional policies, and a collaborative culture that supports innovation (Harris, 2020). Unlike traditional approaches, adaptive leadership fosters organizational learning and continuous adaptation, making the school a living system that evolves with new circumstances (Day et al., 2016).

The COVID-19 crisis required a form of leadership that differed from that used in "normal" times (Chatzipanagiotou & Katsarou, 2023; Schechter et al., 2022). Educational leaders were forced to act virtually, quickly, and accurately (Berkovich & Hassan, 2024), requiring new crisis management skills. In response to the challenges, adaptive approaches (Dunn, 2020, cited in Brown & Jones, 2025) and crisis leadership approaches (Schechter et al., 2022) emerged.

An adaptive leadership approach is well-suited to complex situations

and contexts, especially in response to a crisis or unexpected event and when there is no clear plan or policy in place (Heifetz and Laurie 1997). According to Dunn (2020), adaptive leadership behaviors can operate in new and highly complex situations. The distinguishing characteristics of adaptive leadership are rapid knowledge gathering, responsiveness to situational needs, empowering staff to act, and delegating responsibility for tasks to employees based on their capacities. Adaptive educational leadership practices include several elements:

Adaptability and Flexibility: Leaders needed to be flexible and adaptable (Brown & Jones, 2025). The crisis highlighted the importance of consistency, determination, and composure to maintain staff morale (McLeod & Dulsky, 2021; Hill-Berry & Burris-Melville, 2024). Leaders needed to make critical decisions quickly on complex issues (Brown & Jones, 2025).

Emotional Intelligence and Caring: Crises require leaders to demonstrate emotional intelligence, including the ability to recognize, regulate, and manage their own and others' emotions. Leaders should promote caring, collaboration, and resilience among stakeholders (Dare & Saleem, 2022), communicating with empathy and humanity (Striepe & Kafa, 2024; Brown & Jones, 2025).

Distributed and Collaborative Leadership: A trend toward flat leadership structures has been observed (Anderson & Weiner, 2023, cited in Striepe & Kafa, 2024), leading to a more distributed leadership practice (McLeod & Dulsky, 2021; Striepe & Kafa, 2024; Pastor et al., 2024). Distributed leadership became necessary due to high workloads (McLeod & Dulsky, 2021) and to mobilize collective strength and diverse expertise. Collaborative leadership also had a positive impact on staff, teachers, and students (Harsono et al., 2023).

Innovation and transformation in educational leadership

Many studies have highlighted that crises have accelerated educational innovation processes, particularly in the use of technology, digital communication, and flexible teaching practices (OECD, 2021). Innovative leadership entails creating new visions, building trust, and cultivating a culture of reflection and continuous improvement (Donohoo, 2017). This form of leadership is closely linked to the principles of distributed leadership, in which leaders share their power and skills with staff to address complex challenges together (Spillane, 2006). The crisis-driven transition accelerated the need for innovation and transformation (Harsono et al., 2023) placing transformational and digital leadership at the center (Hojeij, 2024).

Transformational Leadership (TL), which refers to moving followers beyond immediate self-interest (Sheena et al., 2025; Waghid, 2023), is recognized as the most effective leadership style (Sadeghi & Pihie, 2012, cit. Sheena et al., 2025). This leadership is inclusive and adaptive, focusing on vision, collaboration, innovation, and continuous improvement. Key elements of TL include inspiring motivation and intellectual stimulation. The leader encourages subordinates to increase knowledge and creativity, as observed during the pandemic, when principals asked teachers to question their teaching routines and embrace innovation, especially in technology (Sheena et al., 2025). Under transformational leadership, teachers feel like an important part of the team and exhibit a higher level of engagement (Berkovich & Hassan, 2024).

Transformational leadership has a positive, significant impact on teachers' innovative capacity (Harsono et al., 2023).

Digital Leadership (E-leadership) The pandemic required principals to take on the "mantle of digital literacy" by ensuring that teachers and students use digital tools and platforms (AlAjmi, 2022; Caneva & Pulfrey, 2023). Educational leaders have a significant impact on teacher behavior and performance. Leaders with e-leadership skills provided technical and pedagogical support, increasing participation, and e-leadership contributed to improving teacher performance through changes in teacher behavior (Indra et al., 2022). Researchers believe that systemic improvement, as one of the five aspects of digital leadership, emphasizes the creation of a continuous improvement system for digital learning, ensuring that changes are made without destabilizing the leadership process (AlAjmi, 2022).

Integrated Leadership emerged during the COVID-19 pandemic. This model combined elements of transformational (emotional motivation) and transactional (resource provision and functionality) leadership, essential for balancing emotional and academic needs (Sheena et al., 2025).

While adaptive and innovative approaches have shown effectiveness in times of crisis, the literature emphasizes that after the crisis, it is necessary to maintain a balance between flexibility and stability (Leithwood et al., 2020). Leaders now need to develop competencies for managing emotions, building institutional resilience, and using resources strategically. According to Hargreaves & Fullan (2020), crises can serve as a "moment of professional renewal", fostering a new identity for the leader as a teacher, mentor, and innovator. The literature emphasizes that educational leadership during the COVID-19 crisis required a different approach than in normal times (Chatzipanagiotou & Katsarou, 2023). This undoubtedly transformed the leadership model.

The transformation in educational leadership that occurred because of the impact of the crisis was characterized by:

(a) *Style change*, a need to move from authoritarian leadership to a more collaborative and distributed style. Distributed leadership became essential for managing workload and increasing community resilience (McLeod & Dulsky, 2021; Çoban & Atasoy, 2020, cit. Harsono et al., 2023). To manage complex challenges (social and organizational), integrated crisis leadership emerged, which naturally combined the transformational and transactional models (Sheena et al., 2025).

(b) *The role of digitalization* where principals became digital leaders, promoting the vision and culture of digital learning (AlAjmi, 2022) and having a significant effect on teacher behavior and performance (Indra et al., 2022).

(c) *The culture of continuous improvement,* dictated by the increase in innovation and collaboration during the crisis, as an opportunity to create, in the long term, an academic culture of continuous change, which would lead to improved student achievement and well-being (Harsono et al., 2023).

(d) *Critical leadership skills* where leaders had to demonstrate care and resilience by emphasizing effective communication (McLeod & Dulsky, 2021; Hill-Berry & Burris-Melville, 2024; Peltola et al., 2024), rapid and critical decision-making (Brown &

Jones, 2025). Emotional intelligence proved essential for addressing others' needs (Dare & Saleem, 2022).

Conclusions

The scientific literature demonstrates that crisis situations have triggered a paradigm shift in the field of educational leadership, shifting the focus from traditional, centralized models to adaptive, distributed, and transformative approaches. This shift requires leaders to adopt new ways of thinking, characterized by critical reflection, collaboration, and sensitive assessment of the context. In this context, crises are not only challenging periods but also opportunities for organizational and professional development. This study contributes to both the theory and practice of educational leadership, offering a deeper perspective on the role of crises as drivers of positive change. The study's findings can help improve educational leadership training programs, strengthen emergency management capacities, and build more resilient and sustainable institutions. In this regard, we recommend that institutions preparing educational leaders focus on developing adaptive competencies that not only help schools cope with the crisis and unpredictable circumstances but also enable them to emerge stronger, ensuring continuity and stability in leadership.

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Kur gjuha bëhet tingull: zëri shqip dhe poetika e polifonisë labe

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Përmbledhje

Polifonia Labe përfaqëson një nga format më të thella dhe autentike të këndimit shumëzërësh shqiptar, ku muzika dhe gjuha bashkohen në një marrëdhënie organike që përcjell një identitet kolektiv dhe të pareduktueshëm. Ky artikull shqyrton se si gjuha shqipe, në formën e saj dialektore, funksionon brenda strukturës së polifonisë jo thjesht si një bartës gjuhësor i kuptimit, por si një element muzikor, ritmik dhe emocional. Përmes një analize të karakteristikave fonetike, morfologjike dhe semantike, si dhe natyrës performative të shprehjes vokale kolektive, ky studim zbulon se si dialekti vepron si material zanor dhe si shënues kulturor. Ai argumenton se polifonia Labe mund të kuptohet si një sistem unik gjuhësor-muzikor, ku fjala bëhet tingull dhe tingulli bëhet fjalë - një formë e të folurit përmes këndimit që mishëron si kujtesën ashtu edhe identitetin.

Fjalë kyçe: *Polifonia e Labit, gjuha shqipe, dialekti i Labërisë, izo-droni, identiteti kulturor, etnomuzikologjia, antropologjia gjuhësore.*

Josif GJIPALI është pedagog në Universitetin e Arteve, Tiranë. Ai ka lindur në Vlorë ku ka studiuar 7 vjet për violinë, ndërkohë që si solist ka marrë pjesë në Festivalet e Pionierëve të qytetit të lindjes, si dhe në Festivalet Kombëtare, ku ka marrë çmime si fitues. Pas diplomimit në Akademinë e Arteve në vitin 1999, ai është emëruar titullar në Teatrin e Operas dhe Baletit, ku ai ka interpretuar që këtë vit në disa opera si "Norma", "Traviatta", "Cosi Fan Tutte", "Don Giovani" etj. Më pas `sht` vendosur n` Itali dhe ka interpretuar në teatrot më të rëndësishëm anembanë botës, në qytete si Milano, Paris, Zyrih, Mynih, Pekin, Vienë, San Francisko, Barcelonë etj., etj. Ai është fitues i shumë çmimeve e konkurseve të mëdha ndërkombëtare, si Çmimi «Tito Gobbi" Itali (2002), konkursi "Plaçido Domingo" (2003) etj. Tenori, tanimë me famë botërore Josif Gjipali banon në Tiranë, por duke patur gjithnjë angazhime të shumta artistike ndërkombëtare.

Hyrje

Polifonia e Labit, dega jugore më karakteristike e këndimit shumëzërësh shqiptar, është shumë më tepër se një teknikë tradicionale vokale; ajo shfaqet si një mënyrë e të menduarit dhe e të ndjerit përmes zërit, një "infrastrukturë" simbolike ku muzika, gjuha dhe bashkësia përputhen në një akt të vetëm performativ.

Që prej përfshirjes së saj si *Albanian folk iso-polyphony* në Listën Përfaqësuese të UNESCO-s së Trashëgimisë Kulturore Jomateriale të Njerëzimit (*proklamuar "kryevepër" në vitin 2005 dhe rishpallur në listën përfaqësuese në vitin 2008*), kjo traditë është shndërruar nga një praktikë e lokalizuar në një objekt studimi me interes global, ku ndërthuren etnomuzikologjia, gjuhësia, antropologjia kulturore dhe studimet mbi trashëgiminë (UNESCO, 2008).

Në thelbin e saj, polifonia e labërisë sillet si një gjuhë e folur që këndohet me zë të lartë. Fjalët shkëputen nga funksioni i tyre i ngushtë referencial dhe shndërrohen në rrjedha tingulli që mbivendosen, ndërthuren dhe harmonizohen. Brenda kësaj kornize, shqipja trajtohet si material muzikor, një organizëm i gjallë tingullor, ku theksat, gjatësitë e zanoreve dhe intonacioni fjalësor riformatohen si sintaksë melodike. Siç ka argumentuar edhe akademiku Vasil Tole në studimet e tij enciklopedike mbi iso-polifoninë, raporti fjalë–notë në këtë repertor është strukturor: çdo artikulim gjuhësor mbart peshë të qartë muziko-ritmike dhe çdo zgjatje zanore shndërrohet në një "qelizë" melodike (Tole, 2007a; Tole, 2007b; Tole, 2014).

Polifonia e labërisë vepron në një sistem shumëzërësh që zakonisht përfshin marrësin (udhëheqësin), kthyesin (përgjigjësin), hedhësin (zërin që "hidhet" mbi strukturën) dhe ison (dronin e vazhdueshëm). Përkufizimi i UNESCO-s për iso-polifoninë shqiptare e nënvizon pikërisht këtë ndarje funksionale: dy zëra solistikë mbi një koral, ku mënyra e mbajtjes së isos ndryshon sipas zonës, ndërsa në zonën e labërisë shtohet zëri i katërt – hedhësi – si veçori dalluese e kësaj tradite. Marrësi nis idenë melodike kryesore, kthyesi e ndjek, e pasqyron ose e kundërshton atë, hedhësi krijon tension harmonik dhe emocion shtesë, ndërsa iso mban një bazë dronike të pandërprerë që "lidh" të gjithë zërat në një trup të vetëm rezonant (UNESCO, 2008).

Ky bashkëveprim ndërmjet zërave ngjan me një diskurs kolektiv, ku çdo linjë vokale mbart një funksion të qartë "gramatikor": marrësi operon si subjekt sintaksor dhe narrativ, kthyesi si përgjigje, kundërpikë ose koment, hedhësi si ndërhyrje emocionale që prish ekuilibrin, ndërsa iso qëndron si themel i pathënë – një lloj "heshtjeje gramatikore" që mban të gjithë fjalinë korale. Në këtë kuptim, polifonia e Labit mund të kuptohet si një fjali kolektive, një sintaksë korale, ku kuptimi nuk i përket asnjë zëri të vetëm, por lind nga konvergjenca dialogjike e të gjitha linjave. Kjo ide përputhet me vëzhgimet e etnomuzikologëve që përshkruajnë këngën shumëzërësh shqiptare jo vetëm në terma estetikë, por edhe si një model i mendimit social – një mënyrë për të folur dhe për t'u pozicionuar brenda grupit.

Dimensioni social i polifonisë nuk është thjesht metaforik. Studiues si Jane C. Sugarman (1997) kanë treguar se këndimi shumëzërësh në komunitetet shqiptare përshkruhet shpesh nga vetë këngëtarët në terma moralë dhe shoqërorë më shumë sesa teknikë: kënga pritet të prevalojë ndaj bisedës së zakonshme si formë parësore shoqërimi, ndërsa droni

(iso) siguron një ndjenjë sigurie kolektive – askush nuk mbetet "jashtë" zërit të përbashkët (Tole, 2014).

Në Labëri, kjo merr formë konkrete në dasma, mort, festa kalendarike dhe rituale të tjera ku polifonia shfaqet si praktikë e mishëruar solidariteti: kush mban ison, kush merr, kush kthen, kush "hidhet" – këto nuk janë vetëm role muzikore, por edhe pozicione simbolike brenda mikrorizmës shoqërore.

Nga një perspektivë ndërdisiplinore, polifonia e Labit mund të shihet si piketakim i tri fushave:

- Si objekt etnomuzikologjik, ajo paraqet një sistem kompleks modal, ritmik dhe timbrik që sfidon notacionin perëndimor dhe terminologjinë klasike mbi polifoninë.
- Si fenomen gjuhësor, ajo ofron një laborator të gjallë ku mund të studiohet ndërveprimi mes prosodisë së shqipes (theksi, intonacioni, gjatësia e rrokjeve) dhe kontureve melodike.
- Si praktikë antropologjike dhe sociologjike, ajo materializon marrëdhëniet e autoritetit, gjinisë, moshës dhe mikpritjes nëpërmjet shpërndarjes së roleve vokale dhe mënyrës sesi organizohen situatat e këndimit.

Ky punim është bazuar në një bibliografi të gjerë autorësh që e kanë trajtuar polifoninë shqiptare nga këndvështrime të ndryshme (Ahmedaja & Haid, 2008; Morello, 2015; Shetuni, 2011; Sammler, 2024; Finnegan, 2025; Sammler, 2024 etj.), sikurse në punimet e mjaft autorëve shqiptarë, të referuar përgjat ëtij.

Në këtë studim (të pozicionuar në ndërthurjen midis shkencave shoqërore dhe muzikës), polifonia labë trajtohet pikërisht si një gramatikë zërash: një sistem ku fonetika, ritmi, intonacioni dhe pragmatika e komunikimit shndërrohen në parametra muzikorë. Synimi është të shihet se si "fjalia kolektive" e një kënge Labërie organizon në të njëjtën kohë kuptimin gjuhësor, emocionin e përbashkët dhe strukturën shoqërore të grupit. Duke lexuar polifoninë jo vetëm si "muzikë popullore", por si tekst social dhe gjuhësor, krijohen ura të reja dialogu midis etnomuzikologjisë, gjuhësisë së folur, antropologjisë dhe teorive bashkëkohore të trashëgimisë kulturore jomateriale.

Dialekti i labërisë dhe muzikaliteti i gjuhës

Dialekti i Labit, degë jugore e grupit tosk të shqipes, përbën një rast tipik ku struktura gjuhësore dhe muzikaliteti janë aq të ndërthurura, sa është e vështirë të flasësh për njërën pa përfshirë tjetrën. Në kuptimin dialektologjik, Labëria klasifikohet brenda bllokut tosk, por si nëndarje me tipare fonetike e leksikore të veçanta (p.sh. trajta karakteristike të zanoreve, sistem i veçantë të theksimit, forma arkaike të nyjës dhe përemrave), të cilat e dallojnë nga toskërishtja standarde. Studimet bashkëkohore mbi dialektet shqiptare e theksojnë qartë këtë veçim: Labëria shfaqet si një nënzonë e veçantë brenda Toskërisë, me profil të vet fonetik e intonacional.

Këto veçori nuk mund të merren thjesht si "kuriozitete gjuhësore" pasi ato ndikojnë drejtpërdrejt në timbrin dhe ngjyrën e polifonisë labe. Zanoret përgjithësisht më të hapura, prania e bashkëtingëlloreve të forta dhe prirja për theks të plotë në rrokje të fundit krijojnë një linjë të foluri "me peshë", e cila përshtatet natyrshëm me regjistrat e ulët dhe me projeksion të lartë vokal. Në këtë kuptim, fonologjia e dialektit bëhet bazë akustike e gjinisë: ajo përcakton llojin e

rezonancës, mënyrën si krijohet vibrato natyror, si edhe mënyrën si "ulet" fjala në fund të frazës melodike. Studimet historike mbi fonologjinë e shqipes e kanë nënvizuar shpesh këtë lidhje midis strukturës zanore dhe ritmit prozodik të gjuhës.

Në këndimin mashkullor labe, këto tipare krijojnë një rezonancë të dendur, "tokësore". Theksi i rëndë në rrokjet fundore, kombinuar me regjistrin e ulët dhe me një artikulim shpesh "i thyer" nga presioni i zërit, prodhon një profil vokal që pasqyron qartë topografinë dhe etosin e maleve të Labërisë. Në këngët e grave, e njëjta strukturë gjuhësore shfaqet e "përkthyer" në një gjuhë timbrale më të zbutur: zanoret zgjaten, konturet melodike zgjaten në forma harkore, ndërsa intonacioni afrohet me ligjërimin e vajtimit dhe ninullës. Kështu, dialekti nuk është thjesht një mjet verbal komunikimi, por një nënshkrim timbral gjinor dhe shoqëror i komunitetit. Për këtë arsye, në shumë studime etnomuzikologjike Labëria trajtohet si "dialekt muzikor" më vete, ku gjuha dhe muzika konfigurojnë së bashku një identitet të dallueshëm brenda mozaikut shqiptar.

Shaban Demiraj ka vënë në dukje se të folurat toske ruajnë shpesh një intonacion natyror të tipit "frazë e plotë", ku ngritja dhe rënia e tonit ndjek logjikën sintaksore të fjalisë. Në Labëri kjo prirje shkon edhe më tej: intonacioni i së folurës në bisedë të përditshme është pothuajse i padallueshëm, në disa raste, nga fillimet e frazave melodike të këngëve polifonike. Kjo shpjegon pse frazimi melodik i këngëve labe shpesh duket sikur del "drejtpërdrejt" nga struktura e ligjërimit: melodia nuk i imponohet gjuhës, por ndjek konturin e saj të brendshëm ritmik dhe intonacional (shih: Demiraj, 1988; Demiraj, 1990; Beci, 2002).

Në termat e studimeve bashkëkohore

mbi marrëdhënien mes të folurës dhe këndimit, mund të thuhet se polifonia labe materializon në mënyrë të dukshme idenë se fjala dhe kënga janë dy pika në të njëjtin kontinuitet akustik (shih: Lloshi, 1999; Vaso, 2010 etj).

Rrokja si njësi muzikore dhe vokalizmi paralinguistik

Në polifoninë labe, rrokja është njësi themelore ritmiko-metrike. Çdo rrokje mbart njëkohësisht peshë kohore (sa zgjat) dhe peshë aksentuale (si theksohet). Prandaj fjalët në tekst shpesh "përçahen" në njësi më të vogla – "mo-re", "va-lo", "le-le" – duke humbur ngarkesën e tyre semantike të plotë, por duke marrë një funksion të qartë ritmik e metrike. Në praktikë, shumë prej këtyre grimcave janë "pa kuptim" leksikor të pavarur, por pikërisht kjo i bën ato të vlefshme si material tingullor i liruar nga detyrimi i referencës. Ky fenomen përputhet me atë që etnomuzikologjia ndërkombëtare e quan "vokalizëm paralinguistik" – pra përdorimi i rrokjeve dhe vokableve që nuk shërbejnë si fjalë të plota, por si bartëse të ritmit, frazimit dhe ngarkesës emocionale.

Literatura bashkëkohore mbi zërin e kënduar dhe rolin e elementeve joleksikore e konfirmon këtë dimension: rritjet lokale të intensitetit, zgjatjet e zanoreve, ndërprerjet me grimca si "e, moj", "le-le", "more" mund të lexohen si shenja paralinguistike, që nuk ndryshojnë kuptimin referencial të tekstit, por orientojnë dëgjuesin drejt një përjetimi emocional të caktuar. Studimet mbi paralinguistikën vokale në komunikim theksojnë se ritmi i të folurit, lartësia e zërit, shpejtësia dhe theksi ndikojnë fuqishëm në mënyrën si dëgjuesi gjykon qëndrimin, emocionalitetin dhe besueshmërinë e folësit.

Në polifoninë labe, këto mekanizma

vihen në punë në një kontekst estetik: zëri nuk synon vetëm "të thotë diçka", por të përftojë një gjendje kolektive rezonance emocionale.

Shembulli "Labëri moj nënë e bukur" është ilustrues: çdo rrokje ("La-bë-ri moj në-në e bu-kur") merr theksin e vet ritmik, duke krijuar një puls që i ngjan marshimit ose frymëmarrjes së sinkronizuar të grupit. Këtu, frazimi melodik është i padallueshëm nga frazimi i të folurës në dialekt: ngritja dhe rënia e linjës melodike është një "zoomhartim" i intonacionit të fjalisë. Studime më të gjera mbi poezinë e të folurës si formë e muzikës së fjalës kanë argumentuar se në shumë tradita, fjala e folur dhe fjala e kënduar përbëjnë një skaj të vetëm 'kontinuumi' (vazhdimsisë) të shprehjes vokale ku ritmi, theksi dhe timbri janë po aq thelbësorë sa semantika.

Në këtë kuptim, të thuash se "gjuha është notacion i pakorrigjuar i tingullit" nuk është metaforë letrare, por një përshkrim i përpiktë i mënyrës si funksionon polifonia labe. Teksti nuk shkruhet mbi muzikën dhe muzika buron nga potenciali ritmiko-fonetik i vetë gjuhës.

Gjuha si kujtesë dhe identitet

Polifonia labe është edhe arkiv i gjallë gjuhësor. Tekstet ruajnë forma arkaike gramatikore dhe frazeologji që në shqipen standarde sot janë zëvendësuar ose zhdukur. Shprehje si "të qofsha nënë", "nukë më ndanë dot", "o të keqen" nuk janë vetëm formula emocionale; ato janë "fosile të gjalla" të një faze më të hershme të shqipes, me nyjtime, forma të lidhores dhe struktura sintaksore që dëshmojnë shtresime të ndryshme historike. Studimet historike mbi shqipen kanë theksuar prej kohësh se dialektet periferike – si Labëria – ruajnë shpesh gjurmë të vjetra që janë niveluar në normën standarde.

Në këndvështrimin e shkencave shoqërore, nocioni i "kujtesës kulturore" (cultural memory) ka treguar se komunitetet ruajnë identitetin e tyre jo vetëm përmes teksteve të shkruara, por edhe përmes praktikave të përsëritura rituale – ku muzika zë një vend qendror. Jan Assmann ka argumentuar se traditat gojore funksionojnë si depo dinamike kujtese, ku çdo ripërsëritje sjell një përditësim të lehtë, por ruan një bërthamë të qëndrueshme referencash, emrash, formulash.

Polifonia e labërisë përputhet me këtë logjikë: çdo këngë është në të njëjtën kohë e vjetër (sepse mban formula të trashëguara) dhe e re (sepse zërat konkretë, theksimi, ritmi dhe rasti shoqëror janë gjithmonë të tjerë). Kjo e bën gjuhën e përdorur në këto këngë një formë "arkivimi të trupëzuar": kujtesa nuk ruhet në raftet e bibliotekës, por në aparatin vokal të këngëtarëve, në dialektin që flitet në përditshmëri, në mënyrën si grupi vendos t'i theksojë rrokjet në një rast mortor apo në një festë.

Për më tepër, të dhënat bashkëkohore nga neuroshkenca e muzikës sugjerojnë se ndarja midis të folurës dhe këndimit nuk është as aq e prerë në tru saç e kemi imagjinuar – format e ndryshme të të folurës melodike dhe të këndimit ndajnë shumë "shenja akustike" të përbashkëta në kultura të ndryshme.

Në këtë perspektivë, mund të shprehemi se kjo formë polifonie qëndron njëkohësisht si praktikë muzikore dhe si formë sociolinguistike sepse ajo kodon norma gjuhësore, role sociale, raporte gjinore dhe hierarki brenda grupit nëpërmjet mënyrës si shpërndahen zërat, si flitet dhe si këndohet. Në të njëjtën kohë, ajo u jep pjesëtarëve të komunitetit një mënyrë për të "dëgjuar" veten si kolektiv – për të dëgjuar dialektin e tyre të kthyer në rezonancë të përbashkët (Haxhihasani, 1983; Haxhihasani, 1983;

Habazaj, 2016). Në vlerësimin e Qemal Haxhihasanit (1982), kënga e jugut shqiptar është një arkiv i gjallë i gjuhës, për çdo brez që këndon ajo transmeton si fjalët ashtu edhe frymën e tyre poetike.

Në këtë mënyrë, polifonia labe funksionon si një mjet i vazhdimësisë gjuhësore dhe kulturore. Për më tepër, përdorimi i dialektit labe në skenë ose në regjistrime bëhet një akt identiteti - një deklaratë publike e përkatësisë.

Përfundime

Estetikisht, polifonia labe e hulumtuar funksionon si një meta-gjuhë e emocioneve. Ndjenjat nuk përshkruhen, por evokohen përmes mënyrës se si rezonojnë fjalët. Ndërveprimi i zanoreve të hapura, bashkëtingëlloreve të forta dhe frymëmarrjes kolektive krijon një intensitet tingëllues që komunikon ndikim përtej kuptimit.

Kjo të kujton traditën recitative të operës (ku ritmi i të folurit shndërrohet në melodi) megjithatë, në polifoninë labe, ky proces është kolektiv dhe stërgjyshor, jo i

kompozuar. Është një operë popullore ku libreti është vetë dialekti dhe orkestra është bashkësia e zërave. Në këtë transformim, fjalët treten në tingull; "Labëri" nuk është më thjesht një toponim, por një ton, një timbër përkatësie, një thirrje muzikore e vendit dhe shpirtit. Përdorimi i gjuhës shqipe, në këtë gjini, demonstron një sintezë të rrallë midis identitetit gjuhësor dhe strukturës muzikore.

Në këtë traditë, fjala nuk është e jashtme ndaj muzikës, pasi ajo është vetë muzikë. Dialekti i kësaj zone, me gjallërinë e tij fonetike dhe vitalitetin ritmik, ka formësuar melodinë, frazimin dhe timbrin e polifonisë, duke e bërë atë jo vetëm një formë të artit vokal, por edhe një monument të shqipes së folur. Në një epokë globalizimi dhe standardizimi gjuhësor, polifonia labe vazhdon si një akt rezistence kulturore; duke ruajtur tingullin e gjallë të një dialekti, një botëkuptimi dhe një kujtese kolektive. Në thelb, ajo është gjuha e dytë e kulturës shqipe, aty ku gjuha e zërit, e emocionit, e shpirtit njerëzor artikulohen përmes harmonisë.

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ABSTRACT

Labe polyphony represents one of the most profound and authentic forms of Albanian polyphonic singing, where music and language come together in an organic relationship that conveys a collective and irreducible identity. This article examines how the Albanian language, in its dialectal form, functions within the structure of polyphony not simply as a linguistic carrier of meaning, but as a musical, rhythmic, and emotional element. Through an analysis of the phonetic, morphological, and semantic characteristics, as well as the performative nature of collective vocal expression, this study reveals how dialect acts as a sound material and as a cultural marker. It argues that Labe polyphony can be understood as a unique linguistic-musical system, where word becomes sound and sound becomes word - a form of speaking through singing that embodies both memory and identity.

Keywords: *Labe polyphony, Albanian language, Laberia dialect, iso-drone, cultural identity, ethnomusicology, linguistic anthropology.*

Dimensionet

dhe format e decentralizimit:

Një vështrim analitik

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Përmbledhje

Ky artikull ofron një pasqyrë analitike të decentralizimit, duke shqyrtuar bazat konceptuale, dimensionet kryesore dhe format e tij kryesore. Decentralizimi kuptohet zakonisht si transferimi i autoritetit dhe përgjegjësive nga qeveria ose organizata qendrore te njësitë vartëse, duke mundësuar marrjen e vendimeve lokale dhe rritjen e autonomisë. Studimi identifikon tre dimensione kryesore të decentralizimit: politik, administrativ dhe fiskal, secili duke reflektuar aspekte të veçanta të transferimit të pushtetit dhe qeverisjes. Më tej, shqyrtohen format kryesore të decentralizimit administrativ - dekoncentrimi, delegimi dhe transferimi - duke theksuar karakteristikat, avantazhet dhe kufizimet e tyre. Dekoncentrimi përfshin shpërndarjen e përgjegjësive administrative brenda strukturave qeveritare qendrore, ndërsa delegimi transferon funksione menaxheriale te organizata gjysmë-autonome. Tranferimi përfaqëson formën më të gjerë, duke caktuar autoritet dhe përgjegjësi të konsiderueshme te entitete lokale. Përmes një sinteze të literaturës ekzistuese, artikulli sqaron dallimet ndërmjet këtyre formave, duke theksuar implikimet e tyre për qeverisjen efektive dhe ofrimin e shërbimeve. Analiza tregon se decentralizimi është një proces multidimensional, që ndryshon në shkallë dhe intensitet në varësi të kontekstit politik, administrativ dhe fiskal. Artikulli përfundon se një kuptim i detajuar i decentralizimit është thelbësor, si për studimet teorike, ashtu edhe për zbatimin praktik në administratën publike.

Fjalë kyç: decentralizimi, dekoncentrimi, delegimi, devolucioni.

Anisa RUSETI është lektore e jashtme në Fakultetin e Shkencave Sociale, Universiteti i Tiranës. Zotëron Master Niveli i II " Politika Sociale dhe Drejtimi Strategjik i Zhvillimit të Qëndrueshëm të Territorit" në Universitetin e Bolonjës, Itali. Ka një përvojë mbi 15-vjeçare në pozicione drejtuese në institucione publike duke udhëhequr procese kyçe të hartimit dhe zbatimit të strategjive në fushën e mbrojtjes dhe përfshirjes sociale.

Hyrje

Decentralizimi është një koncept kyç në studimet e administratës publike dhe menaxhimit të shërbimeve të kujdesit shoqëror, i cili ka fituar rëndësi të madhe gjatë dekadave të fundit si një strategji për të përmirësuar qeverisjen dhe ofrimin e shërbimeve. Në thelb, decentralizimi lidhet me transferimin e kompetencave dhe përgjegjësive nga qeveria qendrore drejt niveleve më të ulëta të organizimit politik dhe administrativ, duke përfshirë qeveritë lokale, autoritetet rajonale dhe institucionet autonome (Crook & Manor, 1998; Agrawal & Ribot, 1999). Ky proces nuk përfshin vetëm shpërndarjen e pushtetit politik, por edhe ndryshimin e strukturave administrative dhe financiare që ndikojnë në mënyrën se si vendimmarrja dhe burimet menaxhohen në nivel lokal.

Decentralizimi synon të përmirësojë efektivitetin, transparencën dhe llogaridhënien e shërbimeve publike, duke i afruar vendimmarrjet pranë komuniteteve që përfitojnë drejtpërdrejt nga ato shërbime. Ai krijon mundësi për adaptim më të mirë të politikave dhe programeve sipas nevojave dhe prioriteteve specifike të popullatës lokale, duke fuqizuar aktorët lokalë dhe duke rritur pjesëmarrjen e qytetarëve në proceset vendimmarrëse.

Në kontekstin e shërbimeve të kujdesit shoqëror, decentralizimi mund të kontribuojë në rritjen e qasjes dhe cilësisë së shërbimeve për komunitetet lokale, duke lehtësuar shpërndarjen e resurseve, koordinimin ndërinstitucional dhe reagimin ndaj sfidave sociale në mënyrë më efikase dhe të qëndrueshme. Për më tepër, ky proces mund të shërbejë si një mekanizëm për të promovuar barazinë dhe drejtësinë sociale, duke ofruar shërbime më të përshtatura dhe të drejta për të gjithë qytetarët.

Përcaktimet konceptuale të decentralizimit

Përcaktimi i decentralizimit ka evoluar dhe ka marrë kuptime të ndryshme në literaturën shkencore, duke reflektuar kompleksitetin dhe shumë dimensionalitetin e këtij koncepti. Në thelb, decentralizimi lidhet me shpërndarjen e pushtetit, funksioneve dhe përgjegjësive nga një qendër e vetme drejt niveleve më të ulëta të organizimit politik dhe administrativ. Ky proces mund të shfaqet në forma të ndryshme, që variojnë nga delegimi i kompetencave fiskale dhe administrative deri te autonomi më e madhe e njësive lokale dhe organizatave joqeveritare. Interpretimet e ndryshme të decentralizimit, nga përkufizimet e thjeshta të Cambridge Dictionary , te analizat më të avancuara të autorëve si Cummings (1995), Faguet (2021); Litvack et al. (1998) etj., tregojnë se ky koncept nuk është i njëtrajtshëm, por varet thelbësisht nga konteksti politik, ekonomik dhe social ku aplikohet.

Decentralizimi ka marrë shumë kuptime dhe interpretime. Sipas Cambridge Dictionary (2024), decentralizimi është "akt ose proces i zhvendosjes së kontrollit nga një vend i vetëm drejt disa vendeve më të vogla". Cummings (1995) thekson se decentralizimi është një kontrast me centralizimin, duke i dhënë më shumë autonomi njësive që ndodhen larg qendrës, ndërsa autorë të tjerë, si Faguet (2012 & 2021), argumentojnë se decentralizimi është koncept me interpretime të shumta dhe ndryshon në varësi të kontekstit dhe vendit ku aplikohet. Litvack, Ahmad dhe Bird (1998) e përkufizojnë si "përgjegjësinë fiskale, politike dhe administrative që i jepet niveleve më të ulëta të qeverisjes".

Sipas Smith (2023), decentralizimi përfshin delegimin e pushtetit tek nivele më të ulëta në një hierarki territoriale,

duke krijuar institucione politike dhe administrative në këto nivele. Eryılmaz (2011) argumenton se decentralizimi modern nënkupton transferimin e autoritetit administrativ, si planifikimi, vendimmarrja dhe mbledhja e të ardhurave publike, nga qeveria qendrore tek qeveritë lokale ose njësitë e pavarura gjysmë autonome. Ky transferim mund të përfshijë edhe organizata profesionale dhe vullnetare jashtë administratës shtetërore.

Përcaktimet konceptuale të decentralizimit tregojnë se ai nuk është vetëm një proces teknik i transferimit të pushtetit, por edhe një qasje strategjike për përmirësimin e funksionimit të administratës dhe rritjen e autonomisë së njësive lokale. Ai mund të përfshijë aspekte fiskale, politike dhe administrative, duke krijuar institucione dhe mekanizma të reja vendimmarrjeje në nivelet më të ulëta të qeverisjes. Ky pluralizëm i kuptimeve thekson rëndësinë e kuptimit të kontekstit dhe qëllimeve të decentralizimit për të siguruar një zbatim të efektshëm dhe të qëndrueshëm në praktikë.

Dimensionet e Decentralizimit

Decentralizimi përbën një koncept kyç në studimet e administratës publike dhe menaxhimit të shërbimeve, pasi ai reflekton mënyrën se si pushteti dhe përgjegjësitë shpërndahen brenda një shteti ose organizate. Ai nuk është një proces uniform, por një fenomen shumëdimensionale që përfshin aspekte politike, fiskale dhe administrative (Falleti, 2005).

Dimensioni politik i decentralizimit lidhet me transferimin e autoritetit legjislativ dhe gjyqësor tek nivelet më të ulëta të qeverisjes. Ky dimension përfshin mundësinë që qytetarët të zgjedhin përfaqësuesit e tyre lokalë, si dhe krijimin e mekanizmave të llogaridhënies, që

sigurojnë se vendimmarrjet e nivelit lokal janë të përgjegjshme ndaj komuniteteve përkatëse (Ozmen, 2014; Köse, 2004).

Dimensioni fiskal fokusohet në shpërndarjen e kompetencave mbi burimet financiare, duke përfshirë të drejtën mbi taksat, hartimin e buxhetit dhe shpenzimet publike. Ky aspekt i decentralizimit mundëson që njësitë lokale të menaxhojnë financat në përputhje me prioritetet dhe nevojat specifike të komuniteteve që shërbejnë (Litvack et al., 1998).

Dimensioni administrativ përfshin transferimin e funksioneve klasike të shtetit tek institucionet publike autonome ose njësitë e qeverisjes lokale. Ky aspekt lejon një organizim më fleksibël dhe adaptues të shërbimeve, duke rritur efikasitetin operativ dhe aftësinë për të adresuar kërkesat lokale (Eryılmaz, 2011).

Duke u shqyrtuar së bashku, këto dimensione tregojnë se decentralizimi nuk është vetëm shpërndarje pushteti, por një strategji komplekse që ndikon drejtpërdrejt në mënyrën se si qeverisja dhe shërbimet publike funksionojnë. Ai rrit autonominë e njësive lokale, forcon llogaridhënien ndaj qytetarëve dhe mundëson që shërbimet publike të jenë më të përshtatura me nevojat reale të komuniteteve. Për këtë arsye, kuptimi i dimensioneve politike, administrative dhe fiskale është thelbësor për vlerësimin e efektivitetit të decentralizimit dhe për të informuar politikat që synojnë një qeverisje më të afërt dhe të përgjegjshme.

Format e decentralizimit administrativ

Decentralizimi administrativ përfaqëson një dimension kyç të shpërndarjes së pushtetit dhe përgjegjësive brenda një shteti, duke ndikuar drejtpërdrejt në mënyrën se si funksionojnë institucionet

publike dhe ofrohen shërbimet për qytetarët. Në këtë kuadër, decentralizimi administrativ mund të marrë forma të ndryshme, të cilat dallohen nga niveli i autonomisë dhe lloji i kontrollit që mbetet tek qeveria qendrore. Sipas literaturës, ekzistojnë tre forma kryesore të decentralizimit administrativ: dekoncentrimi, delegimi dhe transferimi, ndërsa privatizimi përfaqëson një formë të zgjeruar të shpërndarjes së përgjegjësive jashtë administratës shtetërore (Falleti, 2005; Independent Evaluation Group, 2008).

Dekoncentrimi nënkupton transferimin e disa kompetencave administrative tek nivelet më të ulëta të qeverisë qendrore, duke ruajtur hierarkinë dhe varësinë nga qeveria qendrore (Boko, 2002; Rondinelli, 1984; Faguet, 2021). Kjo formë shpesh konsiderohet më e dobët në termat e decentralizimit, pasi vendimmarrja mbetet kryesisht tek qendra. Megjithatë, dekoncentrimi mund të përmirësojë efektivitetin e ofrimit të shërbimeve, duke afruar përfaqësues lokalë më pranë popullsisë dhe duke mundësuar reagime më të shpejta ndaj nevojave lokale.

Delegimi është transferimi i përgjegjësisë për funksione të caktuara tek organizata gjysmë autonome që nuk kontrollohen plotësisht nga qeveria qendrore (Boko, 2002; Ferguson & Chandrasekharan, 2004; Faguet, 2021; Ahmad & Brosio, 2006). Këto organizata gëzojnë një liri më të madhe në vendimmarrje dhe mund të përdorin tarifa për shërbimet e ofruara. Ndërsa delegimi ofron një shkallë më të madhe autonomie krahasuar me dekoncentrimi, njësitë e decentralizuara mbeten përgjegjëse për qeverinë qendrore, duke siguruar një ekuilibër midis autonomisë lokale dhe kontrollit qendror.

Transferimi përfaqëson formën më të plotë të decentralizimit administrativ, ku kompetencat e vendimmarrjes financiare dhe administrative transferohen tek njësitë lokale të qeverisjes, të cilat kanë mandate të zgjedhura dhe janë të pavarura, si bashkitë me këshilla dhe kryetarë të zgjedhur (Litvack, Ahmad & Bird, 1998; Boko, 2002). Kjo formë mundëson që njësitë lokale të kenë autonomi fiskale dhe juridike brenda kuadrit ligjor të përcaktuar. Transferimi rrit llogaridhënien ndaj qytetarëve, forcon pjesëmarrjen lokale dhe mund të ndikojë pozitivisht në cilësinë dhe qasjen në shërbimet të kujdesit shoqëror.

Privatizimi përfaqëson një formë të decentralizimit që shkon përtej administratës shtetërore, ku përgjegjësia për ofrimin e shërbimeve transferohet tek organizata vullnetare ose ndërmarrje private (Yang & Yang, 2012). Në këtë rast, qeveria ruan një rol mbikëqyrës, duke siguruar standarde dhe llogaridhënie, por nuk angazhohet drejtpërdrejt në operimin e shërbimeve. Privatizimi mund të nxisë inovacion dhe efikasitet, por kërkon mekanizma të fortë monitorimi për të garantuar që shërbimet mbeten të aksesueshme dhe të cilësisë së duhur për qytetarët. Megjithatë duhet pasur parasysh se privatizimi nuk është një formë standarde e decentralizimit administrativ në literaturën klasike.

Format e decentralizimit administrativ përfaqësojnë nivele të ndryshme të shpërndarjes së pushtetit dhe përgjegjësive. Ndërsa dekoncentrimi dhe delegimi ruajnë një lidhje më të ngushtë me qeverinë qendrore, transferimi dhe privatizimi ofrojnë një autonomi më të madhe dhe mundësi më të gjera për përshtatjen e shërbimeve ndaj nevojave lokale. Kuptimi i këtyre formave është thelbësor për të analizuar efektivitetin e decentralizimit dhe për të ndihmuar në zhvillimin e politikave që mbështesin qeverisjen e afërt, llogaridhënëse dhe efikase.

Analizë dhe krahasim
i llojeve kryesore

Decentralizimi administrativ përbën një mekanizëm të rëndësishëm për shpërndarjen e përgjegjësive dhe vendimmarrjes nga qeveria qendrore tek njësitë lokale. Analiza e llojeve kryesore të decentralizimit – dekoncentrim, delegim dhe transferim – ofron një kuptim të thellë mbi shkallën e autonomisë, efektivitetin administrativ dhe llogaridhënien në ofrimin e shërbimeve. Krahasimi i këtyre formave është i domosdoshëm për të identifikuar modelin më të përshtatshëm për organizimin dhe menaxhimin e shërbimeve publike, veçanërisht të atyre kujdesit shoqëror.

Dekoncentrimi konsiderohet forma më e kufizuar e decentralizimit, pasi shpërndan vetëm përgjegjësi administrative brenda strukturave qendrore, duke ruajtur kontrollin dhe hierarkinë nga qeveria qendrore. Kjo formë ofron avantazhin e një reagimi më të shpejtë ndaj kërkesave lokale pa u larguar nga politika qendrore, por ka kufizime në nivelin e autonomisë dhe vendimmarrjes së njësive lokale.

Delegimi i ofron njësive gjysmë autonome një shkallë më të madhe autonomije, duke i lejuar të vendosin për disa funksione specifike, si menaxhimi i shërbimeve ose përdorimi i tarifave për financimin e tyre. Megjithatë, njësitë e deleguara mbeten përgjegjëse ndaj qeverisë qendrore, duke ruajtur një lidhje të qartë kontrolli dhe monitorimi. Ky model ofron një ekuilibër midis autonomisë dhe llogaridhënies, duke mundësuar disa fleksibilitete lokale pa humbur koherencën me politikat qendrore.

Transferimi përfaqëson nivelin më të avancuar të decentralizimit, ku njësitë lokale marrin kompetenca të plota për vendimmarrje administrative dhe financiare, duke përfshirë mundësinë e krijimit të buxheteve të tyre dhe vendimmarrjen autonome në shërbime sociale (Rondinelli, Nellis & Cheema, 1983; Yilmaz et al., 2008; Friis Hansen, 2017; Dafflon, & Madiès, 2013). Në këtë formë, njësitë lokale mund të adresojnë në mënyrë më efektive nevojat specifike të komuniteteve dhe të rrisin pjesëmarrjen qytetare në vendimmarrje. Megjithatë, suksesi i transferimit kërkon kapacitete të mjaftueshme administrative dhe financiare në nivel lokal, për të shmangur mangësitë në cilësinë dhe qasjen e shërbimeve.

Këto tre forma të decentralizimit ofrojnë shkallë të ndryshme te autonomisë dhe vendimmarrjes, duke përcaktuar mënyrën më të përshtatshme të organizimit të shërbimeve sociale. Dekoncentrimi mund të përdoret për funksione të thjeshta dhe monitorim të shpejtë, delegimi ofron një fleksibilitet të kufizuar me kontroll qendror, ndërsa transferimi mundëson përshtatje maksimale lokale dhe pjesëmarrje qytetare. Kuptimi i këtyre dallimeve është i domosdoshëm për të ndërtuar politika efektive që balancojnë autonominë lokale, llogaridhënien dhe qasjen ndaj shërbimeve.

Përfundime

Decentralizimi i shërbimeve të kujdesit shoqëror paraqet një instrument strategjik për rritjen e efikasitetit, llogaridhënies dhe përshtatshmërisë së politikave sociale në nivele lokale. Analiza e llojeve kryesore të decentralizimit tregon se zgjedhja e modelit të duhur duhet të bazohet në kapacitetet administrative, financiare dhe menaxheriale të njësive lokale, si dhe në nevojat specifike të komuniteteve për të cilat ofrohen shërbimet. Transferimi ofron potencialin më të madh për autonomi reale dhe përmirësim të cilësisë së shërbimeve, duke mundësuar vendimmarrje fleksibile dhe pjesëmarrje aktive të qytetarëve,

ndërsa delegimi dhe dekoncentrimi mund të përdoren si hapa të ndërmjetëm për forcimin e kapaciteteve lokale dhe testimin e mekanizmave të përgjegjësisë.

Për të siguruar suksesin e procesit të decentralizimit, është e domosdoshme të ndërtohet një mbështetje institucionale e qëndrueshme, duke përfshirë trajnime dhe zhvillim të kapaciteteve të stafit lokal, burime financiare të qëndrueshme dhe korniza ligjore të qarta që përcaktojnë kompetencat dhe përgjegjësitë e njësive lokale. Një rekomandim i rëndësishëm është krijimi i mekanizmave të monitorimit dhe vlerësimit të performancës së njësive lokale, për të siguruar që autonomia e dhënë të shoqërohet me llogaridhënie dhe cilësi në ofrimin e shërbimeve të kujdesit shoqëror. Për më tepër, zhvillimi i partneriteteve me organizata joqeveritare dhe sektori privat mund të rrisë fleksibilitetin dhe inovacionin në shërbimet lokale. Në përmbledhje, decentralizimi i planifikuar dhe i implementuar me kujdes mund të përmirësojë ndjeshëm qasjen, efektivitetin dhe cilësinë e shërbimeve të kujdesit shoqëror, duke përmbushur më mirë nevojat e komuniteteve.

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Abstract

Dimensions and forms of decentralization: an analytical overview
This article provides a comprehensive analytical overview of decentralization, exploring its conceptual foundations, key dimensions, and primary forms. Decentralization is generally understood as the transfer of authority and responsibility from a central government or organization to subordinate units, enabling local decision-making and increased autonomy. The study identifies three main dimensions of decentralization: political, administrative, and fiscal, each reflecting distinct aspects of power transfer and governance. Furthermore, it examines the principal forms of administrative decentralization—deconcentration, delegation, and devolution—highlighting their specific characteristics, strengths, and limitations. Deconcentration involves the redistribution of administrative responsibilities within central government structures, while delegation transfers managerial functions to semi-autonomous organizations. Devolution represents the most extensive form, assigning substantial authority and accountability to local entities. Through a synthesis of existing literature, this paper elucidates the differences between these forms, emphasizing their implications for effective governance and service delivery. The analysis demonstrates that decentralization is a multidimensional process, varying in scope and intensity depending on the political, administrative, and fiscal context. The paper concludes that a detailed understanding of decentralization is essential for both theoretical research and practical implementation in public administration.
Keywords: *Decentralization, deconcentration, delegation, devolution.*

Ndryshimet klimaterike dhe sfidat e turizmit malor: rasti i turizmit të akullnajave në Alpet Shqiptare

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Përmbledhje[1]

Ndryshimet klimatike përbëjnë një sfidë madhore për turizmin malor, veçanërisht në rajonet ku zhvillimi turistik lidhet ngushtë me peizazhet e mbuluara nga dëbora dhe trashëgimia akullnajore. Ky studim analizon ndikimet e ndryshimeve klimatike në turizmin e akullnajave në Alpet Shqiptare, duke u fokusuar në evidentimin e formave relikte të relievit akullnajor

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[1] Ky punim është prezantuar në konferencën ndërkombëtare e ndërdisiplinore "Zhvillimi në kohë të trazuara" [Development in Turbulent Times], mbajtur në Universitetin "Luigj Gurakuqi" Shkodër, më 14-15 nëntor 2025; Proceedings, fq. 125 linku: https://www.sociology.al/sites/default/files/20th%20Annual%20International%20%26%20Interdisciplinary%20Conference%20UNISHKODRA%202025_0.pdf

dhe rolin e tyre në zhvillimin e turizmit malor. Studimi trajton tre pyetje kryesore kërkimore: (i) si po ndikojnë ndryshimet klimatike në burimet turistike të lidhura me akullnajat në Alpet Shqiptare; (ii) cilat forma të turizmit akullnajor janë aktualisht të zhvilluara në këtë rajon; dhe (iii) cilat masa përshtatëse janë të nevojshme për të siguruar qëndrueshmërinë afatgjatë të këtij sektori turistik. Hulumtimi ynë mbështetet në qasjen teorike duke theksuar marrëdhënien ndërmjet ndryshimeve klimatike dhe elementëve të saj, si dhe trashëgiminë gjeomorfologjike të lidhur dëborën dhe zhvillimit turistik. Nga pikëpamja metodologjike, kërkimi kombinon analizën gjeomorfologjike, interpretimin hapësinor të formave akullnajore, si dhe një vlerësim cilësor të aktiviteteve turistike dhe aksesueshmërisë së tyre. Rezultatet tregojnë se format relikte të relievit akullnajore, përfaqësojnë pasuri të rëndësishme turistike, por janë gjithnjë e më të ekspozuara ndaj degradimit të nxitur nga klima dhe pasigurisë në rritje të mbulesës së dëborës. Studimi përfundon se integrimi i relievit akullnajor në strategjitë e gjeoturizmit dhe në planifikimin adaptues të turizmit mund të rrisë qëndrueshmërinë e destinacioneve, përballë ndryshimeve klimatike.

Fjalë kyçe: *turizëm akullnajor, ndryshime klimatike, zhvillim i qëndrueshëm, forma relievi akullnajore*.

Dr. **Flora GJONI** është drejtuese e Departamentit të Gjeografisë, Universiteti i Shkodrës "Luigj Gurakuqi" dhe kërkuese shkencore me kohë të plotë dhe me një përvojë shumëvjeçare. Ajo ka përfunduar studimet doktorale në Gjeografi Humane në Universitetin e Tiranës në vitin 2014. Interesat e saj kërkimore lidhen me studimet rajonale dhe turizmin e qëndrueshëm. Ajo është autore e disa publikimeve shkencore në revista kombëtare dhe ndërkombëtare dhe ka qenë e përfshirë në projekte kërkimore në rolin e trajneres dhe konsulentes në këtë fushë.

Prof. as. Dr. **Bresena KOPLIKU** është studiuese dhe lektore në Departamentin e Gjeografisë, Universiteti i Shkodrës. Aktualisht ajo është Drejtoreshë e Kërkimit Shkencor dhe Ndërkombëtarizimit. Ekspertiza akademike e Bresenës shtrihet në gjeografi, me një fokus të fortë në migrim, tregjet e punës dhe studimet gjinore. Puna e Bresenës shtrihet përtej akademisë, duke bashkëpunuar si eksperte e jashtme dhe konsulente lokale për çështjet e migracionit me organizata ndërkombëtare.

Dr. **Nertila DILAVERI** është pedagoge dhe kërkuese shkencore pranë Departamentit të Gjeografisë, Fakulteti i Shkencave Shoqërore, Universiteti i Shkodrës "Luigj Gurakuqi". Ajo ka doktoruar në Gjeografi Rajonale në Universitetin e Tiranës në vitin 2020, me fokus kërkimor në studimet rajonale dhe analizat territoriale në nivel lokal. Ajo ka publikuar në revista shkencore kombëtare dhe ndërkombëtare dhe ka marrë pjesë në projekte kërkimore në fushën e gjeografisë rajonale dhe humane.

Hyrje

Ndryshimet klimatike tashmë po njihen gjithnjë e më shumë si një nga sfidat kryesore të zhvillimit bashkëkohor, duke ndikuar drejtpërdrejt në ekosistemet natyrore dhe në aktivitetet ekonomike që varen prej tyre (IPCC, 2023). Projeksionet globale tregojnë një rritje të vazhdueshme të temperaturës mesatare, e cila mund të tejkalojë 1.7-1.9°C deri në fund të këtij shekulli, edhe nën skenarët më optimistë të zbutjes së ndryshimeve klimatike (UNEP, 2024). Këto ndryshime kanë një ndikim shumë të madh edhe në elementët klimaterikë, sidomos në reshjet e dëborës dhe në format e relievit të lidhura me to. Kjo ka sjellë pasoja të drejtpërdrejta për destinacionet turistike që mbështeten fuqishëm në këto kushte klimaterike (Becken & Hay, 2007).

Dega e turizmi është veçanërisht e ndjeshme ndaj ndryshimeve klimatike në shumë aspektet. Nga njëra anë, ai përbën një sektor kyç të zhvillimit ekonomik global, duke kontribuar rreth 10% të Prodhimit të Brendshëm Bruto botëror dhe duke mbështetur më shumë se 330

milionë vende pune (WTTC, 2024). Nga ana tjetër, transformimet mjedisore të nxitura nga klima mund të ulin ndjeshëm atraktivitetin e destinacioneve ku natyra përfaqëson komponentin kryesor të përvojës turistike (Scott et al., 2021). Shqipëria, e cila ka shënuar një rritje të shpejtë të mbërritjeve turistike ndërkombëtare vitet e fundit (UNWTO, 2024), mund të përballet me sfida të reja në rajonet e saj malore, ku turizmi i bazuar në peizazhe të mbuluara nga dëbora dhe relievi akullnajor përbën një pasuri të rëndësishme. Këto procese po e bëjnë turizmin malor gjithnjë e më të ekspozuar ndaj rreziqeve klimatike dhe po sfidojnë modelet tradicionale të zhvillimit të tij.

Alpet Shqiptare janë shndërruar në një nga zonat më të vizituara të turizmit malor, falë vlerave të tyre të jashtëzakonshme natyrore, peizazheve mbresëlënëse dhe trashëgimisë së ruajtur gjeomorfologjike të periudhës së akullnajave kuaternare. Forma të tilla si cirqet akullnajore, luginat në formë e shkronjës U, liqenet akullnajore të lartësive malore dhe morenat, jo vetëm që dëshmojnë historinë klimatike të rajonit, por gjithashtu ofrojnë potencial të konsiderueshëm për zhvillimin e turizmit malor (Welling et al., 2015). Megjithatë, ngrohja globale po përshpejton degradimin e këtyre formave të relievit, duke ndikuar në cilësinë vizuale të këtyre peizazheve të lidhura me këtë element klimatik (Salim et al., 2021).

Ndryshe nga shumë vende ku turizmi akullnajor është i përqendruar në vizitat ndaj akullnajave aktive, në Shqipëri ai manifestohet kryesisht përmes eksplorimit të formave relikte akullnajore dhe gjurmëve të dukshme që akulli i kuaternarit kanë ndikuar në modelimin e relievit. Aktivitetet turistike zhvillohen kryesisht gjatë stinëve të ngrohta dhe përfshijnë ecje malore, alpinizëm të lehtë, vëzhgim panoramik

dhe interpretim të peizazhit natyror. Përtej vlerës rekreative, këto aktivitete kontribuojnë në rritjen e ndërgjegjësimit të vizitorëve mbi ndryshimet klimatike dhe evolucionin afatgjatë të peizazhit (Welling et al., 2015). Shkurtimi i periudhës së mbulesës së dëborës, pasiguria e dimrave me këtë lloj reshjeje dhe transformimi i vazhdueshëm i relievit akullnajore, parashtrojnë nevojën për rishikimin e modeleve aktuale të zhvillimit turistik në Alpet Shqiptare.

Sigurimi i qëndrueshmërisë afatgjatë të turizmit të lidhur me trashëgiminë akullnajore kërkon qasje inovative që ndërthurin vlerat natyrore me interpretimin shkencor, përdorimin e teknologjisë dhe diversifikimin e aktiviteteve turistike gjatë gjithë vitit. Në këtë kontekst, ky studim synon të analizojë ndikimin e ndryshimeve klimatike mbi formacionet akullnajore relikte të Alpeve Shqiptare dhe implikimet që këto ndryshime kanë për zhvillimin e turizmit malor.

Materiali dhe Metodat

Zona studimore

Akullnajat janë pjesë e pejsazheve malore, që kanë luajtur dhe vazhdojnë të luajnë një rol të rëndësishëm në formësimin e tyre, duke krijuar forma karakteristike të këtij tipi gjenetik. Këto forma përfaqësojnë jo vetëm dëshmi të historisë gjeologjike dhe klimatike të rajoneve malore, por edhe elementë me vlera të larta estetike, shkencore dhe edukative (Welling et al., 2015). Prania e tyre i jep peizazhit malor një identitet të veçantë dhe krijon një lidhje të drejtpërdrejtë midis proceseve natyrore afatgjata dhe përjetimit njerëzor të natyrës. Në këtë kuadër, Alpet Shqiptare përbëjnë zonën më përfaqësuese në Shqipëri për sa i përket shtrirjes dhe shumëllojshmërisë së relievit me gjenezë
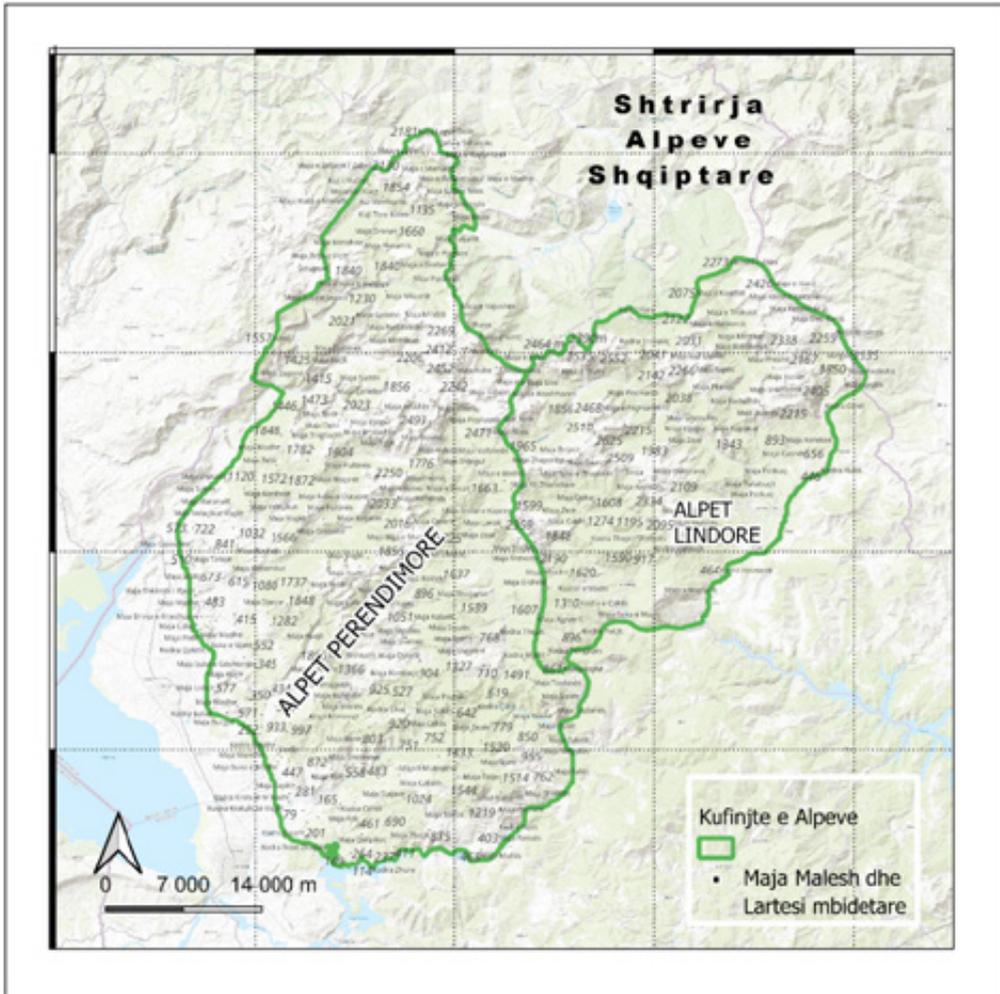
Harta 1. Shtrirja gjeografike e Alpeve dhe njësitë malore (Burimi: Adi Garuci)

akullnajore. Ky rajon karakterizohet nga prania e pothuajse të gjitha formave kryesore të relievit akullnajor, duke e bërë atë unik në raport me krahinat e tjera fiziko-gjeografike të vendit tonë për shkak të relievit malore dominues dhe me lartësi të konsiderueshme. *Harta 1* paraqet shpërndarjen e njësive malore me lartësi mbi 2000 m, të cilat krijojnë kushte të favorshme për zhvillimin e proceseve akullnajore dhe formimin e këtij tipi gjenetik të relievit.

Ky diversitet gjeomorfologjik pasqyron drejtpërdrejti ndikimin e

akullzimit të periudhës së Kuaternarit, i cili ka luajtur një rol vendimtar në modelimin e peizazhit aktual dhe përbën sot një arkivë të rëndësishme gjeomjedisore për studimin e evolucionit klimatik dhe gjeologjik të zonës (Qiriazi, 2019). Akullzimi në Alpet Shqiptare është shfaqur kryesisht në formën e akullnajave malore (cirqeve) dhe akullnajave luginore, të zhvilluara në masivet më të larta, kryesisht mbi 1500 m mbi nivelin e detit (Gruda, 1991). Gjatë fazave maksimale të akullzimit, akullnajat luginore kanë zbritur deri në rreth 300 m mbi nivelin e detit, duke lënë si trashëgimi
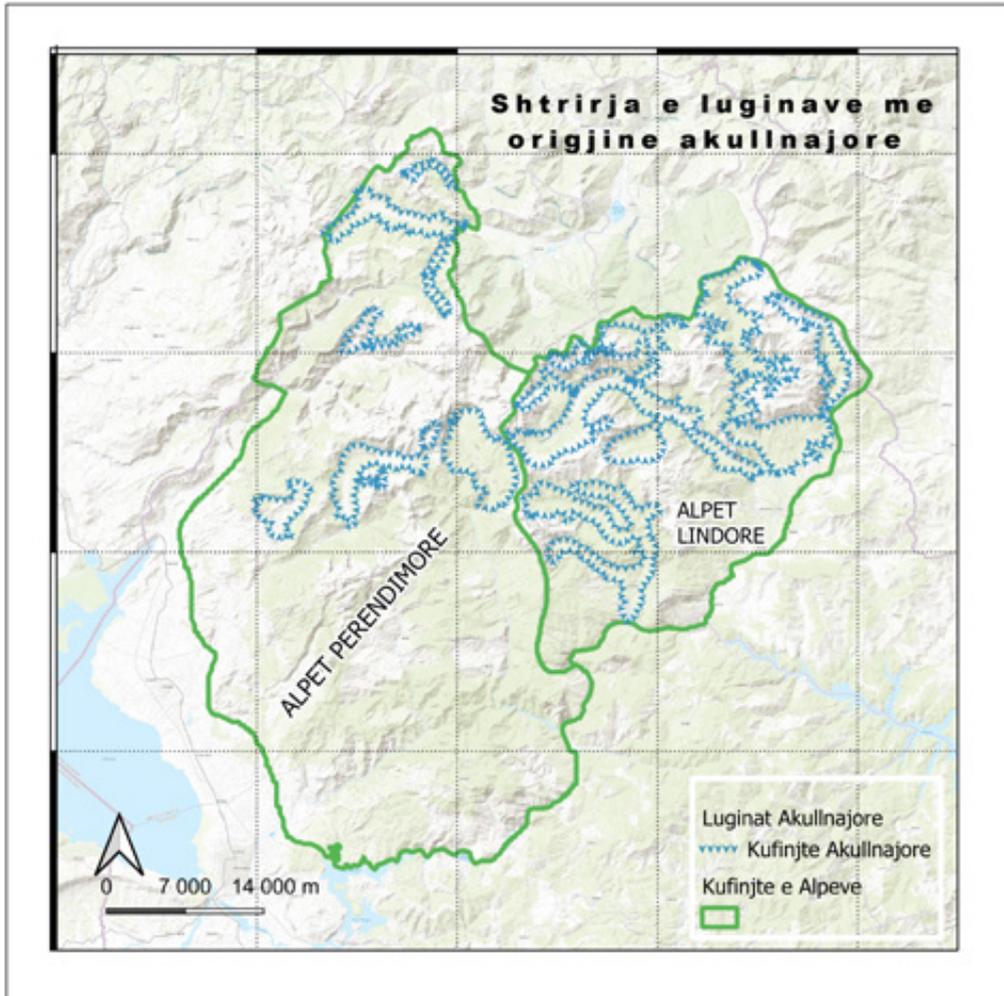
Harta 2: Shtrirja e luginave me origjinë akullnajore (Burimi: Adi Garuci)

morenat, të cilat ruhen edhe sot si dëshmi të drejtpërdrejta të veprimit akullnajor.

Përveç rëndësisë së tyre shkencore, këto forma kanë edhe vlerë të lartë estetike, duke ndikuar në përjetimin vizual të peizazhit nga ana e vizitorëve. Prania e cirqeve akullnajore, morenave, lugjeve, shpatullimeve dhe liqeneve akullnajore krijon një bazë të favorshme për zhvillimin e turizmit të akullnajave, si një komponent specifik i turizmit malor në këtë krahinë të lartë malore. Këto forma natyrore ofrojnë mundësi për zhvillimin e aktiviteteve turistike të

orientuara drejt eksplorimit, edukimit dhe përvojës së drejtpërdrejtë me mjedisin natyror (Salim et al., 2021). Ndër aktivitetet kryesore që duhet të përfshihen janë: eksplorimi i luginave akullnajore, vizitat në liqenet akullnajore, vëzhgimi i cirqeve dhe morenave, si dhe ecjet malore, alpinizëm në relievet e formuara nga veprimi i akujve (Salim et al., 2021).

Një pjesë e konsiderueshme e këtyre formave të relievit akullnajor ndodhen brenda zonave të mbrojtura në Alpe, çka rrit rëndësinë e tyre si pasuri natyrore dhe si potencial për zhvillimin e turizmit

të qëndrueshëm. Përfshirja e këtyre gjeositeve në ofertat turistike, përfaqëson një mjet të rëndësishëm për promovimin e trashëgimisë natyrore dhe për diversifikimin e produkteve turistike në këtë rajon malor. Megjithatë, peizazhet akullnajore të Alpeve Shqiptare janë veçanërisht të ndjeshme ndaj ndikimeve të ndryshimeve klimatike. Ngrohja globale ka ndikuar në zvogëlimin e sipërfaqes së liqeneve akullnajore dhe në degradimin gradual të formave të tjera të relievit akullnajor, duke rritur rrezikun e humbjes së tyre afatgjatë (Nesur & Selim, 2022). Për më tepër, aksesi drejt tyre është i vështirë, duke ndikuar në vizitueshmërinë e tyre.

Pavarësisht këtyre sfidave, potenciali për zhvillimin e gjeoturizmit në Alpet Shqiptare mbetet i lartë. Promovimi i gjeositeve përmes tureve tematike, përmirësimit të marketingut turistik dhe instalimit të elementeve interpretuese mund të kontribuojë në rritjen e ndërgjegjësimit mbi vlerat dhe brishtësinë e këtyre peizazheve (Marković et al., 2025). Në këtë mënyrë, turizmi i akullnajave mund të shndërrohet në një model të turizmit të qëndrueshëm, ku përvoja turistike ndërthuret me edukimin mjedisor dhe ruajtjen e ekosistemeve delikate malore.

Metodologjia e përdorur
Për të vlerësuar ndikimet e ndryshimeve klimatike mbi zhvillimin e turizmit akullnajor në Alpet Shqiptare, ky studim mbështetet në një qasje metodologjike të strukturuar në tre etapa kryesore. Qasja e përdorur synon të ndërthurë analizën fiziko-gjeografike të relievit akullnajor me vlerësimin e potencialit turistik dhe planifikimin adaptues të zhvillimit të turizmit malor. Në fazën e parë u përzgjodh zona studimore, e cila përfaqëson një nga rajonet malore më të larta dhe me relievin më të thyer të Shqipërisë, e karakterizuar

nga prania e gjerë e formave relikte të relievit akullnajor. Përzgjedhja e zonës u bazua në kritere gjeomorfologjike, shtrirjen e cirqeve akullnajore, luginave akullnajore, morenave dhe liqeneve akullnajore, si dhe në rëndësinë e tyre për zhvillimin e turizmit malor. Faza e dytë përfshiu rishikimin sistematik të literaturës shkencore, duke u mbështetur në burime sekondare që trajtojnë proceset glaciogjeomorfologjike, ndryshimet klimatike dhe turizmin akullnajor. Kjo fazë shërbeu për ndërtimin e kuadrit teorik të studimit dhe për identifikimin e lidhjeve ndërmjet proceseve natyrore dhe zhvillimit të aktiviteteve turistike në zonat alpine. Për më tepër, janë përdorur materiale hartografike dhe burime hapësinore ekzistuese për të mbështetur interpretimin territorial dhe shpërndarjen hapësinore të formave akullnajore në zonën e studimit. Në fazën e tretë u shqyrtuan qasje dhe skenarë metodologjikë për zhvillimin e qëndrueshëm të turizmit akullnajor. Në këtë kuadër, u morën në konsideratë koncepte bashkëkohore të planifikimit turistik, përfshirë interpretimin mjedisor dhe përdorimin e teknologjive digjitale, si mjete potenciale për dokumentimin dhe prezantimin e trashëgimisë akullnajore në kushtet e ndryshimeve klimatike. Gjithashtu, në kuadër të metodologjisë, u analizuan kriteret për identifikimin dhe klasifikimin e formave relikte të relievit akullnajor si gjeosite me vlerë turistike, duke u mbështetur në literaturën përkatëse mbi gjeoturizmin dhe menaxhimin e trashëgimisë natyrore.

Rezultatet

Ndikimi i ndryshimeve klimatike në akullnajat e Alpeve shqiptare.
Ndryshimet klimatike në territorin shqiptar po shfaqen gjithnjë e më qartë përmes transformimit të ritmit dhe

kohëzgjatjes së stinëve. Dimrat janë bërë më të shkurtër dhe më të butë, ndërsa verat më të gjata dhe më të nxehta, duke zhvendosur kufijtë tradicionalë sezonalë (Observatori Albania & FER, 2023). Këto ndryshime kanë ndikuar drejtpërdrejt në uljen e numrit të ditëve me reshje bore në Alpet Shqiptare, duke gjeneruar pasoja të ndërlidhura klimatike dhe mjedisore. Reduktimi i mbulesës së dëborës shoqërohet me rritje të episodeve të reshjeve intensive të shiut, çka shton rrezikun e përmbytjeve dhe ndikon në regjimin hidrologjik. Njëkohësisht, ekosistemet bimore dhe shtazore të përshtatura me ciklin sezonal të borës po përjetojnë zhvendosje drejt lartësive më të mëdha, si pasojë e ndryshimeve në kushtet klimatike. Analiza e trendeve klimatike që prej viteve 1960 tregon një rritje të temperaturës mesatare vjetore rreth 1°C, ndërsa reshjet mesatare vjetore paraqesin një rënie të lehtë, por jo statistikisht domethënëse (EFD, 2021). Skenarët klimatikë të së ardhmes sugjerojnë se, ndonëse Alpet Shqiptare aktualisht klasifikohen në zonën me më pak se një ditë në vit me temperatura mbi 30°C, ky numër pritet të rritet në 1–7 ditë, duke rritur presionin klimatik mbi peizazhet alpine dhe akullnajore (Teqja et al., 2018).

Si pasojë e këtyre proceseve, ekosistemet e lartësive të mëdha në Alpet Shqiptare po përballen me zvogëlim të mbulesës së borës së përhershme, luhatje të nivelit të ujit në liqenet akullnajore dhe reduktim të borës shumëvjeçare në zonat më të larta. Studimet tregojnë ulje të sipërfaqeve me borë të përhershme (Gachev et al., 2016) dhe luhatje të dukshme në nivelet e ujit të liqeneve akullnajore (Shumka et al., 2024). Në këtë krahinë gjeografike evidentohen vetëm disa hapësira të vogla me borë të përhershme, kryesisht mbi 2000 m mbi nivelin e detit (Temovski & Madarász, 2018).

Pavarësisht mungesës së akullnajave aktive, provat gjeomorfologjike të akullnajave të Pleistocenit mbeten të qarta dhe të shumta, duke përfshirë cirqe, lugina, morena dhe lugje akullnajore. Këto elemente përbëjnë një trashëgimi natyrore me vlera të larta shkencore dhe turistike, e cila kërkon vlerësim dhe integrim në zhvillimin e turizmit akullnajor në zonën e studiuar.

Identifikimi i peizazheve akullnajore në Alpe
Aktualisht, edhe pse në Alpet Shqiptare janë të pakta hapësirat me akullnaja dhe borë të përhershme, provat gjeomorfologjike të akullnajave të hershme janë të shumta dhe qartë të dallueshme. Prania e cirqeve akullnajore, luginave, shpatullimeve, lugjeve dhe depozitimeve morenike përbën dëshminë më të qartë të rolit të akullnajave të Pleistocenit në formësimin e relievit të kësaj krahine gjeografike. Megjithatë, një pjesë e këtyre formave është dëmtuar ose transformuar nga erozioni ujor pasakullnajor dhe nga procese të tjera ekzogjene (Gruda, 1991). Sipas studimeve, këto forma shfaqen më të zhvilluara në lartësitë 1600–1800 m në shpatet perëndimore dhe jugore (Gruda, 1991), ndërsa në shpatet lindore dhe veriore evidentohen në lartësitë 1400–1500 m (Qiriazi, 2019). Shtrirja e akullnajave ka zbritur realisht deri në 700–800 m mbi nivelin e detit, ndërkohë që depozitime akumuluese me material morenik, të ri-transportuar nga ujërat, janë krijuar edhe në nivele më të ulëta. Në disa zona veriore, si Gropa e Tropojës dhe në pjesën e mesme të Luginës së Përroit të Thatë, këto depozitime shfaqen deri në rreth 300 m mbi nivelin e detit (Gruda, 1991).

Këto forma relikte, për shkak të shprehjes së tyre të qartë në terren dhe vlerave të larta shkencore, estetike dhe didaktike, përbëjnë elemente me rëndësi të veçantë për eksplorim, interpretim

Tabela 1: *Format e relievit akullnajor në Alpet Perendimore e Alpet Lindore*

Zona gjeografike	Objekti gjeografik	Format
Alpet Perendimore	Lugina e Bogës Lugina e Thethit Lugina e Vermoshit	-Lugina akullnajore
	Maja e Radohinës, Mali i Golishit Mali i Berizhdolit (qafa e Berizhdolit), maja e Mrizit; Vargu Rabë-Troshan; Maja e Cardakut	-Cirqe akullnajore
	Kodrat e ulëta në Bogë, Razëm; Lëpushë	Depozitime morenike
Alpet Lindore	Lugina e Valbonës, Blloku i Jezercës, Kollatës, Lugina e Curraj-Nikaj, Dobërdolit, Sulbicës, Shkëlzen-Radeshë	-Lugje akullnajore
	Lugu i Runicës, Lugina e Gashit, Vargu Kërshi i Kocajve-Tringëllimë Shkallën e Sulbicës	Depozitime morenike
	Blloku i Jezercës; Malësia e Gashit	-Liqeni i Jezercës, Mjelsave, Lohjanit, i Madh, Lulashit. -Liqeni i Dashit, Liqeni i Madh, Shkaut, Dhenve, Berit

Burimi: Autorët

dhe promovim në kuadër të zhvillimit të turizmit akullnajor në zonën e studiuar (Shijin et al., 2010). Përmbledhja e formave kryesore të relievit akullnajor në dy pjesët e Alpeve Shqiptare paraqitet në tabelën 1.

Disa prej këtyre formave të relievit akullnajor në Alpet Shqiptare sipas Tabelës 2 janë klasifikuar në kategorinë e III të zonave të mbrojtura. si gjeomonumente apo hidromonumente (Qiriazi, 2019).

Zhvillimi i qëndrueshëm i turizmit akullnajor në Alpet Shqiptare: skenari i vetëm përballë sfidave të ngrohjes globale
Një peizazh apo formë konkrete akullnajore nuk nënkupton domosdoshmërisht praninë aktuale të akullit, por i referohet rajoneve që kanë qenë të mbuluara nga akullnajat gjatë periudhës së Pleistocenit dhe që sot ruajnë trashëgiminë e proceseve akullnajore, pavarësisht mungesës së akullnajave aktive (Bussard & Reynard, 2023). Në këtë kuptim, akullnajat dhe format e tyre relikte konsiderohen si elemente të gjeotrashëgimisë në zhdukje, të ekspozuara ndaj ndikimeve të përshpejtuara të ndryshimeve klimatike (Bussard & Reynard, 2023).

Alpet Shqiptare, siç e kemi trajtuar në këtë studim, mbartin një potencial unik për zhvillimin e turizmit akullnajor, por ky potencial është gjithnjë e më i rrezikuar nga ngrohja globale. Në këtë kontekst, zhvillimi i qëndrueshëm nuk përfaqëson thjesht një alternativë zhvillimi, por skenarin e vetëm të mundshëm që mund të sigurojë mbrojtjen, ruajtjen dhe valorizimin afatgjatë të këtij peizazhi të rrallë gjeomorfologjik. Ky peizazh ruan gjurmë të qarta të proceseve akullnajore dhe evokon etapa kyçe të evolucionit paleoklimatik dhe gjeologjik të territorit (Qiriazi, 2019).

Zhvillimi i qëndrueshëm i turizmit akullnajor nënkupton promovimin

Tabela 2: *Gjeomonumentet akullnajore në Alpet shqiptare*

Gjeomonumentet akullnajore	Përshkrimi
Lugu i Seferçes,	Ndodhet në lartësinë 1870 m mbi nivelin e detit, me gjatësi 1800-2000 m dhe 300-400 m e gjërë.
Morenat akullnajore të Razmës	Ndodhet në lartësi 50-80 m e me një shtrirje gjeografike në gjatësi 1.7 km e 1.2 km gjërësi.
Cirku akullnajor i Livadhit të Bogës	Ndodhet në Bjeshkët e Namuna, në 1820 m lartësi e me një gjatësi 800 m e gjërësi 250-300 m. Përbërja gëlqerore ka krijuar forma karstike.
Lugu akullnajor i Runicës	I krijuar në gëlqerorë e bën origjinën e saj glacio-karstike. Është kufi konvencionalë midis Bllokut të Jezercës dhe Bjeshkëve të Namuna. Ka një gjatësi 1.8 km dhe gjërësi 600 m.
Depozitimet morenike të Bogës	Këto forma akullnajore ndodhen 830 m mbi nivelin e deti.
Fusha e Liqethit	Ndodhet në Malin e Cukalit, me origjinë glacio-karstike dhe me gjatësi 1.3 km. Këtu formohet një liqen i vogël kur shkrin dëbora.
Cirku i Gropës së Bukur	Ndodhet në Bllokun e Jezercës, në lartësinë 2400 m në cirqet nga Maja Jezercës në Majën e Paplugës, duke u mbyllur në Qafën e Pejës.
Lugina akullnajore e Kukajve,	Ndodhet e pozicionuar në anën perëndimore të Luginës së Valbonës, në 1200 m mbi nivelin e detit, me një gjatësi 2.7 km. Lugina ka formën e një koni të përmbysur, ku në pjesën e sipërme rrethohet nga disa maja të larta si; maja e Poplukës ose e Rragamit (2472 m), Jezerca (2694 m), maja e Rosit (2524 m) dhe maja e Thatë (2406 m).
Lugina akullnajore e Motinës,	Ndodhet midis Majës së Hekurave dhe Grykëve të Hapura, pozicionuar në një shkëputje tektonike dhe që zbret në fshatin Dragobi.
Liqeni i Jezercës,	Krijuar në një cirk akullnajor në lartësinë 2100 m mbi nivelin e detit. Zë një sipërfaqe prej 20 ha.
Liqeni akullnajor i Pejës,	Ndodhet në qafën e Pejës në rreth 1700 m mbi nivelin e deti dhe me sipërfaqe 10 ha.
Liqenet akullnajore të Dobërdolit,	Ndodhen në fshatin Cerem në lartësitë 1900 m mbi nivelin e deti. Janë disa liqene akullnajore, të cilët janë të shpërndarë në Malësinë e Gashit.
Liqenet akullnajorë të Sulbicës	Kanë një sipërfaqe prej 40 ha me gjatësi deri 1000 deri në 1500 m, gjërësi 100 deri në 250 m. (Qiriazi P, 2019).
Liqeni i Ponarëve ose Markajve,	Ndodhet në Majën e Hekurave dhe ka origjinë glacio-karstike, për shkak të përbërjes gjeologjike gëlqerore. Depozitimet fluvio-glaciale të Shëmtinës, ndodhen në fshatin Rragam në lartësinë 1000 m mbi nivelin e detit. Formimi i tyre lidhet materialet e ardhura nga cirqet akullnajore të Jezercës. Kanë një gjatësi mbi 800 m e gjërësi 400-500 m.

Burimi: Autorët

e aktiviteteve turistike miqësore me mjedisin, të cilat synojnë minimizimin e ndikimit antropogjen mbi peizazhet e brishta alpine. Një rol thelbësor në këtë proces luan informimi dhe interpretimi i duhur i trashëgimisë akullnajore. Koncepti i "qendrave interpretuese" ose "qendrave për vizitorët" është zhvilluar fillimisht në Shtetet e Bashkuara dhe Kanada gjatë shekullit XX, ndërsa në Francë është përhapur kryesisht pas viteve 2000 (Nesur & Salim, 2022). Në këtë kuadër, trashëgimia e akullzimit kuaternar në Alpet Shqiptare, e pasqyruar qartë në format e reliefit të paraqitura në tabelat përkatëse, duhet të integrohet në përmbajtjen e këtyre qendrave interpretuese. Qendrat duhet të ofrojnë informacion në gjuhën shqipe dhe angleze, në mënyrë që vizitorët vendas dhe të huaj të kuptojnë rëndësinë gjeomorfologjike dhe klimatike të këtyre peizazheve. Përfshirja e tyre në hartat turistike dhe në platformat digjitale, përfshirë rrjetet sociale, rrit ndjeshëm aksesueshmërinë dhe ndërgjegjësimin publik (Nesur & Salim, 2022). Shembuj nga vendet alpine, si Zvicra, tregojnë se promovimi i strukturuar i këtyre peizazheve përmes platformave online dhe bashkëpunimit me sektorin e transportit përbën një praktikë efektive (Nesur & Salim, 2022).

Mendojmë se në kontekstin e Alpeve Shqiptare, strategjitë për ruajtjen dhe promovimin e trashëgimisë akullnajore mund të ndërtohen duke u mbështetur në praktikat më të mira ndërkombëtare. Kjo përfshin krijimin e qendrave interpretuese të reliefit akullnajor, si dhe vendosjen e paneleve informuese përgjatë shtigjeve kryesore malore në zona si Valbona, Thethi, Bogë, Vermosh, apo edhe në njësitë malore ku realizohen ngjitje malore. Këto elemente shërbejnë për të shpjeguar rolin e akullnajave në formësimin e peizazhit

aktual dhe për të rritur ndërgjegjësimin mbi pasojat e ndryshimeve klimatike.

Një komponent tjetër i rëndësishëm është zhvillimi i shtigjeve shkencore të udhëhequra nga specialistë të fushave si gjeografia dhe gjeologjia, të cilat ndërthurin përvojën turistike me edukimin dhe ndërgjegjësimin mjedisor. Për më tepër, përdorimi i teknologjive bashkëkohore, si aplikacionet celulare interpretative, panelet interaktive, si dhe mjetet e realitetit të shtuar (AR) dhe realitetit virtual (VR), ofron përvoja turistike zëvendësuese dhe plotësuese, duke mundësuar interpretim më të thelluar të peizazheve akullnajore (Guttentag, 2010). Këto qasje inovative, të cilat janë zbatuar me sukses në vende të zhvilluara me peizazhe të ngjashme alpine, kontribuojnë në diversifikimin e turizmit akullnajor, rritjen e përfshirjes së vizitorëve në përvoja më gjithëpërfshirëse dhe në forcimin e qëndrueshmërisë së ofertës turistike përballë sfidave të ngrohjes globale.

Përfundime dhe rekomandime

Ky studim synoi të evidentojë rolin e trashëgimisë akullnajore dhe të turizmit të lidhur me të në Alpet Shqiptare, duke e trajtuar këtë sektor në kontekstin e sfidave të shkaktuara nga ndryshimet klimatike dhe nevojës për zhvillim të qëndrueshëm. Rezultatet tregojnë se, pavarësisht mungesës së akullnajave aktive, format relikte të reliefit akullnajor përbëjnë një pasuri të rëndësishme natyrore me vlera të larta shkencore, estetike dhe edukative.

Ngrohja globale po manifestohet qartë në Alpet Shqiptare përmes rritjes së temperaturave dhe ndryshimeve në regjimin e reshjeve atmosferike, veçanërisht përmes reduktimit të ditëve me reshje dëbore dhe sasisë së mbulesës së saj. Këto ndryshime kanë ndikim të drejtpërdrejtë

në turizmin e lidhur me akullnajat dhe, në mënyrë të veçantë, në aktivitetet turistike dimërore, duke kërkuar përshtatje të modeleve tradicionale të zhvillimit turistik.

Peizazhet akullnajore të Alpeve Shqiptare, të cilat përfshihen kryesisht në zona të mbrojtura të kategorisë II (Parqe Kombëtare), ofrojnë kushte të favorshme për një shfrytëzim të qëndrueshëm të burimeve natyrore, megjithëse janë veçanërisht të ndjeshme ndaj ndikimeve klimatike. Këto peizazhe nxisin interesin e një profili specifik vizitorësh të orientuar drejt gjeotrashëgimisë dhe edukimit mjedisor, duke e pozicionuar turizmin akullnajor si një komponent të rëndësishëm të turizmit malor në këtë rajon.

Edhe pse turizmi akullnajor nuk përbën ofertën kryesore turistike në Alpet Shqiptare, rëndësi të veçantë ka sinergjia e tij me forma të tjera të turizmit malor, si ecjet malore (hiking), alpinizmi, speleologjia

dhe turizmi natyror. Kjo qasje kontribuon në diversifikimin e produktit turistik dhe rrit potencialin e përfitimeve socio-ekonomike për komunitetet lokale, operatorët turistikë dhe institucionet përgjegjëse për menaxhimin e trashëgimisë natyrore.

Në këtë kuadër, përdorimi i teknologjive inovative për interpretimin dhe promovimin e trashëgimisë akullnajore përbën një element kyç për zhvillimin e ardhshëm të këtij sektori. Qendrat interpretuese, panelet informuese dhe mjetet digjitale mund të luajnë një rol të rëndësishëm në edukimin dhe ndërgjegjësimin e vizitorëve mbi ndikimet e ndryshimeve klimatike, duke i shndërruar peizazhet akullnajore në mjete konkrete të edukimit mjedisor. Këto qasje kontribuojnë në formimin e qëndrimeve pro-mjedisore dhe në promovimin e një turizmi më të përgjegjshëm dhe të qëndrueshëm në Alpet Shqiptare.

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ABSTRACT

Climate change represents a major challenge for mountain tourism, particularly in regions where tourism development is closely linked to snow-covered landscapes and glacial heritage. This study analyses the impacts of climate change on glacier tourism in the Albanian Alps, focusing on the identification of relict glacial landforms and their role in mountain tourism development. The research addresses three main questions: (i) how climate change is affecting glacier-related tourism resources in the Albanian Alps; (ii) which forms of glacier tourism are currently developed in this region; and (iii) which adaptation measures are required to ensure the long-term sustainability of this tourism sector. This research is grounded in theoretical approaches that emphasize the relationship between climate change and its key components, as well as the geomorphological heritage associated with snow-related processes and tourism development. From a methodological perspective, the study combines geomorphological analysis, spatial interpretation of glacial landforms, and a qualitative assessment of tourism activities and their accessibility. The results indicate that relict glacial landforms represent important tourism assets but are increasingly exposed to climate-driven degradation and increasing uncertainty in snow cover. The study concludes that integrating glacial landforms into sustainable geotourism strategies and adaptive tourism planning can enhance destination resilience in the face of climate change.

Keywords: *Glacier tourism; climate change; sustainable development; glacial landforms.*

Roli i inteligjencës artificiale (IA) në zhvillimin e profesionit të punës sociale

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Përmbledhje[1]

Zhvillimet e shpejta të inteligjencës artificiale (IA) në vitet e fundit kanë sjellë ndryshime të rëndësishme si në karrierën akademike të studentëve të punës sociale, ashtu edhe në praktikat profesionale të kësaj fushe, sidomos në punën me grupet e margjinalizuara. Literatura bashkëkohore paraqet të dhëna dhe perspektiva të vlefshme mbi këto transformime, të cilat na mundësojnë të kuptojmë më qartë realitetin aktual dhe drejtimet që mund të marrë zhvillimi në të ardhmen. Nëpërmjet analizës bibliografike, ky studim synon t'u japë përgjigje tre pyetjeve kërkimore: Cili është ndikimi i IA në karrierën e studentëve të punës sociale? Cilat janë disa nga efektet pozitive dhe negative të IA? Në ç'mënyrë IA po ndikon në marrëdhënien punonjës social–grupe të margjinalizuara? Për realizimin e punimit u përdor një metodologji e përshkallëzuar e përzgjedhjes së artikujve shkencorë, bazuar në kritere si: publikime me citime të larta, artikuj të pesë viteve të fundit dhe fokus i drejtpërdrejtë në tematikat e studimit.

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[1] Ky punim është prezantuar në konferencën ndërkombëtare e ndërdisiplinore "Zhvillimi në kohë të trazuara" [Development in Turbulent Times], mbajtur në Universitetin "Luigj Gurakuqi" Shkodër, më 14-15 nëntor 2025; Proceedings, fq. 105, linku: https://www.sociology.al/sites/default/files/20th%20Annual%20International%20%26%20Interdisciplinary%20Conference%20UNISHKODRA%202025_0.pdf

Nga 53 artikujt fillestarë, u përzgjodhën 27 më relevantët. Gjetjet tregojnë se ndikimet e IA në karrierën akademike të studentëve të punës sociale janë njëkohësisht pozitive dhe negative. Prokrastinimi, sfidat që lidhen me shëndetin mendor dhe aftësitë digjitale mbeten problematika kyçe që kërkojnë monitorim të vazhdueshëm. Nga ana tjetër, IA sjell përfitime të rëndësishme për grupet në nevojë, duke rritur aksesin në shërbime novative dhe duke nxitur rishikimin e standardeve etike. Këto zhvillime pritet të zgjerojnë misionin e profesionit të punës sociale, veçanërisht në fushën e drejtësisë sociale, dhe theksojnë nevojën për studime të vazhdueshme, si dhe për përshtatjen e kurrikulave universitare dhe politikave sociale.

Fjalët kyç: *IA, Efektet pozitive dhe negative, Puna Sociale*

Bujanë TOPALLI, është lektore e parë (me kohë të plotë) pranë Departamentit të Psikologjisë dhe Punës Sociale, Fakulteti i Shkencave të Edukimit në Universitetin e Shkodrës "Luigj Gurakuqi" që nga viti 2013. Ajo ka kryer studimet Bachelor në Punë Sociale në Universitetin e Shkodrës "Luigj Gurakuqi" në vitin 2008. Më pas ndoqi studimet master për "Organizim Komunitar" në Universitetin e Tiranës, të cilat i përfundoi në vitin 2010. Shfaq angazhim të vazhdueshëm në pjesëmarrjen në konferenca dhe botime në revista shkencore si dhe në kualifikime profesionale në universitete të ndryshme euroipane.

Arnisa BUSHATI është punonjëse sociale me përvojë 16-vjeçare në fushën e shërbimeve sociale dhe pedagoge e jashtme në departamentin e Psikologji dhe Punë Sociale në Fakultetin e Shkencave të Edukimit në Universitetin e Shkodrës "Luigj Gurakuqi". Ka përfunduar studimet në bachelor për Punë Sociale dhe master shkencor në Psikologji Organizative. Ka kontribuuar si autore dhe bashkëautore në disa punime kërkimore. Fushat e saj të interesit përfshijnë mirëqenien sociale, ndërhyrjet në komunitet dhe zhvillimin profesional të punonjësve socialë.

Hyrje

Studentët e programeve të punës sociale, njësoj si grupet e tjera të studentëve universitar, po ekspozohen gjithnjë e më tepër ndaj fenomenit të varësisë nga interneti (VA) dhe përdorimit të tepërt të teknologjive digjitale. Kjo dukuri po reflektohet në mënyrë të dukshme në zhvillimin e tyre akademik, profesional dhe psikosocial. Hulumtimet bashkëkohore në fushën e arsimit theksojnë se integrimi i inteligjencës artificiale (IA) dhe mediave digjitale në procesin mësimor përmban një karakter të dyfishtë: nga njëra anë, ofron mundësi të reja për përmirësimin e përvojës arsimore dhe zhvillimin e kompetencave digjitale; ndërsa nga ana tjetër, sjell sfida të reja që lidhen me përqendrimin, mirëqenien mendore dhe ruajtjen e balancës mes jetës akademike dhe asaj personale.

Në këtë kuadër, perceptimet e studentëve rreth përdorimit të tepërt të internetit dhe teknologjisë digjitale lidhen kryesisht me ndikimin e këtyre faktorëve në nivelin e angazhimit, performancën akademike, shëndetin mendor si dhe ndërtimin e identitetit profesional. Këta elementë konsiderohen thelbësorë në formimin e ardhshëm të profesionistëve të punës sociale, të cilët pritet të operojnë në një realitet profesional gjithnjë e më të digjitalizuar.

Referuar profesionit të punës sociale, programet e inteligjencës artificiale mund të përshtaten në mënyrë efektive për edukimin e profesionistëve të rinj, duke integruar strategjitë e dizajnit teknologjik dhe pedagogjik me kompetencat themelore të profesionit, vlerat etike, nevojat praktike dhe kornizat normative që e karakterizojnë këtë fushë. Një përshtatje e tillë synon të përgatisë punonjësit socialë të ardhshëm për të përballuar me sukses sfidat dhe për të shfrytëzuar potencialet që ofron transformimi digjital në praktikën profesionale bashkëkohore, në ndihmë të grupeve te marxhinalizuara.

Efektet e IA-së përgjatë rrugëtimit akademik e profesional në punë sociale

Studimet e të paktën pesë viteve të fundit, dëshmojnë që studentët e punës sociale në përgjithësi vlerësojnë mundësitë që ofrohen nga inteligjenca artificiale (IA) dhe mjetet digjitale lidhur me përparimin e tyre akademik e profesional, pamvarësisht se sfidat bashkëshoqëruese të këtij realiteti janë të shumta.

Referuar autor`ve (Masih et al., 2025), disa ndër avantazhet profesionale që sjellë inteligjenca artificiale në profesionin e punës sociale janë mundësitë për reagime apo *bashkëpunime të menjëhershme* falë platformave të ndryshme. Këto mjete kanë dëshmuar se përmirësojnë rezultatet akademike kur përdoren me vetëdije dhe qëllim të qartë. Kështu, një tjetër dimension kritik i IA është që ai të mos konsiderohet vetëm si mjet teknik, por si katalizator për të nxitur mendimin kritik, reflektimin etik dhe vetëdijen sociale. Studentët e punës sociale duhet të aftësohen jo vetëm në përdorimin e mjeteve të IA-së, por edhe në analizën kritike të qëllimeve dhe pasojave të tyre në praktikë (Hodgson et al., 2022).

Megjithatë, ndodh që kur angazhimi digjital bëhet i tepruar ose i paorganizuar, ai mund të çojë në zvarritje të detyrave, shpërqendrim dhe *mungesë angazhimi akademik,* gjë që shpesh përfundon me rezulatet e një performance më të ulët akademike (Nurmansyah et al., 2025). Për më tepër, varësia nga (IA) kontribuon në shfaqjen e lodhjes, duke reduktuar ndjeshëm si ndjenjën e shpresës, ashtu edhe të burimeve njohëse të studentëve (Shahid et al., 2022; Shari et al., 2024). Top of Form.

Perceptimet e ndikimit të inteligjencës artificiale (IA) shtrihen gjithashtu në sferën e *shëndetit mendor.* Studentët raportojnë rritje të niveleve të ankthit, stresit, depresionit dhe çrregullimeve të gjumit; efekte këto që reflektohen negativisht në arritjet akademike dhe mirëqenien e përgjithshme (Melca et al., 2023). Izolimi dhe vetmia sociale mendohet të jenë gjithashtu disa efekte negative që shoqërojnë individin, kur interaktivizimi me mjetet digjitale intensifikohet, ashtu siç po ndodh aktualisht (Gavurova et al, 2022; Rizki & Andayani, 2023).

Pamvarësisht se teknologjitë mësimore ofrojnë përvoja të shumta dhe të personalizuara të të nxënit, të shumta janë dilemat që shoqërojnë profesionistët e punës sociale. Varësia nga IA është konstatuar si një rrezik i përceptuar nga studentët e punës sociale, duke që se efektet që e pasojnë mund të jenë *dëmtimi i aftësive tradicionale të komunikimit dhe avokimit,* të cilat përbëjnë bazën profesionale të këtij profesioni (Kshetri et al, 2023).

Gjithashtu, studjues të punës sociale kanë theksuar rëndësinë e qytetarisë digjitale, duke vënë në dukje se menaxhimi i duhur i përdorimit të (IA) është thelbësor për rolet e ardhshme të studentëve si *praktikues etikë* dhe kompetentë (Zhong et al., 2021). Praktikat virtuale të mundësuara nga IA ofrojnë një hapësirë të sigurt për zhvillimin e aftësive praktike dhe vendimmarrjes etike në situata komplekse. Këto mjete reduktojnë pabarazitë në mundësitë e praktikës, duke ofruar qasje të barabartë për studentë në mjedise të ndryshme gjeografike dhe institucionale. Gjithashtu, feedback-u dhe vlerësimi i automatizuar i mundësuar nga sistemet e IA-së mbështet zhvillimin e të menduarit apo reflektimit profesional, duke ofruar reagime të menjëhershme për detyra, ditar dhe aktivitete praktike (Fricker et al., 2025).

Ndër të tjera, shqetësimet etike që rrjedhin nga çështjet e privatësisë së të dhënave, barazia digjitale dhe nevoja për *kufij efektivë profesionalë në internet,*

konsiderohen fusha me prioritet për tu mbikqyrur apo mbajtur nën kontroll nga profesionistet në të ardhmen (Dwivedi et al., 2023; Mou et al., 2024).

Ndërkohë që nuk mund të anashkalohet pa u analizuar edhe *komponenti kulturor, gjinisë dhe statusit socio-ekonomik,* pasi efektet e IA-së dhe perceptimet e studentëve mund të ndryshojnë sipas këtyre konteksteve. Kështu, studimet tregojnë se studentët me të ardhura të ulëta angazhohen më pak me mjetet e përmirësimit digjital dhe përjetojnë pabarazi të mëdha (Han, 2024). Ndërgjegjësimi për këto pabarazi është kritik për të siguruar që iniciativat digjitale në edukimin e punës sociale të jenë të barabarta dhe gjithëpërfshirëse.

Në mënyrë të pashmangshme, etika dhe të drejtat e njeriut qëndrojnë në qendër të diskutimeve mbi zbatimin e IA-së. Për më tepër, kurrikulat akademike duhet të përfshijnë reflektime mbi vendimmarrjen algoritmike dhe rreziqet e automatizimit në fushat që fokusohen tek njeriu (Reamer, 2023). Për këtë arsye vitet e fundit studimet në këtë fushë po mbështesin nevojën për rritje të ndërgjegjësimit, mbështetje institucionale për të zbutur ndikimet e IA-së, si dhe masat e rekomanduese për që përfshijnë: programe të mirëqenies digjitale, udhëzime më të qarta mbi sjelljen profesionale digjitale dhe integrimin kurrikular të aftësive të kujdesit për veten digjitale dhe vendosjes së kufijve, apo dhe promovimi i komuniteteve akademike të praktikës me kohë të kufizuar para ekranit (Varela et al., 2023).

Efektet e IA-së në praktikën e punës sociale me grupet e margjinalizuara

Integrimi i inteligjencës artificiale (IA) në praktikën e punës sociale paraqet një potencial të madh për përmirësimin e aksesit, përfshirjes dhe efikasitetit

profesional, veçanërisht në raport me grupet e margjinalizuara.

IA ka dëshmuar rol të rëndësishëm në *përmirësimin e aksesit për komunitetet e margjinalizuara,* duke mundësuar atyre tejkalimin e barrierave gjuhësore, gjeografike dhe ekonomike përmes mjeteve të përkthimit automatik dhe mjediseve të të nxënit virtual. Megjithatë, hendeku digjital mbetet sfidë kritike për komunitetet në nevojë (Doğan, 2025; Revesai et al., 2024).

Referuar punonjësit social, IA stimulon *mësim të personalizuar dhe adaptiv,* duke mundësuar që nga realiteti virtual të formësohen aftësi praktike dhe etike për punën me klientë vulnerabël. Për këtë arsye një aspekt kyç është nevoja për korniza etike të integruara në platformat e IA-së, të cilat garantojnë mbrojtjen e dinjitetit njerëzor, drejtësisë sociale dhe kompetencës kulturore (Fricker et al. 2025; Reamer, 2023). Adresimi i paragjykimeve algoritmike është thelbësore për të parandaluar përjetësimin e pabarazive dhe për të ruajtur integritetin profesional (Nuwasiima, Ahonon & Kadiri, 2024).

Në nivel e profesionit të punës sociale, IA ka *përmirësuar ofrimin e shërbimeve sociale* për klientët e margjinalizuar, përfshirë identifikimin e hershëm të rrezikut, ndërhyrjet parandaluese dhe shërbimet e këshillimit për shëndetin mendor. Teknologjitë ndihmëse gjithashtu reduktojnë barrierat për personat me aftësi të kufizuara, duke rritur pjesëmarrjen dhe autonominë digjitale (Nuwasiima, Ahonon & Kadiri, 2024). Në aspektin praktikë, mbështetja e edukimit në terren përmes IA-së është një zhvillim premtues. Platformat inteligjente mund të *ndihmojnë në monitorimin e progresit, reflektimit dhe komunikimit me mbikëqyrësit,* si dhe të ofrojnë trajnime të bazuara në skenarë realistë. Chatbot-ët e IA-së mund të përdoren

gjithashtu për mbështetje emocionale dhe udhëzim në kohë reale gjatë praktikës (Yarotskaya & Aleinikova, 2023).

Një tjetër dimension thelbësor është kompetenca kulturore, ku IA kontribuon në *arsim të ndjeshëm ndaj diversitetit,* por njëkohësisht kërkon kujdes ndaj keqinterpretimeve kulturore për shkak të të dhënave jo gjithëpërfshirëse (Nacheva, 2025). Zhvillimi i IA-së me parime anti-shtypëse dhe dizajn gjithëpërfshirës nxit drejtësinë sociale dhe fuqizimin komunitar.

Në fushën e kërkimit shkencor, IA përmirëson rishikimin e literaturës, analizën e të dhënave dhe *praktikën e bazuar në prova,* duke ofruar mjete për analizë komplekse dhe efikase. Megjithatë, kërkimi i ndihmuar nga IA ngre çështje etike mbi privatësinë, transparencën dhe përgjegjësinë.

Përballë gjithë këtyre transformimeve, është thelbësore përgatitja e studentëve për ndryshimin e roleve, pasi teknologjitë si *menaxhimi i rasteve i automatizuar,* modelimi parashikues dhe analiza e të dhënave po rikonfigurojnë ofrimin e shërbimeve sociale. Programet duhet të pajisin studentët me aftësi për interpretim të të dhënave, vlerësim të teknologjive dhe bashkëpunim ndërdisiplinor (Chassignol, M., Khoroshavin, A., Klimova, A., & Bilyatdinova, A., 2018). Përfshirja aktive e studentëve, praktikuesve dhe komuniteteve në procesin e dizajnimit kontribuon në ruajtjen e përputhshmërisë së teknologjisë me vlerat themelore të profesionit të punës sociale

Përfundime

Zhvillimet e fundit në inteligjencën artificiale (IA) po riformësojnë ndjeshëm mënyrën se si zhvillohet arsimi në fushën e punës sociale, duke ofruar potencial për inovacion pedagogjik, gjithëpërfshirje dhe rritje të cilësisë së përgatitjes profesionale.

Perceptimet e studentëve të punës sociale zbulojnë një panoramë të ndërlikuar të ndikimeve të inteligjencës artificiale (IA) dhe angazhimit në internet në zhvillimin e tyre akademik dhe profesional. Nga njëra anë, IA shihet si një mjet fuqizues që lehtëson të nxënit adaptiv, ofron reagime në kohë reale dhe zgjeron mundësitë për bashkëpunim dhe zhvillim profesional; nga ana tjetër, studentët shprehin shqetësime të theksuara për efektet e mundshme negative, si zvarritja akademike, humbja e angazhimit, mbingarkesa njohëse dhe sfidat në shëndetin mendor.

Përshtatja efektive e programeve të IA-së në edukimin e punës sociale kërkon një qasje reflektuese dhe shumëdisiplinore e cila integron parimet etike, dimensionin relacionar dhe kompetencën kulturore si shtylla themelore të disiplinës.

Vetëm përmes bashkëpunimit ndërmjet teknologjisë, pedagogjisë dhe praktikës sociale mund të sigurohet që IA të përforcojë e jo të minojë vlerat thelbësore të drejtësisë sociale, dinjitetit njerëzor dhe empatisë profesionale.

Platformat e IA-së përfaqësojnë një potencial të rëndësishëm transformues për fushën e punës sociale, sidomos në mbështetjen e grupeve të margjinalizuara përmes aksesit të zgjeruar në arsim, mësimit të personalizuar, praktikës etike dhe shërbimeve inovative. Megjithatë, realizimi i këtij potenciali nuk është automatik: ai kërkon planifikim të qëllimshëm, vlerësim të vazhdueshëm dhe qasje të bazuara në etikë që promovojnë përfshirjen, pedagogjinë kritike dhe bashkëpunimin komunitar.

Në këtë drejtim, hulumtimi shkencor, përmirësimi i kurrikulave dhe zhvillimi i politikave mbështetëse janë thelbësore për të siguruar që përdorimi i IA-së të mbetet në përputhje me misionin themelor të punës sociale përparimin e drejtësisë sociale, fuqizimin e individit dhe ruajtjen e dinjitetit njerëzor.

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ABSTRACT

The rapid developments of artificial intelligence in recent years have dictated very significant changes both in the careers of social work students and in the practices of this profession, especially regarding marginalized target groups. Various studies in the field bring very interesting facts and data to analyze and to prepare us for what is expected to happen in the context of our reality. Through bibliographic analysis, it is intended that this paper will be able to provide answers to three research questions, which aim to: To become familiar with the impacts that AI has brought to the careers of social work students? To identify some of the positive and negative effects? As well as the impact that AI is bringing to the relationship between social workers and marginalized groups? For the realization of this work, a scaled method was used in the selection of scientific articles, where among the main criteria were to be scientific articles with many citations, to be from the last 5 years and to be specific in the issues addressed which are close to the purpose of our study. In the first phase, 53 scientific articles were analyzed, from which the 27 most relevant were identified, which were identified based on the three research questions that guide this study. At the end of the bibliographic analysis, we reach the conclusions that the effects of AI on the academic career of social work students are identified to be both positive and negative, this is also one of the reasons why studies in this direction should be as dynamic as possible, as the situation needs continuous monitoring. Procrastination, challenges in relation to mental health and digital skills of social workers remain some of the most acute aspects and that need to be kept under continuous control. Meanwhile, referring to the advantages that AI is bringing to target groups in need, it is evident that there are increased opportunities for access to services, especially innovative ones, which will also be accompanied by changes in

the ethical approach. Of course, such developments are expected to bring an expansion of the mission of the social work profession in the field of social justice, reasons that influence the need for continuous implementation of studies, review and adaptation of university curricula and social policies.

Keywords: *Artificial Intelligence, Social Work, Positive and Negative Effects*

Proposal to include Albanian as a language of *Global Dialogue*

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Proposal to Include Albanian as a Language of *Global Dialogue*

Dear Colleagues at the International Sociological Association,
Dear Members of the Editorial Board of *Global Dialogue*,

I am writing to respectfully propose the inclusion of **Albanian** as one of the languages in which *Global Dialogue* is published.

This proposal is grounded in ISA's long-standing commitment to **global inclusiveness, epistemic diversity, and the democratization of sociological knowledge beyond dominant linguistic centers**. Expanding the linguistic reach of *Global Dialogue* has been one of its most significant contributions to international sociology, and the addition of Albanian would further strengthen this mission.

Albanian is spoken by approximately **9 million active speakers** across several countries in Southeast Europe (Albania,

Propozim për botimin e *Global Dialogue* edhe në gjuhën shqipe

Të nderuar kolegë të Shoqatës Ndërkombëtare të Sociologjisë (ISA),
Të nderuar anëtarë të Bordit Redaktues të *Global Dialogue*,

Po ju drejtohem me respekt për të propozuar përfshirjen e **gjuhës shqipe** si një nga gjuhët në të cilat botohet revista *Global Dialogue*.

Ky propozim mbështetet në angazhimin e vazhdueshëm të ISA-s për **përfshirje globale, diversitet epistemik dhe demokratizim të dijes sociologjike përtej qendrave gjuhësore dominuese**. Zgjerimi i shtrirjes gjuhësore të *Global Dialogue* ka qenë një nga kontributet më të rëndësishme të saj në sociologjinë ndërkombëtare dhe përfshirja e shqipes do ta forconte më tej këtë mision.

Gjuha shqipe flitet nga rreth **9 milion përdorues aktivë** në disa vende të Evropës Juglindore (Shqipëri, Kosovë, Maqedoni

Kosovo, North Macedonia, Montenegro, and Serbia), as well as by a large and dynamic **transnational diaspora** throughout Europe and North America.

Beyond its demographic presence, Albanian has a **distinct linguistic and historical status**. It constitutes a **separate branch of the Indo-European language family**, is **not derived from any other living language**, shows **very early historical continuity**, and preserves **unique linguistic structures**. In this sense, Albanian is one of the **foundational languages of Europe** and plays an important role in Indo-European studies.

Accordingly, Albanian is a language that **has survived without the support of empires**, has **produced a fully developed modern literature**, and has **maintained a strong cultural identity even under extreme historical conditions**. In this context, Ismail Kadare—the most prominent Albanian writer, whose works have been translated into more than forty-five languages—has described Albanian as a "great language," though not a "numerically great language."

From a sociological perspective, Albanian-speaking societies represent a **distinct historical and social space** whose experiences remain underrepresented in global sociological debates, largely due to linguistic barriers. These societies constitute a particularly rich empirical and theoretical field, offering insights into:

- late and fragmented state formation,
- nationalism without imperial structures,
- extreme post-socialist transition,
- large-scale migration and transnational diasporas,
- religious pluralism without structural conflict,
- civil society development under prolonged institutional constraints.

e Veriut, Mali i Zi dhe Serbi), si dhe nga një **diasporë e gjerë dhe dinamike transnacionale** në Evropë dhe Amerikën e Veriut.

Përtej pranisë së saj demografike, shqipja ka një **status të veçantë gjuhësor dhe historik**. Ajo përbën një **degë më vete të familjes së gjuhëve indoevropiane**, nuk rrjedh nga asnjë gjuhë tjetër e gjallë, ka **vazhdimësi shumë të hershme historike** dhe ruan **struktura gjuhësore unike**. Në këtë kuptim, shqipja është një nga **gjuhët themelore të Evropës** dhe ka një rol të rëndësishëm në studimet indoevropiane.

Në këtë kontekst, shqipja është një gjuhë që **ka mbijetuar pa mbështetjen e perandorive**, ka **krijuar një letërsi moderne të zhvilluar plotësisht** dhe ka **ruajtur një identitet të fortë kulturor edhe në kushte historike ekstreme**. Pikërisht në këtë kuptim, Ismail Kadare – shkrimtari më i shquar shqiptar, vepra e të cilit është përkthyer në mbi 45 gjuhë – e ka cilësuar shqipen si një "gjuhë të madhe", edhe pse jo një gjuhë numerikisht të madhe.

Nga këndvështrimi sociologjik, shoqëritë shqipfolëse përfaqësojnë një **hapësirë historike dhe shoqërore të veçantë**, përvojat e së cilës mbeten të nën-përfaqësuara në debatet globale sociologjike, kryesisht për shkak të barrierave gjuhësore. Këto shoqëri përbëjnë një fushë veçanërisht të pasur empirike dhe teorike, duke ofruar njohuri mbi:

- formimin e vonë dhe të fragmentuar të shtetit,
- nacionalizmin pa struktura perandorake,
- tranzicionin ekstrem post-socialist,
- migrimin masiv dhe diasporat transnacionale,
- pluralizmin fetar pa konflikt strukturor,
- zhvillimin e shoqërisë civile nën kufizime institucionale afatgjata.

These experiences are highly relevant to contemporary global sociology and align closely with the thematic scope of *Global Dialogue*.

Importantly, the inclusion of Albanian is **institutionally and practically feasible**. The **Albanian Institute of Sociology** and the **Albanian Sociological Association**, both actively engaged with ISA, are prepared to assume responsibility for the **translation, linguistic editing, and dissemination** of *Global Dialogue* in Albanian, in full accordance with ISA's editorial standards. This initiative would therefore **not require additional structural or financial commitments from ISA**.

Including Albanian would not only expand readership but would also facilitate **two-way knowledge circulation**—enhancing access to global sociological debates while encouraging greater participation of Albanian-speaking scholars in ISA's intellectual life. In this sense, the proposal is fully consistent with ongoing efforts to address linguistic inequality and promote a more genuinely global sociology.

I personally, as the **founding President of the Albanian Sociological Association**, proposed and pursued the membership of this organization in the International Sociological Association (ISA) in 2007. I have represented the Association at the Conferences of National Sociological Associations (Taipei, Ankara), as well as at several ISA World Congresses (Yokohama, Toronto). I have also had the opportunity to discuss the publication of *Global Dialogue* in Albanian with its founder, the irreplaceable Professor **Michael Burawoy (to whom the entire latest issue of Global Dialogue is rightly dedicated In Memorium),** from the very early stage when the idea of publishing

Këto përvoja janë shumë të rëndësishme për sociologjinë bashkëkohore dhe përputhen ngushtë me fushën tematike të *Global Dialogue*.

Është e rëndësishme të theksohet se përfshirja e shqipes është **institucionalisht dhe praktikisht e realizueshme**. **Instituti Shqiptar i Sociologjisë** dhe **Shoqata Sociologjike Shqiptare**, të dyja aktive në kuadër të ISA-s, janë të gatshme të marrin përsipër **përkthimin, redaktimin gjuhësor dhe shpërndarjen** e *Global Dialogue* në shqip, në përputhje të plotë me standardet redaktuese të ISA-s. Kjo nismë nuk do të kërkonte angazhime shtesë strukturore apo financiare nga ana e ISA-s.

Përfshirja e shqipes jo vetëm që do të zgjeronte lexueshmërinë, por do të lehtësonte edhe **qarkullimin dypalësh të dijes**, duke rritur aksesin në debatet globale sociologjike dhe duke nxitur pjesëmarrjen më aktive të studiuesve shqipfolës në jetën intelektuale të ISA-s. Në këtë kuptim, propozimi është plotësisht në përputhje me përpjekjet aktuale për të adresuar pabarazitë gjuhësore dhe për të promovuar një sociologji vërtet globale.

Unë personalisht, si **President themelues i Shoqatës Sociologjike Shqiptare**, kam propozuar dhe ndjekur anëtarësimin e kësaj organizate në Shoqatën Ndërkombëtare të Sociologjisë (ISA) në vitin 2007. Kam përfaqësuar Shoqatën në Konferencat e Organizatave Kombëtare Sociologjike (Taipei, Ankara), si dhe në disa Kongrese Botërore të ISA-s (Yokohama, Toronto). Gjithashtu, kam pasur rastin të diskutoj botimin e *Global Dialogue* në gjuhën shqipe me themeluesin e saj, profesorin e pazëvendësueshëm **Michael Burawoy (të cilit me shumë të drejtë i kushtohet In Memorium i gjithë numri i fundit i Global Dalogue)**, që në fazat e hershme kur u hodh ideja e

Global Dialogue in as many languages as possible was first introduced.

I would be honored to discuss this proposal further and to provide any additional information that may be useful to the Editorial Board. Thank you very much for your time, consideration, and continued commitment to inclusive global dialogue.

With kind regards

Founding President and Ongoing Secretary-General
Albanian Sociological Association-Albanian Institute of Sociology
ISA Member and AIS-ALBSA Representative

botimit të *Global Dialogue* në sa më shumë gjuhë të ndryshme.

Do të isha i nderuar të diskutoja më tej këtë propozim dhe të ofroja çdo informacion shtesë që mund t'i nevojitet Bordit Redaktues. Ju falënderoj sinqerisht për kohën, vëmendjen dhe angazhimin tuaj të vazhdueshëm për dialog global gjithëpërfshirës.

Me respekt të veçantë

President themelues dhe Sekretar i Përgjithshëm
Shoqata Sociologjike Shqiptare – Instituti Shqiptar i Sociologjisë
Anëtar i ISA dhe Përfaqësues i AIS-ALBSA

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Guide for Authors

The journal "Studime Sociale" [Social Studies] is a scholarly journal published by the Albanian Institute of Sociology (AIS)**,** associated with the Albanian Sociological Association (ALBSA)**.** It has been certified as a scientific journal by the KVTA/MAS by Decision No. 170, dated December 20, 2010. The journal has also been classified as a scientific journal by ANVUR – the National Agency for the Evaluation of the University and Research System of the Italian Ministry of Education, Universities and Research (MIUR), by Decision No. 298, dated December 21, 2021. *Social Studies* has been published continuously since 1998**.** It is managed by an International Editorial Board and is published with code ISSN**,** in two formats: print and online**.** Articles may be published in Albanian or English**.**

The fundamental principle of publication is **scientific rigor**. Every manuscript submitted undergoes a **double-blind peer review process**. Each article is reviewed by **two anonymous scholars** in the relevant field(s), and publication is granted only if both reviews are positive. The selection of scientific articles is therefore the **exclusive responsibility of anonymous peer reviewers**.

The publication costs of the journal are covered by contributors, in proportion to the length of each article (pages, with 2,200 characters per page). If any issue or individual article is financially supported by a third party (individual or institution), this support is explicitly acknowledged.

Each article must comply with linguistic and academic standards and must constitute original work**.** Submissions may be either research articles or review articles**.** Manuscripts must be submitted **in** Word format and should follow this structure: (1) Title, up to 15 words; (2) Author/s (first name and surname); institutional affiliation(s); email address(es) for each author (3) Abstract**,** 200–250 words, with 4–6 keywords; (4) Author biography**,** approximately 50 words, in narrative form; (5) Main text; (6) Complete list of references**,** in alphabetical order by authors' surnames (7).

Articles may include **footnotes** for specific explanations; however, footnotes should not be used for bibliographic references. The journal follows the **APA referencing system**, using **in-text citations** accompanied by a corresponding **alphabetically ordered reference list** at the end of the manuscript, based on authors' surnames or the institutions responsible for the cited documents. The complete references listed at the end of the text must contain all elements necessary to identify the original sources, as follows:

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   Merton, Robert. 1968. *Social Theory and Social Structure*. New York: Free Press.

b. **Journal articles, book chapters, etc.:**
   Author(s); year of publication; "title of the article" (in quotation marks); *title of the journal or edited volume* (italicized); volume/issue and page range. *Example:*
   Buss, Loreta. 2010. "Childhood in Sociology and Society: The U.S. Perspective." *Current Sociology*, Vol. 58, No. 2, pp. 350–355.

c. **Archival documents:**
   In addition to the elements above, the reference should include the **archive, file, and folder/ fascicle**.

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All references listed at the end of the manuscript must correspond to the abbreviated in-text citations, which should follow these examples:

Single author: Weber (1998); (Weber, 1998: 156); Weber (1998: 156)

Two or three authors: (Lazarsfeld & Berelson, 1990); (Olzak, Shanahan & West, 1986)

More than three authors: (Larsen et al., 1989)

Multiple references: (Blau, 1980; Kadare, 1995; Uçi, 2003; Pëllumbi, 2004; Omari, 1999)

If an author has more than one publication in the same year, references should be distinguished as 2011a, 2011b, etc.

Kriteret e botimit

Revista "Studime Sociale" është revistë e Institutit Shqiptar të Sociologjisë (AIS), **i asociuar me** Shoqatën Sociologjike Shqiptare (ALBSA). Ajo është certifikuar si revistë shkencore nga KVTA/MAS me vendim Nr. 170, datë 20. 12. 2010. Ajo është klasifikuar si revistë shkencore nga ANVUR - Agjencia Kombëtare e Vlerësimit të Sistemit Universitar dhe Kërkimit Shkencor i Ministrisë së Arsimit, Universiteteve dhe Kërkimit Shkencor të Italisë (MIUR) me vendim Nr. 298, datë 21 dhjetor 2021.

Revista "Studime Sociale" botohet pa ndërprerje nga viti 1998. Ajo drejtohet nga bordi botues ndërkombëtar dhe botohet me kod ISSN, në dy forma: print dhe online. Artikujt mund të botohen në shqip ose anglisht.

Parimi bazë i botimit është rigoroziteti shkencor. Çdo artikull i nënshtrohet një recensionimi të verbër (**double-blind peer review**). Ai u jepet për recensionim dy studiuesve të fushave të afërta dhe artikulli botohet nëse recensat janë pozitive. Pra, detyra e përzgjedhjes së artikujve shkencorë është kompetencë ekskluzive e recensentëve anonimë.

Kostoja e revistës përballohet nga kontribuuesit sipas vëllimit të çdo artikulli (faqe me nga 2200 karaktere). Nëse ndonjë numër, apo artikull i veçantë i revistës, financohen nga ndonjë subjekt (individ apo institucion) në çdo rast bëhet shënimi përkatës.

Çdo artikull duhet të jetë në përputhje me standardet gjuhësore. Artikujt duhet të jenë krijime origjinale. Ato mund të jenë artikuj shkencorë ose recensionues. Artikujt shkencorë duhet të dërgohet në word me këtë strukturë: (1) titulli, deri në 15 fjalë; (2) autori/autorët (emri mbiemri); institucioni ku është/janë; adresat elektronike – për çdonjërin prej tyre; (3) përmbledhje (shqip), me 200-250 fjalë dhe 4-6 fjalë kyçe; (4) të dhëna për autorin/autorët, rreth 50 fjalë, si tekst; (5) teksti; (6) Referencat e plota, sipas rendit alfabetik të mbiemrave të autorëve; (7) abstract në anglisht (varianti anglisht i përmbledhjes).

Artikulli mund të shoqërohet me shënime në fund të faqes (footnotes) për ndonjë shpjegim të veçantë. Por ato nuk janë referenca. *Sistemi i referncave të revistës është sistemi i APA,* me referenca të shkurtuara përgjatë tekstit, shoqëruar me listën korresponduese të referencave të plota në fund të tekstit, sipas rendit alfabetik të mbiemrave të autorëve, apo institucioneve që kanë autorësinë.

Referencat e plora në fund të tekstit duhet të përbëjnë elementë (të dhëna) që të adresojnë te burimet origjinale:

a. Për librat: autori/ose autorët (1); viti i botimit (2); titulli i librit, në korsiv (3); ku është botuar (4) dhe botuesi (5).
    P.sh. Merton, Robert. 1968. *Social Theory and Social Structure,* New York: Free Press.

b. Për artikuj nga revistat shkencore, kapituj librash etj.: autori/autorët (1); viti i botimit (2); titulli i artikullit, në thonjëza (3); titulli i revistës/përmbledhjes ku është botuar, në kursiv (4); revista apo botimi ku gjendet e faqet, nga-deri (5).
    P.sh.: Buss, Loreta. 2010. "Childhood in Sociology and Society; The US Perspective", *Currant Sociology,* Vol. 58, No. 2, pp. 355-350.

c. Për dokumente arkivorë shtohet (pika 5) Arkivi, Dosja, fashikulli.

d. Për dokumente të marrë nga interneti shtohet (pika 5) link-u dhe data e fundit kur është parë.

Referencat e plota, të listuara në fund të tekstit, duhet të korrespondojnë me referencat e shkurtuara nëpër tekst, të cilat vendosen si në shembujt: Për një autor: Weber (1998); (Weber, 1998: 156); ose Weber (1998: 156); Për dy dhe tre autorë: (Lazesfeld & Berelson, 1990) e (Olzak, Shanahan & West, 1986); Për më shumë se tre autorë: (Larsen ed al., 1989); për seritë e referencave (Blau, 1980; Kadare, 1995; Uçi, 2003; Pëllumbi, 2004; Omari, 1999). Në qoftë se për të njëjtin autor ka më shumë se një referencë në të njëjtin vit, atëherë shënohet: 2011a, 2011b.