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EDUCATIONAL SERVICES AND PRIORITIES IN ALBANIAN REFORMS, PERFORMANCE QUALITY AND LONG –TERM OBJECTIVES

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As representative of the national educational service, this paper has the purpose to supply future Albanian citizen proper knowledge, adequate skills and capacities, in order to be educated and committed to the implementation of the economic and development national plan. This system aims to meet the domestic needs of the labour market and socio-cultural aspirations of the people with prerequisite forms in economic growth and sustainable development of the country.

The National Strategy on University Education stipulates short-term and mid-term objectives and goals for the system and introduced policies on strategic priorities for the following years. The concept of evaluation must be considered as a psycho-social and administrative process which has its own impacts on the motivation and performance of the public administration. The right relations are not only the success of the administration but also a guarantee of a qualitative management.

Key words: Educational services, individual performance, national strategy, develop the objectives

1. Introduction

At the beginning of the '90 Albanian state undertook deep changes, stimulating education with the objectives of economic improvement and social justice. The new role of the state determined new obligations for the public, central and local administration. During this period the administration was nearly totally politicized and there were no clear divisions between the political and techno-professional function. During this period the model of the political control was inappropriate and out of logic and it was still in the development phase.

The laws were approved during this period. During 1996-1999 the politicization of the administration ended and the administration was based on merits; the division between the political and techno-professional was clear. The administration had the possibility to implement development system, in the human resources management, in the central and local institutions, especially in education. This reform goes beyond the institutional improvements up to radical changes in the vision, attitudes and conduct of all committed stakeholders.

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. 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. Lectors, professors or lecturers, members in auditorium, as human resources “discovered” in the 1930s with the human relations school.

The strategy is in line with the main trends of education in Europe and in the world, aiming to adopt the development of university education. The governmental vision for mid-term and long-

term policies of the sector is in the focus of development of the human resources. 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.

Process 1: Teaching methodology, this process of implementing this strategy, the leadership role is based on rules and extreme strict responsibilities toward the students, in order to handle the unexpected difficulties and obstacles the work of all the students to achieve their goals and purposes. (De Bruijn & Hengle 2002: 12).

Process 2: The second definition of human resources management (HRM) encompasses the management of people in organizations from a macro perspective i.e. managing people in the form of a collective relationship between management and employees. The successful completion of basic education is significantly influenced by the poverty level of families. The enrolment rates in basic education for the non-poor are 101.1 per cent (gross) and 94.1 per cent (net), for the poor are 97.15 per cent (gross) and 91.6 per cent (net), and for the extremely poor are 90.9 per cent (gross) and 88.6 per cent (net). (Guxholli Z, 2011:8)

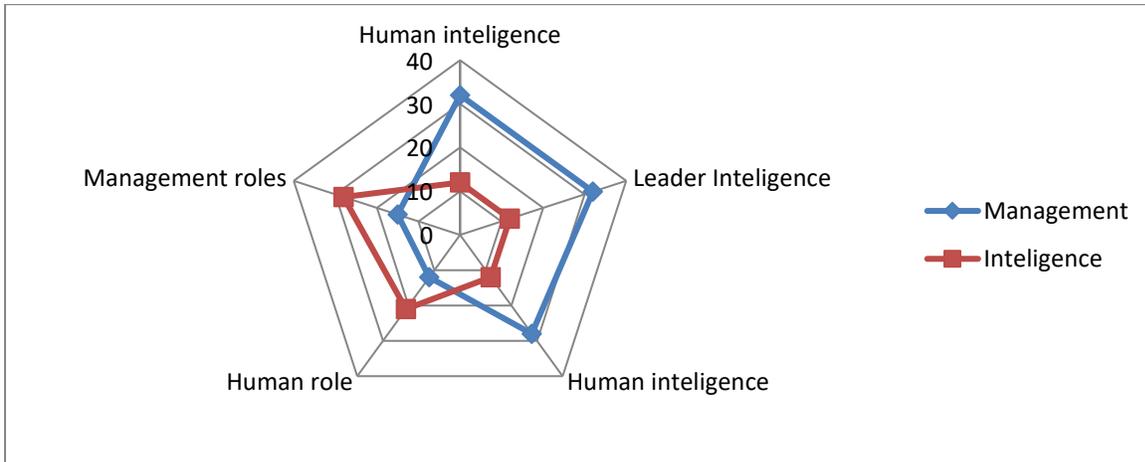
The gross enrolment rate of children living in households unable to meet their basic food requirements is 5 per cent lower than that of children living in non-poor households. The extended period of poverty seems to have fostered a general lack of confidence and interest in education despite the traditionally high regard for education by Albanians in the early nineties as indicated by the high literacy rates at all levels of society at that time.

2. Literature review

This approach focuses on the objectives and outcomes of the HRM function. What this means is that the HR function in contemporary organizations is concerned with the notions of people enabling, people development and a focus on making the “employment relationship” full-filling for both the management and employees (Selznick 1957: 2). The definitions emphasize the difference between personnel management and human resource management (Robbins 1998: 6). To put it in one sentence, personnel management is essentially “work-force” centered, whereas human resource management is “resource” centered. The key difference is about fulfilling management objectives of providing and deploying people and a greater emphasis on planning, monitoring and control (De Bruijn 2002: 13). The hypothesis coming next: Learning process is difficult, but if someone (students themselves) is not given what is meant hard to resolve, human being never knows how far reaches. Often in everyday life student-teacher relationship is mutual and the leadership responsibility is high. Regardless to the specific roles of HRM that takes the position of teacher relations, fundamental is to be perceived as work relationship, which are characterized by tolerant communications that runs through good will of understanding and bon-sense. *Tolerantia=Patience* (a Latin word).

Cultural differences between nations can be, to some extent, described using first four and now five, bipolar dimensions. The position of a country on these dimensions allows us to make some predictions on the way the society operates, including the management processes and the kind of theories applicable to the management. As the word “culture” plays such an important role in this paper research. Culture is a construct which is “not directly accessible to observation but inferable from verbal statements and other behaviors and useful in predicting still other observable and measurable verbal and nonverbal behavior” (Dhima A 2003:12).

The person who would lead must be able to transmit his ideas, convictions, purpose, methods, and approaches to the force that will carry them into action. Further, he must communicate quickly and accurately, so there will be no confusion or delay in the implementation of his planned actions. (Zaccaro, S.J, Foti, R.J & Kenny 1991: 23) Even more important, a leader must have ability to communicate to his staff the need for their personal dedication to whole organization. Only by communicating enthusiasm can a leader motivate his people to the level of achievement result in a successful operation. (Andrew B.M & Ross, J1980: 123)



Graph 1: The Maslow Hierarchy of needs and human roles, (Dumi, Alba, 2012, AIJS Journal)

The levels resonated and reminded me of another theory, Maslow’s Hierarchy of Needs, which is used help explain personal motivations and needs in reaching ones full potential. This graphic 1: show the levels of some indicators (Management roles, leader intelligence, human roles, human intelligence), for each level of Maslow’s hierarchy. The most basic “need” or skill is to be an effective and strong writer. Young professionals cannot expect to climb the professional ladder without mastering the technical skills.

Cultural differences between nations can be, to some extent, described using first four and now five, bipolar dimensions. The position of a country on these dimensions allows us to make some predictions on the way the society operates, including the management processes and the kind of theories applicable to the management. As the word “culture” plays such an important role in this paper research. Culture is a construct which is “not directly accessible to observation but inferable from verbal statements and other behaviors and useful in predicting still other observable and measurable verbal and nonverbal behavior” (Dhima A 2003:12). The graph 1: show the relation of Maslow Hierarch with human intelligence.

3. Methods and Materials

The education sector reform has started its efforts to improve efficiency, such as overall sector finance reform with the introduction of per capita funding, which will result in freeing up funds for other priority needs. Additional consideration of whether the solutions proposed in the Strategy and Action Plan are the most cost effective means to reach goals is also critical to ensure sustainability of investments, while ensuring equity and equality in access to quality education is simultaneously addressed in the reform process.

The analyzing data has to do with the performance evaluation is mainly characterized by qualitative indicators and there are only a few quantitative indicators. According to the data collected from the questionnaires on the employee asses with the importance of the performance

evaluation in 100%, they concretize it with the objectivity in the evaluation. To the question “Is the performance evaluation objective in your institution?”- 30% answered positively, 44% avoided the answer and 26% of them think that it is dictated from the subjectivity of the leaders. According to the questionnaire the major part of the questioned employees think that the performance evaluation takes to conflicts between the subordinate and the superiors. This is also another factor that contests rewarding according to the performance.



Figure 1: In this figure we see the relations between labeled individualism, collectivism and relation in groups.¹The indicators of individualism and members group actions. Bradler& Sediss 3.1 Assessment of results monitoring framework from Albanian educational sector

The second priority that emerges is to build the managerial capacity of key personnel in the Ministry of Education and Science, affiliated educational institutes and educational administration at decentralized levels. A variety of measures has been recommended in the plan for restructuring and increasing effectiveness of the Albanian educational ministry, including installation of various kinds of systems for efficient use of human and financial resources. As the country is undertaking the decentralization process, the education system is preparing itself to implement this strategy. The implementation platform is designed to achieve sharing of functional responsibilities and identifying the right and proper conditions to increase responsibilities on the function at decentralized levels.

During 2006, the Ministry of Education and Science approved the Preschool Strategy to be an integral part of the Pre-University Strategy requiring cross sect-oral consideration. This step among others is expected to increase the budget allocations for the 3 to 6 year old age group and influence the donor agenda for more funds for preschool. Using the estimation done by MOE for cost of the preschool child/year which is assumed to be 18,000lek/child it results that to implement the Strategy, a cost of US\$35 million is required in the next five years to provide preschool services to children 5 – 6 years of age. (Guxholli Z, 2011:13)The funding gap for each year to provide these is approximately US\$7 million. This does not include the capital investment costs of building kindergartens as these will be provided by the local government. MOE will put in place a better system to plan the cost of preschool services.(Guxholli Z, 2011:7)

This is also another fact that contests rewarding according to the performance. (Higgins, J.1983:12:23). Autonomy might be described as freedom for higher education institutions (HEI) to run their own affairs, in particular in relation to staff, students, curricula (teaching and

^{2,3}Bradler& Sediss, Individualism and organizational behavior. The university text book: Kingston, Ontario, 1989.¹The indicators of individualism and members group actions.

⁴The performance evaluation is mainly characterized by qualitative indicators and there are only a few quantitative indicators, Higgins, J. Theory for regression data analyze.

examining), governance, finance and administration. The following issues are relevant in the allocation of funding to higher education institutions: 1.Negotiation on the basis of an estimate from the institution, 2.Fixed on the basis of past costs, Performance indicators play a role in funding allocations. Research is funded separately.The scenarios designed were built to achieve primary education completion, based on high case, middle case and base case scenario. The three models take into consideration:

- Albania’s specific demographic, economic and educational contexts;
- The economic forecast made by the Government of Albania and other international organization;
- Sensitivity analysis to assess the impact of changes in key parameters on financing requirements and other key output variables.

4. Conclusions

The governance in education, particularly in terms of the decentralization represents a view to be developed in accordance with the current standards. In a general perspective, the application of a centralized management level in the national governance 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, contenting of curricula, financial planning and management, school maintenance, personnel management to offer a modern educational service and discharge the integrating function of schools. 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”

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: Reaching school autonomy in the area of subject programs, in financial level, personnel and management at school level, in such case completing it with the legal basis. The respective implementing body Development of policies based on data oriented and on school

decisions can launch the research based on such results, functioning of the information management system in the area of education.

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CHALLENGES FOR SME DEVELOPMENT, INNOVATION AND TECHNOLOGY RELATIONSHIP, A CASE STUDY BY ALBANIA REGIO

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ABSTRACT :Although SME financing levels have been increasing in recent years, it is still considered inadequate to promote a rapid development of this sector. Also, SME, and especially new SME, face considerable difficulties in obtaining loans from the banking sector, where the cost of credit is relatively high. Banks' requirements are not conducive to business, especially for the high level of collateral of 120-150% and high interest rates on loans when required for investments in machinery and equipment. The Support policies to start-up businesses are still lacking. Lack of alternative financial resources for SME, such as venture capital, innovation vouchers, business angels, etc.

Key words: Reform process, development economy, impact, law analyze, exchange rate

1.Introduction

1.1 Innovation and Technology SME Development .

The main factors influencing the capacity of firms to absorb new technology are: the investment climate in which they operate and the level of skills and technological capabilities in firms. In Albania, only 10% of all surveyed firms provide formal training to their employees, compared to 79% of Slovak firms involved in the 2005 study and 48% of firms in Serbia (*Source: World Bank, 2009, pg. 48*).

1.2 Challenges for SME Development

Based on the SWOT analysis, below, on the performance of SME development, it is ascertained that: *Internet and Electronic Commerce*: In recent years, in Albania, the number of SME using second-generation internet services has increased, especially from the young generation of entrepreneurs and managers. According to AKEP⁵ in 2011 the coverage rate over the internet is over 50%, but still lower compared to 67.6% of EU countries.

The purpose of the study

Despite improvements in the legal framework, only 10,000 businesses have broadband internet from 100,687 active businesses. Currently, there are three operators offering 3G mobile broadband services.- *Creative economy*: it is necessary to intervene with concrete policies for this sector, such as: i) regulatory measures aimed at removing administrative and legal obstacles; ii) improving the system of vocational education and training (for all design / advertising activities, crafts and crafts); iii) legal and financial incentives to support this sector; and iv) improve the capacity of organizations presenting this sector.

- *Inclusion of Social Responsibility in Growth of Business Competitiveness, CSR*

Corporate social responsibility is a key part of the new Europe 2020 strategy, which requires an integrated approach to "a fast, sustainable, and inclusive growth" within the overall vision of a social market economy.²Inclusion of social responsibility in business poses a challenge to boosting

²The European Commission, Europe 2020, http://ec.europa.eu/europe2020/index_en.htm

business competitiveness, so it is a new policy for Albania, should be included in the sustainable business development agenda.

- *Development of Innovation and Technology for SME.*

Albania continues to stay behind other countries in terms of poor performance in innovation. Enterprises finance technological developments mainly from domestic resources, which are limited. There is a lack of business incubators and clusters; Albania is already part of the European SME Network, EEN. The implementation of proactive policies to support the growth of technology capacity for enterprises, especially for SME, remains a challenge for the next period 2014-2020.

- *Promote female entrepreneurship.*

Managed or owned enterprises by women are at a low level, in about 27% of all active businesses in 2011. Over 90% of women-run businesses are in service sectors (small trade, tourism, vacancies etc.). About 30% of self-employed are women. The percentage of disbursement of loans by women's businesses amounted to 25% in 2011. There are no policies for supporting women's entrepreneurship and according to the report "SME policy index 2012" Albania is rated 2.5 points (out of maximum 5 points).

2. Literature Review And Hypotheses

SWOT analysis of SME: This industry has had some particular aspects in its development over these years such as: *The metallurgical industry*, represented by metal scrap recycling and ferro-chromium production that has risen from year to year, and have used existing locations and industrial renewal of technology, which has enabled the emergence of domestic, regional and international markets further. Currently, about 600,000 tons of metal scrap are processed and about 23,000 tons of ferro-chromium per year are produced. There is a great potential for this industry in the metallurgical processes of copper and nickel ore handling.

Mechanical industry, represented by micro enterprises with 2-5 employees where mainly metal constructions, aluminum construction products, special spare parts for different industries etc. are produced. The total number of enterprises in this industry is around 700. This industry puts into use the professional experience of employees and the market demand for specific services. Its development is conditioned by the development of infrastructure and construction.

This industry has failed to develop the production of spare parts and technological equipment required by several branches of industry, particularly mining, food, focusing only on the service and maintenance sector. This is one of the directions of its development for the years 2014-2020.

i) *The wood processing industry* has a tradition and for the moment its development is normal. The products of this industry are increasingly meeting the requirements of customers with country wood products and their presence is becoming apparent even in regional markets. Today, the wood processing industry counts around 700 wood processing firms throughout the country, 200 of which produce scrap materials and 500 firms deal with furniture production in which around 4500-5000 employees are employed, with income which range from about 20 to 22 million Euros. Exports of these products amount to EUR 4 million for semi-fabricated wood materials.

3. Research Goal

i) *The chemical industry* set up after the 90's is characterized by many small, medium and large enterprises, which produce products in the field of chemical industry such as paints, detergents, polystyrene, oils, adhesives for building materials.

i) *The textile and clothing industry* is mainly represented by clothing production and a small production of textiles and woolen materials by utilizing part of the existing facilities, free labor costs and employee experience. It is noteworthy the phenomenon of companies with common assets, mainly Italian, Greek, German, which also use modern technology. In this branch, the value of exports for 2011 reached the figure of EUR 238.6 million. The number of employees at the end of 2010, according to INSTAT, has gone around 15 thousand employees.

i) *The leather and shoes industry* is mainly represented by domestic processing companies working with buyers' materials. This industry has used the same opportunities as clothing. In this branch according to INSTAT there are employed 10,600 employees and the value of exports for 2011 amounted to 216 million EURO

i) *The glass and ceramics industry* is represented by handicrafts as well as heavy pottery and sanitation tiles. These products, to a greater extent, have inherited and followed the earliest representations of the country's tradition, that of hard pottery. As a raw material for their products is used domestic raw material, the level of handicrafts and technology continues to be handmade which affects the increase in quantity and quality of production. Generally these lines are considered small where no more than two to four specialized employees work.

c- Internet and Electronic Commerce

Over the last few years, many Internet users in Albania have grown, especially from the younger generation, but there is still no talk of massive use of the Internet by small and medium-sized producers. Infrastructure in general is somewhat poorly valued, the use is limited to the main districts of the country, while it is less in the other districts of the country. It is worth mentioning that it is going very fast about the recognition of this field.

d- Technology

In Albania we are building some industrial or technological parks. To enhance the competitiveness of Albanian SME, a series of measures have been taken, starting with the preparation of the legal framework, institution building, drafting of action programs and implementation activities. These measures have affected the development of the SME sector in Albania.

e- Creative entrepreneurship and their contribution

The creative industry is based on individual talents and skills, capable of producing and employing people and is a component of intellectual property. This kind of industry in Albania in general has been based mainly on trades crafts. In recent years, some new sectors of the creative services industry have been emerging and developing in Albania: production of advertising, graphic studios, computer services, music and music shows, television and radio, architecture studios, design, publishing houses, cinematography etc. The contribution of these sectors to economic growth is still small.

4. Sample and Data Collections

Public policies for SME development in the period 2012-2020

SME development policies in the coming period have been compiled in accordance with all SAA and European Partnership acts and agreements and the European Charter of Small Enterprises. Albania as a Western Balkan country, aspiring to become part of the family and the European market, naturally follows the reform processes as well as the economic and structural development for reducing unemployment and increasing productivity and competitiveness in the European economy.

As a consequence of market liberalization reforms, privatization and institution building processes, a number of adaptive phenomena in the economic structure, labor market and social welfare were consequently brought to have a certain cost of this transition.

This liberalization process, which also brought a number of positive effects such as the growth of investment efficiency through economies of scale that led to higher investment growth, adaptation of new technologies and creation of new firms and industries, should not be accepted accompanied by a satisfactory level of investment in infrastructure, education and labor market. Small and medium-sized enterprises have been the most influential economies of the business and investment climate. While in the perspective of the effects, actors and institutions involved, the financial resources that need to be committed by the government and donors are worth emphasizing the strategic aspect.

Specifically, the following three levels are harmonized as follows: a- Strategic Level

1- The Creation of the Consultative Committee for SME Development. For the drafting of the strategic SME development program for the mid-term period 2009-2013, consultative groups have been set up with representatives of various institutions operating in the field of SME: representatives of the Regional Business Agencies, representatives of the banking system, representatives some of the major projects that support SME, donor representatives as well as Albinvest and the Business Promotion Directorate at METE. These working groups are respectively as below:

1. Enterprise Promotion Group.
2. Group of Growth Business with internationalization capacity.
3. Group for SME credit enhancement
4. Drafting a strategic program for SME development

The overall objective of this strategic program:

It is the sustainable economic development of the SME sector through the increase number of new enterprises as well as the continuous improvement of indicators of productivity, competitiveness and export of enterprises with potential internationalization.

Specific objectives:

1. To serve in achieving this general objective are as follows:

- Encourage entrepreneurship culture
- Development of growing businesses with internationalization capacity.
- Improve SME financing
- Of course, development in these directions will be preceded by measures to improve the business climate for the development of the private sector

b- Measures to be implemented to achieve specific objectives

1- Promote entrepreneurship culture One of the long-term priorities of the SME sector is the promotion of entrepreneurship culture. The aim is to develop a strategy of entrepreneurship promotion with a concrete action plan that will focus on introducing entrepreneurial culture both in formal and informal education, in the training required for entrepreneurs

a-Creation and improvement of management and training skills:

The lack of managerial talent, prevalent in many countries in the region, has a major impact on SME. For this reason, another entrepreneurial behavior should be built up in the first steps of educating the younger generation. Such actions are very important in creating the right environment for entrepreneurs in the education system to ensure that young people are aware of entrepreneurial culture and consider it as part of their education and future employment opportunities. The strategies developed in the EU countries take into account that this process is a process of learning over a long period of time starting from primary education and further up to higher levels of education.

CONCLUSIONS AND RECOMMENDATIONS

These processes include not only curricular reform at all levels, but also a number of other programs aimed at promoting entrepreneurial culture such as business school partnership, student enterprise, school reform, and all institutions that provide education and training, in order to encourage universities to offer specialized courses on entrepreneurship in areas such as e-business, innovation technologies, etc. The aspirants states seeking to enter the EU should consider promoting and entrepreneurship projects outside school activities as part of education youth. Media should also play a role in promoting entrepreneurial culture.

To improve this situation, the following measures will be taken:

- 9-year compulsory education curriculum analysis, for general secondary education about entrepreneurship skills.
- Developing programs for introducing entrepreneurship into basic education programs at all levels.
- Drafting a curriculum for entrepreneurship and training programs for the development of entrepreneurial skills, in several monthly professional courses.
- Development of training programs for young people seeking to start a business, graduate, unemployed, retraining and ongoing information.
- Growth of internet users in the secondary and secondary education schools.

b- Increase the qualification of labor force through:

- Periodic analysis of training needs
- Developing training programs and relevant modules for entrepreneurship
- Expanding the Internet usage network,

c-Encouraging creative entrepreneurship through:

- Study on creative entrepreneurship in Albania
- Program for development of Albanian Handicrafts
- Entrepreneurship promotion programs with specific groups such as women, young people, etc.

The development of growing businesses with internationalization capacity

In the framework of regional and European integration, Albanian SME should be prepared to cope with the competition of other regional companies. For this it is required to increase the competitiveness of Albanian SME through the promotion of innovative SME and the transfer of contemporary technologies.

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LIFE-CHANGING OPPORTUNITIES TO THOSE WHO NEED THEM MOST IN EDUCATION DEVELOPMENT CENTER IN VLORA REGION

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ABSTRACT: Student-teacher interaction that is based merely on academic progress or behavior management creates inhibitions within a student and stifles true relationship-building. Those teachers that show respect towards their students and a keenness to help them through their difficulties become the object of respect themselves and trigger a drive among students to learn and make their teachers proud.

The central thesis of this paper is that a cognitively and academically beneficial form of bilingualism can be achieved only on the basis of adequately developed first language skills. Two hypotheses are formulated and combined to arrive at this position. These hypotheses are integrated into a model of bilingual education in which educational outcomes are explained as a function of the interaction between background, child input and educational treatment factors. It is suggested that many evaluations of bilingual education programs have produced uninterruptable data because they have failed to incorporate the possibility of these interactions into their research designs.

Telling students that they have the ability to do well and praising them often with smiles, words of approval, patient conversation, and even celebratory applause will all lead to motivating a student further and accomplishing more roles.

Key words: Patient conversation, Accomplishing more roles, Class communication, Take Time to Reflect, Albanian language, education directories, teacher training, school documentation, children, class, school program, learning environment

I. GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH:

Positive teacher-student relationships can impact students social and academic outcomes, and thus reduce drop-out rates (Dika & Singh, 2002; Wentzel, 2003). Low-income students often have neither the support they need to complete high school nor access to the information they need to pursue education beyond high school (Dika & Singh, 2002). It is important for low-income students who experience academic difficulties and negative social outcomes to gain social capital from their teachers, because research shows they can benefit from the guidance and support (Croninger & Lee, 2001). Further, teacher-student relationships can impact peer relationships in schools.

Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development. Solely improving students' relationships with their teachers will not produce gains in achievement. However, those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships.

Focusing equally on all students in class will no doubt lead to a powerful student teacher relationship for everyone. Relationships require attention in order to grow. Refresh yours, and

explore new tools in an interactive workshop environment. Engaging experiences are crafted for individuals, couples, and corporate teams.

[Curriculum & Certification](#)

Unhealthy relationships negatively affect an individual's quality of life. Learn how to give them an edge, and teach relationship essentials. Curriculum is available for teaching people of all ages, beginning in 4th grade and extending through adults.

2 HYPOTHESES AND THE AIM OF THIS PAPER RESEARCH

Three theoretical perspectives — attachment theory, social cognitive theory and self-system theory — help to explain why students behave in certain ways in your classroom and how you can use your relationships with them to enhance their learning. Strong teacher-student relationships can even act as a buffer against the potentially adverse effects that insecure parent-child attachment can have on students' academic achievement (O'Connor & McCartney, 2007).

Applied to the classroom environment, teachers play a critical role as live models from which students can learn social behaviors and positive communication skills. Social cognitive theory also sheds light on the importance of feedback and encouragement from teachers in relation to student performance. Teachers serve as role models and help regulate student behavior through interactions and relationships.

3. LITERATURE AND REVIEW

A fourth grade boy who is struggling in math shows comfort in admitting to his teacher that he needs help with multiplying and dividing fractions even if most of the students in the class have moved beyond this work.

A middle school girl experiences bullying from other students and approaches her social studies teacher to discuss it because she trusts that the teacher will listen and help without making her feel socially inept.

Positive teacher-student relationships contribute to school adjustment and academic and social performance

Teachers who use more learner-centered practices (i.e., practices that show sensitivity to individual differences among students, include students in the decision-making, and acknowledge students' developmental, personal and relational needs) produced greater motivation in their students than those who used fewer of such practices (Daniels & Perry, 2003).

The quality of early teacher-student relationships has a long-lasting impact. Specifically, students who had more conflict with their teachers or showed more dependency toward their teachers in kindergarten also had lower academic achievement (as reflected in mathematics and language arts grades) and more behavioral problems (e.g., poorer work habits, more discipline problems) through the eighth grade.

How to develop positive relationships with your students:

1. Know and demonstrate knowledge about individual students' backgrounds, interests, emotional strengths and academic levels.
2. Avoid showing irritability or aggravation toward students.
3. Acknowledge the importance of peers in schools by encouraging students to be caring and respectful to one another.

3.3.1 LITERATURE REVIEW AND HYPOTHESES

However, little is known about the effects of teacher-student relationships on high school students. Studies show that early teacher-student relationships affect early academic and social outcomes as well as future academic outcomes (Pianta 1992; Hamre & Pianta 2001), but few researchers have looked at the effects of teacher-student relationships in later years of schooling.

Although there is more research regarding the academic effects of positive teacher-student relationships for older students, there are notable social outcomes as well. Teachers are an important source of social capital for students (Muller, 2001). Social capital in a classroom setting is defined as caring teacher-student relationships where students feel that they are both cared for and expected to succeed (Muller, 2001). Social capital from positive teacher-student relationships can manifest itself in many different ways. For high school students, positive teacher-student relationships can reduce rates of dropping out by nearly half, help explore options for college, and provide support for further academic or vocational aspirations (Dika & Singh, 2002). Common reasons for dropping out include low levels of family support, low academic achievement, poor relationships with peers and adults, and low interest in academics (Henry, Knigh, & Thornberry, 2012). Teacher-student relationships can have a significant effect on the peer acceptance of students. Teachers' interactions with students can affect classmates' perceptions of individual students, in turn affecting which students classmates choose to interact with and accept (Hughes et al., 1999). Conflicting interactions between teachers and students may convey a lack of acceptance, causing other students to also reject the student involved in the conflict with the teacher (Hughes et al., 1999). Peer rejection significantly impacts self-esteem of students leading to several negative social outcomes (Hughes et al., 1999).

CONCLUSION AND LIMITATIONS

We argue that self-efficacy acts as an active precursor of self-concept development and suggest that self-concept research separate out its multiple components and subprocesses and invest more effort toward making students less preoccupied with normative ability comparisons in school. Although there is extensive research on the positive effects of teacher-student relationships on elementary school students, there is little research on middle and high school students. Middle and high school is when students begin to think about their academic futures, which are informed by academic achievement and social capital in elementary years (Alexander et al., 1997; Cataldi & KewallRamani, 2009; Dika & Singh, 2002; Muller, 2001). It is important to learn more about teacher-student relationships for low-income students to decrease high school dropout, and improve students' social-emotional development. Conducting research on the relationship between high school students and teachers may be essential in improving the outcomes of low-income middle and high school students, and can potentially inform future interventions to help older students perform better both academically and socially.

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IMPROVING THE PRODUCTIVITY OF SCHOOL MODEL, IN EDUCATION SYSTEM IN SOWTH REGION OF ALBANIA

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Abstract: We present a computable algorithm that assigns probabilities to every logical statement in a given formal language, and refines those probabilities over time. We show that it satisfies a number of intuitive desiderata, including: (1) it learns to predict patterns of truth and falsehood in logical statements, often long before having the resources to evaluate the statements, so long as the patterns can be written down in polynomial time; (2) it learns to use appropriate statistical summaries to predict sequences of statements whose truth values appear pseudorandom; and (3) it learns to have accurate beliefs about its own current beliefs, in a manner that avoids the standard paradoxes of self-reference.

Attention will be focused towards Albania's natural competitive advantages, improving the productivity of human resources and natural resources, mobilizing untapped potentials of Albania in terms of natural resources, agricultural and tourism development, strategic geographical position for trade and transport and energy development as a prerequisite for the growth of industrial production. Creating a partnership between government and business matched with the need to improve technology, innovation and ability to prepare "skilled employees".

These properties and many others follow from a *logical induction criterion*, which is motivated by a series of stock trading analogies. Roughly speaking, each logical sentence φ is associated with a stock that is worth \$1 per share if φ is true and nothing otherwise, and we interpret the belief-state of a logically uncertain reasoner as a set of market prices, where $P_n(\varphi) = 50\%$ means that on day n , shares of φ may be bought or sold from the reasoner for 50¢. The logical induction criterion says (very roughly) that there should not be any polynomial-time computable trading strategy with finite risk tolerance that earns unbounded profits in that market over time.

Key words: Math in education programs, Education level and Albanian reforms in education, Administration role and skilled employees.

1. INTRODUCTION

The 1980s and 1990s saw public attention shift from the paramount concern for educational equity that characterized the late 1960s and 1970s to a growing concern for how well schools are performing and how effectively the nation's huge education budget is being spent. Skepticism about the quality of schools was reinforced by a series of critical reports from blue-ribbon committees and commissions—15 of them in the single year of 1983 when *A Nation at Risk* came out (Guthrie et al., 1988:151). Questions about whether the public was getting value for money from its education spending were reinforced by a highly visible debate among scholars about whether money matters in determining the quality of education provided to the nation's schoolchildren. These developments pushed the question of the productivity of education to the

forefront of the education policy agenda and highlighted the importance of learning how to spend education dollars wisely.

Sorting out what is known about educational productivity is crucial for its own sake, but also because of its implications for achieving educational equity. How readily this concept can be translated into practical school finance systems depends on how well financial resources are used to produce the desired educational outcomes. Likewise, the fate of efforts to align school finance systems with efforts to accomplish key education goals—raising achievement levels for all students and breaking the nexus between student background characteristics and student performance—hinges on the ability to make finance decisions that lead to improved productivity of schools. In this paper we present a formal and general solution to the full grain of truth problem: we construct a class of policies that contains all computable policies as well as Bays-optimal policies for every lower semi computable prior over the class. When the environment is unknown, Bays-optimal agents may fail to act optimally even asymptotically. However, agents based on Thompson sampling converge to play ϵ -Nash equilibriums in arbitrary unknown computable multi-agent environments. While these results are purely theoretical, we show that they can be computationally approximated arbitrarily closely

2 REFLECTIVE ORACLES PRELIMINARIES

Political forces somehow are resisting the upgrade of their political mentality to these newer western political concepts. Albania had made big steps reforming the economy, and the political class is committed in making the country desirable for foreign investors as well as creating comforts for domestic ones. A successful integration is occurring, although several challenges need to be considered in order to fasten this process.

II. RESULTS OF THE SURVEY

Generations of researchers, educators and patriots have worked and have been trying continuously for a worthy and increasingly advanced in years, education. Many years of war, slavery, but never straining from hope, illusion and common dreams of all Albanians for language and education. A basic, indispensable and very solid was the will and desire of everyone to learn every gold letter in the single language of our nation. Beginnings of Albanian education started "secretly". Early teachers hold "stealth" Albanian language books to teach thus, being sacrificed in place of the Albanian language. Formation of the unified national literary language became as a great victory of the Albanian people, achieved almost 60 years after the Declaration of Independence.

Our literary language is a living expression of the culture of our people, the strength of his historical life, is the result of the efforts of many generations that have worked and fought selflessly

, with profound conviction of the importance of successful education development. Albanian schools were fundamental centers of linguistic and literary training of young generations, they educated them with love for their mother tongue and with the belief that our language has inexhaustible treasure values. Fundamental principle along with Independence was the development of education. Everything valued, every sacrifice and effort, valued ,blood shed ,about what they wanted to achieve, make this nation "owner" of the single alphabet. For the development of education many more prominent writers and teachers activities , were able to set clear objectives.

Deep historical transformations that have been carried out in Albania have brought great changes League of Prizren gave an incentive to the Albanian educational movement. For further successful education organization, Istanbul Committee created a special committee, which dealt with the definition of a common alphabet, an alphabet which would be only ours , and we would be his only students. In March 1879 the Commission approved the proposed alphabet of Sami Frashëri. This was a very important initiative. With this alphabet was published in Istanbul "Alfabetorja e gjuheshqipe ." And this was just a start, which was followed by many important successes. On October 12, 1879 was created "Association of Istanbul", which was a cultural and educational one. Program aimed at opening of the Albanian schools, publishing textbooks, which would come to help for the first students of Albanian school. A very important step was taken for the opening of the first Albanian school. On March7, 1887,was opened "Mesonjetorja" under the direction of PandeliSotiri.

It was an elementary school with secular and national character. The school desks were filled with students who watched their teachers with admiration, while standing on them and diligently listening to each class. After the opening of this school, other schools were opened in provinces of the Albanian territories. In 1891 opened in Korçë the Albanian school for girls under the care of Gjerasin and SevastiQiriazhi. In these schools were taught not only students but also their parents. The fight against illiteracy had begun to receive the expected responses from most people, who wanted to fight it. *Source: Durmishi G.*

The biggest resource for Albania is the young age of population, the youngest in Europe. Namely, this new generation that grows nowadays requires the right degree of educational and cultural training, which will determine the pace of economic and social development of the country and the destiny of democracy so fragile in Albania. The issue lies in the fact that the Albanian education leaves much to be desired. When talking about the Albanian education we include pre university , university , and postgraduate education. It will be addressed specifically what are the evident problems in pre university education and pointing to curriculum content and level, but not only this , the first reform and competition to enter the university. At university troubles come and take larger proportions. Last but not least, we will address current issues in postgraduate education, where we will stop at the loss of human capacity, leaving the country for benefiting a professional master. Below we express our opinion on these issues, which appear as problematic in our country.

V. CONCLUSIONS AND RECOMMENDATIONS

Albanian Government with the support of the donor community has been the leader in the region in terms of efforts on electronic governance and pervasive system of procurement on line in operation in Albania is a success story for which Albania has been hailed in the international arena. Great efforts are being made in the field of taxation, implementation and transparency with database online properties and similar efforts are being made in health and education.

As a result of major developments and reforms in the last decade some of the industries began to adapt to the new conditions: metallurgical industry as part of the minerals industry using existing premises used for the processing of chrome, concentrates chrome and Ferro (iron)-chrome; the industry of copper processing is also used as raw material respects, experience and cheap labor costs, coming out on exporting copper concentrate product.

Current favorable conjuncture of mineral prices has caused many investors to turn to the mining sector, particularly to-metal minerals, chromium, copper, nickel, iron, nickel and TITANO-magnet.

Energy needs are noting once again the possibility of reopening the mining of minerals energy by calculating the cost of energy produced by them in a situation where the unit price of energy has increased and closing or mining conservation of energetic minerals become in other situations, the first and new opportunity to our system balancing energy through small capacity thermal power plants, near the mining.

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LIFELONG LEARNING

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Abstract:

The fast pace of the labor market and its rapid changes, the aging of the population and the more pronounced global competition point to the need that all available knowledge, skills and competences should be fully used, regardless of where and how they are acquired. Experts point out that lifelong learning is a prerequisite for employing individuals and increasing their competitiveness in the labor market, but also a basis for realizing one's personal potential and an important element of active citizenship.

Technological changes and economic factors encourage young people to actively work on their self-development. The modern age in which we all live requires that we turn to new ways of learning and acquiring certain competences. Younger generations are already engrossed in a new wave of learning. Today, teamwork is very popular, even in the earliest stages of education, as well as creative work, which is an essential part of all institutions that want to provide higher values to their students. In the end, it is very important to mention e-learning, due to which learning has become available to absolutely anyone who wants to know and learn, in spite of where they reside in the world. That being the case, we can state that education is a process directly related to

the needs of production of material goods, the stage of development of science and technology, the ideology that involves various goals, and the organization of society itself.

All of the above indicates that the concept of lifelong learning has come to life and is of significant value to all people, regardless of age.

Keywords: development, system, process, work, potential

1. INTRODUCTION:

Education is always an important determinant for both the individual and the people as a whole. During a conversation, the possession of education is always an important determinant both in the educational and social circles. Knowledge, skills, creativity, upbringing, communication, the acquisition of identities and professional competence that are developed through the educational process are the main factors that reflect the personality, success, employment and ultimately the prosperity of society.

2. BUILDING THE EDUCATIONAL PROCESS

Throughout history, there were three ways to build education:

- Developing the capabilities of individuals,
- Training for empowering the life and preservation function,
- Transfer and use of spiritual, cultural, scientific and empirical knowledge and experiences of man.

Education is usually a process. In 1919, E. Durkheim defined the term education as a guide to young people by the old generations in order to develop the physical, intellectual and moral properties that they should possess, and that the society and the environment for which it is prepared requires them³. Benefit from education for individuals (and society) is long-term. All efforts to improve the quality of that same education move the boundaries of human knowledge and the basis of human progress. It educates and empowers the nation

³Vidulin-Orbanić, S., Learning Society, Historical-Social Aspects of Education, Methodological Horizons, pp. 65 (2007)

for the times dominated by knowledge. Because of this, the syntagm of "cognitive society" is often used, which points to the role of knowledge as the most important contemporary resource. The users of educational services give a feeling of special and intellectual achievement. Availability and quality of education is an indicator of the company's inclusion rate, its progress, positioning, competitiveness, prosperity, etc. In the world, there is an overall competition in which it is changing rapidly, the role of education and the empowerment of the workforce (in all categories) is achieved by encouraging innovation, which implies increased competitiveness and enriching the quality of life. The values that come from quality education are long-term. If we analyze the reasons for success in the highly developed countries, we can conclude that in most of them economic development is based on the quality of education, the adaptation of the educational needs and demands of the modern market.

The educational process is primarily an activity in which students acquire knowledge, skills and abilities. Practice and scientific research, show that the knowledge is best adopted by the younger generation, but with the help of those who have already adopted this knowledge. Precisely in this fact is the reason for the emergence of education as an institution in which the cognitive activity is assisted by the lecturer. Therefore, the question naturally arises as to how to achieve greater effectiveness in the joint work of the educational system and the knowledge of knowledge. A number of human qualities have been acquired by learning. All but the biological heritage is the result of learning, say several psychologists. We would add: also those properties that are predominantly hereditary, especially their expression when it is not independent of learning. The development of a human person's preparation of life in the environment is also to a significant extent a product of the environment. The learning process is a process of humanization of the human psyche, because children learn to be careful, diligent, sociable, sacrificed, honest, as they learn not to be lazy, selfish, asocial and aggressive. Accordingly, learning is upgrading the innate abilities, perfecting the adaptation in the environment and enabling that environment to change according to the needs of individuals and society. Learning is not just a change of behavior it is also the empowerment of a more complete experience and understanding of yourself, other people and the world around us. So potentially, human development can go in many different directions. Which one of them

will be adopted, depends on the fact that the environment in which we live stimulates and rewards, and what prevents and punishes. It should always be borne in mind that it is possible to learn only what is the disposition based on the potential possibility of the nervous system and other organic systems that are an organic basis for performing a particular activity⁴.

3. CONSIDERATION OF THE CONCEPT LIFELONG LEARNING AND ITS MEANING

The term "lifelong education", i.e. lifelong learning, appeared in England in the 90s of the last century. The concept of lifelong education, that is, learning is encouraged by the development of ideas and practice of adult education in industrialized Western countries such as England, Germany and the Scandinavian countries. The concept of lifelong education is not created in the countries of North America (USA and Canada), but in the countries of western and northern Europe. The ideas of lifelong education were acquired right after the Second World War. The name lifelong education has become accepted at international conferences on adult education that were organized by UNESCO in 1960 and 1965⁵.

The development of the concept of adult education has significantly contributed to the formation of the concept of lifelong education⁶. The most successful description of the importance of lifelong education is: Lifelong education is perceived in its totality. It covers the formal, informal and informal form of education and seeks to integrate and articulate all structures and phases of education along vertical and horizontal dimensions. It is also characteristic of its flexibility as it relates to time, space, content, method of learning, and therefore requires self-governing learning, sharing knowledge with others and accepting different styles and learning strategies⁷.

Lifelong learning has become one of the very commonly used syntagms not only in expert debates but also in everyday speech. It is closely related to adult education, so it makes sense that it is the same thing, although it is not. As lifelong learning is associated

⁴S.L.Kagan, PiaRebelloBritto, *Going globalwith Early Learning and Development standards*, ColumbiaUniversity,pp.36,(2005)

⁵UNESCO Education for All – The Quality Imperative.(2004)
<http://unesdoc.unesco.org/images/0013/001373/137334e.pdf>

⁶Jarvis, P. *Adult and Continuing Education*. New York: Croom Helm. Key Competencies: A developing concept in general compulsory education (2002). Brussels: Eurydice. pp.65, (1983)

⁷Dave, R. H. (ed.) *Foundations of Lifelong Education*. New York: Pergamon Press, str. 35-36,(1976)

with some other concepts, it would be good to clarify the notion of lifelong learning by presenting the history of the emergence of the concept and its use in an international context⁸. Lifelong learning is a concept that promotes gradual transformation into an educational community for satisfying individuals, and thus a competitive organization and a society based on the uninterrupted creation, renewal and application of new knowledge, skills and attitudes. The joy of learning something new, the motivation and the uninterrupted learning habits are created in the young age. Therefore, cultivation is thought out, learning approaches and learning experiences acquired in the family and pre-school institutions are the basis for continuous and self-initiated learning and education throughout the whole life. More important goals of lifelong learning are: raising the general level of education among all citizens - involving all citizens in the process, recognizing, realizing personal potentials and abilities, shaping socially active, responsible individuals involved, empowering adaptable individuals to navigate in a changing work and social environment, a higher level of employment. These guidelines are especially important for the working organization and the public administration, but also the entire social community, where the harsh economic and technological changes, as well as the unfavorable demographic processes, imposed lifelong learning and education as the need for educational and economic policies. The acquisition of quality from lifelong education is a measurable category and each country should develop its own systems for measuring the outcomes of the educational process. Of course, the best mechanism for measuring the quality of educational services is the labor market. Apart from the labor market, which as a category is beyond the influence of the state, special instruments should be developed to ensure quality in education. In that sense, the most important are the inspection supervision, the external assessment and the self-evaluation.

4. TYPES AND FORMS OF LIFELONG LEARNING

The forms of lifelong learning are:

- 1) The formal education,
- 2) Non-formal education

⁸Pastuović, N., Lifelong Learning and Changes in Education, Educational Sciences, Vol. 10 No. 2, p. 253-267, (2008)

3) Informational education

Inadvertent learning is experiential learning, and it is neither organized nor structured. Formal education is education. It is the highest form of learning. Formal education is an official (regular) structured learning, organized by educational institutions and results in a recognized certificate, i.e. a degree that recognizes a degree of education. According to the International Standard Classification of Education, non-formal education is the education of a systemically organized educational activity that can be implemented in schools and non-school organizations and includes persons from all age groups, from children to persons in the third age. Completion of this form of non-formal education can result in confirmation of a successfully completed form of non-formal education, but it also does not acquire some degree of professional training. There are various organizational forms of informal education such as: seminar, counseling, symposium, conference, etc. For every informal education, the external educational support of the person who learns is characteristic. Informal education is a deliberate learning without external support. The name: self - education. It is a form of deliberate learning that is less organized than non-formal education. Non-formal education is organized by institutions and persons for the needs of other people who will be assisted with their help. Informal education is started and organized by the person who learns without the help of others.

Self-education can be completely autonomous (the individual independently determines the purpose of his / her learning, plans, organizes and valued the results of his / her own learning), and can ask for some help from other individuals and institutions. Inferior or experiential learning occurs in different life roles; role of a student, working, family / parental, political, recreational, military etc. Experiential, learning is most often unconscious. It is learned and works by passing through various life situations. In doing so, the activities that are acquired are usually not motivated by learning, but by satisfying the various economic, social and self-sustaining motives. Work is gaining and improving different skills, but that does not mean that employees work to practice, work here to earn money, work out, and so on. In experiential learning, a person does not have to be aware that he has learned something, that is, by inadvertent learning has changed. Lifelong learning does not replace traditional schooling, which was initially considered possible because of the lack of education and desired, rather than with the flexible system of learning environments

that allowed lifelong acquisition and development of the competencies that people needed for life in the adult age⁹.

5. COMPETENCIES OF PROFESSORS AS DETERMINANTS FOR RELIABILITY AND ACCEPTANCE FOR LIFELONG LEARNING

The quality of teacher education is one of the main factors affecting the level of achievement of student learning. Therefore, the education and professional development of professors is a key issue in every country that seeks to improve the education system and make it more accessible, more streamlined and more flexible. The model determinants of the educational achievement demonstrate how the personal functions of students communicate with a variety of factors in the educational context, and they influence the achievements of students, attitudes and the image for themselves. Within this model, the personal characteristics of the professors and their approaches to learning and teaching contribute significantly to the achievement of learning outcomes. But this influence is indirectly manifested through the action of cognitive and affective components: the perception of task requirements and the preferred personal style of learning at the level and type of motivation. These components are responsible for learning approaches that are recognized as¹⁰:

- a). superficial - aimed at achieving mechanical reproduction of the material without its integration into the root of knowledge and the value composition;
- b). deep - focused on recognizing the basic and elaboration of materials in order to achieve meaningful understanding and to create a critical attitude towards the content.

The learning approach is directly related to learning outcomes. In general, it can be said that due to changing environmental conditions in contemporary societies that are focused on knowledge, they significantly change and expand the role of teaching / learning. In a changing social environment, more and more (as before) different actors (international community, home public, direct service providers and users) in the discussion of the goals of the education system express their expectations and needs in terms of educational outcomes. The role of professors, like any other professional, can be seen as a system of interconnected expectations from individual

⁹Šundalić, A., Pavić, Ž, Between the Value of Education and the Negative Socio-Cultural Heritage, Social Research, Vol 20 No 4 (114) p.36-39 (2011)

¹⁰Marentić-Požarnik, B.; ValenčičZuljan, M. The winding path between universalisation and teacher education: a case of Slovenia. Metodika, 3 (5): pp. 195-210. (2002)

participants. These expectations at the manifested level are most often recognized through the basic professional tasks¹¹:

- Transfer of cultural values and knowledge;
- Encouraging the acquisition of more competences and self-regulated learning among students;
- Modeling communication and social skills needed for effective involvement in civil society and life in a multicultural environment;
- Supporting children and parents in solving developmental and life crises.

Awareness of the increased complexity of the role of teaching / learning has led to numerous analyzes of the current situation and the recognition of new needs in the education system of teachers and teachers. The existence of a new paradigm for teacher education, which proposes the most important documents in which this educational policy is formulated, includes the assumption of the responsibility of employers to enable continuous professional development, but also the commitment and right of employees to life-long learning.

From the perspective of the Lifelong Learning Concept, ensuring the quality of professors' work is not exhausted only by analyzing and improving their primary education, it also includes strategic responses to several interrelated issues, and they are part of the policies for national education (OECD, 2004¹²)

- 1) How to attract capable individuals to choose a profession;
- 2) How to organize initial education and vocational training to provide the professors that will be successful in encouraging students to complete higher education;
- 4) What measures will ensure quality professors and how to maintain and develop them in the educational profession?

It is very easy to answer that the model of teacher education should have a focus in an experiential approach based on good practice and tradition that are not organically related to theoretical knowledge and empirically validated concepts in the field of learning and teaching. The teacher education model is based on understanding the importance of the rule of "academic disciplines" as a necessary and sufficient condition for quality teaching in combination with the "talent of teachers" as a database.

¹¹Korthagen, F. A. J. In search of the essence of a good teacher: towards a more holistic approach to teacher education. *Teaching and teacher education*, 20 (1): pp.77-97. (2004)

¹²OECD, *Schooling for tomorrow*. 2004, <http://www.oecd.org/dataoecd/11/56/2498958.pdf>

CONCLUSION:

People represent the core capital of companies, and not just a means of completing certain things. Today they represent an investment that is worth developing and in which it is necessary to invest in order to deliver better results and be cost-effective. In today's fast-moving and turbulent world, man is forced to learn lifelong to be able to follow the changes, to satisfy his needs and interests, and to be an active member of society. The motivation and diversity of the possibilities of education are the basic condition for successful learning. We will all discover the value of education at one point in our lives. Knowledge and education is something that no one can take away from us, and therefore with every two new hands we need to accept every novelty in that direction, we should strive for greater interest in the different learning outcomes. Lifelong learning is needed for all generations to ensure equal rules of quality and active life. It is never difficult to include further education in order to gain some specific knowledge, to complement the permanent "holes" given that today's labor market has a shortage of unemployed people, who could with some certain competence that they possess long-term careers. Given that 90% of the employees would participate in various forms of additional education, even partially at their own expense, means that the value for the same is quite high, which means that lifelong learning has high appreciation among the employers, which should be an indicator of highly motivated workforce.

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THE ALBANIAN EDUCATION AND THE MEASURE PROGRESS WITH DOCUMENTATION EXAMMS IN CLASS

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ABSTRACT:

Albania one ex communist country has doing educational progress in now days. The social, economic and political demands require changes in education in order to increase the capacity of the educational system. But these changes create a gap between the demands of society towards education and the results it delivers. We are all aware that it suffers from serious shortcomings: old ways and structures with recruitment, compensation and evaluation methods that have little to do with a good teaching and learning. Among the complexity of problems facing the Albanian education system, evaluation and monitoring have become a priority as they represent one of the areas where the weaknesses are more evident.

Of course, there have been changes. Admission of students in universities through competitive examination constitutes a big step forward. The establishment of the National Center of Evaluation marks the beginning of the institutionalization process of evaluation institutions. But the reality presents major problems that seek solutions. So, the performance evaluation is sporadic; in most of the cases it is being carried out by school directors whose teaching experience is different from the profile of the teacher that is being evaluated, etc.

The range of issues that are being addressed in the seminar aims to provide a picture of the problems dealing with the monitoring and evaluation of education in Albania. Purposes of Formative Assessments & Monitoring Student Progress Formative assessments inform instruction within and between lessons, for both student and teacher. Formative assessments confirm what a student has mastered and identify the learning that comes next for the student. This improves learning because instruction can be adjusted while there is still time to act – before the graded event. Formative assessments involve students in evaluating their own thereby promoting student met cognition and reflection.

Monitoring student progress with learning trackers (observation logs, observation forms, conferring logs, etc.) provides the teacher with data, e.g., the degree to which the student has mastered a learning target, who needs retouching, who needs additional challenges, what the next learning target should be, how students should be grouped for small-group instruction, and who needs to be observed more closely for a possible learning intervention. Meaningful information can come with purposely designed and systematically used learning trackers which are then used to make decisions about student placement and instructional pacing. “Effective teachers see things. They file those things away. They accumulate evidence of proficiency. They know their students. No other assessor of student achievement has the opportunity to see students like this over time. But beware...You must constantly ask yourself: What did I really see? Am I drawing the right conclusion based on what I saw?” (Stiggins, 2001: 212)

Key words:Practice, exams, working class, Creating conference, teacher working plan, meeting, Take Time to Reflect, Albanian language, Education directories, Teacher training, School documentation, Children, Class, School program

II. GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH:

The focus on results represents a radical change from the traditional way of gathering data on the management resources and educational planning. New roles are demanded now by all players: students, teachers and school directors, local and central levels of education administration, inspectorates, and agencies responsible for gathering statistical data about the education systems, and education decision makers and planners. These are more or less the ideas that accompany all the seminar activities. The Albanian education should move forward quickly in order to be included in the modern streamlines of educational developments. MOES, the National Center of Evaluation and AEDP are working intensively in a number of directions. Firstly a Manual of School Quantity indicator was developed.

Being it a powerful tool in the analyses of the educational process at school level, it provided the basis for the development of a complete set of educational indicators at all three educational levels in Albania. This set of indicators has been consulted with prestigious international institutions like: CITO, University of Tel Aviv, etc. In the meanwhile, the Albanian education system was included for the first time in an international evaluation program: PISA/OECD Program. Apart from the opportunity to be confronted with international requirements, the benefit of this participation consists in expected changes in the present curriculum at the Albanian school and gaining a highly valuable experience in organizing such massive evaluations. On a parallel line, we are working to include the Albanian educational system in the publications of well-known international organizations. It has been identified a group of indicators that will represent the Albanian education in these publications.*Source: MOES, NATIONAL CENTER OF EVALUATION, AEDP/SOROS DECEMBER 2001*

LITERATURE REVIEW AND HYPOTHESES

School was the first target because all efforts for school improvement as a way to bring changes in education, place the school in the center of these changes. It is a movement within the school community where the school:

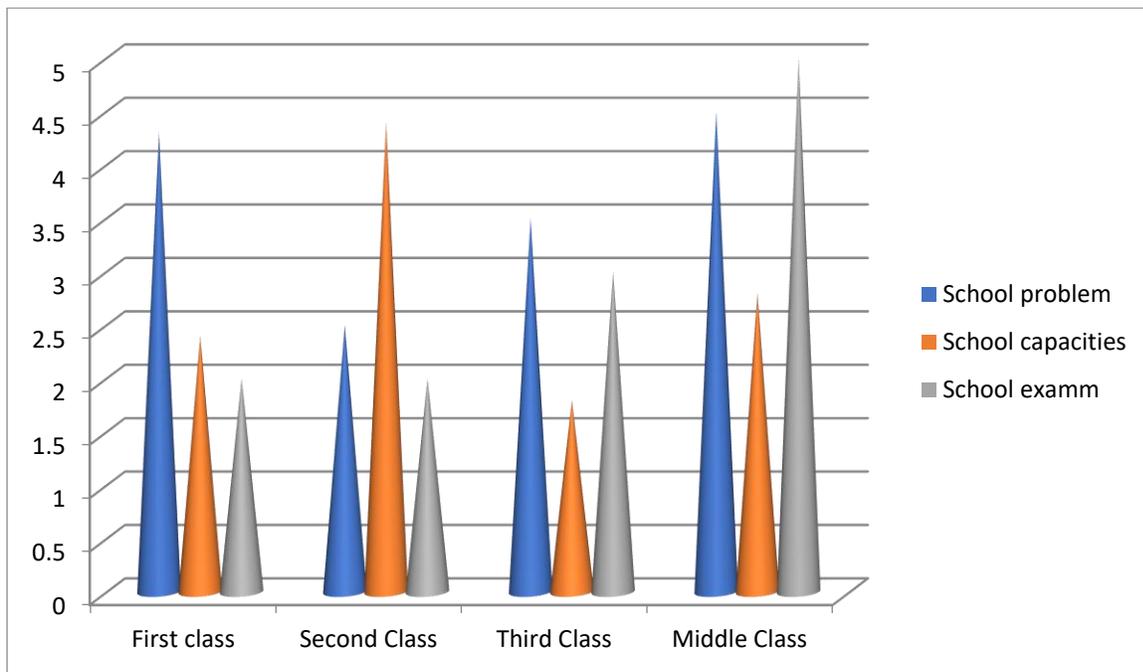
1. Sets out the vision and has a strategy to achieve its goals (being in the same line with the general reform); Aims at improving the students performance and is focused at the quality of teaching and learning;
2. Deals the internal and external conditions that increase changes;
3. Monitors and evaluates the process, progress and achievements.
4. The school improvement is a strategy that strengthens the school ability to face changes and establish effective and flexible structures for a better student preparation.
5. A school committed to improvement becomes a school that thinks, reflects, learns and strives to ensure a qualitative education rather than, just accept the directions coming from above without criticism.

The school improvement is an obligation to all schools. Changes should start from within the school, but the support from outside is also needed. Anyone involved in standardized testing knows two things: the results take entirely too long to get back and are completely impersonal, making that kind of feedback essentially irrelevant. In short, feedback needs to be personal, and it needs to be fast. To that end, educators are beginning to refocus their attention on relevant, practical feedback for students during lessons or very soon after, rather than relying only on summative assessments.

2.1 INTRODUCTION

Often it is said that when somebody enters a good school, he/she can instinctively perceive if the school is hospitable, if students are interested and their schedule is busy, and if the building provides proper conditions to serve good the purpose of the school. Many countries have developed a number of other indicators that can help in judging about the climate of learning process in the school. They may be used by external evaluators and the pedagogical staff of the school itself. This approach can be expanded easily to collect information for the selection of curriculum, student behavior and safety and quality of environment, in other words, for the delicate areas that are so important for a complete education.

The problem is that these delicate indicators and the instruments for measuring them are not yet in the tools bag of the schools (directors and teachers), school inspectors and supervisors or Ministry officials. Schools attempt to analyze themselves the process of change, but usually they do not possess sufficient capabilities and experience to do this. In general, little research work on what happens in the school during the process of change has been carried out.



Source: *Source: MOES, NATIONAL CENTER OF EVALUATION, AEDP/SOROS
DECEMBER 2001*

Many factors have contributed in strengthening the need for better and more in-depth information. As it is well known, at the present conditions when difficulties are being encountered with the increase of public expenses, the demand to deliver a better quality in education shall be forced as this would require the best use of available resources. In many countries, the commitment to a process of quality improvement has led to a greater school autonomy, which helped the schools to become more responsible to achieve that efficiency they are asked for.

The “applied” research work has not been shared at local level, and if it does schools rarely benefit from it. Here are a few tips on how to hold a student-teacher conference in your classroom. Long gone are the days when only teachers had a say in their students’ education. Today’s teachers are finding that when you give students the opportunity to have a say in their education, they are more likely to be motivated and engaged to learn.

1. Encourage your students to come to the meetings with questions and concerns that they may have.
2. Ask them to write down a few notes to bring with them and give them the opportunity to share what they have to say
3. Let students know ahead of time that you will be having student-teacher conferences with them. This gives them enough time to get prepared for it.
4. Conferences are a great way to get to know your students on a more personal level.
5. The students will feel like they really know you, which will help increase their trust with you.
6. Every chance that you get to meet with your students is an opportunity for assessment.
7. This way you will have less time assessing at the end of the marking period, as well as a lot of notes to help you out when grading.

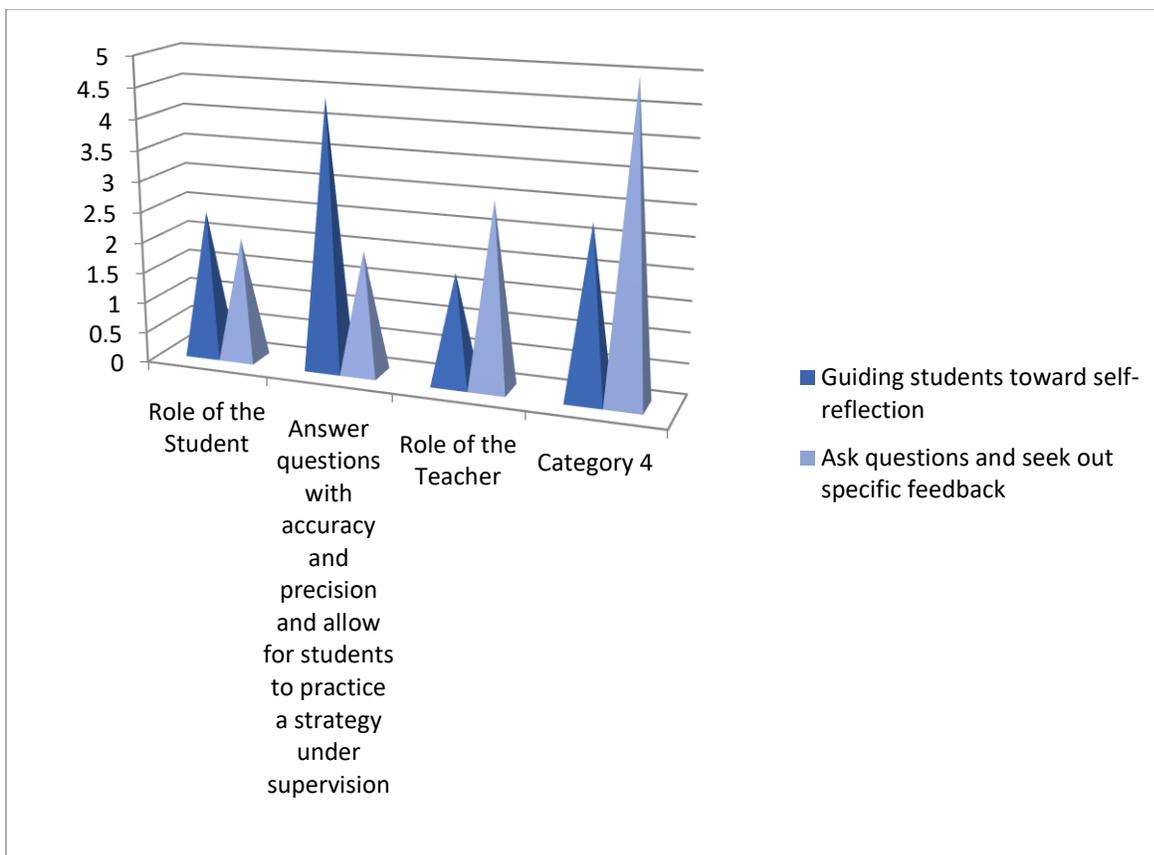
In order to monitor the education in Albania a number of limited indicators have been used traditionally, which have not consisted in a system and which have ensured mainly information about the registrations, participation, the termination of the education according to levels, the passing percentage of the pupils, and some data about the teachers. The data collected in this way has more served as statistics on the education than to analyze the events that have accompanied the development of the education and to take the respective decisions. These data has been mainly used to foresee the most necessary financial, material and human resources.

The information has been collected at the national, local and institutional level, but it has been used very little in function of the local and school level. The actual and perspective developments

of the education, the total reform, the knowledge of the world experience in this field, the influence of the international movement for drafting and using systems of indicators for the education are some of the inciting to start this undertaking also in our country.

In the actual period of development, it is put forward strongly the request to collect objective and accurate information in a professional manner, it is put forward the request to take decisions on the basis of scientific analyses and studies, it is put the request for the communication of this information.

At the end all this information is needed in order to evidence the efficiency of the investments made in education. For all the above-mentioned reasons, the undertaking of the initiative for drafting the system of the indicators of the education in our country has become a necessity.



2 HYPOTHESES AND THE AIM OF THIS PAPER RESEARCH

In general, in the unconsolidated educational systems initially there is a rush towards the quantitative growth and development. This has happened in our system as well. For the decision makers the main questions they needed to address were: How many pupils have been there? How many can we attract? Etc. Even for systems like ours, at some levels like pre-school and secondary education, these questions still remain evident. Seen in relation to other questions, they aim to provide the decision makers with explanations, which may enable them to determine development policies for these levels of education.

Their comparison with the same indicators in other countries would help to take more objective decisions to fit the conditions in Albania and provide solutions through the most effective use of the limited financial resources. The questions addressing the compulsory education are related to quality assurance because at the present situation, for a various number of reasons, the dropout rate and the number of students attending school non-regularly has increased.

This has derived, among other things, from the presence of new economic elements yet instable such as the establishment in the rural areas of small private properties and the need to perform the agricultural works using the free labor force including children at school age. The intensive demographic movements and the fast growth of school population have caused in several areas high concentration of this population that exceeds the maximal capacities of the existing school facilities. There are to be mentioned here as well the newly established urban areas where the education infrastructure lacks completely. Here the situation needs to be seen in its complexity in order to regulate the disproportion that have aroused between the levels of educations.

An educational indicator shows something that is related to the efficiency and attitude of a school system and could serve to train the decision makers. Usually, the educational statistic data do not contain all the possible indicators. As all the indicators, independent from the area where they are used, the educational indicators too focus in the main aspects of the object of their study.

As a consequence, it is expected from the indicators to give a general picture of the situation in the system in general, of one of its aspects or one element. Of course, the indicators do not reveal us everything about the school system, but as any other indicator, they provide an “immediate profile” of the current situation. During parent-teacher conferences, students are included so they can talk about their strengths, weaknesses, and goals.

- a) They are sitting next to each other on the same side of the table.
- b) The teacher and student are equals and can both look at the student's work.
- c) Three international conferences and three workshops brought together national coordinators, representatives of international organizations and a network of research experts.
- d) The authors are indebted to the countries who took part in the study, to the extremely engaged national coordinators, to the expert teams who participated in the country visits and provided valuable comments on the report and to the countries that hosted conferences and workshops.

CONCLUSIONS

It is common that a scholar built a model of educational system in order for him to understand better how it functions. The same thing he should do with the indicators. A good example in this area is the study of school effectiveness. Many studies performed in different aspects of the school have been dedicated to the analyses of factors that appear to contribute to a relative success of some schools. The success in general is measured in terms of school results, but in many cases even to serve the many various criteria used from other schools.

1. Students' performance are subject of interest to students above all, their parents, their teachers and then other teachers and directors of the school, employers and the community of the respective area. On a local level, students' performance are of interest to local education authorities, while on a national level these results are of interest to policy designers and decision-makers.

2. Assessment of curricula is subject of interest not only to teachers, but also to students, parents, designers of educational policies and decision-makers.
3. Assessment of teachers is of interest to management of the school and local authorities, as well as to students, their parents and respective central authorities.
4. Assessment of overall functioning of education system concerns directly the policy makers and educational central authorities and is object of their attention and their continues specified actions
5. The researches in this directions allow sophisticated interpretations on the school efficiency and to have a better understanding why a school achieves better results for all students, independent from their social, ethnic and gender origin, while others, that appear to be more efficient, have lower results for certain categories of students.
6. The use of indicators in comparable studies is common in the area of researches, but it is considered from the majority as a starting point for the analyses process.
7. The interpretation of quantitative data, therefore of relevant indicators, cannot be carried out if are not to be considered the values, objectives and structures of each education system. Thus it can be made by national experts who have a better knowledge and understanding of the functioning of the system.

Standards and the process of defining them make an important aspect of national assessment. Assessment instruments and results should be based on standards because they are the ones to determine and make clear the official curriculum thus, providing a more realistic view of students' performance. The answer to the question “How good is good enough?” has many dimensions, one of which entails standards. Meanwhile, the process of defining standards is very complicated. One of the main tasks of the Center of National Assessment and Examination is to define specific standards through the implementation of first national assessment in the 4th grade.

The Center should utilize advanced statistical techniques in order to provide valid and useful achievement standards. On the other side, the indicators are exposed to wrong interpretations and even to incorrect use. In countries where the position is not tenured, a trade-off must be found to make it worthwhile for principals to invest time in professional development. Efforts also need to be made to find the right candidates.

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THE EDUCATION SYSTEM, SCHOOL CLASSES AND THE STRENGTHENING OF GOVERNANCE IN ALBANIA

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Abstract

Before considering specific ideas concerning the quality and governance of education, and discussing the main challenges facing the developing countries, we should, in the first place, review some of the main characteristics of the environment in developing countries.

Albanian school and education were organized and managed by the Albanian Government for the first time in the history of Albania. Its educational activity focused on the establishment of the Albanian Language as the official language of the new Albanian state, on the creation of the school content of a national and democratic character; on the setting up of the education directorates in the main prefectures, on the compulsory primary education and on the opening of high schools for teacher training.

The purpose of this study is to test a theoretical causal model concerning how elementary and secondary school principals can influence school student achievement through the frequency of implementation of certain instructional leadership behaviors. After controlling for contextual variables, we hypothesized that three latent variables related to principal instructional leadership (school governance, instructional organization, school climate) affected student achievement. A total of 332 teachers and 56 school principals participated in the study. We conducted separate analyses of the proposed model at the individual and school level. The results confirm that the proposed model fit the data. We discuss the theoretical and practical implications of the results.

Key words: Albanian language, education directories, teacher training, school documentation, children, class, school program

III. GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH:

About 30 % of the Albanian people are considered to live in poverty, defining the latter as a combination of social – economic indicators. Poverty is more common in the countryside, where the poor occupy 80 % of the population. GINI coefficient at a national level has been calculated as 0.43 and indicates a high inequality level. Unemployment as well, closely connected with poverty, is unequally spread from the geographical point of view concentrating in the areas of Laç, Puka, Kuçova, Librazhd, Tropoja, Shkodra. The Albanian education has now passed from the emergent phase of assistance to that of development. National education is developed based on the

short term strategy of Pre-university Education which is serving as a program for the undertaking of a wide system reform supported by the World Bank, European Union and other donors.

In many countries, debt absorbs around 50% of the GNP. This situation makes it difficult to dispose enough support for priorities such as education and healthcare. The New Technologies It is estimated that around the world, almost two million people are not connected to electricity. On the other hand, 80% of the planet's population has no access to telecommunication. This inconsistency is most apparent in developing countries.

There is a direct correlation between under-development and the deterioration of the level of education by the second half of the '20 – '30 of the twentieth century; efforts were made to organize the legislative state, to introduce the Western European legislation to Albania. These years were characterized by the stability of education, consolidation of primary school, establishment of the complete system of high education. In 1933 the schools became state – owned. In September 1934 the decree – law On the Structure of Education was proclaimed on whose basis the educational reform was carried out.

3.1 INTRODUCTION

1.2 The scheme the Albanian Ministry

Education in [Albania](#) for primary, secondary, and tertiary levels are mostly supported by the state. The academic year is much similar to that as in the United States, classes' starts almost in September or October and end in June or July. [Albanian](#) is the language of instruction in all public schools. The education takes place in three stages such as the primary, secondary, and pre-university education. However, there are about 5000 schools throughout the nation.

Elementary [education](#) is compulsory from grades 1 to 9, but most students continue at least until a secondary education. Students must pass the graduation exams at the end of the 9th grade and also at the end of the 12th grade in order to continue their education. The academic year is divided into two semesters. The school week begins on Monday and ends on Friday.

The 'School life expectancy (primary to tertiary education)' of Albania is 16 years. The nation ranks 25th out of 167 countries. In 2015, the overall [literacy rate](#) in Albania was 98.7%; the male [literacy rate](#) was 99.2% and female literacy rate was 98.3%.

Schooling Opportunity and Condition Rural regions in particular, but also poor urban districts very often lack a comprehensive primary school network. Children in rural region often have to walk long distances to school. Many girls are not allowed to attend schools some distance away because parents are concerned about their daughters' safety. Schools in developing countries are generally poorly equipped. They lack textbooks and teaching materials.

Teaching Curricula The curricula are overloaded with subjects and do not meet the learning needs of school children. No clear targets are defined. Cultural and regional factors are barely taken into consideration. In many cases, teaching languages, which are unfamiliar to students, reduces learning results. Innovative approach is lacking in teaching methods.

Group work and independent learning are not encouraged, while the capacity for independent critical thought and problem solving, the use of technologies and the promotion of life skills are not given adequate priority in many curricula. In the field of vocational training, lectures are often far too theoretical and lack market relevance. These children have no time or money to attend

school as many families depend on their children's contribution to their income. Generally, the teaching hours and curricula take no account of these children's life situation.

2 HYPOTHESES AND THE AIM OF THIS PAPER RESEARCH

This study aims to examine perceptions of politics among public sector employees as a possible mediator between the supervisor's leadership style and formal and informal aspects of employees' performance. In this paper we are trying to analyze the role of leaders in Albanian conditions. We are focus in three elements: Productivity, Adaptively of the leader roles, infectivity on job time. These three elements are analyzed with indicators like that: Performance in job descriptions and monitory of leader's styles, organizational climates and innovative behavior.

4. LITERATURE AND REVIEW

One of the most direct consequences of poverty has been massive migration within the country and abroad, which has considerably changed the demographic configuration in the majority of the areas of the country leading to depopulation and abandonment of the northeast and remote mountainous areas, and massive settlement in the suburban areas of the main towns, especially in Tirana and Durrësi. As late as 1946, about 80% of the people were [illiterate](#), principally because schools using the [Albanian language](#) had been practically non-existent in the country before it became independent in 1912. Until the mid-nineteenth century, the [Ottoman](#) rulers had prohibited the use of the Albanian language in schools.

[Turkish](#) was spoken in the few schools that served the Muslim population. These institutions were located mainly in cities and large towns. The schools for [Orthodox Christian](#) children were under the supervision of the [Ecumenical Patriarchate of Constantinople](#). The teachers at these schools usually were recruited from the Orthodox clergy, and the language of instruction was [Greek](#). The first school known to use Albanian in modern times was a Franciscan seminary that opened in 1861 in [Shkodër](#), though there are mentions of Albanian schools by Franciscans since 1638. From about 1880 to 1910, several Albanian patriots intent on creating a sense of national consciousness founded elementary schools in a few cities and towns, mostly in the south, but these institutions were closed by the Ottoman authorities. The advent of the [Young Turks](#) movement in 1908 motivated the Albanian patriots to intensify their efforts, and in the same year [a group of intellectuals met](#) in [Monastery](#) to choose an [Albanian alphabet](#). Books written in Albanian before 1908 had used a mixture of alphabets, consisting mostly of combinations of [Latin](#), [Greek](#), and [Turkish-Arabic](#) letters. [\[citation needed\]](#)

The participants in the Monastery meeting developed a unified alphabet based on Latin letters. A number of textbooks soon were written in the new alphabet, and Albanian elementary schools opened in various parts of the country. In 1909, to meet the demand for teachers able to teach in the native tongue, a normal school was established in [Elbasan](#). But in 1910, the Young Turks, fearing the emergence of Albanian nationalism, closed all schools that used Albanian as the language of instruction.

Even after Albania became independent, schools were scarce. The unsettled political conditions caused by the [Balkan Wars](#) and by [World War I](#) hindered the development of a unified education system. When [World War I](#) broke out (1914), Albanian education in Albania was virtually non-

existent. Apart from the Turkish educational institutions, the local schools were mostly Greek-, Romanian- and Serbian-speaking *Source: Education in Albania Encyclopedias on line.*

THE PURPOSE OF THE STUDY

- A. As a result, in many regions of the world, student enrolment has dramatically increased over the past decade. In South Asia, almost 30 million new students have entered the education system since 1999, and in Sub-Saharan Africa, more than 20 million new students enrolled during the same period.
- B. While such relatively rapid growth is laudable and unprecedented, this massive expansion of schooling has significantly strained existing education system. Teacher and facility shortages are acute?
- C. Other issues are perhaps more threatening than the shortages of teachers and facilities. Among these are the lack of effective teaching practices and very little accountability for student learning among teachers and education managers. In short, quality is suffering. Millions are entering the doors of schools for the first time, but too few are learning. Grade-level testing indicates that even at Grade 6, many students still cannot read nor do basic mathematics. It is important to recognize that expanding access to education alone is not sufficient for it to contribute fully to the development of the individual and the society.
- D. As framework of action, access to quality education is the right of every child. Quality should be placed at the heart of education since it is a fundamental determinant of enrolment, retention and achievement.
- E. *The process will* be based on how well students are taught, how much they learn, which in turn will influence how long they stay in school. Such education has implications for efficiency of the system, retention, repetition and drop out rates. It must be relevant to the needs of all recipients.

Education results in the system are weak, especially when measured against the labor market needs and achievements in the other countries of the region which the need for labor hand in Albania have to compete with. *Bentler, P. & Bonett, D. (1980).* The Albanian children take 8.6 years of schooling on average, a figure which ranks Albania behind many countries of the region. Our children also take almost 6 years less of education than the average of EU. Although the universal primary education is increased, the attendance percentage in high school (grades 9-12) is low (about 50%). The low average grades of education are also a result of the changes of the market in certain regions and according to income groups. The level of the Albanian students lags behind the other countries of the region with which the labor hand in Albania competes.

3.3.2 LITERATURE REVIEW AND HYPOTHESES

The 1946 [Education Reform Law](#) provided specifically that [Marxist-Leninist](#) principles would permeate all school texts. This law also made the struggle against illiteracy a primary objective of the new school system. In September 1949, the government promulgated a law requiring all citizens between the ages of twelve and forty who could not read to attend classes in reading and writing. Courses for illiterate peasants were established by the education sections of the people's

councils. The political organs of the armed forces provided parallel courses for illiterate military personnel.

In addition to providing for free seven-year obligatory elementary schooling and four-year secondary education, the 1946 law called for the establishment of a network of vocational, trade, and teacher-training schools to prepare personnel, technicians, and skilled workers for various social, cultural, and economic activities. Another education law adopted in 1948 provided for the further expansion of vocational and professional courses to train skilled and semiskilled workers and to increase the theoretical and professional knowledge of the technicians.

In the 1950s, the school system was given a thorough [Soviet](#) orientation in terms both of communist ideological propaganda and central government control. Secondary technical schools were established along the same lines. In 1951 three institutes of higher learning were founded: the [Higher Pedagogic Institute](#), the [Higher Polytechnical Institute](#), and the [Higher Agricultural Institute](#), all patterned on Soviet models. Most textbooks, especially those dealing with scientific and technical matters, were Soviet translations. Courses for teacher preparation were established in which the [Russian language](#), Soviet methods of [pedagogy](#) and [psychology](#), and Marxist-Leninist dialectics were taught by Soviet instructors. A team of Soviet educators laid the structural, curricular, and ideological foundations of the E. Hoxha University at Tirana (now called [University of Tirana](#)), which was established in 1957.

By 1960 the system of elementary and secondary education had evolved into an eleven-year program encompassing schools of general education and vocational and professional institutes. The schools of general education consisted of primary grades one to four, intermediate grades five to seven, and secondary grades eight to eleven. In October 1960, however, as Soviet-Albanian tensions were reaching the breaking point, the [Albanian Party of Labor](#) issued a resolution calling for the reorganization of the whole school system. The resolution's real aim was to purge the schools of Soviet influence and rewrite the textbooks. An additional year was added to the eleven-year general education program, and the whole school system was integrated more closely with industry in order to prepare Albanian youth to replace the Soviet specialists, should the latter be withdrawn, as they eventually were in 1961.

1. The situation is more acute with around 4 million teachers needed to meet EFA 2015 targets. A well-defend national policy is required to ensure that all schools are staffed. Posting teachers to rural schools in areas where they are not fluent in the language can harm quality.
2. Good learning outcomes are associated with teachers who make plans for teaching, putting into practice what they have learned particularly in in-service courses, correct and improve students' work regularly.
3. Head teachers are critically important to this Endeavour. They emphasize teaching and learning in their management.
4. Research studies show the following in well-performing schools: Well structured, visible and transparent school management involving all staff; Regular monitoring of student performance and teaching practice combined with support for professional
5. One major emphasis in the educational arena in the early 21st century has been the continuing demand for greater accountability to increase student performance.
6. National and state expectations require schools to ensure that all students achieve mastery of curriculum objectives, and local schools focus on implementing those requirements to

the best of their ability. As a result, leading instructional efforts in a school has evolved into a primary role for school principals. The operating expenses in education is managed by the local government. It is important that the school continuously plays an active role in the use of this part of the budget. *Bentler, P. & Bonett, D. (1980).*

- Actually the school should take part in the planning of its expenses for the items mentioned above and introduce to the commune or municipality in the draft budget of the school for the coming year.
- The education institution should be directly involved to manage and follow the expenses all the time, in compliance with the concrete plan approved by the commune or municipality.
- Another element of school financing is the space of the educational institutions to ensure additional resources through the contribution of the community, parents, business and particular sponsors, as well. *Source: (Manasse, 1985; Zmuda, Kuklis, & Kline, 2004).*

3.3 BUILDING AND SUSTAINING A SCHOOL VISION

If you are not sure of where you want to go, how will you ever get there?

All schools need principals to exercise their roles as instructional leaders who ensure the quality of instruction (*Portin et al., 2003*). Thus, there is a need to spend time in classrooms observing the process of teaching and learning while also balancing other needs such as student safety and parent relationships. Fulfilling these multiple responsibilities well requires principals to possess an inner compass that consistently points them toward the future interests of the school, never losing sight of their schools' visions, missions, and goals.

Principals of high-achieving schools are confident that they will accomplish their vision and goals despite challenges and setbacks and, thus, serve as role models for staff and students (*Cotton, 2003*). And when milestone achievements are reached, those successful results are celebrated.

A series of counseling organs about different aspects of education operate in the Ministry of Education and Science.

Institute of Curricula and Standards ICS has been operating as a national public institution depending on the Ministry of Education and Science since 2003. Its mission is the development of the curricula and achievement standards for different school levels. Training and Qualifications Center for Education TQCE has started to operate since 2005. The Center's mission is to assess the needs for the teacher and school principal trainings as well as develop national training programs.

The experience of the recent years has shown that there is no coordination and harmonization of the activities among these three institutions so as to fulfill the national education objectives

formulated in the national strategy. Their management is of a low level because collegial managing and decision making organisms lack. The change of the status and of the statute of these three institutions is now a primary need of the Ministry of Education and Science which is also involved in the Education Excellence and Equity Program (EEE-P)

CONCLUSIONS

1. Advancing, creating and disseminating knowledge through research and providing as part of its service to the community, relevant expertise to assist societies in cultural, social and economic development;
2. Helping to protect and enhance societal values by training students in the values that form the basis of democratic citizenship and enhance critical and forward-looking function. While organizing the follow-up of the World Declaration, quality appeared as one of the most constant criteria adopted by all regional strategies throughout the world.
3. It is universally acknowledged that to implement the mission of higher education, quality is among the most important conditions to fulfill.
4. Quality in Higher Education is a multidimensional concept which should embrace all its functions and activities: academic programmers, research and scholarship, staffing, students, building facilities, equipment, service to the community and the academic environment.
5. Quality is important because it sets the standards that define a University's intellectual standard which conditions the vision and capacity of graduates and of a nation to manage its own affairs. (Saint, 1992)

But this is not enough. Because the demand for teachers varies across subjects, the planning team must also determine critical district needs for more teachers in specific subject areas. In recent years, for example, teachers of mathematics, science, bilingual education, and special education have been in high demand. Similarly, school districts sometimes seek teachers with particular characteristics.

Most of the National Quality Assurance bodies are highly dependent on government. In terms of mandate and activities, they all have the authority to assess higher education institutions and/or programmers, to approve new programmers and to approve or refuse the creation of new private tertiary institutions. Most of the Agencies now cover both public and private institutions.

While emergency-certified teachers usually receive better benefits and higher salaries than substitute teachers, their employment status is conditional on satisfying requirements for full certification within a grace period, typically three years. This pool is another good source of permanent teachers for districts with teacher shortages. Because substitute and emergency-

certified teachers have teaching experience in the partner district, they know the student population well. Many are of racial/ethnic minority backgrounds and are knowledgeable about the cultures of students of color. Because most possess bachelor's degrees, they can complete the coursework required for certification within a relatively brief period, even if they are taking courses part-time

- Partnerships with a history of collaboration and a system of open communication are more apt to succeed in solving implementation difficulties than partnerships with no previous collaborations or with poor communication.

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 - 4) UNESCO (2009). EFA Global Monitoring Report: Overcoming Inequality - Why Governance Matters, 463p.
 - 5) UNU (2009). Innovating to Revitalize Education in Sub-Saharan Africa: The Role of Innovating Centres, 113p. First and foremost, principals need to have a clear vision for their schools Source: (Manasse, 1985; Zmuda, Kuklis, & Kline, 2004).
 - 6) Schools need principals who strive to ensure the quality of instruction in their schools (Harris, 2007; Marzano et al., 2005; Portin et al., 2003).
 - 7) Principals of high-achieving schools expect teachers and students to meet the schools' goals (Leithwood & Riehl, 2003).
 - 8) Principals of high-achieving schools are confident that their schools can meet their goals (Cotton, 2003).
 - 9) Principals who focus on school improvement have more effective schools (Shen & Hsieh, 1999).
- Principals of high-achieving schools communicate to all stakeholders that learning is the school's most important mission (Cotton, 2003; Marzano et al., 2005)
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THE ROLE OF DIGITALIZATION AND E-LITERACY IN THE EDUCATION SYSTEM OF SOUTHEAST EUROPEAN COUNTRIES

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Abstract:

This research focuses on the role of ICT and e-learning education / literacy as key components of the education system of countries in transition. It explores the importance of ICT literacy and e-learning and their impact on: curriculum development and implementation, student-centered teaching / learning, competency-based approaches, integrated teaching and learning, flexibility and mobility, transparency and accountability.

The research explores whether e-learning and ICT can improve competency-based curricula in Kosovo under the new revised curriculum framework. The primary research is based on the experiences and level of inclusion of ICT education in the current curriculum framework 2001 (White Paper for Discussion), as well as the result of the intensive and dedicated 12-month work of the Kosovo State Development Curriculum Council (KSCC) of a new version of the Kosovo Curriculum Framework 2010.

The paper also deals with the effects of ICT literacy on all the main features of the curriculum phases and their results in the students' personal development of key competencies such as: communication and expression, thinking and learning, life-related competencies, work and the environment, etc.

Finally, research shows that ICT and literacy of lecturers need to change and academics need to embrace new technology, as Kosovar society is reconnected with the latest developments in science, technology and culture.

1. Introduction

Knowledge of ICT and e-learning is one of the answers to the challenges aimed at providing a foundation for increasing the quality and equity of educational services for all students and reconnecting the education system with trends and issues related to recent education reforms in other places. progressive systems.

The previous curriculum framework was developed in 2001 by the UNMIK Department of Education and the core curriculum science team, with the support of UNICEF Kosovo (then the "Leading Curriculum Development Agency") in the context of the UNMIK administration in Kosovo. The "2001 Curriculum Framework" was supposed to lay the groundwork for the coherent and quality functioning of our system in line with principles such as student focus, flexibility and inclusion. Although he defined a common "core curriculum" in terms of quality learning outcomes, he took into account local needs and context by introducing the school part of the curriculum. Such changes, although in line with education and curriculum policies and practices, with international effectiveness, may have been very bold at the time. Despite an extensive participatory process, the document did not become official.

However, after 2001, although not formally implemented, it became a key reference document in the curriculum and education system and inspired the processes of capacity building, curriculum development and teacher training. An evaluation by the Institute of Education in London in 2005

highlighted the quality and value of the document for the overall improvement of learning and learning outcomes in Kosovo. The assessors called on the Kosovo education authorities to take appropriate measures to review and implement it in line with new developments since 2001.

2. ICT LITERATURE IN KOSOVO

The term ICT / digital literacy was popularized by Paul Gilster, who in his book of the same name (Digital Literacy) defined it as: the ability to understand and use information in multiple formats from a wide range of sources when presented through computers. The concept of literacy goes beyond just the ability to read; has always implied the ability to read with meaning and understanding. It is a basic act of recognition. ICT knowledge also expands the boundaries of definition. It is the realization of what you see on the computer screen when using network media. Put in front of you demands that have always been present, albeit less visible, in the analog media of newspapers and TV. At the same time, it presents a new set of challenges that require access to computers on the network without prejudice. Not only do you need to gain the ability to find things, but you also need to gain the ability to use those things in your life. (Gilster, 1997: 1-2)

Information and communication technologies (ICT) are part of our daily lives and permeate many activities, such as the work environment, communications and day-to-day relationships, managing administrative matters, etc. They have become a fundamental priority and a major driver in

politics, economics and - most importantly - education. However, further digital equality needs to be promoted in order to improve social inclusion in / through this migration process.

In 2007, the Ministry of Education, Science and Technology of Kosovo (MEST) published "Its Strategy for the Development of Pre-University Education in Kosovo 2007-2017". Objective 4.2 of the strategy "Fully functional system for ensuring quality learning built on standards comparable to those in developed countries" refers to the revision of the Kosovo Curriculum Framework from 2001 as one of the priorities of MEST until 2010.

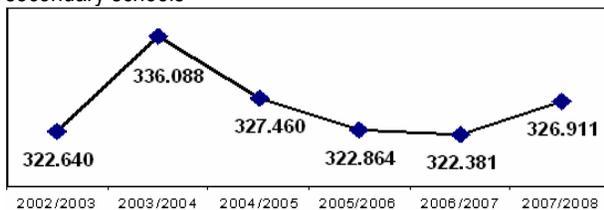
The 2010 Curriculum Framework is the main reference document for a new cycle of reforms in the education system in Kosovo that aims to address these and other current and future challenges. These challenges require young people to develop the ability to use knowledge, skills and attitudes in the context of real-world problem solving.

The Republic of Kosovo is the youngest country in Europe, located in the middle of Southeast Europe. It declared independence on February 17, 2008, after nearly ten years of administration by the United Nations (UN) and three years of internationally mediated status negotiations. It is estimated that the population of Kosovo lives about 2 million in an area of 10,908.1 km² (Statistical Office of Kosovo). The right to education is guaranteed to every citizen by the Constitution of Kosovo and other laws in force, where public institutions provide equal opportunities for all in accordance with their abilities and needs.

Kosovo is a dynamic young multiethnic society with almost a quarter of the population attending a formal education level.

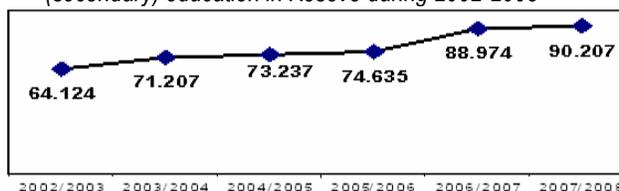
Kosovo is a dynamic young multiethnic society with almost a quarter of the population attending a formal education level each year. To illustrate this, the two tables below show the number of students in primary, lower and upper secondary schools in Kosovo during 2002-2008.

Figure 1. Number of students in primary and lower secondary schools



Source: Statistical Office of Kosovo

Figure 2. Number of students in upper High School (secondary) education in Kosovo during 2002-2008



Source: Statistical Office of Kosovo

One of the most important achievements of recent years is the beginning of a truly democratic process in Kosovo, which refers to the emergence of a new democratic structure of power and democratic institutions. This refers to the revival of civil society and the sense of collective and individual dignity. Therefore, one of the main goals of education in Kosovo is to develop the knowledge, attitudes and skills needed to practice democratic citizenship. This will enable young people to deal competently with public affairs and to be active and responsible citizens in a pluralistic and democratic society. Education for democratic citizenship will pay special attention to the multiethnic and multicultural character of Kosovar society, in order to enable students to deal constructively and positively with issues of change; and nurture and respect their own rights and the rights of others.

2010 has been declared the European Year against Poverty and Social Exclusion. The purpose of this paper is to contribute by presenting some of the benefits and opportunities that technological learning improves for social inclusion.

Kosovar society is now reconnected with the latest developments in science, technology and culture. The road to a new dialogue between the Kosovo education system and other progressive education systems in the world now has a new chance. In this regard, another important goal of education in Kosovo is to equip students with valuable up-to-date knowledge and instrumental skills that will help them meet the challenges of a learning society and the prospects of lifelong learning in an interdependent world. Information and Communication Technologies (ICT) and literacy in e-learning in Kosovo include new tools and processes for accessing and processing information, as well as their communication through electronic means, such as computers, TV, Internet and tools. other digital [Virginia Steiner, 2004] On the other hand, distance education is teaching that does not limit the student to be physically present in the same place as the lecturer. Historically, distance education has meant the study of correspondence. Today, audio, video and computer technologies are common ways of delivering. Distance education is not simply the addition of technology to teaching; instead, it uses technology to enable new approaches to the teaching / learning process.

Today, everyone agrees that most concepts of digital injustice or the so-called digital divide need to be reconsidered, because the single offer of equipment, software and Internet access is not a guarantee of increased social inclusion. In fact, we need to ensure that they are effectively integrated into communities, institutions and societies and that citizens use them to engage in meaningful social practices (Warschauer, 2003).

3. Information age and the need for a revised curriculum

Taking into account the development of information and communication technologies, the professional analysis of Kosovo and international bodies, the opinions of key teacher experts, as well as the opinions of students, parents and other stakeholders, several reasons were found for comprehensive curriculum reform in Kosovo. :

- The goals and objectives of education for young people through the Kosovo education system should be clearly defined, in terms of serving as a basis for further curriculum development and as a reference for assessing and evaluating student achievement.
- General orientations for teaching and learning in the formal education system should be provided to teachers, parents, students, programmers of teaching and learning materials, assessors and other stakeholders on the basis of a common framework.
- Students should be equipped with knowledge and skills from a lifelong learning perspective and from the learning society (especially through ICT). Due to the complexity of today's world, learning cannot be reduced to just one period of formal schooling, but should be emphasized as a permanent dimension in a person's life.
- There is a need to avoid overloading students with irrelevant or outdated information / data and to stimulate them only in relation to the development of lower level intellectual skills. The new curriculum promotes a balanced approach to teaching and learning with the aim of providing students with valuable and up-to-date knowledge, while at the same time helping them develop valuable skills and a positive attitude towards themselves, others, learning and life.
- Schools and teachers should be encouraged to introduce and use new learning strategies from the perspective of a student-centered approach and interactive methodologies.
- Democratic changes in Kosovo society and its pluralistic character should be reflected in the new curriculum.
- The principle of school autonomy should be nurtured through the new curriculum.
- The interdependencies of today 's world, as well as new developments in the labor market, in terms of providing the preconditions for mobility and training of students to compete successfully in the domestic and international labor market, must be taken into account when designing a new curricula.

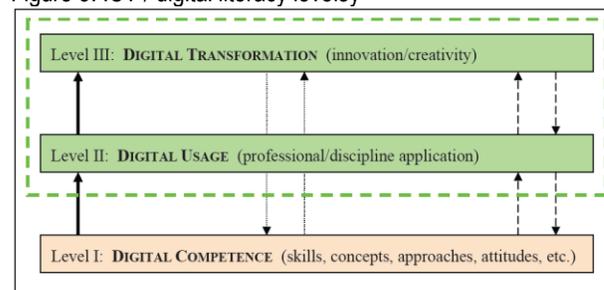
4. How to strengthen ICT literacy in Kosovo?

Literacy in ICT has become one of the top competencies in this century. Without the possibility of efficient and responsible use of information and communication technology, the chances in the global market are very small. Today, more than 250 million Europeans regularly visit the Internet. Yet despite this encouraging figure, large sections of the population are still denied a number of new opportunities. But even those who regularly use new ICT

media are not reasonable for ICT. Information and communication technology not only means that people have the technical infrastructure, but also means that they are able to maximize the opportunities that new technologies offer them.

ICT literacy can be considered understandable at three levels, we can approach ICT / digital literacy in the same way, seeing it as operational first at the technical level, mastering digital competencies , secondly at the level of intended use, proper contextual application of digital tools, and thirdly, at the level of critical reflection, understanding the transformative human and social impact of digital actions (Figure 3).

Figure 3. ICT / digital literacy levelsy



ICT competence is a requirement and forerunner of ICT literacy, but it cannot be described as ICT literacy.

4.1. ICT and e-learning Literacy for Teaching Staff

With the 2001 Curriculum Framework, most work on ICT and literacy e-learning focuses on students' skills and education, but the core areas should be the ICT literacy levels of teachers responsible for the development and implementation of learning. Following the curriculum framework, the State Curriculum Council approved a six-month study in 2009/2010. This research, organized by the author of this paper, conducted a survey of teaching, managerial, administrative and technical staff to determine how staff access and use ICT in their work environment. The research showed that there is a general lack of staff awareness of ICT skills and a lack of training for staff, especially non-teaching staff. Where training existed, focusing primarily on core ICT skills courses, and where staff received ICT skills development training, this was mainly in the form of one-time training to support the introduction of a service or resource new.

Taking into account the ICT competencies of Kosovo professional analysis and international bodies, the opinions of key teacher experts, as well as the opinions of students, parents and other stakeholders, several reasons were found for a comprehensive curriculum reform in Kosovo. :

- The goals and objectives of education for young people through the Kosovo education system should be clearly defined, in terms of serving as a basis for further curriculum development and as a reference for assessing and evaluating student achievement.

- General orientations for teaching and learning in the formal education system should be provided to teachers, parents, students, programmers of teaching and learning materials, assessors and other stakeholders on the basis of a common framework.

- Students should be equipped with knowledge and skills from a lifelong learning perspective and from the learning society. Due to the complexity of today's world, learning cannot be reduced to just one period of formal schooling, but should be emphasized as a permanent dimension in a person's life.

- There is a need to avoid overloading students with irrelevant or outdated information / data and to stimulate them only in relation to the development of lower level intellectual skills. The new curriculum promotes a balanced approach to teaching and learning with the aim of providing students with valuable and up-to-date knowledge, while at the same time helping them develop valuable skills and a positive attitude towards themselves, others, learning and life.

- Schools and teachers should be encouraged to introduce and use new learning strategies from the perspective of a student-centered approach and interactive methodologies.

- Democratic changes in Kosovo society and its pluralistic character should be reflected in the new curriculum.

- The principle of school autonomy should be nurtured through the new curriculum.

- The interdependencies of today's world, as well as new developments in the labor market, in terms of providing the preconditions for mobility and training of students to compete successfully in the domestic and international labor market, must be taken into account when designing a new curricula.

Developing literacy or e-literacy skills is essential in order for teaching and other support staff to fully integrate and use teaching resources in the e-learning system. Engaging with academic staff to develop their skills also makes them more likely to see the value of incorporating these skills into their student courses. By continuing in the ICT literacy programs offered to students, teaching staff will have to play an important role in providing this type of ICT literacy education to students. IT literacy skills for staff may include knowledge of a range of resources available in the digital world, such as those with teaching titles available in electronic format. But it would also involve teaching a staff member to create online learning materials and add enduring links to electronic learning materials. ICT knowledge also includes knowledge of copyright and licensing arrangements for electronic resources, as Martin (2003) puts it, moral issues. Thus, teaching staff would receive guidance and support on issues such as resources that are licensed for download for use in a virtual learning environment and to which they should relate.

Teachers will need to be called upon more and more to give guidance in this area through various tools such as:

- One-on-one training and support for guidance on specific issues
- Group training sessions on routine issues such as posting online learning materials or learning how to use online learning materials
- Documentation (printed and Internet-based) that the teacher can consult as needed

4.2. ICT and e-learning Literacy for Students/learners

Knowledge and education on ICT and e-learning will help students nurture their local, ethnic and national identity, as well as enable them to be open to enriching their personal identity, through the interdependence of today's world. Students will be supported to understand that identity is not just what sets people apart, but that includes what makes them part of the wider world. They will rely on understanding and appreciating the fact that people have a local ethnic identity, but also that it is important to promote a broader identity. This is possible on the basis of common interests and a broader sense of belonging.

ICT education will also help students learn and appreciate the traditions of their family and community, as well as enable them to be open to the history and culture of other communities, as well as other countries and people. Children will also be encouraged to nurture their tradition and contribute to the enrichment of their cultural heritage.

With ICT and literacy:

- Students will be educated to use their knowledge and skills creatively in different situations and new contexts; engage individually and in collaboration with others in problem identification and creative problem solving, and nurture the motivation and skills for independent and critical thinking.

- Students will be supported to develop responsibility for themselves, others, society and the environment. Developing responsibility means being aware of the consequences of personal action, as well as being aware of and understanding the responsibility of taking the initiative.

- Students should be able to relate theoretical knowledge to practical activities, develop a positive attitude towards learning, have the ability to apply the knowledge and skills acquired for further study at work, and in public and private life.

- Students will be supported to develop self-confidence and positive motivation, as well as to properly use their rights. They will be supported to nurture their curiosity and curiosity, as well as to show a positive attitude towards diversity, in terms of ideas, phenomena, persons, cultures, etc.

- Education should enable young people to contribute with all their potential to the renewal and well-being of Kosovar society, while at the same time developing autonomy as individuals who are able to continue their lives with personal success.

5. Education in Kosovo from the perspective of the international context

ICT literacy will help address some of the additional challenges and opportunities facing Kosovo society, including:

- Get to know society and the economy. Due to rapid technological and social developments over the past decades, access to knowledge (especially through ICT) is now virtually unlimited, resulting in the democratization of knowledge worldwide. Knowledge is seen today as an increasingly important tool of wealth generation and production. Because of this virtually unlimited access to information and to meet new contexts and challenges, schools need to help young people develop the skills to access and process information independently and responsibly, as well as to develop broader competencies for life and work.

- Increasing interdependence and mobility: Due to the effects of globalization (for example, in communication, finance, travel, education, culture, migration, lifestyles), communities everywhere are increasingly interdependent today. This affects individual identities and collective and what is seen as "universal" or "international" as opposed to traditional, "local" and "national".. More than ever, young people need to be able to adapt to rapid and unpredictable changes, such as the recent global economic and financial crisis, the spread of disease, and ongoing conflict.

- Learning to live together: The 1996 UNESCO Delors report highlighted "Learning to live together" as one of the key challenges in an increasingly open and interdependent world, including constructive diversity management, peaceful conflict resolution, tolerance, self-respect and respect for other intercultural understanding and effective communication. "Learning to live together" is also a priority for Kosovo in relation to the European integration process in which it intends to take an active part. This includes promoting within Kosovo values and practices related to inclusion, democratic citizenship and human rights in the context of public, professional and private life.

- Sustainable development. In an increasingly globalized world in which the quality of life on Earth for current and future generations is under serious threat, students must be equipped with the knowledge, skills, and attitudes to support the environment and avoid wasting resources. This requires young people to become aware not only of the principles and practices of social cohesion and inclusion, but also of how to effectively fight poverty, marginalization, discrimination and injustice.

6. Curriculum framework (CF): WHY, WHAT, HOW and HOW WELL learners should learn?

The revised curriculum framework promotes a competency-based approach, developed through practice-oriented learning. The transition from a content-based curriculum to a competency-based curriculum aims to mobilize the potential of Kosovo's youth to compete successfully in the labor market at home and abroad. The aim is also to maximize the potential benefits that can result from the

growing number of educated young people and to achieve improvements in Kosovo's society, economy and environment in order to move closer to the advanced societies of Western Europe.

Literacy in ICT enables the realization of the specifics of different levels of education, thus providing a basis for transparent relations between schools, parents and local communities. He will assist schools and education administrators in organizing, managing and evaluating school activities and efficiency. Depending on their individual characteristics, staff, infrastructure, community and environment, schools will be encouraged to be actively involved, as learning organizations, in providing various opportunities for all students to develop knowledge, understanding and skills. and key competencies defined within the curriculum.

ICT knowledge creates a basis for expanded communication and cooperation between schools and the community, in order to increase the quality and equity of educational services, as well as the accountability of teachers, schools and educational authorities at different levels.

6.1 Principles for the development and implementation of the curriculum framework

The Kosovo Curriculum Framework has a regulatory role in relation to the overall "curriculum system" which should be coherent and in line with the common foundations of the principles of quality curriculum development and implementation.

These principles apply to both the common part of the curriculum ("core curriculum") and the optional part of the curriculum.

The principles on which the development and implementation of the curriculum framework in Kosovo are based are as follows:

- Teaching and learning and student-centered involvement
- Competence-based approaches
- Integrated teaching and learning
- Flexibility and mobility
- Transparency and accountability

7. The new educational structure in Kosovo: what needs to change and why?

CF is in line with the new structure of pre-school, primary, secondary and higher education in Kosovo, which includes the following stages of education:

ISCED levels ¹	Kosovo education structure	Ages	
ISCED 4	Post-secondary	18 +	
ISCED 3	C O M M U N I T Y	Upper secondary Grades 10-12	15-17
ISCED 2	M P U	Lower secondary Grades 6-9	11-14
ISCED 1	L S O R Y	Primary education Grades 1-5 Pre-primary grade	5-10
ISCED 0	Preschool education	0-5	

Në strukturën e strukturës, struktura e strukturës së strukturës së strukturës së strukturës është si më poshtë:

- Viti i fundit i arsimit parashkollor bëhet i detyrueshëm ("viti parashkollor");

- Klasa 13 është një student që nuk ka një diplomë në zhvillimin profesional;

- arsimi i detyruar dhe shtrihet nga 9 në 13 vjet, nga viti fillor;

- Në shkollë janë 40 nxënës.

- phaseshtë krijuar faza e shkollës pas shkollës së mesme para se të vendoset në sistem (niveli 4 ISCED) për zhvillimin dhe zhvillimin profesional dhe zhvillimin profesional;

- Unë duhet t'ju ndihmoj me punën tuaj dhe të punoj për ju në fushën e arsimit dhe zhvillimit profesional në botën e jetës dhe punës në mes të zhvillimit profesional.

- Në shkollë dhe shkollë, në program, bazën e të dhënave në program për nxënësit, studentët në klasë, studentët në klasë në klasë, dhe në radhë të parë, ata janë të interesuar për të. Natyrisht në matematikë, TIK, shkollë, shkollë, studim studentor ose art.

- Në arsimin profesional, zhvillimin profesional dhe aftësimin për aftësi, nuk jam në gjendje të punoj si profesionist, jam shumë i kualifikuar dhe kompetent në aftësitë e mia specifike.

- Kërkoni për pyetje dhe udhëzime për trajnim në të ardhmen dhe në të ardhmen

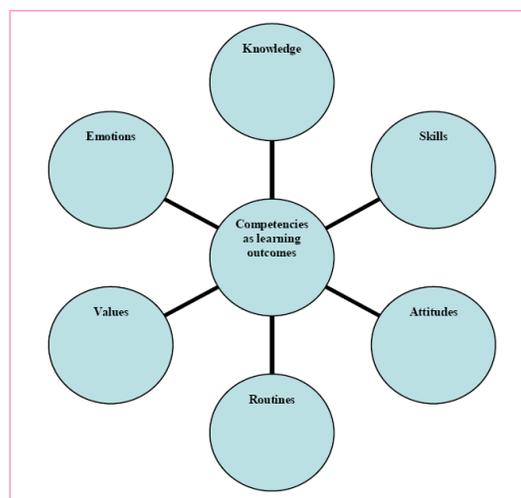
8. Konceptet dhe "kompetencat" janë rezultati

Përveç ndërlkimeve në të cilat është e mundur të gjesh një mënyrë për të gjetur se çfarë po ndodh në të ardhmen, është gjithashtu e rëndësishme të shfrytëzosh rastin për të zhvilluar kurrikulën në treg. KCF ofron një perspektivë mbi bazat e kompetencave për studentët në zhvillimin e qëllimeve dhe objektivave të studentëve për situatën aktuale dhe në fushën e arsimit.

Theksimi i "Kompetencave" nuk do të thotë neglizhim i njohurive; Përveç aftësive dhe burimeve të programit të kompetencës, programi dhe rezultatet e programit do të zhvillohen dhe organizata do të jetë në gjendje të përqendrohet në zhvillimin e integruar të programit. Qasjet e bazuara në kompetencë ndryshojnë nga qasjet që nxisin të mësuarit e tepruar dhe të bëjnë mirë, vetëm pasi të mos kujtohen dhe riprodhimin e njohurive para-prodhuar.

Figura më poshtë tregon se sistemi i kompetencës së duhur: njohuritë, aftësitë, qëndrimet, vlerat, ndjenjat dhe rutinat.

Figura 4 "Sistemet" dhe kompetencat: A jeni kompetent të jeni kompetent??



8.1. Key competencies in the new Kosovo education system

The core competencies provided by KCF determine the key learning outcomes that students will achieve in a progressive and sustainable way throughout the education system.

However, certain areas / subjects can be used as the main "carriers" for the development of some competencies. In relation to subject areas / subjects, key competencies have been translated into more specific content and subject competencies (and sub-competencies).

In line with Kosovo's vision for education and the policies that underpin the curriculum framework, the following key competencies are envisaged for the education system in Kosovo:

- Competencies for communication and expression iv Effective communicator
- Thinking competencies krij Creative thinker
- Learning competencies i Successful student
- Competencies related to life, work and environment assoc Productive collaborator
- Personal competencies i Healthy individual
- Civic competencies i Responsible citizen

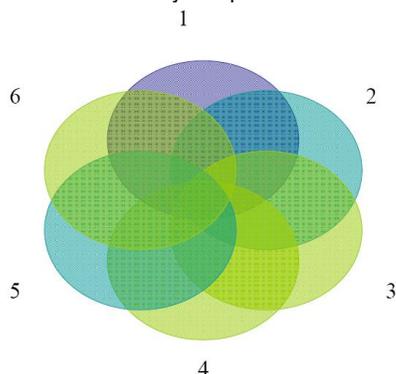
Key competencies such as communication and expression, thinking and learning are instrumental in nature: they are essential to competencies that are more relevant to content and content, such as competencies needed in private, public and professional life.

Although each category of generic competencies captures and integrates specific learning outcomes, key competencies share overlapping elements and aspects - for example, emotions are an integral part of communication and expression, as well as personal development, life-related thinking and actions, and work and situations.

Key competencies are also interrelated and interdependent in the way they interact and reinforce each other from a

“full person” perspective. The following figure shows the interconnection of key competencies.

Figure 5. Interrelation of key competencies



9. Conclusion

The competency-based approach to Kosovo's new educational framework has important implications for curriculum design as well as classroom practices (for example, integrating cross-cutting issues such as life skills; integrated learning; interactive learning; focus on formation and assessment progress). By implementing literacy programs, which are integrated at the same time, partnerships with teaching and teaching staff can be strengthened. Teachers need to work with new groups of professionals, they need to develop new skills, especially teaching skills, that allow them to run these programs when applicable, using technology. E-learning offers exciting and new opportunities that the teacher needs to reach and benefit from. The key to success is getting out of school, building partnerships with teachers and learning technologists, and penetrating their networks.

As shown in this paper, the definition of ICT literacy is very broad and cannot focus solely on the use of the Internet or computers in general. In addition to the technological ability to use a computer, the user must also be able to handle all the information received online and continue to use it in an efficient and responsible manner. Staying educated in ICT is an ongoing process that means constantly learning and using new technologies and adopting all these processes in daily life.

This also means that support will still be needed to strengthen the ICT literacy skills of all Kosovo citizens. If the rapid development of new technologies does not reduce the demand for additional support to strengthen literacy in ICT, it will not decline and the need to develop more comprehensive ICT literacy initiatives will continue.

The school in Kosovo is no longer just a physical building; is a large collection of digital resources, accessible to many from the desktop, anywhere, anytime. Teachers need to ensure that their place in the virtual world of learning is as important as in the physical world.

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