EDUCATION SYSTEM IN ALBANIA AMONG CHANGES AND REFORMS

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ABSTRACT

Education in Albania, as an important sector of the national development, aims to equip the future Albanian citizens with the necessary knowledge, skills and abilities in order to educate and commit them to achieve the country's economic and socio-cultural development. After the 90's the Albanian economic and social situation have significantly influenced the education and reforms. Despite the political changes, education imposed profound changes in curricula or other components. Emerging from highly politicized curricula, the reform has set new principles and modern requirements. Other issues that constitute the reforms, includes the development of pre-school education, reduction of illiteracy, avoiding the phenomenon of school abandonment, improving schools infrastructure, increasing the teachers professionalism, providing free textbooks, modernization of teaching methods, establishing evaluation standards. This paper will highlight the main problems based on the substantial education methods on international and national levels and the impact of reforms implementation in education system.

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Key words: education system, reforms, changes, school abandonment, pre-school education.

We worry about what a child will be tomorrow, yet we forget that he is someone today.
– ***Stacia Tauscher***

1. INTRODUCTION

The rapid economic, qualitative, social, political and cultural transformation in the post communist Albanian society, put the education system in a front of multidimensional necessities. In the temptation to solve the education problems, were taken different steps aiming to put schools in the condition to fulfill changes and the different needs of individuals, groups and society in general.

The general perception is that, the quality of education system in Albania is damaged after 90-ties caused by the loose of "security, stability and public order" pillars of this system. In this line, the post communist governs were engaged on providing principal reforms on education system to guarantee the improvement of the education system quality in Albania.

This reform consisted on three principal aspect:

- *Legislative - Administrative* aspect – aims to finalize a juridical framework for a democratic and decentralized school, with a major involvement of the local authorities, with a close relation through schools and community and an important participation of all school partners like as: teachers, pupils, parents, community on the decision making process and school direction.
- *The Curricula* – aims to reform the contents of the pre university education system, improve and projecting new programs which will consent to the school to be more close with the society needs.
- *Improving the quality of the human resources* – aims to realize among the capacity building the implementation of the decentralize reforms of the education system and the competent curricula's.

1.2. Historical background

For 45 years in Albania was established the dictatorship of the proletariat, a single party system. In August 1946, the *First Educational Reform* was approved consisting in the establishment of a new education system built on so – called *democratic and socialist principles*, on the fundamental change of ideological, scientific and pedagogical criteria of teaching and education process, on the contents and methods, based on Marxism –Leninism. The fight against illiteracy undertook a wide spread. In that time more than 85% of the population was illiterate.

Based on educational reforms[1], the structures of the primary education were defined as unique and general. Primary education, and later on, the 7 – year education was proclaimed compulsory. The school was equal for all, boys and girls on towns and villages, as well. Schools for adults were also set up at these levels (studying and working at the same time).

The 7 – year school, on the basis of the law "*On the reorganization of the educational system"*, on 1963, became compulsory 8 – year school. All teaching plans and programs were reprocessed, leading to remarkable changes regarding the ideological content of school. Productive labor was introduced into the high schools and was given priority to the communist education.

The reformation of the education on ideological criteria was carried further by the law "*Further revolutionizing of school*" approved on 1969. The entire teaching and educational work was built on the basis of three basic components: teaching, productive labor and physical and military training. The entire content of the school was permeated by the read thread of the Marxist – Leninist ideology and the state – party. Hence, school politicization reached extreme limits.

In the '80s and later on, efforts were made for the scientific modernization and qualitative strengthening of the school, but under the conditions of our country, they were done in an enclosed circle, within the same system, so, consequently they did not yield the expected success. The creation of the free market economy and the opening of borders led to a massive leaving of the teachers abroad or to other jobs, qualified or not, but better paid.

During the years of communisms regime the education system makes important steps forward. The period from years 1944 to 1991, the preschool education was frequented in 60 %, the elementary education (which includes the children from the first till the 8 class) was frequented 100% and the secondary level from 80 %. The education system was the only way to connect practice with production in order to fulfill the requirements of a close economy like the Albanian one.

1.3 The education system after 90ties

The urgent needs of the educational system asked for immediate measures, first of all making operative the damaged network of the education institutions as prerequisite for further changes. In

[1] In 1946, the Higher Pedagogical Institute opened in Tirana, the first higher school in Albania. The State University of Tirana was founded in 1957. In 1970, the Institute of Pedagogical Studies was set up in Tirana.

1994 and 1995 laws of pre-university and higher education in the Republic of Albania were designed based on the democratic principles of the education system. Foreign institutions undertook an assistance and aid program for the rehabilitation of entire education system, its infrastructure and content.

The education system lost most of its values for marking the future life of each person after 1991 because of the graduated persons were paid less than a small entrepreneur. In the same economic position was the academic body, which has to faced even with the aggressive behavior and students attitude.

Education in Albania is mandatory for children's in the age from 6-16 yrs old. During 1990 the frequentation was on 102,3 %, for the elementary level affected by the fact that this service was gratis (for free) offered by the State. After 1990, the frequentation decreased. In 2001 the level of educated persons was 98 %. Albania has always searched to achieve a higher level of education for the population in order to improve the economical and social situation. 80 % of the population has completed the primary education of 4 years (from grade 1 - 4). But the education conditions influenced directly the quality. The logistic missed, the infrastructure was damaged, books and other facilities missed, the schools in rural and mountain areas were in problematic conditions. According to the data's from the Ministry of Education and Science during '91 – '92, the level of abandonment of schools from the students were on the level of 6,3%, instead of 2001 were the level was 2,3 %. In 1990 the system has lost more than 132 000 students or 14 % of the total. From the 57 % of the population in 1989, which frequented the education pre – school, in 1992 this figure was 36%, and the level of frequentation of primary education system was decreased on 94% during 1992. The level of poverty of Albanian families affected the level of school frequentation of their children's. At the same time the logistical shortcomings in schools led to the need of individuals to carry out their incomes for the educational needs of their children. The gap between the education system in the village (where the % of school abandonment was higher) and cities was increased. The major shortcomings in rural areas was considerably increased accompanied with a much higher percentage of school abandonment.

2. Albanian Legal Framework

The basic fundamental principles of Albanian education are expressed in the Constitution of Albania, the important laws and legal acts and other important documents of Parliament, Government and the Ministry of Education and Science.

The Albanian legislation in force, states that, education is a national priority, it's mission is the spiritual emancipation, the material progress and social development of the individual. Education is based on traditions, the achievements of the national schools and the international treaties ratified by the Republic of Albania. Among the strongest democratic principles is the respect for the rights of children and adults.

The Citizens of the Albanian Republic enjoy the equal right to education at all levels of education, irrespective of their social status, nationality, language, sex, religion, race, political beliefs, health status and economic situation. The right of education creates the opportunities for the national minorities to develop their native language and culture while at the same time integrating and making them part of the country's life as a fundamental principle expressed in the law.

"*Universal Basic Education*" - is the second Millennium Development Goals, signed by Albania as a signatory of the Millennium Declaration at the United Nations Summit in 2000. Through its goals, till to 2015, all children, boys and girls, must have the opportunity to complete the basic education where they are. This will be achieved by increasing the attendance rates for elementary education, the % of students who started the first grade and reached the fifth grade and the % of those who know how to read and write. Albania has all the means to achieve and accomplish this goal based on its legislation, policies and strategies with concrete actions to raise public awareness, financial contributions and the implementation of the decentralized system.

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Part of the policies undertaken by post - communist governments, year after year, was the constant harmonization of national legislation with international norms to guarantee the right to inclusive education for all Albanian children and especially for those with disabilities. This right is expressed in international and national acts.

The *United Nations Convention on the Child Rights* stipulates the obligation of the State to recognize the right to education in order to guarantee the equality between all children's, making compulsory for them the basic education, accessible and free from the financial obligations for everyone[2]. This law obliges the signatory states[3] to ensure that children's education is geared

[2] The Convention for the Child Rights (CDF), Art. 28.

towards the development of their personality, their talents, and the mental and physical abilities to achieve their full potential[4].

The United Nations Convention on the "*Rights of Persons with Disabilities*[5]" emphasizes the obligation of Member States[6] to recognize the right of people with disabilities to education and to achieve this right without discrimination and on the basis of equal treatment.

The education of children and especially those with disabilities in the Albanian education system is closely linked to the legislative initiative of the State, such as a duty of the State to take care of these children at the highest levels of legal system.

In the *Albanian Constitution*[7], the right to education remains a constitutionally right. The right to education is presented itself as a duality of duty-right, which is well-harmonized in its Article 57. The dual nature is shown on the one hand as *freedom* and on the other hand as a *right-duty*. The State itself *can't deny to anyone the right to education, or the right to take advantage of all the opportunities that he has the duty to provide*. The contemporary parameters to exercise this right do not recognize the State borders. The protection of international law has led citizens to exercise and enjoy this right not only in their own country but also abroad, in countries where they live because of immigration, labor or otherwise.

Among the elements of Article 57 of the Constitution, which guarantee the protection of the right to education, we list:

The education requirement generally defined in the Constitution (Article 57/2) and sanctioned in details by a specific law. The Constitution is not set explicitly on the age limit for compulsory education in young people. When a society progresses, its educational needs grows. It's the law that indicates a specific age for attending the educational system but represents a much more flexible system.

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[3] Albania signed the Convention for the Child Rights on 27 February 1992

[4] The Child Convention, Art. 29.

[5] The Convention for the Disabled Persons (CDPD) is not signed yet by the Albania. For its ratification and signing, the Associations For the Disabled persons rights and their families are doing lot of efforts.

[6] CDPD, Art. 24. The States party are obbligied to guarantee an inclusive education system on all levels oriented on:
(A) the general development of the human capacities, dignity and self evaluation, enforcement of the human rights respect and fundamental rights and human diversity;
(B) the development of the personality, talents and creativity of the persons with disability, such as their physical and mental abilities in their full potential;
(C) effective participation of disabled persons in a free society.

[7] The Constitution of the Republic of Albania (*Law no. 8417, of 21.10.1998, changed with the Law no. 9675, of 13.01.2007, like the Law no. 9904, of 21.04.2008*)

The Albanian Constitution guarantees every citizen the right of education in public schools, compulsory and general secondary education, vocational and socio-cultural education. The right to education is for free. Children's rights are realized together with their right to education, especially in school institutions, the school legislation, the educational and training activities inside and outside the school, are regulating in details these rights.

The Article 122 of the Albanian Constitution stipulates that, ratified international agreements are part of the domestic legal system and prevail over national laws. In supports of international documents, the Constitution[8] provides "*protection against discrimination based on sex, race, religion, ethnicity, language, political, religious and philosophical beliefs, economic, educational, social or parental affiliation*", and also specifies that the protection of disabled people from discrimination is due to their social situation. The Constitution[9] provides education and vocational training in accordance with the capacities of children and young people[10].

Parental responsibility - Parents are legally obliged to send their children to school, to complete compulsory education of 9 years. The State must respect the right of parents to provide such education in accordance with their religious and philosophical convictions. They have the right to choose the child's school, which can be public or private, religious or laic, according to their beliefs. In these selections' parents should consider the natural abilities, natural inclinations and children desires.

According to the law[11], the right of parents to choose to educate disabled children in an ordinary or special school, is laid down. The State must respect the right of parents to ensure that education and instruction conform to their beliefs.

At the same time, Albanian legislation recognizes the spouses-parents responsible for fulfilling the education obligation of their younger children and provides administrative sanctions for those who do not complete this obligation, allowing children to abandon school. Social reality shows that the administrative measures provided by law for parents, in cases of abandonment of school are not

[8] The Constitution of Albanian Republic, Art.18/2

[9] The Constitution of Albanian Republic, Chapter V, Art. 59.

[10] a) Assistance and support for the disabled persons;
b) Health Rehabilitation, special education and social integration of the disabled persons, as well as the continuous improvement of their life conditions.

[11] Law for pre university education system ", no. 7952, of 21.06.1995.

applied. However, is important to take political and social measures to prevent and reduce school dropouts.

Parental responsibility for child education is also foreseen in the case of divorced parents. In determining the amount of the food pension, the court also takes into account the costs that are needed for the education of the child. Article 207 of the *Family Code*[12] provides that, the person concerned may apply to the court for the reduction, removing or increasing of food obligation, provided according to the divorce verdict if the circumstances changed. One of these circumstances may be the increase of the child's education obligation when his / her needs increased. In addition, the Family Code provides the obligation of parents beyond the limits of compulsory and secondary education. This has been imposed when are established the food obligation for children in case of divorce. In this case, the alimony delivered by the parent will continue until the child has completed higher education, even though he has reached the majority.

The Law on "*Gender Equality in the Society*[13]", emphasized the principle of non-discrimination in education system. According to this law, discrimination cases are considered: firstly, the restrictive rules based on gender discrimination and hindering the necessary facilities to prevent discrimination in public or private education institutions (which provides education or other qualification and training services); secondly, there are generated several objectively unjustified possibilities for man and woman, for the selection of a particular field of study, training, qualification, graduation, as for the duration of the lessons too.

As far as we are concerned, it is not considerate as a discrimination[14] when during the selection process for the admission to an institution, the head of the school institution gives priority to the candidates from the gender less represented, for same results or peer levels. The admission of candidates in university education is a centralized process organized by the Ministry of Education and Sports. It is unified for the whole country, through acts issued by the Ministry of Education and Sports.

Furthermore, it is not a discrimination when the State, central and local authorities, take measures to ensure school continuity even after compulsory education. In rural areas, girls are privy to continue studies on these levels (especially for the secondary education) because of their parents mentality

[12] Law No.9062, of 8.5.2003 Code of Family of RA
[13] Law no. 9970 of 24.07.2008, "For Gender Equality in the Society"
[14] Law No. 10221, of 4.2.2010 "For the protection against discrimination"

and the obstacles associated with their gender. These barriers are connected also with the far away placement of schools from their residential area, or from the city, or the lack of organized transportation or the higher costs of children's studies.

3. The organization education system in Albania

The Albanian educational system operates on the basis of the constitutional principles and legal framework. It is built on two levels: the public and private pre-university educational system and the public and private university system. The pre-university education system consists on three levels: pre-school, primary and secondary.

The legal basis for pre-university education has gone through some improvements: The Law on the "Pre-university Education System", no. 7952 of 21 June 1995, amended by law no. 8387, of 30.07.1998. As a result of legislative changes, the law no. 69/2012 for "The Pre-university Educational System in the Republic of Albania[15]", which repealed previous laws.

This law constitutes the legal framework for implementing all measures envisaged by the Ministry of Education for the future improvements of operators in this sector. This law incorporates a large part of the normative acts issued by the Ministry during the academic year 2002-2003, sanctioning the functioning of schools and other institutions of pre-university education and consists on 77 articles, grouped together in 16 Chapters[16].

The *University Education Law*[17] has been improved over the years till to the latest one that aspires to university autonomy which aims to give new insights into academic training and development in all university research areas.

[15] This law is aligned with: The Charter of Fundamental Rights of the European Union (2000 / C 364/01) of 18 December 2000, Nummero CELEX 32000X1218 (01) Official Journal of the European Union, Series C, No 364, 18.12 .2000, page 1-22

[16] The Chapters are: a) The General Principles. B) The School Obligations and its Liberation. C) School registration. D) Teaching and Educational Work. E) Maturity Examinations and the Examinations of Year-Ending. F) Activities and Competitions during the competitions. G) The pupil. H) Teacher, rights and duties. I) Parents. J) Collegiate bodies of the school. K) Transfers, movement of teachers and pupils. L) Training of pupils with special needs. M) The school authorities. N) The property, inventory and budget of the school. O) Documentation, the history of the school. P) Final dispositions.

[17] The reform begins with Law no. 7810, "For University Education in the Republic of Albania" of 06.04.1994, Law no. 8461 of 25.02.1999, supplemented by the amendments made on 28.07.2003, with the Law no. 9576 of 03.07.2006, "On some amendments to Law No. 8461, of 25.02.1999, "On university education in the Republic of Albania ". Currently in

- The law "*For the pre-university education system*" clearly states the obligation of the Albanian State to educate all children and in particular those with disabilities (Chapter XI / Articles 63 et seq. [18]). The law states the intention of the state to develop their intellectual, creative, practical and physical skills, their personality and to provide them with the basic elements of general culture and civic education[19]. This law also provides the education in private schools, which are established and functioning according to the law. Special public education is also part of the education system.
The Albanian education norms, are in line with the international democratic standards, in particular with the actions of the United Nations and European Union norms[20].

Article 1 of the law "*For the pre-university education system*" states that "*education in the Republic of Albania is a national priority*", "*it is carried out in accordance with the principles established in international agreements and treaties ratified by the Republic of Albania and respects the rights of children and adults sanctioned in these document*". The new law, unlike the previous law, provides a better coverage for service to its followers, for the progress of the educational process, to provide complete and quality training, for a process of higher democratization and decentralization. Contrary to the previous law of education, there is a complete definition of the educational system structure, the definition of actors that are part of this system with their well-defined competences and functions, the psycho-social services as an integral part of the educational service, specialized education services with specialists and specialized environments for children with social problems or disabilities. The law determines the modalities and format to be followed for granting licenses to private pre-university education institutions, core curricula, the rights and duties of pupils, parents and teachers, defines the powers of the bodies that monitor and resolve the ongoing problems or disputes or those that provided the relevant qualifications of the academic staff.

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force for the legal regulation of the system of university education is the Law 9741 of 21 May 2007 "On University Education in the Republic of Albania", amended by Law No.9832 of 12.11.2007, and Law No 10307 of 22.07.2010.
The current law contains 101 articles governing the university education in RA, grouped under the following chapters: (A) General provisions. B) The organization of colleges of higher education. C) Management and administration of University institutions, d) Organization of studies at colleges of higher education, e) Opening, modification and closure of public university institutions, f) Private universities, g) Staff of colleges of higher education. H) Students. I) Guarantees of Quality in university institutions – Accreditation, j) State relations with colleges of higher education, k) Intermediate structure in university education, l) Scientific research and services of colleges of higher education, ll) Le Property and financing of public education institutions, m) Transitional and final dispositions.

[18] The Law No. 9741 of 21 May 2007 "On university education in the Republic of Albania"

[19] Art. 3, Law No.9741, of 21.5.2007 "On university education in the Republic of Albania"

[20] The law "For the system of university education", includes the international agreements listed and ratified by Albania, in particular, the child's educational rights, according to the Article 26 of the Universal Declaration of Human Rights, Articles 27-28 of the Convention on the Rights of the Child, Articles 13-14 of the International Covenant on Economic, Social and Cultural Rights, Article 18 of the International Covenant on Civil and Political Rights, 9-12 of the European Convention for the Protection of Human and Fundamental Rights, Article 7 of the International Convention on the Elimination of All Forms of Racial Discrimination, Article 10 of the Convention "For The Elimination of All Forms of Discrimination Against Women", Articles 2-5 of the Convention "On Combating Discrimination in Education".

According to the law "*For pre-university education*", we can say that the Albanian education system is divided into public and private.

The public education system provided by the state, creates the conditions and guarantees equal opportunities for all pupils as part of this system. The public education system is laic. This system is based on the Albanian tradition and is following legal norms related to the common values of contemporary education systems[21]. The Albanian State guarantees and protects the rights of Albanian citizens, foreigners or stateless persons for equal and consistent education and respect for the fundamental human rights guaranteed and sanctioned on laws.

The public education system is based on two subgroups: *mandatory elementary education (9 years) and upper secondary education (gymnasium).* This system is offered free of charge and has an inclusive character (Article 5). In order to achieve a friendly and orderly process, the Albanian State is committed to ensuring basic conditions with standard services, logistics and adequate means for the qualitative process of learning and teaching. This is achieved by the availability of equipment and supplies for schools in the field of good progress and for a continuous qualification of academic teaching staff. The language of instruction is Albanian, unless otherwise indicated by law (Article 9). The State guarantees the de-politization of the system (Article 8). In special cases, for statutory reasons, education can be offered in home conditions (these are children confined to their homes in the north due to the phenomenon of blood feud that is pervading since 1990) (Article 17), or cases of distance education (Article 18), involving cases of children's in detention centers and impossible to attend classes in schools, or where education is offered through internet, on-line with new forms of technology for all those children who can't be physically in the classrooms with the rest of their peers, for reasons of physical impossibility, school distance, or other similar cases.

The educational system of Albanian Republic has inherited a structure that still offers the characteristics of the previous system, which in many other countries has already passed. Pre-school education is followed by children aged from 3 to 6 years. From 6 years to 15 years, children attend the compulsory school, and from 15 years up to 18/19 years and attend secondary education. The school week is made up of 5 days. This system consists on the following levels:

[21] Law "For the pre university education" No. 69/2012 (Art. 4)

1. **Pre-school education** (Level 0) - officially includes pre-school institutions or nursing homes. They depend on local government and the kindergartens are depending on the MES (Ministry of Education and Science/Sports). They are followed by a small number of children whose represented the unified system of public and private kindergartens. Kindergartens operate whole year and can offer canteen service or not. The criteria for paying of the kindergarten service are determined by the Council of Ministers.

The educational process in the preschool system "*aims to the social, intellectual and physical development for each child, practicing basic rules of behavior and hygiene, values for cultivating values and preparation for primary education*[22]," and developing programs approved by MES. Pre-school education is not mandatory. The attendants of this education are children aged from three to six years. "*Five-year-olds children can attend pre-school classes at primary schools aiming the integration of compulsory education*[23]". The Albanian government is making efforts to introduce a compulsory year (for 5-6 year old children's) to follow this level.

2. **Basic Education** - is one of the fundamental rings of the entire pre-university education system. This cycle is mandatory for all pupils up to the age of 16. He "*focuses on social, intellectual and physical development for each pupil, mastering behavioral rules and cultivating values, healthcare, and adequate training to continue secondary education or access to the labor market*" (Article 22 / a). It represents the compulsory level of education followed by 6 to 16 years, unless otherwise stated by law. It is compulsory to attend this full-time education, except in the cases provided by law[24], and by all children who are Albanian citizens residing in the territory of Albania. Basic education includes primary school and lower secondary school cycle. Since 2006, the duration of attendance at this level of education is 9 years (before that it was 8 years). The primary level of public education till 2005 consisted in 1-8 grades, while the average level consisted of grades 9-12 for general secondary schools, vocational training grades from 9-10 and 9-13 grades and 11-13 for professional technical schools. While according to the law for pre-university education (69/2012), the primary education is composed by six classes, from the first elementary to the sixth grade. Lower secondary education is made up of three classes, from seventh to ninth. This system is constructed with a unique and integral conception, in the sense that the upper

[22] Art. 21/a "Law for the pre university education" 69/2012
[23] Art. 21/b "Law for the pre university education" 69/2012
[24] The student has the right to continue the full-time basic education up to 17 years. The student, who has reached the age of 17-ties and has not finished the basic education yet, can continue to complete this following school year. The student, who has reached the age of 16 and does not complete basic full-time education, has the right to be enrolled in the elementary part-time schools (Art. 22 / d, Law 69/2012)

cycle is the natural and logical continuation of the elementary cycle. Materials have been designed with open cycles. Every compulsory school system is able to provide full-time or part-time education. The latest one is provided to citizens of the age above the nominal age (16 years) of the compulsory school but free for whom have not yet completed the "whole cycle" for various reasons. This cycle, starting from the unique and integral concept of the compulsory school, joins the upper cycle in terms of school premises, as well as in its direction by a director and pedagogical teaching staff. In many cases, due to insufficient room, the lessons of this cycle take place in the second shift. In addition, in many villages with few inhabitants, there are so-called subordinate schools (only elementary schools). These schools have a common direction with the nearest nine-year school. Students completing the primary cycle in these schools attend the upper middle school cycle of 9 years (lower secondary, according to the government decision). In the primary school all subjects are teaches by a single teacher, except when the pupils are taught a foreign language. In schools with collective classrooms, due to the inadequate number of pupils, the teacher takes a lesson at the same time with two classes (Classes I and III and II and IV) or even with four classes at the same time.

Pupils with disabilities attend this level of education in special schools or classes. The pupils at the end of IX-th class are subject to two national exams, the Albanian language and mathematics. The pupils at the end of this cycle are provided with a 9-years school diploma. The Schools oriented to the education can start with some basic educational classes, ensuring an adequate training of pupils in general culture subjects. Under Article 10 of the law, people belonging to ethnic minorities have the opportunity to attend compulsory education in their mother tongue, either in special schools or in special education units within general schools[25]. These opportunities and curricula are provided according to the procedures approved by the Council of Ministers.

3. At the end of compulsory primary education, pupils are free to be enrolled and to attend **secondary schools,** which is also free of charge. The Upper Secondary Education as one of the most important links of the university education system (Articles 23-24), "aims to further develop the skills acquired from elementary education, the consolidation of the individuality of each pupil and all values and attitudes, the expansion and deepening in specific areas of knowledge, preparing them for the tertiary education or the labor market The Council of Ministers develop policies to create opportunities for each student who

[25] The law specifies that the subjects of Albanian language and literature, as well as Albanian geography and history should be held in Albanian language.

completes the basic education of upper secondary school". (Article 23, paragraph 1) The right of every Albanian citizen to general secondary education is a constitutional right.

The appropriate age for this full-time training is no more than 18 years, except for cases where the law specifically provides other terms[26].

The Upper Secondary Education is composed by: (A) Upper secondary schools (full-time and part-time) (gymnasium), (B) Secondary vocational training and (C) Secondary oriented education (Article 24/1). Until 1999, general secondary school (gymnasium) throughout the country was unique, uniform and the lessons were based on the same educational plans, with the same programs of materials and with the same texts.

The studies at this level lasts at 3 years or differently in 3 classes, offering general education and deepening the knowledge gained by the compulsory school, ending with state exams. Students can be enrolled in full-time schools up to the age of 16. Those over 16 years old can be enrolled in the part-time system, which is provided by most of these schools. For all students who have reached the age of 21 and have not completed high school, part-time or distance attendance is allowed.

In the 1999-2000 school year, started the experimentation of the separated general education profiles. In the first two years, the student taught with common curricula and in the third year the division of profiles was oriented in two directions, chosen according to the preferences and wishes of the pupils. In the academic year 2005-2006 was added a third direction, the general one.

General Public Secondary School offers a general culture, which is the expansion and deepening of the culture and knowledge acquired in compulsory education school. The duration of these schools is 3 years, according to Law 69/2012 (the previous was 4 years). Secondary general education schools can be oriented differently from the educational plans and programs, enabling pupils to acquire the knowledge, skills and vocational training required for university studies or for specific vocational training. Each student at the end of general secondary education is provided with a Diploma of Maturity, which lists all the subjects according to the educational program developed by the student during the three years of school with their grades. In addition, in a separate place, you can find the results of the mature exams completed at the end of three academic years.

[26] The pupils till to 21 years old can continue the high school education of 3 years, but till to 22 years the education of high school of 4 year. The 21 years old pupil can continue the high school education of 3 years and the 22 years old pupil who doesn't finished yet the education of 4 years can continue the started academic year. (art. 23/point 2, law 69/2012)

B) **Professional Education**[27] (EP) (ISCED 3B, 3C), as well as general secondary education, follows 9-year basic education. This level of education is intended to prepare specialists capable of working independently, but at the same time, the student can continue the university education. The structure of this level of education is composed of three levels, according to the international classification of education standards (CISE), the Albanian qualification framework (CAQ) and the European Qualifications Framework (QEQ). The duration of the study at this level is up to 2 till 4 years for those who are studying to make skilled workers in all occupations[28]. The second level, with a duration of 4 years after the compulsory school, or 3 years after the 10th class (general or vocational high school), qualifies technicians capable on working or managing various businesses. The enrollment in secondary schools is currently at a level of 59%[29], which is far below the EU level. GA (Government of Albania) aims to improve this level, especially giving a priority of vocational schools accessing, among improvement of equality in providing vocational training for students from higher levels of poverty[30]. At present, the labor market structure is very 'fluid' and most traditional manufacturing activities have been replaced by different types of services, followed by 'changes' and 'extinction' of certain professions and the 'birth' of some others.

The vocational trainings (VT), after 2000, responds and is adapted to the rapid and sharp changes of the country. The vocational training curricula has changed. New programs have been introduced in the VT or have been revised with the intention to their orientation towards practice. The practical content of VT programs has increased from 15-20% to 30-33% in recent years.

However, the VT is still characterized by a low number follower students making it a low profile education system. Today in Albania are 58 public professional schools. There are also a number of professional private schools authorized by MES, which cover less than 10% of the VT sector.

Nearly two-thirds of public professional schools are run by the state budget, while one-third of them are considered "pilot" projects, and are "provided" with skills and material resources granted by foreign agencies and organizations. The strategy for the foundation of "professional pilot schools" has had a positive influence on the regeneration of the VT.

[27] In Albania, this type of education began in the 1920s. Towards the mid-1970s, there was an extreme maximization of agricultural medium schools (about 350). This maximization was accompanied by a significant drop of quality. During the 1970s and 1980s, efforts were made to increase the quality of vocational education through the modernization of the scientific-pedagogical contents and learning process. In the period of 1990-1992, the attendance of industrial schools, especially agriculture, fell sharply, accompanied by a drastic reduction in their numbers.

[28] This law does not mention the types of 'specialties'.

[29] In 2005, in accordance with the Inter-section Strategy of Social Inclusion in 2008-2013.

[30] According to the same strategy, since 2013, 40% of upper secondary education students attends the vocational education.

C) **Socio-cultural education** includes foreign language schools, fine arts, sports or schools for other areas of learning. Depending on the direction of trainings, the duration of studies at this level is 3 or 4 years.

4. Services offered by Albanian education's institutions

A qualified education system is considered by the Albanian government as an opportunity for the European integration. Over the last few years, political, economic and social developments have dictated the process of revaluation of the entire education system and its reform, in order to ensure the formation of a person capable of living in a democratic society, of knowing and embracing the fundamentals values of democracy based on respect for human rights, tolerance and human solidarity, capable of exercising its rights and responsibilities[31]. The Albanian Government offers a high level of promotion, acquisition and implementation of children's rights, with particular attention to the strategies pursued by the Ministry of Education and Sport.

A) The development of an education system of quality with the motto "everything for the child[32]":
An education system with an inclusive and coherent treatment that meets the needs of children for a modern education and training.

• *Pre-school education aims at:*

[31] In this context, the medium and long-term strategies 2009-2013 and 2013-2015 for education's development goals are oriented to four main areas:
- Normalization of the education system
- Increase the internal efficiency of the system
- Providing and continually increasing quality
- The progressive integration of the system and its regional development levels and the European context.

[32] This is achieved:
- Consolidating and restructuring the quality and free public education system at all levels of pre-university education, the requirement for primary and secondary education and the increase of private education alternatives at all levels.
- Promote interactive coherent methodologies that are focused on the child.
- Developing new study programs and improving existing ones throughout the pre-university education system.
- Providing teaching and research resources at all levels of university education, promoting and increasing the level of research, the effectiveness of formative the curricula.
- Providing a contemporary level of training for undergraduate students during teaching process.
- Increasing the quality of health and psycho-pedagogical services (doctors, social workers, psycho-pedagogues) for children at all levels of the education. Establishing counseling centers that provide psycho-educational support for children with various problems.
- Providing a functional network of school institutions across the country, particularly in rural areas, through the concentration of schools on the increasing of the teaching quality.
- Reducing poverty for pupils from poor families with: School Supplies, Books for free, Treatment with clothes, One meal a day.

- Increase the number of 3-5-year-old children attending pre-school public institutions by enabling and providing alternative education through private nursing homes and home-based education programs.

• *The nine-year education aims to:*

- Good functioning of the administration of compulsory system, that, after the division into cycles, create spaces for the organization of morning lesson for children in early classes and provides greater flexibility in the educational process.
- Decreasing the phenomenon of abandonment of school,
- Meet the needs for special training, improve the conditions for the development of lessons, the qualification of teaching staff, the implementation of advanced learning methodologies.
- Increase the level of teacher education in general and those without the necessary education until the gradual replacement of them,
- Provide education to children with disabilities and social problems (isolated children due to blood feuded, abandoned children and other types of problems)

• *Upper secondary education seeks to:*

- Expand higher profile education across the country's regions to better respond to the need for adequate training of students with individual talents and to meet the needs of the labor market and the university.
- Increase the attractiveness of students who have completed compulsory education at upper secondary school.
- Drafting of legal documentation to increase the autonomy of upper secondary schools in terms of curricula, school administration and funding.
- In order to meet the needs of the labor market and to provide an adequate training for children for their life, the vocational training will modify the ratio of the quota of students to education with general secondary education and vocational training in favor of professional training.

B) An effective information system[33]**:**

Intended to provide a reliable and comparable system of detailed (according to age and sex) information, helping the identifying of education level and education of children or various socio-economic problems that will affect the priorities of political intervention in education.

[33] This should be achieved through:
- An information program on all statistical indicators for children who drop out of school, exploiting them to work, using drugs, exploited for prostitution, by installing a national database in collaboration with other state institutions and the civil society through the distribution of information,
- Individualize children who drop out of school and develop programs that limit this phenomenon,
- All compulsory schools and kindergartens will introduce a school book for each student who will include: general information on their child's knowledge and abilities, general physical condition as well as information for their parents.

C) Study of children's rights in school's curricula[34]

It will ensure the learning and mastery of the civil, political, economic, social and cultural rights of children included in the United Nations Convention, as part of children's rights and duties included in school's curricula.

The Albanian government through the Ministry of Education and Sports has directed its policy towards the decentralization of the education service from the center to the base, decentralization that corresponds to the decentralization of local government and its competencies. That is why we can say that decentralization (or de concentration) is relegated by the Ministry of Education and Sports in collaboration with other ministries such as the Local and Finance Authorities.

4.1 Law 8652, dated on 31.07.2000 "On the Organization and Functioning of the Local Government", provides the basis for decentralization of power. From a situation where all actions and initiatives were undertaken by the central government, the law sanctions specific duties and responsibilities for the local government's autocracy. In this way we try to decentralize the local government and at the same time the educational system, in order to provide a suitable and qualitative comforting educational service for its citizens.

Although a difficult task to achieve this decentralization, the government has managed to reach consensus among all stakeholders. Decentralization in the education sector aims to expand participation and increase the effectiveness of interest groups in delineating educational projects and their implementation. MES, in collaboration with other ministries, delegates responsibilities to districts, to regional education departments, education offices, communes and schools.

The distribution of responsibilities between central and local government in the field of education. "Central Authority" are included: The Government, central institutions, the Ministry of Education and Sports and its administrative structures at the local level.

"Local government" means the local government in the municipalities, the city hall and the region, as well as the respective administrative institutions.

[34] This is accomplished through:
- Improving pre-school education and primary education in specific subjects such as history, geography, civic education, sociology, languages and literature for 9-year cycle and for upper secondary education.
- Include in the curricula's of all faculties of Education and Pedagogy at Universities the study of conventions and most important declarations on human rights and the recognition of international organizations functioning dealing with the protection and promotion of human rights, which aiming the continuous training of teachers.

"School" is the basic responsible structure and authority delegated by central and local government, which is the main chain of "contact" between the two powers.

The distribution of competencies within the local administration is carried out in accordance with the local authorities in the Municipalities and Regions according to the law and their roles.

The scheme will be as follows:

A. Pedagogical staff (teachers, teachers) include:

A.1. Career

- Policy and criteria for change; promotions; Transfer; Funding - Central Government
- Teacher's recruitment and their removal as part of school policies.

The local government supports the educational staff with its financial resources. At the same time, local government pays the teachers salaries from the conditional fund, accorded by the central government for this purpose.

The recruitment process is based on competition (open call). Local governments can provide incentives for working conditions. Maintenance and repairmen of the schools are made by the local government.

- Schools are allowed to generate income by providing services such as renting school's locations, community contributions and pupil's parents.

A.2 Qualifications

• Initial preparation (prior to service); Funding - Central

• Designing training during the service; Qualification during the Service - Decentralized Centers (based on the specific regional institutions providing this service)

A.3 Workload and Tasks

- National Standards - Central
- Determine the number of staff necessary for the institution / per year / per function; Job Description; curricula; Publishing, printing and distribution of books and texts - Central / Centralized

For this division of powers, the law on pre-university education envisages as essential and basic task of the government, the continuous improvement of the education system quality for all students in public pre-university education institutions according to the law in force. (Article 28)

The Article 10 / paragraph II / c, Law no. 8652 of 31.07.2000 "On the Organization and Functioning of the Local Government", defined that *"social services and administration of institutions such as nurseries, kindergartens, orphanages, etc."* are part of the responsibilities recognized to the local government.

Article 11[35] defines the common functions that are performed separately or together with the central government, where they also include:
(A) pre-school education and pre-university education;
Dh) other common functions, as defined by the law.
When the central government requires to the City Council or City Hall to achieve a common function or to achieve a national standard, the central government manages the local government financially and logistically. Relations between local government and central government for the functions provided in this section are provided by special law or special legal regulations.

The Article 12 of the same law, provides for delegated functions and powers which, according to the definition provided by law, are binding or non-binding, as required by law. In this case, the central institutions authorize the municipality, town hall or region to perform certain functions, responsibilities of the central institutions, or a certain competence which determine the procedures of control and function. The Commune, Region and City Hall can delegate other powers and function non mandatory, based on an agreement between the interested local authority and central one legally responsible for this competence/function. In this case, the central institutions guarantee the financial support necessary for execution of functions and powers related to the authority of local government.

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The law recognizes the discretion of local authorities (City, Town Hall, Region), that can use their financial resources to exercise their delegated functions and powers, and to improve the level of service in the interest of the community.

It follows these delegated powers from the central to the local level, also the Decision no. 502, of 16.04.2008 "On the management of dorms of the university education system" (*amended by the decision of the CM No. 1710 of 29.12.2008*), which passes all dormitory management functions in the field of pre-university education, to the upper secondary education, basic education, secondary

[35] Law No.8652 of 31.7.2000 "On the Organization and functioning of Local Government"

education and vocational training, national and local, based on their territorial location as a function delegated to local government units[36].

In co-operation with their respective local education units and public education institutions, the local government unit is responsible[37] for enrolling pupils in public schools for the compulsory full-time education service.

This unit, after the proposal made by the local didactic units and the councils of teachers in the institutions, according to the criteria adopted by the Municipal Councils, are financially supporting:
(A) children of families in economic or social difficulties;
B) students with excellent results;
C) employees of educational institutions for their professional development and curricula elaboration;
D) providing to the educational institutions educational tools.
E) offers a psycho-social service to students and employees in the educational institutions (Article 20/1) [38].

Part of this decentralization is the delegation of powers from the center to the base, from the central government to the local government, from the ministry to its representative district or regional units. This tries to achieve a better allocation of skills, better and concrete division of powers, precise coordination of actions among the education sector. So, since the rights and duties of the local authorities towards the education system have been increased, it is much more present to create the

[36]According to the decision, the move is through the free transfer of state goods, including kitchen equipment and canteens, inventories in use, food and non-food items, all reservations to serve in dormitories and cans, in the university system, are passed to the local government. This structure will be transferred after the procedures of a mixed committee established by the education departments / regional education offices and municipalities. While the transfer of the dormitory buildings to the properties of the local authorities will be carried out pursuant to Law 8743, of 22.2.2001 "On State Property". Local governments, in order to manage dormitory students of the basic education system, will have to add staff, which will be reduced by the total number of employees of the Ministry of Education and Sports. Local governments, for the dormitory administration of the universities will add to their organizational chart the educational employees, who were previously part of the ministerial organizational department. The financial impact for these workers is covered by the approved fund in the budget as part of the unconditional financial package for the budget of local government authorities. It will be under the jurisdiction of local authorities to elaborate an analytical structure, the number of employees, the rules for recruitment, as for dismissal according to the Labor Code.

[37] Among the core competencies of the local government units are the following:
(A) the construction and reconstruction of buildings of public educational institutions in accordance with standards adopted by the Council of Ministers, state budget funds or funds from unconditional transfers or proceeds;
B) to ensure the integrity of educational institutions in their jurisdiction and environment;
(C) the maintenance of public education institutions;
D) to guarantee sanitary and heating conditions in public school buildings.

[38] This psycho-social service is provided through psychologists or social assistants dealing with various issues of various cases, assessing cases of children with special psycho-social needs, planning prevention programs according to the needs of school's community.

comfortable conditions for this service and hence also the partner with whom it is possible to act, which is only the educational unit of local area. This unit recognizes the problems that afflict the community where the unit works and their needs and demands. It is expected that, the local teaching unit that, represents the MES in the region, is responsible for the functioning of the school institutions. To accomplish its functions for a full training, it collaborates with the local core unit for the design, implementation and maintenance of educational institutions as well as, the cases of abandonment of the school. (Article 30 / c) We must say that, the MES, in collaboration with the relevant agencies (Ministry of Finance, Ministry of Local and Decentralization, City Hall and Municipalities), will develop a set of standards for physical infrastructure of schools, equipment and their renewal, school maintenance, teacher / pupil collaboration, and the number of pupils in each class.

The local unit manages to distribute part of its authority to the **school institutions**, that, under the new law on pre-university education, are responsible for planning, managing and improving the quality of the provided services. At present, the structures and staffs have limited ability to turn this into reality, because for many years this policy has been followed by regional educational units, excluding them from the generated process, collecting and managing the funds raised by them or be free with them about the selected services or on the curricula or the chosen books. This led to a greater autonomy for school leaders who are also the responsible authorities and who must cure to have an appropriate, democratic and autonomous environments in their institutions. The school director and teachers are key points to finalize the decentralization of the system. Presidents will have the responsibility and authority to manage and evaluate the pedagogical and administrative staff according to the national standards, including the right to hire, promote, reward or dismiss them. For a harmonized process, they are assisted by the above-mentioned councils and committees that provide monitoring and the democratization of the process. Local communities and parents in the past have been not so much involved in school activities or on solving problems raised during the learning process. This makes them irresponsible for developing and maintaining of the quality of the school's services. This will be achieved by encouraging and supporting the participation of parents or school leaders in innovative initiatives, linked with the improvement of the working conditions in these schools[39].

[39] The school scheme, as an essential element of school autonomy, will help strengthening the capacity of schools and on regional level for planning and budgeting. These skills will be constantly developed during the three levels of pre-university education. In the case of choice of curricula, the development of study programs will be the central function oriented by the Ministry of Education and Sports. However, teachers will be able to suggest improvements and further development of teaching materials based on their specific experience. The Central Agency for Curricula's Development will make 100% of the content for each class and subject. In some areas only 85% of this academic program will be

The main educational documents including: plans, programs and texts for public institutions, approved by the Minister of Education and Sports and other bodies under his direction. The 9-year educational curricula[40] of compulsory public education and those of the public school are drawn up by the Curricula Department at the Ministry of Education and Sports and approved by the Minister.

The Curricula are drafted by the Curricula Institute and the Standards (CIS), approved by the Commission for Learning Programs (CLP), the Department of Curricula at the Ministry and then approved by the Minister.

The texts (books) are prepared by groups of specialists in the subject matter and teaching, while the choice of books is based on competitions. In 2006, for the first time, alternate texts were used at school, selected by the school committees, practice that was done every year.

It should be noted that, with the **public education**, in Albania the **private education** is having an important development, opening several pre-school institutions, compulsory pre-university education institutions and private universities too. The number of private pre-university schools of 9 years and the number of upper secondary schools across the country till to 2013 reaches more than 400.

This increased the competition between public and private education institutions and brings to an improvement of services standards.

The Law on Pre-university Education in Albania covers both public and private education and provides the legal framework, along with licensing procedures, rules and regulations, for the opening of private schools at all levels of pre-university system, as well as the law recognizes the discretion of the Minister of Education to order the opening and closing of public institutions in accordance with the requests made by the Regional Directories or the local government (Article 41). All private schools must be authorized and accredited by the National Center for Accreditation, according to the law in force (Article 42). If the school is established as a foreign, bilingual and / or religious school, it must obtain the approval of the MES and the Council of Ministers. This institution is obliged to offer in Albanian language education in the main subjects like: Albanian language and literature, history of the Albanian people and the geography of Albania. This

compulsory. The rest (15%) will be conducted by the school consulting with the community. Constant updating of curricula's will be part of the suggestions for new editions.

[40] Since 2004, the compulsory education system has passed from 8 to 9 years.

institution can only end its activity at the end of the year. The National Center for Accreditation inspects all private institutions and has the right to remove the license if the school does not meet the standards prescribed by the MES or close a school that operates without the due license. There is a sanction (about $ 1,500 for the pre-university school or the upper secondary school and 1,200 dollars for education / training centers), if the school starts an unlicensed service.

The phenomenon of opening schools without the due license was part of the transition period, but some of them already opened, have remained on the waiting lists for a long time because of the followed administrative procedures (this process included between 3 and 6 months), and the license will be released by MES. Now the Ministry has delegated this right to the National Accreditation Center creating good conditions to improve the quality and to eliminate the long wait and to provide a proper service from the private education institute, avoiding long wait and useless impasse.

According to the MES, private schools have contributed to decreasing: (a) public education spending (especially in terms of investment costs for the construction of new schools and rehabilitation of old ones); (B) the number of students in public schools (which are overcrowded mainly in cities), and; (C) the number of unemployed teachers (it doesn't mean that the 4000 unemployed teachers are all occupied in the private system, but the qualified teachers in Albania have found a job). The MES strategy states that: "About 70 private schools have been opened over the years, which have reduced public expenditure on education, overcrowded classrooms by pupils, thus reducing their numbers for each class and the employment of hundreds of unemployed teachers introducing the competition elements in the pre-university education system." This makes easier the entering in a school / business market, promoting and achieving the goals and the demands of service recipients, contributing to the establishment of new standards for the Albanian education system.

Private school curricula are regulated by MES, so, private schools must use the same curricula as those used by public schools. Although private schools are allowed to integrate curricula, if they wish, among those mandatory by law.

5. Things to be improved:

The centralized management model for governing the country in general, and in particular decreases the efficiency and effectiveness of public administration. Perhaps, this can be explained by the fact that for many years the State provided for Albanians and for this reason now they claim and blame the "State", the central government in case of failure on fulfilling the obligations. During formal

refurbishment, with decentralization are made significant progress in several areas, including the education sector, although the decentralization of responsibilities and decision-making power from the center to the local government in education needs more things to do.

- There is no complete and functional link between school and community as a democratic obligation to provide good education for all. There is no support from the family, the social character of the community to fully satisfy the educational efforts. This is based on an unsatisfactory level of participation and responsibility of all stakeholders. The consequences are caused by the lack of functioning of leadership, school management, content of school curricula, planning and financial management, school maintenance, staff management etc.

- As a result of the lack of decentralization and the transfer of responsibility and decision-making power from the center to the local government, the central government provides fragmented planning and development and creates gaps in planning of school's development in all areas. The efficient use of available resources for the development, planning and management of the annual budget, finding and managing of additional funds, delivering of a quality education at all levels.
- Reform the Auditing and Control of the Educational System that didn't change in many years. The content of these functions leaves much to be desired. The Auditing aren't playing the role of school development supporters, but their only concern is financial control and external oversight of legal and administrative procedures. The same can be said for the inspection in terms of standards, content and methods of teaching and administration.

- The school councils and the DER / EU do not play the role they are created for. They serve as a kind of formal organization to run routine rules, or they are completely non-existent. At best, school councils appear as extras in school directors and their role is limited to securing financial contributions from local businesses. The establishment and the promotion of these bodies is a necessity for the development of school autonomy.

- Another problem that arises as a result of poor organization and placement of tasks by each institution is linked to the management and scientific local planning in base of self evaluation and school self-assessment, pupil evaluation, the analysis of school plans.
- With the new Albanian law on pre-university education, are encouraged the teachers to take the initiative to choose 20% of the curricula. This new practice makes teachers insecure to use this "window" as an autonomy in doing their profession, which will also directly affect school autonomy.

- The lack of an advanced education system to manage school information and its actual functioning. EMIS will help central government to analyze policy and strategic planning and will create a comprehensive and accurate database for the design and development of education policies. It should be stressed that the intervention and the need to improve the legal framework has been a great help for the individual / child and his family and community also, and the State itself is interested on "more individuals well educated - the country's economic growth will be increased". That is why it is important to take some measures that will affect the improvement and the approach of the education system to children's as their fundamental right and part of the social services provided by the state for its citizens.

- Reduce specific policies to increase the percentage of pre-school children in nurseries, nurseries, kindergartens, as may be the involvement of 5-6 year olds in compulsory education
- Stipulate specific programs Working at a class or school level, in order to raise awareness of the importance of education and to bring school back to school That they are out of the education system.
- Create teams with renowned teachers guided by psychologists with parents and government representatives to work with parents of non-enrolled or abandoned pupils or working with the own pupils.
- The economic aid for families, in order to ensure a minimum standard of living and the benefit of this assistance is the condition that their children must attend the school.
- The installation of the psychosocial service with real full-time specialists in each school, especially in those schools that have problems of abandoning and therefore are suffering the phenomenon of illiteracy. (Psychologists are currently working in schools on the basis of the number of pupils, which directly affects the quality of the service. The psychologist is selected by the Regional Education Directorate on basis of the criteria established by the Ministry of Education and on three schools is a psychologist. The psychologist is paid by the local government budget).
- Create the most suitable conditions for study and learning, classrooms and other environments, particularly in rural areas or in schools with a high number of students.
- Reviewing of educational programs to be more relevant and closer to the needs of the community and the labor market.
- The expansion and upgrading of school autonomy which leads to a high interest by the actors involved in the school.

- The implementation of complementary educational programs (the provision of alternative teaching staff, the amount of lessons learned and the determination of the remuneration of teachers working with marginalized students and children with disabilities).
- Streamlining the reach of schools throughout the country to provide educational services in all areas, particularly there with low population density.
- Provide transport for children with disabilities and for other children who live far from school.
- The construction of dormitories for compulsory school pupils, to create equal opportunities for access for pupils whose residence is far from school. The expansion of the dormitories network for upper secondary schools.
- Finding opportunities to provide scholarships or other forms of economic assistance for many pupils of the compulsory education system.
- Good cooperation with civil society and NGOs focused on marginalized children and groups.
- Monitoring and controlling of private institutions more frequently in order to avoid unfair competition with the public education system. There is a perception that the level and method of assessment and judgment of students and pupils during the Academic and pedagogical activities in the private schools and university system are carried out on the basis of profit from economic interests. (To avoid losing pupils / students, evaluations or positive votes affect the seriousness and equality of the service and the right to benefit and guarantee an equal service to all beneficiaries).

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