

**PUBLIC POLICY OF HIGHER
EDUCATION SYSTEM IN ALBANIA:
QUALITY VERSUS QUANTITY**

by

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Abstract

This study refers to Albanian Higher Educational System. In this context the study shows the will of having a qualitative Educational System, by applying the main principle of fairness, technology and transparency of both public and private sector universities.

Moreover, the focus and attention of Albanian Higher Educational System is unfortunately in the hands of some people that are covered by the cloak of the state and in the hands of rich people. Performance of both public and private sectors was and is a topic that will have always pro and against arguments. Majority of the students that are graduated every year in Albanian universities do not have the possibility of the labour market. This study finds that quantity of universities in Albania doesn't bring free market, competition, concurrence and quality. Consequently, the need for a qualitative Higher Educational System should start from every citizen.

Keywords: Higher Education, Democracy, State, Quality, Corruption, Public Universities, Private Universities

Abstrakt

Ky studim i referohet Sistemin Arsimor të Lartë në Shqipëri. Në këtë kontekst, studimi tregon vullnetin për të pasur një Sistem Arsimor cilësor, duke zbatuar parimin kryesor të drejtësisë, teknologjisë dhe transparencën e të dy sektorëve Publik dhe Universiteteve Private.

Për më tepër, fokusi dhe vëmendja e Sistemit të Arsimit të Lartë në Shqipëri është për fat të keq në duart e disa njerëzve që janë të mbuluar me petkun e shtetit dhe në duart e njerëzve të pasur. Performanca e të dy sektoreve, e sektorit publik dhe privat ishte dhe është një temë që do të ketë gjithmonë pro dhe kundër argumente. Pjesa më e madhe e studentëve që janë diplomuar çdo vit në universitetet shqiptare nuk kanë mundësinë e punesimit. Ky studim konstaton se sasia e Universiteteve në Shqipëri nuk sjell treg të lirë, konkurrencë dhe cilësi. Si pasojë, nevoja për një Sistem Cilësor Arsimor të Lartë duhet të fillojë nga çdo qytetar

Fjalët Kyçe: Arsimi i Lartë, Demokracia, Shtetit, Teknologji, Korrupsioni, Universitetet Publike, Universitetet Private

Dedication

I would like to dedicate this thesis to my family, my parents, my two siblings, and my dear Elton, for their unconditional support and love. The support and encouragement of my father has been my biggest strength, the unconditional love of my mother my greatest motivation and trust of my husband in me were my biggest inspiration.

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I should also mention my family; they have motivated and have been beside me during all the process of my studies. Without their encouragements may be I would not find so much motivation to begin and finish this study.

Declaration Statement

1. The material included in this thesis has not been submitted wholly or in part for any academic award or qualification other than that for which it is now submitted.
2. The program of advanced study of which this thesis is part has consisted of:
 - i) Research Methods course during the undergraduate study
 - ii) Examination of several thesis guides of particular universities both in Albania and abroad as well as a professional book on this subject.

Lindiana Kaleci

June 2016

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List of Abbreviations

CoE:	Council of Europe
ECTS:	European Credit Transfer System
EHEA:	European Higher Education Area
ESA:	Education System in Albania
EU:	European Union
GDP:	Gross Domestic Product
HE:	Higher Education
IIASA:	International Institute for Applied System Analysis
INSTAT:	Institute of Statistics of Albania
NGO:	Non-Governmental Organization
OECD:	Organization for Economic Cooperation and Development
OSCE:	Organization for Security and Cooperation in Europe
PhD:	Doctor of Philosophy
UNESCO:	United Nations Educational Scientific and Cultural Organization
VID:	Vienna Institute of Demography

List of Publications by the Candidate

Lindiana Kaleci, “Albanian Nationalism”, *International Conference on Economic and Social Studies*, Burch University, Bosnia Herzegovina, ISSN: 2303-4564, 24-25 April 2014

Lindiana Kaleci, “Albania in European Union”, *International Conference on European Studies*, Epoka University, Tirana, Albania, 08-09 November 2013

CHAPTER ONE: INTRODUCTION

1.1 Introduction

Education is an important issue for every state. Nowadays education is found to be a need, a basic human right. It is a key feature in the maturity of children, and development of countries. Education contributes to empower women and girls, reduce hunger, provides a foundation for peace building also it fights poverty and spur economic growth. Long and short term economic growths are deeply affected by education. This thesis will describe and give a deeper analyze about the role that quality of Albanian universities have and is it growing as fast as the quantity of universities in Albania. Education is recognized as one of the significant means that supports the development of developing countries like Albania.

The Albanian higher education system has undertaken many reforms at the framework of the European Union strategies for education. The English language is one of the advantages of the Albanian higher education system. While the development of the scientific research in the Albanian universities is a strong base of ensuring future successes, English language importance has been highlighted as an influential factor in reshaping the Albanian higher education system to become more competitive, coherent with the latest European developments therefore more attractive. Conception of new programs adaptable for the students' level of knowledge, expanding the business English programs and developing interactive courses would boost the performance of the degree cycles. We are living in a world where an all round information is needed mostly, therefore this knowledge comes from the material gathered from every specific sources literature and text books, but from a visual critical attitude we get findings by using audio presentation and learning techniques, this is the best way to be successful. Learning through technology defines the success of the university.

This study intends to describe quality of education in Albania, how it was developed, the impact having on society, also the advantaged and disadvantages of public and private universities.

“Academic quality is a way of describing how well the learning opportunities available to students help them to achieve their award. It is about making sure that appropriate and effective teaching, support, assessment and learning opportunities are provided for them” (Prondzyski, 2008).

It is taken into consideration the state of Albania and the place that education has in it. The main goal of education is to enhance the academic qualities of the students by stimulating the critical approaches and increasing their independence. The vision of the higher education in Albania is deeply connected with the technological innovations, new approaches including English language as an important key that is helping the Albanian students to be competitive in the European market.

Firstly, it presents an overview of what this thesis is all about, what are the main principles of a qualitative education, and the aim and the framework of the study. This study will continue with the research questions of this study, raised hypothesis and data gathering method.

The second chapter will explain the theoretical and conceptual perceptions of the main principles of an Educational system. It starts by giving a historical background of Albanian educational system, continuing by the division of the system and the effect and the role that democracy had on Educational System in Albania.

The third chapter presents both public and private universities, the way that they are functioning, why some Albanian students choose private and why the others public universities. In addition it emphasizes also the quality and quantity of Albanian universities.

Chapter four which constitutes the last part of this research presents Albanian Higher Educational System with reference to some of the Balkan countries. How the universities in these countries are functioning, by which criteria, and from different statistics that were done by different NGOs or different international reports how they are ranked in the World.

This study examines one basic question and denotes hypotheses which are further expanded.

Research Question:

- To what extent Albanian Higher Educational System has been quantitative and qualitative at the same time?

Hypothesis:

- Having lots of universities brings concurrence and have a better quality of Higher Educational System.
- Public and private universities are working with the European standards for the development of Albania.
- Comparing with other regional countries the quantity and the quality of Albanian Educational System is growing faster.

The aim of this study is to analyze the situation of Education System in Albania. This finds the drawbacks of Higher Education system in Albania and also with attempt to give some new possibilities. Moreover this study finds tools to improve Educational System in Albania. Also to help Albanians to create the idea that university it is not just a diploma. This study will also examine the level of public and private universities, and the performance that they bring since the beginning of democracy.

1.2 Literature Review

To present an accurate evaluation of the study the essential contribution will come certainly from great contribution of different scholars view and different analysts. Also very important and crucial for this study is the role of the EU Reports, and surveys that were done according to the topic of Quality of Albanian Educational System.

There is scarcity of the sources on Higher Education System in Albania particularly in English language. Therefore in this literature review first we focused on general literature about the quality of Higher Education and private universities and their functioning. After reviewing these general literatures, I will add two articles both in English related to the general education system of Albania where also mention HE Institutions.

First it should be wise to mention a book which analyses OECD Countries' report on education system. To analyze the report among education quality in OECD countries (Hanushek & Wößmann, 2010) is developed a model that measures the quantity and

quality of schooling. From this model was found out that without consideration of the intellectual skills, the significant relationship between years of schooling and economic growth does not have a large difference between OECD and non-OECD states. In terms of the dimension of education quality and its policy implication, (Vandenbussche, Aghion, & Meghir, 2006) and (Howitt & Aghion, 1998) claim that tertiary education is the key for developed countries. They develop a model where countries that were developed should invest in tertiary education in order to move the border out through innovation. The developing countries on the other hand, should invest in basic education since they will mature by imitating the technologies of more developed countries. This conclusion, however, is based entirely on education measured by school attainment, which just take into account the years of schooling. A measure of school quality should be considered for policy advice purposes.

Education, being a basic human right which significantly influences the development of people and countries at the same time; it is a goal of Millennium Development Goal. Education contributes to empower women and girls, reduce hunger, provides a foundation for peace building also it fights poverty. Long and short economic growths are deeply affected by education. According to Global Campaign for Education, no country has achieved continuous and rapid growth without at least 40 percent of adults being able to read and write (Ryberg, 2014).

The Irish Government provided a level of education, which prepared many of its citizens to immigrate successfully into the overseas labor market and also to be able to benefit from overseas graduate and post-graduate facilities. It was a key factor influencing economic growth in this country (Hida, 2003).

Barro (1991) examined the link existing between role of education in democracy by observing differences in public and private schools enrolment rates, by using a single cross-section of both the developed and the less- developed countries.

Education itself is important not only for the personal fulfillment, but furthermore for a strong state. Reforms in education system could thus be a key part of any long-term growth strategy. A study done from the researchers of the International Institute for Applied Systems Analysis (IIASA) and the Vienna Institute of Demography (VID) of the Austrian Academy of Sciences provides proof of positive and statistically considerable

results of education on a country's democracy progress. Education is the essential for having a good democracy and a strong state (Lutz, 2011).

In his study, Bunting (1993) states that: "Quality in education does have a bottom line and that line is defined by the goals and values which underpin the essentially human activity of education" (p. 21).

To have a democratic school and a democratic system quality is the most important factor. According to Ackers, Migoli, & Nzomo, (2001) students should not learn just the courses math, English, science, and geography, crucial is also behavior and the way how they are acting and speaking. This brings quality and a democratic state.

Harber (2002), Karlsson (2002), and Suzuki, (2002) were scholars that have similar idea that International Organization has an important role and they have to work hard with Educational System.

In one of its important report, UNESCO has seen education as essential for human development. According also to Report to UNESCO of the International Commission on Education for Twenty-first Century (Delors & et al., 1996), education together with cultural and linguistic diversity in education brings peace and a Sustainable Development.

Guthrie & Beeby (1980), in their paper titled "Stages of Education Development" are models that are limited to a description of primary schooling. To have good Education and students and teachers that are well prepared they need to follow a systematic way in the classroom and also on the way that teachers are presenting the lesson to the students. Being systematic as well as teachers and students brings quality on Educational System. (Hawes & Stephens, 1990), (Heneveld, 1994) and (UNESCO, 2005).

After evaluating the general literature the focus is turned to references on Albanian education system.

According to a Council of Europe Expert, Karameta (2010) the problems with educational system comes also from the corruption of Albanian government, presence of corruption in every space is making also Albanian educational system to be part of this corruption and its growing day by day and year by year (Council of Europe, 2010).

Ahmetaj (2013) considers the functionality of Albanian universities is on hands of the state. Until the moment that the state and the politicians will be present and affected the Educational System, Albania would struggle lot of problems.

In the case of Albania it is noted that in theoretical models education is considered the key element to have advanced democracy in the country, but in reality the importance of education was very small. The reason for this difference lay in that for a long time education was measured through years of attendance at school, not with the knowledge and skills gained during the school years, which according to a study of the OSCE, an increase of 100 points in student competences (measuring unit) produces an increase of 2% of GDP (Rova, 2016). Education is found to be one of the most significant aspects toward development for countries like Albania. Urgent needs for electricity, water, free health care or contemporary infrastructure have consequences mainly only in the present. The education system, the university and their role in changing theoretical knowledge into added value for companies, which is essential for the creation of a dynamic labor market for the development of economic enterprises in particular and economic development of the country as a whole, the consequences of which become apparent only after several years.

1.3 Methodology

This is a new study even that there were different studies over Albanian Educational System but they lack a proper study for Higher Educational System in Albania with all this problematic quality perception. The preparation of this research is a descriptive and explanatory study which analyzes higher educational system in Albania, the difference between public and private universities and what are the things that Albanian society can do for a better quality of educational system.

The methodology used is qualitative by analyzing qualitative data, but also quantitative data taken from the official reports and statistics are being employed. The quantitative data mostly refer to number of pupils and students graduated since 1991-92. This study includes no primary data. Mostly the study finds effective secondary data, including different documents, books, different websites articles and journals. Generally the data gained for this study are in English, and there are some in Albanian language.

CHAPTER TWO: ALBANIAN HIGHER EDUCATIONAL SYSTEM AND CONCEPTUAL APPROACH

2.1 Introduction

This chapter defines the term of educational system and historical background of Albanian Education System. The educational system will be defined in different years but, in general trying to do it with the same meaning. This chapter will also be focused on division of Albanian Educational System. The division of the educational system is showing until which grade is obligatory to go to school and how the numbers of graduated students is going year by year. After that it focused on the role that democracy had in educational system. In 1991 in Albania were student that made the system to change, were them that bring democracy and worked hard for freedom for the right to move, the right to speak the right to study what students wants based on their knowledge not any more based on biography. At the end of this chapter study will conclude Albanian State policy on decentralization and its directions in the field of education.

2.2 Historical Background

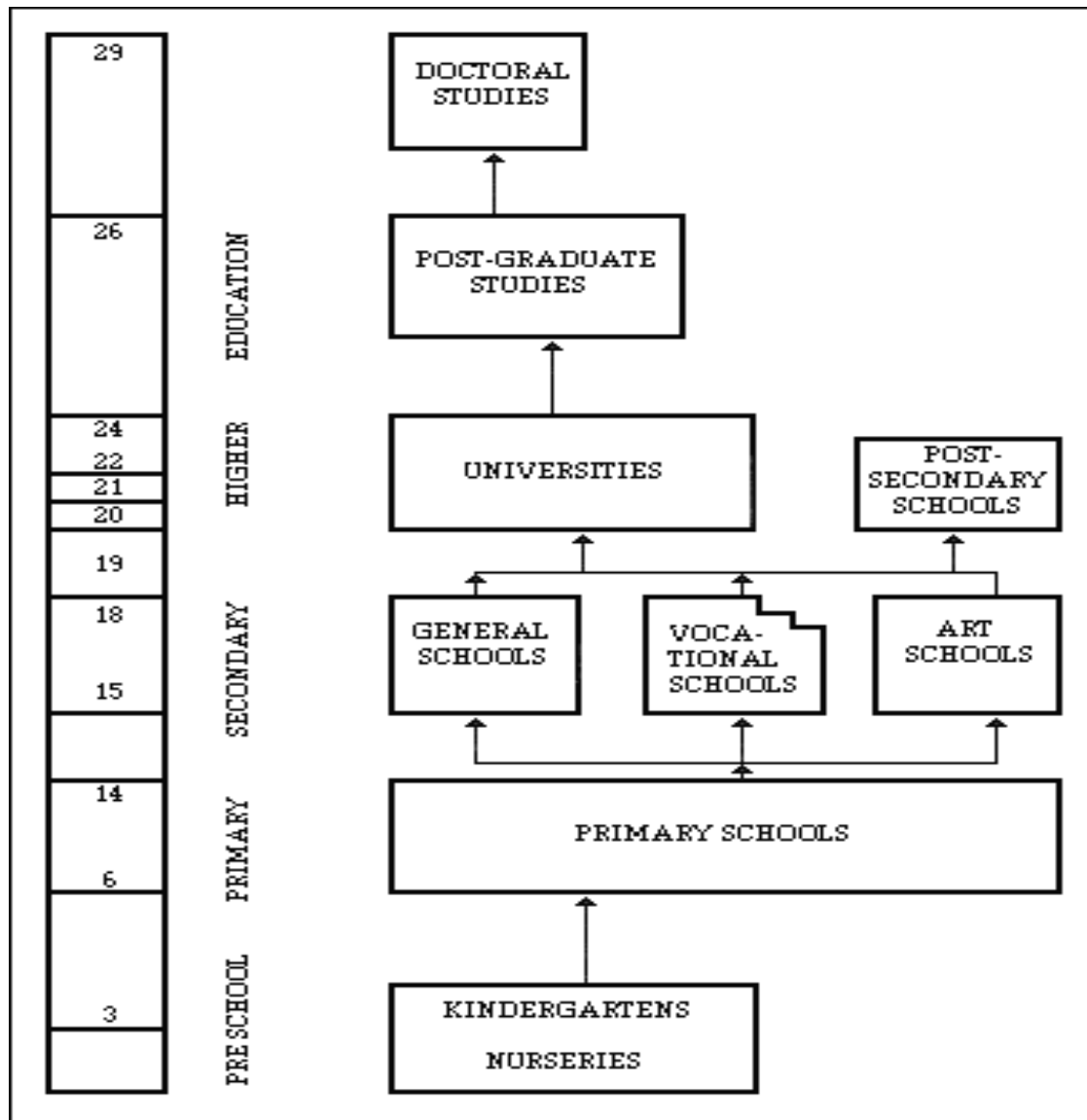
In 1887 the first Albanian school, taught in Albanian language, opened in Korca city. Nowadays its building is found to be serving as the Educational National Museum. After this time there have been established other schools and educational centers but with the Communist regime, beginning from 1944, the education system was structured. During this time elementary schooling (7 years duration) and secondary education (4 years duration) were obligatory for the whole population. This was a good attempt to endorse the Albanians with a good formation. Another important attempt was the adoption of different training and vocational experts in order to develop semiskilled workers to be employed as technical and experts in different fields of works. During the communist regime the education program was raised from eleven years to twelve years of education. The education system in this period was divided into four levels, starting from preschool and continuing with the eight-year obligatory education, secondary, and higher

education. Communist regime was successful in eliminating the literacy, where by the end of 1980s the statistics show nearly 100 percent of population were reading and writing. From 1939 to 1980 the number of people attending schools was more than 12 times higher and the percentage of females attending the school was nearly the same with that of males. At the same time, the number of teachers was proportionally increased.

2.3 Division of Albanian Education System

Education arrangement in Albania is divided in four phases. The early one is the main education, which is compulsory. Main education endures for 9 years pursuing a non-mandatory era consumed at preschool namely nursery. The supplementary period is secondary education recognized as usual seizes a more three years to complete. The tertiary education includes universities both area and confidential, could proposal one, two or three levels of higher education bachelor, chief, PhD reliant on the institution. The education that has a extremely good encounter in economy is the vocational education. It is usual school that seizes amid 2 to 5 years reliant on whether a easy diploma or a maximum transactions qualification is desired. Substantial power by the state in this education is adding strength to a producing economy.

Figure 2.1: Structure of Education System in Albania



Source: UNESCO (2011)

2.4 Influence of Democracy on Higher Education in Albania

In 1990s, just after the fall of the communist regime, new reforms were proposed in educational system, the same as other reforms proposed for the other fields. The Ministry of Education with approval of Council of Ministers proposed and voted for the reorganization of the educational system. The new structure has decided to have ten years obligatory education instead of eight years. Meanwhile the early 1990s have shown chaotic times, more than 2000 teachers emigrated, and looking for a better life and a considerable number of schools were totally destroyed.

The exceedingly structured and manipulated educational nature that was nurtured by collectivist administration in the sequence of extra than forty-six years was curly destroyed. Later 1990 the administration collectivist in Albania plummet and the Open-minded Party come in power. At this period education confronted countless difficulties. The breakdown of governmental and communal arrangement should mean additionally a downfall in the education arrangement that in the new reality should have to teach residents alongside a new formation. The setback of democratization and reform of education has appeared in the Albanian area alongside all its strength and intricacy afterward 1990. The educational arrangement in Albania afterward 1990 had frank adjustments in form and content remarking here the curricula or school documentation, new adjustments at all levels of the education arrangement, decentralization and association of pre-university and higher education, and the teacher's act in the Albanian post-communist society. The contingent of acolytes and students in 1990 was 906,000 students in total. If expressed as a percentage figure, it totaled 73% of the populace in the period cluster of 3-22 year (Sota, 2011).

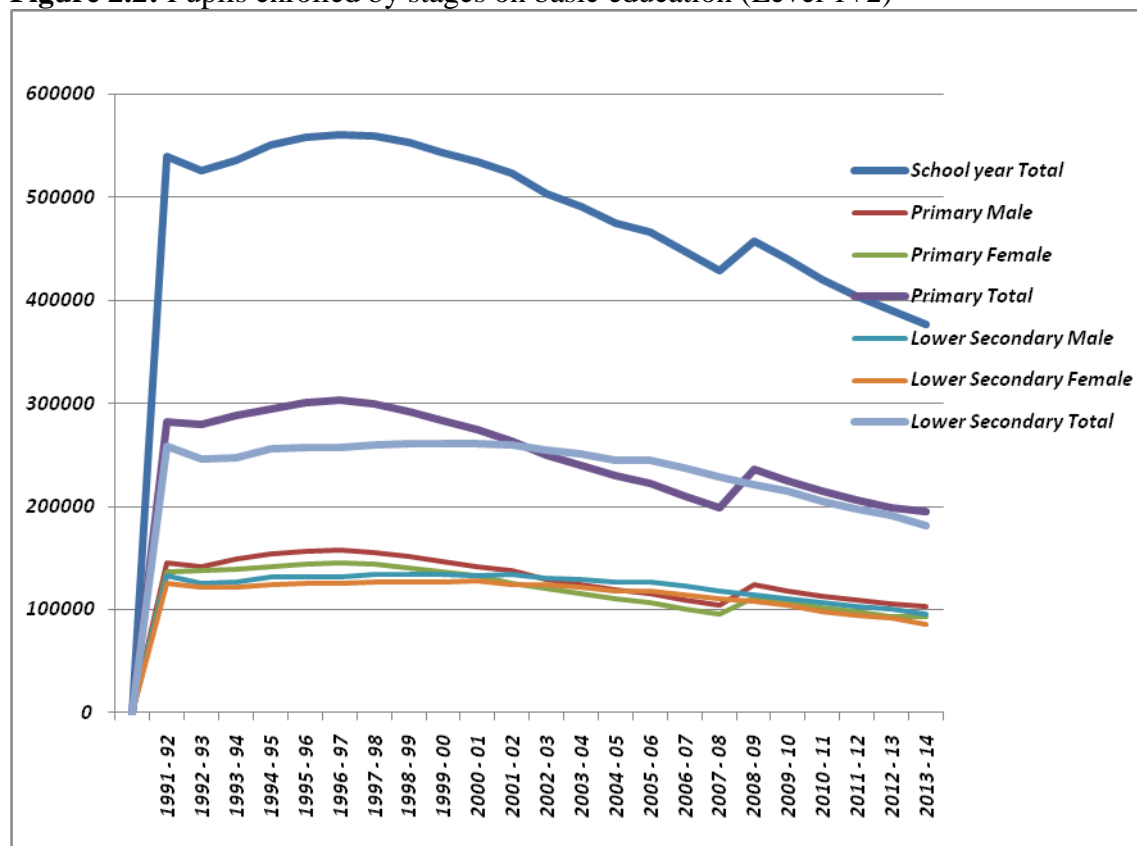
Table 2.1: Pupils enrolled by stages on basic education (Level 1+2)

School year	Total	Primary		Lower Secondary			
		Male	Female	Total	Male	Female	Total
1991 – 92	540133	144989	136781	281770	133064	125299	258363
1992 – 93	525892	142040	137460	279500	125205	121187	246392
1993 – 94	535713	149058	139034	288092	126259	121362	247621
1994 – 95	550737	153667	141470	295137	131488	124112	255600
1995 – 96	558101	156543	144508	301051	132049	125001	257050
1996 – 97	560731	157683	145949	303632	131975	125124	257099
1997 – 98	559324	155295	143869	299164	133914	126246	260160
1998 – 99	553411	151460	140610	292070	134311	127030	261341
1999 – 00	543967	146526	136723	283249	134135	126583	260718
2000 - 01	535238	141736	132470	274206	133571	127461	261032
2001 - 02	523253	137552	126051	263603	134820	124830	259650
2002 - 03	503992	128948	120680	249628	130699	123665	254364

2003 - 04	491541	124544	115943	240487	129685	121369	251054
2004 - 05	474637	118785	110928	229713	126426	118498	244924
2005 - 06	466810	115393	107009	222402	126162	118246	244408
2006 - 07	447302	109107	101018	210125	122506	114671	237177
2007 - 08	428435	104001	95453	199454	118126	110855	228981
2008 - 09	457886	123703	112399	236102	113977	107807	221784
2009 - 10	439995	117864	106917	224781	110989	104225	215214
2010 - 11	420684	113384	102276	215660	106254	98770	205024
2011 - 12	403704	109034	97583	206617	102524	94563	197087
2012 - 13	390837	105123	93774	198897	100327	91613	191940
2013 - 14	377074	103111	92609	195720	95359	85995	181354

Source: INSTAT (2011)

Figure 2.2: Pupils enrolled by stages on basic education (Level 1+2)



Source: INSTAT (2011)

This table shows the number of pupils graduated on basic education from first class to eight class, in 2003; then in 2004 the system changed and basic education become nine years but calculations are made for eight class. Years from 1990 to 2014 are taken into consideration. In the 1990 to 1991 the total number of pupils graduated on basic education was relatively high approximately 58 000. In the urban area the number of pupils graduated is approximately 18 000 while in rural area 40 000. In the figure is obvious that the number of pupils graduated was different in different years, after 1990 the number falls since Albania was leaving behind the communist system and at that time reforms were made in every sector of economical and social life. In 1995 in 1996 the number was increased but it falls soon because of the difficult year of 1997 of civil war in Albania. In 2004 and 2005 were graduated the largest number of pupils nearly 60000. After these years when Albania was in an economic boom, the upcoming years brought Albania in a deep crisis so the number of pupils dropped down since they chose to work.

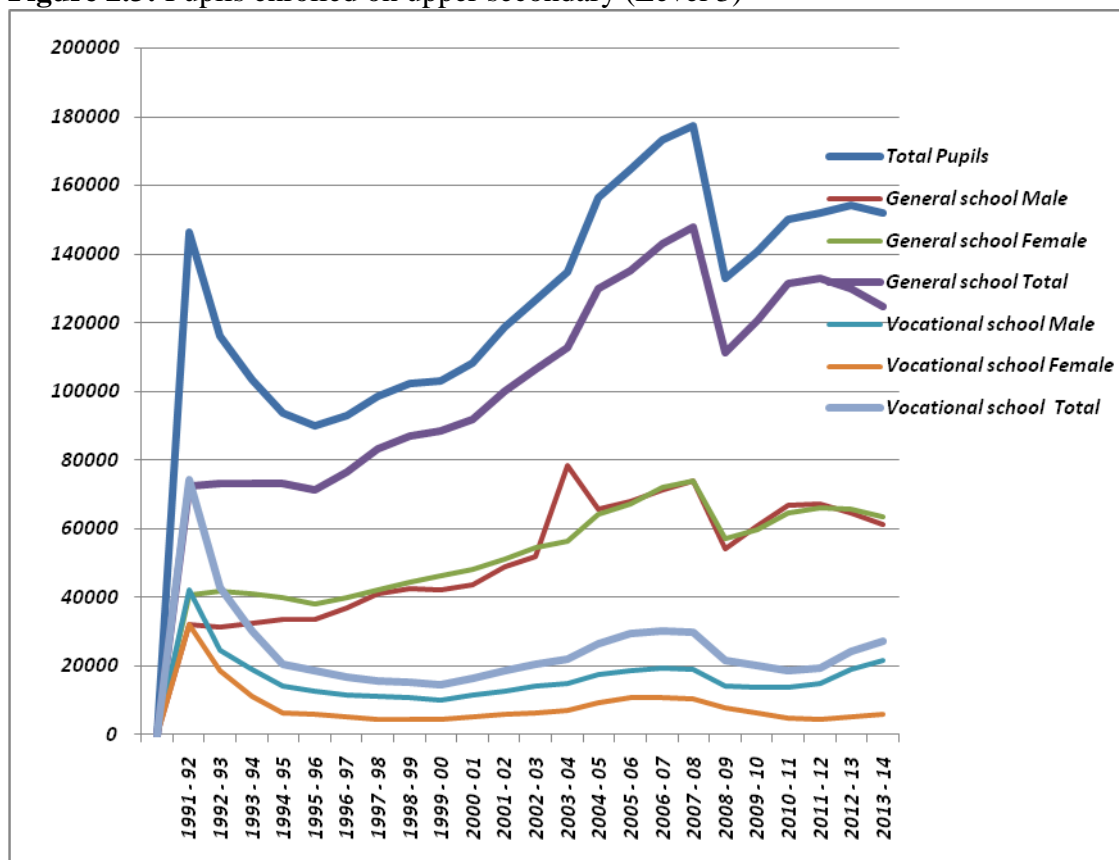
Table 2.2: Pupils enrolled on upper secondary (Level 3)

School year	Total Pupils	General school			Vocational school		
		Male	Female	Total	Male	Female	Total
1991 - 92	146541	31896	40543	72439	42153	31949	74102
1992 - 93	116047	31450	41639	73089	24509	18451	42960
1993 - 94	103291	32363	40896	73259	18886	11146	30032
1994 - 95	93830	33403	39813	73216	14251	6363	20616
1995 - 96	89895	33392	37999	71391	12758	5746	18504
1996 - 97	93058	36718	39706	76424	11546	5088	16634
1997 - 98	98721	40941	42220	83161	11150	4410	15560
1998 - 99	102161	42502	44526	87028	10644	4489	15133
1999 - 00	102963	42274	46196	88470	10013	4480	14493
2000 - 01	108173	43550	48236	91786	11419	4968	16387
2001 - 02	118577	48972	51110	100082	12691	5804	18495
2002 - 03	126652	51768	54593	106361	14041	6250	20291
2003 - 04	134745	78257	56488	112793	14884	7068	21952

2004 - 05	156497	65693	64192	129885	17550	9062	26612
2005 - 06	164572	68051	67272	135323	18448	10801	29249
2006 - 07	173269	71143	71975	143118	19234	10917	30151
2007 - 08	177572	74033	73887	147920	19139	10513	29652
2008 - 09	132803	54203	56942	111145	14057	7601	21658
2009 - 10	140657	60989	59662	120651	13814	6192	20006
2010 - 11	150134	66847	64590	131437	13899	4798	18697
2011 - 12	152182	67096	65906	133002	14921	4259	19180
2012 - 13	154425	64543	65594	130137	18991	5297	24288
2013 - 14	151937	61163	63456	124619	21473	5845	27318

Source: (INSTAT, 2011)

Figure 2.3: Pupils enrolled on upper secondary (Level 3)



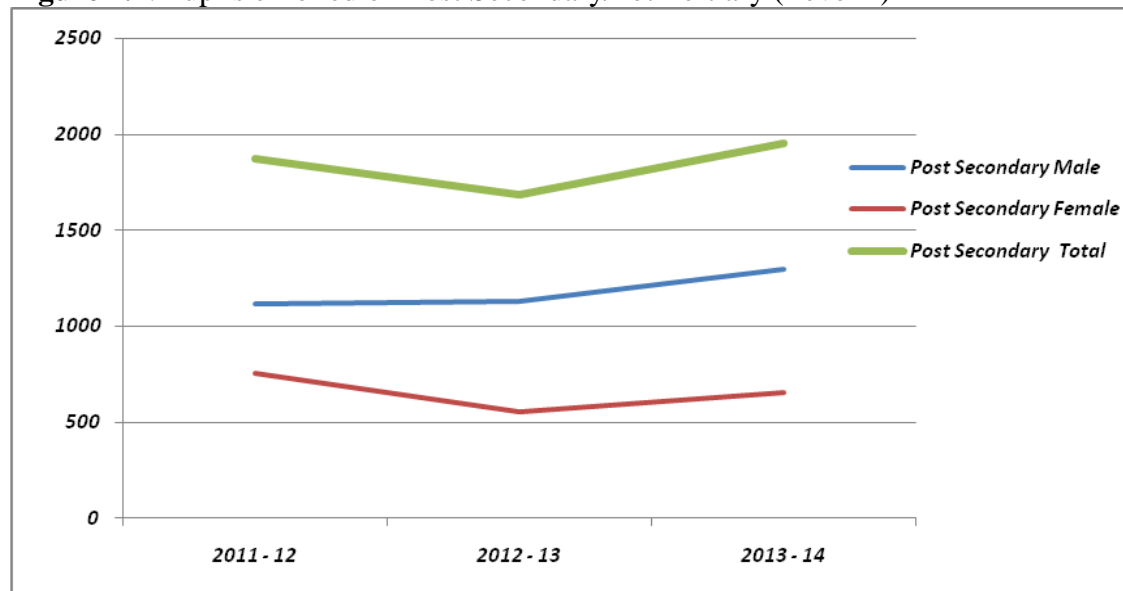
Source: (INSTAT, 2011)

Table 2.3: Pupils enrolled on Post Secondary/not Tertiary (Level 4)

School year	Post Secondary		
	Male	Female	Total
2011 – 12	1119	757	1876
2012 – 13	1131	555	1686
2013 – 14	1299	653	1952

Source: (INSTAT, 2011)

Figure 2.4: Pupils enrolled on Post Secondary/not Tertiary (Level 4)



Source: (INSTAT, 2011)

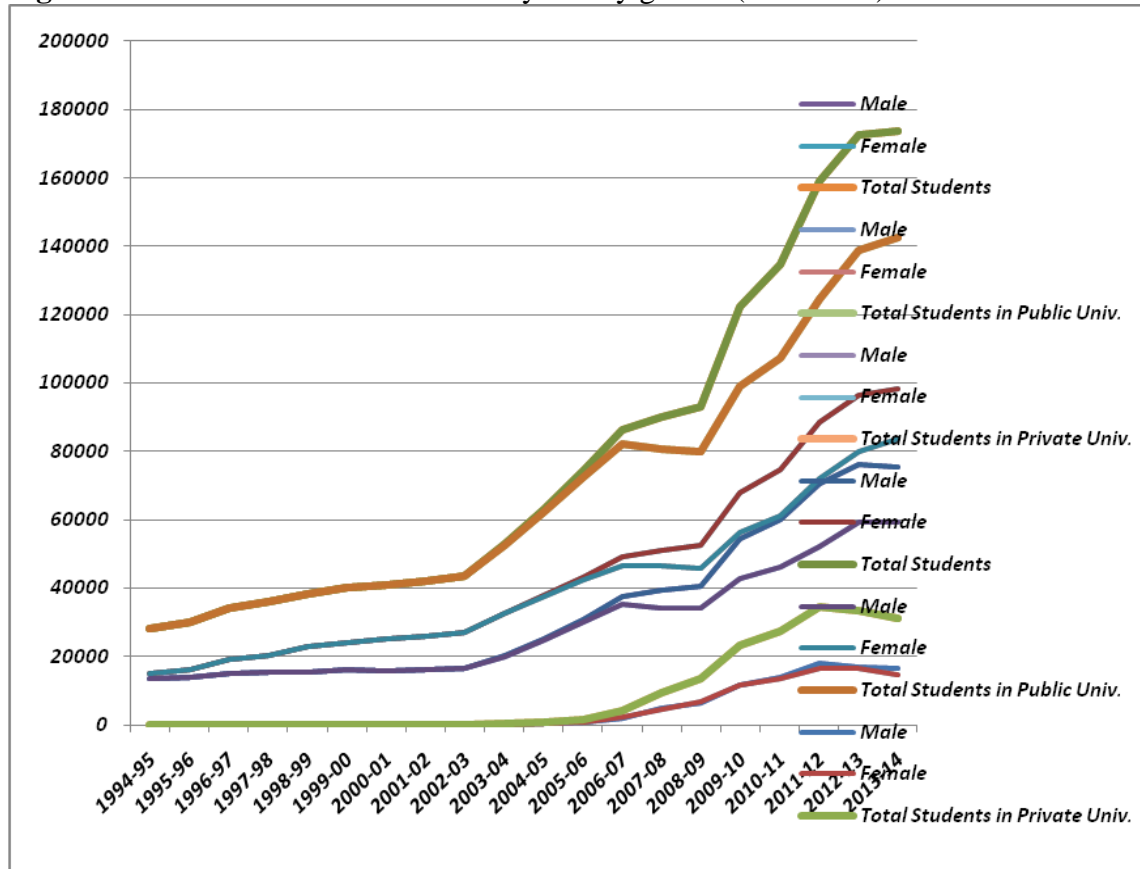
The above tables show the number of pupils graduated in high schools from 1991 to 2014. As we see the beginning of 1990 the number of pupils was low since people studied only basic education and then were leaving the school. After 1990 the number increases year by year till 2010 when the number decreases deeply.

Table 2.4: Students enrolled on Tertiary and by gender (Level 5+6)

Academic Year	Male	Female	Total Students	Male	Female	Total Students in Public Univ.	Male	Female	Total Students in Private Univ.
1994 / 95	13410	14921	28331	13410	14921	28331			
1995 / 96	13914	16172	30086	13914	16172	30086			
1996 / 97	14881	19376	34257	14881	19376	34257			
1997 / 98	15535	20367	35902	15535	20367	35902			
1998 / 99	15470	23032	38502	15470	23032	38502			
1999 / 00	16095	24030	40125	16095	24030	40125			
2000 / 01	15790	25069	40859	15790	25069	40859			
2001 / 02	16036	26124	42160	16036	26124	42160			
2002 / 03	16420	27180	43600	16420	27180	43600			
2003 / 04	20168	32846	53014	19976	32633	52609	192	213	405
2004/05	25129	38128	63257	24696	37578	62274	433	550	983
2005/06	30832	43325	74157	30081	42384	72465	751	941	1692
2006/07	37457	49016	86473	35421	46715	82136	2036	2301	4337
2007/08	39283	50919	90202	34291	46405	80696	4992	4514	9506
2008/09	40596	52610	93206	34123	45672	79795	6473	6938	13411
2009/10	54439	67887	122326	42755	56162	98917	11684	11725	23409
2010/11	60159	74718	134877	46315	61208	107523	13844	13510	27354
2011/12	70451	88512	158963	52349	72064	124413	18102	16448	34550
2012/13	76202	96359	172561	59213	79821	139034	16989	16538	33527
2013/14	75527	98292	173819	59146	83561	142707	16381	14731	31112

Source: INSTAT (2011)

Figure 2.5: Students enrolled on Tertiary and by gender (Level 5+6)



Source: (INSTAT, 2011)

Table 2.4 shows the students graduated in Albania from 1997 to 2009. From 1997 the number of students increased year by year. In 2005 and 2008 the number of students fallen but it increases again in 2009.

To have a good system on educational system after 1990 in Albania was very difficult. Changing the system brought of course difficulties in every sector and also education faced a lot of problems in Albania. After 1990 for the first time in 2007 was done a new regulation for Higher Educational System based on European standards. This regulation made Albanian to go one step more to be prepared based on European Standards. It continues with new agreement in 2013 with Bologna Agreement. Bologna Agreement in Albania had a lot that were pro and a lot that were against this agreement. Until now in 2016 Bologna Agreement is still part of Higher Educational System in Albania.

2.5 Conclusion

Coming to a conclusion, in post-communist Albania, decentralization and school autonomy has been a main strategy goal of the Albanian state. Teaching and exchange programs for professors was a good strategy for Albanian state to learn from European and Western Countries. Teachers and school Administrations have a crucial role on the way that the system of education is going. Albanian government didn't pay much attention to educational system, and also very important fact is that corruption is part of the education system. Overall, the historical background of Albanian Educational System and the division of the system show and explain us that Albania didn't pass easy times and has struggle with a lot of problems.

Twenty five years democracy has crucially affected Educational system that as quantity of the universities Albania has grown so fast, but related to quality there are a lot to do.

CHAPTER THREE: PUBLIC AND PRIVATE UNIVERSITIES IN ALBANIA

3.1 Introduction

This chapter will be entered more in details by describing the functionality of public and private universities. Then it will continue with drafting the Qualification Framework of Albania. Performance of both sectors private and public is also part of this study. Quality and quantity of Higher Education System in Albania is an issue that needs a lot work to do. Having too much private universities made the system of universities not too much qualitative based on minimum European Criteria. The Ministry of education has started to recheck all the universities in Albania and some of them that are not completed minimum criteria of being a university based on Albanian Constitution were closed.

3.2 Functionality of Public and Private Universities

In the last decade the numbers of students has more than doubled. But while university education is considered every day more as a 'powerful engine of economic and social development', spending or public funding have almost impossible to support these exceptional rates of growth in the number of students.

Although it seemed that private universities won the "right of citizenship" to the political, social and academic Albanian and can follow the normal path of their development and consolidation, event or phenomenon of "diploma boss" absolutely unacceptable and negative, step and once "Pandora's box" for this "terrible new system of pyramidal Destroyer" that threatens Albania. Experts, analysts, politicians, academics who have been and are suspicious of the phenomenon of private universities, which generally are as inert and suspicious of the private sector and the market, the horse of battle have populism and the role of "tribune of the people", they rushed to all private sector in higher education, and cycle or other. Rather events such negative as "diploma Boss", which rightly shocked the whole society to trust its knowledge and universities provoked a

national debate over the quality of the Albanian universities, the organization and functioning in accordance with standards international best on their role in the development of knowledge and social capital in Albania, the true value of our degrees on world trends in the development of higher education, etc., the debate tipped the dilemma wrong: private universities, or state? What are demons and angels? Who should be supported and helped and who should be seen and treated with eye stepmother? How it addresses this dilemma today is like comparing and identifying that the Greek mythology where one was quarrelsome sister identified the other day and night. They cannot ever be together at the same time. In this context it is necessary to analyze and clarify some questions of questions, misinterpretations or misunderstandings about the causes of birth and role playing private universities in modern societies or countries that today are known for rapid economic and social development, to realize how close or far we are with the global trends. It should be understood that this "phenomenon" is neither Albanian invention, or just business, abuse or corruption, or abuse in society and knowledge. Rather, it is a global demand, a trend that requires time and contemporary developments, is one of the answers that requires XXI century in the field of knowledge and professionalism, is a response to the challenges of capitalism and globalization. Finding a "catch", big or how small, in one or several private universities and then to entire sector, it is the position and perspective unrealistic sectarian, is a kind of myopia in relation to what is happening around us in Europe or in the world. Four key challenges university higher education today are: a) facing the pressure of mass distribution; b) adequate funding and money necessary for its development; c) ensuring quality and standards; d) new role of universities in capitalist societies that dominate almost the whole world. Let's look on what the "answer" is being given to the world, especially in developed countries and rapidly developing, these trends.

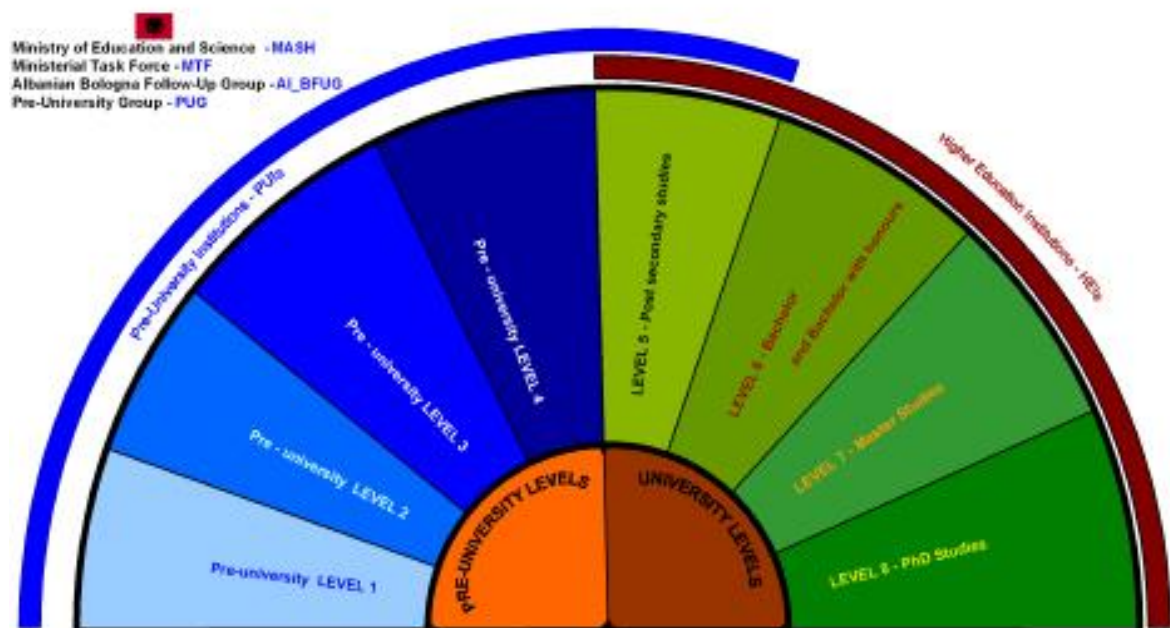
3.3 Drafting the National Qualification Framework

As other frameworks, the Albanian Qualification Framework is designed in the same structure as the European standards. Ministry of Education in Albania has signed contracts with different international organization and European experts for improving the system of higher Educational System in Albania. Different professors of different departments had been part of exchange programs to see and to take European experience

and to bring in Albania. In addition, the Albanian experts have attended a lot of workshops and seminars in order to have a good in the implementation of the same structures and processes.

National Qualification Framework decided to: 1- take the advantages of a European model, already drafted and approved by the authorities of the country; 2- draft a frame including the 8 (eight) European levels taking into account, as well, the Albanian particularities and needs; 3- draft firstly the university levels together with the learning outcomes – Dublin descriptors; 4- establish, later on, links with another group of experts of the area of pre-university education in view of proposing an overarching Albanian Frame of Qualifications (Council of Europe, 2016).

Figure 3.1: Albanian Qualification Framework



Source: Council of Europe (2016)

Where based on this Albanian Qualification Framework of Educational System in Albania is divided on 8 levels: pre-university education (obligatory education), pre-university education (obligatory education plus continuing the high school), pre-university education (secondary school), pre-university education (complete the secondary education), Bachelor (having a total of 180 ECTS, 3-years of studying), Bachelor with Honors (having a total of 240 ECTS, 4-years of studying), “Master”

(having a total of 300 ECTS, 5-years of studying), “Baccalauréat consisting with more than eight years”, leading to the PhD (a total of 360 ECTS).

3.4 Performance of Public and Private Universities

The debate on this interdependence is hot today in circles trying to regulate the provision of education through policies and examples of global, regional or local. And the relationship between public and private report on Albania cannot be very different from the landscape that appears in the region or beyond, with all the specifics that show our country. Privatization and public-private partnership, is happening in many different forms, is significantly present in number and frequency, and yet, for the little talk, debate or public levels is reflected in the policy-making process. Since the opening of a significant number of child-care facilities for children with names attractive glass walls filled with photos of paintings of characters for children up to primary, secondary or private universities, this phenomenon has entered our everyday life powerful. Did know what does all this mean for society today, to prepare pupils and students who governed there for us tomorrow, the advantages or disadvantages that with public education? Open discussion on this comparison does not seem to have. At least not on a scale as to conquer Albanian families through the media as the sole channel of communication inevitably as mediator between politics and the media proclaimed.

3.5 Dynamics of Increasing Universities in Albania

Higher education in Albania has its origins in 1946. It has been started with 2-year Pedagogical Institute of Tirana. In 1957 was opened the first university in the country is that of Tirana. After the first university in Albania they opened also important universities which were needed for Albania. They started with Pedagogical Institute, and following by other faculties such as Polytechnic, Economic, Medical, and Institute of Science.

As well as many other areas, also, the education system, until 1990 was based on the Russian model. It was so difficult and for education system to be changed and to function different from Russian model, the change was very difficult but not impossible. It was

time for Albania and for all the sectors as well as the education system to change on a democratic style of life.

During the years 1992- 2013, Albania and the system of education has changed and made a lot of progress. The first exchanges programs for lectures began to occur. It has been started with different experiences with Western countries and created a clearer idea of the stage where higher education and where he should go. However, more than the creation of a model is a will in translating and drafting the text to create the opportunity to graduate schools prepare people for new conditions of development. In this period, the students were willing to be educated more from Higher Educational System. Consequently, they opened some of Higher Education Institutions in other districts of the country (Zilja, 2011).

The number of students began to grow year after year, but had not yet returned expanding access to quality phenomenon and was not yet questioned. Education continued to belong to the “elite” and “elite” were better in preparing students in successfully performing in the admission tests in the difficult faculties.

The period from 2003-2011 is characterized mainly by simulation. We see that in this period of time number of universities is increasing too much. The fact that the number of universities was growing every year more and more started to be such a big problem for Albanian, for Educational system and of course for the labor market. The number of graduated students was much more than the need of Albanian state.

The mistake about these phenomena is of course on the hands of the state. The procedures for applying and opening a university were as easy as opening a shop. These made that the rich people to open a university and why not to give diploma in stand of an amount of money. Opposite of difficulties that Educational System in Albania had passed after 1990 to open universities now is time to close these universities that were just profitable groups. In 2003 was the first private university in Albania and in 2016 the number has gone to 46 Universities while in years 2013 Albania had 96 universities but after different controls made by control of Ministry of Education in Albania more than half of these universities are closed because they didn't function based on European Standards.

3.6 Private Universities versus Public Universities

Advocates of the thesis of subsidies or financing 100% of universities as "duty or obligation" of the state, using as evidence the fact that university education is always considered as a "public good" that contributes to the welfare of society, education of citizens devoted in improving human capital and favoring economic development. True. For many decades, perhaps centuries, this has been the motto of the true relationship of society with its universities. But in the last 30-40 years it seems that something is changing in the very heart of the problem. Especially university education is regarded as a "private good" by individuals who benefit substantially, which means that universities and students should take more financial responsibility for the costs of the study and graduation. Reduction of public funds due to the proliferation issue to the fore the "duty" of universities is to generate other income, the amount of which should significantly exceed that of state subsidies. State may grant "within its means" a funding logic "money to the student" can subsidize branches of national interest, poor students or those Excellence etc., But the rest must be financed or co-financed resources "to other ". Universities have to "struggle" to find them yourself. This debate is placed in a broader contextual, that the global trend of the governments and the creation of small, mass privatizations, market and free enterprise. Being under the pressure of "getting financing" and cost recovery, universities, especially private ones, but the public when they have maximum autonomy financial create closer links with business, industry, service sectors of all kinds etc. Some of them serious publishing house finance and qualitative books and not only university, the prestigious magazine publishing, finance social activities, science and sports, take initiatives with social impact etc., Becoming the intellectual center of academic quality. These kinds of features considered important, particularly in countries where social engagement, intellectual or cultural is limited, or in places where institutions must ensure active dialogue and debate society actors are scarce or inefficient. Faced with these financial constraints, universities, mainly public thoroughly, it feels every day more and more obliged to find a solution to the growing proliferation front and hardly affordable funding only from national budgets. World experience, but the Albanian economy in recent years, synthesizes this effort in measures such as continuous growth of student numbers disproportionate to the environment and professorship available, thus increasing the load of teachers, increase students per class , expansion of the academic

corps of professors levels lower than degrees and academic titles "Doctor", "associate, Professor" or "Professor", undermining educational quality, the addition of professors "part-time" just to meet workload, but outside the university dynamics and academic criteria, increase of tariffs for some university services, reduce budgetary expenditures for higher education and research in comparison to their real needs, etc. Beyond the discussion that hangs like a hammer on the head of Albanian parents which bring the child in public school or private school, the question to be answered is: What is left and what is private public education today? Reputation for providing education is different for different levels of it. Primary and secondary private does not suffer image and perception of them is more clearly defined, and private universities continue to be perceived with much skepticism, and still regarded as the choice of forcing those students who are unable to earn branch Favorite in the public system. Although this perception is another matter but it changes his various educational levels, it leads back to the question: What is private and what is public education, at the university? Why this question? Evidence shows that Albanian parents are faced with two choices, in fact, financially, leading to the same conclusion: Either register the child in private school and pay for everything at the beginning of the year; or it leads to public school and pay for extra hours of private lessons in various subjects during the year. The cost is not the same, not all families are able to contribute in this way in their children's education but desire to do so, remains great. Hence we see all graduates go to universities, with or without charge if it.

But let us return to the private and public report on this topic. Where one begins where the other ends? Private institutions that offer education, indeed serve the public good. Or are they manufactured homes where the country's elite? Fare unclear this point, and yet no evidence to be admitted, nor argument to refute. For their part, the public institutions will not provide education only for those who tomorrow will work in administration or public sector, but provide a good part of the private sector with successful graduates, in fact, the first aim precisely this market. Taking into account the good of Albanian parents to educate children better, it seems clear that both types of institutions, in fact, serve good.

3.7 Pandora's Box: Generous, but Lacking Training and Knowledge

Private education is considered as aid or servant of the public good, to be seen the degree of importance that the financial institution pays benefit that provides, in relation to

investments that he makes with income students. Private institutions have better buildings and facilities, warm and well-equipped, and students choose for comfort, but does that bring the quality? Or are they ill-judged about how the schools and universities accept pupils and students, as described them as giving certificate or diploma compared to public institutions, and so on.

As long as the quality measurement is itself a matter involving the big question is premature to take a position as cut above. Expand the provision of education with great sale as a golden opportunity that is given to everyone to obtain knowledge or degree. Question that always accompanies most often all parties, even those who pay dues of affordable public, even those who pay for their education private, and even parents, as sponsors to supply this market, ask the right, where They will employ all these graduates? And here we face the truth. It looks like "education for all" of its privatization is the panacea. In fact, there is. There is, for people who are now in school, tomorrow will be on the road with a cardboard pocket with expectations so high, that lead to social pressure of constant dissatisfaction by the failure to find a job in the profession diploma says. Labor market does not correspond to the number of degrees which produce variety of private building or even some public.

In countries that have previously passed similar situation in Albania regarding proliferation of private provision of education, analysis of causes and consequences recalls the failure of the state to cope with the situation. Reports indicate that the failure to provide education to the requirements of those who receive it, has led to the growth of private institutions but how education influences also managed in this report, however, it is determined by the fulfillment or non-state obligations to public education.

3.8 Dynamics of Private Universities

In the past two decades, in many countries there is a growing dynamic private university. At the international level, in 2010 it is estimated that 30% of the total students studying at a private university. The most dominating this system is in countries such as Japan, the Philippines, Chile, Brazil, China, South Korea, India, Portugal, Hungary, Poland, Czech Republic, USA, Great Britain, Mexico, Egypt, Jordan, Lebanon, Lithuania Latvia, Estonia etc. A significant expansion is taking this sector in the African continent, especially with

the expansion of the presence of "American universities", "British universities" etc. In view of their structure and private universities are contributing to two different types. First, as universities "open" that create easy access to students who do not meet all the criteria for admission to public universities, or who cannot afford to attend universities wishing branches; second, it is turning into quite specialized elite universities, qualitative selective, creating a greater reputation than the vast majority of public universities. What today is intended to "pressure" the largest to these universities is their transformation into foundations or NGOs without primary aim profit, fleeing "model as a business" that many of the private universities have, model according to which power and authority in these universities is focused on the general managers or owners, where teachers have little or no impact and where students are considered merely as "consumers" of knowledge. The tendency of expansion of private universities is adding another trend that is spreading rapidly: privatization of public universities or the guarantee of autonomy much greater financial and managerial them, giving them only a support minimal public leaving the market free to find other income. They must commit to projects, scientific and university sell products, related consulting and providing various services to be part of innovative business strategies etc. In this regard, for example, Albania align the last places in the world in the indicator "link universities with the business", "services or patents produced by universities in serving the needs of industry and business", "contribution of universities national development strategies "and others. In many cases, these new trends of diversification of funding sources are creating a conflict between the traditional role of universities, just as the center of teaching and financed mainly for this purpose, and new challenges in the field of financing, conflict. It has become part and debates held in Albania for a new way of financing universities. Those who oppose this reform think and have eyes only to the state budget as "tap" cozy single and their financing. Even in Western Europe, which is still prevalent practice of state universities and generally feels a resistance constant to private universities, every day more and more, under the weight of the crisis and the pressure of mass distribution is intended largely to "appropriate mechanisms and logic of the market management universities ".

The general conclusion is that "the degree of a country's development and his wealth play a crucial role in determining the quality of universities", actually penalizing significantly and severely poor countries and developing countries, even though it may make sacrifices their large public budgets, still cannot reach the required quality assurance of universities.

The countries included in this group (including Albania continues to be 2.8-3.5% of GDP levels for all education, and only 0.3-0.6% of GDP on higher education and research), even if the address not 1 or 2% of GDP, but 3 or 4% of GDP on universities, will not ever reach or come near the average level of spending for higher education and research in developed countries. It is a heavy burden to attribute exclusively to the state budget such a task, while private universities have more organic absorption and mobilization of funds outside the budget or state scheme. If we refer, for example, the structure of funding of universities in the US, the formula that are trying to implement and many other countries, 34% of the funding of universities are public funds, 20% are coming from censuses and services for students, 19 % are sponsorships, 7% are gifts or donations, 20% are universities guarantee income as services to third parties. Funding comes from three basic sources: public funding; private financing, business or organization different; revenue from registrations. Elite universities in this country, for which we speak and was often referred to as Harvard, Princeton, Yale, etc., Are private universities that are financed 100% from the second source and third mentioned that they are facing funding difficulties.

3.9 Risks of having Private Education

Private education in developing countries is a sector that is intended, receives and prepares only contingent from the middle class, high or families with good financial standing, looking to buy with money the knowledge of intelligence, but no need to go away. Also in the region, there are cases as Croatia, with a very limited number of private schools, shows the determination of the existence and use of this type of education has not only geographical, economic or cultural. Directly or indirectly, the state becomes the collection and provision of education based on the interests of a particular class, thus losing the public good nature.

The private institutions generally are offering better conditions. They are having less students in their classrooms, the students stay long hours per day in the school environment. At the same time these institutions offer better environments, technological equipments and tools, better libraries and newly constructed buildings. Somehow private institutions are obliged to offer such conditions and facilities in order to attract more and more students. The question to be arising is that “are these good conditions quite enough

to acquire the quality?" The answer of this question is quite vague. Actually the performance of a private institution in education system depends on the state, the performance and the type of the institution they are devoted to be. There are a lot of private educational institutions that have been for a long time in the top of the ranking. Begging private institutions is seen to not be a constraint for these kinds of institutions. They have managed to be at the top because most probably the managing policies they have used have helped them to attract the best lecturers and students; they have offered good conditions and environment. On the other hand, there are a lot of other institutions, often based on the policies oriented toward being profitable organization, that they couldn't cope with the managing their qualities needed in the education system. Briefly, more educational institutions in the market come with market competitiveness, inviting the institutions to compete with their quality and good practices. However, being in this kind of competitiveness can be very hard for a large number of institutions, making them to fail (Çela & Mucaj, 2012).

3.10 Quality or Quantity Matter for Albanian Educational System

Quality and Quantity of universities in Albania is like the coin that has both positive and negative effects. Being part of a democracy system gives the citizens the right to choose what they want to work and the students the right what they want to study. Quantity of universities in Albania was much more that what Albania needed. The high numbers of these faculties and these universities was a mistake for Albanian state and especially for the Educational System. Related with the society there are cases where the educational initiatives supported or encouraged, it is expected that decision to continually follow the question: What does this action add for society? Particularly the case of higher education, when the time comes to analyzing the phenomenon of proliferation and liberalization with limited control of university and post-university, should be given must answer for the consequences that led to this situation in public administration and effect who was also in the private sector. Croatia again comes to attention with her student revolt a year ago, which did not accept the tariff increase university abruptly, without first consulting the student union. The question for the officials was: "You were educated for free. If we, why not"? In essence, required of public transformation of universities into profit organizations, which undermines the very reason for their existence as educational

institutions, and non-profit. But the phenomenon is related to Albania inevitably the war that opened the market of private universities students, how many students will I receive? Which translates: How much money will I earn? There is nothing wrong with that logic but when imitated by public providers, not only that market becomes chaotic, but also strong doubts arise about the reasons and how managed expansion and provision of education in the country. Why do not we have student response to this dark point system? Maybe because for the moment, the most important thing for an Albanian student is diploma and the number of years of research reflected in, and no financial or social price to pay for his silence.

The dependence of the social status of the majors remains in effect just in people's minds. There is no evidence to support the claim that should definitely go to university to enjoy this status. The same paradigm applies for employment, which is neither a diploma nor thinks you knew that measured by grade, which determines career and workplace, skills that define the work, salary and your status. The issue of the private education is subtle, much criticized of being so often misunderstood or misused, as those that license, as well as those who possess, offer, receive or buy this service, if it were any another type of goods for sale. As long as private education deals with the soft sciences (which are however inefficient for society), can we continue to be "peaceful". But when the doctor, the surgeon who opens the head, stomach or heart-pilot aircraft or engineering who heads the work on the bridge over Vjosë from those private schools which enroll today and receive a diploma after 6 months, then it probably will not the phenomenon are so passive. But, yes, it is correct. Just who teaches suffers? And since we do not like strongly to take into account the lessons of others, we will wait for our sufferings. With a lot of patience even.

3.11 Conclusion

At the beginning of XXI century, higher education is becoming more and more a competitive activity. University vying for the number and quality of students, the quality and standards of teachers, a better place in national and international rankings for attracting investments and projects. Their degree of excellence depends on the "gains and losses" in this competitive process. In a capitalist society where there brunt of the free market, the universities seem to operate under its rules, of course resisting perception that

"the university is not knowledge enterprise and not just commodity". But, in this view, is born a new concept that is being discussed and debated worldwide. Knowledge can be considered as the product when it finds a buyer in the labor market. Like any other market, the labor market and that knowledge is a place crashes supply with demand, but for a particular commodity, such as "knowledge and knowledge synthesized in a university degree. This logic has stirred debate between defenders of the role of classical universities mainly as temple of knowledge, culture, civic education, training general and advocates of the new role of universities as a preparation of students in accordance with the specific requirements labor markets and occupations required, in order to be hired soon and to sell expensive as their degree was employed with higher salaries and safe. The idea that universities are places where knowledge is fabricated in the form of specific goods required by competitive labor markets is gaining more and more supporters. Of course, giving students all the necessary apparatus, methodological logic and critical thinking to use affects at other stages of their careers. Facing universities with the best standards of quality is no longer limited to the control of public institutions or their responsibility for the implementation of quality criteria, there is no public face and private, but also to mark that these universities establish in market.

CHAPTER FOUR: QUANTITY AND QUALITY FOR ALBANIAN UNIVERSITIES WITH REFERENCE TO THE BALKAN COUNTRIES

4.1 Introduction

Albania is one of the countries placed in the Western Balkan. Higher Educational System has been struggling with lots of difficulties since 1991 when Albania moved into a democratic state. The numbers of private universities in the last 10 years has grown too much, but waiting that this quantity will bring free market and competition led to the opposite. This chapter focuses on public and private universities in Albania compared with different states in the Balkan region, the ranking that these countries have achieved for quality, and the work that these countries have done to improve their Higher Educational System.

4.2 Global Annual Ranking of Universities

In beginning of 2016 annual university ranking at global level was published. The data, although questionable for its accuracy and differentiation criteria, give a complete picture of university ranking, the number of universities in each country and the relations between public and private universities. The news of interest to the public and the Albanian state is not the dominance expected of American universities (as commented bulk of the media) or differential operation between the universities speaking (as commented rest), but the alarming situation in Albanian territory, regional beyond the Albanian university system. Regarded as one of the most successful reforms of the government, the reform of the university has liberalization and mass produce what everyone feared: a defective system failed, without quality and without competitiveness within themselves and in relation to regional and global markets. The figures speak for themselves. Count for Albanian universities in the country begins and ends with the code 7299 20634, lagging behind the two universities of North Korea, a Stalinist country without separation .if there were taken 10 thousand seats in the rankings within this limit

only Albania 2 from 38 universities, Macedonia 9 from 18 universities, Bosnia 14 from 74 universities, Montenegro 2 of 6 universities, Kosovo 2 of 7 universities, Slovenia 11 from 39 universities, Croatia 19 from 25 universities, Romania 65 out of 111 universities, Bulgaria 37 from 58 universities. Obviously, ranking higher regional 10 thousand first countries has Croatia with 75% of universities, followed by Romania with 60%, Bulgaria 56%, Macedonia 50%, Montenegro 33%, Slovenia and Kosovo with the 28%, 18% Bosnia and finally Albania with only 5%. Suffice it to see rankings education policy in Albania remains one of the biggest failures and, hence, a more long-term defects in the functioning of society, political system, governing system and political culture shaping professional (Times Higher Education, 2016).

4.3 Problematic Structure of Albanian Higher Educational System with Reference to the Balkan Countries

The problematic aspect is to highlight the absurd proliferation Albanian university, as a degrading policy for the whole system. Although the population of several million less than Croatia or Serbia, Albania respectively 13 and 6 universities more than these countries. Report University - Albania goes 1-84 people per thousand inhabitants (considering that about one million are in exile this ratio would be exactly 1 university for 55 thousand inhabitants), while the leading countries in education as Germany or the UK this ratio is 1 to 200 thousand inhabitants university, one university in Italy for 212 thousand inhabitants, etc. In our region reports a university for people going from 127 thousand people in Bulgaria, 224 thousand in Serbia, 172 thousand in Croatia, 111 thousand in Macedonia, 189 thousand in Romania, 105 thousand in Montenegro, 242 thousand in Kosovo, etc. so in each of the above multiples more people to university than Albania. Even if the comparison is made with Chile, instead of the government took the model of expanding higher education, the report inhabitants - the university is: 1 to 215 thousand people and this country has 6 universities in ranking 1000 best universities in the world, and 55 of 81 universities 10 thousand places before, so a different standard from multiple Albanian simulator model. We have all seen how a government he lost the election, another day passed 3-4 universities in cities where there was building as academic staff, as we see today that subsequent political party allowed to open universities in cities where there is not any bookstore, personal best for learning or

training opportunities. These data are sufficient to prove that mass flow of education policy in the Albanian model goes in the opposite direction to the demographic needs of the country, with quality and employment market spaces (Beerkens, 2008).

The third aspect relates to the ranking analysis relations between the state and private universities. Referring to regional countries' public universities have a dominant role: public university in Slovenia has the highest ranking at 106th, followed by one in Croatia in the country 221, Serbia 547, Romania 601, Bulgaria 748, in Macedonia in 1246, in Bosnia 1271, Kosovo 3387, in Montenegro in late 6957 and increasingly in the end, the Albanian public university with serial number 8735. The University of Tirana is twice as far in the rankings than Pristina University after university and already renowned for sale fictitious diplomas are at least four other public universities. So low ranking state universities, which are funded by the state, enjoy endless facilities and basic materials and personnel possess nearly half a century of tradition, it is a critical element for the alarming state university system in Albania. Selective promotional policies of governments in favor of a private any, driven by business interests or election, as well as other factors restraining the professional competition of scientific research, have contributed to the decline in the share of public universities. On the other hand, private universities ranking to remain even more alarming. Somewhat higher levels have only a university with significant sponsorship of the political state, while two private Albanian universities with high ratings are mostly foreign projects (Age and SEU). Balance becomes even more alarming when one considers the fact that when it comes to the Albanian private universities has not and cannot be similarities with the non-profit private universities of US, British model. The latter are then knowledge and business, while private universities are Albanian and then business knowledge.

The fourth aspect relates to the essence of ranking, he rejects only balance statistical product Albanian academic but also the interior, the effectiveness and quality of pre-university system, the work of research institutions, as well as image elitist intellectuals and a large part the academic staff. Recognizing that the current education system is failing admitted the violation and compromised the role of elites and university education, which due to market circumstances are forced to accept a system of fictitious values that can be control of those education look like business money or electoral assembly. Individuals abroad have been sued for plagiarism and theft of scientific papers today are in charge of quality control and undergraduate programs; Other officials who have a

monopoly on personal textbooks are today leaders of state policy education, as we have owned schools and universities without a degree higher, or as we did and have foreign graduate in Albania without coming ever in school without knowing English and without knowing the name of the referring facility. Earlier this month when a university owner served us as the European most modern candidate for head of state, while his university figures in the list sometime in late inter-; when the heads of government and MES are present at the ceremony and praise without end for universities to quality third or when shown that deputies and ministers run universities with standard comparable only with Mozambique or North Korea, it is clear that the current education system is used to prop up a system of anti-values, a rogue image and a virtual reality for positive potentials of the state and society (Social Progress Imperative, 2015).

4.4 The Role of the Albanian Society in Education System

In a normal society instead of government should urgently intervene to correct the system and finding the positive things about his future. She does not; she is silent because it has produced this situation, so surely in the coming days and weeks we will hear speeches from other educational historic achievement. It should also convene parliament in committee and plenary to analyze problems and to provide legally binding long-term solution for the executive. And this is not because the leaders of the parliament itself and deputies accused of fictitious diplomas, plagiarism and fraud with academic titles, and that Parliament itself remains inoperative for citizens and depending on the political agenda of the day. Neither the majority nor the opposition have not yet expressed any appreciation for this critical report on Albania, while when it comes to both develop empty replies every day two - three regular press conferences. You should also own the academic world, the Academy of Sciences, the Conference of Rectors, the universities themselves, take on complex analysis problems and come up with a reform platform for its emergency change. As this is not because the academics in the world Albania's political attachment, then those officials and politicians who have created, have run or are graduates of these university fictitious creatures. They should even students, community youth and senates to speak in defense of university quality and reforming the system. Chile students are doing two weeks, and for students and Albanian youth, unfortunately, the most important news is if you split than catastrophic ranking university. Finally,

should the media and civil society, and the citizens, the community of parents and those in the study, respond to change, reform and responsibility, which is not happening because the citizenry and civil courage do not coexist and the society fed up with anti-values system.

What remains beyond? Nothing is moving. A rotten system and not a democratic reaction have started to be seen. A place where expression that corruption of politicians the diplomas that are given without going to school at all is still the greatest astonishment that lasts 3 days. The debate lasted so on ranking. This is more bad news, the news alarming and pessimistic about the present. However, it remains a challenge, a sign of encouragement to react more too all citizens, young and graduated in formation and their consciences have somehow courage, citizen reaction to evil, to apathy and the environment corruption have responsible behavior and aspiration for a better future for ourselves, children and where we live.

4.5 The Nature of Albanian Education System

Regardless of the nature or model of analysis that applies to "go" to the substance of an Albanian university, then, despite premises, concessions, approximations, and, despite the any inspiration political or ideological self analysis, it is impossible to end its not conclude that the Albanian university, compared to the time when democracy was divided dictatorship, not only did not save, but rather, has lost its democratic potential. It is a really great tragic as well as Albania after dictatorial. This outcome is added to distill fog around him. Ordinary people, tried without success to determine what really was wrong with higher education in this country. Undeserved diplomas, corruption, lack of research, admissions without competition, simulation, nepotism, structural defects, administration; What then is wrong with the country's public universities ? Each of them is because there are several, or all together? What then is it, bash-tragic cause of backwardness of Albanian universities? Unable to build a solid rationale for a university system mired in chaos and bent by a large number of unknowns, it is wise to follow the principle "think without comparison is unthinkable". If it is impossible to compare Albania with another country, and this is almost always true, then it can be compared to a historical period of any country or group of countries. We will not make any significant error if we compare the situation of higher education in Albania with European universities state in the 60s,

always from the perspective of institutional and educational policy. To avoid a social disorder, (this was also the target of decision-makers of the time, which is also considered a target for Albania during these years), makers created a legislation quite detailed, so a strategy quite "intrusive" government to universities but also within them, which extremely limited university autonomy. There were years when people thought that Europeans were not yet prepared for a real democracy, as it happens exactly in Albania today. Two decades later, radically changed political ideas. Concept began to dominate decision-making power should be established within universities, which would make them autonomous. So, it would be satisfied with two universal demands: universities would become deeply legitimate, but also effective. Albania's public university system is exactly at this point. At the point at which Europe has been before, at least, forty or fifty years. Not to give decision-making power or universities! Under the weight of this dilemma it has spent nearly a quarter century post-dictatorial time, so it could count the ribs on the bent backs of our universities. In terms of their helplessness, does not stop the demolition.

In Europe universities contributions that European nations have historically given to the construction of universities within their own country. As the Big Bang of celebrities, which explains the formation of the universe through expansion (explosion) of matter initial, the university, as the country with the highest density of democratic values in society, does nothing but broadcasts them by determine the size of a country's democracy, its borders, within their capacity. As the expansion of matter after the Big Bang created the universe, as well as the issue of university values of democracy creates the universe itself of a country.

4.6 Conclusion

Albania, where it is? Are public and private universities bringing free market and competition? Even a non-university can answer these questions, in the sense that any information will not be specialized to say that universities of this country, tragically, are far from the European model of a university. Still more, because time flows more slowly in this country half imperial democratic half, the distance is getting bigger over time, even larger differences. No dimension of the European model is present in the universities of this country. The university is organized without applying any of the principles that will

ensure institutional autonomy; teaching is absolutely impossible to be developed through scientific research; university not out in society to solve its problems, on the contrary; and finally, students are prepared not only for democracy, but the opposite is true: they are educated on how to survive in a country where democracy is absent. The increasing distance with the European model has made it impossible to university status as a pole of democracy of this country.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

Reformulation all the work done the study attempts to find the answer of two core hypothesis: 1.) Having lots of universities brings concurrence and have a better quality of Higher Educational System. 2.) Public and private universities are working with standards for the development of Albania. Quality and quantity of universities of Albania was a study that was so interesting but so difficult in the same time. In theory quantity brings free market, bring competition bring concurrence. The situation in Albanian Higher Educational System was opposite. They didn't bring the things that were aspect like free market and competition the thing that they brought were a very high number of Diplomas. This mistake didn't bring quality at all in Albanian Educational System. Ministry of Education has started to select and to close the universities that do not complete the criteria of being called a university. Few numbers of private universities are closed so Students are waiting for educational system to be more based on quality not on material benefits. There are some universities that are fulfilling the criteria and also were ranking at Europe level as good universities, but there are also a lot work to do for completing to have a qualitative Higher Educational System in Albania.

Universities have even fallen below the Albanian society, which is one of the rare things that might have happened in the history of the university democratic and undemocratic countries. Albanian universities emit no value in society, rather, of its absorbing what can be absorbed in an almost natural process, random, uncontrollable. Through a flood of cheap, Albanian universities introduced from abroad and become a natural part of their existence corruption, clientele, the rule of the disabled, the voting criteria nepotism, traffic results, scientific publications, pedagogy lies, incompetence, lack alarming character ... Everything university put the power of anti-values. Values have long die one by one, inevitably and with them, so extinguished, one by one, the tools that could be mutually in universities of this country, so much so that even when it comes to implementing a European standard. The vote university, it does not produce the result for which it was designed, therefore, not off the top of the university "people who are not only a common choice, but represent personality, hopes and concerns of every university", but rather, people will continue to hold the job cousins, disabled, corrupt collaborators. Gradually, society itself so has fallen in the trap of lack of model.

Universities are not there, instead. By issuing anti-values society are showing the way through which exactly go downhill.

The Albanian government has made two attempts to influence the country's universities. The first, commissioned a group of experts to draft the system reform and second, prepared Higher Education Bill, which has not yet passed to the government. Basically, exactly as the bill originates from the reform document, both documents can be called only as a government attempt to influence universities. In the context of this study will be considered only by the law and only in the view if you can serve, somehow, as a legal tool to extract from backwardness scary universities where they are absorbed. Through the bill the government says will bring universities from deep backwardness only participate in their governance. This can be realized through the Administrative Board, which since there is a high probability be run by the government and as like legal duty "fulfilling the mission of the university" remains to be, in its essence, the form of governance of the university, not by university but by the government. Could it be so, then it can happen that a government policy basically to save universities in general and Albanian case in particular? No, of course not. All this is contrary to European historical process. After the crisis of the 60s, Europe has brought universities from deep shock governed not by them, but by doing the opposite: leaving to govern through a broad legislative autonomy. Europe thus avoided universities. Thus, much saved universities in a democratic state. So the government must act with universities of this country. Of course, through a very delicate process adoption, that certainly cannot lead, as such, one of the greatest miracles that I have ever heard and you could not leave out this article. Potentially, according to the draft, and an individual level "master" can direct the Administrative Board of a university. So, in the presence of dozens of professors, "the responsibility for fulfilling the mission of the university" can take a person with qualification "master". This is not logical, is not ethical, but above all it is also scary, especially when you guess it were given diplomas "master" of the universities of this country.

After running the count it all the problems of a public university Albanian (in a serious analysis of private universities in a country like Albania are just a detail insignificant, but sufficiently virulent) no how not conclude that bash-the problem of universities Albanian is the low level of democratic potential. They result, after a quarter-century break with the dictatorship, emptied of democracy and the values that it carries. Even more empty and

that society itself, which makes them extremely tragic status. So that universities today are not comparable with universities in the wake of changes 90s. In a relative sense of things, the universities of the time, in relation to society, were far more advanced than those of today, they were able to transform into pole democracy just as turned and led it, the Albanian society, towards changes gave me. Today, the opposite occurs. Located below the level of society, the Albanian universities have become an obstacle to its development. This is terrifying because instead of the message of freedom, slavery is giving as the message. For the cradle of democracy, they are turning into her grave.

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