

Akelius

IN ALBANIA



Documenting an Initiative for Digital
and Inclusive Foreign Language
Learning

July 2026



AKELIUS IN ALBANIA

Documenting the Akelius initiative for Digital and Inclusive Foreign Language Learning

This document was prepared by the Observatory for Children and Youth Rights (Observatory) in the framework of the documentation of the Akelius initiative in Albania, an initiative supported by UNICEF and the Akelius Foundation, implemented by the Observatory and the Pre-University Education Quality Assurance Agency (ASCAP) in cooperation with the Ministry of Education (MoE), the National Agency for Employment and Skills (AKPA) and other relevant partners.

The document provides an overview of the development and implementation of the Akelius program in Albania during the period 2020–2026, documenting the implementation process, the expansion of the program, the results achieved, good practices, challenges and lessons learned from the institutions and stakeholders involved.

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I. Introduction

The Digital Foreign Language Learning Initiative through the Akelius platform represents one of the most innovative interventions in the field of education in Albania, combining technology, contemporary teaching methodologies and inclusive approach to support foreign language learning. Supported by UNICEF and the Akelius Foundation, the initiative started to be implemented in Albania in June 2020, with the aim of improving access and quality of foreign language learning for Children and young people, initially for migrant Children and then for those facing social, economic or educational barriers.

The Akelius platform offers a digital learning environment and has interactive and multimedia content, which supports the development of language skills. Through personalized exercises, audio-visual content, and the ability to learn at individual pace, the platform helps learners develop their vocabulary, grammar, listening, speaking, and language comprehension in a more engaging and effective way.

Akelius started implementation in Albania during 2020, at a time when the country was facing increased migratory flows and the presence of an increasing number of refugee and migrant Children, who needed support in language learning and integration into the education system. The launch of the program coincided with the outbreak of the COVID-19 pandemic, which created new challenges for the continuity of the learning process and increased the need for the use of technology in education. In this context, Akelius was first introduced in centers that provided services for refugee and migrant Children, and then also in public schools, laying the foundations for the integration of digital foreign language learning into the Albanian education system.

From 2022 onwards, the initiative entered a phase of expansion and consolidation, gradually integrating into 9-year schools, vocational schools, Smart Labs, Juvenile Institution and other educational institutions throughout the country. This expansion of the network of beneficiary institutions made it possible to promote a more inclusive approach to education, reaching and supporting different groups of children and young people, including refugees, migrants, Roma and Egyptian communities, students in rural areas, as well as those with special educational needs. In parallel, the program invested in developing teachers' capacities through training, mentoring, and the accredited training module, while the platform's flexibility and the possibility of online and offline use created more equal opportunities for participation and success in the learning process.

This document aims to present the journey of the Akelius initiative in Albania during the period 2020–2026, documenting the stages of development, key achievements, good practices, challenges and lessons learned. The document serves as a testament to the initiative's contribution to the transformation of foreign language learning and as a reference source for future efforts to integrate technology into the Albanian education system.

2. Context and Need

In 2020, migrant and refugee children arriving in Albania faced significant difficulties in communication, social integration and inclusion in the education system, as the lack of knowledge of the language made it difficult to follow the traditional teaching methodology. In this context, Akelius was presented as an innovative solution, offering migrant and refugee Children the opportunity to develop language skills through an interactive digital platform, adapted to their pace and learning needs, with the aim of facilitating their integration into the Albanian education system.

At the same time, the outbreak of the COVID-19 pandemic highlighted the need to accelerate the digitalization of the education system and the use of technology to guarantee the continuity of the learning process. However, the realization of this transformation was limited by the lack of technological equipment, digital infrastructure, teacher capacities and appropriate methodologies for the effective integration of technology into the learning process, especially in schools in rural areas and those serving vulnerable communities. In this context, Akelius offered a concrete response to these challenges, combining equipping schools with digital labs, an interactive platform for foreign language learning, teacher training and mentoring, as well as *blended learning methodology*, to support the effective integration of technology into the learning process.

Following these developments, the National Education Strategy 2021–2026 set among the main priorities the digitalization of education, the professional development of teachers and the promotion of inclusive education. At the same time, the introduction of English as a compulsory subject from the first grade created the need for innovative tools and methodologies to support teachers and students in the development of language competences. In this context, Akelius was gradually expanded as a practical instrument for implementing these priorities.

Thus, Akelius evolved from an intervention focused on a specific group of beneficiaries to a sustainable model that supported the digitalization of education, the professional development of teachers, and the promotion of inclusive education. This evolution created the foundations for the gradual expansion of the program and its integration into the Albanian education system, as presented in the following chapter.

3. Akelius' journey in Albania (2020–2026)

The journey of the Akelius initiative in Albania represents a continuous process of development, adaptation and expansion, which has gone from an intervention focused on migrant and refugee Children to a program with a national scope that supports the teaching of foreign languages in various educational institutions. Throughout the period 2020–2026, the program has been developed in several interrelated phases, reflecting the needs of the Albanian education system, national priorities for the digitalization of education, and the commitment to guarantee equal learning opportunities for all Children and young people.

3.1. Phase I – Piloting and laying the foundations (August 2020–December 2021)

The first phase of the Akelius initiative in Albania represents the period of presentation and testing of the program in different educational and social contexts. This phase took place in two main directions. Initially, the program focused on supporting migrant and refugee Children sheltered in residential centers in Albania, with the aim of facilitating their integration through the development of language skills. Then, based on the positive results achieved, the platform was piloted for the first time in Albanian public schools, testing its potential as an innovative tool for foreign language learning and technology integration into the learning process.

Program Starts: Support for Migrant and Refugee Children (2020)

Akelius started implementation in Albania in 2020, with a focus on supporting migrant and refugee Children sheltered in residential centers. The aim of the program was to facilitate the learning of foreign languages and support their integration into the Albanian education system through an interactive and personalized digital platform.

At this stage, the first Akelius laboratories were set up in two residential centers in Tirana, equipped with tablets, headphones and other technological devices that enabled Children to learn independently and at their own pace. Although this period coincided with the COVID-19 pandemic and the gradual decrease in the number of Children accommodated in these centers, the first results proved the potential of the platform to support the development of language skills.

The experience gained during this phase laid the foundations for further expansion of the program, showing that the Akelius model could contribute not only to supporting migrant and refugee Children, but also to modernizing foreign language teaching in Albanian public schools.

Piloting Akelius in Public Schools

The positive results achieved in the residential centers created the conviction that the Akelius platform had the potential to be used in the public education system as well. In cooperation with the Ministry of Education, the first pilot of the program in public schools was launched, with a focus on institutions serving communities with greater social and educational needs, especially students from Roma and Egyptian communities.

The first schools involved were "**Hamit Mullisi**" in Elbasan and "**Androkli Kostallari**" in Tirana, which were equipped with the first Akelius laboratories and the corresponding technological infrastructure. In parallel, teachers were trained on the use of the platform and the integration of *blended learning* methodology in English language classes.

The piloting showed encouraging results in increasing student motivation and engagement, as well as confirming the platform's potential to support foreign language learning in public schools. At the same time, the foundations were laid for the development of a sustainable

teacher training system, through the design of the training module that would support the expansion of the program in the subsequent stages.

3.2. Phase II – Program Expansion and Consolidation in the Public Education System (August 2022–July 2023)

After the encouraging results achieved during the pilot phase, Akelius entered a period of expansion and consolidation in the Albanian education system. This phase was characterized by the transition of the program from a pilot initiative to a more structured intervention with a wider territorial scope. In this period, the implementing partners focused on two main directions: (1) the expansion of the network of Akelius cabinets in new 9-year schools and (2) the integration of the platform into the existing Tech Hub laboratories, utilizing the technological infrastructure set up in the framework of other education digitalization programs.

This approach enabled not only to increase the number of beneficiary students and teachers, but also to test different models of integrating the platform into the learning process. In parallel, the program continued to maintain its focus on vulnerable groups, ensuring that the benefits of technology and digital learning were accessible to Children with different profiles and needs.

Expansion through Akelius Cabinets

During the academic year 2022–2023, the program continued its expansion in public schools through the establishment of **four new Akelius laboratories** in 9-year schools, equipped with the necessary technological infrastructure for the development of teaching activities. The schools were selected based on the educational needs of the communities, the presence of vulnerable groups, and the willingness to integrate new teaching methodologies.

During this period, the program was also expanded to **the Reception Center for Afghan Refugees in Shengjin**, where an Akelius laboratory was set up to support the development of language skills and the integration of Afghan Children. With their inclusion in the public education system, the laboratory was transferred to the 9-year school "**Father Zef Pllumi**", ensuring the continuity of support in an integrated school environment.

This expansion marked a significant step in the evolution of the program, gradually transforming Akelius from an initiative focused on migrant and refugee Children to a program that supported foreign language learning in public schools at the national level.

Integrating Akelius into Tech Hub labs

Alongside the establishment of the new Akelius labs, the programme adopted a new expansion model through the integration of the platform into **the Tech Hub** labs set up in public schools with the support of UNICEF. This approach enabled the use of Akelius by utilizing the existing technological infrastructure of schools, without the need to set up new laboratories.

During this period, **seven schools** equipped with the Tech Hub became part of the program and integrated the platform into foreign language teaching. Experience showed that Akelius could

be successfully adopted even in schools that already had digital infrastructure, significantly expanding the number of beneficiary institutions and students.

By the end of this phase, Akelius had consolidated his presence in the Albanian public education system and had laid the groundwork for further expansion into new educational institutions. The experience gained by the Akelius and Tech Hub laboratories, together with the growing interest of teachers and educational institutions, confirmed the potential of the program to transform into a sustainable model of technology integration in foreign language learning.

Accreditation of the Teacher Training Module

One of the most important developments during this phase was the investment in the professional development of teachers and the institutionalization of the methodology of using the Akelius platform in the teaching process. Acknowledging that the success of the program depended not only on the technological infrastructure, but also on the ability of teachers to integrate the platform effectively into the classroom, the program partners worked on the design of a dedicated training module.

In cooperation with education experts and institutions responsible for teachers' professional development, the module *"Blended Learning in the Foreign Language Subject through the Akelius Platform"* was designed, which aimed to equip teachers with the necessary knowledge and skills to implement blended learning methodology in the learning process.

In 2022, the module was officially accredited by ASCAP for a four-year period (20.05.2022 – 20.05.2026), through Decision No. 127 of the Commission for the Accreditation of Training Programs and Modules. The accreditation of the module represented an important moment for the program, as it established Akelius not only as a technology platform, but also as a professionally recognized model for the development of teachers' competencies.

Through this module, hundreds of foreign language and ICT teachers benefited from structured training, certification, and professional credits, increasing their capacities to use technology pedagogically effectively. At the same time, the module laid the foundations for the sustainable expansion of the program to new schools and contributed to the alignment of the Akelius initiative with the national priorities for digitalization of education and professional development of teachers.

3.3. Phase III – Program Consolidation and Expansion in Vocational Education (September 2023 – December 2024)

During the period September 2023 – December 2024, the Akelius program entered a phase of further consolidation and expansion, building on the experience and results achieved in the first years of implementation. This period was characterized by the strengthening of the work with the schools already part of the program, the expansion of the network of Akelius laboratories and the exploration of new areas of implementation. Unlike the previous phases, mainly

focused on the creation of the infrastructure and the piloting of the model, this phase aimed to increase the quality of implementation, deepen the use of the platform in the learning process and expand its impact to new beneficiary groups.

Consolidation of the Existing Network and Expansion with New laboratories

An important part of this phase was dedicated to the continuous support of the schools that were included in the program during previous years. Through mentoring, periodic monitoring, field visits, and ongoing training, teachers were supported to more effectively integrate the Akelius platform into the learning process and make better use of the blended learning methodology.

In parallel with the consolidation of the existing network, the program continued its expansion through the establishment of **three new Akelius laboratories** in 9-year schools. This made it possible to increase the number of beneficiary institutions and expand the geographical scope of the program, creating opportunities for more students to benefit from digital foreign language learning.

This period confirmed that the success of the program was not only related to the provision of technological equipment, but also to the continuous support of teachers and school leaders. The experience gained from the schools of the previous stages began to serve as a model and source of inspiration for new institutions joining the program.

Program Expansion in Vocational Education

One of the most important developments of this phase was the inclusion of vocational education in the program for the first time. In this context, the Vocational High School "Hotel-Tourism" in Tirana became **the first vocational education institution** to adopt the Akelius platform and was equipped with the relevant laboratory.

The inclusion of vocational education represented an important step in the evolution of the program. While in basic education the main focus had been on supporting students in the development of language skills, in vocational education the platform also began to contribute to the development of competencies related to employability and preparation for the labor market.

This was especially important for students of tourism and service profiles, where knowledge of foreign languages is one of the most sought-after skills by employers. Through the Akelius platform, the students had the opportunity to develop their communication skills in an interactive and personalized way, strengthening their professional preparation and increasing the opportunities for integration into the labor market.

Akelius Club and Cooperation with the University of Tirana

Another innovation of this phase was the creation of the Akelius Club in the 9-year-old school "Androkli Kostallari". The club was conceived as a learning space beyond the regular school

hours, where students had the opportunity to use the platform more intensively and further develop their language skills.

The club's activities were organized by students of the Faculty of Foreign Languages of the University of Tirana, who developed their professional practice at school. This created a new model of cooperation between pre-university education and higher education, bringing mutual benefits to both pupils and teaching students.

At the same time, the cooperation with the University of Tirana was strengthened through informative meetings, trainings and presentations of the platform with students of the Bachelor's and Master's programs in English Teaching. These activities helped promote modern teaching methodologies and created new opportunities for engaging future teachers in the use of technology in education.

By the end of this phase, Akelius had consolidated its position in basic education, expanded its presence in vocational education, and established bridges of cooperation with higher education institutions, laying the foundations for further national expansion in the years that followed.

3.4. Phase IV – National Scaling and Diversification of Beneficiary Groups (May 2025 – July 2026)

During the academic year 2025–2026, the Akelius program entered the broadest phase of its development in Albania. After several years of piloting, consolidating and gradually expanding, the initiative moved into a national scaling phase, aiming for the benefits of the platform to reach as many students and teachers as possible across the country. This period was characterized by the expansion of the program to new educational institutions, the integration into the existing technological infrastructures and the increase of the diversity of the beneficiary groups.

Unlike the previous phases, where the expansion was mainly based on the establishment of new Akelius laboratories, in this phase the program adopted a broader and more sustainable approach, leveraging existing investments in the digitalization of education and creating opportunities for the platform to be used in a much larger number of educational institutions.

Expansion of the Akelius laboratories Network

During the 2025–2026 academic year, the Akelius program continued to expand its network of laboratories, setting **up three new laboratories**: *one in a 9-year school* and *two in vocational schools*. This expansion aimed to increase students' access to digital foreign language learning and further strengthen the use of technology in the learning process.

The inclusion of two new vocational schools followed the positive experience created in the previous phase and confirmed the importance of language skills for young people preparing for the labor market.

The establishment of new laboratories contributed to the further expansion of Akelius' presence in the Albanian education system and laid the foundations for reaching a greater number of students and teachers in the years to come.

Integrating Akelius into Smart labs

The most important development of this phase was the integration of the Akelius platform in schools equipped with **Smart Labs**. By leveraging the technological infrastructure created by various initiatives for the digitalization of education, the program adopted an expansion model that enabled the use of the platform without additional investments in new laboratories.

Through this model, **57 schools** equipped with Smart Labs were included in the program and integrated Akelius in foreign language teaching, significantly expanding the number of beneficiary students and teachers at the national level. In parallel, the teachers of these schools were trained and supported through continuous mentoring, ensuring the effective integration of the blended learning platform and methodology into the learning process.

The integration into Smart Labs marked the largest expansion of the program since its inception in Albania, proving that the existing digital infrastructure can be effectively leveraged to support foreign language learning and accelerate the scaling of the program at the national level.

Akelius at the Juvenile Criminal Enforcement Institution

One of the innovations of this phase was the expansion of the Akelius program at **the Juvenile Institute in Kavaja**. For the first time, the platform was made available to Children and young people in conflict with the law, creating new opportunities for developing language skills and involving them in technology-supported educational activities.

In the framework of this intervention, the Akelius laboratory was set up and technical and pedagogical support was provided for the integration of the platform into the educational activities of the institution. Beyond the development of language competences, this intervention contributes to the creation of better opportunities for social and educational reintegration, equipping young people with skills that can help them continue their education, pursue vocational training and integrate into the labor market after the completion of institutional measures.

The inclusion of this institution reflects the overarching philosophy of the Akelius program, according to which every Children should have equal opportunities to learn and develop their potential, regardless of the social or institutional circumstances in which they find themselves.

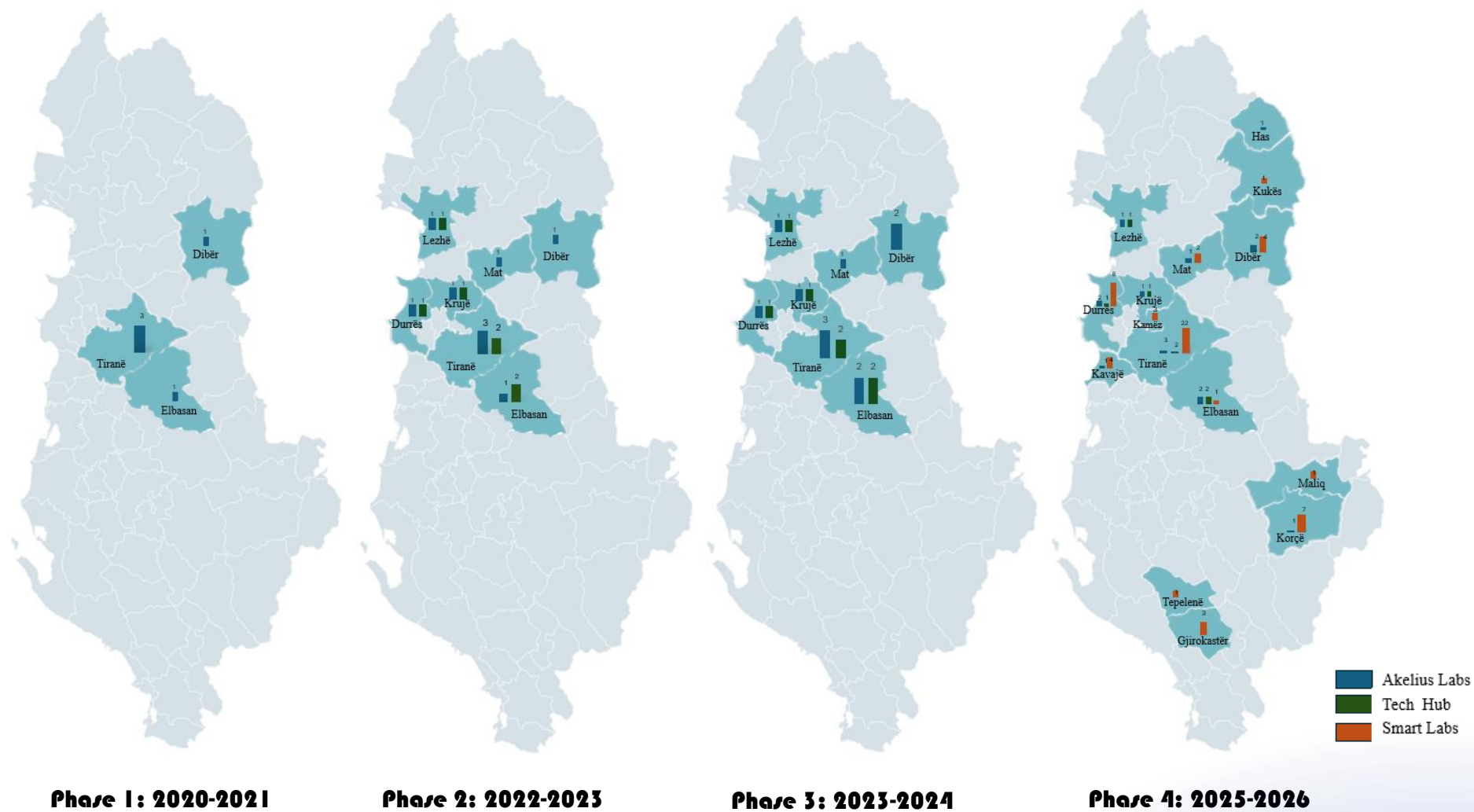
4. Key Achievements of the Program

4.1. Extension and Expansion of the Program

The expansion of the Akelius program in Albania has been implemented gradually, following a development model that has combined the establishment of dedicated Akelius laboratories with the integration of the platform into the existing technological infrastructures of schools. From an initiative initially focused on migrant and refugee Children, the program has evolved into a nationwide intervention involving various educational institutions and different beneficiary groups.

Figure 1 illustrates the geographical evolution of the Akelius program in Albania during the four phases of implementation. The map shows the gradual expansion of the network of beneficiary institutions, distinguishing dedicated laboratories **Akelius Labs**, schools using the platform through **Tech Hub** and, in the final phase, schools equipped with **Smart Labs**. The comparison between the four maps highlights the transformation of the program from a pilot initiative implemented in a few institutions to a model with a national scope, present in a significant number of schools and educational institutions throughout the country.

Figure 1: Extension of the Akelius Program by phases

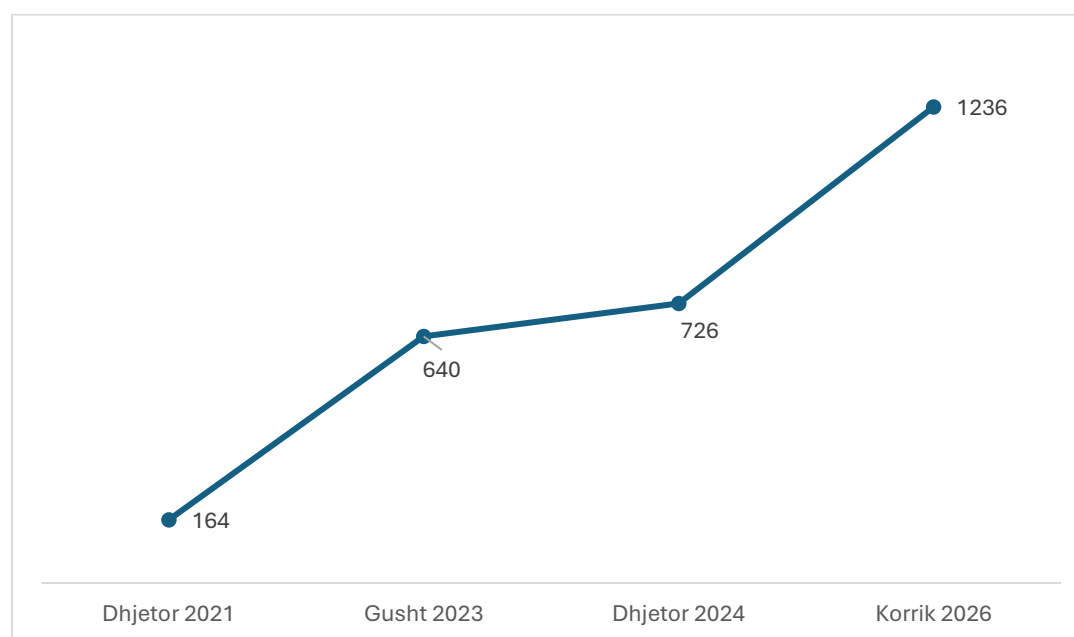


4.2. Professional Development of Teachers

The professional development of teachers has been one of the main components of the Akelius program in Albania. As illustrated in Figure 2 Below the number of trained teachers has steadily increased during each phase of implementation, reflecting the progressive expansion of the program and the commitment to build teachers' capacities in the pedagogical use of the platform.

As shown in the figure, the **cumulative** number of teachers trained has increased steadily across the four phases of the programme, from **164 teachers** at the end of the first phase, to **640** at the end of the second phase, **726** at the third phase, and **1,236** at the end of the fourth phase. The largest increase was recorded during the last phase, which coincided with the expansion of the program to **57 Smart Labs** and new educational institutions. This development proves that the expansion of the program has been continuously accompanied by investments in the professional development of teachers, ensuring the effective use of the Akelius platform in the learning process.

Figure 2: Cumulative number of teachers trained for every phase of Akelius' implementation



4.3. Using the Platform

The active use of the Akelius platform is one of the most important indicators of the effectiveness and sustainability of the program. Beyond the expansion of the infrastructure and the increase in the number of institutions involved, monitoring the use of the platform provides valuable information on the level of engagement of students and teachers, as well as on how the platform is integrated into daily teaching practice.

Figure 3: Number of users of the Akelius platform for each month during phase IV

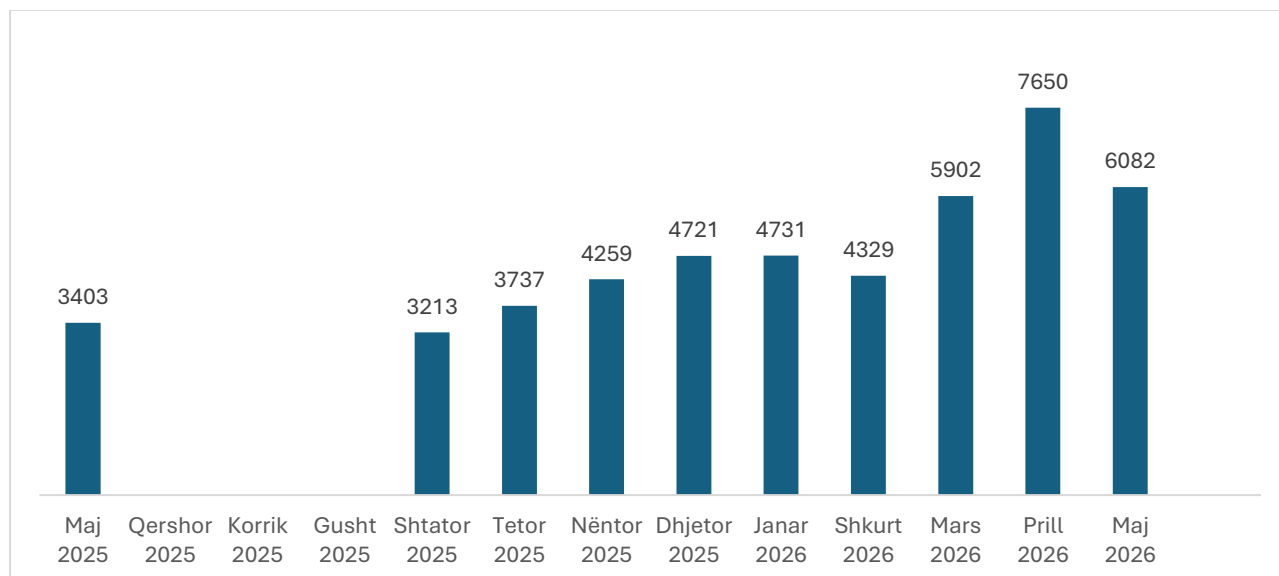


Figure 3 presents the monthly progress of the use of the Akelius platform (active users) during the fourth phase of the program (May 2025 – May 2026). At the beginning of this phase, the platform recorded **3,403 active users**. For months **June–August 2025** No data are reported, as these months coincide with the summer holidays in schools. With the resumption of the new school year in **September 2025** and the expansion of the program to new institutions, the number of active users increased steadily, culminating in **April 2026** with **7,650 users**. Slight decline recorded in **May 2026** It is related to the gradual completion of the school year in a part of educational institutions. Overall, the graph shows a clear upward trend in the use of the platform, reflecting the expansion of the program and the increasing integration of Akelius into the learning process.

Figure 4: Cumulative number of users of the Akelius platform by language of use and implementation phases

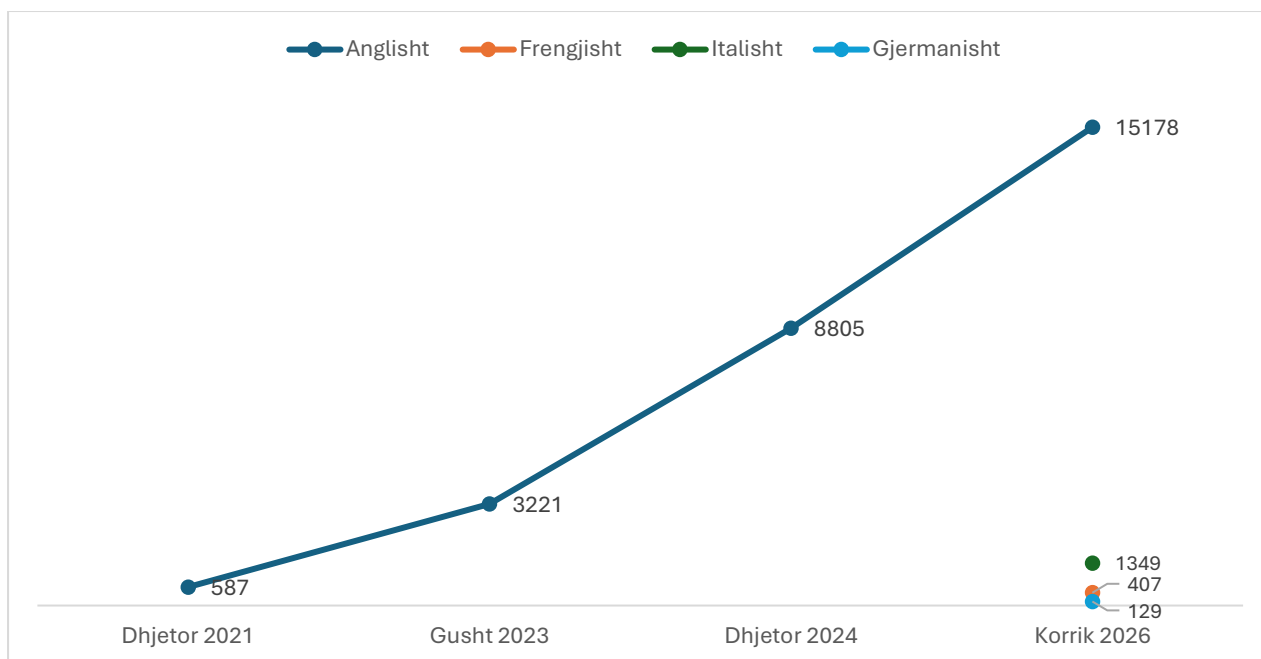


Figure 4 presents the cumulative evolution of users of the Akelius platform according to the languages of instruction during the four phases of the implementation of the program. As evidenced in the graph, **English Language** has been the main language used since the beginning of the implementation of the program in Albania, reflecting the main objective of the initiative to support English language teaching in the education system. For this reason, the graph presents a continuous line illustrating the progressive increase in the number of users, from **587** at the end of the first phase, in **3,221** in the second phase, **8,805** in the third phase and **15,178** at the end of the fourth phase.

Unlike English, **Italian, French and German** were only included in the platform during the fourth phase of implementation, as part of the expansion of Akelius' language offer to the beneficiary schools. For this reason, these languages are shown in the graph only with their cumulative values at the end of the reporting period and not with an evolutionary line between the stages. As of July 2026, the platform registered **1,349 users** for the Italian language, **407 users** for the French language, and **129 users** for the German language.

The data confirms that, while the English language remains the main focus of the programme, the expansion of the platform with other languages creates new opportunities for the development of students' multilingual competences and increases the potential of Akelius to respond to the different needs of educational institutions in the future.

5. Challenges and lessons learned

During the implementation of the Akelius program in Albania (2020–2026), various organizational, technical and pedagogical challenges were encountered, which accompanied the process of expansion and consolidation of the program in the education system. Through a flexible approach, close cooperation with partner institutions, and continuous improvement of the implementation model, these challenges were transformed into opportunities to strengthen

the program and build a more sustainable model of technology integration into the learning process.

One of the main challenges was related to *the adaptation of the program to the constant changes in the needs of the education system and the beneficiary groups*. Originally conceived to support migrant and refugee Children, the program was gradually transformed into a model with a national scope, including public schools, vocational education, and specialized institutions. This experience proved that the flexibility of the implementation model and the ability to adapt to different contexts constitute one of the main factors of the success and sustainability of the program.

Another challenge was *the effective integration of the platform into the daily learning process*. To support this process, the program invested in teachers' professional development through accredited training module, periodic training sessions, and ongoing mentoring in the field. Experience has shown that the successful use of technology does not depend only on the availability of equipment, but above all on the pedagogical preparation of teachers and their continuous support during implementation.

The expansion of the program to an increasing number of institutions also brought *challenges related to the infrastructure and organization of the use of laboratories*. To optimize investments and increase the reach of the program, dedicated Akelius labs were combined with the use of Tech Hub and Smart Labs. Experience has shown that Akelius labs offer the most favorable conditions for the systematic use of the platform, while Smart Labs create significant opportunities for program expansion, although their use is shared with other activities and learning subjects, limiting the time available for the development of classes with Akelius.

The continuous increase in the number of beneficiary schools also required *the strengthening of monitoring and support mechanisms*. Mentoring visits, technical and pedagogical assistance, as well as continuous cooperation with school leaders and local education structures proved crucial for maintaining the quality of implementation and for the sustainable integration of the platform into teaching practice.

Overall, the program's six-year experience confirmed that Akelius' success rests not only on the use of technology, but on a balanced combination of institutional partnerships, professional development of teachers, continuous mentorship, and a flexible implementation model, capable of responding to the evolving needs of the Albanian education system. These lessons create an important basis for the further expansion and institutionalization of the program, as well as for the development of other initiatives aimed at the digital transformation of education.

6. Recommendations and Vision for the future

The Akelius program has proven that the use of technology, combined with contemporary teaching methodologies and strong institutional partnerships, can contribute to improving the

quality of foreign language learning and promoting inclusive education. The experience gained during the period 2020–2026 provides a strong basis for the further development of the program and for its long-term integration into the Albanian education system.

Further institutionalization of the program

One of the main priorities for the coming period remains the strengthening of the institutionalization of the Akelius program in the Albanian education system. Experience so far has shown that the platform can be effectively integrated into the learning process when combined with professional development of teachers, mentorship and institutional support. Continuing the cooperation with the Ministry of Education, ASCAP and local education structures will be essential to guarantee the sustainability of the program.

Expanding access and use of the platform

Although the program has reached a significant reach at the national level, there remains potential for further expansion of the platform's use. This includes the involvement of other educational institutions, increasing the number of schools using dedicated Akelius labs, as well as making more effective use of Smart Lab labs for foreign language learning through better scheduling and coordination with school leaders.

Investing in teachers' professional development

Experience has proven that initial training is not enough to guarantee the stable use of the platform. For this reason, it is recommended to continue the model of periodic mentoring, organize communities of practice and provide continuous opportunities for professional development. In this regard, the accredited training module for Akelius constitutes an important basis that can be updated and continue to be offered in the future.

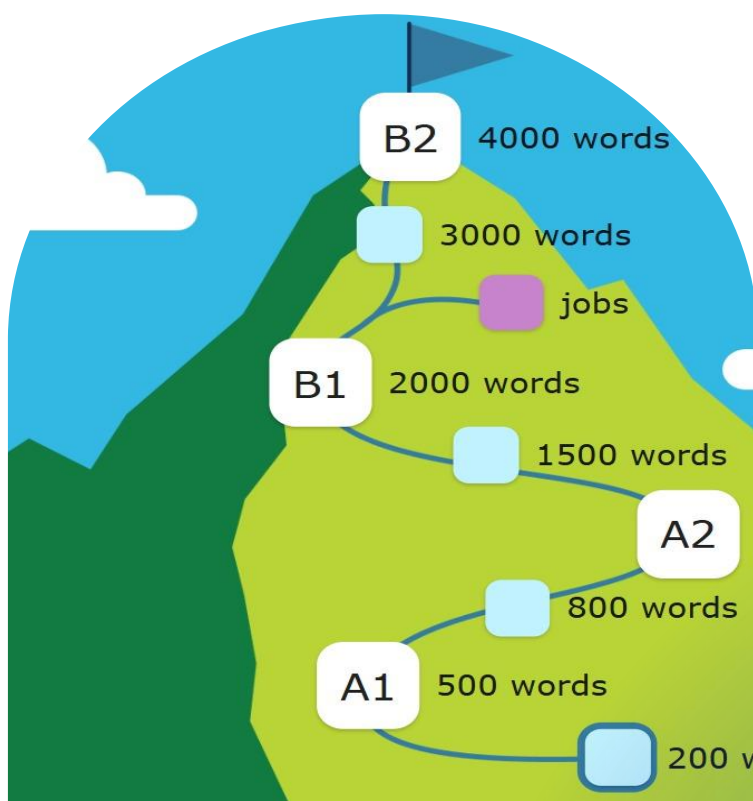
Strengthening monitoring and exchange of good practices

Another important element is the further development of mechanisms for monitoring the use of the platform and the promotion of the exchange of experiences between schools. Schools with consolidated experience in using Akelius can serve as reference centers for mentoring new institutions, creating a national network of collaboration and learning among teachers.

Vision for the Future

After six years of implementation, Akelius has evolved from a pilot project to a consolidated model of using technology in foreign language learning. The vision for the future is for this model to continue to develop as an integral part of the efforts for the modernization of education in Albania, providing equal opportunities for all students, regardless of residence, educational profile or social conditions. Akelius has the potential to continue to serve not only as a platform for foreign language learning, but also as a successful example of the digital transformation of education and the promotion of innovative learning methodologies in Albania.

Akelius has proven that innovation in education does not depend solely on technology, but on the ability to meaningfully integrate it into the teaching and learning process. Experience shows that, through strong partnerships, teachers' professional development, and a shared vision for inclusive education, it is possible to build sustainable models that create better learning opportunities for every Children.



Annex: Data on the use of Akelius during Phase IV of implementation

Table 1: Number of teachers trained for each month

	Number of teachers trained
May 2025	0
June 2025	8
July 2025	0
August 2025	0
September 2025	0
October 2025	60
November 2025	208
December 2025	0
January 2026	84
February 2026	77
March 2026	0
April 2026	73
May 2026	0



Table 2: Number of users of the Akelius Platform for each month

	Number of current Akelius users			Cumulative number of Akelius users		
	Total	Boys	Girl	Total	Boys	Girl
May 2025	3,403	1,787	1,616	9,234	4,703	4,532
June 2025				9,363	4,703	4,532
July 2025				9,363	4,703	4,532
August 2025				9,363	4,703	4,532
September 2025	3,213	1,665	1,548	9761	4,978	4,783
October 2025	3,737	1,905	1,832	10,295	5,228	5,067
November 2025	4,259	2,163	2,096	10,478	5,316	5,162
December 2025	4,721	2,412	2,309	10,804	5,473	5,331
January 2026	4,731	2,493	2,238	11,145	5,655	5,490
February 2026	4,329	2,319	2,010	11,236	5,713	5,523
March 2026	5,902	3,094	2,808	12,654	6,420	6,212
April 2026	7,650	3,955	3,695	13,426	6,843	6,583
May 2026	6,082	3,239	2,843	15,015	7,669	7,346