



A New Albanian School in a European Perspective: Towards Decentralization and Essential Autonomy

Prof.Asoc.Dr. Jani Sota

Universiteti "Aleksander Moisiu", Durrës

Received: 30 October 2021 / Accepted: 2 December 2021 / Published: 9 December 2021
© 2021 Jani Sota

Abstract

After the 90s, education in the Republic of Albania underwent changes which nowadays are found sanctioned in the Constitution, Pre-University Education Law, normative provision, and regulation of schools. But, despite these important changes, a complete reform has not been done in the pre-university educational institutions, to conceive the institutional, teaching and management problems closely related to each other. The transition from the totalitarian state to the rule of law, in the first phase, imposed a concentration of competencies in the hands of the central government, in running, administering, and financing the school. Without this focus, a package of legislative-administrative and conceptual changes could not be initiated, which would constitute the premise of a useful and comprehensive reform in the outlines of the European profile in the tradition of Albanian education. At the current stage, the decentralization of political power, the increase of self-government autonomy of local government bodies must necessarily be accompanied by increased social participation and decentralization of the management of the education system in the administrative, financial, and pedagogical plan. First, in addition to the central education development policy, local projects and plans should be considered, which in coherence with the national education strategy, provide the school with the problems of the community in which it belongs; second, the green light for horizontal decentralization must be given, which means expanding public participation in decision-making.

Keywords: School institution, local government, administration, legislation, community, labour market

1. Introduction

In the last decade, the countries of Western Europe have made many changes in the field of education. These changes are mainly related to the development of new skills needed today to adapt to technological or economic changes in these countries.

Even in Albania, starting from 2018, the Ministry of Education, Sports and Youth (MoASY) has changed the priorities in pre-university education. In these years, decentralization in education has made the dissolution and transfer of authorities from the highest level of government to a lower level to be a preferred trend for a new European-faced education. Two conditions must be met:

1. Ensuring the effectiveness and efficiency of educational services, promoting the accountability of each decision-making body to the clients of these services, primarily to students and parents.
2. Ensuring public participation in the management and operation of education.

The main problem that remains to be solved in the not too distant future, we think, is that of the necessary coherence of school categories as a whole (at the national level) and the exercise of a fully autonomous power (in terms of freedom and responsibility) at the levels: regional, local, school). Balance can be achieved with partnerships that need to be managed effectively, which are valid for school institutions, with the further completion of the legal framework in the Republic of Albania.

Also, different faculties of universities in Albania should offer new branches, to respond as well as possible to the needs of young people, especially graduates who successfully complete grade XII. The questions can rightly be asked: *Is the national education system able to prepare young people who have the skills to adapt to change, economic, social and political? Have we really secured human capital that has the competencies to adapt to the new needs of society?*

To answer the above questions, for the purpose of study we will be based on the best experiences of European civilizations, but also how these experiences in Albania have been adapted over the years.

In the first issue of this paper we will talk about how the quality of education has evolved, the promotion of policies and strategies in education, the exploration of approaches to the evaluation of educational institutions, etc. In order to make a multifaceted analysis of the main phenomena and trends in the development and consolidation of educational institutions from 1992 to 2018. The years' 2000 were decisive for the development and consolidation of the Albanian school towards the distribution of responsibilities in the context of decentralization of the education system parauniversitar. In this context, the policy of the Albanian state in the face of unfulfilled standards in pre-university education will be analyzed.

Next, we will analyze the role of knowledgeable human capital - a certificate that provides a wide range of learning for all seen in terms of best schooling practices in civilized European countries, will eventually lead to a degree of advanced in managing human resources and even greater employment opportunities. A valid school or university degree is a good choice for anyone who is at a level of access to human resources, staff or the role of recruiting in school institutions.

At the end of this paper, we will explain what are the challenges of education in Albania today. What are the priorities of the 21st century and how the Albanian state with its policies influences the education reform, which has to do with the fact that education should be seen as a continuum, from pre-school education to university education, and further in it lifelong learning.

2. Reflections on Educational Reforms and its Strategies During 1992-2018

Education reform has become one of the most important issues for Albania. Our country emerged from a closed central planning economy to a global market economy and from a closed authoritarian political regime to a more open one.

In modern economies, the level and quality of education "affects the possibility of finding a job while also affecting the level of income. Education increases social mobility as the more educated people are the greater the chances of to secure a further qualification in their jobs"¹. On the other hand, "in modern economies, lack of education is an important factor for poverty. Thus, "as inequalities in access to education contribute to structural poverty and the poor, rural residents or other disadvantaged groups are excluded from one of the most important tools leading to social integration and economic progress"².

The Education Reform and its strategy, in essence, is about deep upheavals, which possibly respond to the current and perspective developments of the society for the next '20 -'30 years. They are designed as mini-reformers. The structure of the Reform, as a sum of mini-reforms makes it more flexible. More flexible even in the face of new realities during its implementation.

They are difficult and costly in education. Tough, for the very conservative nature of this sector. It is difficult because, a reform, in school curricula will have to predict where science, knowledge, technology will go after 20 or 30 years. With what knowledge, skills, competencies should we form students to respond to development challenges after '20 -'30 years.

They are extremely costly, as components from all areas are included. So they are especially difficult, for a poor country like ours. In Albania, several reforms in pre-university education have been drafted over thirty years. Not a few, but there are four reforms, starting from 1991 to 2018.

The first reform took place in 1992-1996, when the legal framework of the new education system was clearly outlined to refer to the right of people to education and the protection of children and youth. Annual government decisions to establish and organize education were part of this process. The signing of a series of conventions that the Albanian

¹ Nora Dudwick & Helen Shahriari, *Arsimi në Shqipëri: Qëndrime dhe Shpresa në Ndryshim, botim i Bankës Botërore, Tiranë: "Stevla", Shkurt 2000, f. ix.*

[Nora Dudwick & Helen Shahriari, *Education in Albania: Attitudes and Hopes for Change, Published by the World Bank, Tirana: "Stevla", February 2000, p. ix]*

² Po aty.

[Ibid.]

state would ratify in this period had a positive impact. Thus we can mention the signing of the Universal Declaration of Human Rights (1948), the Convention on Combating Discrimination in the Field of Education, the Convention on the Elimination of All Forms of Racial Discrimination (1981). The objective for this first phase of reforms was to normalize the Albanian education system by creating the necessary conditions for the normal development of the learning process and optimizing the results for each student, class, school, each level of education and the system as a whole³.

From the very beginning during the period 1992-1995, based on the continuous assistance of international organizations, priority was given to the sanctioning of new laws in the field of education⁴.

The fruit of these efforts was the adoption of the Law on Pre-University Education in the Republic of Albania No. 7952, dated 21.06.1995⁵ (amended by: Law No. 8337, dated 30.7.1998; Law No. 8872, dated 29.3.2002; Law No. 9903, dated 17.4.2008; Law No. 9985, dated 11.9.2008). This law came in support of the 1992 Constitution, which with the main constitutional acts implemented in the period 1992-1995, expressed the right of all citizens to education. Education was provided to all on equal terms and resources for this were provided from the state budget.

Together with the Normative Provisions for Public Schools approved in 1996⁶ (amended in: 2002; in 2013⁷), a school legislative package was created for the first time, which would guarantee new qualitative developments of the educational activity, related closely with the active participation of parents in school life, with the interest of local government and cooperation with the community both in town and in the countryside⁸.

The second reform comes after the difficult events for Albania, those of 1997. In this period, attempts were made to finally break away from the emergency phase of the transition in the field of education. The reform aimed to change the entire structure of the education system, at the level of content, educational institutions, funding and regulations. Consequently, the education legislation in the period 1998-2005 was focused on the introduction and translation in legal terms of changes in curricula, assessment of knowledge and institutions, infrastructure and computerization of education, the field of funding, the status of teaching staff, continuing vocational training and general education.

To this period belongs the approval of the first National Strategy for the Development of Pre-University Education 2004-2015⁹, approved by Decision of the Council of Ministers (DCM), No. 538, dated 12.08.2004. A large group of Albanian and foreign experts in the field of education were engaged in its drafting. Representatives of various interest groups such as parents, education associations inside and outside the country were also engaged, as well as cooperating with the Ministry of Local Government and Centralization, the Ministry of Finance, the Ministry of Labor and Social Support. The principles on which this strategy was based were the same as for many other countries with similar transitions and consisted of compliance with the European education system and decentralization, encouraging the achievement of results, partnerships with social and economic environments.

³ Revista Pedagogjike, Nr. 1-2/2000, botim i Institutit të Studimeve Pedagogjike (ISP), Tiranë, 2000, f. 62-63.

[Pedagogical Magazine, No. 1-2 / 2000, Publication of the Institute of Pedagogical Studies (ISP), Tirana, 2000, pp. 62-63.]

⁴ Raport i Parë paraqitur nga Republika e Shqipërisë mbështetur në Nenin 25, paragrafi 1, të Konventës Kuadër të Këshillit të Evropës për Mbrojtjen e Minoriteteve Kombëtare - Pjesa I, Tiranë, 2001.

[First Report Submitted by the Republic of Albania based on Article 25, Paragraph 1, of the Council of Europe Framework Convention for the Protection of National Minorities - Part I, Tirana, 2001]

⁵ Përmbledhje Legjislacioni për Arsimin (më tej: Përmbledhje Legjislacioni ...), botim i Qendrës së Publikimeve Zyrtare të RSH, Tiranë, 2010, f. 17-31. Ligji për Arsimin Parauniversitar në Republikën e Shqipërisë, Nr. 7952, datë 21.06.1995.

[Summary of Legislation for Education (hereinafter: Summary of Legislation ...), Published by the Center for Official Publications of the Republic of Albania, Tirana, 2010, pp. 17-31. Law On Pre-University Education in the Republic of Albania, No. 7952, dated 21.06.1995.]

⁶ Po aty, f. 46-59. Dispozita Normative për Shkollat Publike.

[Ibid, pp. 46-59. Normative Provisions for Public Schools.]

⁷ Fletorja Zyrtare e Republikës së Shqipërisë, Nr. 158, 26 shtator 2013, botim i Qendrës së Botimeve Zyrtare, Tiranë: "Shtypshkronja e Qendrës së Botimeve Zyrtare", 2013, f. 7151-7208. Urdhër Nr. 343, datë 19.8.2013 "Për miratimin e dispozitave normative për sistemin arsimor në parauniversitar". Nene 142 & Shtojca 11.

[Official Gazette of the Republic of Albania, No. 158, September 26, 2013, Publication of the Center for Official Publications, Tirana: "Printing House of the Center for Official Publications", 2013, pp. 7151-7208. Order No. 343, dated 19.8.2013 "On the Approval of Normative Provisions for the Pre-University Education System". Article 142 & Annex 11.]

⁸ Edmond Lulja, "Promemorije "Mbi hapjen e drejtimeve të orientuara në arsimin e mesëm të përgjithshëm", në: Mësuesi, organi i Ministrisë së Arsimit dhe Shkencës të RSH, Tiranë, Maj 1995, f. 1

[Edmond Lulja, "Promemorije" On the Opening of Oriented Orientations in General Secondary Education", in: Teacher, Body of the Ministry of Education and Science of the Republic of Albania, Tirana, May 1995, p. 1]

⁹ Ministry of Education and Science (MoES), National Education Strategy 2004-2015, Approved by the Council of Ministers according to DCM Nr. 538, dt. 12.08.2004, Tirana: "Kristalina-KH", 2004, pp. 1-41.

The third reform affects the years 2005-2015. Transformations in the education system in these years can be considered as a projection of the European future in Albanian education. After 2005, more than ever, education specialists faced the need to make decisions that would have a profound impact on the future of Albanian education. The opening of Albania and participation in many international organizations and forums, the signing of many memoranda of cooperation and the need to approximate the Albanian school with the European one and beyond brought to the attention of the Ministry of Education and Science and a number of institutions the need to change the manner of decision making in this area.

In all this complex process that had involved National Pre-University Education, it was already necessary to prepare a new legal framework of international standards that would lay the foundations for the development and consolidation of a democratic education. We will mention here the Law "On the Pre-University Education System" which would undergo some changes in 1998, with Law No. 8387, dated 30.7.1998.

Article 4 onwards highlights the new name of the Ministry of Education, which will henceforth be called the Ministry of Education and Science. During the period 1992-1997, it was renamed the Ministry of Education, the Ministry of Youth and Sports, the Ministry of Education and Science and from 2017 until today the Ministry of Education, Sports and Youth (MoASY)¹⁰.

The first problem they encountered during the implementation of this reform was the autonomy closely related to the school system. In Law no. 69/2012, "On the pre-university education system in the Republic of Albania"¹¹ (amended to Law No. 48/2018 "On some additions and amendments to Law No. 69/2012," On the pre-university education system in the Republic of Albania"¹²) was decision-making is left to many education actors.

In the same period, the Council of Ministers approved the "National Strategy for Pre-University Education 2009-2013"¹³, which writes about autonomy in its three dimensions: *Institutional autonomy, pedagogical autonomy and organizational autonomy*¹⁴.

In order for all three levels to function, it was necessary to provide human capital, which would implement the new competencies. One of the explanations of institutional autonomy is what are the achievements in education, where cultural and school institutions differ from other non-educational institutions¹⁵. *Organizational autonomy* is related to the ways of evaluating and organizing institutions. It assesses what are the criteria of efficiency and effectiveness in educational institutions¹⁶. *Pedagogical autonomy* studies the supply and demand in education, and the school tries to respond to the demands of individuals through a didactic program that includes cultural, social, and psycho-physical

¹⁰ Përmbledhje Legjislacioni ..., f. 17-39. Ligji për Arsimin Parauniversitar në Republikën e Shqipërisë, Nr. 7952, datë 21.06.1995, i ndryshuar me Ligjin Nr. 8387, datë 30.7.1998. Neni 4.

[Legislation Summary..., p. 17-39. Law on Pre-University Education in the Republic of Albania, No. 7952, dated 21.06.1995, amended by Law no. 8387, dated 30.7.1998. Article 4.]

¹¹ Fletorja Zyrtare e Republikës së Shqipërisë, Nr. 87, Viti 2012, 26 korrik 2012, botim i Qendrës së Botimeve Zyrtare, Tiranë: "Shtypshkronja e Qendrës së Botimeve Zyrtare", 2019, f. 4402-4426. Ligjin Nr. 69/2012, "Për sistemin arsimor parauniversitar në Republikën e Shqipërisë". Nene 74.

[Official Gazette of the Republic of Albania, No. 87, Year 2012, July 26, 2012, Publication of the Center for Official Publications, Tirana: "Printing House of the Center for Official Publications", 2019, pp. 4402-4426. Law No. 69/2012, "On the Pre-University Education System in the Republic of Albania". Mother, Article 74.]

¹² Fletorja Zyrtare e Republikës së Shqipërisë, Nr. 115, E premte, 3 gusht 2018, botim i Qendrës së Botimeve Zyrtare, Tiranë: "Qendra e Botimeve Zyrtare", Tiranë: "Shtypshkronja e Qendrës së Botimeve Zyrtare", 2018, f. 7109-7113. Ligji Nr. 48/2018 "Për disa shtesa dhe ndryshime në Ligjin Nr. 69/2012, "Për sistemin arsimor parauniversitar në Republikën e Shqipërisë"¹². Nene 24.

[Official Gazette of the Republic of Albania, No. 115, Friday, August 3, 2018, Publication of the Official Publishing Center, Tirana: "Official Publishing Center", Tirana: "Official Publishing Center Printing House", 2018, pp. 7109-7113. Law No. 48/2018 "On Some Additions and Changes to the Law No. 69/2012," On the Pre-University Education System in The Republic of Albania". Article 24.]

¹³ Përmbledhje Legjislacioni ..., f. 42-83. Vendim i Këshillit të Ministrave Nr. 799, datë 22.7.2009 "Për miratimin e strategjisë kombëtare të arsimit parauniversitar, për periudhën 2009-2013".

[Summary Legislation ..., pp. 42-83. Decision of the Council of Ministers No. 799, dated 22.7.2009 "On the Approval of The National Strategy of Pre-University Education, for the Period 2009-2013".]

¹⁴ Po aty.

[Ibid.]

¹⁵ David B. Tyack, *The One Best System: A History of American Urban Education*, Cambridge, "MA: Harvard University Press", 1974, p. 96.

¹⁶ Seymour B. Sarason, *The Predictable Failure of Educational Reform*, San Francisco: "Jossey-Bass", 1993, p. 78.

characteristics of school services¹⁷. The latter directly influenced the increase of human capital according to the needs of the state.

During the development of this Strategy, many weaknesses were noted, but we also benefited from the achievements. The mistakes of the past were highlighted: insufficient emphasis on quality and learning outcomes, design of overly complex projects that exceeded the capacity of the system / institution or too narrow a focus on a single sub-sector, isolated from the rest of the education system, expansion of physical infrastructure, but without due concern for the activities and policies that determine learning outcomes. Consequently, the educational outcomes of our students are not what we would like them to be.

With this in mind, the "Document of the Strategy for the Development of Pre-University Education 2014-2020" was approved by the Council of Ministers¹⁸. The new strategy expresses:

- ✓ *First*, "the commitment of the Albanian government to choose what is most important for the development of children and youth in our country, recognizing that, in a rapidly changing world, the challenge we have to face is building an education system inclusive, which offers equal opportunities for all, while respecting individual differences"¹⁹.
- ✓ *Second*, "orients medium- and long-term sectoral policies for the improvement of APU, according to the vision of the Government. In this context, the Strategy also supports the unification of the education systems of Albania and Kosovo"²⁰.
- ✓ *Third*, "concretizes the professional commitment of our specialists and enables dialogue between actors to build a quality and internationally respected education system. As such, it is key to concrete projects in education"²¹.

Meanwhile, we are aware and have realized that there are no easy or quick solutions for the development of the education system. In this logic we think that changes should be made step by step, including in this process all social factors interested in the development of education in the Republic of Albania. Today, we all accept that the strategies that were implemented according to this document, did not enable the Albanian educational space to be fully integrated in the European space and to share the same qualities, values and attitudes with contemporary standards.

The latest reform starts in 2018 and onwards. Seen in the light of the demands of the time, the path from decentralized administration to responsible participation in decision-making can become a reality only against a background of fundamental changes in the existing scheme of public administration in Albanian society. This reform has started with Law no. 48 of 2018 "On some additions and amendments to Law No. 69/2012," *On the pre-university education system in the Republic of Albania*²².

The main principle of this reform, as it is known, is school autonomy which can be guaranteed: *firstly*, by decentralization and increased participation in decision-making; and, *secondly*, by professionalism, by increasing the responsibility of public administrators and the introduction of more effective systems, tools and methods of management and implementation of administrative actions.

¹⁷ Judith Warren Little, "The Persistence of privacy: Autonomy and Initiative in Teachers' Professional Relations", in: *Teachers College Record*, Volume 91, Number 4, Edition by Teachers College, Columbia University, Summer 1990, pp. 510-511.

¹⁸ Fletorja Zyrtare e Republikës së Shqipërisë, Nr. 2, 19 janar 2016, botim i Qendrës së Botimeve Zyrtare, Tiranë: "Shtypshkronja e Qendrës së Botimeve Zyrtare", 2019, f. 4402-4426. Dokumenti i Strategjisë së Zhvillimit të Arsimit Parauniversitar 2014-2020. [Official Gazette of the Republic of Albania, No. 2, 19 January 2016, Publication of the Center for Official Publications, Tirana: "Printing House of the Center for Official Publications", 2019, pp. 4402-4426. *Pre-University Education Development Strategy Document 2014-2020.*]

¹⁹ Ministria e Arsimit, Rinisë dhe Sportit, Dokumenti i Strategjisë së Zhvillimit të Arsimit Parauniversitar 2014-2020, Tiranë, 2014, f. 8.

[Ministry of Education, Youth and Sports, Pre-University Education Development Strategy Document 2014-2020, Tirana, 2014, p. 8.]

²⁰ Po aty.

[Ibid.]

²¹ Po aty.

[Ibid.]

²² Fletorja Zyrtare e Republikës së Shqipërisë, Nr. 115, E premte, 3 gusht 2018, botim i Qendrës së Botimeve Zyrtare, Tiranë: "Qendra e Botimeve Zyrtare", Tiranë: "Shtypshkronja e Qendrës së Botimeve Zyrtare", 2018, f. 7109-7113. Ligji Nr. 48/2018 "Për disa shtesa dhe ndryshime në Ligjin Nr. 69/2012, "Për sistemin arsimor parauniversitar në Republikën e Shqipërisë". Nene 24.

[Official Gazette of the Republic of Albania, No. 115, Friday, August 3, 2018, Publication of the Center of Official Publications, Tirana: "Center of Official Publications", Tirana: "Printing House of the Center of Official Publications", 2018, pp. 7109-7113. Law No. 48/2018 "On Some Additions and Amendments to the Law No. 69/2012," *On the Pre-University Education Eystem in the Republic of Albania*. Article 24.]

The main trend observed in the analogous public administration reform is the implementation of the principles of subsidy, participation and transfer of power, from the central level of state administration, to the decentralized levels of local government. In the field of education, this trend is manifested in the strengthening of school autonomy and school boards. In general, such a practice requires: the establishment of full responsibility and awareness of the public administration and its subordinate entities for the efficient management of human and financial resources, necessary changes in the field of competencies of the school and other institutions; administration of new management instruments from the centres to the base.

The reform in the field of public administration and the general trends mentioned above, we think create the necessary conditions for undertaking a substantial reform in the management and administration of the pre-university education system in Albania.

In the perception of many teachers and education specialists, the reform of a new Albanian school with a European face towards decentralization and substantial autonomy, is considered a complex process and with significant effects on the legal, political, economic and social framework of the country. In these perceptions have the source and ambiguities, hesitations and doubts expressed steps in awareness meetings with them. But there are many who appreciate the new opportunities that are created.

The postulate is known that in order to know the present we must first recognize the development past of the reforms that were associated with the creation of a concept and medium and long-term strategy for all sectors of education. Looking once again at previous reforms, we would point out that Albanians inherited an extreme centralization in education, as in many other areas. The transition from dictatorship to democracy would inevitably be accompanied by a modification of competencies, mentalities and attitudes. Decentralization of education, based on the "National Strategy for the Development of Pre-University Education 2009-2013"²³, includes three main directions of decentralization: administrative, financial and pedagogical.

Seen in this context, we can say that the development steps taken within the project "Quality and Equality in Education (CBA)", constituted an important leap in the development and performance of the new pre-university education system. The final objective of this process was policy development and decision-making at all levels of the research-based and data-oriented system.

The project "Quality and Equality in Education" planned to be implemented in the period 2006-2010, approved by the Albanian Government with Decision of the Council of Ministers no. 234 dated 26.04.2006 and prepared with the technical assistance and financial support of the World Bank, constituted the major objective of the education service reform in the country. This project, "which has been widely implemented, financially supported by the State Budget (USD 30 million) and loans from the World Bank, the European Investment Bank and the Council of Europe Development Bank (USD 45 million), ie USD 75 million in total"²⁴.

Other documents and strategies supporting education reform have emerged in recent years: the United Nations Program, its Education for All Program, and EFA / FTI.; "National Strategy for Development and Integration 2007-2013", which clearly crystallizes the medium and long-term vision of the country's development based on an open and transparent process aimed at turning Albania into a country with a high standard of living, integrated in European and Euro-Atlantic structures, democratic and guarantor of fundamental human rights and freedoms; Stabilization and Association Agreement and the National Plan for the Implementation of the Stabilization and Association Agreement, aimed at the European integration of Albania"²⁵; and others.

After a brief description of the major reforms that pre-university education has pursued on its path of reform, from the beginnings of the transition to the present day, we emphasize that reflection on contribution and heritage must be placed in its long-term historical context.

Reflecting on the implementation of reforms, we find it appropriate to emphasize that changes in education have always faced two unique challenges, *first*, the contradiction between the drafters of the reform (policy makers) and its implementers; *second*, with policy-making cooperation, more simply, of the bureaucrats and experts of the Ministry on the

²³ Ministria e Arsimit dhe Shkencës, *Strategjia Kombëtare e Arsimit Parauniversitar*, Tiranë, Korrik 2019, f. 1-52. Nene 77.

[Ministry of Education and Science, *National Strategy for Pre-University Education*, Tirana, July 2019, pp. 1-52. Article 77.]

²⁴ "Fjala e Ministrit të Arsimit dhe Sporteve Z. Edmond Lulja në Konferencën e Donatorëve të Arsimit mbajtur në Tiranë më 18 dhjetor 1996", në: Edmond Lulja, *Mendime për Reformën në Arsim*, Tiranë: "Filara", 2009, f. 45.

[*Speech of the Minister of Education and Sports Mr. Edmond Lulja at the Conference of Education Donors held in Tirana on December 18, 1996*, in: Edmond Lulja, *Thoughts on Education Reform*, Tirana: "Filara", 2009, p. 45.]

²⁵ Jani Sota, *Pre-University Education in Post-Comunist Albania 1992-2013 (Monograph)*, With a foreword by Prof.PhD. Antonello Biagini, Berlin: "LAP LAMBERT Academic Publishing", 2018, p. 136-137.

one hand and the teachers, the school, on the other.

World experience has shown that the resolution or mitigation of this contradiction is related to two preconditions: its implementers, to the maximum, are participants in the drafting of the reform and its strategy, which means an intensive exchange of ideas, information, proposals from above. bottom-up; minimally, the implementers (teachers, pedagogues, students) are acquainted, informed, sensitized, familiarized, clarified with the goals and finalities of the reform²⁶.

*"Except for a rare case, - emphasizes Professor Ajeta Alicka, - in our country, none of the above preconditions has been taken into account. Teachers, students, parents, public opinion have been confronted with the fact committed. A little awareness, little or no piloting, little qualification or training and no participation"*²⁷.

These days the Ministry of Education, Sports and Youth (MASR) has announced and distributed for consultation *"Draft National Education Strategy, 2021-2026"*²⁸. The main focus of this strategy for pre-university education "will be inclusion and equality in education, digitalization, meritocracy and professional development of teachers, management and quality assurance in education, as well as increasing attention to mastery of learning competencies throughout life"²⁹.

The main focus of this strategy for pre-university education "will be inclusion and equality in education, digitalization, meritocracy and professional development of teachers, management and quality assurance in education, as well as increasing attention to mastery of learning competencies throughout life"³⁰. This is a good omen for Albania and Albanians. A wish to MASR and the government, as for the reflection of changes in education, which is also the motto of every civilized nation in the world.

But for the 2021-2026 strategy platform to be the product of effective collaboration between its developers and implementers, experts, specialists, teachers and education leaders need to reflect because they have the chance to start a new chapter. To unite for a new Albanian school with a European face towards decentralization and essential autonomy.

It is important to recognize that the performance of the education sector is crucial in increasing competitiveness, but also in the economic development of the nation; that education is the investment that fundamentally affects the overall development of the country; that he is one of the important factors for eradicating poverty.

3. Human Capital and the Challenges of Education through Good Practices of Education

In recent years, education in Albania is facing many challenges. Its main challenge is how much individuals are willing to face the challenges of continuing the cycle of university studies, but also of the job position when leaving the school benches.

Before explaining what skills students need in the twentieth century. XXI, we will analyze how the years of schooling from preparatory grade to grade 12, are the basic years of acquiring basic knowledge. This is why educational institutions try to motivate as many students as possible to be educated in these years.

What will distinguish the human capital of the new century from the students of previous years, will be the innovative skills such as the competencies that are acquired if the subjects are designed and developed in practical

²⁶ *Jetmir Aliçka, "Shkolla, është harruar shkolla, duhet të shkundemi të gjithë! Kjo qeveri dhe opozitë kanë shansin për një kapitull të ri. Të bashkohemi të paktën për edukimin!", në: Dita, E përditshme e analizës dhe e informacionit, Tiranë, 27 maj 2021, f. 12.*

[Jetmir Alicka, "School, Has Been Forgotten, We Must All Be Shaken! This Government and the Opposition Have the Chance for A New Chapter. Let's Unite At Least for Education!", In: Dita, Daily analysis and information, Tirana, 27 May 2021, p. 12.]

²⁷ *Po aty.*

[Ibid.]

²⁸ *"Strategjia Kombëtare e Arsimit 2021-2026, Kushi: Fokusi tek gjithëpërfshirja dhe sigurimi i cilësisë në arsim", në: Portalin Shkollor ALBAS, f. 1. Material i publikuar në web site: <http://www.portalishkollor.al/news/strategjia-kombetare-e-arsimit-2021-2026-kushi-fokusi-tek-gjithepershirja-dhe-sigurimi-i-cilesise-ne-arsim>*

["National Education Strategy 2021-2026, Kushi: Focus On Inclusion and Quality Assurance in Education", in: ALBAS School Portal, p. 1. Material published on the web site: <http://www.portalishkollor.al/news/strategjia-kombetare-e-arsimit-2021-2026-kushi-fokusi-tek-gjithepershirja-dhe-sigurimi-i-cilesise-ne-arsim>]

²⁹ *Po aty.*

[Ibid.]

³⁰ *Po aty.*

[Ibid.]

contexts³¹.

According to the American Richard F. Elmore, "today in the workplace more skills are required than knowledge. In a global, digitalized society, the state must create opportunities for individuals to acquire knowledge in education. for life and career: resilience and adaptability, initiative and self-direction, social and cross-curricular skills, productivity and accountability, leadership and responsibility"³².

To respond to these requirements many countries have developed metering parameters. Switzerland measures the competencies and needs of the future in the sectors that deal with the development of the country.

The National Competency Audit has been set up in England³³. This institution "helps the state to be aware of the changes of the time and to find solutions as soon as possible"³⁴. But in the meantime it drafts policies that regulate "the relationship between the jobs required and the qualified individuals"³⁵.

If we were to think about how to better organize human capital according to the demand of the labor market, then there would be many chances that the number of unemployed young people in Albania would be smaller. Studies conducted by the European Commission clearly show that these two variables (human capital and labor market) are closely related to each other.

The best example is Germany which developed, in the early 1990s, a strategy on how to measure measurable admission objectives in schools and institutions that provide continuing education of individuals in different branches. In order for "education to be best suited to the needs of the individual but also to the needs of the market, it is intended that between studies to make tests that better orient individuals in their choices. Then the central education institution sets concrete objectives for admission to universities, and the number of students in the faculties will be equal to the number that the labor market needs"³⁶. In this way, high school students are motivated to choose the profile of vocational schools, because the need of the market is known and they will have a secure job³⁷. The German government also pays special attention to "teacher training"³⁸. It is a priority of all state units to have a good organization of institutions that prepare and qualify teachers.

This system works well in Austria but also in other developed countries such as Italy, Lithuania, Sweden, Finland, etc., because even at the regional level the responsibilities are well divided, and each works according to its own internal regulations. The role of evaluation of formations and educational systems is performed by the administrative agencies of the region. It is these same agencies that deal with complaints coming from different individuals. Through this structure it is easy to implement decentralized laws, because in this structure, the people working in the administrative offices are responsible for the region and the municipality. The policymakers of these countries are well aware of the needs of the locality (region) and to concretely adapt the objectives set by the state.

It is not enough just to evaluate and design programs, but it is also the quality of these programs. Program evaluation often helps to understand what really needs to be improved if a program fails or does not deliver the expected results. It may happen that the education programs are very good but they just do not fit properly with the context and this is one of the reasons why some educational programs fail³⁹.

Also, in civilizations developed to create quality educational programs have created bodies that deal with quality

³¹ Jani Sota, "Decentralization as A Wide Social Subject - School System Policies and Autonomy in Post Communist Albania", in: *Mediterranean Journal of Social Sciences (MJSS)*, January 2014, Vol. 5, No. 1, MCSER Publishing, Rome-Italy, (Index Copernicus Year 2011 Impact Factor 6.44 Global Impact Factor: 0.377), pp. 21-31.

³² Richard F. Elmore, *Reforma shkollore nga brenda dhe jashtë (Politika, praktika dhe performanca)*, përkthet nga anglishtja Valbona Nathanaili, Tiranë: "Shtëpia botuese Univesitare U.F.O Press", Prill 2011, f. 149-151.

[Richard F. Elmore, *School Reform from Inside and Out (Politics, Practice and Performance)*, Translated from english by Valbona Nathanaili, Tirana: "U.F.O Press University Publishing House", April 2011, pp. 149-151.]

³³ Mohrman Albers Susan; Wohlstetter, Priscilla - *School-Based Management: Organizing for High Performance*, Published by University of Southern California. Center for Effective Organizations, California, 1993, pp. 291-292.

³⁴ Ibid.

³⁵ Ibid., p. 293

³⁶ David Phillips, *Education in Germany: Tradition and Reform in Historical Context*, London: "Routledge", 1995, pp. 234-235.

³⁷ *Reviews of National Policies for Education: South Eastern Europe (Albania, Bosnia-Herzegovina, Bulgaria, Croatia, Kosovo)*, Vol. 1, Organisation for Economic Co-operation and Development (OECD), prepared by the Centre for Co-operation With Non-members, 2003, Printed in France, 2003. Material Published on the Web Site: https://read.oecd-ilibrary.org/education/reviews-of-national-policies-for-education-south-eastern-europe-2003_9789264100725-en#page6

³⁸ Rust, Dean; Rust, Diane. *The Unification of German Education*, New York & London: "Gertand Publishing", 1995, pp. 256-257.

³⁹ Jani Sota, "Historical Development of the Opinion in Administration and Managment of Education Institutions", in: *Interdisiplinary Journal of Research and Development*, Vol. 4, No. 2/2017, Published by "Aleksander Moisiu" University, Durres, Albania, 2017, p. 50.

assurance of programs in education. Thus, Lithuania has drafted a national project that deals with "increasing the quality of education and helping schools to self-assess"⁴⁰. This project also includes "creating a database, examples of successful teaching practices as well as modules that help teachers during project implementation"⁴¹.

In Hungary, quality assurance has brought education closer to the labor market. Many times "the evaluation of the quality of university programs has taken the form of an audit during the time it is carried out. After this evaluation, improvements are made mainly for the realization of competencies, skills and norms in education"⁴². In this way university programs are updated with market demands.

Therefore, a well-functioning and cooperation of all state bodies is important for adapting the supply to the labor market. States that have established assessment mechanisms to assess market needs and competencies prepared adequate human capital for the jobs required. Finland, for example, had managed to function well under decentralized laws only after raising the criteria and objectives for teacher training. It is these teachers who will then design study models according to the needs of the individuals they will have in the classroom. So we can say if the changes happen only in one axis or in one unit of the state, we can not have human capital for the current demands of the labor market.

All the above assessments, increase the transparency of educational systems, and create facilities for the student. They are taught to be flexible, and to adapt to the changes of time.

4. Conclusion

Although in essence, the policy of the Albanian state during the years 1992-2018 aimed to follow the model of school institutions in the pre-university education system of European countries, for many reasons in practice the expected results were not achieved. In particular, the leaders of educational institutions, teachers and specialists of this time, carried greater burdens in relation to themselves, contributing to the formation of opinion on the importance of school and turning it into a motive of life and work of throughout society. They were undoubtedly very active in resolving the complex issues facing Albanian education in general and pre-university education in particular.

In this paper we expressed the importance of reforms for a new school in the context of decentralization of the pre-university system in Albania, which favored central control and incomplete fulfillment of national standards in relation to those of developed European countries, participation in community decision-making local and increase school autonomy.

The model to be chosen must achieve a decentralized decentralization, key decision-making by the local government and the schools themselves on the basis of full autonomy, but on the basis of the formation of human capital to increase the welfare conditions in the region. From the studies we saw clearly that there is a close connection between the formation of human capital according to the competencies of the XXI century and the increase of welfare in the state.

Also, if we want to have an autonomous school system, and decentralized education laws, it is important for the state to create conditions for an institutional, organizational and pedagogical autonomy in schools. To have a pedagogical autonomy it is important that education systems prepare teachers to be aware of the competencies of the 21st century. If we change school curricula without changing university curricula, then we cannot have human capital that knows how to professionally implement the curriculum in practice.

Education reforms, as the most important dimensions of the country's development, are related to changes in the positive direction of human resources and are interrelated with all other aspects of subsequent reforms. The four reforms, according to our conception, have included a wide range of problems which required solutions based on rules and procedures established by the Albanian state as a guarantor of social justice and equality of opportunity (necessary modern conditions) in education.

The Albanian state stimulated and financially supported the educational reforms during the studied period, which are related to the existence over the years of some problems, such as:

- The need to clearly define the roles for greater autonomy at the county, municipality, commune and school level,

⁴⁰ Andres Kasekamp, *A History of the Baltic States, Second Edition, Macmillan International Higher Education, London: "Palgrave", 2018, pp. 72-73.*

⁴¹ *Ibid.*

⁴² *European Commission, De nouvelles Compétences Pour de Nouveaux Emplois. A Report by the Expert Group on New Skills for New Jobs Prepared for the European Commission, Bruxelles: "De Boeck", 2010, pp. 27-28. Published material on the web site:*

*<http://ec.europa.eu/social/main.jsp?catId=5688&langId=en&eventsId=232&furtherEvents=yes>,
Accès le 15.avril.2011.*

combined with the participation of different partners and interested in pre-university education, to determine why not the level of management and administration of school autonomy.

- Transfer of authorities to actors related to the establishment of new mechanisms of responsibility and control of pre-university education.
- Creating and strengthening the capacity at all levels of the pre-university education system in order to effectively exercise the duties and responsibilities, increase transparency and dissemination of information on the efficiency of decisions taken.
- Conception of curricular reform in the framework of drafting the national curricular framework.
- Conception of human capital development policies.

He took over the responsibility of organizing, but also partly controlling the school institutions of the pre-university system, building policies that suited the interests and nature of the Albanian governments. Education policy, reflected in the legislation prepared over 27 years, would also outline the appearance of the current education system.

The vision of this system was first formalized in the Constitution of the Republic of Albania, approved in 1998⁴³, (amended by Law No. 9675, dated 13.1.2007; Law No. 9904, dated 21.4.2008) and further in the four educational reforms, the most complete physiognomy after 2018 would take shape.

The educational reforms undertaken during the period we have studied are four. Many, if we refer to the world experience, where reforms (changes) are done once in 20-30 years. In Albania, without drying the paint of one educational reform, the other was drafted. Reconstructed, depending on the governments, coming and going, depending on the protagonism of the ministers. Not a few but 13-14 ministers within 30 years.

Instead of maintaining the reform as a whole, by improving the mini-reforms, we found it "easier" to restart a new change (reform) in the pre-university education system. Their temporary nature has resulted, not infrequently, in perversion. A distortion also for the fact that the reforms in the pre-university education in our country, we think that have never been the result of a political consensus, have never really been considered as a national asset. On paper, yes!

Anyone can ask the question: *Why do our students achieve poor results in assessments made by international agencies (Pisa)?* This is a question that, especially in these years of reform, has bothered and worries us all. After all, it is about education, the quality of which conditions the future of present and future generations.

Undoubtedly, the results achieved, in the face of unfulfilled standards in the pre-university education system, have consequently brought consequences that you are only obliged to face. These consequences cannot be easily eliminated, as successes and failures in education give effects after decades.

During the days of May 2021, the Ministry of Education, Sports and Youth has announced and distributed to the public for consultation "*Draft National Education Strategy, 2021-2026*". It is indeed good news, a good omen for Albania and the Albanians, a congratulation for the Albanian government, as it is starting the work to build a new school with a European face towards decentralization and an essential autonomy which is the key word of every civilized nation.

References

- "Fjala e Ministrit të Arsimit dhe Sporteve Z. Edmond Lulja në Konferencën e Donatorëve të Arsimit mbajtur në Tiranë më 18 dhjetor 1996", në: Edmond Lulja, *Mendime për Reformën në Arsim*, Tiranë: "Filara", 2009.
- [*Speech of the Minister of Education and Sports Mr. Edmond Lulja at the Conference of Education Donors held in Tirana on December 18, 1996*], in: Edmond Lulja, *Thoughts on Education Reform*, Tirana: "Filara", 2009.]
- "Strategjia Kombëtare e Arsimit 2021-2026, Kushi: Fokusi tek gjithëpërfshirja dhe sigurimi i cilësisë në arsim", në: *Portalin Shkollor Albas*. Material i publikuar në web site: <http://www.portalishkollor.al/news/strategjia-kombetare-e-arsimit-2021-2026-kushi-fokusi-tek-gjithepershirja-dhe-sigurimi-i-cilesise-ne-arsim>
- [*National Education Strategy 2021-2026, Kushi: Focus On Inclusion and Quality Assurance in Education*], in: *ALBAS School Portal*. Material published on the web site: <http://www.portalishkollor.al/news/strategjia-kombetare-e-arsimit-2021-2026-kushi-fokusi-tek-gjithepershirja-dhe-sigurimi-i-cilesise-ne-arsim>
- Aliçka, Jetmir - "Shkolla, është harruar shkolla, duhet të shkundemi të gjithë! Kjo qeveri dhe opozitë kanë shansin për një kapitull të ri. Të bashkohemi të paktën për edukimin!", në: *Dita, E përditshme e analizës dhe e informacionit*, Tiranë, 27 maj 2021.
- [Aliçka, Jetmir - "School, Has Been Forgotten, We Must all Be Shaken! This Government and the Opposition Have the Chance for A New Chapter. Let's Unite At Least for Education!"], In: *Dita, Daily analysis and information*, Tirana, 27 May 2021.]

⁴³ *Kushtetuta e Republikës së Shqipërisë, botim i Qendrës së Publikimeve Zyrtare, Tiranë: "Shtypshkronja e Qendrës së Publikimeve Zyrtare", Maj 2009, f. 1- 90.*

[*Constitution of the Republic of Albania, Publication of the Center for Official Publications, Tirana: "Printing House of the Center for Official Publications", May 2009, pp. 1- 90.*]

Dokumenti i Strategjisë së Zhvillimit të Arsimit Parauniversitar 2014-2020.

[Pre-University Education Development Strategy Document 2014-2020.]

Dudwick, Nora & Shahriari, Helen - *Arsimi në Shqipëri: Qëndrime dhe Shpresa në Ndryshim*, botim i Bankës Botërore, Tiranë: "Stevla", Shkurt 2000.

[Dudwick, Nora & Shahriari, Helen - *Education in Albania: Attitudes and Hopes for Change*, published by the World Bank, Tirana: "Stevla", February 2000.]

European Commission, *De Nouvelles Compétences Pour de Nouveaux Emplois. A Report by the Expert Group on New Skills for New Jobs prepared for the European Commission*, Bruxelles: "De Boeck", 2010. Published material on the web site: <http://ec.europa.eu/social/main.jsp?catId=5688&langId=en&eventsId=232&furtherEvents=yes>, Accès le 15 avril 2011.

Fletorja Zyrtare e Republikës së Shqipërisë, Nr. 158, 26 shtator 2013, botim i Qendrës së Botimeve Zyrtare, Tiranë: "Qendra e Botimeve Zyrtare", Tiranë: "Shtypshkronja e Qendrës së Botimeve Zyrtare", 2013.

[Official Gazette of the Republic of Albania, No. 158, September 26, 2013, Publication of the Center for Official Publications, Tirana: "Printing House of the Center for Official Publications", 2013.]

Fletorja Zyrtare e Republikës së Shqipërisë, Nr. 115, E premte, 3 gusht 2018, botim i Qendrës së Botimeve Zyrtare, Tiranë: "Qendra e Botimeve Zyrtare", Tiranë: "Shtypshkronja e Qendrës së Botimeve Zyrtare", 2018.

[Official Gazette of the Republic of Albania, No. 115, Friday, August 3, 2018, Publication of the Official Publishing Center, Tirana: "Official Publishing Center", 2018.]

Fletorja Zyrtare e Republikës së Shqipërisë, Nr. 2, 19 janar 2016, botim i Qendrës së Botimeve Zyrtare, Tiranë: "Shtypshkronja e Qendrës së Botimeve Zyrtare".

[Official Gazette of the Republic of Albania, No. 2, 19 January 2016, Publication of the Center for Official Publications, Tirana: "Printing House of the Center for Official Publications", 2019.]

Fletorja Zyrtare e Republikës së Shqipërisë, Nr. 87, Viti 2012, 26 korrik 2012, botim i Qendrës së Botimeve Zyrtare, Tiranë: "Shtypshkronja e Qendrës së Botimeve Zyrtare", 2019.

[Official Gazette of the Republic of Albania, No. 87, Year 2012, July 26, 2012, Publication of the Center for Official Publications, Tirana: "Printing House of the Center for Official Publications", 2019.]

Kasekamp, Andres - *A History of the Baltic States*, Second Edition, Macmillan International Higher Education, London: "Palgrave", 2018.

Kushtetuta e Republikës së Shqipërisë, botim i Qendrës së Publikimeve Zyrtare, Tiranë: "Shtypshkronja e Qendrës së Publikimeve Zyrtare", Maj 2009.

[*Constitution of the Republic of Albania*, Publication of the Center for Official Publications, Tirana: "Printing House of the Center for Official Publications", May 2009.]

Ligji Nr. 48/2018 "Për disa shtesa dhe ndryshime në Ligjin Nr. 69/2012, "Për sistemin arsimor parauniversitar në Republikën e Shqipërisë". Nene 24.

[Law No. 48/2018 "On Some Additions and Amendments to the Law No. 69/2012," On the Pre-University Education System in the Republic of Albania. Article 24.]

Ligji për Arsimin Parauniversitar në Republikën e Shqipërisë, Nr. 7952, datë 21.06.1995, i ndryshuar me Ligjin Nr. 8387, datë 30.7.1998.

[Law on Pre-University Education in the Republic of Albania, No. 7952, dated 21.06.1995, amended by Law No. 8387, dated 30.7.1998.]

Ligji Nr. 69/2012, "Për sistemin arsimor parauniversitar në Republikën e Shqipërisë". Nene 24.

[Law No. 69/2012, "On the Pre-University Education System in the Republic of Albania". Article 24]

Little, Judith Warren - "The Persistence of Privacy: Autonomy and Initiative in Teachers' Professional Relations", in: *Teachers College Record*, Volume 91, Number 4, Edition by Teachers College, Columbia University, Summer 1990.

Lulja, Edmond - "Promemorie "Mbi hapjen e drejtimeve të orientuara në arsimin e mesëm të përgjithshëm", në: *Mësuesi*, organi i Ministrisë së Arsimit dhe Shkencës të RSH, Tiranë, Maj 1995.

[Lulja, Edmond - "Promemorie" On the Opening of Oriented Orientations in General Secondary Education", in: *Teacher*, Body of the Ministry of Education and Science of the Republic of Albania, Tirana, May 1995.]

Ministria e Arsimit dhe Shkencës, *Strategjia Kombëtare e Arsimit Parauniversitar*, Tiranë, Korrik 2019.

[Ministry of Education and Science, *National Strategy for Pre-University Education*, Tirana, July 2019.]

Ministria e Arsimit, Rinisë dhe Sportit, *Dokumenti i Strategjisë së Zhvillimit të Arsimit Parauniversitar 2014-2020*, Tiranë, 2014.

[Ministry of Education, Youth and Sports, *Pre-University Education Development Strategy Document 2014-2020*, Tirana, 2014.]

Ministry of Education and Science (MoES), *National Education Strategy 2004-2015*, Approved by the Council of Ministers according to DCM Nr. 538, dt. 12.08.2004, Tirana: "Kristalina-KH", 2004.

Përmbledhje Legjislacioni për Arsimin, botim i Qendrës së Publikimeve Zyrtare të RSH, Tiranë, 2010.

[*Summary of Legislation for Education*, Published by the Center for Official Publications of the Republic of Albania, Tirana, 2010.]

Phillips, David - *Education in Germany: Tradition and Reform in Historical Context*, London: "Routledge", 1995.

Raport i Parë paraqitur nga Republika e Shqipërisë mbështetur në Nenin 25, paragrafi 1, të Konventës Kuadër të Këshillit të Evropës për Mbrojtjen e Minoriteteve Kombëtare - Pjesa I, Tiranë, 2001.

[*First Report Submitted by the Republic of Albania based on Article 25, Paragraph 1, of the Council of Europe Framework Convention for the Protection of National Minorities - Part I*, Tirana, 2001]

Reviews of National Policies for Education: South Eastern Europe (Albania, Bosnia-Herzegovina, Bulgaria, Croatia, Kosovo), Vol. 1, Organisation for Economic Co-operation and Development (OECD), prepared by the Centre for Co-operation with Non-members, 2003, Printed in France, 2003. Material published on the web site: <https://read.oecd-ilibrary.org/education/reviews-of>

- national-policies-for-education-south-eastern-europe-2003_9789264100725-en#page6
- Revista Pedagogjike, Nr. 1-2/2000, botim i Institutit të Studimeve Pedagogjike (ISP), Tiranë, 2000.
- [Pedagogical Magazine, No. 1-2 / 2000, Publication of the Institute of Pedagogical Studies (ISP), Tirana, 2000.]
- Elmore, Richard F. - *Reforma shkollore nga brenda dhe jashtë (Politika, praktika dhe performanca)*, përktheu nga anglishtja Valbona Nathanaili, Tiranë: "Shtëpia botuese Univesitare U.F.O Press", Prill 2011.
- [Elmore, Richard F. - *School Reform from Inside and Out (Politics, Practice and Performance)*, Translated from english by Valbona Nathanaili, Tirana: "U.F.O Press University Publishing House", April 2011.]
- Rust, Dean & Rust, Diane - *The Unification of German Education*, New York & London: "Gerland Publishing", 1995.
- Sarason, Seymour B. - *The Predictable Failure of Educational Reform*, San Francisco: "Jossey-Bass", 1993.
- Sota, Jani - "Decentralization as A Wide Social Subject - School System Policies and Autonomy in Post Communist Albania", in: *Mediterranean Journal of Social Sciences (MJSS)*, January 2014, Vol. 5, No. 1, MCSER Publishing, Rome-Italy, (Index Copernicus Year 2011 Impact Factor 6.44 Global Impact Factor: 0.377).
- Sota, Jani - "Historical Development of the Opinion in Administration and Managment of Education Institutions", in: *Interdisciplinary Journal of Research and Development*, Vol. 4, No. 2/2017, Published by "Aleksander Moisiu" University, Durres, Albania, 2017.
- Sota, Jani - *Pre-University Education in Post-Comunist Albania 1992-2013 (Monograph)*, With a foreword by Prof.PhD. Antonello Biagini, Berlin: "LAP LAMBERT Academic Publishing", 2018.
- Susan, Mohrman Albers & Wohlstetter, Priscilla - *School-Based Management: Organizing for High Performance*, Published by University of Southern California. Center for Effective Organizations, California, 1993.
- Tyacak, David B. - *The One Best System: A History of American Urban Education*, Cambridge, "MA: Harvard University Press", 1974.
- Vendim i Këshillit të Ministrave Nr. 799, datë 22.7.2009 "Për miratimin e strategjisë kombëtare të arsimit parauniversitar, për periudhën 2009-2013".
- [Decision of the Council of Ministers No. 799, dated 22.7.2009 "On the Approval of The National Strategy of Pre-University Education, for the Period 2009-2013".]