

MINUTES of the CONFERENCE

Launching of the research document:

“ETHICS IN THE EDUCATION SYSTEM IN ALBANIA”

April 13th, 2017

Hotel Tirana International

10.00 – 13.00

On April 13th, 2017, Hotel Tirana International was the venue for the conference devoted to the findings of the nationwide research study: “*Ethics in the education system in Albania.*” The study was initiated and led by the **Mary Ward Loreto Foundation** in partnership with the **Ministry of Education and Sports**. The study was carried out by ACER—**Albanian Center for Economic Research**—led by Dr. Zef Preci.

The conference was opened at 10.15 am and was attended by different relevant stakeholders, academics and renowned researchers, institutions and CSOs working in the field of education and directly involved in projects and activities aimed at the protection and promotion of youth rights and for a better education and future for the children of Albania.

 (attach the presence list of the conference).

WELCOMING REMARKS – Presentation of the conference panel and agenda

Sokol Pellumbi—moderator of the conference—welcomed all the participants and thanked them for their presence and manifest interest. He stressed the importance of the research, the first of its kind on this issue in Albania. After the welcoming remarks, he presented the members of the conference panel to the participants:

Nora Malaj	Deputy Minister of Ministry of Education and Sports (MES)
Imelda Poole	President of Mary Ward Loreto Foundation
Dr. Zef Preci	Executive Director of ACER—Albanian Center for Economic Research
Dr. Gerda Sula	Project coordinator, MWL Education Project

The moderator discussed the agenda, highlighting the fact that this conference was different from the others, in that it was structured around several panels and extensive round table discussions. The first session will be followed by the presentation of the research, focusing on its methodology, findings and conclusions. The presenters will be Dr. Skerdi Zahaj and Dr. Blerta Bodinaku, two of ACER’s researchers for this study. After this presentation there will be parallel round table discussions divided according to special interest groups. The questions emerging from the round table discussions will be addressed by the panel for this session.

The floor was next given to Imelda Poole, President of MWL Foundation.

WHY THIS RESEARCH

Imelda Poole – President MWL Foundation

Imelda Poole thanked all the participants, whose presence at the conference was most welcome. She informed the participants about the absence of Minister Lindita Nikolla due to an urgent last minute commitment at the Ministry.

She then went on to state:

“This is an exceptional study of the code of ethics as it pertains to the education system in Albania. It has been a long journey to produce this document which would not have been possible without the cooperation of the Ministry of Education and Sports. I would like to especially commend the MWL’s Board of Education: Shpresa Delia, Alfred Matoshi, Steve Corrielle and Anila Kashnjeti who, in the process of leading this professional study, had the wisdom to act on the need for change.

“The first school I taught in, and which I consider a model for how education should be done, had at its heart the Jesuit philosophy of education, which is based on the same values as Mary Ward. These values of freedom, justice and sincerity are the way of truth. The core values of the research that is the subject of today’s conference are the same, including those of joy, respect, and compassion. These are basic human values.

“So when we reflect on the lack of ethics at all levels in Albania’s schools, we must accept that we can do better. We know where the solutions lie. The home is the foundation for the school of life. As leaders in Albanian society, we are responsible for shoring up this familial foundation, with the goal of ensuring that all the citizens of Albania enjoy a healthy, ethical environment, especially in our schools. Keep these positive points in mind as a guide towards change.”

THE IMPORTANCE OF THE RESEARCH IN SYSTEMIC CHANGE IN EDUCATION IN ALBANIA

Nora Malaj – Deputy minister of MES

This has been designated “Education Week” because the Ministry of Education and Sports has set out to promote a different approach for working with all partners and communities that will be the beneficiary of any reforms. The new approach calls on parents to be willing to accept the new curricula and to measure the value and effect of any concrete reforms. The interests of parents in the community have thus been taken into account.

The ministry is involved in the production of a second report in partnership with **EC (European Economic Community?)**, the first phase of which is related to the problem of bullying. In partnership with the University of Tirana and the Institute of European Studies, we have reached some findings on which are based the solutions that we can accomplish together.

There will be a meeting, to be held on “The Day of the Street Children,” to discuss initiatives between local government and federal ministries to provide assistance in the full cycle of education.

In her speech, Mrs Nora Malaj dwelled on the role and importance of cooperation in the framework of support that the Ministry resolutely provide to different organizations. She thanked Mary Ward Loreto Foundation for its cooperation and for ACER’s research study on ethics in the Albanian education system.

Minister Nikolla has been our mainstay for measuring our achievements in promoting standards and quality from pre-school to Masters level, and for explaining why some issues and objectives have, as yet, failed to be realized.

Mrs Malaj thanked Dr. Zef Preci and Dr. Gerda Sula for having conducted the ACER research with a representative sampling involving a large number of teachers, students and parents.

Findings and recommendations: If we carry out reforms in the education, the reforms will have costs. But the ACER study has carefully evaluated and measured the extent of the problems in the system so that these proposed reforms will be in keeping with accepted educational methodology. Thus it is hoped that we can build an augmented educational system that improves the curricular standards and pedagogical practice.

Mrs Malaj made it clear that the research findings bear close examination. When teachers insult the students, and when the teachers use grades and their authority to punish students, we face hidden dropouts resulting from this kind of unethical practice. There are also major ethical problems relating to plagiarism, which can only be tackled by a complete overhaul of the way we conduct evaluation of student work, papers in particular. To avoid these and other deficiencies in the Albanian education system, it will be necessary to make any and all appropriate modifications to relevant MES legislation.

Education is a national good and a universal right. Let’s take measures to establish the necessary standards for a better education system, which will result directly and indirectly in a better standard of living for all.

Mrs Malaj thanked all those who participated in the research that produced the findings and recommendations that will have an impact on the framework of educational policy. The hope is that this will be reflected not simply at the political level but, more importantly, in the homes where Albania’s children are nurtured, and in the schools at all levels of the Albanian education system.

The role of media must also be considered in the context of ethical practice in education because students at all levels are now exposed to mass media on an unprecedented scale. A significant amount of every child’s education, both inside and outside the home and school, is now conveyed through a wide variety of communications media. Parents and teachers—as well as political and educational administrations—must be aware of this reality and ensure that communications media in general are integrated ethically into all levels of society.

Mrs Malaj welcomed the challenge laid down by the ACER research!

Sokol Pellumbi, replying to a comment from the Deputy Minister, said that: “*If we are unable to measure the effect of any changes we propose, we would be better to not propose them at all.*”

PRESENTATION OF THE RESEARCH

Dr. Zef Preci – Leader of the research team – ACER Director

Dr. Skerdi Zahaj – ACER

Dr. Blerta Bodinaku – ACER

Speech of Dr. Zef Preci

Dr. Zef Preci, Director of ACER – Albanian Center for Economic Research – and Leader of the research team that conducted the research “*Ethics in the Education System in Albania*,” made a brief summary of the ACER study, including a description of the process whereby the research was conducted. He then gave the floor to his research collaborators for a presentation of the methodology, findings and key recommendations.

ACER is a non-governmental organization, the first one founded in 1992 after the change of the system of national government. ACER represents a group of researchers from different fields, mainly focused on social and economic issues, who believe in the free market economy, an open society, with the aspiration to see Albania as a member of the European family.

ACER, during the 25 years of its existence, is engaged in initiating, promoting and supporting public policies that enable a quick and efficient transition in the market economy, but also to address critiques concerning issues emerging during the governance process and weaknesses in government institutions. ACER has conducted analyses of economic and social phenomena in the context of the best practices of democratic countries. Based on these analyses, ACER provides ideas, attitudes and options that help the process of decision-making and law-making in our country.

Dr. Preci stressed that the government and authorities in general are transformed positively when they move away from the model of a centralized state and become more and more collaborative in the process of establishing a civil society. Policy making is not the exclusive right of government; rather, Government must extend the opportunity for public dialogue and for consultation with all stakeholders, including the academic world and the “third sector” or business community.

Of course, continuous crises and challenges are confronted during the state-building process in Albania, including new risks brought on by the lack of continuity and a disrespect of proposed strategies, which block the normal progress of transformation within Albanian society in general, and the economy in particular.

Dr. Preci focused on the general relationship between the government and the academic world. He emphasized that education is and remains a national issue. “The presence here today of Deputy Minister Malaj honors us,” Preci remarked, “and I want to emphasize the fact that the entire MES staff and those dependent the Ministry have been open and cooperative in the research project on *Ethics in the education system in Albania*.” Preci went on to say that such governmental cooperation affirms the political will to seriously address such important issues as the civic formation of a new generation. It also affirms an institutional commitment to undertake the necessary steps to reform the educational process, putting students squarely in the spotlight with regard to ongoing current and future policies.

Dr. Preci shared with the audience “the privilege he had of previously collaborating with MES in important projects in the field of education, as well as with MWL Foundation in the framework of the pilot project titled *On corruption and ethics in the education system*, which was implemented three years ago, preceding the research for which we are gathered here today.” He was grateful for the idealism of the foundation, for its goodwill towards a new generation of Albanians, which will make our country not only a better place to live in, but also more secure in its European future.

After the speech of Dr. Preci, the floor was given to his collaborators on the research team, Dr. Skerdi Zahaj and Dr. Blerta Bodinaku.

PRESENTATION: METHODOLOGY AND FINDINGS OF THE RESEARCH

Dr. Skerdi Zahaj – ACER

✚ (attached the presentation of Dr. Skerdi Zahaj: <https://prezi.com/igjb9w1yqr2f/etika-ne-sistemin-arsimor/>)

REMARKS:

- Dr. Skerdi emphasized that this **research is empirical**, the first of its kind.
- Importance of a bottom-up approach.
- Teachers recognize the importance of an ethical code, but they don't know what to do when they witness unethical behavior.
- The pre-school and primary system of education reports mostly on ethics violations.
- During the last 5 years, teachers have been trained on ethics issues.
- Teachers report ethics violations by parents and parents by teachers.
- Evidence of violence is a factor that teachers recognize but do not report.

Sokol Pellumbi: Mr. Pellumbi invited the audience, during the round table discussions, to take into consideration the findings of the research presented by Dr. Zahaj.

Nora Malaj: The problem of sexual abuse in universities has been raised in ACER surveys and will be identified as a breach of the code of ethics, along with associated punishment for any violation. How will this be handled in the parallel round table discussions?

PRESENTATION: CONCLUSIONS OF THE RESEARCH

Dr. Blerta Bodinaku – ACER

 (attached the presentation of Dr. Blerta Bodinaku)

REMARKS:

- *The Ethics Code needs to be more accessible to teachers, pupils and parents.*
- *Improvement of the legal framework is needed.*
- *The revised curriculum, with special focus on ethics.*
- *Ethics not to be seen as accessory to, but as a pillar of, the education system.*
- *Less copying and plagiarism, especially in the university system.*
- *Undertake urgent initiatives for the prohibition of plagiarism.*
- *Copying and plagiarism go unpunished, and for this reason continue to be still present.*
- *Communication between students, teachers and parents remains fragmented and not systemic. It needs to be institutionalized.*
- *Everyone knows that a code of ethics exists in schools, but no one seems to know what it contains.*
- *Draft bylaws in terms of ethics.*

SUGGESTION: After her presentation, Dr. Blerta Bodinaku suggested that there is a need for further study, as highlighted in the research on *Ethics in the education system in Albania*. It is important that ethics be studied in a timely fashion, addressing questions as to what are ethics realities at all levels. This must involve further studies comparing rural and urban areas, private education versus public education, for example, in order to have a complete case-by-case study of ethics in education.

PARALLEL DISCUSSION IN ROUND TABLES (Special Interest Groups – SIGs)

Sokol Pellumbi: In relation to the inputs presented, what feelings do you have, what insights obtained, and what follow-up action would you like to suggest, with a view to positively addressing the relevant issues? The round table discussants was also asked to refer to the conclusions in the study report, especially the sub-section concerning the educational system.

Time: 30 min and then a question from each round table as to the issue addressed.

QUESTIONS:

1. *How do these inputs leave you feeling?*
2. *What Insights would you like to share?*
3. *What follow-up action would you like to suggest?*

INTERJECTIONS FROM ROUND TABLES

On the panel:

Nora Malaj – Deputy Minister of MES

Dr. Zef Preci – ACER Director

Imelda Poole – President of MWL Foundation
Prof. Dr. Shpresa Delia – Board Member of MWL Education Project
Dr. Gerda Sula – Project coordinator, MWL Education Project

 **ROUND TABLE 10:**

Question: *Does this study take into account any constituency other than the three components: pupils/students – teachers/professors – parents/other staff? What about media?*

Dr. Zef Preci: The staff of the Ministry has not been directly involved in the research. Media was involved tangentially. This could be a subject for further research. The research was focused, as you rightly observe, on the three interest groups of children/students – teachers/professors – parents.

Dr. Gerda Sula: We obtained data from the three interest groups about the role that the supporting staff of the school plays.

Nora Malaj: This can be achieved with the involvement of other staff and will require a further, more in-depth study on how media should be involved in contributing to a solution to problems. This study should be discussed thoroughly to promote the cause. Much depends on the government program. This study was conducted and realized at the right time. An important key role must be played by civil society, backed by government, in proposing appropriate recommendations. For this purpose, a subsequent second phase of the research is much desired.

Follow-up question: *I mean, what is the media's role not only in the news, but also in its responsibility regarding the transmission of cartoons and young and adult movies. Should not this be monitored and regulated to help ensure the ethical education of children.*

Nora Malaj: This is a very correct approach. It will be a great opportunity if MWL can support a further second phase, with media involvement, based on the study findings.

Imelda Poole: This is a very important point. If we're talking about safety on the internet, especially as regards children, we are talking about protection. This is a critical issue, that of providing an education in the safe use of the internet. This might involve blocking sites that are harmful. Above all, though, children should be guided by responsible adults in age-appropriate discussion of the dangers lurking on the internet, just as should be the case for all other ethics issues.

 **ROUND TABLE 13: PARENTS**

Question: *Referring to the Albanian reality, are teachers/professors good ethical role models for their students, both in terms of behavior and dress code? Is there a code of ethics for this?*

Nora Malaj: The findings of the research are as interesting as the question you put. Of the 100 investigative programs, two or three constitute the typical case, as in the case of the code of ethics. This case is taken into consideration by the Ministry so that appropriate action can be taken.

The fact is that it is a legal obligation that before the teachers get the license to teach, they have to pass the test phase. This involves the goals of becoming acquainted with internal regulations, with teaching methodologies, and with the ethics of the profession. These goals are not always achieved. Therefore, this report makes the appropriate recommendations.

In the long period of transition from Communist rule, especially during the years '97-'99, students who studied to be teachers were not well trained. We have three categories of teachers: the first category is made up of teachers with experience teaching in both systems and who are doing their best to make adjustments, but have problems with technology and languages; the second category is that of new teachers, eager to capture and practice what is innovative and which they think should be inherent in the field; and the third category is made up of the 30-35 year old teachers, teachers who have experience only in the post-Communist-era schools. Teachers in each of these categories should be evaluated separately, especially where the rubric of ethical practice is concerned.

It isn't that we have no good model to go by. After all, we have good models based on the experiences and best practices of our neighboring countries and beyond. For this reason, it is not necessary to start from zero, but rather to rely on best practices elsewhere and apply the lessons learned from them.

Dr. Zef Preci: The purpose of this session is to address questions related to the findings of the research. Please ask questions concerning the report, so that we can address them appropriately.

Dr. Blerta Bodinaku: I would like to make two remarks regarding investigative programs and the media. Students and parents refer to the media when they face unethical behavior or a ethics violation because they don't trust the judicial system. Recommendations should thus call on the media to help address the issue of ethics violations. The general population is unclear as to what to do about unethical practice in the home and in the schools. This is where media can have a critical role to play in promoting best ethical practice amongst the population as a whole.

Dr. Gerda Sula: What happens is that ethics is not taught, ethics is modeled. Ethical practice has experienced a traumatic phase in which there has been regrettable equivocation about what is right and what is wrong. There is a teacher code of ethics, but with no well-defined procedures, no clear concept of what is good and what is not. Teachers are in the dark, not knowing what is right or wrong. We should talk about model cases of good ethical practice in the teaching profession, and this is a recommendation of the study. There are teachers who manage to model appropriate practice, which is why we have set up awards to recognize the best in-service teachers, as well as the best student teachers.

ROUND TABLE 7

Question: *To increase the penalty for abusive cases. There isn't any coercive measure for the use of narcotic drugs as well as for abusive behaviour.*

Nora Malaj: These behaviours do not belong to the Ethics Code, but to the Code of Criminal Procedure, as they are legal obligations. If there are suspected cases, intervention of the state police should be called for immediately.

Question: *Implementation remains difficult.*

Nora Malaj: This has to do with the referral mechanism. In the code of ethics, measures need to be strengthened. The state is working on an anti-drug and anti-discrimination strategy.

Dr. Gerda Sula: In this case we are faced with teacher fear—they are afraid. The process of teaching and learning is a continuous process. Corrective measures should be taken much sooner. Children should be taught at home and at school to take responsibility at an early stage, to become citizens with well-structured values that stand the test of critical situations.

Dr. Skerdi Zahaj: Punitive practices, while necessary, are not the answer. We must promote positive models for all stakeholders, young and old.

Imelda Poole: It seems to me that the most important desire of a child is to be in a safe environment.

Sokol Pellumbi: The school psychologist plays an important role in this.

ROUND TABLE: EMOTIONAL INTELLIGENCE

Question 1: *Given that we are against coercive measures, it is evidently necessary to have good policies. I would like to bring to your attention that in the West children are raised at homes, and educated in schools, that are ethics-based. There are programs for social and emotional learning. Should we not implement these same kind of programs in our own schools?*

Question 2: *Is it possible that the school schedule could include two hours dedicated to social and emotional education?*

Nora Malaj: What are the common challenges? For education we have curricular and extra curricular hours. We have a clear and defined legal system, given that we have relied on foreign experts and best practices. Unfortunately, the institution that is the school does not see its role as a *coordinator*, based on cooperation between administration, staff, and students, but rather as a *controlling body*, laying down the law. We see the psycho-social services not as a dedicated service, but as a consultant to solve the big problems.

Dr. Blerta Bodinaku: There are studies that show that ethics education fits well with emotional intelligence. Contemporary practices of ethics integration in education suggest that learning ethics within the context of courses and specific hours is a useful way to go.

Prof. Dr. Shpresa Delia: The teacher has an important role both in school and family and should assume this responsibility. It is not necessary for the teacher to have defined school hours for the inculcation of ethics. From the moment he/she enters the classroom he/she sets an example through his/her behavior in word and deed. Ethics is the law. The foundation for ethical behaviour is the family. For this reason community meetings should be held. Teachers should both discuss and put into practice excellent ethical behaviour. The more cooperation there is between the school, family and society cooperate, the better we will move forward. We should learn from these recommendations because they are very concrete, with specific measures to be undertaken.

Nora Malaj: In the global experience, ethics is part of the pre-school education system. We should include it as a package, as a brochure at this education level, in the kindergartens. Ethics presented as a dedicated model will have inherent value.

Recommendation: Ethics should be seen as a fight against corruption. This is the core issue.

There is a need to design precise programs to be incorporated into the education system. There is also a need for appropriate policies. With education as a priority, efforts are needed to ensure that this does not become fragmented. On the other hand, there are significant costs to making changes in the system, costs that may require 15 years before they can be realized. We must have a dedicated approach that goes beyond relations and reports in order to achieve and implement it.

ROUND TABLE:

Question: *According to the report there is a low level of reporting of sexual abuse. Do you think this reflects reality?*

Dr. Skerdi Zahaj: All we have is an average, which itself is under-reported. We don't know what the reality is. Sexual abuse occurs in secret and cannot be detected by teachers and parents. Qualitative studies should be conducted to have more quantitative data.

ROUND TABLE 17

Questions: *Have the private schools been included in the research? Have teachers of different ages been involved? How favorable is the structure within the schools?*

Dr. Zef Preci: The public schools have been the focus of the study due to the fact that a considerable number of teachers who teach in private schools are part of the state system.

The study was intended not only to make measurements, but also to contribute to a proactive approach from punishment to prevention.

ROUND TABLE 1:

Question: *I would like to congratulate the organizers for the format of this meeting, which I like very much, especially the issue: ethics. After 99 years we are here today altogether to discuss the micro-process, the micro-school and the development of education. Do you think that the moment has come to make education in general, and the schools in particular, the focus of a national convention?*

Dr. Zef Preci: All Albanian governments have had education amongst their priorities. We should distinguish between good management and perfect management. Above all, we need to figure out how to make it possible that our students become worthy citizens.

Nora Malaj: This initiative undertaken at a national level demonstrates the steps necessary for growth of an idea. The education process should be already avant garde to move forward. Groups of experts often get together with the purpose of raising expectations. Imelda Poole offers us her Western experience based on best practices. Education is promoted and practised as a national good. It is important that we examine educational policies with the desire to improve. I am with not one to promote punishment as a way of getting things done. Rather, let us adjust and regulate behaviour based on cooperation and collaborate. Let everyone be a part of the change process.

Dr. Gerda Sula: I would like to mention the example of Slovenia. Regardless of which party comes into power, the structure does not change.

CONCLUDING REMARKS

WRAP UP: INSIGHTS FROM PARTICIPANTS

Dr. Tomi Treska – Education expert

Dr. Treska shared with the audience his insights based on the research, the conference proceedings and the parallel round table discussions.

He congratulated ACER for having undertaken and conducted this research, and for identifying ethics issues, or the lack of them, from pre-schools all the way up to the university education system. Dr. Treska acknowledged MWL for having promoted the study. He then went on to thank the MES that had the courage to implement the report based on the reputation of the MWL NGO.

Dr. Treska further emphasized that the findings of the report are reliable and valuable and that the report is on the level of scientific research, based on the methodology used, with realistic and objective findings. Dr. Treska thanked the researchers of the study and the writers of the report for their impartiality.

The study was not an attempt to discover something, but to change something. The recommendations are very clear and can serve for a plan of action. The atmosphere was constructive, collaborative, cognitive and interactive, even in the panels and in each round table.

The Process: Dr. Treska noticed that there were discussions and debates, not quarrels, in the round table discussions. In these three hours we have demonstrated that we are a direct model of ethical functioning. The round table discussions functioned properly and he thanked the volunteers who took notes and reported back to the general assembly. Mr. Treska noticed that there was a positive concern re. the questions addressed to the panel. The discussions were constructive and serious, and he appreciated the visit of Moderator Sokol to each table to orient and encourage productive debate.

Dr. Treska's further notes and insights:

First let us agree that the conditions for such a report were ripe. The report is necessary and has involved a voluminous amount of qualitative work.

The question of round table 10: the focus of the study and its three main actors: students, parents, teachers. The study did not include any other actors in the education system.

He found the questions related to the media—movies and other mass media products—especially interesting. This was not a subject of the study, but its recommendations help to change the culture and improve morale.

The question of round table 13: Lacking implementation, perfect laws.

Best teaching practice should be promoted and applied by each teacher/professor, and these best practices and models should be shared in other schools. In cases of ethics violations, these should always be consistently reported. It is extremely necessary to regain the public trust in the system.

There is an immediate need to:

- Redesign the code of ethics and have clear structures to prevent ethics violations.
- Develop a legal context that separates ethical violations from penal violations. The former should be handled differently because they have to do with morals and values.
- Set up the necessary protocols using an inclusive and participatory decision-making process.

According to the EU parameters, discipline in a democratic school should be self-evident. First and foremost, students should feel safe.

Emotional intelligence and ethical education should be integral to each other. Ethics education should be included in the curricular/extracurricular programs at all levels of education, starting with the pre-school system. Training of the teachers is thus a priority of MES.

Our children will inspire us in our goal of building an ethical foundation in education!

MINISTRY'S RESPONSIBILITY TOWARDS A MORE ETHICAL EDUCATION

Nora Malaj – Deputy Minister of MES

Nora Malaj appreciated the work done for the study report and invited the interlocutors to collaborate on the next challenges and put forth common efforts towards their resolution.

The Deputy Minister confirmed that the Ministry will organize meetings for pre-university and university educators. It will establish an ad hoc committee that will include representatives of the relevant actors and that will work for changes in legislation.

We are open to cooperation in order to highlight those issues not reported in the first study and we will work in partnership with the MWL Foundation to proceed to the next stage.

Mrs. Malaj emphasized the need to conduct a second phase study based on the following three core issues:

1. Model of ethics: how to provide them to teachers, but also to professors.
2. How to report sexual abuse, which is hidden.
3. How to involve the media in the need to communicate issues raised by the ACER study and the Conference discussions.

These three important issues emerged during discussions at the conference. They will make this first study report more complete.

MWL's APPROACH IN TACKLING ETHICAL ISSUES IN EDUCATION IN ALBANIA

Imelda Poole – President of MWL Foundation

We heard everything. Now we must reflect. We already have a pilot for service learning, and we are working in collaboration with a school in Lezha for democratizing education. We are doing what we have promised. We plan to present this report in other cities.

The conference was concluded at 13.45. Lunch followed.

Prepared by:

Sonila Kocli

Tirana, April 19th, 2017