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REPUBLIKA E SHQIPËRISË  
MINISTRIA E ARSIMIT  
DHE SPORTIT

**STRATEGY  
ON  
PRE-UNIVERSITY EDUCATION DEVELOPMENT  
2014-2020**

**(Draft)**

**Tirana, 2014**

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## 2014-2020 Pre-University Education Development Strategy

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## **ABBREVIATIONS**

VET	Vocational Education and Training
NTA	National Testing Agency
DA	Disability
NHEFA	National Higher Education Funding Agency
PUE	Pre-University Education
PSE	Pre-primary Education
EU	European Union
RED	Regional Education Directorate
FE	Faculty of Education
EI	Education Institution
SEI	State Education Inspectorate
EDI	Education Development Institute
SI	Special Institute
CF	Curriculum Framework
CM	Council of Ministers
MES	Ministry of Education and Sports
PBM	Performance Based Management
MF	Ministry of Finance
ME	Ministry of Economy
MSWY	Ministry of Social Welfare and Youth
MoE	Ministry of Environment
MIA	Ministry of Internal Affairs
BLGU	Baseline Local Government Unit
OECD	Organization for Economic Cooperation and Development
NGO	Non-Governmental Organization
GDP	Gross Domestic Product
PISA	Program for International Pupil Assessment
PUES	Pre-University Education System
EIMS	Education Information Management System
SIMS	Scholastic Infrastructure Management System
PUEDS	Pre-University Education Development Strategy
ICT	Information and Communication Technology
UNICEF	United Nations Children's Fund
DCM	Decision of the Council of Ministers
EO	Education Office
PD	Professional Development

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## **Foreword**

The Strategy on Pre-University Education Development presents our vision on education of our children and youth and it traces the path to achieve this vision by meeting the strategic priorities that we have set for this sector. As may know, the strategy addresses the education system in general and in particular addresses such priorities. At the same time, it reflects the consensus between the academic community, education professionals, civil society, interested parties and the general public.

For the development of this strategy we learnt from our weaknesses and benefited from achievements. We concentrated on the mistakes of the past, such as the inadequate emphasis on the quality and results of learning, the development of overly complex projects beyond the capacities of the system/institution, or very concentrated focus on only one sub-sector isolated from the rest of the education system, and the expansion of physical infrastructure without the adequate concern for activities and policies that determine learning outputs. As a result, education results of our pupils are not at the levels we would like to see them.

Today, we all accept the fact that the performance of the education sector is a relevant determinant of competitive skills and economic growth in the country; that education is the investment that fundamentally impacts the development of the entire country; and that education is one of the most important factors in eradicating poverty.

Upon consideration of the above, the Strategy incorporates our commitment to select only what is most relevant to the development of our children and youth, accepting that, in a fast changing world the challenge we face is the establish/ building of a inclusive education system providing equal opportunities for all, while at the same time respecting individual differences.

The Strategy document takes under consideration that the Albanian society is evolving and getting ready to overcome challenges that seriously impacted it by reorganizing the foundations and resetting its strategic education objectives in this sector. This requires the development of an imposing vision for both learning and education, which we need to communicate with passion and to implement at all, levels of the Pre-University Education system.

The new Strategy guides mid- and long-term sector policies for the improvement of PUE in line with the Government vision. In this context, the Strategy also supports the unification of the Albanian and Kosovo education systems. Thus the document cements the professional commitment of our experts and provides the opportunity for dialogue between stakeholders for the



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development of a quality and respected education system at the international level. As such, it is the key for concrete projects in education.

In the meantime, we are aware and have understood that the development of the system will not be achieved through quick and easy fixes. We will face changes step by step engaging in the process all interested social factors. Therefore, I completely believe that the contents of this document will enable the Albanian education field to become integrated in the European field and to share with it qualities, values and joint approaches.

At this juncture my deepest gratitude goes to all those who contributed to the development of the Strategy. I would also like to invite, and I hope that all the interested parties and our partners will support the Strategy implementation process.

**LINDITA NIKOLLA**

**Minister for Education and Sports**

Tirana, on 26.01.2015

## **Introduction**

*“Give someone a hand-out or a tool and they will live a little better.  
Educate them and they will change the world”*

The 2014-2020 Pre-University Education Development Strategy (herein referred as PUEDS) <sup>1</sup> is one of the components of the 2014-2020 Strategic Plan for Education. It adds untreated elements in the 2009-2013 strategy and sustains further improvement of education system<sup>2</sup>, which is per se deemed as a promoter of country’s development and foster integration.

This document sets the national education priorities for the period concerned and thus, consists in an inclusive platform where institutional stakeholders and interested groups can give their contribution. It contains proposals for transformation, reformation and development of our education system based on an efficient planning, management and assessment model. It takes into consideration best principles and practices; deals with PUE situation and makes proposals for interventions in each relevant priority while avoiding unnecessary descriptions.

The strategy is in compliance with the main education development trends in Europe and worldwide. Therefore it intends to: (i) improve education quality for all; (ii) identify the main activities and plan necessary budgetary resources; (iii) facilitate cooperation between government agencies, partners and other education interest groups in relation to expanding activities and investment in education within a cohesive conceptual, planning and funding framework. The annual plans of operation, which determine annual objectives, concrete activities and relevant means/resources, are based on this document.

The work for drafting the Strategy started in April 2014 at the Ministry of Education and Sports (herein referred to as Ministry). The “Preliminary PUE Reform Report” was drafted during the April-August 2014. The discussion of findings and proposals resulted in the conceptual framework of Strategy, the objectives and expectations according to the priorities set forth. More detailed research to identify and confirm the system’s situation in terms of activities, was carried out during September-December. Three workshops were organized in 2014 with domestic and foreign experts, teachers, representatives of various organizations and the civil society who contributed to the identification of strengths / challenges / gaps, and also for the development of conceptual framework. Such activities were followed by the establishment of teams that investigated the specific aspects of the Strategy.

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<sup>1</sup> This document does not include Vocational Education and Training as that sector’s strategy is drafted by MSWY. [MSWY (2014), “2014-2020 National strategy for employment and skills”]

<sup>2</sup> MES (2009), “2009-2013 National Strategy on PUEs”.

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All fundamental requirements for such a planning process, such as: *inclusion* (contribution by and authorship of a large number of providers and beneficiaries), *coherence* (between Pre-University Education and higher education stages, by including experts from each sub sector), *expertise* and *communication*, have been respected in order to ensure the sustainability and effectiveness of the PUED activities.

The PUED is guided by the priorities of the *National Plan for European Integration 2014 - 2020*<sup>3</sup>. Our previous strategies, those of Kosovo, “*The Strategic Framework for Cooperation in Education and Training – Europe 2020*” and “*The European Education Strategy 2020*” have been consulted during the development of this Strategy. The PUED Document has been agreed upon by the experts of all agencies dependent from the Ministry. It has been discussed with the public and has drawn from the contribution of many interested parties.

This document is divided into 5 sections.

Section 1 addresses the *current conditions* in the Pre-University Education system (organization and functioning) and introduces an overview of *strengths* and *challenges* related to leadership and management capacities in the system, the quality and level of learning facilities, ensure performance quality, and human resources in the PUE. Section 2 sets the *strategic vision, policies and purpose*. Section 3 develops policy objectives and main outputs.

The Strategy policy objectives are as follows:

- A. *Enhance leadership, governance and resource management capacities.*
- B. *Inclusive quality learning.*<sup>4</sup>
- C. *Ensure quality performance according to standards of EU countries.*
- D. *Contemporary professional training and development of teachers and administrators.*<sup>5</sup>

Section 4 provides financial resources- financial aspects based on economic framework. Section 5 presents the system monitoring and assessment report on Strategy progress.

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<sup>3</sup> Republic of Albania Official Gazette, 14 July 2014: “*Decision of CM No. 438, of 02.07.2014 “On approving the National Plan for European Integration, 2014- 2020”, chapter. 26.*”

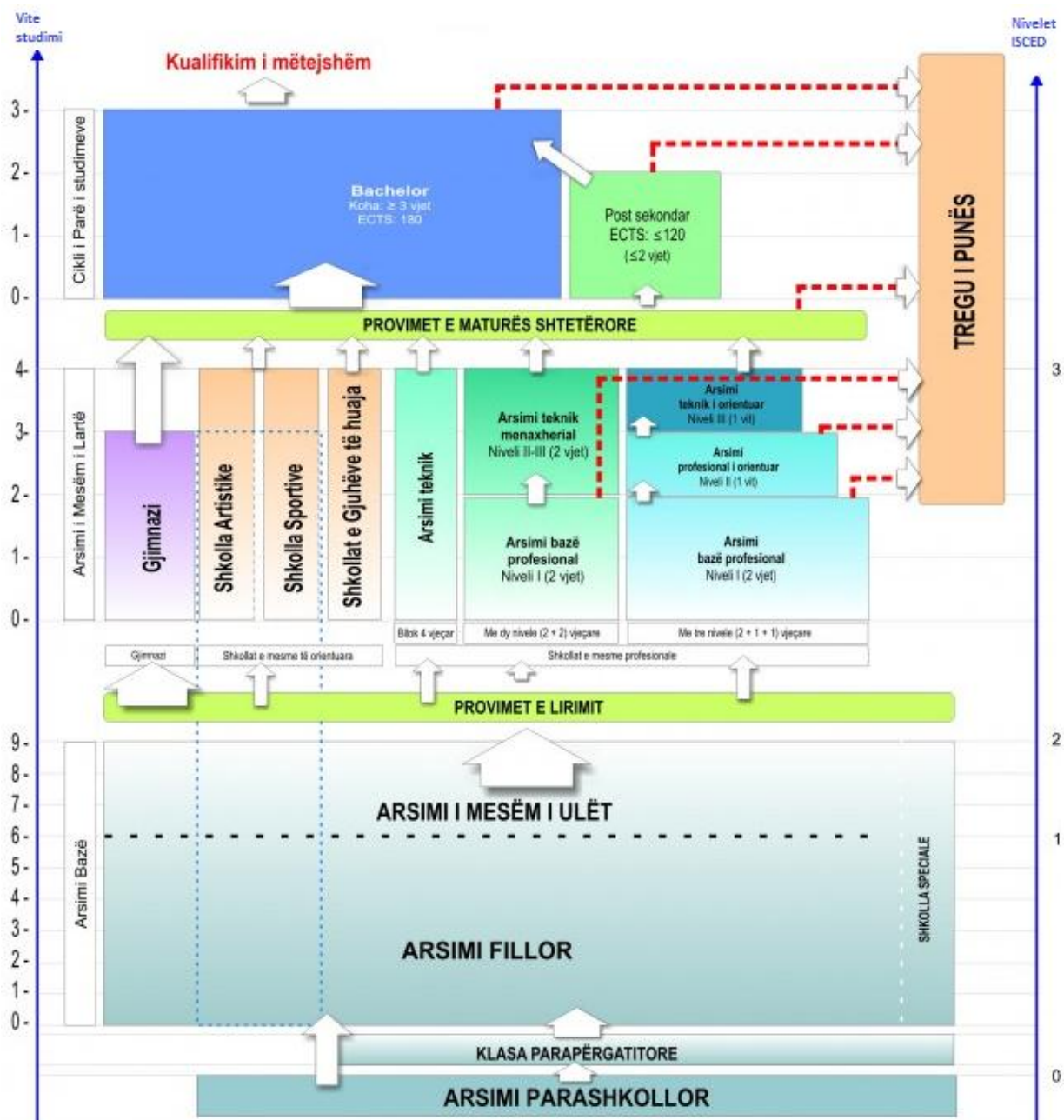
<sup>4</sup> Inclusive learning is an approach by which children learn together in the nearest school without disturbs, no differentiation based on race, gender, ethnicity, disability or any other distinction; such learning implies sending children to school and providing effective support, on individual needs basis

<sup>5</sup> According to the OECD the majority of reforms analysed are focused on: (i) supporting children in difficult situations and care in early childhood; (ii) reforming vocational education systems and establishing connections with employers; (iii) improving professional training and development of teachers; (iv) enhance school assessment and appreciating results. [OECD (2015), *Report Launch: Education policy Outlook 2015: Making Reforms Happen*]

**SECTION 1**  
**PUES CURRENT SITUATION**

## Organization and functioning

The structure of education system in the Republic of Albania is given in the figure as follows:



Pre-University Education System (PUES) is a subdivision of this system. It includes three education stages: *Pre-primary*, *primary* (elementary and middle) and *secondary*. Pre-University Education (PUE) takes place in public and privately-run educational institutions (EIs)

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**Pre-primary education** (PSE) takes place in *kindergarten* and *reception classes* and it is for children of aged between 3 to 6 years and it is not compulsory. Kindergartens are divided into three groups: the first group (3-4 years-old); the second group (4-5-years-old); and the third group (5-6-years-old). Reception classes take place in e Primary educational institutions with children of age 5, who have not attended pre-primary education previously.

The learning process at this education level is conducted in Albanian. However, in kindergartens of areas inhabited by national minorities (Greek or Macedonian), classes are conducted in their mother-tongue language. The process follows a curriculum based on approved standards. Privately-run kindergartens are 8.4% of total number of kindergartens and children enrolled in pre-primaries in these institutions are about 6% of total number of children enrolled.

Despite the fact that studies show that quality intervention in early childhood has a high rate of return on primary education and further to all those people who benefit from this intervention. In the last decade, the rate of improvement in pre-primary education has been quite slow. The fact that pre-primary education is not part of compulsory education perhaps effects on the lack of attention by all Governments, which is reflected in the continuous reduction of funds allocated to pre-primary education. While in 2001, 5.9% of education budget was spent for pre-primary education; in 2013 this indicator was 4.6%. Therefore, the conditions of kindergartens buildings and their didactic means furniture, do not meet the standards. The increasing demands of parents for this service, especially in urban areas affected by migration, were not met.

However, children who go to kindergartens as a share of total number of children, is increasing. In 2008, about 72600 children went to kindergartens, while in 2014 this indicator increased to 77154<sup>6</sup>. It should be stresses that in absolute terms, the number of children has decreased both in towns and villages due to decrease in births, immigration and unemployment of women.

In our country, enrolment of children in PSEs is more or less 60%, when the European countries average is 75%.

During the recent years, efforts have been done focusing the improvement of physical conditions (buildings, furniture, and didactic means) to increase quality of learning and human resources.

**Primary education** is provided to children above the age 6. It last 9 years and it is compulsory. The structure of primary education in compulsory education has changed with the new 2004 education plan. Based on the said structure, the current duration is 5 years. Pupils attend EIs

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<sup>6</sup> Source: Statistics Office in MAS

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providing primary education up to the age 16. Pupils who go 16 years old, but have not completed this level of education yet, have the possibility to do it in part time schools. About 92% of pupils that complete primary education continue secondary education. The ratio between teachers and pupils in primary education is about 1:16. While the number of privately-run schools providing primary education is 8.5% of total pupils. They provide their services to 7.2% of total number of our pupils.

*The physical infrastructure* in many areas of the territory (especially rural areas) does not meet the contemporary requirements. In addition, the support in learning process with didactic means, labs (applications or demonstrative), suitable furniture, etc. is missing.

School dropout has continued and it is noted the phenomenon of children outside the education system. Therefore, mainly children from vulnerable groups, particularly Roma community children do not attend primary education. Albania has now about 5,000 Roma children of age 3-16. The enrolment rate of children in school in the age defined by law is low, while 1 in 2 Roma children of school age has dropped out school. Even more worrying are the figures of this phenomenon in Roma girls and children from families with low incomes living in remote areas; or girls living in areas with backward mentality and other social problems.

**Secondary education** currently takes place in *general high schools* (gymnasiums), vocational education, and oriented education (arts, sports, etc.).

High school education is provided: a) *full time*; b) *part time*; and c) as *distance learning*.

The distance learning format is not implemented yet. Enrolment in oriented secondary education is guided by preference and mainly merits criteria. Full time secondary education is provided to all pupils, completing primary education, but not older than 18 year old. Alternative form of education (i.e. part-time) is open to this stage of education.

Recently an increase in the number of pupils attending secondary education is noted. For 2008-2009 school years, the registration of pupils in secondary education has increased to 80% of pupils who completed compulsory education, while in 2013-2014 school years this indicator reached to 93%<sup>7</sup>. However, the rate of absorption from primary education can be considered low in comparison with European standards (95-100%). On the other hand, high schools continue to have

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<sup>7</sup> Source: Statistics Office in MES

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infrastructure issues, starting with overcrowding of classes in big cities or the small number of pupils in rural areas which increases costs for pupils therein.

**Private education** is an alternative to public education. Since 1995, when opening of private schools were permitted, they are expanding at a moderate pace. In 2014, they enrol 40,509 pupils, or 6.9% of children in pre-university education. About 2,272 private institutions offering private education operate in the country, and they are employed 3,750 teachers.

The tables below show statistical data for 2014-2015 academic years.

**Table 1. Quantitative data on PUE**

<b>Private and public education</b>							
	<b>Total PUE</b>	<b>PSE</b>	<b>Pupils rate in PSE</b>	<b>Primary education</b>	<b>Pupils rate in AB</b>	<b>Second. Edu.</b>	<b>Pupils rate in SE</b>
<b>Pupils</b>	585945	82494	14.08%	363408	62.02%	140043	23.90%
<b>Institutions</b>	3569	1857	48.88%	1493	39.30%	497	13.08%
<b>Teachers</b>	37943	4495	11.85%	24777	65.30%	8671	22.85%

<b>Public education</b>							
	<b>Total PUE</b>	<b>PSE</b>	<b>Pupils rate in PSE</b>	<b>Primary education</b>	<b>Pupils rate in AB</b>	<b>second. Edu.</b>	<b>Pupils rate in SE</b>
<b>Pupils</b>	545436	77154	14.15%	342765	62.84%	125517	23.01%
<b>Institutions</b>	3297	1751	50.62%	1372	39.66%	381	11.01%
<b>Teachers</b>	34193	4150	12.14%	22905	66.99%	7138	20.88%

<b>Private education</b>							
	<b>Total PUE</b>	<b>PSE</b>	<b>Pupils rate in PSE</b>	<b>Primary education</b>	<b>Pupils rate in AB</b>	<b>Second. Edu.</b>	<b>Pupils rate in SE</b>
<b>Pupils</b>	40509	5340	13.18%	20643	50.96%	14526	35.86%
<b>Institutions</b>	272	106	31.18%	121	35.59%	116	34.12%
<b>Teachers</b>	3750	345	9.20%	1872	49.92%	1533	40.88%

<b>No. of pupils as per high-school type</b>					
	<b>GRADES</b>				<b>total</b>
	<b>X</b>	<b>XI</b>	<b>XII</b>	<b>XIII</b>	
<b>High school (full time)</b>	36209	35405	35103	0	<b>106717</b>
<b>High school (part-time)</b>	1364	1238	1172	2284	<b>6058</b>

Formally, PUE organization, types, and forms are comparable to European standards. However, there are still challenges in terms of (internal and external) system quality, efficiency and effectiveness.



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Meanwhile, due to cooperation in the framework of various bilateral or multilateral, regional or otherwise initiatives, the context of the IAs organization and functioning are increasingly changing. The same is happening with PUES mission to promote European values, cooperation, tolerance, key competencies and other values that foster regional and European-wide integration. The process of EU integration and agreements for membership are clear indicators that our institutions have increased their commitment towards meeting the standards and adapt to membership's preliminary requirements. Although our education is not within the formal framework criteria of EU membership, still various conventions in the field of education represent necessary standards.

### **INTRODUCTION OF PRIORITIES- CHALLENGES**

Although the average qualitative and quantitative EU indicators were taken as reference, the reforms taken during 2009-2013 in PUES could not reach such indicators.

### **LEADERSHIP AND MANAGEMENT CAPACITIES**

The organization, functioning as well as tasks and competences of EIs in all education stages are governed by Law No. 69/2012 dated 21.06.2012 “*On the Pre-University Education system in the Republic of Albania*”.

For now, research and analysis of situation reveals unsatisfactory quality of educational services. This situation is due to the lack of sustainable institutions and programs to raise capacities in education management, lack of qualified training providers for education management, insufficient awareness of communities, lack of information and need analysis, and centralized management based on the orders.

The impact of such factors has caused difficulties in leadership and management of EIs, frequent politicization of education, restriction of school autonomy, routine management of educational institutions, insufficient involvement of community in school issues, significant distortions in hiring staff, inadequate use of human resources, lack of monitoring, evaluation and inspection, and lack of reliable data on education system. All of these seem to be the main grounds of unsatisfactory quality of leadership and management in PUES.

The rate of decentralization of responsibilities and decision-making authority from central to local government PUES is not satisfactory. It has brought insufficient participation and accountability of stakeholders. The consequences are reflected in school management, decision- making in

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curricula's, planning and management of funds, school maintenance, and human resources management to provide modern education and school integration function.

Deficiencies are noted also in conception of supervision content. Inspectors, instead of supporting school's development, often remain at the level of external supervisors of legal procedures, standards, content of teaching and administrative methods.

Education planning and management at local education units and EIs, also, is not based on monitoring and evaluation of internal and external, real evaluation of the pupils, analysis of development plans, etc. in addition, the incomplete and inaccurate databases hinder the design and development of policies in the education system. Policy analysis and strategic planning require urgently establishing and operating an advanced system of information management.

Public PUES is funded by the State Budget, the revenues of the baseline local government units, donations and sponsorship, the revenue raised by educational institutions, and other incomes as foreseen by Law No. 69/2012, of 21.6.2012 "On the Pre-University Education system in the republic of Albania" (Article 37).

In the context of the legislation in force, funding from the State Budget is planned based on a "*per pupil*" formula, in accordance with specific education level indicators and conditions of the public educational institutions. The baseline local government unit, in compliance with the legislation in force, has the task of continuously improving infrastructural conditions (building, construction / reconstruction, maintenance, ensuring and guaranteeing the functioning of the education service by ensuring utilities such as water, power, etc.) for all pupils in public EIs.

The construction or reconstruction of public EI building is funded by the State Budget funds approved for the Ministry, or funds from the unconditional transfer, or the revenue of the BLGUs. Meanwhile, funds for the maintenance and functioning of PUES facilities / buildings are included in the resources of BLGUs. Every municipality or commune decides on the level of funding to be allocated for this function, in proportion with the all the finances at its disposal. The Ministry develops and issues national health and safety standards, applicable in PUE facilities.

Expenses for teaching materials and services are borne by the State budget and are administered by the local education units. There is no permanent rule for the purchasing of other equipment, materials and services and which institution is responsible for the procurement of such equipment and services. These cases are addressed by rules of public procurement through an annual DCM, the same as equipment of schools with teaching materials and books for school libraries.

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Transport expenses for teachers working outside of urban centres, at long distance from their permanent residence and commute a distance of over 5 km daily, and transport expenses for pupils attending Primary education at a distance over 2 km from their residence, are borne by public funds. Approximately 8-10% of Primary education pupils and approximately 35% of PUES teachers are covered by public funds for these expenses.

Roma community pupils, national minority pupils, Albanian children of emigration, children in households benefiting social assistance and those that have the status of blind persons have been having free school books. The price for these school books is completely covered by the Ministry budget.

An annual DCM decides on scholarships or financial support for pupils from vulnerable social groups or for pupils with high academic results. Pupils enrolled in public EIs can benefit from scholarships and other benefits foreseen in this decision, while expenses for food / scholarships are covered by the annual budget approved for the Ministry. Scholarships for each pupil are approved by the BLGU council and higher educational institutions, prioritizing disabled pupils and those from vulnerable groups and are administered by the BLGUs and the public higher educational institutions. Scholarships are allotted based on economic criteria (low household income) and high academic results. In order to stimulate learning, attendance and progress of Roma and Egyptian pupils, a DCM allots financial benefits, study scholarships, coverage of monthly study fees and of school books for a large number of Roma and Egyptian pupils.

Price reimbursement for school books is carried out in accordance with DCM No. 70, of 10.02.2010 *“On the publication, print, distribution and sale of Pre-University Education system school books”*.

Public funding in education is sustainable (according to midterm projections 2015-2020) and intends to increase public funding share of GDP to the level of other countries in the region and the EU. The data on 2009-2013 budgets are given in Table 5.

Private expenses in education, comprising individual investments for education, or private investment in the education sector are difficult to assess and measure. The World Bank and the Albanian Statistics Institute (INSTAT), by way of the Level of Living measurement survey – LSMS 2005, have assessed private expenses in education (individual and household) at 0.7% of the GDP.

Additional attention from Albanian households to education in general and higher education specifically have increased the level of expenses which are assessed at 0.8-0.9% of the GDP.

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**Table 2. 2009-2013 and 2014-2015 Current Budget**

	GDP (millions ALL)	Public expenditure (millions ALL)	Total public funding in education (millions ALL)	Education funding % of public expenditures	Education funding % of GDP	Private / individual /household expenses for education compared to public GDP	TOTAL expenses % of GDP
Actual 2009	1.148.082	379.863	39.256	10.3%	3.42%	0.8%	4.22%
Actual 2010	1.222.462	362.752	42.107	11.6%	3.44%	0.8%	4.24%
Actual 2011	1.301.750	376.300	42.331	11.2%	3.25%	0.8%	4.05%
Actual 2012	1.326.160	376.241	42.749	11.3%	3.2%	0.9%	4.1%
Actual 2013	1.358.000	409.594	42.491	10.4%	3.13%	0.9%	4.03%
Plan 2014	1.418.000	456.403	44.262	9.8%	3.17%	0.9%	4.07%
<b>Plan 2015</b>	<b>1.492.070</b>	<b>474.996</b>	<b>44.629</b>	<b>9.5%</b>	<b>3.10%</b>	<b>0.9%</b>	<b>4.0%</b>

Currently PUES funding depends on:

- Inadequate Pre-University Education funding, in relation to objectives approved in the Government platform to fulfil the functions set forth by law;
- Lacking capacities for financial management at the local education unit level / baseline local government units / education institution;
- A separate annex missing from the unconditional transfer benefited by BLGUs in accordance with the annual budget law, to fund education based on the “funds per pupil” formula;
- Inadequate attention by BLGU to satisfy the functioning and maintenance of Pre-University Education facilities, in compliance with Article 28 of Law No. 69/2012;
- Slow reaction of the public sector in supporting with investments new scholastic buildings and facilities. Migration from the rural to the urban areas has resulted in an overload in urban and suburban schools;
- Lack of quality in developing projects for the construction or reconstruction of education facilities (new constructions and rehabilitations are under complete administration of the BLGUs and in some cases, construction and reconstruction were undertaken even though studies suggested that the facilities in question should be merged with other, existing ones);
- Lack of follow up of investments in education (mainly focused on the construction and reconstruction of education facilities – new constructions and rehabilitations) with teaching equipment and materials, information and technology laboratories and other necessities;
- Lack of true education institution legal autonomy for generating / collecting income generated from parents, business, and legitimate donors to meet their needs, manage/carry funds over, and transfer from the coming year;

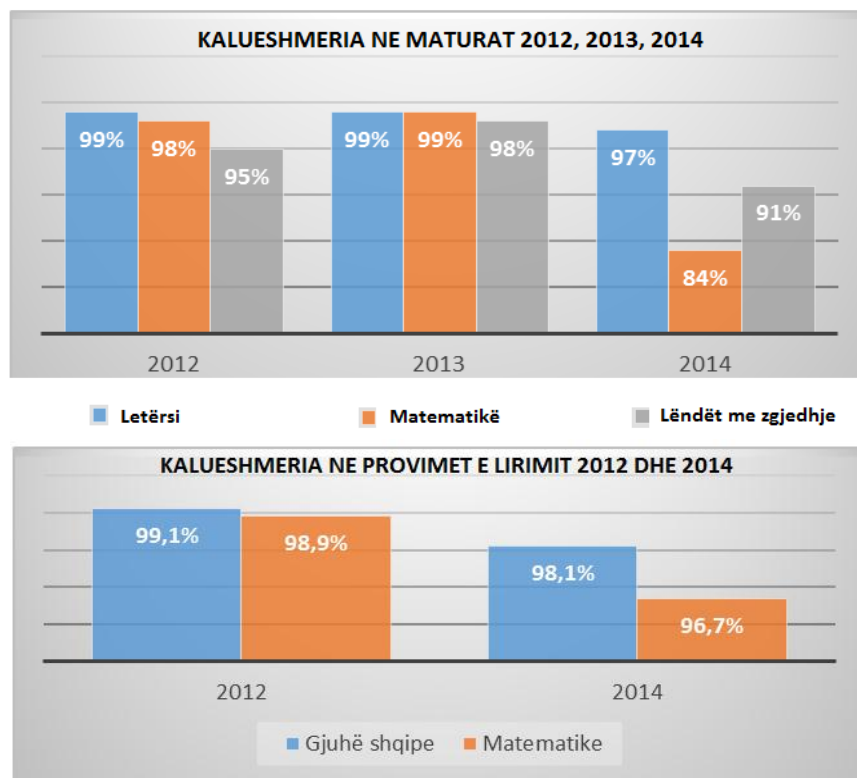
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- Inability to open a bank account for each school to ensure autonomous budget administration for educational equipment and services, to develop school budgets according to a formula for school budget planning, which is in compliance with the MF budgeting system;
- Poor road system and transport infrastructure that does not allow for school concentration, thus increasing education services cost; in some rural areas the ratio pupil/teacher is very low and one education employee works with 10 pupils.

In this context, PUES funding and fund administration should be fundamentally improved in order to improve education services quality and effectiveness.

### **Performance quality and learning conditions**

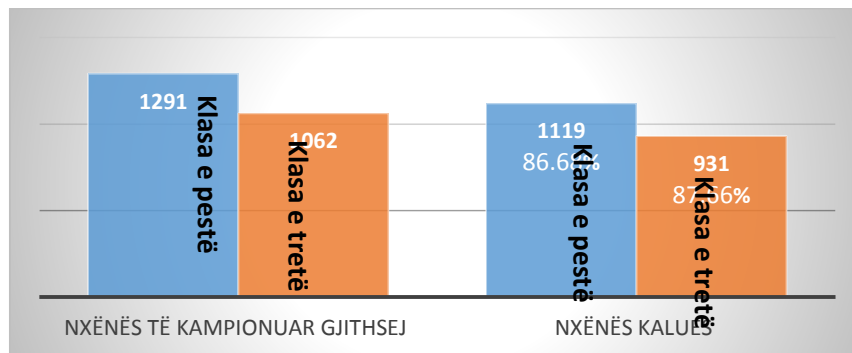
The scores of pupils indicate the main index of quality and performance educational system, in particular regarding the issue of providing pupils with knowledge and skills to face the demands of the time. Below are given the scores of three exams of General Certificate of Secondary Education and two primary education Exit Exams (grade IX).<sup>8</sup>



<sup>8</sup> Source: Report on scores of General Qualification of Secondary Education- NTA 2014

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The scores pupils in middle grades may be better. The chart given below shows the results of the first national test (in Albanian language, maths, science) taken the last school year, with two samples of pupils grades III and V.<sup>9</sup>



<b>Kl. III</b>	
<b>Gjuhë</b>	- 21.82% e kampionit nuk kuptuan idetë për të marrë pikë
<b>Mat.</b>	- 27 % e nxënësve nuk dinë të shkruajnë numërorët e dhënë me fjalë dhe anasjelltas
<b>Kl. V</b>	
<b>Gjuhë</b>	- Për 33.95% të kampionit, përpjekjet për të komunikuar një ide kanë qenë të pamjaftueshme për të marrë pikë
<b>Mat.</b>	- Rreth 50% e kampionit nuk dinë të kryejnë veprime matematike

For a long time, **PUE curriculum** and **learning process** have been and still remain subject to continuous improvement, but also subject to constant criticism. Internal and external assessment of pre-university education curriculum point out that, unlike nowadays curriculum policies trends to development skills-based approach, the current curriculum is mainly targets-based approach. It is organized in specific programs, which are structured separately, unconnected to each other, emphasizing only theoretic training of pupils.

Albania is part of PISA international assessment. 2012 Assessment Edition revealed that linguistic, mathematic and scientific education of pupils is significantly below the average level of pupils in other countries (Table 3).

**Table 3. Student performance in communication, mathematics and science<sup>10</sup>**

<sup>9</sup> *Ibid.*

<sup>10</sup> Source: <http://www.oecd.org/pisa/keyfindings/PISA-2012-results-snapshot-Volume-I-ENG.pdf>

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Performance in	Top-performers in <i>OECD countries</i>	Mean score in OECD countries	Performance of Albanian pupils
Reading	613	494	394
Mathematics	570	496	394
Science	501	501	397

Compared with the workload indicators for OECD countries, the information workload of pupils in our country is much higher. On the other hand, the stimulation of pupil self-initiative in the learning process is not reached in the adequate quantitative and qualitative levels. It is derives from unequal ratio of learning workload with learning time available in EIs, which is easily perceived by the data of Table 4.

The 2010 curriculum reform in upper secondary education and the 2013 primary education reform did not succeeded to develop a contemporary skills based curriculum, similar to the one being currently implemented in EU countries and worldwide, because they did not manage to develop a new curriculum based on skills.

The **primary education curriculum** is designed for children of age 3-6. It was not developed based on a curricular framework designed specifically thereof, nor as part of the Pre-University Curriculum Framework. It is oriented on content and performance standards and it lack coherence and cohesion of in conception and application. The PSE quality assessment instruments are totally missing.

**Table 4. Instruction time in EIs in different countries<sup>11</sup>**

Average of instruction time (grade I - XII)				
Albania	Europe	FYROM	Croatia	Slovenia
11.9	13.4	12	12	12.2

Instruction time in compulsory education				
Albania	OECD	Italia	Slovenia	Greece
5827	7475	7400	6300	7000

Instruction time in a year for 15-years-old				
Albania	OECD	FYROM	Croatia	Slovenia
761	900	800	610	820

Number of instruction days in an academic year				
Albania	Europe	FYROM	Croatia	Slovenia
175	185	185	183	185

<sup>11</sup> Source: *Education at a Glance 2014 - OECD indicators* [<http://www.oecd.org/edu/Education-at-a-Glance-2014.pdf>]

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The primary education curriculum is based on Behavioural Learning Theory. It is designed and developed on objective-based pedagogical orientations. The curriculum consists in core curriculum and optional (school-based curricula) and it is organized per subject. It combines, though not enough, interdisciplinary integrating elements (study of nature, birth place). Notwithstanding it is claimed to be designed according to the content and performance standards, such standards are indeed developed and adopted 2002-2004 for all subjects in lower-8-years primary education and are not updated for the now lower-9-year primary education system. The school drafts and manages the optional curricula which covers 15% of the school curriculum, and it is based on pupils' interests and skills and own school's capacities.

The **secondary education** curriculum approach is hybrid. It refers to behaviourist and constructivist theories. The curriculum is divided into core and optional curriculum. The core curriculum is compulsory and is identical for all pupils. The optional curriculum covers 19% of high school and it comprises: mandatory optional curriculum (11%) and free optional curriculum (8%). In the free optional curriculum, during three years of high school, pupils are obliged to develop the planned classes of community services, curricular projects, subject/ professional modules and gain skills.

The curriculum of core curriculum workload is heavy. The workload assessment of subjects in the core and optional curriculum differs in subjects and punishes the option itself. The difference in application of options from school-to-school creates inequality in the options. The curriculum organization and structure creates problems in its management from the school. Specific elements of the curriculum lack coherence in conception and application, for e.g. the variation of optional subjects within the same school and from school-to-school, curricular projects, professional modules. The current instruction plan curriculum results to have the heaviest workload in Europe.<sup>12</sup> The workload of programmes based on the current curriculum is heavy due to conceptual workload which is inconsistent with the development of the pupils and the lack of coherence between subjects. Although it is designed as a general format, the structure of subject programmes curricula is not always uniform and appears to differentiate on a case-by-case basis, from grade/ year to grade/year. Special themes in individual programmes are not practical to all users. The focus on subjects has hindered the coherence of curriculum. It is lacking a differentiated approach which provides equal opportunities to all pupils. As a consequence of such weaknesses, the PUES curriculum does not meet the real needs and interests of pupils, of parents and of the school.

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<sup>12</sup> A. Crisan (2010), *International consultancy report on primary education assessment*.



The **policy of Alter text**<sup>13</sup> resulted to be inefficient.

Low scores in pupils' assessment indicate that they learn more facts; learning is primarily verbal; some skills are missing such as critical thinking skills, information management from diverse sources, working in small groups, which are the main goals of curriculum in the developed countries. The national and international assessments, such as for example, PISA, which has assessment of competence as main objective, demonstrate the same fact.

The quality of our pupils performance is affected by **non-identification of all school age children** not enrolled in the education system<sup>14</sup>; ensure the right of all pupils to be involved in all education and training stages without discrimination based on sex, race, and ethnicity or religious, through increasing enrolment in the second level, in particular for children in rural areas, with special focus on girls. Observance of such right is also a priority in the framework of the Millennium Development Goals of the United Nations and the European Partnership.

The **extension and functioning** of psychosocial services are not evident. The service is either not available or is in discrepancy with Minister Order No. 344, of 19.08.2013. Not all educational institutions have recruited specialists due to infrastructure issues or the geographical location of the schools.

Notwithstanding all investments, **the use of ICT** to improve quality in performance and resource management are limited.

- Today our pre-university education system has 1,496 computer labs. The internet network is installed in schools and 1,096 schools have dedicated broadband connection in the lab premises with 2-10Mb/sec internet service. While 794 schools are supplied by PAP with 8Mb/sec internet speed.
- The ratio of computers number available per pupil varies from school to school. This ratio is nearly 1:35 or less.
- Pupils can receive information only in computer labs, but not in other premises of the schools, such as libraries for example; in more than one third of schools, pupils have limited access

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<sup>13</sup> This year, MES in agreement with the publishing houses, withdrew 120 school books due to their scientific and pedagogical deficiencies.

<sup>14</sup> See Joint Order No. 2, dated 05.01.2015 "*On approval of Regulation in implementation of cooperation agreement dated 02.08.2013 "On identification and enrolment of all children of compulsory education age"*" (MES - MoI - MoH).".

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online information.

- Electronic information in mother-tongue are completely lacking; only information from Internet is used which differs from the source used; the risk of exposure to inappropriate information is emergent.
- The equipment provided with public funds, in the most of the cases are not used or have are out of use (not in the inventories). From primary public schools, 15,731 PC are reported, from which 11,331 are operating, while 4,400 PC are out of use. The schools report to have 1,631 laptops, 432 of which are in operation.
- The use of information system in education management (EMIS) is not working as basis for policy in all levels. It is not functional. Therefore, its full development remains one of the reform priorities.
- GIS Module (Geographical Information System) & SIMS (TA-ALB-10) represents a not-up-to-date system with current data and it is not well-maintained.
- Financial module managing educational institutions finances and budget, at central and local units, functions partially in some of the DARs.
- Investment in terms of building human resource to use such systems is extremely low, which has caused a reduction of use thereof.

**Overcrowded classroom** is also another reason for the low level in performance quality. This is characteristic especially in suburban areas of the major cities, resulting from internal migration. The slow response of public sector to migration from rural to urban areas has caused a heavy workload in cities and suburban schools that go beyond their capacities. On the other hand in some rural areas the ratio pupil/teacher is very low. However, the weak transport infrastructure does not allow for the concentration of schools, while the transport services provided often do not meet pupils need and thus resulting in a factor for school dropout.

In many cases the **current situation of buildings and sports facilities** (both indoors and outdoors) has affected non-realization of curricular activities in schools.

### **Ensure performance quality**

For the purposes of this document, the term “quality of performance”, refers to assessment, inspection and auditing, which are functions realized through self-assessment and external assessment. Self-assessment is carried out by the education institution, while external assessments are carried out by the State Education Inspectorate and the National Testing Agency.

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Internal quality assessment shows the effectiveness of processes in the institution and the compliance level agreed quality indicators with outputs and performances. It is a result of measuring/monitoring process or its product progress. The efforts of the Ministry and professional organizations (such as “Save the Children”) have resulted in manuals such as “Complete school inspection” and “School self-assessment” and other process supporting documents. However, self-assessment has still to become integrated in the education institution daily administration processes. In the best case scenario, the process is a once-a-year activity, but there is no analysis and professional review of the findings.

The ESI is a central, budgetary institution under the dependence of the Ministry of Education and Sports. Its mission is quality of performance improvement in public education and enforcement of legal requirements in Pre-University Education and higher education. Regardless of efforts made until now for the reformation of PUES and higher education inspection methodology, and also when taking under consideration the performances until now, there is room for improvement in this respect. The same is true for inspection regarding assessment of quality of learning contents elements, teaching methods, or administrative procedure. The organization of the State Education Inspectorate with an idea of inspection only as a central level function does no longer suffice. Currently, ESI carries out 25-30 complete inspections per academic year and as a result cannot have the adequate impact in ensuring quality of the system. The current ratio is 27 inspectors to approximately 4,000 EIs (out of which some 1,800 are Pre-University Educational institutions), which need to be inspected. This has resulted in inspections that are far from European standards, according to which every school undergoes a complete inspection at least once every three years. Generally, local education unit inspectors and experts that manage curricular aspects lack certified monitoring competences to assess learning, performances and support for teachers/administration.

The National Testing Agency (NTS) develops and administers national assessments and tests to provide policymakers, users and public with information on pupil scores and on factors affecting them. It develops two national tests that have a tendency to be standardized: exit exam administered to pupils in the last year of 9-years primary education (Exit Exam) and general qualification exams administered to pupils in the last year of secondary education (Certificate of Secondary Education- CSE), which are held in June session and fall session.

Exit exam is considered of a lower level because its scores do not have a major impact on the further education of pupils. CSE is considered a test of higher level because its scores have an important influence on further education or employment of pupils. The difficulty of CSE tests is considered of an average level, in compliance with the level of difficulty as defined in CSE regulation.

The skills of assessment, analysis and interpretation do not comply with contemporary standards and are proved by the not sufficient professional skills of test developers and administrators, either in national tests, national assessments, or preliminary testing processes. The NTA personnel have not the required expertise regarding the drafting of assessment instruments, question analysis and test psychometric interpretation. In addition, the lack of clear and defined national assessment criteria has made grading even more difficult. As a result the same pupil can be graded differently for the same amount of knowledge and skills demonstrated by the different teachers and even by the same teacher on different days.

On the other hand, scientific, standard and objective testing is not recognized accordingly in our country. Therefore, those who use NTA outputs often face challenges in understanding them. The analysis of tests, premises, comparison of CSE to academic year scores, and the many practical cases, show a disorganized and often chaotic process.

An annual report on the PUES performance quality, challenges and difficulties is drafted and published in our country.

### **Human resources issues**

Training of new teachers is not progressing adequately; there are major challenges for improving new programs, and there is indisputable necessity for new well-trained teachers. It has been found that often curricula are overloaded and no attention is paid to what study programs are necessary for a successful teacher. There should be more supervised teaching practice, and study programs change very much from one Faculty of Education to the next. The most critical elements are related to the discipline contents, theories of learning, pedagogy, classroom management, etc. Currently, teacher education at Fes is characterized by (i) fragmented structures (7 faculties provide programs for teacher education) and (ii) various levels of academic and pedagogic content quality in their study programs.

In Albania, bachelor degrees in teaching are pursued by pupils that have limited choice. This is shown by the amount of points needed for enrolment in a FE. The same is true for MES programs in teaching at the University of Tirana, which trains high school teachers. The admission quota is always higher than the number of applications, allowing anyone with a bachelor degree to enrol, regardless of the scientific preparation level gained during their studies. There is also a discrepancy between the subjects these teachers are trained in and the demand of local education units. This situation should be changed through new policy that stimulates pupils with high results in their high school education to enrol in FEs.

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The law determining teaching as a regulated profession, the development of professional practices (internships), state exams, intern funding, are considered to be good steps in the right direction. In order to gain the right to exercise the profession every candidate must have completed the second higher education cycle studies in teaching, they must have completed their professional practice and must have passed the State Exam. Tables 7 and 8 display the performance of graduated teachers in state exams.

Notwithstanding legal framework in this profession is relatively comparable to other countries, the current experience shows that this element faces a number of challenges, such as incapacity to include all candidates in pedagogical practises, deficient license tests, defaults in payment issues of interns and lack of professional mentors.

In addition, the Regulation for the development of professional practices for teaching as a regulated profession seems to be unable to regulate the relations between interns and mentors appropriately. The Regulation assigns the mentor a higher workload instead of motivating them to realize this function.

**Table 5: Scores as per profile in December 2013 session**

No.	Profession	Participants 2013	% Failing	Participants2014	% Failing
1	Elementary education	8	100.00	39	57.14%
2	Figurative Arts	1	100.00	5	40.00%
3	Bio-chemistry	21	85.71	42	48.57%
5	Physical education	30	40.00	66	82.35%
6	Physics	5	80.00	68	65.52%
7	Geography	13	46.15	19	37.50%
8	English Language	40	40.00	71	32.76%
9	French language	3	66.67	156	28.93%
10	German language	1	100.00	29	36.00%
11	Italian language	1	100.00	13	41.67%
12	Albanian language and literature	34	26.47	37	51.72%
13	History	6	50.00	155	27.69%
14	History-Geography	11	90.91	69	18.64%
15	History-Geography education	14	78.57	52	84.21%
16	Informatics	0	0	31	80.00%
17	Chemistry	3	100.00	1	100.00%
18	Mathematics	8	50.00	35	15.15%
19	Mathematics-Physics	15	53.33	63	29.82%
20	Mathematics-Informatics	11	54.55	40	68.75%
21	Social sciences	2	50.00	19	15.25%
	<b>Total</b>	<b>237</b>	<b>52.74%</b>	<b>1091</b>	<b>47.06%</b>

In the meantime, the on-the-job professional development (PD) system did not enable the development of school and/or on-line based training formats, as provided under Law No. 69/2012 “On the Pre-University Education system in the Republic of Albania”. Regardless of the efforts of

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local and international EIs, currently there are many gaps in the learning and PD of teachers and headmasters. There are many school-teachers who are not engaged in training or PD sessions. The necessary basic equipment is missing. The rules for accreditation of programs and organizations providing trainings for teachers PD are not completely functional. In addition, there are delays and gaps in teacher licensing. Another problem is also the inadequate wage level for teachers and completely inadequate and non-motivating remuneration system. Insufficient engagement of all teachers in training programs, the range and the depth of training programs are other gaps that require immediate attention in the framework of the implementation of the strategy.

The identified gaps emphasize furthermore the need of a quality lifelong learning for an effective PD system. To this end, upon completion of the curricular package, policy, programs and projects will be developed to shift the priority from the official curriculum learning process towards training, practical preparation and periodic teacher licensing. According to the legislation in force, teacher PD forms are training in schools, professional networks, counselling, and short and long term courses. The legislation emphasizes that teachers and headmasters should train at least 3 day per year and that training is to be provided based on a “demand – supply” system, based on demand from educational institutions and supply from public and/or private training agencies. In the meantime the academic staffs in a school is more similar to a group of professionally isolated individuals than a professional organization that takes joint responsibilities and together investigates and identifies solutions for quality performances of the schools pupils. Professional assistance to teachers by school headmasters is irrelevant. It has replaced professional counselling with control and is ineffective.

The policy of the Ministry for the liberalization of the training services market has also resulted ineffective. Thus, currently none of the FEs provides conditions for teacher PD, while many private operators that provided training lacked professional expertise. For the most part, the programs provided did not meet beneficiary needs. On the other hand, education employees were poorly engaged in training activities as a result of inadequate information on the programs provided but also because the fees for services provided were high. These are the reasons that have led to the decision to increase funding levels for PD of teachers in service and to change the funding methodology. The new funding procedures will financially motivate FEs provide such training.

### **Cooperation and partnerships in education**

A number of international cooperation instances in the form of projects and programs have been and continue to be implemented in PUES. They have affected the reformation of many PUES aspects. Cooperation with international partners has laid new basis for quality education by

fostering inclusion in line with European standards. The following are the current international cooperation instances in PUE:

- ❖ ***“Regional support for inclusive education”*** is an EU and Coe two-year regional project implemented in Albania, Bosnia and Herzegovina, Montenegro, FYROM, and Kosovo. The objective is to enhance inclusion and social cohesion in the region, by promoting inclusive education and training. Three regional platforms that communicate, support and strengthen each other have been established in the framework of this project to enable reflection on the challenges and factors that impact education in Southeast Europe.
  
- ❖ The ***“Child centered integrated system against abuse, neglect, exploitation; education personnel capacity strengthening for protection of children in schools”*** Project is supported by “Terre des Hommes – Albania” and has an implementation time frame between January 2013 and December 2015. The aim of the project is to accompany the social care services reform, to develop and institutionalize structures, mechanisms and necessary skills for child protection from every form of violence or exclusion in the country.
  
- ❖ The ***“Inclusion of Roma children in kindergartens and schools”*** Project is funded by UNICEF. The project is implemented in response to efforts of the Ministry for inclusion of Roma and Egyptian children in primary and secondary schools. The ***“Inclusive quality education programme”*** is a UNICEF multiannual programme developed in cooperation with MES and other ministries and institutions (MIA, CSE, INSTAT, National Agency for Protection of Children Rights, etc.) to improve inclusive policies and practices – emphasizing the frequency, quality, civic education in support of School as Community Centre standard – A Friendly School for All. A communication plan to change behaviour and reduce violence in schools is implemented by MAS-UNICEF (2011-2013) and it will continue after 2015 as well.
  
- ❖ The ***“Interruption of the Roma children exclusion circle by developing early childhood and education”*** Project is funded by the Austrian government and has an implementation time frame between January 2013 and December 2016 in Albania, FYROM, and Serbia. The project will address exclusion and inclusion of Roma and marginalized groups’ children by improving the approach to early childhood, health, and education development.
  
- ❖ The ***“English language teacher training for quality teaching and to update practices used”*** Project is implemented by Ministry in cooperation with British Council. The aim of the project is to promote English language in schools, especially IT profile schools. The project



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supports English language teachers in vocational schools with teaching materials and a new teaching program for professional English language.

- ❖ The “*Inclusive education for children with special education needs in Albania*” project, which is funded by the Italian Foreign Affairs Ministry and Save the Children Italy for the 2014-2017 periods, is part of the education programs supported by Save the Children.
- ❖ The result of the cooperation with and the support of the Federal Republic of Germany in relation to the *bilingual Albanian-German section program* in some schools in the country is the opening of the opening of the bilingual Albanian and German section. The “Sami Frashëri” High School has a total of six groups (two per grade) taking German language. Mathematics and geography are also taught in German. The bilingual section was first opened during the 2008-2009 academic year and is now active throughout high school grades.
- ❖ At the same time, as a result of the cooperation of the French and Italian embassies, there are **bilingual sections** in the city of Korça. The “Raqi Qirinxhi” school is implementing the Albanian – French section, while the “Themistokli Germeji” school is implementing the Albanian – Italian section. At the conclusion of their studies, pupils are issued a certification for the respective languages, which enables them to enrol in French or Italian higher educational institutions with equal rights as their Italian or French peers.
- ❖ The Italy – Albania memorandum of understanding with regard to the “Iliria” program has made possible the teaching of Italian as a first foreign language in PUES.
- ❖ The memorandum of understanding with the Peace Corps is focused on the continuous development, promotion, implementation, evaluation, and support for English language teaching activities, youth development and other various activities.
- ❖ The memorandum of understanding with World Vision intends to increase learning performance of children ages 3 to 16, with special focus on inclusion of children with disabilities, and supporting schools to promote active citizenship; and enhance core child agility and behaviour in life.

In the general terms, it is noted a world characterized by rapid change, increasing globalization and even more complex social, cultural and economic relations, guided by knowledge. Such context should reflect changes also in strategic planning of our future education targets.



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*This general context helps us to understand the challenges that exist in reality, where new policies are also needed to overcome them.*

## **SECTION 2**

### **POLICY VISION AND SCOPE**

## **Vision**

The 2014-2020 PUEDS vision, inspired from the general “Europa 2020” objective to realize a fast and sustainable national development, is:

*An education system supported in sustainable economic development increase competitiveness in the region and abroad and serves to the consolidation of a democratic society.*

## **Policy goal**

*This strategy intends to:*

- *Assist, coordinate, regulate and promote quality education to all;*
- *Address budget mid-term measures, annual planning, drafting and realization;*
- *Ensure the basis for coordination and negotiation with governmental agencies, other partners and parties in PUES to establish investment extension, use and long-term planning within a unique planning and funding framework.*

This goal will be achieved through implementation of effective policy activities, providing cooperation between society stakeholders, consistency between actions and budget planning and other development frameworks, as well as monitoring and evaluating Strategy implementation, serving thus to the establishment of an inclusive society where everyone has the possibility to meet and express his personal capacity to service of society.

## **Policy priorities**

To achieve this scope, the Strategy is focused on the following *strategic priorities*:

- A. Enhance leadership, governance and resource management capacities.*
- B. Inclusive quality learning.*
- C. Ensure quality performance according to standards of EU countries.*
- D. Contemporary professional training and development of teachers and headmasters.*

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PUES reform is guided by the priorities of 2014-2020 National Plan for European Integration, standards set out in 2020 European Education Reform Programme, goals of UNESCO initiative *Education for All*, as well as milestones and achievements of Europe harmonization.

These documents and processes are fundamentally shaping the regional and European education framework. PUEDS will be coordinated with other policy documents of Albanian Government action plan for Roma and Egyptian communities (education session), Social Inclusion Policy, etc. This new context requires necessarily a new strategy, policies and approaches to system and our education community. All of these, together, are treated by experts involved in drafting the 2014-2020 PUE strategy.

## **SECTION 3**

### **POLICY TARGETS AND MAIN RESULTS**

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The following section the policy goals and relevant measures/actions as per priority are given.

<b>A. Enhance leadership, governance and resource management capacities</b>	
<b>Policy goals</b>	<b>Main activities</b>
A1. Improve legislation framework	A1.1 review and update legal basis
A2. Institutional reorganization	A2.1 New leadership, governance and management capacity building
	A2.2 Define and apply assessment and self-assessment procedures on leadership and governance
	A2.3 Enhance mechanisms to draft and apply educational institutions' development plans
	A2.4 Build education data processing infrastructure.
A3. Strengthen institutional autonomy.	A3.1 Transfer competencies from central to municipality level and from municipality to schools (decentralization).
	A3.2 Ensure participation and transparency in decision-making process
	A3.3 Coordinate activities between EIs and other sectors
	A3.4 Increase funds for education
	A3.5 Review and improve funding criteria
	A3.6 Coordinate activities between education leadership and other sectors.

### **MAIN RESULTS**

1. From 2014, resource management competences **are assigned** to schools (decentralization).
2. By 2015, periodic **self-assessment** and **assessment reports** on institutional and personal performance are developed at all education stages.
3. By 2015, effective **development plans** at all EIs levels are implemented.
4. By 2016, **necessary education legislation** in line with EU countries is in place.
5. By 2016, **new capacities** for the preparation of education administrators and managers are built.
6. By 2016, **participation** and **transparency** in education decision making process are ensured.

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7. By 2016, **funding terms and rules** to support priorities in education inclusion and equality in education are developed and applied.
8. By 2016, **pupil-based** model is effectively functioning.
9. By 2017, **EIMS is applied** at all levels of education system and decision making is based on data.
10. By 2017, a **coordination and interaction system** between different leadership levels in education and other sectors will be in place.
11. By 2017, **new or amended legislation will be implemented** in EIs.
12. By 2017, mechanisms for **decentralized management** of financial resources will be established and in operation.
13. By 2017, mechanisms for **textbook cost coverage** will be implemented.
14. By 2017, **GDP percentage** for PUES reaches **3%** while for the system in general 5%.<sup>15</sup>
15. By 2018, a **transparent system** for funding and fund raising promotion from private sector will be in place.
16. By 2020, **pupil-based public expenses** will be comparable with the region counties average levels.

Meeting the political objectives defined for this strategy priority requires major changes. To change centralized to a decentralized management system means making significant changes in PUES. The final objective of this process is policy development and decision-making at all stages of the system.

The first challenge is having a *functional performance management system* at all levels of educational bodies. The target is achieving performance-based management model at all levels and establishing performance assessment as part of the professional culture. It will strengthen and increases transparency of job position tasks all across administrative pyramid and thus clear-cuts tasks, responsibilities and institution's mutual obligations for each job position. Therefore, the performance of each individual involved in system management will increase and the minimal level of performance will be ensured and maintained; higher personal responsibilities will be established to increase self-development and innovation. The new system will provide reporting and auditing in several directions, either through internal and external mechanisms, or increasing transparency of operations. By 2016, MES will operate under this model to step later on to a middle level and the EIs.

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<sup>15</sup> In 2010, OECD countries spent in average 6, 3% of their GDP in EIs. In these countries, the PUE expenses are 3-4 times higher than those in tertiary education. [OECD (2013), *Education at a Glance 2013: OECD Indicators*].

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Despite all instabilities that may characterise the process, progress towards *school autonomy* will be sustainable. EIs will be supported to assume more responsibility for planning, managing and improving the quality of services provided. Currently, the structures and staff have limited capacities to put into practice such objective. Until now, local communities and parents are involved very little in planning educational activities and solving learning problems, thus, they do not feel like having their share of responsibility in development and maintain quality of services provided by EIs. Strengthening school autonomy in terms of curriculum, funding, human resources and management at the school level is effectively applicable by filling the relevant legal basis gaps and the establish relevant bodies in charge of supervision.

School autonomy entails changing a part of the *current legislation*. This legislation does not promote nor support accordingly parent participation or EIs leadership to take initiatives related to improving the quality of education service. The establishing and functioning of a school that licenses education leadership This objective will serve the establishment and functioning of the school that licenses junior educational administrators will serve to achieve this objective.

Education funds do not meet effectively the needs. MES should require alternative financing tools which could be covered by other public and private sources. At the same time, the government target to increase PUE budget with 3% of GDP by the end of 2020 involves increasing public spending on education.

In the framework of applicable legislation, State Budget funds are planned with the pupil-based formula under specific indicators on education levels and public educational institutions situation. The basic local government unit is in charge of continuous improvement of infrastructure conditions (buildings, construction/rehabilitation, maintenance, security, safety and ensure services such as water, electrical power, etc.) to all pupils in a public EIs in compliance with the legislation into force.

Building or reconstruction of buildings of public EIs will be funded by State Budget funds approved for the Ministry of Education and Sports either through the Regional Development Fund or unconditional transfers approved for BLGUs, BLGUs own revenues, and soft grants or loans provided by international financial institutions.

Building or reconstruction projects of public EIs buildings, treated with priority funding by the Ministry of Education and Sports, will continue to have the same priority status based on the following indicators analysis:



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1. Current number of pupils/children in the premises where investment is done; schools with higher numbers of pupils have priority.
2. Amortisation scale of existing facilities; emergency intervention need (demolition risk, serious and immediate intervention, fire, flood, earthquake risk, etc.).
3. Need to intervene in a school building depend, also, on region's transport/ infrastructure conditions where the school is located.
4. MES policies on geographical distribution of schools/HEIs depend on the demographic movement or school rationalization or educational institutions regionalization.
5. Classes held in rented premises.
6. Overcrowded classes due to lack of adequate facilities to develop instruction or organize instruction in shifts.

Other factors taken into consideration to evaluate a construction or reconstruction project of EI public building public are:

1. Technical quality and financial evaluation of projects proposed by the local government units.
2. Low level of risk for the implementation of the project based on project elements description to identify potential risks in public procurement, successful implementation of the project and use on time of public funds.
3. Level of project impact to: a) basic services, quality of life, health, education and social development of the area to enhance employment perspectives and the use and development of skills, b) the need for immediate intervention in education infrastructure, to treat also the cause thereof.
4. Level of co-financing by the local government units or donors.
5. Number of direct and/or indirect beneficiaries of the project.
6. Analysis or studies conducted on the project, such as environmental impact assessment, cost-profit analysis, etc.
7. Sustainability of project investment, whether maintenance costs are foreseen for the project continuation, which will be covered by the requiring institution, etc.

**PUES buildings/premises maintenance and functioning funds** will be covered by unconditional transfers approved for BLGUs, BLGUs own revenues as local government units are responsible for guaranteeing educational institutions integrity located their jurisdiction, and integrity of premises thereof, security and maintenance of public education institution, ensure hygiene and sanitary conditions; and heating of public educational institutions buildings.

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Each municipality and commune decides on the level of funding it will allocate for such purpose from all sources of its budget. The Ministry prepares and issues the national safety and health standards, applicable to PUE's premises.

The **costs of buying equipment, didactic means and of services** are covered by State Budget funds and they are realised by the **local government units**. There is no permanent rule which institution is in charge of procurement to purchase other equipment, means and services. The rules are defined under a DCM annually as public procurement rules, likewise the schools supply with didactic means and books for school libraries.

**Transport costs for teachers** working outside urban centres, far from their permanent residence in a distance over 5km and come back within the day, as well as transport costs for pupils attending primary education far from their residence, in a distance over 2 km, are covered by public funds. About 8-10% of pupils in the 9-years primary education and about 35% of PUES teachers benefit from public funds to cover transport costs.

Compensation of school books costs will continue to be provided and realized pursuant to DCM no. 107, dated 10.02.2010 "*On publication, printing, distribution and sale of school books, in pre-university education system*". School books are given free of charge to pupils of Roma community, national minorities, Albanian immigrants, vulnerable families covered with social assistance and blind children. The purchase price is fully covered by the budget of Ministry.

**Scholarships and financial support to pupils** from vulnerable social classes or pupils with top scores are approved annually under a DCM. Pupils attending public EIs can have a scholarship and other benefits provided for in such decision; food quota /scholarships are covered by the annual budget allocated to the Ministry.

Scholarships for every beneficiary pupil are provided by BLGUs council and higher educational institutions. Disability pupils and vulnerable groups are treated with priority. The scholarships are administered by BLGUs and the public higher educational institutions. They are awarded based on economic criteria (low income family) and high academic results. To promote learning, continuation and progress of Roma and Egyptians pupils, under the DCM, a big number of Roma and Egyptian pupils benefit scholarships, payment of monthly tuition fees and cost of school books.

The pupil-based model is going to be applied to meet requirements and to ensure equality of opportunities for pupils and regions. This model is based on the current number of pupils and geographical extension of necessary services, considering the number of teachers and supporting

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staff and not the amount of money allocated. The pupil-based formula responds best to the needs of specific categories and it is developed on the fact that for example a disability pupil costs more.

The MES manages and recompenses all costs related to the publication of school books, scholarships, didactic materials, and transport of teachers and pupils. It is considered as high priority to provide some services at the Central level. Services such as transport of pupils and teachers or scholarships may be better provided by local level units. Although decentralization of the education system would increase the service efficiency, reduce the costs, it is necessary to have a detailed budget planning to increase accountability of such funds both at central and regional level.

One of the main requests of reforming the scheme of educational services management and financing is the creation and functioning of the model based on the request and the performance. Hereof, in different levels of financial systems, it will be necessary to develop capacities, in order to actively include all the implementing and reporting actors in drawing a detailed budget plan and its implementation.

Being that the MES does not take reports for the quantity of financing the local government awards to education in general, and other sub-sectors, this has seriously prevented the MES to draw a reliable and efficient financial plan. In order to overcome this phenomenon, but also to increase the financial information exchange among MES, MF, local government and schools, the EIMS shall be improved, in order to collect and effectively manage this kind of information.

The current practices of accruing revenues from schools will be reviewed to increase financial support of primary education, both from central and local government. Schools and communities shall have complete control of revenues. The share of revenues allocated to the state from these funds shall be reviewed to reduce it. This will give more incentives to the community and school staff. The school shall be allowed to increase autonomy in using income generated by the use of its premises and equipment, and from the staff working overtime.

MES shall review the expenses in HEI according to “the service beneficiary pays the cost” model, in order to favour the financing of other education levels. Additional funds, gained from inner and external sources, shall be used with priority by the pre-university education.

In order to have a rough assessment of necessary cost in implementing PUEDS, there have been followed the medium-term budget program of MES for 2015-2017, different projects in financing or financing with donors, which have also started being implemented or which are thought to start in special fields, as well as an estimation of project and other activities in partnership with

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international financial and political institutions, with governments of other countries, as well as civil society, whose assistance is not only technical, but also financial. A part of the cost, based on the measures, besides MES and other depending institutions or local educational authorities and schools, shall be afforded from the income of private sector and other offered services.

Even the new territory division will create good opportunities for new municipalities to be more capable in managing schools cost-efficiently. This situation can be further improved through partnerships with neighbouring municipalities, especially for small schools in the suburbs of administrative divisions. Furthermore, the management of small schools in common budget groups shall be piloted.

The analysis of policies and strategic planning makes it an urgent necessity to EIMS and SIMS work. The Information and Statistics Directorate shall closely cooperate with the Albanian Institute of Statistics (INSTAT) to define categories and levels of data processing in education system and further. EIMS system implies also the conceptual research and analytical investigation of the data for study purposes. EIMS shall have the capacity to categorize economical, infrastructure, social (including minority groups) and educational data, in rural, urban and central levels, district, and municipality and school levels. Education management shall be perceptibly improved through (i) modernizing technological infrastructure in three levels, school, local education units and ministry, and (ii) the development of a reliable, quick and accurate information system.

In this context, it will be paid special importance to the cooperation with partners of this sector through:

- developing criteria for cooperation with local and international companies, to ensure and to offer digital educational content for primary and secondary education;
- Developing a platform that will enable foreign and national companies to invest in ICT serving to education.

In implementing EIMS and SIMS it is considered the cost of founding capacities (different trainings, etc.) and the cost of laboratory equipment and furniture, etc.

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<b>B. Inclusive quality learning</b>	
<b>Policy goals</b>	<b>Main activities</b>
B1. Reforming the curriculum of PUE.	B1.1 To plan, pilot and implement the new curriculum package, in line with EU countries.
	B1.2 To plan and ensure Pre-primary and school texts and other quality didactic equipment for all levels.
	B1.3 To institutionalize sport activities in PUE institutions.
B2. Inclusion. <sup>16</sup>	B2.1 To include 95 % of children in PSE and reception.
	B2.2 To ensure inclusion of pupils in mandatory education, gradually provide at least one preparatory school year for all the children (5-6 years old), as well as services of early childhood and good parenting on marginalized groups, especially on North-Eastern areas.
	B2.3 To found a new inclusion philosophy and to put into action three-ministry agreement to identify and include children into school.
B3. The school as a community centre.	B3.1 To strengthen and extend the school network in community centres.
	B3.2 To create friendly school environment for the children, with no violence, environments that help, care and grow democratic values and offer positive models.
	B3.3 To guarantee school offers through standardized indicators.
	B3.4 To implement plans for digitalizing school maps and to optimize the school network.
B4. Advisory and supporting services.	B4.1 To coordinate advisory services in central and local levels and offer professional services.
	B4.2 To ensure services and necessary conditions for children with DA.
B5. Digitalizing the learning process.	B5.1 To improve digitizing of learning process.
	B5.2 To use internet in education as a source for didactic materials from the teachers and pupils.

<sup>16</sup> The obligation to ensure inclusion is in compliance with the law 69/12 “On pre-university education (article 5) and Law 10221 “On protection from discrimination”.

## MAIN RESULTS

1. By 2015 and on, **new and unified schools texts** are provided, according to the new curricula approach for all education stages.
2. By 2015, school texts for **minorities** will meet European standards.
3. By 2016, **community centres school network** is expanded and offers positive models and enables children to develop democratic values.
4. By the end of 2016, **sport associations and National Sport Federation** will function.
5. By 2017, all schools will have **psycho-social services**.
6. By 2018, 95% of children ages 5-6 (including disability children) are included in **reception classes**, while 90% of group ages **3-5** are included in **different pre-primary education forms** functioning under the relevant curricula.
7. By 2018, **the school's digital map** will function and the network of high schools will be optimised.
8. By 2018, high schools will be having safe and functional infrastructure providing the opportunity to use digital means in teaching process.
9. By 2019, the system enables **inclusion of pupils** in compulsory education, having in focus pupils from vulnerable and marginalized families<sup>(17)</sup>.
10. By 2019, **the new curricula** will be implemented based on skills at all PUE level, together with the necessary improvements in learning methodology and pupil assessment.
11. By 2020, **supporting services** to disability children will be provided to all EIs in every municipality.

For the PUE, it is implemented structure (5+4+3), unified to the structure of educational system of Kosovo. The 9-year secondary system was implemented during the school year 2008-2009. It is also added the preparatory year that is gained regarding the development of PSE, projected to be extended step by step. The implementation of this structure shall make the Albanian education system meet the educational systems of the region and EU countries. The two first levels of the system will concentrate on providing necessary conditions, in which the pupil will form basic knowledge and essential skills. The third level will further develop essential and specific skills of the pupils for everyday life in a democratic society.

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<sup>(17)</sup> EU countries aim after 2020, to be included in PUE at least 95% of children (4 years old and later); unqualified in reading, math and science, in less than 15% of 15-year olds and schools to be abandoned by less than 10% of teenagers.

[Official Journal of the European Union (2009), *Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020')*]

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The planned, implemented and adopted curricula represent the basis of the education system. Therefore, the quality improvement of pupils' achievements in PUE is starting with the reformation of the curricula and with the modernizing of the learning process. The reformed curricula of pre-university education integrate for the first time the curricula of PSE with that of PUE, configuring the new dimension of education system from 8 to 13 years old. At the same time, it is unified with the curricula of pre-university education system of Kosovo.

The new curricula of PSE are based on social-emotional, physical and intellectual development of the child. It ensures active involvement in the process of learning, admitting that Pre-primary children learn better through games, active participation in surrounding environment, through real experiences and by communicating with peers and adults. The curricula provides for the adequate development of the child according to the age, environment, level of development and individual needs, including even children with special needs.

The curricula of PUE are based on the approach with skills and it is organized according to a structure which supports its development. The new structure integrates skills according to fields of learning, curricula levels and results of learning. It shall develop seven essential skills, compared to the skills of European framework for the learning during the whole lifetime period, as well as it shall be structured according to results of learning for skills and fields of learning.

The structure of the new curricula is organized according to the levels of curricula and fields of learning. The concept of levels is based on characteristics of age development of pupils and ensures conditions to a better respect of the different paces in their development. They enable the clear connection of the results in learning during the levels, more flexibility in planning and organizing the educational work and strengthening responsibility and accountability on the quality of education offered in schools.

For each field, there are defined the results of learning that enable the development of essential skills, the connection between subjects and educational activities, implementation of new teaching practices in schools. As such, the curriculum will ensure a balance among knowledge, fluency, values and approaches of each field of learning, as well as the integration within and through them.

The new curricula adapt the curricular content and the learning process to the requirements of age development, and to the aspirations of pupils and parents. They standardize the content through avoiding unnecessary materials and regulation of learning time.

Regarding foreign languages, MES will continue to base the curricular system on "*The Common European Framework of Reference for Languages: teaching, learning and assessment*" as a

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document that presents the European Standards. It is intended that by end of the ninth grade, the pupils should learn two (2) foreign languages, when the acquisition of the first language shall reach level B<sub>2</sub> (according to the document).

An important aspect of the curricular reform is the planning and publishing of new texts as an important project that MES shall initiate. The project will ensure the improvement of school texts quality, providing foreign texts in the fields of mathematics and natural sciences.

The new curricula will be piloted to assess professionally the influence, interventions and necessary changes.

The curriculum reform will provide schools with the safe and functional infrastructure, which offers possibilities to use digital contents in the educational process. The wider introduction of ICT in the educational process aims to make pupils ready for work market. To fulfil this objective, it will be developed a contemporary curriculum in ICT field, in order to make pupils skilful, according to European standards. This will be accompanied with the improvement of technological infrastructure.

In addition, it is necessary to include new texts of the reference, starting with the creation of class libraries. The use of ICT in PUE programs will enable the creation of internet-connected libraries. On this purpose, the budget support will continue for 1350 schools on internet connections, as well as the implementation of e-learning platform, in association with our most important partners, such as Austrian government.

In order to improve the work and life quality in schools, MES has initiated the initiative “Schools as Community Centres – A friendly school for everyone”. The transformation of the school into a community centre, regionalization of schools, where even pupils in schools of limited numbers of pupils, may have the possibility for a quality education, as well as the creation of free additional programs, which will serve to finish the period of breaking the law on pre-university education. Our legislation on education, regulations on its implementation, as well as other documents will support the functioning of an open school for a common decision-taking with the family and the community.

The project of the school as a community centre will enable to ensure a quality education for each pupil, in environments which enable the growth of democratic values, providing social, emotional and healthy welfare of the pupil, commitment and community development, common decision-taking, respecting variety and use of community resources serving to the school.



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In this context, it will be treated with priority the creation of a new inclusion philosophy in educational institutions, providing inclusion of all vulnerable groups in education (Roma children, Egyptians, DA children, minorities, etc.) in all education levels, especially in Pre-primary and reception.

There will also be school investments, referring to the school map. The map will be used not only to see and to set priorities for all needs in school infrastructure, examining which are those schools with a higher level of danger with urgent needs for intervention. Furthermore, the map will ease decision-taking in the aspect of micro-schools. In Albania, in 2014, there were more than 1000 such schools, with a few pupils, with low quality teaching and lack of teachers with adequate education. Through real projects that integrate danger, the priority for intervention, regionalization and territory reform, there will be addressed the process of intervention in infrastructure.

Regionalization and regrouping of EI<sup>18</sup> is in the function of inclusive quality learning.

As never before, PUEDS is focused on creating conditions that really ensure education for all the children, besides the personal conditions and circumstances. The curriculum reform and support with all means of projects to turn schools into community centres are some of the main conditions which ensure involvement of all children in EI. The standardizing of pupils' number in classes (not more than 30 pupils per class) is another condition to fulfil the objective of inclusion. On the other hand, the Law on Pre-university Education 69/2012 (Article 46) and order nr. 344, 19.08.2013 "On raising the psycho-social service unit", which allow the preserve of mental health quality of pupils and professional assistance for children with special education needs or DA. The strategy provides for the necessary measures to extend the service in urban and rural centres, for all children from 0 to 18 years old. The psycho-social service shall offer support through psychologists or social workers to train problems of different nature, to assess cases of children with special psycho-social needs and to plan preventive programs, according to the needs of school community.

Planning new policies to review the subject of Physical Education, contemporary concept of sport activities, founding and supervision of the activity by the School Sport Federation and Sport Organizations in EI are the aspect on which it was paid special attention in this strategy. Promoting values that start from the requirement for sport in general and physical education, as well as organizing and monitoring projects in order to make children and young people come close to

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<sup>18</sup> In 2014, about 30,000 pupils go to schools located over 1 km far from their dwelling place, and about 11,000 teachers live 5km far from their working place.

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sport culture and that will make it possible for a healthy and active lifestyle education, as another essential condition for inclusive quality learning.

As above, everything is influenced by the professional level of teachers and education management. Taking into consideration that one of the reform objectives is the approximation of capacities and education system to those of EU countries, teaching in Albania will be considered as a public service. Such a consideration and work time regulation shall increase the involvement of teachers and it will justify the payment raise based on additional work time and quality. The work shall be measurable and controlled. These actions are expected to lower the total number of teachers, to help in improving the teacher/pupil proportion and it will make the education system in Albania comparable to the systems of other countries.

<b>C. Ensure quality performance according the standards</b>	
<b>Policy goals</b>	<b>Main activities</b>
C1. Institutional reorganization.	C1.1 To create and implement a new legal framework to ensure the education quality, according to the philosophy of new curriculum.
	C1.2 To restructure and strengthen investigating institutions, for accreditation and licensing.
C2. Building and strengthening capacities.	C2.1 To build capacities in planning and using skill assessment mechanisms and contemporary assessment methods and techniques.
C3. Monitoring quality and usage of international indicators in monitoring and assessment.	C3.1 To develop national indicators and build a monitoring system.
	C3.2 To strengthen the assessment process and school achievements evaluation.
	C3.3 Organizing national exams according to curriculum levels for study purposes.
	C3.4 To ensure active participation in projects of national and international cooperation.
C4. Restructuring national exams.	C4.1 Organization of “General Certificate of Secondary Education” exam as an exit test.

## MAIN RESULTS

1. By 2015, **legal framework and standards** will be in place to ensure quality.
2. By 2015, **efficiency mechanisms for accreditation and licensing** of institutions and programs will be in place.
3. By 2015, School **Chart of Performance** is being implemented.
4. By 2015, the Ministry will be drafting the **PUES annual performance report**.
5. By 2016, **monitoring, inspection and assessment mechanisms** will be in place.
6. By 2016, **efficient pupil skill assessment mechanisms and contemporary assessment techniques and methods** will be in used.
7. By 2016, SEI is organized and functions at central and regional level.
8. By 2016, the test of General Certificate of Secondary Education is made as **exit test**.
9. By 2018, the system is monitored based on **international indicators**.

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Achieving these results needs basic philosophical change, which is not only related to drawing policies, but also monitoring, assessment and reporting. The achievement assessment as a process through which data is systematically gathered, analysed and interpreted, in order to define the measures in fulfilling the objectives, as well as the individual or education structures assessment, will be considered as measuring instruments and as a process which will be used systematically.

In order to gain the reliability of results based on assessment methods, the external periodic monitoring will be altered to the internal one. Investigation organization with two levels, central and local, will enable the coordinating monitoring (external and internal) of education service development, enabling comparison of EI performance quality and individuals in national and international level. The double system of monitoring will promote the use of various ways of reporting and supervising, it will increase process transparency and reliability of results.

Combining the internal and external monitoring will enable to take effective actions in improving assistance of local and national specialized units. If a school cannot meet its own standards and pupils achievements objectives, defined in development plans, then the responsibility is on the teaching staff and school administrators. In such cases, local government, based on the transferred responsibilities based on the decentralization of education sector, may limit delegated responsibilities on schools and dissolve school board.

The role of inspectors, so far, is considered more as a controlling and penalizing mechanism. This shall change, because we would like that professionals in education be innovative and to be included in the process of self-development. The best option for the role of inspectors shall be providing support. This change in concept is important for the success of the process of “self-reporting”, as a part of providing quality and monitoring. In order for individuals to honestly report, they shall have faith on the system. The performance of inspection system and inspectors qualification in central and regional level, it will be considered as important.

SEI shall be organized in two levels. The central level will serve as a basic unit to plan directives and instructions for the inspecting process, to plan inspecting practice in national and local level, to collect and process data, to inspect and report quality of national, local and institutional achievements, etc. Offices of regional inspection, depending by central level, functioning as operative units, cooperating with central inspectorate, fulfil all the kinds of external assessments and verify and evaluate the implementation of legal frameworks in educational institutions.

Besides planning and approval of regulatory framework (standards to provide quality, indicators of achievement and mechanisms for licensing and accreditation), another instrument which will be used to strengthen the quality ensuring system will be the School Chart of Performance. The Chart is a planned system for information and efficiency. It will offer data for school achievement

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during a school year, it will guarantee offer quality through standardized indicators and it will serve as a mechanism for school self-assessment and inspection. The Chart will serve to the parents, headmasters, teachers, pupils, local education units, community and all interested parties, in order to analyse and compare the results with different achievement indicators. Introducing with the indicators results will help parents and community to judge achievements and needs for improvement, enabling real involvement and decision-taking.

Preparing an annual achievement report of PUES will serve the improvement of quality ensuring performance. This shall be made possible by the improvement of information infrastructure, by turning into practice the routine of collecting data based on the indicators of reform performance, by inspection reports and other sources.

Reorganization of NTA and a new organization of SEI will mark the start of two important institutional reforms. Organizational restructuring shall be completed with the development of human resources to strengthen monitoring and assessment capacities. In order to increase the efficiency of NTA, MES provides for the implementation of a double system, which includes internal and external monitoring and assessment, by extending the expertise of the Agency not only to final exams, but also to further assessment and analysis with certain objectives and subjects.

The current capacity of NTA shall be extended, including experts who will plan efficient indicators to measure the level of founding and usage of essential skills and new knowledge. The Agency needs contemporary tools to fulfil the duty and successfully use national and international achievement indicators. Starting from the general policy objective of providing capacities that meet EU integration, it is necessary to develop national education indicators compared to international ones, as well as their system of monitoring. NTA still needs to create and develop capacities to compare achievement results with different countries of the region through indicators of education service performance monitoring.

The General Certificate of Secondary Education shall change. GCSE shall be exit exam from secondary education, but not as an exam to be accepted to universities, because we need to place more importance to merit and create more space for competition. Restructuring GCSE will ensure that the results of exams be compared among pupils, schools and local education units. This is related also to the change in the structure of national exams and the review of question content, overall points and levels of difficulty (the test shall have at least 100 points, for a more extended assessment of knowledge and skills).

<b>D. Professional training and development</b>	
<b>Policy goals</b>	<b>Main activities</b>
D1. The teacher professionalism.	D1.1 To create and implement legal framework to provide achievement quality of new curriculum.
	D1.2 To build coherent system for internship, initial licensing and recruitment.
	D1.3 Improvement of professional standards and teacher's status.
	D1.4 Continuous professional development of specialists.
	D1.5 Periodic licensing on performance basis.
D2. Implementation of a complete reform on professional development of teachers and headmasters.	D2.1 To develop capacities to assess PD needs.
	D2.2 Accredited programs of PD.
	D2.3 Certify trainers periodically.
	D2.4 To build a system for PD data administration.
	D2.5 To strengthen mechanisms for stability of PD in school.
	D2.6 To monitor and assess trainings.
	D2.7 To cooperate nationally and internationally for PD.
D3. Quality of academic and pedagogical education of the teacher.	D3.1 To integrate study programs with the policies of MES.
	D3.2 To develop projects from departments of FE to research.
	D3.3 To encourage quality pupils to attend FE.

## MAIN RESULTS

1. By 2015, the PD's **need assessment capacities** are functional.
2. By 2016, **at least 50 programs** for PDs' are accredited based on needs.
3. By 2015, PDs program mechanism for **monitoring** and **assessment** will be in pace.
4. By 2016, PDs **administrative guidelines** will be harmonized with the legal framework into force and will be implemented.
5. By 2016, specialists from the Ministry, those of local education units and school headmasters will have leadership and management trainings by **accredited programs**.
6. By 2016, the Ministry in cooperation with EDI and NTA will **certify trainers** of PD programs.
7. By 2016, **FE programs** will be harmonized with educational policies of the Ministry and international standards and the whole FE personnel will be trained through PD programs.

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8. By 2017, the licensing of all teachers in the system will be finalized and **5% of them will hold more than one license.**
9. By 2017, stable **mechanisms** for PD at school will be in place.
10. By 2016, PD administration database system will be in operation.
11. By 2017, our educational institutions, at any stage, will have in place instruments for national and international cooperation.

Establishing a contemporary system for continuous professional training and development of specialists, teachers and headmasters, the Strategy considers it a strategic priority. However, a system of professional development, even though well-thought, is just a mechanism that may not be used from the teachers in general, if some conditions are not met.

The Strategy starts from this consideration and plans to address the process of conditions as:

- Organic connection of the process of teachers' education to the process of training and qualification during the work.
- Professional freedom of the teacher to contribute into school curricula planning.
- Institutionalized responsibility for pupils' achievements, mainly through planning and fulfilling results in learning and objectives of external standardized assessment.
- Professional criteria of recruitment and their unbiased implementation.
- Motivating payment for the social status of the teacher.
- Teachers spend more time in schools.

Programs for teachers' education shall include research and investigating methodology, in order that new teachers to be able to implement education research in school practice. Their introduction to the school and pupils shall start since the beginning of the studies. New programs, for all teachers' categories, shall reflect novelties of PUE curricula, to extend with subject of ICT and techniques of exam planning to assess the development level of skills. The new model of teachers' education, towards the approximation with developed European models, is helped even by the strengthening of excellence centres in Faculties that graduate teachers. These centres can help pupils to improve professional skills, competences and necessary capacities for education research, and they can also serve as professional operators in the market of training services. Furthermore, centres may help in training mentor teachers. Schools where future teachers practice their pedagogical internship shall be part of them.

Reformed system for training education staff:

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- to be thought, planned and administered on basis of national, local and institutional political educational documents for training;
- to be administered based on standards of quality provision;
- to fulfil the needs of teachers/headmasters for professional capacities;
- to ensure freedom in choosing training offers;
- to be offered by accredited training agencies;
- to condition achievements in teachers' trainings with their achievements at work;
- to relate performance of career with the payment;
- to ensure functioning of school as a professional organization of learning;
- to give schools autonomy to use governmental or non-governmental funds to meet the objectives of training plan in institutional level;
- to consider and accredit widely used techniques, like "communities of teachers", to share theirs and the best experiences.

The above mentioned objectives can be fulfilled through coordination among MES and its depending institutions and with agencies offering training services. In this context:

- Training shall be thought as a right and duty of all teachers and as responsibility of MES, of local education units and educational institutions.
- MES shall offer state training programs for education employees and plan the necessary agreements with relevant institutions.
- Local education units shall finance qualification programs for teachers, offered by training agencies with accredited training programs, chosen by open competitions, according to the predefined procedures in the Directives of Minister.
- Ministry, local education units and schools shall care for the use of ICT from all education employees, besides their qualification and shall plan and support programs in this field.
- Education institution shall introduce teachers and specialists with institutional local and central educational policy targets and with training offers.

Training providers could be accredited agencies:

- governmental or non-governmental;
- public or private;
- national or foreign;



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- inter-state or from other countries;
- Subsidised or not from the state.

Teachers' training shall balance the right of the individual with the duty for training. At the same time, it is also a necessity of the state to improve education, and as a consequence, it shall predominate the public financing. Education employees shall be trained at least three (3) days a year, with a financial support from the state budget. The percentage of the governmental education budget shall be defined based on the law, which defines the lower limit of this percentage (for instance, at least 3% of the State Budget for pre-university education shall be spent for training education employees). The distribution of training financing shall be special and made according to the formula "per employee".

MES shall separate and send local education units a fund to be given to schools which need additional public funds for training. This need shall be identified according to efficiency indicators of schools. The state shall take as its own responsibility teacher's expenses for training, which contribute to his/her career and for the service in public advising centres, but not for the expenses of trainings that are not planned from the school and for counselling in private centres.

In addition, the right of school headmaster to exercise their duties will be ensured through a license approved by the MES, valid for a certain period of time. Ensuring the license and its regain at the end of the defined period shall be achieved after a training process, without quitting working hours, through modules that offer knowledge and professional skills for school managing of headmasters. The license is gained after the assessment of professional package of the aspirant for headmaster and after passing the final exam.

Main institutions of education system and professional development of headmasters shall be MES, EDI and Faculties graduating teachers.

Education employees' qualification shall be realized in the function of fulfilling the needs, interests and education quality of teachers and pupils.

MES shall rearrange and clarify mechanisms and procedures through which service is provided and ensure quality of qualifications, especially:

- Career levels of education employees.
- Professional roles.
- Credit system.
- Policy to qualify teachers without adequate education.

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- Professional package of education employee.

The recurrent qualification of education employee (teachers, headmasters, social workers, psychologists, etc.) shall be reformed, based on the process and achievements on continuous assessment indicators of the qualified employee. The education employee, who does not pass the category of qualification in the exam and in the re-exam, shall be considered not capable to practice the profession.

After 2016, all education employees under the age of 55 shall have graduated in higher education and shall have received the license to practise the profession. Education employees older than this age shall prove, through the relevant exam, that they have mastered the required professional competencies. It shall be decided on the process of teachers' licensing and accreditation, as well as the implementation of procedures for further monitoring. Teachers' licensing will serve as a pre-condition to be employed as teachers. The procedure on applying to be a teacher, the approval and conflict settling, will be planned and formally approved by the Government and MES. This shall be achieved with the improvement of accrediting structures and reformation of teachers' training programs.

Education reform aims a modern education system, which promotes sustainable economic development, consolidation of democracy, and successful dialogue and competitiveness with countries of the region and beyond. The reform serves as a real support to fulfil governmental initiatives.

***The reform, in the context of PUES, shall bring changes that will improve quality performancë, efficient use of sources - creation of a new learning culture as a priority.***

**SECTION 4**

**FINANCIAL RESOURCES**

**Table 1. Funding Priority A - Enhance leadership, governance and management capacities and resources  
(in 000 ALL)**

Nr.	Main activity	Year 2014	Year 2015	Year 2016	Year 2017	Year 2018	Year 2019	Year 2020
1	Review and update legal basis (MES)	145,000	148,200	150,600	153,612	156,684	159,818	163,014
2	Apply new or amended legislation (RED/EA)	458,500	418,260	474,852	490,400	500,700	514,000	532,100
3	New leadership, governance and management human resources capacity building (MES/RED/EA)	15,000	16,000	18,000	19,600	19,992	20,392	20,800
4	Build education data processing infrastructure (MES/RED/EA)	49,500	108,000	60,000	100,000	103,000	106,000	109,000
5	Define and apply EIs assessment and self-assessment procedures on leadership and governance (Audit, Inspection)	52,000	50,470	60,780	65,300	66,606	67,938	69,297
6	Ensure participation and transparency in decision-making process (IT)	1,500	1,800	2,100	2,400	2,448	2,497	2,547
7	Enhance drafting and implementation mechanisms to apply EIs development plans	60,000	55,500	70,000	70,000	71,400	72,828	74,285
8	Transfer competencies from central to municipality level and from municipality to schools (training of school headmasters)	6,200	7,500	8,250	9,000	9,180	9,364	9,551
9	Coordinate activities between the education leadership and other sectors to finance education services ( Line Ministries and BLGUs)	1,867,121	1,949,030	3,644,635	5,576,488	7,083,725	9,927,490	12,006,847
	<b>Total</b>	<b>2,654,821</b>	<b>2,754,760</b>	<b>4,489,217</b>	<b>6,486,800</b>	<b>8,013,735</b>	<b>10,880,326</b>	<b>12,987,440</b>

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**Table 2. Funding Priority B - Inclusive quality learning**

<b>Nr.</b>	<b>Main Activity</b>	<b>Year 2014</b>	<b>Year 2015</b>	<b>Year 2016</b>	<b>Year 2017</b>	<b>Year 2018</b>	<b>Year 2019</b>	<b>Year 2020</b>
1	Draft, pilot and implement new curriculum package in line with EU countries	37,416	43,100	46,640	51,800	53,354	54,955	56,603
2	Draft and provide new school books and quality instruction means	246,000	252,000	256,000	270,000	278,100	286,443	295,036
3	Inclusion of children in PSEs and reception classes	3,100,960	3,141,520	3,225,140	3,473,804	3,578,018	3,685,359	3,795,919
4	Ensure inclusion of children in primary education	20,057,711	20,262,200	20,456,548	21,056,020	21,687,701	22,338,332	23,008,482
5	Strengthen and extend school community centres network	4,800	6,000	7,000	8,000	8,240	8,487	8,742
6	Provide appropriate rehabilitation services for disabled children	113,113	119,400	125,760	133,400	137,402	141,524	145,770
7	Create user-friendly premises in schools; pupils and teachers benefit transport (pupils traveling over 2 km from residence and teachers traveling over 5 km from residence benefit transport free of charge)	540,000	580,000	600,000	640,000	659,200	678,976	699,345
8	Coordinate advisory services in central and municipal level and provide professional services.	28,000	28,700	30,900	33,500	34,505	35,540	36,606
9	School map is finalized and new schools are added to the network; restructuring and building school facilities, supply with furniture, equipment, laboratories and school libraries	4,300,000	4,330,000	4,800,000	5,668,000	6,155,000	6,470,000	6,817,000
10	Enhance and improve digitization of learning process	22,500	25,000	30,000	50,000	51,500	53,045	54,636
11	Provide sports activities in schools; investments in didactic means and sports facilities	450,000	495,000	544,500	598,950	658,845	724,730	797,202
	<b>Total</b>	<b>28,900,500</b>	<b>29,282,920</b>	<b>30,122,488</b>	<b>31,983,474</b>	<b>33,301,865</b>	<b>34,477,390</b>	<b>35,715,343</b>

**Table 3. Funding priority C - Ensure quality performance**

Nr	Main activity	Year 2014	Year 2015	Year 2016	Year 2017	Year 2018	Year 2019	Year 2020
1	Establish and implement the legal framework to provide education service; enhance capacities; provide quality under the new curriculum	5,236,552	5,302,441	5,577,920	5,688,944	5,802,723	5,918,777	6,037,153
2	Restructure, supply with equipment and strengthen educational institutions for the implementation of education service for inspection, evaluation and licensing	1,571,738	1,537,000	1,800,000	2,190,000	1,344,000	1,513,000	1,790,000
3	Strengthen capacities to design and apply performance assessment tools and to use contemporary instruction techniques	99,398	121,300	128,400	150,800	155,324	159,984	164,783
4	Ensure active participation in national and international cooperation projects	6,000	206,000	306,500	356,500	357,000	357,000	357,500
	<b>Total</b>	<b>6,913,688</b>	<b>7,166,741</b>	<b>7,812,820</b>	<b>8,386,244</b>	<b>7,659,047</b>	<b>7,948,761</b>	<b>8,349,436</b>

**Table 4. Funding priority D- Professional training and development**

Nr.	Main activities	Year 2014	Year 2015	Year 2016	Year 2017	Year 2018	Year 2019	Year 2020
1	Harmonize administrative instructions on PD with the legal framework	0						
2	Train specialists of central and local education units and school headmasters ( 400-500 employees and RED specialists, EI headmasters annually)	7,500	8,250	9,075	9,983	10,981	12,079	13,287
3	Enhance capacities to assess the needs for PD	1,500	1,650	1,815	1,997	2,196	2,416	2,657
4	Accredit programs based on needs							
5	Provide training, certify and license trainers periodically (80-100 employees, specialists, trainers annually)	1,500	1,650	1,815	1,997	2,196	2,416	2,657
6	Train, certify and license teachers periodically (4000-5000 employees annually with 3 to 5 days training)	50,000	55,000	60,500	66,550	73,205	80,526	88,578
7	Establish the system for the processing, entry and administration of data in PDs (80-100 employees, specialists annually)	1,500	1,650	1,815	1,997	2,196	2,416	2,657
8	Strengthen mechanisms for sustainability of PDs at school							
	<b>Total</b>	<b>62,000</b>	<b>68,200</b>	<b>75,020</b>	<b>82,522</b>	<b>90,774</b>	<b>99,852</b>	<b>109,837</b>

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**2011-2020 PUE Funds and PUE indicators (in 000 / ALL)**

Items	Application	Application	Application	Budget approved	Budget approved	2016 – 2017 budget approved under law no. 160/2014		2018-2020 Forecast		
	2011	2012	2013	2014	**2015	2016	2017	2018	2019	2020
2011-2020	2011	2012	2013	2014	**2015	2016	2017	2018	2019	2020
Wages (600-601)	26,801,256	27,808,947	28,482,906	29,613,426	29,058,955	29,349,545	29,643,040	30,235,901	30,840,619	31,457,431
Other short term liabilities (602-606)	1,177,055	1,343,144	1,455,666	2,182,223	1,394,166	1,400,000	1,400,000	1,428,000	1,456,560	1,485,691
Internal assets (230-232)	1,487,157	1,650,790	1,862,713	4,015,360	1,999,500	2,880,000	4,026,000	4,106,520	4,188,650	4,272,423
External assets (230-232)	1,206,782	1,477,272	224,685	100,000	200,000	1,250,000	1,250,000	1,275,000	1,300,500	1,326,510
<b>Total</b>	<b>30,672,250</b>	<b>32,280,153</b>	<b>32,025,970</b>	<b>35,911,009</b>	<b>32,652,621</b>	<b>34,879,545</b>	<b>36,319,040</b>	<b>37,045,421</b>	<b>37,786,329</b>	<b>38,542,055</b>
MES budget in % of GDP	2.36%	2.43%	2.36%	2.53%	2.19%	2.19%	2.11%	2.07%	2.03%	1.99%
Non budgetary	60,447	32,146	17,156	20,000	20,000	20,000	20,000	20,000	20,000	20,000
Total	30,732,697	32,312,299	32,043,126	35,931,009	32,672,621	34,899,545	36,339,040	37,065,421	37,806,329	38,562,055
Additional accounts to achieve targets "PUE Funds at 3% of GDP"	0	0	0	2,600,000	6,600,000	7,600,000	10,600,000	12,000,000	15,600,000	18,600,000
PUE funds + additional payables	30,732,697	32,312,299	32,043,126	38,531,009	39,272,621	42,499,545	46,939,040	49,065,421	53,406,329	57,162,055
Funds for PUE in % of GDP	2.36%	2.44%	2.36%	2.72%	2.63%	2.66%	2.73%	2.75%	2.87%	2.96%
Education sector + HEI revenues	42,233,069	45,529,594	46,203,837	48,261,880	50,983,418	54,463,400	57,259,592	57,259,593	57,259,594	57,259,595
Budget in % of GDP	3.24%	3.43%	3.40%	3.40%	3.42%	3.41%	3.33%	3.20%	3.08%	2.96%
Additional accounts to achieve targets "Education funds at 5 % of GDP"		0	0	2,600,000	10,600,000	17,600,000	27,600,000	31,600,000	35,600,000	38,600,000
Education funds together with additional accounts 5 %	42,233,069	45,529,594	46,203,837	50,861,880	61,583,418	72,063,400	84,859,592	88,859,593	92,859,594	95,859,595
Budget in % of GDP together with additional accounts	3.24%	3.43%	3.40%	3.59%	4.13%	4.52%	4.94%	4.97%	5.00%	4.96%
GDP in 000 ALL DCM 433 date 2.7.2014 & Law 160/2014	1,301,750,000	1,326,169,000	1,358,000,000	1,418,000,231	1,492,070,000	1,596,037,000	1,718,079,000	1,786,802,160	1,858,274,246	1,932,605,216
Public expenses in 000 ALL, DCM 433 date 2.7.2014	376,300,000	376,241,000	409,594,000	456,403,857	474,996,612	487,945,000	497,572,000	517,474,880	538,173,875	559,700,830
MES budget in % of public expenses	8.17%	8.59%	7.82%	7.87%	6.88%	7.15%	7.30%	7.16%	7.02%	6.89%
MES budget + Revenues in % of Public expenses	8.17%	8.59%	7.82%	8.44%	8.27%	8.71%	9.43%	9.48%	9.92%	10.21%
Education sector budget + Revenues in % of Public Expenses	11.22%	12.10%	11.28%	11.14%	12.97%	14.77%	17.05%	17.17%	17.25%	17.13%

## **SECTION 5**

### **MONITORING, ASSESSMENT AND REPORTING**



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Measuring the impact of educational policy more rigorously and consistently, will produce more cost effective for a longer time. Therefore, the document devotes special attention to strengthening the monitoring and evaluation. This with the intention to:

- Collect data to report, to publish and communicate in time results and initiatives to analyse and exploit them in policy compilation and in decision-making process;
- Evaluate education system progress.

The Ministry is working to improve the capacity for performance management information (especially the EIMS) and to build capacity for reporting PUES's performance, financial performance especially at the secondary level. Therefore, the strengthening of EIMS, based on ICT, will be a priority, especially at this level.

Implementing PUED's began in 2014.

The Ministry will draft a preliminary plan application, or a guide, with deadlines and corresponding actions that must be performed as preparation for the implementation of the strategy.

Early planning is crucial for necessary coordination of efforts with partners, so as to provide appropriate support.

### **Monitoring framework**

Systematic monitoring enables generation of information and reflection thereon. Monitoring of Strategy will include regular investigation of sources, outputs and results of political interventions. It is based on the system of performance indicators, similar to European indicators system and their analysis, as well as in the objectives of institutional plans for development.

MES is responsible for the regulation of monitoring information. This information shall describe in details all the practiced activities and achieved results. Objectives and outputs of the Strategy shall be functional through the Action Plan and other documents of thematic planning. The implementation of Action Plan shall be supervised through achievement indicators, which measure results of active programs, define responsibilities for implementation and define financial sources.

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In view of this process made information systems that monitor real-time system performance indicators and help, thus, policy and decision making.

For this, the design of the monitoring framework is essential and integral part of the Strategy.

The proposed monitoring system based on key elements is as follows:

- **Monitoring framework:** A more detailed framework of monitoring will be determined for each of the policy priority immediately after the initial phase of implementation.
- **Annual implementation plan:** Matrixes for every policy priority offer the proper guidance for the preparation of annual plans. It is necessary to adapt initial plans in accordance to process of capacity building from the Ministry and with available funds.
- **Initial data:** data relevant to 2014 will be used as initial point for progress assessments in future and they will serve aggregate data to monitor PUES performance.

Monitoring is be carried out by the Ministry and stakeholders during 2014-2020.

In addition, a more extensive set of indicators will be generated and monitored through electronic systems (Annex 1, table 11). The indicators will be followed regularly, taking appropriate measures to ensure reliable data for the parties involved, at both central and secondary education.

To ensure rapid response to the trends observed from the data collected will be undertaken at every necessary policy action. Leadership of the Ministry is responsible for appropriate time response.

It is important that in the early phase of PUED to review and according to need to diminish the number and/or the extent of indicators, so that they could be more usable.

### **Framework for performance assessment (FPA)**

The Ministry will establish the FPA of PUED, intertwined with the improved EIMS system. .

FPA will serve stakeholders for measuring progress in implementing the Strategy. The core of the FPA lies in the definition of evaluation criteria for MAIN RESULTS by policy priorities and the results at the level of the Strategy.

Performance indicators will be used by the Ministry, the partners and stakeholders as a means of measuring the impact and results, compared to the resources used in performance assessment of PUES. Each program of policy priorities contains the results main to be accomplished by 2020.

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It needs to be evaluated as a process also the tendency of results. Performance measurement of educational outcomes and performance PUES requires the development of indicators leading to periodic assessment of progress towards the MAIN RESULTS of each priority.

Monitoring PUES extends over several components:

1. Main tendencies according to priorities and difficulties.
2. Trends in learning standards and difficulties.
3. Achievements and difficulties in policy implementation.
4. Financing the sector and difficulties.

Components 1 and 2 are key indicators of the strategy and handled by the main indicators presented in Table 11. Components 3 and 4 are policy issues and processes. Efficiency monitoring matrix of policy implementation is given at table 10.

**Table 10. Matrix for monitoring the effectiveness of policy**

ASPECTS	GUIDING QUESTIONS
<b>PUED Results</b>	<ul style="list-style-type: none"> <li>• How PUES does functions in the meaning of policy priorities of PUED?</li> <li>• Is PUED on the right path to achieve MAIN RESULTS?</li> <li>• Which have been the greatest achievements during the annual period for each of the priorities?</li> <li>• Which have been the MAIN RESULTS achieved by PUED during the proper year (based on annual plan)?</li> <li>• What reviews, studies and assessment have been done and results given?</li> <li>• Is there the need to change PUED priorities?</li> </ul>
<b>PUED process</b>	<ul style="list-style-type: none"> <li>• Which is the financial size of the government and partners, directly or indirectly, related to policy priorities?</li> <li>• How powerful is the ownership on PUED from different parties involved?</li> <li>• To what extent the use of government systems partners to budget, expenditure, accounting and reporting? What has been the impact?</li> <li>• How fits current division among the priorities of the projected budget?</li> <li>• What are the trends in spending on administration, through areas of priorities, costs outside salary at the school and technical assistance as a percentage of total expenditure and the consequences of this?</li> <li>• To what extent has decreased donor coordination donor management burden from the Ministry?</li> <li>• What progress has been made towards the principles of gender equality strategy for inclusive education and the education of the poor?</li> </ul>

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The Ministry will develop a **manual** for the implementation of the Strategy, which will be subject to review, amendment and improvement, is necessary.

At the PUES level, the Ministry will be responsible for coordinating the process of performance review system, reporting to stakeholders at a high level (ministries and partners) and the negotiation process of strategic review with stakeholders.

Local educational units will manage the technical aspects of performance monitoring, drafting reports and performance impact of programs and various support projects and other sources of information.

In addition to monitoring priorities will be provided and guidance on certain issues, which may require special monitoring. This emphasizes the need for a number of fundamental indicators, to continuously monitor and report, which would ensure timely identification of undesirable circumstances.

When there is a need for specific interventions in policy priorities (additional activity but complementary) some indicators can be adapted to maintain the accountability of the system.

## **ANNEX 1**

# **STRATEGY PROGRESS MONITORING AND ASSESSEMENT INDICATORS**

**Table 11. Main indicators for strategy progress monitoring and assessment**

DESCRIPTION OF INDICATORS	SITUATION 2013	TARGET 2017	TARGET 2020
<b>GOVERNANCE, LEADERSHIP AND RESOURCE MANAGEMENT CAPACITY</b>			
Functioning of EMIS at central level	Not functional	Functional	Functional
Functioning of EMIS at medium level	Not functional	Functional	Functional
Functioning of EMIS at the level of EIs	Not functional	Functional	Functional
Use of HMIS for schools national network	Not functional	50%	100%
EIs that use performance standards in assessment	0%	50%	100%
Teacher average wage	62.2	63.3	66.4
Education budget as % of GDP	2.36%	2.11%	1.99%
Education budget as % of public expenditures	7.82%	7.30%	6.89%
Pre-university education budget as % of GDP	2.36%	2.73%	2.96%
PUE budget as share of public expenditures	11.28%	17.05%	17.13%
Spending per student (in 000 ALL)	661.2	872.9	999.4
Spending per disability student (in 000 ALL)			
<b>INCLUSIVE QUALITY LEARNING</b>			
Number of children in public PSEs	76411	78000	78500
Number of children in a private PSEs	5032	N/A	N/A
Number of children involved in reception	11687	12000	12500
Child-Educator Ratio	18.25	18	18
Number of teachers in public PSEs	4144	4232	4260
Number of teachers in private PSEs	318	ND	ND
Percentage of first grade children coming from kindergartens	84%	90%	100%
Percentage of children in kindergartens with lunch	23%	25%	28%
Qualified teachers for kindergartens	70%	90%	100%
Number of kindergartens per city	426	446	560
Number of kindergartens per village	1474	1600	1800

Number of pupils in PUEs	619459	570000	560000
Number of schools according to PUE levels	3600	3500	3400
Number of classes according to total PUE classes	20557	20300	20200
Number of teachers according to total PUE levels	38119	39000	39500
Number of schools in primary public education.	1340	1330	1320
Number of classes in primary public education	14151	14000	13950
Number of pupils in primary public education	356347	340000	330000
Number of teachers in primary public education	23269	23100	23000
Number of schools in primary private education	124	120	120
Number of classes in primary private education	1263	1200	1200
Number of pupils in primary private education	20727	21000	21000
Number of teachers in primary private education	1782	1700	1700
Number of public schools/high schools	332	335	340
Number of classes in public high schools	3217	3300	3350
Number of pupils in public high schools	107948	110000	112000
Number of teachers in public high schools	5446	5500	5500
Number of private schools/high schools	115	115	115
Number of classes in private high schools	647	650	650
Number of pupils in private high schools	16671	17000	17000
Number of teachers in private high schools	1290	1300	1300
Absorption in secondary education	96 %	97%	97%
Number of functional dormitories	50		
Number of vacancies in dormitories	2642		
Number of pupils living in dormitories	2921		
Number of disability pupils in general education (PUE)	3201	3600	4000
Number of disability pupils in special institutions	704	800	900
Number of libraries having internet	ND	40%	100%
Number of computers per education level	11331 computers and 1199 laptops	12500 computers and 1600 laptops 12000 tablets	14000 computers and

			2500 laptops 24000 tablets
Number of schools having webpage	50	500	150
Ratio student-computers at school level	36.6 St. / computer	16.3 St. / computer	10.8 St. / computer
Speed of internet at schools	2 Mb/s	4-12 Mb/s	8-16 Mb/s
Number of schools benefiting internet service	1800	1800	1800
Number of online education portal users	0	1800	20000
Number of teachers trained in digital content	2500	6000	20000
Number of pupils having tablets	0	10000	20000
Number of schools having ICT laboratories	714	850	1200
Number of teams per institution	ND	100%	100%
Number of associations per region	ND	80%	100%
<b>ENSURE QUALITY PERFORMANCE ACCORDING STANDARDS</b>			
Inspected institutions	58	50% of EI	75% of EI
Number of schools inspected of low performances	43		
Number of schools inspected of good performances	15		
PISA 2015 participation results	Literature		
	Mathematics		
	Science		
PISA 2018 participation results	Literature		
	Mathematics		
	Science		
<b>PROFESSIONAL TRAINING AND DEVELOPMENT</b>			
Financing of PD (Professional Development) of 34630 teachers in EI (Educational institutions) of PUE (Pre-university Education), out of which 2548 are school principals	50.000.000	55.000.000	60.000.000
Financing scheme of PD of all teachers at least 3 days of training a year	10%	50% of teachers	100% of teachers
Capacity building of PD administration and management in EDI (Education Development Institute)	3	7	10



Capacity building of PD administration and development regarding the organisation of professional networks, etc., in RED/EO (Regional Education Directorate/Education Office)	0	3	5
Number of accredited training programs/modules of PD	739	80%	50 each year
Number of trainings integrated in the database each year	10%	80%	100%
Monitored trainings	5%	80%	100%
Functioning of trainings calendar	0%		100%
Certified trainers	250	500	1000
Teachers trained in a year regarding the new PUE curriculum implementation	10%	50%	100%
New teachers licensed	600	800	1000
Teachers certified within a year in PD programs	10%	50%	100%
Teachers employed	90% of those involved in this process	93%	97%
Certified mentors (in total 2000 mentors)	10%	50%	100%
Management (headmasters + vice-headmasters) certified in leading educational institutions (in total 3000)	0%	50%	100%
Curriculum of initial teachers training according to PUE curriculum, a curriculum based on the key competences of lifelong learning	60%	80%	100%



## **ANNEX 2**

### **ACTION PLAN FOR IMPLEMENTATION OF STRATEGY**

<b>Strategic objective A:</b>							<b>Result indicator:</b>		
<b>Enhance leadership, governance and resource management capacities</b>							<b>Governance, leadership and management of resources enable qualitative, effective and efficient educational services</b>		
No.	Sub-objectives	Actions/ measures	Timeframe	Budget in millions ALL	Responsible body		Outputs & Indicators		
					Main	Together with	Outputs	Performance indicators	
A1	Improve legislation framework	review and update legal basis	2014-2016	1,076.9	MES	Government Parliament Independent bodies EI	New legal and sub-legal acts	<ul style="list-style-type: none"> <li>• Law on PUE, as amended</li> <li>• DCM on the implementation of law</li> </ul>	
							Guidelines and directives on management of institutions	<ul style="list-style-type: none"> <li>• Instructions from the Minister</li> <li>• New normative provisions on PUE</li> </ul>	
								Plans/programs on implementation of new provisions	<ul style="list-style-type: none"> <li>• Manual on drafting of action plans</li> <li>• Plans and programs</li> </ul>
		Apply new or amended legislation	2014-2020	3,388.8	MES	Government SIE (State Inspectorate of Education)	Sustainable financial support	<ul style="list-style-type: none"> <li>• Yearly investment funds</li> </ul>	
							Legal provisions that facilitate monitoring/assessment	<ul style="list-style-type: none"> <li>• Instructions and orders from the Minister</li> </ul>	
A2	Institutional reorganization	New leadership, governance and management capacity building	2014-2017	129.8	MES	RED	Needs of schools for headmasters of EIs are met	<ul style="list-style-type: none"> <li>• Number of trained administrators according to the new framework</li> </ul>	
							Group of drafting and implementing the policies of the Ministry regarding education	<ul style="list-style-type: none"> <li>• Sector of educational policies in MES</li> </ul>	
							Programs regarding drafting of plans and management of educational institutions	<ul style="list-style-type: none"> <li>• Manual on planning</li> <li>• Programs according to EIs specifics</li> </ul>	
							Schools of educational administrators	<ul style="list-style-type: none"> <li>• School of EI administrators is functioning</li> </ul>	
	Build education data processing infrastructure	2014-2020	635.5	MES	RED Schools	Computer program and infrastructure for EMIS	<ul style="list-style-type: none"> <li>• The EIMS program is available</li> </ul>		
						Analysis and comparison of data	<ul style="list-style-type: none"> <li>• Database in each educational level</li> </ul>		
						Reports published systematically for each audience	<ul style="list-style-type: none"> <li>• Periodical reports</li> </ul>		
Define and apply assessment and self-assessment	2014-2018	432.4	MES	SEI RED	Regulation on self-assessment, supervision and assessment of educational leadership	<ul style="list-style-type: none"> <li>• Manual on assessment the performance EI administrators</li> </ul>			

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		procedures on leadership and governance					Reports based on regulations regarding self-assessment, supervision and assessment of educational leadership	<ul style="list-style-type: none"> <li>Number of periodical reports</li> </ul>
							Support on equipment and moral aspect of successful administrators	<ul style="list-style-type: none"> <li>Number of administrators assessed as successful during the academic year</li> </ul>
		Ensure participation and transparency in decision-making process	2014-2015	15.3	MES	RED Schools Donors	School board, pupils government and parents councils at institutional, regional and national levels	<ul style="list-style-type: none"> <li>% e of organisms established and functioning based on years and regions</li> </ul>
							Teachers organised based on subjects and educational levels at national and regional level	<ul style="list-style-type: none"> <li>Number of EIs subject teams functioning in an EI</li> </ul>
		Enhance mechanisms to draft and apply educational institutions' development plans	2015-2020	47.4	MES	SEI RED Donors Schools	Medium-term and annual institutional plans	<ul style="list-style-type: none"> <li>Manual on drafting of plans</li> <li>Medium-term and annual plans at EI level</li> </ul>
							Financial support for the implementation of development plans	<ul style="list-style-type: none"> <li>Funds of support based on years</li> </ul>
							Monitoring capacities in each level Annual reports by each institution	<ul style="list-style-type: none"> <li>Number of certified supervisors and inspectors</li> <li>Periodical reports</li> </ul>
A3	Strengthen institutional autonomy	Transfer competencies from central to municipality level and from municipality to schools (decentralization).	2014-2016	59	MES	MF Municipalities Schools	Improved capacity on financial management at municipality and school level through trainings and developing of system that facilitates fulfilling of these options	<ul style="list-style-type: none"> <li>Manual on planning the EI budget</li> <li>Number of qualifying training activities</li> </ul>
							Special bank account for each school that meets the standards according to DCM, in order to guarantee the autonomous budget management for goods and services	<ul style="list-style-type: none"> <li>% bank accounts of EI share of Total EIs</li> </ul>

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						IT system on determining school budgets through the formula and planning of school budget shall be consistent with the budgeting system of MoF	<ul style="list-style-type: none"> <li>• Informatics program on determining EI budget</li> </ul>
						Municipality competences for autonomy on transferring of funds from one area to another, on meeting the educational needs	<ul style="list-style-type: none"> <li>• Instruction on determining the competences of BLUG (Baseline Local Unit Government)</li> </ul>
	Coordinate activities between EIs and other sectors	2014-2017		MES	RED	Policies on cooperation and coordination at different levels	<ul style="list-style-type: none"> <li>• Joint instruction of ministries</li> </ul>
						National Committee of Parents and National Council of Education	<ul style="list-style-type: none"> <li>• Regulations on building and functioning of capacities</li> <li>• National Committee and Council are functioning</li> </ul>
	Increase funds for education	2016-2020	42,055.3	MES	MF BLUG	Extra funds from the budget on education	<ul style="list-style-type: none"> <li>• Funds on education according to years</li> </ul>
						Conditioned budgetary transfer on local government units (part to be spent on education shall be separated)	<ul style="list-style-type: none"> <li>• Sum of funds on education divided by BULG</li> </ul>
	Review and improve funding criteria	2016-2017		MES	MF	The new formula of grants on financing pre-university education	<ul style="list-style-type: none"> <li>• Decision on the new formula</li> </ul>

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							New criteria of merit on salary and on the importance these criteria have in salary, such as: job position, qualification, work experience, professional experience, other engagements outside school environment, extra work, distance from resident place and trainings	<ul style="list-style-type: none"> <li>Respective DCM on salaries in PUE</li> </ul>
							Added budget on goods and services shall serve to the educational-learning process	<ul style="list-style-type: none"> <li>The sum invested based on years</li> </ul>
		Management of financial instruments shall be decentralised	2016-2020		MES	MF	Establish mechanisms on decentralisation of managing of financial instruments from the central level to local and school level	<ul style="list-style-type: none"> <li>Respective DCM on salaries of PUE</li> <li>Joint instruction of ministers</li> </ul>
							Establish monitoring and inspection mechanisms at central and local level	<ul style="list-style-type: none"> <li>Manual on inspection</li> <li>Built central and regional inspectorates</li> </ul>
							Systematic auditing reports	<ul style="list-style-type: none"> <li>Number of reports based on different periods</li> </ul>
			<b>TOTAL</b>	<b>48,267.1</b>				

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<b>Strategic objective B:</b>						<b>Result indicator:</b>		
<b>Inclusive quality learning</b>						<b>The educational-learning process in EI provides outputs comparable to the qualitative standards of the Region.</b>		
No.	Sub-objective	Actions/ measures	Timeframe	Budget in millions ALL	Responsible body		Outputs & Indicators	
					Main	Together with	Outputs	Performance indicators
B1	Reformation of PUE curriculum	The new curricular package, comparable to the EU countries, shall be drafted, piloted and implemented	2014-2018	343.9	MES	EDI RED Schools	New official curriculum	<ul style="list-style-type: none"> <li>Approved curricular package is available</li> <li>Decision on implementation of curriculum system</li> <li>Progressive reports of piloting results</li> <li>Number of curricular projects declared as winners in national competitions</li> </ul>
							Help materials for teachers and school administrators	<ul style="list-style-type: none"> <li>Percentage of fulfilling programs requests with instruments</li> </ul>
							Qualified staffs of pilot schools	<ul style="list-style-type: none"> <li>Number of trained teachers and headmasters</li> </ul>
							Actors and public shall be aware on curriculum	<ul style="list-style-type: none"> <li>Number of public informative and qualifying activities</li> </ul>
	New school books and qualitative learning instruments shall be drafted and provided	2014-2018	1,883.6	MES	EDI Publishing house	Legal frameworks on publishing school books	<ul style="list-style-type: none"> <li>Legal framework on drafting, publishing, approval and certification of school books is available</li> </ul>	
						Skill capacities (authors, reviewers, publishers and teachers)	<ul style="list-style-type: none"> <li>Number of qualifying activities</li> <li>Number of confirming certificates</li> </ul>	
						Approved school books standards	<ul style="list-style-type: none"> <li>Document on standards of school books is available</li> </ul>	
						Joint school books with Kosovo	<ul style="list-style-type: none"> <li>Number of joint school books with Kosovo</li> </ul>	
						School books on national minorities, according to European standards	<ul style="list-style-type: none"> <li>Number of published school books</li> </ul>	



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							programs for all schools as community centres	<ul style="list-style-type: none"> <li>• Number of programs according to educational levels and type of schools</li> </ul>
							Alternative sources of learning	<ul style="list-style-type: none"> <li>• Number of school libraries</li> <li>• Number of computers for each student</li> <li>• Number of tablets for each student</li> <li>• Number of libraries that have internet connection</li> </ul>
		Sport activities in EI shall be institutionalised	2014-2016	4,269.2	RED	Schools	Sport organisations in EI	<ul style="list-style-type: none"> <li>• Number of sportive schools exercising sportive activities</li> <li>• Number of teams in each institution</li> <li>• Number of sportive activities</li> </ul>
							Regional association of school sport	<ul style="list-style-type: none"> <li>• Number of associations in each region</li> <li>• Number of regional activities</li> </ul>
							Federation of School Sport	<ul style="list-style-type: none"> <li>• Number of federations based on type of sports</li> <li>• Number of national activities based on their profile</li> </ul>
B2	Inclusion	95% of children in PSE and reception are included	2014-2018	24,000.7	MES	Professional organisations EDI RED Municipality SEI	Strategy on Early Childhood Development	<ul style="list-style-type: none"> <li>• Strategy document is available</li> <li>• Plans/programs based on different phases are available</li> </ul>
							Combined professional groups on consultation and assessment of educational process at municipality level coordinated by RED	<ul style="list-style-type: none"> <li>• Number of professional teams according to regions</li> </ul>

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							Different forms of children inclusion in PSE	<ul style="list-style-type: none"> <li>• Number of public / private kindergartens</li> <li>• Number of children included in PSE according to age groups</li> <li>• Number of children attending reception</li> <li>• Report child-educator</li> <li>• Report of educators city/village</li> <li>• kindergartens city/village</li> </ul>
							Children with disabilities, Roma, Egyptians , etc., shall be included in PSE	<ul style="list-style-type: none"> <li>• Number of children with disabilities integrated in schools</li> </ul>
							The new curriculum for Early Childhood, age group 3-6	<ul style="list-style-type: none"> <li>• Approved curricular package is available</li> <li>• Progressive reports of piloting results</li> <li>• Decision on implementation of curriculum in PSE</li> </ul>
							Licensing of teachers in PSE shall take place	<ul style="list-style-type: none"> <li>• Number of teachers licensed according to legal definition</li> </ul>
							National instruments on determining the quality of PSE and children readiness to attend school	<ul style="list-style-type: none"> <li>• New standards of learning and achievements are available</li> <li>• Number of annual reports on achievements quality</li> </ul>
		Children inclusion in basic compulsory education shall be guaranteed	2014-2020	148,867.0	MES	EDI RED Municipalities Schools Community	Strategy to treat school dropout	<ul style="list-style-type: none"> <li>• Strategy document is available</li> <li>• Plans/programs according to phases are available</li> </ul>
							Providing children transportation in rural areas	<ul style="list-style-type: none"> <li>• Percentage of children to whom transportation is provided</li> </ul>

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							<p>Pupils attend school according to respective levels</p> <ul style="list-style-type: none"> <li>• Number of pupils in the compulsory education (% according to gender)</li> <li>• Number of pupils in secondary education (% according to gender)</li> <li>• Number of 9-year/secondary schools (% according to gender)</li> <li>• Number of pupils in public/private 9-year schools (% according to gender)</li> <li>• Number of pupils in public/private secondary schools (% according to gender)</li> <li>• Pupils-class report (9-year/secondary schools) (% according to gender)</li> <li>• Pupils-teachers report (9-year/secondary schools)</li> <li>• Number of pupils who abandon schools (% according to gender)</li> </ul>
							<p>Strategy on schools as community centres</p> <ul style="list-style-type: none"> <li>• Approved strategy is available</li> <li>• Number of instructions supporting the strategy implementation</li> </ul>
							<p>Supplementary lessons for Diaspora children</p> <ul style="list-style-type: none"> <li>• Number of seminars taken place</li> <li>• Number of published school books</li> <li>• Number of issued certificates</li> </ul>
							<p>Integration of children returned from emigration in the education process</p> <ul style="list-style-type: none"> <li>• Number of registered pupils (% according to gender)</li> <li>• Number of pupils that have failed to pass the class (% according to gender)</li> </ul>
							<p>Programs dedicated to delivering reading-writing and basic skills to decrease illiteracy</p> <ul style="list-style-type: none"> <li>• Number of pupils participating in illiteracy programs (% according to gender)</li> </ul>

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		A new philosophy of inclusion in educational institutions shall be developed	2015-2020		MES	EDI RED Schools	Regarding the promotion of inclusive policies and EIs adaptation for all pupils it shall be worked hard	<ul style="list-style-type: none"> <li>• Number of EIs that meet construction standards</li> <li>• Number of activities dedicated to inclusion</li> </ul>
							Inclusive curriculum in EI shall be developed in support of pupils differences to reduce barriers of learning and to increase participation	<ul style="list-style-type: none"> <li>• Number of programs supporting education of pupils with special educational needs</li> </ul>
							Inclusive educational practices shall be developed in which learning shall be planned based on student-oriented aspect	<ul style="list-style-type: none"> <li>• Financing quantities supporting education of pupils from marginalised groups</li> </ul>
B3	School, a community centre	The network of schools community centres shall be strengthened and expanded	2014-2020	51.3	MES	RED Schools Donors	Strategy on schools as community centres and key documentation (standards and guide on schools as community centres)	<ul style="list-style-type: none"> <li>• Approved strategy is available</li> <li>• Standards are available</li> <li>• Number of instructions supporting the strategy implementation</li> </ul>
							Implementation of strategy and building of network	<ul style="list-style-type: none"> <li>• Number of schools transformed in community centres within a year</li> </ul>
							Community schools as basic centres of regional and community development	<ul style="list-style-type: none"> <li>• Number of programs implemented by school in the community</li> </ul>
							Competent teachers for inclusive education	<ul style="list-style-type: none"> <li>• Number of certified teachers</li> </ul>
	Friendly environments, not violent and environments that help, pay attention and cultivate	2014-2017	4,397.5	MES	Municipality Schools EDI	Institutions and public shall be aware on safe and healthy environments	<ul style="list-style-type: none"> <li>• Number of activities on informing the public</li> </ul>	
						Protection networks and announcement/referral systems	<ul style="list-style-type: none"> <li>• Number of systems installed in schools according to regions</li> </ul>	

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		democratic values and provide positive models shall be created					Competent teachers on prevention of violent and abuse behaviours to children	<ul style="list-style-type: none"> <li>Number of teachers certified in specific programs</li> </ul>
		School offer shall be guaranteed through the standardised indicators	2015-2017		MES	EDI	Performance card	<ul style="list-style-type: none"> <li>List of regional schools rank according to achievements</li> <li><i>Internal efficiency</i>: report registered/graduated pupils</li> <li><i>External efficiency</i>: report graduated/pupils that attend next educational level</li> <li>Rank of country in PISA tests</li> </ul>
		Plans on digitalisation of school map shall be implemented and school network optimised	2016-2020	38,540.0	MES	RED Municipalities	SIMS Program	<ul style="list-style-type: none"> <li>Program is available</li> <li>School map</li> </ul>
							School map	<ul style="list-style-type: none"> <li>Number of new schools according to different years</li> </ul>
							New schools according to European standards	<ul style="list-style-type: none"> <li>Number of dormitories according to different years</li> </ul>
							New dormitories according to European standards	<ul style="list-style-type: none"> <li>Number of EIs</li> <li>% share of total</li> </ul>
							Public educational institutions having didactic materials and digital equipment according to European standards	<ul style="list-style-type: none"> <li>Number of EIs</li> <li>% share of total</li> </ul>
		Regionalisation of schools according to demographic development tendencies	<ul style="list-style-type: none"> <li>Number of EIs</li> <li>% share of total</li> </ul>					
B4	Psycho-social services	. Psycho-social services shall be coordinated at central and municipality level and professional	2015-2017		MES MSWY	EDI / Schools	Materials on counselling and orientation	
							Capacities providing services at central, local and school level	<ul style="list-style-type: none"> <li>Number of institutions</li> <li>Number of specialists</li> </ul>

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		services shall be provided					Career consultation centres in secondary schools, mentoring program and free of charge courses after lesson classes	<ul style="list-style-type: none"> <li>• Number of institutions</li> <li>• Number of specialists</li> </ul>
							Psycho-social services in schools and provision of each public school with its respective workers	
		Appropriate services shall be provided for children with disabilities	2014-2018	286.7	MES	RED Schools	Special institutions as source centres to help integrated processes in normal schools	<ul style="list-style-type: none"> <li>• Number of institutions</li> </ul>
							Psycho-pedagogical counselling at schools	
							Implementation of individual education plan for children with disabilities	<ul style="list-style-type: none"> <li>• Approved plans are available</li> </ul>
							Assessment teams for children with disabilities	
							Assistant teacher for children with disabilities	<ul style="list-style-type: none"> <li>• Number of teachers in each year</li> <li>• % of needs</li> </ul>
							Physical conditions of educational institutions that facilitate attendance of children with disabilities	
							Combined teams on assessment and monitoring of children with disabilities at RED level	<ul style="list-style-type: none"> <li>• Number of teams according to regions</li> </ul>
							Competent teachers on inclusive education	<ul style="list-style-type: none"> <li>• Number of certified teachers in % of needs</li> </ul>
B5		Digitalisation of learning process shall	2014-2018	1,867.0	MES	RED Schools	National model of digital information exchanges	

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	Digitalisation of learning process	be improved and functional					Qualitative digital content; safe networks, author right, etc.	<ul style="list-style-type: none"> <li>• Speed of internet provision at schools</li> <li>• Number of schools benefiting from the internet service</li> <li>• Number of online education portal users</li> <li>• Number of pupils having tablets</li> </ul>
							Professional competent teachers that use digital content according to international standards	<ul style="list-style-type: none"> <li>• Number of teachers trained in digital content</li> </ul>
		Internet shall be used in education process as a resource mean regarding educational materials by all teachers and pupils	2014-2020	1,000			Functional infrastructure, internet, technical support, legal framework, digitalised institutional communications	<ul style="list-style-type: none"> <li>• Number of computers for each education level</li> <li>• Number of schools having a webpage</li> <li>• Report student-computer at school level</li> <li>• Number of schools having ICT laboratories</li> </ul>
			<b>TOTAL</b>	<b>223,784.0</b>				

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<b>Strategic objective C:</b>						<b>Result indicator:</b>		
<b>Ensure quality performance according standards</b>						<b>Education achievements shall be monitored and assessed based on professional national and international standards, procedures and guidelines</b>		
<b>No</b>	<b>Sub-objective</b>	<b>Actions/ measures</b>	<b>Timeframe</b>	<b>Budget in millions ALL</b>	<b>Responsible body</b>		<b>Outputs &amp; Indicators</b>	
					<b>Main</b>	<b>Together with</b>	<b>Outputs</b>	<b>Performance indicators</b>
<b>C1</b>	Reorganisation of supervision and assessment institutions	Regulatory framework shall be developed and implemented regarding the provision of achievements quality according to the new curriculum	2015	39,564.5	MES	EDI NTA	Orders guidelines and regulations that guarantee quality in education shall be harmonised with the EU framework	<ul style="list-style-type: none"> <li>Manuals of EI assessment and self-assessment</li> </ul>
		Inspection, assessment and licensing institutions shall be restructured and strengthened	2015-2016	11,745.7	MES Government	EDI NTA	National Council of PUE	<ul style="list-style-type: none"> <li>Council is functional</li> </ul>
							EDI shall be organised in two levels: trained and certified inspectors	<ul style="list-style-type: none"> <li>Central and regional agencies</li> </ul>
							EDI and NTA shall be assessed and accredited	<ul style="list-style-type: none"> <li>Accreditation certificates</li> </ul>
							Commission on assessment and accreditation of training programs	<ul style="list-style-type: none"> <li>Commission decisions</li> </ul>
<b>C2</b>	Build and strengthen institutional and human resources	Capacities on drafting and using of competencies assessment instruments and use of contemporary assessment methods and techniques shall be built	2015-2018	980	MES	EDI SEI NTA RED Schools	Framework on quality indicators	<ul style="list-style-type: none"> <li>Manuals on procedures</li> <li>Approved standards</li> </ul>
							Mechanisms and instruments that guarantee quality (assessment on the basis of curriculum)	<ul style="list-style-type: none"> <li>Exit exam</li> <li>General certificate of secondary education test (GCSE test)</li> </ul>



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							Assessment experts trained on testing new curriculum competences	<ul style="list-style-type: none"> <li>• % of certificates received to total number</li> </ul>
							Teachers certified on using modern assessment methods and techniques in classes	<ul style="list-style-type: none"> <li>• % of certificates received to total number</li> </ul>
							School performance card	<ul style="list-style-type: none"> <li>• Performance card document</li> </ul>
							National assessments to provide information at state level, regarding learning results according to national standards and to identify areas where actors shall focus on	<ul style="list-style-type: none"> <li>• Periodical reports</li> </ul>
							Conducting periodical national assessments in some subjects	<ul style="list-style-type: none"> <li>• Periodical reports</li> </ul>
							Annual report on PUES performance	<ul style="list-style-type: none"> <li>• Report approved in CM</li> </ul>
C3	Monitoring of quality and use of international indicators	National education indicators shall be developed and their monitoring system shall be set up	2015-2017		MES	EDI NTA	National indicators package	<ul style="list-style-type: none"> <li>• Approved document</li> </ul>
		Process of assessment and self-assessment of schools performances shall be strengthened	2015-2017		MES	EDI NTA Schools	Assessment and self-assessment reports	<ul style="list-style-type: none"> <li>• Number of inspections</li> <li>• Periodical reports</li> </ul>
		Organisation of national tests according to curricular ties on study purposes	2015-2020	400	MES	EDI NTA Schools	Analysis and recommendations report	<ul style="list-style-type: none"> <li>• Number of tests</li> <li>• Periodical reports</li> </ul>

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		Active participation shall be guaranteed in national and international cooperation projects	2015-2018	1,946.5	MES	EDI NTA	Activities on exchanging experiences which contribute to the increase of quality	<ul style="list-style-type: none"> <li>Number of implemented projects</li> </ul>
							Albania participate in PISA's editions in 2015 and 2018	<ul style="list-style-type: none"> <li>PISA's report</li> </ul>
C4	Reorganisation of national programs	Organisation of the general certificate of secondary education test as a final test		600	MES	EDI NTA	Assessed and certified pupils	<ul style="list-style-type: none"> <li>Transparency book</li> </ul>
			<b>TOTAL</b>	<b>54,336.7</b>				

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<b>Strategic objective D:</b>							<b>Result indicator:</b>	
<b>Professional training and development of teachers</b>							<b>New teachers and those on duty shall be licensed within legal timeframes</b>	
No.	Sub-objective	Actions/ measures	Timeframe	Budget in millions ALL	Responsible body		Outputs & Indicators	
					Main	Together with	Outputs	Performance indicators
D1	Teaching professionalism	Legal basis on providing achievements quality according to the new curriculum shall be drafted and implemented	2015		MES	EDI NTA	Orders, guidelines and regulations that guarantee quality in education, harmonised with the EU framework	<ul style="list-style-type: none"> <li>Number of acts that guarantee quality in education</li> </ul>
		Coherent systems on experience, initial licensing and recruiting shall be established	2015-2016		MES	EDI RED SEI	Legal basis on PD, updated and consistent with the framework into force	<ul style="list-style-type: none"> <li>Number of sublegal acts that regulate PD</li> </ul>
							Mechanisms and procedures on realisation of certification and licensing processes	<ul style="list-style-type: none"> <li>Minister guidelines and orders on standardised procedures</li> </ul>
							Administrative guidelines on PD financing	<ul style="list-style-type: none"> <li>Sublegal acts that regulate PD financing</li> </ul>
		Improvement of professional standards and teacher status	2015-2020		MES	EDI Syndicates	Professional standards for teachers	<ul style="list-style-type: none"> <li>Teacher standards package</li> </ul>
							Teacher status document	<ul style="list-style-type: none"> <li>Document is available</li> </ul>
							Improved salaries	DCM on salaries
		Specialists of central institutions and local education units, and school administrators shall be trained	2015-2020	71.2	MES	EDI RED	Regular meetings between the Ministry, REDs, schools and community	<ul style="list-style-type: none"> <li>Number of meetings and contacts between the Ministry, REDs, schools and community</li> </ul>
							Accredited program on leadership and management	<ul style="list-style-type: none"> <li>Number of headmasters that have attended accredited programs on leadership and management</li> </ul>
							Trainings on leadership and management for the staff of the Ministry, REDs and school principals	<ul style="list-style-type: none"> <li>Number of professional trainings provided to specialists of central institutions, education units and school principals</li> </ul>

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		Teachers shall be periodically certified and licensed	2015-2020	474.2	MES	EDI NTA	Mechanisms on teachers licensing	<ul style="list-style-type: none"> <li>Sublegal acts that regulate PD licensing</li> </ul>
							Certified and licensed teachers supported in their academic preparation, competencies and performance	<ul style="list-style-type: none"> <li>Number of teachers licensed in different years</li> </ul>
							Central database for licensed teachers	<ul style="list-style-type: none"> <li>Database of all licensed teachers</li> </ul>
							Establishment of a system on teachers performance assessment	<ul style="list-style-type: none"> <li>Modules and procedures on teachers performance assessment</li> </ul>
							Periodical teachers licensing according to standards	<ul style="list-style-type: none"> <li>Number of teachers licensed according to standards</li> </ul>
							System on professional development of teachers in career	<ul style="list-style-type: none"> <li>All teachers in career are part of professional development system</li> </ul>
D2	Implementation of an entire reform on teachers and school principals professional development	Capacities on assessment of PD needs shall be developed	2015-2020	14.2	MES	EDI RED Schools	Procedures and criteria on PD needs assessment	<ul style="list-style-type: none"> <li>Needs assessment system based on determined PD criteria and procedures is available</li> </ul>
							Capacities on assessment and needs assessment by an independent agent	<ul style="list-style-type: none"> <li>Periodical manual of needs assessment</li> </ul>
		. Programs based on needs shall be accredited	2015-2020		MES	EDI FE Training agencies	Training programs on new curriculum, methodology, inclusive education and ICT	<ul style="list-style-type: none"> <li>Number of accredited programs based on needs (curriculum, inclusion, ICT, etc.)</li> </ul>
							PD programs for teachers on duty	<ul style="list-style-type: none"> <li>Number of teachers, part of the system that participate in trainings</li> </ul>
							Accredited programs	<ul style="list-style-type: none"> <li>Number of accredited programs</li> </ul>
							Trainings catalogue	<ul style="list-style-type: none"> <li>Publishing of trainings catalogue</li> </ul>
		Trainers shall be periodically certified	2014-2020		MES	EDI NTA	Programs on trainers training	<ul style="list-style-type: none"> <li>Number of trainers that have attended such training programs</li> </ul>
							National network of trainers	<ul style="list-style-type: none"> <li>Functioning of trainers network having a central unit and regional branch</li> </ul>
							Trainings for trainers on different programs	<ul style="list-style-type: none"> <li>Number of trainers trained in different programs</li> </ul>
							Periodical licensing of trainers	<ul style="list-style-type: none"> <li>Number of licensed trainers</li> </ul>

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	System on management of PD data shall be established	2015-2016	14.2	MES	EDI NTA	Computer program on accredited programs and trained teachers	<ul style="list-style-type: none"> <li>• Functional computer system on accredited programs and trained teachers</li> </ul>	
						Approved procedures on trainings data entry	<ul style="list-style-type: none"> <li>• Full trainings database</li> </ul>	
						Training of persons responsible on data entry	<ul style="list-style-type: none"> <li>• Number of specialists trained on data management</li> </ul>	
	Mechanisms on PD sustainability at school shall be strengthened	2015-2020			MES EDI	RED Schools	Functional subject commissions in schools/areas	<ul style="list-style-type: none"> <li>• Number of schools/areas that have functional subject commissions</li> </ul>
							PD groups within the school	<ul style="list-style-type: none"> <li>• Number of schools that have PD functional groups</li> </ul>
							PD individual plans from teachers	<ul style="list-style-type: none"> <li>• Number of trainings based on individual needs planning</li> </ul>
							Plans on teachers PD as a part of school development plans	<ul style="list-style-type: none"> <li>• Number of trainings based on planning of needs from educational institutions</li> </ul>
							Provision of schools with PD literature	<ul style="list-style-type: none"> <li>• Number of annual publishing on PD at school (books, scientific magazines, encyclopaedia, etc.)</li> </ul>

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		Trainings shall be monitored and assessed	2015-2020		MES	MES EDI SEI Independent organisations	Setting of standards regarding the assessment of teachers competences	<ul style="list-style-type: none"> <li>Assessment standards package on teachers competences</li> </ul>	
							Reformed system education workers training and certification, conceptualised, planned and administrated based on national, local and institutional educational policy documents on training	<ul style="list-style-type: none"> <li>Number of education workers trained and certified based on reformed structure and procedures</li> </ul>	
								Restructured education workers career steps, professional roles, credits and worker professional package	<ul style="list-style-type: none"> <li>Restructuring of career steps, professional roles, credits and professional packages</li> </ul>
								Training programs on education workers provided by the Ministry and right agreements with respective institutions	<ul style="list-style-type: none"> <li>Number of education workers trained by the programs provided by the ministry with respective institutions</li> </ul>
		Cooperation at national and international level regarding PD	2015-2020		MES	EI FE EDI	Regional and international joint activities (trainings, conferences, etc.)	<ul style="list-style-type: none"> <li>Participation/organisation in trainings; workshops; conferences at regional and international level</li> </ul>	
								Regional and international projects	<ul style="list-style-type: none"> <li>Inclusion in regional and international projects</li> </ul>
D3	Quality of teacher's academic and pedagogical training	FE study programs shall be harmonised with Ministry education policies and international standards	2015-2017		MES	AAIAL FE Universities	New programs, including all categories of teachers, shall reflect the PUE curriculum innovations, provided with the ICT subject and the techniques of tests compilation/drafting for assessment competences development level	<ul style="list-style-type: none"> <li>Number of new programs that reflect changes on education system and actual needs</li> </ul>	
							FE development plans	<ul style="list-style-type: none"> <li>Number of PD plans realised by FE</li> </ul>	
							PD trainings for FE staff (new methods, inclusive education, IT, etc.)	<ul style="list-style-type: none"> <li>Number of accredited professional training programs</li> </ul>	
							Trainings for FE staff on developing PD programs	<ul style="list-style-type: none"> <li>Number of PD programs realised by FE staff</li> </ul>	

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						Regulation on teaching practice at FE	<ul style="list-style-type: none"> <li>Teaching practice at FE shall function according to the regulation</li> </ul>
						FE shall implement teaching practices at schools	<ul style="list-style-type: none"> <li>Number of teaching practices programs realised by FE</li> </ul>
						FE shall provide study opportunities for disability pupils and marginalised groups	<ul style="list-style-type: none"> <li>Number of disability pupils and marginalised groups that study in FE</li> </ul>
						Common titles, simultaneous titles, staff and programs exchange, transfers of ECTS between Fes	<ul style="list-style-type: none"> <li>Cooperation level between FEs</li> </ul>
						Assessed and accredited teachers preparation programs	<ul style="list-style-type: none"> <li>Number of and accredited teachers preparation programs</li> </ul>
						Excellence Centre at FE	<ul style="list-style-type: none"> <li>Number of pupils that are part of Excellence Centre</li> </ul>
			2015-2020		Universities	FE	<ul style="list-style-type: none"> <li>Number of action plans on research by the FE group</li> </ul>

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		Projects from FE departments on education research shall be developed					Projects by FE departments on education research (research projects, application on EU funds to add capacities on FE research, etc.)	<ul style="list-style-type: none"> <li>• Number of projects by FE departments on education research</li> </ul>
							Publishing of research results	<ul style="list-style-type: none"> <li>• Number of research publishing</li> </ul>
							Research projects by FE staff, study visits, PD programs	<ul style="list-style-type: none"> <li>• Number of research projects</li> </ul>
							Action plans on education research at university level (FE group)	<ul style="list-style-type: none"> <li>• Number of action plans on education research by FE</li> </ul>
		Good pupils shall be encouraged to attend university studies in teaching	2015-2020		MES	NHEFA	Scholarships shall be provided to pupils who attend study programs in education field	<ul style="list-style-type: none"> <li>• Number of pupils that have high average attending university studies in teaching</li> </ul>
			2020				Studies, priority in education programs shall be financed partially or entirely	<ul style="list-style-type: none"> <li>• Number of education programs financed based on priorities</li> </ul>
							Pupils of teaching profile, who accept to work for some years (5 years) shall be financed and treated with priority	<ul style="list-style-type: none"> <li>• Number of new teachers who work more than 5 years in that system shall be increased</li> </ul>
			<b>TOTAL</b>	<b>588.2</b>				



## **PUBLIC DISCUSSION**

The draft document of PUED will be presented for public discussion, from January 8, 2015. All interested parties are pleased to make their comments.

To enable and make effective the discussion:

- Will be published in the web page <http://www.arsimi.gov.al/> strategy draft document;
- Certain TV and radio transmission will be held for;
- Round tables will be held with different interested parties.

Comments about it may be confidential or public.

Comments must be sent to the address:

**Ministria e Arsimit dhe Sportit (MES)**  
**Drejtoria e Arsimit Parauniversitar**  
**Nr. 23, AL 1001, Tiranë**

Your comments may be sent to the *e-mail*:

- [pkarameta@gmail.com](mailto:pkarameta@gmail.com)
- [zamira\\_gjini@yahoo.com](mailto:zamira_gjini@yahoo.com)

After the public discussion, the draft strategy will be reviewed and later presented for approval at the Government.