



REPUBLIC OF ALBANIA

Ministry of Education and Science

***NATIONAL
STRATEGY OF
PRE-UNIVERSITY
EDUCATION
2009 - 2013***

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LIST OF ACRONYMS

WB	World Bank
EU	European Union
CARDS	Community Assistance for Reconstruction, Development and Stabilization
RED	Regional Educational Directorate
EE	Education to Everyone
EMIS	Educational Management Information System
GDP	Gross Domestic Product
ICT	Institute of Curricula and Training
WLO	World Labor Organization
INSTAT	Institute of Statistics
LSMS -	Assessment Study of the Standard of Living
MOES	Ministry of Education and Science
PBM	Performance-based Management
OECD	Organization for Economic Cooperation and Development
NPO	Non-profit organization
LG	Local Government
DPSSP	Directorate of Policy Survey and Strategic Planning
NDSPUE-	National Development Strategy of Pre-university Education
ICT	Information and Communication Technology
UNICEF	United Nations Children's Fund
DCM	Decision of the Council of Ministers
EO	Educational Office

CHAPTER I: CURRENT DEVELOPMENT OF PRE-UNIVERSITY EDUCATION.

The purpose of the national educational service is to supply future Albanian citizens with proper knowledge, adequate skills and capacities, as to be educated and committed to the implementation of the economic and development national plan. This system, aiming to meet the domestic needs of the labor market and socio-cultural aspirations of the people, is a prerequisite for the economic growth and sustainable development of the country.

Fulfillment of mid-term and long-term objectives in view of the stable economic growth, reduction of poverty and resolution of social problems require, first and foremost, the reform of the educational system as the genuine support to the implementation of governmental initiatives. In this framework, continuity of reforms in this vital sector of the society with clear objectives is of a special importance.

The National Strategy on Pre-University Education NSPEU stipulates short-term and mid-term objectives and goals for the system and introduces policies on strategic priorities for the following years until 2013. The said strategy includes pre-school education, primary and secondary education, general secondary education and professional education,

The Strategy is in line with the main development trends of education in Europe and in the world, aiming to adopt the development of pre-university education to the governmental vision for mid-term and long-term policies of the sector. It incorporates the suggestions of the academic community and of the groups of interest within the country. The strategy represents the pillar of an Action Plan with tasks scheduled to be implemented until 2013.

The following chapter highlights the main current problems divided into major issues:

- 1. Participation in pre-university education;*
- 2. Challenges of professional secondary education;*
- 3. Teaching quality;*
- 4. Governance – reform and strengthening of management capacities, Financing of pre-university education;*
- 5. Capacity building and human resources.*

1. Participation/Access to pre-university education

The access to pre-university education is lower compared to the OECD countries. In Albania, the school attendance average standard is 8.6 years¹ (in OECD countries such standard is 14 years), due to the low level of school attendance in the secondary and higher education. There is also a great variation in regional context. For instance, a person raised in Tirana attends school approximately more than 3.5 years in comparison to the average of the Republic.

Table 1. Statistical data on education (2007-2008) compared to regional and EU countries

No	Indicator	Albania	Europe	Serbia	Macedonia	Croatia	Slovenia
1	Average of educational years (ISCED 0-6)	8.6	17,4	13	12	15	16,2
2	Teaching and learning time at school						
	Average number of classes per year for age-groups corresponding to compulsory education	550	750	620	600	620	630
	Age group -7-8 years old	790	900	800	800	810	820
	Age group- 15 years old	167	185	185	180	183	185
	Number of teaching days	35	37	37	36	37	38
	Number of teaching weeks						
3	Percentage of net enrollment						
	Pre-school(ISCED 0)	49	75	45	29	45	75
	Basic compulsory education (ISCED 1-2)	92	95	96	93	90	93
	High school (ISCED 3)	57	85	82	80	84	91
	- Rural areas	25					
	- Urban areas	85					
	Percentage of students in professional high schools	19	62,7	70	65	70	

From a general national perspective, the trends of school attendance on pre-university educational level are two-dimensional: **a)** reduction in absolute figures of the number of students as a result of the reduction of birth numbers and **b)** increase of the percentage of participation at the highest levels as a consequence of the favorable policies pursued by the government. The following table displays the enrollment² percentages according to the educational level:

Table 2. Enrollment in pre-school education

No	Educational Cycle	Academic year 2003-2004		Academic year 2004-2005		Academic year 2005-2006		Academic year 2006-2007	
		GER ³	NER ⁴	GER	NER	GER	NER	GER	NER
		në %		në %		në %		në %	
1	Pre-school	50	50	50	50	50	48	50	47
2	9 – year full cycle	103	97	103	94	101	94	100	94
3	General high	58	55	59	51	64	53	68	55

¹ PAD of WB page. 26

² The data are obtained by the Statistics Office at MOES

³ Number of pupils enrolled in a certain class or educational level, notwithstanding the age, expressed as a percentage of the population of the theoretical age group for the same class or educational level.

⁴ Number of pupils at the theoretical age for a certain class or educational level, enrolled in that class or level expressed as a percentage of the population of the theoretical age group

	school education								
4	Total Pre- University Education	70	67	71	65	72	65	73	65

The level of school abandonment with regard to the compulsory 9 year education is 0.94%. As observed, it is a rather low figure.

School abandonment prevails in children of categories in need and particularly Roma children. Currently, there are about 5000 Roma children in Albania belonging to the age group from 3 to 16 years old. The level of children's school enrollment at the required age as established by law, is low. Only 27% of the children at 6 years of age currently attend the first grade of elementary school. 1 in about 2 Roma children at a school age (6-16 years old) has quit school. Now, 54% of Roma children of school age (6-16 years old) have not completed any school grades. 43% of Roma children of the age group from 15 to 16 years old, are illiterate. In particular, the phenomenon is appalling in regard to Roma girls. After 11 years of age, Roma girls are much more predisposed than their peer males to not attend school (school participation level of Roma girls at 12 years of age is 23% lower than the boys' participation).

Further, another challenge is posed by the children from families with low financial incomes, remote mountaineering areas, girls in areas of old mentality and with other social issues.

Pre-school education: The division of Basic Education in the period of compulsory education and the period of pre-school education attributing to the latter only an auxiliary role.

Studies have demonstrated that the qualitative interventions in the early childhood contribute to a high rate of return to the basic education and further to all persons benefitting from such intervention. Accordingly, the development of the pre-school education must be promoted.

The pace of the development of the pre-school education during the last 15 years has been slow. The fact that the pre-school education is not part of the compulsory education has caused the indifference of all Governments, reflected in the continuous reduction of funds allocated for the pre-school education. If in 2001 5.9% of the education budget was spent on the pre-school education, this indicator in 2005 was 4.7%. Thus, the situation of the buildings of kindergartens and their supply with furniture and didactic materials or instruments, is poor and far from the standards set for this purpose. Numerous demands of the parents for this service, particularly in the urban areas affected by migration during the last 15 years, remain unfulfilled.

Also, during that period the situation of the pre-school education deteriorated. In 1992, only 34 % of the children belonging to 3-5 years old age group attended nursing schools. In 2005, this indicator reached to 48.8 %. There must be highlighted that in absolute figures, the number of children has been declining both in urban and rural areas⁵, due to the decline in the number of children as for the decline in the number of births, immigration and women's unemployment⁶. Yet, in proportion to the total number of children, the percentage of children attending the nursery school is increasing.

The efforts made during recent years have been focused on the emerging disadvantages: infrastructure (particularly in rural areas) consisted of the improvement of physical conditions related to buildings and equipment, didactic materials as the basic teaching equipment and particularly the upgrading of the quality of teaching in nursery schools both through the gradual extension of the application of the standards of up-to-date contents, concepts and practices (already proven in some pilot-nursery schools, making the latter into training centers) and the personnel.

⁵ starting from the academic year 2003 – 2004 onwards: 75755, 74766, 74642, 71860, 72600

⁶ In confirmation of the projections elaborated by INSTAT

Basic education. It lasts 9 years and is compulsory by law. It is the basis of the entire pre-university education.

The Lower Cycle Educational Structure in the compulsory education has changed with the new teaching plan approved by the Ministry of Education and Science in 2004. Based upon this structure, the duration of this cycle has changed from 4 to 5 years. Children who turn 6 years old by the day of the beginning of school are enrolled in the first grade.

The overall physical infrastructure (particularly in rural areas) does not meet the current standards. This is also aggravated by the inadequate support of the teaching process with scientific didactic materials and equipment, applicative or demonstrative computer laboratories, digitalization of administrative and decision making processes, supply with proper furniture in support of the teaching process etc.

As regards teaching quality, the review of curricula is a necessity for its maximum performance. The influence of these factors in combination with the external social factors pose the challenge of the reduction of illiteracy (without narrowly perceiving it as merely school abandonment) and the necessity of finding proper attractive mechanisms in schools where this problem is more sensitive.

Secondary education An increase of the number of pupils following secondary studies is reported in the wake of the trend displayed during the recent years, as a result of the favorable educational policies pursued by the MOES. For the academic year 2008-2009 the students' attendance of high schools is increased to 80% of the students who completed the compulsory education in the preceding academic year compared to 71% of the academic year 2003 - 2004⁷. There must be highlighted that the current percentage of absorption from the basic education is still deemed low, compared to the European standards (95 – 100%).

Further, the number of students who attend high school with no employment basis, is increased with 7577. As regards the education with employment basis, the ratio between the students in the general secondary education and the students in the professional education is 81 to 19.

Additionally, there is an increase of the number of students following the non-public secondary educational studies. During the last two years it is increased to about 2000 per year. Simultaneously, the number of non-public schools is increasing.⁸

The increase in the number of students in the secondary education is influenced by the improvement of teaching conditions, upgrading of the quality of teaching process and extension of the professional secondary education to preferred branches depending on the demands of the community and regional development trends in accordance with the market demands.

Notwithstanding the growing indicators, the General Secondary Education continues to have infrastructure-related problems, starting with the overcrowding of classrooms in urban areas of significant demographic impact or with the low number of pupils in rural areas that increases the expenses per pupil. The curricula in the framework of structural changes of education and in reply to current requirements need special attention and update. The programs are too loaded by conceptual point of view and are mostly of theoretical character. There is a lack of modern teaching methods in support of the promotion of critical thinking, teamwork and independent work. Also, in several cases it is deemed that there is a lack of linearity of the acquisition of theoretical concepts or their fragmentation. The pupils have obvious deficits in linguistic knowledge (natural orientation) and mathematics (humanistic orientation), that are basic knowledge of the general cultural background.

The students' evaluation is faulty. There is an ongoing problem of the situation and supply of teaching and scientific laboratories, the low computer/pupil ratio, libraries and digitalization of administrative processes.

⁷ See "ANNUAL STATISTICAL EDUCATION REPORT 2003 – 2004"

⁸ starting from the academic year 2003 – 2004 and ongoing: 51, 68, 77, 93

2. Challenges of professional secondary education (SE)

The current system of Professional Training and Education (PTE) in Albania is poor irrespective of the reform-oriented interventions launched during the recent years and the support of foreign donors since its formulation only within the framework of educational system.

In general there is a lack of proper infrastructure, inadequate financing and not sustainable financial mechanisms, low level of human resources, outdated curricula and management methodology. There is a lack of pre-service training for teachers and instructors of professional subjects and practices and of a special national program for their in-service training.

The ambiguous role and incomplete nature of institutional arrangements;

The extension and quality of professional education, irrespective of recent developments, does not meet the standards of the labor market, poorly reacting to the latter and continuing to have poor links with social partners and concerned stakeholders in general. The SE curricula, irrespective of initiatives on the modularization and decentralization generally require further improvements to adapt it to market demands and involvement of European experience. The qualification and certification system is characterized by an inadequate orientation to new developments and EU standards.

To sum up, both Professional Education and Professional Training continue to have notorious reputation from quality point of view and a very low percentage of pupils, young people or adults are enrolled therein. The private sector of PTE is still poor and is characterized by similar characteristics as the public one.

The European Integration poses such requirements that necessitate the involvement of PTE in the course of current developments, in harmony with the state-of affairs in the region and in European Union. The effects of the processes of Bologna, Lisbon and Copenhagen are already present in Albania and exert a positive “pressure” on the political levels to shift from “partial arrangements according to current needs” to the “comprehensive long term solutions” in the context of the regional and European integration.

Currently, at national level, there function 40 schools of technical and professional education as well as 15 socio-cultural schools, distributed in 22 districts. Of these, 3 professional schools function in rural areas with the main orientation to agriculture- agro-business. The schools are divided into **4 main branches**: electro-mechanic (18 schools), economic (9 schools), construction-joinery (4 schools); agriculture, forestry, veterinary service (9 schools). The students follow about 35 main specialties.

Referring to the enrollments of the academic year 2006-2007 a total of **6650** students were enrolled in the first grade where the most attended branches are automobile mechanics, hydrosanitary installation, economics for a 5 year period, general electrician for a 5 year period and the least attended are the branches of wood processing, farming, forestry etc. A total of 27288 pupils study at these schools of which 2598 live in dormitories.

The number of pupils enrolled in technical-professional public schools, including the artistic, pedagogic, sports and foreign language schools (the so called socio-cultural schools) constitutes about **19%** of the pupils following the general secondary educational studies. This figure is very low, taking into consideration that in the OECD countries, such indicator is about 50% and in some Western developed countries, is even higher.

As regards the Professional Training (PT), it operates through 10 public vocational training centers in the biggest towns of the country such as Vlorë, Shkodër, Tiranë (2 centers are operational), Durrës, Elbasan, Korçë, Tepelenë and Fier and the mobile Public Vocational

Training Center for the Northeastern Area and 150 licensed private institutions of which 24 are NPO-s extended throughout the Albanian territory.

However, the Professional Education and Professional Training continue to have a notorious reputation from the quality point of view and a very low percentage of pupils, young people or adults are enrolled therein. The private sector of PTE is still poor and is characterized by similar characteristics as the public one.

The European Integration poses such requirements that necessitate the involvement of PTE in the course of current developments, in harmony with the state-of affairs in the region and in the European Union. The effects of the processes of Bologna, Lisbon and Copenhagen are already present in Albania and exert a positive “pressure “on the political levels to shift from the “partial arrangements according to the current needs” to the “comprehensive long term solutions” in the context of the regional and European integration.

Currently, a challenge for the PTE is posed by the fact that the qualification and certification system is inadequately oriented to new developments and EU standards.

Efforts are currently made for the drafting and approval of the Albanian Curriculum of Qualifications in line with the European Framework of Qualifications (EFQ). Also, it is overcome the phase of “piloting at school level” with inadequate premises for further continuity and extension and the target is to create favorable conditions for the development of a modern and unique PTE system.

However, the policy of PTE reform in Albania must be increasingly oriented to a “sistemic reform” including issues such as the National Framework of Professional Qualifications (NFPQ), institutional development, accreditation, certification, market survey, analyses of needs, standards, social partnership etc.

3. Quality of teaching process

Given that the curricula and the teaching process constitute the backbone of the educational system, improvements of the system start exactly with the review of the curriculum and modernization of the teaching process. Since 1993, the curricula of pre-university education and the teaching-learning process have been and remain subject to continuous improvements. Outdated curriculum framework, irrelevant contents with development trends, a somewhat archaic and ineffective teaching methods remain a challenge in the development of a comprehensive and functional reform for the education quality.

In the same way, the teachers are generally more focused on the contents of school texts than in the objectives of the curriculum.

As regards the text books, pupils/students are supplied with them after their selection among the alternative texts and the supply of text books is a responsibility of the private sector. For all classrooms, MOES formulates the standards of subject contents and the quality of publication and printing and ensured the timely implementation for all pupils and the proper implementation of technical requirements of the text books. A characteristic feature is the transparency in terms of the selection and evaluation of alternative texts through open procedures with the participation of distinguished experts of the area of publications and the teachers and users of text books.

This process already requires the full consolidation through normative and practical improvement of the followed procedures in view of full liberalization of the market of the publication of text books.

Compared to the load indicators for the OECD countries, the learning load of our students is currently very high.

As regards **the professional development of teachers**⁹ there are shortcomings, and crucial and comprehensive interventions are required. In-service training is often conducted without long term objectives and not under a coordinated approach. The lack of legislation in this area during the last 17 years has caused the training and qualification of teachers to be conducted under occasional programs. Also, different national or foreign non-governmental agencies are involved from time to time in the training of teachers but the lack of a comprehensive and coherent methodology has not ensured the standardization and quality required during the training seminars. The Institute of Curricula and Training ICT has been functioning since 2007¹⁰ due to the assistance of the WB. It is focused on the provision of training seminars and qualifications of the specialists of primary education, ensuring the enhancement of performance and of the quality of educational system in general.

One of the most critical issues faced by the MOES is the training of a large number of unqualified teachers and of other teachers so as they discharge their competencies in the employment of new teaching-learning methods. The continuous professional development of teachers must correspond to their needs.

The results of the students represent one of the main indicators of quality and performance of the educational system, particularly the one linked with the target of supplying students with sound knowledge and skills to face current challenges and requirements.

The International Program on Students' Evaluation (PISA¹¹) that comprises one of the most prestigious international studies on the measurement of students' academic performance was initially applied in 2001. This program demonstrated that the results are rather low.

Compared to the load indicators for the OECD countries, the learning load of our students is currently very high.

The student/teacher ratio is still far from OECD standards, respectively 15 for the pre-school children, 17.2 for the 9 year education and 20 for the secondary education.

According to the table 3 (below), this ratio is higher on the secondary education level for the main cities. One of the reasons of the reduction of the teaching quality level is the overcrowding of classrooms, particularly in suburban areas of the main cities as a result of the internal migration. The slow response of the public sector to the migration of the population from rural to

⁹ 39026 teachers employed in the public sector comprising 4.2% of the employed population of the Republic and 23% of the people employed in the public sector.

¹⁰ DCM No. 418, dated 11.07.07

¹¹ The test conducted each three years at international level on the measurement of the performance of 15 year old students. The implementation of this test is coordinated by the OECD. Its purpose is the testing and comparison of the students' performance at international level, in view of improving the teaching methods and results. Its results for Albania in 2001 are presented by PISA+.

Professional skills for the knowledge society	Result
1. Average performance (and distribution) of students (15 years of age) according to the knowledge level of PISA reading	349
2. Average performance (and distribution) of students (15 years of age) according to math knowledge level of PISA	381
3. Average performance (and distribution) of students (15 years of age) according to the scientific knowledge level of PISA	376
4. Percentage by low achievement (first level or below) of 15 year old students in terms of reading	44

urban areas has caused the schools in towns and in urban suburban areas operate above their capacity (up to 50 students per classroom). Otherwise, in some rural areas, the student/teacher ratio at area level is too low and the poor transport infrastructure does not ensure the school concentration. In addition, the taking of further measures for the increase of the percentage of enrollment in the second cycle, particularly of the children from rural areas, mainly girls, is a prerequisite, thus meeting a priority in the framework of the UN Millennium Development Objectives and the European Partnership¹².

Table 3: Student/teacher/classroom/school ratio for the academic year 2006 - 2007¹³:

	Education level	Ratio	At Republic level	Above average	Below average
1	Pre-school	child/educator	20.3	Durrës, Fier, Lezhë, Kukës, Tiranë District	Gjirokastrë, Vlorë
		child/group	23.8	Fier, Durrës, Kukës, Lezhë, Tiranë District	Gjirokastrë, Korçë, Shkodër, Tiranë District
		child/nursery school	45.2	Durrës, Kukës, Lezhë Tiranë District (149).	Berat, Dibër, Fier, Shkodër
2	9 - year	student/teacher	17.2	Durrës, Lezhë, Tiranë District, Tiranë District	Berat, Dibër, Gjirokastrë, Korçë, Kukës, Shkodër, Vlorë
		student/classroom	22.1	Durrës, Fier, Lezhë, Tiranë District	Berat, Dibër, Gjirokastrë, Korçë, Kukës, Shkodër, Vlorë
		student/school	289.1	Durrës, Fier, Tiranë Rreth dhe Tiranë District (858 ¹⁴)	Berat, Elbasan, Gjirokastrë, Korçë, Kukës, Lezhë, Shkodër, Vlorë
3	Secondary	student/teacher	20.0	Dibër, Durrës, Elbasan, Fier, Tiranë Qytet, Tiranë District	Berat, Gjirokastrë, Korçë, Shkodër, Vlorë
		student/classroom	35.2	Durrës, Dibër, Fier, Tiranë District	Berat, Elbasan, Gjirokastrë, Korçë, Shkodër, Vlorë
		student/school	373.6	Durrës, Tiranë District	Gjirokastrë, Korçë, Kukës, Vlorë

Rationalization of school distribution; application of contemporary curricular models; evaluation and reporting; and social policies for the poorest areas.

The teaching **physical infrastructure** is another aspect of the improvements observed and needed to be improved in both quantitative and qualitative point of view. In addition to spaces for each student, physical conditions are taken into consideration such as the quantitative insufficiency and quality of teaching and didactic laboratories, school libraries, information technology facilities such as the digital library and informatics and resource cabinets etc.

Situation at schools is faulty both in terms of didactic supplies and the supply with laboratories and school maintenance. In the framework of the decentralization, school maintenance and investments in the educational infrastructure have been delegated under the responsibility of the local government authorities.

The private education is an alternative to public education and the former has been extended. See the following table:

Education level	Indicator per	Academic year				
		2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08

¹² See PKZMSA, EDUCATION AND SCIENCE, 3.19.3 PRE-UNIVERSITY EDUCATION

¹³ The data are collected from the Statistics Office at the MOES

¹⁴ During the academic year 2005 – 2006 this indicator has been 887

<i>Ministria e Arsimit dhe Shkencës</i>			<i>STRATEGJIA KOMBËTARE 2009 - 2013</i>				
1	9 year education	Student	13600	14608	16108	17369	18358
		School	89	91	103	105	120
2	Secondary Education	Student	7700	9231	11316	13079	14470
		School	51	68	77	93	106

MOES plays a decisive role for the promotion of the exercise of the activities of private educational institutions.

During the academic year 2007 – 2008, 86 private nursing schools were operational of which 49 provided the meals and only 15 of them were in villages, 120 9-year schools of which 9 were in villages, 106 high schools of which 7 were in villages.

MOES, through the procedures approved for their licensing, shall request from them to meet a series of requirements and standards concerning the teaching premises and other activities related thereto, organization, functional structures, pursued programs and organization of the teaching process and methodology.

Simultaneously, deeming it as a development alternative it has significantly facilitated the licensing procedures thus reducing to maximum the time required for this process. MOES supports the teaching process carried out in private schools not only by claiming better teaching conditions and in accordance with the required standards but also by offering the training of teachers and the ones of the public sector.

4. Governance – reform and strengthening of management capacities

The governance in education, particularly in terms of the decentralization represents an urgent need to be developed in accordance with the current standards.

In a general perspective, the application of a too centralized management level in the national governance in general and in the area of services in particular, leads to the reduction of effectiveness and efficiency of the public administration. Decentralization of the system of management and services is a key component of the broader decentralization process undertaken in Albania.

While formal restructuring toward the decentralization has marked significant progress in several sectors, including the sector of education, the progress of the decentralization of responsibilities and of the decision making authority from central to local level for the pre-university education has not been satisfactory.

First, there is a lack of the full operational link of the school with the community as a democratic obligation to provide good education to everyone. There is a lack of encouragement of the power of the family for the social character of the community, to fully invest efforts in the area of education. This is based on the inadequate level of participation and the responsibility of all stakeholders. The consequences are present in respect of the malfunctioning failing to meet the needs and requirements of the community of educational leadership, school management, contents of curricula, financial planning and management, school maintenance, personnel management to offer a modern educational service and discharge the integrating function of schools.

Secondly, the governance occasionally centralized and based upon orders, as a consequence of the lack of effective decentralization and delegation of responsibilities and decision making authority from central to local level of governance, leads to slow fragmented planning and development of the educational vision of all levels, as well as shortcomings in planning of school development in all areas, effective use of available resources for the development, planning and management of the annual budget, procurement of the management of additional funds, distribution of qualitative education at all levels etc.

Thirdly, notwithstanding the efforts made to date on the reform of the auditing and inspection method in the Educational System and the partial achievements in this respect, there are still

residues of old traditional practices in this area. Various shortcomings are reported in the conceptualization of the contents of these functions. Instead of the role of school development advocates, the auditors often remain at the level of financial control and external observers of legal and administrative procedures. This is also the case for the inspection in relation to standards, contents, teaching and administrative methods.

Fourthly, school boards and the boards of DAR/ZA suffer from obvious shortcomings in terms of the full discharge of their role. They serve as a sort of formal body for the fulfillment of routine regulations or are fully inexistent. Ideally, the school boards are introduced as appendixes of the school directorates and their role is limited to the provision of financial contributions on part of the domestic business. The establishment and promotion of these bodies is a prerequisite for the development of the school autonomy.

Fifth, shortcomings are reported in the planning of local and school management and planning, based on the monitoring and external school evaluation, students and school's self-evaluation, surveys of school plans etc, where there is a lack of conceptualization and capacities.

Sixth, new standards of the Albanian educational system allow the teachers to launch initiatives in 20 % of the curriculum which has still not been put into practice. The teachers do not feel confident enough to use this 'window' of autonomy in practicing their profession so as the school autonomy becomes sustainable.

Finally the incomplete and inaccurate database poses significant barriers in the formulation and development of policies in the educational system. The policy survey and strategic planning dictates the urgent need for the establishment of an advanced system of the management of educational information and its effective functioning, EMIS.

5. Financing of pre-university education

Public expenditures on the education as part of the PPB have continuously declined, from 4% in 1989, to 3% in 2000 and 2001, and to 2,9% in 2003 and 3.1% in 2004. These indicators are lower than the average of the other countries of the region and EU member countries, which is 4.9%. This has had a negative impact on the development of education. The state budget on education in '2003 was only 10,3% of the aggregate public expenditure. Such indicator, compared to 11,4% for the year '1995, and 11,5% for the year '1996, is not marked by increase. By the end of '90-s, the demand for capital expenditure was significantly increased due to the lack of continuous maintenance of school buildings, and their damage during the transition period and the crisis of 1997.

The aggregate public expenditure on education have suffered a decrease during the transition period and they reached to 3.1% of the PBB in 2004, whereas the average for the year 2006 of the aggregate public expenditures on education reached to 3.4% of the PBB since the education was set as a priority in the program of the Albanian government.

In the long term planning of expenditure, the fund of salaries is expected at an annual average increase of about (15-20)%, a fund which ensures an average increase of salaries of the teaching personnel of the pre-university education, approximately at 20%.

Economic and social goals dictate major changes in the educational system. Consequently, this sector must be financially and favorably supported by the state budget and by foreign donors. MOES must seek alternative financing sources that may be afforded by other public and private sources.

6. Capacity building and human resources

Informatization of schools. School educational capacities, however, remain low. In the mid 2007 there were 2400 computers in all high schools of the country for 146293 pupils, namely 61 computers per pupil.

- 407 computers in rural areas and 54305 pupils or 133 pupils per computer
- 1993 computers in urban areas and 91988 pupils or 46 pupils per computer

By the end of 2007 all high schools were equipped with computer laboratories. 37 schools (out of a total of 316) were equipped with two laboratories due to the number of pupils, more than 800. 350 schools out of a total of 1484 in the 9 year education were supplied with computer laboratories and such a process was supposed to be completed within 2008.

A few teachers are trained on computer skills and still there is not a full curriculum in place, on the Information and Computer Technology. Computer classes are still not taught in 9 year schools and there are no trained teachers to teach them. Furthermore, pupils may acquire computer skills mainly through private courses.

Performance indicators of the educational system (2009-2013)

	Performance indicator of the system	Year 2007		Objectives for Albania		
		Albania	Average for EU (04)	2009	2011	2013
1	School expectancy for 5 year old children (ISCED 0-6)	11.1	17.4	13	14	15
2	Teaching and learning time at schools The average number of classes per year for the age groups of compulsory education:		(calculations)			
	• 7-8 years old	570	750	600	660	750
	• 15 years old	780	900	800	850	900
	Number of teaching days	167	185	175	180	185
	Number of teaching weeks	35	37	35	36	36
3	Coefficient of net school attendance	49	75.0	59	68	75
	Pre-school (ISCED 0)	92	95.0	94	95	95
	Compulsory eight year education (ISCED 1 – 2)	57	85.0	72	75	80
	Secondary education (ISCED 3)	25		32	36	40
	• rural	85		85	86	90
	• urban	19	62.7	35	40	50
	Percentage of pupils in the professional secondary education					
4	Participation of young people in education					
	Percentage of young people from 15 to 24 years old in education and training					
	• Males	26	62.6	40	50	55
	• Females	24	65.9	40	50	55
	Percentage of population from 18 to 24 years old, with only the secondary education (ISCED 1-2) and not involved any longer in the education/training		15.9			
6	Use of resources	(2004)				
	✓ Expenditure for the public education as GDP (%)	3.1	5.2	4.5	5.53	5.7
	✓ Expenditure for educational institutions from private resources as GDP percentage	0.6	0.6	0.7	0.75	0.8
	✓ Total of public expenditure for the education as part of the total of public expenditure (ISCED 0-6)	10.7	10.8	13	14	15.0
	✓ Percentage of educational expenditure (ISCED 1-6) from private resources	4.0	10.8	6	8	10
	✓ Distribution of the total of annual expenditure in the institutions of public sector					

	Performance indicator of the system	Year 2007		Objectives for Albania		
		Albania	Average for EU (04)	2009	2011	2013
	(ISCED 0-6)					
	○ current - staff	67.0	72.1	65	67	69
	○ current - others	10.0	19.9	17.2	17.1	17.5
	○ capital					
	✓ total expenditure for the public and non-public educational institutions per pupil/student in comparison to the GDP per capita:	23.0	8.0	18.1	17.4	14.1
	○ ISCED 1		20			
	○ ISCED 2-4		27			
	○ ISCED 5-6		39			
7	Capacities of the information learning society					
	✓ Average number of pupils per computer in public schools for the 15 year old pupils	900	10 (calculations)	300	100	50
	✓ Percentage of computers linked with Internet at schools where 15 year old pupils study	1	75 (calculations)			

CHAPTER 2: VISION, PRIORITIES AND STRATEGIC GOALS OF PRE-SCHOOL EDUCATION.

Vision

Guaranteeing a modern national educational system that promotes the sustainable economic development, increases competitiveness in the region and beyond and consolidates the democratic system.

Objectives

For the purpose of fulfilling this vision, some strategic priorities are identified for the development of the sector

1. Larger access to all levels of pre-university education.
2. **Reform and strengthening of policy making, management and decision making capacity** is one of the priorities in the framework of the European Partnership according to which "...The government is committed to realize the school autonomy through the educational reform in cooperation with the groups of interest"¹⁵
 - *At central level:* Restructuring of the Ministry of Education and Science and subordinate institutions by building a clear management performance- based scheme.
 - *At regional level:* Restructuring of the Regional Educational Directorates and Educational Offices in view of further developing capacities in support of schools.
 - *In the framework of decentralization:* Decentralization and delegation of responsibilities and of decision making authority from central to local governance level.
 - *At school level:* Realization of school autonomy in the area of subject programs, financing, personnel and management at school level and above, completing it with the legal basis and respective implementing bodies.
 - *Development of policies and launching of research based and data oriented central, local and school decisions:* Functioning of the information management system in the area of education.
3. **Improvement of the quality of teaching process includes several aspects:**
 - *Modernization of curriculum 1-12:* Restructuring of the secondary and higher education, drafting of a new frame of the subject program, a qualitative educational service, both national and European.
 - *Professional development of teachers:* Implementation of a merit-based comprehensive reform of the professional development of teachers and school directors.
 - *Improvement of school texts:* Further development of the reform of liberalization of text publications.
 - *Improvement of students' evaluation:* Consolidation of State Matura and of the reform of Exit High School Exams and the increase of transparency and reliability of the public toward the educational institutions.
 - *Extension of the market of private educational service* combined with a supervision of the quality of these services.

¹⁵ PKZMSA page 268

4. Improvement of financing effectiveness in the area of education includes several aspects:

- *Increase of financial support of the basic education* by central and local government.
- *Improvement of financing scheme based on the number of pupils*, gradual reduction up to the elimination of regional inherited educational, economic and social differentiations and the effective use of schools based on trends of demographic changes.
- *Guaranteeing the increase of incomes for education* through the exclusion from taxes of non-public investments, particularly in the educational infrastructure.

5. Capacity building and development of human resources includes several domains:

- *Professionalism of the teaching-learning process*: Formulation of standards of the teacher and his status and formulation of standards and objectives of pupils' performance-based achievements.
- *Inspection and assistance*: Change of the role of inspectors from a mainly controlling and disciplinary role, to a mainly supportive one and the involvement of inspectors in the intensive professional development process.
- *Teachers' motivation*: Doubling of teachers' salaries within 2009 (ongoing), ensuring the teaching-learning competencies.

6. The development of professional education includes:

- *A new policy on professional training and development* (already prepared in cooperation with the Ministry of Labor, Social Affairs and Equal Opportunities; these aspects are detailed in the section of the employment strategy) and the creation of the Albanian Framework of Qualifications in accordance with the market requirements.
- *Strengthening and augmentation of professional education* by building the proper infrastructure.

7. The extension of pre-school education includes:

- *Introduction of a preparatory year prior to the beginning of the elementary school*, which aims to enhance the skills per school and provision of services for the young children of vulnerable groups particularly (but not only) in the northeastern Albania and Roma population.
- *Modernization of pre-school education*: Training of teachers- educators, construction of nursery schools and establishment of nursery schools at private and public institutions.

CHAPTER 3: POLICIES ON STRATEGIC PRIORITIES

1. INCREASE OF ACCESS TO ALL LEVELS OF PRE-UNIVERSITY SYSTEM

In considering the increase of access to school, the implementation of a study is firstly required with regard to the current quality of marginalized children and service of disabled pupils. Other elements include collection of data for each category of pupils that quit school and the disabled ones, creation of an effective and functional database for the purpose of ensuring full information on identification of problems and situation, and further with formulation of policies and taking of measures to upgrade the quality and offer equal opportunities to each pupil or student. In this context, we may stress more frequent yearly inspections at schools that are above the average at Republic level, for the number of pupils quitting schools or being out of the system.

The contemplated measures are as follows:

- Formulation of special policies to increase the percentage of pre-school children going to nursery schools as 5-6 year old pupils may be part of the compulsory education.
- Preparation of special working programs at class and school level in view of the sensibilization of parents of the importance of schooling and return to school of children out of the educational system.
- Creation of teams with teachers of distinguished reputation guided by specialists of psychological service with parents and governmental representatives, for working with the parents of the unregistered pupils or that have quit school and with those pupils as well.
- Economic aid to the families for offering them with the minimum standard of living and benefitting from such assistance provided that their children attend school.
- Establishment of psycho-social service with respective specialists for schools with problems of abandonment and consequently, with illiteracy issues.
- Creation of appropriate teaching conditions, of teaching classrooms and other premises, particularly in rural areas or in areas with a large number of pupils.
- Review of educational programs so as they are relevant and approximated to the requirements of the community and of the labor market.
- Extension and strengthening of school autonomy leads to the growing interest of the stakeholders in the school institution.
- Implementation of supplementary teaching programs (an expected number of additional teaching staff, reduced teaching rates, and the designation of the method of remuneration of teachers working with marginalized pupils).
- Rationalization of the extension of schools across the territory in order to ensure the educational service in all areas, particularly in the areas with a low density of population.
- Establishment of part time schools in each local administrative unit, their re-consideration and strengthening of state control over them.
- Creation of appropriate conditions of study for all pupils, and particularly for the ones from rural areas.
- Provision of transport for the disabled children and for other children who live far from school.
- Building of dormitories for the pupils of compulsory education, in order to create access to pupils whose dwellings are far from school. Extension of the network of dormitories of general high schools.
- Identification of possibilities for the supply with scholarships or other forms of economic aid of as many pupils as possible in respect of the pre-university education.

- ✱ A better cooperation with the civil society and the NPO-s that have in the focus of their work the marginalized groups.

2. REFORM AND STRENGTHENING OF POLICY MAKING, MANAGEMENT AND DECISION MAKING CAPACITY,

Formal restructuring in terms of decentralization has marked significant progress, including the sector of education. Paces of the decentralization of responsibilities and of the decision making authority from central to local level on pre-university education have been slow. In this context, the development steps launched in the framework of the project “Quality and Equality in Education” represent an important impetus of development and performance for the pre-university educational system. This process had the final goal of the development of policies and taking of research- based and data oriented decisions at all systemic levels.

A restructuring of MOES is made under the assistance of the World Bank and some steps have been taken in terms of the second level re-organization (RED/EO). The upcoming challenge is the functioning of the performance management system at all levels of the educational governance. The target to be achieved is a performance-based management at all levels and in the context of the culture of its measurement. This implies the increase of transparency on the job roles in the entire administrative pyramid and a better clarification of duties, responsibilities and mutual institutional obligations for each job position. Consequently, the performance level of each individual involved in the management system shall be upgraded and higher individual responsibilities shall be created for self-development and innovations. The new performance management system shall ensure the reporting and auditing in several aspects through internal and external mechanisms, thus increasing the transparency for its activity.

In a short term run, MOES shall operate under the performance-based management model and then it shall be shifted at regional level RED, EO up to school level.

2.1 Decision making and Decentralization

Decentralization of the educational sector shall ensure the extension of participation and increase of the effectiveness of groups of interest in the outline of educational projects and their implementation. MOES, in cooperation with other Ministries shall delegate responsibilities to countries, municipalities/communes, RED, EO and schools. This process shall be carried out through a proper balance between the centralization and decentralization, being accompanied by the public awareness of potential risks and chances of success.

It is of special interest to highlight the drafting of the Policy Paper and the Pilot Project on Decentralization of Educational Service, prepared under the auspices of the WB and approved by the Council of Ministers in application of the strategy ideas.

School autonomy

In this decentralized system, schools shall be required to assume huge responsibilities in terms of planning, management and qualitative improvement of services they provide. Currently, the existing structures and personnel have too limited capacities to put it into practice. In the past, local communities and parents were very little involved in the planning of school activities and in the solution of eventual problems emerging during the teaching process. They are not responsible enough for the development and preservation of the quality of services provided by schools, implementation of school autonomy in the area of curricula, financing, personnel and management at school level and above, completing it with the legal basis and the respective implementing bodies. The implementation of school autonomy includes the amendment of some part of the current legislation. This legislation does not adequately promote and sustain the participation of parents or school directors to launch innovative initiatives on improvement of the quality of school service. The grant scheme for schools as a crucial element of school autonomy

shall favor the capacity building for planning and budgeting at school level and local governance levels. In this context, the target is shifted at the increase of effectiveness and transparency in the work of school administration and new roles of school directors as managers;

In spite of the oscillations that might accompany the process, the progress toward school autonomy shall be sustainable during the six future years. Large schools or small groups of schools shall test the model of autonomy. It is of interest to highlight the drafting of the Project on School Improvement and strengthening of school autonomy in the framework of CBA.

2.3 Management and Information System in the Sector of Education (EMIS)

The incomplete and incorrect database represents serious barriers in the drafting and implementation of policies in the educational system. Police survey and strategic planning poses the urgent need for the establishment of an advanced system of educational information management, EMIS. This new unit, in cooperation with the Directorate of Information and Statistics shall closely cooperate with INSTAT for the designation of categories and levels of data processing of the educational system and beyond.

The WB project, CBA, supports the development of EMIS, which will help MES in the implementation of its mission. EMIS system shall imply the conceptual research and analytical investigation of data for study purposes. EMIS must have the adequate capacity to classify the economic, infrastructure, social data (including the minority groups) and educational groups as per levels: rural, urban and central, county, municipality/commune up to school level. In this perspective, the establishment of the Policy Survey and Strategic Planning Directorate with a new structure shall respond to the implementation of the idea of the strategy for the adoption of a new policy on monitoring, survey and decision making, based on data for the realization of the defined objectives.

2.4 Provision of educational service quality

This requires a crucial philosophical change which is not merely related to the policy making but also to the monitoring process. Self-evaluation of the individual or of certain structures of the educational system is a powerful measuring instrument and a rapid procedure to be used more extensively. To achieve the reliability of conclusions based on the self-evaluation method, there should be a combination of external and internal periodic monitoring. The organization of the inspection at two levels, central and local, ensures a coordinated monitoring (external and internal) of the development of educational service, enabling the comparison of the performance quality of educational institutions and of individuals at national and international level. The dual monitoring system stimulates the use of multiple reporting, and auditing methods shall increase the transparency of the process and reliability of the achieved conclusions.

The combination of internal and external monitoring enables the launching of effective actions for improvements in the form of assistance by specialized local and national units. If a school does not manage to meet its standards and objectives of the academic achievement of students specified in its own development plans, then the pedagogical staff and the school senior staff shall be responsible. In such cases, the local government, based on the responsibilities delegated in the framework of decentralization of the educational sector, may restrict responsibilities delegated to schools and cancel the activity of the school board.

3. IMPROVEMENT OF TEACHING PROCESS QUALITY

Given that the curricula and teaching process represent the basis of the educational system, improvements of the system start exactly with the review of curricula and modernization of the teaching process.

To upgrade the educational level of citizens, currently a new structure of the pre-university education is being applied. In the reviewed three level structure (5+4+3), basic education (compulsory) shall last 9 years compared to 8 years that was applied to date. The full 9 year cycle was applied for the first time during the academic year 2008-2009. At this point, it is not taken into consideration the preparatory year to be benefitted in the framework of the development of pre-school education, planned to be gradually extended throughout the country, a development that is treated and clarified in more detail in the Project of Pres-school SKA. The implementation of this structure shall approximate the Albanian educational system to the system of the majority of OECD countries.

The two first levels are focused on writing and reading skills, mathematics, knowledge about society and health, without certainly ignoring the acquisition of knowledge and skills to be active part of a democratic knowledge-based society. The third level shall further advance the knowledge, attitudes and skills of pupils in their daily life in a market economy of a democratic world. There are two main directions at this level. One of them prepares the pupils to follow studies in the higher education whereas the other direction supplies them with necessary professional skills and capacities in order to become productive members of the society upon the completion of the high school.

3.1 Curriculum development

National curriculum framework

In spite of the positive steps taken so far in terms of the curriculum development, there is still a lot more to be done in order to conceive and develop a comprehensive curriculum, particularly for the drafting and implementation of the National Curriculum Framework and the national curricular policies. Efforts should be made so as the knowledge of native language is developed and extended in the respective context and in the secondary education, and the cycle of their study must not be limited to the level of basic education.

Subordinate institutions such as the Institute of Curricula and Training (ICT) and the Achievement Evaluation Agency (AVA) that are financed and determine the main objectives of work from MOES, are the gears of a single mechanism for the improvement of curriculum quality. Along the monitoring and evaluation of the work done by these institutions, MOES must ensure the staff qualification and their continuous structural improvement in order to make the curriculum development a permanent profession.

Rationalization of subjects

There is a need for the conception and development of a demand oriented curricular model, focused on the adequate knowledge and skills for the active citizens of a democratic society based on the market economy. The implementation of such requirement dictates the shift from the existing method of "subject-based curricula" to the "learning results-based curriculum" according to which optional selections for new subjects and/or integration of subjects, are introduced.

Contents

One of the reasons for the low level of the acquisition of school knowledge by a large part of pupils is the lack of interest of the latter on the school subjects. It is necessary to adapt the curricular contents and teaching process with the requirements of the age development of children with the aspirations of pupils and parents. Integration of subjects is one of the experiences making the learning process more effective during the period of basic education. In

addition, the subject integration shall reduce the number of text books (one per each subject in a more limited number of texts) thus better managing the impact of the publication cost in the pre-university education.

The normalization of the load of pupils is an objective to be achieved both through the elimination of the redundant material and the development of the curricular reform oriented to the quality of the teaching-learning process, thus giving to the pupils sufficient time for the stimulation of independent critical and creative thinking, of the mental processes of synthetic analysis and to cultivate the skills of teamwork, experimental work etc.

Selection of subjects by pupils and development of integrated subjects;

Internal developments and the requirement of the approximation to the European Community dictate the need of flexibility in the drafting of curricula so as the schools and/or local authorities adapt it to the extent available, with local needs and requirements of the perspective or tradition. Policies governing the use of subjects or the groups of subjects by selection further strengthen this flexibility. School board shall approve the curriculum policy at school level whereas local government through the application of school grants has the possibility to attach priority to the specified curricular projects.

Education to everyone does not mean that everyone studies the same subjects in the same way. The educational system must be built in such a way so as to supply the pupils of low level with basic knowledge such as writing and reading, mathematics and basic skills in the information and communication technology. While pupils go to higher levels, the curricula must be more flexible and offer them groups of subjects such as optional subjects. This method upgrades the specialization level, based on the selection of subjects and it simultaneously reduces the need to offer all subjects to the pupils. Through the curricular selection concerning the number and kinds of the groups of subjects, the school independently decides what combination of subjects shall be offered to high school students.

In addition, the introduction of many new subjects on environment, business, multimedia, communication etc, requires the drafters of curricula to be daring and review the subjects that may be offered to the pupils and/or options of integrated subjects to form more comprehensive subjects. The integration of subjects shall improve the learning performance and shall reduce the costs so as there is no need of having a teaching text for each subject. The introduction of the specialization in high school may reduce the redundant expenses incurred by the obligation of the students to study all subjects. These changes in the curriculum shall influence the reduction of the number of teachers, text books and classrooms. Introduction of new subjects and/or the merger of the old ones as integrated subjects, may encounter a lot of resistance since many teachers of different subjects may become unemployed. The curriculum drafters shall consult the competent literature sources in order to explain to the public the benefits deriving from the implementation of the new method for the curriculum development.

3.2 Development of teaching profession

To date, the transition period is characterized by a visible lack of periodic investments and focused on the training of teachers. Except the last year, in service training is often carried out without long term objectives and under a uncoordinated approach.

Hence, various nongovernmental national or foreign Agencies are involved from time to time in the training of teachers but the lack of a comprehensive and coherent method has not ensured the required quality during the training sessions. From 2007 onwards, the developments in the training area are organized in well-defined platforms and by clear priorities extended in time for the implementation of the strategic objectives.

Strengthening of training and qualification: Due to the assistance of the WB, it was established the Institute of Curricula and Training that is responsible for the training and qualification of the

specialists of primary education for ensuring the performance and upgrading of the quality of educational system in general. The absence of a legal basis in this area during the last 17 years has made the training and qualification of teachers occur under occasional programs.

Teachers' competencies

There is a need to reflect such competencies in the university programs that must be guided by the principles of Bologna process and professional practice as integral part of the program.

Motivating employment merit-based scheme

Absorbing and keeping the high quality teachers employed requires for MOES, ICT, in cooperation with the groups of interest, to study new motivating schemes based on merits (results) and not merely on the job seniority or apprenticeship. The first action to be undertaken is the respect for the profession of teacher by gradually adapting their salaries to the civil servants' salaries. The Establishment of the Teacher's Order as a professional organization based on the Code of Ethics shall be an auxiliary factor in this aspect. Certainly, this will be a process to be developed in parallel to the performance of the system and the quality of preparation, training and qualification of education specialists.

Examination of new patterns and alternatives of teachers' training

In addition to the basic training scheme, ICT and the central and local educational structures must examine alternative models for providing training to the teachers such as the use of portfolio and credits, distance or online training and qualification etc.

Provision of quality/licensing of teachers

The process of teachers' licensing and accreditation needs to be carried out, as well as the implementation of the continuous monitoring procedures. The licensing of teachers shall serve as a pre-condition for the employment of a teacher. The procedure of the application for a job, approval and conflict resolution must be formally drafted and approved by the Government and MOES. This must be carried out along with the establishment of accreditation structures and reform of the teachers' training programs.

In-service teachers' training

One of the most critical issues faced by the MOES is the training of a large number of unqualified teachers and of other teachers so as they fulfill the competencies in the use of new teaching-learning methodologies.

Continuous professional development of teachers must correspond to their respective needs. For this reason, a training program must be drafted, based on the principle of the demand in accordance with the needs, new attributes of teachers, knowledge on new subjects and new teaching patterns.

The system of training and credits of the teachers must ensure to all teachers access in order to enjoy their rights for a professional development through different ways. Such system must be open to all institutions and individuals, offered in accordance with the teachers' and school's needs.

It would be of interest to highlight the drafting of the Project on professional qualification of teachers, with the support of the World Bank and approved by the Council of Ministers, in application of the strategy ideas.

3.3 Text books:

Development of text books and liberalization of their publication constitutes one of the most important projects undertaken by the MOES during 2006 and for the ongoing period. The project is outlined in two basic orientations:

- a. Improvement of the quality of text books

- b. Liberalization of school publications, distribution and delegation of the right of selection of the consumers' texts (specialists and school structures).

A better selection of contents and structure: Quality of text books in the teaching-learning process is an open argument for further debate. The debate is and should be continuously subject to the contents, quality, cost and the integral structure of texts, considering it as continuum process.

There is a need for the review and approximation of the processes of text book drafting and quality assurance to the standards of the EU countries and other developed countries. The teachers must be encouraged to be involved in the drafting and development of text books. The new text books must apply the teaching –learning methods that are characterized by true-to-life situations. They must be oriented to the applications and bring the pupil into the focus. They must encourage the teamwork and independent, creative and critical thinking, as well as the individuality of pupils. There is a need for the potential authors to be trained on the drafting of text books.

Coordination of the demand and offer for text books

Through the teaching-learning methods that bring the pupil in the focus, alternative texts become of special importance. There is a need for a stronger selection of text books on the basis of competition and transparency by qualified and trained specialists with full intellectual integrity. Teachers and gradually the groups of interest such as parents, curricular professional associations etc, shall be involved in the selection of similar texts and they shall lobby to the authors and publishing houses.

Privatization

The supply of students with text books is a responsibility of the private sector. For all different grades, the MOES shall formulate the standards of subject contents and the quality of publication and printing and shall ensure due completion and implementation of text book technical requirements.

Cost coverage

In addition to the text books, introduction of new teaching-learning methods requires a larger number of resources, thus it is necessary to identify new options for the financing of alternative sources of teaching attaching a priority to a differentiated social policy.

3.4 Alternative sources of teaching

The current and main source of the educational process in the pre-university education is the text book. For this reason, teachers must teach only the contents of texts and do not use other alternative sources. There is a need for the gradual introduction of other reference texts starting in this way the creation of libraries in the classrooms. The use of information and communication technology in the programs of pre-university education is too limited, hence, the possibility for the creation of Internet-linked libraries at schools, has to be explored.

ICT must identify options to develop and provide additional sources to the pre-university education. It may work and support the teachers so as they develop the best practices and further exchange experience with their colleagues across the country. These institutions must be also committed to the continuous research of useful information on different subjects and the creation of CD-s and photocopied materials that may be distributed to schools. Also, they need to consider their functions under a new perspective, in continuous pursuit of new practices and sources of the teaching-learning process. The building of professional human networks is a very effective practice that may be successfully employed in this respect.

3.5 Exams and evaluation

The creation of the Achievement Evaluation Agency (AEA) and the new conception and organization of the Directorate of Inspection at the MOES marks the beginning of two vital institutional reforms. The organizational restructuring must be completed with the development of human resources in order to strengthen the monitoring and evaluation capacities. To increase the effectiveness of AEA, the MOES shall provide for the establishment of a dual system including the internal and external monitoring, and the evaluation extending its expertise not only to final exams but also to continuous evaluations and surveys with defined topics and objectives.

Capacity strengthening

The current capacity of AEA must be expanded by involving experts that may formulate strict indicators on the measurement of learning performance. This Agency needs modern equipment to carry out its duty and successfully use national and international indicators of the results of the teaching process.

Monitoring of quality and use of international indicators

Considering the overall political goal of providing proper capacities to integrate the country in the EU, there is a need for the development of national and international educational indicators as well as their monitoring system. AEA has benefitted some training seminars financed by the WB project on education but there is still a need for the creation and development of capacities. Hence, based upon the CBA project, it is ensured the creation of a correction and classification equitable system to compare the results with different countries of the region through the establishment of the group of monitoring indicators of the development of educational service.

Development and management of national exams

Currently, the public has still not gained the necessary confidence in the current system of exams, therefore AEA, in cooperation with other responsible structures, shall be tasked to restore the integrity and trust of the public in the system of exams. AEA must develop a transparent safe system to not allow the disclosure of any information related to the exams. The process of development and correction of exams shall be reviewed in such a way as to avoid copying. All conflicts of interests and compromising situations must be eliminated from the exam management system.

AEA shall carry out researches and consult different groups of interest to further continue the reform "State Matura", which along with the fair and accurate description of the knowledge gained in the secondary education serves as a basic criteria for admissions in the universities, based on the preferred merit system.

It is understood that the State Matura is not a purpose per se but a reform to develop and support the improvement of the educational system in general and the approximation of two educational levels in terms of concepts, methods and study levels.

4. FINANCING OF PRE-UNIVERSITY EDUCATION

Economic and social goals dictate major changes in the educational system. Consequently, this sector must be financially supported with priority from the state budget and foreign donors. MOES must seek alternative financing resources that may be afforded by other public and private resources.

The governmental objective for the increase of the educational budget is foreseen at 5% of the PBB by the end of 2009. Public expenses on education in proportion to the PBB must be increased as the education is a national development priority.

A large part of public expenses on education is covered by the investments. Public expenses on investments are foreseen at an average annual increase of (20-30) %. This increase shall be afforded by the resources of the state budget and by the donors. Priorities of public investments in education are the new constructions for meeting the government's objective of 30 pupils per classroom, increase of capacities in the nine year education, construction of dormitories for the students in general and professional high schools, supply with laboratories of natural sciences and informatics etc.

4.1 Instruments and processes for fund transfer

"Per pupil" financing model

The financing system in education does not effectively respond to the fulfillment of varying needs. Hence, the internal and external migration of pupils has created barriers in the financing system at regional level. To prevent such phenomena, hence, to respond to the varying requirements and ensure equal opportunities for pupils and regions, "per pupil" (per capita) financing model that is directly linked with schools may be an acceptable option. This model is based on the current number of pupils and geographic distribution of necessary services, number of teachers and supportive staff and not on the financial amount pre-defined in accordance with the pragmatic and non-transparent practices used to date.

Management of current expenses from MOES

MOES manages the disbursement of all current expenses, namely, the expenses related to the publication of text books with the students' scholarships, didactic materials and transport of teachers and students. In the light of the cost-effectiveness the maintenance of some services at central level is an advantage whereas other services such as the transport of pupils and teachers or the scholarships may be better effected at local level. The realization of the decentralization in the educational system would increase the effectiveness of this service by reducing the expenses. However, the detailed budgetary planning is necessary to increase the accountability on such funds at both levels, central and regional.

Budget planning capacity

The current model of the bidding of educational services is reflected in the financing system. One of the main requirements of the reform in the scheme of management and financing of the educational service is the shift to the demand and performance based model. To this end, it is necessary to develop capacities at different levels of the financial system so as to be actively involved in the formulation of the detailed budgetary plan, and the implementing and reporting stakeholders must participate in the implementation of this plan.

Application of the method of competitive grants in educational budgeting

Starting from 2007, investments in the pre-university education are financed through competitive grants, a new financing scheme harmonizing the demands for investments with the governmental priorities and the ones of the regional development, project quality etc.

4.2 Increase of efficiency in subsector financing

Communication and exchange of information

MOES does not receive reports on the financial amount the local government grants to the sector of education in general and to its subsectors. The lack of such information seriously hinders the MOES to prepare a reliable and effective financial plan.

The exchange of financial information between MOES, MF, local government and schools has been missing. EMIS system planned for MOES must be organized in such a way as to collect and manage this type of information. A group of financial experts must be committed to the

determination of the type of data, collection level, type and scale of their analysis that would strengthen the capacities at the MOES for the planning and management of its own activities.

Collection of revenues from schools

A review has to be conducted in terms of the current practices for the provision of incomes from schools, both in terms of their taxation and the respective decisions of the municipalities/communes. The target is aimed at the increase of financial support to the basic education not only by the central government but also by the local government. Schools and communities must have full control of the incomes. Current percentages that go to the state from these funds must be reviewed for the purpose of their minimization and further encouragement of the community and school staff. Schools must be allowed to increase their independence in the use of incomes generated from their own equipment and premises and from the staff working overtime.

Exemption from taxes

Schools must be encouraged to procure alternative financing resources. To increase the charity contribution of the public, all alternative financing resources must be exempted from taxes so as each penny given is used for the improvement and support of the quality of education. Further, the NPO-s, teachers and students who purchase teaching materials and supplies such as computers etc, must be exempted from taxes. It is necessary to simplify rules on such exemptions so as people may further provide financing in this area.

Fund re-allocation

Basic education is the primary subsector of education. Accordingly, MOES must review the expenses in the higher education in accordance with the principle "beneficiary of the service pays the cost" in order to favor the financing of other levels of education. Additional funds benefitted from internal and external resources must be used with priority by the pre-university education.

4.3 Expertise systems and support to the reform

There is a risk for some communes and municipalities to not be capable to manage schools at an effective cost. This situation may be prevented by creating partnerships with neighboring communes or municipalities.

Also, some schools may not be able to cover the financial management. Experts of specialized educational institutions and/or experts from regional educational directorates may assist those schools. Such risk is more present in small schools but it may be prevented by managing these small groups in groupings under a shared budget.

5 CONCEPTUAL CHANGES

The shift from a centralized and offer-oriented system to a demand based system, i.e, in accordance with the vision of local authorities and the consumer, and the growing responsibility require a crucial conceptual change which will have an impact on operational issues. The main proposals about the demand-oriented accountability systems of several levels are too complex if we consider the history of countries where in the past, the communist ideology prevailed on the basis of the demand model. Relations between the state and local government, state and individual, state and private sector etc, shall be subject to a major transformation. Therefore, this chapter talks of some radical and necessary changes in the sector of education in the framework of the educational reform.

Taking into consideration the increase of cost in the budget of the public sector, dictated by the demand for a high quality educational system, it is necessary to select new and effective systems and models. From this perspective, there must be applied a demand-based method that shall be

sustained by a strict monitoring and evaluation system created in the framework of EMIS project. Below you may find special considerations as significant aspects of this strategy.

5.1 Education as a cross-cutting service

The national educational service is a service sector to provide the future Albanian citizens with adequate knowledge, skills and capacities so as to be educated and committed to implement the national, economic and development plan. It aims to satisfy the national demands of the labor market and the people's socio-cultural aspirations. Hence, activities such as the drafting of national curriculum framework should include the dialogue and cross-cutting input so as the proposed framework reflects the needs of all sectors that may be unknown by the stakeholders involved only in the sector of education. From this perspective, the need for crosscutting dialogue and for the harmonization of the support may be reflected in a series of activities financed and supported by different line ministries. Thus, for instance, the programs related to "employed children", "food for education" programs, subsidies on "families in need" etc, are currently managed and run by several different ministries. To enhance the impact of these programs, it is required the coordination of actions between the ministries managing such programs.

5.2 Rationalization of school distribution, creation of equal opportunities

Rationalization of school distribution

Taking into consideration the high trends of migration, naturally arises the need to create a reliable database of school map as it shall ensure a more reliable and long term planning which shall further lead to a more effective use of limited resources made available to the pre-university education. There is a need for the rationalization of schools that are non-economic in terms of management and not sustainable in the framework of the institutional development. On the other hand, alternative models must be identified and experimented to ensure educational service in the areas with low density of population. As the demand for the number of classrooms may not increase, the re-distribution caused by the internal migration shall require new classrooms. Appropriate study conditions to be offered to all pupils, particularly to the ones from rural areas, constitutes a strategic and programming priority of the MOES. In this context, the study "30 pupils per classroom" foresees the opening of new schools for 18 municipalities across the country and in the suburbs of Tirana. That process has already started but it will last several years due to the difficulties emerging out of the system such as finding construction yards etc. There is also another study titled "On extension of the network of dormitories of general high schools" which together with the above referenced study shall ensure the education through the construction of dormitory networks at schools in urban centers and through the rationalization of the extension of schools across the territory.

Creation of equal opportunities

MOES must simultaneously ensure equal opportunities and effectiveness to all pupils, particularly to the marginalized groups such as Roma, gypsies, children of families in need and it must certainly ensure the rights and equality of children from minority groups. School documentation and teaching process must carefully treat developments on the ratification of important international documents such as the law on gender equality, amendments to the Family Code, surely linked with their accompanying problems. Furthermore, issues of equality and creation of equal opportunities are raised and solved in principle under EE project, already approved at international level.

5.3 Inspection and assistance

The role of inspectors at the MOES is rather regarded as a punishing and controlling mechanism. This should change if we wish the educational professionals are innovative and involved in the self-development process. The best option for the role of inspectors would be of being

permanently involved to provide the support. Such conceptual change is critical for the success of the “self-reporting” process as part of the quality assurance and monitoring. For the purpose of honest reporting, individuals need to trust the system. If not, problems arising from unreliable data and results shall continue, so each planning referring to such data would be of no value. The performance of the system of inspection and qualification of inspectors of central and regional level is a strategic priority of MOES.

5.4 Professionalism of teaching

The current workload of teachers requires new attention in regard to the status of the teacher’s profession. Taking into consideration that one of the objectives of the reform is the approximation of capacities and of the educational system to the standards of EU countries, teaching in Albania must be considered as a public service. Consequently, teachers must work for 30-40 hours per week. Such a treatment would strengthen the commitment of teachers and justify the increase of salaries based on the increase of working hours. Such a load must be measurable and verifiable. The effectiveness and efficiency must also increase through the introduction of interdisciplinary competencies for teachers of basic education and at least up to two teaching disciplines for high school teachers. Such actions may lead to an increase of the total number of teachers but would foster the improvement of the teacher-pupil ratio and make the Albanian educational system comparable to the system of regional countries.

The professional associations of teachers must be developed and supported as a significant source for the improvement of the teaching-learning process, curricula advancement and experimentation of innovative ideas.

5.5 Private educational service

Since 1995 when private schools were officially authorized to operate, they are extended at a moderate pace so as in 2007, 5% of children were enrolled in pre-school education; 5.6% of students in pre-university education (4.4% in basic education, 9.3% in general secondary education and 8% in professional secondary education) and 7.8% of students. In the meantime, some educational services have been privatized such as publication, printing and distribution of text books, as well as construction, rehabilitation and maintenance of educational buildings.

Private education, a challenge for qualitative achievements in educational process

The attendance of private schools does not owe so much to the diversity of curricula offer as a few differences from public schools are mainly limited to the introduction of informatics and of English language at an earlier age or the teaching of an extra foreign language. The development of such service is currently displayed as a response of the public to the low quality of public schools. This is reflected in the lower number of pupils per classroom, better supplies with laboratories and didactic supplies and in some cases a better selected teaching personnel although there is still no official confirmation of the comparative achievements of the pupils of private schools in relation to the public ones.

There is a present risk in some schools that the interests of educational business reduce the quality of educational service. Consequently, MOES must pay greater attention to the implementation of standards and quality assurance in the private education.

Concentration of private schools in some bigger cities has markedly restricted their access particularly to rural areas whereas the generally high prices make them a privilege of rich categories.

The private service is one the ways for the increase of offer to various interests and needs of educational clients. For this primary reason, the educational private service must be encouraged through the increase of private schools of all levels, extension of the scope of diversity of private educational institutions such as students’ training, evaluation agencies etc.

Private education, a source for the increase of investments in education

One of the reasons for the extension of private educational service is a financial one. Notwithstanding the necessary increase of the percentage of PBB for the sector of education and of a potential aggressive policy in terms of the absorption of foreign funds, other financial resources are needed to boost the quality of the students' academic performance. The attraction of the business to educational market is a requirement of positive impact not only on national education but also on the economic and cultural progress of the country as a whole.

Encouraging policies in respect of private, national or foreign educational institutions must be implemented through different mechanisms such as fiscal facilities and coverage by the government of some part of their current expenses but without dividing the profits with them. These mechanisms shall be used with high priority for the professional education and post-secondary education so as they flexibly adapt to the demands of the labor market and for the higher education so as the state budget is relieved from surplus expenses on this subsector for the pre-school education as well, in order to ensure the proper diversity of bids in this aspect and for the schools of children with special needs, due to their very high cost and finally, in overcrowded areas of high school classrooms so as to ensure a normal ratio of pupils per classroom.

Private education opens up the market, increases competitiveness and improves quality service

The extension of the market of private educational service beyond merely the private education, shall ensure adequate competitiveness as a pre-condition for the qualitative improvement of these services in general. The risk for the competitiveness of private schools in relation to public schools to deteriorate the public educational service shall be prevented through the management and performance-based teaching-learning (students' achievement) and transparency of such achievements to public and professional opinion.

5.6 Research-based and data-oriented policy development

MOES in the wake of the recommendation for the increase of the number of staff of the sector of policy survey and strategic planning, has re-arranged and extended this sector making it the Directorate of Policy Survey and Strategic Planning. MOES has initiated the development of EMIS system on data collection at different levels in the pre-university education. To make EMIS system and the policy development unit more effective, a culture of continuous improvement must be cultivated: continuous improvement of schools as well as the development of human resources. All decisions on policies in relation to the sector of education in general and the pre-university education in particular, shall be based on data. In case of absence of data, MOES must authorize the implementation of a specific research study in order to reach an accurate evaluation of the most critical issues.

6. DEVELOPMENT OF PROFESSIONAL EDUCATION (AP)

Notwithstanding the reforming interventions launched during recent years and the support of foreign donors, and positive indicators of its regeneration, SE still continues to be problematic without managing to play its proper role in current and expected developments in the professional education and training.

In general, the material infrastructure of the majority of professional schools, is too poor but in the meantime there are striking inequalities between professional schools in terms of human and financial resources and the infrastructure.

There is a lack of *pre-service* training on teachers and instructors of professional subjects and practices and also, there is no special national program on their in-service training.

The links of the SE with the labor market and social partners continue to be poor. SE curricula, irrespective of the initiatives on the modularization and decentralization generally needs further improvements to be adapted to market requirements and related involvement of the European experience .

The qualification and certification system is insufficiently oriented to new EU developments and standards. Work is being done for the drafting and approval of the Albanian Framework of Qualifications in line with the European Framework of Qualifications (EFQ).

Strategic objectives of professional education

The professional education during the following decade must carry out a regular reform intended to change SE into a capable system to adapt to the continuously changing labor market. This reform goes beyond the merely institutional improvements up to radical changes in the vision, attitudes and conduct of all committed stakeholders.

SE system must provide access to all concerned parties and greater employment opportunities and shift to other higher levels (for example tertiary), to be immediately responsive to the developments and needs of the labor market at regional/national level and particularly at local level, to be efficient and be based on a model of partnership involving in its activity all respective parties (government, social partners, community etc). It should carry the concept of life-time learning, namely, to pave the way for the accumulation, transfer and recognition of credits for the achievements acquired by different forms and ways and to gradually adapt to qualification levels accepted by the European Union.

SE systemic structure

The objectives shall be achieved through:

1. Increase of offer flexibility, admission possibilities, advancement and vertical and horizontal mobility (between levels and directions) in the AP shall be achieved through:

- a) Creation of an Albanian Framework of Professional Qualifications (PTEQ);
- b) Adaptation of the systemic structure of AP on the basis of the PTEQ, taking into consideration the recommendation levels of the European Framework of Qualifications;
- c) Creation of a special cycle to supplement the general culture of students who complete the level of qualified worker to offer the diploma of technical matura;
- d) Creation of a post-secondary cycle of professional orientation for students who finish general secondary education and claim to receive a professional qualification.

2. Modernization of curriculum model to approximate it to the labor international requirements and upgrade the flexibility level, (an objective referring to the PTE curriculum), through:

- a) Institutionalization of a curriculum structure of two-level PTE with skeleton curricula (as a national standard) drafted at central level and curricula at school/central level, based on the

- respective skeleton/curricula, real demands of the regional labor market and concrete possibilities of the school/center.
- b) The gradual modularization of the PTE Curriculum to facilitate the integration of competencies and standards of the profession and enable the accumulation, transfer and recognition of the credits acquired in different ways and forms.
 - c) Institutionalization of a methodology of drafting of PTE curricula, based on the analysis of professions, considering the curriculum drafting as a continuous and multi-level process and involves all concerned stakeholders in this process.
 - d) Support to the PTE curriculum with “gradual texts” that are used for a relatively long time, from a large number of users not only at a professional level or direction by significantly reducing the costs of their production.

3. Development of institutional mechanisms for the discharge of their functions and support of current functions at PTE, through:

- a) Empowerment of the role of the National Council of PTE (specialized commissions and its secretariat) as a trilateral advisory body (government, employer, employee) in support of the development of PTE reforming policies.
- b) Creation of PTE National Agency to carry out cross-cutting functions that are currently not covered by the PTE institutions and ministries, such as:
- c) Strengthening of school/center Boards with social partners (employers and employees).
- d) Creation of Departments (on professional basis) at schools/centers as development units and of adaptation of curricula at school level and internal treatment of teachers and instructors.
- e) Creation of a national mechanism for professional orientation and career counseling with the support of social partners as well.

4. Quantitative and qualitative development of buildings, premises and teaching supplies in support of the expected qualitative and quantitative increase of PTE offer, through:

- a) Renovation of existing premises on theoretical and practical teaching at schools/centers, paying special attention to the disabled persons.
- b) Supply with the necessary material/didactic supplies on theoretical and practical teaching.
- c) Establishment of new schools/centers, making some general schools into professional schools and establishment of mobile training centers in those regions where the demand is higher. They shall be accompanied by other interventions such as building refurbishments, creation of new working units and the supply of the existing ones with the proper infrastructure, review of the offered qualifications etc.
- d) Establishment of an information system of the demand/offer in the PTE through the introduction of Internet in the educational system, informatization of vocational training centers, employment offices and regional educational directorates.

Extension and empowerment of Professional Education

The key indicator of expected developments during this period will be the doubling of the percentage of school attendance in technical professional and socio-cultural schools, from the present level of 20% of the secondary education to 40%.

Taking into consideration that Albania is an agricultural-livestock country and that more than 50 % of the population lives in rural areas, the development of agriculture and livestock remains a primary task of the educational policies on the extension and expansion of professional education such as: agribusiness, veterinary service, arboriculture, viticulture etc. In this context, it has arisen the need for opening new agricultural schools, extending the existing ones with agricultural-profile schools and completing general education schools with agricultural profile branches. To motivate the school attendance by pupils from remote rural areas and those with the most developed agriculture, financing policies shall be implemented by state scholarships and

other types of subsidies or financial support. In this way, the target is at the training of future qualified farmers in service of their own property and beyond, opening of labor market and reduction of poverty. The new structure of professional education that is already under an implementation process, including the agricultural one, leads to a flexible preparation of students for other fields in addition to the agricultural one.

7. DEVELOPMENT OF PRE-SCHOOL EDUCATION

The main strategic objectives of the pre-school education are as follows:

- a) Improvement of pre-school preparation of children gradually ensuring at least one school preparatory year to all 5-6 year old children;
- b) Consolidation of the achievements reported in pilot nursery schools where interactive methodologies are applied, using them as training agencies for the implementation of contents standards in the pre-school education, associated with new alternatives of the pre-school service;
- c) Adequate extension of pre-school institutions;
- d) Provision of early childhood services, particularly in marginalized groups, in the northeastern areas;
- e) Reinforcement of the practices of the pre-school institutions, at a low cost and supported by the assistance of the community;
- f) Support to the further extension of the current pre-school educational system for the 3-5 year old children, supporting and promoting the development of the non-public pre-school education.
- g) An effective option for the qualitative extension of the pre-school education would be the establishment of nursery schools at the powerful institutions of state and private business, thus creating facilities for the mothers working in these institutions. Harmonization of this process with fiscal mitigating policies would promote private investments in the pre-school education.
- h) Development of informing and training programs with parents to support the education and due care to young children, setting as a priority the education of children in the nursery school, challenging the previous motto *“Nursery school serves only the child’s health and security”*.

Pre-conditions for the fulfillment of objectives

Fulfillment of strategic objectives requires the fulfillment of some pre-conditions:

- Increase of existing capacities of nursery schools and gradual provision of respective classrooms for the preparatory groups of pre-school education across the network of compulsory education schools;
- Review of the curriculum of teaching faculties in order to prepare “the new model” of the pre-school cycle teacher and taking into consideration the standards of contents in its preparation by the higher cycle schools;
- Drafting of a new curriculum for the preparatory year and preparation of the program of teachers’ qualification;
- Preparation of methodic and didactic materials for children and teachers;
- Incorporation of a new managerial cross-cutting concept of the pre-school institutions for the purpose of ensuring qualitative service during the early childhood.

CHAPTER IV: SOURCE CONSEQUENCES

In making a rough assessment of the costs required for the implementation of this Strategy, the following have been taken into consideration: midterm budget program of MOES for the period 2009 - 2011, different projects with foreign financing or co-financing that have started to be implemented or are scheduled to start in specific areas, and calculations for other projects and activities carried out in partnership with political and financial international institutions and bodies, governments of other countries and civil society, whose assistance is not merely technical but also financial. During the following years, development programs of all levels of pre-university education are planned to be financed, as well as the programs of comprehensive decentralization reforms, where the structural and regulatory programs are of special importance. Some part of the costs, depending on the respective measures, in addition to MOES and other subordinate institutions or local educational authorities and schools may be covered by the incomes from the private service or other provided services.

Financing of scheduled activities are covered by the State Budget but also by development partners in the framework of the SWAp¹⁶ financing of the Project “Quality and Equality in Education” (CBA). The project “Quality and Equality in Education” planned to be implemented for the period 2006 – 2010, approved by the Albanian Government by virtue of the DCM No. 234 dated 26.04.06 and prepared under the technical assistance and financial support of the World Bank, constitutes the highest achievement in the reform of the educational service for the ongoing period.

CBA Program which is widely applied is financially supported by donor credits. Thus, the World Bank, the European Investment Bank and the Bank of the Council of Europe for Development and other donors, have joined the funds with annual budgets of the MOES (about a total of 30 million USD). This new form of management of financial resources contributes to the strengthening of governmental control in the sector program, and influences not only the sector of education but also other ones.

Main priorities of CBA Program are:

1. Strengthening of leadership, management and governance of educational system
(10 million US\$);
2. Improvement of teaching and learning conditions
(26 million US\$);
3. Improvement and rationalization of educational infrastructure, particularly in the secondary education
(32 million US\$);
4. Preparation for the reform of higher education
(7 million US\$).

The full responsibility for its progress and smooth implementation, is institutional and is mainly attributed to the MOES which has a supervisory role in relation to all educational structures and organizations, notwithstanding the acquisition and administrative level.

Further, it seems that the cost calculation for the mid-term period responds in details to the budgetary projections reflected in the PBA and further with the approved scenarios of the annual budget growth in the sector of education.

A key component of the financing sources of the Strategy is the Master-plan of the E-school program in Albania which aims to ensure access to broad use of information at international level through the creation of ICT facility and access to Internet in each school (urban or rural). As regards the expected costs, about 17 million USD shall be committed from the State Budget for MOES and 3 million USD (from donors such as UNDP, Chinese Government, Raiffeisen

¹⁶ Sector-Wide Approach – Sector approach, a method of financing with the merger of financing of several donors and the beneficiary country for a particular sektor, in the concrete case, the sector of education

Bank, Bank Association and Western Union. This fund has foreseen purchase of equipment and training on their use or operation.

By highlighting the main characteristics of the budget planning- costs of strategy implementation are first of all featured by their integral character. This has to do with the identification and costing of all factors related to the achievement of an expected objective or result.

Thus, the costs of all phases of its implementation, from the design to its handover, are foreseen in the investments. In installing EMIS, it is also taken into consideration the cost for the capacity building (different training seminars etc) and the cost of equipment or laboratory supplies etc. Some of the funds committed or to be committed under the respective items in the following years¹⁷:

• *On constructions*

	Activity	Pre-school education	9-year education	Secondary education	Professional education	TOTAL
1	New constructions	710,756.5	10,928,427.3	3,338,441.49	1,300,104.0	16,277,729.29
2	Reconstructions	546,663.0	12,866,115.24	4,874,122.9	2,806,065.26	21,092,966.40
3	Studies and construction projects	54,620.2	425,083.0	238,070.5	44,436.8	762,210.50
4	TOTAL	1,312,039.70	24,219,625.54	8,450,634.89	4,150,606.06	38,132,906.19

- *As regards the dormitories of professional schools, an amount of 45 000 000 LEK is planned to be spend for new constructions, 442 900 000 LEK for the extension of the rehabilitation of existing premises, 19 700 000 LEK for their study and design and 44 900 000 LEK for their supply with furniture and equipment. A fund up to 1 271 841 000 LEK is planned to be spent for the motivation of the students of these schools by means of scholarships.*
- *An amount of 2 709 508 000 LEK is planned to be spent for providing transportation services for the Basic Education personnel.*
- *A special focus of this strategy is the work with the marginalized groups. It is estimated that the training of teachers who work with these groups costs at 29 973 000 LEK whereas by 2013, 30 761 810 LEK shall be spent for the work of teachers dealing with pupils or students who quit school.*
- *School decentralization and autonomy (schools managing the budget on their own) is subject to a considerable cost specified as follows:*

	Activity	9 year education	Secondary and Professional Education	TOTAL
1	School autonomy	2,260,272.97	863,357.84	3,123,630.81
2	Training of senior officials and other personnel of DAR/ZA			94,473.60
	TOTAL			3,218,104.41

• *Construction and functional use of EMIS shall cost:*

	Activity	Cost
1	Purchase and assembly of EMIS equipment	122,842.0
2	Training sessions on EMIS	44,736.8
3	Digitalization of records	51,700.0
4	TOTAL	270,978.8

¹⁷ All financial amounts are in thousand LEK

- As regards the creation of teaching programs and their review at all levels, up to 746 607 300 LEK are planned to be spent. As for the drafting, publication, review of text books, 2 754 839 600 LEK are planned to be spent.
- Students' evaluation is of a high budget cost as follows:

	Activity	Cost
1	National evaluations on exit high school exams	32,121.02
2	Preparation and development of State Matura exams	3
		8,452.6
3	Training seminars on exams of the State Matura	58,189.18
4	General evaluation of students	260,359.66
	TOTAL	389,122.47

- Creation and effective use of informatics laboratories at schools shall cost up to 1 066 359 110 LEK (including the training of teachers and supply of laboratories with furniture) Such process is planned to be covered by the following expenses:

	Activity	9 year Education	Secondary education	Professional education	TOTAL
1	Construction and supply of informatics laboratories	771,488.18	18,000.00	106,842.00	896,330.18

- Construction and supply of virtual laboratories and digital libraries as alternative sources of teaching would approximately cost as follows:

	Activity	9 year Education	Secondary education	Professional education	TOTAL
1	Construction and supply of virtual laboratories	726,578.6	66,736.8	26,710.5	820,025.9
2	Digital library	300,526.0	66,736.8		367,262.8
3	Supply of libraries	515,610.0	116,842.0		632,452.00
4	TOTAL	1,542,714.60	250,315.60	26,710.5	1,819,740.70

- Construction of laboratories of Natural Sciences (Mathematics, Physics, Chemistry)

	Activity	9 year Education	Secondary education	Professional education	TOTAL
1	Construction of laboratories	2,329,788.0	630,526.0	160,263.0	3,120,577.0
2	Their supply with furniture	65,381.55	20,000.0	32,052.6	117,434.15
3	TOTAL	2,395,169.55	650,526.0	192,315.6	3,238,011.15

Below is the budget planned for the period 2009 - 2013

Forecast of the budget 2009-2013
According to PBA Indicators approved on 10/07/2008 (in million LEK)

No.	Name	Budget	Budget	Draft budget	Draft budget	Draft budget	Draft budget	Draft budget
		2007	2008	2009	2010	2011	2012	2013
I.	Total expenses of MOES	32.634	38.872	43.367	46.900	50.332	55.365	60.902
I.	Total expenses of MOES on pre-university education	25.598	28.937	34.327	38.333	42.472	46.593	51.250
II.	Total expenses in the Sector of Pre-University Education (I+C)	27.598	31.237	36.972	41.375	46.062	50.900	55.988
	(in % of PBB)	2,81%	2,90%	3,21%	3,36%	3,50%	3,61%	3,71%
III.	Total expenses in the Sector of Education	34.634	41.172	46.012	49.942	53.921	59.672	65.640
	(in % of PBB)	3,53%	3,83%	4,00%	4,06%	4,09%	4,23%	4,35%
A.	Current expenses	21.567	23.024	27.172	30.268	47.862	56.414	40.811
1	Salaries + Social insurance	19.402	21.189	25.023	27.525	43.585	51.430	36.636
2	Goods and services	2.165	1.835	2.149	2.743	3.927	4.634	4.175
B.	Investments	4.031	5.913	7.155	8.065	9.355	9.604	10.440
1	Domestic financing	3.486	3.770	5.245	6.100	7.250	7.395	8.127
2	Foreign financing	545	2.143	1.910	1.965	2.052	2.154	2.313
C.	Local Government Expenses	2.000	2.300	2.645	3.042	3.589	4.307	4.738
II.	Number of personnel	39.700	39.700	39.700	39.700	39.700	39.700	39.700
III.	Nominal GDP	982.200	1.075.718	1.151.018	1.231.590	1.317.801	1.410.047	1.508.750

Analytic table of expenses for the Pre-University Education (State Budget):

Title Budgetary Program	2008		2008	
	Salary+social insurance	Other current expenses	Investments	Total
1. Basic education	16.055.000	1.210.000	3.946.400	21.211.400
2. General secondary education	3.391.000	312.500	1.392.000	5.095.500
3. Professional education	1.743.000	312.000	575.000	2.630.000
TOTAL	21.189.000	1.834.500	5.913.400	28.936.900

Title Budgetary Program	2009		2009	
	Salary+social insurance	Other current expenses	Investments	Total
1. Basic education	19.267.000	1.410.000	5.013.000	25.690.000
2. General secondary education	3.753.000	350.000	1.364.000	5.467.000
3. Professional education	2.003.000	389.000	778.000	3.170.000
TOTAL	25.023.000	2.149.000	7.155.000	34.327.000

Title Budgetary Program	2010		2010	
	Salary+social insurance	Other current expenses	Investments	Total
1. Basic education	21.193.700	1.860.000	5.764.950	28.818.650
2. General secondary education	4.128.300	430.000	1.404.920	5.963.220
3. Professional education	2.203.300	453.000	894.700	3.551.000
TOTAL	27.525.300	2.743.000	8.064.570	38.332.870

Title Budgetary Program	2011		2011	
	Salary+social insurance	Other current expenses	Investments	Total
1. Basic education	23.313.070	2.377.000	6.341.445	32.031.515
2. General secondary education	4.541.130	530.000	1.418.969	6.490.099
3. Professional education	2.423.630	543.000	984.170	3.950.800
TOTAL	30.277.830	3.450.000	8.744.584	42.472.414

Title Budgetary Program	2012		2012	
	Salary+social insurance	Other current expenses	Investments	Total
1. Basic education	25.644.377	2.614.700	6.975.590	35.234.667
2. General secondary education	4.995.243	583.000	1.433.159	7.011.402
3. Professional education	2.665.993	597.300	1.082.587	4.345.880
TOTAL	33.305.613	3.795.000	9.491.335	46.591.948

Title Budgetary Program	2013		2013	
	Salary+social insurance	Other current expenses	Investments	Total
1. Basic education	28.208.815	2.876.170	7.673.148	38.758.133
2. General secondary education	5.494.767	641.300	1.576.475	7.712.542
3. Professional education	2.932.592	657.030	1.190.846	4.780.468
TOTAL	0	36.636.174	4.174.500	10.440.469

Note: The analytic tables on expenses under the budgetary programs do not include the expenses foreseen by the local government units for the functioning and maintenance of infrastructure or buildings of the pre-university educational system according to the following years:

- 2.3 billion LEK are foreseen are for the year 2008;
- 2.64 billion LEK are foreseen are for the year 2009;

- 2.3 billion LEK are foreseen for the year 2010;
- 3.0 billion LEK are foreseen for the year 2011;
- 3.6 billion LEK are foreseen are for the year 2012;
- 4.3 billion LEK are foreseen are for the year 2013;

Schedule 13. Forecast of foreign investments as per respective projects (in thousand LEK)

Program ID	Project's title	Cost (Grant)	Donor or Creditor	Foreign fund implementation for 2007	Contribution from the state budget Local cost+ VAT 2007	Expected foreign fund implementation for 2008	Contribution from the state budget Local cost+ VAT 2008	Planning foreign funds 2009	Contribution from the state budget Local cost+ VAT 2009	Planning foreign fund for 2010	Contribution from the state budget Local cost+ VAT 2010
09120	Rehabilitation of schools of Tirana, Loan	1.526.192	Bank of Council of Europe	985.000	608.000	623.800	200.000	100.000	360.000	20000	0
09120	Quality and Equality in Education		BEI+CEB+BB	1.890.000	1.100.000	2.599.200	1.030.500	2,405,228	1.506.152	1.000.000	600.000
09120	Small scale projects from various donors	47000	Miscellaneous	17.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
09230	A project with the Italian Government on the supply with laboratories of 70 high schools	125000	Italian Government	0,00	0,00	0,00	0,00	0,00	0,00	250.000	50.000
09230	A project with the Chinese Government on the supply with informatics cabinets of 60 high schools	125000	Chinese Government	125000	125000	0,00	0,00	0,00	0,00	0,00	0,00
09240	CARDS Project in support of 5 professional schools in Albania (supply with equipment)	173300	European Community	35000	7000,00	12000	2000,00	12000	2000,00	12000	7000,00
09240	Albvet Project in support of 5 professional schools in Albania (supply with equipment)	42900	Swiss Government	5000	1000,00	11000	2000,00	11000	2000,00	11000	2000,00
09240	Tour Reg project in support of 2 hotel-tourism schools (supply with equipment)	144000	Austrian Government	30000	4000,00	6000	1000	30000	4000,00	30000	4000,00
09240	Agri AL Project in support of 2 agricultural high schools	121500	Austrian Government	30000	4000,00	6000	1000	30000	4000,00	30000	4000,00

	Construction of the Austrian high school in Shkodër			0,00	0,00	157000	30.000	0,00	0,00	0,00	0,00
09240	Project "IPA 2008"	10.000.000	European Community	0,00	0,00	0,00	0,00	90000	22000	600.000	120.000
09450	Tempus Project	372000		70000	14000	5000	900	72500	10000	72500	10000
09450	A project with the Italian Government for the creation of the Research and Development Information Center	250000	Italian Government	0,00	0,00	50000	5000	64000	10000	100000	20000

CHAPTER V: ACCOUNTABILITY, MONITORING AND EVALUATION

The National Strategy of Pre-school Education, through the designation of policies to be pursued and the objectives to be achieved basically requires the change of the existing situation and the qualitative improvement of Pre-university Education in line with the current requirements and integration processes where the Albanian society is involved.

Measurable indicators are established for the evaluation of the achievement of Strategy objectives. Reference is made to the quantitative data introduced in the first chapter. The indicators as assertions of the aimed modifications are presented as qualitative and quantitative details of the set of defined objectives and the expected course of the Strategy implementation. Their use not only by the end of the process but also during the Strategy implementation, constitutes a conditional mechanism on the basis of which the progress level is monitored. Accountability is ensured at any time and appropriate measures are taken for further improvements.

Of special importance in this process, as of the objectives, is their “mastery” by all stakeholders concerned on the reforming development of the Pre-University Education.

The Ministry of Education and Science plays a leading role and takes on the main responsibility during the process of Strategy implementation. In fulfilling this role it identifies and uses the relevant mechanisms for the identification, collection and processing of information. It realizes this process in cooperation with the subordinate institutions at central and local level, schools, community and other stakeholders.

First, the monitoring and evaluation of the Strategy progress is conducted through the report formulated for this purpose by the Department of the Policy Survey and Strategic Planning at MOES. This report is produced by the end of the year on the basis of the data collected by DTIS, MOES departments and subordinate institutions at central and district level.

The annual report is submitted for discussion to the National Council of the Pre-University Education, in the meeting with the concerned stakeholders from civil society and donors.

The Annual Statistical Report on Education, published each year shall also indicate the level of the accomplishment of the goals of this Strategy.

Local educational institutions must periodically deliver (each six months) a report on the progress of the Strategy implementation and potential recommendations and objections for its further improvement.

A. Qualitative indicators of the measurement of the progress of this Strategy:

1. Decentralization of educational service and increase of school autonomy. Improvement of capacities and management skills at central level (MOES), regional, local level and subordinate institutions.
2. Performance-based improvement of the management of human resources.
3. Upgrading of the quality of educational system and measurement of performance through evaluations.
4. Decision making on the basis of information management system in educational service (EMIS).
5. Reform of the financing system and enhancement of respective capacities at all levels.
6. Creating proper conditions and increasing the attendance by marginalized strata.
7. Qualitative and quantitative development of pre-school education.
8. The Professional Education is able to respond to their dynamics, trends and demands of the local, national, regional and international labor market.

B. Measurable quantitative indicators:

1. Performance based management (PBM) is transferred from MOES to the subordinate institutions and at both regional and school level.
2. Employees of all central and local institutions have clear job descriptions

3. Use of performance standards on the reporting of quality assurance and institutional and individual evaluation.
4. Schools are autonomously managed and they operate by a school grant.
5. Proper enforcement of the legislation and regulations on school autonomy in the area of personnel. New position of the full time teacher and diversification of his competencies
6. All schools are subject to informatization.
7. Functioning of EMIS at 100% of regional and school level
8. National Curriculum General Framework (KKK) serves as a basis for the development of policies and teaching plans.
9. Teacher's Order as a regulatory basis of relations
10. Teachers are recruited in accordance with the new criteria of the MOES, in accordance with the database on teachers within EMIS and the system of accreditation of the teacher's profession and quality assurance functions properly. Teacher's position is approximated to the position of the civil servant.
11. Publication of alternative text books is fully liberalized and texts are normally provided at all levels
12. Effective implementation of mechanisms for the coverage of cost on the text books
13. Effective implementation of policies on libraries and other alternative sources at all schools
14. AVA carries out its activity on the basis of its clearly-defined functions.
15. Percentage of PPB (GDP) per AP shall reach 3,71% in 2013
16. Proper functioning of "per pupil" financing model
17. Proper functioning of the transparency system of financing/budget and policies on encouragement and absorption of funds from the private sector. Exemption from taxes of investments in education.
18. Formulation of research based and data oriented policies.
19. Increase of the average number of educational years of the population at 11.0 until 2013.
20. Distribution of schools across the territory particularly in areas with a low density of population.
21. Part time schools in each local administrative unit,
22. Construction of dormitories for the students of compulsory education, particularly for those who live far from school premises.
23. Optimal teaching conditions through improvement of school premises and supply of schools with laboratory didactic equipment and computers.
24. 86% of students absorbed in the secondary education.
25. Preparation of the list of professions and their standards, establishment of the Albanian Framework of Professional Qualifications according to the European standards of qualifications with the completed legal framework.
26. Percentage of students in the secondary education who attend technical-professional and socio-cultural schools shall be 40% in 2013.
27. Percentage of students who finish the qualified worker's level and continue supplementary general culture cycles.
28. Number of dormitory networks of general high schools.
29. Registration in the preparatory academic year at 5 years of age.
30. Provision of early childhood services, particularly in marginalized groups and poor areas.
31. A higher percentage of children attending pre-school education at 70% in 2013.
32. Preparation of a new model of the pre-school teacher and their training at 80% until 2013
33. Identification of new options of the pre-school service – different kinds of nursery schools
34. A higher level of attendance by marginalized categories and groups in need
35. A higher ratio of net registration (NER) from 94% to 95% of the students attending basic education schools, until 2013.

36. Monitoring of quality and use of international indicators (PISA results)

MEASURES UNDER THE OBJECTIVES OF PRE-UNIVERSITY EDUCATION STRATEGY
FOR THE PERIOD 2009 - 2013

MEASURES AND ACTIONS TO BE TAKEN	RESPONSIBLE INSTITUTION	MONITORING INDICATORS	IMPLEMENTATION DEADLINE	Remarks
1. Increase of access to all levels of pre-university education.				
1.1 Special policies <ul style="list-style-type: none"> • <i>Formulation of special policies to increase nursery school attendance of pre-school children</i> • <i>Establishment of psycho-social service with respective experts of the area,</i> • <i>Creation of teams of teachers with distinguished reputation guided by experts of psychological service with parents and governmental representatives, for cooperating with the parents of the unregistered pupils or the ones that have quit school and for cooperating with the pupils themselves.</i> • <i>Economic aid for families or supply with scholarships</i> • <i>Relevant teaching programs</i> • <i>Increase and strengthening of school autonomy leads to the growing interest of the stakeholders in school.</i> • <i>Implementation of supplementary teaching programs</i> 	MOES, subordinate institutions, MF, DAR/EO, schools , LG, NPO	<ul style="list-style-type: none"> • Increase of NER and GER • Reduction of the percentage of pupils quitting school 	2009 - 2013	
1.2 School infrastructure <ul style="list-style-type: none"> • <i>Rationalization of the distribution of schools across the territory in order to offer educational service in all areas, particularly in areas with a low density of population.</i> • <i>Favorable conditions of study for all pupils, and particularly for the ones from rural areas</i> • <i>Provision of transportation services for disabled children and for other children who live far from school.</i> • <i>Building of dormitories for pupils that are part of compulsory education in order to create access to the pupils who live far from the school premises. Extension of the network of dormitories of general high schools.</i> • <i>A better cooperation with the civil society and NPO which have in focus of their work the marginalized groups.</i> 	MOES, subordinate institutions, MF, RED/EO, schools, LG, NPO	<ul style="list-style-type: none"> • Construction of new schools and reconstruction under modern standards 	2009 - 2013	

2. Reform and strengthening of policy making, management and decision making capacity

2.1 Performance management system <ul style="list-style-type: none"> • <i>Development of minimum performance standards and promotion schemes to encourage high level performance</i> • <i>Transfer of performance based management (PBM) on regional, local and school level</i> • <i>Enhancement of capacities for the use of PBM in the management of MOES and RED/ZA through intensive training.</i> 	MOES Subordinate institutions RED/EO	<ul style="list-style-type: none"> • All institutions under the subordination of MOES shall adopt PBM, by the end of 2008. • 100 % RED / EO use PBM, by 2009. • Reduction of time in decision making at central level • Increased staff initiative in solving different problems 	2009 - 2011	
2.2 System Decentralization <ul style="list-style-type: none"> • <i>Drafting of instructions on the functions to be decentralized and procedures on quality reporting and assurance</i> • <i>Piloting of decentralization</i> • <i>Capacity development at district level, municipality, commune and school to use data for planning at local level</i> 	MOES, RED/EO	<ul style="list-style-type: none"> • Guidelines on decentralization, 2008 • Piloting of new procedures, in 2009 • Training of all respective staff • 50 % of approved functions, decentralized at national level until 2009 • 100 % of approved functions, decentralized at national level until 2012 	2009 - 2012	
2.3 School autonomy <ul style="list-style-type: none"> • <i>Development of clear policies on grant-based management for the school directors, board and parent associations.</i> • <i>Establishment of external quality indicators y at all levels</i> • <i>Capacity building to prepare school development plans</i> • <i>Piloting of school autonomy by consultant firms</i> • <i>Development of qualitative responsible systems</i> 	MOES, RED/EO, schools	<ul style="list-style-type: none"> • 40 schools selected for piloting operate as autonomous schools, in 2008 • 50% of all schools operate as autonomous entities until 2011. • 100% of schools are fully or partially autonomous until 2013. 	2009 - 2013	
2.4 Information management system in the sector of education <ul style="list-style-type: none"> • <i>Formulation of EMIS policies</i> • <i>Capacity assessment and infrastructure building</i> • <i>Extension of training for technical and professional staff</i> • <i>Local staff training collecting data</i> • <i>Local staff training analyzing and reporting data</i> 	MOES, RED/EO, schools at national level	<ul style="list-style-type: none"> • EMIS is piloted in 100 schools, in 2009 • EMIS operates in 50% of the central, regional and school level ,in 2011 • EMIS operates in 100% of the regional and school level, in 2013 	2009 - 2013	
2.5 Quality reporting and assurance <ul style="list-style-type: none"> • <i>Development of new quality indicators</i> • <i>Adaptation of performance indicators of MOES to the ones of other ministries and to international indicators</i> • <i>Development of reporting guidelines</i> • <i>Training of supervisors and directors on new procedures</i> • <i>Development of different reporting levels on staff performance</i> • <i>Development of evidence-based evaluation systems</i> 	MOES, subordinate institutions, RED/EO, schools at national level	<ul style="list-style-type: none"> • 50% of Dr. RED/ EO.. apply the staff evaluation and quality assurance until 2009. • 100 % of Dr. RED/ ZAA. apply the staff evaluation and quality assurance until 2011 	2009 - 2011	

3. Improvement of teaching quality:

3.1 Curriculum development <ul style="list-style-type: none"> • <i>Drafting of National Curriculum Framework (KKK)</i> • <i>Formulation of teaching policies and plans for the implementation of KKK, by reviewing the subject contents and the horizontal and vertical continuity</i> • <i>Development of policies on drafting of curricula of optional subjects and comprehensive curriculum.</i> • <i>Piloting of new curricula</i> • <i>Teachers' training for the use of the new curriculum.</i> 	MOES, ICT, RED/EO	<ul style="list-style-type: none"> • KKK is drafted and approved until 2008 • Elementary school teaching plan, developed, experimented and implemented until 2010 • High school teaching plans, developed, experimented and implemented until 2013. 	2009 - 2013	
3.2 Development of teacher's profession <ul style="list-style-type: none"> • <i>Building and functioning of the teachers' data system at EMIS</i> • <i>Strengthening of agencies for the development of teacher's profession</i> • <i>Review and strengthening of training curriculum of teachers</i> • <i>Review of teachers' employment conditions</i> • <i>Review of the teachers' in-service training system</i> • <i>Development of the accreditation of teacher's profession and quality assurance</i> 	METE, MF	<ul style="list-style-type: none"> • Clear job descriptions for the ICT and merit-based appointment until 2009 • Approval of PBM and realization of 12 monthly evaluations within 2010 • Creation of the accreditation board of teachers and respective procedures until 2010. • Accreditation and merit-based remuneration of teachers, in 2011 	2009 - 2012	
3.3 School texts <ul style="list-style-type: none"> • <i>Development of policies on alternative texts and full privatization of the publication of school texts</i> • <i>Application of mechanisms for the coverage of cost of text books</i> • <i>Provision of text books</i> 	MOES, BOMIT, RED/EO	<ul style="list-style-type: none"> • Finalization for coverage of cost and piloting, in 2011. 	2009-2012	
3.4 Alternative sources of teaching <ul style="list-style-type: none"> • <i>Development of policies on school libraries, their minimum standards and quantity and types of alternative texts, CD-s etc.</i> • <i>Development of policies on supply with and use of Internet during the teaching process</i> • <i>Training of pedagogic staff for the use of alternative sources</i> 	MASH, ICT, RED/EO	<ul style="list-style-type: none"> • Supply of all schools with alternative resource centers • Training of all pedagogic staff for the use of alternative resources 	2009 - 2013	
3.5 Examinations and monitoring <ul style="list-style-type: none"> • <i>Strengthening of AVA</i> • <i>Continuous monitoring and evaluation for the purpose of improvement through the issuance of bylaws;</i> • <i>Continuous capacity development of MOES, AVA and RED/EO</i> • <i>Capacity development of MOES and AVA for the implementation of international indicators</i> 		<ul style="list-style-type: none"> • Successful organization of Exit High School Exams, in 2009 • Successful organization of State Matura until 2013 • Strictness and reliability in exit high school exams and matura exams 	2009 - 2013	

4. Financing of Pre-University Education

4.1 Instruments and processes for the transfer of funds <ul style="list-style-type: none"> • Development of “ per pupil ”financing model • Development of mechanisms for the financing of decentralization (school grants) • Full training at all levels on management and planning of budget and reporting 	MOES, RED/EO, schools	<ul style="list-style-type: none"> • By 2013, all schools shall be managed on the basis of school grants • Training of all school directors, managerial and financial staff, inspectors and audits in terms of fund management 	2009 - 2013	
4.2 Increase of efficiency in the financing of subsectors <ul style="list-style-type: none"> • Development of the system for the dissemination of financing/budget information • Development of policies on the withdrawal of funds from the private sector • Drafting of legislation to encourage schools to collect funds • Negotiation for the exemption from taxes of investments in the area of education • Consolidation of the process to encourage the public on the financing of education 	MOES, KM, MF, RED/EO	<ul style="list-style-type: none"> • Full legal framework of new financing • Raising of funds benefitted from the private sector • Private sector is exempted from taxes • Public is fully informed on the budget 	2009 - 2013	
4.3 Expertise systems and support of the reform <ul style="list-style-type: none"> • Development of roles and responsibilities between the expert and expertise for the support with new concepts and processes. • Training of consultants who shall work at Ministerial level • Training of consultants who shall work at regional level/LG • Training of consultants who shall work at school level 		<ul style="list-style-type: none"> • Creation of expertise systems until 2009 • Creation of groups-schools and regional networks until 2009 • Training of all consultants until 2012 	2009 - 2012	

5. Capacity building and development of human resources

5.1 Education as a cross-cutting service <ul style="list-style-type: none"> • Creation and strengthening of the role of the National Council of AP • Public awareness and involvement 	MOES	<ul style="list-style-type: none"> • KKAP has a sensitive role in the policy drafting and decision making process 	2009 - 2013	
5.2 Rationalization of school distribution <ul style="list-style-type: none"> • Development of public awareness that the quality and quantity incur costs • Review of local and national objectives to fulfill the principle of equality and access. 		<ul style="list-style-type: none"> • Creation of initial forums at national level until 2009 • Drafting of interim discussion paper until 2009 		
5.3 Inspection and assistance <ul style="list-style-type: none"> • Creation of new roles as controllers/consultants • Training of educational inspectors on the new roles • Development of trust through the method of honesty in the self- 	MOES, RED/EO	<ul style="list-style-type: none"> • Evaluation of inspectors’ performance until 2009 • Processed information on school directors and teachers 	2009 - 2013	

<i>reporting process</i>				
5.4 Professionalism of teaching <ul style="list-style-type: none"> • <i>Establishment of the Teacher's Order</i> • <i>Adaptation of the status of teachers to the status of civil servants</i> • <i>Multidisciplinary competency of teachers on enhancement of their professional skills</i> 	MOES	<ul style="list-style-type: none"> • Adoption of legislation until 2009 • Adoption of legislation for the approximation to the civil servant legislation until 2013 	2009 - 2013	
5.5 Private educational service <ul style="list-style-type: none"> • <i>Completion of legal framework</i> • <i>Diversity of private educational institutions</i> 	MOES, DSHJ RED/EO	<ul style="list-style-type: none"> • Completion of legal framework until 2009 • Progressive increase of the number of private institutions and services 	2009 - 2013	
5.6 Drafting of processes on policy making on the basis of respective data <ul style="list-style-type: none"> • <i>Capacity development in the use of data to test ideas (piloting)</i> • <i>Training of DPSSP staff on data analysis and reporting</i> 	DPSSP MOES	<ul style="list-style-type: none"> • Drafting of policies and procedures for research activities until 2009 • Growing number of the commissioned research studies • Drafting of a series of political documents • Number of projects of national and foreign OJQ. 	2009 - 2013	
6. Development of professional education:				
6.1 Demand flexibility, admission opportunities, provision of vertical and horizontal mobility. Relevant Professional Education with the demands of local, regional and international responsive, dynamic market, in terms of their changes. <ul style="list-style-type: none"> • <i>Adaptation of the multi-level structure of the AP system in line with the national framework of professional qualifications (European standards of qualifications)</i> • <i>Modernization of curricular model</i> • <i>Development of agricultural education through opening of new schools</i> 	MOES	<ul style="list-style-type: none"> • Completion of legal framework within 2009 • Doubling of the percentage of attendance of technical-professional and socio-cultural schools within 2013 (40%) • Increase by 20% of new job vacancies until 2013 • Increase by 10 % of the employees abroad in esteemed professions, until 2013 • Increase of the number of agricultural schools in accordance with the number of demands 	2009 - 2013	
7. Development of pre-school education				
Chapter 2 7.1 Increase of access and improvement of the service in support of the preparation of children for school <ul style="list-style-type: none"> • <i>Piloting of reduction at one year of the age of school enrollment, from 6 to 5 years old as one preparatory year</i> 		<ul style="list-style-type: none"> • Implementation of the curriculum of pre-school education prepared in 2008 • Involvement of children in institutions of pre-school education in accordance 	2009 - 2013	

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<ul style="list-style-type: none">• <i>Adequate distribution of pre-school institutions</i>• <i>Provision of new options of pre-school service</i>• <i>Provision of early childhood services, particularly in marginalized groups and poor areas</i>• <i>Preparation of a new model of pre-school teacher</i>• <i>Provision of new programs and respective didactic materials.</i>• <i>Application of contents standards in the system of pre-school education</i>• <i>Development of periodic programs for the education of parents</i>		<p>with the respective standards (30% in rural areas and 50 in urban areas) until 2009</p> <ul style="list-style-type: none">• Training of nursery school educators at the rate of 40% until 2010 and 80% until 2013• Preparation of didactic materials in support of the qualification of parents to help their children get prepared, until 2010• Provision of necessary institutions and didactic teaching supplies, until 2013		
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